

Digital Competence Framework for the Training of Justice Personnel



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Madrid, 2023

Cita recomendada: Digital Competence Framework for the Training of Justice Personnel. Centro de Estudios Jurídicos. Madrid, 2023.

Coordinación:

Abigail Fernández González. Directora del Centro de Estudios Jurídicos.

Teresa Muñoz-Reja Herrero. Subdirectora General – Jefa de Estudios del Centro de Estudios Jurídicos.

EDITA: Centro de Estudios Jurídicos

NIPO (ed. electrónica en PDF): 054230024

Catálogo de publicaciones de la Administración General del Estado:

<https://cpage.mpr.gob.es>

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1. Introduction

The Centre for Legal Studies (CEJ) is an autonomous body attached to the Spanish Ministry of Justice. It is engaged in the organisation of selective courses and training members of the Public Prosecutor's Office, the groups of Court Clerks, Forensic Doctors, Doctors of the National Institute of Toxicology and Forensic Sciences and other personnel working for the Administration of Justice, the groups of State Lawyers and specialist training for Judicial Police officers from the State Security Forces and Corps.



The CEJ is destined to be a major player in the processes of transformation of the field of justice through training, providing a strategic and integral vision of learning processes as a whole.

In this context, the training provided by the CEJ must adapt to current and future needs and provide the members of the offices and bodies that are trained there with the necessary tools, skills and resources to respond, in global terms, to their needs and those of the citizens they work for.

All this must be supported by teacher and staff reinforcement and training processes to ensure that the training provided is in line with an innovative and competence-based learning strategy whose implementation is closely linked to the integration of the use of ICT in teaching.

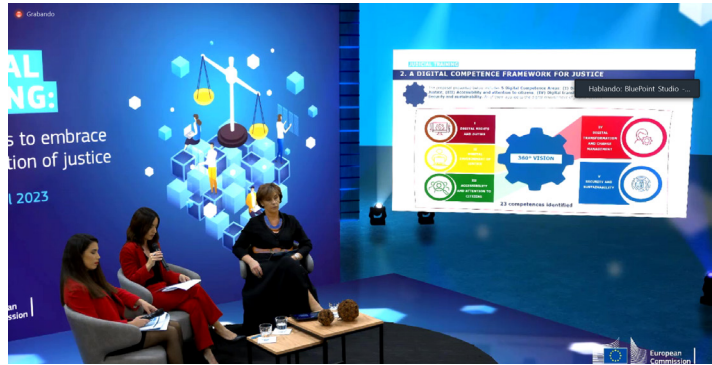
These perspectives are reflected in the CEJ's Strategic Plan 2021-2024, which already anticipates the need to improve the digital competences of justice personnel in the face of the challenges posed by the digital transformation of the justice system.

Faced with these challenges, and taking as a reference the values advocated by the Spanish Digital Rights Charter, the CEJ has developed this Digital Competence Framework for the Training of Justice Personnel, which is in addition to the various digital transformation and technological innovation actions promoted by the Recovery, Transformation and Resilience Plan (PRTR), the Justice Plan 2030 and the National Digital Competence Plan.

Therefore, in this context and taking into account the impact of the digital transformation in the justice sector, the added value of this Digital Competence Framework for the staff of the Administration of Justice is to achieve an integrating reference model that reflects the main areas of digital competence whose development we consider essential for all operators and professionals working in the field of justice, as well as for the public in the context of its dealings with it.

2. Presentation of the framework

Digital transformation, driven by innovation and technological evolution, brings with it a number of advances and challenges in society, with an impact on all sectors, including the justice sector.



Judicial systems, as the central pillar of the rule of law, are, therefore, coping with these changing demands and making suitable technological possibilities available to citizens. This digitisation process entails a commitment to a modern, advanced society in which effectiveness, efficiency and efficacy are terms that can be applied to any public service, including the Administration of Justice.

In this regard, digital transformation is facilitating individual access to the Public Justice Service. You can use a digital device to carry out procedures and formalities, make declarations or obtain certificates. In many cases, the intermediation of legal operators will decrease and, although they will continue to do their work, they will reduce their face-to-face services. For this process to be effective, and to minimise the digital gap based on the public service vocation, it is also necessary to develop a series of skills that are closely related to the way in which citizens deal with the justice system in order to facilitate access to the most vulnerable groups, supporting them in every way that may be necessary so they can manage in the new digital paradigm of justice.

As established in the European Judicial Education Strategy, legal practitioners must be aware of the impact that digital tools and technologies have on the cases they handle and be prepared to use them correctly in their daily practice. In addition, they must ensure adequate protection of the rights of individuals and their personal data in the digital sphere, in particular so that parties can access files and attend court hearings.

In this context, it is necessary to promote digital competence in the justice system so that judges, prosecutors, court staff and other justice professionals can use and apply digital technologies and tools effectively to guarantee rights and freedoms.

In fact, the European Judicial Education Strategy itself calls on judicial training institutions to:



Provide training to improve awareness and skills on digitisation and artificial intelligence and on the efficient use of electronic court files and procedures.



Focus training on the protection of individuals rights in the digital sphere (e.g. data protection, privacy, non-discrimination, protection against online gender-based violence, contract law and consumer rights) and the rights of specific groups (e.g. minors, persons with disabilities, and victims of gender-based violence, racism and discrimination).

In this context, this framework is presented as an innovative general reference model that aims to meet the aims of the CEJ and whose purpose is to provide an organised and balanced digital competence structure that supports its target audience in the acquisition, development and continuous learning for their digital empowerment.

Based on what it means to be digitally competent from the public's point of view, we present this specific digital competence framework for the field of justice, identifying the cross-disciplinary knowledge, skills and attitudes that justice professionals, as well as citizens and other legal operators as subjects of the services provided, must have.

The CEJ has considered it necessary to set out in this document the digital competences that are closely linked to the main strategic lines of the Justice Transformation Plan, with a direct impact on the professional development of the professionals involved in the field of justice and citizen services.

2.1 Characteristics and aims

The aims of defining a digital competence framework for justice are:



To identify all the knowledge, skills and attitudes required for justice personnel to carry out their duties in an environment that is subject to digital transformation processes.



To establish a common system for the promotion of digital skills in the judicial sector.



To guide the development of training activities in the field of digitisation across the various legal professions.



To guarantee citizens' rights and freedoms in their relationship with the justice system in digital environments.

The framework is defined broadly in order to reach all players and stakeholders in the Public Justice Service.

It is intended to serve as a guide for the definition of teaching plans in the field of justice tailored to the specific skills required for each profile.

It is also intended to serve as a self-diagnostic tool for anyone interested in assessing their own level of aptitude in the various skills and working on any aspects they need to develop.

2.2 Production method

The Digital Competence Framework for Citizens – DigComp 2.2 - has been used as a basis for the development of this digital competence framework for training justice personnel. (Vuorikari, Kluzer, Punie, 2022), following in the footsteps of other digital competence plans aimed at specific target groups, such as the digital competence framework for teachers, or the one for public employees developed by the Spanish National Institute of Public Administration (INAP).



For its design and preparation, the CEJ has followed a preparation process that has gone through a series of phases coordinated by the CEJ's Management and Head of Studies bodies, which aim, with this initiative, to promote training relating to the five defined competence areas based on a more detailed description of their corresponding aptitude levels.

2.2.1 Analysis phase

Firstly, the demands of justice professionals in relation to digital competence training were identified and understood. This involved a preliminary phase of research and information gathering on the digital skills required to perform effectively in the various jobs in the field of justice.

For this purpose, in addition to taking the aforementioned digital competence frameworks as a reference, as well as the various European initiatives on the digitisation of justice, an analysis was made of the national regulations governing the use of information technologies in the field of the Spanish Administration of Justice.

Therefore, the digital competence framework presented here not only meets the European guidelines on digital training for justice personnel but also ties in with the process of digital transformation of the justice system being addressed in Spain within the framework of the Justice 2030 project of the Ministry of Justice.

2.2.2 Processing phase

After the analysis phase, we addressed the development of the digital competence framework itself, firstly by identifying the key competences for the justice sector, identifying the necessary skills, knowledge and attitudes that justice personnel must have in order to carry out the tasks and responsibilities in their area of activity. Once the various key competences had been defined, they were grouped around specific competence areas.

The various competence levels were then defined in order to describe the progression in the acquisition of digital skills and to reflect the competence growth and development process.

Finally, each of the competences defined was described, detailing, with clear and understandable descriptors, the knowledge, skills and attitudes required for each competence at each skill level.

2.2.3 Validation and feedback

The next phase to be undertaken is to obtain validation and feedback from different groups of experts in the field of justice, for which purpose meeting forums and participatory consultations will be held to ensure that the framework is relevant and accurate.

2.2.4 Implementation and updating

Finally, this competence framework must materialise in specific training plans that allow justice personnel to acquire and develop the digital competences described here and considered necessary for the performance of their duties in their field of work in the justice system.

In addition, it is essential to keep the digital competence framework up to date and to review it periodically in order to adapt to technological and regulatory changes, as well as to the emerging demands of the sector.

3. Structure of the framework

3.1 Digital competence areas

This Framework takes as a reference the structure, terminology and competence levels used in the work done at European level on the subject: the Digital Competence Framework for Citizens – DigComp 2.2. (Vuorikari, Kluzer, Punie, 2022), the European Framework for the Digital Competence of Educators – DigCompEdu (Redecker, 2020) and the European Framework for Educational Organisations – DigCompOrg (Kampylis, Punie and Devine, 2015).

The ensuing proposal consists of 5 competence areas: (I) Digital Rights and Duties; (II) Digital Justice Environment; (III) Accessibility and Citizen Service; (IV) Digital Transformation and Change Management; and, finally, (V) Security and Sustainability; all to be applied to the digital environment of the Judicial System.

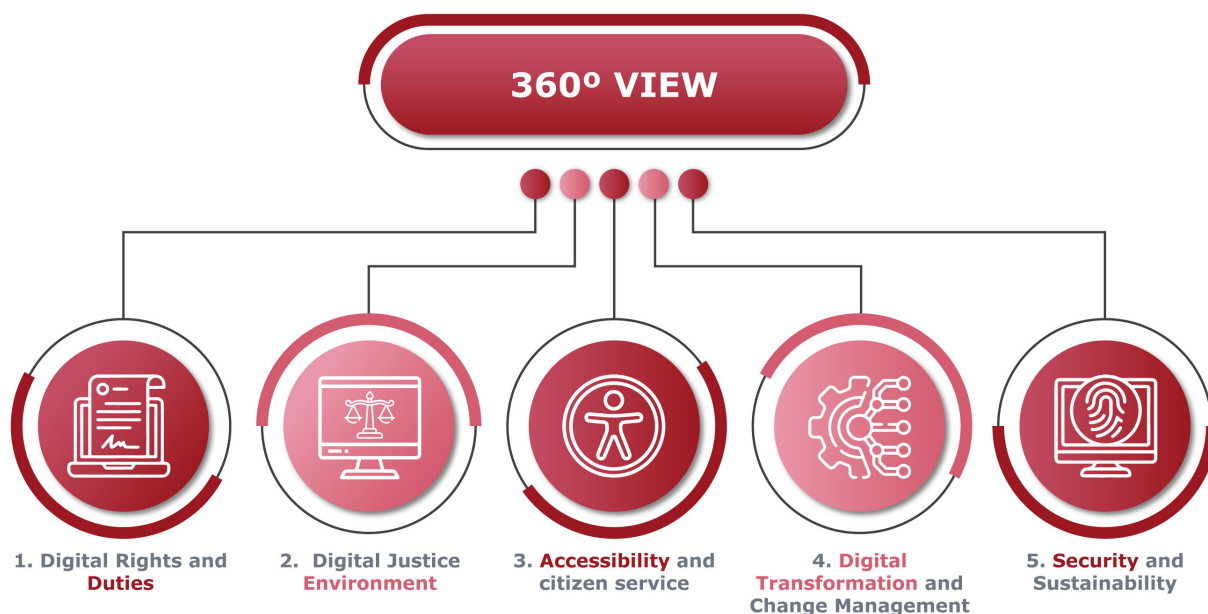


Illustration 1. Competence areas

In turn, each competence area brings together a series of competences related to that specific area, forming a complete framework made up of a total of **23 digital** competences for training justice personnel.

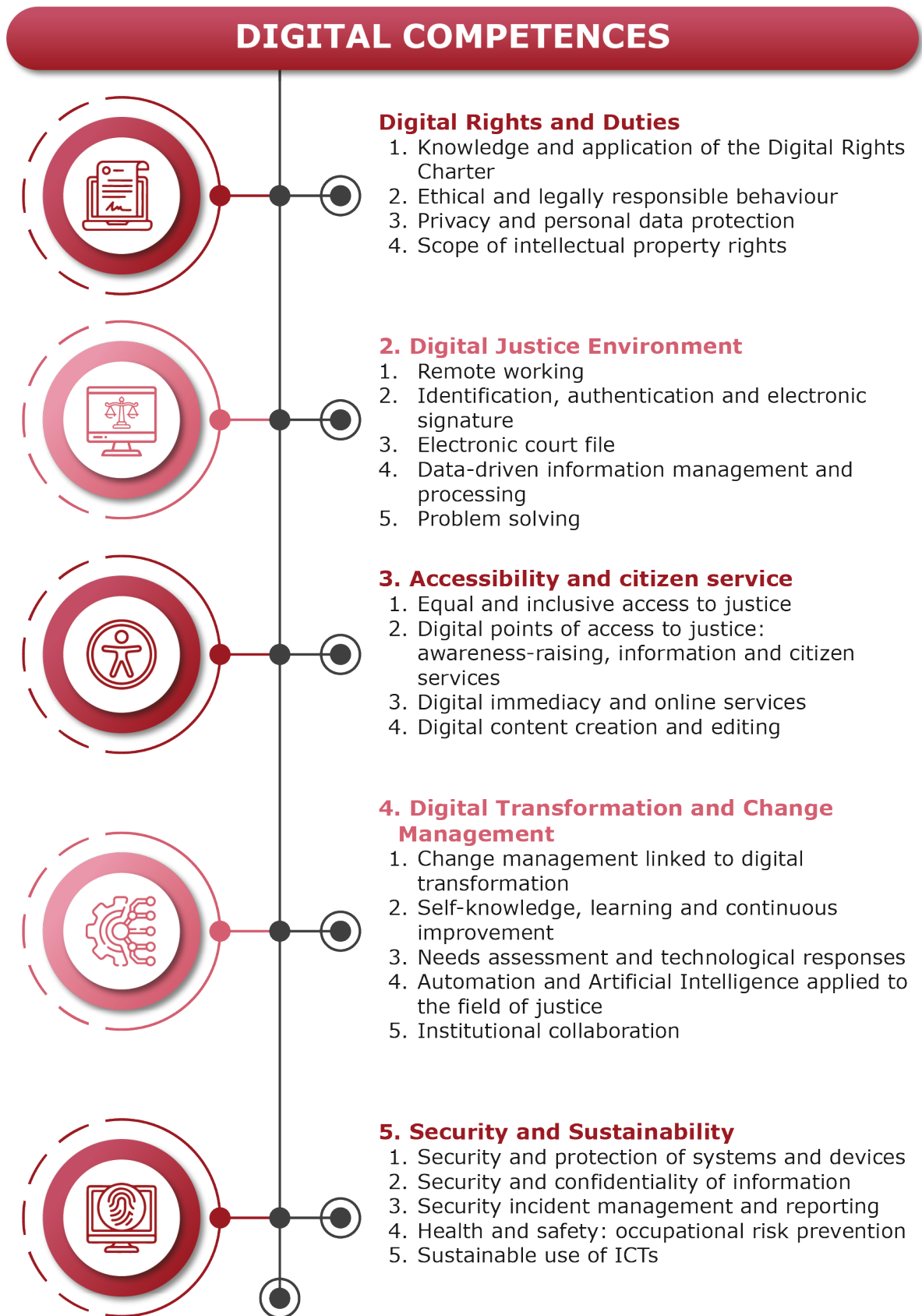


Illustration 2. Competences by area

3.2 Competence levels

Each of the above competences is defined and divided into four (4) **aptitude levels** identifying a user's level of proficiency in a particular digital competence from basic (A) to expert (D).

Inspired by the structure and vocabulary of the Digital Competence Frameworks mentioned in the previous section, the progression in competence acquisition is described in three different areas: the **complexity** of tasks, **autonomy** and the need for guidance when carrying them out, and the **cognitive domain** indicated by the use of action verbs in accordance with Bloom's taxonomy.

Competence development levels are assigned according to the specific characteristics of each field of knowledge and the complexity of their respective tasks.

The **competence levels** are as follows:

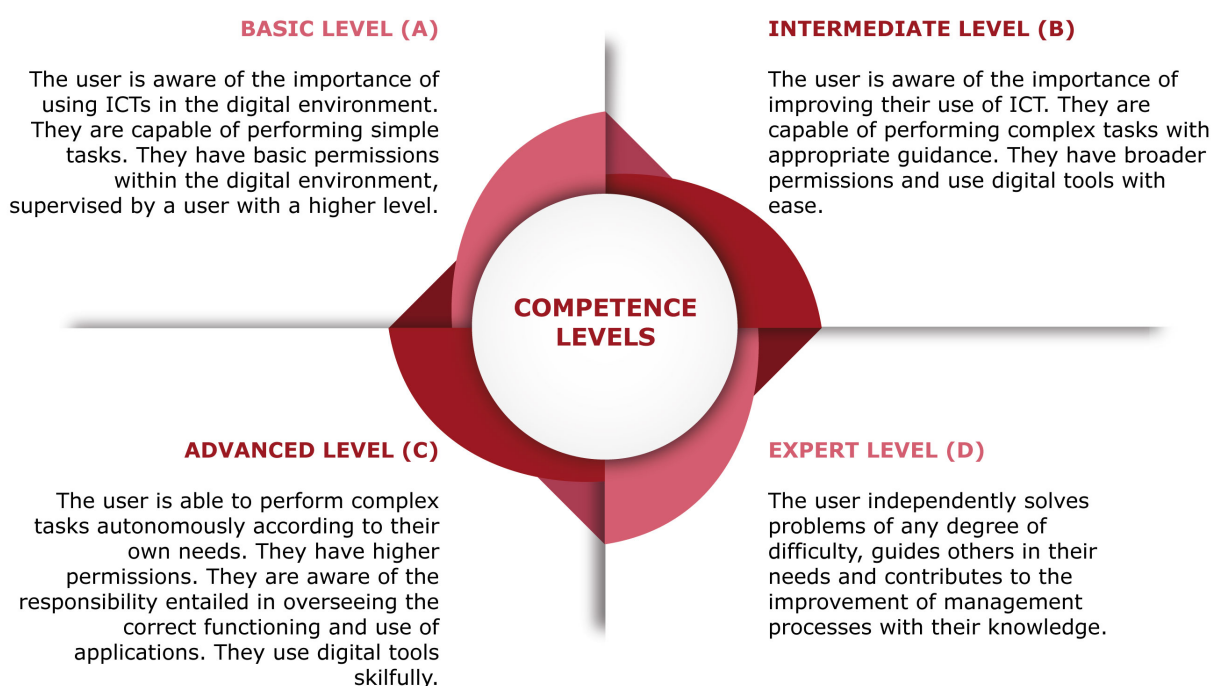


Illustration 3. Competence levels

Therefore, the CEJ's Digital Competence Framework presents **five** competence areas including a total of **23 competences**, for each of which **four** aptitude **levels** have been defined to reach a total of **92 descriptors** based on knowledge, skills and abilities.

4. Competence areas

4.1 Area I - Digital Rights and Duties



The **Digital Rights and Duties** area focuses on the rights and responsibilities that people have in the digital justice environment, ensuring responsible, ethical and safe use of Information and Communication Technologies in the field of justice.

4.1.1 Competence 1 - Knowledge and application of the Digital Rights Charter

Description

The ability to understand, recognise and apply the rights and freedoms of individuals in the digital environment, as well as the safeguards that protect them, through the Digital Rights Charter.

Aptitude levels

Basic



I understand the importance of the Digital Rights Charter as a reference framework for the protection of the fundamental rights of individuals in the digital environment.



I identify the main rights and freedoms set out in the Digital Rights Charter.



I understand the need to promote and ensure the peaceful and responsible exercise of rights in the digital environment.

Intermediate



I am aware that the exercise of digital rights and freedoms entails a series of obligations and duties.



I relate the exercise of the rights and freedoms enshrined in the Charter to my activities and the way I interact in my environment and society using ICT on a daily basis.



I am committed to the protection and enforcement of digital rights and obligations.

Advanced



I implement and ensure compliance with the new generation rights and freedoms enshrined in the Digital Rights Charter in my field of action.



I assess the scope of the rights and freedoms in the Digital Rights Charter, whether they are general or environment-specific.



I will deepen my knowledge of the digital rights recognised in the Charter in specific fields of digital reality (rights in the face of artificial intelligence, digital rights in the use of neurotechnologies, the right to health protection in the digital environment, freedom of creation and the right of access to culture in the digital environment).

Expert



I generate and convey new ideas by promoting various initiatives for the defence and protection of digital rights in my personal and work environments.



I make it easier for others to understand the meaning and scope of the Digital Rights Charter.



I develop a critical and constructive attitude in relation to its application and scope.

4.1.2 Competence 2 – Ethical and legally responsible behaviour

Description

The ability to apply and promote ethical and legally responsible behaviour in the use of ICTs in accordance with principles, values and rules that regulate and ensure a responsible, safe and respectful digital environment.

Aptitude levels

Basic



I recognise the importance of using digital media responsibly.



I take a positive and receptive attitude towards the principles and rules of digital ethics.



I do not make, promote or support aggressive comments against individuals or institutions, understanding the impact that my behaviour on social media can have on them.

Intermediate



I behave consistently in accordance with the parameters of civic conscience in the digital environment.



I judiciously apply ethical principles and a sense of ethics in managing my digital environment.



I take advantage and make responsible use of the digital tools at my disposal.

Advanced



I observe good practices relating to civic behaviour, equality, inclusion, equity and respect for rights and freedoms in the digital environment.



I verify the veracity of the information I receive before sharing it so as not to contribute to the spread of fake news or deepfakes.



I identify and distinguish ethical behaviour from unethical or irresponsible behaviour and report unacceptable practices in the digital environment.

Expert



I develop strategies to avoid and also prevent inappropriate practices or irresponsible behaviour (distorting, defrauding, meddling, manipulating, plagiarism, infringement of privacy and other rights, etc.).



I contribute to the dissemination and promotion of ethical principles and values, as well as good practices in the digital environment by guiding other operators in my environment in the ethical and legally responsible use of ICTs.



I help create a community, respecting the diversity of opinions and participating in working groups on ethical and legally responsible online behaviour.

4.1.3 Competence 3 - Privacy and personal data protection

Description

The ability to legally, responsibly and appropriately process both one's own and third-party personal data and information in order to safeguard the privacy and integrity of such data and information.

Aptitude levels

Basic



I am aware of the importance of ensuring the privacy and protection of personal data at both individual and organisational levels, as well as the risks involved in the use of such data.



I understand the concept of personal data and am aware that the data processing method used can result in individuals being identified and that online browsing and working can leave traces of my activity.



I identify which types of data can be considered particularly sensitive, and I am aware of the existence of tools to guarantee data privacy.

Intermediate



I can identify national and European legislation on the protection of personal data and privacy and understand how it applies in different contexts.



I understand the basic principles of data protection, such as the principle of informed consent, data minimisation, purpose limitation, accuracy, security and storage limitation, in order to ensure the adequate protection of personal data.



I use security and privacy tools and technologies to ensure the protection of personal data. This includes knowledge of authentication, anonymisation and encryption methods and data protection techniques.

Advanced



I assess and identify the risks and potential impacts on privacy and data protection associated with my role or with the launch of new projects.



I check the terms of the Privacy and Data Protection Policies of the various service providers and identify the legal bases and other elements that make such processing legitimate.



I guide other people in their privacy and data protection needs by encouraging them to consult the recommendations and materials of the Spanish Data Protection Agency (AEPD), and I train them in compliance with the current regulations on the subject.

Expert



I check the terms and conditions of the Privacy and Data Protection Policies of the various service providers and accurately assess the scope of the processing.



I participate in the organisation and dissemination of initiatives to promote knowledge and culture around the protection of the right to protection of personal data and to raise awareness of its importance.



I identify when an organisation, whether it is public or private, collects, processes or uses personal data in breach of the applicable legislation, and I report it.

4.1.4 Competence 4 - Scope of intellectual property rights

Description

Ability to understand the scope of the legal rights that protect digital content creation and use, ensuring appropriate recognition for those who generate new ideas and creations.

Aptitude levels

Basic



I generally recognise that knowledge, ideas and digital materials or content, regardless of the format in which they are presented, are goods and resources subject to protection by means of Intellectual Property Rights (IPR).



I am aware of, and respect, copyright in the digital environment in terms of both accessing and downloading, using or modifying contents.



I am aware of the purpose and general characteristics of plagiarismchecking tools.

Intermediate



I know the characteristics of the various types of licences for use allowing holders to reuse or disseminate the resources I find on the Internet and how they affect digital content (*copyright (C)*, *copyleft (D)*, *Creative Commons (CC)*).



I check the source and authorship of digital resources before using them.



When searching for digital resources, I check, with appropriate guidance, whether they are licensed for use, and, if so, the type of licence, using only those that are appropriately licensed for my purposes.

Advanced



I know the *Creative Commons* terms of use in detail (Attribution, Non-commercial, No Derivative Works, Share Alike) and the types of licences that can be applied based on them.



I provide training in the use of plagiarism-checking tools and help others to interpret similarity reports.



When I create original content, I choose the licence that best protects my rights in order to facilitate its reuse.

Expert



I autonomously update my knowledge on regulations, guidelines and methods for citing and reusing copyrighted digital contents correctly, and I know the legal consequences of non-compliance.



I collaborate in the implementation of programmes to raise awareness of the importance of respecting copyright and intellectual property rights in the field of the Administration of Justice.



I lead projects that promote the publication of contents under open access licences, transmitting the theoretical foundations of these licences and the benefits of their application in the fields of academia, the public sector and the general public.

4.2 Area II - Digital Justice Environment



Description of the area

The **Digital Justice Environment** area consists of all the competences relating to remote working, electronic identification mechanisms, electronic document management and data-driven processing.

4.2.1 Competence 1 - Remote working

Description

The ability to understand digital collaboration and its advantages, as well as the use of technological solutions (applications) at the service of both job performance and relations between the public and professionals on the one hand and the Administration of Justice on the other.

Aptitude levels

Basic



I know the opportunities, characteristics and responsibilities associated with performing my duties from a remote workplace.



I identify collaborative tools and technological solutions (applications) linked to the performance of my job.



I use, with the necessary support and in the performance of simple functions, collaborative tools and technological solutions (applications) linked to the performance of my job.



I find out about problem-solving and support channels in the performance of my duties in a remote working environment.

Intermediate



I follow the guidelines for effective digital communication when using the public administration's own collaborative tools, which I use to communicate and exchange information (e.g. file sharing).



In the performance of complex functions, I autonomously use the technological tools (applications) linked to the duties of my job.



I am familiar with the concepts of system usability and interoperability.

Advanced



I meet the needs of other users in digital contexts, identifying the suitability of each communication format based on its purpose.



I lead and coordinate teams working as a network and in digital environments.



I am confident in the use of the terms of system usability and interoperability.

Expert



I consider the scope of digital transformation and incorporate it into the strategic guidance of the projects in my area of work, adapting strategies and communication methods to specific addressees for this purpose.



I provide training in good practices in digital environments and collaborate in the design of guidelines on remote working policies.



I manage various user profiles and check systems and devices to ensure they are up to date, and can, therefore, identify any possible malfunctions or vulnerabilities and their corresponding solutions.

4.2.2 Competence 2 - Identification, authentication and electronic signature

Description

The ability to understand the legal aspects, and use the processes, mechanisms and technologies, that enable identification and authentication in digital environments, with a particular focus on the secure use of electronic signatures.

Aptitude levels

Basic



I understand and differentiate between the concepts of electronic identity, electronic identification and electronic signature.



I understand the legal framework associated with the use of electronic signatures and certificates and its implications for public administrations, legal operators and the public.



I understand the concept and functioning of legally recognised identification and authentication methods.

Intermediate



I recognise the characteristics, validity and properties of electronic certificates and electronically signed documents.



I use, with assistance, electronic certificates to identify and authenticate myself in the applications that require it.



I use, with assistance, various applications to sign electronically.

Advanced



I have a full and up-to-date view of electronic identity.



I use, autonomously, electronic certificates to identify and authenticate myself in the applications that require it, as well as to sign electronically.



I am autonomous and proactive in the process of obtaining and renewing electronic certificates.

Expert



I analyse the identification, authentication and electronic signature systems in use by the public and the Administration of Justice and propose strategies for improvement.



I check the authenticity of electronic documents in the context of the electronic identification methods used in the telematic procedures of the Administration of Justice.



I provide training in the use of the identification, authentication and electronic signature tools implemented, and I collaborate in the design of the corresponding training content.

4.2.3 Competence 3 - Electronic court file

Description

The ability to understand and apply electronic methods in work processes, in the processing of electronic court procedures and in court proceedings.

Aptitude levels

Basic



I am aware that the Administration of Justice's own systems are undergoing a process of change in the way they are managed and organised, based on networking and innovation.



I am familiar with the regulations governing the use of ICTs in the Administration of Justice.



I can identify the characteristics of the electronic court file and its implications within the framework of the digital transformation of the Administration of Justice.

Intermediate



I am familiar with the concept of electronic court file, as well as the electronic court document and its filing system.



I have a general understanding of the features of the electronic court file and its legal framework.



I know how to access the proceedings using the electronic court file (EJE).

Advanced



I have a holistic understanding of the electronic court file (internal perspective and external dimension).



I know how court proceedings are fully managed through eGovernment.



I provide training on the legal framework of the electronic court file and its benefits.

Expert



I collaborate in the establishment of the strategy and leadership model for the implementation, with guarantees, of the electronic court file.



I am able to assess the working methods relating to the procedures for the implementation of the electronic court file, identifying aspects for improvement.



I collaborate in the design and updating of Good Practice Guides on the use of the electronic court file.

4.2.4 Competence 4 - Data-driven information management and processing

Description

The ability to perform process management and processing to ensure efficient use of data, involving appropriate data collection, management, exchange and analysis in an efficient and secure manner. It aims to improve data-driven decision-making that is more effective and closer to the public and to work under the principles of collaboration between administrations.

Aptitude levels

Basic



I am familiar with the concept of data-driven justice and with the principles and objectives set out in the Justice data manifesto.



I recognise the right of public authorities and the public to consult data relating to the activities of the Administration of Justice and the latter's corresponding duty to prepare and disseminate such data.



I am aware of the implications of collecting and storing data in accordance with established quality and nomenclature standards, as well as of the consequences of not doing so.

Intermediate



I take on board and apply the objectives of the Justice data manifesto in my field of action.



I carry out, within the scope of my duties, all the formalities of the digital procedure for more efficient data management and to eliminate the need for paper documentation.



I am familiar with the open data portals of the Administration of Justice and other disaggregated and geo-referenced quantitative information systems in the field of justice.

Advanced



I use and feed, within my remit, the various disaggregated and geo-referenced quantitative information systems in the field of justice.



I identify areas for improvement in my field of action based on the analysis and exploitation of data.



I identify and define indicators and indices that reflect results relating to the continuous improvement of data-driven public management of the justice sector.

Expert



I analyse data-driven formality procedures to prevent the exclusive use of data, and I collaborate in the implementation of programmes to educate and promote data-driven processing in the justice sector.



I make informed decisions and promote areas for improvement based on data analysis and exploitation.



I provide training to specific groups in the justice sector on the importance of data in the performance of the duties of their jobs and their key role as the people entering, managing and interpreting data in the procedural management system.

4.2.5 Competence 5 - Problem solving

Description

The ability to identify usage needs and suitability for purpose (of digital environments and tools), solve conceptual problems using them, apply the use of technologies to the duties of specific jobs and solve technical problems.

Aptitude levels

Basic



I am aware of the characteristics of the digital services, devices, tools and environments made available to me by the Administration.



I can identify a technical problem and know who to contact, and which channels to use, in order to solve it.



I can clearly explain the nature of the issue or malfunctioning (of digital tools and environments) I have identified.

Intermediate



I use the digital services, devices, tools and environments that the Administration makes available to me in accordance with the guidelines for good use.



In the event of a technical problem, I identify its degree of severity and know where to find the relevant technical manual or user guide.



I can solve non-complex technical issues relating to digital tools and environments linked to the duties of my job.

Advanced



I can solve complex technical issues relating to digital tools and environments linked to the duties of my job with autonomy.



I help other users to solve technical issues in the regular use of the digital tools and environments of the Administration of Justice.



I make creative and innovative use of digital technologies and contribute to updating their extent by identifying new needs.

Expert



I participate in collaborative working groups or digital communities to find new solutions to technical issues related to the use of the Administration of Justice's own digital services, devices, tools and environments.



I contribute to training Artificial Intelligence (AI) tools based on classifiers, quantifiers and segmenters focused on solving out-of-the-box problems.



When faced with conceptual or technical problems, I resort to specific Artificial Intelligence (AI) systems.

4.3 Area III – Accessibility and citizen service



Description of the area

The **Accessibility and citizen service** area deals with those competences that are necessary to guarantee universal and equal access to the digital Administration of Justice regardless of a person's individual characteristics or specific circumstances. This involves the detection and removal of obstacles that may limit or prevent individuals' full and equal participation in society.

4.3.1 Competence 1 - Equal and inclusive access to justice

Description

The ability to understand and use methods and tools aimed at guaranteeing accessibility, especially those aimed at facilitating access to justice for groups that, for reasons of functional diversity, age, ethnicity, language, etc., may be particularly vulnerable.

Aptitude levels

Basic



I am familiar with the concept of accessibility and the national regulations governing it.



I am aware of the existence of different types of functional diversity.



I know the general guidelines for interacting effectively with people belonging to groups at risk of exclusion.

Intermediate



I am familiar with the concept of universal accessibility and the national and international regulations that govern it.



I know the characteristics of each type of group at risk of exclusion and their specific needs.



I identify which methods and tools address the specific needs of each type of minority group (ease of reading, technical tools, etc.) and which ones are made available by the Administration of Justice to the public and to legal operators, both public and private.

Advanced



Whenever necessary, I apply the methods and tools that address the needs of each type of functional diversity when carrying out the duties of my job.



I am aware of the characteristics that an environment must have in order to ensure equal use by all addressees.



I provide training on how to use technology to support people, and, therefore, contribute to maintaining/improving the digital accessibility of the Administration of Justice's own content.

Expert



I interpret the requirements to be met by a Universal Accessibility management system.



I assess the accessibility of the Administration of Justice's own digital channels and resources and identify opportunities for improvement.



I collaborate in the implementation of the gender approach in digital accessibility policies.

4.3.2 Competence 2 – Digital points of access to justice: awareness-raising, information and citizen services

Description

The ability to promote the use of digital channels and information of the Administration of Justice and the public bodies linked or affiliated to it, as well as to facilitate the public's understanding and use of such spaces.

Aptitude levels

Basic



I am familiar with the legal framework guaranteeing effective judicial protection.



I understand the rules governing the use of information and communication technologies in the Administration of Justice and the corresponding access points.



I recognise the concept of the Administration of Justice general access point, as well as that of electronic courts, and am aware of the existence of virtual channels specific to the justice sector and of the importance of their role in ensuring a quality public service.

Intermediate



I identify and locate the virtual channels of the Administration of Justice.



I am familiar with the procedural instruments that guarantee effective judicial protection, as well as with the Map of Electronic Court Locations by Autonomous Region.



I understand the general functioning of the electronic courts that provide access to accessible services, procedures and information in the field of the Administration of Justice.

Advanced



I systematically use the Administration of Justice's own digital channels in the performance of the duties of my job or in relation to my profile as a citizen.



I independently find out about developments concerning digital access points to justice.



I provide training on the use of the Administration of Justice's digital channels.

Expert



I assess the quality of the procedures linked to the Administration of Justice's digital channels and propose appropriate updates.



I collaborate in researching new trends in the field of citizen services in the digital environment (e.g. the implementation of the use of clear language in the respective digital channels).



I interpret the principles of accessibility in the Administration of Justice's digital environment as an opportunity for redesign, beyond the current legal framework.

4.3.3 Competence 3 – Digital immediacy and online services

Description

This competence includes all the knowledge, abilities, attitudes and skills that are necessary to ensure the success of digital immediacy and non-face-to-face services, addressing, for that purpose, competences relating to the processes and tools that allow both the public in general and professionals in particular to interact with the Administration of Justice without the need to be present in person.

Aptitude levels

Basic



I am familiar with the Digital Immediacy and Non-Face-to-Face Services framework and its implications for conducting remote court proceedings and hearings using video conferencing technologies or other digital tools.



I am aware of the existence of technological tools launched in the context of the digital immediacy framework.



I know how to send a written submission to court using the appropriate standardised tool for my jurisdiction.

Intermediate



I identify and locate the tools that ensure digital immediacy and non-face-to-face services.



I am familiar with the general functioning of the technological solutions made available for holding telematic trials in courts and tribunals.



I incorporate and share documents from the digital file in digital immediacy proceedings.

Advanced



I assist users with the correct use of the tools that guarantee digital immediacy.



I provide training to staff working in the Administration of Justice on carrying out procedures by video conference, making and managing appointments, etc.



I manage the contact point replacement systems to provide the systems with other authorised profile(s) for the follow-up of the relevant procedure.

Expert



I have a comprehensive view of the aspects related to individuals, organisations, processes and tools that allow the public and legal operators to interact with the Administration of Justice without the need to be present in person.



I collaborate in the implementation of methods and processes that, when applied to digital immediacy and non-face-to-face services, increase the user's legal certainty and, therefore, their trust in e-government.



I use several communication systems to carry out the appropriate actions regardless of the territorial division (LexNet, Vereda, JustiziaSIP, Justiciacat, PSP).

4.3.4 Competència 4 - Creació i edició de continguts digitals

Description

This competence consists of all the knowledge, skills, attitudes and abilities needed to search for, create, edit and share quality digital content, regardless of the field of performance.

Aptitude levels

Basic



I carry out simple searches in generic search engines, making sure that the information is reliable and legal.



I am familiar with the type of digital documents of the Administration of Justice, as well as with the most commonly used nomenclature and the general guidelines for completing them.



I draw up legal documents by manually filling in a form designed for that purpose.

Intermediate



I search from a legal database using appropriate filters and, when searching for legal information online, I cross-check the results using a variety of sources.



I systematically take the context into account before using the information I have found and checked beforehand.



I draft legal documents based on automated templates that auto-fill the fields with the information I have previously provided.

Advanced



I identify which legal database is most appropriate for my search purposes and use advanced search engines and Boolean operators.



I use document management systems specific to the legal sector, and I know how to generate new spaces within them.



I draft legal documents based on templates linked to databases that allow me to keep track of them.

Expert



I search for legal digital content both in specialist databases and in databases based on artificial intelligence (AI), identifying possible biases.



I use specific software for joint, structured management of digital content.



I draft legal documents based on drafts generated using Artificial Intelligence (AI) tools.

4.4 Area IV - Digital Transformation and Change Management



Description of the area

The **Digital Transformation and Change Management** area consists of all the competences relating to transformational processes within the Administration of Justice. Competences linked to change management, learning processes, the diagnosis and assessment of needs and the application of artificial intelligence (AI) in the justice sector are, therefore, addressed.

4.4.1 Competence 1 - Change management linked to digital transformation

Description

The ability to understand and use change management methods and tools, and the ability to lead transformational processes in the justice sector successfully.

Aptitude levels

Basic



I identify the keys to cultural and organisational change applied to permanent digital innovation.



I understand the concept of change applied to the public administration's transformational processes and recognise its implications.



I understand the concept of stakeholder and identify who the key stakeholders are in a change management project.

Intermediate



I identify the scope and various phases of a change management project.



I contribute by getting involved in change management processes with a positive attitude.



I analyse the different stakeholder profiles using change management tools and classify them according to their influence on the management of the project.

Advanced



I collaborate in the necessary training processes to equip the players involved with the skills and competences required by the change.



I use the various criteria of context, technique, organisation and team to plan the phases of the project and select the most appropriate strategy.



I analyse and overcome resistance to change by the various stakeholders by adapting the discourse to the context of each situation/expectation, and I negotiate throughout the various phases of the project in order to ensure its progression.

Expert



I promote new ways of working through disruptive methods in the justice sector.



I apply innovation methods in change management and take on the roles pertaining to a change leader, choosing and applying different project speeds.



I assess the evolution, effectiveness and impact of the change management processes undertaken and make any necessary adjustments.

4.4.2 Competence 2 - Self-knowledge, learning and continuous improvement

Description

Capacity for gradual and constant training and learning focused on the acquisition, development and maintenance of the necessary digital skills for the performance of the functions pertaining to the field of the Administration of Justice.

Aptitude levels

Basic



I can distinguish the concept of self-knowledge and how it relates to personal development, well-being and emotional intelligence.



I recognise the importance of continuous learning systems as a tool for my personal and/or professional development.



I actively participate in plans, policies and protocols aimed at developing my growth potential.

Intermediate



I focus my attention on creating self-knowledge practices in order to gain a better perception of both my emotions and my behavioural patterns.



With support, and using specific resources and tools, I am able to self-assess the level of development of my competences accurately and adapt the available training to my own continuous improvement strategy.



I proactively take advantage of the learning opportunities provided by both my own experience and the example of other people, as well as the training activities carried out within the scope of the Administration of Justice itself.

Advanced



I adopt techniques, methods and tools that allow me to persevere in order to achieve my learning objectives and improve my communication with other people or teams.



I regularly and independently assess my progress and plan where to direct the next steps of my learning.



I provide training in the development of strategies for continuous learning and improvement and the acquisition of new competences that enable the effective adaptation of both the public and legal operators to the digital transformation of the justice sector.

Expert



I am actively involved in promoting continuous learning and improvement systems applied to the digital transformation of the justice sector.



I design strategies to foster a communication environment that is conducive to learning in order to share experiences and transfer knowledge efficiently in the field of the Administration of Justice.



I learn more about techniques, methods and tools that allow me to recognise and develop my leadership profile in digital learning environments linked to the justice sector.

4.4.3 Competence 3 - Needs assessment and technological responses

Description

The ability to analyse the needs of the job in terms of the use of digital tools and environments, adapting technological resources to the needs of the job for that purpose.

Aptitude levels

Basic



I recognise the digital tools linked to the performance of the duties of my job.



I select the right digital tool for each of my routine activities.



I use, with support, some digital tools to solve problems relating to the performance of the duties of my job.

Intermediate



I understand the possibilities and limitations of the digital tools linked to the performance of the duties of my job.



I systematically use technological tools in the performance of the duties of my job, whether they are ordinary or extraordinary.



I use, with autonomy, digital tools to solve problems relating to the performance of the duties of my job.

Advanced



I assess and report on the effectiveness of the technological tools I select for the performance of the duties of my job.



I learn about new tools and critically assess their suitability for my area of work.



I provide training in the identification of needs and the use of technological resources applied to the job.

Expert



I analyse new processes for streamlining and improving work cycles in the digital environment of the justice sector.



I collaborate in the implementation of good practices in the choice and use of technological resources (preparation of Good Practice Guides and design of Training Action Plans (TAPs)).



I design collaborative strategies for the identification of job needs in terms of the use of digital tools and environments, with a cross-cutting and interdisciplinary perspective.

4.4.4 Competence 4 - Automation and Artificial Intelligence applied to the field of justice

Description

The ability to develop gradual and incremental knowledge in the discovery and application of Artificial Intelligence (AI) strategies in the field of the Administration of Justice.

Aptitude levels

Basic



I understand the concept of artificial intelligence and how it relates to the administration of justice.



I am familiar with the five ethical principles that guide the use of artificial intelligence, whether by a court of law or by any legal operator working in its environment.



I identify the usefulness for the public of the AI systems implemented in the field of the Administration of Justice.

Intermediate



I differentiate between artificial intelligence and automation and understand the possible ways in which they can relate to each other.



I am familiar with the national and European and international legal frameworks relating to artificial intelligence in the Administration of Justice.



I identify the specifics of the use of artificial intelligence applied to the fields of processing legal proceedings, criminal investigation and court decisions.

Advanced



I use the digital solutions developed with the Administration of Justice's own AI (in the management of legal proceedings, processing digital files and/or data exchange).



I identify which common procedural actions in the daily work of judicial bodies could be carried out automatically by means of computer systems working under appropriate parameters.



I teach workshops on AI-based projects and use cases of the Public Justice Service.

Expert



I have an in-depth knowledge of the assisted proceedings resource and its application in the field of the Administration of Justice and the correct use of the draft documents (of procedural decisions) that they generate and that are reviewed, modified and signed.



I discuss the implications of AI in the field of the Administration of Justice and critically analyse claims related to it.



I promote a participatory dialogue with the public and judicial operators on innovations relating to the application of AI in the judicial system.

4.4.5 Competence 5 - Institutional collaboration

Description

The ability to use digital technologies for the Administration of Justice in order to promote institutional participation and coordination and transfer collaborative strategies to the development of internal institutional projects or projects involving other public administrations.

Aptitude levels

Basic



I am familiar with the judicial interoperability and security structure that, through technological platforms, enables the interoperability of the various computer applications at the service of the Administration of Justice.



I use digital technologies and apply the protocols established by the Administration of Justice to participate in governing and institutional service coordination bodies, both internal and external.



I adopt collaborative strategies using digital technologies proposed by the organisation in the various internal participation and coordination processes.

Intermediate



I am aware of the implications of the policies on the reuse of systems, infrastructures and applications of the Administration of Justice, which can make them available to other public authorities without anything in exchange or the need for an agreement.



I participate in the development of institutional projects, both within my organisation and with external agents, using collaborative digital platforms for that purpose.



I adapt collaboration dynamics and strategies to the functionalities of the digital platform used for the specific purpose of the project or task.

Advanced



I advise, in a general manner, members of my team or other legal operators on the use of digital technologies applied to institutional collaboration.



I research the impact of digital technologies on the organisational aspects of the Public Justice Service and on professional and institutional participation, coordination and collaboration in different organisations.



I identify new functionalities enabling the implementation of more effective collaboration strategies in the field of justice through digital technologies.

Expert



I am involved in the implementation of protocols for participation, coordination and collaboration through digital technologies in the justice sector.



I collaborate in the preparation of joint action plans and programmes to promote the development of the electronic Administration of Justice.



I promote cooperation between the Administration of Justice and other public administrations for the provision of information to judicial bodies through interoperability platforms.

4.5 Area V - Security and Sustainability



The **Security and Sustainability** area includes all competences aimed at protecting users, systems and data from possible threats, while minimising environmental impact and promoting the responsible use of technologies.

4.5.1 Competence 1 - Security and protection of systems and devices

Description

The ability to configure and apply security measures to protect systems and devices from potential threats and risks relating to the use of ICT.

Aptitude levels

Basic



I am aware of the risks and threats associated with the use of electronic systems and devices.



I use strong passwords on my devices, update their software and make proper use of browsers.



I make safe, efficient use of e-mail and know how anti-virus programs work.

Intermediate



I am aware of the security measures and protocols implemented in the digital environment of the Administration of Justice, and I comply with them (e.g. backups, data restoration, etc.).



I manage, with appropriate guidance, the specific protection measures of the technological tools I work with (justice sector).



I regularly check and review my digital devices to identify malfunctions or vulnerabilities in order to report them to the appropriate department.

Advanced



I consider and propose the implementation of additional security measures.



I regularly check, review and update my digital devices to identify any malfunctions or vulnerabilities and independently apply appropriate solutions.



I identify various risks and threats of digital environments and recognise them when they occur in my work environment (e.g. phishing, spoofing, viruses, ransomware, etc.).

Expert



I monitor and assess security threats to my devices using specialist tools.



I provide training in strategies for action on the security and protection of devices in the Public Justice Service environment.



I investigate new security challenges that require innovative approaches.

4.5.2 Competence 2 - Security and confidentiality of information

Description

The ability to identify critical points in data protection in order to apply and configure measures to protect the privacy, integrity and availability of information.

Aptitude levels

Basic



I understand the concepts of confidentiality as applied to computer security, as well as those of data at rest and data in transit.



I am aware of the regulations governing the security and confidentiality of information, and the consequences of non-compliance.



I am aware of the three dimensions on which information protection measures are based: availability, integrity and confidentiality

Intermediate



I identify the main mistakes made in information processing and know the methods available to avoid them.



I understand the operation of the main security measures that ensure the confidentiality of data, both at rest and in transit.



I am familiar with various encryption options (e.g. encryption of email attachments, VPNs, SSL/TLS on websites, etc.).

Advanced



I set up protection mechanisms for both networks and systems that store and/or manage information, ensuring that only authorised persons can access them (e.g. implementation of login mechanisms for information systems).



I configure various encryption options depending on the characteristics of the format (encryption of email attachments, VPNs, SSL/TLS on websites, etc.).



I collaborate in the design of permission plans on the files or information repositories of the Administration of Justice for the implementation of mechanisms to ensure that people with permissions can only access the information that concerns them (e.g. in the context of a court application, a lawyer of the Administration of Justice cannot access the functions authorised for the prosecutor, and vice versa).

Expert



I analyse critical points in the protection of the confidentiality of information and collaborate in the design of guidelines relating to its detection and management.



I react appropriately to attempts at identity theft and conduct impact assessments relating to the security and confidentiality of information in my area of work.



I propose the necessary improvements or actions to reinforce the efficiency of information security measures in my area of work.

4.5.3 Competence 3 - Security incident management and reporting

Description

The ability to react to incidents that threaten the security of information or services and systems.

Aptitude levels

Basic



I understand the concept of security incident in the digital context of the justice sector and identify it in practice.



I am aware of the incident reporting and management systems, and I locate and access them.



I avoid using certain online tools or services, or accessing suspicious websites.

Intermediate



I am aware of the various types of security incidents (malware infection of systems, intrusion or attempted intrusion, availability failure, fraud).



I make correct use of the incident notification and management systems made available in the digital environment of the Administration of Justice to report the security incidents I detect.



I check the regular security protocol updates and apply the recommended strategies in my area of work.

Advanced



I know the various steps of the incident response process (preparation, identification, containment, eradication, recovery, post-incident activity).



I reasonably weigh up the risk posed by the identified vulnerability or threat to the privacy or security of information systems.



I discriminate between the security incidents that I can solve independently, with the help of security protocols, and those that I have to escalate.

Expert



I analyse incident reporting and management systems as opportunities for improvement and propose updates for their corresponding developments.



I collaborate in the incident management identification phase, making proposals regarding detection, scoping and the configuration of possible solutions.



I design actions to disseminate good practices aimed at preventing future risk situations, focusing on legal operators, both public and private, and on the general public.

4.5.4 Competence 4 - Health and safety: occupational risk prevention

Description

The ability to understand and analyse the occupational risks inherent in the use of ICT in one's job, as well as in the specific case of remote working, and to envisage the adoption of the necessary measures to ensure the protection and safety of the addressees.

Aptitude levels

Basic



I am aware that the use of ICT creates new psychosocial risks (e.g. cyberbullying) and changes to the scope of pre-existing ones (e.g. computer fatigue, stress).



I am aware of the technical-preventive framework in accordance with the current regulations on the potential risks associated with remote working and the use of screens, and of the available mechanisms and tools to prevent them.



I understand the need for balance between digital and non-digital activities.

Intermediate



I identify the main health risks associated with the use of digital technologies (addictive behaviours, misuse or abuse, lack of digital disconnection or suitability for the role, etc.).



I autonomously follow the recommended guidelines for ergonomic and psychosocial risks in cases of remote working.



I consciously balance my digital and non-digital activities.

Advanced



I get involved in the proper management of ergonomic measures in my work environment.



I am interested in, and learn more about, the field of occupational risk prevention applied to working in digital environments.



I provide training in cyberbullying prevention techniques and protocols for action

Expert



I analyse data relating to risk prevention in the digital environment of the justice sector by measuring and monitoring time series indicators, and I can identify trends and infer hidden trends.



I have a holistic approach to protecting health and well-being in the digital environment, and I promote responsible use of digital technologies applied to remote working.



I collaborate in defining and updating healthy work habits in digital environments.

4.5.5 Competence 5 - Sustainable use of ICTs

Description

The ability to make a responsible commitment to the sustainable use of digital technology in the field of the Administration of Justice, applying measures to prevent the corresponding environmental impact

Aptitude levels

Basic



I understand the relationship between the environment and technology, as well as the concepts of sustainability, zero paper, environmental footprint and planned obsolescence.



I recognise the main environmental impacts of digital technologies and their use, and understand the need to minimise them with responsible and sustainable use of them.



I am committed to basic energy saving and raw material optimisation policies (I put systems on standby and turn off screens, avoid printing documents, and reduce travel).

Intermediate



I am aware of, and committed to, the Sustainable Development Goals (SDGs) and the United Nations 2030 Agenda as a strategic plan to achieve a global sustainable future.



I get involved in the application of environmentally responsible patterns of behaviour in the use of digital technologies in both my personal and professional environments.



I assess, with appropriate guidance, possible ways of extending the useful life of electronic devices, or reusing them, and take other steps to offset my carbon footprint.

Advanced



I quantify the environmental impact of a digital tool or solution in the justice ecosystem and identify the core pillars and actions to reduce its environmental footprint.



I understand the characteristics and implications of the eco-design of digital solutions in the field of the Administration of Justice.



I provide training on the sustainable use of digital technology in the field of the Administration of Justice.

Expert



I eco-design web platforms for the justice sector.



I draw up specific Green IT plans for the field of the Administration of Justice.



I collaborate in the promotion of actions focused on reducing the environmental damage of digital technology within the Administration of Justice.

5. Glossary

- **Universal accessibility**

The condition that environments, processes, services, etc., as well as tools and devices, must meet in order to be used by all people in safe and appropriate conditions as autonomously as possible. It assumes the “design for all” approach.

- **User administrator**

Competent profile for managing the registration, cancellation and modification of user data and access credentials to the computer systems of the Administration of Justice.

- **Spanish Data Protection Agency (AEPD)**

The public and independent authority responsible for ensuring citizens’ privacy and the protection of their data.

- **Agenda 2030**

The continuation of the UN Millennium Development Goals (2000-2015), which, at the time, were the first international accord to tackle global problems such as the eradication of extreme poverty, and whose objectives include “Peace, Justice and Strong Institutions”.

- **Students**

The set of users targeted by training actions relating to the digital transformation of the Administration of Justice.

- **Application**

A computer program (software) created to perform a specific task (functionality) on a computer device.

- **Strategic architecture**

An agency’s or body’s organisational framework for operational activity and change, as well as the executive-level formulation of a long-term vision to set its direction.

- **Virtual assistance**

An administrative or technical support service characterised by the fact that it is carried out by a software agent from a remote location.

- **Database**

A structured and organised set of data entities accessed through a computer.

- **Big Data**

A dataset with greater variety that is presented in increasing volumes and at a higher velocity, known as “the three Vs”. This can be used to address potential problems of organisations, institutions or even states in innovative ways.

- **Digital divide**

The unequal distribution between social groups of access to, or use of, Information and Communication Technologies (ICTs).

- **Capacity**

The inherent capacity of all persons to have legal rights and duties or obligations.

- **Training**

The set of education activities aimed at increasing knowledge, skills and abilities in order to perform the corresponding functions more effectively.

- **Use case**

A practical example of the functionality of a process, system or solution that illustrates a particular workflow.

- **Catalogue**

A structured list of similar architectural products that is used as a reference. For example: technology standards catalogue.

- **CAU**

User support centre.

- **Electronic certificate**

A document digitally signed by a certification service provider that associates a set of signature verification data with a given signatory, confirming the signatory’s identity.

- **Cybersecurity**

Also referred to as computer security or digital security, is the set of practices aimed at protecting systems, networks and software, as well as the information they contain.

- **Life cycle**

The period of time from when a system or solution (software application) is conceived until it is no longer available for use.

- **Summons**

A judicial communication by which the parties or a third party are informed of the date, time and place at which they must appear to carry out certain judicial acts.

- **COBIT**

An acronym for Control Objectives For Information and Related Technologies, developed by the Information Systems Audit and Control Association (ISACA) and the IT Governance Institute (ITGI), which provides a set of recommended best practices for the governance or management of information systems and technology.

- **Code of ethics**

A set of guidelines aimed at establishing acceptable conducts for its members and/or addressees that constitute a commitment to quality and social responsibility aimed at maintaining certain levels of integrity, responsibility and respect beyond legal compliance. Compliance with the code of ethics is mandatory, so it is vitally important that it is disseminated.

- **Co-governance**

Also known as multilevel governance, it replaces the idea of deciding for others by deciding together with others, working together across different levels of government and/or spheres through systems of participation, cooperation, openness, transparency and inclusiveness.

- **Vulnerable groups**

Groups of people who are disadvantaged in their access to services or opportunities and recognition of rights (access to justice, access to the job market, access to digital services, etc.). For example: people with functional diversity.

- **Wi-Fi connection**

A wireless connection mechanism that allows electronic devices to be connected wirelessly to a specific piece of equipment, usually a router.

- **Consulting**

Accessing a software application or data repository in order to gather information recorded in it.

- **Digital content**

Any type of content available in the form of digital data encoded in a machine-readable format and that can be created, displayed, distributed, modified and stored using digital technologies.

- **Access control**

A security service that ensures that only users with appropriate privileges have access to specific devices, applications or data.

- **Digital competence**

Digital competence is the ability to make a creative, critical and safe use of information and communication technologies to achieve aims related to work, employability, learning, use of leisure time, inclusion and participation in society.

- **Digital communication**

Any communication carried out using digital technologies.

- **Creative Commons (CC)**

A non-profit corporation that grants public and flexible licences to documents of general interest so that they can be used and reproduced without commercial gain by all other users. Any user and author of content can register their documents under CC and choose between various types of licences.

- **Criticality of a solution**

The extent of the impact of each given software application or solution on the Administration of Justice of the country concerned.

- **SVC**

Secure verification code.

- **Dashboard**

A type of computer application that allows access to a set of relevant information by means of a series of indicators in a quick, intuitive way. It is used to gain insight into important aspects of court activities.

- **Digital culture**

A set of practices, customs and forms of social interaction carried out using digital technology resources.

- **Digital rights**

Also known as cyber-rights, they recognise the right of individuals to access, use and create digital media, as well as the right to access the computers, electronic devices and telecommunications networks needed to exercise them.

- **Digitising**

The process of converting information, data or processes into a digital format, i.e. into an electronic representation capable of being stored, processed and transmitted using digital technologies.

Document digitisation refers to the process of converting paper documents or documents in other physical formats into digital files by scanning, photographing or other methods.

- **Functional diversity**

An alternative term that focuses on the different abilities of people with disabilities rather than on their limitations. It proposes a positive approach to disability, avoiding the derogatory connotations of the word 'disabled' as less able.

- **Digital device**

Digital devices are electronic devices that use digital technology to perform one or more tasks.

- **Submitting**

A mechanism by which a judicial body sends a flow of information, through a judicial computer application, to a higher judicial body.

- **Digital environment**

A context or 'place' provided by digital devices and technology, usually transmitted through the internet or other digital media, such as the mobile phone network.

- **Data strategy**

A strategic plan for the use of an organisation's data, including procedures, roles and responsibilities for the standardisation of its data, the management of its master data, structured integration with unstructured data, and the processes for analytics, storage and use of its data, among others.

- **Governance structure**

The order imposed from within an organisation as a result of the interaction of multiple authoritative agents with influence over each other.

- **File**

The set of documents, pleas and data relating to court proceedings.

- **Electronic Court File (EJE)**

The set of electronic data, documents, formalities and proceedings, as well as audiovisual recordings pertaining to court proceedings, regardless of the type of information it contains and the format in which it was generated.

- **Ergonomics**

The study of the adaptation of machines, furniture and utensils to the person who habitually uses them in order to achieve greater comfort and efficiency.

- **Virtual Learning Environment (VLE)**

A web platform where the digital components of curricula are integrated, usually within educational institutions.

- **Electronic signature**

The set of electronic data attached or linked to an electronic document whose basic functions are to identify the signatory and ensure both the integrity of the signed document and its non-repudiation.

- **Procedural safeguards**

The set of mechanisms whose objective is to protect fundamental rights and procedural guarantees within the process. For example: the presumption of innocence, the right to immediacy and the right for both parties to be heard.

- **Change management**

A complex, strategic and planned process aimed at continuous improvement that makes it possible to adapt and respond in an agile and efficient manner to new demands or situations that arise in dynamic contexts.

- **Milestone**

A task symbolising an important achievement in a project. It is a way of knowing about the progress of a project without having to be familiar with the details of the project.

- **Digital tool**

A software application responsible for making it easier for the user to carry out their daily activities in areas such as work, education or economic processes. These tools can be connected in the same way to several devices at the same time.

- **Digital footprint**

The records and data left by an individual from their interaction with a digital environment constitute their digital footprint.

- **Digital identity**

The information, in the sense of a set of attributes, used by a computer system to represent an external agent, which can be a person, an organisation, an application or a device.

- **Driver of change**

An external or internal condition that causes a country, institution or body to redefine its goals and/or processes. For example, demands for more accessible justice.

- **Incident**

The unplanned interruption of a service (in this case of a computer system or application) or the reduction of its quality.

- **Technological infrastructure**

A set of systems (computers and network and storage equipment, among other physical elements), including how they are managed.

- **Artificial Intelligence (AI)**

The intelligence expressed by computer systems (machines, processors or software) that mimics human intelligence to perform certain functions and that has the ability to improve based on the information it gathers. For example, a chatbot.

- **Interface**

A physical, utility-level connection between computer systems or devices.

- **Internet**

A decentralised set of interconnected communication networks that use the TCP/IP family of protocols, ensuring that the heterogeneous physical networks that comprise it operate as a single logical network, with global reach.

- **Interoperability**

The ability to communicate between different teams, bodies or departments and/or between computer systems or equipment in different formats, including the exchange of information, as well as its interpretation, enabling accessibility from different domains and environments, respectively.

- **Party**

A legal subject that seeks a specific judicial protection, or against whom such protection is being sought, and that, being affected by the corresponding court ruling, assumes the rights, burdens and responsibilities inherent in the process.

- **Itineration**

A mechanism for sending and receiving information flows between a number of integrated judicial bodies using a judicial software application.

- **Licence for use**

The authorisation or permission given by a copyright owner for another person to use the work in the manner specified in the permission. This authorisation may or may not be subject to a fee, which will be decided by the holder of the respective rights.

- **Transformational leadership**

The concept, introduced by James MacGregor Burns, of the type of leadership exercised by individuals with the ability to influence the motivation, perception and expectations of the people they work with. Transformational leadership inspires and supports (organisations/teams) in innovation and change processes.

- **Change leader**

A person who leads and carries out the planning, organisation and coordination of interventions to determine the necessary changes for the renewal of the organisation and who is responsible for such changes.

- **Metadata**

Data describing other data, i.e. providing information on the other data's content, conditions, availability and/or quality, amongst other characteristics.

- **Electronic notification**

A notification that replaces the signature, by way of acknowledgement of receipt, of the traditional paper notification with the use of an electronic signature in the relevant electronic office. The person to whom the notification is addressed, or the people authorised to do so, may access the notification after identifying themselves with a qualified electronic signature certificate.

- **Operator (Administration of Justice)**

A person, organisation or system that deals with the Administration of Justice, either from within (public servants, officials or public employees) or from outside (professionals such as lawyers, psychologists, etc.).

- **Boolean operators**

Primitive data generally used in programming languages.

- **Operation**

The regular management of information systems and services. It also refers to any predefined activity or transaction. For example, backing up data from a server.

- **Profile**

A set of one or more basic standards and, where applicable, the identification of their classes, subsets, options and parameters, that are necessary to perform a given function in a computer system or application.

- **Service request**

A request by a user to access a service, or a feature of the service, or to obtain information or training on how it works.

- **Solution platform**

A set of hardware and software technology components that provide services to be used and support applications.

- **Privacy policy**

A privacy policy is a written presentation of all the measures applied by an organisation to ensure the security and lawful use of the user data it collects in the context of the contractual relationship.

- **Portfolio**

A set of programmes or projects aimed at achieving strategic objectives with quantifiable contents.

- **Communication network**

A set of products, concepts and services that enable the connection of computer systems for the transmission of data and others (such as video) between different systems.

- **Recording**

The action of entering the input data provided and required by each computer application to record a new entry.

- **Digital resources**

Any content published in a computer-readable format. In this respect, the term 'digital resources' encompasses any type of digital content that is immediately comprehensible to a user.

- **Repository**

A system that manages all of an organisation's data, including data and process models and other information.

- **Router**

A device that allows the interconnection of computers operating within a network and whose function is to establish the route to be taken by each data packet within the computer network.

- **Electronic Court**

An electronic address available to the public and legal professionals through telecommunications networks whose ownership, management and administration pertains to each of the competent administrations in the field of justice.

- **Information security**

A set of measures and techniques used to control and safeguard all the data handled within an organisation or institution and to prevent such data from getting out of the established system.

- **Communications system**

The set of assets (transmission media, switching nodes, interfaces and control devices) that establish the connection between users and devices.

- **Software**

A computer's logical and intangible equipment. It encompasses all computer applications, such as word processors, spreadsheets, image editors, audio players, etc.

- **Solution**

A product that meets the specific needs of the activities of the Administration of Justice and that can be configured and arranged with the necessary technical and operational requirements for its installation and start-up.

- **Sustainability**

A development that meets current needs without compromising the ability of future generations to meet their own needs, ensuring a balance between economic growth, environmental care and social welfare.

- **Electronic court auction**

A court auction carried out using a computer application. This requires the interested parties to be registered as users in the system and to access it with a secure identification method.

- **Stakeholders**

A stakeholder is any person, player or entity affected by the activities and decisions of a company or organisation.

- **Digital talent**

The set of skills related to new technologies, including theoretical and practical knowledge of office software, video conferencing applications and design and presentation software, as well as digital creativity.

- **Information technology (IT)**

Technology that consists of the various areas relating to informatics or computing, such as continuity, interface, process management, communication, legislation, computers, content management, hardware, information management, the internet, networks, programming and software, project management, security, standards, storage, voice and data communications, and many others.

- **Information and Communication Technologies (ICTs)**

An umbrella term for information technology (IT), the integration of telecommunications (telephone lines and wireless signals) and computers, as well as the necessary software, middleware, storage, audio visual systems and production, that enable users to access, store, transmit and handle information.

- **Remote working**

Remote working allows for secure teleworking, minimising social interaction between the agents interacting with the Administration of Justice, as well as improving the work-life balance of professionals.

- **Electronic processing of expert reports**

A service for the management of electronic files in the field of forensic medicine. It enables the definition of process flows as well as offering templates/proformas and allowing the digital signature of reports.

- **Processing**

The action of carrying out a procedure in accordance with the formalities legally established by each country for its correct development and resolution, as well as the corresponding annotations that certify its authenticity.

- **Digital transformation**

The process of incorporating information technologies into the processes and/or strategies of an organisation, body, or even a country or state, which requires an examination and reinvention of its own organisation, covering everything from its workflows and the skills of its human resources to its infrastructure.

- **Traceability**

A property of the result of a measurement or of the value of a standard linked to specified references.

- **Unity of jurisdiction**

The principle whereby jurisdiction is a single jurisdiction and is exercised by the courts envisaged in the corresponding law, depending on the country, without prejudice to the jurisdictional powers recognised for other bodies.

- **URL**

Abbreviation for Uniform Resource Locator. This is the address of each website. It is unique and specific. Each page and/or resource is linked to a URL.

- **Usability**

The ability of software to be understood, learned and used by a user under specific conditions of use.

- **Version**

A set of hardware, software, documentation, processes or other components that are necessary to implement one or more changes applied to a particular computer application. The contents of each version are managed, tested and deployed as a single entity (product).

- **VPN**

Virtual Private Network. A technology that enables the creation of a secure encrypted connection between devices over a public network, such as the internet.

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7. Legal framework

7.1 European level

- Directive (EU) 2016/680 of 27 April 2016.
- Regulation (EU) 2016/679 of 27 April 2016 (GDPR).
- Regulation (EU) 2021/694 of 29 April 2021 (Digital Europe Programme Regulation).

7.2 Àmbit estatal

- Spanish Constitution. Spanish Official Gazette ("BOE") no. 311 of 29/12/1978.
- Act 31/1995 of 8 November on the prevention of occupational risks. Spanish Official Gazette ("BOE") no. 269 of 10/11/1995.
- Law 34/2002 of 11 July on information society services and electronic commerce. Spanish Official Gazette ("BOE") no. 166 of 12/07/2002.
- Law 18/2011 of 5 July regulating the use of ICTs in the Administration of Justice. Spanish Official Gazette ("BOE") no. 160 of 06/07/2011.
- Law 39/2015 of 1 October on the Common Administrative Procedure of Public Administrations. Spanish Official Gazette ("BOE") no. 236 of 02/10/2015.
- Law 40/2015 of 1 October on the Legal Regime of Public Administrations. Spanish Official Gazette ("BOE") no. 236 of 02/10/2015.
- Organic Law 3/2018 of 5 December on the Protection of Personal Data and the guarantee of digital rights. Spanish Official Gazette ("BOE") no. 166 of 12/07/2002.
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- 121/000116 Draft Law on Digital Efficiency Measures in the Public Justice Service. (Official Gazette of the Congress and the Senate (BOCG) Congress of Deputies, No. 116-1, of 12 September 2022).
- 121/000097 Draft Law on procedural efficiency measures in the Public Justice Service. (Official Gazette of the Congress and the Senate (BOCG) Congress of Deputies, No. 97-1, of 22 April 2022).
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- Law 10/2021 of 9 July on teleworking. Spanish Official Gazette ("BOE") no. 164 of 10/07/2021.
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- Royal Decree 203/2021 of 30 March approving the Regulations on the action and operation of the public sector by electronic means. Spanish Official Gazette ("BOE") no. 77 of 31/03/2021.
- Royal Decree 193/2023 of 21 March regulating the basic conditions of accessibility and non-discrimination for people with disabilities for access to, and the use of, goods and services available to the public. Spanish Official Gazette ("BOE") no. 69 of 22 March 2023, pages 42707 to 42725 (19 pages).

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