

# JUDICIAL TRAINING:

the right skills to embrace  
the digitalisation of justice

26, 27 & 28 April 2023



European  
Commission |

# A Digital Competence Framework for Justice

26th April 2023

## Speakers (EN):

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# INTRODUCTION



### 1.1. IMPACT OF DIGITAL TRANSFORMATION IN JUSTICE



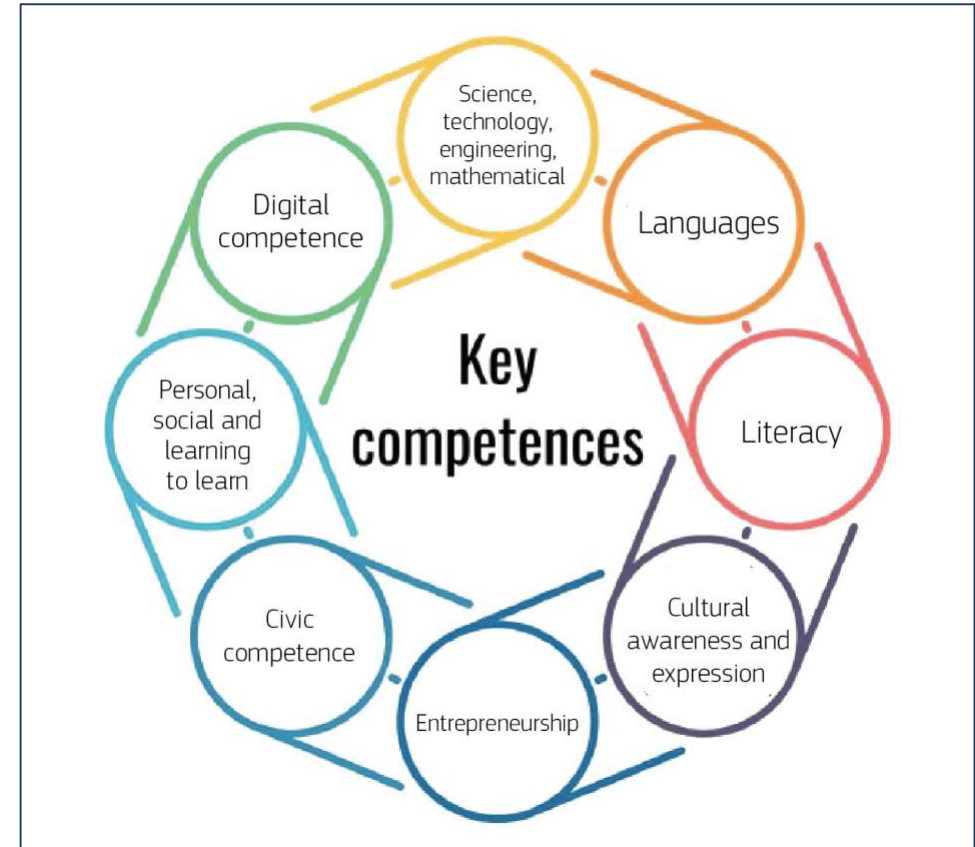
- Implies advantages but also challenges.
- Requires:
  - efficacy, efficiency and effectiveness.
  - quick response of institutions.



- Justice professionals:
  - be aware of the impact that digital tools and technologies.
- Judicial training institutions:
  - provide training to improve awareness and skills on digitization and artificial intelligence.
  - focus training on the protection of individual rights in the digital space and the rights of specific groups.

## 1.2. DIGITAL COMPETENCE: A KEY COMPETENCE

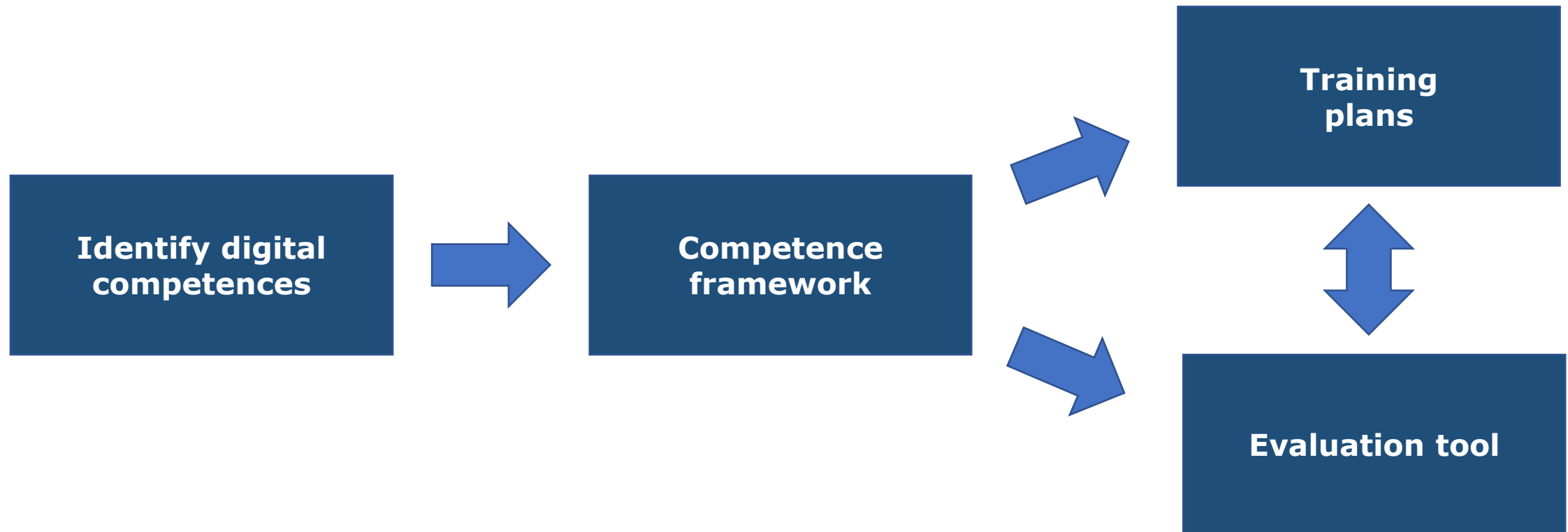
*Digital competence is part of the Key Competence Framework for Lifelong Learning and interlinked with other competences*



### 1.3. DIGITAL COMPETENCE FRAMEWORKS

- DigComp 2.2, the Digital Competence Framework for Citizens (2013, updated 2022):
  - Reference framework to support the development of digital competence of individuals in Europe.
  - Describes which competences are needed today to use digital technologies in a confident, critical, collaborative and creative way to achieve goals related to work, learning, leisure, inclusion and participation in our digital society.
- DigCompConsumers, the Digital Competence Framework for Consumers (2016):
  - Offers a reference framework to support and improve consumers' digital competence.
- DigCompEdu, the European Framework for the Digital Competence of Educators (2017):
  - Describes what it means for educators to be digitally competent.
- Other:
  - The European framework for digitally-competent educational organisations (2015).
  - A European sustainability competence framework (2021)

## 1.3. NEED OF DIGITAL COMPETENCE FRAMEWORK FOR JUSTICE





### 1.4. CHARACTERISTICS



- **Aim:** identify the knowledge, skills and attitudes that justice professionals should have from a transversal perspective.
- **Characteristics:**
  - Responds to the European guidelines on digital training for judicial professionals.
  - Adapted to the digital transformation process of Spanish judicial system.
  - Can be a reference for other European countries.
- **Scope:** all justice professionals.

### 1.5. OBJECTIVES



- **Identify** the knowledge, skills and attitudes required by justice professionals in a digital environment.
- **Establish** a common system for the promotion of digital skills in the justice sector.
- **Guide** the development of training actions in the field of digitization in a transversal way to all legal professionals.
- **Guarantee** the rights and freedoms of citizens in the access to justice in a digital environment.

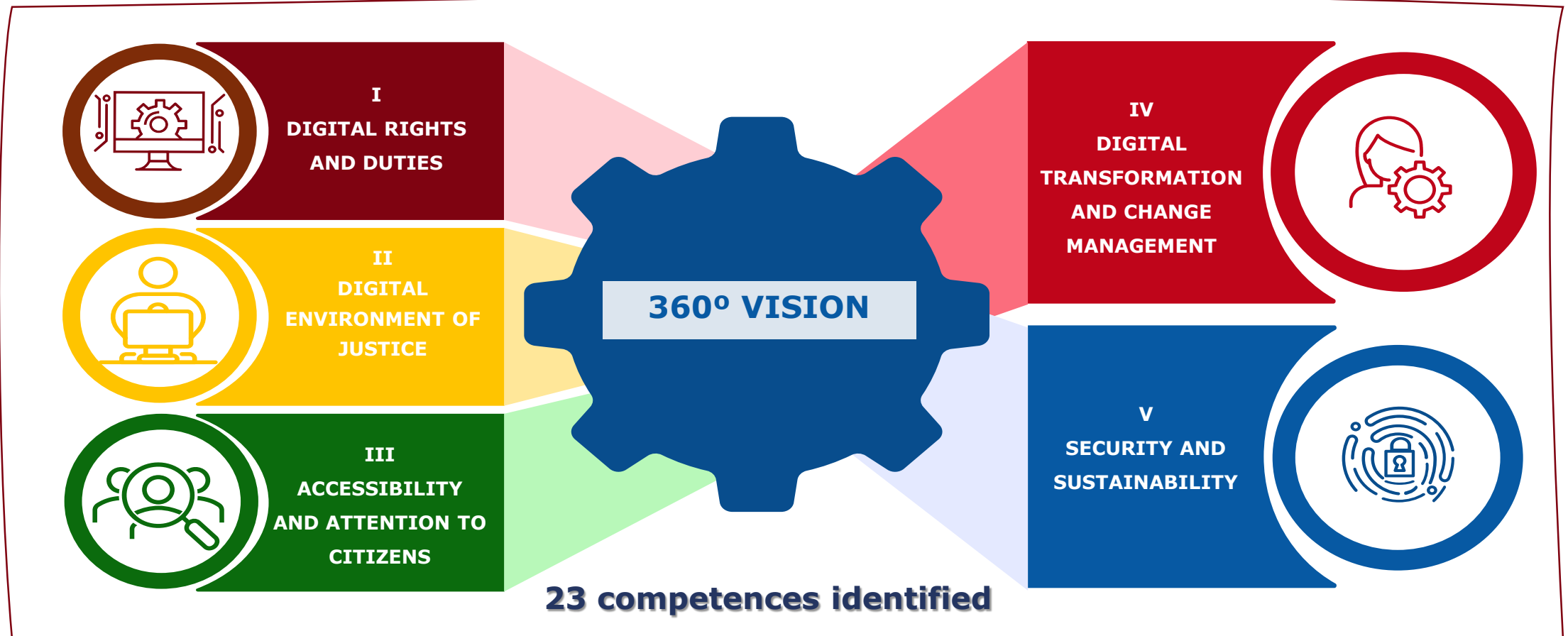
# A DIGITAL COMPETENCE FRAMEWORK FOR JUSTICE



# 2. A DIGITAL COMPETENCE FRAMEWORK FOR JUSTICE



The proposal presented below includes **5 Digital Competence Areas**: **(I) Digital rights and duties**; **(II) Digital environment of Justice**; **(III) Accessibility and attention to citizens**; **(IV) Digital transformation and change management**; and, finally, **(V) Security and sustainability**. All of them applied to the digital environment of judicial system.





# PROFICIENCY LEVELS



### 3.1. PROFICIENCY LEVELS

**01**

**BASIC (A)**

**02**

**INTERMEDIATE (B)**

**03**

**ADVANCED (C)**

**04**

**EXPERT (D)**

- Each of the above competencies is divided into (4) four aptitude levels that allow the identification of the degree of depth of the user in a specific digital competency ranging from the basic (A) level to the expert (D) level.
- For each level of aptitude, two (2) progressive levels of development are established. Therefore, in total the Framework presents (8) eight levels of development until reaching the maximum level of aptitude (D).
- The levels of development of competences are assigned based on the characteristics of each one of the fields of knowledge and the complexity of their respective tasks.

### 3.2. PROFICIENCY LEVELS

User aware of the importance of the use of ICTs in the digital environment. He/She is capable of performing simple tasks. He/She has basic permissions within the digital environment, supervised by a user with a higher level.

**01**

**BASIC**

User aware of the importance of improving the use of ICTs. He/She is trained to perform complex tasks with proper guidance. He/She has broader permissions and uses digital tools with ease.

**02**

**INTERMEDIATE**

User trained to perform complex tasks autonomously, according to their own needs. He/She has higher permissions. He/She is aware of the responsibility that comes with supervising the operation and correct use of the applications. Use digital tools skillfully.

**03**

**ADVANCED**

User solves problems of any degree of difficulty independently, guides others in their needs and contributes with their knowledge to promote the improvement of management processes.

**04**

**EXPERT**



# KEY AREAS OF COMPETENCE





### 4.1. KEY AREAS OF COMPETENCE



Focuses on identifying all fields of special protection in the digital environment of justice, including respect for digital rights, such as data protection, as well as the promotion of a responsible behavior in the use of ICT.

#### DIGITAL RIGHTS AND DUTIES

1. Knowledge and application of the Digital Rights Charter.
2. Ethical and legally responsible behaviour.
3. Privacy and personal data protection.
4. Intellectual Property Rights.

### 4.2. KEY AREAS OF COMPETENCE



#### DIGITAL ENVIRONMENT OF JUSTICE

Includes all those skills needed to work in a digital environment of justice, where files can be electronically processed and hearings and other duties can be done not only face-to-face in courts.

1. Remote working.
2. Identification, authentication and electronic signature.
3. Electronic Judicial File.
4. Data oriented processing.
5. Problem solving.

### 4.3. KEY AREAS OF COMPETENCE



Focused on those skills needed to provide an equal treatment to all citizens in their access to justice by digital means.

It pays special attention to vulnerable groups.

#### ACCESSIBILITY AND ATTENTION TO CITIZENS

1. Equal and inclusive access to justice.
2. Access points to justice: awareness, information and assistance to citizens.
3. Digital immediacy and online services.
4. Creation and edition of digital content.

### 4.4. KEY AREAS OF COMPETENCE



#### DIGITAL TRANSFORMATION AND CHANGE MANAGEMENT

Includes those skills related to digitization focused on Justice as a trigger of competitiveness.

In this area, aspects such as the application of artificial intelligence, training enhancement or institutional collaboration are crucial.

1. Change management linked to digital transformation.
2. Self-knowledge, learning and continuous improvement.
3. Needs assessment and technological responses.
4. Artificial intelligence applied to Justice.
5. Institutional collaboration.

## 4.5. KEY AREAS OF COMPETENCE



### SECURITY AND SUSTAINABILITY

Integrates all those competencies related to access, work and/or processing in digital environments in safe conditions.

1. Security and protection of systems and devices.
2. Information security and confidentiality.
3. Management and notification of security incidents.
4. Health and safety: occupational risk prevention.
5. Sustainable use.

# COMPETENCE DESCRIPTION AND DEVELOPMENT



## 5.1. PROPOSAL FOR A COMPETENCE DEVELOPMENT



### AREA

Security and sustainability.



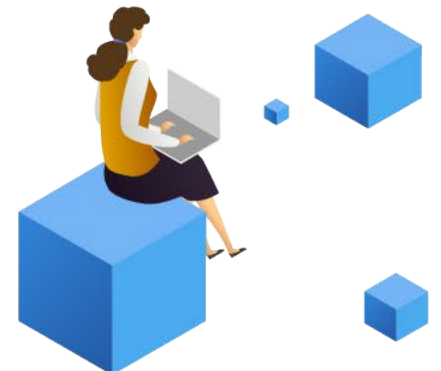
### DESCRIPTION

It integrates all those competencies related to access, work and/or processing in digital environments in safe conditions.



### SKILLS

- Security and protection of systems and devices.
- Information security and confidentiality.
- Management and notification of security incidents.
- Health and safety: occupational risk prevention.
- Sustainable use.



## 5.2. PROPOSAL FOR A SKILL DEVELOPMENT



### SKILL

Security and protection of systems and devices.



### DESCRIPTION

To protect devices and digital content, and understand the risks and threats in digital environments. To know about protection and security measures and have due regard for trustworthiness and privacy.



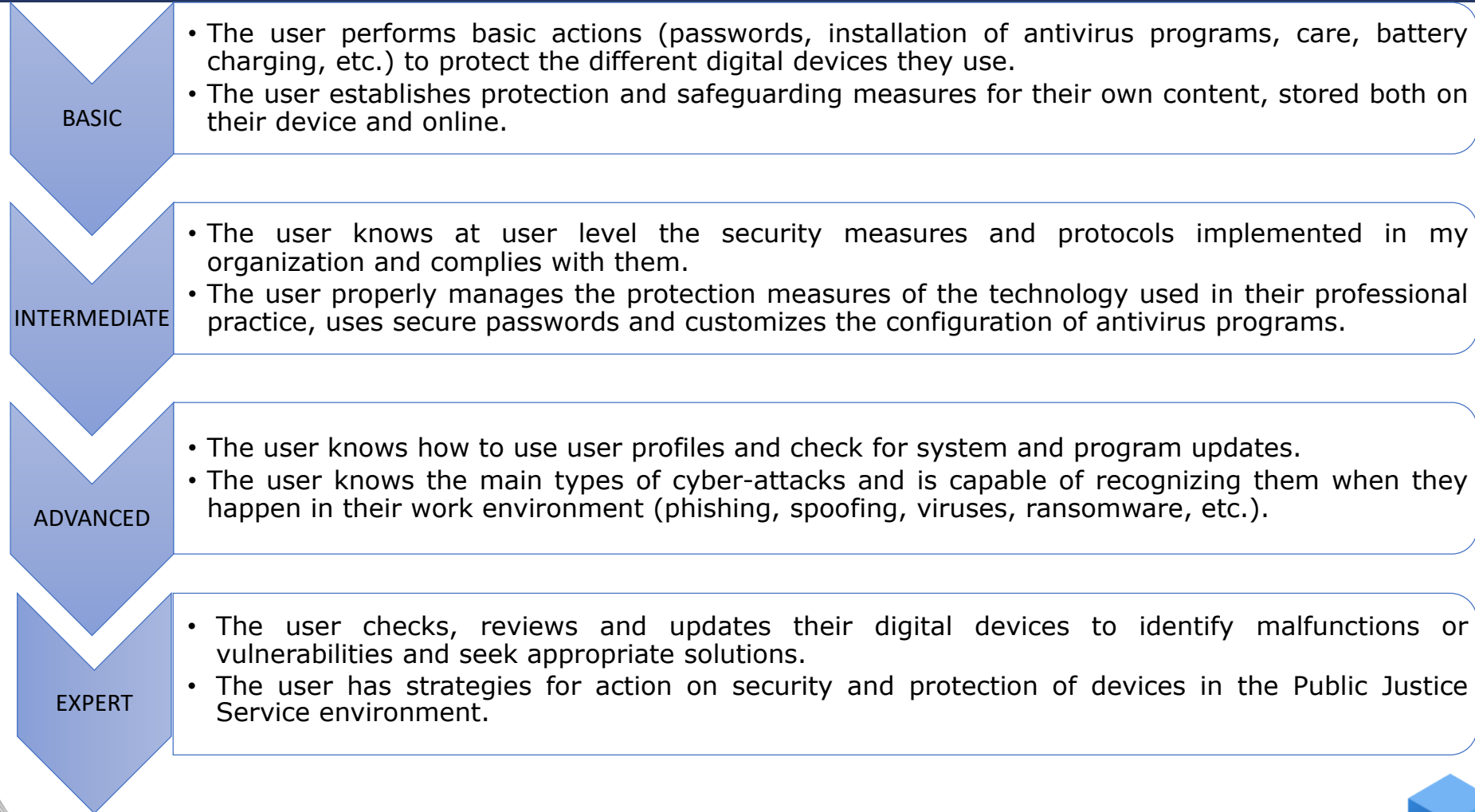
### GOAL

To move safely and in the long term in the digital environment to have a minimum expertise of system and device protection and to be aware of the risks and threats which we are exposed to.





### 5.3. PROPOSAL FOR A SKILL DEVELOPMENT



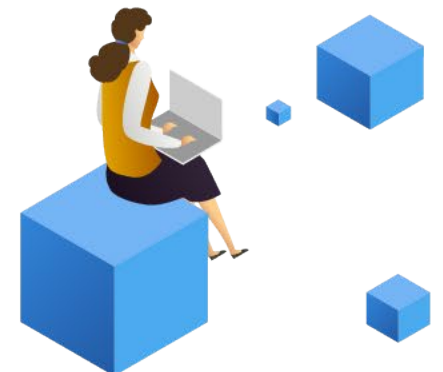
# CONCLUSIONS



# 6. CONCLUSIONS



- Need of definition of a digital competence framework for justice:
  - 5 key areas.
  - 23 competences.
- Characteristics:
  - Flexible and adaptable.
  - Aligned with the guidelines on digital training for judicial professionals.
  - Basis for developing specific training plans.
  - Self-assessment, evaluation and certification.





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# THANK YOU!



# QUESTION AND ANSWER





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