

Strategic Plan 2022-2027

Public Administration School of Catalonia

Strategic Plan 2022-27



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Presentation

This year marks the 25th and 20th anniversary, respectively, of the creation of the Localret Consortium and the Open Administration Consortium of Catalonia. The 20th anniversary of the start of the work that culminated in the publication of the *Llibre blanc de la funció pública catalana* is also approaching.

These are three major milestones in the reflection, planning and implementation of ambitious policies for the transformation of the administration. It is also worth highlighting the way in which the three goals were achieved: through in-depth analysis, dialogue and, above all, consensus of all actors and society at large.

The scenario in which those initiatives were created has not only not changed, but the global trends that defined it have accentuated and accelerated. A second round of profound transformations throughout the Catalan civil service is unavoidable and cannot be postponed.

This Strategic Plan 2022-2027 of the Public Administration School of Catalonia, which includes in its strategic objectives the approval of a new Law of the School, is one of the responses to these inevitable and unpostponable transformations.

The project proposed by the School is very ambitious and feasible at the same time. It involves an in-depth reflection on the role of talent in the administrations (how it is incorporated, how its development is encouraged, how the repercussions of its actions are facilitated) and promotes a change in the board and the rules of the game not only of the School itself, but of its entire sphere of action, which has expanded considerably because it places this talent at the centre of the Catalan civil service model.

In this sense, it calls on all actors in the public governance ecosystem in Catalonia to work together on the proposed change of model and, above all, to make it possible. A "making it possible" that necessarily involves dialogue, agreement and global consensus. A consensus that allows for the development of long-term policies and the allocation of teams, resources and timetables that will make possible the structural changes that the Catalan administration needs.

We hope that the consensus corresponds to the commitment to make a new country out of the much-needed renewal of its institutions, with the aim of providing a better service and policies of greater impact for the citizens of Catalonia.

Hble. Ms. Laura Vilagrà
Councillor
Department of the Presidency

Introduction

The different waves of change that have occurred over the last decades (globalisation, digitalisation, loss of confidence in democratic institutions, the rise of populism and fascism, the financial crisis of 2008 and the COVID-19 crisis in 2020, etc.) have called into question the validity of the current state model and the need for its profound transformation.

Our proposal is to move towards a model of the state as a platform, a less vertical and directed state that leaves more room for training, empowerment and the concurrence of actors operating on infrastructures (legal, methodological, technological or physical) that are freely accessible.

To articulate this new state, a new model of public administration is needed. A less hierarchical and closed administration. We need an administration that works together, both between the different levels of the administration and with the rest of the social actors, to form a Public Governance Ecosystem.

In structuring this ecosystem, the Public Administration School of Catalonia must articulate, promote, and produce research, analysis, services and products related to the recognition, attraction and development of talent; training and learning; and the organisation of institutions in the field of public governance in order to achieve a Catalan Administration at the service of citizens that is professionalised, innovative, integrated and efficient.

As a first step, the internal organisation of the units responsible for training teams of public servants, both in the Generalitat of Catalonia and in local government and other public sector bodies, should be optimised. To achieve this, more open, modular, and continuous learning models are needed, which emphasise learner autonomy so that learners learn how to learn and can continue to do so throughout their lives. If we want to bring out the tacit knowledge and talent of teams, that learning must be collaborative. For this reason, the revitalisation of communities and the articulation of networks must be an essential component of any development itinerary.

The learning model must be accompanied by a redesign of processes strongly supported by digitalisation and organisational change. It is necessary to strengthen research, innovation and transfer in all areas of the civil service, so that they are translated into strategies, plans and projects to improve public governance in terms of people and teams, processes and services, the territorial organisation of the administration and citizen participation in public decision-making.

To achieve this and to give it a strong institutional boost, the new Law of the Public Administration School of Catalonia will make this articulation of the Public Governance Ecosystem possible in terms of research and innovation, transfer and training and learning, development and management of talent in general.

The new School must become a reference community capable of managing knowledge and influencing the public agenda in the field of public governance. As well as having an impact through research, analysis and dissemination, it will have a powerful transfer axis capable of designing competence models, profile and function maps, models for attracting and developing talent, organisation and incentives, public innovation strategies and, in

short, overseeing the entire public policy cycle. In the same vein, in addition to offering training, it will also define curricular, assessment and certification standards for the entire Catalan public ecosystem, in order to promote mobility and collaboration between administrations, giving consistency to the system.

Ismael Peña-López
Director, Public Administration School of Catalonia

Structure

The Public Administration School of Catalonia's Strategic Plan¹ 2022-2027 is divided into five main blocks of information:

The first section explains the different phases of the methodology used to draw up the EAPC 2022-27 Strategic Plan.

A second section defines the reference elements, such as the vision and mission of the EAPC, as well as the essential principles and attributes that should guide decision-making and characterise the way teams and individuals work.

The third block contains a description of the EAPC's future model based on its four main roles:

- The EAPC as a benchmark for integrated talent management in the Catalan Administration
- The EAPC as a platform for learning and development
- The EAPC as a platform for research, innovation and knowledge transfer.
- The EAPC as the backbone of the Catalan public governance ecosystem.

The fourth block corresponds to the strategic plan itself. It sets out the relationship between the strategic lines and the corresponding strategic objectives, operational objectives and actions that should make the CCA 2027 possible.

Finally, the fifth block presents a summary table of indicators for the general monitoring of the Plan.

¹ Hereinafter referred to as EAPC.

Methodology

The development of the EAPC Strategic Plan 2022-27 has been structured in six areas:

1. Organisation and scheduling of working sessions

To carry out the design of this first version of the Plan, a driving team has been set up to gather the key points of view of the organisation and to take into account all parts of the organisation that are represented.

The first phase of the preparation of the Plan consisted of a review of documents (articles, reports, guides, etc.) related to the transformation of the Administration in Catalonia over the last 18 years, especially in the field of talent management and the training of public servants. The date is not arbitrary, but the year 2005 was chosen for the publication of the *Llibre blanc de la funció pública catalana*, which, in many respects, represents a decisive moment in the reflection on the Catalan public sector.

In a second phase, the reflections carried out internally at the Public Administration School of Catalonia since 1996 have been recovered. From this date onwards, a minimum of documentation is available from which to work. The strategic documentation generated by the different directorates of the EAPC over the years has been analysed, although there is no formal strategic plan as such. From these years, the *EAPC 2016-2017* documents stand out. *Document de balanç* and *De l'Escola d'Administració Pública de Catalunya (EAPC) a l'Escola Nacional de Govern i Administracions Públiques-Enric Prat de la Riba (ENGAP-EPR). The transformation of the EAPC in 30 graphic schemes (2016-2017)*. These two documents set out in detail both the strategic thinking at the management level and that of the "driving teams" created *ad hoc* to deal with sectoral issues within the School. These two documents, together with the documentation generated by the driving teams and subsequent documentation, have made it possible to advance very quickly in the preparation of this Plan, given that they covered in depth the assessment of the School itself and of the sector, both at a general level and in different specialised areas.

Finally, and based on the synthesis of this documentation, a series of participatory working sessions have been organised to create, from the proposals made based on existing documents and work, as well as with a progressive deployment, the strategic lines, strategic objectives, operational objectives and actions to be undertaken to materialise this Plan.

2. Strategic lines

Taking as a reference the XIV Legislature Government Plan and the Plan of the Department of the Presidency and the objectives formalised by the Department of the Presidency, in relation to the EAPC, as well as previously elaborated elements describing the future model linked to the three main roles mentioned in the previous section, a reflection has been carried out on what should be the main lines to be followed in the long term of this strategic plan for 2027.

3. Formulation of strategic objectives

For each strategic line, and taking as a reference the different aspects described in the future model, the driving force has carried out a series of work sessions in order to formulate the strategic objectives that integrate the goals in the future timeframe.

Three sub-groups have been organised with a cross-cutting approach to build different proposals. These proposals have been presented, discussed and agreed upon by the driving force.

4. Formulation of operational objectives

Once the strategic objectives have been validated, the driving team has worked on their deployment, through the formulation of operational objectives that should contribute to the achievement of each of the strategic objectives within the set strategic period.

5. Definition of actions

At this point, the actions required by each operational objective have been specified in order to achieve the commitments expressed in the objectives in a timely manner. Securing these actions, which translate the long term into the short term, is key to facilitating the achievement of expected results.

6. Definition of indicators

Finally, the indicators relating to the actions have been defined. For the most part, as these are qualitative actions (i.e. they are either achieved or not), a simple design has been chosen to facilitate the overall assessment of the results. Once the Plan has been approved, it will be necessary to establish a management monitoring system based on timeframes that allow the necessary corrections and adjustments to be made in order to guarantee the achievement of the planned actions and, therefore, also of the objectives.

Reference elements

Vision

The vision of the EAPC is:

The School is the backbone of the Public Governance Ecosystem of Catalonia and actively contributes to its design, implementation and evaluation.

Mission

The mission of the EAPC is:

The School articulates, promotes and produces: research, analysis, services and products related to the recognition, recruitment and development of talent; training and learning; and the organisation of institutions in the field of public governance in order to achieve a Catalan Public Administration at the service of the citizens that is professionalised, innovative, integral and efficient.

Principles

The leadership role that the EAPC assumes in driving the transformation process of public administrations involves the creation and development of new ways of adding value to the public governance ecosystem. This activity must take place within a holistic and integrative learning, development and knowledge management framework.

This framework is based on three guiding principles **guiding principles**:

- **INTEGRITY**: by ensuring that all activity becomes ethical, accountable and transparent, and generates public value.
- **DIGITALISATION**: by making intensive use of different emerging technologies and putting data at the centre.
- **INNOVATION**: by fostering new approaches to learning and knowledge that enable personal and societal progress and enhance their value.

Building on these principles, the framework incorporates five **attributes**. These attributes refer to the expected impact and should inspire all initiatives that need to be promoted:

- **EMPOWERING**: It refers to the recipients, the "for whom". Focused on the learner and on encouraging self-directed learning.
- **COMPETENCY**: Focus on the "what". Learning must be useful, practical and integrated into the workplace.
- **EXPERIENCE**: Linked to the "how". It expresses the need to promote immersive, experiential, emotional and even memorable experiences.
- **SOCIAL**: "With whom" and "in what context". It encourages working together, in teams, in collaboration.
- **TRANSFORMER**: The purpose, the "what for". Promoter of diagnoses, reflections and changes in organisations, administration, and society.

A model for the future

The Public Administration School of Catalonia is the historical institution of reference in the training of civil servants and all public servants in the Administration of the Generalitat and local administrations. A pioneer in Europe, it was created in 1912 by Enric Prat de la Riba, as part of the project for the reconstruction of Catalan self-government, with the aim of contributing to the regeneration and progress of Catalonia by training the employees of the Catalan administrations. The Mancomunidad's ideology, based on the values of civic-mindedness, public education and service to citizens, from a professional and modern conception of public administration, was interrupted for decades, with the exception of the brief republican period, until the recovery of democracy. The Decree of 14 May 1979 re-established the Public Administration School of Catalonia, and Law 4/1987, of 24 March 1987, regulating the Public Administration School of Catalonia, completed the consolidation of its current model.

The founding motives of the School, both in the last century and in its contemporary reopening, responded to the political determination to provide the country with public institutions that, in collaboration with civic and private initiative, would contribute to the articulation of an advanced society, within the framework of a competitive market economy and at the same time committed to social justice. The context at the beginning of the 20th century was considerably industrial, with Catalan public authorities as incipient as they were scarce and a social structure still close to the industrial revolution. This period has allowed for the deployment of the Generalitat's institutional system, economic growth and the construction of the foundations of the welfare state.

However, the entry of the 21st century was accompanied by a dynamic of radical transformation which has meant that in just a few years we have moved from a digital and globalised society to an information age. A society in which the models of liberal democracy that emerged from the 18th century onwards and the Weberian bureaucracies consolidated in the 19th century are, as a result, considerably challenged and with many difficulties in adapting to highly volatile, uncertain, complex and ambiguous environments. To the traditional functions of the administration of planning, organisation, direction, coordination and control are now added the resolution of complex problems, public policies with system-wide repercussions, the transition from models of government to models of governance or the overcoming of hierarchy in favour of more reticular structures of sovereignty and the exercise of power.

The administration designed by the meticulous application of procedure must necessarily and urgently open up to an administration that is also capable of placing public service and public policy, i.e. citizenship, at the centre of its actions. This new institutional design has a profound impact: without abandoning the fundamental role of the standard, talent management, project organisation and data-driven project design come to the fore. This law places the Public Administration School of Catalonia as the backbone of the talent and knowledge of the entire public governance ecosystem in Catalonia in this new era, actively contributing to its design, implementation, and evaluation.

	Model: Civil Service	Model: Service and Public Policy
Object	The administrative procedure	Service and public policy
Role of the worker	Implement the procedure	Designing and implementing a public service or policy
Selection	Based on knowledge of the standard	Based on the competencies and skills of the worker for the performance of the functions that he/she will have to perform
Training	Updating the worker's knowledge when the procedure changes	Encourage employee development to acquire new competencies and skills to improve performance
R&D&I	Mostly outsourced	Own team, communities of practice and learning
Organisation	Hierarchical	By projects and teams
Logical functioning	File	Interoperability and data science
Relations between units and administrations	Competences	Partnership and complementarity
Vertical mobility	According to seniority and generalist training. It is often accompanied by horizontal mobility.	According to their capacity. It requires the acquisition of specific competences. Progress is generally made in the same functional area.
Horizontal mobility	Easy and relatively quick: the procedure is generic.	Difficult and time-consuming: requires acquiring specific

Table 1: differences between the civil service-centred model and the service and policy-centred model

The School works for the unicity of the Catalan Public Administration system by defining the professional career of the general bodies based on basic competency, functional and curricular frameworks common to the entire system in order to favour coherence, collaboration between administrations and the mobility of public servants. Common basic frameworks become the cornerstone of the system for selection, learning and development, organisation, relations between units and administrations, and vertical and horizontal mobility. Common basic frameworks provide a common language for talent management from which case-specific regulation can be anchored or enabled, ensuring coherence and consistency.

In order to respond to this vision, the School deploys its activity around four roles:

- The EAPC as a benchmark for integrated talent management in the Catalan Administration
- The EAPC as a platform for learning and development
- The EAPC as a platform for research, innovation, and knowledge transfer
- The EAPC as the backbone of the Catalan public governance ecosystem

The EAPC as a benchmark for integrated talent management in the Catalan Administration

Faced with a change of scenario, where the procedure is no longer the backbone of the activity but rather the talent, the worker and, specifically, the professional function and the competences that develop it, the main role that the School needs to promote is to contribute to defining a common ground and rules of the game: the curricular, functional, and professional competences frameworks.

These frameworks are the key to the comprehensive management of talent, from the moment it joins the Administration until it applies its potential in the design, implementation and improvement of public policies and services for the benefit of citizens.

As the defining frameworks of this playing field, its first practical application must take place in the selection of new recruits to the public service. There needs to be full coherence between on-boarding policies and those which, once on-boarded, will train and develop professionals and work teams.

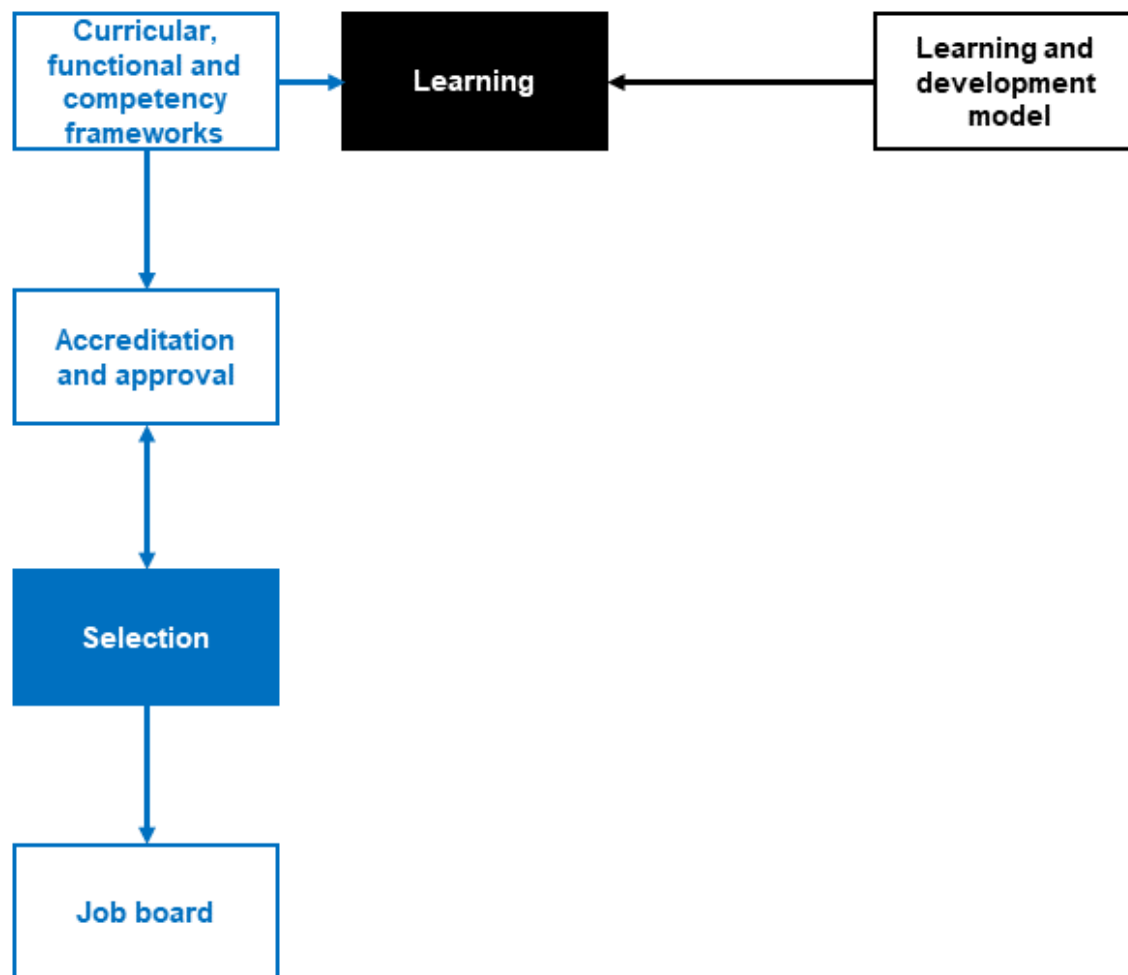


Figure 1: EAPC arrangements in the field of selection

Therefore, the curricular, functional and competency frameworks are deployed, on the one hand, in the learning projects based on the learning and development models; and, on the other hand, through the implementation of a system of recognition and recruitment of talent

so that it is incorporated in a coherent, homogeneous, orderly, and systematic manner into the Catalan administrations as a whole.

It should be noted that the recognition system and the collection system are not necessarily the same thing. The establishment of curricular, functional and competency frameworks determines, of course, the selection criteria and instruments for the recruitment of new professionals. However, they also make possible the existence of recognition systems (accreditation, homologation, etc.) that function independently of the selection processes and contribute to the identification of talent and the validation of its competences, either for selection or in order to be able to work within a common conceptual framework.

The EAPC as a learning and development platform and development

The founding task of the EAPC is to meet the learning needs of public employees in the Catalan system. The main service provided by the School in this area is the programming of various training actions in four areas: training for employees of the Generalitat de Catalunya, training for employees of the local administration, open training in strategic areas of the administration, and training for senior management and representatives of the administration.

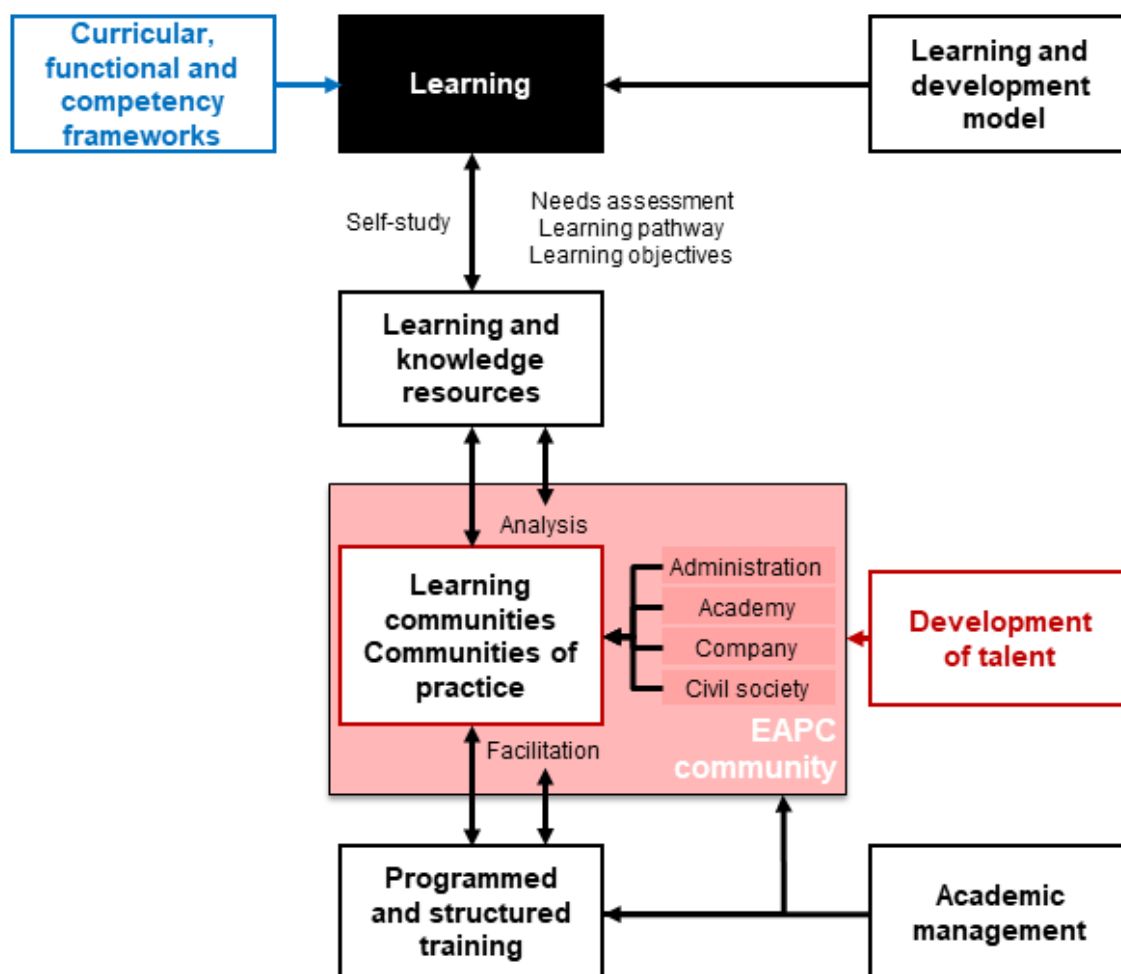


Figure 2: EAPC arrangements in the field of learning and development platform

In addition to these training actions (which can vary in length, approach, and methodology), different types of learning resources are published openly. These, as in the case of training, are of diverse typology and include from course materials that can be used as a self-learning regime to all kinds of resources such as guides, bibliographic compilations, videos of lectures, etc. Taking the concept of "resource" in a broader sense, so as to include everything related to making tacit knowledge explicit, scientific journal articles and research papers or blog posts are part of this space of learning and knowledge resources.

It is interesting to note that to the double objective of encouraging self-learning and making available to the citizen what the School generates, a third objective of a more pedagogical nature is added: that the person who accesses the open learning resources acquires autonomy in the management and direction of their own learning process. This starts by initiating a diagnosis of their learning needs and opportunities, either by comparing their own knowledge and competences with those implicitly or explicitly embedded in the learning resources, or by using open tools to assess their own level of knowledge and competences. Secondly, learning objectives must be set, according to the level they wish to achieve or need to acquire in order to develop in a given environment. Thirdly, it must be possible to establish a certain learning pathway and to achieve these learning objectives according to their starting point.

Halfway (more conceptual than chronological, undoubtedly) between actions preferably aimed at self-learning and training actions of a more structured nature, we find actions that centre their structure around the structuring of a community and where the group, team or companion factor is paradigmatic. Communities of practice, learning communities or others are halfway between training in a narrow sense and development (of competences, teams, organisations) in a loose sense. Whether strict or lax, the EAPC community becomes both an instrument and an objective in itself.

For communities to be effective, at least two functions need to be in place. Community revitalisation involves, in addition to convening the community itself, setting objectives, programming actions to achieve them and providing the resources (time, knowledge and tools) and methodologies necessary for the community to mobilise and achieve these objectives.

As a tool, it helps to focus learning by focusing on challenges and developing solutions. This is achieved by involving other actors in the definition of the challenge: people who are also facing it, people who have solved it, experts who have an external view and can contribute knowledge or context; as well as in the proposal, definition and eventual implementation and evaluation of the solution.

As a solution, it establishes a valuable bridge between more individual learning and the transfer and appropriation of knowledge to the collective and the place where it is to be applied. This bridge, in the case of the School, is essential in order to link the EAPC axis as a training and learning platform with the EAPC axis as a research, innovation and development platform.

The learning axis is materialised in two units within the School: a strategic unit and an operational unit. The strategic one is responsible for the governance and development of the School's learning model, with the double objective of deploying it in the different training actions of the School and being able to adapt it and turn it into the standard for the entire training system for public servants of the Generalitat de Catalunya or into a

model of inspiration for all the actors that carry out training for public servants in the Catalan public system. The operational function is to deploy this learning model, both within the School and throughout its sphere of action. Directly, through their actions, or indirectly by transferring the methodologies associated with the model through shared projects.

EAPC as a platform for research, innovation and knowledge transfer

The School is also structured as a platform that works for the transfer of knowledge focused on the transformation of the Catalan Public Administration. This axis contemplates a series of devices that, on the one hand, gather the knowledge generated both in the external community of the School and in the learning axis and, on the other hand, enrich it and project it in formats that allow its transfer to all types of public organisations.

The objective of these devices is similar to that pursued by the learning axis, but changing learning for the practical application of learning and the sharing of knowledge for the transformation of the administration. Thus, this axis works so that the School manages the knowledge it has at its disposal directly or indirectly (through its community) and is able to apply and transfer it in different ways, using intensive knowledge resources, work methodologies, enrichment, and transmission, as well as articulating the community that gathers around this knowledge, whether tacit or explicit.

Knowledge management means, in addition to the basic functions (creation, classification, storage, retrieval, application), the maintenance of a map of actors, spaces and instruments that contribute to having a detailed overview of the ecosystem of the Catalan Public Administration in order to contribute to establishing a broad and long-term vision of the desired repercussions in terms of consolidation, improvement or transformation (as appropriate) of this ecosystem.

Research and development play complementary roles. While research is concerned with creating the knowledge that does not exist and is considered necessary to drive innovation and transfer actions, development is concerned with teams and organisations, with special emphasis on establishing learning and working dynamics that help to make teams' knowledge explicit and mobilise it for improvement. In this sense, development and research must jointly ensure that teams convert disjointed information into useful knowledge that can be effectively applied through innovation methodologies and tools.

The transfer task is structured in an *ad hoc* mechanism, which is ultimately responsible for producing guides, protocols, models, prototypes, etc. that can be implemented with a high degree of impact, either autonomously by the organisations' teams, or through accompanying actions or practical application.

We insist on the conception of the School and of these two axes (learning and transfer) as a platform, the former understood as the acquisition and the latter as the practical and systematic application of knowledge. A platform that, on the one hand, identifies the elements that a learning action requires (learning needs, methodologies, spaces, learning resources, experts, etc.) and composes them by recombining these elements, facilitating the action, dynamising the space and articulating the learning community that is created in each training action; and composes them by recombining these elements, facilitating the action, dynamising the space and articulating the learning community that is created in each training action; and, on the other hand, identifies the elements that a transfer action

requires (improvement needs, challenges, research and new knowledge, innovation and new applications, methodologies, spaces, resources, experts, etc.) and composes accompanying actions for the implementation of transformative actions.

Both axes and both platforms share a community that links the learning axis with the transformation axis.

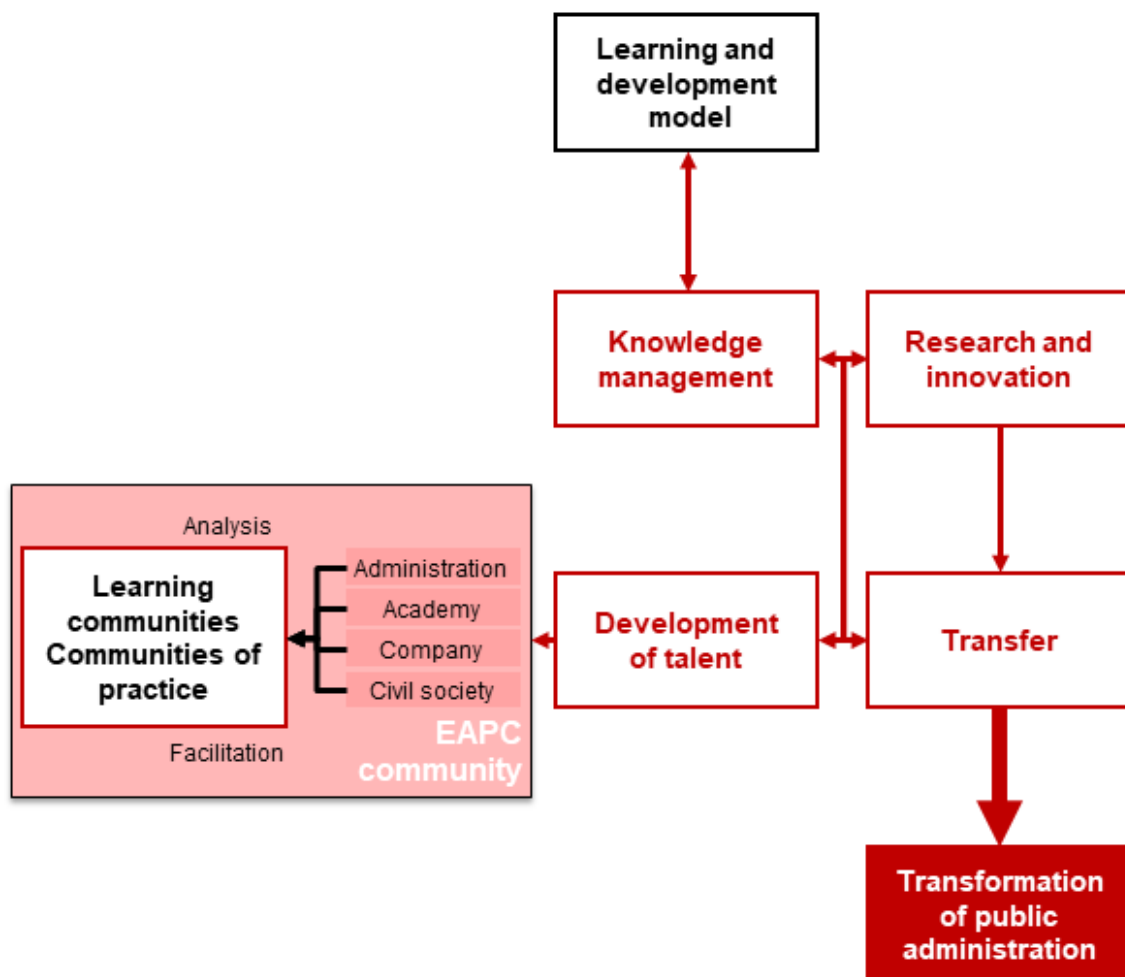


Figure 3: EAPC arrangements in the area of transformation of the Catalan Public Administration

The EAPC as the backbone of the Catalan public governance ecosystem

This scheme, given that it shares the same community, should also serve to explicitly structure the entire Catalan public administration ecosystem.

On the one hand, by giving coherence to the different learning initiatives that take place (1) within the Public Administration School of Catalonia, (2) within the Generalitat de Catalunya and (3) throughout the Catalan public system. The objectives of the School are: to contribute to the governance of the learning model of the Catalan public system; to provide methodologies, technology and training services for corporate trainers; and, finally, to contribute to the planning, coordination, consistency, coherence, effectiveness,

efficiency and evaluation of the learning actions carried out by public servants in Catalonia.

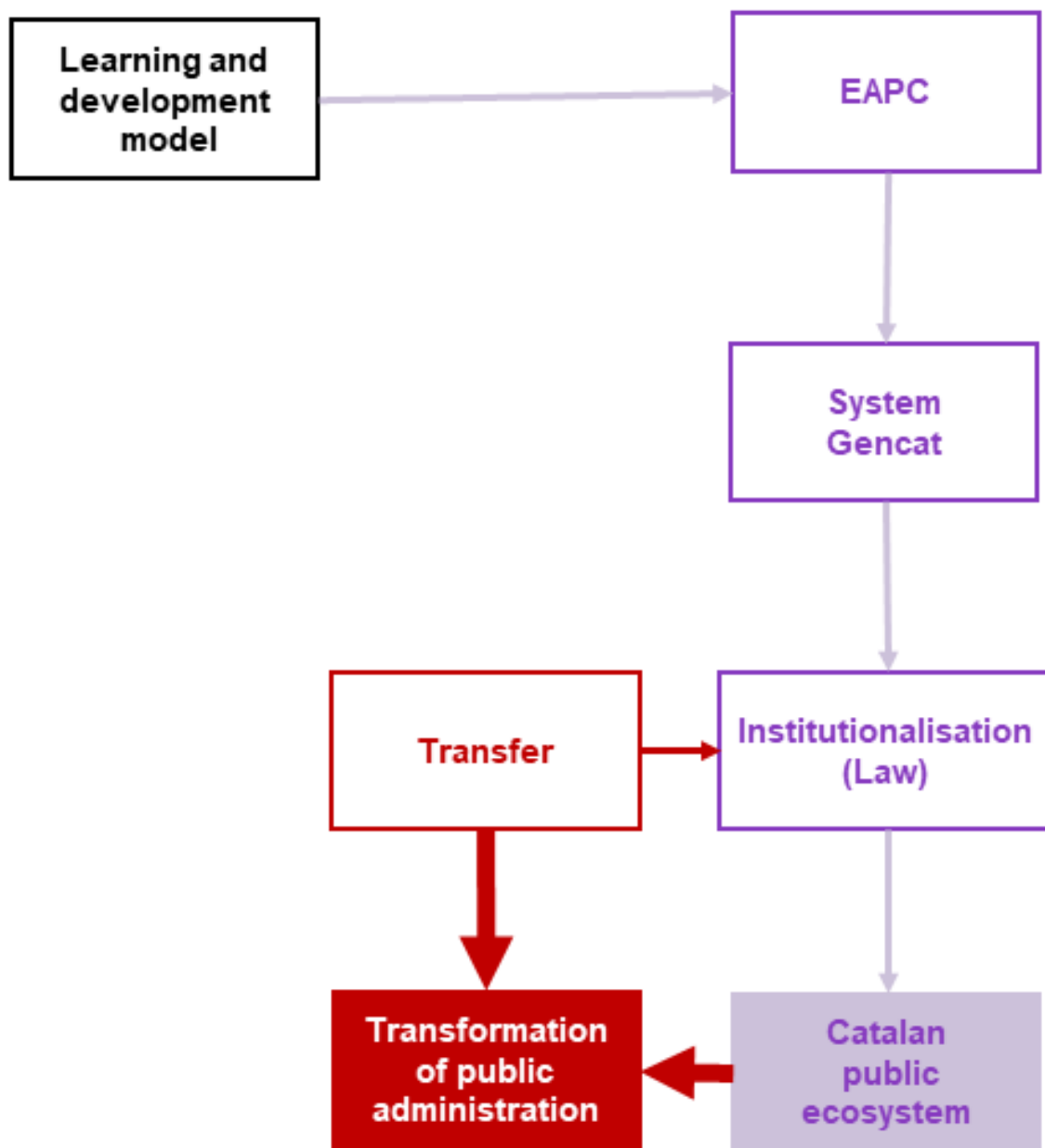


Figure 4: EAPC arrangements in the area of structuring the Catalan public governance ecosystem

The institutional structuring of the system, with the School as a key actor, must be complemented, in addition to the governance of the learning model and learning actions, with collaborative work in the field of transfer. If learning must be able to create communities of people of a multidisciplinary nature, coming from different areas of competence and different levels of administration, transfer must be able to create communities of organisations also from different competence and administrative backgrounds.

If learning and transfer share the community as the nerve centre of knowledge and projection, the structuring of the entire ecosystem is, at the same time, the instrument, and the end of the platform strategy of the Public Administration School of Catalonia.

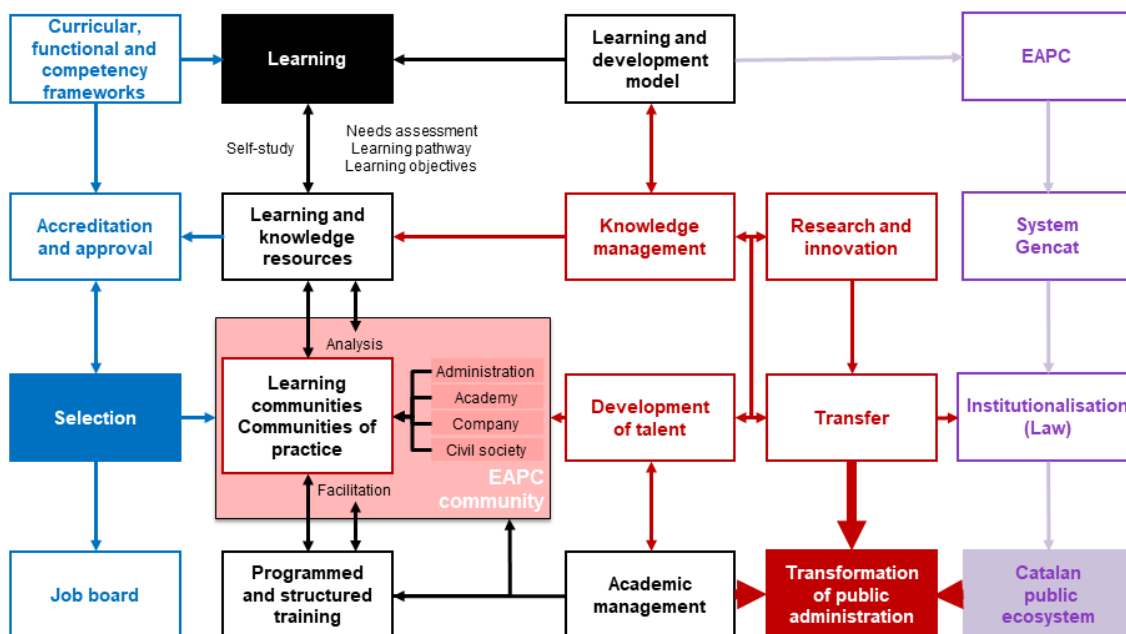


Figure 5: Map of EAPC facilities by axis

Target audiences

- Public employees
- Generalitat de Catalunya
- Local and supra-municipal administrations
- Public sector
- Municipal entities
- Trade unions
- Colleges and professional associations in the field of administrative sciences
- Units and actors in the research, development and innovation system
- Organised civil society
- Company and productive fabric
- General public

Types of services to be offered

The EAPC, as the backbone of the talent and knowledge of the entire public governance ecosystem in Catalonia in this new era, actively contributes to its design, implementation, and evaluation, based on four major service blocks. They are presented below.

1. The School works for the uniqueness of the Catalan Public Administration system by defining the **professional career** for the general bodies based on common basic competency, functional and curricular frameworks common to the entire system in order to favour coherence, collaboration between administrations and

mobility of public servants. Common basic frameworks become the cornerstone of the system for selection, learning and development, organisation, relations between units and administrations, and vertical and horizontal mobility. Common basic frameworks provide a common language for talent management from which case-specific regulation can be anchored or enabled, ensuring coherence and consistency.

2. The School makes available to the system the offer of **integrated selective processes** and the maintenance of a common job bank, as well as the design of selection, evaluation, and recognition systems. This optimises the system by reducing the costs and time needed to meet public employment needs, and establishes a common scenario that facilitates worker mobility and cooperation between administrations.
3. The School provides the system with a **learning and development model** that includes learning methodologies, tools and resources. It is responsible for leading a learning and development strategy and its concretisation into annual master plans, in a way that promotes the planning of people policies and sectoral policies, facilitating the preparation of specialised teams in advance.
4. Finally, the School provides the system with a **model of research, innovation and knowledge transfer** that includes methodologies, instruments, and resources for cooperative work. It is responsible for leading a strategy to identify challenges, design innovative policies and services based on evidence and experience, and facilitate the prototyping, piloting, replication, scaling, and implementation of best practices in the government system.

These four main blocks of services are deployed through the following functions:

- a) To define and develop the curricular, functional and professional competencies framework for the recruitment, identification, development and recognition of the talent of public personnel and managers in the service of Catalan institutions and administrations.
- b) To develop the models and essential elements of the professional careers of public personnel and managers, introducing criteria for professional development, suitability and competence, in accordance with the guidelines and criteria of the management unit responsible for public employment in the sphere of the Administration of the Generalitat.
- c) To carry out the recruitment and selection of the staff of the Administration of the Generalitat in accordance with the criteria and guidelines of the management unit responsible for public employment and, when so agreed, that of the other Catalan public institutions and administrations and their respective public sectors.
- d) To accredit members of selection tribunals or bodies of the Catalan public administrations.
- e) To administer the reserve lists generated in selection processes and which can be used, in accordance with the agreement signed for this purpose, by all Catalan public administrations.
- f) To carry out the technical support, as stipulated in the regulations in force, for the selection for jobs classified as belonging to the public management of the Administration of the Generalitat of Catalonia and its public sector and, when so agreed, of the other Catalan institutions and public administrations and their public sector.
- g) Participate in the framework model of learning and development of Catalan public institutions and administrations, without prejudice to local, university or specialised corps training centre autonomy.
- h) Plan, organise and implement learning, training, and development actions for the public servants of Catalan public institutions and administrations (including senior

- officials, public managers and elected officials).
- i) To plan, organise and implement research, innovation, and transfer projects, as an agent of the R&D&I system in Catalonia that promotes the generation of public policies based on scientific factual data, in the field of administration, management and public policy.
 - j) Drawing up, approving, directing, and ensuring compliance with the strategy and general learning and development plans for Catalan public institutions and administrations and their public sector, without prejudice to the principle of local and university autonomy.
 - k) Organise and deliver open higher education programmes in management sciences in accordance with sectoral regulations.
 - l) To certify and approve training courses organised by other training promoters for the staff of Catalan public institutions and administrations or higher education institutions, following an assessment of their content and methodology.
 - m) To convene processes of accreditation of professional knowledge and skills that enable the mobility of civil servants between Catalan public administrations.
 - n) Disseminate knowledge and results of research activities.
 - o) To issue publications in the fields of research, training, development and prospects for management, administration, and public employment.
 - p) To provide internal consultancy services to Catalan public institutions and administrations and to other entities and investee or third sector entities when so agreed.
 - q) To collaborate in the programming and organisation of the teaching of the Catalan language and, in particular, of the administrative language aimed at the full linguistic qualification of the personnel in the service of the Administration, in accordance with the provisions of the regulations in force.
 - r) To carry out the other functions attributed to it in accordance with the law.

Theory of change

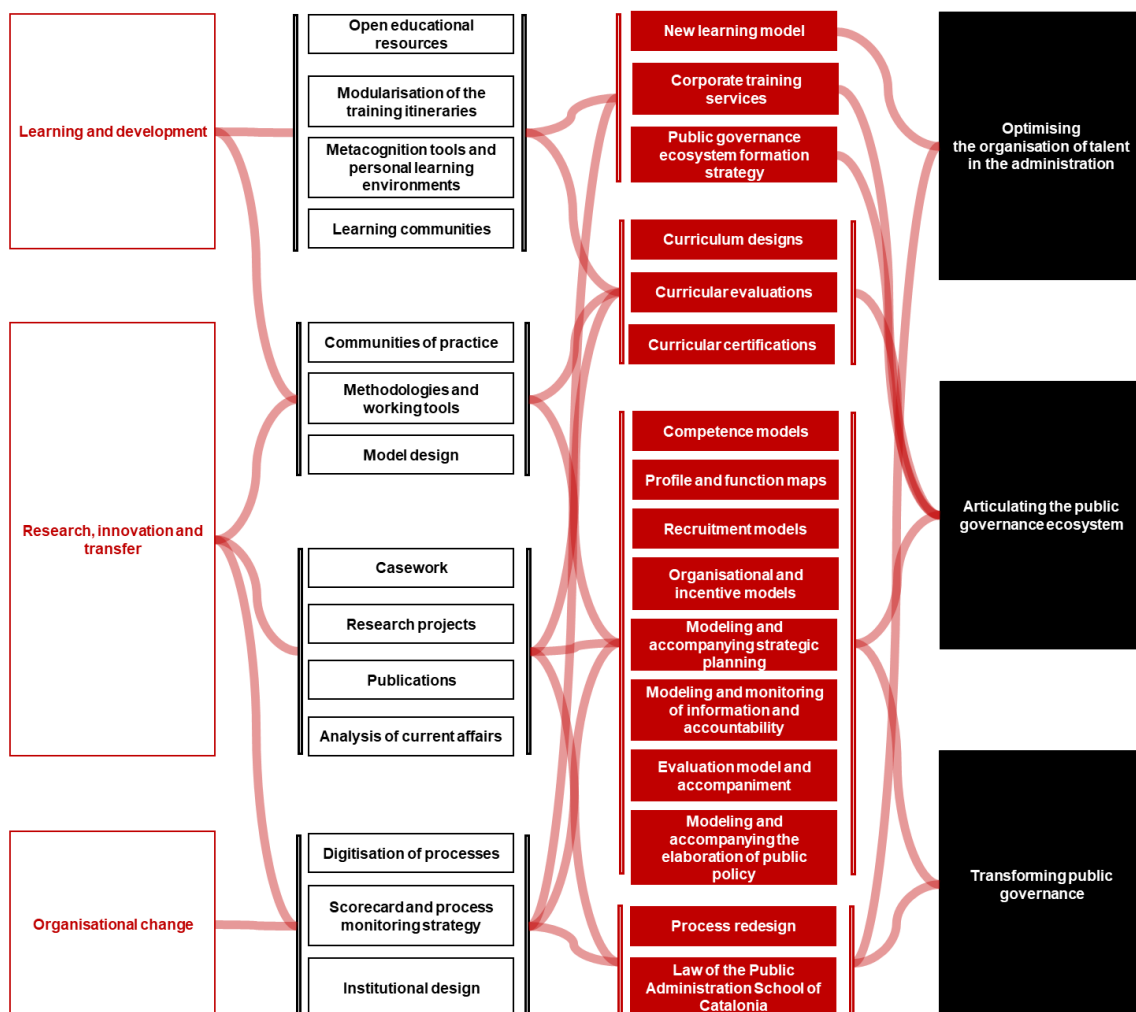


Figure 6: Theory of Change of the Public Administration School of Catalonia (Public Administration School of Catalonia)

Strategic lines and objectives

In order to fully achieve the EAPC model, four strategic lines and twelve strategic objectives are proposed:

1. **Promote** the institutional model of the School within the framework of the public governance ecosystem in Catalonia.
 - 1.1. Promote the adoption of the EAPC law and develop its general regulatory scope.
 - 1.2. Implement the new institutional elements of the School.
 - 1.3. Implement the structural elements of the economic sphere.
 - 1.4. Implement the structural elements of the HR field.
 - 1.5. Implement the structural elements of the quality and ICT area.
2. **Establish** a comprehensive system for attracting and recognising talent in Catalan public administrations.
 - 2.1. Establish the model of functional frameworks and competency profiles for talent management.
 - 2.2. Design and implement the recruitment and selection system.
3. **Implement** a comprehensive learning and talent development system for Catalan public administrations.
 - 3.1. Define and develop professional development strategies that contribute to the improvement of the professional skills of public employees.
 - 3.2. Develop and implement the EAPC learning and development model.
4. **Articulate and accompany** the creation and incorporation of knowledge in management and public policies.
 - 4.1. To promote collaborative research and innovation to transform and improve the Administration and public policies by connecting the social needs and challenges of the administration that must be met with lines of research and academic research.
 - 4.2. Influence the public agenda by generating knowledge.
 - 4.3. Articulate knowledge transfer.

Map of strategic lines and objectives

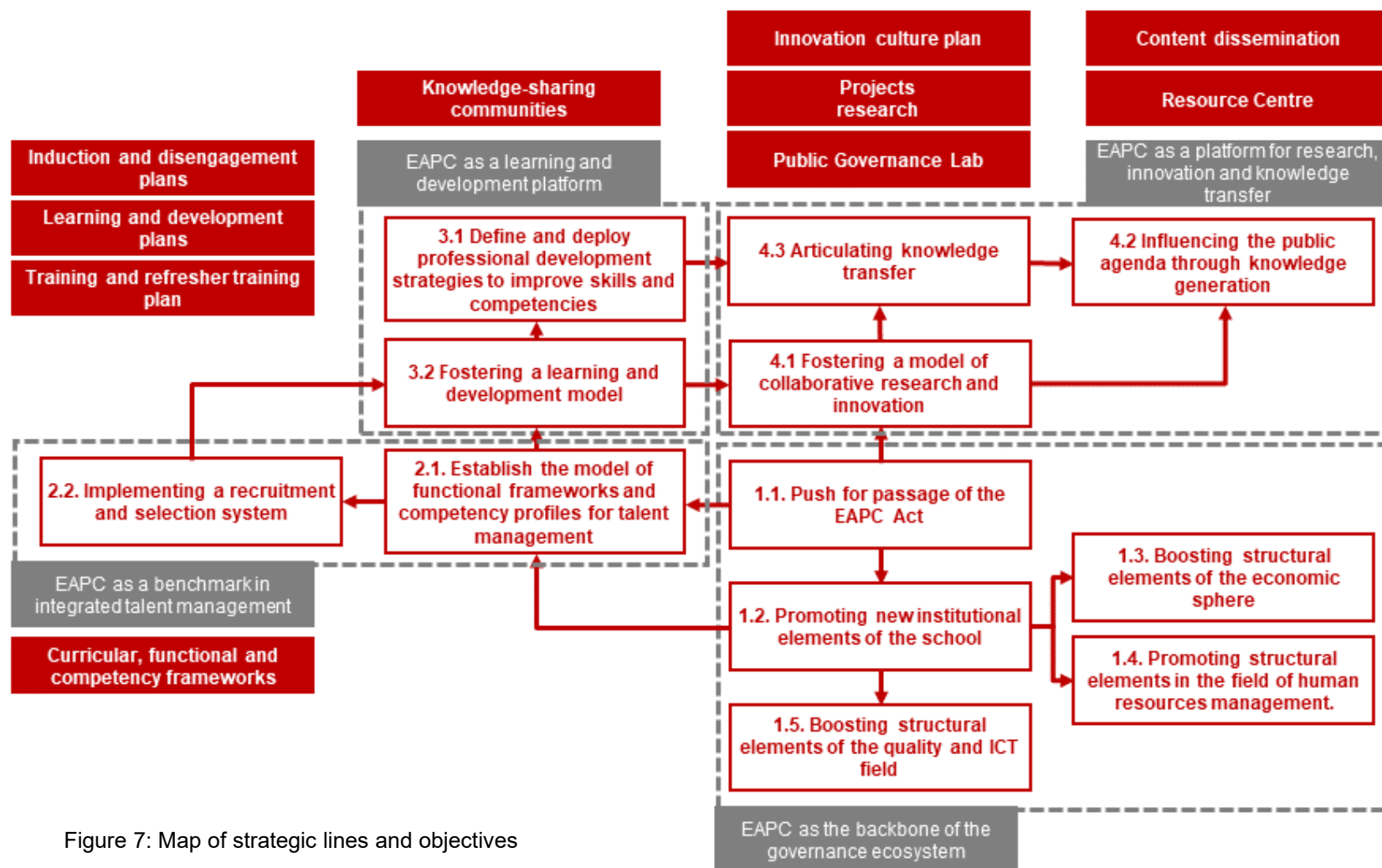


Figure 7: Map of strategic lines and objectives

Deployment of operational objectives

The total of the 12 strategic objectives formulated by the EAPC 2022-2027 are deployed in 52 operational objectives. They are presented below:

1. To promote the institutional model of the School within the framework of the public governance ecosystem in Catalonia.

STRATEGIC OBJECTIVES

1.1. Promote the adoption of the EAPC law and develop its general regulatory scope.

OPERATIONAL OBJECTIVES

- 1.1.1. To process the School bill.
- 1.1.2. Appoint and constitute the governing and consultative bodies of the School.
- 1.1.3. Approve the proposal for the Statutes of the School.
- 1.1.4. Approve the rules of procedure of the Governing Council and the Advisory Council.
- 1.1.5. Establish the Catalan Public Administration Learning and Development Network.
- 1.1.6. Coordinate the drafting of the General Training and Development Strategy for Catalan public institutions and administrations and their public sector 2025-2029².

1.2. Implement the new institutional elements of the School.

OPERATIONAL OBJECTIVES

- 1.2.1. Establish the relationship between the entities of the institutional public sector of the Generalitat and the EAPC/Departments.
- 1.2.2. Review the model of the EAPC/departamental training units relationship.
- 1.2.3. Establish the EAPC/local training units relationship model.
- 1.2.4. Establish the role and relationship framework of the School within the higher education and research ecosystem.

² Although this operational objective exceeds the strategic period set, it is considered important to take it into account, given its implications.

1.3. Implement the structural elements of the economic sphere.

OPERATIONAL OBJECTIVES

- 1.3.1. Approve programme contracts with other entities and bodies.
- 1.3.2. Plan new public procurement arrangements and processes.
- 1.3.3. Approve a new public prices order.

1.4. Implement the structural elements of the HR field.

OPERATIONAL OBJECTIVES

- 1.4.1. Implement the Structure Decree 2022.
- 1.4.2. Approve a new equality plan.
- 1.4.3. Approve a new training plan for EAPC staff.
- 1.4.4. Approve the new structure derived from the new law.

1.5. Implement the structural elements of the quality and ICT area.

OPERATIONAL OBJECTIVES

- 1.5.1. Implement a new computer system for academic management and learning.
- 1.5.2. Implement an IT system for competence self-assessment, professional development and talent management.
- 1.5.3. Implement a computerised knowledge management system (repository).
- 1.5.4. Implement a comprehensive computerised selection system.
- 1.5.5. Implement a computerised employment exchange system.
- 1.5.6. Implement a computerised corporate information system (CRM³).
- 1.5.7. Implement the School's new intranet.
- 1.5.8. Implement an architecture for advanced data collection and analytics(*Data Warehouse*⁴).
- 1.5.9. Develop the EAPC open data catalogue.

³ *Customer Relationship Management.*

⁴ Data warehouse.

- 1.5.10. Draw up the School's service charters.
- 1.5.11. Update the process map.
- 1.5.12. Implement a Total Quality Management System based on ISO 9001.
- 1.5.13. Develop a balanced scorecard.
- 1.5.14. Draw up an external communication plan.

2. To establish a comprehensive system for attracting and recognising talent in Catalan public administrations.

STRATEGIC OBJECTIVES

2.1. Establish the model of functional frameworks and competency profiles for talent management.

OPERATIONAL OBJECTIVES

- 2.1.1 Develop the functional framework model and competency profiles.
- 2.1.2 Establish the School's evaluation and accreditation system.

2.2. Design and implement the recruitment and selection system.

OPERATIONAL OBJECTIVES

- 2.2.1 Design and implement the functioning of the integrated selection offer.
- 2.2.2 Implement a public management selection system.

3. To implement a comprehensive learning and talent development system for Catalan public administrations.

STRATEGIC OBJECTIVES

3.1. Define and develop professional development strategies that contribute to the improvement of the professional skills of public employees.

OPERATIONAL OBJECTIVES

- 3.1.1 Design and implement the Reception and disengagement plan of the Government of Catalonia.
- 3.1.2 Design and establish plans for the development of talent in Catalan public administrations.

3.1.3 Design and establish the Plan for the development of the culture of innovation in Catalan public administrations.

3.1.4 Design and implement collaborative work experiences in Catalan public administrations.

3.1.5 Create communities of practice for the generation and exchange of knowledge on talent development and management.

3.1.6 Develop a training and professional updating plan for public employees in Catalan administrations.

3.2. Develop and implement the EAPC learning and development model.

OPERATIONAL OBJECTIVES

3.2.1 Design the new learning and development model.

3.2.2 Design and implement a comprehensive teaching support plan.

3.2.3 Develop a framework for the production and dissemination of learning resources for public employees.

4. To articulate and accompany the creation and incorporation of knowledge in management and public policies.

STRATEGIC OBJECTIVES

4.1. To promote collaborative research and innovation to transform and improve the Administration and public policies by connecting the social needs and challenges of the administration that must be met with lines of research and academic research.

OPERATIONAL OBJECTIVES

4.1.1 Develop a public innovation model of the EAPC.

4.1.2 Develop collaborative research projects based on challenges promoted by the Catalan administrations.

4.2. Influence the public agenda by generating knowledge.

OPERATIONAL OBJECTIVES

4.2.1 Establish the basis for collaborative work to address complex challenges.

4.2.2 Generate, evaluate and disseminate content to guide academic debate in areas of interest and current affairs in public administration.

4.2.3 Generate, evaluate and disseminate content to guide the professional practice of

public employees.

4.3. Articulate knowledge transfer.

OPERATIONAL OBJECTIVES

4.3.1 Create a resource centre for learning, training, innovation and research in management and public administration.

4.3.2 Design and implement the knowledge transfer system.

4.3.3 Participate in projects and organisation of transfer activities.

Deployment of actions

The total of the 12 strategic objectives formulated by the EAPC 2022-2027 are deployed in 52 operational objectives which are translated into 181 actions. They are presented below:

1. To promote the institutional model of the School within the framework of the public governance ecosystem in Catalonia.

STRATEGIC OBJECTIVES

1.1. Promote the adoption of the EAPC law and develop its general regulatory scope.

OPERATIONAL OBJECTIVES

1.1.1. To process the School bill.

Action code	Action	Start date	End date
1.1.1.1	Approve the draft law and start parliamentary procedure.	20/07/2022	15/02/2023
1.1.1.2	Pass the law.	01/03/2023	01/10/2023

1.1.2. Appoint and constitute the governing and consultative bodies of the School.

Action code	Action	Start date	End date
1.1.2.1	Appoint the director.	01/11/2023	01/11/2023
1.1.2.2	Constitute the Governing Board.	01/12/2023	01/12/2023
1.1.2.3	Constitute the Advisory Council.	01/04/2024	01/04/2024

1.1.3. Approve the proposal for the Statutes of the School.

Action code	Action	Start date	End date
1.1.3.1	Drafting the proposed Statutes.	01/01/2024	01/03/2024
1.1.3.2	Approve the proposal for statutes by the Governing Council.	01/03/2024	01/03/2024
1.1.3.3	Processing and approval by the government of the	15/03/2024	15/09/2024

	statute decree.		
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1.1.4. Approve the rules of procedure of the Governing Council and the Advisory Council.

Action code	Action	Start date	End date
1.1.4.1	Drafting regulations.	01/07/2024	15/09/2024
1.1.4.2	Approval of the rules of procedure by the Governing Board.	01/07/2024	15/10/2024

1.1.5. Establish the Catalan Public Administration Learning and Development Network.

Action code	Action	Start date	End date
1.1.5.1	Drafting a constitutive protocol.	01/04/2024	01/06/2024
1.1.5.2	Approval by the Governing Council of a constituent protocol.	30/06/2024	30/06/2024
1.1.5.3	Establish the Network.	01/09/2024	30/09/2024

1.1.6. Coordinate the drafting of the General Training and Development Strategy for Catalan public institutions and administrations and their public sector 2025-2029⁵.

Action code	Action	Start date	End date
1.1.6.1	Develop a proposal for an overall Training and Development Strategy 2025-2029.	01/01/2024	31/12/2024
1.1.6.2	Evaluate the overall Training and Development Strategy.	01/01/2029	03/06/2029
1.1.6.3	Preparing for the period 2030-2034.	01/07/2029	31/12/2029

1.2. Implement the new institutional elements of the School.

⁵ Although this operational objective exceeds the strategic period set, it is considered important to take it into account, given its implications.

OPERATIONAL OBJECTIVES

1.2.1. Establish the relationship between the entities of the institutional public sector of the Generalitat and the EAPC/Departments.

Action code	Action	Start date	End date
1.2.1.1	Conduct an exploratory consultation with public sector entities to ascertain their needs.	01/07/2023	31/12/2024
1.2.1.2	Develop a document setting out the framework for relations with public sector entities.	01/01/2024	31/12/2024
1.2.1.3	Agree with public sector entities on their relationship framework.	01/01/2025	30/06/2025
1.2.1.4	Implement the new relationship with the institutional public sector of the Generalitat.	01/04/2025	31/12/2025

1.2.2. Review the model of the EAPC/departmental training units relationship.

Action code	Action	Start date	End date
1.2.2.1	Assess the current relationship with departmental training units.	01/01/2024	30/09/2024
1.2.2.2	Draw up a proposal for relations with the training units of the departments.	01/01/2025	31/03/2025
1.2.2.3	Implement the new relationship with departmental training units.	01/04/2025	30/06/2025

1.2.3. Establish the EAPC/local training units relationship model.

Action code	Action	Start date	End date
1.2.3.1	Conduct an internal reflection and draw up a document establishing the framework for relations with local training bodies.	01/01/2023	30/06/2023
1.2.3.2	Share and discuss the model of the EAPC/local training units relationship.	01/07/2023	31/03/2024
1.2.3.3	Implement the new relationship with the local world in Catalonia.	01/01/2024	30/06/2024

1.2.4. Establish the role and relationship framework of the School within the higher education and research ecosystem.

Action code	Action	Start date	End date
1.2.4.1	Identify the actors in the global ecosystem.	01/05/2022	31/12/2024
1.2.4.2	Define the protocol for relations with universities in the field of higher education.	01/09/2022	31/12/2024
1.2.4.3	Establish strategic research partnerships with priority actors.	01/09/2022	30/06/2027

1.3. Implement the structural elements of the economic sphere.

OPERATIONAL OBJECTIVES

1.3.1. Approve programme contracts with other entities and bodies.

Action code	Action	Start date	End date
1.3.1.1	Plan the management of each programme contract.	01/04/2024	01/05/2024
1.3.1.2	Drafting a model programme contract.	01/05/2024	31/07/2024
1.3.1.3	Initiate management for each programme contract.	01/09/2024	15/09/2024

1.3.2. Plan new public procurement arrangements and processes.

Action code	Action	Start date	End date
1.3.2.1	Draft a public procurement plan.	01/10/2023	31/12/2023
1.3.2.2	Adopt a public procurement plan.	01/01/2024	01/02/2024
1.3.2.3	Launch the implementation of the public procurement plan.	01/03/2024	01/06/2024

1.3.3. Approve a new public prices order.

Action code	Action	Start date	End date
1.3.3.1	Draft a proposal for a public prices order.	01/01/2025	01/04/2025
1.3.3.2	Approve the proposal for an order by the Governing Board.	01/05/2025	01/05/2025
1.3.3.3	Processing and approval of the order by the counsellor.	01/05/2025	30/08/2025

1.4. Implement the structural elements of the HR field.

OPERATIONAL OBJECTIVES

1.4.1. Implement the Structure Decree 2022.

Action code	Action	Start date	End date
1.4.1.1	Approve the job description or POD by the Civil Service.	15/02/2022	01/04/2025
1.4.1.2	Appoint new staff.	30/05/2022	31/12/2022

1.4.2. Approve a new equality plan.

Action code	Action	Start date	End date
1.4.2.1	Draw up and present the internal Gender Equality Plan.	01/01/2023	30/06/2023
1.4.2.2	Approval of the Internal Gender Equality Plan by the Governing Board.	01/07/2023	15/07/2023
1.4.2.3	Monitoring and evaluating its results.	15/07/2023	15/07/2027

1.4.3. Approve a new training plan for EAPC staff.

Action code	Action	Start date	End date
1.4.3.1	Detecting the training needs of EAPC staff.	01/09/2024	01/11/2024
1.4.3.2	Drafting the training plan.	01/11/2024	31/12/2024
1.4.3.3	Start the implementation of the training plan.	01/01/2025	01/01/2025

1.4.4. Approve the new structure derived from the new law.

Action code	Action	Start date	End date
1.4.3.1	Draft a proposal for a structure decree.	01/01/2024	01/04/2024
1.4.3.2	Approve proposal by the Governing Board.	30/04/2024	30/04/2024
1.4.3.3	Processing and approval of the structure decree by the Govern.	01/05/2024	01/11/2024

1.5. Implement the structural elements of the quality and ICT area.

OPERATIONAL OBJECTIVES

1.5.1. Implement a new computer system for academic management and learning.

Action code	Action	Start date	End date
1.5.1.1	Close evaluation of the bids and award the tender.	01/02/2022	31/07/2022
1.5.1.2	Configure, develop and implement the new academic management tool.	01/10/2022	31/12/2023
1.5.1.3	Perform maintenance, improvements and evolutions of the tool.	01/06/2023	01/11/2024
1.5.1.4	Redesign functionalities and architecture of the EAPC Moodle.	01/07/2023	30/03/2024

1.5.2. Implement an IT system for competence self-assessment, professional development and talent management.

Action code	Action	Start date	End date
1.5.2.1	Carrying out the collection of functional needs and requirements.	01/02/2023	31/07/2022
1.5.2.2	Drawing up the tender documents and issuing the invitation to tender.	01/08/2023	31/03/2024
1.5.2.3	Build and develop the IT system.	01/04/2024	31/12/2024
1.5.2.4	Perform maintenance, improvements and evolutions.	01/01/2025	30/06/2027

1.5.3. Implement a computerised knowledge management system (repository).

Action code	Action	Start date	End date
1.5.3.1	Carry out the analysis, choice and categorisation of content.	01/10/2022	28/02/2023
1.5.3.2	Implement the (empty) repository.	01/11/2022	28/02/2023
1.5.3.3	Perform the upload (migration) of content into the repository.	01/03/2023	31/12/2023
1.5.3.4	Perform maintenance, improvements and evolutions.	01/01/2024	30/06/2027

1.5.4. Implement a comprehensive computerised selection system.

Action code	Action	Start date	End date
1.5.4.1	Carrying out the collection of functional needs and requirements.	01/01/2024	30/09/2024
1.5.4.2	Drawing up the tender documents and issuing the invitation to tender.	01/11/2022	30/06/2025
1.5.4.3	Build and develop the IT system.	01/07/2025	30/06/2026
1.5.4.4	Perform maintenance, improvements and evolutions.	01/07/2026	30/06/2027

1.5.5. Implement a computerised employment exchange system.

Action code	Action	Start date	End date
1.5.5.1	Carrying out the collection of functional needs and requirements.	01/01/2024	30/09/2024
1.5.5.2	Drawing up the tender documents and issuing the invitation to tender.	01/10/2022	30/06/2025
1.5.5.3	Build and develop the IT system.	01/07/2025	30/06/2026
1.5.5.4	Perform maintenance, improvements and evolutions.	01/07/2026	30/06/2027

1.5.6. Implement a computerised corporate information system (CRM⁶).

Action code	Action	Start date	End date
1.5.6.1	Conduct a pilot and proof of concept by the Governing Board.	15/09/2022	31/10/2022
1.5.6.2	Drawing up the tender documents, inviting tenders and awarding them.	01/11/2022	30/06/2023
1.5.6.3	Build and develop the IT system.	01/07/2023	31/12/2023
1.5.6.4	Perform maintenance, improvements and evolutions.	01/01/2024	30/06/2027

⁶ Customer Relationship Management.

1.5.7. Implement the School's new intranet.

Action code	Action	Start date	End date
1.5.7.1	Identify the contents to be included in the intranet.	15/07/2022	15/09/2022
1.5.7.2	Incorporate the contents in each of the sections of the structure.	16/09/2022	31/12/2022

1.5.8. Implement an architecture for advanced data collection and analytics(*Data Warehouse*⁷).

Action code	Action	Start date	End date
1.5.8.1	Identify and analyse data sources.	01/06/2023	30/09/2023
1.5.8.2	Drawing up the tender documents, inviting tenders and awarding them.	01/10/2023	30/04/2024
1.5.8.3	Build and develop the IT system.	01/05/2024	28/02/2025
1.5.8.4	Perform maintenance, improvements and evolutions.	01/03/2025	30/06/2027

1.5.9. Develop the EAPC open data catalogue.

Action code	Action	Start date	End date
1.5.9.1	Identify the datasets of the EAPC and include them in the Inventory of datasets of the Generalitat.	01/01/2023	31/03/2023
1.5.9.2	Identify the open data of the EAPC.	01/04/2023	31/07/2023
1.5.9.3	Publish the EAPC's open data on the Generalitat's Open Data website.	01/08/2023	30/09/2023

1.5.10. Draw up the School's service charters.

Action code	Action	Start date	End date
1.5.10.1	Drawing up the catalogue of services.	01/09/2022	31/12/2022

⁷ Data warehouse.

1.5.10.2	Define the finalist services.	01/09/2022	31/12/2022
1.5.10.3	Define quality attributes.	01/01/2023	31/03/2023
1.5.10.4	Drafting service charters.	01/04/2023	31/07/2023

1.5.11. Update the School's process map.

Action code	Action	Start date	End date
1.5.11.1	Review the existing process map and identify the processes linked to each service.	01/01/2023	31/03/2023
1.5.11.2	Draw up the new process map.	01/04/2023	31/12/2023

1.5.12. Implement a Total Quality Management System based on ISO 9001.

Action code	Action	Start date	End date
1.5.12.1	Create the structure of the document repository on the intranet and design the yearly structure of the calendar of formalities.	16/09/2022	31/12/2022
1.5.12.2	Establish the control mechanism for the QMS documents and develop the template for drafting instructions.	01/04/2023	31/05/2023
1.5.12.3	Analysing, rationalising and coding network units according to established archival criteria.	01/10/2022	30/06/2023

1.5.13. Develop a balanced scorecard.

Action code	Action	Start date	End date
1.5.13.1	Draft the corresponding indicators and identify the source of consultation.	01/10/2022	31/12/2022
1.5.13.2	Process and unify data and connect different data sources with Power BI.	01/01/2023	30/06/2023
1.5.13.3	Build the graphical part of the scorecard.	01/02/2023	30/06/2023

1.5.14. Draw up an external communication plan.

Action code	Action	Start date	End date

1.5.14.1	Integrate non-corporate web elements into Geco+.	01/10/2022	30/06/2023
1.5.14.2	Review and update the School's communication plan.	01/07/2023	31/12/2023
1.5.14.4	Analyse and reorganise the School's website.	01/01/2024	31/12/2024
1.5.14.4	Review and update accessibility criteria in accordance with the School's new guidelines.	01/01/2023	30/09/2023

2. To establish a comprehensive system for attracting and recognising talent in Catalan public administrations.

STRATEGIC OBJECTIVES

2.1. Establish the model of functional frameworks and competency profiles for talent management.

OPERATIONAL OBJECTIVES

2.1.1 Develop the functional framework model and competency profiles.

Action code	Action	Start date	End date
2.1.1.1	Develop the functional and competency framework model.	01/05/2022	28/02/2023
2.1.1.2	Define 100% of the professional profiles requested.	01/12/2022	30/06/2027

2.1.2 Establishing the School's evaluation and accreditation system.

Action code	Action	Start date	End date
2.1.2.1	Define and implement the competence assessment system.	01/01/2023	30/06/2024
2.1.2.2	Define and implement the competence accreditation system.	01/07/2024	31/12/2025
2.1.2.3	Develop and implement a system of approvals.	01/07/2024	31/05/2025

2.2. Design and implement the recruitment and selection system.

OPERATIONAL OBJECTIVES

2.2.1 Design and implement the functioning of the integrated selection offer.

Action code	Action	Start date	End date

2.2.1.1	Establish the selection office.	01/01/2025	31/12/2025
2.2.1.2	Conduct a pilot test of integrated screening.	01/01/2026	31/12/2026
2.2.1.3	Evaluate and update the selection model.	01/01/2027	30/06/2027
2.2.1.4	Create and set up a job bank for administrative and service staff in the Catalan public system.	01/01/2026	31/12/2026

2.2.2 Implement a public management selection system.

Action code	Action	Start date	End date
2.2.2.1	Establish the office of the management function.	01/06/2024	31/12/2024
2.2.2.2	Design the methodology and instruments for management selection.	01/01/2025	30/06/2025

3. To implement a comprehensive learning and talent development system for Catalan public administrations.

STRATEGIC OBJECTIVES

3.1. Define and develop professional development strategies that contribute to the improvement of the professional skills of public employees.

OPERATIONAL OBJECTIVES

3.1.1 Design and implement the Reception and disengagement plan of the Government of Catalonia.

Action code	Action	Start date	End date
3.1.1.1	Develop and implement the induction programme for managers.	01/01/2022	31/12/2024
3.1.1.2	Develop and implement the induction programme for middle management.	01/01/2022	31/12/2023
3.1.1.3	Develop and implement the induction programme for core staff.	01/09/2023	31/12/2024
3.1.1.4	Develop and implement the disengagement programme.	01/09/2023	31/12/2024

3.1.2 Design and establish plans for the development of talent in Catalan public administrations.

Action code	Action	Start date	End date
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3.1.2.1	Design development resources for the compliance assessment project.	01/01/2022	31/12/2024
3.1.2.2	Design and implement three talent development pathways.	01/01/2022	30/06/2027
3.1.2.3	Programme and implement two editions of the Master in Public Management.	01/01/2022	30/06/2027
3.1.2.4	Programme and implement four editions of the postgraduate course in public leadership and management.	01/01/2022	30/06/2027
3.1.2.5	Programme and implement five annual modules of the Management Development Plan.	01/01/2022	30/06/2027
3.1.2.6	Develop a technical proposal for a promotion and career model.	01/06/2024	30/06/2025

3.1.3 Design and establish the Plan for the development of the culture of innovation in Catalan public administrations.

Action code	Action	Start date	End date
3.1.3.1	Design and implement the system of development and learning pathways.	01/01/2022	30/06/2027
3.1.3.2	Develop and manage an innovation resource bank.	01/01/2023	30/06/2027
3.1.3.3	Implement and monitor the Innovation Community (Innogent).	30/06/2023	30/06/2027

3.1.4 Design and implement collaborative work experiences in Catalan public administrations.

Action code	Action	Start date	End date
3.1.4.1	Carry out five mentoring projects (one per year).	01/01/2022	30/06/2027
3.1.4.2	Carry out four editions of the Co-Development programme.	01/01/2022	30/06/2027
3.1.4.3	Conduct six editions of the Strategic Team Coaching programme.	01/01/2022	30/06/2027
3.1.4.4	Create a device to encourage collaborative work.	01/09/2023	31/12/2024

3.1.5 Create communities of practice for the generation and exchange of knowledge on talent development and management.

Action code	Action	Start date	End date
3.1.5.1	To set up and manage the 3 rd cycle Community of Learners.	01/01/2023	30/06/2027
3.1.5.2	Set up and manage the Mentoring Community.	30/11/2022	30/06/2027
3.1.5.3	Set up and manage the Community of Data Protection Officers.	01/01/2023	30/06/2027

3.1.6 Develop a training and professional updating plan for public employees in Catalan administrations.

Action code	Action	Start date	End date
3.1.6.1	Draw up and implement the annual training plan for local government.	01/01/2022	31/12/2027
3.1.6.2	Draw up and implement the annual training plan for the Generalitat de Catalunya.	01/01/2022	31/12/2027
3.1.6.3	Coordinate the preparation of the annual training plan for the Generalitat de Catalunya.	01/01/2022	31/12/2027
3.1.6.4	Produce 650 learning resources for the continuous training of public employees (at a rate of 130 resources per year).	01/01/2022	31/12/2027

3.2. Develop and implement the EAPC learning and development model.

OPERATIONAL OBJECTIVES

3.2.1 Design the new learning and development model.

Action code	Action	Start date	End date
3.2.1.1	Develop the inventory of EAPC learning and development tools.	01/07/2022	31/12/2022
3.2.1.2	Update and typify the portfolio of learning, training, research and innovation services of the EAPC.	01/07/2022	31/12/2022
3.2.1.3	Adapt tools and services to the new learning and development model.	01/07/2022	31/12/2022
3.2.1.4	Identify and design implementation plans for strategic areas in learning and development.	01/07/2022	31/12/2022

3.2.1.5	Centralise the management of cross-cutting instruments and projects in the Learning and Knowledge Management Area.	01/07/2022	30/07/2022
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3.2.2 Design and implement a comprehensive teaching support plan.

Action code	Action	Start date	End date
3.2.2.1	Create and implement a comprehensive training of trainers plan.	01/01/2022	30/12/2023
3.2.2.2	Implement the teaching space and the teacher's file for all the trainers and programmes of the School.	01/09/2022	30/12/2023
3.2.2.3	Conduct a selection process to update the team of internal trainers in line with the EAPC learning model.	01/01/2024	31/12/2025

3.2.3 Develop a framework for the production and dissemination of learning resources for public employees.

Action code	Action	Start date	End date
3.2.3.1	Define the School's open training model.	01/01/2023	31/12/2023
3.2.3.2	Support and advise on the production of learning resources in all Departments.	01/01/2024	31/12/2025
3.2.3.3	Establish a framework for contracting out the production of learning resources	01/01/2024	31/12/2025
3.2.3.4	Developing learning resources for the Innovation Culture Development Plan	01/01/2022	30/06/2027

4. To articulate and accompany the creation and incorporation of knowledge in management and public policies.

STRATEGIC OBJECTIVES

4.1. To promote collaborative research and innovation to transform and improve the Administration and public policies by connecting the social needs and challenges of the administration that must be met with lines of research and academic research.

OPERATIONAL OBJECTIVES

4.1.1 Develop a public innovation model of the EAPC.

Action code	Action	Start date	End date
4.1.1.1	Develop the Innovation Guide.	01/01/2023	30/06/2024
4.1.1.2	Define the public innovation laboratory model.	01/01/2023	30/12/2023
4.1.1.3	Develop a methodology for the formulation of challenges through the "Participate" platform and prototype an experience.	01/01/2023	31/12/2024
4.1.1.4	Launch the EAPC's public innovation laboratory at the service of all administrations.	01/01/2024	31/12/2027
4.1.1.5	Develop innovation projects based on the detection of challenges.	01/01/2025	31/12/2027

4.1.2 Develop collaborative research projects based on challenges promoted by the Catalan administrations.

Action code	Action	Start date	End date
4.1.2.1	Organising the 2022 challenge market.	15/09/2022	15/12/2022
4.1.2.2	Call for research grants.	01/09/2022	30/11/2027
4.1.2.3	Evaluate the 2021 call and update the 2022-2023 bases.	01/03/2023	31/12/2023

4.2. Influence the public agenda by generating knowledge.

OPERATIONAL OBJECTIVES

4.2.1 Establish the basis for collaborative work to address complex challenges.

Action code	Action	Start date	End date
4.2.1.1	Publish the competence framework for collaborative work in research and innovation.	01/01/2022	30/01/2023
4.2.1.2	Develop a self-assessment tool for the competency framework.	01/01/2023	30/06/2025
4.2.1.3	Design and implement the system of development and learning pathways of the collaborative research and innovation competence framework.	01/01/2023	30/06/2027
4.2.1.4	Develop methodologies for collaborative research.	01/01/2023	31/12/2027

4.2.2 Generate, evaluate and disseminate content to guide academic debate in areas of interest and current affairs in public administration.

Action code	Action	Start date	End date
4.2.2.1	Draft the June 2022 RCDP ⁸ on "The Quality of Law".	01/01/2022	15/06/2022
4.2.2.2	Draft the December 2022 RCDP on "Public Employment".	01/01/2022	15/12/2022
4.2.2.3	Draft the June 2023 RCDP on "Housing Rights".	15/03/2022	30/06/2023
4.2.2.4	Draft RLD ⁹ December 2022 on "Translation and public services".	01/01/2022	15/12/2022
4.2.2.5	Draft the RLD June 2023 on "eGovernment and language".	15/03/2022	30/06/2023
4.2.2.6	Publish two issues of the RCDP.	01/01/2024	15/12/2027
4.2.2.7	Publish two issues of the RLD.	01/01/2024	15/12/2027
4.2.2.8	Publish weekly blog posts from current affairs magazines.	01/01/2022	31/12/2027

4.2.3 Generate, evaluate and disseminate content to guide the professional practice of public employees.

Action code	Action	Start date	End date
4.2.3.1	Publish three issues per year of EPuM ¹⁰ .	01/01/2022	31/12/2027
4.2.3.2	Prepare the EPuM of June 2022, on <i>Open government</i> .	01/01/2022	30/06/2022
4.2.3.3	Prepare the November 2022 EPuM on <i>Climate change</i> .	15/05/2022	30/11/2022
4.2.3.4	Develop the EAPC Annual Editorial Plan 2022-2027, based on research work and the EAPC's governance and public management programmes.	01/01/2022	31/12/2027

4.3. Articulate knowledge transfer.

OPERATIONAL OBJECTIVES

⁸ Catalan Journal of Public Law.

⁹ Revista de Llengua i Dret.

¹⁰ European Public Mosaic. Open Journal on Public Service.

4.3.1 Create a resource centre for learning, training, innovation and research in management and public administration.

Action code	Action	Start date	End date
4.3.1.1	Participate in the design of the EAPC repository.	01/01/2022	15/12/2024
4.3.1.2	Design the library user profile.	01/01/2023	31/12/2023
4.3.1.3	Conduct a study on the use of the library's collection.	01/01/2023	31/12/2023
4.3.1.4	Drawing up the library's charter of services.	01/01/2024	31/12/2024

4.3.2 Design and implement the knowledge transfer system.

Action code	Action	Start date	End date
4.3.2.1	Organise the call for the Alfons Ortuno Awards.	01/01/2022	31/12/2027
4.3.2.2	To disseminate the good practices of the Alfons Ortuno Awards.	01/01/2022	31/12/2027
4.3.2.3	Collaborate with the COAVA public policy evaluation community of practice.	01/01/2022	31/12/2027
4.3.2.4	Evaluate the impact of the results of research work.	01/01/2022	31/12/2027
4.3.2.5	Generate models based on research or detection of good practices.	01/01/2022	31/12/2027

4.3.3 Participate in projects and organisation of transfer activities.

Action code	Action	Start date	End date
4.3.2.1	Systematise the model for incorporating intersectionality in the design and implementation of public policies in the local world.	01/01/2023	31/12/2027
4.3.3.2	Systematising and transferring tools and instruments for improving the implementation of public policies to Catalan administrations.	01/01/2023	31/12/2027
4.3.3.3	Establish a system for detecting projects that can be implemented in other institutions (foresight model).	30/06/2023	31/12/2025

Performance indicators for the overall monitoring of the Plan

The monitoring of actions is necessary to ensure that they are achieved, and thus that the corresponding operational and strategic objectives are met.

Most of the actions are of a qualitative nature; therefore, the system of indicators proposed is simple and facilitates their monitoring.

The summary table of indicators, by strategic lines and strategic objectives, is presented below:

Strategic line 1	Strategic target code	Strategic objectives	Operational objectives	Actions	Performance indicators on the strategic objective
Promote the institutional model of the School within the framework of the public governance ecosystem in Catalonia	1.1	Promote the adoption of the EAPC law and develop its general regulatory scope.	6	16	% of achievement: number of actions carried out/total
	1.2	Implement the new institutional elements of the School.	4	13	% of achievement: number of institutional elements implemented/total
	1.3	Implement the structural elements of the economic sphere.	3	9	% achievement: number of structural elements in the economic field implemented/total
	1.4	Implement the structural elements of the HR area.	4	11	% of achievement: number of structural elements of the human resources domain implemented/total
	1.5	Implement the structural elements of the quality and ICT area.	14	49	% of achievement: number of structural elements of the quality and ICT domain implemented/total

Total strategic objectives	5
Total operational objectives	31
Total actions	98

Strategic line 2	Strategic target code	Strategic objectives	Operational objectives	Actions	Performance indicators on the strategic objective
Establish a comprehensive system for attracting and recognising talent in Catalan public administrations	2.1	Establish the model of functional frameworks and competency profiles for talent management	2	5	% of achievement: number of structural elements of the quality and ICT domain implemented/total
	2.2	Designing and implementing the recruitment and selection system	2	6	Number of actions carried out/total (% achievement)

Total strategic objectives	2
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Total operational objectives	4
Total actions	11

Strategic line 3	Strategic target code	Strategic objectives	Operational objectives	Actions	Performance indicators on the strategic objective
Implement a comprehensive learning and talent development system for Catalan public administrations	3.1	Define and implement professional development strategies that contribute to the improvement of the professional capacities of public employees	6	24	% of achievement: number of actions carried out/total
	3.2	Develop and implement the EAPC learning and development model.	3	12	% of achievement: number of actions carried out/total

Total strategic objectives	2
Total operational objectives	9
Total actions	36

Strategic line 4	Strategic target code	Strategic objectives	Operational objectives	Actions	Performance indicators on the strategic objective
Articulate and accompany the creation and incorporation of knowledge in management and public policies	4.1	To promote collaborative research and innovation to transform and improve the Administration and public policies by connecting the social needs and challenges of the administration that must be met with lines of research and academic research.	2	8	% of achievement: number of actions carried out/total
	4.2	Influence the public agenda by generating knowledge.	3	16	% of achievement: number of actions carried out/total
	4.3	Articulate knowledge transfer.	3	12	% of achievement: number of actions carried out/total

Total strategic objectives	3
Total operational objectives	8
Total actions	36

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Strategic Plan 2022-27



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