

COMPARATIVE STUDY ON THE TRAINING OF CIVIL SERVANTS IN THE MEMBER STATES OF THE EUROPEAN UNION

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ABSTRACT

The content of the article focuses on the professional training of civil servants, being a comparative study between the public function in Romania and the one in France, the latter being the European country with which Romania has developed in recent years, bilateral relations in the fields of governance and public administration, including in the field of civil servants' training. In the opinion of the author, the current objectives of the professional training of civil servants have to meet the fundamental goals of the modernization of the public service: to increase the efficiency of the public function; to provide civil servants with the knowledge, techniques and skills needed to perform their functions and to modernize the administration and, why not, to favor the process of adapting public services in different countries, in a context of European and international cooperation and integration. It can be said that currently, most EU countries, including Romania, make great efforts in continuous training of civil servants to help public service, to adapt its skills to the multitude of technical, technological and management changes, to which must cope national administrations.

KEYWORDS: *continuous training, civil servants, vocational training, reformation, modernizing public services, public administration.*

1. INTRODUCTION

The objectives of training and professional development of human resources, from the public administration, of the European Union countries, start from the necessity of modernizing the public administration and, in large part, consist in improving the professional skills and qualifications of civil servants, meant to increase the efficiency of the public service, as well as its performance. The training activity of civil servants is organized and carried out in European countries by public and private institutions and organizations, empowered to provide training services for employees in the public administration. The training needs of civil servants incite the administrations of the European Union countries to implement their own training systems. These systems are different from one country to another. They are mainly determined by the civil service system in each country. Although public service systems generally arise from the administrative tradition of each country, a number of other factors influence the overall organization of training systems such as governmental structure, civil servant status, conditions access to public office, the level of education required through recruitment, and even training strategies. In European Union countries, there are several categories of professional training, in their public administrations (Romanian Government, 2016):

- pre-recruitment training;
- general initial training;
- training for post adaptation (after recruitment);

- continuous training (which takes place throughout the career of a civil servant).
- a. Pre-recruitment training is characteristic of certain countries and applies where the public service is organized in a career system. This type of training is specific to national administrations who practice recruiting candidates through the competition. Usually, candidates are following administrative schools, later being targeted to specific positions in the administration, depending on the training received (see, France).
- b. The general initial training is practiced in many countries with the careers system throughout the internship of the recently recruited civil servant. It usually includes a general training program on administrative practices specific to that administration.
- c. Training for post adaptation aims at training the civil servant with the techniques specific to his/her job. This training is designed to provide, as a rule, specific training for a particular job, resulting from internships or training courses organized by administrations or in schooling periods, in specialized schools for that purpose.
- d. Continuous training aims at enhancing and deepening the general and professional knowledge of public administration staff, qualification in certain areas of activity (set of knowledge, experiences and skills) to enable it to effectively assume occupied positions.

Turning to the objectives of public service training, it can be said that they are fixed by the governments of different European countries and are usually re-translated into official texts regarding the public function (constitution, civil service laws, texts or other political guidance documents). Despite these country-specific nuances, public functions pursue common goals such as: contribution to reform implementation and modernization of public administration; developing knowledge about European affairs, issues related to the European integration process, etc.

Most countries in the European Union are making enormous efforts in this area of lifelong learning to help the public office adapt its skills to all the technical, technological and management changes faced by national administrations. It can be said that, in general, staff training in the administration is a central position in the policy of the administrations of the Member States of the European Union. From this point of view, all states propose, adopt and implement initiatives aimed at developing and strengthening the skills of senior management within public authorities and institutions, developing these competences as a key factor in achieving quality policies for administrative services.

Regarding Romania, it can be said that in 2014-2020, the strategic approach of consolidating public administration is a major concern of the Bucharest Executive, which the European Union is constantly supporting. A consolidated, modern administration must be able, at any time, to facilitate the country's economic and social development, through the provision of efficient public services, to adapt and respond promptly to the complex needs of today's society. Only in this way will it be able to implement public policies in the interest of citizens. In such an administration, the human resource, namely the strategic approach to its development, becomes a mandatory requirement (Manole, Alpopi & Colesca, 2011, p. 207). On this line, the Romanian administration needs currently highly competent and well-managed human resources to assume responsibility for the modernization of the entire public sector in Romania and thus contribute to the achievement of the objectives of the Europe 2020 strategy. Nowadays, more than ever, the Romanian administration needs human resources to fundamentally change its current configuration in order to improve the public services offered to citizens. In the current context, the efficiency of human capital actions represents the foundation of change, in Romanian public sector, of development and efficiency of social services provided to citizens (Manole, 2015, p. 31). In order to improve professional training, in Romanian organizations is felt necessary to carry out actions related to (Manole & Nica, 2018, p. 161):

- knowledge of the demand for professional training and its evolution as accurate as possible;
- organize a clear record of employee training;

- informing those interested about the possibilities of professional training;
- motivating employees and supporting those who want to improve their professional training;
- developing a plan of training actions;
- coordinate ongoing training, without hindering initiatives.

I can conclude by saying that the professional training of human resources in public administration, especially civil servants, must be planned, organized and thoroughly grounded, because in this sector of the economy there are staff with various specializations. Vocational training is an essential component in the development process of both civil servants and the capacity of public institutions, so it must be in line with the strategic priorities of the reform process. A thorough, accurate and detailed analysis of training needs is an approach that consumes important organizational time and resources. Using multiple data collection methods to analyze training needs is necessary to distinguish between perceived needs (employee training programs), needs expressed by managers and normative needs (those required by legislation), existing within different public administrations. In training, it is recommended to focus on learning objectives, content of training programs and strategies in the field of training, focusing on acquiring certain knowledge, skills and competences that appear regularly and repeatedly as working procedures in the public office.

2. PROFESSIONAL TRAINING OF CIVIL SERVANTS IN ROMANIA

2.1. Legislative provisions in the field of civil servants training

The modernization of the civil service is an important criterion for the European Commission in assessing the performance of the EU Member States, and therefore the legislation drafted by these countries is carefully considered in terms of compatibility with European norms and the ability of the respective countries to implement common policies and to respect European law (Petrovszki, 2011, p.7). The Strategy for Strengthening Public Administration 2014-2020 is the strategic reference document for public administration in Romania, underlining the need to increase professionalism and stability in the public function, as a result of the adaptation of the recruitment, selection and evaluation procedures to the requirements of performance management, as well as the need to develop skills, starting from institutional needs (The Ministry of Regional Development and Public Administration, 2014). The strategy for the development of the public function (SDPF) 2016-2020 is fundamentally aimed at laying the foundations of a coherent human resources policy, so that in the future the Romanian administration will have professional employees, working in a stable, transparent and predictable environment, capable of developing and implementing effective public policies. It promotes the principles and directions of action of the 2014-2020 Strategy for Strengthening Public Administration (SCAP) and reflects, refines and complements the human resource perspective in public administration as outlined in the SCAP, focusing primarily on the field of civil service and on aspects related to the relationship of this socio-professional category with the other categories of persons, who carry out their activity in the public administration in Romania (Romanian Government, 2016). By H.G. No.650/2016 approved the Strategy on vocational training for the public administration 2016-2020, aiming at ensuring a unitary framework for the measures for improving the quality of the professional training process for the public administration (National Agency of Civil Servants, 2016). Thus, the development and implementation of the Vocational Training Strategy for Public Administration 2016-2020 (Romanian Government, 2016) is a necessary process for implementing the SCAP provisions on the training of human resources in public administration. It is therefore desirable to reform the vocational training system by correlating two aspects: the training for a career in the public administration and the actual development of the career. The public administration system is subject to the process of reform and continuous training, focusing on

increasing the performance of public organizations in the sense of professionalization, improving the professional performance of civil servants, developing new skills in relation to new trends in the field of vocational training. In order to reform the professional training system of the Romanian civil service, as a first step, the principles recommended by the European Union's strategic documents should be correlated with the current situation, but especially with the reform directions of the Romanian public administration. On the other hand, analyzing good practice models in EU Member States with relevant expertise can bring real benefits not only by taking forms at the expense of the fund but by understanding the mechanisms and adapting them so as to meet the real needs of Romania. Improving and more efficient use of human capital aims at promoting social inclusion and strengthening administrative capacity to develop a modern and flexible labor market; improving the relevance of the education and training system for employment; stimulating entrepreneurial culture. The National Institute of Administration (INA), which was to take over the activity in the field of professional training, public administration and professional training of civil servants from the National Agency of Civil Servants (ANFP), was established by Government Ordinance no.23/2016. The role of the National Institute of Administration was to implement the government's strategic directions on streamlining public administration through the professionalization of central and local public administration staff. According to the provisions of art. 22 from H.G. no.1066/2008 for the approval of vocational training standards for civil servants are providers of vocational training (National Agency of Civil Servants, 2015).

- a) public authorities and institutions having as their object of activity, explicitly defined in the normative act of establishment, organization and functioning, organizing and carrying out training programs;
- b) institutions within the national education system corresponding to the level of higher education or, as the case may be, to the permanent education category, within the limits stipulated by the law;
- c) private law organizations established with or in partnership with public authorities and institutions, having as their object of activity, explicitly defined in the act of setting up, organizing and functioning, organizing and conducting training programs, etc.

Some of the principles applicable to the vocational training system of civil servants in Romania are provided in Article 4 of the HG. no. 1066/2008 for the approval of the rules on the professional training of civil servants (National Agency of Civil Servants, 2015):

- d) efficiency - the principle that public authorities and institutions have an obligation to ensure the achievement of the objectives of training with a rational consumption of resources;
- e) effectiveness - the principle that training beneficiaries have the right to achieve better results than allocated resources;
- f) consistency - the principle according to which the rules established by the present judgment are generally applicable in the process of assuring the observance of the law and the fulfillment of the obligation of training and professional development of civil servants;
- g) equality of treatment - the principle according to which, in the contracting of training services, the contracting parties have the obligation not to discriminate between the categories of beneficiaries, respectively between the categories of training providers;
- h) decentralized management of the training process - the principle that public authorities and institutions have full competence in training planning, procurement of training services, monitoring and evaluation of civil servants training;
- i) free access to training services - the principle according to which training providers have free access to the procurement procedure for training services under conditions of competition and equal treatment in relation to the beneficiaries of training, etc.

2.2. The main providers of training services for civil servants

2.2.1. National Institute of Administration (INA)

As I said before, the National Institute of Administration, which was to take over the activity in the field of professional training in the public administration and professional training of civil servants from the National Agency of Civil Servants, was established by Government Ordinance no.23/2016 (National Agency of Civil Servants, 2016). The role of this institute was to implement the strategic directions of the Government regarding the efficiency of the public administration, by professionalizing the personnel from the central and local public administration. Presently, The National Institute of Administration ensures the continuous training of specific categories of staff from the public administration: potential candidates for a public position corresponding to the category of senior civil servants, civil servants, personnel who carry out their activity on the basis of an individual contract work or management contract, persons elected or appointed to positions of public dignity or assimilated to them, elected local and other categories. Specialized training programs tackle, in an innovative way, complex themes designed to build skills and develop skills that keep pace with the requirements of a modern and performing public administration. The Directorate of Training programs provides public administration staff and other interested persons with a wide range of themes, established through a careful analysis of training needs and adapted to the requirements of national and international strategic documents. The portfolio of training programs focuses on public policy, regulation, human resources, financial management, internal audit, project management, international relations, public procurement, quality management, ethics and integrity, urban planning, IT&C applications management, etc. Through in-service training, central and local public administration staff have the opportunity to enrich their expertise, to exchange ideas, experiences, best practices, and find support to solve common problems. In order to meet expectations, INA uses the best training methods and techniques, content design and training assessment, investing in developing the network of trainers, developing partnerships, adapting and innovating.

2.2.2. National Agency of Civil Servants (ANFP)

According to the legal provisions in force, the public authorities and institutions have to communicate annually to the National Civil Servants Agency, according to the law, the professional training plan for civil servants, as well as the funds provided in their own annual budget, organized at the initiative or in the interest of the public authority or institution. ANFP centralizes the data submitted by the main credit advisors on the training proposals for civil servants identified following the evaluation of individual professional performances and establishes the specific theme of the specialized training programs in public administration and professional training of civil servants. In March 2014, the Agreement on Cooperation with the National School of Public Administration of France (ENA) was signed by ANFP for a period of three years, an agreement which had a fundamental objective the development of cooperation in the field of professional training of civil servants, through the implementation of joint activities on vocational training and the exchange of experience. The collaboration between the two institutions focused on the following aspects:

- continuous training of civil servants;
- the professional training of persons intending to occupy a public position in the Romanian administrative system, depending on the strategic options formulated by ANFP and in accordance with the Romanian public sector recruitment legislation;
- developing and strengthening the institutional capacity of the ANFP in the field of vocational training and education.

According to the ANFP president, collaboration with ENA has benefited both institutions, contributing both to the efficient training of civil servants within the Romanian public administration and to the increase of the quality of services, provided by ANFP at the highest international standards. By the Order of the ANFP President no. 762/2015 the priority areas of training for the public administration were established based on the analysis of the training needs identified in the central and local public administration as well as the strategic priorities for the public administration (National Agency of Civil Servants, 2015). In order to ensure the observance of the law and the fulfillment of the obligation to continuously improve skills and professional training, in the assessment report, the areas in which the civil servant being assessed requires further training in the next period are evaluated annually in the assessment of individual professional performances. The training needs thus identified shall be supplemented, where appropriate, by the training needs resulting from the legislative changes in the areas of competence of the civil servant, as well as any relevant changes to the job description. The National Agency of Civil Servants centralizes the data transmitted by the main credit officers and elaborates the annual report on the professional training of civil servants, which it publishes to the public, including by publishing it on its own website. According to the regulations in force, public authorities and institutions have full competence in planning training, purchasing training services, and monitoring and evaluating training of civil servants. According to the planning principle, public authorities and institutions have the obligation to initiate annually the process of identifying the training needs of civil servants and to prioritize the acquisition of training services based on identified training needs and available resources. Participation in civil servants' training programs shall be financed, as appropriate, from the budget of the public authority or institution, from the amounts specifically earmarked for this purpose or from other sources. In the year 2016, ANFP organized training programs in classical learning, e-learning or blended learning, planned programs or at the request of beneficiaries (public institutions and authorities), in the priority areas (approved by order of the ANFP president) the results of the training needs analysis, identified at the level of the public authorities and institutions, as well as the strategic priorities of the public administration, resulting from the programmatic documents adopted by the Romanian Government.

2.3. Statistics on Professional Training of Civil Servants

As I mentioned above, according to the legal provisions in force, the public authorities and institutions have to communicate annually to the ANFP, according to the law, the professional training plan for civil servants, as well as the funds provided in their own annual budget to cover the expenses for professional training of civil servants. Communication of data on the civil servants' improvement plan shall be made by electronic means, by March 1 of the year for which the report is to be made, a deadline for the local public administration authorities and by 31 March of the same year for the authorities central public administration. For example, in the year 2016, at the ANFP level, 222 reports were received. Reporting this figure to the total number of 4,363 public authorities and institutions, the result was 5.08% of the overall level of respondents at all levels of public administration. From a number of 42 counties, 29 county councils were reported, which represented 69.04%. At the same time, out of a total of 22 ministries, 11 ministries were reported, which represented 50%.

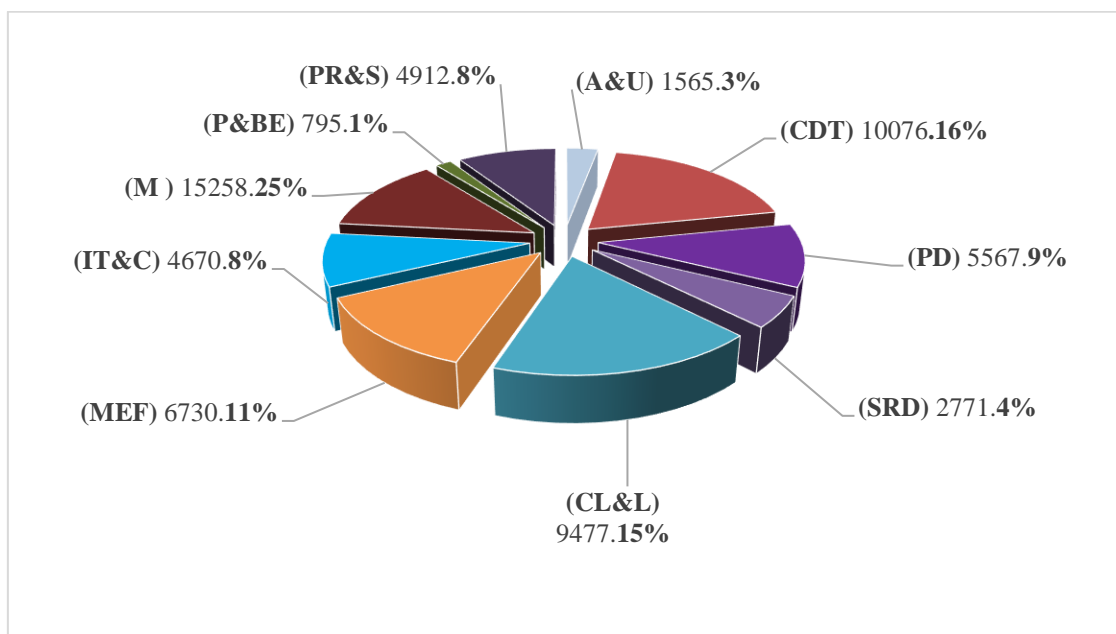


Figure 1. Options for improvement of civil servants at national level

Source: Own processing after Report on the training / professional development of civil servants, 2016 (National Agency of Civil Servants, 2017)

Thus, centralized data, at the level of central and local public administration (see figure 1), shows that the field of Management (M) meets 25% of the civil servants' improvement options, followed by seven areas such as: Communication and decisional transparency (CDT) 16%; Community law and legislation (CL&L) 15%; Management of external funds (MEF) 11%; Personal development (PD) 9%; Public resources and services (PR&S) 8%; Information and Communication Technology (IT&C) 8%; Sustainable regional development (SRD) 4%; Architecture and Urbanism (A&U) 3%; European Policies and Business (P&BE) 1%. From the analysis of the above data, it is observed that the general level of responding, at all levels of public administration, was quite low (5.08%), and can be considered insignificant and the reporting unimportant. Another very important indicator, from the perspective of the training activity, is the degree of relevance of the training and improvement fields, identified as priority at the level of the public administration. It can be said that this indicator is correlated with the level of the respondents, but it is possible to appreciate the tendencies identified in the prioritization of the domains (see figure 1). The situation of the participants in the training programs organized by ANFP during 2010-2015 is presented in the chart below (see figure 2) and shows a generally increasing evolution both of the number of vocational training / of participants. It can be said that this evolution is largely due to the actions taken by ANFP in order to ensure the highest quality of the training programs.

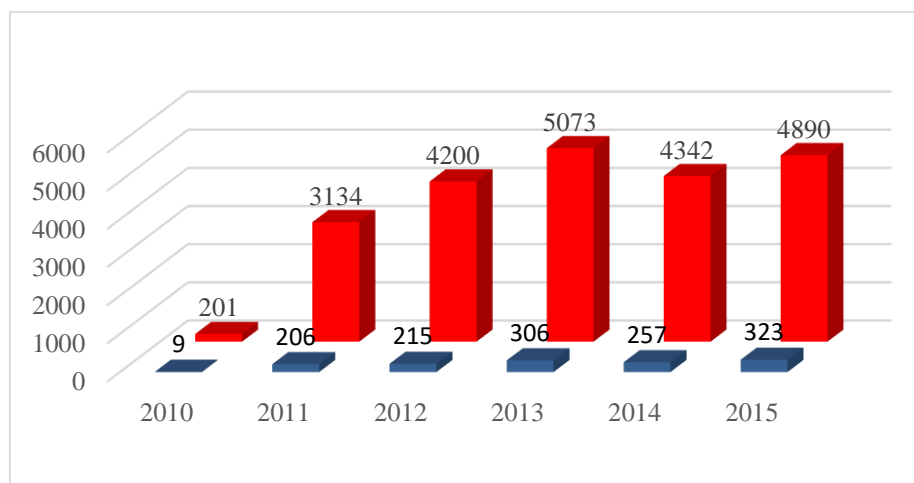


Figure 2. Situation of ANFP participants and improvement programs for 2010-2015

Source: Own processing after Training Strategy, 2016 - 2020 (National Agency of Civil Servants, 2016)

Looking at the graph above, it is noticed that, since 2011, there has been an increasing trend in the number of participants in the training programs (with red on the graph) organized by ANFP and the number of training programs for civil servants (with blue on the graph). It is also noticed that 2013 was the peak year, the number of participants in the training programs being the highest, respectively 5073. Of course, this figure is a small one, if we report to the size of the body of civil servants. In 2010, the situation was weaker in the sense that the number of training participants and the number of training programs organized were relatively small. This difference can be explained by the fact that, at the level of 2010, Romania experienced a peak of the economic crisis, but also because the ANFP was in a transition period, having to adapt to the new attributions by taking over the National Institute of Administration.

3. PROFESSIONAL TRAINING OF CIVIL SERVANTS IN FRANCE

3.1. Legislative provisions on the training of civil servants

In France, the legal framework makes an explicit reference to improving both civil servants in the central public administration and those in the local public administration, thereby recognizing by legislation that training is a personal right of employees and a correlative duty of employers. Each clerk receives 5-6 days of training each year. The conditions and content of training are set by annual agreements between the government and the trade unions. In 2006, the agreement on lifelong training of civil servants with three representative organizations was signed, which entered into force in 2007 (Decree no. 2007-1942 of 26 December 2007 on lifelong training for civil servants led to the abrogation of several previous decrees on the organization of continuing vocational training, such as: decree no. 75-205 / March 1975; Decree no. 81/334 / April 1981; Decree no. 85-1076 / October 1985, etc). Through this agreement, each individual civil servant was given the right to individual training (DIF) already in force in the private sector, introducing an extremely important aspect, namely the recognition of professional experience. This agreement also emphasized the strengthening of the role of actors in the field of vocational training; better integration of career training; including professional experience in recruitment and career development. It can be said that in France the organization of training for the civil service is of great importance and interest. Thus, the National Territorial Public Service Center is a fully independent training institution, but at the same time it is a centralized

structure imposed by the state on local authorities. The training system has a decentralized structure and consists of initial training schools, training center for management experts, in partnership with universities and private institutions. Funding for training is a mandatory requirement for public administration authorities, in France.

3.2 Prestigious schools in the field of staff training in public administration

In France, there are several prestigious institutions that provide the general staff training framework for public administration such as: National School of Administration (ENA), Regional Institutes of Administration (IRA), National Center of The Territorial Public Function (CNFPT).

3.2.1. National School of Administration (ENA)

In France, ENA is the most prestigious of the "big schools" with a political, administrative and economic profile, with its graduates traditionally occupying key positions in both French and other French-speaking countries. Created by General de Gaulle, in October 1945, ENA has as a founding principle the extension of access to the highest executive level of government services, as well as the provision of training for senior civil servants (the State Council, the Court of Auditors, the Finance Inspectorate, Prefectural Corps, Diplomatic or Consular Corps). Its main mission is to recruit people to develop within the administration, based on values of responsibility, neutrality, impartiality and performance. The training programs offered by ENA consist of (National Agency of Civil Servants, 2014):

- Short-term training (intensive courses, several weeks on specialized subjects);
- Short international courses, specialized in public administration. We have the example of the participants in the Specialized Training Program for senior civil servants from Romania, who received, through the National Institute of Administration (INA), in collaboration with the Embassy of the French Republic, certificates of Excellence offered by the National School of Administration in France (ENA);
- Long-term training (international cycles of 7, 9 and 16 months) - general or specialist studies. The school offers a variety of programs for foreign students, with the aim of stimulating the exchange of experience by alternating the didactic activity with that of the workplace;
- Master programs such as: European Master of Management and Administration, Master of Public Management, Master of Risk Management in Local Government.

3.2.2. Regional Institutes of Administration (IRA)

Originally designed (1966) to compensate for lack of training, Regional Institutes of Administration continued to adapt training activity with various public policies, and with the necessary modernization of the state. The IRA has expanded its abilities and remained faithful to its original purpose: preparing new prospective leaders to exercise design, management and leadership functions in central and decentralized state services, but also to reinforce a core value namely, the meaning of public service. The IRA has, from the outset, militated for defending the image of public services as a whole, according to different functions and identities. Thus, the IRA's commitment is based on three fundamental values (National Agency of Civil Servants, 2014):

- the quality of services applied to all students with the status of trainee officials;
- interpersonal skills; maintaining a balance between acquiring technical knowledge and learning management;
- the spirit of responsibility in terms of the rigor that is needed for training. The IRA is actively involved in training officials throughout their careers, helping them to acquire basic and adaptation skills in the context of modernizing public management. For example, an IRA

center provides an average of 200 courses per year, representing more than 500 days of in-service training and nearly 3,500 participants trained each year.

3.2.3. National Center of The Territorial Public Function (CNFPT)

CNFPT was established in 1987, having administrative, recruitment and training responsibilities for civil servants in the local, territorial public administration. CNFPT offers especially professional training programs of short duration. This institution, of the French state, organizes recruitment competitions for civil servants, providing support to those who temporarily do not have a job. Since 1991, the CNFPT has set up a "observer of employment, trades and skills" to monitor and anticipate changes in the territorial public function, especially in the context of the decentralization movement (National Agency of Civil Servants, 2014).

3.3. Statistics on the training of civil servants

France is the European country that has introduced a methodology for training in a very structured framework. This country approached the model of training on professional bodies, and within them, by function categories, according to the level of decision-making responsibility. In general, training is provided by specialized institutions or by general training providers, such as the renowned National School of Administration - ENA (Romanian Government, 2016). For example, from the statistical point of view, the situation of the participants in the training programs (civil servants from the public hospital service), during the period 2009-2015, is presented below (see Table 1 and Figure 3) (Le ministère de la Transformation et de la Fonction publiques, 2017). It can be said that, this situation shows a generally increasing trend, the number of participants in vocational training / retraining courses and the number of training hours as part of the existing plans.

Table 1 Evolution of the number of participants and training hours as part of the institutional training plans (civil servants from the public hospital service)

Year	Number of participants (thousands)	Number of training hours (thousands)
2009	833	25,513
2010	839	25,568
2011	882	27,000
2012	941	27,281
2013	984	26,447
2014	1,004	26,341
2015	1,023	26,243

Source: 2017 Annual Report - Facts and Figures: Thematic Maps

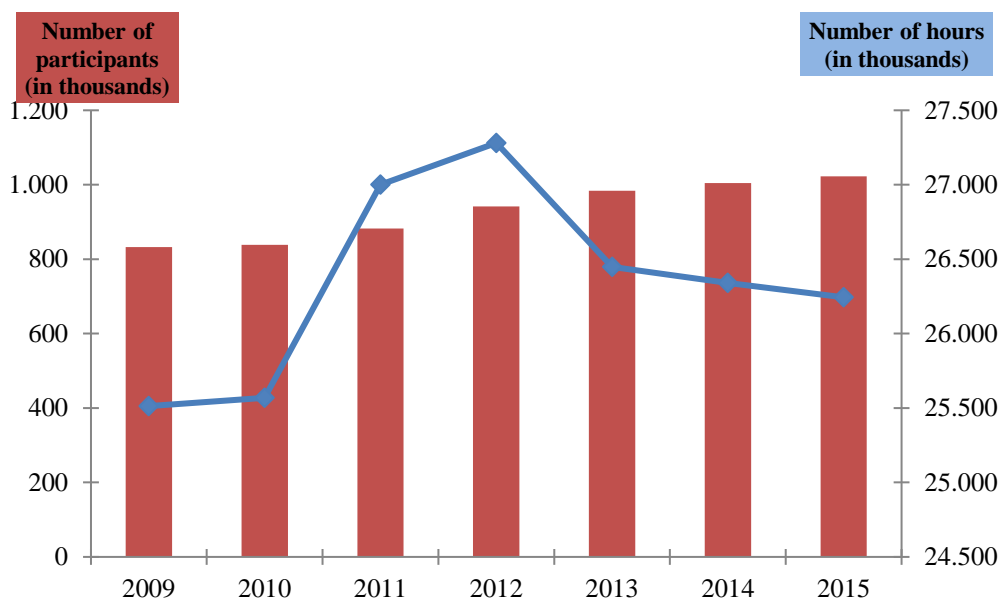


Figure 3. Evolution of the number of participants and training hours as part of the institutional training plans (civil servants from the public hospital service)

Source: Own processing after 2017 Annual Report - Facts and Figures: Thematic Maps

4. CONCLUSIONS

In essence, it can be said that training and professional development activities must be correlated with the training needs of those who participate in them. In this sense, it is necessary to elaborate, a well-established system, to analyze the training needs of different categories of civil servants. At present, the work of civil servants is influenced by a multitude of external factors (both at global and European level), and they lack the necessary knowledge and skills. In this situation, it is felt that there is a need not only to introduce into the thematic programs not only the issues of functional obligations, but also subjects in the field of behavioral management, ethics, communication, negotiations, etc. in a European context.

The assessment of training and retraining activities, which now focuses more on assessing the organization and actual development of training and retraining courses, must be an important tool for determining the impact of training and professional development of civil servants. Certainly the training of civil servants plays an important role, irrespective of the system in which the European public service is organized. In the current context of modernization, reorganization and rapid evolution of public administrations and policies at European and global level, competent staff is needed, well trained in public office. It can be said that the training programs are gradually changing, in the sense that instead of preserving a standard formula, they are better oriented according to the needs and expectations of the administrative services.

At present, there is an insufficiently developed training system in Romania that can't provide a coherent framework for the proper professionalization of public administration staff. Although in Romania there are a large number of organizations dealing with the formation of civil servants, the lack of a formal, official system of monitoring and control of the quality of training programs has created the image of a non-homogeneous system. In the view of many experts, this situation can be remedied by creating an appropriate institutional and legal framework to create the premises for the design of quality policies and services in the field of training and professional development of civil

servants. At the same time, the marginal role of the human resources departments, at the level of the central / local public institutions / authorities, is a major problem of the Romanian administration at present. The human resources departments, in this case the managers of these departments, are perceived as having a subordinate, executing position both in relation to the management of the public institutions / authorities and with the other institutional departments and their ability to analyze the training and improvement needs of employees in relation to institutional needs is quite low.

In my opinion, human resources managers from public institutions / authorities should be given much greater autonomy in the design and implementation of all policies on civil servants, including in their professional training and education, as all the developed countries, members of the European Union, have done. I think that, from this point of view, the first step would be to decentralize human resources management activities to other institutional departments, so that the human resources department, or its manager, be relieved of the responsibility for carrying out all activities in the field of human resources, which will allow the extra time remaining to develop new high-quality strategies, policies and services, both in the field of training and improvement of human resources in the public administration, as well as in the other areas of the human resources function. This is all the more so since the Romanian administration has to align itself with all the other modern administrations in the European Union. On the other hand, the process of decentralization of human resources management, at the level of the managers of the other institutional departments, will provide them with the necessary tools for decision-making, assuming responsibility for both their own performances and the performances of employees they have under their control. In this context, senior management of public institutions / authorities will benefit from continuous feedback from the managers of different departments, thus assessing the extent to which the overall institutional development strategy can be operational at the organizational level.

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