



**REVIEW ON THE MONOGRAPH
“PROFESSIONAL TRAINING OF CIVIL SERVANTS: THEORY,
METHODOLOGY, PRACTICE”
BY KOSTIANTYN VASHCHENKO**

The preparation of the national elite, its intellectual, scientific and professional level and continuing methodological and professional growth at various stages of an official career is an important task of the state policy. The socioeconomic development of the state depends on its implementation under the conditions of globalization and integration processes, modern challenges and threats, as well as other factors.

The monograph, titled **“Professional Training of Civil Servants: Theory, Methodology, Practice”**¹, which was published last year, attracts considerable attention of the scientific and educational community in Ukraine. Its author, Doctor of Political Sciences, Full Professor, the Corresponding Member of the National Academy of Pedagogical Sciences of Ukraine, is Kostiantyn Vashchenko. This innovative publication aims to study the main principles of modernizing professional training of civil servants in Ukraine, reconsidering and refining the national and state experience in the context of modern scientific approaches.

In the preface, the author indicates, “civil service is not just a workplace; it is a profession requiring special training of specialists. This, in turn, requires people with special qualities, appropriate organization of educational activities, well-developed culture and social experience, scientific integrity, practical training. The core conceptual idea of this monograph is professionalization of civil servants’ training, development of their professional competency (worklong-learning, which is rather similar to life-learning). Such a vector affects defining the content, trends and main ways of modernizing civil service” (p. 5). In our opinion, the value of this research consists in its interdisciplinarity, innovation, practice-oriented approach and predictability.

First of all, it must be noted that the structure of this monograph, which consists of ten interrelated sections is methodologically justified and rather relevant. Civil service as professional activity is considered by the author in its integrity, taking into account the experience of the leading European countries, as well as the United States of America and Canada. K. Vashchenko considers the historical and pedagogical aspect of this problem based on the comprehension of external and internal factors.

In particular, the author analyzes eight main aspects of the theory of civil service. It is important to note that civil service is viewed in the context of the activity-based aspect as defined by the law. It is a special field of human activity, a way of professional organizational and managerial activity, which involves various activities, knowledge, skills, values, relations, etc. That is, it should be understood as a system of professional activity in different structures of the state apparatus. Therefore, it is logical to analyze the functioning of this service as a social, economic, cultural institution, as well as a means of communication between society and state, citizen and state.

The analysis of this problem in social, political, legal, sociological, organizational, procedural and moral aspects proves the extraordinary importance of psychopedagogical

¹ Vashchenko, K. O. (2017). *Profesiina pidhotovka derzhavnykh sluzhbovtziv: teoriia, metodolohiia, praktyka*. Ivano-Frankivsk: Misto NV.



approaches in the implementation of the objectives related to these aspects. K. Vashchenko illustrates his reflections on the examples of France, the USA and Canada. He justifies the need to develop and implement a new model of training and retraining of civil servants. It implies developing innovative training and qualification programmes in accordance with the list of managerial and administrative functions, as well as introducing an accumulation system for advanced training, which provides various categories of civil servants with qualification improvement annually, and consequently individual cards of specialists' development, developing annual individual plans of training, applying different types of advanced training, internship, in-service training, distance learning. The author also highlights the need to introduce a modern mechanism for monitoring education quality.

The research material on the essence and the content of civil service professionalization is of significant interest. The author singles out the global trends in changing the paradigm of public administration from the bureaucratic administration to a new public management and good governance. Special attention is paid to the analysis of orientation towards European standards of public administration, taking into account indicators of the World Economic Competitiveness Index of the 2015 World Economic Forum. Considering these aspects, the author takes into account the results of scientific researches of the National Institute for Strategic Studies.

Based on the Encyclopedic Dictionary of Public Administration, the term "professional activity" is considered to be a type of activity, the activities of a person who possesses a set of specialist knowledge and practical skills acquired in the process of profound general and specialist training, as well as professional experience. It allows considering the aim, the subject, the means and the procedure of activity as a pedagogical category.

Comparative and pedagogical analysis of this problem has required studying specificity in the activities of various professional associations and other public organizations in different countries. The researcher indicates that the network of such professional associations in the USA includes the American Society for Public Administration (ASPA), the National Association of Schools of Public Affairs and Administration (NASPAA), in the UK – the Society of Local Authority Chief Executives (SOLACE), the Association of Chief Executives (CEA), the Society of Chief Personnel Officers (SOCPO), the Association of Council Secretaries and Solicitors (ACSES), the Institute of Public Relations (IPR). The author states that the Network of Institutes and Schools for Public Administration in Central and Eastern Europe greatly contributes to professionalization of civil service in Europe (p. 58).

The analysis of models of different countries, taking into account the national peculiarities in understanding and implementing civil service, such as "Career model" (France, Germany, Japan), Anglo-Saxon Model (the UK), civil service in the Islamic countries, labour model (the People's Republic of China, Cuba) deserve high praise. The author emphasizes that understanding the essence of civil service is determined by the civilizational, mental, historical and sociopolitical factors that prevail in a particular country (p. 12).

The competency-based approach to civil service is considered based on the study of many foreign and Ukrainian sources. First of all, it relates to the works of such researchers as R. Boyce, R. Mansfield, J. Roberts, J. Raven. The author agrees with the conclusions of J. Raven that the most important components of competency are "the



tendency to analyze phenomena and situations, to take into account the previous experience, to anticipate future obstacles, to show initiative, to lead and to be led ... to achieve the meaningful goals”. We would like to indicate that J. Raven’s “Competence in a Modern Society: Its Identification, Development and Release” (London, 1984) has contributed to developing a competency-based model of education and training.

Studying the documents of the UNESCO, the Council of Europe and other international organizations, the author has concluded “competency-based approach gradually penetrates into all areas of professional activity. This is confirmed by the International Board of Standards for Training, Performance and Instruction (IBSTPI). The organization interprets the concept of “competency” as the ability to perform some tasks or work. It implies a set of knowledge, skills and attitudes that enable the individual to act effectively or perform functions aimed at achieving certain standards in a professional field or activity” (p. 94).

Valuable research findings are systematized in such sections as “Information Component of Professional Competency”; “Preparation for Civil Service”; “Management of Professional Competency during Career in Civil Service”; “Personal Development of Civil Servant”. The prognostic value has the content of the section “The Role of Public Management and Administration” in Professionalization of Civil Service”. In this section, the author analyzes Ukrainian experience in introducing a new field of knowledge “Public Management and Administration” and, accordingly, a new specialty aimed at developing three main types of competences:

– *intellectual competence*, which provides for the ability to analyze and predict the activity and the ability to develop and justify the most effective solutions;

– *functional competence*, which includes the ability to apply the mechanisms of democratic leadership in the areas of public and regional management, European cooperation, as well as the knowledge of social development in the regulation of economics, public finances, communications, constitutional and legal principles of leadership and management, e-management, territorial administration, European institutions and procedures, technologies of human resources management;

– *social competence*, which is focused on communication skills, the ability to work “in a team”, readiness for cooperation and conflict resolution (according to M. Minenko).

The main trends in the modernization of civil servants’ professional training proposed by K. Vaschenko are characterized by prognostic value. The author’s consideration of managerial culture professionalization in civil service in the EU countries, which has led to the organization of an appropriate system of educational institutions deserves special attention. Constructive ideas of British, German and Polish experience are compared with the approaches implemented in the USA, Canada and other countries. In addition, the idea of creating a wide network of public associations or companies in Austria, Belgium, France, Germany, Greece, Italy, Portugal, Spain, Denmark, Finland, Ireland and the Netherlands has been justified.

Taking into account the results of comparative analysis, the author has drawn the following conclusion: the leading trends in the development of modern professional training of public administration personnel in the EU are: an increasing diversity and commercialization of educational services; practical orientation; development of adult education system initiated by public associations; extensive development of education, etc. (p. 355).



We believe it necessary to draw attention to the fact that theoretical and methodological provisions, which are justified in the final section of the monograph, are the basis of the Concept for reforming the system of professional training of civil servants, heads of local public administrations, their first deputies and deputies, local self-government officials and members of local councils. This Concept has been approved by the Cabinet of Ministers of Ukraine (the Decree as of December 1, 2017). The adoption of such a document, in our opinion, is of national importance. It is worth noting that this document has been developed taking into account the provisions of the Memorandum on Lifelong Learning by the European Commission. Therefore, the implementation of the Concept is carried out in accordance with the following principles:

- determining the need for professional development;
- adjusting educational services to residence and workplace of the individual;
- obligation and continuity, that is, ensuring the intention of civil servants, heads of local public administrations, their first deputies and deputies, local self-government officials and local self-government officials, members of local council to engage in self-study and professional continuing development;
- goal-oriented, predictable and proactive character;
- innovation and practical orientation;
- individualization and differentiation of approaches to learning;
- openness;
- providing professional training with relevant funds².

The realization of this Concept will undoubtedly contribute to implementing public policy in professional training of civil servants and local self-government officials. This will allow creating a modern, integrated, mobile and flexible system of professional training with well-developed infrastructure, efficient management and appropriate resource potential; ensuring quality and continuity of professional training of civil servants and local self-government officials; introducing a proper system of evaluation and monitoring of educational services quality; creating proper conditions for implementing the right of civil servants and local self-government officials to professional development; creating an environment for fair competition among the entities, which provide educational services, expanding the range of these services and their providers through involving the entities of different forms of ownership; introducing the mechanisms for implementing lifelong learning, which will develop professional competency of civil servants and local self-government officials. This will promote pedagogization of the whole society, and will positively influence the development of education in all regions.

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² Reformuvannya systemy profesiinoho navchannia derzhavnykh sluzhbovtziv, holiv mistsevykh derzhavnykh administratsii, yikh pershykh zastupnykiv ta zastupnykiv, posadovykh osib mistsevoho samovriaduvannia ta deputativ mistsevykh rad; Natsionalne ahentstvo z pytan derzhavnoi sluzhby, 2017 (p. 9).