**Professional Development Processes of a Professional Civil Servant in the Civil Service**

# Introduction

Establishing a career-based and professional civil service is one of the priority tasks of an effective public administration system in Georgia. Important changes in this direction began in Georgia in 2014, which was based on the development and formal adoption of the Civil Service Reform Concept by the Government of Georgia.

Civil service reform is one of the main components of the Association Agreement between the EU and Georgia, and within its framework, the directions have been elaborated, the development of which should lead to the establishment of an operating and transparent civil service that will be based on meritocracy and it will ensure encouragement, promotion and appreciation of professionalism.

An important component of the civil service reform is the Law of Georgia on Civil Service, which aims as its main task to formation of the civil service to be the process of professional development of civil servants and provides for the elaboration of a career management model for civil servants that will create effective mechanisms for maintaining professional staff in the civil service system, developing their professional skills, evaluating work performed and planning career development.

The procedure for professional development of an officer is regulated by a subordinate act of the Government of Georgia - Decree №242 on the Rules of Determining Professional Development Needs of Civil Servants and Rules on Professional Development Standards, which defines the processes of professional development of civil servants and establishes basic competencies and subjects that are necessary for civil servants to study.

This desk research is a review of the Law of Georgia on Civil Service and the subordinate act Decree №242 of the Government of Georgia, as well as researches related to civil service reform, the information posted on web portals, strategic documents, statistical data and other necessary documents.

* The research analyzes the issues of implementation of the Law of Georgia on Civil Service and №242 Decree of Government;
* The main findings and recommendations are outlined which are developed based on the analysis of the latest researches conducted in the framework of the civil service reform assessment.

The results of the research are presented in the form of a baseline report, which aims to create a theoretical-methodological basis for further research on the professional development of professional officer in civil services of Georgia.

# Research Methodology

For the purposes of the research, a desk research method was selected as the research method, which was carried out according to the following classification:

**Primary research** – was conducted to provide a basis for further research on penetration into the essence. Within the scope of the research, the legal regulations for the professional development of civil servants and establishment of career-based civil service were reviewed in the framework of civil service reform and the assessments of the existing legislative framework were interpreted.

Within the scope of the **descriptive research**, the existing information resources and statistical data in relation to the issues of professional development of the civil servants were studied. Also, the results of the researches conducted regarding assessment of the progress of public administration reform were processed.

**Analytical** **research** was conducted after the stage of the descriptive research, during which the relevant conclusions were made based on the analysis of the processed data.

Within the scope of the **predictive** **research**, preliminary recommendations were elaborated, taking into account the subsequent prediction of the expected development of events.

The classification of the present research methods is presented in the form of a step diagram.

Table 1. Research stages - from primary research to prediction

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|  |  |  | **Predictive** **research** |
|  |  | **Analytical** **research** |
|  | **Descriptive research** |
| **Primary research** |
| Review of legal regulations for professional development of civil servants | Processing information (reports, surveys, statistical data) related to issues of professional development of the civil servants; | Interpretation of research results;  Key findings | Prediction of the expected development of events;  Preliminary recommendations |

# The importance of professional development of civil servants in the civil service

Professional development of a civil servant is a dynamic, systemic, organized and individual-creative process, which aims to improve the qualifications of employees in public agencies and purposes to increase the efficiency of civil service activities.

Career development and establishment of a career-based civil service system is an important component of civil service reform, because the efficient functioning of the institute of a professional civil servant should ensure the establishment of a stable, professional, merit-based civil service system.

Issues of career management and professional development of civil servants are regulated at the legislation level by the Law of Georgia on Civil Service, which was adopted by the Parliament on October 27, 2015 and entered into force on July 1, 2017.

This law determines the status of a civil servant, the employment conditions and performance of service by a civil servant, the matters of civil service administration, the matters of legal relations between civil servants in state bodies (institutions), in bodies (institutions) of the autonomous republics and municipal bodies (institutions) and legal entities under public law.[[1]](#footnote-2)

Article 54 of the law regulates the rights and responsibilities between officers and a public institution in terms of professional development of officers. In particular: the principles of transfer, career development, assigning temporary functions, business trips, mobility, evaluation, professional development and suspension of official powers of an officer[[2]](#footnote-3).

The professional development procedure of a civil servant is regulated by the subordinate act Decree №242 of the Government of Georgia on the Rules of Determining Professional Development Needs of Civil Servants and Rules on Professional Development Standards, according to which the professional development needs of an officer is basis for the development of knowledge and skills necessary for the exercise of powers by the officer to establish a high professional standard in the civil service and to ensure the proper functioning of the public institution.

# Determination of professional development needs

According to Article 4 of the Decree №242 of the Government of Georgia, the professional development needs of the civil servant are determined by the authorized person of the public institution at the beginning of each year.

Needs are identified according to the following criteria:

* Requirements for each hierarchical rank position;
* Job description of each officer;
* The results of the evaluation of the work performed by the officer;
* Strategic goals and needs of the public institution.

According to the decree, the authorized person of the public institution may consider one or more of the given criteria and also make a decision on the involvement of the officer in the professional development program additionally, at any time of the year.

The human resource management unit of the public institution prepares the annual professional development plan of the civil servants taking into account the professional development needs of the civil servant, in accordance with the form approved by the individual administrative-legal act of the Civil Service Bureau and submits it to the Civil Service Bureau no later than March 1 of each year.[[3]](#footnote-4).

In order to evaluate the introduction and implementation of the Rules of Determining Professional Development Needs approved by the decree in practice, it is important to examine the way in which professional development needs are determined in civil services and to plan the learning process.

In order to study this issue, in 2018, a research was conducted on the role of public and private educational institutions in the professional development programs of civil servants - where based on a study of 7 ministries, it was noted that the process of assessing the professional development needs of civil servants was nonuniform.

For the research period, only some of the ministries identified the professional development needs of civil servants. Tools such as assessment questionnaires and specially designed forms were used, where in addition to a position of an employee, their job description and required knowledge and skills, the information about the desired training topic, the desired number of participants and the duration of the training was included.

The needs identification forms were filled out by the head of the structural units of the institution, on the basis of which the Human Resources Management Department drew up a plan for raising the qualification of the officers and organized the relevant trainings if possible.

This research presents the views of the respondent civil servants participating in the focus groups about the fact that public institutions do not sufficiently support the professional development of civil servants, as the institutions rarely offer training activities tailored to their individual needs. According to some of the officers surveyed in the study, the needs assessment process resembles a survey of what type of training would be useful to them and it is usually offered by a third parties (mostly international organizations) and has very little relevance to the actual jobs performed by the employees. According to the views expressed in the study, three parties should be involved in the professional development need determination process, including a direct supervisor of the employee and a representative of the structural unit responsible for human resources management.

It is noteworthy that evaluation of the professional needs of officers was conducted in only four ministries out of the 7 public agencies surveyed in this study. In addition, 282 educational events were planned for the officers abroad and 306 educational events were held on various topics.[[4]](#footnote-5)

Table 2. **Determination of civil servant professional development needs at the ministries in 2015-2017**

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| Institution | Evaluation of employee professional needs was conducted | Evaluation of employee professional needs was not conducted | **Educational activities conducted with the support of international organizations** |
| Ministry of Regional Development and Infrastructure | ✔ |  | 44 |
| Ministry of Environmental Protection and Agriculture | ✔ |  | 86 |
| Ministry of Finance | ✔ |  | 16 |
| Ministry of Foreign Affairs | ✔ |  | 42 |
| Ministry of Education, Science, Culture and Sport |  | ✘ | 23 |
| Ministry of Internal Affairs |  | ✘ | 90 |
| Ministry of Internally Displaced Persons from Occupied Territories, Labor, Health and Social Affairs of Georgia |  | ✘ | 86 |

Evaluation forms and capabilities of civil servants are the subject of a separate discussion and study in the professional development need determination process.

It is noteworthy that after the enactment of the new law, when the evaluation of all civil servants became mandatory, most organizations planned development activities for managers conducting evaluation in order they to evaluate employees objectively and in accordance with procedures. This is an important activity because indeed based on the information received from the managers it is determined the type of knowledge/competence or behavior change/development is needed by the employee and what kind of developmental activities should be planned. Also, at this stage it is decided which forms of professional development is better to use in a particular case.

Similar decisions are made individually, analyzing each example, where it is important to select a form of professional development and other available resources.

Given the importance of the professional development needs analysis, this process is described in details in the document: Handbook on Professional Development of Civil Servant, which was elaborated by the initiative of the Civil Service Bureau with support from the United Nations Development Program (UNDP) and the UK aid from the Government of the United Kingdom of Great Britain and Northern Ireland in 2018. Questionnaires are also given in the form of appendices, which from a methodological point of view will be useful as an auxiliary material for the representatives of the field of human resource management.

It is noted that the questionnaire should reflect the information received from the supervisor about the employee's professional development needs and include the following components:

Table 3. - Auxiliary questionnaire components for analysis of the needs

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| Developmental task | That knowledge, competence  or the behavior that the civil servant needs to develop. |
| Detailed description / desirable topics | To avoid misunderstandings, ambiguities or vagueness, it is important to list the topics of professional development need in order to plan the professional development program as accurately and relevantly as possible; |
| professional training method / form | Recommended, highly effective and economical methods in the given situation |
| Required resources | It includes any kind of resources that the organization must expend to carry out the activity: material, human or time resources; |
| Period | It is important to determine for what time, in which period it is required to carry out this activity |
| Expected result | Change, development that an employee must achieve after undergoing a professional development measure.[[5]](#footnote-6) |

It should also be considered the fact that one of the most important sources in analyzing professional development needs is the employee himself/herself. Therefore, it is necessary to obtain information on what kind of knowledge and competence improvement the officer needs for his/her professional development and it is desirable that this information be present in the evaluation process.

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| **Key findings:** Adequate assessment of the professional and personal potential of employees is directly related to their career development. It is a process which identifies the aspects that the employee needs to successfully carry out the activity, to achieve full self-realization in the workplace, and involves identifying the needs in which areas the employee should be developed. In the evaluation process, it is important to ensure that comprehensive information is received - processing from a variety of sources, diagnosing strengths and weaknesses, identifying opportunities.  This information is reflected in the officer's individual development plan and therefore, it is an important component of his/her professional development.  Thus, professional development needs analysis is the first and therefore the most responsible stage, which is crucial in achieving the final result. In particular, the identification of specific needs forms the basis for the selection of a specific training program/activity, after which a plan is developed and approved, that should itself provide a result focused on meeting the individual needs of the officer, as well as increasing the efficiency of his/her activities and ultimately, establishing career-based civil service.  Accordingly, the process of determining the need is the first stage of the professional development cycle, which affects the final result on the principle of chain reaction. |

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| **Recommendation:** To analyze the professional development system of civil servants, it is important to examine the measures taken by the ministries for determining the professional development needs, which requires an in-depth analysis of the practice of determination of professional development needs and to study the questionnaires and evaluation forms from a methodological point of view, according to which the professional development needs of a professional civil servant are identified. |

# Professional development programs of civil servants and the rules for their implementation

Once the professional development needs have been identified, professional development programs and the rules for their implementation should be considered in the process of developing the action plan.

Decree N242 of the Government of Georgia stipulates that professional development programs for a civil servant can be of two types: basic and additional.

An officer who is appointed for the position of an officer for the first time on the basis of an open or closed competition in compliance with the requirements of the Law of Georgia on Civil Service has the obligation to pass the basic program within one year after appointment. In all other cases, the decision about passing a basic program for professional development by an officer is made by an authorized person of the public institution, based on the needs of the public institution.

The obligation regarding the basic programs is defined according to the following system - "Personal and Professional Competence Development Course" for employees of IV and III rank, and the basic professional development training program - “Management skills of a servant” - for II and I rank officers.

The public institution is authorized to conduct the basic training program - "Personal and Professional Competence Development Course" alongside the basic training program - "Management skills of a servant” for those II and I rank officers who do not have work experience in the civil service system.

Among the training forms of professional development programs, the following methods are defined by the decree:

* Electronic course that involves distance learning;
* Classroom course that involves studying through a lecture, seminar, or other formats with a trainer present;
* Masterclass that involves sharing of experience through a lecture, seminar or other format by a professional of the relevant sphere;
* Learning by doing that involves practice-oriented learning[[6]](#footnote-7).

## Content of the basic professional development programs defined by the decree

Basic program “Management skills of a servant” - is designed for I rank - top management level officials and also, for II rank - middle management level civil servants. The program consists of 5 core courses and is focused on the development of managerial competencies:

Table 4- Basic program “Management skills of a servant”“

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| Basic program “Management skills of a servant”  I and II ranks | | | | |
| Position in civil service | Subjects | Competencies | Minimum and maximum number of academic  hours | Quality control mechanism |
| * Heads of primary and secondary structural units * Deputy heads of primary and secondary structural units | 1. Strategic planning-management (strategic management, planning of long- and mid-term goals and aims, development of an action plan). 2. Service and quality management, risk management, change management. 3. Decision-making, leadership and team management, team enhancement and motivation, gender equality and prevention of sexual harassment at work. 4. Professional communication, effective communication and effective negotiations, media communication and public speaking. 5. Ethics in public service, conflict resolution, organizational culture, anticorruption politics and legal methods of fighting against corruption. | * Effective communication and negotiation management skill; * Public institution representation skill; * Strategic and complex thinking skill; * Defining personal and structural unit goals; * Change/innovation initiation and management skill; * Meeting management skill; * Skill for professional development, evaluation, and motivation of a civil servant; * Team development skill; * Problem solution and conflict resolution skill. | 24-40 hours | Program compliance with accreditation standards (accreditation) / Evaluation forms and methods developed by program implementers |

Basic program "Personal and Professional Competence Development Course" - is designed for officers of III rank senior specialist level and also for civil servants of the IV rank junior specialist level. The program consists of 4 core courses and focuses on the development of general competencies so-called "soft skills".

Table 5 - Basic program “Personal and Professional Competence Development Course”

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| Basic program “Personal and Professional Competence Development Course”  III and IV ranks | | | | |
| Position in civil service | Subjects | Competencies | Minimum and maximum number of academic  hours | Quality control mechanism |
| * Senior specialists of the first, second and third categories; * Junior specialists of the first, second and third categories; | 1 Administrative Proceedings;  2. Ethics in civil service.  3. Professional communication, cooperation, and team work.  4. Effective service and time management. | * Effective communication; * Working independently; * Working in a team; * Complex thinking; * Effective time management; * Information collection and analysis; * Task planning and organization; * Detail-oriented information collection and analysis. | 16- 24 hours | Program compliance with accreditation standards (accreditation) / Evaluation forms and methods developed by program implementers |

Contents of the basic programs is discussed in the study "Role of Public and Private Training Centers in the Professional Development System of Civil Servants in Georgia", where it is noted that the analysis of the modules in the appendix to the decree reveals a discrepancy between the listed subjects and competencies. In some cases, it is not specified what competencies should be enhanced as a result of studying specific subjects. Such ambiguity makes it impossible to determine what type of knowledge should be transferred as a result of studying the program and it will have a negative impact in terms of teaching quality assurance, as it will not be possible to measure the knowledge gained as a result of passing the subject if the competencies that are planned to be acquired as a result of passing the course are not clearly defined in relation to it.

In order to eliminate the problem, it is recommended the technical part of the training program appendices to be inspected with the participation of the National Center for Quality Enhancement and the Civil Service Bureau, who will technically assess the correctness of the relationship between program subjects and competencies.

The study also suggests that the basic program offered to newly appointed civil servants should focus on acquisition of qualitative knowledge and training activities focused on developing the necessary skills should be planned in additional professional development programs.[[7]](#footnote-8)

## Quality assurance of basic programs

It should be noted that according to the decree, in order to assure the quality of the basic programs, the basic professional development program of the officer is subject to quality control - accreditation, which should be conducted by the LEPL - National Center for Educational Quality Enhancement. Accreditation determines compliance of the program with standards, including in terms of its content.

In order to achieve this, the Civil Service Bureau and the Ministry of Education, Science, Culture and Sport of Georgia developed and approved on March 6, 2019 the Order N46/n of the Minister of Education, Science, Culture and Sport of Georgia on the Approval of Accreditation Regulation for the Professional Development Program and its fees[[8]](#footnote-9).

According to the Regulation, the components of the standard related to the content of the program are defined as follows:

a) The program is elaborated and approved in accordance with the program planning, elaboration and development methodology of the institution;

b) Program elaboration/development is a participatory process which ensures involvement of interested parties;

c) The institution ensures the publicity and availability of information about the program and the methodology of evaluation of learning outcomes;

d) The structure of the program is consistent and logical; The structure and components of the program ensure the achievement of learning outcomes;

e) The components of the program are related to the acquisition of the relevant competencies defined by the decree;

f) The duration of the program corresponds to the requirement defined by the decree;

g) The study materials provided by the program and the program implementation plan ensure the achievement of the learning outcomes of the program:

g.a) The study material corresponds to the current achievements of the relevant direction / field according to the learning outcomes provided by the program;

g.b) The program implementation plan contains information about the target group(s), hourly distribution of learning topics, teaching and assessment methods, resources required for the implementation of the program;

h) The program includes the evaluation of the program by the attendees, and the feedback results are used to improve and develop the program;

i) The evaluation process of program learning outcomes involves identifying, collecting, and analyzing the data needed to measure the learning outcomes:

i.a) Learning outcomes are assessed consistently and transparently according to a preconcerted assessment plan;

i.b) The program provides adequate forms and methods of assessment, which allows the attendee to determine the achievement of program learning outcomes;

i.c) Analysis of the learning outcomes evaluation is used to improve the program, that means modifying the program content and/or learning outcomes and/or the evaluation system if necessary;

j) The program envisages the issuance of a certificate confirming the completion of the program based on the attendance rate of at least 80% (of contact hours) and in accordance with the evaluation methods provided by the program on basis of the evaluation result confirming the successful completion of the program[[9]](#footnote-10).

The Report on the Implementation and Monitoring of the Public Administration Reform Action Plan for 2019-2020 states that by the end of the reporting period, the basic professional development programs of 5 educational institutions are accredited. Based on the information received from the training centers about the satisfaction level of the officers participating, the Bureau created ratings of accredited professional development programs, which is an additional control mechanism.

During the reporting period, 374 civil servants underwent accredited professional development programs, thus, it became possible to evaluate the programs and create their rating.[[10]](#footnote-11)

In addition to the basic programs, as part of professional development activities, the public institution ensures determination of the need of additional programs - taking into account the position, job, description, evaluation results and strategic goals of the institution. Each civil servant is obliged to complete at least one course of the additional program within two years after the need is identified, unless the officer’s knowledge and skills specified by the determined need are developed within the event conducted by the public institution and/or the officer himself/herself.

An additional professional development program is a voluntary tool for the development of competencies and skills of civil servants, which can include any skill and / or substantive matter. Unlike the basic program, the government decree grants the public institution the authority to determine the need for additional program accreditation itself.

According to the Report on the Implementation and monitoring of the Public Administration Reform Action Plan for 2019-2020, 94 additional programs were implemented out of the additional 905 programs determined in 161 public institutions from May 1 to December 31, 2019.

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| **Key findings:** The implementation efficiency of the basic programs depends on its content, as well as the process of the learning process conduction and solid mechanisms for evaluating the results.  According to Article 7 of Government Decree №242, accreditation is the quality control of the professional development program of civil servants, the term of which is five years. This is quite a long period considering that, unlike academic programs, the professional development program of civil servants is more dynamic and requires adaptation to changing requirements, which are evident in the civil service.  According to the decree, the National Center for Education Quality Enhancement, as an accreditation body, plays an important role in ensuring the quality of professional development programs. However, due to the specifics of professional development of civil servants, there is a risk caused by lack of experience in this area. |

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| **Recommendation:** In the accreditation process, it is important to establish a cooperative relationship between the users of professional development programs (public institutions), program implementers (educational institutions) and the Center (LEPL National Center for Education Quality Enhancement), which will make the management of the accreditation process more flexible and efficient including in the direction of assessing standards and subsequent review.  Also, since the accreditation obligation is not specified for additional programs, it is important to develop an alternative monitoring mechanism that will ensure the quality of these programs. |

# Professional Development Action Plans

At the last stage of the professional development needs analysis, the public institution prepares the annual professional development plan and writes it in a form, which is approved by an individual administrative-legal act of the head of the LEPL - Civil Service Bureau.

This form was created in order to create a unified system of professional development, by order of the Head of the Civil Service Bureau of January 14, 2019 and allows the conducting the process in accordance with the unified standard.

The form of the annual plan for employee professional development consists of the following components:

Table 6 - Components of annual plan form for professional development

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| Name of training program | A specific training program aimed at  developing certain knowledge  or competencies; |
| Basic/additional program | This field indicates whether the program  is basic or additional; |
| Detailed description/desirable topics | Here it is indicated the components that a professional development program should include. Also, the topic of the program, that describes its content in details and clearly. This information will help to ensure maximum compliance between the professional development program and the existing needs |
| Professional training method/form | Specific methods of professional development required for specific training. |
| Number of participating employees | Number of employees involved in a particular professional development program; |
| Period\* | It should be determined in which period the appropriate activity will be carried out. |
| *\* symbol indicates the mandatory fields[[11]](#footnote-12)* | |

After the finalization of the annual professional development plan, each public organization is required to provide this information to the Civil Service Bureau through an electronic human resource management program. The human resource management unit of the public institution is obliged to upload the professional development plan in the electronic system of human resource management no later than March 1 of each year. The plan can be updated throughout the year and changes must be reflected in the electronic program.

The Report on the Implementation and Monitoring of the Public Administration Reform Action Plan for 2019-2020 states that 100% of the ministries fully covered by Law on Civil Service have submitted their 2019 professional development plans to the Civil Service Bureau, on the basis of which basic and additional training programs have been planned for civil servants.

According to the Report, there is an 111% progress in regard to the target rate of 2.1.1 task result indicator, which indicates that the Bureau has improved the target indicator and fully fulfilled the task result indicator earlier than it was planned.

Based on an analysis of professional development plans and reports, the Civil Service Bureau has pointed out that first-year plans may not fully reflect the individual needs of officers. Therefore, it is necessary for the plans for the next year to be more focused on the needs arising from the activities to be performed by the officer and to serve the interests of a specific civil servant, as well as the proper functioning of the public institution and the establishment of an effective civil service.[[12]](#footnote-13).

The Professional Development Plan for 2020, posted on the Civil Service Bureau website, comprises training activities specified by various public agencies, giving us an overview of the types of training programs were focused on in the planning process, which programs are most in-demand, and how many officers are scheduled to be retrained in specific directions by the end of 2020.

The analysis of the plan revealed the following:

In total, the action plan for 2020 envisages professional training of 3 883 officers. Thereof, basic programs are planned for 1 368 officers, and other additional programs for 2 515 officers (including 100 officers in strategic programs).

Diagram 1 - Percentage distribution of employees to be retrained in programs

The action plan shows that the demand for additional programs is much higher than for the programs provided by the law. As for the areas of professional development and topics, according to the plan, the interests are distributed as follows:

Diagram 2 - Areas of additional programs and number of employees to be retrained in the programs

Among the additional programs provided by the plan, the greatest demand is for professional development in the areas of law (226 officers), human resource management (217 officers), communication (215 officers) and general competencies (203 officers).

Each of these areas is presented in the plan with specific training programs. In particular:

Diagram 3. - Human resource management training programs

Diagram 4 - General competency training programs

Diagram 5 - Communication training programs

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| **Key findings:** After determination of the professional development needs, the planning of the training process is an important stage in the civil service, as indeed in this phase the activities are elaborated that ensure improvement of the shortcomings revealed in the needs assessment process and achievement of the outcomes that the civil service determined in terms of professional development of an officer.  It is a complex process that involves a combination of components such as: finding learning activities that correspond to the identified needs; Taking into account the obligations defined by the legislation; Determination of the content, form and teaching methods of the program and determination of compliance with the expected results; Information about the implementers of a specific program; Financial and other resources required for implementation; Time required for training activities, etc.  Based on the analysis of this information, implementation plan of a professional development program and meeting schedule should be prepared.  The human resources management unit has a leading role in the planning stage of professional development activities, as it is its responsibility to ensure the implementation of the professional development plan and compliance with the needs depending on the individual of the officer, as well as organizational goals.  The analysis of the Unified Professional Development Plan for 2020 pointed out that the demand for additional programs in civil services is high and the number of training activities planned in this direction significantly exceeds the number of mandatory professional development programs. It should also be noted that the most in-demand additional programs are focused on the development of skills that are already provided in the form of competencies in the basic programs. |

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| **Recommendation:**  It is important to study the methodology of training plan development in public agencies and to analyze existing practices, which will allow us to assess the compliance of existing action plans with the needs and the possible degree of effectiveness of the results.  However, it should be noted that the training plan elaboration/implementation process requires special knowledge in the field of planning and management of training activities, for which it is important to assess the qualifications of those responsible for the process and, if necessary, retrain in this area. |

1. Law of Georgia on Civil Service (Article 1; Article 2) [↑](#footnote-ref-2)
2. Law of Georgia on Civil Service (Article 54) [↑](#footnote-ref-3)
3. Decree №242 of the Government of Georgia [↑](#footnote-ref-4)
4. Role of Public and Private Training Centers in the Professional Development System of Civil Servants in Georgia, Prepared by IDFI with assistance from UNDP and UK aid. October 2018. [↑](#footnote-ref-5)
5. Handbook on Professional Development of Civil Servant - Tbilisi, 2018. [↑](#footnote-ref-6)
6. Decree №242 of the Government of Georgia [↑](#footnote-ref-7)
7. Role of Public and Private Training Centers in the Professional Development System of Civil Servants in Georgia, Prepared by IDFI with assistance from UNDP and UK aid. October 2018. [↑](#footnote-ref-8)
8. Order №46/n of the Minister of Education, Science, Culture and Sport of Georgia. [↑](#footnote-ref-9)
9. Accreditation Standards of Civil Servant Professional Development Program  [↑](#footnote-ref-10)
10. Report on the Implementation and Monitoring of the Public Administration Reform Action Plan for 2019-2020 [↑](#footnote-ref-11)
11. Handbook on Professional Development of Civil Servant – Tbilisi, 2018. [↑](#footnote-ref-12)
12. Report on the Implementation and Monitoring of the Public Administration Reform Action Plan for 2019-2020 [↑](#footnote-ref-13)