Developing Skills for Digital Government

Recommendations for an institutional learning mechanism

OECD

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1 Introduction

Background and objectives

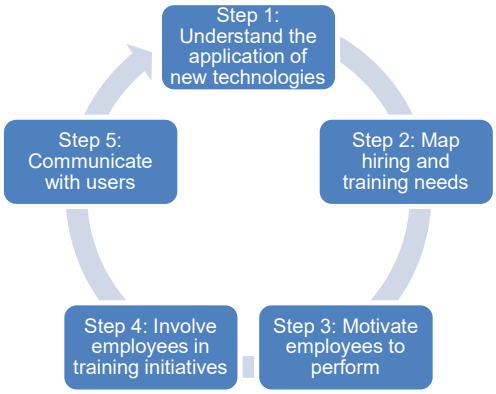
The OECD and the Directorate-General for Structural Reform Support (DG REFORM) of the European Commission are supporting INPS in its digital transformation through the project "Strengthening the administrative capacity of INPS". The project is part of the OECD-DG-Reform co-operation under the Technical Support Instrument (TSI), which aims to provide technical support to EU member states. The project aims to enable INPS to foster the skills needed to make progress in its digital transformation.

To achieve this objective, the OECD has already analysed the INPS workforce and past initiatives to foster digital skills, made a proposal for an actionable training plan and provided a methodology and a roadmap on internal and external communication. This final output of the project provides INPS with recommendations for an institutional learning mechanism, that is a set of processes and practices to keep up to with innovative trends and tools in social services and adapt the skills of employees.

The key elements of an institutional learning mechanism

An institutional learning mechanism can be characterised conceptually as a five-step cycle (see Figure 1.1). Public administrations should, first and foremost, understand the impact of new trends and models, for example the introduction of new technologies, new service-mixes, and deeper integration between levels of social protection. On the back of these trends, administrations then need to ensure that employees can adapt to the new technologies and trends by mapping hiring and training needs, motivating employees to perform, and involving them in learning initiatives. Administrations should also communicate with users and receive their feedback on the service offer to better understand the impact of their changes, and how to adjust the skills development efforts.

Figure 1.1. Steps of an institutional learning mechanism



Source: OECD elaboration.

Recommendations for an institutional learning mechanism

Each of the chapters in this report provides recommendations on one of the first four steps in Figure 1.1, drawing on international good practices from other EU and OECD countries. The fifth and final step was covered in detail in the methodology and roadmap for communication already shared with INPS. The methodology and roadmap document presents step-by-step recommended actions along with key actors for each stage. The good practices were identified through desk research and expert interviews, building on the evidence base gathered during the various activities of the project, such as the peer-learning workshop, the study visit, and the training pilot on skills for digital government.

Table 1.1 provides a summary of the key findings and recommendations. Although INPS has already introduced or is planning to introduce several mechanisms to foster institutional learning (such as a system to map recruitment and training needs and changes in its performance review system), it would benefit from implementing four main recommendations. Managing and adopting new technologies features prominently, with two recommendations on AI and a methodology to understand the impact of different technological applications. INPS could also strengthen training for managers and introduce individual learning accounts to simplify access to training. Implementing these recommendations will enable the organisation to be able to learn and react from new trends and developments in social services provision.

Table 1.1. Overview of recommendations for an institutional learning mechanism

Step	Key findings	Recommendations
Understanding the application of new technologies (Chapter 2)	INPS has been **experimenting with the integration of AI technologies into its operations to drive efficiencies and strengthen its administrative capacity**, but it could consider to take the opportunity to review its approach for a coherent deployment and use across the institution, before expanding its integration of AI technologies.	INPS could assess the existence of the enablers and guardrails needed to secure a responsible use of AI to **inform a coherent and strategic approach for a widespread adoption of AI** technologies across the organisation.
Mapping hiring and training needs (Chapter 3)	INPS already **has a system to map recruitment and training needs** but needs to improve its assessment of the impact of new technologies.	INPS could introduce a **new methodology to understand the impact of different technologies** on hiring and training needs, taking inspiration from Denmark's tech radar.
Motivating employees to perform (Chapter 4)	INPS has already implemented a **comprehensive change management plan** and is currently making **changes to the performance review system**.	INPS could **strengthen training for managers**, by taking inspiration from the PLUS programme from the Danish Agency for Employees and Competence.
Involving employees in training (Chapter 5)	INPS has already made **substantial progress in providing incentives** for employees to train in recent initiatives.	INPS could simplify the process to access training, by introducing **individual learning accounts**, as the *Compte Personel de Formation* (CPF) in France.

Source: OECD elaboration.

2 Understanding the application of new technologies

INPS has been on a journey of digital transformation in recent years, which is enabling it to innovate its operations and service delivery – incorporating digital tools and emerging technologies to help keep pace with the needs and expectations of users in a rapidly-changing environment. INPS is taking steps to prioritise greater use of AI technologies to reach potential users and meet their needs, ensure accessibility to its services for individuals with vulnerabilities, and gain efficiencies across the organisation. However, it should take measures to ensure that its use of AI continues to be done in a way that is ethical and responsible, and brings value to both internal and external users. This is key to both achieve the intended outcome of this programme of work, and to build and maintain the trust of the public in INPS' digital delivery.

Guidance on the use of AI

In May 2019, OECD member countries adopted the OECD Council Recommendation on Artificial Intelligence, which included values-based principles and recommendations to support the use of AI that is innovative and trustworthy, and that respects human rights and democratic values (Table 2.1).

Table 2.1. Principles of the OECD Council Recommendation on Artificial Intelligence

Values-based principles	Recommendations to governments
• Inclusive growth, sustainable development, and wellbeing • Human-centred values and fairness • Transparency and explainability • Robustness, security, and safety • Accountability	• Invest in AI R&D • Foster a digital ecosystem for AI • Provide an enabling policy environment for AI • Build human capacity and prepare for labour market transition • International co-operation for trustworthy AI

Source: (OECD, 2023[1])

Building on this Recommendation, the OECD is currently developing a preliminary framework to support a responsible use of AI in the public sector, which "acknowledges the importance of emerging global standards and international collaboration to address these policy challenges." (OECD, forthcoming[2]) The intent of the framework is to define the enablers and guardrails for the responsible use of AI within governments and in specific policy areas and in ministries; within the broad ecosystem; and across borders (Figure 2.1).

Figure 2.1. Preliminary framework for trustworthy use of AI in the public sector

Source: (OECD, forthcoming[2])

This framework has three focus areas that are key to the use of AI in the public sector. They include:

- **Levels of engagement:** governments need to engage with a broad range of stakeholders on the responsible use of AI, including across the public sector, the broader AI ecosystem, and even across borders. This is key for developing targeted actions to effectively address policy challenges.
- **Enablers:** these are the elements needed to establish the enabling environment required for a full-scale adoption of AI across the public sector, including the governance and capabilities internal to the public sector, as well as partnerships and collaborations with other sectors.
- **Guardrails:** these are the policy levers that governments can use when developing a responsible, trustworthy, and human-centred approach to AI in the public sector. These guardrails include the standards, laws, oversight, and enforcement mechanisms necessary to govern its use.

This framework offers INPS with a view of the developing international standards that it could use to assess the compliance of its existing practices; to evaluate the use and impact of its use of AI and other emerging technologies; and to inform the design and delivery of future AI solutions. In this way, INPS can continue to be confident in the integration of AI into the public sector and an exemplar in how best to adopt the technology.

International practices in the use of AI

This section offers considerations and examples from other governments to inform and inspire the continued and future use of AI technologies by INPS.

Applications of AI across Europe

Below are some examples of AI technologies in use around the European Union, which could be relevant to INPS as it deploys AI solutions to enhance its service design and delivery- either because they are from the social security sector or use the kind of functionality which INPS is exploring.

Table 2.2. Examples of AI being used to enhance public sectors around the EU

Country	Example
Estonia	Machine translation was introduced in Riigi Teataja's official notices to translated information on its website to support its open business environment by ensuring that information could be understood by foreign creditors and company boards, among others. It uses a neural network learning algorithm to evolve the system and improve translation quality over time. Source: (Justiitsministeerium, 2020[3])
Finland	The Digital and Population Information Agency developed the AuoraAI network offers users with a self-service option to guide them to the services they need. It suggests service packages based on their life situation to offer more proactive service delivery and a better user experience. Source: (Valtiovarainministeriö, 2023[4])
France	The Ministry of the Interior developed SELFIM, a data science application that uses algorithms to analyse large data sets to automatically detect attempts to defraud the vehicle registration certificate (VRC). Source: (European Commission, 2022[5])
Ireland	A Virtual Digital Agent (VDA) or voicebot is used to handle customer service calls from taxpayers seeking information about the process and status of applications. The VDA can handle the majority of calls that come through to the call centre, allowing human operators to handle more complex cases. Source: (European Commission, 2020[6])
Latvia	The State Revenue Service uses automated decision-making to verify the completion and compliance of declarations submitted through its Electronic Declaration System (EDS), meaning that human verification of declarations is only required when the system detects a non-compliant declaration. The EDS also includes an integrated machine translation service for automated translation into English and Russian. Source: (State Revenue Service, 2023[7])

Robodebt: a cautionary example from Australia

Between 2015 and 2019, the Australian Government used automated decision-making algorithms to identify and recover overpayments in welfare support programs, known as the 'Robodebt' scheme. The algorithms were based on data-matching between welfare records with income data from tax statements, issuing debt notices to those users that were identified to have been overpaid due to discrepancies between the two data sets. However, there were flaws in the algorithm that meant that a significant amount of debts were incorrectly raised, causing great distress to the welfare recipients affected (Rinta-Kahila et al., 2021[8]). The practice was later found unlawful, and the programme was terminated. A Royal Commission was established to determine what went wrong. Amongst its 57 recommendations, the Commission's final report recommended reviews of data-matching across government, as well as the introduction of regulations to ensure transparency of its use, scrutiny of algorithms, and clear pathways to seek review of decisions. The Commission also recommended that the Government consider establishing an independent body to monitor and audit automated decision-making (Royal Commission into the Robodebt Scheme, 2023[9]).

Use of AI in Italy's public sector

In the recent 2023 Digital Government Index, the OECD gathered data on and analysed the use of AI across its member countries. Italy showed promise in this space, with a maturity score of 54% on par with the OECD average (OECD, forthcoming[10]) A summary of Italy's results on AI is provided below in Figure 2.2.

Italy scored above the OECD average for its use of AI to improve the public sector, while also achieving a perfect score for having a national strategy or plan for AI, for its ethical management and use of algorithms, and for address ethical principles in its use of AI. However, there is considerable opportunity for improvement on algorithmic transparency, as well as to introduce greater oversight, public consultation, and collaboration with experts to ensure that Italy continues to adopt AI technologies in the right way.

Figure 2.2. Italy's results on AI in the 2023 Digital Government Index

Note: This is based on data collected between January 2020 to October 2022. It does not account for any measures taken by Italy since then.
Source: (OECD, forthcoming[10])

It should be noted that the data does not account for any measures taken by Italy since 2022 and are general in nature. While they do not necessarily apply directly to the INPS' current use of AI technologies, the findings do offer insight on the considerations for INPS as it continues to explore how best to integrate AI and other emerging technologies into the organisation to enhance its operations and service delivery.

Experimenting with the integration of AI technologies is an important evolution of INPS' operations in order to drive efficiencies and strengthen the administrative capacity of the organisation. A great example of this is the introduction of chatbots to augment the call centre operations supporting the *Nuova Assicurazione Sociale per l'Impiego* (NASpI), helping NASpI users to get information and status updates on their applications for support. While this is an important pilot to determine the feasibility of more widespread adoption, INPS should pursue this in parallel to work on the governance of AI, algorithmic transparency and auditing, and extensive consultation and testing with users on its use. These measures would help guide and enable a coherent approach to AI in INPS.

Moving forward: establishing a coherent approach to AI

As INPS looks to expand its use of AI technologies to increase the uptake of services across all users, it should assess whether it has the enablers and guardrails mentioned in Guidance on the use of AI (see Table 2.1) to ensure the effective, ethical, and responsible use of AI. Particularly with the nature of the user groups that rely on INPS' services, the organisation should include a focus on human-centric design that proactively addresses the inclusion of vulnerable and underrepresented groups in Italian society. By undertaking the assessment, INPS can better understand where its strengths and opportunities lie to build solid foundations to drive widespread adoption of AI. In parallel, INPS can continue strengthening its institutional capacity including digital skills to support the responsible use of AI.

Recommendations: understanding the application of new technologies

- INPS has been experimenting with the integration of AI technologies into its operations to drive efficiencies and strengthen its administrative capacity, but it could consider to take the opportunity to review its approach for a coherent deployment and use across the institution, before expanding its integration of AI technologies.
- INPS could assess the existence of the enablers and guardrails needed to secure a responsible use of AI to inform a coherent and strategic approach for a widespread adoption of AI technologies across the organisation.

3 Mapping hiring and training needs

Mapping hiring and training needs is important to ensure that public administrations have the human resources to fulfil their functions and objectives. As discussed in the review of good practices that fed into the proposal for the actionable training plan, skills frameworks and skills assessment pose the foundations to understand recruitment and training needs. Public administration also relies on other sources of information, including managerial feedback, workforce planning and employee feedback (OECD, 2023[11]).

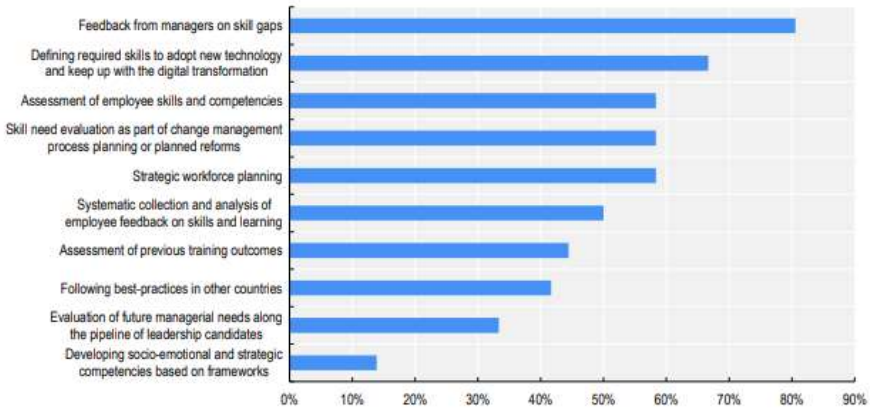
INPS has already in place a structured process to map recruitment and training needs. Going forward, it could improve the methods to evaluate the impact of new technologies. This Chapter provides some recommendations on this front, building on a Danish good practice encountered during the study visit that informed the development of the proposal for the actionable training plan.

International practices to map recruitment and training needs

Public administrations in OECD countries rely on a variety of sources to understand recruitment and training needs (Figure 3.1). The most common methods include managerial feedback (81%), formal assessments (58%), workforce planning (58%) and employee feedback (50%).

Figure 3.1. Methods to identify learning and development needs in the public administration

Percentage of OECD governments that responded "yes" to question in the survey



Source: Survey on Public Service Leadership and Capability, Module 5 on Learning and Development, cited in OECD (2023[11]).

These sources of information are frequently combined in systematic methodologies (OECD, 2023[11]). For example, Australia undertakes strategic workforce planning that takes the whole central administration into account and aims to identify skills needs in both the short and long term. Survey data is collected from

various sources – including employee feedback, leadership, and individual ministries and agencies – and informs an overall risk assessment alongside a framework identifying areas with skill gaps. Capability areas with the highest risk and biggest gaps are then prioritised for learning and development focus.

Moving forward: the introduction of a skill radar

INPS has already in place a structured process to map hiring and training needs. Every year, each directorate needs to submit training priorities and recruitment needs. Based on the proposals, the Directorate for Training and the Directorate for Human Resources put together a detailed training and human resources plan. Going forward, INPS could strengthen this system by introducing a new methodology to evaluate the impact of different technologies. This methodology could take inspiration the tech radar, a practice from Local Government Denmark Government (*Kommunernes Landsforening, or KL*).

KL is the association that represents Danish municipalities central government level. There are 400 people working in the organisation, of whom 5 are in the team in charge of digitalisation. KL advises on all law-making that concerns municipalities, for instance, on feasibility and implementation of certain policies.

KL developed a "Technology Radar" to assess the maturity of 25 different technologies (Local Government Denmark Government, 2023[12]). The radar classifies the technologies in four categories: "Ready", "Try it out", "Watch" and "Wait". The closer technologies are to the centre of the radar in Figure 3.2, the more mature they are. The classification is based on the technical maturity of the technology and its spread among municipalities. To evaluate the technical maturity, KL relied on data on adoption collected by the technological consulting firm Gartner and interviews with experts. To assess the spread of the technology among municipalities, KL conducted a survey that was circulated among 554 municipal managers.

Figure 3.2. Tech Radar by Local Government Denmark

Note: Technologies become readier for use as they get closer to the centre. On the left, the radar shows technologies that are used for services, on the right technologies to store, analyse, or manipulate data.

Source: Study visit during the project.

Municipalities can use the radar to understand which technologies are more relevant, and to form the basis for discussions with the senior management and politicians on which investments should have priority. KL

keeps an archive of case studies for the application of the radar (Local Government Denmark Government, 2023[12]). In the Svendborg municipality, for example, the chief of staff gave a presentation to the management about how the municipality fared in technology use, compared to the average across the country. This helped to foster a discussion on investments in new technological applications.

INPS could adopt a similar methodology to understand the impact of different technologies on hiring and training needs. First, it could produce a mapping like the technology radar to assess the "readiness" of different technological solutions. The "readiness" could be measured in terms of the timeline and scale. Then, for each technology and organisation development, INPS should identify skill gaps and recruitment and training needs.

To evaluate the readiness, INPS could rely on a mix of internal and external evidence, as in the Danish experience. Internally, INPS could consider asking staff some questions on the readiness of different technologies in its internal process to map recruitment and training needs. This could be combined with the evidence provided by a panel of 10 to 15 national and international experts.

Recommendations: mapping hiring and training needs

- INPS already has a system to map recruitment and training needs, but needs to improve its assessment of the impact of new technologies.
- INPS could introduce a new methodology to understand the impact of different technologies on hiring and training needs, taking inspiration from Denmark's tech radar.

4 Motivating employees to perform

While employee motivation is key for the performance of public administrations, the challenge lies in understanding how to ensure that this remains high. The most recent research on engagement and motivation of public employees draws the notion of a psychological contract from the HR literature (OECD, 2016[13]). The psychological contract includes mutual, subjective expectations on the part of the employee and the employer that go beyond the legal contract. Employees fulfil their tasks if they have the feeling that the employer in turn will generally fulfil their obligations, leading to increased commitment, reduced psychological stress and increased job satisfaction.

There are several factors that affect the quality and stability of a psychological contract, such as financial incentives, performance appraisals and work flexibility (OECD, 2016[13]). In agreement with the INPS project team, this Chapter focuses on the quality of management, which was found to be a crucial factor in driving employee motivation (OECD, 2016[13]).

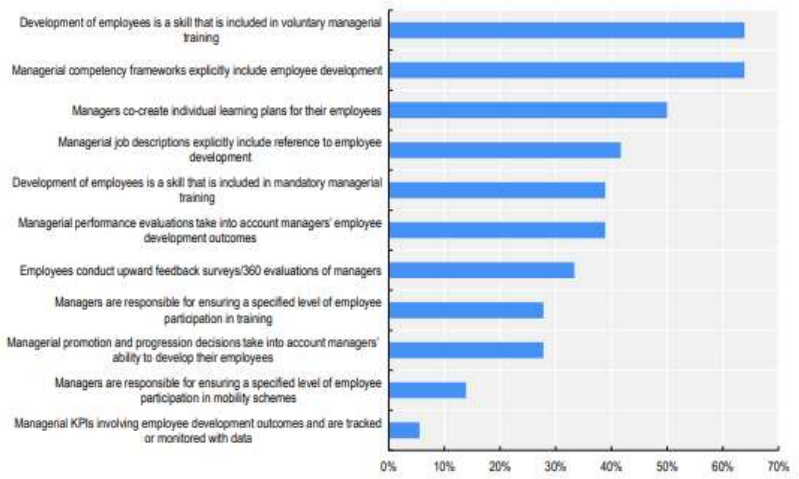
International practices to foster employee motivation in the public sector

Recent academic research has found that the quality of management in the public administration affects employee motivation and organisational performance (OECD, 2016[13]). A research study surveyed 511 public employees working in 88 teams and their respective leaders in Germany (Gutermann et al., 2016[14]). The survey uncovered that leaders' own work engagement can transfer to their followers through a positive and constructive working relationship. Higher work engagement is in turn related to the individual performance of employees and their intention to leave. Following on from these findings, the researchers investigated if there could be a "collective work engagement" at the level of organisations, and whether this may be related to collective performance, namely client satisfaction, through a study of 34 161 employees working in 156 independently working organisational units in a public administration body (Gutermann et al., 2016[15]). Consistent with their hypothesis, the researchers found that there are meaningful variations in "collective work engagement" that are positively correlated to the quality of management and to client satisfaction measures.

Against this backdrop, several governments have undertaken initiatives to strengthen the quality of management in the public sector, placing a strong focus on employee development (Figure 4.1). Almost two-thirds of OECD countries report providing voluntary training for managers on how to develop their staff and the inclusion of employee development in managerial competency frameworks, and around half expect managers to co-create learning plans with their employees. However, other measures scored much lower. Very few countries take managers' ability and success at developing employees into consideration for promotion decisions, or use indicators to measure or track employee development outcomes.

Figure 4.1. Managerial tasks targeting employee development in the public administration

Percentage of OECD governments that responded "yes" to question in the survey



Source: Survey on Public Service Leadership and Capability, Module 5 on Learning and Development, cited in OECD (2023[11]).

Countries are approaching managerial responsibility for employee development in different ways (OECD, 2023[11]). In the United Kingdom, a managerial competency framework includes "developing others", while in Portugal, a manager's statute mentions HR development, and some managers are measured against this in performance appraisals. In France managers are required to discuss professional development with staff as part of yearly professional assessments.

Moving forward: strengthening training for managers

INPS has already made good progress in improving the quality of management and employee engagement. It has already implemented a comprehensive change management plan and it is currently making changes to the performance review system for both managers and employees. An area where INPS could make further progress is the provision of training for managers. In this regard, INPS could take inspiration from the Danish Agency for Employees and Competence.

The agency runs a comprehensive programme for management development (PLUS[1]), comprising of long-term and short-term courses (Danish Agency for Employees and Competence, 2023[16]). The long-term courses include specialised tracks for newly promoted project managers, newly promoted team managers, experienced managers, and top managers at the board level. These long-term courses start with a personality test, and combine a mix of lectures, interactive sessions, and one-to-one coaching for a total of 20 to 40 hours of learning over a period of 3 to 6 months. The short courses are practice-oriented master classes that offer inspiration and examples of leaders on specific issues. Topics include agility in the state, cybersecurity, and digital business development.

On top of these courses, the agency also runs a "Knowledge Café" and various "Salons". The "Knowledge Café" has a similar format to that of the INPS "Agile Community": practitioners and researchers meet monthly to discuss trends in public management on a topic decided by a coordinator. The session in December 2023, for example, discussed well-being in the workplace. The "Salons" are, instead, a bottom-

[1] https://medst.dk/arbejdsomraader/ledelse/

up initiative. Every manager can apply to create a “Salon” on a specific issue. Once it is validated by the agency, it can be joined by up to seven fellow managers who hold a focus group. Topics include, for instance, how to handle difficult conversations, conflict, or how to give feedback.

INPS could offer a similar mix of long-term and short-term courses in the newly formed ”Accademia”, combining them with informal learning activities. The courses could target both team leaders and executives, whereas the informal learning activities could consist of monthly talks and peer-learning sessions.

Recommendations: motivating employees to perform

- INPS has already implemented a comprehensive change management plan and is currently making changes to the performance review system for both managers and employees.
- Going forward, INPS could strengthen training for managers, by taking inspiration from the PLUS programme from the Danish Agency for Employees and Competence.

5 Involving employees in training

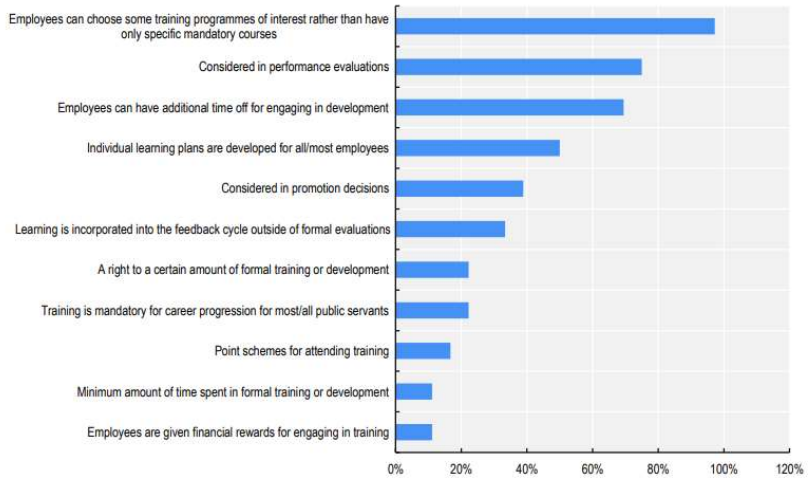
Ensuring that employees have high motivation is not sufficient for strong performance. Employees also need to participate in learning opportunities to ensure that their skills remain up to date (OECD, 2023[11]). To make this possible, public administrations need to offer incentives and adopt organisational processes that maximise participation. Top-down directives to learn do not usually result in desired outcomes, without some sort of incentive (OECD, 2023[11]). Public administrations need to find ways to stimulate a genuine interest in learning, and then make the processes to access training as simple as possible. In agreement with the INPS project team, this Chapter focuses on this second aspect, and suggests the introduction of individual learning accounts as a mechanism to simplify access to training.

International practices to involve employees in training

Employees make decisions about whether to formally engage in learning, and also how and when to learn, when the perceived benefits outweigh costs. For this reason, it is important that public administrations offer incentives to strengthen participation (OECD, 2023[11]). As discussed in the analysis of the INPS workforce, incentives for learners need not always to be financial (OECD, 2023[17]). In fact, linking learning to performance evaluation, career progression and feedback cycles can be more effective and contribute more to an overall culture of learning rather than it being perceived as an extra task. Many public administrations have already taken important steps in this direction (Figure 4.1).

Figure 5.1. Managerial tasks targeting employee development in the public administration

Percentage of OECD governments that responded "yes" to question in the survey



Source: Survey on Public Service Leadership and Capability, Module 5 on Learning and Development, cited in OECD (2023[11]).

In around 75% of OECD countries, public administrations consider learning and development efforts in performance evaluations, and 50% are developing individualised learning plans for employees. Considering learning in promotion decisions is an emerging incentive, with 39% of countries undertaking this strategy, although precautions should be taken to make sure such learning is relevant and not framed as simply a 'tick-the-box' exercise required for promotion. Financial incentives are rare among survey respondents.

On top of offering incentives, public administrations need to make the process to access training opportunities simple and engaging. For example, having to go through several layers of approval can create frustration and give the contradictory signal that learning is not a priority for the organisation. However, granting free access might lead to a misutilisation of resources. This leads to a trade-off between expanding access and ensuring value-for-money that public administration should carefully consider and mitigate.

Moving forward: the introduction of individual learning accounts

As discussed in the review of the INPS workforce, INPS has made substantial progress in strengthening incentives for participation in learning opportunities. It has also launched a reform of the performance review system, that could give more centrality to training (see Chapter 4). One area where it could make further progress is the internal process to access training.

As in other public administrations, the current process is top-down. Based on the analysis of training needs (see Chapter 3), the directors and line managers identify the recipients of compulsory training, who are required to complete some training opportunities within a certain timeframe. This typically includes training that is mandated by legislation. For other opportunities, employees are always required to go through their line manager and their director.

To simplify the system, INPS could take inspiration from the *Compte Personel de Formation* (CPF) in France. Officials of the French civil service – as well as private employees – are entitled to an annual credit of professional training hours, known as the CPF, which can be used at their own initiative (Service-Public.fr, 2023[18]). Such credit can be used for training aimed at acquiring a diploma or developing skills as part of a career development project (mobility, promotion or professional retraining). The CPF is automatically topped up by 25 hours at the end of each year, up to a maximum of 150 hours. Once the CPF has reached 150 hours, if these hours are not used, it can no longer be topped up. The number of yearly hours increases to 50 and the maximum to 400 for administrative employees that do not have a high-school diploma.

INPS could consider introducing individual learning accounts for all employees in the organisation. As for the French CPF, the accounts could be topped up every year with a fixed number of credits, with each credit corresponding to one hour. A certain proportion of the credits (e.g., 30% or 50%) could be dedicated to compulsory courses related to a certain profile or job position, while employees should be free to allocate the remainder to learning opportunities of their choosing.

For these elective opportunities, INPS could consider pre-clearing some courses offered by the "Accademia" with line managers and directors. Employees would be able to sign up directly, and the hours would be deduced automatically by their accounts, once their participation has been confirmed by the organisers. This can simplify the approval process. Employees would be able to go through a set number of training hours without having to go through their line manager and director. In this way, INPS could easily keep track of the hours that employees are spending in training. To maintain a certain degree of flexibility, other external elective courses could still be eligible, but require an ad-hoc authorisation from the senior management, as in the current system.

Recommendations: involving employees in training

- INPS has already made substantial progress in providing incentives for employees to train in recent initiatives.
- Going forward, INPS could simplify the process to access training, by introducing individual learning accounts. To make progress in this respect, it could take inspiration from the *Compte Personel de Formation* (CPF) in France.

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