

Tracce prova orale – a contenuto specialistico tecnico

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Il Comune di Bassano fa parte di una Associazione di comuni istituita ai sensi degli artt. 30 e 34 del D. Lgs. 267/2000 di cui è capofila e che comprende complessivamente 11 comuni del circondario con una popolazione complessiva di circa 200.000 abitanti. Lo scenario che il da neo Dirigente dell'Area Servizi alla Persona si ritroverebbe è il seguente:

- risorse assegnate al servizio: 2 posizioni organizzative, di cui una amministrativa e una assistente sociale
- crisi dei rapporti politico istituzionali tra il Comune capofila e i comuni dell'Ambito
- necessità di gestire il fondo povertà stanziato dalla regione (anche nel ruolo di capofila)

Quali sono le prime azioni e decisioni che il candidato metterebbe in campo per migliorare la capacità dell'ente di rispondere alle criticità evidenziate?

TRACCIA N. 1 - ESTRATTA:

Disagio minorile: quali sono i bisogni del minore e gli interventi sociali del comune.

TRACCIA N. 2 - ESTRATTA:

L'obiettivo dell'amministrazione comunale è rendere i servizi sempre più vicini ai cittadini, quali sono i servizi alla persona attivabili a domicilio?

TRACCIA N. 3 - NON ESTRATTA:

Il candidato argomenti in tema di valore dell'associazionismo nei servizi sociali dopo l'approvazione del codice del terzo settore.

TRACCIA N. 4 - ESTRATTA:

Quali sono gli strumenti di programmazione e progettazione degli interventi dell'area sociale e a quali principi si ispirano?

TRACCIA N. 5 - ESTRATTA:

Ambito territoriale sociale: il candidato fornisca un inquadramento giuridico nazionale e regionale.

TRACCIA N. 6 - NON ESTRATTA:

Quali sono le macro tipologie di intervento dell'ambito sociale dell'ente locale?

TRACCIA N. 7 - ESTRATTA:

Quali azioni può mettere in campo il Comune per favorire la gestione integrata dei servizi dell'infanzia con l'offerta dei nidi privati?

Tracce prova orale – conoscenza della lingua inglese

Traccia 1 - ESTRATTA

Di seguito si presenta un estratto del Report recentemente redatto dall'OECD e intitolato "Italy countries note going for growth 2021" (p.2).

Il candidato, dopo aver letto in modalità silenziosa l'estratto, presenti alla Commissione una sintesi dei messaggi chiave emersi dal testo.

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An efficient public administration key for policy implementation

A central pillar of the recovery strategy is how to maximise the effect of the Next Generation EU Funds, especially for investment, which have the potential to boost long-term growth and employment. Success will depend on the ability to **improve the implementation, management and prioritisation of quality public investment**. An institutionalised framework for managing infrastructure spending – including maintenance budgets and project management – will enhance fiscal sustainability and planning and sustain public investment. Variations in regional implementation and the disincentives for coordination across levels of government must be overcome. Clarity on long-term core infrastructure priorities, based on their ability to raise growth and lower the cost of living and doing business, evaluated using cost-benefit analysis, could help crowd-in private investment (Panel A).

Traccia 2 – NON ESTRATTA

Di seguito si presenta un estratto del Report recentemente redatto dall'OECD e intitolato "Italy countries note going for growth 2021" (p.2).

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An efficient public administration key for policy implementation

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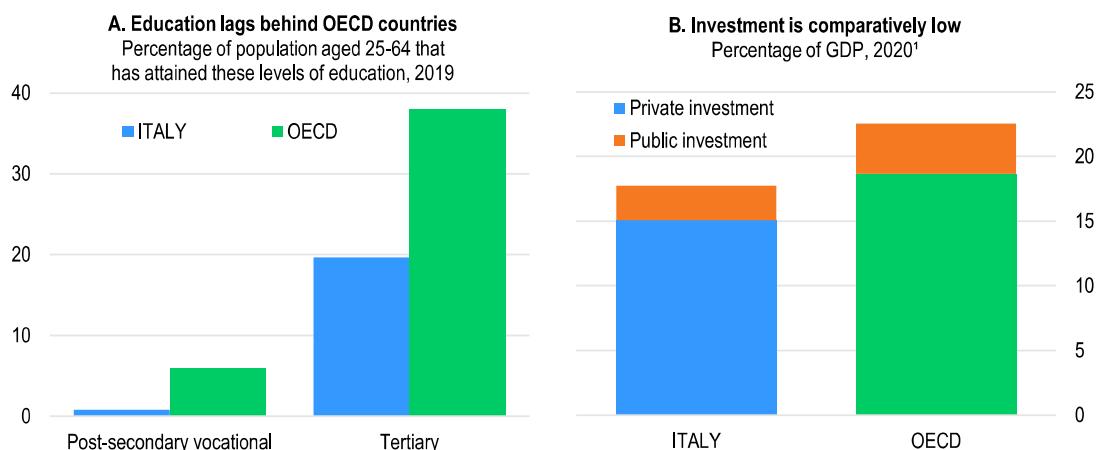
Improving the efficiency of the public administration would strengthen the impact of such reforms, and amplify the response from the private sector to recovery measures. Judicial reforms to improve administrative processes and greater use of alternative dispute resolution mechanisms would lead to a fairer application of the law. Increased digitalisation can reduce informality, broaden the tax base and improve targeting of social benefits. Efforts to introduce user-friendly digital interfaces should be combined with a commitment to simplify administrative procedures across all levels of government. A clear timetable to streamline regulatory processes, prioritised based on their cost to businesses, and a clear delineation of responsibilities would facilitate implementation, lower uncertainty and costs. More uniform regulations across regions would reduce the costs to investing for local and foreign firms.

Traccia 3 - ESTRATTA

Di seguito si presenta un estratto del Report recentemente redatto dall'OECD e intitolato "Italy countries note going for growth 2021" (p.2).

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Vulnerabilities and areas for reform



1. 2020 or latest year available.

Source: Panel A: OECD, Education at a Glance Database. Panel B: OECD, Economic Outlook Database.

StatLink  <https://stat.link/edhwcx>

The crisis risks compounding already low employment rates and further increasing inequality, particularly in the context of low skills and lifelong learning levels. Effective provision of **education, public employment and labour market activation services** can help mitigate skills and job-search mismatches, especially for youth and other vulnerable workers (Panel B). This requires overcoming obstacles to coordination across various levels and agencies of government, and consideration of funding priorities. At the same time, reducing the complexity of the tax system, broadening its base and continuing efforts to enhance tax administration would **improve the efficiency and equity of the tax structure** to better support employment and growth.

Traccia 4 - ESTRATTA

Di seguito si presenta un estratto del Report recentemente redatto dall'OECD e intitolato "Italy country note going for growth 2021" (p.3).

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Governance and rule of law: Improve the efficiency and effectiveness of the public administration

- The simplification decree requires public services to be available on smart phones by 28 February 2021. The system, based on a unique digital identity for citizens, allows self-certifications, applications and payments, as well as digital notifications from multiple state agencies.
- The simplification decree reformed the penalties for abuse of office to ensure fear of prosecution even without wrongdoing does not hamper decision making.
- Law no. 3 of 2019 introduced additional measures to strengthen the fight against corruption.
- Improve administrative processes in the judicial system, including specialised courts to consider capital markets issues, and promote alternative dispute resolution mechanisms.
- Accelerate use of digital tools and services for firms and citizens, and use the opportunity to streamline administrative processes according to a clear schedule.
- Better align incentives of civil servants with improved outcomes, in line with legislated changes.
- Reduce regulatory complexity, procedures and time to undertake private investment, with announced strategy, responsibilities and timelines.

Traccia 5 - ESTRATTA

Di seguito si presenta un estratto del Report recentemente redatto dall'OECD e intitolato "Schooling During a Pandemic. The experience and outcomes of schoolchildren during the first round of covid-19 lockdowns", p. 13.

Il candidato, dopo aver letto in modalità silenziosa l'estratto, presenti alla Commissione una sintesi dei messaggi chiave emersi dal testo.

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Schooling during a pandemic: An initial overview

The lockdowns put in place to control the spread of the COVID-19 virus during the period March-June 2020 represented a sudden, dramatic and unexpected disruption to all components of social and economic life. The combination of the closure of schools and the broader lockdown/confinement measures such as the restrictions on movement and the administrative closure of many businesses and other organisations affected the life of children and their families. It transformed the educational experience of children over a period of 2-3 months and, sometimes, more.

School systems had to rapidly improvise to ensure some continuity in the education of children and adapt their teaching methods to a situation in which, in the space of a day, the setting in which education took place moved from the school to the home for most children and the mode of instruction shifted from face-to-face contact between pupils and their teachers/instructors to some form of remote or distance learning, often supervised by parents.

The home and social environment of children was also affected in many ways, which, in their turn, affected the educational experience of children. In-person contact with people other than household members was severely restricted. The working arrangements of many parents changed, often dramatically. Many were laid-off on a temporary basis or had to work from home. In addition, parents faced a range of stresses associated with the pandemic: concerns for friends, relatives and family who were sick, fear that they themselves, their children, members of their wider family and friends would catch the virus, financial worries associated with job losses, business closures and temporary lay-offs, frustrations about reduced interactions with friends, relatives and family, reduced freedom of movement, etc.

Traccia 6 - ESTRATTA

Di seguito si presenta un estratto del Report recentemente redatto dall'OECD e intitolato "Schooling During a Pandemic. The experience and outcomes of schoolchildren during the first round of covid-19 lockdowns", p. 41.

Il candidato, dopo aver letto in modalità silenziosa l'estratto, presenti alla Commissione una sintesi dei messaggi chiave emersi dal testo.

Employment and working arrangements of parents

The introduction of lockdowns in early 2020 had a considerable impact on the working lives of adults. In particular, a substantial share of adults who were in employment immediately prior to lockdown stopped working (they lost their jobs or were placed on temporary layoff or furlough) or, if they continued to work, worked fewer hours (in many cases zero hours) and/or worked from home. In this section, the evidence regarding loss of employment, change in hours of work, and change in the location of work among adults (including parents of school age children) during the lockdowns of March-June 2020 is examined. Annex B provides a summary of the restrictions related to employment and movement from home in the principal countries covered by this report over this period.

The changes to the employment situation and arrangements of parents flowing from lockdowns had an impact on the situation of children from several points of view. First, because they could not work or were required to work from home, a large share of working parents were present at home during lockdowns. This facilitated the task of caring for children and supporting their education at home for many, but not all, parents. Second, job loss and temporary layoff meant loss of income (even if this was offset by various forms of income support from governments) and psychological stress. Finally, the situation of those parents who continued to work at their normal place of work was complicated by the closure of schools and the need to organise childcare during school hours and support for their children's education (even if schools were open for the children of "essential workers"). For essential workers (essentially in the healthcare sector or in other occupations involving contact with the public), work involved a higher risk of infection for themselves and, as a consequence, their families.

Traccia 7 – NON ESTRATTA

Di seguito si presenta un estratto del Report recentemente redatto dall'OECD e intitolato "Schooling During a Pandemic. The experience and outcomes of schoolchildren during the first round of covid-19 lockdowns", p. 45.

Il candidato, dopo aver letto in modalità silenziosa l'estratto, presenti alla Commissione una sintesi dei messaggi chiave emersi dal testo.

School closures and the working arrangements of parents/guardians

A normal consequence of the closure of schools outside vacation periods is that parents have to find alternative arrangements for the care and supervision of their children as schooling takes place during the usual working hours of most workers. For working parents, one option is the re-organisation and, often, the reduction of hours of work (Viner et al., 2020_[18]). How did school closures and the resulting need for parents to care for children and supervise their schooling during usual working hours affect the working arrangements of parents during lockdowns?

The impact of the closures in March-June 2020 on the working hours and organisation of working time of parents/guardians was moderated, to some extent, by the fact that many parents were at home due to the loss of their jobs, temporary inactivity or enforced home/telework associated with lockdowns. Nevertheless, balancing the demands of work and family responsibilities constituted a challenge for the parents of school age children who continued to work, especially mothers.⁶ For parents in jobs that could not be performed at home (e.g. those working in sectors such as healthcare, retail sales, or transport) the issue was one of adjusting or reducing working hours (if possible) to fit in with parenting responsibilities or taking paid or unpaid leave. This was also true for some parents working at home, especially those who had limited autonomy regarding the organisation of their own working time during the day. Parents working at home who had the flexibility to organise their working hours to fit in with the presence of children at home also faced challenges. These included managing the lack of dividing lines between work, childcare/schooling and family life and the inevitable tensions generated in a situation in which family members were undertaking work and schooling under the same roof at the same time, often in close proximity.