INNOVATIVE APPROACHES TO PROFESSIONAL TRAINING OF PUBLIC ADMINISTRATION EMPLOYEES IN THE CONDITIONS OF THE PANDEMIC COVID 19

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ABSTRACT

Modern trends of professional training in public administration imply an organized process of continuous improvement of existing and acquisition of new knowledge, skills and abilities of employees in public administration which ensures competence, legality, regularity and expediency in performing specific functions, activities and tasks from public administration.

However, as the training of public administration employees was programmed, conceived and performed exclusively in the form of lectures in the cabinets and amphitheaters of the National Academy of Public Administration, the new Pavid 19 pandemic brought into question all activities in this area.

In order to continue with the continuous training of public administration employees in the conditions of the "new normality", a new concept was applied in the already existing model of so-called distance learning, by organizing webinars. As a precondition for such an approach to the organization and implementation of on-the-job training, a series of activities ranged from animating and training lecturers, designing a new distance learning platform (LSM platform), creating new databases and work-educational material, to analyzing student satisfaction with new methods. work.
As this process entered the second year of operation, there was a need to analyze the efficiency and expediency of such a method of knowledge transfer, which is the subject of this research paper.

KEY WORDS

public administration, knowledge transfer, distance learning, Covid 19

INTRODUCTION

The process of professional development of public administration employees, in addition to planning, selection (recruitment and selection) of staff, their monitoring and evaluation, rewarding and promotion, is certainly one of the essential elements in integrated management and development of human resources in public administration. On the other hand, the implementation of this process contributes to the overall achievement of reform goals and principles of public administration development, which is why it requires systemic solutions and planned direction and development in all issues that are common or characteristic of most public administration entities, including issues related to on organizational forms that can

support and achieve integrity and uniformity in the programming and implementation of professional development programs for employees in public administration.

The importance of this process is especially reflected in the general goal of public administration reform, which implies further improvement of public administration in accordance with the principles of the so-called "European administrative space", ie providing high quality services to citizens and businesses, as well as creating such public administration contribute to economic stability and increase the living standard of citizens.

Given that the professional development function aims to bridge the differences between the existing and desired state of professional competence of public sector employees (Donald, Kettl, 2000), professional development is an ongoing process aimed at continuously raising the level of public sector competence. In addition, in addition to establishing a new organizational culture, a new so-called "learning culture" is being created (Armstrong, 2006). This idea – the imperative is also directly related to the global requirements of the economy based on knowledge and the improvement of abilities and skills, which is defined as such by numerous international documents.[1]

In order for the function of permanent professional training, ie lifelong learning of employees in public administration, to achieve maximum efficiency and effectiveness, it is necessary to use all existing capacities that the public sector currently has or could use. On the other hand, in the process of realization of plans and programs of professional development of employees in public administration, they implement the basics of the doctrine of knowledge management.[2] Also, knowledge management contributes to the correspondence of explicit and tacit knowledge at the level of the individual, group, organization and between organizations (Ketelaar, 2007). This means that the primary task is to locate employees who possess tacit knowledge relevant to the job and to keep such employees in the public administration system with the appropriate benefits of the civil service.

For the purpose of proving the importance of continuity in the professional development of public administration employees, regardless of external determinants and conditions imposed by the external environment, it is necessary to point out the importance of the following components such as: 1) identification of knowledge; knowledge and competencies available to employees in the public sector); 2) acquisition of knowledge (from existing resources available to the public sector or "purchase" of knowledge from external sources - outsourcing); 3) developing knowledge (supporting individual skills and stimulating the articulation of so-called "silent knowledge" in order to create new knowledge); 4) sharing and distribution of knowledge (implies an interactive process of administrative organization and employees who need improved knowledge and skills); 5) use of knowledge (a key motivating factor for employees in the public sector, who must have a clear and unambiguous idea of all

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[1] Let us mention here only a few international documents: 1) "Adult Learning: A Key for the Twenty-First Century" (Fifth International Conference on Adult Education UNESCO Conference in Cooperation with International Partner, Hamburg 1997); 2) "Memorandum on lifelong learning, Commission of the European Communities" (Brussels, 2000); 3) "Education for All: Meeting our Collective Commitments" (Dakar Framework for Action, 2000); 4) "Making a European area of lifelong learning a Reality" (Communication from the Commission, 21.11.2001, EC DG for Education and Culture and DG for Employment and Social Affairs 2001); 5) "The Declaration of the European Ministers of Vocational Education and Training" in Copenhagen 2002); 6) "UN Decade of Education for Sustainable Development" (Resolution of the 65th General Meeting of the German Commission for UNESCO (DUK), Bonn 2005).

[2] Knowledge management involves the use of available resources in order to create an environment in which information is available to individuals, who adopt, share and use it to develop their own knowledge. In such an environment, individuals are encouraged to apply their knowledge for the benefit of the organization in which they work. To achieve this, we must first provide adequate human resources as a source of knowledge through planning, recruiting, selecting and retaining existing quality staff. Next, we need to create a value system within the public sector that will promote knowledge as a key criterion for hiring, promoting, valuing and rewarding the work of public sector employees.

the benefits that newly acquired knowledge brings on a personal and professional or career level) and 6) storage of knowledge (structuring and continuous updating of knowledge within the public sector, in the form of documents and expert systems in which the procedure for using all data is defined (Stewart, Tensley, 2002)). Finally, modern theory and practice of knowledge management pay great attention to the concept of permanent professional development of employees in public administration.3

MODALITIES FOR PROFESSIONAL TRAINING OF PUBLIC ADMINISTRATION EMPLOYEES

The current regulations governing the topic of professional training in public administration in the Republic of Serbia (primarily referring to the Law on the National Academy of Public Administration, the Law on Civil Servants and the Law on Employees in Autonomous Provinces and Local Self-Government Units) Professional training conducted by the National Academy of Public Administration is carried out by lecturers, coaches and mentors accredited in accordance with applicable regulations.

While lecturers conduct their training through oral presentations (usually in the form of lectures) and interactive contact with students through exercises, creating practical tasks and answering students' questions, mentors implement a professional development program when, through group or individual work with participants and in the process performing the work of their workplace, it is necessary to provide direct support and transfer of complete knowledge, experience, abilities and skills that the mentor has to work in the field that is the subject of the program, and which should be acquired by a public servant. Finally, coaches ensure the implementation of the program by providing support to participants, which is aimed at jointly or mutually encouraging the exchange of experiences of coaches and students to develop skills to more effectively solve problems and achieve professional interests and improve performance in the workplace. self-government.

It follows that the two most common modalities of knowledge transfer are live lectures and distance learning through the information and instructions provided, using different technologies and other forms of distance learning "is the definition of distance learning given by the American Distance Learning Association (The United States Distance Learning Association).

In addition to the classic distance learning instruments (recorded oral presentations, PowerPoint presentation and accompanying written materials), there are more and more so-called webinars that enable: slide show (Microsoft PowerPoint or Apple KeyNote), video display (whether it is saved in your computer or plays online from YouTube), talk to trainees (during the webinar, an online telephone service is used - Voice over Internet Protocol that allows real-time audio communications), recording lectures (with the possibility of delayed playback of the entire presentation including all audio videos), Chat with participants (written chat with participants, which is of particular importance for audience members who want to ask questions) and finally the option of a poll or voting (the ability to create a poll or voting option, which participants fill out for statistical purposes, and they especially refer to the expression of satisfaction with the attended training, ie the evaluation of the training itself and lecturers).

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[3] Activities in the field of professional development of public administration employees include: 1) analysis of training needs, 2) planning of general professional training, 3) creation of special professional training programs according to the needs of individual public administration departments, 4) evaluation of implemented activities, 5) reporting and 6) providing continuous and stable sources of financing for these activities..

For the needs of public administration employees, the National Academy of Public Administration designed a special Webeck platform for further learning through webinars, which could influence: automation of webinars (scheduled reproduction to inform participants that the webinar will start soon, encouraging them to apply immediately; recording of lectures, interaction between lecturers and exhibitors (live chat, surveys or virtual presentation board), security (webinar rooms are password protected) and final analytical processing of all data (report and analytics on the rate of webinar specificity and other quality metrics the publications themselves).

COMPARATIVE ANALYSIS OF THE PROFESSIONAL TRAINING SYSTEM IN THE COUNTRIES OF THE EUROPEAN UNION AND THE REPRESENTATION OF THE DISTANCE E-LEARNING METHOD

Comparative analysis of the system of professional development of public administration employees, for the purposes of this paper, was performed on a sample of those countries that meet one of three criteria: the first criterion is the similarity of public administration and the position of public administration employees the closest to ours and the existence of a central institution of professional development of employees in public administration, as is the case in the Republic of Serbia.

Comparative analysis is based only on the processing of available documentation (desk study). Relevant data were collected through the websites of the ministries in the selected countries responsible for civil service training issues, as well as through the websites of their main civil service training institutions. Data were also collected from scientific reports, annual reports of training institutions and other relevant sources that were available to the authors of this paper.

Professional training of employees in the public administration of Germany

Similar to the Republic of Serbia, the professional development of public servants is organized through the activities of the central institution of professional development, ie the Federal Academy of Public Administration (BAköV). BAköV is the most important institution for the training of civil servants at the federal level in Germany. The academy was established in 1969 by a decree of the Federal Ministry of the Interior. The decree is based on a decision of the Federal Cabinet. In terms of organization, the Federal Academy is an independent part of the Federal Ministry of the Interior. The seat of the Federal Academy has been located in the premises of the Federal College of Public Administration, located in Brill, near Bonn, since 1988.

The most important tasks of the Federal Academy are: supporting the policy of the Federal Government; maintaining and constantly improving the performance of the federal state administration; improving the quality of narrowly professional and interpersonal skills of employees in the federal state administration, strengthening their motivation and encouraging the exchange of ideas and experiences.

The Academy of Public Administration is a partner of federal bodies in charge of professional development of staff and providing advice; specifically designs its programs in accordance with the specific needs of clients, current policy goals and the latest achievements in research and society; supports federal bodies in modernizing and managing change and

helps federal bodies become "learning" organizations and helps employees more effectively combine work activities and learning.

Planning and implementation of professional training of employees in public administration are organized through the work of seven departments, as follows:

Department 1 is in charge of determining new requirements for professional development, for the development of strategies that will be able to meet such requirements, as well as for the development of annual programs of professional development and new instruments and methods of professional development. Department 1 is also in charge of quality management and evaluation.

Department 2 is in charge of organizing training for the preparation of candidates for promotion from the position in the higher-middle service to the position in the higher service. Within this Department, testing of candidates for professional development programs for the mentioned jobs is also performed.

Department 3 is in charge of professional development of staff in areas related to EU competencies and international skills.

Department 4 is in charge of professional development of executors and staff development.

Department 5 is in charge of professional development in the field of IT and new educational methods (e-learning and "blended" learning). This Department has its own monthly newsletter which contains information on current events and achievements in the field of information technology and e-learning.

Department 6 is in charge of coordination with the Academy's office in Berlin.

Section 7 is in charge of an advanced training program aimed at promoting international skills. The department is in charge of policy issues, planning, organization, implementation and evaluation of professional development aimed at promoting international skills. This department is also in charge of training foreign civil servants, exchanging staff at the international level, cooperating with international organizations, as well as applying for candidates for the French-German academic training program "Master of European Administration" which enables the acquisition of an accredited academic degree.

In the scope of the BAköV training department described above, it was learned that only one department, namely Section 5, provides training in the field of IT and new learning methods (e-learning and "blended" learning). The content of training is constantly adapted to the needs of clients. Training is organized mainly by standard distance learning methods.

Professional training of employees in the public administration of Greece

The National Center for Public Administration and Local Government (E.K. D.D.A.) is a strategic institution for the professional development and education of civil servants and employees in local government. The center was established in 1983 as a legal entity and is under the supervision of the Ministry of the Interior.

The National School of Public Administration (ESSD) has six departments: the Department of Executive Communication; Department of General Administration; Department of Social and Health Management; Department of Regional Administration and Development; Department of Information System Management and Department of Tourism, Economy and Development.

The scientific staff of the Center, in cooperation with central and local government units, considers the need for professional development, prepares and conducts training in accordance with these needs, and within the set goals of the institution.

The training system is implemented through 3 phases. Within teaching phase 1, an introductory training program lasting 4 months is implemented, and it contains an

introduction to the basic principles of public administration. Within this module, the following are studied: public policy and public administration; ethics in public administration; European political system; electronic administration; research methodology; office business automation skills; writing, standardization and management of public documents, elements of administrative law, organization and management of the public sector, public economy and finally the IT technology system.

Within teaching phase 2, which lasts 9 months, different courses of each department are realized individually. Only within this phase are distance training realized by standard working methods.

Teaching phase 3 lasts 4 months. Within this phase, students are assigned to units selected by the School after their studies on a current topic in the field of public administration.

Professional development of employees in the public administration of the Czech Republic

The Czech Republic does not currently have an institution in charge of centralized management in relation to issues - training policy in the civil service. Based on the Government resolution from 2001, the Institute for Public Administration was established. The main role of the institute is to provide training for public administration employees. In the beginning, the institute was under the auspices of the Cabinet of the Government, but later it was moved under the auspices of the Ministry of the Interior and placed under the authority of the Deputy Minister in charge of European Union Affairs.

The Prague Institute of Administration prepares all training that it is obliged to prepare in accordance with Law no. 312/2002 on employees in local self-government units. This includes: 1) preparation for certification of special professional competencies through an exam (These competencies are defined by public notification of the Ministry of Interior); 2) continuous training, with a focus on topics in the field of certification of special professional competencies and others; 3) training for more experienced employees and managers of organizational units, in order to master the knowledge and skills needed for management in everyday situations and 4) training related to e-government.

According to the information from the website of the Ministry of the Interior, which includes the presentation of the Institute, the Institute of Public Administration presents its courses in the catalog twice a year and continuously. This consists of regular one-day courses, e-learning and blended courses and access to the center with independent learning of English, German and French.

Professional development of employees in the public administration of Austria

The Austrian Federal Academy of Public Administration, Verwaltungsakademie des Bundes (VAB), was established in 1976 as a government training institution. The Austrian Federal Academy of Public Administration provides leadership and management training for senior civil servants, human resource management and human resource management programs, general and special programs and training for European integration and public administration consulting. The academy also provides consulting services and training courses for civil servants and trainers in Central and Eastern Europe.

The Academy provides external lecturers on the basis of: contact with line ministries, government bodies and social partners, in order to find civil servants or other experts with

specific competencies needed for various topics and on the basis of cooperation with European institutions in various fields.

The Austrian Federal Academy of Public Administration offers a wide range of seminars and modules - training programs related to the following areas: Basic Competences and Vocational Training (Grundausbildung), Europe and Language, Human Resources and e-Government, Management and Leadership Training.

The content can be summarized as follows: The seminars are open to civil servants from the Member States and officials from European institutions. The Academy also offers a series of seminars held by partners from other European schools of public administration through E-learning.

Professional training of employees in the public administration of Lithuania

The Lithuanian Institute of Public Administration (LIPA) is the leading institution for the training of civil servants, research and consulting in public administration in Lithuania. The Institute actively cooperates with over twenty foreign institutions and universities and has an active role in international projects.

The beneficiaries of the Institute are employees of the Seimas Office (Parliament), the Office of the President and the Office of the Government, ministries, other state bodies and institutions, districts and municipalities. About 85% of training is provided to civil servants in ministries and institutions within ministries, the Office and government institutions.

The Institute of Public Administration operates in the following directions: 1) Preparation and updating of training programs for civil servants; 2) Training of civil servants; 3) Training and improvement of lecturers' skills; 4) Participation in international programs and projects related to the development of skills in public administration and the mission of the Institute; 5) Methodological, consultative and organizational support for state and municipal institutions; 6) Research on training issues in the civil service; 7) Spreading the culture of state administration; 8) Development of information database and 9) Preparation and publication of methodological literature.

The Lithuanian Institute of Public Administration provides a wide range of training programs and modules. In 2008, 20,000 participants attended the training. Due to the financial crisis, the number of participants decreased dramatically in 2009. The most attended was the training on the topic of the European Union and in the field of legislation. Senior civil servants can participate in about twenty courses in total and all this training is offered by the Institute. Most training programs are short-term training.

In addition to key training in the field of financial resources management; transparency and anti-corruption; globalization; change management; administrative capacity building programs; leadership and development of human resource management skills and development of individual management skills; European Union regional policy and management of EU funds are represented (as a separate entity) and E-learning programs

Professional development of employees in the public administration of Norway

Although Norway is not a member of the European Union, the system of professional development of employees in the public administration of that country is at a very high level. In addition, in the past 20 years, the Government of Norway has made a great contribution to the modernization of public administration in the Republic of Serbia through the action of the Agency for Public Administration and Electronic Administration - Difi.

Norway Agency for Public Administration and Electronic Administration - Difi is the main institution in charge of central training in the civil service in Norway. Difi aims to strengthen the work of the Government in implementing public administration reforms. The Ministry of Public Administration, Reform and Church Affairs oversees the work of the Norwegian Agency for Public Administration and Electronic Administration - Difi.

The Norwegian Agency for Public Administration and e-Government - Difi aims to continuously improve organizational structures and public administration management, through coordination of public authorities and services, providing support to human resource management and leadership training. It should also be noted that Norway is the Agency for Public Administration and Electronic Administration - Difi Government instrument that provides state bodies with generic training with an emphasis on the values of public administration, principles, rules and regulations, internationalization, governance, e-government, work processes and culture.

Norway The Agency for Public Administration and Electronic Administration - Difi implements its training through its employees or other civil servants, university professors, consultants, relevant specialists and international experts. When the Norwegian Agency for Public Administration and Electronic Administration - Difi contracts training with trainers from the private sector, there is an obligation to conduct a public procurement procedure in accordance with the Public Procurement Act.

The main topics of the training are the following: 1) public administration (rules and regulations, principles, values and ethics, governance, governance systems, change management and reform processes); 2) leadership and human resource management (leadership training, change management, mentoring, career planning, empowerment, diversity, introductory programs / "onboarding", coach training.); 3) international skills (Norway in Europe, the EU and the Agreement on the European Economic Area (EEA), comitology, lobbying, language courses, multilateral and bilateral international negotiations (simulation), multicultural understanding, study trips.); 4) communication (clear communication with citizens, public sector communication policies, Norwegian for foreigners in the public sector.) 5) information and communication technologies (ICT) (common information and communication architecture, development of electronic services, management of ICT projects in the public sector.) ; 6) public procurement (courses, seminars and conferences for different target groups in public procurement); 7) economic management (organized by the Norwegian Government Agency for Financial Management (rules and regulations for economic management in the public sector, risk management, productivity measurement, budgeting, accounting, evaluation, management by objectives.) And 8) On-line courses - E-learning (introductory programs for different target groups, progress planning program, value-play for management teams.

$$\therefore$$

This concise analysis shows that there are large differences in the content of training in the civil service, with certain "basic contents" that occur in all countries: laws on public administration and systems, training on leadership skills, human resource management, economic system / budget, international skills, knowledge and skills related to the EU, communication and media. Most countries also have training programs designed to "develop" careers. Individual topics can be more or less the same as in separate training, where they are combined in a way that includes the necessary knowledge and skills intended for further career development and are often elaborated in a more detailed way.

Also, there are large differences in the duration of the training, with most training lasting only a few days. All institutions in charge of organizing the training considered in the analysis have a wide range of short-term training, but they also organize longer training programs based on the form of modules, this especially refers to training programs in the field of leadership skills development.

ON-LINE TRAININGS OF PUBLIC ADMINISTRATION EMPLOYEES IN THE CONDITIONS OF THE COVID 19 PANDEMIC IN THE REPUBLIC OF SERBIA

For the purposes of conducting online training through webinars, public administration employees had at their disposal an LMS platform for distance learning through webinars. The LMS platform has several modules key to the quality of training, such as: 1) module for creating administrators (allows creating accounts with full and limited privileges. This function allows administrators to restrict access to the platform to only certain functionalities of the platform.); 2) module for general adjustment with the following options such as: insertion of logos, favicons and titles of the platform, insertion of links to social networks or editing of the title page, ie selection of the color scheme for the appearance of the platform; 3) module for sending notifications / emails that enables: creation of predefined templates, manual and automatic sending of emails. Review of sent emails, mark of success of sent emails and export overview of sent emails; 4) a module for displaying changes to the system and 5) a module for language settings that enables: creating new languages, editing existing languages; delete existing languages; language selection while working on the platform; 6) user creation module that enables user creation and user search, which enables: user editing, creating user groups, importing and exporting users, summarizing user data (user email, username, password, name, surname, contact phone) and others data that more closely identify the user; 7) a module for creating courses that enables: creating new courses, editing and deleting existing courses, creating tests to check the acquired knowledge of students and an instant view of the course layout; 8) content entry module that allows: adding text (.doc and .pdf), HTML, Powerpoint (.ppt) and video (.mp4) content, defining the name and description of the content, as well as defining the corresponding image / icon and allows or prohibits or permission to download files and finally 9) module for creating tests that allows defining the name and description of the test, questions with one correct answer, questions with multiple correct answers, open questions with entering answers, setting a passing threshold or minimum success in taking the test, allowed time for solving the test and quoting questions - choosing questions by random selection from the library of questions.
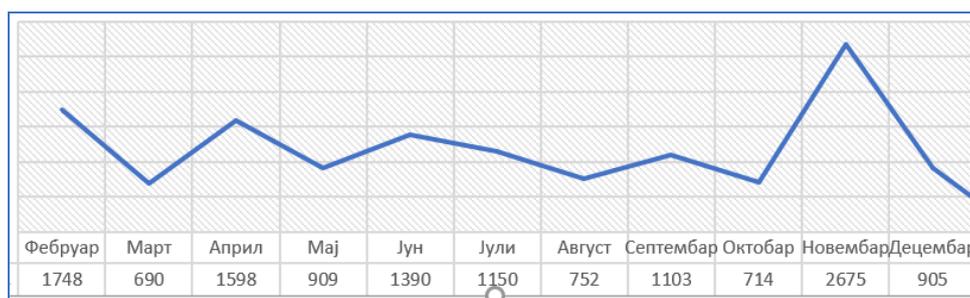
For the authors of this paper, a special reporting model was of special importance. Namely, this module enables the following general reports related to: the total number of users who completed the training, the total number of users who successfully passed the test, the total number of correct answers to the question and / or the total number of incorrect answers to the question. In addition, this module provides the following individual reports, which helped the authors of this paper to summarize the indicators of their research, which relate to leading the administration of the participants and their results and monitoring the available resources used for online training.

During the first wave of the Covid 19 pandemic, ie during 2020, public administration employees attended training in the classic classroom 58 trainings, in the virtual classroom 183 trainings, online courses 10 and online trainings 18. So, a total of 269 trainings were attended

by 12,559 participants with the engagement of a total of 149 lecturers. On-line trainings were realized through a specially designed LMS platform.
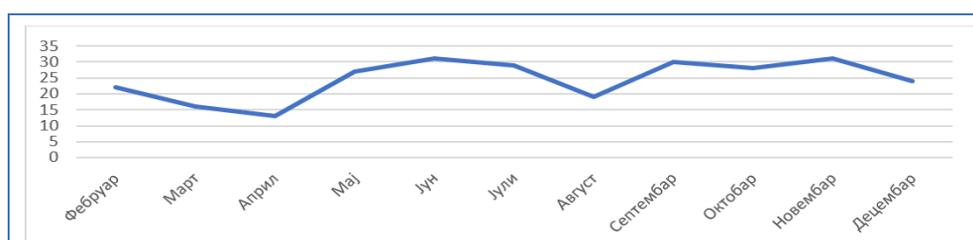
Regardless of the general environment, which was accompanied by a justified fear of infection with the Covid 19 virus, changes in the regime of daily work engagement and the like, observed by months, during 2020 the number of webinar participants was mostly equal.

Figure 1. Number of webinar participants during 2020

Фебруар	Март	Април	Мај	Јун	Јули	Август	Септембар	Октобар	Новембар	Децембар
1748	690	1598	909	1390	1150	752	1103	714	2675	905

Source: NAPA January 2021

Figure 2. Number of organized webinars during 2020

Source: NAPA January 2021

A comparative analysis of the data from the presented graphs shows that an average of 37 participants attended each webinar. At 59 webinars, the number of participants was up to 15, at 32 trainings there were 16 to 25 participants and over 26 participants were present at 178 trainings.

Given the presented data, for the purposes of this paper, an analysis of the satisfaction of participants and the success of the webinars was performed. The general criterion for the evaluation of the program is the achieved effect of professional training on raising the level of competencies (personal progress) and on performing tasks in public administration (professional performance). Specific criteria for evaluating the program were: satisfaction with the implemented program (reaction); acquired new knowledge and skills (learning); influence on behavior change (behavior); application of acquired knowledge and skills in work (results).

These criteria were taken from the methodology of research into the effects of the Government Human Resources Management Service professional development program, which were related to: the acquisition and application of knowledge and skills; by changing attitudes and behaviors; career development; motivation for further professional development; professional contact between the lecturer and the trainee and the organization of the training.

According to the presented criteria, the following indicators were obtained:

1) In relation to the expectations of the participants, the grade "fully" was given by 81.14% of participants;

2) self-assessment of knowledge before and after the training was assessed by the participants as +1.12 difference

3) the length of the training was assessed by the participants as "long enough" by 85.08% of the participants;

4) the applicability of the newly acquired knowledge was assessed by the participants with a grade of 3.60

5) the efficiency of the training organization was assessed by the participants with a grade of 3.79.

From the above, there was a general assessment of the trainings, which the participants rated with a score of 3.70.

If we keep in mind that the webinars were a novelty in the implementation of trainings, both for lecturers (98 of them) and for participants, 12 lecturers were graded 4.00; 82 lecturers were graded over 3.50, while 4 lecturers were graded between 3.00 - 3.50. No lecturer was given a lower grade below 3.

CONCLUSION

The process of permanent professional training of employees in public administration is a multi-required process that is accompanied by certain risks. On the one hand, the challenges are on the trainees themselves (motivation, commitment and finding adequate motivation), and on the other hand, the challenges and risks are on the side of the training organizers. When extraordinary circumstances such as a pandemic are added to this, which shifts from one common method of work to the field of virtual training, it is clear that the process of professional development requires constant innovation. As practice has shown, online trainings (standard and / or webinars) are not sufficiently represented in the system of professional development of public administration employees. Namely, compared to previous years, it is noticeable that webinars were an unknown form of education, while n-line trainings were quite sporadic. In addition, it was noticed that the training of public administration employees is mostly reduced to a living word, while materials (records, written documents, tests for knowledge testing and other aids) are not available to public administration employees.

In order for this situation to change, it is necessary to first improve the technical conditions. This refers to the improvement of the online training platform that would fully support the posting of materials in various formats: Word document, pdf document, short descriptive HTML, video file in mp4 format with subtitles in Vtt format. The latter would be extremely important in cases of hiring foreign experts.

In addition, in addition to these types of materials, the possibility of adding SCORM packages, tests, surveys and webinars as part of online training should be improved. According to the experience with online training provided by the private sector, an online training platform enriched with the SCORM package would enable the creation of interactive online training. To create them, an independent authoring tool is needed, which would enable the following settings: to which group of participants the training is available in which time period, options for unlocking - locking the material (reviewing which material unlocks the ability to view the next material, setting / adding notifications) are sent en masse to users, adding sections within the training, the appearance of the certificate - confirmation of completed training and the like.

Furthermore, it is recommended to further improve the Live conferencing - Webinars module, as a module that enables live lectures. The lecturer is recorded with a camera and / or

microphone, and the participants can watch / listen to his lectures on their screens. In addition to this, the main functionality, modules of this type can also contain the following options: 1) the lecturer can use a virtual board for drawing and writing, 2) the lecturer can easily display a picture of his computer screen, 3) the lecturer can receive and accommodate students from the virtual room, 4) the lecturer can "give the floor" to a student who will address the group through a microphone, 5) participants can type different types of questions and comments, 6) the lecturer can make a survey for a particular topic within the lecture and / or 6) that the entire lecture can be recorded for further archiving and broadcasting as needed by the participants.

Finally, two more modules are recommended: the Gamification module and the Coach & sharing module (Forum). The gamification module (an example of the popular application for learning foreign languages Duolingo is an excellent example of gamification in learning, with a developed system of awards, badges and levels in learning), which would increase student motivation and result in faster and better knowledge acquisition. With the help of different types of games, points, badges, nicknames and prizes that are implemented in the learning process on the platform, participants are placed in a competitive environment that awakens their competitive spirit. With the help of gamification, users have an additional motive in learning, but also in contributing knowledge to the entire community. The Coach & sharing module would enable communication between all participants in the education chain in a creative and interactive way. This would allow each participant of online training, during the training, in an intuitive way, to ask a question, comment or contribute their knowledge and experience in a given topic that will be available to all current and future participants. Thus, for example, a participant in some part of the theoretical training could, through his commentary, offer an excellent solution from practice, and at the same time attach a document made for the solution of the mentioned situation.

The authors of this paper are of the opinion that the proposed ideas would improve the process of professional development in public administration and that permanent professional training available to all employees in public administration with the proclaimed idea would come to life in practice at full capacity.

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