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APPROACHES TO CIVIL SERVICE PERSONNEL TRAINING

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Abstract: This article examines the theoretical and methodological foundations as well as the practical approaches to training personnel for the civil service. It highlights the importance of preparing competitive, highly qualified personnel possessing modern public management competencies for the civil service system. Furthermore, based on the best international practices and national experience, the article provides a comparative analysis of institutional, competency-based, and continuing professional development approaches to civil service personnel training. It also proposes scientific recommendations and practical measures aimed at improving the effectiveness of the civil service personnel training system. The findings of the study contribute to the improvement of human resource policy in the civil service, and the development of a professional corps of civil servants.

Keywords: civil service, personnel training, competency-based approach, human resource policy, public administration, human resource reserve, professional development, professional training.

Globalization, digital transformation, and the modernization of public administration are fundamentally reshaping the requirements pertaining to the civil service. A modern civil servant is expected not only to possess a thorough knowledge of legislation but also to demonstrate strategic thinking, effectively utilize digital technologies, open to innovation, prioritize the public interest, and uphold high ethical standards. From this perspective, the training of civil service personnel is considered to be one of the most important priorities of the state's human resource policy.

The effectiveness of the personnel training system largely determines the institutional capacity of the public administration. Attracting qualified professionals to the civil service and ensuring their continuing professional development are among the key responsibilities of the public sector. Therefore, the training of civil service personnel has become a strategic priority in contemporary public administration theory.

In traditional approaches, this process has been interpreted primarily as providing civil servants with specific knowledge and practical skills. Contemporary approaches, however, regard it as a continuous process aimed at developing human capital, strengthening professional competencies, and enhancing the effectiveness of public administration.

In this regard, the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, emphasized that "Without establishing an effective system for selecting and training independent-minded, responsible, proactive, patriotic, and honest personnel who have mastered advanced management methods, it is impossible to achieve qualitative changes in public administration."[1] This statement reaffirms the necessity of conducting comprehensive theoretical and empirical research on civil service personnel training.

The importance of addressing these issues is further reflected in the Decree of the President of the Republic of Uzbekistan Num. PD–5843, dated October 3, 2019, "On Measures to

[1] https://president.uz/ // https://uzlidep.uz/

Fundamentally Improve the Personnel Policy and the Civil Service System in the Republic of Uzbekistan."[2] The Decree identifies a number of persistent systemic challenges, including the insufficient provision of qualified professionals in public authorities and organizations, the mismatch between civil servants' qualifications and the responsibilities assigned to them as well as contemporary governance requirements, and the resulting decline in the quality of public decision-making. It also highlights the absence of a law with direct legal effect establishing criteria for evaluating the performance and competencies of civil servants and defining mandatory requirements for their professional development. Furthermore, the Decree emphasizes the need to enhance the prestige of the civil service among the population, particularly young people, and notes that adequate mechanisms guaranteeing financial incentives and social protection for civil servants have not yet been fully introduced. Such mechanisms are essential for preventing corruption, reducing excessive formalism and bureaucracy, and promoting integrity and efficiency within the public administration system.

One of the key priorities of the civil service personnel training system is the development of civil servants' professional competencies. In particular, professionals engaged in public administration are expected not only to possess theoretical knowledge but also to demonstrate practical skills, strategic thinking, decision-making abilities, and the capacity to effectively apply modern management technologies.

The system of training, retraining, and professional development of civil servants represents one of the principal instruments for ensuring the quality of public administration. At the same time, professional development should not be confined solely to formal educational programs delivered by academic institutions. Throughout their careers, civil servants are expected to continuously enhance their knowledge and skills, acquire practical experience, and strengthen their capacity to perform official duties effectively. In this context, the integration of formal education with practical professional experience constitutes a fundamental component of the civil service personnel training system. Combining theoretical knowledge with practical application makes it possible to improve the professional competence of civil servants and prepare them to address increasingly complex governance challenges.

Personnel training for the civil service may be defined as a comprehensive organizational, legal, and educational process aimed at selecting candidates for public service, developing their professional, legal, management, digital, and ethical competencies, and ensuring their continuous retraining and professional development throughout their careers in the civil service.

Scholars have expressed diverse views on the training of personnel for the civil service. In particular, according to H. T. Azizov, the retraining of civil servants in the field of public administration is a process of acquiring new and sufficient knowledge, skills, and competencies in public administration, as well as preparing civil servants for new professional responsibilities, based on educational programs developed in accordance with international standards and requirements, while taking into account the objectives of deepening democratic reforms and modernizing the country.[3]

This approach substantiates the necessity of continuing professional development for civil servants. However, the effectiveness of retraining should not be assessed solely by the availability of educational programs. Rather, it should be evaluated through the practical application of

[2] Қонун ҳужжатлари маълумотлари миллий базаси, 23.06.2025 й., 06/25/95/0531-сон. https://lex.uz/docs/4549998

[3] Азизов Х.Т (ва бошқалар) Давлат хизмати. Ўқув қўлланма. – Тошкент, 2019 й. – 54-55 б.

acquired knowledge and skills, the assessment of professional competencies, and their contribution to job performance. In the context of modern public administration, retraining should be organized in accordance with the concept of lifelong learning, with a particular emphasis on developing digital competencies, strategic thinking, management capabilities of changes, and innovative management skills.

According to G. R. Malikova, any organization pursuing strategic development objectives inevitably faces the need to establish an appropriate human resource base. Consequently, it is essential to ensure effective personnel recruitment, placement, professional education, the continuous improvement of employees' professional culture, and the adoption of effective human resource management practices. Only through a competent approach to personnel management can the creative potential of society be effectively mobilized to achieve sustainable and progressive socio-economic development.[4]

G.R.Malikova's approach remains highly relevant from the perspective of human capital theory. Nevertheless, it primarily interprets personnel policy within the framework of traditional human resource management functions. In contrast, contemporary public administration requires personnel management to be based on the principles of Strategic Human Resource Management (SHRM). This approach encompasses not only conventional HR functions but also competency assessment, performance measurement, the development of digital competencies, leadership capacity, and innovative thinking, thereby ensuring the strategic alignment of human resources with the long-term objectives of public governance.

According to O. I. Chupris, the various types of public service constitute an integrated and interconnected system of public authorities representing different branches of state power. Therefore, the process of training personnel for the civil service should be organized with consideration of the characteristics and specific requirements of this system. To this end, it is essential that the legal foundations of the civil service, its different categories, and the powers and responsibilities of each branch should be clearly regulated at the legislative level.[5]

This perspective is significant from the standpoint of ensuring legal certainty and systemic coherence. However, the effectiveness of the civil service cannot be achieved solely through legal regulation. In practice, institutional independence, human resource capacity, digital governance, anti-corruption mechanisms, and performance evaluation systems are equally important components that should complement the legal framework.

Enhancing the knowledge, qualifications, and professional competence of civil servants contributes to the provision of higher-quality and more efficient public services, while also ensuring the effective performance of official duties.

According to I. B. Sheburakov and L. N. Tatarinova, although numerous studies have examined the legal procedures governing admission to the personnel reserve, insufficient attention has been paid to its practical effectiveness. In particular, several fundamental questions remain unresolved:

-whether the personnel reserve is intended primarily to develop employees' professional capacity or to facilitate their career advancement;

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[4] Маликова Г. Академия государственного управления: подходы, оценки, выводы // Жамият ва бошқарув. –№1, 2018. – Б.92.

[5] Чуприс, О.И. Теоретико-правовые проблемы государственной службы Республики Беларусь / О.И.Чуприс; Национальный центр законодательства и правовых исследований Республики Беларусь. – Минск: Право и экономика, 2009. – С.58.

-whether it is designed to strengthen employees' work motivation or to satisfy their personal career aspirations;

- and whether it should serve exclusively as a mechanism for a selected group of employees or function as a broader system accessible to a wider circle of candidates.[6]

The approach proposed by I. B. Sheburakov and L. N. Tatarinova appropriately emphasizes that, although the legal foundations of the personnel reserve system have been relatively well developed, its practical effectiveness has not yet been sufficiently investigated. Indeed, while many countries have established comprehensive legal provisions governing admission procedures, selection criteria, and legal safeguards for personnel reserves, considerably less attention has been paid to evaluating their actual contribution to improving the effectiveness of public administration.

Within the civil service personnel training system, the personnel reserve should simultaneously fulfill all of these functions. Appointment to senior positions in the civil service should primarily be the result of the systematic development of a civil servant's knowledge, skills, and professional competencies, rather than merely inclusion in a reserve list. Consequently, the personnel reserve should be regarded not only as a mechanism for succession planning but also as an instrument for continuing professional development, leadership formation, and the strategic management of human resources within the civil service.

Furthermore, scholars consider it debatable whether the personnel reserve should primarily serve to enhance employees' work motivation or to support their individual career aspirations. Contemporary human resource management theory regards career development as one of the key factors strengthening employees' intrinsic motivation. This principle is equally applicable to the civil service, where civil servants are more likely to demonstrate commitment to the public interest and achieve high levels of performance when they perceive clear opportunities for professional growth and career advancement.

With regard to the scholars' debates on whether the personnel reserve should be limited to selected employees or be accessible to a broader group, it may be argued that the civil service personnel reserve should be open to all qualified civil servants on the basis of the principles of transparency, equal opportunity, and meritocracy. At the same time, admission to the reserve should be determined through a competitive assessment process. Such an approach fully corresponds to the objective of preparing highly qualified personnel for the civil service.

According to N. S. Sleptsov, identifying personnel requirements in public administration bodies is the process of determining the number of employees needed, their qualifications, the timing of recruitment, and job placements based on both current and prospective organizational development objectives. This process is founded on comparing workforce demand with the actual staffing situation at a given point in time and serves as an informational basis for managerial decision-making in recruitment, training, and retraining.[7]

N.S. Sleptsov considers workforce planning in public authorities to be an essential element of strategic planning. This perspective is particularly significant from the standpoint of evidence-based public administration, as it enables public institutions to align their human resource capacity with long-term organizational objectives.

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[6] Шебураков И.Б., Татаринова Л.Н. 2024. Зрелость кадровой политики и ее отражение в практиках работы с кадровыми резервами в контексте развития управленческого потенциала. – Вестник Томского государственного университета. Философия. Социология. Политология. № 80. С. 194-204.

[7] Слепцов Н. С. Проблемы формирования государственной региональной системы подготовки, переподготовки и повышения квалификации государственных служащих // Социологическое обеспечение государственной службы. М., 2001. № 10. С. 8.

In the context of digital public governance, the process of preparing personnel for the civil service should also take into account the competencies that will be required in the future, including digital literacy, innovative thinking, strategic analysis, and change management capabilities. Therefore, forecasting workforce needs in public institutions should not be limited to filling existing vacancies but should also facilitate the development of a highly qualified talent pool capable of meeting the long-term demands of public administration.

According to A. A. Derkach, professionals employed within the executive branch should possess the following characteristics:

1. comprehensive knowledge in their respective professional field;
2. the ability to apply fundamental concepts and theoretical knowledge in practice;
3. sustained commitment to the tasks they perform;
4. the willingness and ability to transfer knowledge to others;
5. a clear understanding of the objectives and motivations underlying their professional activities; and
6. the ability to anticipate future developments and make effective managerial decisions.[8]

A.A. Derkach adopts a comprehensive approach to professional competence, emphasizing that it should encompass not only specialized knowledge but also practical reasoning, analytical skills, knowledge sharing, and strategic decision-making abilities. This approach is particularly valuable from the perspective of strengthening the intellectual capacity of the civil service. Competencies such as professional expertise, practical capability, responsibility, knowledge transfer, goal orientation, and sound decision-making remain essential attributes of a modern civil servant.

Nevertheless, the competencies identified by A.A. Derkach do not fully reflect the contemporary requirements for civil service personnel training. In the context of digital transformation, open government, and human capital-oriented public administration, sector-specific expertise and theoretical preparation alone are no longer sufficient. Modern civil servants must also be capable of effectively utilizing digital technologies, delivering electronic public services, analyzing large volumes of data, applying artificial intelligence tools, and adapting to rapidly evolving governance environments. Moreover, the professional knowledge and experience of civil servants can be systematically enhanced and disseminated through mentoring programs, professional coaching, competency-based professional development initiatives, and the establishment of corporate knowledge management systems.

A. A. Derkach places particular emphasis on the ability to anticipate future developments and make effective decisions. However, in contemporary public administration these competencies should be developed in conjunction with the principles of data-driven governance, risk management, and strategic planning. Therefore, the formation of competencies within the civil service personnel training system should focus not only on individual capabilities but also on the ability to operate within an effective institutional environment and to apply innovative governance technologies.

According to K. I. Varlamov, the training of civil servants should, first and foremost, be regulated from the perspective of ensuring the efficient use of public budget resources.[9]

This approach is important from the standpoint of sound public financial management and the efficient allocation of government expenditure. Nevertheless, evaluating the effectiveness of civil

[8] Деркач А. А. Актуализация потребности в личностно-профессиональном развитии государственных служащих. М., 2008. С. 58.

[9] Варламов К.И. Кадры и социальное управление // Проблемы теории и практики управления, 1999. №4. С. 63-68.

service personnel training solely on the basis of financial indicators is insufficient. The actual return on investment in civil servant training should be reflected in improvements in professional competencies, the quality of job performance, the effectiveness of managerial decision-making, the quality of public service delivery, and the overall performance of public institutions.

Expenditure on preparing highly qualified civil servants should therefore be regarded not as a short-term cost but as a long-term investment that enhances the effectiveness of public administration. Consequently, the economic efficiency of training programs should be assessed not only in terms of cost savings but also through the social and institutional outcomes they generate.

Overall, although K.I. Varlamov's emphasis on the efficient use of budgetary resources is justified from the perspective of public financial management, civil service personnel training policy should prioritize the contribution of training to the quality of public administration, the development of human capital, and the overall effectiveness of the civil service rather than focusing exclusively on economic efficiency.

The development of a personnel reserve for the civil service should not be limited to preparing candidates for specific positions. Instead, it should serve as a mechanism for cultivating competent, responsible, and innovative professionals. Accordingly, the personnel reserve should be designed to strengthen employees' professional capacity, develop leadership potential, and improve the overall effectiveness of public administration.

At the same time, the personnel reserve system should be transparent and accessible to all qualified candidates on the basis of equal opportunity, rather than being restricted to a selected group of individuals. Such an approach promotes the principles of fairness, competition, and meritocracy. Furthermore, the effectiveness of civil servant training should be evaluated not merely in terms of budgetary efficiency but also with reference to the quality of education, the development of practical competencies, and improvements in public service delivery. An effective personnel policy is therefore recognized as one of the key drivers of national development.

According to T. Klatt and M. Fairholm, enhancing the personal and professional capacity of civil servants and strengthening their motivation to serve the public interest constitute essential elements of an effective civil service.[10]

Within the civil service personnel training system, motivation should not be treated as an isolated factor but should be fostered through its integration with fair performance evaluation, opportunities for career advancement, decent working conditions, competitive remuneration, and transparent governance mechanisms. As some scholars argue, moral encouragement or commitment to serving the public interest alone is insufficient to sustain the long-term effectiveness of civil servants.

According to R. J. Sternberg, in addition to training personnel for the civil service, one of the primary priorities is to create favorable working conditions and organize official duties effectively in order to improve employees' performance.[11]

The productivity of civil servants can reach a high level only when it is supported by merit-based recruitment, high-quality professional education, continuous professional development, competency-based performance assessment, digital governance technologies, and objective mechanisms for evaluating work outcomes. Therefore, the civil service personnel training system

[10] Klatt T., Fairholm M. 2022. Promote or Deter: How Organizations Influence Public Service Motivation. – Public Personnel Management. Vol. 52. Is. 1. P. 48-69.

[11] Sternberg R.J. 2023. Giftedness Does Not Reside within a Person: Defining Giftedness in Society Is a Three-step Process. – Roeper Review. Vol. 45. No. 1. P. 50-60.

should be organized as an integrated framework for the development, management, and effective utilization of human capital.

James L. Perry emphasizes that the effectiveness of the civil service is closely associated with the development of Public Service Motivation (PSM) - the intrinsic motivation to serve the public interest. Accordingly, the process of preparing personnel for the civil service should focus not only on developing professional knowledge and skills but also on cultivating values of public service, commitment to the state and society, and a strong sense of civic responsibility.[12]

In James L.Perry's view, fostering loyalty to the public interest, social responsibility, and dedication to serving citizens should be regarded as a priority equal to the development of professional competencies. This perspective accurately reflects the social mission of the civil service and promotes a human-centered, values-based approach to public administration.

The motivation of civil servants is dynamic and evolves over time. Therefore, the civil service personnel training system should not only focus on fostering motivation but also establish institutional mechanisms for sustaining and strengthening it. Such mechanisms include a transparent career development system, fair performance evaluation, decent working conditions, continuous professional development opportunities, and an effective incentive framework.

Annie Hondeghem argues that, alongside the development of professional competencies, civil service personnel training should emphasize the cultivation of public service values, professional ethics, and commitment to serving the public interest. In her research, civil service training is conceptualized as a system of continuous professional development.[13]

This approach suggests that the professional performance of civil servants should be assessed not only in terms of their knowledge and skills but also with regard to their ethical responsibility. Consequently, professional ethics should be systematically integrated into civil service education and training programs. Values such as integrity, impartiality, and accountability are more effectively developed through practical case studies, simulations, workplace-based learning, and mentoring rather than through theoretical instruction alone.

Wouter Vandenabeele emphasizes that civil service personnel training should foster institutional values and strengthen civil servants' motivation to serve the public interest. According to his perspective, employees with a high level of Public Service Motivation (PSM) represent a key factor in improving the effectiveness of public administration.[14]

This perspective is particularly valuable for understanding the social mission of the civil service. Nevertheless, the effectiveness of public administration depends not only on motivation and values but also on the professional competencies, innovative thinking, and managerial capabilities that enable civil servants to translate these values into effective practice.

Furthermore, not every civil servant with a high level of public service motivation necessarily becomes an effective manager or a highly qualified professional. Performance in the civil service is determined not only by motivation but also by professional knowledge, practical experience, analytical thinking, resilience under pressure, and the ability to work collaboratively. From this perspective, motivation should be integrated with competency-based assessment systems within the civil service personnel training framework.

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[12] Perry J. L., Hondeghem A. (eds.). Motivation in Public Management: The Call of Public Service. – Oxford: Oxford University Press, 2008. – 368 p.

[13] Perry J. L., Hondeghem A. (eds.). Motivation in Public Management: The Call of Public Service. – Oxford: Oxford University Press, 2008.

[14] Perry J. L., Vandenabeele W. Public Service Motivation Research: Achievements, Challenges, and Future Directions // Public Administration Review. – 2015. – Vol. 75. – No. 5. – P. 692–699.

According to the New Public Service concept developed by Robert B. Denhardt and Janet V. Denhardt, the primary objective of civil service personnel training is to prepare professional public servants who are committed to serving citizens. Achieving this objective requires training systems to develop competencies related to leadership, ethics, accountability, and collaboration with citizens.[15]

In their view, civil service education should prioritize the development of leadership, communication skills, accountability, cooperation, and the ability to establish effective relationships with the public. They regard this approach as one of the fundamental paradigms of contemporary public administration. However, civil servants should not be viewed solely as protectors of citizens' interests. They also serve as key actors responsible for implementing the state's strategic objectives, safeguarding national security, ensuring economic stability, and upholding the rule of law. Therefore, the civil service personnel training system should balance a citizen-oriented approach with the development of strategic governance competencies required to achieve long-term national priorities.

Therefore, within the civil service personnel training system, the principle of serving citizens should be integrated with competencies related to effective public administration, strategic planning, results-oriented management, digital transformation, and the implementation of public policy. Furthermore, a modern civil servant is expected to be a highly qualified professional capable of performing effectively in the context of cybersecurity challenges and the digital economy.

Overall, the above-mentioned scholars emphasize the importance of motivation, public service values, professional ethics, and the principle of serving citizens in the process of civil service personnel training. At the same time, at the current stage of civil service modernization, these approaches should be complemented by competency-based human resource policies, digital transformation initiatives, innovative management technologies, continuous professional development systems, and performance-oriented evaluation mechanisms. This integrated approach will contribute to achieving the objective of preparing highly qualified, competitive, and strategically thinking professionals for the civil service.

The primary objective of civil service personnel training is to improve the effectiveness of public institutions by ensuring that state bodies are staffed with professional and competent personnel. This objective can be achieved through the following tasks:

– identifying and selecting talented young individuals for the civil service;
– developing fundamental knowledge in the field of public administration;
– strengthening legal, economic, and managerial competencies;
– fostering public service ethics and a culture of integrity;
– developing strategic thinking and analytical capabilities;
– building competencies in digital public administration;
– developing leadership competencies;
– ensuring continuous professional development of civil servants.

In contemporary public service theory, personnel training is no longer considered a one-time educational process but rather an integral component of the "civil servant life cycle." This system includes the following stages:

– forecasting personnel requirements;
– identifying talented candidates;

[15] Denhardt R. B., Denhardt J. V. The New Public Service: Serving, Not Steering. – 4th ed. – New York: Routledge, 2015.

– open competitive recruitment into the civil service;
– initial professional training;
– workplace adaptation;
– professional development;
– retraining;
– preparation of managerial personnel;
– international professional development programs;
– career development based on performance evaluation results.

This system contributes to the sustainable development of human capital within the civil service.

In recent years, a global trend has emerged in public administration systems toward a transition from a knowledge-based model to a competency-based model. Competence is not limited to knowledge alone; rather, it represents a comprehensive concept that combines knowledge, practical skills, values, personal qualities, and professional performance outcomes. A modern civil servant should possess the following competencies:

– legal competence;
– strategic management competence;
– analytical thinking;
– communication competence;
– digital competence;
– crisis management skills;
– project management skills;
– leadership competence;
– teamwork skills;
– ethical responsibility and integrity.

A competency-based training approach directly contributes to improving the practical effectiveness of civil servants. Furthermore, cooperation between educational institutions and employers plays a significant role in the preparation of personnel for the civil service. Improving educational programs in accordance with the needs of public authorities, regularly updating their content, and introducing effective mechanisms for assessing the quality of education represent essential conditions for preparing highly qualified civil servants.

Research demonstrates that the process of employee adaptation is of particular importance in personnel training. Effective adaptation enables newly recruited employees to integrate quickly into the organizational culture, internal procedures, and professional responsibilities of an institution. In particular, within the civil service system, the successful adaptation of new personnel is crucial for effectively utilizing their professional potential, ensuring high-quality performance of official duties, and maintaining continuity in public administration processes.

One of the effective mechanisms for employee adaptation is the institution of mentoring. Through mentoring systems, newly recruited employees receive practical guidance and support from experienced professionals. This contributes to the development of their professional skills and facilitates their integration into the organization's corporate values and working environment. At the same time, under conditions of an open personnel policy, innovative ideas introduced by new employees can positively contribute to institutional development.

The following priorities are of particular importance in the training of personnel for the civil service:

– establishing an effective system for providing public authorities with highly qualified and competitive personnel;

– planning civil servants' career development, strengthening professional discipline, and improving performance outcomes;

– improving personnel training mechanisms in accordance with ongoing reforms in the public administration system;

– strengthening the responsibility of heads of public institutions in human resource management;

– developing the legal, scientific, and methodological foundations of personnel management in the field of civil service.

In addition, the introduction of an integrated human resource information system is becoming increasingly important in modern public administration for the effective management of personnel-related information. The primary function of such systems is the centralized collection, storage, processing, and analysis of human resource data.

Through human resource information databases, it is possible to compile and manage information regarding civil servants' professional experience, qualification levels, competencies, performance results, and career development prospects. This contributes to improving the effectiveness of personnel reserve formation, recruitment and selection procedures, performance assessment, and decision-making processes related to employee development.

In conclusion, the training of personnel for the civil service represents a strategic institution that ensures the effectiveness of public administration. A modern civil service requires highly qualified, competitive, innovative, and socially responsible professionals who are committed to serving the public interest.

The principles of meritocracy, competency, performance orientation, transparency, accountability, digital transformation, leadership development, professional ethics, intolerance to corruption constitute the fundamental requirements for civil service personnel training.

At the same time, the principle of continuing professional development occupies a central position within the civil service system. Civil servants should regularly undergo retraining, improve their qualifications, and continuously acquire modern methods and technologies of public administration throughout their professional careers. This approach enables civil servants to adapt rapidly to changing governance environments and perform their official responsibilities more effectively.

In the modern civil service system, human resource management should be continuously improved with a focus on realizing employees' potential, strengthening their motivation, and enhancing their professional performance.

Furthermore, civil servants are expected to develop digital competencies, the ability to utilize artificial intelligence technologies, effective communication skills with citizens, a culture of openness, intolerance to corruption, leadership competencies, and change management skills. The process of preparing personnel for the civil service should not be limited with traditional knowledge acquisition but it must also be aligned with the ongoing transformation processes of modern public administration.

In addition, civil service personnel training should ensure the rational and efficient use of budgetary resources, while taking into account the extent to which training programs enhance civil servants' competencies, improve the quality of their official performance, and contribute to the effectiveness of public institutions. To increase the effectiveness of professional education, it is essential to introduce a results-oriented management system, ensure continuing professional

development of civil servants, and strengthen institutional cooperation between public authorities and educational institutions.

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