 FEATURES OF FORMATION OF TRAINING AND IN-SERVICE TRAINING MODEL FOR CIVIL SERVANTS AND LOCAL SELF-GOVERNMENT OFFICIALS IN THE CONTEXT OF REFORMING THE PUBLIC ADMINISTRATION IN UKRAINE

Problem definition in general and its connection with important scientific and practical tasks. One of the key elements of the reform of public service and service in local self-government in Ukraine is their professionalization. However, the system of training and in-service training for civil servants and local self-government officials (further – system of training and in-service training) is reformed fragmentary. Without clear understanding its development strategy and modern model it is not possible to provide high quality of training for cadres of public administration and state personnel management.

Analysis of recent researches and publications. The problem of creation of the model of training for civil servants and local self-government officials, taking into account international experience, was investigated by N. Artemenko, N. Goncharuk, V. Hoshovs'ka, V. Lugovoi, A. Melnyk, A. Mihnenko, G. Opanasyuk, S. Seregin, B. Peterson and other native scholars and experts from the EU. However, they have different approaches to the classification of training models and implementation of international experience in Ukraine.

The purpose of the article – to explore the conditions and priorities of development of the system of training and in-service training, and justify proposals for the formation of its model based on objectives of the Strategy of Reforming the Public Administration in Ukraine for 2016-2020 and new civil service legislation.

Rendering of main material. New model of training and in-service training for civil servants and local self-government officials (further – model of training and in-service training) should be formed taking into account the following factors:

– form of government;
– priorities of the public administration system development;
– objectives of the state personnel policy;
– model of civil service;
– legal regulation of professional education;
– availability of resources (financial, human, institutional, etc.);
– historical, national, mental factors and traditions.

To solve a number of problems on financial and personnel provision for the system of training and in-service training it is necessary to contribute amendments to the Decrees of the Cabinet of Ministers of Ukraine “On Financial Supporting for
Training and In-Service Training for Officials of Public Authorities, Local Self-Government Authorities and Bodies of Military Administration of the Armed Forces” as of July 14, 1999 № 1262 and “On Approval of Regulations on the System of Training, Specialization and In-Service Training for Civil Servants and Local Self-Government Officials” as of July 7, 2010 № 564.

To make decision on creation the professional competence assessment centers and quality assessment centers it is necessary to analyze the economic feasibility of such changes, and proceed from the necessity to ensure institutional consolidation of already existing elements of the system of training and in-service training (which interact inefficiently and duplicate the functions of each other).

Conclusions and perspectives for further research. The main stages of formation and implementation of integrated model of training and in-service training are the following:

1. Identification of the requirements for persons applying for positions of public service and service in local self-government;
2. Studying of educational needs in training and in-service training for civil servants and local self-government officials;
3. Determination of the structure of lifelong education and the interrelation its types, forms and terms with the procedures of civil service and service in local self-government;
4. Determination of the structure of the system of training and in-service training, functions of its subjects and concepts of their development;
5. Formation of the model of training and in-service training on the basis of organizational and functional approaches;
6. Determination of resources provision for ensuring the system’s effective operation and development of the relevant amendments to the legal acts;
7. Standardization of studying of educational needs, training and in-service training, monitoring of professional development, quality evaluation of educational services and professional competence of cadres.

The implementation of these steps should be accompanied by introduction of effective mechanisms of public servants' motivation for the professional development and creation of conditions for a competitive environment in the educational market.