

摘 要

中共二十大报告中强调“要加快建设网络强国、数字中国”。公务员的数字素养成为建设数字中国的重要基础，同时，基层公务员作为联系政府和民众的重要纽带，其数字素养水平直接关系到政务服务的效率和质量。因此本文在基层公务员行政环境视域下，探索对评估基层公务员数字素养具有可操作性的评价指标，并以江西省 Y 县为例，对其基层公务员的数字素养进行了调研和评价，为基层公务员数字素养培训提供参考依据，促进基层公务员数字素养水平提升。

本文首先参考国内外文献中已有的数字素养评估框架，构建了基层公务员数字素养理论框架；之后采用层次分析法确定体系中各指标权重，最终从信息和数据素养、数字沟通与协作、数字内容创作、数字安全、数字问题解决和数字品质 6 个维度构建基层公务员数字素养评价体系；最后基于构建的指标体系设计基层公务员数字素养调查问卷，对 254 名江西省 Y 县基层公务员展开数字素养调查，以评估基层公务员的数字素养现状，并运用独立样本 T 检验和单因素方差分析数字素养在人口统计学指标上的异质性，然后查找问题及其成因，并给出对策。研究发现：

第一，从基层公务员数字素养现状看：基层公务员数字素养整体表现一般，合格率达到 48.4%，在信息和数据素养、数字沟通与协助方面上已表现出较高水平的数字素养，得益于近年来公务员招考标准的提高以及数字化政府建设的强化；但在数字内容创作、数字安全、数字问题解决和数字品质维度上还需进一步提升，其中涉及到开发数字内容、编程、创造性使用数字技术和数字意识等内在驱动数字素养上还存在可提升的部分；且大龄、女性、低学历以及高职务、长任职年限的基层公务员在数字素养提升中成为较薄弱的群体，其数字素养存在较大的提升空间。

第二，从阻碍基层公务员提升数字素养的成因看：将成因从个人、环境和政府三个方面呈现，首先基层公务员的数字素养提升意识认知不足，其次是基层数字行政环境较差，以及基层政府的数字培养模式不完善。

第三，从提升基层公务员数字素养路径看：需加强有关国家数字政策文件的阅读和合理安排数字学习时间，以提升基层公务员自身对数字素养的认知，端正其数字态度；打破部门间的壁垒和年龄、学历等客观阻碍因素，组建跨部门、年龄、学历和职务类别多样化的数字学习协作小组，增进年轻公务员与年长基层领导之间的沟通交流，营造良好的基层数字行政氛围，优化基层数字行政环境，积极推动数字发展；制定适用的公务员录用和绩效数字考核标准，优化基层数字培训质量，完善数字政府对基层公务员的培养模式，健全基层数字培养机制，保障数字素养的提升。

关键词：基层公务员；数字素养；提升策略

Abstract

The report of the Twentieth National Congress of the Communist Party of China emphasises "the need to accelerate the construction of a strong network country and a digital China". The digital literacy of civil servants has become an important foundation for the construction of digital China, and at the same time, the digital literacy level of grassroots civil servants, as an important link between the government and the public, is directly related to the efficiency and quality of government services. This thesis aims to explore the operable evaluation indexes for assessing the digital literacy of grassroots civil servants under the perspective of the administrative environment of grassroots civil servants, and takes Y County in Jiangxi Province as an example to research and evaluate the digital literacy of its grassroots civil servants, to provide a reference basis for the training of grassroots civil servants in digital literacy, and to promote the improvement of the level of digital literacy of grassroots civil servants.

This thesis first constructs a theoretical framework of digital literacy for grassroots civil servants with reference to existing digital literacy assessment frameworks in domestic and international literature; then it adopts the hierarchical analysis method to determine the weights of the indicators in the system, and finally constructs an evaluation body of digital literacy for grassroots civil servants in six dimensions, namely, information and data literacy, digital communication and collaboration, digital content creation, digital safety, digital problem solving, and digital quality; and finally it designs an evaluation body of digital literacy for grassroots civil servants based on the constructed indicator system, a digital literacy questionnaire is designed for grassroots civil servants, and a digital literacy survey is conducted on 254 grassroots civil servants in Y County, Jiangxi Province, in order to assess the current status of digital literacy of grassroots civil servants, and the heterogeneity of digital literacy on demographic indicators is analysed by using independent samples t-tests and one-way ANOVA, and then the problems and their causes are found and countermeasures are given. Research findings:

First, from the current situation of digital literacy of grass-roots civil servants: the overall performance of digital literacy of grass-roots civil servants is average, with a pass rate of 48.4%, and a high level of digital literacy has been demonstrated in the areas of information and data literacy, digital communication and assistance, which is due to the improvement of

the standards of civil service recruitment in recent years as well as the enhancement of the construction of the digital government; however, there is still a need for further improvement in the dimensions of digital content creation, digital security, digital problem solving, and digital quality. However, in the dimensions of digital content creation, digital security, digital problem solving and digital quality, there is still a need for further improvement, which involves the development of digital content, programming, creative use of digital technology and digital awareness and other intrinsic digital literacy there is still part of the enhancement can be improved; and the older, female, low-education, and high-position, long tenure of grass-roots civil servants in the improvement of digital literacy has become a weaker group, there is a greater room for improvement of their digital literacy.

Second, from the perspective of the causes hindering grassroots civil servants from improving digital literacy: the causes are presented from three aspects, namely, individuals, environment and government; firstly, grassroots civil servants' awareness of digital literacy is not sufficiently cognitive, secondly, the grassroots digital administrative environment is poor, and the grassroots government's digital cultivation mode is not perfect.

Thirdly, from the perspective of enhancing the digital literacy path of grassroots civil servants: it is necessary to strengthen the reading of relevant national digital policy documents and reasonably arrange the time for digital learning, in order to enhance the knowledge of grassroots civil servants about digital literacy and correct their digital attitudes; to break down interdepartmental barriers and objective obstacles such as age and academic qualifications, and to set up interdepartmental digital learning collaborative groups with diversified ages, academic qualifications and job categories, so as to enhance the communication between young civil servants and older grassroots leaders.

Key Words: Grassroots civil servants; Digital literacy; Promotion strategy

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