CAF for education as innovation enabler for public administration schools

Isane Aparicio
EIPA Business Director
i.aparicio@eipa.eu

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about EU policies and processes

to all professionals who work in EU public affairs.

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FOR the public sector

Management of public funding `1`

- ESI & Recovery
- Econ Governance / EU semester
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- Audit
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- State Aid

Better governance

- Negotiation
- Policy & Decision making
- Design, IA & Evaluation
- Policy making

Maastricht

Effective public administration `2`

- Quality management - CAF
- Data protection
- HR
  - Knowledge management
  - Diversity
  - Leadership
- Digitisation
- EPSA
- Project management

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Luxembourg

`5` **EU policies and EU Law**

- **Green Deal**
  - Environmental Law
  - Circular economy
- **Internal Market**
  - Market Regularization
  - Free movement
  - Consumer Law
  - Digital Single Market
- **Freedom, Security and Justice**
  - Fundamental rights
  - Asylum and migration
  - Cybersecurity
  - Cooperation in criminal and civil law
- **Horizontal EU Law**
  - MELS
  - Intro to EU Law
  - Enforcement / Court of Justice
  - Rule of Law

Global EU

- Global
- Neighbouring countries
- UK
- Security

`3`

European CAF Resource Centre at EIPA

- The Common Assessment Framework (CAF) is **a common management tool for self-assessment and performance for public sector organisations**.

- Created from the cooperation of the EUPAN network, it is considered to be the European **quality tool for good governance and excellence in the public sector focusing on digitalisation, agility, sustainability, diversity and innovation**.

- First presented in 2000 as a model for achieving quality in the public sector, it has been revised five times, with the latest being the **CAF2020.**

[CAF2020_Greek.pdf (eipa.eu)](CAF2020_Greek.pdf)

- Innovative approaches
- Educational process
- What for the future

What is innovation

Innovation as a **new way of looking at an old problem**

Innovation as a **high level of thinking** to solve problems

Innovation as **a creation of better or more effective products, processes, technologies or ideas**.

"Innovation is the successful exploitation of new ideas."

(*U*K Department of Innovation and Skills)

"Innovation is the creation, development and implementation of a new **product, process or service**, with the aim of **improving efficiency, effectiveness or competitive advantage**."

Government of New Zealand

Innovation in the educational process

PROCESS

PLANNING – DESING – FUNDING - IMPLEMENTATION - EVALUATION

PRODUCTS AND SERVICES

STAKEHOLDERS

BENEFICIARES - PARTNERS

DIGITALISATION

Conceptual innovations – new paradigms for a new reality

CAF in education

- European CAF version fine-tuned for the Education and Training sector. The CAF in Education is intended for all teaching and training institutions

- The first edition was approved by the Directors-General at the 54th DG meeting during the Spanish Presidency. Madrid, June 2010. After the launch of the general CAF 2013 version, the CAF EDUCATION version was also updated.

- In 2021 Belgium, Greece, Italy, Portugal and Spain, with the support of EIPA, started the work for the new CAF in Education adapted to the new CAF2020 version.

- The new CAF in Education is expected to be finalised by the end 2021

CAF Education Good practices (eipa.eu)
CAF_Education.pdf

CAF for education: PROCESS

- Creating and developing a new **culture/readiness for innovation** by training, benchlearning and establishment of learning labs.

- Ensuring systematic monitoring of significant **internal drivers for change** and **external calls for innovation and change.**

- Discussing the planned modernisation and innovation and their implementation with the **relevant stakeholders**.

- Ensuring and optimising the **resources needed** to implement programmed changes.

- **Balancing top-down and bottom-up** approaches when addressing changes within the institution.

- Updating the training curricula by **keeping up with professional, societal, scientific, academic and other innovations**.

- Promoting the **use of e-tools** in order to
  - increase effectiveness of delivered services
  - and to raise transparency
  - boost interaction between the educational institution and its stakeholders.

CAF for education: PARTNERSHIPS

- **Identifying private, civil society and public key partners**: **partnerships** between institutions and companies, between institutions and public administrations, between institutions, **twinning** between European or other institutions, **mobility programmes.**

- Organising personnel exchanges of 'good practices' with partners and using **benchlearning and benchmarking.**

- Collaboration between institutions of the same institutional level (e.g. federal level), but also between education and training institutions of **different institutional levels** (federal, regional and local) could be crucial.

- Regularly **monitoring and assessing processes, output, outcome and general partnership involvement** therein.

- Stimulating activities in the area of corporate social responsibility (**socio-economic and environmental impact** of the delivered products and services).

CAF for education: DIGITALISATION

- Designing a **technology** management in accordance with the **strategic and operational objectives**.
- Use technology efficiently for:
    1. task and project management
    2. knowledge management
    3. learning and improvement activities
    4. interaction with stakeholders and partners
    5. development and maintenance of internal and external networks
    6. financial management
    7. interaction and communication within the institution
    8. interactions with customers/learners
- Implementing, monitoring and evaluating the **cost-effectiveness** of the used technology.
- Ensuring a safe, effective and efficient use of the technology, with special **attention on the skills of people**
- Develop, implement and evaluate solutions for **digital learning materials**/literacy and for **learning arenas** (such as web-based lectures/classes, accessible for enrolled learners and the public) to support the main learning processes of the institution.

Conceptual innovations

new paradigms for a new reality

Society's demands

Public administration

Educational processes

Society's demands

Public administration

Educational processes

Education structures to be **adept at the same skills they are developing in their students.**

Trainers to embed innovative thinking in their own skills and methods in order to transfer the outcomes to their beneficiaries

Teaching contexts differ significantly between regions, countries, audiences, but they all serve similar demands in terms of demanded **principles**:

Inclusivity
Simplicity
Interoperability
Flexibility
Agility
Effectiveness
Efficiency
Sustainability

Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

16.5 Substantially **reduce corruption and bribery** in all their forms

16.6 Develop **effective, accountable and transparent institutions** at all levels

16.7 Ensure responsive, inclusive, **participatory and representative decision-making** at all levels

Among others

LEARNING PROCESS

1. What are the beneficiaries needs?
2. What is feasible at educational level to match the gap?
3. What are the challenges?
4. From whom can we learn?
5. What is sustainable?

POLITICAL		ECONOMIC		SOCIAL		TECHNOLOGICAL		LEGAL		ENVIRONMENTAL	
S	O	S	O	S	O	S	O	S	O	S	O
W	T	W	T	W	T	W	T	W	T	W	T

What can be agreed for the long term?

Who has the resources?

How to maximise the impact?

Who is being left behind?

How to contribute to the SDGs?

How can technology help?

What processes and principles to be respected?

What can be done differently?

What have we learned from COVID?

Educational processes – project cycle

Planning

- What elements influence your 5 years projection for the design of your educational process?
- Are there new policy proposals you need to give answer to?
- What can be agreed for the long term?
- What are your budget perspectives?
- What elements of participation are included in your planning process?
- How is diversity (cultural, age and gender) included in it?

Design

- What are the main innovative elements included in the design of your learning activity?
- What elements of codesign are included?
- How has diversity been reflected in your design?
- How can technology help?
- What processes and principles to be respected?

Funding

- What elements of financial sustainability have been foreseen?
- Are there new funding sources we can count on?

Implementation

- How to maximise the impact?
- How transparent are the processes?
- What are we communicating? Internally / externally

Evaluation

- What worked?
- What can be done differently next time?
- What contribution to SDGs?
- Who was left behind?

EPSA 2021 workshops – DRAFT PROPOSAL

Workshop (working) title	Month
• EU Support to the Public Administration	Dec
• Skills for evidence-informed policy-making	Dec
• Working with complexity	Dec
• Skills for multilevel governance	Dec
• Strategic foresight and preparedness	Jan
• Crisis responsiveness/management	Jan
• Innovation labs	February
• Digital and secure public governance	February
• Green transition and public administration	February
• New government communication strategy	March
• Strategic workforce planning	March
• Inclusiveness and gender mainstreaming	April
• Leadership and change management	April
• Promoting integrity in the PA	June

Registration to each workshop is **open to any public official** working in a EU regional, national or local public administration.

EIPA in conversation recording

https://www.youtube.com/watch?v=rTbUSm3qu2Y

Contact Us

European Institute of Public Administration

E-mail   info@eipa.eu

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