

## UNITED NATIONS DEVELOPMENT PROGRAMME

PROJECT DOCUMENTEmpowered lives.  
Resilient nations.**Project Title:** Civil Service Training for the 21<sup>st</sup> Century in the Republic of Serbia**Project Number:** 122702**Implementing Partner:** National Academy for Public Administration**Start Date:** July 2020**End Date:** December 2022**PAC Meeting date:** 8 June 2020**Brief Description**

The development of an effective and professional civil service by enhancing the capacities and skills of future management staff and other civil servants in public institutions and organizing their continuous training has a critical role in overall modernization of public administration, as well as implementing administrative, economic and social reforms.


The biggest conceptual advancement in the Public Service and Human Resource Management in 2018 was the establishment of the National Academy for Public Administration (NAPA) as a response to the absence of a well-rounded approach to the issue of the professional development of civil servants within the broader field of Human Resource Management in the public sector and the lack of a clear link and relationship between the general and specific professional development and training programs, and the strategies and objectives of Public Administration Reform (PAR).

The current Swedish funded project aims to build on the previous achievements which were recognised not only by the EU Progress Report for 2019 but even more so, the SIGMA 2019 Monitoring Report and provide effective support to the National Academy for Public Administration (NAPA) in (1) **further building and strengthening its internal capacity at staff/trainer and institution level**, (2) **designing new, innovative and competitive training programs and redesigning of existing ones in line with needs of the public sector and the latest global trends of public administration for aligning to the 4th industrial revolution**, (3) **introducing modern e-learning platforms using effective electronic multimedia educational technologies** and (4) **supporting NAPA's international cooperation activities, educational research, as well as outreach activities in order to promote and ensure greater visibility of NAPA's mission and activities.**

Contributing Outcome (UNDAF/CPD, RPD or GPD):  
2.2.1 Use of digital technologies and big data enabled for improved public services and other government functions  
Indicative Output(s):  
Governance institutions operate in a more open and effective manner

<b>Total resources required:</b>	USD 2,432,390	
<b>Total resources allocated:</b>	<b>SIDA:</b>	USD 2,022,390
	<b>NAPA:</b>	USD 400.000
	<b>UNDP:</b>	USD 10.000
<b>Unfunded:</b>		

Agreed by (signatures):

National Academy for Public Administration	UNDP
 Print Name: Drazen Maravic, Director Date:	Francine pickup Print Name: Francine Pickup, Resident Representative Date:



## I. DEVELOPMENT CHALLENGE

The remarkable developments – political, social, economic and technological – that have occurred in the recent years, have placed immense demands on the State, public administration and civil service structures and systems around the world. Globalisation of markets, scientific and technological advances and increased interdependence among States have created complex new relationships and networks that national systems are forced to recognise, embrace in many cases and manage effectively. Furthermore, the emergence of vibrant civil societies exerts, in many instances, considerable pressures both to reduce corruption, with a view to creating a level playing field for private enterprise and raise ethical standards in the conduct of public affairs. As the development and other challenges facing governments around the world multiply and become more complex, the role of a well-functioning public administration grows ever more important. Indeed, in the 21st century, a merit-based, effective and efficient public service will become a nation's most important competitive advantage<sup>1</sup>.

The development of an effective and professional civil service by enhancing the capacities and skills of future management staff and other civil servants in public institutions and organizing their continuous training has a critical role in overall modernization of public administration, as well as implementing administrative, economic and social reforms. Raising demand for professional and competent staff in the civil service has coincided with growing problems in their retention and recruitment of talented new generations, especially those with technical and professional expertise.

Since civil servants are at the forefront in interaction with citizens, the business community and civil society at large, the quality and integrity of civil service affects the nature of communication between the State, citizens, businesses and the wider society. In that sense, the capacity of civil servants has a crucial role in ensuring the success of reforms aimed at economic development, enhancing entrepreneurship, a favourable investment climate and social capital as a whole.

As international practice suggests (Singapore, Germany, UK, Republic of Korea, Malaysia, Japan, France, India, US and others) institutional reforms of public sector management and increasing quality of the public administration are prerequisites for implementing successful economic reforms and ensuring competitiveness of a country at the global market. In other words, the quality of public institutions alongside with developing market relationships can have significant positive impacts on social and economic development of a country.

The system for the professional development of civil servants in Serbia has continuously faced challenges over recent years due to the absence of a well-rounded knowledge management cycle and career management system.

Training of civil servants was previously implemented at three different levels: the Human Resource Services of the Government (HRMS) implemented general professional development programs for civil servants, (2) individual public administration bodies executed specific professional development programs within their scope of competence and authority, and (3) the Ministry of European Integration, who organize training courses in the field of European integration.

The HRMS has invested immense effort with very limited resources in the past to implement a broad range of high quality general trainings for civil servants despite being faced with a number of obstacles mainly related to a passive approach of public administration bodies and frequently, with the absence of support and their active participation in the process of managing human resources.

The MPALSG was in charge of preparing training programmes for 28,000 civil servants at the national level. The Human Resource Management Service was responsible for organising those trainings. The HRMS is mandated only to provide general training and introductory training, i.e. training which is open to participants from all state administration units and is not authorised to provide in house trainings for specific ministries or agencies. Ministries and agencies are in charge of budgeting for specific trainings and commission such trainings to providers other than HRMS.

<sup>1</sup> Global and Regional Trends in Civil Service Development, Regional Hub of Civil Service in Astana in cooperation with the UNDP Global Center for Public Service Excellence in Singapore, 2016



The Ministry of Public Administration and Local Self-Government intended to establish a central national institution (CNI) for training all public sector employees in Serbia at all administrative levels (approx. 500,000), political appointees, politicians, and private sector representatives.

These gaps have been pinpointed in several assessment and reviews that were conducted in recent years, including the Analysis of the key stakeholders in the area of professional development of civil servants and the Analysis of the legal and institutional framework for the professional development of civil servants in the Republic of Serbia, which served as the basic input for the preparation of the Strategy for the Professional Development of Civil Servants.

The key shortcomings of the system for the professional development of civil servants which were identified include:

- The absence of a well-rounded approach to the issue of the professional development of civil servants within the broader field of Human Resource Management in the public sector and
- Lack of a clear link and relationship between the general and specific professional development and training programs, and the strategies and objectives of Public Administration reform (PAR)

In order to address the underlying issues, the Strategy for the Professional Development of Civil Servants stipulates the establishment of a "Central National institution for implementing professional development programs for civil servants" which would be mandated with the responsibility for the overall coordination of the professional development of civil servants which would be located outside of the ministry charged with the responsibility to coordinate public administration.

In order to provide for a clear segregation in mandate and responsibilities, the Strategy defines the scope of both the Ministry of Public Administration and Local Self Government and the Central National Institution in the field of professional development of civil servant, whereby the Ministry would retain the responsibilities for defining and approving of programs, issuing and withdrawing licenses and etc., while the Central National Institution for professional development would be a developmental institution which would provide expert assistance in creating the public policy in the field of the professional development of civil servants. Additionally, the new institution's basic role would be to organize the implementation of professional development programs for civil servants and to evaluate their effectiveness.

The National Academy for Public Administration was established by the Law on the National Academy for Public Administration in early 2018 to assume the role of the Central National Institution for professional development.

The National Academy for Public Administration (NAPA) was established in 2018 in accordance with the Law on the National Academy for Public Administration<sup>2</sup>, as a special organization with the status of a legal entity. Supervision over the work of the National Academy is carried out by the ministry in charge of the state administration system.

The special bodies of the National Academy are the Programme Council and Permanent Programme Commissions.

The National Academy performs tasks related to: systematic collection and processing of data related to the improvement of the work and professional capacities of the public administration and data that are of importance for the development, preparation, implementation, verification and evaluation of the professional development programmes and the management of an appropriate documentary information base; creation and development of methodology and standard instruments for the preparation and implementation of training programs; accreditation of the training programs and training providers; preparation, implementation and development of general professional training programs and training programs for managers; providing professional assistance and coordination regarding implementation of tasks related to the preparation and

<sup>2</sup> The Law on the National Academy for Public Administration, "Official Gazette of the Republic of Serbia", No. 94/2017



implementation of special training programs; preparation and implementation of training programme for trainers, mentors, coaches; monitoring the effects of implementation of training programs; cooperation with the service responsible for human resources management, i.e. professional development of employees in autonomous provinces and local self-government units; research and analytical work and cooperation with scientific institutions; cooperation with domestic, foreign and international institutions, organizations; performing publishing activities; maintaining the central record of the professional training programs in the public administration.

Despite Serbia's continuous progress in the EU accession process, the EU 2018 Progress Report for Serbia stated that the country "is moderately prepared with the reform of its public administration", while some progress has been made in a number of PAR areas, including the area of professional development in PA, by establishing the national training academy.

The Serbian Government adopted the PAR Action Plan 2018-2020 in July 2018 with one of its key objectives being to establish a coordinated public service system based on merits and promotion of human resource management and in particular achieving full operability of the National Academy for Public Administration.

The Government work plan for 2019 tasks NAPA to prepare professional development programmes for 2020 by the end of December 2019 for Government adoption, which coincided with the official opening of the new NAPA building which represented a major event which was opened by the Serbian Prime Minister, Ana Brnabić and Mr. Branko Ružić, Minister of Public Administration and Local Self Government which testifies to the importance which is placed on the professionalisation of the civil service by the Government.

The 2019 SIGMA Monitoring Report for Serbia<sup>3</sup> that was published in 2019 recognises the establishment of the NAPA as the main PAR institutional change during the previous period. The report further concludes that the NAPA gradually began to carry out its responsibilities, as well as that a set of secondary and tertiary legislation was passed, either by the Government or by the Director of NAPA. The Report emphasizes that the team of NAPA is committed to build a truly modern professional development and training institution, adding that the process will take some time, but the goodwill and commitment is clearly visible.

Since the establishment of the Academy, the institution implemented 473 trainings (360 trainings in 2019) for 8,541 civil servants. In 2019, 105 trainings were organized at the local level, which covered 1,771 attendees. So far, trainings were evaluated as very good and fulfilled expectations of 77,6% of participants in 2019. During 2019, the Academy established cooperation with 12 regional centres and 17 local self- governments in order to bring trainings closer to participants. All NAPA's training are held by accredited trainers. The goal of accreditation is to provide the best lecturers, trainers and other executors and implementers of the programme with relevant experience, knowledge and skills in the professional fields for which training is being conducted. The selection and accreditation of lecturers, trainers and other executors and implementers of the professional development programmes in public administration are conducted by the Academy. Decisions on enrolment in the Permanent List of Trainers and other implementers are based on the existing records of trainers or on the fact that they have been accredited by the previously applicable regulations and will retain their status until the expiration of the period by which they must pass the accreditation procedure in accordance with the applicable regulations. Accreditation is done following a public call. Accreditations awarded in response to calls from the National Academy of Public Administration are of unlimited duration, that is, as long as the accredited person fulfils the prescribed conditions of the Decree on Accreditation, Method of Engagement and Compensation of Executors and Implementers of Professional Development Programmes in Public Administration.

Quality control of training provision is conducted through the basic System of Quality Control existing in several phases of training delivery. Firstly, the Academy evaluates mandatory elements of each training course and selects trainers who demonstrate the highest competencies in the required field. Before the training execution, the Academy conducts mandatory review of

<sup>3</sup> <http://sigmaweb.org/publications/Monitoring-Report-2019-Serbia.pdf>



curriculums and requires changes, if needed. Finally, during the training execution, representatives of the Academy conduct monitoring and evaluation of each course. This approach is time consuming, although it enables insights in all segments of the training delivery. In addition, it requires the Academy's staff expertise in the area of training, which might be difficult to provide for each topic.

Since the establishment of the institution, the Academy received mostly short term expertise and support from different international partners (the EU project funded "Human Resources Management in Local Self-Government" project, implemented by the Council of Europe (2015-2017), the EU funded "Support to Implementation of the Law on General Administrative Procedure (LGAP) in Serbia" project (2016-2017) which implemented a Training of Trainers (ToT) programme and LGAP training curriculum for the future trainers on LGAP, the Moodle e-Learning as well as the GIZ "Support to public administration reform" (2016-2019) which provided capacity building activities related to LGAP training program and materials redesign and training activities on administrative procedures optimisation.

The current project represents a continuation of the development initiatives that were implemented in 2018 and 2019 - EU funded "Support to Establishment of the National Academy for Public Administration" project provided support in setting up the National Academy for Public Administration during 2018 and in that respect it supported the preparation of the Act on internal organisation and systematization of working posts, the development of internal procedures, directives and acts, supported the preparation of by-laws (1 decree and 2 Rulebooks) based on the Law on NAPA and corresponding laws (Law on Changes and Amendments to the Law on Civil Servants and Law on Changes), assisted that NAPA in the development of the strategy for introduction and development of financial management and control within the NAPA and the preparation of a Programme Budget for 2019, including mid-term budget plan (2019-2021) and the "Support to the NAPA in professional development of public administration" which was financed by the Good Governance Fund of the United Kingdom of Great Britain which supported NAPA in conducting a training needs analysis, assisted NAPA in upgrading its professional development programmes and developing and evaluating of online courses for priority topics.

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## II. STRATEGY

The current Swedish funded project aims to build on the previous achievements which were recognised not only by the EU Progress Report for 2019 but even more so, the SIGMA 2019 Monitoring Report and provide effective support to the National Academy for Public Administration (NAPA) in **(1) further building and strengthening its internal capacity at staff/trainer and institution level, (2) designing new, innovative and competitive training programs and redesigning of existing ones in line with needs of the public sector and the latest global trends of public administration for aligning to the 4th industrial revolution, (3) introducing modern e-learning platforms using effective electronic multimedia educational technologies and (4) supporting NAPA's international cooperation activities, educational research, as well as outreach activities in order to promote and ensure greater visibility of NAPA's mission and activities.**

The plans for the further development of NAPA include the **introduction of new educational curricula based on international standards and training methods** which would reflect contemporary challenges in public administration, using leading pedagogical, ICT and innovative technologies, engage high calibre professors from foreign universities in its programs, **implementing joint programs on public administration with foreign think tanks and universities, organizing comprehensive studies on international best practice in public sector management** and design recommendations for further enhancement of the public administration system in Serbia.

NAPA's efforts are clearly aligned and aimed at addressing the SIGMA 2019 Monitoring Report, whereas a short term goal in the area of professional development and training for civil servants, SIGMA recommendations clearly focus on the line Ministry (MPALSG) together with the NAPA and the HRMS as the institutions which should prioritise the professional development of senior civil

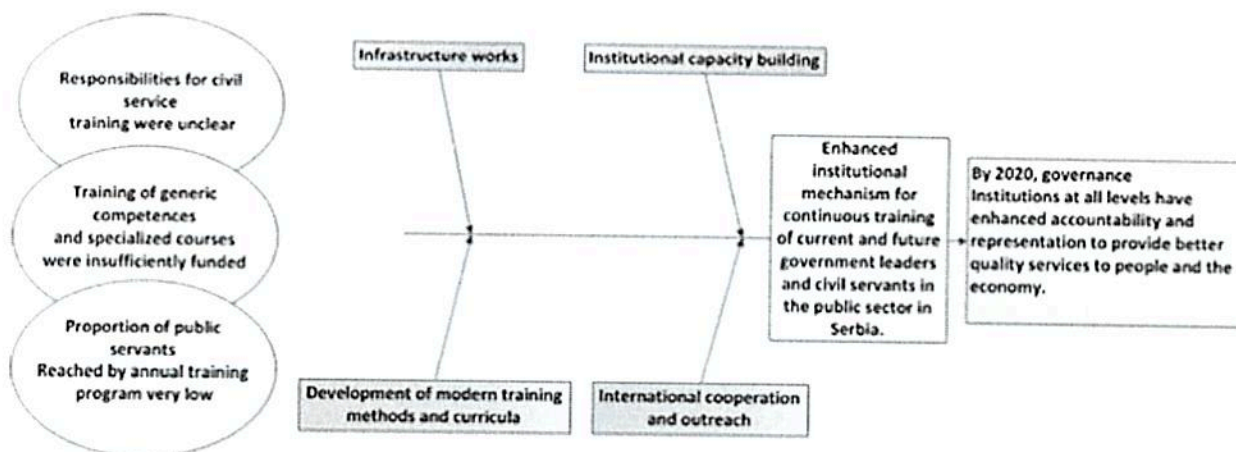


servants, both by elaborating tailored training activities and by seeking additional funding for such activities.

By providing assistance for fast track creation of an enabling working environment for the functioning of NAPA, followed by support for internal institution building, development of modern training methods and curricula and support for outreach, further research on latest developments in the public administration sphere and cooperation with leading training institutions, NAPA will be equipped for providing state of the art training for the 21st century public administration, which will transition from a service provider to a co-creating State. The project will put special emphasis on refinement and development of curricula for sensitizing trainees to engage with citizens in unlocking the intelligence of the many, approaching the vulnerable in order to ensure that no-one is left behind in the country's development efforts, gender mainstreaming of policies and program budgets, applying a human rights-based approach and general antidiscrimination policy.

The activities of the NAPA are integrated in specific sector strategies which contain elements related to professional development of civil servants and in which the NAPA is the leading stakeholder (ownership) together with the relevant public sector bodies which have appointed focal points for the NAPA. The NAPA works in close cooperation with the Government Human Resource Management Services, the Ministry for Public Administration and Local Self Government, the Ministry of Finance and the Ministry for European Integration (inclusive partnerships) as well as other relevant stakeholders outside of the public sector including universities, professional associations in order to address horizontal issues affecting HRM in the public sector. The legislative framework guiding the work of the NAPA ensures the highest standards when it comes to integrity and transparency in upholding its mission and executing its scope of work.

A Theory of Change diagram is presented below, depicting root causes for the intervention, envisaged outputs, which contribute to the outcome securing an enhanced institutional mechanism for continuous training of current and future government leaders and civil servants in the public sector in Serbia. This is interlinked with the current UNDAF outcome: "By 2020, governance institutions at all levels have enhanced accountability and representation to provide better quality services to people and the economy as well as with Sustainable Development Goal 16 (16.6 Develop effective, accountable and transparent institutions at all levels) The project will provide support to these two key areas:



### III. RESULTS AND PARTNERSHIPS

The current project envisages two outcomes with five associated outputs contributing to them:

**OUTCOME 1: INSTITUTIONAL CAPACITY BUILDING BY ESTABLISHING SYSTEMS, PROCESSES AND TOOLS**



### **Output 1.1. Developing the capacities of the NAPA for effective coordination and implementation of the professional development management system**

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At present, the NAPA does not have a single consolidated and unified system for organising, tracking the implementation and mentoring the quality of trainings that it provides to clients which represents a challenge in managing day to day business, planning and reporting. The project will support the NAPA in developing a full Document Management System for automatizing business processes and developing a set of standard operating procedures in line with the electronic processes, especially in the area of financial management and control.

### **Output 1.2. Strengthening staff capacities to support the further development of the institution**

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At present, the NAPA has implemented several rounds of Training of Trainers in order to create a network of qualified trainers across the country which it could easily mobilise according to demand of the public sector. Nevertheless, specific reviews that were conducted in previous years by the Human Resource Services of the Government of Serbia have indicated a need for expert trainers with specific expertise on topics which fall within the mandate of public sector bodies. In order to accommodate the general and specific needs of the civil servants across the public sector, the project will provide NAPA with support to expand the pool of current trainers, assess the specific training needs of civil servants which go beyond the general trainings currently implemented and form a roster of experts with specific expertise and their availability. The development and maintenance of such a roster of experts, both domestic and international, assessing EU best practices in the area of internships for civil servants, and the provision of further professional training to NAPA staff in order to enhance internal capacities will ultimately boost the capacity of the institution to address the developmental needs of the civil service in Serbia and bring it closer to EU standards.

## **OUTCOME 2: DEVELOPMENT OF INNOVATIVE LEARNING TOOLS AND A CENTRE OF EXCELLENCE FOR PUBLIC SECTOR AND HUMAN RESOURCE DEVELOPMENT**

### **Output 2.1. Introducing new methods of training and establishing a training quality assurance system**

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An initial preliminary Training Needs Analysis was conducted by the "Support to the NAPA in professional development of public administration" project in 2018 to assist in creating the institution itself and determining the optimal number and structure of staff. The TNA performed by the previously mentioned project as more focuses on the quantitative aspects of the demand for training rather than demand with regards to content. NAPA currently operates in a slightly outdated environment which is in need of modernisation and improvement and in order to proactively best address the evolving needs of the administration in the context of professionalisation and EU integration, it needs to adjust the training curricula's according to which trainings are structured and organised and to introduce new flagship courses on public sector management. At the same time, it needs to improve its offering not just content wise but also with regards to means and tools for implementing training programs. The NAPA established an e-learning platform in 2019 with limited resources which is envisaged to be the main e-learning platform for the entire public sector. In order to achieve this, the NAPA will be provided with technical and advisory support in upgrading the e-learning platform so that it becomes a vehicle for disseminating knowledge and creating new required skills in an innovative and easy to learn/attain manner.

The creating and introducing of new online modules and e-learning techniques such as gamification, artificial intelligence for making learning recommendations to support professional development, live streaming of training programmes, coach and sharing etc. will also be supported through the project.

While the NAPA and civil service training has experienced a significant expansion in the last two years, a comprehensive system which would ensure the receipt of feedback on the quality of training programs and trainers is still yet to be established and the current project will support the



creation and introduction of a training management quality assurance system for the NAPA which will not only serve to better manage trainers but also assist and provide inputs for adjusting and customising the content and structure of training programs for civil servants in the public sector.

**Output 2.2. Establishing a centre of research and policy advice of public sector and human resource management and development**

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Public Administration is subject to constant change which is influenced by various internal (developmental) and external (political and structural) factors which all affect and shape the civil service in one way or another.

The fiscal consolidation measures that were introduced by the Government in 2015 did have a global positive effect on the Serbian economy but at the same time the, pay cuts in civil service salaries and lack of professional management in public sector institutions lead to a large turnover of qualified staff in the public staff which could prove to be detrimental to the normal functioning of the state. Many measures that were implemented in the public sector in previous years were not based on thorough reviews or impact assessments which would have indicated the potential benefits and risks and assisted in better management of change for the wellbeing of the administration. Establishing such a facility falls broadly within the scope of the NAPA and it is one of its most important facilities which has the potential to guide and shape public sector policies in the field of Human Resource Development and Management in the public sector. In order to fulfill its mandate and contribute to strategic public sector management, the project will support the NAPA in establishing a research center which will carry out scientific research and provide strategic advisory services to the public sector institutions on topics related to public sector and human resource management and development, together with a library and publishing facilities.

Access and exposure to best EU practice is essential at the early stages in the development of new institutions and this especially applies to the NAPA which is mandated with a very important task (to contribute to improving public sector and human resource development) and credited the role of the progressive thinker and leader in this field.

In order to support the institution in creating added value in the existing system of HRM and the system of professional development of civil servants, the project will support exchanges and visits of NAPA staff working on creating new curricula and developing the research centre to relevant professional international institutions and the engagement of visiting scholars and professors for the purpose of developing or further improving curricula, exploring new approaches and methods required to bring the NAPA program in line with the curricula of leading international institutions providing training for professional development in the public service.

**Output 2.3. Ensuring media outreach and visibility of the National Academy for Public Administration and the Kingdom of Sweden as a leading donor in the public sector management reform**

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The success of the current project requires the involvement and active participation of a significant number of the stakeholder and this will only be possible if relevant awareness initiatives are conducted, aimed at disseminating and ensuring a sound understanding of the work of the National Academy for Public Administration as the major project beneficiary and rationale and objectives of the project which is supported by the Kingdom of Sweden as the donor. This will be particularly relevant in the implementation of the capacity building component and the actions related to increasing effectiveness of coordination with other donors and development partners supporting closely associated measures of the Public Administration Reform Strategy.

Good communications through visibility activities will underpin the success of the project components. In order to ensure optimal coverage and visibility of the project and the partners involved, a project communication plan will be drafted together with a course of action will be implemented throughout the course of the project within three months of the commencement of the project. The Communication Plan will be subject to the approval of both the Project Board and the donor.



### ***Resources Required to Achieve the Expected Results***

The project forms part of the broader UNDP Serbia Public Administration Reform and Rule of Law Portfolio and shall benefit from well-established lines of communication with all necessary stakeholders and routine management practice. It will continue with a platform approach engaging the Ministry of Public Administration and Local Self-Government, the National Academy for Public Administration and cooperating closely with the other SIDA funded "Accountable Public Finance Management Reform Platform" project which goes beyond public finance issues and aims to lend support to improving the overall efficiency and effectiveness of the public sector, including civil servants and in particular, enforcing accountability mechanism throughout all business processes. Additionally, the current project will also work closely with the other UNDP implemented project within the Competitiveness and Digital Governance Portfolio which aim to support the Serbian state rationalise and optimise business processes and improve the delivery and quality of services to citizens by introducing e-services and other innovative technologies. UNDP Serbia is also currently implementing the "Accelerating Change: Support for Public Administration Reform and Local Self-Government Development in the Republic of Serbia" project with the Ministry for Public Administration and Local Self-Government<sup>4</sup>. Project management and quality assurance will be cost-shared with other portfolio initiatives.

### ***Partnerships***

UNDP has supporting public administration reform efforts since 2004, when it supported the drafting of a Public Administration Reform Strategy and Action Plan and continued to support its implementation in the later phase to date. During this period, it has built a portfolio of assistance for relevant institutions, including the Office of the Prime Minister, the Ministry of Public Administration and Local Self Government, the National Academy for Public Administration, the Public Policy Secretariat the Ministry of Finance and other relevant stakeholders across the PAR pillars to embrace both horizontal and vertical accountability mechanisms towards achieving greater impact..

Additionally, the project will collaborate closely with other donor funded projects providing support to the Government of Serbia in implementing the civil service reform and civil servant professional development reforms including the upcoming project which will be financed by the European Commission from IPA 2019.

Additionally, the project will benefit from the continued and effective coordination with the GIZ "Support to Public Administration Reform" project and ensure effective coordination with other donor funded projects implemented by UNDP and other development partners which have training and professional development of civil servants as horizontal activities at all levels.

The project will also establish close collaboration with other Swedish funded initiatives in this area and will invest efforts into establishing inter-institutional cooperation between the National Academy for Public Administration and the Swedish Academy for Public Administration.

### ***Risks and Assumptions***

Risks or uncertain events or set of circumstances may occur and have an effect on achievement of objectives. A number of internal and external risk factors could potentially affect the process of a successful implementation of the project. They have been assessed and presented as follows:

Serbia has faced frequently shortened electoral cycles, contributing to an extent to political instability and potentially delayed reforms. While such evolvments seriously constrain the executive and legislative branches of power, the present project works dominantly with a special organisation and highly positioned civil servants in the executive branch who are not subject to frequent political changes.

Another problem that weakens government capacities is a substantial staff turnover which in fact should not have a significant impact on the NAPA as it is a new institution which has been established and institutionalised in such a manner to ensure employee satisfaction to the maximal possible extent in the Serbian public administration.

<sup>4</sup><http://www.rs.undp.org/content/serbia/en/home/ourwork/democraticgovernance/rol---par/accelerating-change-in-public-administration.html>



All potential, external risks will be specifically studied, defined and ways to manage them will be proposed and taken into consideration within the system for monitoring and evaluation of the project implementation.

This project will assist in reducing the potential risks and provide for their effective management. This will be done, mainly, through the promotion of a systematic and comprehensive system for monitoring and evaluation, through an open and inclusive consultative process, and through strengthening the capacity of the project partners to address emerging challenges by creating innovative and creative solutions. A risk log has been created in the project development phase for further tracking, as attached in Annex 2.

The Council for the Coordination of Projects implemented by the UNDP was established by the Serbian Government as a high-level forum and mechanism to ensure effective planning, implementation and monitoring of development projects implemented by the UNDP to support the reform efforts of the Government. One of the key functions of the Council is to address bottlenecks and resolve risks that could potentially affect the effective implementation of projects implemented by the UNDP.

### ***Sustainability and Scaling Up***

The objectives of the project are based on a series of national legislative and strategic documents, primarily, the Action Plan 2018-2020 for implementation of the PAR Strategy, and the recommendations of the SIGMA 2019 Monitoring Report. Such an approach ensures inherent ownership over the project's interventions and targets the core needs of the authorities, contributing much to sustainability as appropriate.

Further, UNDP's modes of implementation allow for provision of support services where necessary, following UNDP's rules and procedures for implementation of activities, but more importantly, UNDP encourages the use of national rules and procedures whenever possible, based on assessments of the capacity of national partners. Through such an approach, UNDP ensures that novel methods, processes and practices, introduced through the project, are fully adjusted to national procedures, allowing for smooth continuation beyond the project's lifetime.

The project's design includes interventions that have a built-in sustainability element:

- A series of legislative changes and alignment thereto will be supported through the project, ensuring new institutes remain well-grounded beyond the project's lifecycle.
- Any comparative experience will be transposed paying attention to national contexts and well adapted prior to implementation.

The intervention is designed so as to ensure sustainability of results and institutional ownership is inherent in the planned activities. The proposed actions were developed with and at the initiative of the partner and they are already incorporated into the institution's plans. Activities envisage development of curriculums and materials strengthening the capacity of the NAPA. These will be complemented by a comprehensive development of strong partnerships with similar institutions in Europe and worldwide in order to seek higher standards. The implementation of specific programmes will affect the culture and environment of the public administration, securing a sustainable framework ultimately impacting all business processes and lasting well beyond the project lifecycle.

### ***Lessons learned***

Building and ensuring commitment and trust is crucial for achieving the project outcome and outputs. The UNDP Good Governance Cluster – Public Administration Reform and Rule of Law Portfolio will take full advantage of the long-term relationship and cooperation it has established with both the Ministry for Public Administration and Local Self Government and the National Academy for Public Administration as well as other relevant stakeholder institutions in the public sector and will ensure proper coordination throughout project implementation through constant liaison, consultation and day-to-day collaboration with NAPA as the key project partner, as well as with all the relevant project stakeholders.

Involvement of all project stakeholders in all stages of the process will bring the work of the project closer to the reality and contribute for better, sustainable and desired end-results and achievements. Their active participation, as well as constant consultations proved to be a key for



successful delivery and sustainability of the projects' outputs, as the key decisions and directions are determined at the very beginning and thus enable smoother implementation.

Blending local with international expertise has proven to be the best approach to implementing innovative or developmental solutions which are in line with international best practices. Therefore, local experts who already have extensive experience and have established excellent working relations with NAPA and other relevant stakeholders (MPALG, local self-governments, other ministries and agencies) will bring better understanding of the real local needs and challenges, helping international experts engaged on complex issues gain a better insight which would result in the provision of adequate and sustainable solutions is key to successful project implementation.

As previous projects have shown (and especially the UK GGF "Support further development of citizen-oriented administration through building the capacities of the National Academy for Public Administration" project, as well as previous EU assistance through the "Support to Establishment of the National Academy for Public Administration") relations of a 'permanent' nature can be established between local experts who are familiar with the institution, its procedures and practices, and the beneficiary.

Continuity of initiatives launched by previous projects and co-ordination with other on-going

Projects will be taken on board and the project will build on the achievements made so far by the Serbian government in order to ensure continuity and generate sustainability and lasting impacts and secure optimal use of resources.

UNDP has broad experience at the global level in establishing and supporting mechanisms related to improvement of civil service across the world. The Regional Hub of Civil Service was established with UNDP support in Astana (<http://www.regionalhub.org/>) with a mission to assist in promoting civil service effectiveness by supporting the efforts of governments of countries of the region and beyond in building institutional and human capacity. Established by 25 participating and 5 international organizations (UNDP, World Bank, EU, OECD and USAID), the Regional Hub of Civil Service in Astana is an example of effective partnership and networking platform with flexible and demand driven agenda. The Hub's work priority is horizontal knowledge sharing, based on mutual respect and learning, between participating countries (currently 38 countries - Afghanistan, Armenia, Azerbaijan, Bangladesh, Belarus, Bhutan, Bosnia and Herzegovina, Brazil, Canada, China, Estonia, France, Georgia, Germany, Hungary, India, Indonesia, Japan, Kazakhstan, Kyrgyzstan, Lithuania, Macedonia, Moldova, Mongolia, Netherlands, Pakistan, Palestine, Poland, Slovakia, South Korea, Spain, Sweden, Tajikistan, Thailand, Turkey, UK, USA and Ukraine), appreciating, at the same time, their unique contexts.

The Academy of Public Administration in Uzbekistan was established under the President of the Republic by using a cost sharing agreement modality with UNDP and international donors. This Academy is responsible for training of mid-level and junior level civil servants as well as local governments' staff in Uzbekistan. The support provided by UNDP has covered all phases of establishment of the institution- from infrastructure to programmatic inputs, creating a comprehensive program and curricula for its future work.

The UNDP Malaysia supports the Public Service Transformation Programme within the Malaysia Plan: 2016-2020. The project emerged from the need to develop a medium to long term strategic outlook and policy directions for the Malaysian public sector based on a clear human resources management framework that enabled the government to look to the future, think strategically about the right mix of people and skills that will be required to respond to changing national development needs and strategies, and put into place the necessary policy directives and enabling frameworks to ensure the effective implementation of the national transformation programmes.

In addition, the Global Centre for Public Service Excellence established by UNDP in Singapore aspires to be UNDP's catalyst for new thinking, strategy and action on building effective, accountable and transparent public institutions. GCPSE does this by bringing officials, policymakers and expert-practitioners together to facilitate continuous learning, stronger evidence, and South-South Cooperation. The GCPSE applies foresight methodologies and alternative



futures in development contexts to make public service more resilient and inclusive and advocates that partners pay greater attention to the intrinsic motivation of public officials, through sound administration, merit-based policies and a workplace culture that upholds integrity and fosters innovation. Also, the GCPSE constantly seeks to foster transformational leadership in public sector institutions. Peer-learning enables reform leaders to find more effective solutions informed by political economy and practical experience. GCPSE cooperates heavily with the Civil Service College from Singapore.

The establishment of the Academy of Public Administration in Baku, Azerbaijan was financed by the EU and implemented by UNDP. It is a state-run institution for undergraduate and postgraduate studies and also serves as a training centre by offering full and short-term courses to the civil servants in order to improve their professionalism. The Academy enrolls around 250 undergraduates and 50 graduates per year.

The UNDP Project "Supporting to the Civil Service Academy under the President of Turkmenistan" supported the establishment of the Academy established by the Presidential Decree in September 2008. The Academy aims at enhancing professional skills, knowledge and practical skills of the public servants, state apparatus, and civil servants employed in the key ministries and departments, as well as of the local authorities and local self-government bodies, which are responsible for the implementation of national social and economic programs. Around 20-30 students are accepted for each course annually. The Academy is the leading institute providing education to the public service in Turkmenistan. Its role in improvement and strengthening the system of governance in the country is crucial. At the same time the Academy is a young and dynamic organization proactively seeking capacity strengthening and development opportunities. The development priorities that the Academy pointed out on multiple occasions included, among others, include developing and updating of its curricula in accordance with the best international practices, establishing/developing relations with the peer foreign institutions that provide educational opportunities in the area of public administration, developing of the electronic management system for academic staff and students of the academy, and strengthening of the capacity of the academic staff of CSA. In the past, UNDP Turkmenistan has supported the Academy in the introduction and institutionalization of new training courses on "Human Development" and "e-Governance", in establishing cooperation with similar academic and training institutions in Europe and CIS, and in organizing ICT skills certification for civil servants.

## **IV. PROJECT MANAGEMENT**

### ***Cost Efficiency and Effectiveness***

A portfolio management approach will be used to improve cost effectiveness by leveraging activities and partnerships with other initiatives/projects.

Project management and quality assurance will be cost-shared with other Public Administration Reform and Rule of Law portfolio initiatives, thus ensuring smooth implementation, while decreasing operational costs in comparison to stand-alone initiatives of this size. In addition, no inception phase is necessary, since the project will benefit from well-established and ongoing cooperation with all relevant stakeholders.

UNDP will also partner with UN Volunteers as well as with other international organizations in order to involve international volunteers – professors on fully or partially cost-shared basis. In addition, UNDP will collaborate with multilateral and bilateral donors to share the costs of study tours and visiting experts and professors.

### ***Project Management***

The project will be implemented under the National Implementation Modality (NIM). The National Academy for Public Administration (NAPA) will be the Implementing Partner. NAPA shall retain overall responsibility the project and will appoint a National Project Director (NPD). The direct responsibility of the NPD will be provision of strategic advice and coordination of the project activities taking into account interests of NAPA.



The Steering Committee will comprise of the:

- 1) Executive: National Project Director from NAPA representing the project ownership to chair the group
- 2) Senior Supplier: UNDP, with a primary function within the Board to provide guidance regarding the technical feasibility of the project
- 3) Donor: representative of the Swedish International Development Agency in Belgrade

The procurement of goods and services and the recruitment of project personnel by UNDP shall be in accordance with the UNDP's policies and procedures. Goods/end products procured or built/developed within the framework of the Project shall be transferred to the ownership of NAPA, unless the Steering Committee decides otherwise. The relevant provisions of the Standard Basic Assistance Agreement (SBAA) between the Government and UNDP, including the provisions on liability and privileges and immunities, shall apply to the provision of such support services.

The Parties acknowledge that UNDP financial books and records are audited in accordance with the internal and external auditing procedures laid down in UNDP financial regulations and rules, as stipulated in UNDP Programme and Operations Policies and Procedures (POPP).



## V. RESULTS FRAMEWORK

**Intended Outcome as stated in the UNDAF/Country [or Global/Regional] Programme Results and Resource Framework:**  
By 2025, public sector institutions are more accountable and responsive to change in creating an enabling environment for further socio-economic development and for addressing the needs of women and men

**Outcome indicators as stated in the Country Programme Results and Resources Framework, including baseline and targets:**  
Indicator: Government Effectiveness Percentile rank Baseline(2018):56.7 Target (2025):62

**Applicable Output from the UNDP Strategic Plan: 2.2.1 Use of digital technologies and big data enabled for improved public services and other government functions**

**CPD Output 1.1: National and local mechanisms and capacities for good governance improved**

Indicative Indicator 1.1.2: Professional development and training for civil servants' indicator value

Baseline: 3 (2018) Target: 4 (2025) SIGMA Monitoring Report

EXPECTED OUTPUTS	OUTCOME INDICATORS	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)						DATA COLLECTION METHODS & RISKS
			Value	Year	Year 1	Year 2	Year 3	Year 4	Year ...	FINAL	
<b>Output 1.1</b> Developing the capacities of the NAPA for effective coordination and implementation of the professional development management system	1.1.1. Document Management System introduced	Project Progress Report	No	2020		yes					
	1.1.2. Development, implementation and monitoring of training plans <sup>5</sup>	SIGMA Monitoring Reports	3/3	2019			3/3				

<sup>5</sup> SIGMA 2019 Report Remark referring to indicators 1.1.2., 2.2.2 and 2.3.2: The organisation and responsibilities for professional development of civil servants were modified with the creation of the NAPA; this new institution is still in the process of development, therefore its assessment will be carried out in the future.



EXPECTED OUTPUTS	OUTPUT INDICATORS	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)						DATA COLLECTION METHODS & RISKS
			Value	Year	Year 1	Year 2	Year 3	Year 4	Year ...	FINAL	
<b>Output 1.2.</b> Strengthening staff capacities to support the further development of the institution	1.2.1. Participation of civil servants in training (%)	SIGMA Monitoring Reports	0/5	2019			3/5				
<b>Output 2.1.</b> Introducing new methods of training and establishing a training quality assurance system	2.1.1. Linkage between performance appraisals and measures designed to enhance professional achievement	SIGMA Monitoring Reports	2/4	2019			3/4				
	2.1.2. Professionalism of performance assessments		3/4	2019			4/4				
<b>Output 2.2.</b> Establishing a centre of centre for research and policy advice of public sector and human resource management and development	2.2.1. Research Centre and Library established	Project Progress Report	no	2020		yes					
	2.2.2. Co-ordination of the civil service training policy	SIGMA Monitoring Reports	3/3	2019			3/3				
<b>Output 2.3.</b> Ensuring media outreach and visibly of the NAPA and SIDA	2.3.1. Communication Plan adopted	Project Progress Report	no	2020	yes						
	2.3.2. Recognition of training as a right and a duty of civil servants	SIGMA Monitoring Reports	2/2	2019			2/2				



## VI. MONITORING AND EVALUATION

In accordance with UNDP's programming policies and procedures, the project will be monitored through the following monitoring and evaluation plans:

### Monitoring Plan

Monitoring Activity	Purpose	Frequency	Expected Action	Partners (if joint)	Cost (if any)
Track results progress	Progress data against the results indicators in the RRF will be collected and analysed to assess the progress of the project in achieving the agreed outputs.	Quarterly, or in the frequency required for each indicator.	Slower than expected progress will be addressed by project management.		
Monitor and Manage Risk	Identify specific risks that may threaten achievement of intended results. Identify and monitor risk management actions using a risk log. This includes monitoring measures and plans that may have been required as per UNDP's Social and Environmental Standards. Audits will be conducted in accordance with UNDP's audit policy to manage financial risk.	Quarterly	Risks are identified by project management and actions are taken to manage risk. The risk log is actively maintained to keep track of identified risks and actions taken.		
Learn	Knowledge, good practices and lessons will be captured regularly, as well as actively sourced from other projects and partners and integrated back into the project.	At least annually	Relevant lessons are captured by the project team and used to inform management decisions.		
Annual Project Quality Assurance	The quality of the project will be assessed against UNDP's quality standards to identify project strengths and weaknesses and to inform management decision making to improve the project.	Annually	Areas of strength and weakness will be reviewed by project management and used to inform decisions to improve project performance.		
Review and Make Course Corrections	Internal review of data and evidence from all monitoring actions to inform decision making.	At least annually	Performance data, risks, lessons and quality will be discussed by the project board and used to make course corrections.		



<b>Project Report</b>	A progress report will be presented to the Project Board and key stakeholders, consisting of progress data showing the results achieved against pre-defined annual targets at the output level, the annual project quality rating summary, an updated risk long with mitigation measures, and any evaluation or review reports prepared over the period.	Annually, and at the end of the project (final report)			
<b>Project Review (Project Board)</b>	The project's governance mechanism (i.e., project board) will hold regular project reviews to assess the performance of the project and review the Multi-Year Work Plan to ensure realistic budgeting over the life of the project. In the project's final year, the Project Board shall hold an end-of project review to capture lessons learned and discuss opportunities for scaling up and to socialize project results and lessons learned with relevant audiences.	At least annually	Any quality concerns or slower than expected progress should be discussed by the project board and management actions agreed to address the issues identified.		
<b>Project evaluation</b>	To assess if and how project outputs were achieved, the efficiency with which outputs were achieved, relevance for the national strategic framework and UNDP Country Programme outcome and sustainability of the results.	At the end of the project	N/A		USD 25,000



## VII. MULTI-YEAR WORK PLAN

EXPECTED OUTCOMES	EXPECTED OUTPUTS	PLANNED ACTIVITIES				AMOUNT in USD			
		List activity results and associated actions	Responsible Party	Fund	Budget Description	2020	2021	2022	Total
OUTCOME 1: Institutional capacity building by establishing systems processes and tools	Output 1.1. Developing the capacities of the NAPA for effective coordination and implementation of the professional development management system	Activity 1.1.1 Development of a full Document Management System for electronic business operations	NAPA	SIDA	75700-Training, workshops and conferences		1,500.00		1,500.00
			NAPA	SIDA	72100-Company contracts	25,000.00	25,000.00		50,000.00
		Activity 1.1.2 Development of standard operating procedures in line with the electronic processes, especially in the area of financial management and control	NAPA	SIDA	71300-National Consultants		15,000.00	5,000.00	20,000.00
			NAPA	SIDA	75700-Training, workshops and conferences		1,500.00		1,500.00
			NAPA	SIDA	74200-Printing and translation		2,000.00		2,000.00
		Activity 1.1.0 Management & Oversight	NAPA	SIDA	64300-Policy Advice&Backstopping	6,000.00	2,000.00	2,000.00	10,000.00
			NAPA	SIDA	71400-Contractual Services Individuals	4,100.00	7,600.00	7,600.00	19,300.00
		Activity 1.1.3 - Assessment and updating of the NAPA legal framework	NAPA	SIDA	71300-National Consultants	10,000.00			10,000.00
	Output 1.2. Strengthening staff capacities to support the further development of the institution	Activity 1.2.1 Development and maintenance of a roster of experts, both domestic and international	NAPA	SIDA	71300-National Consultants	6,500.00	6,000.00		12,500.00
			NAPA	SIDA	71200-International Consultants		10,000.00		10,000.00
			NAPA	SIDA	71600-Travel		5,000.00		5,000.00
		Activity 1.2.2 Assessment of the EU best practices in the area of internships for civil servants	NAPA	SIDA	71300-National Consultants		25,000.00	25,000.00	50,000.00
			NAPA	SIDA	75700-Training, workshops and conferences		5,000.00	10,000.00	15,000.00
			NAPA	SIDA	71600-Travel		5,000.00	5,000.00	10,000.00
			NAPA	SIDA	74200-Printing and translation	2,500.00	5,000.00	2,500.00	10,000.00



EXPECTED OUTCOMES	EXPECTED OUTPUTS	PLANNED ACTIVITIES				AMOUNT in USD			
		List activity results and associated actions	Responsible Party	Fund	Budget Description	2020	2021	2022	Total
OUTCOME 1 /continued/	Output 1.2 /continued/		NAPA	SIDA	74500-Miscellaneous	500.00	1,000.00	700.00	2,200.00
		Activity 1.2.3 Professional training provided to NAPA staff in order to enhance internal capacities	NAPA	SIDA	71300-National Consultants	5,000.00	5,000.00		10,000.00
			NAPA	SIDA	75700-Training, workshops and conferences		10,000.00	40,000.00	50,000.00
			NAPA	SIDA	71600-Travel		10,000.00	15,000.00	25,000.00
			NAPA	SIDA	74500-Miscellaneous		1,000.00	1,000.00	2,000.00
		Activity 1.2.0 Management & Oversight	NAPA	SIDA	74100-M&E			10,000.00	10,000.00
			NAPA	SIDA	74500-Miscellaneous	2,500.00	5,000.00	2,500.00	10,000.00
			NAPA	SIDA	64300-Policy Advice&Backstopping	4,000.00	8,000.00	8,000.00	20,000.00
			NAPA	SIDA	71400-Contractual Services Individuals	15,000.00	25,000.00	25,000.00	65,000.00
		OUTCOME 2: Development of innovative learning tools and a Centre of excellence for public sector and human resource development	Output 2.1. Introducing new methods of training and establishing a training quality assurance system	Activity 2.1.1 Conduct a training needs assessment aiming to propose new curricula to address current challenges for the public administration	NAPA	SIDA	71300-National Consultants	10,000.00	
NAPA	SIDA				71600-Travel			8,000.00	8,000.00
NAPA	SIDA				74200-Printing and translation	3,000.00		3,000.00	6,000.00
NAPA	SIDA				75700-Training, workshops and conferences			16,000.00	16,000.00
Activity 2.1.2 - Strengthening and improving the network of trainers	NAPA			SIDA	71300-National Consultants	10,000.00	5,000.00		15,000.00
	NAPA			SIDA	71200-International Consultants	10,000.00	10,000.00		20,000.00
	NAPA			SIDA	71600-Travel		2,000.00	2,000.00	4,000.00



EXPECTED OUTCOMES	EXPECTED OUTPUTS	PLANNED ACTIVITIES				AMOUNT in USD			
		List activity results and associated actions	Responsible Party	Fund	Budget Description	2020	2021	2022	Total
OUTCOME 2 /continued/	Output 2.1 /continued/		NAPA	SIDA	75700-Training, workshops and conferences		6,000.00	7,333.33	13,333.33
		Activity 2.1.0 -Management &Oversight	NAPA	SIDA	74100-M&E				0.00
			NAPA	SIDA	74500-Miscellaneous				0.00
			NAPA	SIDA	64300-Policy Advice&Backstopping	5,000.00	10,000.00	10,000.00	25,000.00
			NAPA	SIDA	71400-Contractual Services Individuals	5,000.00	10,000.00	10,000.00	25,000.00
	Output 2.2. Establishing a Centre for Research and Policy Advice for the public sector and human resource management and development	Activity 2.2.1 - Support to preparation and implementation of commercial trainings	NAPA	SIDA	71300-National Consultants			20,000.00	20,000.00
			NAPA	SIDA	71200-International Consultants			30,000.00	30,000.00
		Activity 2.2.2 - Exposure of NAPA staff to international best practices and ToT for further development of curricula	NAPA	SIDA	71300-National Consultants	10,000.00	10,000.00	10,000.00	30,000.00
			NAPA	SIDA	71200-International Consultants	3,000.00	15,000.00	22,000.00	40,000.00
			NAPA	SIDA	75700-Training, workshops and conferences	1,000.00	5,000.00	5,000.00	11,000.00
		Activity 2.2.3 - Establishment of the NAPA flagship course on professional public sector management for decision makers	NAPA	SIDA	72100-Company contracts		50,000.00	50,000.00	100,000.00
			NAPA	SIDA	71200-International Consultants		20,000.00	20,000.00	40,000.00
			NAPA	SIDA	75700-Training, workshops and conferences		2,500.00	2,500.00	5,000.00
			NAPA	SIDA	71600-Travel		5,000.00	5,000.00	10,000.00
		Activity 2.2.4 Development of NAPA's e-learning platform, with online modules, using latest e-learning techniques	NAPA	SIDA	71300-National Consultants	28,000.00	16,000.00		44,000.00
			NAPA	SIDA	72800-Equipment	20,000.00	10,000.00		30,000.00



EXPECTED OUTCOMES	EXPECTED OUTPUTS	PLANNED ACTIVITIES				AMOUNT in USD			
		List activity results and associated actions	Responsible Party	Fund	Budget Description	2020	2021	2022	Total
OUTCOME 2 /continued/	Output 2.2 /continued/		NAPA	SIDA	72100-Company contracts	24,000.00	62,000.00		86,000.00
			NAPA	SIDA	75700-Training, workshops and conferences	1,250.00	3,750.00		5,000.00
		Activity 2.2.5 Development of a training management quality assurance system through evaluation of the training program realization (both process and outcomes)	NAPA	SIDA	71300-National Consultants	5,000.00	5,000.00		10,000.00
			NAPA	SIDA	74200-Printing and translation		2,500.00		2,500.00
			NAPA	SIDA	75700-Training, workshops and conferences		2,500.00		2,500.00
		Activity 2.2.6 -Conducting external evaluation of NAPA's work	NAPA	SIDA	71300-National Consultants			15,000.00	15,000.00
			NAPA	SIDA	71200-International Consultants			15,000.00	15,000.00
			NAPA	SIDA	71500-Travel			3,750.00	3,750.00
			NAPA	SIDA	75700-Training, workshops and conferences			2,500.00	2,500.00
		Activity 2.0 Management & Oversight	NAPA	SIDA	74500-Miscellaneous	1,000.00	2,000.00	2,000.00	5,000.00
			NAPA	SIDA	74100-M&E			10,000.00	10,000.00
			NAPA	SIDA	64300-Policy Advice&Backstopping	10,000.00	20,000.00	20,000.00	50,000.00
			NAPA	SIDA	71400-Contractual Services Individuals	30,000.00	50,000.00	50,000.00	130,000.00
		Activity 2.2.7 Establishment of a research and development center on public administration with a small fund for initial research activities	NAPA	SIDA	71300-National Consultants		10,000.00	5,000.00	15,000.00
			NAPA	SIDA	71200-International Consultants		10,000.00	10,000.00	20,000.00
			NAPA	SIDA	71500-Travel		2,500.00	2,500.00	5,000.00

EXPECTED OUTCOMES	EXPECTED OUTPUTS	PLANNED ACTIVITIES				AMOUNT in USD			
		List activity results and associated actions	Responsible Party	Fund	Budget Description	2020	2021	2022	Total
OUTCOME 2 /continued/	Output 2.2 /continued/		NAPA	SIDA	74200-Printing and translation		2,500.00	2,500.00	5,000.00
			NAPA	SIDA	72600-Grants		25,000.00	25,000.00	50,000.00
			NAPA	SIDA	75700-Training, workshops and conferences		2,500.00	2,500.00	5,000.00
		Activity 2.2.8 Establishment of cooperation with partner institutions	NAPA	SIDA	71600-Travel		5,000.00	5,000.00	10,000.00
			NAPA	SIDA	74200-Printing and translation		2,500.00	2,500.00	5,000.00
			NAPA	SIDA	75700-Training, workshops and conferences		20,000.00	20,000.00	40,000.00
	Output 2.3. Ensuring media outreach and visibility of the National Academy for Public Administration and the Kingdom of Sweden as a leading donor in the public sector management reform	Activity 2.3.1 Support for media coverage, organization of public events and preparation of communication plan	NAPA	SIDA	71300-National Consultants	10,000.00	20,000.00	10,000.00	40,000.00
			NAPA	SIDA	72100-Company contracts		25,000.00	25,000.00	50,000.00
			NAPA	SIDA	74200-Printing and translation		10,000.00	5,000.00	15,000.00
			NAPA	SIDA	75700-Training, workshops and conferences		15,000.00	15,000.00	30,000.00
			NAPA	SIDA	71500-Travel		2,500.00	2,500.00	5,000.00
		Activity 2.3.2 Support for establishing of a library, publishing and research activity	NAPA	SIDA	71300-National Consultants		15,000.00	10,000.00	25,000.00
			NAPA	SIDA	72100-Company contracts		15,000.00	10,000.00	25,000.00
			NAPA	SIDA	74200-Printing and translation		5,000.00	10,000.00	15,000.00
		Activity 3.0 Management & Oversight	NAPA	SIDA	74500-Miscellaneous	2,000.00	5,000.00	3,000.00	10,000.00
			NAPA	SIDA	74100-M&E			10,000.00	10,000.00



EXPECTED OUTCOMES	EXPECTED OUTPUTS	PLANNED ACTIVITIES				AMOUNT in USD			
		List activity results and associated actions	Responsible Party	Fund	Budget Description	2020	2021	2022	Total
OUTCOME 2 /continued/	Output 2.3 /continued/	Activity 3.0 / Continued /	NAPA	SIDA	72800-Equipment	20,000.00	10,000.00		30,000.00
			NAPA	SIDA	64300-Policy Advice&Backstopping	10,000.00	20,000.00	20,000.00	50,000.00
			NAPA	SIDA	71400-Contractual Services Individual's	32,000.00	55,000.00	55,000.00	142,000.00
Subtotal Direct Project Costs						331,350.00	782,350.00	758,883.33	1,872,583.33
General Management Services 8% *						26,508.00	62,588.00	60,710.67	149,806.67
TOTAL PROJECT COST						357,858.00	844,938.00	819,594.00	2,022,390.00
TOTAL SIDA						357,858.00	844,938.00	819,594.00	2,022,390.00

## VIII. GOVERNANCE AND MANAGEMENT ARRANGEMENTS

The governance and management arrangements of the framework program are as follows:

The United Nations Development Programme (UNDP) is the UN's global development network, advocating for change and connecting countries to knowledge, experience and resources to help people build a better life. We are on the ground in 177 countries, and in Serbia since 1952. Our objectives for the country are outlined in the Country Programme Document (CPD), 2016-2020, adopted in July 2015 and designed together and approved by the Serbian Government. UNDP Serbia has in the 2004-2015 period mobilized US\$ 198,2 mil and delivered US\$ 188 mil providing development assistance to more than 50 Government institutions, Parliament and independent scrutiny bodies in Serbia (and former State Union of Serbia and Montenegro until 2006). In 2012 UNDP (and UNDP in Serbia) introduced International Sector Public Accounting Standards (IPSAS) aiming at improved consistency, reliability and comparability of financial information, increased oversight and internal control, increased transparency and improved quality of financial reporting.

Since the proposal requires the involvement of a number of partners in project implementation, UNDP will leverage political and institutional partnerships and mainstream public sector and human resource management and development topics into the overall policy debate, which would include a wider array of stakeholders. The direct cooperating partner/implementing partner is the National Academy for Public Administration as the lead implementing partner.

### Implementation structures:

As a part of management arrangements, a **Steering Committee** will convene for bi-annual review meetings, comprised of representatives of the implementing partners – the National Academy for Public Administration, the Swedish International Development Agency/SIDA and United Nations Development Program/UNDP.

Steering Committee decisions will be made in accordance to standards<sup>6</sup> that shall ensure best value in terms of money, fairness, integrity, transparency and effective international competition.

The role of the **Steering Committee** will be to make management decisions for respective programme components when guidance is required by the Project Managers, who will have the authority to run the project on a day-to-day basis on behalf of the Steering Committee within the constraints laid down by the Board. The Project manager's prime responsibility is to ensure that the project produces the results specified in the project document, to the required standard of quality and within the specified constraints of time and cost.

**Project Assurance** is the responsibility of each Steering committee member but will be delegated to the UNDP Programme Analyst/Good Governance Team Leader for independent and objective project oversight and quality control. The Project Assurance role supports the Steering Committee by carrying out objective and independent project oversight and monitoring functions. This role ensures appropriate project management milestones are managed and completed.

The Project will be managed by a Project Manager from Public Administration Reform and Rule of Law Portfolio. The Project Manager and Project Assistant will be seated throughout the duration of the project at the premises of the National Academy for Public Administration in order to ensure the smooth implementation of the project. The NAPA takes on the responsibility for supplying the

<sup>6</sup>UNDP Financial Rules and Regulations: Chapter E, Regulation 16.05: a) The administration by executing entities or, under the harmonized operational modalities, implementing partners, of resources obtained from or through UNDP shall be carried out under their respective financial regulations, rules, practices and procedures only to the extent that they do not contravene the principles of the Financial Regulations and Rules of UNDP. b) Where the financial governance of an executing entity or, under the harmonized operational modalities, implementing partner, does not provide the required guidance to ensure best value for money, fairness, integrity, transparency, and effective international competition that of UNDP shall apply.



appropriate office space with the essential installations required for the project staff to perform their duties.

The Public Administration Reform and Rule of Law Portfolio Manager will be responsible for monitoring of portfolio project progress to ensure that it is in accordance with the timetable set out in the project documents and preparation of regular updates and reports to Steering Committee on individual projects' progress, implementing issues, emerging risks/problems and proposals for necessary remedial actions. In addition, the Technical Advisor will ensure coordination with partners an overall portfolio implementation strategy and be responsible for communication, knowledge management, innovation and policy coordination.

The UNDP Good Governance Team Leader will supervise the work of the Public Administration Reform and Rule of Law Portfolio Manager, Project Managers, Programme Support and Project Teams and will cooperate with Programme Assurance so that outcomes are delivered in line with requirements.

The **Programme Support** role provides project administration, financial, management and technical support to the Project Manager(s) as required by the needs of the individual project.

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## IX. LEGAL CONTEXT AND RISK MANAGEMENT

Consistent with the Article III of the Standard Basic Assistance Agreement (SBAA), the responsibility for the safety and security of the Implementing Partner and its personnel and property, and of UNDP's property in the Implementing Partner's custody, rests with the Implementing Partner. To this end, the Implementing Partner shall:

- a) put in place an appropriate security plan and maintain the security plan, taking into account the security situation in the country where the project is being carried;
- b) assume all risks and liabilities related to the implementing partner's security, and the full implementation of the security plan.

UNDP reserves the right to verify whether such a plan is in place, and to suggest modifications to the plan when necessary. Failure to maintain and implement an appropriate security plan as required hereunder shall be deemed a breach of the Implementing Partner's obligations under this Project Document.

The Implementing Partner agrees to undertake all reasonable efforts to ensure that none of the UNDP funds received pursuant to the Project Document are used to provide support to individuals or entities associated with terrorism and that the recipients of any amounts provided by UNDP hereunder do not appear on the list maintained by the Security Council Committee established pursuant to resolution 1267 (1999). The list can be accessed via [http://www.un.org/sc/committees/1267/aq\\_sanctions\\_list.shtml](http://www.un.org/sc/committees/1267/aq_sanctions_list.shtml). This provision must be included in all sub-contracts or sub-agreements entered into under/further to this Project Document".

## ANNEX 1 – LOGFRAME MATRIX

OUTPUTS (PER OUTCOME) AND COSTS	OUTPUT INDICATORS	DATA SOURCES/MEANS OF VERIFICATION
<b>Output 1.1</b> Developing the capacities of the NAPA for effective coordination and implementation of the professional development management system	<b>Indicator:</b> <ul style="list-style-type: none"> <li>Document Management System for electronic business operations fully developed (y)</li> <li>Standard operating procedures in line with the electronic processes, especially in the area of financial management and control developed and put in place (y)</li> </ul> <b>Baseline:</b> <ul style="list-style-type: none"> <li>No Document Management System for electronic business operations in place (n)</li> <li>No operating procedures in line with the electronic processes, especially in the area of financial management and control developed (n)</li> </ul>	Project Progress Reports
<b>Output 1.2</b> Strengthening staff capacities to support the further development of the institution	<b>Indicator:</b> <ul style="list-style-type: none"> <li>A roster of experts, both domestic and international developed (y)</li> <li>Assessment of the EU best practices in the area of internships for civil servants completed (y)</li> <li>Professional training to NAPA staff in order to enhance internal capacities provided (target: at least 30 staff trained)</li> </ul> <b>Baseline:</b> <ul style="list-style-type: none"> <li>A roster of experts does not exist (n)</li> <li>Assessment of the EU best practices in the area of internships for civil servants has not been undertaken (n)</li> </ul>	Project Progress Reports



OUTPUTS (PER OUTCOME) AND COSTS	OUTPUT INDICATORS	DATA SOURCES/MEANS OF VERIFICATION
<b>Output 2.1.</b> Introducing new methods of training and establishing a training quality assurance system	<b>Indicators:</b> <ul style="list-style-type: none"> <li>Training needs assessment aiming to propose new curricula to address current challenges for the public administration conducted (y)</li> <li>A network of trainers established (y)</li> <li>NAPA staff exposed to international best practices (y)</li> <li>NAPA flagship course on professional public sector management for decision makers introduced (y)</li> <li>NAPA's e-learning platform updated and put into use(y)</li> <li>Training management quality assurance system developed (y)</li> <li>External evaluation of NAPA's work completed (y)</li> </ul> <b>Baselines:</b> <ul style="list-style-type: none"> <li>Training needs assessment not conducted (n)</li> <li>A network of trainers not established (n)</li> <li>NAPA flagship course on professional public sector management for decision makers not developed (n)</li> <li>NAPA's e-learning platform not updated (n)</li> <li>Training management quality assurance system not developed (n)</li> <li>External evaluation of NAPA's work not completed (n)</li> </ul>	Project Progress Reports
<b>Output 2.2.</b> Establishing a centre of centre for research and policy advice of public sector and human resource management and development	<b>Indicators:</b> <ul style="list-style-type: none"> <li>Research and development center on public administration established(y)</li> <li>Cooperation with partner institutions establishment (y)</li> <li>Media coverage and organization of public events ensured(y)</li> <li>A library and publishing activities introduced(y)</li> </ul> <b>Baselines:</b> <ul style="list-style-type: none"> <li>Research and development center on public administration not established(n)</li> <li>Cooperation with partner institutions not establishment (n)</li> <li>Media coverage and organization of public events not ensured(n)</li> <li>No library or publishing activities at present (n)</li> </ul>	Project Progress Reports
<b>Output 2.3.</b> Ensuring media outreach and visibly of the National Academy for Public Administration and the Kingdom of Sweden as a leading donor in the public sector management reform	<b>Indicators:</b> <ul style="list-style-type: none"> <li>Communication Plan developed and adopted (y)</li> <li>Over 80% of Communication Plan activities implemented by the end of the project</li> </ul> <b>Baselines:</b> <ul style="list-style-type: none"> <li>No Communication plan in place (n)</li> </ul>	Project Progress Reports

**ANNEX II – RISK LOG**

Project Title:					Award ID:		Date:		
#	Description	Date Identified	Type	Impact & Probability	Countermeasures / Mngt response	Owner	Submitted, updated by	Last Update	Status
1	Political instability	<i>Project development phase</i>	Political	P = 3 I = 3	Better organization and more networks	Project developer	Project developer		
2	Political abuse of public sector institutions	<i>Project development phase</i>	Political	P = 2 I = 4	Ensuring commitment to achieving the objectives of the project from the side of the management of the beneficiaries; advocacy, cancellation of support to the institution which has been subject to political abuse	Project developer	Project developer		
3	Change of general political orientation against EU accession reforms	<i>Project development phase</i>	Political	P = 2 I = 4	Advocacy in favor of international standards; orientation towards achievement of already set national strategic priorities	Project developer	Project developer		
4	Institutional weaknesses in implementing partners and their coordination may undermine progress in spite of strong political commitment for reforms	<i>Project development phase</i>	Operational	P = 2 I = 4	UNDP support services; increased networking activities	Project developer	Project developer		
5	Quality and level of performance of project partners in implementation may vary that can influence uneven quality of results	<i>Project development phase</i>	Operational	P = 3 I = 2	More individual approach to particular partners; better communication with representatives of beneficiaries; quality assurance strategies and quality management; conflict resolution strategies	Project developer	Project developer		
6	National implementation modality	<i>Project development phase</i>	Operational	P = 3 I = 3	HACT, NIM audit, regular quality assurance and spot checks	Project developer	Project developer		



## ANNEX III - PROJECT QA ASSESSMENT: DESIGN AND APPRAISAL

### OVERALL PROJECT

EXEMPLARY (5) ●●●●●	HIGHLY SATISFACTORY (4) ●●●●○	SATISFACTORY (3) ●●●○○	NEEDS IMPROVEMENT (2) ●●○○○	INADEQUATE (1) ●○○○○
At least four criteria are rated Exemplary, and all criteria are rated High or Exemplary.	All criteria are rated Satisfactory or higher, and at least four criteria are rated High or Exemplary.	At least six criteria are rated Satisfactory or higher, and only one may be rated Needs Improvement. The SES criterion must be rated Satisfactory or above.	At least three criteria are rated Satisfactory or higher, and only four criteria may be rated Needs Improvement.	One or more criteria are rated Inadequate, or five or more criteria are rated Needs Improvement.

### DECISION

- **APPROVE** – the project is of sufficient quality to continue as planned. Any management actions must be addressed in a timely manner.
- **APPROVE WITH QUALIFICATIONS** – the project has issues that must be addressed before the project document can be approved. Any management actions must be addressed in a timely manner.
- **DISAPPROVE** – the project has significant issues that should prevent the project from being approved as drafted.

### RATING CRITERIA

#### STRATEGIC

	3	2
	1	
	Evidence	
<b>1. Does the project's Theory of Change specify how it will contribute to higher level change? (Select the option from 1-3 that best reflects the project):</b> <ul style="list-style-type: none"> <li>• <b>3:</b> The project has a theory of change with explicit assumptions and clear change pathway describing how the project will contribute to outcome level change as specified in the programme/CPD, backed by credible evidence of what works effectively in this context. The project document clearly describes why the project's strategy is the best approach at this point in time.</li> <li>• <b>2:</b> The project has a theory of change. It has an explicit change pathway that explains how the project intends to contribute to outcome-level change and why the project strategy is the best approach at this point in time but is backed by limited evidence.</li> <li>• <b>1:</b> The project does not have a theory of change, but the project document may describe in generic terms how the project will contribute to development results, without specifying the key assumptions. It does not make an explicit link to the programme/CPD's theory of change.</li> </ul>	Final draft project document. The TOC is presented in the diagram within the section development challenge, with credible evidence on what works, based on external research and articulation on the necessity of the approach.	
	3	2
	1	
	Evidence	
<b>2. Is the project aligned with the thematic focus of the UNDP Strategic Plan? (select the option from 1-3 that best reflects the project):</b> <ul style="list-style-type: none"> <li>• <b>3:</b> The project responds to one of the three areas of development work<sup>7</sup> as specified in the Strategic Plan; it addresses at least one of the proposed new and emerging areas<sup>8</sup>; an issues-based analysis has been incorporated into the project design; and the project's RRF includes all the relevant SP output indicators. <i>(all must be true to select this option)</i></li> <li>• <b>2:</b> The project responds to one of the three areas of development work<sup>1</sup> as specified in the Strategic Plan. The project's RRF includes at least one SP output indicator, if relevant. <i>(both must be true to select this option)</i></li> <li>• <b>1:</b> While the project may respond to one of the three areas of development work<sup>1</sup> as specified in the Strategic Plan, it is based on a sectoral approach without addressing the complexity of the development issue. None of the relevant SP indicators are included in the RRF. This answer is also selected if the project does not respond to any of the three areas of development work in the Strategic Plan.</li> </ul>	The development of an effective and professional civil service by enhancing the capacities and skills of future management staff and other civil servants in public institutions and organizing their continuous training has a critical role in overall modernization of public administration, as well as implementing administrative, economic and social reforms, contributing to the following signature solutions: The development of an effective and professional civil service by enhancing the capacities and skills of future management staff and other civil servants in public institutions and organizing their continuous training has a critical role in overall modernization of public administration, as well as implementing administrative, economic and social reforms.	
<b>3. Is the project linked to the programme outputs? (i.e., UNDAF Results Group Workplan/CPD, RPD or Strategic Plan IRRF for global projects/strategic interventions not part of a programme) (select yes or no):</b> YES NO	The project is a direct response to UNDAF/CPD strategic intervention as a response as a part of UNDP Serbia programme: 2.2.1 Use of digital technologies and big data enabled for improved public services and other government functions.	

<sup>7</sup>1. Sustainable development pathways; 2. Inclusive and effective democratic governance; 3. Resilience building

<sup>8</sup>sustainable production technologies, access to modern energy services and energy efficiency, natural resources management, extractive industries, urbanization, citizen security, social protection, and risk management for resilience



RELEVANT					
<p><b>4. Does the project have strategies to effectively identify, engage and ensure the meaningful participation of targeted groups/geographic areas with a priority focus on the excluded and marginalized? (select the option from 1-3 that best reflects this project):</b></p>	<table border="1"> <tr> <td>3</td> <td>2</td> </tr> <tr> <td colspan="2">1</td> </tr> </table>	3	2	1	
3	2				
1					
<ul style="list-style-type: none"> <li>• <b>3:</b> The target groups/geographic areas are appropriately specified, prioritising the excluded and/or marginalised. Beneficiaries will be identified through a rigorous process based on evidence (if applicable.)The project has an explicit strategy to identify, engage and ensure the meaningful participation of specified target groups/geographic areas throughout the project, including through monitoring and decision-making (such as representation on the project board)(<i>all must be true to select this option</i>)</li> <li>• <b>2:</b> The target groups/geographic areas are appropriately specified, prioritising the excluded and/or marginalised. The project document states how beneficiaries will be identified, engaged and how meaningful participation will be ensured throughout the project. (<i>both must be true to select this option</i>)</li> <li>• <b>1:</b> The target groups/geographic areas are not specified, or do not prioritize excluded and/or marginalised populations. The project does not have a written strategy to identify or engage or ensure the meaningful participation of the target groups/geographic areas throughout the project.</li> </ul>	<p><b>Select (all) targeted groups: (drop-down)</b></p> <p><b>Evidence:</b></p> <p><b>Management response:</b> The project generally builds institutional capacity in the field of professional development of civil servants within the broader field of human resource management in the public sector can be considered as a general target group.</p>				
<p>*Note: Management Action must be taken for a score of 1</p>					
<p><b>5. Have knowledge, good practices, and past lessons learned of UNDP and others informed the project design? (select the option from 1-3 that best reflects this project):</b></p>	<table border="1"> <tr> <td>3</td> <td>2</td> </tr> <tr> <td colspan="2">1</td> </tr> </table>	3	2	1	
3	2				
1					
<ul style="list-style-type: none"> <li>• <b>3:</b> Knowledge and lessons learned (gained e.g. through peer assist sessions) backed by credible evidence from evaluation, corporate policies/strategies, and monitoring have been explicitly used, with appropriate referencing, to develop the project's theory of change and justify the approach used by the project over alternatives.</li> <li>• <b>2:</b> The project design mentions knowledge and lessons learned backed by evidence/sources, which inform the project's theory of change but have not been used/are not sufficient to justify the approach selected over alternatives.</li> <li>• <b>1:</b> There is only scant or no mention of knowledge and lessons learned informing the project design. Any references that are made are not backed by evidence.</li> </ul>	<p><b>Evidence</b></p> <p>Lessons learnt have been incorporated during the project formulation stage. NAPA first stage evidence was used to develop a project in order to meet the needs of the public administration in the 4th industrial revolution.</p>				
<p>*Note: Management Action or strong management justification must be given for a score of 1</p>					
<p><b>6. Does the project use gender analysis in the project design and does the project respond to this gender analysis with concrete measures to address gender inequities and empower women? (select the option from 1-3 that best reflects this project):</b></p>	<table border="1"> <tr> <td>3</td> <td>2</td> </tr> <tr> <td colspan="2">1</td> </tr> </table>	3	2	1	
3	2				
1					
<ul style="list-style-type: none"> <li>• <b>3:</b> A <u>participatory</u> gender analysis on the project has been conducted. This analysis reflects on the different needs, roles and access to/control over resources of women and men, and it is fully integrated into the project document. The project establishes concrete priorities to address gender inequalities in its strategy. The results framework includes outputs and activities that specifically respond to this gender analysis, with indicators that measure and monitor results contributing to gender equality. (<i>all must be true to select this option</i>)</li> <li>• <b>2:</b> A gender analysis on the project has been conducted. This analysis reflects on the different needs, roles and access to/control over resources of women and men. Gender concerns are integrated in the development challenge and strategy sections of the project document. The results framework includes outputs and activities that specifically respond to this gender analysis, with indicators that measure and monitor results contributing to gender equality. (<i>all must be true to select this option</i>)</li> <li>• <b>1:</b> The project design may or may not mention information and/or data on the differential impact of the project's development situation on gender relations, women and men, but the constraints have not been clearly identified and interventions have not been considered.</li> </ul>	<p><b>Evidence</b></p> <p>To some extent specific indicators related to curricula development will measure and monitor results to ensure women are fully benefiting from the project through equal representation.</p>				
<p>*Note: Management Action or strong management justification must be given for a score of 1</p>					
<p><b>7. Does UNDP have a clear advantage to engage in the role envisioned by the project</b></p>	<table border="1"> <tr> <td>3</td> <td>2</td> </tr> <tr> <td colspan="2">1</td> </tr> </table>	3	2	1	
3	2				
1					



<p>vis-à-vis national partners, other development partners, and other actors? (select from options 1-3 that best reflects this project):</p> <ul style="list-style-type: none"> <li>• <b>3:</b> An analysis has been conducted on the role of other partners in the area where the project intends to work, and credible evidence supports the proposed engagement of UNDP and partners through the project. It is clear how results achieved by relevant partners will contribute to outcome level change complementing the project's intended results. If relevant, options for south-south and triangular cooperation have been considered, as appropriate. <i>(all must be true to select this option)</i></li> <li>• <b>2:</b> Some analysis has been conducted on the role of other partners where the project intends to work, and relatively limited evidence supports the proposed engagement of and division of labour between UNDP and partners through the project. Options for south-south and triangular cooperation may not have not been fully developed during project design, even if relevant opportunities have been identified.</li> <li>• <b>1:</b> No clear analysis has been conducted on the role of other partners in the area that the project intends to work, and relatively limited evidence supports the proposed engagement of UNDP and partners through the project. There is risk that the project overlaps and/or does not coordinate with partners' interventions in this area. Options for south-south and triangular cooperation have not been considered, despite its potential relevance.</li> </ul> <p>*Note: Management Action or strong management justification must be given for a score of 1</p>	<p><b>Evidence</b></p> <p>Not only EU accession, but also government promoted digitalization and e-governance initiatives have signalled that the project will attract the attention of a number of stakeholder community. Communication strategy anticipates that there will be strong cooperation among government counterparts (Office for ITE and eGovernment, credible funding partners who indicate that both, governments and UNDP strategies match and create a platform for effective public administration, compatible with the vision of e-governance.</p>					
<p><b>SOCIAL &amp; ENVIRONMENTAL STANDARDS</b></p>						
<p>8. Does the project seek to further the realization of human rights using a human rights based approach? (select from options 1-3 that best reflects this project):</p> <ul style="list-style-type: none"> <li>• <b>3:</b> Credible evidence that the project aims to further the realization of human rights, upholding the relevant international and national laws and standards in the area of the project. Any potential adverse impacts on enjoyment of human rights were rigorously identified and assessed as relevant, with appropriate mitigation and management measures incorporated into project design and budget. <i>(all must be true to select this option)</i></li> <li>• <b>2:</b> Some evidence that the project aims to further the realization of human rights. Potential adverse impacts on enjoyment of human rights were identified and assessed as relevant, and appropriate mitigation and management measures incorporated into the project design and budget.</li> <li>• <b>1:</b> No evidence that the project aims to further the realization of human rights. Limited or no evidence that potential adverse impacts on enjoyment of human rights were considered.</li> </ul> <p>*Note: Management action or strong management justification must be given for a score of 1</p>	<p>3</p>	<p>2</p> <p>1</p> <p><b>Evidence</b></p> <p>The project focuses on innovative learning tools and support to resource mobilization for the further development of the National Academy for Public Administration. Focus on public administration and accountability as such, imposes key principles equal opportunities, participation and non-discrimination as such. While not tackling directly the enjoyment of human rights as such in a specific outcome, a number of interventions in the proposal are designed with a view towards implementing SDGs and have been designed taking into consideration a human-centric approach, thus influencing the enjoyment of various rights and freedoms, such as dignity, fairness or equality. For example, the initiative tackles tax evasion, coupling it with accountable public budget expenditure which has a direct impact on SDG 16 - Peace, Justice and Strong Institutions, affecting the realization of human rights.</p>				
<p>9. Did the project consider potential environmental opportunities and adverse impacts, applying a precautionary approach? (select from options 1-3 that best reflects this project):</p> <ul style="list-style-type: none"> <li>• <b>3:</b> Credible evidence that opportunities to enhance environmental sustainability and integrate poverty-environment linkages were fully considered as relevant and integrated in project strategy and design. Credible evidence that potential adverse environmental impacts have been identified and rigorously assessed with appropriate management and mitigation measures incorporated into project design and budget. <i>(all must be true to select this option)</i>.</li> <li>• <b>2:</b> No evidence that opportunities to strengthen environmental sustainability and poverty-environment linkages were considered. Credible evidence that potential adverse environmental impacts have been identified and assessed, if relevant, and appropriate management and mitigation measures incorporated into project design and budget.</li> <li>• <b>1:</b> No evidence that opportunities to strengthen environmental sustainability and poverty-environment linkages were considered. Limited or no evidence that potential adverse environmental impacts were adequately considered.</li> </ul>	<p>3</p>	<p>2</p> <p>1</p> <p><b>Evidence</b></p> <p>Project is comprised of events, trainings and workshops, still, SESP has been finalized in line with UNDP Programme and Operations Policies and Procedures.</p>				
<p>10. Has the Social and Environmental Screening Procedure (SESP) been conducted to identify potential social and environmental impacts and risks? The SESP is not required for projects in which UNDP is Administrative Agent only and/or projects comprised solely of reports, coordination of events, trainings,</p>	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td colspan="2">SESP attached</td> </tr> </table>		Yes	No	SESP attached	
Yes	No					
SESP attached						



workshops, meetings, conferences and/or communication materials and information dissemination. [if yes, upload the completed checklist. If SESP is not required, provide the reason for the exemption in the evidence section.]		
<b>MANAGEMENT &amp; MONITORING</b>		
<p><b>11. Does the project have a strong results framework? (select from options 1-3 that best reflects this project):</b></p> <ul style="list-style-type: none"> <li><b>3:</b> The project's selection of outputs and activities are at an appropriate level and relate in a clear way to the project's theory of change. Outputs are accompanied by SMART, results-oriented indicators that measure all of the key expected changes identified in the theory of change, each with credible data sources, and populated baselines and targets, including gender sensitive, sex-disaggregated indicators where appropriate. <i>(all must be true to select this option)</i></li> <li><b>2:</b> The project's selection of outputs and activities are at an appropriate level but may not cover all aspects of the project's theory of change. Outputs are accompanied by SMART, results-oriented indicators, but baselines, targets and data sources may not yet be fully specified. Some use of gender sensitive, sex-disaggregated indicators, as appropriate. <i>(all must be true to select this option)</i></li> <li><b>1:</b> The results framework does not meet all of the conditions specified in selection "2" above. This includes: the project's selection of outputs and activities are not at an appropriate level and do not relate in a clear way to the project's theory of change; outputs are not accompanied by SMART, results-oriented indicators that measure the expected change, and have not been populated with baselines and targets; data sources are not specified, and/or no gender sensitive, sex-disaggregation of indicators.</li> </ul>	3	2
	1	
	<p><b>Evidence</b></p> <p>Output 1.2. Strengthening staff capacities to support the further development of the institution 1.2.1. Participation of civil servants in training (%) Output 2.1. Introducing new methods of training and establishing a training quality assurance system 2.1.1. Linkage between performance appraisals and measures designed to enhance professional achievement 2.1.2. Professionalism of performance assessments Output 2.2. Establishing a centre for research and policy advice of public sector and human resource management and development 2.2.1. Research Centre and Library established 2.2.2. Co-ordination of the civil service training policy Output 2.3. Ensuring media outreach and visibility of the NAPA and SIDA 2.3.1. Communication Plan adopted 2.3.2. Recognition of training as a right and a duty of civil servants</p>	
<p><b>12. Is there a comprehensive and costed M&amp;E plan in place with specified data collection sources and methods to support evidence-based management, monitoring and evaluation of the project?</b></p>	Yes (3)	No (1)
<p><b>13. Is the project's governance mechanism clearly defined in the project document, including planned composition of the project board? (select from options 1-3 that best reflects this project):</b></p> <ul style="list-style-type: none"> <li><b>3:</b> The project's governance mechanism is fully defined in the project composition. Individuals have been specified for each position in the governance mechanism (especially all members of the project board.) Project Board members have agreed on their roles and responsibilities as specified in the terms of reference. The ToR of the project board has been attached to the project document. <i>(all must be true to select this option).</i></li> <li><b>2:</b> The project's governance mechanism is defined in the project document; specific institutions are noted as holding key governance roles, but individuals may not have been specified yet. The prodoc lists the most important responsibilities of the project board, project director/manager and quality assurance roles. <i>(all must be true to select this option)</i></li> <li><b>1:</b> The project's governance mechanism is loosely defined in the project document, only mentioning key roles that will need to be filled at a later date. No information on the responsibilities of key positions in the governance mechanism is provided.</li> </ul>	3	2
	1	
	<p><b>Evidence</b></p> <p>Project's governance mechanism is defined in the project document; roles and functions of Steering Committee/Project Board members and explained in the Section IV Project Management and Section VIII through the diagram</p>	
<p><b>14. Have the project risks been identified with clear plans stated to manage and mitigate each risks?(select from options 1-3 that best reflects this project):</b></p> <ul style="list-style-type: none"> <li><b>3:</b> Project risks related to the achievement of results are fully described in the project risk log, based on comprehensive analysis drawing on the theory of change, Social and Environmental Standards and screening, situation analysis, capacity assessments and other analysis. Clear and complete plan in place to manage and mitigate each risk. <i>(both must be true to select this option)</i></li> <li><b>2:</b> Project risks related to the achievement of results identified in the initial project risk log with mitigation measures identified for each risk.</li> <li><b>1:</b> Some risks may be identified in the initial project risk log, but no evidence of analysis and no clear risk mitigation measures identified. This option is also selected if risks are not clearly identified and no initial risk log is included with the project document.</li> </ul>	3	2
	1	
	<p><b>Evidence</b></p> <p>A standard risk log is well refined indicating major risks, by type, probability and impact, mitigation measures and risk owner, coupled with a narrative section describing internal and external risks</p>	
*Note: Management Action must be taken for a score of 1		



EFFICIENT		
15. Have specific measures for ensuring cost-efficient use of resources been explicitly mentioned as part of the project design? This can include: i) using the theory of change analysis to explore different options of achieving the maximum results with the resources available; ii) using a portfolio management approach to improve cost effectiveness through synergies with other interventions; iii) through joint operations (e.g., monitoring or procurement) with other partners.	Yes (3)	No (1)
16. Are explicit plans in place to ensure the project links up with other relevant on-going projects and initiatives, whether led by UNDP, national or other partners, to achieve more efficient results (including, for example, through sharing resources or coordinating delivery?)	Yes (3)	No (1)
17. Is the budget justified and supported with valid estimates?	3	2
<ul style="list-style-type: none"> <li><b>3:</b> The project's budget is at the activity level with funding sources and is specified for the duration of the project period in a multi-year budget. Costs are supported with valid estimates using benchmarks from similar projects or activities. Cost implications from inflation and foreign exchange exposure have been estimated and incorporated in the budget.</li> <li><b>2:</b> The project's budget is at the activity level with funding sources, when possible, and is specified for the duration of the project in a multi-year budget. Costs are supported with valid estimates based on prevailing rates.</li> <li><b>1:</b> The project's budget is not specified at the activity level, and/or may not be captured in a multi-year budget.</li> </ul>	<b>1</b> <b>Evidence</b> Project budget is formulated in line with UNDP financial management requirements and funding sources. It entails programmable costs, DPC and GMS in line with UNDP requirements, as well as monitoring, evaluation and security costs have also been incorporated. Coordination Levy has also been taken into consideration and charged off-the-top. The budget has been developed at activity level, presented due to the project complexity both at output level and line item budget format.	
18. Is the Country Office fully recovering the costs involved with project implementation?	3	2
<ul style="list-style-type: none"> <li><b>3:</b> The budget fully covers all project costs that are attributable to the project, including programme management and development effectiveness services related to strategic country programme planning, quality assurance, pipeline development, policy advocacy services, finance, procurement, human resources, administration, issuance of contracts, security, travel, assets, general services, information and communications based on full costing in accordance with prevailing UNDP policies (i.e., UPL, LPL.)</li> <li><b>2:</b> The budget covers significant project costs that are attributable to the project based on prevailing UNDP policies (i.e., UPL, LPL) as relevant.</li> <li><b>1:</b> The budget does not adequately cover project costs that are attributable to the project, and UNDP is cross-subsidizing the project.</li> </ul> <p>*Note: Management Action must be given for a score of 1. The budget must be revised to fully reflect the costs of implementation before the project commences.</p>	<b>1</b> <b>Evidence</b> The project fully covers all project cost. Due to the fact that the Letter of Agreement for provision of support services will be signed between UNDP and the National Counterpart (i.e. NAPA), the cost of service provision will be fully costed and collected. UNDP cost recovery policy is fully implemented as per CO DPC model (including project support and development effectiveness costs)	
EFFECTIVE		
19. Have targeted groups, prioritizing marginalized and excluded populations that will be affected by the project, been engaged in the design of the project in a way that addresses any underlying causes of exclusion and discrimination?	3	2
<ul style="list-style-type: none"> <li><b>3:</b> Credible evidence that all targeted groups, prioritising marginalized and excluded populations that will be involved in or affected by the project, have been actively engaged in the design of the project. Their views, rights and any constraints have been analysed and incorporated into the root cause analysis of the theory of change which seeks to address any underlying causes of exclusion and discrimination and the selection of project interventions.</li> <li><b>2:</b> Some evidence that key targeted groups, prioritising marginalized and excluded populations that will be involved in the project, have been engaged in the design of the project. Some evidence that their views, rights and any constraints have been analysed and incorporated into the root cause analysis of the theory of change and the selection of project interventions.</li> <li><b>1:</b> No evidence of engagement with marginalized and excluded populations that</li> </ul>	<b>1</b> <b>Evidence</b> N/A	



will be involved in the project during project design. No evidence that the views, rights and constraints of populations have been incorporated into the project.		
<b>20. Does the project conduct regular monitoring activities, have explicit plans for evaluation and include other lesson learning (e.g. through After-Action Reviews or Lessons Learned Workshops), timed to inform course corrections if needed during project implementation?</b>	Yes (3)	No (1)
<b>21. The gender marker for all project outputs are scored at GEN2 or GEN3, indicating that gender has been fully mainstreamed into all project outputs at a minimum.</b>	Yes (3)	No (1)
*Note: Management Action or strong management justification must be given for a score of "no"	<b>Evidence:</b> GEN2	
<b>22. Is there a realistic multi-year work plan and budget to ensure outputs are delivered on time and within allotted resources? (select from options 1-3 that best reflects this project):</b>	3	2
<ul style="list-style-type: none"> <li><b>3:</b> The project has a realistic work plan &amp; budget covering the duration of the project at the activity level to ensure outputs are delivered on time and within the allotted resources.</li> <li><b>2:</b> The project has a work plan &amp; budget covering the duration of the project at the output level.</li> <li><b>1:</b> The project does not yet have a work plan &amp; budget covering the duration of the project.</li> </ul>	1	
	<b>Evidence:</b>  The Project has a multiyear framework plan accompanied with indicative budget; The Annual Work Plan will be developed for the first phase priority activities during the project initiation phase and subsequently on roll out basis.	
<b>SUSTAINABILITY &amp; NATIONAL OWNERSHIP</b>		
<b>23. Have national partners led, or proactively engaged in, the design of the project? (select from options 1-3 that best reflects this project):</b>	3	2
<ul style="list-style-type: none"> <li><b>3:</b> National partners have full ownership of the project and led the process of the development of the project jointly with UNDP.</li> <li><b>2:</b> The project has been developed by UNDP in close consultation with national partners.</li> <li><b>1:</b> The project has been developed by UNDP with limited or no engagement with national partners.</li> </ul>	1	
	<b>Evidence</b>  The project document has been developed in participatory manner at the request of the national partner.	
<b>24. Are key institutions and systems identified, and is there a strategy for strengthening specific/ comprehensive capacities based on capacity assessments conducted? (select from options 0-4 that best reflects this project):</b>	3	2.5
<ul style="list-style-type: none"> <li><b>3:</b> The project has a comprehensive strategy for strengthening specific capacities of national institutions based on a systematic and detailed capacity assessment that has been completed. This strategy includes an approach to regularly monitor national capacities using clear indicators and rigorous methods of data collection and adjust the strategy to strengthen national capacities accordingly.</li> <li><b>2.5:</b> A capacity assessment has been completed. The project document has identified activities that will be undertaken to strengthen capacity of national institutions, but these activities are not part of a comprehensive strategy to monitor and strengthen national capacities.</li> <li><b>2:</b> A capacity assessment is planned after the start of the project. There are plans to develop a strategy to strengthen specific capacities of national institutions based on the results of the capacity assessment.</li> <li><b>1.5:</b> There is mention in the project document of capacities of national institutions to be strengthened through the project, but no capacity assessments or specific strategy development are planned.</li> <li><b>1:</b> Capacity assessments have not been carried out and are not foreseen. There is no strategy for strengthening specific capacities of national institutions.</li> </ul>	2	1.5
	1	
	<b>Evidence</b>  The NAPA has been HACT Micro-Assessed by an independent audit company. Report available.	
<b>25. Is there is a clear strategy embedded in the project specifying how the project will use national systems (i.e., procurement, monitoring, evaluations, etc.) to the extent possible?</b>	Yes (3)	No (1)
<b>26. Is there a clear transition arrangement/ phase-out plan developed with key stakeholders in order to sustain or scale up results (including resource mobilisation strategy)?</b>	Yes (3)	No (1)



## ANNEX IV - SOCIAL AND ENVIRONMENTAL SCREENING REPORT

<b>Project Information</b>	
1. Project Title	Civil Service Training Centre for the 21 <sup>st</sup> Century in the Republic of Serbia
2. Project Number	SRB10
3. Location	Serbia

### Part A. Integrating Overarching Principles to Strengthen Social and Environmental Sustainability

#### **QUESTION 1: How Does the Project Integrate the Overarching Principles in order to Strengthen Social and Environmental Sustainability?**

##### **Briefly describe in the space below how the Project mainstreams the human-rights based approach**

The project supports and incorporates the human-rights based approach in its objective. Since civil servants are public services bearers and the forefront in interaction with citizens, the quality and integrity of civil service affects the nature of communication between the State and citizens. In that sense, the capacity of civil servants has a crucial role in ensuring quality public services to the citizens in the variety of sectors, including ones tackling basic human rights. At the outcome level, the project will contribute to a higher quality of life and enable better quality services of government services to men, women, elderly and people with disabilities.

##### **Briefly describe in the space below how the Project is likely to improve gender equality and women's empowerment**

Continuous education and professional development can be a powerful catalyst for political and social empowerment of women, and a tool to promote gender equality. This project will seek to address the needs and ensure equal participation of men and women in all activities. Also, gender indicators will be tracked and analysed in all surveys performed within this project

##### **Briefly describe in the space below how the Project mainstreams environmental sustainability**

Within reconstruction of the building for the National Academy, special consideration was given to energy efficiency leading to reduced energy consumption after reconstruction. Although the building is located in urban densely populated area, attention was be given to creating green area in the building yard. The introduction of a modern e-learning platforms using effective electronic multimedia educational technologies would contribute to the overall sustainability, including tin term of the environmental concerns. Moreover, the project will substantively contribute to the 4.0 industrial revolution, digitalization and overall realm of climate change requirements and SDGs, in general

## Part B. Identifying and Managing Social and Environmental Risks

<b>QUESTION 2: What are the Potential Social and Environmental Risks?</b> <i>Note: Describe briefly potential social and environmental risks identified in Attachment 1 – Risk Screening Checklist (based on any "Yes" responses). If no risks have been identified in Attachment 1 then note "No Risks Identified" and skip to Question 4 and Select "Low Risk". Questions 5 and 6 not required for Low Risk Projects.</i>	<b>QUESTION 3: What is the level of significance of the potential social and environmental risks?</b> <i>Note: Respond to Questions 4 and 5 below before proceeding to Question 6</i>		<b>QUESTION 6: What social and environmental assessment and management measures have been conducted and/or are required to address potential risks (for Risks with Moderate and High Significance)?</b>																															
<b>Risk Description</b> No risks identified	<b>Impact and Probability (1-5)</b>	<b>Significance</b>	<b>Comments</b>	<b>Description of assessment and management measures as reflected in the Project design. If ESIA or SESA is required note that the assessment should consider all potential impacts and risks.</b> N/A																														
<b>QUESTION 4: What is the overall Project risk categorization?</b>																																		
Select one (see SESP for guidance)																																		
<table border="1"> <thead> <tr> <th></th> <th>Low Risk</th> <th>Moderate Risk</th> <th>High Risk</th> <th>Comments</th> </tr> </thead> <tbody> <tr> <td></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>This is a policy project with limited involvement of ground-level activities.</td> </tr> </tbody> </table>						Low Risk	Moderate Risk	High Risk	Comments		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This is a policy project with limited involvement of ground-level activities.																				
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This is a policy project with limited involvement of ground-level activities.																														
<b>QUESTION 5: Based on the identified risks and risk categorization, what requirements of the SES are relevant?</b>																																		
Check all that apply																																		
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**SESP Attachment 1. Social and Environmental Risk Screening Checklist**

<b>Checklist: Potential Social and Environmental Risks</b>		<b>Answer (Yes/No)</b>
<b>Principles 1: Human Rights</b>		
1.	Could the Project lead to adverse impacts on enjoyment of the human rights (civil, political, economic, social or cultural) of the affected population and particularly of marginalized groups?	N
2.	Is there a likelihood that the Project would have inequitable or discriminatory adverse impacts on affected populations, particularly people living in poverty or marginalized or excluded individuals or groups? <sup>9</sup>	N
3.	Could the Project potentially restrict availability, quality of and access to resources or basic services, in particular to marginalized individuals or groups?	N
4.	Is there a likelihood that the Project would exclude any potentially affected stakeholders, in particular marginalized groups, from fully participating in decisions that may affect them?	N
5.	Are there measures or mechanisms in place to respond to local community grievances?	N
6.	Is there a risk that duty-bearers do not have the capacity to meet their obligations in the Project?	N
7.	Is there a risk that rights-holders do not have the capacity to claim their rights?	N
8.	Have local communities or individuals, given the opportunity, raised human rights concerns regarding the Project during the stakeholder engagement process?	N
9.	Is there a risk that the Project would exacerbate conflicts among and/or the risk of violence to project-affected communities and individuals?	N
<b>Principle 2: Gender Equality and Women's Empowerment</b>		
1.	Is there a likelihood that the proposed Project would have adverse impacts on gender equality and/or the situation of women and girls?	N
2.	Would the Project potentially reproduce discriminations against women based on gender, especially regarding participation in design and implementation or access to opportunities and benefits?	N
3.	Have women's groups/leaders raised gender equality concerns regarding the Project during the stakeholder engagement process and has this been included in the overall Project proposal and in the risk assessment?	N
3.	Would the Project potentially limit women's ability to use, develop and protect natural resources, taking into account different roles and positions of women and men in accessing environmental goods and services? <i>For example, activities that could lead to natural resources degradation or depletion in communities who depend on these resources for their livelihoods and well being</i>	N
<b>Principle 3: Environmental Sustainability:</b> Screening questions regarding environmental risks are encompassed by the specific Standard-related questions below		
<b>Standard 1: Biodiversity Conservation and Sustainable <u>Natural</u> Resource Management</b>		
1.1	Would the Project potentially cause adverse impacts to habitats (e.g. modified, natural, and critical habitats) and/or ecosystems and ecosystem services?  <i>For example, through habitat loss, conversion or degradation, fragmentation, hydrological changes</i>	N
1.2	Are any Project activities proposed within or adjacent to critical habitats and/or environmentally sensitive areas, including legally protected areas (e.g. nature reserve, national park), areas proposed for protection, or recognized as such by authoritative sources and/or indigenous peoples or local communities?	N
1.3	Does the Project involve changes to the use of lands and resources that may have adverse impacts on habitats, ecosystems, and/or livelihoods? (Note: if restrictions and/or limitations of access to lands would apply, refer to Standard 5)	N

<sup>9</sup> Prohibited grounds of discrimination include race, ethnicity, gender, age, language, disability, sexual orientation, religion, political or other opinion, national or social or geographical origin, property, birth or other status including as an indigenous person or as a member of a minority. References to "women and men" or similar is understood to include women and men, boys and girls, and other groups discriminated against based on their gender identities, such as transgender people and transsexuals.



1.4	Would Project activities pose risks to endangered species?	N
1.5	Would the Project pose a risk of introducing invasive alien species?	N
1.6	Does the Project involve harvesting of natural forests, plantation development, or reforestation?	N
1.7	Does the Project involve the production and/or harvesting of fish populations or other aquatic species?	N
1.8	Does the Project involve significant extraction, diversion or containment of surface or ground water? <i>For example, construction of dams, reservoirs, river basin developments, groundwater extraction</i>	N
1.9	Does the Project involve utilization of genetic resources? (e.g. collection and/or harvesting, commercial development)	N
1.10	Would the Project generate potential adverse transboundary or global environmental concerns?	N
1.11	Would the Project result in secondary or consequential development activities which could lead to adverse social and environmental effects, or would it generate cumulative impacts with other known existing or planned activities in the area? <i>For example, a new road through forested lands will generate direct environmental and social impacts (e.g. felling of trees, earthworks, potential relocation of inhabitants). The new road may also facilitate encroachment on lands by illegal settlers or generate unplanned commercial development along the route, potentially in sensitive areas. These are indirect, secondary, or induced impacts that need to be considered. Also, if similar developments in the same forested area are planned, then cumulative impacts of multiple activities (even if not part of the same Project) need to be considered.</i>	N
<b>Standard 2: Climate Change Mitigation and Adaptation</b>		
2.1	Will the proposed Project result in significant <sup>10</sup> greenhouse gas emissions or may exacerbate climate change?	N
2.2	Would the potential outcomes of the Project be sensitive or vulnerable to potential impacts of climate change?	N
2.3	Is the proposed Project likely to directly or indirectly increase social and environmental <u>vulnerability to climate change</u> now or in the future (also known as maladaptive practices)? <i>For example, changes to land use planning may encourage further development of floodplains, potentially increasing the population's vulnerability to climate change, specifically flooding</i>	N
<b>Standard 3: Community Health, Safety and Working Conditions</b>		
3.1	Would elements of Project construction, operation, or decommissioning pose potential safety risks to local communities?	N
3.2	Would the Project pose potential risks to community health and safety due to the transport, storage, and use and/or disposal of hazardous or dangerous materials (e.g. explosives, fuel and other chemicals during construction and operation)?	N
3.3	Does the Project involve large-scale infrastructure development (e.g. dams, roads, buildings)?	N
3.4	Would failure of structural elements of the Project pose risks to communities? (e.g. collapse of buildings or infrastructure)	N
3.5	Would the proposed Project be susceptible to or lead to increased vulnerability to earthquakes, subsidence, landslides, erosion, flooding or extreme climatic conditions?	N
3.6	Would the Project result in potential increased health risks (e.g. from water-borne or other vector-borne diseases or communicable infections such as HIV/AIDS)?	N
3.7	Does the Project pose potential risks and vulnerabilities related to occupational health and safety due to physical, chemical, biological, and radiological hazards during Project construction, operation, or decommissioning?	N
3.8	Does the Project involve support for employment or livelihoods that may fail to comply with national and international labor standards (i.e. principles and standards of ILO fundamental conventions)?	N
3.9	Does the Project engage security personnel that may pose a potential risk to health and safety of communities and/or individuals (e.g. due to a lack of adequate training or accountability)?	N
<b>Standard 4: Cultural Heritage</b>		

<sup>10</sup> In regards to CO<sub>2</sub>, 'significant emissions' corresponds generally to more than 25,000 tons per year (from both direct and indirect sources). [The Guidance Note on Climate Change Mitigation and Adaptation provides additional information on GHG emissions.]



4.1	Will the proposed Project result in interventions that would potentially adversely impact sites, structures, or objects with historical, cultural, artistic, traditional or religious values or intangible forms of culture (e.g. knowledge, innovations, practices)? (Note: Projects intended to protect and conserve Cultural Heritage may also have inadvertent adverse impacts)	N
4.2	Does the Project propose utilizing tangible and/or intangible forms of cultural heritage for commercial or other purposes?	N
<b>Standard 5: Displacement and Resettlement</b>		
5.1	Would the Project potentially involve temporary or permanent and full or partial physical displacement?	N
5.2	Would the Project possibly result in economic displacement (e.g. loss of assets or access to resources due to land acquisition or access restrictions – even in the absence of physical relocation)?	N
5.3	Is there a risk that the Project would lead to forced evictions? <sup>11</sup>	N
5.4	Would the proposed Project possibly affect land tenure arrangements and/or community based property rights/customary rights to land, territories and/or resources?	N
<b>Standard 6: Indigenous Peoples</b>		
6.1	Are indigenous peoples present in the Project area (including Project area of influence)?	N
6.2	Is it likely that the Project or portions of the Project will be located on lands and territories claimed by indigenous peoples?	N
6.3	Would the proposed Project potentially affect the rights, lands and territories of indigenous peoples (regardless of whether Indigenous Peoples possess the legal titles to such areas)?	N
6.4	Has there been an absence of culturally appropriate consultations carried out with the objective of achieving FPIC on matters that may affect the rights and interests, lands, resources, territories and traditional livelihoods of the indigenous peoples concerned?	N
6.4	Does the proposed Project involve the utilization and/or commercial development of natural resources on lands and territories claimed by indigenous peoples?	N
6.5	Is there a potential for forced eviction or the whole or partial physical or economic displacement of indigenous peoples, including through access restrictions to lands, territories, and resources?	N
6.6	Would the Project adversely affect the development priorities of indigenous peoples as defined by them?	N
6.7	Would the Project potentially affect the traditional livelihoods, physical and cultural survival of indigenous peoples?	N
6.8	Would the Project potentially affect the Cultural Heritage of indigenous peoples, including through the commercialization or use of their traditional knowledge and practices?	N
<b>Standard 7: Pollution Prevention and Resource Efficiency</b>		
7.1	Would the Project potentially result in the release of pollutants to the environment due to routine or non-routine circumstances with the potential for adverse local, regional, and/or transboundary impacts?	N
7.2	Would the proposed Project potentially result in the generation of waste (both hazardous and non-hazardous)?	N
7.3	Will the proposed Project potentially involve the manufacture, trade, release, and/or use of hazardous chemicals and/or materials? Does the Project propose use of chemicals or materials subject to international bans or phase-outs? <i>For example, DDT, PCBs and other chemicals listed in international conventions such as the Stockholm Conventions on Persistent Organic Pollutants or the Montreal Protocol</i>	N
7.4	Will the proposed Project involve the application of pesticides that may have a negative effect on the environment or human health?	N
7.5	Does the Project include activities that require significant consumption of raw materials, energy, and/or water?	N

<sup>11</sup> Forced evictions include acts and/or omissions involving the coerced or involuntary displacement of individuals, groups, or communities from homes and/or lands and common property resources that were occupied or depended upon, thus eliminating the ability of an individual, group, or community to reside or work in a particular dwelling, residence, or location without the provision of, and access to, appropriate forms of legal or other protections.