DISPA REPORT

"Learning in the Digital Age: Intelligent assistance"

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Bulgarian Presidency of the Counsil
of the European Union

Report of the Meeting of the Directors of Institutes and Schools of Public Administration of the European Union (DISPA) during the Bulgarian Presidency of the Council of the EU

Sofia, 21-22 June 2018

The Meeting of Directors of Institutes and Schools of Public Administration (DISPA) organized under the auspices of the Bulgarian Presidency of the Council of the European Union

"Learning in the Digital Age: Intelligent assistance"

Under the Bulgarian Presidency of the Council of the EU, a meeting of DISPA (an informal network of Directors of Institutes and Schools of Public Administration in Europe) was held on 21 and 22 June 2018 in the National Palace of Culture. The Bulgarian Institute of Public Administration was the organizer and host of the event, attended by 41 delegates from 25 countries. In compliance with the priorities of the Bulgarian Presidency, participants from the Western Balkans were also invited.

The meeting was moderated by the Executive Director of IPA, Mr. Pavel Ivanov. At the opening, he presented the main highlights of the meeting agenda and stressed that training organizations are increasingly expected to support the adaptation of public sector employees to modern conditions of high mobility, networking and digital transformation.

The meeting consisted of two main sessions focused on "Rethinking Training in the Digital Age" led by external speakers, followed by two parallel workshops. In relation with one of the priorities of the Bulgarian Presidency a special session was devoted to the Western Balkans. Senior leaders from Serbia, Kosovo and Macedonia, including the Deputy Minister of Information Society and Administration in Macedonia, introduced the participants in the meeting with the structure, functions and activities of the national training institutions/ units of these countries.

An inspiring session focused on the collaboration and creativity provided a practical opportunity for the participants to jointly create an artistic product with the symbols of the Bulgarian presidency. It caused rethinking of the role of personal experience, entertainment and so called "serious games" in modern approaches to learning and development.

Results of a preliminary IPA survey among DISPA members were presented at the meeting. They outlined key aspects of the current situation as well as priorities in the field of research and training of public administration employees for the period 2019-2022.

Opening words

*Oleg Petkov, Deputy Minister,
Ministry of the Bulgarian Presidency of
the EU Council*

The Deputy Minister opened the meeting and welcomed participants to the DISPA meeting of the Bulgarian Presidency.

Mr. Petkov noticed that the Meeting of Directors of Institutes and Schools in Public Administration in Europe within the framework of the Bulgarian Presidency of the Council of the EU is an event that takes place in our country for the first time. This fact is symbolic for Bulgaria and for the public administration in this country too.

The mission of the Public Administration Institutes is to strengthen and consolidate public services through programs and training plans, qualification and exchanges in order to improve the knowledge, professional experience and practice of the civil servants. This is a mission showing responsibility before the citizens and also cooperation and setting the public administration priorities high on the agenda of the European Union.

The Bulgarian Presidency is working hard to improve the performance of public administration. More than 5,000 civil servants were trained with the support of the Public Administration Institute in the course of preparation and carrying out the Bulgarian Presidency of the EU Council only.

Mr. Petkov mentioned that in addition to administrative capacity, the Bulgarian Presidency has worked hard on developing competitiveness in digitalization and on strengthening European economy.

One of the 4 priorities of the Bulgarian Presidency is digital economy and skills for the future. Traditionally, Bulgaria is linked with digitalization, innovation and development of new technology.

The Bulgarian Presidency realizes its important role and gives special attention to digitalization as our biggest challenge; digitalization provides the most opportunities but brings some serious risks too. And this is also a new challenge for the public administration.

The Bulgarian Presidency can proudly state that it has achieved some serious results in these areas. The work required many meetings and negotiations at various levels, but also constructive and consensus decisions.

New technology is storming in and it is necessary to apply it in a constructive way. The use of the existing financial instruments like Erasmus +, The Horizon 2020 Framework Programme, and the next 9th framework Programme for research and innovation, as well as others, provide a guarantee for investments in the future, for activating research and development, for establishing ongoing professional and expert cooperation, for information and data exchange, for teamwork and for improving life.

The proposal of the European Commission for increasing the funding for education, innovation and research in the MFF beyond 2020 is not accidental.

The Bulgarian Presidency performs its mission to be a Presidency close to the citizens, to their needs. The cause is clear – make people's life easier, overcome inequalities, be more united and work with satisfaction.

Mr. Petkov wished the participants successful meeting and he underlined that he is convinced that the discussion will be in a constructive and creative format – for the benefit of both the citizens and the public administration. Digital economy is not a threat, it is an opportunity for development and cooperation, because a machine cannot replace human creativity.

In conclusion of his speech the Deputy Minister underlined that "we will continue our efforts for building a strong, digital and united Europe!"

Plenary session: Rethinking Training in the Digital Age

Daniel Gerson, Manager of Public Employment and Management Project, Public Governance Directorate, OECD

SKILLS FOR INNOVATION IN A DIGITAL PUBLIC ADMINISTRATION: AN OECD PERSPECTIVE

In his presentation Mr. Gerson considered the issues of the digital transformation of the public administration and the opportunities and challenges that it gives. Mr. Gerson he drew the attention of the participants with some essential questions such as: What skills and competencies are/will be needed for the future public servants? How can we be ready for the future public administration?

It was interesting for the participants to understand the process of transition from Analog government (closed operations and internal focus, analogue procedures) thought E-Government (greater transparency and user-centered approaches, ICT-enabled procedures) to Digital Government (open and user-driven approaches, process and operational transformations).

Mr. Gerson presented the main characteristics of the Digital Government:

- Digital by design;
- Open by default;
- Automation and Proactiveness;
- User-Driven Approach;
- Government as a Platform;
- Data-Driven Public Sector.

Prof. Roumiana Peytcheva-Forsyth, Professor at the Faculty of Education and Director of Sofia University distance education center

ENSURING THE LEARNERS' AUTHENTICATION AND AUTHORSHIP AS A MECHANISM FOR ENHANCING THE QUALITY OF ONLINE LEARNING

Prof. Peytcheva-Forsyth presented an adaptive trust based e-assessment system for learning. She described the expansion of the online education by quoting the thought: "There is a tsunami coming" says Stanford President John Hennessy "as universities move towards online classes" (Auletta, 2012). This tsunami of online education will continue, its growth may slow but there is too much demand for it not to grow.

For the audience it was interesting to know which the factors are supporting the boost of online learning:

- Restructuring of the labor market – the new demands;
- The contribution of technology to internationalization and the globalization of education;
- The potentials of the technologies for democratization of education;
- The needs and expectations of the digital generation;
- Increasing needs for lifelong learning;
- The potential of the technology to improve the effectiveness and quality of training;
- The great interest of ICT business in education as a user of their products
- Knowledge based (data) economy.

Prof. Peytcheva-Forsyth presented the different forms of E-learning by Tony Bates:

E-learning (Digital learning) – All computer and Internet-based activities that support teaching and learning-both on-campus and at a distance

Distance education courses are those where no classes are held on campus – all instruction is conducted at a distance. Distance education courses may use a variety of delivery methods, such as print-based, video/audioconferencing, as well as internet-based.

Online learning – A form of distance education where the primary delivery mechanism is via the internet. These could be delivered synchronously or asynchronously. All instruction is conducted at a distance.

Blended learning – combination of the two modes of delivery – online and face to face. "The challenge is to identify what the added value is of the face-to-face component, when most teaching can be done as well or better, and much more conveniently for students, online, and how to combine the two modes of delivery to deliver better learning outcomes more cost-effectively.

Dr. Veronica Racheva, Education Programme Director, Vedamo company, Bulgaria

THE POTENTIAL OF THE VIRTUAL CLASSROOM IN THE ADULT TRAINING

Mrs. Racheva presented the types of on-line learning:

- Synchronous online learning - happens in real time with an instructor
- Asynchronous online learning – self-paced
- Blended learning - combines traditional classroom methods with online learning activities
- Mrs. Racheva clarified what a virtual classroom is and pointed out its key features, application and key benefits.

The potential in the adult training from the point of view of the adult learners consists in the fact that they apply their knowledge in real time and contribute with their experience, save time and money for travelling, receive immedi-ate feedback and clarifications, have opportunities for active participation, can combine self-directed with collabo-rative learning, watch recordings of the sessions. From the point of view of the organization delivering adult training, the potential is that they can set flexible schedules, can bring together learners from different location, can easily invite guest presenters, have full control over the

teaching and learning processes, re-duce many costs, have all content and data organized and stored.The potential in the adult training from the point of view of the adult learners consists in the fact that they apply their knowledge in real time and contribute with their experience, save time and money for travelling, receive immedi-ate feedback and clarifications, have opportunities for active participation, can combine self-directed with collabo-rative learning, watch recordings of the sessions. From the point of view of the organization delivering adult training, the potential is that they can set flexible schedules, can bring together learners from different location, can easily invite guest presenters, have full control over the teaching and learning processes, re-duce many costs, have all content and data organized and stored.

It was useful for the participants to dis-tinguish the use cases for the different types of online learning. The fully online synchronous training is suitable for we-binars, workshops, interactive trainings, discussions, consultations, etc. It can bring together learners from different lo-cation, saves time and costs, allows for flexible schedules. The blending synchro-nous and asynchronous online learning is the most efficient approach for online learning, provides both academic and financial benefits. The overall average completion rate for such training is 91%, compared to 44% for asynchronous - only courses. The blending synchro-nous and asynchronous online learning – brings to teaching organizations all key components of digital competence in the 5 areas: information and data literacy, communication and collaboration, digital content creation, safety, problem solv-ing. Using the virtual classroom in a tra-ditional training - allows for: connecting remote participants to join the training in a physical classroom, inviting remote guest - lecturers/presenters from differ-ent locations, connecting two or more traditional classrooms in a joint session.

Apostol Mushmov, Founder & Managing Director at 11235 Ltd. Bulgaria

GAMIFICATION FOR LEARNING AND DEVELOPMENT - A GOOD TOOL BORN IN DIGITAL AGES

Mr. Mushmov cited some definitions of the Gamification:

- Gamification is the craft of deriving all the fun and addicting elements found in games and applying them to real-world or productive activities. (Yu-kai Chou)
- Gamification is loyalty programme of steroids.
- Gamification is the use of game elements to drive game like player behavior in a non- game context with predictability. (Michael Wu)

In addition Mr. Mushmov recalled the thought of Friedrich Schiller "Man is only a man when he plays". It was attractive for the public to become familiar with the main player types, target behaviors, activity cycles. It was also interesting for them to learn why serious games are more effective than e-learning: winning, problem-solving, exploring, chilling, teamwork, recognition, triumphing, collecting, surprise, imagination, sharing, role playing, customization, goofing off.

The most important message in the presentation of Mr. Mushmov was: "Don't forget fun!"

According to the study by Traci Sitzmann, the game becomes the most powerful teaching tool:

- It engages: it improves retention of learned content by a 90%, thanks to the adventure aspect, which turns learning into an entertaining and appealing activity for the student.
- It generates trust: because it is a videogame, the user can relax and their self-confidence improves by a 20% compared to other learning methods.
- It improves performance and improving skill development by a 20%.
- It is based on practice: the student learns thanks to experiential learning.

Neda Alkalay, MBA, PCC, NLPP; Mame context with predictability. (Michael Wu)

COACHING TRAINING ON-LINE – INNOVATIVE, ACCESSIBLE, EFFECTIVE

Mrs. Alkalay presented to the participants the five coaching principles:

- The person has all the resources to achieve.
- Every behavior has a positive intention.
- Change is inevitable. Transformation is possible.
- The person is in the center of the process.
- The person is capable and OK.

- What are the benefits of coaching?: communication, effectiveness, creativeness, engagement, confidence, loyalty, contribution.

Mrs. Alkalay underlined that the coaching is innovative because it is on-line live training and it's using new technologies. It is accessible, because it offers permanent access to training content, long-term access to the facilitators, different forms of collaboration, available from every location, equal training level and standards. The coaching is effective because it develops skills and it is resource effective.

Parallel workshops and Case studies

WORKSHOP 1:
CHALLENGES OF THE DIGITAL LEARNING

Facilitator:
Daniel Gerson, Manager of Public Employment and Management Project, Public Governance Directorate, OECD

Facilitator:
Pavel Ivanov, Executive Director of IPA, Bulgaria

E-LEARNING IN WESTERN BALKANS

Ratka Sekulovic, Director of Regional School of Public Administration (ReSPA), Montenegro

Mrs. Sekulovic presented a case developed by a Working group devoted to Human Resource Management and Development, established in 2012. The main purpose of the group is to determine the needs, to identify good examples and to share in a better way their findings and recommendations.

In 2017 the members of ReSPA participate in a survey that showed will in all countries involved to develop their Human Resource Management and Information System (HRMIS) with the emphasis on e-learning. The main findings were that most of the participants have separate e-learning system or are planning to implement one in their work and the widespread basic problems like the currency of information, the interoperability with other systems and the high cost of system maintenance.

Mrs. Sekulovic pointed out some particular cases like the one of Macedonia and the Ministry for Informatics Society and Administration where they use an Electronic Training Management System containing modules and functionalities that allows the training to be completely on line. Part of that system is the micro-learning system – an advanced type of e-learning which can be used anywhere and anytime like a basic learning tool or as an additional instrument to classroom training. The main advantages are the vast thematic scope, the quick process of evaluating and monitoring of the training and the all-time accessibility of the learning material.

Another good practice shared was the one of Bosna and Herzegovina (BiH) where the Civil Service Agency (CSA) implemented a distance learning program in 2014. After regularly satisfaction surveys and analyzing the needs of trainees the CSA introduced some new types of learning – webinars, e-learning and e-learning on demand – with some of the topics being mobbing, introduction to quality management, introduction to strategic planning, introduction to e-governance, environmental management and employment of civil servants.

The main lessons learned from the ReSPA study were that the process of digitalization in Western Balkans includes developing of digital learning, in specific e-learning, that its sustainability can be secured only through sector wide and multi-stakeholder approach and involvement and that the leaders should be involved during the whole process of the training – from the assessment of the needs to the evaluation.

THE RENOVATION OF TRAINING FOR DIGITAL LITERACY OF CIVIL SERVANTS IN SLOVENIA

Breda Gruden, Administration academy, Ministry of Public Administration, Republic of Slovenia

Mrs. Gruden presented the work of Administration academy and the development of blended learning as one of the best training practices. Slovenia adopted Digital Slovenia 2020 strategy for the development of digitalization and digital society. The country ranks 17th in the EU in the Digital Economy and Society Index (DESI 2017) but the needs of developing new digital skills and knowledge, known as digital literacy, increases.

Recommended form DESI index was also the European Digital Competences Framework (DigiComp 2.1) by the European commission. DigiComp 2.1 divides digital competences in 5 areas (Information and data literacy, Communication and collaboration, Digital content creation and Safety and Problem solving) and in 21 sub categories. This framework gave an answer to the digital gap that civil servants have even after attending different computer trainings.

The Administration Academy decided to adopt DigiComp 2.1 and to develop trainings based on all 21 digital competences. They created content and user activities for each competence. One of the trainings is horizontal – for basic digital literacy – and other, for more specific skills – vertical training – not only about the digital tools and how to use them but also the ways of using them the best way possible.

The start of this project is expected in the autumn of 2018. The Academy will start with 2 workshops and activities online, with two trainers. After the pilot training there will be analysis and then further development with the new circle.

IMPLEMENTING E-LEARNING PROJECTS

Tamar Lavado, National Institute of Public Administration (INAP), Spain

Ms. Lavado presented the work of the INAP with focus of the e-learning projects they are developing. Recently the Institute made a distinction between training and learning – learning should be much more proactive that training that supposes the trainees to sit in a room and listen to a lecture. The number of students increases in the past years and the development of new digital trainings arises. The digitalization of trainings offer more active learning, new horizontal approach, possibility for self-learning, developing new tailor made learning and more flexibility and mobility of the students.

Beside the normal trainings and the long specializations courses and masters, INAP developed an online platform for inception courses for the new civil servants that made a huge increase of number of students – from 555.000 sessions in 2012 to 2.909.193 in 2017.

The Institute also developed different networks and tools for sharing knowledge. Like the Innovation bank of public administration that is a pool for best practices or a professional social network for public administration.

INAP is also working on the platform FORMA 2 that is sharing Massive Open Online Courses (MOOCs) – that gives a great freedom of learning to all students. The courses are also used from universities, students and all public services officials.

The development of digital learning is bringing some challenges as well. For example how to evaluate the learning results in the digital world, how to create more value to the trainings, the need to redefine the role of teachers and students etc.

WORKSHOP 2:
STUDIES AND ANALYSES IN THE FIELD OF L&D

Facilitator:
Dr. Marian O'Sullivan, Director General of IPA, Ireland

PROFESSIONALIZATION OF OFFICIALS AND EMPLOYEES OF TERRITORIAL SELF-GOVERNMENT UNITS

Lukáš Jirsa, International cooperation specialist, Institute for Public Administration Prague, Czech Republic

Mr. Jirsa presented the project background, its actual current state.

IPA Prague, as state allowance organization of Ministry of Interior provides deepening of qualification of officials of territorial self-government units in compliance with Act no. 312/2002 Coll., on

officials of territorial self-government units. Training of officials is realized in compliance with Decree of Special Professional Competence of Territorial Self-Government Units (TSGU), which defines particular administration activities that are conducted by TSGU officials on various levels. There are defined 31 such administration agendas (state to 1st July 2017). IPA Prague offers up to 454 various courses and disposes of network of approximately 500 lecturers.

Within 3 months since the start of labor contract, officials need to pass initial entry training, which involves basics of public law, public finances, European law, ethics rules, basic skills and habits for execution of administration activities, basics of IT using, basics of communication and organizational skills related to job title. Entry training is finished with awarding certificate. Within 18 months

since the start of labor contract, officials need to pass the special professional competence exam, where the summary of knowledge and skills necessary for conducting activities of official is proven. Then other types of training based on TSGU needs and reflecting training plan of official are being realized: continuous, deepening, updating, specialized.

In order to resolve identified needs IPA Prague decided to realize the project focused on professionalization of officials and employees of territorial self-government units.

All project outcomes will serve for public administration so as to officials were competent enough, in their positions dispose of necessary knowledge, skills and abilities to be prepared sufficiently for managing routine duties according to agenda conducted as well as to have soft skills in contact with public.

PROJECT ARGO TOP PUBLIC EXECUTIVE: INTERNATIONAL TRAINING PROGRAM FOR HIGH LEVEL MANAGERS IN THE PUBLIC ADMINISTRATION (PILOT PROJECT)

Dr. Wojciech Federczyk, Director of the National School of Public Administration in Poland (KSAP)

Mr. Federczyk presented the aim of the project:
- To develop key competencies of the top leaders in the Polish public administration (governmental level) with the aim to increase efficiency of transition and use of best practices in public sector management.
- To develop leaders who aspire to have a deep, positive and lasting impact on people, firms and society through professionalism, integrity and spirit of service.

The key competencies that the project will develop are: leadership, communication, managerial skills.

The participants in the project are 60 top managers in public sector (governmental

level) in functions: secretary/undersecretary of state, president/CEO of a public institution, general director, head of department, vice-head of department, key expert.

For the participants in the workshop it was interesting to learn more about the topics presented by KSAP experts in the frame of the project: Good practice for government; Management in transition (change management); Strategy for communication in public sector; International challenges: Geopolicy, NATO, EU decision making process; Big Data versus digital security; IT project management (large scale); International finance institutions and Polish economy; Financial markets; Monetary policy; Owner's supervision over a public company – case study, Strategic game „Knowledge Brokers – Executive Edition".

Mr. Federczyk underlined that the most significant progress stated by participants was in the following areas:

- Key competence "Leading teams"
- Key competence "Communication"
- Key competence "Leadership"

RATING OF LEARNING ADMINISTRATIONS

Nikolay Nikolov, Director in OS Bulgaria

Mr. Nikolov presented the background of the case: In 2016 IPA implemented an internal project "Alternatives of Formal Training in State Administration" with following objectives:

- To study the implementation of up-to-date learning and development methods in state administration as an alternative to formal face-to-face training *(a brief for this study was presented at DISPA meeting in Malta)*;
- To carry out trainings on the topic Learning Organization intended mainly for managers and HR experts of the administration;
- To introduce a self-assessment tool called *Is Yours a Learning Organization* and to establish a rating of the learning administrations in order to promote this organizational culture.

It was interesting for the participants in the workshop to get familiar with the definition of the "Learning organization" and the tool. The learning organizations are those which stimulate their employees to create, acquire, and transfer knowledge, helping in that way the company itself to adapt to the unpredictable future faster than the rivals could. The term was coined by Peter Sage in his book "The Fifth Discipline".

Mr. Nikolov shared with the participants the lessons learned from the project and the key recommendations:

- The transformation of the public administrations into learning organizations seems to be even more difficult and time consuming than it is for the business organizations.
- The support of the top management is a key factor for transformation of the organizational culture and for establishing of learning environment.
- Better awareness and higher expertise of the HR departments is needed.
- Results show that the Bulgarian public administration seems to be more conservative and not open to new ideas or experimentations as compared to the business.
- The feedback and video interviews with public administration leaders contribute to the dissemination of the learning organization concept and good practices.
- The impact of the feedback is greater when the administration has achieved good results.
- The administrations that performed poorly in previous self-assessment tend to avoid participation in next one.

The preliminary survey

In the preparatory stage of the meeting the Bulgarian IPA decided to make a short preliminary survey among the DISPA members. The purpose was to learn more about each other as training organizations, about some basic aspects of our activity and to outline the current situation and prospects for future development.

This survey was carried out through a questionnaire consisting of 10 questions agreed upon with colleagues from EUSA and Estonia. Answers from 14 DISPA members were received and it could be said that the results are highly representative for our professional network. Here are the countries who took part in the survey.

MAIN FINDINGS

A. Readiness of DISPA members to respond to the challenges of the Digital Age

- 8 of the 14 members of DISPA report that their training institutions provide short term e-learning courses. Blended learning proves to be more widely used. It is delivered by 11 of the 14 institutes/schools of public administration which participated in the survey. Training institutions in some countries offer also other options for

e-learning like On-line coaching (Finland), Work-aid (Germany), Virtual communities for collaborative learning (Spain).

In 2018 79% of DISPA members offer courses in electronic and blended form of learning.

- Over 50% of the short term courses offered by PA institutes in Ireland, Finland and Spain in 2018 are in electronic or blended learning form. The share of these courses in the Czech

Republic and Bulgaria is between 20 and 50%. For the rest of the participants in the survey this percentage is below 20.

Over 50% of the short term courses offered by IPA in Ireland, Finland and Spain in 2018 are in electronic or blended form of learning.

- All training institutions presented in the survey offer in 2018 courses for development of the 5 key components of digital competency defined in The Digital Competence Framework 2.0. The results show that the majority of DISPA members do not provide training related to the component Digital content creation. Only 6 of the 14 institutes offer such training.

B. Studies and analyses in the field of L&D

10 of the 14 DISPA members participating in this survey report that they have carried out or plan to carry out studies and analyses in the field of Learning and Development. The subjects of these studies and analyses could be grouped in 4 sub-fields:

The 1st sub-field covers subjects of studies related to the main phases of the formal training cycle. For the past 3 years most studies have been carried out in this field. The interest in such studies for the next 3 years is rising by 50% and 9 out of 10 DISPA members plan to conduct studies in the field of formal learning.

The 2nd sub-field of studies and analyses is related to Informal and Non-formal Learning. In this sub-field our colleagues from Holland seem to have a leading position, especially regarding informal learning. They show sustainable interest concerning this topic.

The 3rd sub-field of studies and analyses is "Digital learning and digital skills". Only the Irish IPA has conducted a study in this thematic area so far – a study on plagiarism in the digital age. For the next 4 years not only Ireland but also Lithuania and Bulgaria envisage to carry out studies in this field.

The 4rd sub-field is related to Ethics, attitudes and values in Public Administration. In this respect Estonia is a good example – every 3 years our colleagues there carry out a study "The roles and attitudes in Estonian civil service".

C. Training priorities for the period 2019-2022

14 DISPA members provided their opinion for priorities in training in the forthcoming years. The first 4 of all 8 training priorities in Public administration for the period 2019-2022 are:

- E-government and Digital skills (IT security, Data protection, Big data, etc.)
- Leadership and management
- Soft skills (Team work, Communication, Negotiation etc.)
- HRM, Learning and Knowledge management

Development of the Digital skills is an ultimate priority in training for 2019-2022

D. Coordination between EUPAN and DISPA and Expansion of the "Facts and Figures"

The last two questions of the survey were related to the coordination between EUPAN and DISPA and to upgrading information on the "Facts and Figures" sheet in the "Members' pages" of the unofficial site of DISPA.

The participants in the survey express willingness for better coordination between EUPAN and DISPA members at national and international level. To this aim they provide a wide variety of possible solutions among which:

- Joint meetings and coordinating events
- Sharing of information about priorities and core activities of both networks

- Better coordination and integration of EUPAN and DISPA websites
- A dedicated office centralizing comparative studies and actualized information about the network members
- Joint initiatives or projects on given challenge in public administration, etc.

According to all participants in the survey more information should be added to the "Facts and Figures" sheet in the "Members' pages":

11 of the 14 DISPA members propose the following information:
- Training forms (face-to-face, blended, online, mobile etc.)

- Training evaluation system

9 of the 14 DISPA members propose the following information to be added:
- Main beneficiaries (target groups)
- Training needs assessment (methods and sources of information)
- Competences framework (general/behavioral and specific/technical)
- Latest update of "Facts and Figures" (month/year)

All answers to the last two questions of the survey were provided to EUSA as a non-formal coordinator of DISPA network.

The bigger family of DISPA

This special session was dedicated to the Western Balkans - according to one of the priorities of the Bulgarian Presidency of the Council of the European Union. Senior leaders from Serbia, Kosovo and Macedonia, including the Deputy Minister of Information Society and

REPUBLIC OF SERBIA

Mrs. Snezana Antonijevic, Assistant Director, presented the National Academy for Public Administration (NAPA).

Administration in Macedonia, familiarized the participants in the meeting with the structure, functions and activities of the national training institutions and the state administration units of these countries.

NAPA is created according to the Law on National Academy for Public Administration from October 2017. It is a central institution of the professional development system in the public administration of the Republic of Serbia. NAPA is special organization overseen by the Ministry for public administration and local self-government and it started its work in January 2018.

Mrs. Antonijevic focused on the main challenges facing NAPA in the future:

- Ensure the continuity of training delivery;
- Building the institutional capacity (staff, new building, equipment, network…);
- Open data approach, the digitalization;
- International cooperation, etc.

16

KOSOVO

Mrs. Samire Morina, Assistant Director, presented the Kosovo Institute for Public Administration (KIPA)

KIPA was established in 2003. It is a Central State Administration Body, which functions within the Ministry of Public Administration (MPA). KIPA is created according to the Law no. 04/L -221 on the Kosovo Institute for Public Adminis-

tration and to the Law no. 03/L-149, on the Civil Service of the Republic of Kosovo. KIPA is responsible for implementing policies and strategies for training, vocational training and civil service capacity building. KIPA's functions are related to training, consulting, implementation, needs assessment, research and coordination. KIPA provides free services of vocational training and capacity building for all central and local civil service institutions. KIPA can also provide training programs for both natural and legal persons, outside the civil service.

The participants interest was provoked the main training areas of KIPA:

• Administration and Legislation;
• Human Resources;
• Budget and Finances;
• Municipal Issues;
• European Integration;
• General Management;
• Informative Technology IT

THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA

Mr. Aleksandar Bajdevski, Deputy Minister of Information Society and Administration of Republic of Macedonia (MISA), presented the professional development of administrative servants.

The administrative servant has a right and obligation for professional develop-

ment during the year based on the individual plan for professional development, which is part of the performance management system. The administrative servant is obliged to pass the gained knowledge to other administrative servants.

Mr. Bajdevski presented the three types of trainings: generic, specialized, mentoring. Generic trainings are carried out for professional development of administrative servants in accordance with the General working competency framework. Specialized trainings are carried out for professional development of administrative servants in view of special competences. Mentoring is a tool for improving the administrative servant's performance. It represents a formal or informal relation between two employees (mentor and mentee), aimed at providing support and transfer of knowledge

and skills.

Professional development trainings can be organized as follows: in a classroom or by an internet access from the administrative servant's workplace to the electronic training management system.

MISA prepares an annual program for generic trainings for administrative servants, which is adopted by the Minister of Information Society and Administration no later than July 1 of the current year for the next year.

Practical session: Collaboration and Creativity

The Fusion Academy team, led by Ivo Paskalev, held a session on "Collaboration and Creativity". The session provided a practical opportunity for the participants to jointly create an artistic product with the symbols of the Bulgarian presidency. Along with this, it provokes a rethinking of the role of personal experience, entertainment and so called "Serious game" in the modern approaches to learning and development.

Why we choose "Collaboration and Cre-

ativity"? Because…:

The creativity awakens the urge to beauty and harmony in everyone, regardless of the sphere in which it works.

The group work establishes new levels of communication that create natural conditions for creativity.

The shared experience and a sense of success bring joy to cooperation. An atmosphere of tolerance is created.

Folklore Programme

Even for a little while, the participants in the meeting could enjoy the beauty of the Bulgarian folk song. With great interest, they watched a short folklore program presented by children from the National Music School in Sofia.

Recap of the meeting and DISPA updates from EUSA

At the latest plenary session Anna Smedeby, Director of EUSA, summed up the results of the meeting and emphasized its aspiring and diverse program. She welcomed the idea for inclusion of representatives from the Western Balkans and expressed hope they would be invited to future forums of DISPA.

Mrs. Smedeby gave high appraisal to the guest-lecturers who in her opinion presented important accents relating to the main subject of the meeting. She considered the discussions during the two workshops very useful. In this connection she further noted that the idea of joint surveys and analyses carried a good potential but it required more attention and efforts on the part of DISPA members.

A special reference was made to the initiative of IPA for implementation of a preliminary survey among the members of DISPA resulting to the collections of some interesting and useful information on the condition and prospects of training in public administration. According to Mrs. Smedeby that was a good practice requiring continuation and further development.

In an address to the participants Anna used the term "serious game" aiming to determine the spirit of the meeting. The serious and the amusing elements of the meeting were well combined mostly in the session "Collaboration and Creativity" which caused high enthusiasm and satisfaction among the DISPA members.

At the end of the meeting Mrs. Smedeby emphasized the willingness of EUSA to encourage and support still more actively the development of the professional community of DISPA.

After the recap Mr. Klaus Hartmann from the Academy of Public Administration in Austria, kindly invited all participants, including those from the Western Balkans, to attend the next DISPA meeting on 15-16 November 2018 in Vienna.

DISPA Meeting
"Learning in the Digital Age: Intelligent assistance"
21-22 June 2018, Sofia, National Palace of Culture

PROGRAM

THURSDAY, 21 JUNE

09.00 – 09.30
Registration and welcome coffee

09.30 – 09.45
OPENING OF THE MEETING

Pavel Ivanov, Executive Director of IPA

Oleg Petkov, Deputy minister for the Bulgarian Presidency of the EU Council

09.45 – 11.15
RETHINKING TRAINING IN THE DIGITAL AGE – PART I

- **Skills for innovation in a digital public administration: an OECD perspective**
  Daniel Gerson, Manager of Public Employment and Management Project, Public Governance Directorate, OECD

- **Ensuring the learners' authentication and authorship as a mechanism for enhancing the quality of online learning**
  Prof. Roumiana Peytcheva-Forsyth , Professor at the Faculty of Education and Director of Sofia University distance education center

- **The potential of the virtual classroom in the adult training**
  Veronica Racheva, Education Programme Director, Vedamo company, Bulgaria

11.15 – 11.45
Coffee break

11.45 – 12.45
RETHINKING TRAINING IN THE DIGITAL AGE – PART II

- **Gamification for Learning and Development – a good tool born in digital ages**
  Apostol Mushmov, Founder & Managing Director at 11235 Ltd. Bulgaria

- **Coaching Training on-line – innovative, accessible, effective**
  Neda Alkalay, MBA, PCC, NLPP Managing partner, Mentor Coaches Ltd.

- **Short introduction to the parallel workshops**

12.45 – 14.00
Lunch

14.00 – 15.30
PARALLEL WORKSHOPS – case studies and results from a preliminary survey

- **Workshop 1: Challenges of the Digital learning**
  Facilitators: Daniel Gerson and Pavel Ivanov

  Ratka Sekulovic, ReSPA, Montenegro
  Breda Gruden, Slovenia
  Tamar Lavado, Spain
  Results from a preliminary survey

  DISCUSSION

- **Workshop 2: Studies and analyses in the field of L&D**
  Facilitator: Dr. Marian O'Sullivan, IPA, Ireland

  Lukas Jirsa, Czech Republic
  Wojciech Federczyk, Poland
  Nikolai Nikolov, Bulgaria
  Results from a preliminary survey

  DISCUSSION

15.30 – 16.15
Coffee break and short folklore program

16.15 – 17.15
The bigger family of DISPA – presentations from Institutes/Schools of PA from the Western Balkans

19.30 – 22.00
Dinner at Restaurant "La Casa"

FRIDAY, 22 JUNE

09.30 – 11.00
- **Collaboration and Creativity - practical sessions**
  Ivo Paskalev, Director of Fusion Academy

11.00 – 11.30
Coffee break

11.30 – 11.45
Family photo

11.45 – 13.15
- **Common priorities and prospects**
  - Conclusions of the workshops
  - Results from the preliminary survey
  - Recap of the meeting and DISPA updates from EUSA
  - Information on the next DISPA meeting

13.15 – 13.30
- **Closure of the meeting**
Pavel Ivanov, Executive Director of IPA

13.30 – 14.30
Lunch

14.30 – 16.30
- **Social event (optional)** - A sightseeing walk in the city center

THE CHANGING ROLE OF L&D LEADERSHIP

The chief learning officers (CLOs) must now become the catalysts for next-generation careers while also thinking about how to support the overall growth of the business. They should become part of the entire employee experience, delivering learning solutions that inspire people to reinvent themselves, develop deep skills, and contribute to the learning of others.

The goal is a learning environment adapted to a world of increased employee mobility. Interdisciplinary skills development is critical because these capabilities align with the organizational shift to networks of teams. Learning should encourage, and even push, people to move across jobs. Leading organizations are adopting these types of learning strategies to help employees adapt—what Tom Friedman terms "intelligent assistance."

2017 Deloitte
Global Human Capital Trends

SPEAKERS

Daniel Gerson manages the OECD's work on Public Employment, Civil Service Reform and People Management in central government institutions. He oversees the collection of indicators and development of research, organises events and advises governments on these themes. Mr. Gerson manages the work of the OECD's Public Employment and Management working party; a committee of senior HRM practitioners in OECD countries' national governments which meets to discuss common challenges, share experience and set research priorities. Current research priorities include the changing skills and strategic HRM tools to improve civil service capacity and

support public sector innovation, and the development of the first OECD Recommendation on Public Service Leadership and Capability.

Dr. Roumiana Peytcheva-Forsyth is a professor in educational technology at the Faculty of education, Sofia University. She is a Director of the university Distance education centre. Until recently she is heading the National centre of distance education. Prof. Peytcheva-Forsyth is an expert in elearning design and implementation, distance education and teacher training. Her research interests and publications are in the field of technology-enhanced learning, integration of ICT in all levels of education and training, and quality of elearning. She has been a project manager, coordinator and partner in more than 25 EU and national research and developmental projects over the last 20 years. Prof. Peytcheva-Forsyth is currently a Pilot manager of a EU Horizon 2020 project – TeSLA – An adaptive trust-based e-assessment system.

Dr. Veronica Racheva is an Education Program Director at the VEDAMO company. She is also managing the Bulgarian K12 online academy "Proznanie" and training teachers how to implement digital technologies in education. Veronica has a PhD in Theory of Education from Sofia University. She also graduated from the Doctoral School at the Institute of Education, University of London and has a specialisation for a Virtual Teacher from the University of California, Irvine. Currently, Veronica is also a lecturer in E-learning at the Sofia University, researcher and author of scientific reports.

Apostol Mushmov is Founder & Managing director of 11235 Ltd.
Visionary analyst with an entrepreneurial mindset who started his career with very high academic research activities in both the UK and in Bulgaria. Proven track record in telecom and financial industries with Deep knowledge and understanding of credit risk management, pricing, analytical CRM, data driven marketing and all various areas of applying advanced analytics. Co-founded 11235Ltd in 2014, a startup focused on IT solutions development, where the gamification platform - Enter Play, has been imposed as a state of the art motivational, training and employee engagement tool. A natural leader, out of the box thinker, author, speaker and happiness theory enthusiast.

Neda Alkalay is an experienced coach, mentor and trainer with more than 25 years of business experience in big multinational companies. She is a Professional Credentialed Coach with the International Coach Federation (ICF) a co-founder of Mentor Coaches Ltd and an author of THE PULSE of COACHING – ICF accredited coach specific training and mentoring program. As a trainer and a coach, Neda works with managers at all levels in a wide range of industries: Bank, Pharma, IT and High Tech, Production, Insurance etc. Her major field of expertise are: Coaching and mentoring, Building a coaching culture in organisations, Creating a common vision, Motivating people and teams, Management and Leadership skills, Delegation, Effective feedback etc.

Ivo Paskalev is a Principal of Fusion Academy - a private educational institution dedicated to fostering creativity among many other goals. A philologist and educational pedagogue, Ivo has dedicated himself to discovering, applying and developing modern teaching strategies, technologies and methods. He is a teacher, a speaker and the main organizer of corporate events, trainings and workshops related to the development of human creativity through diversity and group interaction.

List of participants

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Sofia, National Palace of Culture

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Report of the Meeting of the Directors of Institutes and Schools of Public Administration of the
European Union (DISPA) during the Bulgarian Presidency of the Council of the EU

Sofia, 21-22 June 2018