



저작자표시-비영리-변경금지 2.0 대한민국

이용자는 아래의 조건을 따르는 경우에 한하여 자유롭게

- 이 저작물을 복제, 배포, 전송, 전시, 공연 및 방송할 수 있습니다.

다음과 같은 조건을 따라야 합니다:



저작자표시. 귀하는 원저작자를 표시하여야 합니다.



비영리. 귀하는 이 저작물을 영리 목적으로 이용할 수 없습니다.



변경금지. 귀하는 이 저작물을 개작, 변형 또는 가공할 수 없습니다.

- 귀하는, 이 저작물의 재이용이나 배포의 경우, 이 저작물에 적용된 이용허락조건을 명확하게 나타내어야 합니다.
- 저작권자로부터 별도의 허가를 받으면 이러한 조건들은 적용되지 않습니다.

저작권법에 따른 이용자의 권리는 위의 내용에 의하여 영향을 받지 않습니다.

이것은 [이용허락규약\(Legal Code\)](#)을 이해하기 쉽게 요약한 것입니다.

[Disclaimer](#)

Master's Thesis of Public Administration

The Analysis of the Effectiveness of the Civil Service Training on Capacity Building among Government Officials in the Kyrgyz Republic

**키르기스스탄 정부 공무원 역량 강화를 위한
공무원 교육의 효과 분석**

February 2023

**Graduate School of Public Administration
Seoul National University
Global Public Administration Major**

Keneshbekova Begimai

The Analysis of the Effectiveness of the Civil Service Training on Capacity Building among Government Officials in the Kyrgyz Republic

Academic Advisor Kim, ByeongJo

Submitting a master's thesis of Public Administration

October 2022

**Graduate School of Public Administration
Seoul National University
Global Public Administration Major**

Keneshbekova Begimai

**Confirming the master's thesis written by
Keneshbekova Begimai**

December 2022

Chair Koo, Mingyo (Seal)

Vice Chair Jeon, So Hee (Seal)

Examiner Kim, Byeongjo (Seal)

Abstract

The analysis of the effectiveness of the civil service training on capacity building among government officials in Kyrgyz Republic

Keneshbekova Begimai
Global Public Administration Major
The Graduate School of Public Administration
Seoul National University

The Kyrgyz Republic has passed a historical period of time in the direction of building a modern civilized state since the proclamation of independence in 1991. Civil servants are an important element of the state apparatus, introducing theoretical aspects of public service into practice, providing services and processes of public administration.

As well as other countries, the authorities of Kyrgyz Republic created prerequisites for the construction of a professional group of civil servants. To achieve these goals, the authorities use various tools, including improving the professionalism of public servants. Training is one of the main tools to increase civil servants' potential because it provides necessities and aids increase the existing skills of government personnel.

The article examines improving public officers' professionalism through training annually conducted by the Agency for Civil Service and Local Self-Government Affairs under the Cabinet of Ministers of the Kyrgyz Republic.

The purpose of the paper is to analyze an investigation on evaluating the effectiveness of training for government officers of the Kyrgyz Republic. Unit of

analysis – are beneficiaries of training courses in 2019, before the COVID-19 pandemic.

The article is devoted to a comprehensive study of the theoretical and practical aspects of training for civil servants of the Kyrgyz Republic, which has not been fully conducted before. The elements of the study are taken from well-established previous studies.

Using secondary data and a survey of 344 civil servants in Kyrgyzstan, this empirical study indicated that trainings have a positive effect on aspirations for professional growth. The intermediary role of employees' perception of trainings was tested, and it wasn't recognized as significant.

Keywords: public service training, professional development, capacity building, Agency of State Service and Local Self-Government of the Kyrgyz Republic

Student ID: 2021-20380

Table of Contents

Abstract.....	i
Table of content.....	ii
List of tables and figures.....	iii
Chapter 1. Introduction	
1.1 Problem of statement.....	7
1.2 Purpose of Study.....	11
1.3 Research questions.....	11
1.4 Scope of Study.....	11
1.5 Significance of Study.....	12
Chapter 2. Theoretical Background and Literature Review	
2.1 The nature of Training.....	14
2.2 The nature of Capacity development.....	16
2.3 The role of perception level in Kirkpatrick’s training evaluation model.....	18
2.4 Relationship between training and capacity building.....	22
2.5 The overview of the civil service structure in Kyrgyz Republic....	23
2.6 National background of professional development in the civil service of Kyrgyz Republic.....	25
2.7 Current rationale and challenges of professional development in Kyrgyz Republic.....	28
2.8 Main stakeholders in the training system of Kyrgyz Republic.....	33
Chapter 3. Research Methodology	
3.1 Variables and framework of Study.....	35
3.2 The hypothesis of study.....	35
3.3 Research strategy.....	36
3.4 Method of Data Collection.....	38
Chapter 4. Data analysis and interpretation	
4.1 Demographic characteristics.....	40
4.2 Descriptive Statistics.....	42
4.3 Reliability and correlation.....	48
4.4 Hypothesis testing and multiple regression analysis.....	52
Chapter 5. Conclusion	
5.1 Discussion of the key results and suggested solution.....	58
5.2 Policy recommendations.....	59
5.3 Limitations of Study.....	62
Bibliography.....	63
Appendix I.....	69
Appendix II.....	75
Abstract in Korean.....	81

List of Tables

<i>Table 1. The number of trained civil servants from 2014-2022</i>	12
<i>Table 2. Classification of employees holding administrative public positions by a group of posts in 2022</i>	25
<i>Table 3. Measuring instruments</i>	37
<i>Table 4. Demographic profile of the participants</i>	40
<i>Table 5. Numbers of Respondents by Job Description</i>	41
<i>Table 6. Perception of trainees (Reaction level)</i>	43
<i>Table 7. Trainings (Learning level)</i>	45
<i>Table 8. Analysis of Final score</i>	45
<i>Table 9. Capacity building (behavior change level)</i>	47
<i>Table 10. The summary of descriptive statistics of all variables</i>	48
<i>Table 11. Pearson's Correlation</i>	49
<i>Table 12. Cronbach Coefficient Alpha for Independent variable</i>	49
<i>Table 13. Cronbach Coefficient Alpha for Dependent variable</i>	50
<i>Table 14. Cronbach Coefficient Alpha for Mediating variable</i>	50
<i>Table 15. Multiple regression</i>	52
<i>Table 16. Control variables regression results (without "Ministry" category)</i>	53
<i>Table 17. Result of hypothesis testing</i>	54
<i>Table 18. The most frequent responses of participants</i>	55

List of Figures

<i>Figure 1. Organizational Chart of the Executive Power in Kyrgyzstan</i>	19
<i>Figure 2. Classification of civil servants by education in 2021</i>	24
<i>Figure 3. Classification of employees holding public positions by work experience and gender, 2021</i>	29
<i>Figure 4. Classification of civil servants by degree, 2021</i>	29
<i>Figure 5. The State Order for training from 2017 to 2021 (last 5 years)</i>	30
<i>Figure 6. Kirkpatrick's method of evaluating the training efficacy</i>	32
<i>Figure 7. Hypothesis Model</i>	36

Chapter 1. Introduction

1.1 Problem statement

People are the most valuable asset in any organization. The success of each organization whether private or public, as well as the state, depends on how people are managed. It depends on how enterprises manage the processes of hiring and retaining staff, training, performance evaluation, promotion, career planning, etc.

Effective personnel policy defines the principles and directions of work on the development of the entire civil service. Human resources have played a significant role in economic growth in most developed countries.

Professionalism is essential in public service. As a component of the state mechanism, civil servants constitute its intellectual core, which should meet the paradigms of modernity. The main engine of the functioning of the state is professional officialdom, corresponding to the tasks and goals of the state, its political structure, and functions.

Professional knowledge in the public service is understood as a holistic and systematized body of knowledge in many fields such as law, management, political science, economics, sociology and psychology, as well as deep knowledge in public administration. In addition to basic knowledge, it is extremely important that civil servants have a clear understanding of their roles, functions, rights and responsibilities in their position. Skills in the civil service refer to the professional knowledge of a civil servant embodied in solving specific official tasks in accordance with the position held. For example, the ability of officer to understand the essence of a specific work situation, analyze it and offer a legitimate and expedient solution (Tikhonova& Korepanova, 2020).

Indeed, it is necessary to have professionally trained personnel, and the level of subsequent management will depend on their abilities and practical experience. Investment in human capital is an intermediary for subsequent economic development. In order to efficiently manage and deliver services, the government, like any other institution, must build the capacity of its workforce.

Thus, it is crucial for managers and scientists to study the motivational elements that impact workers' ability to learn new things and advance their skills. Employee training is an important activity for the organization. Training provides employees with the key knowledge and skills they need to do their job. Government organizations may clearly convey to their staff that they value them and want them to stay and grow by investing in their own potential and providing training opportunities. Consequently, there is a need for trained and qualified personnel, specialists of a new generation, capable of solving the most complex tasks in modern socio-economic, political and cultural conditions.

The Kyrgyz Republic is a relatively young country. After the independence of the Kyrgyz Republic in 1991 and the transition to a market-based management system, there was an objective need to mobilize existing and form new management resources to ensure the progressive development of the country. The shortage of personnel in the new conditions of Kyrgyzstan's integration into the world community actualized the creation of a system of training and retraining of managerial personnel adequate to modern challenges (Liebert, 2013).

The nature of public administration has evolved as a result of numerous reforms. HR policy reforms have always been part of the programs of the previous and current leadership of the Kyrgyz Republic. Human resource management in the state government service is integrated into many National development programs for the near future due to the events that have occurred in the country.

Numerous political events occurred in Kyrgyzstan during the years of independence as a result of the unsatisfactory policy of the authorities. A lot of issues and negative trends have accumulated in the activity of civil servants: a decrease of the personnel professionalism, the flourishing of corruption, legal nihilism, irresponsibility, official arbitrariness, indifference and even disregard for public problems. The main discontent of society is the inefficient management of human resources in the civil service, which failed to cope with their duties during the critical Covid and post-Covid periods.

The mass protests and riots after the parliamentary elections in October 2020, the resignation of the President and the dissolution of the Government and the

surprising results of the Referendum that took place in March 2021 indicated that the existing system of state administration, the low level of economic development do not satisfy the Kyrgyz society.

In the light of recent events, the country's leadership has decided on serious reforms to develop Human resources management, as it has become increasingly aware of the lack of quality in the public sector, especially in terms of highly qualified civil servants. Strengthening human resources is a key factor in increasing the competitiveness of the state since personnel is the locomotive of any reforms.

As part of the personnel policy reform, the new President of the Kyrgyz Republic Sadyr Zhaparov, who was elected in February 2021, issued his very first Decree «**On the New state personnel policy**». By the Decree of the President, the Agency for Civil Service and Local Self-Government Affairs under the Cabinet of Ministers of the Kyrgyz Republic, as a responsible state enterprise for implementing personnel policy, has developed a Strategy for improving the state and municipal service of the Kyrgyz Republic for 2021-2025 years. The strategy covers such blocks as: (1) Formation of a unified system of professional service; (2) Professionalization of the service; (3) Increasing employee motivation; (4) **Improving the capacity of employees**; (5) Strengthening ethical standards with strengthening anti-corruption measures; (6) Introduction of new technologies.

Thus, improving human resources capacity in the civil service, which largely depends on systematic training and professional development, is the most pressing topic in the civil service of the Kyrgyz Republic.

The National Strategy for Development (NSD)¹ for the years up to 2026 was created and is currently being implemented by the government in order to institutionalize the foundations for the development of the Kyrgyz Republic. The NSD contains the following assessments of the Kyrgyz Republic's public administration:

¹ *The National Development Program of the Kyrgyz Republic until 2026 was adopted by Presidential Decree on October 12, 2021. The program is aimed at improving the welfare of citizens and was developed within the framework of the National Development Strategy of the Kyrgyz Republic until 2040.*

«The state apparatus, designed to ensure the sustainability of the country's development processes, will be made based on professional characteristics. Testing procedures for candidates for positions will be changed where the focus is on professional qualities, skills, and competencies. The training, retraining, and advanced training of state and municipal service personnel will be raised to a new qualitative level».

Due to this, state training and employee professional development are given significant consideration. The Kyrgyz Republic's public administration is now in a transformation phase.

The State Order for trainings. The State order is a one-year training program that is designed to train municipal and civil servants of Kyrgyz Republic. The Regulation on the State Order for the Training of State Civil Servants and Municipal Servants of the Kyrgyz Republic, adopted by the Decree of the Government of the Kyrgyz Republic dated August 11, 2014 No. 462, serves as the foundation for the creation of the State Order. Up to that point, state and municipal officers received separate, periodic training. These trainings used to be conducted mainly on the initiative of donor organizations and were narrowly thematic

The Agency of State Service and Local Self-Government of the Kyrgyz Republic² is the government entity in charge of creating, enforcing, and ensuring the overall personnel policy within the Kyrgyz Republic's state and local self-government institutions. The Agency serves as the main coordinating entity for the development and execution of the State order for the Kyrgyz Republic's government's program for the training of public civil and municipal officials.

Over 9 years of training, the Agency has accumulated a little experience in this field. However, the important question is whether the present training system and policy are optimized to facilitate the public service to face future challenges and achieve high expectations. There is a lot of work to be done in improving the training processes to further strengthen the capacity of employees to be more effective in transforming the public service and the management process. The Agency needs to

² Hereafter, *The Agency of State Service and Local Self-Government of the Kyrgyz Republic* will be mentioned simply as 'The Agency'

study the level of effectiveness of the training that has not been fully conducted before.

1.2 Purpose of the Study

The study's major goal is to investigate how training programs might improve Kyrgyz civil officials' professional capacities. The following are additional study goals: (1) To study whether the current training courses conducted by the Agency are useful for trainees with different work backgrounds or not (2) To study whether the capacity of the trainees has improved or not (3) Based on the results of the survey, study that the Agency needs to improve its training courses in order to provide greater assistance to the development of the public sector within the framework of the ongoing public sector reforms carried out by the President of the Kyrgyz Republic.

The aim is to study the practical results of trainings organized in 2019, as well as the relationship between these trainings and the professional development of civil servants.

1.3 Research Questions

The research will be conducted to find answers to the following research questions in order to find solutions to the above inquiry. These questions are as follows:

1. Is the existing system of training courses provided by the Agency for state employees of the Kyrgyz Republic effective in terms of improving capacity?
2. Is this training course effective for officers from different ministries and organizations?
3. What are the recommendations that can improve the training program performance in the Kyrgyz Republic?

1.4 Scope of the Study

The scope of the study focuses on the effectiveness of training for advanced training of civil service personnel receiving trainings. The individual level was chosen as the unit of measurement in this study. The quantitative research method was used to solve the set of tasks by collecting and analyzing data from the State Order on the training of civil servants of the Kyrgyz Republic in 2019 (before the Covid-19 pandemic).

In connection with the adoption of the emergency budget by the Law of the Kyrgyz Republic "On Amendments to the Law of the Kyrgyz Republic on the Republican Budget of the Kyrgyz Republic for 2020 and the forecast for 2020-2022" approved by the Resolution of the Parliament of the Kyrgyz Republic dated May 21, 2020 No. 3743-VI, budget allocations for training were catastrophically reduced, which did not allow possible conduct employee training (special budget reallocation to combat COVID-19).

Thus, the Kyrgyz government was unable to allocate money for training due to the refinancing of the state budget to combat the COVID pandemic in 2020 and 2021 and armed conflicts on the Kyrgyz-Tajik border (September 2022). The training in 2020 and 2021 took place partially and only in the southern parts of the country.

Table 1. The number of trained civil servants from 2014-2022.:

#	Year	The total number of trained servants	#	Year	The total number of trained servants
1	2014	4701	6	2019	2927
2	2015	2738	7	2020	230
3	2016	3620	8	2021	274
4	2017	3736	9	2022	-
5	2018	2660		TOTAL	20 886

Source: The Agency of State Service and Local Self-Government of the Kyrgyz Republic

1.5 Significance of the study

This study is the significant research between training and capacity building within the framework of the State Order for the training of Civil Servants of Kyrgyzstan. The State order is implemented by the Training Department of the Agency for Civil Service Affairs, where the author work as a specialist.

Thus, the results of this study have both theoretical and practical significance for researcher, as an employee of a specialized agency responsible for the development of professionalism of state and municipal employees of the Kyrgyz Republic.

The training course still requires monitoring, review and evaluation due to various deficiencies in teaching and learning materials, timing and management, according to previous reports and sample surveys.

Despite these shortcomings, the training program as a whole can expand the opportunities of employees in the workplace. Consequently, interns respond that their skills, knowledge, attitude and their belief that they can put more effort into the civil service, be a good employee and a leader - all this is getting better. All these emotional attitudes caused by professional growth and confidence in their abilities are important both for the personal growth of employees and for the civil service and the entire community they serve.

Therefore, this is an important study, as it aims to help administrators to analyze the relationship between two variables. The results of this study will provide Agency's managers with information that will help them to create a more effective training plan and how many and which trainings should be conducted for civil servants to affect further trainees' capacity and potential.

Chapter 2. Literature review and a Theoretical Background

2.1 The nature of Training

According to Keeling (1992), it is necessary to have a clear learning philosophy in order to show how important learning is for an organization. This will help to reduce the level of nihilism regarding education among civil servants. Regardless of the importance and benefits of the training policy, its implementation and further implementation can be a difficult task for stakeholders, especially if there is not much experience in this area. Bird (1992) offers a few observations regarding actual training at a time when the Civil Service is also going through significant changes.

In contrast, Witesman and Wise (2009) found no statistical link between the organization of the government and the acquisition of technical skills. These empirical findings highlight a theoretical dilemma in civil service reform related to democratic governance: reform itself may be best supported by a centralized environment to achieve the democratic value and skills training needed to support transition to democracy. While the end goal of such reform is a decentralized government with local services and a professionalized civil service (Witesman and Wise, 2009).

According to the organization's training policy, every personnel should receive training and acquire the necessary knowledge to carry out their assigned tasks and activities successfully. The organization also encourages staff members to take advantage of training opportunities in order to fulfill their potential and have pleasure in their profession. All organizations have a training and development policy, according to Jackson and Schuler (1995). This policy may be explicit or implicit, formal or informal. Therefore, it is possible to consider the nature of its presentation as largely organization-specific and reflecting the organization's overall concept regarding servant Training. The organization's training philosophy is expressed in its policies for training (Armstrong, 1996).

The public sector relies heavily on its civil personnel. In the process of creating national civil servants, the task of professional education and training takes center stage. Summarize and propose strategies for enhancing the efficiency of civil service training based on the demands and current state of the sector (Sun, 2019).

The transfer of knowledge, the development of skills, the construction of attitudes - all this is aimed at boosting the efficiency of employees within the clearly defined company's objectives. Training, in reality, is an exercise in changing a person into a "human resource" in an organization or moving a person into a workforce by adding the required "force" to the "person" for the purpose of completing the task and there - through the implementation of global goals (Dey, 1983).

According to Farjad (2012), the subject center's effectiveness evaluation needed to be strengthened through the use of better training design, redefining training roles, assigning sufficient funding, quality management, attention to individual, job, and organizational needs, motivational techniques, and use of ongoing and summative evaluation.

The training cycle consists of three stages: analyzing training needs (is there really a need for training?); designing and delivering training (creating an appropriate program to address the need); and evaluating training (Review to ensure the need has been successfully met).

To build an integrated model of evaluation and learning effectiveness, a review of ten-year studies on evaluation and learning effectiveness was conducted by Alvarez (2004). The results of his research showed a high level of influence of trainings on the performance of employees. The purpose of the study (Sachs, 2006) was to determine the relationship between these activities and the transfer of knowledge between organizations, as well as the extent to which organizations undertake training activities to assist the transfer of information before, during, and after training.

The fundamental goal of the training policy is to provide direction for employees who require skill and knowledge. The training policy places a strong emphasis on the necessity of keeping a continuous learning program in place to

produce skilled workers whose performance will increase the effectiveness of the entity.

2.2 The nature of Capacity development

The literature review shows that capacity building is a complex concept with many meanings. Many studies in this field suggest that the benefits of human resource development include improving organizational efficiency and employees' performance. The idea of organizational development first emerged in the middle of the twentieth century, concentrating on the necessity of ongoing training and staff development opportunities within the business. But it wasn't until the end of the 1950s that the "human element" of the organization's growth came to the fore, thanks to the contributions of organizational psychology, who established the notion that intentional personnel development activities have a direct impact on labor efficiency.

The Noe's (1986) analysis synthesizes significant situational and motivating elements from organizational behavior theory and research into a model that explains how learners' characteristics and mindsets may affect training efficacy (Noe, 1986). Bedingham (1997) lists several measures to assess a training program's success, with on-the-job behavior improvements being the most crucial. He outlines a strategy that allows people to assess their own changes and measure how much they have changed.

Potter (2004) states that there are nine components to capacity building, while Simmons (2011) suggests that there is a general formula for definitions of capacity building. Honadle (1981) argues that capacity building is often understood as applying a specific approach to each management problem in any context. Harrow (2001) explores the concept of "capacity building" and reports on the results of case studies at the micro-level among local community organizations.

The level to which civil service employees are becoming professionals was examined by Fenghao and Semenets-Orlova (2020). The outcomes show that retraining, advanced training, and internships are all forms of vocational education that contribute to the process of government workers' personal and professional

growth. In his study, authors mentioned that it is challenging to measure capacity growth.

The author's view of the directions for developing the leadership potential of civil servants both within the framework of special training programs and in the course of vocational training in universities can be found in the works of Vorobieva and Lohosh (2021). The issues of the managing staff reserve's personal and professional development were examined by Tatarinova (2021). According to her article, the goal of capacity building is to develop institutional, social, human, and financial capital.

The capacity to carry out daily tasks successfully and effectively is a quality shared by individuals, groups, and society at large. Development ensures the growth of these changes. Therefore, capacity development (CD) is a process of altering an individual's or an organization's internal environment so that it can grow and retain capability over time (Analoui and Danquah, 2015).

Swanson (1996) contends that the purpose of human resource development (HRD) is to boost organizational effectiveness, and Karim (2019) discovered that the application of HRD is heavily correlated with workers' success in increasing organizational effectiveness. Meanwhile Mirvis (1976) does not directly address the advantages of HRD programs, it offers a framework for doing so.

Increasing employees' and supervisors' knowledge, skills, and abilities (KSAs) will enable them to perform their tasks more effectively. Employees frequently assume they will receive adequate training when they start a new job, at least in terms of formal training. According to them, KSAs are frequently passed down in traditional organizations by current employees and managers who are familiar with the work and how to complete it. Indeed, a majority of KSA acquisition happens informally, but training is still crucial.

Fenghao (2020) analyzed the state of professionalization of public service personnel. The relevance of the article is that in the conditions of constant changes and development of legislation the issue of analysis of new legislation on the conceptual apparatus, features and characteristics of new state institutions, civil service in general and service in the national police, in particular, is quite relevant.

As a result of the apparent connections between organizational and individual components, the ongoing development of the individual took priority over the formal context of staff training, tightly combining the objectives and interests of the employer and the employee (Richman, 2015).

The existing literature asserts that CD happens at a variety of levels, but that it is most typically focused on the individual, organizational, and societal levels. The individual level is the first step to developing the potential of higher levels. Human resources are the resources or assets of an enterprise, whose knowledge and abilities also need to be modernized and updated.

According to Morgan (2006), there are five essential organizational capabilities: the capacity to perform and engage, the capacity to realize consistency, the capacity to achieve development objectives, the capacity to change and renew oneself.

At the third level (social), the scales at the level of society are determined by laws, politics, the management system, also to the larger political, cultural, and civil society environments. The implementation and management of capacity building at this level can be complex in organizational terms and requires a more resources.

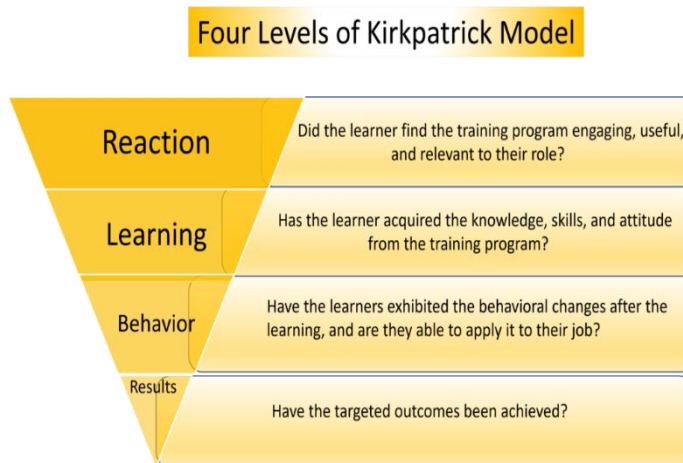
Summarizing the above studies, we can conclude that of the three levels, the most strategic is the individual level. That can be explained that individual development causes a "domino effect" creating a subsequent reaction at the organizational and social level. As a result, maximizing individual potential is the key to the success of an organization, a society, and a state.

2.3 The role of perception level in Kirkpatrick's training evaluation model

Donald Kirkpatrick introduced his four-level model in 1959, which has gained huge popularity and became classic for assessing the efficacy of training. This methodology is therefore now the most popular for determining the effectiveness of personnel development activities.

This methodology is useful, simple to comprehend, and may be used in an organization to assess how employees view training initiatives. As was said earlier, there are essentially four tiers in this approach. Below is an illustration of more specific information on these four levels.

Figure 1. Kirkpatrick's method of evaluating the training efficacy



Reaction Level

Participants evaluate what they have learned on an emotional level called reaction. On the one hand, a positive response in and of itself isn't very important because "appreciated training" does not necessarily equate to "effective training." This level tries to address: Did the learner find the training program engaging, useful and relevant to their role? it's important to not undervalue this factor: participant interest, attentiveness, and good attitude are crucial for a successful training session. This level assesses data on student satisfaction in terms of how much they enjoy or are satisfied with the training programs, the time allotted for training, the didactic and educational resources, and the trainers' delivery methods. In other words, this level determines how the students see the perspective of learning. Future demands for educational methods that are missing or require updating for further development are determined by that level.

Ryu (2012) aimed to establish the relationship between the functions of the organizational support unit and the effectiveness of the company's HRD training program. Pfeiffer (2015) tried to evaluate the effectiveness of high-precision modeling in teaching contrast response management to residents, fellows and

visitors, goals. According to Nuraeni (2017) the results of the study are: 1) development of a closer training model (cluster training, on-the-job training and exchange of experience); 2) develop the necessary training materials (a tool and material for self-study); and 3) implement the closer training model and SLIM training materials in teacher training to improve response, learning, behavior change and exposure levels.

According to several scientific articles, the level of reaction throughout a training can affect how successful a training is. Tan (2003) found a link between employees' cognitive responses and their learning and behavior. He suggested that the difference between affective and cognitive reactions of employees can help predict the training of trainees. The results demonstrated the relationship between the cognitive reactions of employees with both their behavior and training. Noe (1986) found that career planning and involvement in training are precursors to learning and behavior change.

Utility assessments are an underlying aspect of reactions, according to Morgan's research (2000). Increasing the constructive validity and utility of participant responses to the training requires a greater knowledge of their substance. As a result, developing the "technology" of participant responses offers enormous promise for increasing an organization's capacity to assess the efficacy of its training initiatives.

Sitzmann (2008) discovered that while trainee traits (such as anxiety and pretraining motivation) and organizational support can have a small influence on reactions, reactions predominantly capture aspects of the training course.

Kodwani and Prashar (2019) made an attempt to comprehend organizational aspects that could aid in enhancing training efficiency. The study's findings indicate that the relationship between learners' incentive to learn and the efficiency of learning is diminished by learners' reactions to learning. The study underlines the significance of organizational elements in fostering learning motivation and improving learning outcomes.

Learning Level

The integration (level of knowledge) demonstrates the information, skills, talents, and methodologies that trainees have acquired. The learning of new information is a crucial result of the training. Additionally, the success of a worker or group of workers is frequently unaffected by the mere learning of new knowledge without the capacity and desire to apply it into practice. A more beneficial outcome of the training might be that the trainees come to "understandings," or so-called "knowledge and insight," when they learn something not from the trainer but rather as a result of reflecting on the knowledge they've obtained from an activity.

It assesses how much the curriculum, knowledge, and workshops that students learn as a part of the trainings affect trainees' skills, knowledge, and attitudes. A pre-training or post-training survey, questionnaires, and other tools can be used to evaluate this level. This level's goal is to respond to the question: Has the learner acquired the knowledge, skills and attitude from the trainings programs?

Behaviour Level

A participant's conduct in a work setting changes as a result of using newly gained skills in practical settings. Behavior modification displays how learners put the information and abilities they acquired during training to use. This is the most important metric of efficacy because the main goal of the training is to improve participant behavior in order to improve performance indicators. New knowledge and skills are useless if they cannot be applied in the real world.

The ideal time to assess training effectiveness, according to scientists, is six months following training. This amount of time is sufficient to evaluate the beneficiary's behavioral change. Positive responses at the level of reaction and learning result in a change in favorable performance behavior. The training is useful for both the potential and productivity of enterprises as well as for students' personal potential if their knowledge and skills improve in a positive way. The main question is: "Have the learners exhibited the behavioral changes after the learning, and are they able to apply it to their job?"

Result Level

Result - measurable results are revealed (for example, improved performance, increased motivation to further study, lower absenteeism, high moral value etc.). In public institutions, there is usually a system for evaluating the performance of an employee.

In the Kyrgyz Republic, such an assessment system existed until 2021. The head of the department evaluated the department's employees at a 50-grade scale each quarter and passed the assessment to the Human Resources Department. This system was suspended in 2021, so the employee performance indicator was not included in the survey.

2.4 Relationship between training and capacity building

The causal relationship between certain elements of the design and evaluation of training and the efficacy of training in organizations was investigated by (Arthur et al., 2003) using meta-analytical techniques. The findings suggest that organizational learning has an impact on a medium- or large-scale on performance. The success of training programs was also correlated with the teaching methodology, the task characteristic or skill being taught, and the selection of evaluation criteria.

An extensive body of research literature supporting the critical role of human resources in enhancing organizational effectiveness and preserving competitive advantages supports the significance of training and development (McGoldrick et al., 2002). Studies have shown a very substantial association between the integrity of human resources in the public sector and the efficiency of governance and societal advancement, according to Bertucci (2006).

In general, it has long been evident that there is a connection between individual growth and the organization's long-term success, according to Hamilton (2011). This theory has been supported by recent research, which highlights "best practices" including incentives, performance management, and thorough training as essential to strategies, frameworks, and technology.

Private sector and public sector organizations alike commonly accord that training and employee capacity building are essential to the expansion and advancement of the organizations' core activities (Noe, 2002). For an organization to create and maintain a competitive edge in its core competencies, training and capacity development as a purposeful and determined effort to improve and enhance organizational performance are necessary.

2.5 The Overview of the civil service structure in Kyrgyz Republic

The civil service in the Kyrgyz Republic has unique characteristics. The following guiding principles serve as the foundation for the state power of the Kyrgyz Republic: (1) the supremacist ideologies of democratic power, as guaranteed and represented by the elected President and Parliament; and (2) the division of that power into the legislative, executive, and judicial branches.

The Kyrgyz Republic's President serves as the head of country, the highest elected official, and as head of the executive branch. He establishes the primary axes of the state's international and domestic policies, ensures the coordination, interaction, and unity of state power. The President of the Kyrgyz Republic is elected by the people for a five-year term and has the option for reelection.

In order to run for the post of head of state, a candidate must be at least 35 years old and speak the state language, that is, the Kyrgyz language, and have lived in the country for at least 15 years (Constitution, 2021).

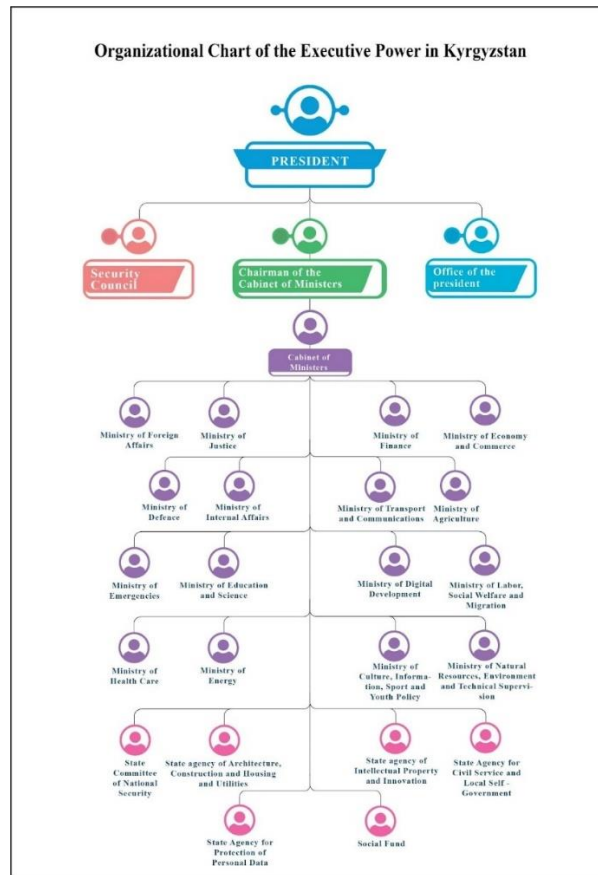
The head of state heads and manages the activities of the executive branch and has the right to form state bodies and institutions under the President. The Cabinet of Ministers acts within the term of office of the President, however, the assumption of the office of the newly elected President entails the resignation of the entire composition of the Cabinet of Ministers and the termination of his powers.

After the referendum in 2021 and the adoption of the new Constitution of the state, the President gained powers incomparable with his previous predecessors.

Half of the members of the Central Commission for Elections and Referendums, as well as one third of the members of the Accounting Chamber may be elected or removed from office at the discretion of the President.

According to the Law on Public Civil Service and Municipal Service³, public service in the Kyrgyz Republic comprises the public civil service, municipal service (local government service), military service, law enforcement service (police) and diplomatic service. Teachers, doctors, and policemen are not considered as civil servants. This research will be focused on public civil service only.

Figure 2. Organizational Chart of the Executive Power in Kyrgyzstan



Source: created by researcher

³ The Law on State Civil Service and Municipal Service was adopted on October 27, 2021. The Law defines the procedure for entering the civil service; appointments; rotations; restrictions related to public service; duties and responsibilities; social guarantees; termination of service.

The number of Kyrgyz Republic's public civil servants stands at 14,597 and 8,209 municipal servants (January 2022). Total number of officers are 22 806 people.

Administrative public civil service positions are divided into the following groups: (1) the highest post; (2) chief post; (3) senior post; (4) junior post ("On State Civil Service and Municipal Service".No. 125 of October 27, 2020)

Table 2. Classification of employees holding administrative public positions by a group of posts in 2022

Positions	Number of staff units	Actually replaced		
		Total	Male	Female
Administrative (total)	25803	22806	13096	9710
<i>by a group of posts:</i>				
highest, appointed in a special order	276	268	181	87
Higher	89	83	61	22
Chief positions, appointed in a special order	259	253	147	106
Chief	2731	2410	1480	930
Senior positions, appointed in a special order	170	165	83	82
Senior	9805	8607	4815	3792
Juniors, appointed in a special order (only local government)	1377	1333	1276	57
Junior	11096	9687	5053	4634

Source: Department of analytical work and statistics, The Agency of State Service and Local Self-Government of the Kyrgyz Republic

2.6 National background of professional development in the civil service of Kyrgyz Republic

There was no systematic approach to the system of professional development of civil servants in the period of early independence from 1991 to 2013. In addition, given the existing legal framework, the system of training civil servants did not function fully, which affected relations between ministries/departments, educational institutions and international organizations in this area.

The situation changed radically in 2013, when the Agency began implementing a training system for state civil servants. In the historical context, there are 3 stages in the formation of a modern system of training civil servants.

First Stage: 1991-2003

Kyrgyzstan gained its independence relatively recently, being among the 15 republics that were previously part of the USSR. The Soviet training school had both pros and cons. Firstly, there was a rich institutionalization of personnel training, which included many educational institutions, universities, and training centers. Secondly, extensive funding made it possible to constantly update the technical base and attract a strong training staff.

But at the same time, such a centralized system was distinguished by strict command and control from above, coupled with a strong communist ideology. After gaining independence, the country went through a difficult transition to a democratic system and an open economy. Each republic of the former USSR faced an urgent need for personnel training, but completely independently. The educational chain, which was interconnected and actively rotated human resources across the USSR, was no longer possible. The acute shortage of financial resources became the forerunner of the outflow of qualified specialists and the deterioration of the technical base. Kyrgyzstan gradually formed the state apparatus and programs for personnel policy development.

Thus, the Kyrgyz Republic has received a heavy legacy on the formation of a new training system for civil servants, which brings up the new realities of the state structure of the young republic. Due to these reasons, the training of civil servants was carried out in small volumes, mainly by training centers within ministries or departments.

Second stage: 2004-2012

During this period of time, the legislative framework in the field of public service has been strengthened. The following legislative acts have come into force: (1) The Law on Public Service, adopted in 2004. This law includes all the main blocks regarding public service from selection, service, professional development, and termination of public service. For the first time, the law clearly established the

obligation to train civil servants in order to improve their qualifications and performance. The Civil Service Law contains provisions on the meritocratic development of State employees, as well as employment rights and guarantees. The Law was constantly being finalized, so the main Law was amended several times (in 2006, 2007, 2008, 2009, 2010); (2) The Regulation on Ethics of Civil Servants approved by the President of the Kyrgyz Republic on January 9, 2001; (3) National Strategy for Anti-Corruption, approved on March 11, 2009 by Presidential Decree No.155 406 Review of the State Personnel Management 34(4) (Toktom.kg , 2011); (4) Labor Code of the Kyrgyz Republic; (5) Codes of Ethics adopted by various government ministries (Toktom.kg , 2011).

The second important event is the creation of an authorized specialized body - the Agency of the Kyrgyz Republic for Public Service (the State Personnel Service of the Kyrgyz Republic for 2009-2021, the Agency for Public Service and Local Self-Government - 2021-now). One of the Agency's strategic functions was the training of state and municipal employees. The agency had a major goal - to create a new system of training and advanced training of state officers that meets modern realities. Such initiatives have been raised more than once, but the unstable political situation in the country made it impossible to start the process of training employees (2 major revolutions took place in 2010's, causing a deep political crisis).

Third Stage: 2013-Present

The adoption of the Program for the Development of the Education System of Civil and Municipal Servants in the Kyrgyz Republic for 2013-2017 (Program), which was approved by the Presidential Decree on July 12, 2013, laid the foundation for the state training system in the Kyrgyz Republic. The Program was developed in accordance with the Presidential Decrees “On the Concept of Modernization of the Public Service in the Kyrgyz Republic” of 20 June 2011 and “On the National Strategy for Sustainable Development of the Kyrgyz Republic for the Period of 2013-2017” from 21 January, 2013.

Since 2013, there has been a system of state order for the training of employees. Since that time, more than 3,000 employees have been improving their qualifications annually. It was necessary to start rationalizing the system of training,

and further, it's link with the annual assessment of the effectiveness of civil servants and career planning.

By Decree of the President of the Kyrgyz Republic dated July 18, 2018 No. 172 "On Amendments to the Decree of the President of the Kyrgyz Republic "On the Academy of Public Administration under the President of the Kyrgyz Republic" dated September 26, 2012" The Academy of Public Administration under the President of the Kyrgyz Republic was transferred to the Agency for Civil Service and Local Self-Government under the Cabinet of Ministers of the Kyrgyz Republic.

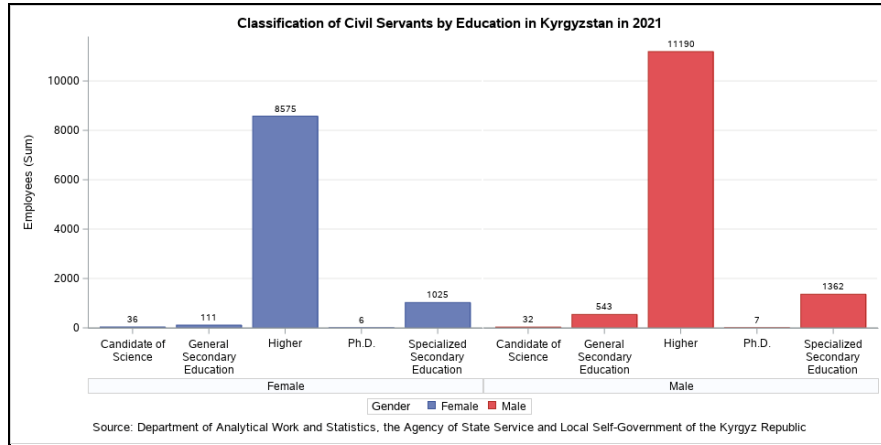
Modern trends in public service come from the Decree of the President of the Kyrgyz Republic "On the new State personnel policy" dated Jan 29, 2021 No. 2.

2.7 Current rationale and challenges of professional development in Kyrgyz Republic

The Agency is the primary implementer of the government's personnel agenda and is in charge of: providing public employees with training, retraining, and advanced training; creating a hierarchy of posts by creating a list of state and local positions; defining of qualifications prerequisites for positions and guidelines for recruitment into the service; acceptance of the promotion process and processes; the implementation of a system of employee accountability and motivation; determining the process for termination from employment (Akbulaev et. al., 2022).

According to the Agency's latest annual report, the majority of employees have higher education, but here we have the problem of the education system difference, which was modified according to international standards (Bologna system) in 2012. However, statistics count in the old system and there is no differentiation between Bachelor's and Master's degrees (it is unclear where the second one was counted).

Figure 3. Classification of civil servants by education and gender in 2021

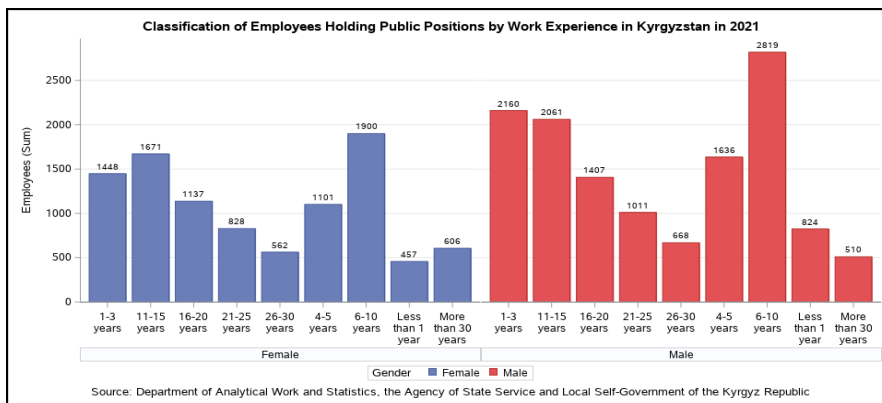


19,765 civil servants (97.6% of the total number of employees holding administrative public positions) have higher education. The second large subgroup is represented by employees with specialized secondary education (2,387 officers). The smallest representation is employees with a Ph.D. degree.

But it is necessary to take into account the difference in the educational system in Kyrgyzstan before the Bologna system, we must take into account officers with the degree of "Candidate of Sciences", which are analogous to "Ph.D" in post-Soviet countries.

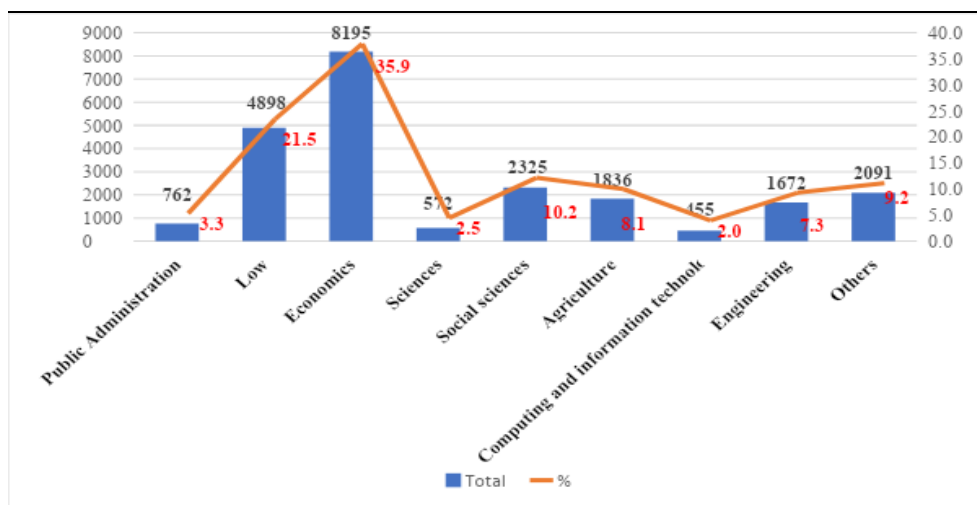
According to the work experience in the civil service, the employees were distributed as follows:

Figure 4. Classification of employees holding public positions by work experience and gender, 2021



The largest number of employees have a work experience in civil service from 6 to 10 years and is 4,719 people (20.3% of the total number of employees holding administrative civil positions). The smallest number of employees has more than 30 years of experience in public service – 835 people (4.5%).

Figure 5. Classification of civil servants by degree, 2021



Source: Department of analytical work and statistics, The Agency of State Service and Local Self-Government of the Kyrgyz Republic

According to the existing education level of civil servants, employees mainly have economic and low degrees. An interesting fact is that the top-3 least represented degrees include 1) Computer Science and ICT (2%), 2) Natural Sciences (2,5%), and 3) Public Administration (3,3%).

The State order is a training plan for state civil servants and municipal employees in the general direction, for one calendar year. The development and realization of the State Order is carried out on the basis of the Regulation on the State order for the training of state civil servants and municipal employees of the Kyrgyz Republic, approved by the Governmental Decree of the Kyrgyz Republic dated August 11, 2014 No. 462 (Akbulayev et. al., 2022).

The curriculum divides the two categories of public servant training as follows:

Retraining - training courses for the acquisition of additional knowledge, skills, and abilities, the study of individual disciplines required for the implementation of a new type of professional activity;

Advanced training - training courses to enhance the theoretical and practical knowledge, skills, and abilities of public servants.

According to the Law on Public Civil Service, the fundamental goal of the Kyrgyz training system is to provide public employees with the necessary professional development to carry out ministry/agency functions. Retraining and advanced training are the two types of training courses used to train public officials, as was previously mentioned. Retraining of public employees is carried out: (1) for servants joining the public service for the first time; (2) for public servants who are promoted from the category 'specialist' to 'executive'.

Legal framework for training as follows:

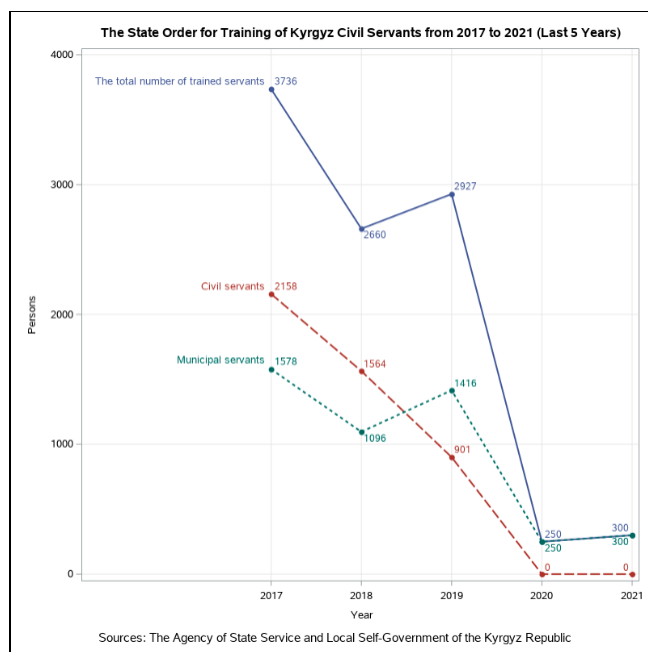
- 1) The regulation for public servants' training (the Governmental Decree on 11 August 2014 #462) explains the principle definitions of the new training system, regulates the process of organizing the training, and defines the guarantees and responsibilities of the servants taking the courses;
- 2) The Regulation of state orders on public servant's training (the Governmental Decree on 11 August 2014 #462) defines the procedures of forming, financing, and implementing state orders. According to the Law of the Kyrgyz Republic "On the public civil and municipal service", not less than 1 percent of the state agency's budget must be allocated for the training of public servants;
- 3) The Regulations on the cost of training and payment ratios for the trainers, (the Governmental Decree on 12 September 2014 #529), adjust new payment ratios for trainers and cost training, which are used in forming the state order on training;
- 4) The Regulation of coordinating the training of Kyrgyz public servants at the donors' expense, (the Governmental Decree on 10 November 2014 #631), aims to systemize and singularly coordinate the training process, complying with the general qualification requirements, career planning, and evaluation of the training results. All general training programs must be concentrated one designated body – the Agency.

From 2014 to 2019, the Agency, through competitive selection through educational organizations, fully implemented the State Order.

One of the disadvantages of the training system in Kyrgyzstan is that training is implemented only in the traditional or Off-JT format (Offline). E-learning and OJT (On-Job training) have only been partly introduced into the training system in the last 2 years. This was due to the fact that the existing training system could not meet the requirements of online training caused by the outbreak of the Covid-19 virus and the subsequent pandemic.

Thus, the State Order for training failed in 2020 and negatively affected the Action Plan since 2020. In June 2020, due to the epidemiological situation, the financing allocated for the implementation of the State Order was reduced by 90%. In order to effectively use the remaining funds, it was decided to conduct trainings for 300 employees in the southern regions. The same situation arose in 2021 for the same reason of lack of funds for training. In 2022, it was planned to restore the Training Implementation Plan and train 2,200 people, in full view of the armed on the Kyrgyz-Tajik border, there was again a shortage of funds in the, budget and training was suspended again.

Figure 6. The State Order for training from 2017 to 2021 (last 5 years)



2.8 Main stakeholders in the training system of Kyrgyz Republic

Agency of State Service and Local Self-Government of the Kyrgyz Republic

The Agency of State Service and Local Self-Government of the Kyrgyz Republic (Agency) is the legal successor of the State Personnel Service of the Kyrgyz Republic since 2021. One of the strategic functions of the Agency is to develop and implement a comprehensive personnel policy in the state and municipal bodies of the Kyrgyz Republic. As was previously mentioned, the Agency serves as a centralized organization for the development and placement of governmental policies for the training, retraining, advanced training, and other education programmes for state civil and municipal servants, which may include training overseas.

The Agency's key functions are: (1) ensuring the public and municipal service policy, as well as local self-government policy; (2) developing the rights and legitimate interests of state and municipal employees; (3) improvement and optimization of the system of state administration municipal government; (4) assistance in strengthening the organizational, legal, financial, and economic foundations of local self-government.

Resolution of the Cabinet of Ministers of the Kyrgyz Republic dated November 15, 2021 (No. 258) has articles that the Agency has the following functions in the field of building the potential of employees: (1) development and coordination of regulatory legal acts and other documents in the field of public service and local self-government, including draft programs, concepts, and other strategic documents for the development of these areas; (2) implementation of measures for the implementation of distance learning of employees; (3) monitoring, analysis, and evaluation of the functioning of the state, municipal service, and local self-government for further improvement; (4) coordination of issues of professional development and retraining of employees and officers in the personnel reserves; (5) coordination of donor assistance in the field of employee training.

The Academy of Public Administration under the President of the Kyrgyz Republic

The Academy of Public Administration under the President of the Kyrgyz Republic named after Zhusup Abdyrakhmanov (hereinafter APAP KR) is the only

specialized educational institution in Kyrgyzstan in the field of training managerial personnel for state and municipal enterprises of the Kyrgyzstan.

The mission of the Academy is to provide state enterprises, organizations and local self-government enterprises with highly qualified specialists and scientific and analytical support for the activities of the President of the Kyrgyz Republic, the Agency, central and local governmental entities.

In its activities, the Academy is guided by the Constitution of the Kyrgyz Republic, the laws of the Kyrgyz Republic "On Education", "On Science and on the Foundations of State Scientific and Technical Policy" and other regulatory legal acts of the Kyrgyz Republic. The Academy has been subordinated to the Agency since 2019.

The main functions of the Academy are: (1) organization of an effective system of training, retraining and advanced training of state and municipal employees, and managers of state enterprises; (2) retraining and advanced training of specialists in state and municipal administration; (3) organization and implementation of the State order and other plans for retraining and advanced training of state and municipal employees, including ensuring control and monitoring of the effectiveness of the training; (4) training, retraining, and advanced training of scientific and pedagogical personnel; (5) organization and conduct of research and information and analytical work on public policy sciences; (6) development of a system of state and non-state orders for scientific and analytical research on public policy sciences, etc.

Chapter 3. Methodology

The methods used in the study are covered in this chapter, including a summary of the study's objectives, the selection of the population and samples, the selection of the data, and the analysis procedures.

3.1 Variables and framework of Study

The main question of this study is: “Does training for civil servants affect the capacity building of employees?” To study the relationship between these measured variables, the analysis was carried out through the following questions:

Question: Does the training change the behavior of the beneficiaries after receiving the training?

Variables of study

Independent variable (IV) - The trainings for civil servants, organized in 2019;

Dependent variable (DV) – The capacity development of civil servants of the Kyrgyz Republic after training;

Control Variable (CV) – Socio-demographic block (Sex, Age, Education, Ministry);

Mediating variable (MoV) - The reaction level of officers receiving the trainings.

Thus, the purpose of the study is to find the relationship between the level of capacity development (DV) of civil servants and the training courses (IV). How does training affects or does not affect the further capacity of employees? As well as assessing the role of emotional perception (MeV) of trainings by officers, which affect the increase in the motivation of employees to learn and further increase their potential.

3.2 The hypothesis of study

Based on the structure of the study, the following model of the relationship between our variables will be considered.

Hypothesis: The content and quality of the conducted trainings positively affect the level of perception of new knowledge by the beneficiaries, which, in turn, positively affects the behavior of officers and the growth of potential after obtaining new knowledge.

In other words, perception plays a mediating role between independent and dependent variables.

Figure 7. Hypothesis Model



Source: created by researcher

3.3 Research Strategy

The purpose of the study: Evaluation of the effectiveness of training of municipal employees aimed at professional development within the framework of the State Order for 2019.

Research objectives:

1. To evaluate the results of training of employees who have completed courses within the framework of the State Order;
2. Determine the degree of application of the acquired knowledge and skills by employees;
3. Identify and develop recommendations for improving employee training courses.

Evaluation of the effectiveness of the training of civil servants was carried out on the basis of auxiliary indicators. In turn, these indicators are formed on the basis of common indicators that help to determine the degree of achievement of course results in qualitative and quantitative terms. The questionnaire questions were formed on the basis of the Han Min Tan (2019) research using a multi-level system for evaluating the effectiveness of training using the Kirkpatrick method.

The post-test survey's sampling questions were primarily created based on research questions, and the Kirkpatrick model was used to analyze the survey's outcomes in terms of reaction, learning, and behavior levels. To learn the responses and viewpoints of the participants regarding the civil service training courses, the participants are asking a total of 38 questions.

In post-test surveys, 13 questions are arranged for independent variable (Training), and 9 questions for mediating variable (Reaction of trainees). At the end of the training course, participants are asked 9 questions to determine how their behavior has changed and how much knowledge they have retained (Dependent variable-Capacity building). Since this level needs to know whether their behavior has changed for the better or worse, as well as how much they plan to put such adjustments into practice at workplace, as well as whether they feel their potential and confidence growing.

Table 3. Measuring instruments

Variable	Indicators	Items
Trainings (IV)	<u>Learning level</u> a. SKL (Skills, Knowledge, Learning) b. Applicability in work place c. Time sufficiency d. Theoretical side	14
Perception (MeV)	<u>Reaction level</u> a. Goals of trainings b. Easy for understanding c. Idea exchange d. Satisfaction with content	9
Capacity building (DV)	<u>Behavior change level</u> a. Meeting personal goals b. Professional confidence c. Knowledge exchange d. Reducing the gap in hierarchy	9
Demographics (CoV)	a. Gender b. Age	4

	c. Education d. Work place	
Open questions	a. Format of study b. Recommendations	2

3.4 Method of Data Collection

Background of study: According to the approved schedule, training courses began in August 2019 in the cities of Bishkek and Osh, and in all regions of the republic and were held until December.

According to the 2019 reports, 2,927 state civil servants and municipal employees were trained, including 35 heads and deputy heads of local state administrations, 330 heads of aiyl okmotu (local level state enterprise) and mayors of cities, 405 local deputies, 20 state secretaries of state bodies and 23 employees who are in the National Personnel Reserve of the Kyrgyz Republic. The average participating rate in the republic was 82% (Training Department's reports).

Method: This is a quantitative study that is conducted on the basis of a combination of secondary data (training database for 2019, obtained from the Training Department of the Agency) and primary data using a survey.

Using Google Forms, a survey in Russian was done online to gather responses from officers who received training in 2019. The poll asked about how their potential had changed, how new knowledge could be applied at work, and how much they intended to advance their careers.

The responses were scored over five-dimensional Likert scale such as Strongly disagree, Disagree, Neutral, Agree and Strongly Disagree with the abbreviation of (SD, D, N, A, SA).

The questionnaire contains 3 additional questions on identifying weaknesses and strengths of the training system, which will be useful for the Agency's employees to further improve the training process.

Unit of analysis: The main units of analysis of this study are individual civil servants - beneficiaries of short-term trainings in the framework of the State Order for the training of state and municipal employees of the Kyrgyz Republic in 2019.

Sample size: 2, 927 civil servants trained in 2019. The sample size must consist of 340 respondents to achieve a 95% confidence level and a 5% margin of error. 344 responses were received. Thus, the required number of respondents was reached.

The approximate time of data collection: 5 weeks (September 2022)

Data analysis: After the data collection process, the data were reviewed, corrected, and coded, and analysis was conducted using the SAS ODA and Microsoft Excel software packages. SAS was essential for statistical activities including data analysis (correlation, multiple regression and others). The findings of this analysis will provide the response to the research question.

Chapter 4. Data analysis and interpretation

Primary and secondary data were used to analyze the study. The secondary data were reports, databases, and analytical notes of the Training Department of the Agency for Civil Service Affairs⁴. The database contained the following data: place of work, position, period of study, place of study, final score and the name of the trainer.

For a more comprehensive analysis of the available secondary data, the author conducted an additional study. The survey was compiled using a Kirkpatrick's method for evaluating the effectiveness of training. Primary data collected from the 344 in-service staff officers those who attended training in 2019 within the framework of the Annual State Order (Batch No. 6) by using the post-test surveys.

4.1 Demographic characteristics

In order to have an idea of the employees who have been trained, it is necessary to analyze the key points that determine the profile of respondents. This chapter reflects such aspects as age, level of education, length of service and place of work, as well as their gender identity.

Table 4. Demographic profile of the participants

Demographic characteristics	Category	Frequency	Percentage
1. Sex	Male	145	42,15%
	Female	199	57,85%
2. Age	20-30	184	53,49%
	31-40	74	21,51%
	41-50	50	14,53%
	51-65	36	10,47%
3. Years in civil service	0-5	192	55,81%

⁴ The period of the data from 2014 to 2022

	6-11	70	20,35%
	12-17	36	10,47%
	18-23	20	5,81%
	24 and more	26	7,56%
4. Educational level	Bachelor	148	43,02%
	Master	191	55,52%
	Ph.D	5	1,45 %

Based on the above graph, we can draw up the following portrait of respondents:

Q 1. Female respondents prevailed in this study with an indicator of 57,85 % (199 responders out of 344).

Q 2. The largest representation in terms of "Age" was group No. 1 with the age category of 20-30 years (53,49% or 192 respondents out of 344).

Q 3. A similar gradation of responses is observed in the category "Years in public service", since the previous demographic indicator determines the length of service. Thus, the first group has the highest frequency of 192 responses or 55.81% of the total number of respondents.

Q 4. According to the survey, the majority of employees have a master's degree (55, 52% or 191 respondents), 43% of respondents have a bachelor's degree, and only 1.45% of respondents have a Ph.D. As mentioned earlier, it is necessary to take into account the Ph.D. category with the specifics of the country, since officers with the degree of "Candidate of Sciences" in post-Soviet countries are equated with "Ph.D." according to the international system.

In general, the following pattern is noticeable: the older the age, the fewer the answers. This suggests that younger civil servants have shown a bigger interest in being involved in the study

Q 5. The distribution by place of work is as follows:

Table 5. Numbers of Respondents by Job Description

№	Ministry/State enterprise	Frequency	%
1	Ministry of Economy and Commerce	24	6,98
2	Ministry of Finance	12	3,49

3	Ministry of Agriculture	6	1,74
4	Ministry of Transport and Communication	3	0,87
5	Ministry of Justice	6	1,74
6	Ministry of Foreign affairs	2	0,58
7	Ministry of Emergency situations	12	3,49
8	Ministry of Education and science	21	6,10
9	Ministry of Health	6	1,74
10	Ministry of Labor, Social security and Migration	3	0,87
11	Ministry of Culture, Information, Sports and Youth policy	19	5,52
12	Ministry of Natural Resources and Ecology	2	0,58
13	Ministry of Energy	5	1,45
14	Ministry of Digital development	9	2,62
15	Ministry of Defense	1	0,29
16	State Agency of Intellectual property and Innovation	1	0,29
17	State Agency for civil service and Local self-government affairs	43	12,50
18	National Statistics Committee	38	11,05
19	General Prosecutor's office	7	2,03
20	State Tax Service	10	2,91
21	Municipal enterprises	114	33,14
	Total	344	100%

According to this table, 34, 14% of responses (or 114 beneficiaries) were received from officers of municipal enterprises and 65, 9% of responses were received from employees of the central offices of state bodies of the Kyrgyz Republic (20 ministries and departments). The most responses were received from the Agency for Public Service and Local Self-Government (every 12th respondent), the National Statistical Committee (every 11th respondent) and the Ministry of Economy and Commerce (every 7th respondent).

4.2 Descriptive statistics

The survey was compiled on a five-point Likert scale with the following values: SD - strongly disagree (1 point), D- disagree (2 points), N - neutral (3 points), A - agree (4 points) and SA- strongly agree (5 points).

*Table 6. Perception of trainees (Reaction level)
(SD-strongly disagree; D-disagree; N-neither; A-agree; SA-strongly agree)*

Question	Mean	STD	Percentage				
			SD	D	N	A	SA
Q-6. Trainings' goals are clearly defined	4,215	0,823	0,9	1,4	16,5	38,3	42,9
Q-7. Training course is a good use of my time	4,241	0,886	0,9	3,5	15,1	32,5	48,1
Q-8. The training course prioritizes theory-based lectures	4,134	0,877	0,9	2,3	20,3	35,4	41,2
Q-9. The training content is well-organized and easy to follow	4,131	0,882	0,6	4,3	16,5	38,6	40,0
Q-10. The teaching and learning materials are enough	4,067	1,057	3,8	6,1	13,3	34,2	42,6
Q-11. The training course encourages exchanged information and expression of ideas	4,241	0,908	1,2	3,8	13,9	32,5	48,7
Q-12. The time allotted for the training is sufficient	4,067	1,001	2,3	5,2	17,2	34,0	41,3
Q-13. The trainers are knowledgeable about the training topics	4,273	0,904	1,2	3,2	14,2	30,1	51,3
Q-14. This training course develops my ability to work as a good staff officer or leader	4,221	0,921	1,5	3,2	15,4	31,7	48,3

The results showed that respondents mostly “strongly agree” and "agree" with statements about the level of reaction. The average value for the mediation variable “Beneficiary reaction” was 4.17 (STD - 0.917), with the results of subcategories, respectively:

Training goals - 4, 215 (STD-0.823); Useful time - 4.241 (STD-0.886); Theory - 4.131 (STD-0.877); Training materials - 4,067 (STD-1,057); Exchange of ideas - 4,241 (STD-0.908); Duration - 4,067 (STD-1,001); Competence of trainers - 4,273 (STD-0.904); Ability to work - 4,221 (STD-0.921).

*Table 7. Trainings (Learning level)
(SD-strongly disagree; D-disagree; N-neither; A-agree; SA-strongly agree)*

Question	Mean	STD	Percentage				
			SD	D	N	A	SA
Q-15. I agree that training course improves my overall skills, knowledge and attitudes (KSA)	4,285	0,833	0,9	1,7	13,9	35,1	48,4
Q-16. I am satisfied with the knowledge acquired during the training courses	4,256	0,853	0,9	2,3	14,8	34,8	47,2
Q-17. I think that, this training experience meets my personal and professional needs	4,218	0,895	0,6	4,1	16,5	31,3	47,5
Q-18. I will be able to apply the new knowledge in my daily work	4,198	0,878	0,9	3,5	14,8	36,8	44,1
Q-19. I agree that lectures that upgraded my existing knowledge and experiences	4,125	0,916	1,7	2,3	19,7	34,8	41,4
Q-20(a). Office Leadership skills	3,448	1,167	9,59	9,88	23,55	40,12	16,86
Q-20(b). Presentation and Negotiation skills	3,593	1,201	8,43	10,76	17,73	39,24	23,84

Q-20(c). Communicative Competency	3,456	1,221	10,47	9,88	23,84	35,17	20,64
Q-20(d). Computer and Information & Technology skills	3,459	1,192	9,59	9,59	26,16	34,59	20,07
Q-21(a) Economics/Finance	3,294	1,180	11,05	10,47	31,98	31,0	15,41
Q-21(b) Management skills	3,491	1,176	10,17	7,27	24,42	39,56	18,58
Q-21(c) Legislation knowledge	3,613	1,145	8,43	6,98	20,64	42,73	21,22
Q-21(d) Human resources	3,538	1,162	9,01	8,14	22,67	40,41	19,77
Q-21(e) Business Kyrgyz/Russian	3,417	1,006	10,76	8,14	22,38	37,79	20,93

It is noticeable that the beneficiaries' answers to the last questions, where it was necessary to assess how much their skills had developed, the results were between "Neutral" and "Agree".

Thus, the average value for the independent variable "Training" is lower than the indicator of the mediation variable "Perception" (Reaction of beneficiaries) - 3.73 (STD - 1.05).

Q-22. Assessment of officers' knowledge in the Kyrgyz Republic is carried out on a 20-point scale, where "0-7" points - unacceptable, "7-9" points - unsatisfactory, "10-13" points - satisfactory, "14-16" points - good, "17-20" points - excellent.

Table 8. Analysis of Final score

Result	Interval	N	%	Mean	STD	min	max
<i>Unacceptable</i>	from 0 to 7	0	0,00	16,898	2,586	9	20
<i>Unsatisfactory</i>	from 7 to 9	1	0,29				
<i>Satisfactory</i>	from 10 to 13	35	10,17				
<i>Good</i>	from 14 to 16	92	26,75				
<i>Excellent</i>	from 17 to 20	216	62,79				

The final scores after the training turned out to be mostly positive with an average of 16.89 points out of 20 and with a STD of 2.586. The lowest score was 9 points, the maximum -20 points. A noticeably high number of "excellent" grades suggests that the final test may be too easy for officers and it is necessary to analyze post-test questions.

Q 23. As mentioned earlier, trainings for government officers of the Kyrgyz Republic are held only in the traditional offline format, which has caused a decrease in the scope of training for employees over the past 3 years. This question asked for the opinion of the participants regarding the desired format of lectures.

Only 31% of respondents support the introduction of distance learning. Most likely, this is due to the fact that this type of training has not yet found widespread distribution in the country. In addition, there are certain difficulties in mastering and applying training via the Internet due to weak computer skills.

The following arguments were also mentioned for and against the introduction of distance learning:

Advantages of distance learning:

- a) Saving time, in particular on the road;
- b) Convenience and accessibility: there will be no need to be distracted from work;
- c) The ability to individually determine the time and place of training;
- d) In electronic format, it is more objective to check the knowledge of employees, since the human factor is excluded;
- e) Allows you to develop computer literacy skills in parallel, study programs.

Disadvantages of distance learning:

- a) There are concerns about whether there will be efficiency without a coach, teacher;
- b) There is no possibility of sharing experiences between participants – lack of interactivity. Whereas in these trainings it is important to share experience and do practical work;
- c) Insufficient computer knowledge;
- d) Direct training is better, you can get answers to your questions on the spot.

Table 9. Capacity building (behavior change level)
(SD-strongly disagree; D-disagree; N-neither; A-agree; SA-strongly agree)

Question	Mean	STD	%				
			SD	D	N	A	SA
Q-24. The overall training program meets my purposes and the objectives of the study	4,169	0,907	1,4	2,3	18,6	33,6	44,1
Q-25. My confidence to serve as a leader or staff officer at work improves	4,279	0,849	0,6	3,5	12,8	34,5	48,6
Q-26. I will transfer what I learnt to my colleagues in my workplace	4,267	0,890	0,9	3,2	14,8	30,7	50,4
Q-27. I feel this training course brings the gap between the high levels and the low level employees together	4,192	0,925	1,7	2,3	17,4	31,9	46,7
Q-28. I will be able to apply the new knowledge in my daily work	4,198	0,878	0,9	3,5	14,8	36,8	44,1
Q-29(a). Integrity	3,872	1,217	9,59	4,65	9,59	41,28	34,89
Q-29(b). Honesty	3,794	1,183	8,43	6,1	13,37	41,86	30,24
Q-29(c). Objectivity	3,846	1,216	9,3	4,65	12,79	38,66	34,6
Q-29(d). Impartiality	3,837	1,235	9,59	5,23	12,21	37,79	35,18

The results of the last block of the survey turned out to be almost identical with the indicators of the independent variable (learning). The majority of respondents basically have chosen "Agree" with the statements of this block. The Mean value for the dependent variable "Capacity building" (Behavioral changes) is 4.05 (STD - 1.03), with the results of subcategories, respectively: Purposes - 4.169 (STD-0.907);

Confidence level - 4.279 (STD-0.849); Knowledge sharing - 4.267 (STD-0.890); Reducing the hierarchical gap - 4,192 (STD-0,925); Use of knowledge - 4,198 (STD-0,878); Integrity - 3,872 (STD-1,217); Honesty - 3,794 (STD-1,183); Objectivity - 3,846 (STD-1,216), Impartiality - 3,837 (STD - 1,235).

Table 10. The summary of descriptive statistics of all variables

Construct	Variable	N	Mean	SD	Min	Max
Perception	Reaction	344	4,177	0,697	1,444	5
Training	Learning	344	3,748	0,840	1,143	5
Capacity building	Behavior change	344	4,032	0,785	1,250	5

Summarizing the statistics described above, the results showed that civil servants of the Kyrgyz Republic mostly “agree” with the statements describing all the variables of the study. However, the "suspiciously" high scores give reasons to revise the final exam questions of the trainers as a further recommendation.

4.3 Reliability and correlation

Pearson’s Correlation

The figure below shows the results of the correlation between IV, VM and the mediation variable.

Table 11. Pearson’s Correlation

Pearson correlation coefficient, N = 344				
under H0: Rho=0, Prob > r 				
	Perception	Training	Capacity building	Score
Perception	1,000	0,633	0,606	0,326
		<.0001	<.0001	<.0001
Training	0,633	1,000	0,856	0,211
	<.0001		<.0001	<.0001
Capacity building	0,606	0,856	1,000	0,278
	<.0001	<.0001		<.0001

The Pearson's correlation coefficient indicates the size of the correlation between variables. The number in the lower cell is the P-value of the Pearson correlation coefficient. It shows whether the correlation coefficient of the two variables in the population is statistically significant or not. In our example, the correlation coefficient between learning from trainings and capacity building is **0.856** and it is statistically significant.

Reliability test – Cronbach' alpha

Cronbach's alpha reliability analysis shows whether the issues that make up one design are reliable or not. In this study, all variables-reaction level, learning level, and behavior change level-were measured using multiple questions. If the Cronbach's alpha is greater than 0.7, it can be argued that the questions are reliable. The analysis of the reliability of each variable showed that in all cases the questions that make up the independent, dependent and meditative variables were strongly reliable.

Table 12. Cronbach Coefficient Alpha for Independent variable (Training)

Indicator	Raw Variables		Standardized Variables	
	Correlation with Total	Alpha	Correlation with Total	Alpha
KSL	0,597	0,948	0,631	0,946
Knowledge	0,557	0,949	0,596	0,947
Personal goals	0,589	0,948	0,630	0,946
Applicability	0,584	0,949	0,621	0,946
Upgrade level	0,582	0,949	0,621	0,946
Experience	0,805	0,943	0,779	0,942
Leadership	0,811	0,943	0,787	0,942
Negotiation skills	0,830	0,942	0,808	0,941
Communication skills	0,828	0,943	0,803	0,942
ICT skills	0,804	0,943	0,790	0,942
Economics	0,836	0,942	0,814	0,941
Management	0,815	0,943	0,791	0,942
Law	0,819	0,943	0,796	0,942
HR	0,763	0,944	0,741	0,943
Kyrgyz/Russian	0,831	0,941	0,887	0,942

For Training variable, the Cronbach's Alpha coefficient is 0.947, which is considered as very good.

Table 13. Cronbach Coefficient Alpha for Dependent variable (Capacity building)

Indicator	Raw Variables		Standardized Variables	
	Correlation with Total	Alpha	Correlation with Total	Alpha
Purposes	0,494	0,878	0,560	0,869
Confidence level	0,517	0,877	0,576	0,867
Knowledge sharing	0,520	0,876	0,577	0,867
Reducing the hierarchical gap	0,476	0,880	0,537	0,871
Use of knowledge	0,745	0,853	0,673	0,857
Integrity	0,793	0,848	0,724	0,851
Honesty	0,793	0,848	0,726	0,851
Objectivity	0,786	0,848	0,719	0,852
Impartiality	0,763	0,944	0,741	0,943

For Capacity building variable, the Cronbach's Alpha coefficient is 0,876, which is considered as significant.

Table 14. Cronbach Coefficient Alpha for Mediating variable (Reaction of trainees)

Indicators	Raw Variables		Standardized Variables	
	Correlation with Total	Alpha	Correlation with Total	Alpha
Training goals	0,720	0,895	0,721	0,895
Useful time	0,719	0,894	0,719	0,895
Theory	0,375	0,917	0,375	0,919
Training materials	0,730	0,894	0,729	0,894
Exchange of ideas	0,739	0,893	0,739	0,894
Duration	0,763	0,891	0,764	0,892
Competence of trainers	0,624	0,902	0,622	0,902

Ability to work	0,770	0,891	0,772	0,891
Easy to follow	0,745	0,892	0,744	0,893

For Perception variable, the Cronbach's Alpha coefficient is 0,908, which is high indicator.

4.4 Hypothesis testing and multiple regression analysis

This subchapter presents the results of hypothesis testing. A hypothesis was presented and tested to find out whether there is a relationship between the independent variable (training for officers) and capacity building, and to determine whether there is an mediating role of the level of perception of training between them. In addition, the influence of control variables (gender, age, years of work in government, and place of work) was also studied.

This action is conducted to assess if the presence of control factors would influence whether or not training and capacity building correspond to other variables (99% confidence level). SAS software was used to do multiple regression.

Table 15. Multiple regression

R-Square	Coeff Var	Root MSE	Capacity Mean
0,794525	10,367	0,417779	4,029883

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	94	167,3766695	1,7806029	10,2	<.0001
Error	248	43,2857758	0,1745394		
Corrected Total	344	210,6624453			

This table shows whether this model is statistically significant in explaining the dependent variable. The R-square shows a result of 0.794525, which is a high indicator. The R² of Model demonstrate that the causal effect is explained by 0.79%

The null hypothesis of the F-test is that "no variable in the model is statistically significant." Since the P-value of the test is less than 0.05, the null hypothesis can be rejected, and this model well explains the change in the dependent variable.

Table 16. Control variables regression results (without "Ministry" category)

Parameter	Estimate	Standard Error	t Value	Pr > t
Intercept	0,03573	0,68695881	0,05	0,9586
training	0,93129	0,16267082	5,73	<.0001
Reaction	0,30283	0,12839279	2,36	0,0191
Sex Male	-0,0094	0,05601028	-0,17	0,8665
Sex Female	0	.	.	.
Age 20-30	0,06187	0,15689975	0,39	0,6937
Age 31-40	-0,0168	0,14069283	-0,12	0,9049
Age 41-50	-0,0087	0,13380836	-0,07	0,9479
Age 51-65	0	.	.	.
workyear 0-5	-0,0988	0,08546826	-1,16	0,2486
workyear 12- 17	-0,1547	0,10217195	-1,51	0,1312
workyear 18-23	-0,1326	0,13208918	-1	0,3165
workyear 24 and more	-0,0705	0,14847235	-0,47	0,6353
workyear 6-11	0	.	.	.
edu Master	0,01221	0,05758552	0,21	0,8323
edu Ph.D	-0,0246	0,32170616	-0,08	0,9391
edu Bachelor	0	.	.	.
Training*Reaction	-0,0466	0,03723271	-1,25	0,2114

** significant at <.0001, * significant at <0.05

Analysis shows that main two variables – Training and Capacity Building - are statistically significant, since their p-value is less than 0.05. The meditative variable (Reaction level) is found to be statistically insignificant.

All other things being equal, an increase in the reaction level by 1 point leads to an increase in the potential by 0.931 points. Similarly, an increase in the reaction level by 1 point leads to an increase in the potential increase by 0.302 points. As can be seen from the graph, the control variables were found to be insignificant.

As a result of the elements discussed above, it may be inferred that the control variables have no impact on the dependent variable, and that the success of the training program enhances trainees' potential.

Table 17. Result of hypothesis testing

Hypothesis	Result
«The trainings positively affect the capacity building of officers»	Accepted

Summary of findings

In this sub-chapter, the results of the statistical analysis of the study were demonstrated.

To answer the research question and test the hypothesis, a quantitative method was used by interviewing 344 respondents who received training in 2019 as part of the State Order. All activities for the implementation of advanced training courses for civil servants are carried out by the Agency for Civil Service Affairs and Local Self-Management under the Cabinet of Ministers of the Kyrgyz Republic, and the Academy of Public Administration under the President of the Kyrgyz Republic named after Zh. Abdyrakhmanov.

The main purpose of the study was to test the impact of trainings on the capacity building of officers. These relationships were tested taking into account the impact of control variables. The results confirmed the direct impact of trainings on changing the behavior of beneficiaries after obtaining new knowledge.

Beneficiaries described as changes in professional confidence, improvements in skills, a desire to transfer new knowledge to others, as well as the application of these skills in practice. Analysis of subcategories of Perception Level (mediating variable) of trainings have not impact on the further capacity growth.

Multiple regression also showed that the only one control variable (age) influences the relationship between IV and DV. Other control variables (gender, education, years of public service and professional background) did not have a significant impact.

A direct effect of trainings on increasing potency was found, while the role of the reaction level between IV and DV was found as not significant.

Thus, the implementation of the State Order for the training of Civil servants in 2019 led to an increase in the potential of these employees within the study population.

Summary of responses to open question

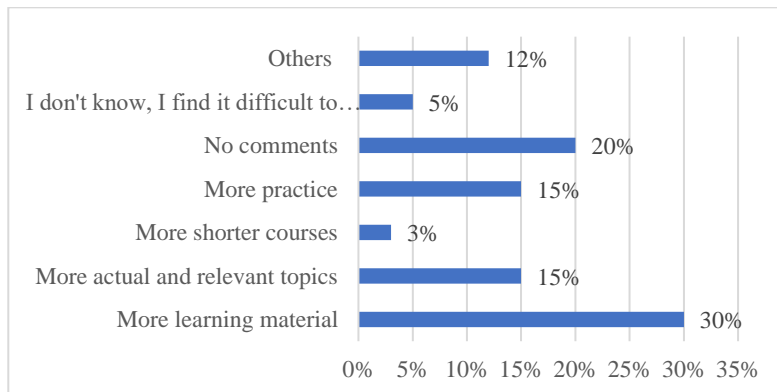
To optimize the courses aimed at improving the skills of municipal and state employees, it is important to find out the opinions of the training participants about the content and process of these events. Thus during the survey, respondents were asked to give recommendations and suggestions for improving the organization of courses.

The correct definition of the content and subject of training is a fundamental factor for the successful acquisition of knowledge by students. This affects the improvement of the performance of employees. Thus, within the framework of the study, recommendations were received to improve the organization of training. There is a wide range of areas of activity in which survey participants would like to improve their competencies. At the same time, some participants noted that the subject of the courses does not always fit the specifics of their work:

‘‘It is necessary to consider the subjects of training. It is necessary to do the main bias in the specialty of the employee. For example, I work in the international cooperation department. This means that I have to take language courses, projects -management, time management, speaking to an audience, negotiating, studying international treaties (documents)’’.

Survey participant

Table 18. The most frequent responses of participants



According to the results of the data analysis, most of the respondents indicated that there was no need to reduce the duration of training. The following arguments were given as the main reasons:

- In order to achieve tangible results, the time of the current courses is not enough, so there is no need to further reduce the duration of training;
- It is important to disclose the topic of training in detail, and it is impossible to fully master the course program in one week;
- Due to the fact that each topic is designed for a certain duration, its reduction may lead to the omission of important details or the reduction of practical classes;
- It takes time for transport. Some participants have to take a long time to get to the venue of the courses, which, in turn, affects attendance. In case of an increase in the duration of training, participants from remote areas can plan their place of stay in advance during the course.

Several respondents indicated the need to reduce the duration of training. The survey participants who were in favor of reducing the duration of training stressed that they spend a lot of time on courses, and it will be enough to allocate from 3 to 7 days. They explained this by the fact that employees are sufficiently busy with current affairs. In addition, they noted cases when they had to study at lunchtime to save time for their main work.

According to the content of training programs, the comparative majority of employees who have been trained indicated the lack of practical work:

<i>'The trainer explained it very well, accessible. But we need more practical work than theory'</i>	<i>Survey participants</i>
<i>'Practice! Practice needs to be improved'</i>	<i>Survey participants</i>

Recommendations regarding the training format are as follows:

<i>'To use new information and knowledge, to go beyond the "Soviet" format. It is more interactive and interesting to conduct trainings, since listening to the monotonous speech of a lecturer for several hours is often tedious.'</i>	<i>Survey participant</i>
--	---------------------------

I believe that any training course is all about a content. The better the material the more effective the course will be and the better the task assigned to it will be completed. 1. Work with the format, 2 combine methods, 3 use feedback from students, 4 use a platform with good video and sound, 5 involve employees in communication, inspire students.

Survey participant

Conduct courses specifically on the profile, and not on the general principles of the civil service and legislation. Involve international experts and current practitioners.

Survey participant

In general, the trained municipal employees were satisfied with the courses they took:

«..... I am satisfied"

"the main thing is to continue learning"

""take courses more often"

"...there are no comments, only thanks to the teachers..."

Survey participants

Chapter 5. Conclusion

The last chapter summarizes the main findings and offers policy recommendations. Modern trends in the civil service came from the Decree of the President of the Kyrgyz Republic “On the New State Personnel Policy” dated Jan 29, 2021 No. 2.

5.1 Discussion of the key results and suggested solutions

This study focuses on the study of the effectiveness of training and capacity building in the public sector in the context of Kyrgyz Republic. The answers of respondents who completed trainings in 2019 were chosen as the object of the study. Therefore, the unit of analysis of this study are the beneficiaries of short-term training programs in the framework of State Order for the training of state and municipal employees of the Kyrgyz Republic.

The purpose of the study was to find out whether trainings affect the aspirations to develop the potential of officers, as well as to check the intermediary role of the level of perception of training by employees.

In general, positive assessments were received on the results of training of state and municipal employees of the Kyrgyz Republic. The trained employees indicated that the training results corresponded to the needs and tasks of state representative offices.

At the same time, there is a slight difference in the opinions of the survey participants on the statement about the application of the acquired knowledge. However, among employees there are more often respondents who show uncertainty in their answers and give an average rating (3 - "somewhere in the middle") in matters where it was necessary to evaluate specific skills in areas (Finance, Management, Law, etc.).

The following reasons were given for which beneficiaries see the need for training: (1) Professional development and improvement of personal qualities; (2) Implementation of practice, strengthening of theory; (3) State laws are constantly changing, courses help to adapt to changes faster.

In addition, respondents who noted that there was no need for other employees to participate in such courses highlighted that these courses do not take into account the interests of specializations of each ministry.

The survey participants noted the good functioning of the channel for further transmission of information on training. Therefore, it is necessary to use the potential of this channel to get an effective return on employee training. For example, it is possible to organize internal trainings in public institutions, so that trained employees make presentations on the materials they have passed for their colleagues. In addition, it is necessary to allocate separate time for such trainings within the enterprise at the managerial level.

The majority of respondents noted that the time, frequency and place of training corresponded to their expectations.

On the issue of the introduction of distance learning, the opinions of municipal employees who have been trained and their managers were distributed in ratio 1:3. As a result, one third of the participants (108 out of 344) of the study wanted to implement remote learning, while the majority preferred a traditional format of learning.

To improve the content of the course programs, proposals were mainly made to increase handouts and practical work, as well as to update the topics of the courses. As an optimization of the organization of the learning process, in particular, ideas were proposed for organizing coffee breaks, conducting field training and providing business trips for accommodation (depending on the distance of the trainings).

5.2 Policy recommendations

This chapter outlines recommendations and is intended to be an analytical note for the responsible state body (Agency) in the implementation of further reforms of the state and municipal service. The evaluation of the effectiveness of training is aimed at determining the effectiveness of measures and costs to increase the human resources of state bodies and local self-government bodies carried out within the

framework of the annual State Order for the training of state and municipal employees of the Kyrgyz Republic.

Tasks: (1) to improve the system of professional development of employees (to improve the quality of training; requirements for programs and teachers); (2) to establish the obligation of training as a condition for career advancement (to establish in the NP the obligation and consideration of the availability of additional education for admission and promotion); (3) implement distance learning (develop a platform for distance learning; (4) develop trial content (program), conduct training through this platform; conduct a questionnaire on the quality of training through the distance learning platform; (5) find funding or partners for the development of other training modules (programs, content, etc.).

Recommendations:

Strengthening the Academy's potential

It is necessary to strengthen the work on improving the system of the State order for the training of employees. Responsibility for the execution of the State Order for the training of civil servants and municipal employees is assigned to the Academy of Public Administration under the President of the Kyrgyz Republic (hereinafter – APAP KR), which will execute and place the State Order in accordance with the approved program. Consequently, it is necessary to improve the material, technical and financial aspects of the Academy. To amend the legislation on the professional development of employees.

To strengthen the practical part of the trainings

Add additions to the regulatory legal acts and methodological documents regulating the procedure for training and training by State Order in terms of the ratio of the volume of hours in the structure of training programs for theoretical and practical classes - in the ratio of 50% to 50% of the total number of hours. This will strengthen the practical orientation of the training and consolidate the acquired knowledge.

To introduce into the legislation norms providing for the training of persons holding political public positions and special public positions within the framework of the State Order, which was not laid down in the previous training program for 2013-2017.

Introduce practical tasks

To provide in the structure of training programs of courses implemented by State Order, in the total number of hours, hours for the execution (preparation) and protection of independent work and projects on the application of acquired knowledge at the place of service. Currently, the structure of the programs of such hours does not provide, which weakens the practical orientation of training and consolidation of the acquired knowledge.

Building a highly qualified training base

It is proposed to create a database of highly qualified trainers at the Academy, who can be involved for training by state order, who can also be involved for departmental training within each ministry upon request.

Distance learning

Despite the inclusion of the issue of the development of distance learning in the regulatory legal acts and program documents of the Agency and APAP KR for many years, such a modern form of education has not yet been used. It is necessary to pay due attention to distance education technologies. It is necessary to develop regulatory legal acts on distance learning. It is possible to conduct pilot (trial) training on distance learning technologies in several thematic programs at the initial stage. To do this, it will be necessary to develop appropriate temporary methodological documents regulating the entire training cycle, the development of training modules, the training of trainers, etc. The remote form began to integrate with the automated information system for Agency employees in 2020 as a pilot project.

Strengthen the role of the certificate

It is necessary to regulate the process of preparing and issuing certificates confirming the completion of training. The shortened terms for issuing certificates, as well as simplified procedures for preparing and issuing certificates, should be fixed in the relevant regulatory legal acts and departmental documents of the Kyrgyz Republic.

5.3 Limitations

The study was accompanied by certain difficulties. Therefore, this study cannot be called perfect. Firstly, there are small researches in the field of the system of training of civil servants in the Kyrgyz Republic, since this area is relatively new in the republic. In this connection, the author, along with the scientific Kyrgyz literature, analyzed legislation in the field of professional development of employees.

The second limitation is that it may have been a long time since the employees were trained. The training has not been fully conducted for the last 3 years due to anti-Covid measures, budget cuts and conflicts on the Kyrgyz-Tajik border. Only municipal employees (distant regions of the country) and in small numbers were trained in 2020 and 2021. In this connection, the study of the effectiveness of the trainings in 2020 and 2021 did not seem possible, due to the absence of employees of the central office and the scope of coverage of trainees. This factor could influence the responses of the participants, whose opinion regarding the training could change over time. On the other hand, this time is more than enough to assess the potential growth.

The third limitation is the data collection process. Since online measurements are used to collect the data, and the researcher's physical absence from the region and the crisis circumstances (the conflict on Kyrgyzstan's border) should be taken into consideration. Another reason is that survey had participants from Agency, who also received training in 2019. They might have overstated the values in order to defend their organization. All those factors may limit the generalizability of this study because the data are not complete.

Bibliography

- Akbulaev, N., Akman, E., and Tuzcuoglu, F. (2022). Public Administration education. *Public Affairs Education and Training in the 21st Century*, 165–176. <https://doi.org/10.4018/978-1-7998-8243-5.ch011>
- Alvarez, K., Salas, E., and Garofano, C. M. (2004). An integrated model of training evaluation and effectiveness. *Human Resource Development Review*, 3(4), 385–416. <https://doi.org/10.1177/1534484304270820>
- Analoui, F. (2018). Managerial Perspectives, assumptions and development of the Human Resource Management. *Human Resource Management Issues in Developing Countries*, 1-20 <https://doi.org/10.4324/9780429453410-1>
- Analoui, F., and Danquah, J. K. (2016). Capacity development: The World Bank and UNDP perceptive. *Critical Capacity Development*, 43–59. https://doi.org/10.1007/978-3-319-47416-8_4
- Armstrong's Handbook of Human-Resource Management Practice (11th ed.). (2010). *Human Resource Management International Digest*, 18(4). <https://doi.org/10.1108/hrmid.2010.04418dae.001>
- Arthur, W., Bennett, W., Edens, P. S., and Bell, S. T. (2003). Effectiveness of training in organizations: A meta-analysis of design and evaluation features. *Journal of Applied Psychology*, 88(2), 234–245. <https://doi.org/10.1037/0021-9010.88.2.234>
- Bamber, G., and Leggett, C. (1976). Industrial Relations Training at the Civil Service College: Some comments on the Edinburgh Centre. *Public Administration*, 54(2), 211-222. doi:10.1111/j.1467-9299.1976.tb00242.x
- Bedingham, K. (1997). Proving the effectiveness of training. *Industrial and Commercial Training*, 29(3), 88–91. <https://doi.org/10.1108/00197859710165083>
- Bertucci, G. (2006). Unlocking the human potential for public sector performance. *Public Personnel Management*, 35(3), 175–179. <https://doi.org/10.1177/009102600603500302>

- Bird, D. L. (1992). Training Civil Servants: Some Reflections after 17 Years. *Public Policy and Administration*, 7(1-2), 70–79. <https://doi.org/10.1177/095207679200700113>
- Dey, B. K. (1983). Training in the Civil Services : Plea for a Holistic Construal. *Indian Journal of Public Administration*, 29(4), 821–842. <https://doi.org/10.1177/0019556119830403>
- Eka D. N., Rita R., and Soewarto H. (2017). Development of a closer model in applying slim teaching material during teachers' training. *International Journal of Managerial Studies and Research*. <https://doi.org/10.20431/2349-0349.0506008>
- Elangovan, A. R., and Karakowsky, L. (1999). The role of trainee and environmental factors in the transfer of training: an exploratory framework. *Leadership & Organization Development Journal*, 20(5), 268–276. <https://doi.org/10.1108/01437739910287180>
- Erkinbaeva, S. (2021). Public Sector Talent Management in Kyrgyzstan: The Impact of Organizational Practices on Career Development Aspirations and the mediating role of Organizational Commitment (thesis). *Graduate School of Public Administration, Global Public Administration Major*, Seoul National University.
- Farjad, S. (2012). The Evaluation Effectiveness of Training Courses in University by Kirkpatrick Model (Case Study: Islamshahr University). *Procedia - Social and Behavioral Sciences*, 46, 2837–2841. <https://doi.org/10.1016/j.sbspro.2012.05.573>
- Fenghao, Z. and Semenets-Orlova, I. (2020) “Formation of mechanisms of professionalization of Public Service System Personnel,” *University Scientific Notes*, 149–157. <https://doi.org/10.37491/unz.78.14>.
- Hamilton, P. (2011). Human Resource Management. *The Essential MBA*, 59–80. <https://doi.org/10.4135/9781473914612.n3>
- Harrow, J. (2001). “Capacity Building” As A Public Management Goal - Myth, magic or the main chance?. *Public Management Review*, 3(2), 209–230. <https://doi.org/10.1080/14616670010029593>
- Honadle, B. W. (1981). A Capacity-Building Framework: A Search for Concept and Purpose. *Public Administration Review*, 41(5), 575. <https://doi.org/10.2307/976270>

- Israilov, M. (2018). The comparative analysis of state training system: Japan and Kyrgyzstan (thesis), *Meiji University*, Tokyo, Japan.
- Jackson, S. E., and Schuler, R. S. (1995). Understanding human resource management in the context of organizations and their environments. *Annual Review of Psychology*, 46(1), 237–264. <https://doi.org/10.1146/annurev.ps.46.020195.001321>
- Kareem, M. A., and Hussein, I. J. (2013). The impact of Human Resource Development on employee performance and Organizational Effectiveness. *Management Dynamics in the Knowledge Economy*, 7(3), 307-322. doi:10.25019/mdke/7.3.02
- Keeling, D. (1972). Central training in the Civil Service: Some general issues. *Public Administration*, 50(1), 1-18. doi:10.1111/j.1467-9299.1972.tb00078
- Kirkpatrick, D. L., and Kirkpatrick, J. D. (2006), “Evaluating Training Programs: The Four Levels (3rd ed.)”. San Francisco, CA: Berrett-Koehler Publisher
<http://www.kirkpatrickpartners.com/Portals/0/Products/Kirkpatrick%20Four%20Levels%20%20Audio%20Recordings%20Study%20Guide.pdf>. (n.d.).
- Kodwani, A. D., and Prashar, S. (2019). Exploring the influence of pre-training factors on training effectiveness-moderating role of trainees’ reaction: A study in the public sector in India. *Human Resource Development International*, 22(3), 283–304. <https://doi.org/10.1080/13678868.2019.1596012>
- Liebert, S. (2013) “Challenges of reforming the civil service in the Post-soviet era,” *Review of Public Personnel Administration*, 34(4), 403–420. <https://doi.org/10.1177/0734371x13500320>.
- Mirvis, P. H., and Macy, B. A. (1976). Accounting for the costs and benefits of Human Resource Development Programs: An interdisciplinary approach. *Accounting, Organizations and Society*, 1(2-3), 179-193. 10.1016/0361-3682(76)90022-2
- Morgan, R. B., and Casper, W. J. (2000). Examining the factor structure of participant reactions to training: A multidimensional approach. *Human Resource Development Quarterly*, 11(3), 301–317. [https://doi.org/10.1002/1532-1096\(200023\)11:3<301::aid-hrdq7>3.0.co;2-p](https://doi.org/10.1002/1532-1096(200023)11:3<301::aid-hrdq7>3.0.co;2-p)

- National Development Program of the Kyrgyz Republic until 2026. (n.d.). (To The Decree of the President of the Kyrgyz Republic Dated October 12, 2021 No. 435). <http://cbd.minjust.gov.kg/act/view/ru-ru/430700>
- New Personnel Policy (2021). *Decree of the President of Kyrgyz Republic S.Zhaparov, UP №2*
https://www.president.kg/ru/sobytiya/ukazy/18511_ukaz_prezidenta_sadira_ghaparova_onovoy_gosudarstvennoy_kadrovoy_politike
- Noe, R. A. (1986). Trainees' Attributes and Attitudes: Neglected Influences on Training Effectiveness. *The Academy of Management Review*, 11(4), 736. <https://doi.org/10.2307/258393>
- Noe, R., and Schmitt, N. (1986). The influence of trainee attitudes on training effectiveness: Test of a model. *Personnel Psychology*, 39(3), 497–523. <https://doi.org/10.1111/j.1744-6570.1986.tb00950.x>
- Pfeifer, K., Staib, L., Arango, J., Kirsch, J., Arici, M., Kappus, L., and Pahade, J. (2016). High-fidelity contrast reaction simulation training: Performance comparison of faculty, fellows, and residents. *Journal of the American College of Radiology*, 13(1), 81–87. <https://doi.org/10.1016/j.jacr.2015.08.016>
- Potter, C. (2004). Systemic capacity building: a hierarchy of needs. *Health Policy and Planning*, 19(5), 336–345. <https://doi.org/10.1093/heapol/czh038>
- Researching HRD: Philosophy, process and practice: Jim McGoldrick, Jim Stewart and Sandra Watson. (2003). *Understanding Human Resource Development*, 20–36. <https://doi.org/10.4324/9780203361191>
- Richman, N. (2015). Human Resource Management and Human Resource Development: Evolution and Contributions. *Creighton Journal of Interdisciplinary Leadership*, 1(2), 120. <https://doi.org/10.17062/cjil.v1i2.19>
- Ryu, S.W., and Yang, H.S. (2012). Effect of the characteristics of organizational support on company HRD Education & Training Program. *The Journal of the Korea Contents Association*, 12(6), 497–507. <https://doi.org/10.5392/jkca.2012.12.06.497>

- Saks, A. M., and Belcourt, M. (2006). An investigation of training activities and transfer of training in organizations. *Human Resource Management*, 45(4), 629–648. <https://doi.org/10.1002/hrm.20135>
- Sambrook, S. (2000). Talking of HRD. *Human Resource Development International*, 3(2), 159–178. <https://doi.org/10.1080/136788600402636>
- Sepiashvili, E. N., Maltseva, T. V., Sumina, E. A., Bashlueva, N. N., and Bashlueva, M. A. (2021). Personal and professional development of the individual in the civil service of the Russian Federation. *SHS Web of Conferences*, 108, 05010. <https://doi.org/10.1051/shsconf/202110805010>
- Shafritz, J.M. (1979) “Personnel Management in government: Politics and process, by Jay M. Shafritz, Walter L. Balk, Albert C. Hyde, and David H. Rosenbloom. New York: Marcel Dekker, 1978. *Midwest Review of Public Administration*, 13(1), 70–71. <https://doi.org/10.1177/027507407901300113>.
- Simmons, A., Reynolds, R. C., and Swinburn, B. (2011). Defining community capacity building: Is it possible? *Preventive Medicine*. <https://doi.org/10.1016/j.ypmed.2011.02.003>
- Smith, D. (1977). Training in the Civil Service. *Industrial and Commercial Training*, 9(9), 382-384. 10.1108/eb003631
- Sun, Y. (2019). Ways and Methods to Improve the Training of Civil Servants. *DEStech Transactions on Social Science, Education and Human Science*, <https://doi.org/10.12783/dtssehs/icesd2019/28080>
- Swanson, R. A., and Arnold, D. E. (1996). Part One: What is the purpose of Human Resource Development? the purpose of human resource development is to improve organizational performance. *New Directions for Adult and Continuing Education*, 1996(72), 13-19. 10.1002/ace.36719967204
- Tan, H. M. (2017). Analysing the Effectiveness of Civil Service Training Course: A Case Study on Central Institute of Civil Service of Myanmar Union Civil Service Board (Vol. 107). *Graduate School of Public Administration*, Seoul National University.

- Tan, J. A., Hall, R. J., and Boyce, C. (2003). The role of employee reactions in predicting training effectiveness. *Human Resource Development Quarterly*, 14(4), 397–411. <https://doi.org/10.1002/hrdq.1076>
- Tatarinova, L. N., and Maslennikova, E. V. (2021). Career Strategies in the Context of Personal and Professional Development of Management Personnel. *RUDN Journal of Public Administration*, 8(1), 37–51. <https://doi.org/10.22363/2312-8313-2021-8-1-37-51>
- Tikhonova, E.N. and Korepanova, I.V. (2020) “Investment in human capital in the conditions of innovative economic development,” *Bulletin of Udmurt University. Series Economics and Law*, 30(3), 362–368. <https://doi.org/10.35634/2412-9593-2020-30-3-362-368>.
- Vorobieva, E., and Lohosh, K. (2021). Leadership Potential of Civil Servants in the Vocational Training Process. *Theory and Practice of Social Systems Management*, 2, 114–124. <https://doi.org/10.20998/2078-7782.2021.2.09>
- Werner, J. M. (2014). Human resource development ≠ human resource management: So what is it? *Human Resource Development Quarterly*, 25(2), 127-139. [10.1002/hrdq.21188](https://doi.org/10.1002/hrdq.21188)
- Witesman, E. M., and Wise, C. R. (2009). The Centralization/Decentralization Paradox in Civil Service Reform: How Government Structure Affects Democratic Training of Civil Servants. *Public Administration Review*, 69(1), 116–127. <https://doi.org/10.1111/j.1540-6210.2008.01945.x>
- Yoon, B.-soo (2019) “The role of Civil Service and the human resource management policies required for the government of the future,” *Public Service Excellence in the 21st Century*, 169–202. https://doi.org/10.1007/978-981-13-3215-9_6.

Appendix I

A survey to assess the effectiveness of training

Dear Respondent,

Thank you very much for your willingness to participate in this survey to assess the effectiveness of training of state and municipal employees of the Kyrgyz Republic within the framework of a State Order.

The survey data will serve as statistical material for the thesis of Keneshbekova Begimai, an employee of the State Agency for Civil Service and Local Government Affairs under the Cabinet of Ministers of the Kyrgyz Republic and concurrently a graduate student of the Graduate School of Public Administration of Seoul National University, South Korea.

The survey takes about 10 minutes. Your answers will be highly appreciated and taken into account for recommendations on improving training programs.

All results will be used in a generalized form, confidentiality is guaranteed.

If you have any comments, clarifications or would like to receive the final results of this study, please contact begi_02091995@mail.ru

I. Socio-demographic block (control variables)

Q.1 Sex (M, F)

Q.2 Age (20-30, 31-40, 41-50, 51-65)

Q.3 Years in civil service (0-5, 6-11, 12- 17, 18-23, 24 and more)

Q.4 Education level (bachelor, master, Ph.D)

Q.5 Your ministry

II. Reaction (mediating variable)

	Questionnaires	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

		1 point	2 points	3 points	4 points	5 points
Q. 7	Trainings' goals are clearly defined					
Q. 8	Training course is a good use of my time					
Q. 9	Training course is relevant to my job					
Q.10	The training course prioritizes theory-based lectures					
Q.11	The training content is organized and easy to follow					
Q.12	The teaching and learning materials are enough					
Q.13	The training course encourages exchanged information and expression of ideas.					
Q.14	The time allotted for the training is sufficient					
Q.15	The trainers are knowledgeable about the training topics					
Q.16	This training course					

	develops my ability to work as a good staff officer or leader					
--	---	--	--	--	--	--

III. Learning (Effectiveness of trainings - Independent variable)

	Questionnaires	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
		1 point	2 points	3 points	4 points	5 points
Q. 17	I am pleased with this training course improves my overall skills, knowledge and attitudes (KSA)					
Q.18	I am convinced this training experience meets my personal and professional needs					
Q.19	I am confident to be able to apply my learning in my professional career and workplace					
Q.20	I agree that lectures that upgraded my existing knowledge					

	and experiences					
Q.21	Please answer how much your skills below has improved due to the training course.					
A	Leadership					
B	Presentation and Negotiation					
C	Communicative Competency					
D	Computer and Information & Technology					

	Questionnaires	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
		1 point	2 points	3 points	4 points	5 points
Q. 22	Please answer to what extent of your knowledge below has improved regarding the subjects you have learnt in the training course.					
A	Economics/Finance					
B	Management					
C	Law					
D	Human resources					
E	ICT					
F	Business Kyrgyz/Russian					

Q. 23 What was your final score _____ out 20 (**Ex. 17/20**)

Q. 24 What kind of training do you think is more effective? (**On-Job training/Off-job training**)

IV. Behavioral Change (Capacity development – Dependent variable)

	Questionnaires	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
		1 point	2 points	3 points	4 points	5 points
Q. 25	The overall training program meets my purposes and the objectives of the study					
Q.26	My confidence to serve as a leader or staff officer at work improves					
Q.27	I will apply and transfer what I learned to my colleagues in my workplace					
Q.28	I feel this training course brings the gap between the high levels and the low-level employees together					
Q.29	I feel that followings of my behavior that are the core values of a civil servant getting to develop after training.					
A	Integrity					
B	Honesty					
C	Objectivity					
D	Impartiality					

Q. 30 What do you think can be improved in training?

.....
.....

Thank you for your cooperation!

Appendix II

Table __Regression by “Work place” control variable

Parameter	Estimate	Standard	t Value	Pr > t
		Error		
Intercept	0,03573	0,68695881	0,05	0,9586
learn	0,93129	0,16267082	5,73	<.0001
react	0,30283	0,12839279	2,36	0,0191
Training Online	0	.	.	.
Mini Accounting Chamber of the Kyrgyz Republic	0,39922	0,61208445	0,65	0,5149
Mini Aksy State Administration	-0,0133	0,60691218	-0,02	0,9825
Mini Aksy district Administration	-0,0145	0,49344348	-0,03	0,9766
Mini Alai district glav aйл okmotu Konur Dobo	0,14085	0,61110835	0,23	0,8179
Mini Bishkek City Hall	-0,0692	0,44415377	-0,16	0,8764
Mini Bishkek City Kenesh	-0,0586	0,47738389	-0,12	0,9024
Mini Bishkek City Veterinary Department	-0,3245	0,52334265	-0,62	0,5357
Mini Central Election Commission of the Kyrgyz Republic	0,18857	0,53176547	0,35	0,7232
Mini Chui District State Administration	0,30594	0,601775	0,51	0,6116
Mini Chui District Veterinary Department	-0,6703	0,6005014	-1,12	0,2654
Mini City Hall of Jalal-Abad	0,36127	0,6196419	0,58	0,5604
Mini City Hall of Karakul	-0,5323	0,60301012	-0,88	0,3782

Mini Compulsory Medical Insurance Fund under the Ministry of Health of the Kyrgyz Republic	-0,1222	0,59939694	-0,2	0,8386
Mini Darinsky aiyl okmotu of Batken district	-0,0217	0,53192759	-0,04	0,9674
Mini Department of the Ministry of Emergency Situations of the Kyrgyz Republic in the Naryn region	0,06949	0,52588361	0,13	0,895
Mini Frunzensky aiyl okmotu	0,15322	0,53674724	0,29	0,7755
Mini Head of the Chelpek aiyl okmotu	0,41143	0,61486635	0,67	0,504
Mini Jalal-Abad City Hall	-0,1874	0,5217279	-0,36	0,7198
Mini Jogorku Kenesh of the Kyrgyz Republic	0,10337	0,44664218	0,23	0,8172
Mini Judicial Department at the Supreme Court of the Kyrgyz Republic	0,18031	0,60646859	0,3	0,7665
Mini Kara-Buurinsky district Veterinary Department	-0,4365	0,52507368	-0,83	0,4066
Mini Karakol City Hall	-0,0167	0,60405205	-0,03	0,978
Mini Kerben City Hall	0,38395	0,61951039	0,62	0,536
Mini Leilek District Administration	-0,1774	0,50459382	-0,35	0,7255
Mini Luxembourg Aiyl okmotu	-0,1453	0,52584818	-0,28	0,7826
Mini Ministry of Agriculture of the Kyrgyz Republic	-0,0481	0,46401764	-0,1	0,9175
Mini Ministry of Culture, Information and Tourism of the Kyrgyz Republic	-0,0673	0,67516762	-0,1	0,9206
Mini Ministry of Culture, Information, Sports and Youth Policy of the Kyrgyz Republic	-0,0417	0,44082815	-0,09	0,9248

Mini Ministry of Digital Development of the Kyrgyz Republic	-0,0652	0,44903282	-0,15	0,8847
Mini Ministry of Economy and Commerce of the Kyrgyz Republic	-0,104	0,43871014	-0,24	0,8128
Mini Ministry of Education and Science of the Kyrgyz Republic	-0,0015	0,43862864	0	0,9974
Mini Ministry of Emergency Situations of the Kyrgyz Republic	0,10261	0,45448031	0,23	0,8216
Mini Ministry of Emergency situations of Kyrgyz Republic	-0,3796	0,60380705	-0,63	0,5302
Mini Ministry of Energy of the Kyrgyz Republic	-0,2036	0,47272434	-0,43	0,667
Mini Ministry of Finance of the Kyrgyz Republic	0,15837	0,44467704	0,36	0,722
Mini Ministry of Foreign Affairs of Kyrgyz Republic	0,17141	0,53407072	0,32	0,7485
Mini Ministry of Health of the Kyrgyz Republic	0,02239	0,46793287	0,05	0,9619
Mini Ministry of Justice of the Kyrgyz Republic	0,02436	0,45932009	0,05	0,9577
Mini Ministry of Labor, Social Security and Migration of the Kyrgyz Republic	-0,0625	0,49264519	-0,13	0,8992
Mini Ministry of Natural Resources and Ecology and Technical Supervision of the Kyrgyz Republic	-0,0293	0,59704569	-0,05	0,9609
Mini Ministry of Natural Resources, Ecology and Technical Supervision of the Kyrgyz Republic	0,09624	0,62137441	0,15	0,877
Mini Ministry of Transport and Roads of the Kyrgyz Republic	-0,1251	0,49355	-0,25	0,8001

Mini Moscow Regional Veterinary Department	-0,1259	0,60324151	-0,21	0,8349
Mini Municipal Administration of the Bishkek City Hall in Pervomaisky Administrative District	-0,2025	0,59844824	-0,34	0,7354
Mini Naimansky aiyl okmotu	0,77999	0,61396846	1,27	0,2051
Mini National Commission on the State Language and Language Policy under the President of the Kyrgyz Republic	-0,558	0,6072294	-0,92	0,359
Mini National Statistical Committee of the Kyrgyz Republic	-0,0196	0,43819034	-0,04	0,9643
Mini Nookat District Department of Statistics	0,00344	0,5268277	0,01	0,9948
Mini Nookat Veterinary Department	-0,0359	0,60138517	-0,06	0,9524
Mini Office of the President and Government of the Kyrgyz Republic	0,08449	0,4945885	0,17	0,8645
Mini Oktyabrsky Municipality	-0,3507	0,59926852	-0,59	0,5589
Mini Osh City Administration	-0,0519	0,51734763	-0,1	0,9201
Mini Osh City Hall	-0,0742	0,59778129	-0,12	0,9013
Mini Osh City Veterinary Department	0,22519	0,61445494	0,37	0,7143
Mini Prosecutor General's Office of the Kyrgyz Republic	-0,09	0,45455309	-0,2	0,8432
Mini Social Fund of the Kyrgyz Republic	-0,3737	0,47930272	-0,78	0,4363
Mini State Administration of Aravan district	-0,6567	0,59786096	-1,1	0,2731
Mini State Agency for Civil Service and Local Self-Government Affairs under the Cabinet of Ministers of the Kyrgyz Republic	0,02064	0,43381831	0,05	0,9621

Mini State Agency for Environmental Protection and Forestry of the Kyrgyz Republic	-0,4756	0,5010854	-0,95	0,3435
Mini State Agency for Regulation of the Fuel and Energy Complex of the Kyrgyz Republic	-0,4648	0,61122654	-0,76	0,4477
Mini State Agency of Water Resources of the Kyrgyz Republic	0,10483	0,60006192	0,17	0,8615
Mini State Commission on Religious Affairs of the Kyrgyz Republic	-0,3937	0,60439948	-0,65	0,5154
Mini State Committee for Defense Affairs	0,10098	0,59989224	0,17	0,8665
Mini State Committee of Industry, Energy and Subsoil Use of the Kyrgyz Republic	0,14024	0,59716437	0,23	0,8145
Mini State Committee on Ecology and Climate of the Kyrgyz Republic	-0,0052	0,61123288	-0,01	0,9932
Mini State Customs Service of the Kyrgyz Republic	0,01814	0,61311487	0,03	0,9764
Mini State Inspectorate for Environmental and Technical Safety of the Kyrgyz Republic	-0,3101	0,52413092	-0,59	0,5546
Mini State Inspectorate for Veterinary and Phytosanitary Safety of the Kyrgyz Republic	-0,5585	0,67347433	-0,83	0,4077
Mini State Intellectual Property Service of the Kyrgyz Republic	-0,4448	0,6215981	-0,72	0,475
Mini State Migration Service of the Kyrgyz Republic	-0,2068	0,59992216	-0,34	0,7306
Mini State Property Management Fund	-1,2467	0,59996304	-2,08	0,0387
Mini State Registration Service of the Kyrgyz Republic	0,31307	0,60092801	0,52	0,6028

Mini State Tax Service of the Kyrgyz Republic	-0,2024	0,4513029	-0,45	0,6541
Mini Supreme Court of the Kyrgyz Republic	-0,2284	0,50014437	-0,46	0,6484
Mini Suzak ayil okmotu	0,21214	0,61576105	0,34	0,7308
Mini Talas District State Administration	0,17056	0,61292081	0,28	0,781
Mini Talas State Administration	-0,3854	0,67462955	-0,57	0,5683
Mini The office of the authorized representative of the Issyk-Kul region	0,46804	0,62038024	0,75	0,4513
Mini Veterinary Service of Bishkek city	0,1652	0,62068396	0,27	0,7903
Mini Zhylaldinsky ayil okmotu	-0,1673	0,45218427	-0,37	0,7117
Ministry of Health	0	.	.	.
learn*react	-0,0466	0,03723271	-1,25	0,2114

국문초록

키르기스스탄 정부 공무원 역량 강화를 위한 공무원 교육의 효과 분석

Keneshbekova Begimai

서울대학교 행정대학원
글로벌행정전공

키르기스스탄 공화국은 1991년 독립 선언 이후 근대 문명 국가를 건설하는 방향으로 역사적인 시기를 보냈다. 공무원은 국가 기관의 중요한 요소로, 공공 서비스의 이론적 측면을 실제에 도입하고, 공공 행정의 서비스와 과정을 제공한다.

타 국가와 마찬가지로, 키르기스스탄 정부는 전문적인 공무원 그룹의 건설을 위한 전제 조건을 만들었다. 이러한 목표를 달성하기 위해 당국은 공무원의 전문성 향상을 포함한 다양한 도구를 사용한다. 교육은 공무원의 잠재력을 높이는 주요 도구 중 하나인데, 이는 공무원이 소재를 제공하고 공무원의 기존 가치를 높이는 데 도움이 되기 때문이다.

해당 글은 키르기스스탄 내각 산하 공무원 및 지방자치단체 사무국이 매년 실시하는 교육을 통해 공무원의 전문성을 향상시키는 주제를 논의하고 있다.

이 글의 목적은 키르기스스탄 공무원 연수의 효과성 평가에 관한 연구를 분석하는 것이다. 분석 단위는 COVID-19 대유행 이전인 2019년 교육 과정의 수혜자이다.

본 논문은 그동안 충분히 진행되지 않았던 키르기스스탄 공무원 연수의 이론적, 실천적 측면을 종합적으로 연구하는 데 전념하고 있다. 연구의 요소는 잘 확립된 선행 연구에서 가져온 것이다.

본 연구는 2차 자료와 키르기스스탄 공무원 344명을 대상으로 실시한 설문조사를 통해 훈련이 전문적 성장에 대한 열망에 긍정적인 영향을 미치는 것으로 나타났다. 직원들의 교육에 대한 인식의 매개적 역할을 조사한 결과 유의미한 것으로 인식되지 않았다.

키워드: 공공 서비스 교육, 전문 개발, 역량 강화, 국가 서비스 기관 및 키르기스스탄 공화국 지방 자치 정부

학번: 2021-20380