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REPORT ON THE ASSESSMENT OF PROFESSIONAL TRAINING NEEDS FOR PUBLIC ADMINISTRATION EMPLOYEES FOR 2020

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1 INTRODUCTION

Within the training cycle, the analysis of training needs represents the first phase. Training needs analysis is a process that allows to identify specific needs and define appropriate trainings, which will allow employees to better contribute to the planned goals of the organization in which they work. It is crucial to get good quality information so that professional development programs can help the organization achieve its goals in the best and most economical way, providing the necessary level of expertise to its employees. The need for professional training exists when there is a gap between the required and the current level of competences of employees.

In the previous period, the National Academy of Public Administration (NAPA) conducted a series of activities to identify the needs for professional training of employees in the state administration and local self-government. In October and November 2018, a survey was conducted on the training needs of local government staff with the support of the United Nations Development Program. In the previous period, NAPA also actively used evaluation lists from the conducted trainings in order to find out about further trainings needed. In addition, recognizing the importance of professional training needs analysis, the NAPA Program Council adopted in April 2019 a Methodology and Guide for the Analysis of Professional Development Needs in Public Administration with the support of the UK Good Governance Fund. In addition to NAPA, other institutions have conducted analysis of training needs in the previous period.

The aim of this document is to summarize and present findings from previously conducted research, as well as to define priorities to be covered under the 2020 Professional Training Program.

The document consists of eight sections. Following the introductory section, which outlines the context and methodology of the research, the following are three chapters that outline training needs based on an analysis of the strategic and legal framework, civil service evaluation reports and evaluation sheets. This is followed by the section in which the conclusions presented in the reports of the European Commission and Sigma are presented, as reports generated in the context of specific projects. Finally, a separate chapter presents findings on the training needs of officers based on NAPA consultation meetings with representatives of other bodies. Lastly, an overview of priority topics / areas for 2020 is given and conclusions and recommendations are presented.

During the development of the document, archival research was conducted, as well as a series of discussions and consultations with relevant stakeholders with the aim to develop new and to improve existing training programs. The research included analysis and systematization of data and conclusions from:

- 1) Findings of the conducted analysis of the strategic and legal framework;
- 2) Civil Service Assessment Reports for 2018;
- 3) Review of needs from the evaluation sheets from the trainings held;
- 4) European Commission Report on Serbia for 2019;
- 5) Monitoring of Sigma's report on the state of public administration in Serbia in 2019;

- 6) SIGMA's report on the analysis of training needs of civil servants in the position;
- 7) 25 reports on the analysis of professional training needs in public administration and local self-government units conducted by NAPA as part of a support project provided by the UK Good Governance Fund;
- 8) Report on needs assessment in the field of prevention and fight against corruption;
- 9) Reports on the development of the eGovernment Development Program for the period 2019-2022;
- 10) Reports on conducted functional analysis of Republic inspections;
- 11) Evaluations of the Action Plan for the Implementation of the National Gender Equality Strategy;
- 12) Consultative meetings with representatives of bodies and institutions.

2 ANALYSIS OF THE STRATEGIC AND LEGISLATIVE FRAMEWORK

During 2019, the National Academy of Public Administration analyzed the strategic and legislative framework. Based on this analysis, many training topics have been identified, both general - horizontal and sectoral. During the analysis it was defined that the function of the professional training program can be informative, adaptive, integrative, corrective, compensatory and developmental. Training programs should be based on competencies in accordance with the Law on Civil Servants and enable the development of behavioral and functional competencies.

The topics identified by the analysis can be divided into several groups. The first group refers to trainings that are directly related to changes to the legal framework. These are topics related to the implementation of the regulations (which are either relatively recently adopted or are being prepared and are expected to be adopted in the up coming period) by which civil servants and / or employees of LSGUs act, namely: the Digital Archive Act; Law on Legislation; Law on the Central Population Register; Law on Fees for the Use of Public Goods; Water law; Law on the Carriage of Passengers in Road Transport; Agricultural Land Act; Draft Law on Amendments to the Law on Enforcement and Security; Minor Offenses Act; Railway Act; Law on the Carriage of Goods by Road.

Also, although it was adopted in April 2018, the Law on the Planning System of the Republic of Serbia has been recognized as a key regulation that would be the focus of the National Academy's work during 2020. The aim of creating this legal framework is to establish an efficient, transparent, coordinated and realistic planning system, with optimal use of budgetary resources, ensuring sustainable growth and development of the Republic of Serbia and implementing the EU accession process. In order for the newly established legal framework to reach its full capacity in practice, training will need to be provided in the forthcoming period regarding the implementation of the Law on the Planning System, with the aim of improving the process of integrated planning and policy making, implementation, monitoring and evaluation of the achieved effects.

Lastly, when it comes to local government regulations, the two regulations are particularly significant. These are the Law on Tourism and the Law on Communal Police, which should be included in the sectoral professional training program for LSGU employees.

The second group of topics highlighted by the analysis relates to the need for training in the following thematic areas: Media Relations; IT jobs; Electronic Management and Digitization; Human rights; The rights of the child; and SIGMA principles.

The analysis also identified training for skills acquisition, exams and procedures. These are: Training for members of election commissions; Training for the implementation of the assessment center - job sample; Training of officers in the use of the system of optimized registration and approval of food business operators; Training in the use of the Public Procurement Directorate portal; Implementation of the Gender Budgeting Guidelines; Training for transferring officers to management positions; Implementation of competency checking procedures to move to another job; Using a single occupational injury registry; First aid at work; Training of employees to use the information system for the development of work informants; Creation of tests for testing knowledge and skills; Training of assessors of coaching competencies; and the Foreign National Program as a prerequisite for accreditation.

3 OVERVIEW OF TRAINING REQUIREMENTS FROM THE ASSESSMENT REPORT FOR 2018

According to the Report on the Implemented Evaluation Cycle, prepared by the Human Resources Management Service, in 2018, the data on the evaluation were submitted by 17 ministries, 13 bodies within the ministries, 18 special organizations, 15 government departments and 26 administrative districts. The assessment process identified trainings that civil servants attended, as well as trainings that should be included in subsequent cycles of professional development.

The findings indicate that officials (1,129 civil servants have displayed this need) need narrow professional training that is directly related to the authority's competence. On the other hand, trainings that are horizontal in nature have been identified. Below is an overview of the 15 topics that most officials identified as needed.

Training
1. IT training / computer work
2. Foreign languages
3. Evaluating the performance of civil servants
4. Office business
5. English language
6. Communication and business correspondence
7. Databases and excel
8. Human Resource Management
9. Text processing and word processing

10. Administrative procedure
11. Office administration
12. Public procurement
13. Public finances
14. Budget Management and Accounting
15. Employee personal development training

In addition, the officials have also expressed a need for the training organizer, emphasizing in the first place the trainings that NAPA conducts as the most needed ones, but have also recognized the Ministry of Finance, Paragrah, Edukom and the Institute of Economics and Diplomacy.

4 ANALYSIS OF PROFESSIONAL TRAINING NEEDS BASED ON EVALUATION LISTS FOR THE PERIOD AUGUST 2018-JULY 2019

4.1 Evaluation lists covering 2018

As part of the analysis of training needs for civil servants during 2018, NAPA analyzed the data obtained from evaluation questionnaires that trainees complete at the end of each training. Part of the questionnaire relates to identifying training needs through the self-assessment of the trainees, that is, answering the question whether they need training provided by NAPA and if so, which trainings.

The analysis included data from a total of 1,416 evaluation questionnaires completed by the trainees after attending the trainings. The trainees were required to demonstrate the need for additional training in the upcoming period. Of the total number of those who answered this question, more than half (51.9%) said yes, that is, they stated that they need to continue their professional training.

In order to make the training descriptions more clear, all the training topics mentioned by the trainees in the evaluations are grouped into categories. Training in the management of EU financial assistance, public finances, inspection and training in ICT is dominant.

Training	Number of training requests
1. Managing EU financial assistance	202
2. Public finances	74
3. ICT	65
4. Inspection	65
5. Business Communication	54

6. Leadership training program	52
7. Managing the legislative process	49
8. Foreign language	36
9. Safety and health at work	34
10. Protection of human rights and confidentiality of information	30
11. Human Resource Management	23
12. State Expert Exam	19
13. Personal development of employees	19
14. Managing a public policy system	16
15. Fight against corruption	10
16. Administration in the service of citizens	6

The majority of requests for further training are in the area of EU Financial Assistance Management, which is dominated by a number of topics, such as: IPA II (2014-2020), Procurement Contracts (PRAG), Public Procurement and Contract Management (PRAG) and Audit Procedure under IPA 2 regional and territorial cooperation programs. Regarding Public Finance, civil servants were most in demand for training: Budget Accounting and Reporting, Program Budget Preparation, and Public Procurement - Planning and Implementation.

Just like every other year, in this reporting period there is also a strong interest in the field of information and communication technologies, especially in the training of Tabular calculations - advanced level and Databases - advanced level. In addition, it is important to note that there is an increased interest in the trainings that are being implemented within the Leadership Training Program, and especially in the project cycle management training.

4.2 Evaluation lists covering 2019

Between January and July 2019, evaluation sheets were completed for 114 training sessions. Within the evaluation sheets, the participants had the opportunity to express preferences for future training, and the table below shows the 15 most frequently selected topics:

Training
1. Administrative procedure
2. Inspection
3. eGovernment

4. State Expert Exam
5. Human resources management and implementation of competency systems
6. Evaluation of employee performance
7. Financial management and control
8. Public procurement
9. English
10. Databases and Excel
11. IPA projects
12. Project Management
13. Communication skills - written communication
14. Office business
15. Working on a computer

5 SIGNIFICANT REPORTS FOR ESTABLISHING PROFESSIONAL TRAINING NEEDS

5.1 European Commission progress report on Serbia for 2019

In May 2019, the European Commission published a report on Serbia, which is part of the regular monitoring of Serbia's progress in the EU accession process. The report presents the current state of the country, the extent to which the reform goals have been achieved and recommendations and measures for further steps. A special part of the report refers to the state of public administration reform, within which human resource management in the administration is especially emphasized. When it comes to professional development, the document states that progress has been made, especially with the establishment of the National Academy of Public Administration. Particularly emphasized is the scope of competence of the newly established institution, which is also responsible for the training of employees in LSG. It also emphasizes the importance of having special programs for executives.

Below are key findings and conclusions regarding human resources that can be linked to training needs when creating a future professional development program:

Findings
1. The members of the negotiating groups show knowledge and professionalism, but in line ministries work should be done to strengthen human resources in the field of EU

integration
2. LSG capacities are not sufficiently developed and there are major differences between municipalities
3. The recruitment process should be improved
4. Effective implementation of the Planning System Act should be ensured
5. The HRMS should strengthen capacity in the area of coordination of human resources units
6. Training should be provided for judges and prosecutors on the freezing, seizure and confiscation of proceeds of crime, in particular on the concept of extended confiscation
7. Judges and prosecutors would benefit from more training on the concept of foreclosure
8. There is a need for further advanced training at the Asylum Office.
9. Teacher training is needed to support the implementation of new curricula and the development of students' key competencies.
10. The quality of the initial and continuing training programs provided by the Judicial Academy needs to be improved. Training should better respond to real needs, for example, by focusing on judicial skills and ethical values, including the role of a judge in a democratic society.

5.2 Principles of Public Administration, Monitoring Report 2019, SIGMA

In May 2019, SIGMA published the latest report on the state of public administration in Serbia in the areas of human resources management and service delivery. One of the biggest changes from the previous report is the area of professional development, primarily due to the establishment of the National Academy of Public Administration. The report recognizes the progress made in this segment, and provides a snapshot of the trainings delivered, the number of participants, etc. The report also identifies areas where further training is needed. Below is an overview of recommendations regarding the need for training:

Recommendations
Training for all managers is needed in the field of performance appraisal, to understand the essence of the new system and to put it into practice
Provision should be made for training resources at the organ level so that all authorities can prepare and adopt their specific professional training programs
Priority should be given to the professional development of civil servants in office

One of the priorities in the field of public service delivery is to provide trainings on general administrative procedure for employees of LSG and AP

5.3 Reports on the identification of needs arising from projects

5.3.1 Towards a Modern Professional Training Program for Civil Servants in Serbia

During the first half of this year, SIGMA conducted a survey among civil servants as part of the project "Towards a Modern Program for the Professional Development of Civil Servants in Office" to support the Ministry of Public Administration and Local Self-Government (MPALSG), the National Academy of Public Administration and the Human Resources Management Service in a position to gain insight into their needs when it comes to personal development and the expectations of professional development programs.

An examination of the training needs of civil servants in the position was conducted in February and March 2019 through an anonymous online survey prepared by SIGMA in collaboration with MPALSG, NAPA and HRMS. The invitation to participate in the survey was sent to all civil servants in the position (320 employees in total), and the questionnaire was filled by 240 respondents.

Respondents overwhelmingly believe that their most important role is to ensure that regulations and procedures are properly implemented: two out of three respondents confirmed that this was true "to an enormous extent". Immediately thereafter, officials believe they have a role to play in leading and motivating people (53%). On the other hand, civil servants in the position least recognize the role of planning and controlling budget execution (32%) and designing better services for citizens and businesses (25%).

The most difficult task is managing your time because of the heavy workload (more than two-thirds of it is difficult to say to some extent). This challenge is most prevalent among staff in ministries and special organizations, as well as among less experienced senior executives (up to 6 years of experience). Also recognized as challenging roles are change management, motivating people and managing the budget.

Key assumptions that emerged from this research:

- Greater emphasis should be placed on managing personal development and time;
- There is a tendency for more traditional (more traditional) roles such as the application of legislation, while the importance of roles associated with modern management, such as providing better services to citizens or initiating change, is much more modestly assessed;
- Key / core leadership topics remain relevant, especially for less experienced executives;
- The target group identifies very classic training methods;
- The concept of training is seen in the traditional way rather than in terms of leadership and transformation;
- Coaching or mentoring for these officers has not yet been recognized as training methods.

Civil servants in the position show a strong interest in various areas of professional development. Most consider that personal development management (personal efficiency, time management) is a priority to achieve better performance. This topic was rated by three out of four employees as very or extremely important for good work performance, with almost the same percentage (73%) paying attention to creating a positive work environment (managing stress and team conflicts). The third place of priority is in the area of digital / electronic administration and the use of digital solutions, the importance of which is also seen by a significant majority of employees (72%).

The following are key areas in which civil servants want to improve:

Training
1. Creating a positive work environment
2. Managing personal development
3. Digital management
4. Management and leadership
5. Human resource management
6. Change management
7. Collaboration and networking
8. Public appearance
9. Strategic management
10. Planning and implementing public policies

5.3.2 Report on the activities for the analysis of training needs arising from the project “Support to the National Academy of Public Administration” supported by the Good Governance Fund (GGF) of the Government of Great Britain

NAPA methodology envisages that the analysis of the needs for professional training is carried out at different levels - from the level of state administration bodies / bodies of LSGs through the organizational unit to the individual, ie. employee. When it comes to the process of determining needs, the methodology encompasses archival research through the analysis of strategic plans and available documents, as well as field research through interviews and surveys with executives and officers. Afterwards, the following are the phases of prioritization among identified needs and preparation of the analysis report.

In the institutions that participated in the pilot phase of the methodology, different phases and levels were applied. In that way, all the elements are covered. From the analysis of strategic and other documentation (sector strategy, legal framework, work plans, investigation, information on number of

and structure of employees), to review questionnaires for conducting analysis, the competition of questionnaires by employees, to the data analysis and defining the needs, conversations with the managers, all the way to determining priorities and preparing reports on the analysis of needs for professional training.

During the development of the Methodology and Guide for the Analysis of Needs for Professional Training in Public Administration, NAPA tested the methodology in five state administration bodies, one independent state body, 14 local self-government units and five secretariats. In order to test the methodology in the best way, different elements of the process, that is, different methods for data collection in the context of needs analysis, have been implemented in different institutions. The main method used in all organs and LSGs was the survey among employees. It covered the training and topics offered, which employees could use to identify needs, but at the same time allowed employees to self-nominate topics that were not offered. In addition to surveys, other methods such as the analysis of strategic documents, the processing of analytical reports, interviews with mid- and high-level executives and interviews with employees and officials to perform human resource management tasks were used in various bodies and LSGs.

The findings of the need for professional development in two groups are shown in the table below. The first group relates to local self-government and the second to central government.

Based on the data collected through a survey among officials in local self-government units, it is possible to identify areas of knowledge and skills, that is, topics identified by employees as most needed. The 19 surveys that were conducted for needs offered over 100 topics, almost all of which were identified by a number of officials as needed. Below are 10 topics identified by the highest number of officers as a topic that needs training.

Training	No of requests
1. General administrative procedure	138
2. Electronic administration	134
3. Stress management	113
4. How to promote personal efficiency	92
5. Text processing	85
6. Introducing and implementing the principles of good governance in the work of LSGs	79
7. English	78
8. Improving administrative efficiency and effectiveness in services to citizens and the economy	78
9. Public speaking and presentation skills	75
10. Time management	72

In addition, in some local government units, other methods have identified other topics that should be found in professional training programs. Thus, during discussions with the heads of management, the needs for the development of the following competencies of employees (for managerial and non-managerial positions) were defined. These are: information management; task management and results delivery; orientation to learning and change; building and maintaining professional relationships; conscientiousness, commitment and integrity; digital literacy and business communication.

Another group of employees who were covered by the survey under this project are civil servants. The needs analysis was conducted in five state administration bodies (Ministry of European Integration, National Academy of Public Administration, Human Resources Management Service, Ministry of Finance and Treasury) and one independent state body (Commissioner for Equality Protection). The following is a list of 11 topics identified by the highest number of officers as being in need of training.

Training	No of requests
1. Tabular calculations - creation, formatting, modification and use of worksheets, standard formulas, functions and chart creation	41
2. Orientation to change and learning	33
3. Information management	33
4. Task management and results delivery	32
5. Verbal and non-verbal communication	32
6. Written business communication	30
7. Rights and obligations of civil servants	29
8. Human Resource Management	28
9. Building and maintaining professional relationships	28
10. Strategic Management	26
11. Text processing - creation, formatting and finishing of text documents	26

5.3.3 Prevention and fight against corruption, Training needs assessment

Within the framework of the EU-funded project Prevention and Fight against Corruption, a study was conducted to assess training needs in the field of corruption prevention. Based on the conducted research, recommendations and a detailed and comprehensive training plan have been drawn up, which contains a list of general and specific trainings that should be organized and implemented for

institutions and actors dealing with corruption in Serbia, as well as for sectors most vulnerable to corruption - state institutions. government and local government, education, health, justice, police and prosecution, customs and business / private sector.

The report identified the following trainings in the field of corruption prevention:

Training
1. Ethics and integrity in public administration;
2. Code of Good Governance;
3. Regulatory corruption risk assessment as a mechanism for preventing corruption
4. Conflict of interest prevention and control of functionaries' assets
5. Integrity plan and guidelines for its development
6. Right of Access to Information of Public Importance - Basic Training
7. Right of Access to Information of Public Importance – Practical training
8. Whistle-blower protection - basic training
9. Whistle-blower protection - training for authorized persons

The report also proposes the concept of training in the following areas: public administration and local self-government, education, health, law enforcement, ie prosecution authorities and the private sector. With regard to public administration and local self-government, the following needs have been identified: A general awareness of integrity and the fight against corruption, including knowledge of national legislation and organizational practices; Capacity to identify and address corruption risks at the organizational level and develop and implement integrity policies; Capacity to identify and resolve ethical dilemmas; Capacity to identify the most common risks associated with corruption in public procurement and address them by enhancing transparency, objectivity and competition in procurement; Knowledge of the existing anti-corruption framework; and Knowledge of government reform policy in relation to public services. Based on the needs identified, the following training proposal was developed:

Training
1. Corruption: Introduction
2. Assessing the risk of corruption and building integrity policies
3. Organizational culture and ethical dilemmas
4. Procurement process
5. Anti-corruption tools

6. Public service sector reforms

5.3.4 Report on the development of the eGovernment Development Program for the period 2019 - 2022

Bearing in mind that the development of e-government is one of the priorities of the Government of the Republic of Serbia, the Ministry of State Administration and Local Self-Government and the Office for Information Technology and e-Government have, in cooperation with other bodies and with project support, developed the eGovernment Development Program for the period 2019 - 2022. The program outlines four specific goals for eGovernment development. Within these objectives, a number of measures are envisaged, including the issues of improving the capacity of officials. The key measures and activities related to capacity building of staff members that need to be incorporated into future professional development programs are:

Measurement	Description of the measurement
Establishing a Sustainable IT Professional and IT Project Management Structure (1.8)	<p>An analysis of the state of e-government (based on a sample of 21 state administration bodies) showed that 66% of state administration bodies need additional IT staff. As part of this analysis, it was reported that every 25 employees employ one person in charge of IT jobs. An analysis of the ICT capacities and information security of local governments (on the sample of 63 local governments) showed that every 65 employees employ one person for IT jobs. As many as 76% of public administration bodies outsource some of their work in the development and maintenance of IT systems and ICT capacities to third parties.</p> <p>A necessary condition for the sustainable development of e-government and the enhancement of ICT capacity of public administration is the existence of an expert IT staff who will manage IT systems and development projects in this field.</p> <p>One of the biggest problems identified in the conducted analysis of eGovernment development (Analysis of the current state of eGovernment and Analysis of ICT capacities and information security of local governments) and during the consultative process is the problem that public authorities have in retaining existing IT staff and finding new ones due to which they are not able to adequately maintain existing ICT systems and equipment, thus reducing the level of service provided to citizens and the economy.</p> <p>Also, due to the frequent departure of the most skilled IT personnel, public administration bodies cannot adequately implement the existing regulatory framework, which imposes strict standards in the field of information security, protection of personal data and e-government.</p> <p>The establishment of the Office has centralized the function</p>

	<p>of managing ICT equipment, but even this institution does not have an adequate solution to the problem of lack of IT staff, since it itself falls under restrictions in terms of staffing and salary levels. This measure aims to adequately identify existing human capacity issues in managing public administration ICT systems and identify possible options for addressing this. In addition, it is necessary to analyze the needs of public administration for IT profiles and IT project management personnel (according to their qualifications, experience, the jobs they perform, etc.), in other words, it is necessary to determine what part of the professional work that IT profiles perform. in institutions, which should be left to third parties.</p>
<p>Raising the level of knowledge and skills of public administration officials working in the digital environment (1.9)</p>	<p>In order to ensure the continued development of eGovernment in Serbia, it is necessary to raise the level of digital literacy of all employees and capacity to work in the digital environment. An estimate based on the Analysis of the current state of eGovernment is that 4% of employees in the state administration do not know how to use a computer.</p> <p>With the establishment and start-up of the National Academy of Public Administration (hereinafter: NAPA) in January 2018, public administration has been given the central institution of the system of professional development in public administration. With the development of electronic services and e-government at a central level, the need for public administration employees to work in a digital environment is growing. If employees do not receive adequate support, there is a danger that eGovernment development will stagnate, and it is therefore necessary to continuously work on improving their skills. In addition to general digital skills training, when developing new electronic services and work systems, it is important to initially train employees to work in them (online courses) and provide them with customer support (through the formation of G2G Public Service Employee Centers).</p>

This document also states that a survey of public administration bodies found that there is a great need for additional training of employees in order to be able to work in the digital environment, namely:

Needs
1. Use and validation of a qualified electronic signature and a qualified electronic seal;
2. Opening and visualizing data;
3. Project management;
4. Use of Microsoft Office packages;

5. Implementation of public procurement by electronic means;
6. Creating electronic services;
7. Use of the Information System over the Service Line of the Authority.

In addition, many of the measures envisaged by the Program have the character of pioneering activities, i.e., it is evident that their implementation will require the acquisition of new knowledge and skills for officials. The following is a proposal for 10 measures that will require the implementation of training for employees who should work in these job posts:

Measurement
1. Development of joint (shared) IT services for public administration needs
2. Development of architecture and implementation of the Platform for support of development and use of eGovernment services
3. Provide effective mechanisms for correcting and updating data recorded in source registers and other electronic records
4. Ensure effective protection of the rights of eGovernment users in court proceedings
5. Improve the legal framework and practice of using a qualified electronic signature and a qualified electronic seal
6. Establishment of efficient electronic delivery to citizens and businesses in procedures conducted by public administration
7. Providing support to eGovernment users
8. Affirmation of e-government (Raising public servants and citizens' awareness of the importance of digitalisation and enhancing trust in electronic services)
9. Implementation of a single administrative place
10. Support for the use of open data

5.3.5 Functional analysis of Republic inspection with capacity analysis

During 2018, the Ministry of State Administration and Local Self-Government prepared a Functional Analysis of Republic Inspections with a capacity analysis. Analysis focuses primarily on quantity, not quality when it comes to human resources. In this regard, the document does not pay much attention to the trainings and specific programs, topics and trainings that should be implemented. Thus, the most significant part of the analysis is the representation of the number of systematic, filled and required posts of inspectors. When it comes to inspectors' profile and competencies, the analysis focuses on formal education and other personal characteristics (eg age). On the other hand, an

important aspect of the analysis relates to material assets (computers, vehicles, etc.) and the central recommendations in the document relate to a three-year plan for the employment of persons in inspection supervision.

When it comes to training, it can indirectly be inferred from the analysis that most of the knowledge in the field of risk assessment is lacking, as some inspections do not yet have developed tools for risk analysis. Inspection resource planning requires a more precise determination of the number of subjects/objects of supervision. Following the adoption of by-laws governing risk assessment, they need to be put into practice. Many inspections have overestimated either the frequency of surveillance or inadequately identified risky entities. Both of these aspects are essential for determining the number of inspectors required. Also, when it comes to competencies, it has been recognized that in inspections where highly specialized knowledge is required (e.g. electricity, nuclear, information security, civil aviation), there is a problem finding inspectors who have that knowledge and want to work for “a small salary” in state government.

5.3.6 Final evaluation report of the Action Plan for the Implementation of the National Strategy for Gender Equality of the Republic of Serbia

In order to conduct an evaluation of the implementation of the National Gender Equality Strategy, the Gender Equality Coordination Body has commissioned an independent evaluation in order to provide systematic insight into the implementation process and the results achieved and make recommendations for the second phase of the Strategy implementation.

Evaluation findings are presented in relation to key evaluation criteria: relevance, effectiveness, efficiency, impact and sustainability. A total of 25 findings were presented, based on which 13 recommendations were prepared. One of the recommendations is directly related to the professional development of public administration employees. Thus, the report also recognizes the need to establish and standardize competences in the field of gender equality for all employees of the state administration, institutions and public services.

The report also states that 25% of employees agree with the statement that gender equality training should be an integral part of regular civil service training. However, in order to continue the progress in the implementation of the Strategy, the report states that it is of utmost importance to define more precisely the competences in the field of gender equality that should be increased with the employees of the state administration and public services. The trainings could be designed in accordance with these competencies and regularly organized for public administration employees and other public services. Also, it is necessary to better organize the record of the trainings and to introduce standardized pre- and post-training tests that would contain indicators in relation to what measures of competence in the field of gender equality are being measured. It is necessary to apply the knowledge gained through training and to monitor its application in order to identify gaps within competences that can be answered by further training, in order to identify obstacles that prevent the application of acquired knowledge and practical competences, and to eliminate them with the help of new ones. measure. It is certainly necessary to provide additional training to civil servants, and it is particularly important to include in the training of contact persons for gender equality in ministries, as well as representatives of local self-governments, who are believed to have relatively low levels of knowledge and competence in the field of gender equality.

The table below shows a recommendation regarding the enhancement of competencies through the implementation of trainings.

General recommendation	Special recommendation	The recipients
<p>Establish and standardize competences in the field of gender equality for all employees of the state administration, institutions and public services</p>	<p>A set of competences in the field of gender equality for employees of the state administration and public services should be defined</p>	<p>Coordination Body, Ministry of State Administration and Local Self-Government, National Academy of Public Administration</p>
	<p>Training should be organized that develops general competences in the field of gender equality, but they should also include modules tailored to specific positions in public administration or public services (ie in social protection, health, taxation, etc.).</p>	<p>Coordination Body, Ministry of State Administration and Local Self-Government, National Academy of Public Administration</p>
	<p>Gender competences should become part of the preconditions for certain jobs and part of the evaluation of the work and promotion of employees in the public administration.</p>	<p>Ministry of State Administration and Local Self-Government, National Academy of Public Administration</p>
	<p>It is necessary to introduce standardized pre- and post-training tests that contain attitudes to which competencies are measured, to systematically monitor progress and to tailor training content to the results</p>	<p>Coordinating Body, National Academy of Public Administration</p>
	<p>Records on training for gender competency development should be centralized.</p>	<p>National Academy of Public Administration</p>
	<p>The competences acquired should be monitored in order to obtain feedback on obstacles to the implementation of competencies in day-to-day work in public administration and public services and to inform competent institutions about deficiencies and to improve measures in subsequent policy cycles.</p>	<p>Coordination body, Ministry of State Administration and Local Self-Government</p>

	It is especially important to include point of contact for gender equality in the ministries, as well as representatives of local self-governments, who certainly have a relatively low level of knowledge and competence in the field of gender equality.	Coordinating Body, National Academy of Public Administration, all Ministries
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5.3.7 Conceptual framework for the development of e-training

Within the framework of the NAPA Support Project in Professional training in the in Public Administration, funded by the European Union, the project within this report has been has prepared, a document has been developed that provides guidelines for the design, development and delivery of e-training, which proposes priority topics of e-training that NAPA should create in the initial phase of development of professional development which is based on an e-learning model.

Based on the criteria for selecting topics that should be conceptualized as e-trainings, which were given in the aforementioned document, the trainings that should be provided in that format were identified. All e-trainings will be designed to fulfill two objectives - to inform officials and to provide an understanding of basic concepts. Therefore, e-trainings should be seen as introductory trainings, followed by a series of more detailed and focused trainings within each topic.

Training
Public administration system
Good governance
Electronic administration
Public policy system
Fundamentals of the EU system
Alignment with the EU acquis
Pre-accession Assistance - IPA II
Public finances
Program budgeting
Financial management and control
Office administration
Human Resource Management in Public Administration
Annual goals and performance appraisal / evaluation of officers
Interior design and systematization of workplaces
Safety and health at work

Fight against corruption
Inspection supervision

5.3.8 Draft methodology for implementing horizontal issues into the civil servants' professional development program

Within the framework of the NAPA Support Project in Professional training in the in Public Administration, funded by the European Union, the project within this report has been prepared, another relevant document has been produced. The aim of the document was to identify issues that permeate multiple different program topics or even program areas. These are horizontal issues that may arise regardless of the specialization of affairs or the departmentalisation of certain functions of the organs, they relate to meta-topics, often related to the general development of public administration, its modernization or the advancement of administrative culture.

The document highlights two topics, namely horizontal issues that will be identified and prioritized for implementation into the 2020 professional training program:

Training
Protection against discrimination
Civil society participation

6 CONSULTATIVE MEETINGS HELD FOR ANALYSIS OF PROFESSIONAL TRAINING NEEDS

Between June and August 2019, the National Academy of Public Administration held a series of consultative meetings with relevant institutions as part of the process of developing the 2020 professional development program. The purpose of the meetings was to identify all topics and training required in different fields. Representatives of state bodies, as well as international and domestic organizations participated in the meetings: Republic Legislation Secretariat, Ministry of European Integration, Republic Secretariat for Public Policies, Ministry of State Administration and Local Self-Government, Ministry of Internal Affairs, Anti-Agency Corruption, Strategic Project Implementation Team of the Prime Minister's Office, Human Resources Management Service, Statistical Office, Commissioner for Gender Equality, Ministry of Finance Inansa, the Office for IT and E Administration, the Commissariat for Refugees and Migration, the Office for Cooperation with Civil Society, SIGMA, the United Nations, the German Organization for International Cooperation (GIZ), European Policy Center and the Council of Europe Office in Belgrade.

In total, 34 meetings were held, and the table below shows topics that were highlighted in these meetings as relevant, or that should be covered by trainings in the coming period, which were not covered by the existing program:

Topics
Public administration
1. Methodology for drafting regulations
2. Use of data, definition of indicators and their interpretation in the process of public policy making and reporting
3. Registration of foreigners
4. Preparation of financial plans of beneficiaries in accordance with the Instruction for preparation of the budget of the Republic of Serbia for 2021 and projections for 2022 and 2023
5. Observer training at Candidate Assessment Centres
6. Sustainable development and environmental protection - online training
7. Protection against discrimination
8. Fundamentals of Migration Management
9. Treatment of unaccompanied minors in the context of providing material reception conditions
10. Application of the Law on Lobbying
11. Training for public relations advisers
12. Russian
13. Training for IT Professionals (SQL, HTML)
14. Development of instruments for evaluation of training programs
15. Training of lecturers, foreign nationals
Local self-government
1. Preparation of financial plans of beneficiaries in accordance with the Instruction for preparation of the decision on the local government budget for 2021 and projections for 2022 and 2023
2. Public Policy Training
3. Meta-register and list of official records
4. Training for IT Professionals (SQL, HTML)
5. Russian language

6. Ethics and integrity
7. Collecting, analyzing and using data in the process of monitoring and evaluating public policies in local government
8. Implementation of the Law on Tourism
9. Connecting local communities at EU level through international projects - Europe for Citizens Program
10. Exercising the rights of the child
11. Fundamentals of Migration Management
12. Local action plans to improve / enhance the position of different categories of migrants
13. Migration and Development
14. Application of the Law on Communal Police
15. Establishment and development of international cooperation between cities and municipalities and sources of financing

7 PRIORITY AREAS FOR PROFESSIONAL TRAINING PROGRAMS FOR 2020

Based on the previously analyzed documents, reports and analysis, the priority areas around which the professional development program at central and local level for 2020 should be conceptualized are:

- good governance;
- general administrative procedure;
- inspection supervision;
- eGovernment;
- financial management;
- EU pre-accession funds;
- Human Resource Management;
- project development and implementation;
- public policy system;
- development of personal skills of employees with special reference to management skills.

Therefore, the priority target groups for 2020 are:

Public administration
1. civil servants in office;

2. civil servants executives working in management positions - heads of departments, heads of departments and heads of groups;
3. civil servants working in the field of inspection - inspectors;
4. civil servants involved in the planning, programming, implementation, monitoring, reporting and evaluation of EU pre-accession assistance programs;
5. civil servants who work on study-analytical jobs (especially on jobs where the Law on the Planning System is applied)
Lokal self-government
1. officers engaged in human resources management tasks;
2. officials involved in the development and implementation of projects
3. officers working on the application of general and special administrative procedures

8 CONCLUSIONS AND RECOMMENDATIONS

Based on the analysis of various reports so far, which included the analysis of professional training needs and the definition of specific trainings for the professional training programs of civil servants and LSGUs, the number of trainings, topics and modules is increasing year by year. As a consequence, there is a large number of trainings in existing professional training programs, some of which are either rarely or not delivered at all. Therefore, when planning and developing the program for the coming period, it is important to include only topics and training that are realistically needed by public administration employees and that serve to enhance the knowledge and skills necessary to perform jobs in the workplace. For example, this means that if a certain number of employees require training in a specific language whose knowledge is not required for the job, such training should not be found in the program. This is a very important principle because it controls the self-assessment of employees, which is one of the basic methods for identifying training needs.

Also, when designing trainings, it is important to clearly indicate the competence to which they are contributing. More specifically, each professional training program should have an overview of what training contributes to the development of competences under the Regulation on the definition of competencies for civil servants.

Furthermore, all future training should be conceptualized by job groups (families), and the design of the program should be consistent with the findings of the needs analysis, which in particular includes priority groups for the coming period. For example, a good example of this would be the Law on the Planning System, which calls for a large number of changes in the public policy cycle, which should be supported and implemented by officials primarily engaged in study-analytical work. In this way, a target group is defined for which in the coming period it should be a priority and it is necessary to define professional training programs that could consist of various trainings related to strategic planning, policy development, monitoring and evaluation (monitoring and evaluation) of the effects achieved, etc. In this way, programs that can be monitored and evaluated in accordance with the Rulebook on Criteria for Evaluation of Professional Development Programs are greatly simplified, but

also specified. It should be noted that the existing programs foresees these trainings, but not to the extent required by the effective implementation of the Planning System Act. Therefore, emphasis should be placed on this topic, in order to ensure effective implementation of the Law on the Planning System, in line with the recommendation of the European Commission.

Also, in the coming period it is necessary to focus on the training of managers, and in accordance with Sigma's recommendation, professional development of civil servants in the position is a special priority. In addition, training for all managers should be conducted in the field of performance evaluation, in order to understand the essence of the new system and to give the implementation of this institute the desired effect in practice.

In addition to developing the program in this way, attention should also be paid to the existing capacity of NAPA and the number of staff involved in defining and implementing training programs. At this point, there is a clear disproportion between the number of program officers who organize the trainings and the number of trainings foreseen by the programs.

Considering all of the above, it is necessary that the future programs should be conceptualized according to certain groups of employees (or according to certain groups of jobs), to select these groups and their number in accordance with the existing capacities of NAPA, but also to proceed from the priorities of the Government of Republic of Serbia for the coming year (according to key regulations to be implemented and other planned initiatives). This would create conditions for the annual prioritization of target groups and topics of their training and enable adequate evaluation of all programs, taking into account the effects of the trainings held on the work of state administration bodies and local self-government, i.e. their impact on improving the efficiency of the organs work, which is the ultimate goal of the implementation of training programs. Finally, when it comes to professional training methods, the emphasis should be placed on developing e-training (online) in the coming period and offering as many trainings as possible to trainees. However, given limited resources, NAPA should prioritize training.

