

**PROJECT DOCUMENT****[UNDP Timor Leste]****Project Title: Youth Employment and Entrepreneurship Skills (YEES) Project****Project Number:****Implementing Partner:** UNDP**Start Date:** July 2022**End Date:** December 2027**PAC Meeting date:** 01 July 2022**Brief Description**

Timor-Leste is an LDC with lower-middle income status that relies on its natural oil and gas revenue-based sovereign wealth Petroleum Fund for its annual state budget. Besides this fund, there are no other substantive sources of income. Economic diversification with a focus on job creation and poverty reduction is a great need. Timor-Leste already has 30% of the population living below the national poverty line and 46% are multidimensionally poor. 70% of Timor-Leste's population live in rural areas, most of whom (64.2%) are dependent on subsistence agriculture. This young nation has 74% of its population under 35 (Census 2015), and according to the 2018 Labour Market Outlook, 20.3% of the youth population (aged 15-24) were not in employment, education or training (NEET). 78% of the people between the age of 15 to 64 were not employed, of which around 36% were youth aged 15 to 24 years.

There is more demand for labourers with vocational skills as well as 'soft' skills. Long-term investment in human capital is needed to produce skilled human resources to meet the labor market demand—something that requires increased investment in quality education. However, in the short- and medium-term, many initiatives can be taken to prepare youth with the required soft skills, have greater access to the right information, enhance their readiness for the work world through internships/mentorships and meet the labor market demand. At the same time, more efforts are needed to develop SMEs to increase employment and income opportunities, particularly for women, people with disability, unemployed youth, and poor and vulnerable communities.

Youth Employment and Entrepreneurship Skills (YEES) Project aims to tackle two most pressing issues in Timor Leste's youth employment: 1) limited opportunity of being employed and 2) limited opportunity of being entrepreneurs for youth and migrant workers. The project is mainly funded by Korea International Cooperation Agency (KOICA) for six years starting in 2022. This project will focus on producing two medium-term sub-outcomes: 1) youth become employed and 2) youth become entrepreneurs, which will contribute to UNSDCF/CPD outcome 2: By 2025, institutions and people throughout Timor-Leste in all their diversity, especially women and youth, benefit from sustainable economic opportunities and decent work to reduce poverty, with three interrelated outputs:

- Output 1: Youth obtain skills, competencies and knowledge to be employed.
- Output 2: Service providers are available to deliver holistic support to enhance employability.
- Output 3: Youth, including migrants/returnees, obtain skills, knowledge and services to start or expand their business.

Contributing Outcome (UNSDCF, CPD, RPD):
UNSCDF 2, CPD Outcome no. 1.

Indicative Output(s) with gender marker: 2

Total resources required:	USD 7,320,946.67	
Total resources allocated:	UNDP TRAC:	USD 490,000
	Donor:	USD 5,998,176.67
	Government:	USD 832,770.00
	In-Kind:	
Unfunded:		

Agreed by (signatures):

Government (Ministry of Tourism, Trade, and Industry)	Implementing Partner (UNDP)
Print Name: Dr. Jose Lucas do Carmo da Silva Minister of Tourism, Trade and Industry	Print Name: Lazima Onta-Bhatta Officer in Charge UNDP Timor Leste
Date: July 22, 2022	Date: July 22, 2022

ABBREVIATIONS

ACCESS	Accelerating Clean Energy Access to Reduce Inequality
AWP	Annual Work Plan
BNCTL	National Commercial Bank of Timor-Leste
CEOP	Centre for Employment and Professional Orientation, SEFOPE branches at the municipal level
CES	Core Employability Skills
CO	Country Office
COVID-19	Coronavirus Disease 2019
CPD	Country Programme Document
CV	Curriculum Vitae
DIM	Direct Implementation Modality
EAP	East Asia Pacific
FAO	Food and Agriculture Organization of United Nations
GCF	Green Climate Fund
GYBI	Generate Your Business Idea
HACT	Harmonized Approach to Cash Transfer
IADE	The Entrepreneurship Development Support Institute
INDMO	National Institute for Labor Force Development
ILO	International Labor Organization
IPSA	International Personal Service Agreement
IUNV	International United Nations Volunteers
IYB	Improve Your Business
LDC	Least Developed Country
MOF	Ministry of Finance
MSMEs	Medium, Small and Micro Enterprises
MTCI	Ministry of Tourism, Trade and Industry
M&E	Monitoring and Evaluation
NDEE	National Directorate of External Employment, SEFOPE
NDIE	National Directorate of Internal Employment, SEFOPE
NEET	Not in Education, Employment, and Training
NGOs	Non-Governmental Organizations
PMU	Project Management Unit
POPP	Programme and Operations Policies and Procedures
PWD	Persons with Disabilities
SFP	School Feeding
SOPs	Standard Operational Procedures
KJFL	Knua Juventude Fila-Liman
KOICA	Korea International Cooperation Agency
SBAA	Standard Basic Assistance Agreement

SDGs	Sustainable Development Goals
SEA	Sexual Exploitation and Abuse
SEEWAY	Supporting Employment and Entrepreneurship for Women and Youth
SEFOPE	Secretary of State for Vocational Training and Employment
SEIA	Socio-Economic Impact Assessment
SEP	Self-Employment Programme
SERVE	Entrepreneurship Registration and Verification
SFP	School Feeding Programme
SH	Sexual Harrashment
SMEs	Small and Micro Enterprises
SSYS	Secretary of State for Youth and Sports
SYB	Start Your Business
TOT	Training of Trainers
UK	United Kingdom
UN	United Nations
UNCDF	United Nations Capital Development Fund
UNDP	United Nations Development Programme
UNSDCF	United Nations Sustainable Development Cooperation Framework
UNSMS	United Nations Security Management System
YEES	Youth Employment and Entrepreneurship Skills

I. DEVELOPMENT CHALLENGE

Timor-Leste's achievements as the newest country in Asia are formed by its commitment to reconciliation, inclusion and democracy. On the economic front, Timor-Leste is an least developed country (LDC) with lower-middle income status that relies on its natural oil and gas revenue based sovereign wealth Petroleum Fund for its annual state budget. Besides this fund, there are no other substantive sources of income. Economic diversification with a focus on job creation and poverty reduction is a great need. Timor-Leste already has 30% of the population living below the national poverty line and 46% are multidimensionally poor. 70% of Timor-Leste's population live in rural areas, most of whom (64.2%) are dependent on subsistence agriculture. This young nation has 74% of its population under 35 (Census 2015), and according to the 2018 Labour Market Outlook, 20.3% of the youth population (aged 15-24) were not in employment, education or training (NEET). 78% of the people between the age of 15 to 64 were not employed, of which around 36% were youth aged 15 to 24 years.

Gender-specific differences also show disadvantaged working conditions for women. The labour force participation of women was lower than that of men, respectively 46.7 % and 55.8 %, which represents a gender parity index of 0.84.¹ The percentage of the working-age population that was employed in the market economy as of March 2021 was 45.2 %, which 48.6 % and 35.3 % are for men and women respectively. This indicates that relatively fewer women of working age are income earners. Thus, women have a lower employment-to-population ratio than men, which is 41.7 % and 48.6 % respectively, are less often working in economic sectors with more stable and productive employment, and are more often than men engaged in vulnerable employment, which is 90.0 % compared to 83.2 % in men.² Another vulnerable group is young mother. Based on 2015 Census, 5.6 % of women who had given birth in Timor Leste was women aged between 15-19 years old. 34 % of young mothers in the mentioned age group described their main economic activity as household work. This rate is higher compared to married young women with no children in the same age group (6 %) and means that adolescent mother is more likely to be non-economically active.³

The agriculture sector accounts for 64% of Timor-Leste's labour force population, but it is mostly subsistence agriculture. However, subsistence agriculture is no longer considered as 'employed' (Census 2015). The highest number of people are employed by the public sector (13.5%) mainly by the Government as well as state-owned institutions. The private sector accounted for less than 10% of the labour force population: 3.4% employed by the State-Owned Enterprises and 4.8% employed by Private Owned Businesses or farms.

The economic shock of COVID-19, combined with disruptions to education and training, means that Timorese young people, and women in particular, face an even greater risk of the protracted negative labour market and economic outcomes throughout their working lives. In terms of unemployment, the 2018 Timor-Leste Labour Market Outlook shows an estimated 31,000 people enter the working age group every year, but only around 2,000 new jobs are created. This means that around 29,000 people have no formal employment opportunities. The 4th National Human Development Report revealed that 25% of unemployed youth are not looking for jobs because they are discouraged by the difficulty of finding work. This could be the main reason why a lot of people migrate to other countries seeking better livelihoods. It is estimated that 16,000 to 19,000 Timorese are in the United Kingdom (UK) on Portuguese passports. This situation of poverty and lack of employment opportunities were further exacerbated by the impact of COVID-19 pandemic starting in early 2020 onwards as employment in Micro, Small and Medium

¹ UNDP Socio-Economic Impact Assessment (SEIA) of COVID-19 in Timor Leste Round 2, 2021.

² Ibid.

³ Timor-Leste's Youth Population: The Employment Challenges of a "Youth Bulge", Monash University, 2021

Enterprises (MSMEs) decreased significantly as shown by the Socio-Economic Impact Assessment of COVID-19 in Timor-Leste, 2021: Micro, Small and Medium Enterprises Survey.⁴

The 2017 Enterprise and Skills Survey shows that the supply of graduates with vocational skills is insufficient to meet the demand. There were 4,136 vacancies, but only 1,632 graduated from the 21 vocational training Centers.⁵ Moreover, there is a skills mismatch between labour demand and supply. This survey also measured the skills gap, quality of education and the struggle that employers have in finding qualified workers. According to the mentioned study roughly, 8 out of 10 first time job seekers who had completed secondary school were lack job-specific skills and competencies such as IT skills, problem-solving skills and the ability to work in a team. At the same time, as many as 7 out of 10 were said to have poor work ethics and lacked personal attributes to perform their work.

First-time job seekers from technical and vocational schools were reported as the most prepared for work – 94.1 per cent of job seekers reported having specific skills needed. However, employers noted that their performance was affected by limited literacy and numeracy skills. Half of the employees with a university degree were classified as having very poor work attitudes, and lacking the personality or necessary motivation to perform in their professions. Overall, it can be concluded that competencies in specific areas and core employability skills (CES) are lacking even in the youth with university degrees and these skills could increase their employability.

It is said that young people lack Core Employability Skills (CES) as these skills can only be obtained through on-the-job training and work experience.⁶ Therefore, first-time job seekers such as new graduates from universities without any work experience are likely to find themselves in a substantially disadvantaged position when competing for increasingly scarce employment opportunities. The Timor-Leste 2017 Enterprise and Skills Survey reveals that employers typically value ‘soft’ skills more than technical skills. The survey suggests that 20% of employers believe that their employees lack skills in oral communication, followed by teamwork (18.10%), management responsibility/taking leadership (10.40%) and taking initiative (9.20%), customer handling (8.40%), and literacy (7%).

The Labour Market Outlook also shows that there are very limited opportunities for new graduates to obtain employment. In 2017, there were 3,605 university graduates, but only 298 vacancies were advertised online from January to September 2018 (ETANListServ).⁷ The job scarcity is exacerbated by the lack of job platforms, especially digital platforms that enable multiple users to access job vacancies flexibly. Internet penetration in Timor Leste is still around 45 % of the population and internet connection is among the ten slowest in the world.⁸

Problem Analysis

In summary, there is more demand for labourers with vocational skills as well as ‘soft’ skills. Long-term investment in human capital is needed to produce skilled human resources to meet the labour market demand. At the same time, more efforts are needed to develop SMEs to increase employment and income opportunities, particularly for unemployed youth, women, and other vulnerable communities, such as persons with disability (PWD) and returnee migrants. The two problems identified based on the mentioned situational analysis above are:

⁴ Socio-Economic Impact Assessment of COVID-19 in Timor-Leste, 2021: Micro, Small and Medium Enterprises Survey (SEIA 2.0). <https://timorleste.un.org/sites/default/files/remote-resources/310da3214d33293f2169d9d279fb41fd.pdf>

⁵ 2018 Labour Market Outlook: data from 21 Training Centre

⁶ https://www.ilo.org/skills/areas/skills-for-youth-employment/WCMS_672181/lang--en/index.htm

⁷ ETAN is the main information sharing platform but may not capture all vacancies in the country.

⁸ [Digital in Timor-Leste: All the Statistics You Need in 2021 — DataReportal – Global Digital Insights](#) and [Ranked: countries with the fastest internet in the world - Atlas & Boots \(atlasandboots.com\)](#)

Problem 1: Limited opportunity of being employed

Businesses highlight critical skills gaps among Timorese employees as key constraints to doing business.⁹ Skill gaps include soft-skills, such as a lack of critical thinking, writing skills, and most notably numeracy and financial literacy (including basic accounting). In addition, technical skillsets required for construction and manufacturing are also missing. As a result, businesses often need to bring in staff from abroad to fill critical functions, particularly managerial level positions. The skills gap challenges are exacerbated by limited access to learning and job market due to poor internet infrastructure and the slow-paced digitalization.

Problem 2: Limited opportunity of being entrepreneurs

Start-ups and entrepreneurs face (objective) constraints in terms of access to finance. While a relatively high proportion of firms in Timor-Leste have bank accounts (84 percent), only 15 percent of firms have a bank loan or a line of credit. This is less than half of the average for the East Asia Pacific (EAP) region, and below the values for most peer countries. In addition, only 3 percent of investments in fixed assets were financed by bank lending, which is much lower than the average for the EAP region (about 14 percent). Timor-Leste is one of the weakest performers among peers. Businesses rely heavily on internal funds both for investments and working capital. On average, 68 percent of fixed assets and 71 percent of working capital were financed with internal funds.¹⁰ Women, however, face a greater challenge as they do not typically own land, house or other assets that can be used as collateral to be eligible for accessing the loans from financial institutions. Apart from access to finance, entrepreneurs also have limited learning access to bring and further implement innovative entrepreneurship ideas due to underdeveloped digital infrastructure and absence of ecosystem for innovation. Entrepreneurs mostly rely on available learning resources provided by government with limited access to market outlook.

II. STRATEGY

As described in the problem analysis section, the development problem that this project will address is the lack of economic opportunities and the lack of capacity among the youth to be employed and self-employed. In order to address this problem, this project will focus on producing two medium-term sub-outcomes that will contribute to UNSDCF/CPD outcome 2: By 2025, institutions and people throughout Timor-Leste in all their diversity, especially women and youth, benefit from sustainable economic opportunities and decent work to reduce poverty.

Sub-Outcome 1: Youth become employed.

Sub-Outcome 2: Youth become entrepreneurs.

The *theory of change* behind this project is the following: if holistic support through an ecosystem strengthening approach for entrepreneurship development, including training, incubation, digital technology, marketing, and access to finance, is provided, young men and women can become entrepreneurs and can also create income opportunities for others, especially to marginalized groups and other youth; and if educated young men and women are provided with the required soft skills, have greater access to the right information, enhance their readiness for the work world through internships and technical/vocational training, they will be better prepared with the right skills to match the labour market demands.

This project will contribute to the following Sustainable Development Goals: SDG 4 (Quality education; 4.4. Increase the number of people with relevant skills for financial success), SDG 5 (Gender equality; 5.5.

⁹ ILO, Enabling Business Environment, 2018, Timor-Leste

¹⁰ World Bank Timor-Leste Economic Report, Unleashing the Private Sector, October, 2019

Ensure women's full and effective participation and equal opportunities), and SDG 8 (Decent work and economic growth). The project will contribute to the UNSDCF/CPD outcome 2: *By 2025, institutions and people throughout Timor-Leste in all their diversity, especially women and youth, benefit from sustainable economic opportunities and decent work to reduce poverty*. The government of Timor Leste has committed to championing the 2030 agenda by developing an SDG Roadmap that aligns Timor Leste's Strategic Development Plan (2011-2030) with the global goals. Job creation through enterprises has been a priority for the Government of Timor Leste.

Good practices and lessons learned from similar initiatives provide a strong foundation for the Theory of Change and for the selected strategy. Since 2017, UNDP has established a Youth Hub as a one-stop shop platform under Knua Juventude Fila Liman (KJFL) initiative. The Youth Hub has been providing the youth with knowledge, skills, network, and opportunities not only for entrepreneurship and employability skills development but also for the improvement of youth leadership and social engagement. More than 7,000 youth have accessed the one-stop shop facilities and learning sessions organized by UNDP and partners, including individual youth and youth groups through the 'Youth to Youth' programme that was implemented with a host of government institutions such as the Entrepreneurship Development Support Institute (IADE), Entrepreneurship Registration and Verification (SERVE), Secretary of State for Vocational Training and Employment (SEFOPE), Ministry of Tourism, Trade, and Industry (MTCI), National Commercial Bank of Timor-Leste (BNCTL), and private sector partners.

Another good practice from UNDP is the Supporting Employment and Entrepreneurship for Women and Youth (SEEWAY) Project which has been under implementation from Jan 2021 to June 2022. This project has supported existing SMEs to access the soft loan, youth to become entrepreneurs, and college graduates to find internships for on-the-job training. It has placed 126 university graduates in internships with host institutions; 61 have completed their internships and 65 more are completing in June 2022. This component is implemented with SEFOPE. SEEWAY has also trained youth groups on business development skills and has also provided such groups with support with equipment to set up their businesses. As a result, 148 have become entrepreneurs. This component is implemented in collaboration with MTCI and IADE. UNDP has already supported MTCI and BNCTL to set up the soft loan with a risk-guarantee scheme which has made access to finance possible for the small and micro entrepreneurs at the low interest rate of 3%. Since its establishment in 2021, a total of 93 MSMEs (40 women led) have applied and 26 (12 female headed) have been granted loans by BNCTL. UNDP's SEEWAY project continues to provide the technical support for this scheme and for the interested entrepreneurs to prepare their proposals for loan. The government has also issued the 2022 Decree-Law on this loan-guarantee scheme to show its commitment to providing better financial access to entrepreneurs, and MTCI has topped up almost additional one million dollars to this scheme. The SEEWAY project has paved the way to implement this YEES Project smoothly as local partnerships with government and other stakeholders are already established.

The following are key results and lessons learnt from the main activities on entrepreneurship, employability, and innovation skills development:

- *Entrepreneurship skills development*: The main lesson learned is that for youth to be able to transform their ideas into profitable and resilient businesses, requires long-term intensive incubation and business development support including access to finance for startups. Most of the youth who attended the training have limited or no finance at all to start their business. Moreover, those who are from municipalities have very limited access to business development support and therefore there is a need to expand such services beyond Dili. Hence there is a need for strengthening the entire entrepreneurship ecosystem in the country.
- *Employability skills development*: The results show that one-week training on soft skills and 3 months internship is not enough for the youth to gain the knowledge, skills, and real working experience required. Therefore, 4-months internship placement is ideal for youth to be ready for real employment. The results also show that youth who have gone through an internship in an

enterprise may also be interested in doing business and becoming self-employed, instead of working for an organization. Therefore, such interns must also be targeted for entrepreneurship skills development.

- *Skills for social ventures*: An important lesson is that not all youth who were trained by KJFL became employed or entrepreneurs immediately; instead, some may venture out to form their groups and implement projects for social benefits. Currently, there are 50 youth who are implementing their social impact projects for their peers and communities in various sectors including providing training on aquaponics system, leadership and public speaking, law mentoring, parliamentary debating championship, and awareness on various topics such as environmental protection, sustainable waste management, and recycling. It is expected that these youth groups will become civil society organizations (NGOs/CBOs) or social ventures in the future, supporting the achievement of Timor-Leste's sustainable development agenda.

III. RESULTS AND PARTNERSHIPS

Expected Results

This project aims to contribute to the UNSDCF outcome 2: *By 2025, institutions and people throughout Timor-Leste in all their diversity, especially women and youth, benefit from sustainable economic opportunities and decent work to reduce poverty*. It will produce **two sub-outcomes: 1) youth become employed** and **2) youth become entrepreneurs**. The sub-outcome indicators and targets are described in the table below:

Sub-Outcomes	Indicators	Target by 2027
1. Youth become employed	1.1 Number of young women and men becoming employed with YEES support	500
2. Youth become entrepreneurs	2.1 Number of young women and men becoming entrepreneurs with YEES support	1,500
	2.2 Number of new enterprises established or supported with YEES support	300
	2.3 Number of new enterprises surviving with YEES support in the first three years	150

In order to achieve the two sub-outcomes, three interlinked outputs are included:

Output 1: Youth obtain skills, competencies and knowledge to be employed.

Output 2: Service providers are available to deliver holistic support to enhance employability.

Output 3: Youth, including migrants/returnees, obtain skills, knowledge and services to start or expand their business.

Details about each output with the activities that will lead to the outputs as well as targets and indicators, partnerships and resources required are outlined below.

Output 1: Youth obtain skills, competencies and knowledge to be employed

This output will address the issues of lack of sufficient skills, competencies and knowledge among the youth, the mismatch between demand and supply of labour and skills, limited employability skills development support, and lack of access to employment opportunities. It will do so primarily by enhancing the youth's skills, competencies and knowledge needed to be employed. It will develop training packages

on soft skills needed in any job, create trainers for these skills, and deliver these training. It will also support training in vocational and technical skills in areas as per the domestic and overseas labour market. There will be 4 key activities under this output and details are provided below.

Activity 1.1. Development of soft skills training modules

UNDP's KJFL youth hub, in partnership with USAID's Avansa Agriculture project, has provided soft-employability skills training using training modules developed by the University of Texas, USA. The training covers a wide range of topics including leadership and communication, customer service, teamwork, work ethics, emotional intelligence, meeting management, problem solving, and conflict resolution. This activity will focus on reviewing and updating/improving the training materials to integrate aspects on employment services such as interview skills, preparing CVs, writing job applications as well as career counselling. The soft-employment skills training has been provided under the SEEWAY project as well for those who have been placed in the Youth Internship Programme. The project will hire short-term international experts to enhance the existing package of soft skills training who will work closely with UNDP's KJFL and who will also provide the Training of Trainers. The consultant will also engage with SEFOPE and INDMO, as the government agency responsible for that is mandated to support the development of vocational training policies and its implementation. INDMO will be involved in the quality assurance of training modules on soft skills and ensure their certification, standardization and dissemination among training centers and vocational high schools.

Activity 1.2. Capacity building to become trainers

The main objective of this activity is to create qualified and capable local trainers and facilitators who are able to provide employability skills training and career development support for youth. To do so, this activity will focus on providing Training of Trainers (TOT) and mentoring for youth and staff of the partner institutions, thus they can provide training on soft skills and career development support to youth in their respective municipalities. The primary recipient of this training would be the staff of the Youth Centers in municipalities that are financed by the Secretary of State for Youth and Sports (SSYS) as well as trainers from SEFOPE, and some of the vocational training centers under SEFOPE or affiliated with SEFOPE. The trainers will be specifically trained to deliver the training in a youth-friendly and interactive way. Data on the number of TOT recipients will be collected. A network of these master trainers will be created through a platform¹¹ so that they can continue to support each other through the exchange of knowledge, training tips, lessons learned, training tools, training activities, etc. As SSYS has Youth Centers in all Municipalities, some of them will be targeted for this project. Each selected Youth Centre will be equipped with maximum of 5 computers, a printer, internet connectivity, and two dedicated trained SSYS staff. A total of 40 individuals will be trained to become trainers on soft skills.

Activity 1.3. Training on soft skills

Once the training package on soft skills are revised and improved and TOTs are completed, the training will be delivered to 700 youth in the municipalities by the staff in the Youth Centers or by the staff of SEFOPE or vocational training Centers. The training will be designed to be youth-friendly and interactive to maximize the participation and enthusiasm of youth. Soft skills trainings as well as a career development program will be delivered to youth from universities and other vocational training centers and vocational schools. 50% of total participants will be female.

Activity 1.4. Internships for youth to gain work experience (up to 4 months)

The youth who complete the soft skills training will be entered into a database that each Youth Centre keeps with the profiles of the youth captured in their CVs. At least 70 % of the soft-skills trainees will be encouraged to apply for the internship opportunities in various host organizations including the public

¹¹ This is envisioned here to be a digital network that can be formed using Microsoft teams or other tools.

sector, private sector, NGOs, and international organizations. The targeted participants for this internship component is 720 youth which 50% of them are females. The selected youth will work for the host institutions for 4 months where they will apply their skills in the real work setting, learn about what it means to work for the formal sector, gain knowledge on the substantive topics of the job, and expand their network. The internship programme will have a structure to it in terms of specific requirements to be completed and learning goals to be met. During this period, under continuous supervision and guidance from the host institutions, the youth must complete tangible assignments/social impact projects as per their agreement and learning goals developed with the host institutions and also make efforts to get regular job placements.

The host institutions are responsible to assign tangible work to the interns and providing mentoring and coaching to build their capacity during the 4 months. The project will conduct periodic assessments of the youth with the host institutions to ensure that the youth is on track and making progress to achieve their learning goals. Group sessions will be organized for youth to share their experiences with other youth in the programme. Feedback from the host institutions will be sought to learn from their experiences of hosting and mentoring and how it can be improved both for the host agencies and the interns. At the end of 4 months, performance evaluation will be conducted to determine whether the youth achieved the learning goals set in the beginning, have sharpened their skills and knowledge, and whether they made efforts made during the internship period to obtain regular job placement. The intern will also be provided with trainings on doing good CVs, job application, and interview skills.

It is expected that at the end of the 4-month internship period, the youth have gained real work experience as well as technical and soft skills, and thereby are better prepared for being employed. After the internship, if they have not found a regular job, they will continue to be supported with information on employment opportunities, linking them to potential employers, and career development support. Among those who completed their internship in productive sectors like horticulture, agriculture, fishery, livestock, and are interested (but also have the potential and commitment) to start their own business, they can be eligible to receive the entrepreneurship skill development under output 2 of this project.

Proposed activities to achieve output 1:

1.1 Development of soft skills training modules

- 1.1.1 Expert(s) to review the existing modules (used by SEFOPE, KJFL) and develop the manuals for TOT and training
- 1.1.2 Consultative meetings to review and update the materials

1.2 Capacity building to become trainers and mentors

- 1.2.1 TOT to produce trainers who will deliver the training at SEFOPE or accredited training centers or in the Youth Centers
- 1.2.2 Refresher training to be provided to the master trainers every 2 years

1.3 Training on soft-skills

- 1.3.1 Training on soft skills

1.4 Internships for youth to gain work experience (up to 4 months)

- 1.4.1 Internship placement will be for 4 months to NGOs, private sector organizations, public sector, etc. All interns will get the soft skills package before the internship placement
- 1.4.2 Events to share lessons learned

Resources required (approximate budget: USD 1,059,512.50)

People (approximate budget: USD 112,200)

- **Youth employment coordinator (NB-2):** the coordinator will design, implement, and oversee the internship component. S/he will also be responsible for managing the communication and coordination between UNDP, host institutions, and interns, as well as ensuring both interns and host institutions receive relevant guidance.

Purchase (approximate budget: USD 947,012.50)

- **Deliverable-based consultancies:**
 - **Expert to review existing modules and develop the manuals for ToT and training:** the expert will be hired for the period of one year to enhance the existing package of soft skills training and provide the Training of Trainers. The expert will also engage with INDMO, the government agency that is mandated to support the development of vocational training policies and its implementation.
- **Other procurement:**
 - **Project monitoring, training, events:** annual project monitoring, consultative meeting to review and update soft skills training modules, training on soft skills, ToT to produce trainers and refresher training for master trainers every 2 years, internship placement, annual event to share internship lessons learned.

The indicators and targets of output 1 are described in the table below:

Output	Indicators	Target by 2027
1. Youth obtain skills, competencies and knowledge to be employed	1.1.1 Soft skills training modules are fully developed (Number of developed modules)	2
	1.2.1 Number of SSYS, SEFOPE, YEES personnel, and other relevant government personnel in Dili and municipalities who are trained and actively provided soft skills training	40
	1.3.1 Number of young women and men who completed soft skills training	700
	1.3.2 Assessment Tool: Number of youth with improved soft skills	560
	1.4.1 Number of internship hosting institutions (employers)	50
	1.4.2 Number of young women and men who are placed in internships	720
	1.4.3 Percentage of interns who complete their internship	90 %

Output 2: Service providers are available to deliver holistic support to enhance employability

This output will address the issue of a lack of coordinated systems between the various service providers for both employment and entrepreneurship skills development services as well as strengthen the service delivery capacity. It will do so by focusing on setting up an effective information system on employment and other economic empowerment opportunities that is easily accessible and user-friendly. One of the strategies is to develop a digital platform to link job providers with job seekers and make this easily available to both groups. The second stream of interventions would be to provide services to enhance job readiness through counselling and services to do effective interviews, write job applications and prepare the CVs.

Activity 2.1. Information platforms connecting jobseekers to potential employers

The SEFOPE's SIMU-web records data/information on jobseekers, particularly those who graduated from the technical and vocational trainings. This database also records information on job vacancies from SEFOPE's partner institutions as part of the efforts to improve jobseekers' access to employment opportunities. However, only a small number of job seekers and employers have been using the system. For example, as of 2019, a total of 1,398 graduates from training centres registered, and only 987 vacancies advertised targeting jobseekers with technical and vocational skills. Similarly, only 2,180 university graduates were registered and only 940 vacancies advertised targeting university graduates.

Therefore, this activity will focus on how to make the SIMU-web more active and comprehensive and accessible. If this is not technically possible, the project will create a new platform to make information about job seekers and job providers easily available and accessible to the public. This information platform will connect jobseekers to employment opportunities. It will also provide other useful guidelines and templates on writing good job applications, preparing CVs, tips for interviews, etc. Outreach activities will be made in partnership with universities, Chamber of Commerce of Timor-Leste, the Federation of NGOs in Timor-Leste, and others to disseminate information about this platform.

Activity 2.2: Strengthening local institutions to enhance job and career readiness

A select number of Youth Centers/SSYS and CEOPs/SEFOPE (Centro Emprego Orientasaun Professional) will get capacitated human resources to provide continuous counseling and employment readiness services such as preparing CVs, writing job applications and cover letters, interview formats and preparing for the interviews, etc. It will provide access to the online platform mentioned above and also keep offline information from job providers.

The Youth Centers and CEOPs/SEFOPE will carry out outreach activities to ensure that local youth in their municipalities have access to information about employment opportunities, training and other service providers, entrepreneurship skills training, access to finance, etc. They will operate as a hub for information for the youth job seekers/job creators (i.e. potential entrepreneurs), job providers, and other actors in the employment and entrepreneurship ecosystem, as well as on jobs overseas, various government's programmes for supporting the youth for employment and entrepreneurship, scholarships and fellowship programmes, various development agencies' programmes for youth, etc.

The Youth Centers and CEOPs/SEFOPE will provide training on soft skills, open the Centre for youth to convene and participate in various kinds of learning events and information sessions, and also operate as a referral center for training and other service providers for employment and entrepreneurship skills development as well as opportunities (e.g. SERVE, IADE, SEFOPE, MTCL, various training centers).

Services to be provided by the Youth Centers and CEOPs/SEFOPE will include but not limited to:

- To educate youth, students and alumni about the career development, planning, and implementation process.
- To support youth, students and alumni in the vocational and job market exploration, identification, pursuit, and integration of personal and professional career goals.
- To connect youth, students and alumni directly to employment and continuing education opportunities, including internship and scholarship opportunities for students.
- To teach youth, students and alumni effective career navigation strategies, skills, and techniques.
- To inform constituents about career options, job market trends, and workplace paradigms.
- To coordinate with other governmental institutes, donors and employers on projects that enhance career opportunities for youth, students and alumni.
- To assist youth to make and act on career decisions with increased awareness, by educating as well as encouraging responsible and timely involvement in career planning, internships, and job search processes.

- To identify a network of employer contacts for student internships and future employment opportunities by developing effective long-term relationships with employers
- To provide soft skills training to youth on regular basis.

In addition, the employment readiness will also be provided to Timorese migrant workers in South Korea a few months before they plan to return to Timor-Leste through local South Korean NGOs, National Directorate of External Employment/SEFOPE and other service providers. The overall focus is to enhance the employability of the migrants from Korea, and business skills development for those who are interested, when they return to Timor-Leste. Institutional capacities of National Directorate of External Employment (NDEE) and National Directorate of Internal Employment (NDIE) will be strengthened to ensure better quality services for returnees from Korea

Activity 2.3. Establishing partnership with job providers

The SEFOPE and SSYS through their local branches and CEOPs will be capacitated to establish a valuable partnership network that induce full participation from interested partners, public and private employers, and civil society to ensure that all youth, students, and alumni have opportunities to find a career of their choice. The approach implies inclusion of partners, employers, and communities as equal partners in the process of job creation and career development. Partners and employers will actively participate at all aspects of job creation and career development, and this may include incentives for the partners and employers to commit resources (staff time, provision of work facilities, apprenticeship and other direct job related training, participation in courses, and support for funding). The implied employer partnership program will imply: (i) organization of networking and recruitment events in municipalities and Becora Technical High School to make employers visible; (ii) assisting participating employers to develop well-defined structured internship programs; (iii) developing more opportunities for employers to visit Youth Centers and create business-facing brochures to let employers know the different ways they could interact with youth.

Proposed activities to achieve output 2:

2.1 Information platforms connecting job seekers to potential employers

- 2.1.1 Consultant/company to make modifications needed to this platform

2.2 Services to enhance job readiness provided

- 2.2.1 Expert (IUNV/IPSA) to develop the manuals for job counsellors training
- 2.2.2 Training for job counsellors
- 2.2.3 Refresher training for the job counsellors

3.1 Establishing partnership with job providers

- 3.1.1a Organize 1-2 job fair events per year (4 municipalities)

Resources required (approximate budget: USD 1,042,625.00)

People (approximate budget: USD 447,600)

- **Field coordinators (4 people) (NB-4):** Field coordinators will be based in the 4 municipalities to coordinate and execute project activities through the partner organizations. Each Field Coordinator will develop a work plan and budget for the activities to be carried out at the field level and submit it to the Project Management Unit (PMU). This person will also be given the ToT on soft skills and career guidance so that this person can function as a trainer and resource person in this area as well.

Purchase (approximate budget: USD 595,025)

- **Deliverable-based consultancies:**
 - **Consultant/company to make modifications needed to the online job platform:** the consultant/company will ensure that SIMU-web is more active and comprehensive and accessible. If this is not technically possible, the consultant/company will create

- a new platform to make information about job seekers and job providers easily available and accessible to the public.
- **Expert to develop the manuals for job counsellors training:** The expert will provide capacity building to the selected staff of Youth Centers/SSYS and CEOPs/SEFOPE (Centro Emprego Orientasaun Professional) to provide continuous counselling and employment readiness services such as preparing CVs, writing job applications and cover letters, interview formats and preparing for the interviews, etc
- **Other procurement:**
 - **Motorbike for field coordinators (4 motorbikes):** all field coordinators in each municipality will be equipped with a motorbike to ease their mobility and conduct outreach activities.
 - **IT equipment for Youth Centers:** each selected Youth Centre will be equipped with a maximum of 4 computers, a printer, a screen/projector¹², and internet connectivity.
 - **Project monitoring, training, events:** annual project monitoring, training for job counsellors, refresher training for job counsellors every 2-3 years, 1-2 job fair events per year in four municipalities.

The indicators and targets of output 2 are described in the table below:

Output	Indicators	Target by 2027
2. Service providers are available to deliver holistic support to enhance employability	2.1.1 Information platforms connecting jobseekers to potential employers is fully functional (Number of information platform users)	13,800
	2.2.1 Number of SSYS, SEFOPE, YEES personnel, and other relevant government personnel in Dili and municipalities who is trained and actively provided job and career guidance services	40
	2.2.2 Number of youth beneficiaries who received services to enhance job readiness	5,560
	2.3.1 Establishing partnership between job seekers and providers (Number of visitors registered for job fairs)	3,600

Output 3: Youth, including migrants/returnees, obtain skills, knowledge and services to start or expand their business

This output will address the issue of lack of knowledge and skills among the youth to set up their own businesses, access to financial services, digital technology, and support for incubation and scale up. The focus will be on supporting youth interested to become entrepreneurs by supporting them to develop their business ideas and setting up their start-ups, and those youth already with start-up businesses to develop their businesses further to make them viable and scale up. The target group will also be the youth returning from abroad after they finish their overseas jobs (particularly from South Korea) and are interested to become entrepreneurs. The approach to developing youth entrepreneurs will be a holistic ecosystem approach whereby the various actors in the ecosystem will play their complementary roles to support the youth to become entrepreneurs. The following is the diagrammatic model for this approach:

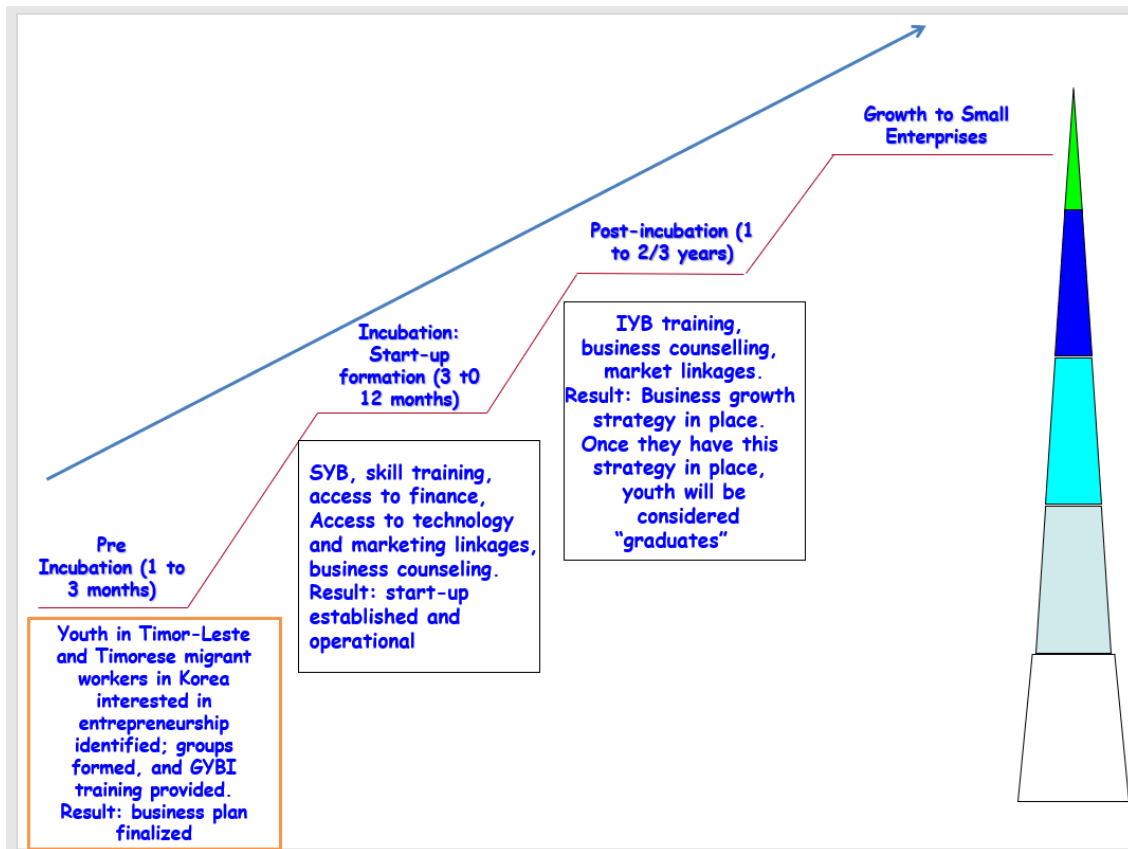
¹² The number and type of IT equipment for the youth centers will be determined after an assessment of what is already available currently in these centres.



Partnerships with the government, especially through IADE, MTCI, BNCTL and the private sector actors will be key for this output to support the various actors in the ecosystem. The project itself will conduct resource and market analyses and draw from existing value chain studies to inform the selection of enterprises.

Activity 3.1. Implementation of entrepreneurship skills development (pre-incubation, incubation, and post-incubation)

This activity will deliver entrepreneurship skills development support for youth starting from generating their business ideas to establishing a start-up to make the start-up into a viable business that has the potential to scale up. Therefore, the target groups are youth with a keen interest to establish their own micro-enterprises and those who already have start-up businesses and want to grow it and make it viable. The target beneficiaries will go through the following series of trainings and business development support services that will help them to make the journey from pre-incubation to incubation to post-incubation as shown in the diagram below:



■ Pre-Incubation (1 to 3 months)

This pre-incubation phase will last for up to 3 months when the youth or youth groups in Timor-Leste or the returnee migrant Timorese workers from Korea (or other countries) first come into contact with the Youth Centers and express their interest to become entrepreneurs. Once the youth express their interest to be entrepreneurs, the following will happen:

- They will be registered with their basic information at the Youth Centers
- They will be given information about the kinds of trainings and support provided by various service providers.
- Youth Centers will make announcements about Generate Your Business Idea (GYBI) trainings 3 times a year calling for youth to submit their applications with preliminary business ideas.
- Youth Centers will do outreach to the youth to disseminate the information about how to fill in the GYBI application.
- IADE will evaluate the applications and select the groups for the GYBI training.
- IADE will conduct the GYBI training that will introduce the basic foundations of entrepreneurship and support the youth to generate their business ideas.
- During the training, information will also be shared about potential areas where enterprises are likely to be viable based on resource, market and value chain analyses that are already available or those that YEES will conduct.
- Each youth group that completes this training will submit to IADE their business ideas and plans for further evaluation.
- IADE will evaluate the applications and select the groups for the Start Your Business (SYB) training that IADE will conduct.
- Pre-incubation could also happen in Korea with support from Korean NGOs or other institutions for Timorese workers in Korea interested in entrepreneurship. Partnerships with Korean NGOs would be explored and established for this purpose.

The target of YEES is to have 1,800 youth participate in GYBI training.

■ Incubation (3 months to 1 year)

During this phase, the youth groups who develop their business ideas under the pre-incubation phase (or if they have already developed business ideas through previous GYBI-like training with KJFL, SEEWAY project, or other programmes), and whose ideas are promising as per the evaluation by IADE, will be provided with more specific support and training to develop their business plans, product development, skill training to learn the technical skills they may need to produce the products or deliver the services, and support to access the technology they may need in the form of equipment and tools. They will receive the Start Your Business (SYB) training from IADE. The pre-requisites for being qualified for the SYB training are the following:

- Those who attended the GYBI training provided by the YEES project or
- Those who have attended the Business Bootcamp that Knua and SEEWAY offered for youth in the ideation phase or
- Those who have attended GYBI-like training offered by other organizations in Timor-Leste or elsewhere or
- Those who already have a start-up business but who have never taken SYB training.

The training will cover business plan development including a marketing plan, sales estimate, purchasing and production, identifying assets, costing and pricing, and profit plan. In addition to the SYB training, other support that will be provided during this incubation phase will be:

- Specific technical/vocational training to learn or sharpen their skills such as construction, horticulture, agribusiness, fishery, livestock, bakery, salon, etc. to run their business. These trainings will be provided through the various vocational and training Centers in Timor-Leste that are directly under SEFOPE or accredited by SEFOPE.
- Grant (from YEES, SEFOPE, IADE, MTCL or other organizations) which will be used as seed capital to set up a workspace, storage, purchase tools or equipment needed, etc.
- Provide information on any existing start-up capital and loan requirements, and support to become eligible for such financial services, including the soft loan from BNCTL.
- Support for business registration with SERVE.
- Networking events and business counselling and mentoring

Depending on the business ideas, some youth may need more time to launch than others. However, in average it is expected that the target beneficiaries will start/launch their business within the first 6 months and up to 1 year since they received the SYB training. Therefore, business development support and mentoring will be provided to each participant to ensure that they receive any trainings, technical assistance, and support they need to start within the 1-year period or earlier.

Definition of start-up for this project: YEES project will consider a business to be a start-up when a business is set up and starts to sell its products or services (even though it may not yet be registered with SERVE). The project will facilitate the business registration with SERVE, however, the key result of this incubation phase is to establish the business start-up and make it operational by selling its products and services. The target of YEES is to have 1,500 youth engaged in start-up enterprises out of 1,650 SYB trainees.

Key partners of incubation phase:

- IADE will deliver the trainings and business counselling.
- SERVE will facilitate in business registration.
- SEFOPE and its training Centers will provide skill training for those who need it and provide grants if the youth participants qualify for them.
- Youth Centers: Information sharing to the interested youth on SYB training opportunities, services provided by IADE and SEFOPE, and opportunities for getting grants from SEFOPE, YEES or other sources, and access to finance services.

■ **Post-Incubation or Scaling Up (1 year up to 2 or 3 years)**

Once their businesses are operating smoothly for at least months to a year, those interested and ready to expand their business will be provided with additional support. Additional support could be the following:

- They will also receive technical and advisory support on market linkages, product diversification, export potential and promotion, and mentoring.
- If they need financial support to expand, YEES will support them to apply for the soft loan facility.
- Training on Improve Your Business (IYB) from IADE will cover a wide range of topics including business growth strategies covering among other things including costing, branding & marketing, and record-keeping and team management. The target of YEES is to have 200 youth participate in IYB training.

Also, business owners who have reached this stage will be utilized as resource persons and role models during outreach and training events to share their experiences and knowledge to inspire and build the capacity of other youth who are starting their business. These successful youth entrepreneurs will be considered “YEES graduates” and no longer need assistance.

Additional Vocational Training

This activity will deliver additional vocational skills development to support youth who needs additional specific skills beyond entrepreneurship to start their business (e.g. additional construction, welding, carpentry trainings for those who start construction business, hospitality training for those who starts restaurants, hostels, etc). It is expected that at least 100 incubatees per year will get additional vocational training.

Particular Attention of Incubation Program will be focused on returnees from Korea:

Many migrant workers after returning to Timor-Leste from Korea consider longer-term investments in their future, often looking to set up a business. They understand that working in Korea is a temporary adventure and the goal is to earn enough money to meet their family’s needs and to establish a better life in future in Timor-Leste. For this to occur they need to look for ways to leverage their skills earned in Korea and capital to establish a business or to find work in the Timorese economy.

The project through incubation program will help migrant workers to earn business skills and establish the business to ensure smooth reintegration into the local economy. They will also be introduced to alternative way to get physical capital to start their business, such as through soft-loan. The returnees from Korea who participated in the GYBI training either in Timor-Leste or in South Korea with the help of South Korean NGO will be particularly directed to participate in the incubation process. The South Korean NGO will provide the data of returnee who have participated in the GYBI (pre-incubation) training in Korea and the project will follow up on the returnee to have them participate in the incubation process.

Business Innovation Challenges

Apart from a series of incubation and training, the project will also organize three series of Business Innovation Challenges to collect innovative business ideas from youth. Selected entrepreneurs will receive grant support to implement their ideas and be connected to incubation process until they set up and scale up their businesses. The three series of Business Innovation Challenges will be held in three municipalities respectively and organized in collaboration with MTCL.

Activity 3.2. Support to existing small and micro-enterprises to apply for the soft loan

One of the barriers to enterprise development is the lack of access to financial services that respond to their needs. Therefore, entrepreneurship skills development alone will not yield results if the youth have no funding to start their business or for existing small and micro-enterprises to expand their business and create job opportunities to others. Therefore, this project will provide technical assistance to start-ups, and those existing small and micro-enterprises interested to expand their business, to meet the eligibility criteria to access the low-interest soft loans from the BNCTL. This loan is developed against a risk-

guarantee scheme that BNCTL has established in partnership with MTCI, and UNDP provided technical support.

Activity 3.3 Provision of information on trainings, market demand and supply, input/resource availability and value-chain analysis

The project will conduct studies and analyses on market demand and supply, input/resource availability, and value-chain analyses right from the very beginning to inform the selection of enterprises. The data and information gathered will be provided to the target beneficiaries to develop and start their business ideas. This activity will produce data and analysis on national (and international) market demand especially on high value commodities, their value chains, and input/resource availability to increase production for import substitutions and exploration. This data/information will be utilized to inform the selection of enterprise development when youth groups are in the phase of generating business ideas.

During this period, the project team will also conduct analyses based on available data or new data on resource analysis, market analyses and mapping of ecosystem actors in Baucau, Ermera, Liquica and Dilli. These analyses will help to identify which types of enterprises will have the potential for becoming viable ones given the local, regional, national and international market and demand for their goods and services. This information will be shared with the potential entrepreneurs so that it can inform the selection of types of enterprises to be developed. The project will also share information on the findings from value chain analyses that could help the potential entrepreneurs to figure out how to be part of the value chain and what could be viable.

Information about the various training packages will be made available in IADE's website in easily understood and accessible language.

Activity 3.4 Empowering local bakery to improve children's nutrition

This activity will leverage the impact of the existing government's School Feeding Program (SFP) by incorporating local bakeries. The bakery run by local entrepreneurs will provide healthy nutritious bread as a complementary food to the existing menu of SFP. The aims of the activity are to: (i) create integrated bakery businesses that will lead to the opening of new economic opportunities in the targeted municipality, (ii) introduce nutritious food on top of the SFP program that can be affordably and sustainably implemented, (iii) contribute to the improvement of children's nutrition in the long term.

In this activity, two bakeries will be supported or established in municipalities to produce healthy nutritious food products to supplement the hot meal of kids. This bakery will be linked to the local farmers who will supply healthy raw ingredients. The targeted schools will purchase the bakery products to be delivered to the students and potential partnership with the Ministry of Education, Youth, and Sports, as well as other development partner agencies, such as WFP, will be explored to support the product distribution and purchasing.

UNDP will contribute to the one-time capital expenses of the bakery that may include bakery equipment, renovation of space, and quality control of the production. The recurrent cost, such as employee salary, monthly supplies, and electricity, will be paid by the entrepreneur. This co-shared is to create the ownership of the entrepreneurs as well as to motivate them to develop the commercial market aside of contributing to the School Feeding Program.

The targeted location for this pilot activity is the municipalities with high number of child malnutrition cases, such as Bobonaro and Ainaro, and/or municipalities with high percentage of vulnerability. The selection of municipalities will also consider the availability of project personnel in the selected municipalities to regularly monitor the implementation of the activity, as well as the capability of schools in the selected municipalities to purchase the bakery products. One possible location is Liquica as the municipality is part of the implementation areas of this project and one of the most vulnerable

municipalities in Timor Leste (SEIA Report, 2021). The strategic selection of location will ease the distribution of the food to municipalities with a high number of malnourished cases, and the extent to which the activity will be able to be scaled up in the future is also part of selection criteria for the targeted location.

The pilot activity can be implemented through the traditional business model by the entrepreneur or as a social business run by institutions, such as vocational school or religious institution. Social business model will be prioritized as it may serve diverse beneficiaries affiliated with the institution, such as orphanage or the alumni of the vocational school. Potential partnerships with vocational schools in selected municipalities will be explored to, for instance, employ the school alumni in this bakery activity.

The activity is considered as a pilot activity and therefore, will target 1,000 students. Each school has an average number of 250 students, so in total, this activity will support SFP in 4 (four) schools. Each bakery will be able to provide 500 pieces of bread every day and therefore, 2 (two) bakeries will be supported or established and they will be quarterly monitored and evaluated.

Proposed activities to achieve output 3:

3.1 Implementation of entrepreneurship skills development (pre-incubation, incubation, and post-incubation)

- 3.1.1a Pre-incubation (Municipal outreach activities)
- 3.1.1b Pre-incubation (GYBI training)
- 3.1.1c Pre-incubation (GYBI training) in South Korea (for Timorese who are about to complete their seasonal work there)
- 3.1.2a Incubation (SYB training)
- 3.1.2b Incubation (Training on vocational/technical skills)
- 3.1.2c Incubation (Seed funding for the start-ups)
- 3.1.2d Incubation (Business counselling consultants)
- 3.1.3 Post-incubation (IYB training)—this will be to a much smaller number of start-ups (and will be prioritized based on funding availability)
- 3.1.4 Business Innovation Challenges

3.2 Support to existing small and micro-enterprises to apply for the soft loan

- 3.2.1 Municipal outreach for soft-loan and financial products

3.3 Provision of information on trainings, market demand and supply, input/resource availability, and value-chain analysis

- 3.3.1 Expert to conduct analysis and studies

3.4 Empowering local bakery to improve children's nutrition

- 3.4.1 Initial investment for bakery business
- 3.4.2 Food technologist for quality control

Resources required (approximate budget: USD 4,061,882.50)

People (approximate budget: USD 316,500)

- **Business development specialist (NB-5):** Business development specialist will be responsible in ensuring the business development service support is designed and executed as per the demand of the project and on schedule. S/he will also gather data and analysis from existing studies that will be relevant to inform the selection of enterprises and ensure effective coordination between all stakeholders.
- **Soft-loan and finance specialist (NB-4):** Soft-loan and finance specialist will particularly work on the soft-loan component of the project. S/he will provide technical assistants and consultancies to potential applicants and ensure strong coordination among stakeholder, especially BNCTL, IADE and MTCL. The specialist will also provide refresher training for MTCL and BNCTL personnel.

Purchase (approximate budget: USD 3,745,382.50)

- **Deliverable-based consultancies:**
 - **Expert to conduct analysis and studies:** Expert will conduct analyses based on available data or new data on resource analysis, market analyses and mapping of ecosystem actors in all project locations. S/he will also conduct value chain analyses that could help the potential entrepreneurs to figure out how to be part of the value chain and what could be viable.
 - **Food technologist for bakery component:** The food technologist will work closely with bakery entrepreneurs to develop a healthy affordable product to be distributed to school children. S/he will maintain the quality of the bakery product and also provide the business counselling to scale up the commercial market of the bakery.
- **Other procurement:**
 - **Initial equipment for bakery business:** initial equipment to establish/scale up a bakery business, such as machinery, kitchenette, site renovation, etc.
 - **Project monitoring, training, events:** annual project monitoring, pre-incubation, incubation, and post-incubation training, Business Innovation Challenges.

The indicators and targets of output 3 are described in the table below:

Output	Indicators	Target by 2027
3. Youth, including migrants/returnees, obtain skills, knowledge and services to start or expand their business	3.1.1 Number of young men and women who completed GYBI training	1,800
	3.1.2 Number of young men and women who completed SYB training	1,650
	3.1.3 Number of young men and women who got additional vocational trainings to start their business	600
	3.1.4 Number of trainees who set up their enterprises or already have start-ups, completed IYB training	200
	3.2.1 Number of new start-ups or existing start-ups that apply for soft loans from BNCT	300
	3.3.1 Numbers of studies on market supply and demands, input/resource availability, and value-chain analysis conducted	4
	3.4.1 Number of bakery entrepreneurs, employees and children benefitted from bakery business	1,012

Partnerships

The project will develop partnerships with multiple stakeholders, ranging from government institutions, NGOs, training centres, UN agencies, and other development partners.

Main government partners:

- **The Ministry of Tourism, Trade, and Industry (MTCI):** MTCI will be the principal partner and recipient organization for this project. The Ministry is responsible to improve the overall ecosystem for private sector development including putting in place the required policies and systems for MSMEs development, improve access to finance for the businesses and coordinating with other entities to enhance the entrepreneurship enabling environment. MTCI will be engaged in promoting access to finance in coordination with financial institutions including the National Commercial Bank of Timor-Leste (BNCTL), especially for the soft loan scheme that is already launched. Information, advice and guidance will be sought from MTCI regarding possible value chain development, import substitution possibilities, high-value products for trade and opportunities for scaling up. MTCI will Co-chair the project board.
- **The Secretary of State for Employment and Vocational Training (SEFOPE) under the Coordinating Minister for Economic Affairs:** SEFOPE will be engaged in providing skill training to youth interested to sharpen their knowledge and skills in specific areas to becoming entrepreneurs or becoming more competitive in job market. SEFOPE will also be engaged in identifying the returnee youth workers from Korea and other destination countries as it keeps the register of workers participating in employment programmes abroad. It will also be engaged in developing training packages on soft skills that are highly desirable to become more competitive in the job market. YEES project will also link up the youth who will be eligible to receive the grant from SEFOPE to set up their businesses under its Self-employment Programme (SEP).
- **The Entrepreneurship Development Support Institute (Instituto de Apoio ao Desenvolvimento Empresarial – IADE):** this project will coordinate and collaborate with IADE for the following training: GYBI, SYB and IYB. IADE will be the training provider for youth interested to become entrepreneurs. They will also provide continuous business counselling, and information dissemination on access to finance, markets, etc.
- **The Secretary of State for Youth and Sports (SSYS):** The Youth Centers will be engaged as the space in the municipalities from where the youth can access information about youth employment and entrepreneurship opportunities, and get training on soft skills and career counselling. It has a youth center in all municipalities with staff which will be activated to function as an information hub for the youth to get access to information about entrepreneurship and employment opportunities. The youth centre itself will serve as a referral service provider and also a venue for many of the activities.
- **Ministry of Finance (MOF):** MOF will be entrusted as a Senior Supplier in the Project Board, representing all TL government stakeholders in order to strengthen donor coordination.

Other government partners:

- **Entrepreneurship Registration and Verification (Serviço de Registo e Verification Empresarial – SERVE):** SERVE is a public institute which focuses on business registration. SERVE will be engaged in providing information on business registration and supporting youth to register their business. This institution has been working with UNDP's KJFL to help youth entrepreneurs register their businesses and understand their rights and obligations.
- **National Institute for Labor Force Development (INDMO):** INDMO is an autonomous institution under the Coordinating Minister for Economic Affairs which is mandated to support the development of vocational training policies and the implementation, as well as the definition of standards of skills and a national certification system. INDMO will be involved in the quality assurance of training modules on soft skills and ensure their certification, standardization and dissemination among training centers and vocational high schools.
- **Trade Invest Timor-Leste:** this is a public institution responsible to promote, facilitate, monitor and advocate for private investment and exports. The agency has been conducting an annual Expo Award to honor exporters and provide export promotion support. Trade Invest will be engaged in providing information on international market demand and export promotions. Value chains on certain

products can be strengthened based on this information and target beneficiaries can be supported accordingly to promote their products and services.

- **Timor-Leste Chamber of Commerce:** this is the umbrella organization for the private sector organizations in Timor-Leste. The project will engage with this organization to get advice and information on what kinds of skills are in demand for jobs in the private sector and to understand what employment opportunities exist and share that information on the platform for job seekers to access it. The project will also engage with this organization to explore opportunities to jointly develop training and mentorship programmes for the youth. Also, they will be the partners to host interns and provide on-the-job training to youth so that they become more employable.

Other potential partners (NGOs, training centre):

- **NGOs or other organizations in Korea who can provide business development training to the Timorese migrant workers before they leave Korea:** NGOs or private organizations in South Korea will be consulted and engaged in the implementation of technical and entrepreneurship skills training and incubation to Timorese migrant workers in South Korea before they leave South Korea to return to Timor, and establishment of migrant workers association for continuous support.
- **Training Centers (e.g. Fisheries and Aquaculture Training Centre in Maubara, Liquica; Tibar Training Center; Senai Becora Training Center, etc):** These and many other training Centers in the country will be utilized to provide training on various skill development for the youth to grow their business.

Other similar initiatives:

- **FAO's Green Jobs for Youth project:** this project aims to provide green jobs across agri-food and other rural economic sectors in Timor-Leste. In a four-year project, rural and urban youths will be given the opportunity to develop skills to work in the green agriculture, energy and waste management sectors. Participants will identify a local issue that could be addressed using green solutions learned as part of their training and submit a two-year proposal for a public employment programme or business start-up. Selected candidates will be given a job opportunity or start-up seed funding for two years, in partnership with local government or the private sector. FAO will be consulted and engaged in providing technical assistance on green jobs. When possible, joint events will be organized with this project such as job fairs, market events, etc. Information sharing sessions will be organized so that services to the youth can be complementary.
- **International Labour Organization (ILO):** a UN agency responsible for, among other things, setting labour standards, developing policies and programmes promoting decent work for all women and men. ILO will be consulted and engaged to provide technical assistance if the project needs to develop trainings and manuals on skill improvement as well as provision of training of trainers.
- **UN Capital Development Fund (UNCDF):** This UN agency is mandated to work on financial inclusion and has the technical expertise in this area which will be extremely useful to support financial institutions to design financial products that respond to the needs for the micro and small enterprises. UNCDF will be consulted and engaged in the development of better financial products for youth entrepreneurs and provision of training on financial management/literacy.
- **UNDP's SEEWAY project:** This project supports existing SMEs to access the soft loan, supports youth to become entrepreneurs, and continues to work with college graduates to find internships for on-the-job training.
- **UNDP's Safeguarding Rural Communities and their Physical Assets from Climate Induced Disasters in Timor-Leste:** This project funded by the Green Climate Fund (GCF) (\$22.35 million) with Government co-financing of \$36.7 million and UNDP \$0.4 million, started in March 2020 for 6 years. It will be implemented in Baucau, Ermera, Aileu, Viqueque, Lautem and Liquica. This project will support to construct 130 rural infrastructures in a climate-resilient manner. These include rural roads, irrigation canals, water systems, etc. These will create employment opportunities in its programme municipalities. Also, having roads, irrigation canals and water systems will create more conducive

environments for more agricultural production and increased access to markets. Liquica, Ermera and Baucau are municipalities that overlap with YEES project.

Risks and Assumptions

This project entails different types of risks, from political, social and environmental, to organizational, safety and security. The detailed risks and responses are detailed in the table below:

#	Description	Risk Category	Impact & Likelihood = Risk Level	Risk Treatment / Management Measures	Risk Owner
1	Political unrest and humanitarian crisis	Political	Timor-Leste will have a number of elections during the project period as the Presidential and Parliamentary elections are scheduled in 2022 and 2023 respectively, Suco elections are scheduled for 2023, and the first ever municipal elections could also be conducted in 2022/2023 and beyond depending on when the legal framework for it gets approved. L = 1 I = 2	As this project focuses more on working with the youth directly, elections will not have much detrimental impact on project implementation and plans. As UNDP will be closely monitoring the context and the preparations for all the elections, it will have access to information from all relevant agencies and therefore the project work plans and activities will be adjusted accordingly if needed.	Project Manager
2	Timor-Leste is prone to natural disasters	Social and Environmental	In the rainy season, floods and landslides are common which may hinder travel to municipalities and delay implementation of activities. L = 1 I = 2	When doing the annual work plans and implementation plans, the rainy season months will be taken into consideration and activities that require extensive travel will be avoided during these months and planned in dry season	Project Manager
3	Lack of coordination between projects working in the same municipalities in similar themes	Organizational	There are overlaps with other projects but complementarity with those projects is perceived as a strength as those projects will create enabling conditions to generate jobs or entrepreneurship opportunities.	Projects working in the same districts will create complementarities. Coordination with those projects will be sought actively.	Project Manager

			L =1 I = 2		
4	Inadequate budget due to inflation and salary increments over the years of project duration.	organizational	L = 1 I = 2	The budget is developed based on the existing salary scale with some % increase as salary revision will take place every two years or so. Other unit costs for various activities are based on the current market cost with small increment	Project Manager
5	Covid-19 Pandemic	Safety and security	Probability medium If COVID-19 pandemic persists in any form or the other, there will be safety issues for the staff and beneficiaries. However, Timor-Leste has managed to not have community transmission and have low number of cases. L = 2 I = 2	With the experience in 2020 of managing risks against COVID, UNDP has a lot of experience already in managing events appropriate protocols that include PPEs and social distancing. Also, online mentorship for youth already started in 2020 during the pandemic times. This project will also set up online mentoring and support alternatives, and SOPs will be developed for all event management.	Project Manager
6	Corruption	Organizational	UNDP will not be transferring funds to the recipient and other organizations without doing a risk assessment based on its HACT policies and procedures L = 1 I = 3	UNDP follows HACT procedures which includes micro-assessment of all organizations that receive more than \$300,000 per programme cycle. HACT also includes audit, spot checks and programme monitoring visits.	Project Manager
7	Potential high dropout rates of skills training during the harvest season	Activity	For cultural reasons, youth typically stop going to school to help families in the districts. L = 2 I = 2	Project adjust the training schedule based on the cultural context of timor Leste and schedule for any other project activities during the harvest season	Project Manager

8	Exclusion of any potentially affected stakeholders, in particular marginalized groups and excluded individuals (including persons with disabilities), from fully participating in decisions that may affect them	Activity	<p>While the Project's focus is to engage marginalized and vulnerable groups, there is a potential risk that the more vulnerable and marginalized groups who are less vocal or have lesser presence in public platforms might be left out in favour of groups which are more prominent or have a stronger presence.</p> <p>L = 2 I = 2</p>	<p>The risk is rated low since the project outcome aims to strengthen the economic inclusivity by particularly targeting potentially marginalized groups / excluded individuals, such as returnee migrants, youth, and women. A proactive approach through massive outreach by all field coordinatoes will applied to reach out marginalized communities, such as youth in rural areas or young mothers who are not able to participate in series of training provided but are interested to become entrepreneurs or be employed. Community approach through PWD, women, and youth supporting groups will be also implemented to ensure no one leave behind.</p>	Project Manager
9	Grievances or objections from potentially affected stakeholders	Activity	<p>Potential risks will occur if in case, the Project fails to have a Grievance Redressal Mechanism (GRM) in place and the project stakeholders do not have a platform to communicate their concerns or complaints.</p> <p>L = 2 I = 2</p>	<p>The project is the continuity of previous project with similar components, SEEWAY Project, and lesson learned has been taken from SEEWAY Project to maintain the strong support and interest from the potentially affected stakeholders, as well as to address the similar risk. The GRM will be established according to UNDP's GRM guidance.</p>	Project Manager

Stakeholder Engagement

The target groups of this project are youth, women, and returnee migrants, particularly those from South Korea. This project will use the term youth which will always mean both male and female youth. It is important to mention here explicitly that although this singular term is used in this project document, it is meant to be inclusive of both sexes. The age category represented by the term youth in this project

document is from 15-34 years. Although the National Youth Policy defines youth to be of 15-24 years, it also recognizes that the law on elections for community leaders recognizes 17-35. Also, Timor-Leste's National Statistics Directorate conducted a survey in August 2016 called "Timor-Leste 2016 Youth Well Being Survey" and took people between 15-34. Given that the target groups of this project are those who are returning as seasonal workers from South Korea and elsewhere, those who are ready to go as seasonal workers, those who are about to complete or have completed college education, or those who are ready for vocational/technical training, and those who are looking to sharpen their skills to become entrepreneurs it makes practical sense to have the age group from 15-34 years.

Youth: Youth will be engaged through different channels, from online via social media, internet, and messenger application, to offline outreach activities. The good stories of UNDP's entrepreneurship component under KJFL and SEEWAY project since 2017, have successfully brought large attention of youth to UNDP's entrepreneurship initiative, which will be continued by this YEES project. The strong presence of the UNDP Youth Hub (Knua Juventude Fila Liman – KJFL) has also helped to reach potential youth beneficiaries, especially around Dili. Online approach will be maximized to raise the attention of youth around Dili. Massive outreach activities will be conducted by field coordinators in municipalities, especially to reach the young mother and people that belong to the vulnerable group that may not be able to attend the series of training but are interested to become entrepreneurs or being employed.

Returnee migrant: Joint effort will be made with National Directorate of External Employment (NDEE) of SEFOPE to ensure the returnee migrants will have opportunity to participate in this project. NDEE is responsible for promoting and managing programs for placing Timorese workers in labour markets abroad. At this time, NDEE manages three labour mobility programs, two for Australia and one for South Korea. NDEE does not have a robust program to reintegrate Korean returnees/migrant workers into the local economy and needs technical assistance to elaborate and implement such initiatives. The project will collect data of the returnee migrants every year from NDEE and integrate them with both the entrepreneurship and employment components of the project. A potential partnership with a Korean NGO will also be explored to have returnee migrants from South Korea receive pre-incubation training prior to their return to Timor Leste, which will later be integrated with incubation training provided by IADE.

Other target groups of the project in the government officials of IADE, SEFOPE, and SSYS who will receive training and capacity building on soft skills and employment readiness to be delivered to youth. These institutions have been engaged during the SEEWAY Project and they have expressed their interest to leverage their capabilities and roles during the YEES Project. Civil society groups focusing women empowerment and people with disability will also be engaged to ensure the inclusivity of the project and no one left behind. UNDP through KJFL and SEEWAY Project have been engaging with these groups and the collaboration will be maintained during the implementation of YEES Project.

The project will also develop and implement Grievance Redress Mechanism (GRM) according to UNDP's GRM guidance.

Digital Solutions

One of the primary activities in this project is to develop an integrated online job platform to effectively match supply and demand of labour force in Timor Leste. This activity will accelerate the digital transformation in the country's employment sector. Despite challenges in the internet connection, this project will organize webinar learning session with other successful start-ups and entrepreneurs in the regional level, especially in the topic of digital technology and MSMEs, to foster innovative ideas of Timorese entrepreneurs. The goal is to have more innovative products anchored on the the digital technology developed by youth entrepreneurs by 2027. This project will also maximize the online communication channels to reach wider beneficiaries and promote online marketing strategies with the entrepreneurs. The social media users are around 30 % of the country population and this project will

attempt to accelerate the adoption rate considering the importance of social media and online marketing for future business.¹³

Knowledge

This project will conduct market and resource analyses as well as value chain studies and will be shared through various communication platforms. It will document the lessons learned from its key activities like the internship program, the digital platform to link the job providers and job seekers, and human stories of the entrepreneurs' journeys from ideation to becoming business owners.

The project's communications plan that will be implemented by the Project with support from the CO's communications team will have various communications activities and events with a clearly defined target audience, type of events, tools and inputs needed, and expected communications outputs.

The project will adopt communication messages used by UNDP that include mixed approaches and channels aimed at different participants and stakeholders which can inform, influence, motivate, engage and empower different social groups and also advocate for policy changes. The project will ensure that its communication messages are gender-sensitive both in the language used and visuals included.

This specific project will include the use of photography, print, press releases, and media briefings for traditional media, launch events and workshop coverage. Additional in-depth videos capturing human stories and short topical video clips will be put together in partnership with the CO's communications team to chronicle the immediate and long-term impact of the Project on populations in the target municipalities and remote communities. Social media platforms will be utilized to disseminate the information about the project's key events, and the voices of the beneficiaries.

Proposed Communication Activities & Tools to be Used During Project Implementation <i>(planned activities for specific target audience)—final ones will be selected and included in the annual communications plans.</i>
Newsletter (electronic and/or print – if both, two versions should be produced in different formats)
Project fact sheets (posted on UNDP website and potentially printed)
Project reports (interim and final)
Op-eds/blogs
Website (general info about UNDP – About Us, Project pages)
Results-focused success stories and project updates (news, articles)
Promotional items (calendars, t-shirts, notebooks etc.)
Social Media (Facebook, Instagram, Twitter, Youtube)
Human stories
Media statements
Infographics

The project will also ensure the visibility of donor by adapting these strategies:

- Include donor's branding (logos, mentions) in graphic, print, and audio-visual communication materials developed for the project (e.g., TV and radio spots, brochures, banners, etc). The brand use will follow the donor's brand manuals and guidelines.
- Develop the periodic informative material on the project's progress to reach audiences such as international cooperation, government, and international media (e.g., annual factsheets, bi-annual beneficiary testimony, etc).

¹³ [Digital in Timor-Leste: All the Statistics You Need in 2021 — DataReportal — Global Digital Insights](#)

- Guarantee the donor's visibility to the public by displaying visual material (banners, backings, etc) and inviting donor representatives to any event and organizing ceremonies held by the project. Donor representatives will also be invited to project sites if necessary.
- Ensure the donor is mentioned in press releases and other publications developed by the project and shared with the media

Sustainability and Scaling Up

Three outputs of this project aim to capacitate the relevant government personnel to be the front-liner in providing all entrepreneurship and employability skills training to youth and establish an integrated framework between government agencies. The integrated system and strong capacity building will ensure the ownership of the government and the sustainability of the project.

Output 1 of this project targets the respective staff of SEFOPE, SSYS, and IADE to have the capacity in delivering soft-skill training to youth. The ToT component will equip the relevant personnel with soft skill manuals and guidance on how to effectively deliver the training to youth regularly. Output 2 will capacitate the SEFOPE and SSYS personnel in providing job counselling and employment readiness to the youth in all Youth Centers, such as preparing CVs, writing job applications and cover letters, interview formats and preparing for the interviews,. The SSYS staff in all Youth Centers will be the frontliner in providing the day-to-day consultation to the youth under the direction of YEES Project's field coordinator. This project will use SSYS's Youth Centre as the youth hub in all municipalities to share the ownership with the government, especially at the municipality level. IADE training centres in all municipalities will also be utilized should the Youth Center require a larger space to conduct activities. IADE personnel will be the responsible partner in delivering the entrepreneurship training, from pre-incubation, and incubation, to post-incubation under output 3. SERVE will be involved since they will register all newly established enterprises upon the completion of a series of training provided by IADE.

This project is built upon the success of SEEWAY Project which is very much welcomed by the government. MTCI agrees to continue to work with the UNDP in the soft-loan and entrepreneurship component of this project. The issue of Decree-Law no. 08 / 2022 of 16 February 2022 on "Loan Guarantee Facilities" demonstrates the joint commitment among the country's financial authorities to sustaining the soft-loan component. Generally, UNDP has successfully brought relevant stakeholders in the soft-loan, entrepreneurship, and internship components respectively. UNDP is partnering with BNCTL and IADE to establish internal procedures and rules to streamline the soft-loan component and its activities. MTCI provided small Government Financing in 2021 (USD 42,760) to UNDP to fund the Business Innovation Challenge and had USD 200,000 in 2021 and USD 100,000 in 2022 in parallel funding to support the winners and the participants of this challenge to set up their businesses. MTCI has shown its interest to be the leading partner of this project. SEFOPE is committed to provide support for the internship component which fits well within its mandate.

IV. PROJECT MANAGEMENT

This project will deliver maximum results by combining the available resources, existing partnership with the government, and lessons learned from previous similar projects, especially SEEWAY Project. The resources required to implement this project have been measured based on the the implementation of SEEWAY Project which has identified the prioritized components and area of improvement to be implemented during YEES Project. The SEEWAY Project also plays important role in establishing relationship and building strong ownership of the government to the project.

The implementation approach will be a mixed one whereby some aspects will be directly implemented by the project management team while some aspects will be outsourced to Responsible Parties with whom

UNDP will sign agreements with clear roles, responsibilities, targets and budgets. SEFOPE will be the Responsible Party that will be engaged in the internship component. Possibility to engage IADE and SSYS in the entrepreneurship training and employability skills training respectively is still being explored. Likewise, the project still explores the contractual modality to involve International NGOs in South Korea to have the pre-incubation training implemented in South Korea for the pre-returnee Timorese migrants.

This project will be implemented in four municipalities: Dili, Baucau, Ermera, and Liquica. The table below describes the project site context:

Criteria	Dili	Ermera	Liquica	Baucau
Population (2015 census)	277,279 (first)	125,702 (second)	71,927 (sixth) ¹⁴	123,203 (third)
Youth between 15-34 age group ¹⁵ (this is the age category targeted by this project)	126,320	41,934	25,358	37,904
Population density/sq. km ¹⁶	466.5 (1 st)	138.3 (2 nd)	101 (3 rd)	67.2 (4 th)
Institutional presence of SEFOPE, IADE, SSYS	Yes	Yes	Yes	Yes
UNDP's other projects who will be creating employment/entrepreneurship opportunities	Yes (ACCESS) ¹⁷	Yes (GCF)	Yes (GCF)	Yes (GCF)

Population in general, but the population density in particular, is taken into consideration assuming that this provides a local market for goods and services as well as a higher probability of local youth working together to form enterprises. Dili and Baucau are the first and second largest urban areas and therefore provide more opportunities for economic activities. Ermera is the second largest municipality in terms of population and population density and is known for coffee production and vegetable production. Liquica, with a long coastline and beaches, has the potential to develop tourism-based enterprise including diving. Its proximity to Dili makes it an easy destination for domestic tourism as well. There already exists a few hotels, resorts and restaurants, and value chains to provide goods and services to these enterprises that can be strengthened.

Both Ermera and Liquica are close to Dili and therefore have easier access to a much bigger market for goods they may produce. Both these districts have a larger potential to be part of various value chains linking to the markets within their municipality but also to Dili. Liquica also has two training centers (e.g. Tibar training center and Fishery Training Center) which are quite likely to be used by this project for various vocational and technical training programmes. Also, the presence of other UNDP projects that will contribute to producing enabling environment to create employment or entrepreneurship opportunities are also taken into consideration as these projects support in the areas of developing rural infrastructures

¹⁴ The fourth largest is Bobonaro municipality but UNDP will be having another project that will promote livelihood in this municipality and hence, Bobonaro is not included in this project. The fifth is Viqueque and it has a very low population density of only 36.6 and is mostly rural. Liquica is the sixth in population but third in population density. It is the adjoining municipality from Dili and therefore has a lot of potential for economic and employment opportunity and access to a larger market of Dili, potential for linking with value chains for various products, has a number of training Centers that will be likely to be the venues for vocational and technical training for the youth (e.g. SEFOPE's Tibar training center; the Fishery Training Center that KOICA supported).

¹⁵ This is the age category of the youth target group for this project.

¹⁶ Population density is used as a proxy of having a critical mass of population that could be the market for goods and services, and also a greater probability for youth to be coming from the same locality to work as a group to create new enterprises.

¹⁷ This project focuses on providing solar-based energy for light and water in areas where there is no electricity. In Dili, this project will be implemented in Atauro. It will also be implemented in 2 other municipalities which are not selected for the YEES project. ACCESS project will require local technicians with the skills to install and maintain the solar-energy based electrical and water systems.

such as rural roads, irrigation, water systems or work on promoting fisheries, agroforestry, solar energy-based water and lighting systems, etc.

All the key partners of YEES (e.g., SEFOPE, IADE, SSYS) have a presence in these municipalities. SSYS has Youth Centers that have been frequently used to deliver training to youth in all municipalities. The details of Youth Centers managed by SSYS in municipalities are presented below:

Criteria	SSYS Youth Centre in Dili	SSYS Youth Centre in Liquica	SSYS Youth Centre in Ermera	SSYS Youth Centre in Baucau
Location	Comoro	Liquica city centre	Ermera city centre	Baucau city centre
Number of staffs	8 (including youth entrepreneurship officer)	8 (including youth entrepreneurship officer)	8 (including youth entrepreneurship officer)	5 (including youth entrepreneurship officer)
Large room / hall for training	Yes	Yes	Yes	Yes
Room capacity	Up to 25 people	Up to 25 people	Up to 25 people	Up to 25 people
Activities have been conducted	Since 2010 - present: Various training provided by SSYS such as computer literacy, language training, civic education, reproductive health. Entrepreneurship training not yet provided	Since 2010 - present: Various training provided by SSYS such as computer literacy, language training, civic education, reproductive health. Entrepreneurship training not yet provided	Since 2010 - present: Various training provided by SSYS such as computer literacy, language training, civic education, reproductive health. Entrepreneurship training not yet provided	Since 2010 - present: Various training provided by SSYS such as computer literacy, language training, civic education, reproductive health. 2021: Permaculture training provided by GIZ

SSYS's Youth Centers will be utilized as the project's youth centre in all municipalities. The Youth Centers are centrally located in Liquica, Baucau, and Ermera. The places are equipped with training room with the capacity of up to 25 people and managed by SSYS personnel, including a youth entrepreneurship officer. For training that will require a larger room capacity, the IADE training facilities in all municipalities are available to use. IADE has training rooms in all municipalities with the capacity of up to 50 people managed by 4-6 personnel, including a business counselor (formador). Meanwhile in Dili, UNDP's SEEWAY project office (Klua Juventude Fila-Liman, a Youth hub located in Pateo area) will be used as a youth centre during the initial phase of the project since the youth in Dili are already familiar with the UNDP Youth Centre. The Youth Centre managed by SSYS will be gradually optimized to host all youth related activities in Dili for the long period. The project team through field officers will lead the community engagement process in coordination and collaboration with SSYS field officers to provide job readiness services in municipalities and reach last-mile beneficiaries of the entrepreneurship component.

V. RESULTS FRAMEWORK¹⁸

Intended Outcome as stated in the UNSDCF/Country [or Regional] Programme Results and Resource Framework: *By 2025, institutions and people throughout Timor-Leste in all their diversity, especially women and youth, benefit from sustainable economic opportunities and decent work to reduce poverty*

Outcome indicators as stated in the Country Programme Results and Resources Framework, including baseline and targets: Percentage of youth (15-24) not in education, employment or training (Sustainable Development Goals – SDG indicator 8.6.1); Share of informal employment in non-agriculture employment, by sex (SDG indicator 8.3.1).

Applicable Output(s) from the UNDP Strategic Plan: 1.3 Access to basic services and financial and non-financial assets and services improved to support productive capacities for sustainable livelihoods and jobs to achieve prosperity

Project title and Atlas Project Number: Youth Employment and Entrepreneurship Skills (YEES) Project

EXPECTED OUTPUTS	OUTPUT INDICATORS ¹⁹	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)							DATA COLLECTION METHODS & RISKS	
			Value	Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	FINAL		
Output 1 <i>Youth obtain skills, competencies and knowledge to be employed</i>	1.1.1 <i>Soft skills training modules are fully developed (Number of developed modules)</i>	Training modules	0	2021	2	0	0	0	0	0	0	2	The following sub-output will be verified: - Developed program and training modules for instructors - Developed program and training modules for trainees Within 2 weeks after the submission, training modules and programs are accepted by SEFOPE. ToT is certified by INDMO and SEFOPE within the first year of the YEES project
	1.2.1 <i>Number of SSYS, SEFOPE, YEES personnel,</i>	ToT Progress and monitoring	0	2021	40	0	0	0	0	0	0	40	The following sub-output will be verified: - Examination and certification of trainers - Examination and certification of trainers

¹⁸ UNDP publishes its project information (indicators, baselines, targets and results) to meet the International Aid Transparency Initiative (IATI) standards. Make sure that indicators are S.M.A.R.T. (Specific, Measurable, Attainable, Relevant and Time-bound), provide accurate baselines and targets underpinned by reliable evidence and data, and avoid acronyms so that external audience clearly understand the results of the project.

¹⁹ It is recommended that projects use output indicators from the Strategic Plan IRRF, as relevant, in addition to project-specific results indicators. Indicators should be disaggregated by sex or for other targeted groups where relevant.

EXPECTED OUTPUTS	OUTPUT INDICATORS ¹⁹	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)							DATA COLLECTION METHODS & RISKS	
			Value	Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	FINAL		
	<i>and other relevant government personnel in Dili and municipalities who are trained and actively provided soft skills training</i>	reports											according to INDMO standards First year: ToT is certified by INDMO and SEFOPE within the first year of the YEES project Second year: ToT becomes available for other vocational and education institutions, to be checked quarterly and annually through monitoring and progress reports
	1.3.1 <i>Number young women and men who completed soft skills training (50 % female)</i>	Operations report (test result, satisfaction surveys)	0	2021	120	120	120	120	120	100	700	The following sub-output will be verified quarterly and annually: - Training plans/schedules - Trainee lists - Certification of trainees Review of training delivery reports by project personnel, and SEFOPE, SSYS staff (quarterly and annually) Review of end of training satisfaction surveys filled by trainees (quarterly and annually)	
	1.3.2 <i>Number of youth with improved soft skill</i>	Assessment tools	0	2021	96	96	96	96	96	80	560	Review of assessment tools for the soft-skills training (quarterly and annually)	
	1.4.1 <i>Number of internship hosting</i>	YEES database on internship	24	2021	29	3	5	5	5	3	50	The following sub-output will be verified quarterly and annually: - Internship plans	

EXPECTED OUTPUTS	OUTPUT INDICATORS ¹⁹	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)							DATA COLLECTION METHODS & RISKS	
			Value	Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	FINAL		
	<i>institutions (employers)</i>	placement and completion (verified by completion certification letters from all host institutions)											<ul style="list-style-type: none"> - Lists of interns - List of host organizations <p>Review of internship progress reports (quarterly and annually)</p> <p>Monitoring and field visits to interview interns and host organizations (quarterly and annually)</p> <p>Surveys to track satisfaction and success of interns and satisfaction of host institutions (quarterly and annually)</p>
	1.4.2 <i>Number young women and men who are placed in internships (50 % female)</i>	YEES database on internship placement and completion (verified by completion certification letters from all host institutions)	66	2021	120	120	120	120	120	120	720	<p>The following sub-output will be verified quarterly and annually:</p> <ul style="list-style-type: none"> - Internship plans - Lists of interns - List of host organizations <p>Review of internship progress reports (quarterly and annually)</p> <p>Monitoring and field visits to interview interns and host organizations (quarterly and annually)</p> <p>Surveys to track satisfaction and success of interns and satisfaction of host institutions (quarterly and annually)</p>	
	1.4.3 <i>Percentage of interns who complete their</i>	YEES database on internship placement	100 %	2021	108	108	108	108	108	108	90 %	<p>The following sub-output will be verified quarterly and annually:</p> <ul style="list-style-type: none"> - Internship plans - Lists of interns 	

EXPECTED OUTPUTS	OUTPUT INDICATORS ¹⁹	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)							DATA COLLECTION METHODS & RISKS	
			Value	Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	FINAL		
	<i>internship</i>	and completion (verified by completion certification letters from all host institutions)											- List of host organizations Review of internship progress reports (quarterly and annually) Monitoring and field visits to interview interns and host organizations (quarterly and annually) Surveys to track satisfaction and success of interns and satisfaction of host institutions (quarterly and annually)
Output 2 <i>Service providers are available to deliver holistic support to enhance employability</i>	2.1.1 <i>Information on platforms connecting jobseekers to potential employers is fully functional (Number of information platform users)</i>	Consolidated data from all service providers (YEES quarterly progress reports from the Youth Centers)	0	2021	0	2,760	2,760	2,760	2,760	2,760	13,800	The following sub-output will be verified: - Documentation related to information platform, including user's manual, IT manual, etc. - Log data to capture visitor characteristics and analyze user behaviors on the platform, i.e. who is using, how frequent the database is accessed, how satisfied users are with its functions, etc Third quarter of first year: information platform is designed End of first year: information platform is tested End of second year: information platform is fully functional	
	2.2.1 <i>Number of SSYS, SEFOPE, YEES personnel,</i>	Project database on training	0	2021	40	0	0	0	0	0	0	40	The following sub-output will be verified quarterly and annually: - Career guidance manual

EXPECTED OUTPUTS	OUTPUT INDICATORS ¹⁹	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)							DATA COLLECTION METHODS & RISKS	
			Value	Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	FINAL		
	<i>and other relevant government personnel in Dili and municipalities who is trained and actively provided job and career guidance services</i>	participants											<ul style="list-style-type: none"> - Functional responsibilities and updated organigrams with assigned personnel (SEFOPE, SSYS) with newly training staff of career guidance - Training plans and reports - Satisfactory surveys: youth/visitors ranking the career guidance services they received - Training plans and reports <p>Head of departments in SSYS and SEFOPE and YEES Project personnel confirm the results (counselors selected/assigned, on-job trainings conducted, youth visitors are getting the career guidance services) quarterly and annually</p>
	2.2.2 <i>Number of youth beneficiaries who received services to enhance job readiness</i>	Project database on training participants	0	2021	1,000	1,000	1,000	1,000	1,000	560	5,560	<p>The following sub-output will be verified quarterly and annually:</p> <ul style="list-style-type: none"> - Career guidance manual - Functional responsibilities and updated organigrams with assigned personnel (SEFOPE, SSYS) with newly training staff of career guidance - Training plans and reports - Satisfactory surveys: youth/visitors ranking the career guidance services they received - Training plans and reports 	

EXPECTED OUTPUTS	OUTPUT INDICATORS ¹⁹	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)							DATA COLLECTION METHODS & RISKS	
			Value	Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	FINAL		
	2.3.1 <i>Establishing partnership between job seekers and providers (Number of visitors registered for job fairs)</i>	Monitoring report to verify the number of job fair participants	0	2021	600	600	600	600	600	600	600	3,600	The following sub-output will be verified annually: - Satisfactory surveys: youth/visitors and job providers' ranking the career fairs - Articles in media about career fair events - Photo reports SEFOPE and SSYS will provide the list of job providers and visitors annually
Output 3 <i>Youth, including migrants/returnees, obtain skills, knowledge, and services to start or expand their business</i>	3.1.1 <i>Number of young men and women who completed GYBI training (40% female)</i>	Consolidated data from all service providers (YEES quarterly progress reports from the Youth Centers); Project database on training participants; monitoring report to verify the number	0	2021	360	360	360	360	360	0	1,800	The following sub-output will be verified quarterly and annually: - Training and monitoring reports - List of participants - Certificates for participants - Incubation reports, progress reports, event reports - Mentors/consultants reports Number of Youth Centers' outreach activities calling for youth to submit their applications with preliminary business ideas (3 times a year) will be checked (quarterly and annually) Number of applications submitted for GYBI trainings will be checked (quarterly and annually)	

EXPECTED OUTPUTS	OUTPUT INDICATORS ¹⁹	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)							DATA COLLECTION METHODS & RISKS
			Value	Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	FINAL	
	3.1.2 <i>Number of young men and women who completed SYB training (40% female)</i>	Consolidated data from all service providers (YEES quarterly progress reports from the Youth Centers); Project database on training participants; monitoring report to verify the number	0	2021	330	330	330	330	330	0	1,650	<p>The following sub-output will be verified quarterly and annually:</p> <ul style="list-style-type: none"> - Training and monitoring reports - List of participants - Certificates for participants - Incubation reports, progress reports, event reports - Mentors/consultants reports <p>Number of Youth Centers' outreach activities calling for youth to submit their applications with preliminary business ideas (3 times a year) will be checked (quarterly and annually)</p> <p>Number of applications submitted for GYBI trainings will be checked (quarterly and annually)</p>
	3.1.3 <i>Number of young men and women who got additional vocational training to start their business</i>	Consolidated data from all service providers (YEES quarterly progress reports from the Youth Centers); Project	0	2021	100	100	100	100	100	100	600	<p>The following sub-output will be verified quarterly and annually:</p> <ul style="list-style-type: none"> - Training and monitoring reports - List of participants - Certificates for participants - Incubation reports, progress reports, event reports - Mentors/consultants reports <p>Number of people who gained vocational training certificates will be checked</p>

EXPECTED OUTPUTS	OUTPUT INDICATORS ¹⁹	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)							DATA COLLECTION METHODS & RISKS	
			Value	Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	FINAL		
		database on training participants; monitoring report to verify the number											(quarterly and annually) Number of trainees who is engaged in income generating activities (employed, self-employed, business) because of vocational training skills will be checked (quarterly and annually)
	3.1.4 <i>Number of trainees who set up their enterprises or already have start-ups, completed IYB training</i>	Consolidated data from all service providers (YEES quarterly progress reports from the Youth Centers); Project database on training participants; monitoring report to verify the number	0	2021	40	40	40	40	40	0	200	The following sub-output will be verified quarterly and annually: - Training and monitoring reports - List of participants - Certificates for participants - Incubation reports, progress reports, event reports - Mentors/consultants reports Number of start-ups start being operated by selling goods and services (quarterly and annually)	
	3.2.1 <i>Number of new start-ups or existing start-ups that apply</i>	BNCTL's database	0	2021	60	60	60	60	60	0	300	The following sub-output will be verified quarterly and annually: - Sub-output - Monitoring reports	

EXPECTED OUTPUTS	OUTPUT INDICATORS ¹⁹	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)							DATA COLLECTION METHODS & RISKS	
			Value	Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	FINAL		
	<i>for soft loans from BNCTL (50 % female-owned businesses)</i>												<ul style="list-style-type: none"> - Loan guarantee committee minutes - Loan guarantee certificates - Bank letters confirming loan eligibility - Credit consultants' reports Number of start-ups survived first three years (quarterly and annually) Number of creditworthy businesses will be checked (quarterly and annually) Number of businesses supported by BNCTL will be checked (quarterly and annually) Number of businesses returned loans to BNCTL will be checked (quarterly and annually)
	3.3.1 <i>Frequency of dissemination of information on trainings, resource availability, and market analysis</i>	Project database	0	2021	0	1	1	1	1	0	4	The following sub-output will be verified annually: <ul style="list-style-type: none"> - Market, value chain, demand and supply and other kinds of analytical reports, briefs and notes 2 studies will be conducted per 2-3 years	
	3.4.1 <i>Number of bakery entrepreneurs, employees and children benefitted from bakery business</i>	Bakery businesses report, school database	0	2021	0	506	506	0	0	0	1,012	The following sub-output will be verified quarterly and annually: <ul style="list-style-type: none"> - Product created - Bakery business growth - School database The product is available to be delivered to	

EXPECTED OUTPUTS	OUTPUT INDICATORS ¹⁹	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)							DATA COLLECTION METHODS & RISKS	
			Value	Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	FINAL		
													schools within three months of the business establishment Local farmers supply the ingredients Children at schools receive the product within three months of the business establishment

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: *[Note: monitoring and evaluation plans should be adapted to project context, as needed]*

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.	Annually	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.	Implementation QA will be conducted every other year as per UNDP's policy	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.		
Project Report	A progress report will be presented to the Project Board and key stakeholders, consisting of progress	Annually, and at the end of the project			

Monitoring Activity	Purpose	Frequency	Expected Action	Partners (if joint)	Cost (if any)
	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.	(final report)			
Project Review (Project Board)	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 once a year (when needed additional project board meetings will be organized)	Any quality concerns or slower than expected progress should be discussed by the project board and management actions agreed to address the issues identified.	KOICA, MTCI, UNDP	

Evaluation Plan²⁰

Evaluation Title	Partners (if joint)	Related Strategic Plan Output	UNSDCF/CPD Outcome	Planned Completion Date	Key Evaluation Stakeholders	Cost and Source of Funding
Mid-Term Evaluation		1.3 Access to basic services and financial and non-financial assets and	<i>Outcome 2: By 2025, institutions and people throughout Timor-Leste in all their diversity,</i>	2025	MTCI, SEFOPE, SSYS, IADE, MOF, KOICA	USD 40,000

²⁰ Optional, if needed

		services improved to support productive capacities for sustainable livelihoods and jobs to achieve prosperity	<i>especially women and youth, benefit from sustainable economic opportunities and decent work to reduce poverty</i>			
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VII. MULTI-YEAR WORK PLAN ²¹²²

All anticipated programmatic and operational costs to support the project, including development effectiveness and implementation support arrangements, need to be identified, estimated and fully costed in the project budget under the relevant output(s). This includes activities that directly support the project, such as communication, human resources, procurement, finance, audit, policy advisory, quality assurance, reporting, management, etc. All services which are directly related to the project need to be disclosed transparently in the project document.

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Planned Budget by Year						RESPONSIBLE PARTY	PLANNED BUDGET		
		Y1	Y2	Y3	Y4	Y5	Y6		Funding Source	Budget Description	Amount
Output 1: <i>Youth obtain skills, competencies and knowledge to be employed</i> <i>Gender marker:</i>	1.1 Development of soft skills training modules	27,200	0	0	0	0	0	UNDP	KOICA	- Expert(s) to review the existing modules (used by SEFOPE, KJFL) and develop the manual for TOT and training - Consultative meetings to review and update the materials	27,200

²¹ Cost definitions and classifications for programme and development effectiveness costs to be charged to the project are defined in the Executive Board decision DP/2010/32

²² Changes to a project budget affecting the scope (outputs), completion date, or total estimated project costs require a formal budget revision that must be signed by the project board. In other cases, the UNDP programme manager alone may sign the revision provided the other signatories have no objection. This procedure may be applied for example when the purpose of the revision is only to re-phase activities among years.

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Planned Budget by Year						RESPONSIBLE PARTY	PLANNED BUDGET		
		Y1	Y2	Y3	Y4	Y5	Y6		Funding Source	Budget Description	Amount
	1.2 Capacity building to become trainers and mentors	12,300	0	8,100	0	8,100	0	UNDP	KOICA	- TOT to produce trainers who will deliver the training at SEFOPE or accredited training centers or in the Youth Centers - Refresher training to be provided to the master trainers every 2 years	28,500
	1.3 Training on soft skills	13,500	13,500	13,500	13,500	13,500	13,500	UNDP	KOICA	Training on soft skills	81,000
	1.4 Internships for youth to gain work experience (up to 4 months)	55,100	55,100	55,100	55,100	55,100	55,100	SEFOPE	KOICA	- Internship placement will be for 4 months to NGOs, private sector organizations, public sector, etc. All interns will get the soft skills package before the internship placement - Events to share lessons learned	330,600

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Planned Budget by Year						RESPONSIBLE PARTY	PLANNED BUDGET		
		Y1	Y2	Y3	Y4	Y5	Y6		Funding Source	Budget Description	Amount
	Technical support and quality control	71,000	71,600	71,600	21,600	22,200	22,200	UNDP	KOICA	- Youth Employment Coordinator (NB-2) - Project monitoring - Youth hub Center support costs	280,200
	Project Management Costs	49,962.50	51,700	51,700	51,700	53,400	53,550	UNDP	KOICA	- Project Manager (IPSA-9) - Project Admin/Finance (NB-3) - M&E and Communication Officer (NB-4) - Driver (NB-1)	312,012.50
Sub-Total for Output 1											1,059,512.50
Output 2: <i>Service providers are available to deliver holistic support to</i>	2.1 Information platforms connecting jobseekers to potential employers	120,000	0	0	0	0	0	UNDP	KOICA	- Consultant/ company to make modifications needed to this platform	120,000

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Planned Budget by Year						RESPONSIBLE PARTY	PLANNED BUDGET		
		Y1	Y2	Y3	Y4	Y5	Y6		Funding Source	Budget Description	Amount
<i>enhance employability</i> <i>Gender marker:</i>	2.2 Services to enhance job readiness provided	48,100	0	0	8,100	0	0	UNDP	KOICA	- Expert (IUNV/IPSA) to develop the manuals for job counsellors training - Training for job counsellors - Refresher training for the job counsellors	56,200
	2.3 Establishing partnership with job providers	13,750	13,750	13,750	13,750	13,750	13,750	UNDP	KOICA	- Organize 1-2 job fair events per year (4 municipalities)	82,500
	Technical support and quality control	125,000	77,200	77,200	77,200	79,500	79,500	UNDP	KOICA	- YEES Field Coordinator (NB-4) - Motorbikes for Field Coordinators - IT equipment for Youth Centres - Project monitoring	515,600

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Planned Budget by Year						RESPONSIBLE PARTY	PLANNED BUDGET		
		Y1	Y2	Y3	Y4	Y5	Y6		Funding Source	Budget Description	Amount
	Project Management Costs	42,825	44,460	44,460	44,460	45,970	46,150	UNDP	KOICA	- Project Manager (IPSA-9) - Project Admin/Finance (NB-3) - M&E and Communication Officer (NB-4) - Driver (NB-1)	268,325
Sub-Total for Output 2											1,042,625

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Planned Budget by Year						RESPONSIBLE PARTY	PLANNED BUDGET		
		Y1	Y2	Y3	Y4	Y5	Y6		Funding Source	Budget Description	Amount
Output 3: <i>Youth, including migrants/returnees, obtain skills, knowledge and services to start or expand their business</i>	3.1. Implementation of entrepreneurship skills development (pre-incubation, incubation, and post-incubation)	440,330	440,330	448,580	448,580	448,580	8,250	UNDP	KOICA	- Pre-incubation (Municipal outreach activities) - Pre-incubation (GYBI training) - Pre-incubation (GYBI training) in South Korea - Incubation (SYB training) - Incubation (Training on vocational/technical skills) - Incubation (Seed funding for the start-ups) - Incubation (Business counselling consultants) - Post-incubation (IYB training)— to a much smaller number of start-ups	2,234,650
		355,347	400,000	0	0	0	0			Government	- Business Innovation Challenges

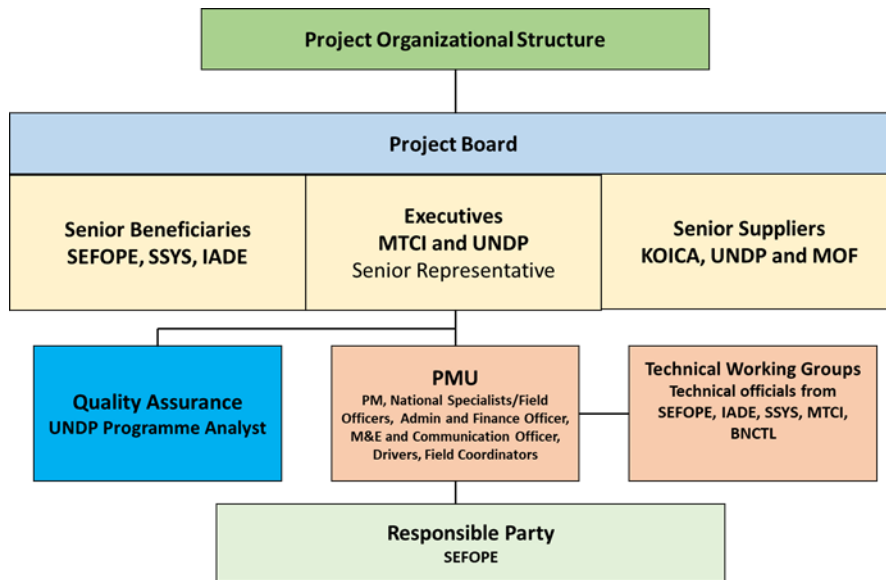
EXPECTED OUTPUTS	PLANNED ACTIVITIES	Planned Budget by Year						RESPONSIBLE PARTY	PLANNED BUDGET		
		Y1	Y2	Y3	Y4	Y5	Y6		Funding Source	Budget Description	Amount
	3.2. Support to existing small and micro-enterprises to apply for the soft loan	31,110	31,110	31,110	31,110	31,110	0	UNDP	KOICA	- Municipal outreach for soft-loan and financial products	155,550
	3.3 Provision of information on trainings, market demand and supply, input/resource availability, and value-chain analysis	14,800	14,800	14,800	14,800	14,800	0	UNDP	KOICA	- Expert to conduct analysis and studies	74,000
	3.4 Empowering local bakery to improve children's nutrition	0	59,200	59,200	0	0	0	UNDP	KOICA	- Expert to conduct analysis and studies	118,400
	Technical support and quality control	57,000	58,950	58,950	58,950	61,650	39,000	UNDP	KOICA	- Business Development Specialist (NB-5) - Soft-loan and Finance Specialist (NB-4) - Project monitoring	334,500

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Planned Budget by Year						RESPONSIBLE PARTY	PLANNED BUDGET		
		Y1	Y2	Y3	Y4	Y5	Y6		Funding Source	Budget Description	Amount
	Project Management Costs	49,962.50	51,700	51,700	51,700	53,400	53,550	UNDP	KOICA	- Project Manager (IPSA-9) - Project Admin/Finance (NB-3) - M&E and Communication Officer (NB-4) - Driver (NB-1)	312,012.50
Sub-Total for Output 3											3,984,459.50
Operational	Youth Center support costs	0	0	0	50,000	50,000	50,000	UNDP	UNDP		150,000
	Project vehicle	40,000	0	0	0	0	0	UNDP	UNDP		40,000
	Meeting costs	10,000	10,000	10,000	5,000	10,000	10,000	UNDP	UNDP	Board meeting, planning and review meetings	55,000
	Communication materials	10,000	10,000	10,000	10,000	10,000	10,000	UNDP	UNDP	Events, brochures, visibility items, etc	60,000
	Other operational costs	30,000	30,000	30,000	15,000	20,000	20,000	UNDP	UNDP	IT, office supplies, phone bills, fuel, security, operations cost, etc	145,000
	Sub-Total for Management and Operational										
Evaluation (as relevant)	Mid-term evaluation			40,000					UNDP		40,000

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Planned Budget by Year						RESPONSIBLE PARTY	PLANNED BUDGET		
		Y1	Y2	Y3	Y4	Y5	Y6		Funding Source	Budget Description	Amount
KOICA DPC		35,158.20	29,502.00	29,992.50	26,716.50	27,013.80	19,227.50	UNDP	KOICA	DPC 3 % of total KOICA's contribution in output 1, 2, 3	167,682.50
KOICA General Management Support		96,567.86	81,032.16	82,379.40	73,381.32	74,247.34	32,302.20	UNDP	KOICA	GMS 8 % of total KOICA's contribution in output 1, 2, 3 and DPC 3 &	439,910.28
Government DPC		17,767.35	200,000	0	0	0	0	UNDP	Government	DPC 5 % of total government's contribution in output 3	37,767.35
Government General Management Support		18,655.72	21,000	0	0	0	0	UNDP	Government	GMS 5 % of total government's contribution in output 3	39,655.65
UN RC Levy		59,387.89						UNDP	KOICA	1 % of total output 1, 2, 3, GMS, DPC	59,387.89
TOTAL											7,320,946.67

VIII. GOVERNANCE AND MANAGEMENT ARRANGEMENTS

The project will be implemented by following UNDP’s Direct Implementation Modality (DIM) that is outlined in UNDP’s Programme and Operations Policies and Procedures (POPP). As a DIM project, UNDP will lead the implementation and will be responsible for approving and signing the annual work plan and budget, combined delivery reports at the end of the year, and financial reports, and will be accountable to achieve the results agreed. The results framework, multi-year work plan and budget, project implementation structure, and risks will be part of UNDP’s project document that will be signed between UNDP and the government. The below figure shows the proposed project management arrangement for this YEES project:



Project Management Unit: The Project Management will be supported by a core team of technical and support staff forming the Project Management Unit (PMU). The PMU will execute project activities, including day-to-day operations of the project, and the overall operational and financial management and reporting. The PMU will have 4 National Field Coordinators who will be based in the 4 municipalities to coordinate and execute project activities through the partners organizations. Each Field Coordinator will develop a work plan and budget for the activities to be carried out at the field level and submit it to the PMU. This person will also be given the TOT on soft skills and career guidance so that this person can function as a trainer and resource person in this area as well. The PMU team will include an Administration and Finance Officer responsible for administration, procurement, finance related work; and a Monitoring and Communication Officer who will be responsible for monitoring the project results and support development, production, and dissemination of communication materials and information about the project activities and results.

Project Board: As per POPP, the Project Board will be the governing entity for the project which approves the annual work plan and budget, reviews project’s progress towards the annual and final targets, provides guidance to the implementation team, supports in coordination across various government entities, and approves any changes to be made to the project document and budgets if needed. The project board will be co-chaired by Ministry of Tourism, Trade, and Industry and UNDP senior management. The key government partners are SEFOPE, specifically General Directorate for Professional Training and Employment, IADE and the Secretary of State for Youth and Sports. The Project Board makes decisions on consensus, and in case consensus cannot be reached, the UNDP Resident Representative (or his/her designate) will mediate to find consensus. In case

consensus cannot be reached, the UNDP Resident Representative will take the final decision to ensure project implementation is not unduly

Specific responsibilities of the Project Board include:

- Provide overall guidance and direction to the project, ensuring it remains within any specified constraints;
- Address project issues as raised by the project manager;
- Provide guidance on new project risks, and agree on possible countermeasures and management actions to address specific risks;
- Agree on project manager's tolerances as required;
- Review the project progress, and provide direction and recommendations to ensure that the agreed deliverables are produced satisfactorily according to plans;
- Appraise the annual project implementation report, including the quality assessment rating report; make recommendations for the workplan;
- Provide ad hoc direction and advice for exceptional situations when the project manager's tolerances are exceeded; and
- Assess and decide to proceed on project changes through appropriate revisions.

The composition of the Project Board must include the following roles:

Executive: The Executive is the chair/co-chair of the Project Board who represent ownership of the project. The Project Board will be co-chaired by UNDP and MTCI. The Executive is ultimately responsible for the project, supported by the Senior Beneficiary who represent the beneficiaries of this project and Senior Supplier who ensure funds for this project. The Executive's role is to ensure that the project is focused throughout its life cycle on achieving its objectives and delivering outputs that will contribute to higher level outcomes.

Specific Responsibilities (as part of the above responsibilities for the Project Board):

- Ensure that there is a coherent project organization structure and logical set of plans;
- Set tolerances in the AWP and other plans as required for the Project Manager;
- Monitor and control the progress of the project at a strategic level;
- Ensure that risks are being tracked and mitigated as effectively as possible;
- Brief relevant stakeholders about project progress;
- Chair Project Board meetings.

Senior Supplier: The Senior Supplier is an individual or group representing the interests of the parties concerned which provide funding and/or technical expertise to the project (designing, developing, facilitating, procuring, implementing). The Senior Supplier's primary function within the Board is to provide guidance regarding the technical feasibility of the project. The Senior Supplier role must have the authority to commit or acquire supplier resources required. If necessary, more than one person may be required for this role. Typically, UNDP and/or donor(s) would be represented under this role, including Ministry of Finance (MOF) should the government also co-fund the project.

Specific Responsibilities (as part of the above responsibilities for the Project Board):

- Make sure that progress towards the outputs remains consistent from the supplier perspective;
- Promote and maintain focus on the expected project output(s) from the point of view of supplier management;
- Ensure that the supplier resources required for the project are made available;

- Contribute supplier opinions on Project Board decisions on whether to implement recommendations on proposed changes;
- Arbitrate on, and ensure resolution of, any supplier priority or resource conflicts.

Senior Beneficiary: The Senior Beneficiary is an individual or group of individuals representing the interests of those who will ultimately benefit from the project. The Senior Beneficiary's primary function within the Board is to ensure the realization of project results from the perspective of project beneficiaries. The Senior Beneficiary role is held by a representative of the government or civil society who represent the interests of the project beneficiaries.

The Senior Beneficiary is responsible for validating the needs and for monitoring that the solution will meet those needs within the constraints of the project. The Senior Beneficiary role monitors progress against targets and quality criteria. This role may require more than one person to cover all the beneficiary interests. For the sake of effectiveness, the role should not be split between too many people.

Specific Responsibilities (as part of the above responsibilities for the Project Board):

- Prioritize and contribute beneficiaries' opinions on Project Board decisions on whether to implement recommendations on proposed changes;
- Specification of the Beneficiary's needs is accurate, complete and unambiguous;
- Implementation of activities at all stages is monitored to ensure that they will meet the beneficiary's needs and are progressing towards that target;
- Impact of potential changes is evaluated from the beneficiary's point of view;
- Risks to the beneficiaries are frequently monitored.

Project Assurance: UNDP provides a three – tier supervision, oversight and quality assurance role – funded by the agency fee – involving UNDP staff in Country Offices and at regional and headquarters levels. Project Assurance must be totally independent of the Project Management function. The quality assurance role supports the Project Board and Project Management Unit by carrying out objective and independent project oversight and monitoring functions. This role ensures appropriate project management milestones are managed and completed. The Project Board cannot delegate any of its quality assurance responsibilities to the Project Manager. This role is done by a Programme Analyst in the UNDP Country Office. UNDP's teams in the regional and headquarters offices also support in the quality assurance functions by ensuring that all corporate requirements are met by the project both in terms of results and financial management.

Project Manager: The Project Manager has the authority to run the project on a day-to-day basis on behalf of the Project Board 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.

Specific Responsibilities:

- Provide direction and guidance to project team(s)/ responsible party (ies);
- Liaise with the Project Board to assure the overall direction and integrity of the project;
- Identify and obtain any support and advice required for the management, planning and control of the project;
- Responsible for project administration;
- Plan the activities of the project and monitor progress against the project results framework and the approved annual workplan;
- Mobilize personnel, goods and services, training and micro-capital grants to initiative activities, including drafting terms of reference and work specifications, and overseeing all contractors' work;

- Monitor events as determined in the project monitoring schedule plan/timetable, and update the plan as required;
- Manage requests for the provision of financial resources by UNDP, through the advance of funds, direct payments or reimbursement using the fund authorization and certificate of expenditures;
- Monitor financial resources and accounting to ensure the accuracy and reliability of financial reports;
- Be responsible for preparing and submitting financial reports to UNDP on a quarterly basis;
- Manage and monitor the project risks initially identified and submit new risks to the project board for consideration and decision on possible actions if required; update the status of these risks by maintaining the project risks log;
- Capture lessons learned during project implementation;
- Prepare the annual workplan for the following year; and update the Atlas Project Management module if external access is made available.
- Prepare the Annual Project Report and submit the final report to the Project Board;
- Based on the Annual Project Report and the Project Board review, prepare the AWP for the following year.
- Ensure the interim evaluation process is undertaken as per the UNDP guidance, and submit the interim evaluation report to the Project Board.
- Identify follow-on actions and submit them for consideration to the Project Board;
- Ensure the final evaluation process is undertaken as per the UNDP guidance, and submit the final evaluation report to the Project Board.

For the project’s technical support, a Technical Committee/Technical Working Group comprised of key relevant government departments and technical partners (UN agencies, development partners, Civil Society Organizations, academia, interest groups and associations on the ground) will be established and will work closely with the central Project Implementation Unit, with the mandate to vet the project deliverables and provide technical inputs and validation.

In addition to the Technical Committee, a separate donor coordination group will be set up to ensure there are synergies and coordination and that a scale up strategy is enforced through multiple programmes and investments. At the municipal level, the project will require Field coordinators for each target municipality to localize the project plans and synchronize work planning and implementation with overall coordination by the Project Manager.

IX. LEGAL CONTEXT

Option a. Where the country has signed the [Standard Basic Assistance Agreement \(SBAA\)](#)

This project document shall be the instrument referred to as such in Article 1 of the Standard Basic Assistance Agreement between the Government of (country) and UNDP, signed on (date). All references in the SBAA to “Executing Agency” shall be deemed to refer to “Implementing Partner.”

This project will be implemented by [name of entity] (“Implementing Partner”) in accordance with its 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. Where the financial governance of an Implementing Partner does not provide the required guidance to ensure best value for money, fairness, integrity, transparency, and effective international competition, the financial governance of UNDP shall apply.

X. RISK MANAGEMENT

Option b. UNDP (DIM)

1. UNDP as the Implementing Partner will comply with the policies, procedures and practices of the United Nations Security Management System (UNSMS.)
2. UNDP as the Implementing Partner will undertake all reasonable efforts to ensure that none of the [project funds]²³ [UNDP funds received pursuant to the Project Document]²⁴ are used to provide support to individuals or entities associated with terrorism, that the recipients of any amounts provided by UNDP hereunder do not appear on the United Nations Security Council Consolidated Sanctions List, and that no UNDP funds received pursuant to the Project Document are used for money laundering activities. The United Nations Security Council Consolidated Sanctions List can be accessed via <https://www.un.org/securitycouncil/content/un-sc-consolidated-list>. This provision must be included in all sub-contracts or sub-agreements entered into under this Project Document.
3. Social and environmental sustainability will be enhanced through application of the UNDP Social and Environmental Standards (<http://www.undp.org/ses>) and related Accountability Mechanism (<http://www.undp.org/secu-srm>).
4. UNDP as the Implementing Partner will: (a) conduct project and programme-related activities in a manner consistent with the UNDP Social and Environmental Standards, (b) implement any management or mitigation plan prepared for the project or programme to comply with such standards, and (c) engage in a constructive and timely manner to address any concerns and complaints raised through the Accountability Mechanism. UNDP will seek to ensure that communities and other project stakeholders are informed of and have access to the Accountability Mechanism.
5. In the implementation of the activities under this Project Document, UNDP as the Implementing Partner will handle any sexual exploitation and abuse (“SEA”) and sexual harassment (“SH”) allegations in accordance with its regulations, rules, policies and procedures.
6. All signatories to the Project Document shall cooperate in good faith with any exercise to evaluate any programme or project-related commitments or compliance with the UNDP Social and Environmental Standards. This includes providing access to project sites, relevant personnel, information, and documentation.
7. UNDP as the Implementing Partner will ensure that the following obligations are binding on each responsible party, subcontractor, and sub-recipient:
 - a. Consistent with the Article III of the SBAA [*or the Supplemental Provisions to the Project Document*], the responsibility for the safety and security of each responsible party, subcontractor and sub-recipient and its personnel and property, and of UNDP’s property in such responsible party’s, subcontractor’s and sub-recipient’s custody, rests with such responsible party, subcontractor and sub-recipient. To this end, each responsible party, subcontractor and sub-recipient shall:
 - i. 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;
 - ii. assume all risks and liabilities related to such responsible party’s, subcontractor’s and sub-recipient’s security, and the full implementation of the security plan.

²³ To be used where UNDP is the Implementing Partner

²⁴ To be used where the UN, a UN fund/programme or a specialized agency is the Implementing Partner

- b. 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 responsible party's, subcontractor's and sub-recipient's obligations under this Project Document.
- c. Each responsible party, subcontractor and sub-recipient (each a "sub-party" and together "sub-parties") acknowledges and agrees that UNDP will not tolerate sexual harassment and sexual exploitation and abuse of anyone by the sub-parties, and other entities involved in Project implementation, either as contractors or subcontractors and their personnel, and any individuals performing services for them under the Project Document.
- (a) In the implementation of the activities under this Project Document, each sub-party shall comply with the standards of conduct set forth in the Secretary General's Bulletin ST/SGB/2003/13 of 9 October 2003, concerning "Special measures for protection from sexual exploitation and sexual abuse" ("SEA").
- (b) Moreover, and without limitation to the application of other regulations, rules, policies and procedures bearing upon the performance of the activities under this Project Document, in the implementation of activities, each sub-party, shall not engage in any form of sexual harassment ("SH"). SH is defined as any unwelcome conduct of a sexual nature that might reasonably be expected or be perceived to cause offense or humiliation, when such conduct interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment. SH may occur in the workplace or in connection with work. While typically involving a pattern of conduct, SH may take the form of a single incident. In assessing the reasonableness of expectations or perceptions, the perspective of the person who is the target of the conduct shall be considered.
- d. In the performance of the activities under this Project Document, each sub-party shall (with respect to its own activities), and shall require from its sub-parties (with respect to their activities) that they, have minimum standards and procedures in place, or a plan to develop and/or improve such standards and procedures in order to be able to take effective preventive and investigative action. These should include: policies on sexual harassment and sexual exploitation and abuse; policies on whistleblowing/protection against retaliation; and complaints, disciplinary and investigative mechanisms. In line with this, sub-parties will and will require that their respective sub-parties will take all appropriate measures to:
- (i) Prevent its employees, agents or any other persons engaged to perform any services under this Project Document, from engaging in SH or SEA;
- (ii) Offer employees and associated personnel training on prevention and response to SH and SEA, where sub-parties have not put in place its own training regarding the prevention of SH and SEA, sub-parties may use the training material available at UNDP;
- (iii) Report and monitor allegations of SH and SEA of which any of the sub-parties have been informed or have otherwise become aware, and status thereof;
- (iv) Refer victims/survivors of SH and SEA to safe and confidential victim assistance; and
- (v) Promptly and confidentially record and investigate any allegations credible enough to warrant an investigation of SH or SEA. Each sub-party shall advise UNDP of any such allegations received and investigations being conducted by itself or any of its sub-parties with respect to their activities under the Project Document, and shall keep UNDP informed during the investigation by it or any of such sub-parties, to the extent that such notification (i) does not jeopardize the conduct of the investigation, including but not limited to the safety or security of persons, and/or (ii) is not in contravention of any laws applicable to it. Following the investigation, the relevant sub-party shall advise UNDP of any actions taken by it or any of the other entities further to the investigation.

- e. Each sub-party shall establish that it has complied with the foregoing, to the satisfaction of UNDP, when requested by UNDP or any party acting on its behalf to provide such confirmation. Failure of the relevant sub-party to comply of the foregoing, as determined by UNDP, shall be considered grounds for suspension or termination of the Project.
- f. Each responsible party, subcontractor and sub-recipient will ensure that any project activities undertaken by them will be implemented in a manner consistent with the UNDP Social and Environmental Standards and shall ensure that any incidents or issues of non-compliance shall be reported to UNDP in accordance with UNDP Social and Environmental Standards.
- g. Each responsible party, subcontractor and sub-recipient will take appropriate steps to prevent misuse of funds, fraud, corruption or other financial irregularities, by its officials, consultants, subcontractors and sub-recipients in implementing the project or programme or using the UNDP funds. It will ensure that its financial management, anti-corruption, anti-fraud and anti money laundering and countering the financing of terrorism policies are in place and enforced for all funding received from or through UNDP.
- h. The requirements of the following documents, then in force at the time of signature of the Project Document, apply to each responsible party, subcontractor and sub-recipient: (a) UNDP Policy on Fraud and other Corrupt Practices (b) UNDP Anti-Money Laundering and Countering the Financing of Terrorism Policy; and (c) UNDP Office of Audit and Investigations Investigation Guidelines. Each responsible party, subcontractor and sub-recipient agrees to the requirements of the above documents, which are an integral part of this Project Document and are available online at www.undp.org.
- i. In the event that an investigation is required, UNDP will conduct investigations relating to any aspect of UNDP programmes and projects. Each responsible party, subcontractor and sub-recipient will provide its full cooperation, including making available personnel, relevant documentation, and granting access to its (and its consultants', subcontractors' and sub-recipients') premises, for such purposes at reasonable times and on reasonable conditions as may be required for the purpose of an investigation. Should there be a limitation in meeting this obligation, UNDP shall consult with it to find a solution.
- j. Each responsible party, subcontractor and sub-recipient will promptly inform UNDP as the Implementing Partner in case of any incidence of inappropriate use of funds, or credible allegation of fraud, corruption other financial irregularities with due confidentiality.
Where it becomes aware that a UNDP project or activity, in whole or in part, is the focus of investigation for alleged fraud/corruption, each responsible party, subcontractor and sub-recipient will inform the UNDP Resident Representative/Head of Office, who will promptly inform UNDP's Office of Audit and Investigations (OAI). It will provide regular updates to the head of UNDP in the country and OAI of the status of, and actions relating to, such investigation.
- k. *Choose one of the three following options:*
Option 1: UNDP will be entitled to a refund from the responsible party, subcontractor or sub-recipient of any funds provided that have been used inappropriately, including through fraud corruption, other financial irregularities or otherwise paid other than in accordance with the terms and conditions of this Project Document. Such amount may be deducted by UNDP from any payment due to the responsible party, subcontractor or sub-recipient under this or any other agreement. Recovery of such amount by UNDP shall not diminish or curtail any responsible party's, subcontractor's or sub-recipient's obligations under this Project Document.

Option 2: Each responsible party, subcontractor or sub-recipient agrees that, where applicable, donors to UNDP (including the Government) whose funding is the source, in whole or in part, of the funds for the activities which are the subject of the Project Document, may seek recourse to such responsible party, subcontractor or sub-recipient for the recovery of any funds determined by UNDP to have been

used inappropriately, including through fraud corruption or other financial irregularities or otherwise paid other than in accordance with the terms and conditions of the Project Document.

Option 3: UNDP will be entitled to a refund from the responsible party, subcontractor or sub-recipient of any funds provided that have been used inappropriately, including through fraud corruption or other financial irregularities, or otherwise paid other than in accordance with the terms and conditions of the Project Document. Such amount may be deducted by UNDP from any payment due to the responsible party, subcontractor or sub-recipient under this or any other agreement.

Where such funds have not been refunded to UNDP, the responsible party, subcontractor or sub-recipient agrees that donors to UNDP (including the Government) whose funding is the source, in whole or in part, of the funds for the activities under this Project Document, may seek recourse to such responsible party, subcontractor or sub-recipient for the recovery of any funds determined by UNDP to have been used inappropriately, including through fraud, corruption or other financial irregularities, or otherwise paid other than in accordance with the terms and conditions of the Project Document.

Note: The term “Project Document” as used in this clause shall be deemed to include any relevant subsidiary agreement further to the Project Document, including those with responsible parties, subcontractors and sub-recipients.

- l. Each contract issued by the responsible party, subcontractor or sub-recipient in connection with this Project Document shall include a provision representing that no fees, gratuities, rebates, gifts, commissions or other payments, other than those shown in the proposal, have been given, received, or promised in connection with the selection process or in contract execution, and that the recipient of funds from it shall cooperate with any and all investigations and post-payment audits.
- m. Should UNDP refer to the relevant national authorities for appropriate legal action any alleged wrongdoing relating to the project or programme, the Government will ensure that the relevant national authorities shall actively investigate the same and take appropriate legal action against all individuals found to have participated in the wrongdoing, recover and return any recovered funds to UNDP.
- n. Each responsible party, subcontractor and sub-recipient shall ensure that all of its obligations set forth under this section entitled “Risk Management” are passed on to its subcontractors and sub-recipients and that all the clauses under this section entitled “Risk Management Standard Clauses” are adequately reflected, *mutatis mutandis*, in all its sub-contracts or sub-agreements entered into further to this Project Document.

XI. ANNEXES

1. Project Quality Assurance Report

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				
<ul style="list-style-type: none"> • 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				
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): <ul style="list-style-type: none"> • 3: 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. • 2: 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. • 1: 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. <p><small>*Note: Management Action or strong management justification must be given for a score of 1</small></p>	3	2		
	1			
	Evidence			
				The theory of change has been described in the project document, including its linkage with CPD and the justification as a best practice based on similar initiatives (SEEWAY Project)
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):	3	2		
	1			

<ul style="list-style-type: none"> • 3: The project responds to one of the three areas of development work²⁵ as specified in the Strategic Plan; it addresses at least one of the proposed new and emerging areas²⁶; 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> • 2: The project responds to one of the three areas of development work¹ 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> • 1: While the project may respond to one of the three areas of development work¹ 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. 	<p style="text-align: center;">Evidence</p> <p style="text-align: center;">The project reflects two development setting specified in the SP: a) Eradicate poverty in all its forms and dimensions and c) Build resilience to shocks and crises. It addresses the emerging areas of sustainable production and technologies by fostering entrepreneurship that will develop innovative and sustainable products, and the issues-based analysis has already been proratedated in the project document</p>	
RELEVANT		
<p>2. 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):</p> <ul style="list-style-type: none"> • 3: 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> • 2: 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> • 1: 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. <p>*Note: Management Action must be taken for a score of 1, or select not applicable.</p>	3	2
1		
<p>Select (all) targeted groups: (drop-down)</p>		
<p>Evidence</p> <p>The project will specifically target youth, returnee migrants, women, and other marginalized groups such as PWD and young mothers. The stakeholder analysis of the project document provides the explanation of how the targeted groups will be engaged.</p>		
<p>3. 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):</p> <ul style="list-style-type: none"> • 3: 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. • 2: 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. • 1: There is only scant or no mention of knowledge and lessons learned informing the project design. 	3	2
1		
<p>Evidence</p> <p>The project is built on the success of similar initiatives (SEEWAY Project) which has been described in the project document</p>		

²⁵ 1. Sustainable development pathways; 2. Inclusive and effective democratic governance; 3. Resilience building

²⁶ 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

<p>Any references that are made are not backed by evidence.</p> <p>*Note: Management Action or strong management justification must be given for a score of 1</p>		
<p>4. 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):</p> <ul style="list-style-type: none"> • 3: 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> • 2: 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> • 1: 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. <p>*Note: Management Action or strong management justification must be given for a score of 1</p>	3	2
	1	
	Evidence	
	<p>Gender analysis has been conducted and gender perspective has been mainstreamed in the project document, for instance by targeting 50 % of the beneficiaries of some activities (soft-skills training, internship) are women</p>	
<p>5. Does UNDP have a clear advantage to engage in the role envisioned by the project 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"> • 3: 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> • 2: 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. • 1: 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. <p>*Note: Management Action or strong management justification must be given for a score of 1</p>	3	2
	1	
	Evidence	
	<p>Extensive analysis of the role of partners has been conducted but SSTC is not developed given the scope of the project is only on the national level</p>	
SOCIAL & ENVIRONMENTAL STANDARDS		
<p>6. 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>	3	2
	1	

<ul style="list-style-type: none"> • 3: 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>) • 2: 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. • 1: 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. <p>*Note: Management action or strong management justification must be given for a score of 1</p>	<p style="text-align: center;">Evidence</p> <p>The project aims to further the realization of human rights by providing equal access to employment and economic opportunities.</p>	
<p>8. 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"> • 3: 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>). • 2: 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. • 1: 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. <p>*Note: Management action or strong management justification must be given for a score of 1</p>	3	2
<p>9. 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, 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.]</p>	Yes	No
MANAGEMENT & MONITORING		
<p>10. Does the project have a strong results framework? (select from options 1-3 that best reflects this project):</p> <ul style="list-style-type: none"> • 3: 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>) • 2: 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 	3	2
	1	
	<p style="text-align: center;">Evidence</p> <p>Outputs and activities clearly link with ToC and are accompanied by relevant indicators that some of them mainstream the gender.</p>	

<p>appropriate. <i>(all must be true to select this option)</i></p> <ul style="list-style-type: none"> <p>1: 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.</p> <p>*Note: Management Action or strong management justification must be given for a score of 1</p>		
<p>11. Is there a comprehensive and costed M&E plan in place with specified data collection sources and methods to support evidence-based management, monitoring and evaluation of the project?</p>	<p>Yes (3)</p>	<p>No (1)</p>
<p>12. 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):</p> <ul style="list-style-type: none"> <p>3: 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>.</p> <p>2: 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></p> <p>1: 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.</p> <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>Evidence</p> <p>Specific institutions have been identified as key holders of the project but individual names are not mentioned</p>		
<p>13. Have the project risks been identified with clear plans stated to manage and mitigate each risk? (select from options 1-3 that best reflects this project):</p> <ul style="list-style-type: none"> <p>3: 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></p> <p>2: Project risks related to the achievement of results identified in the initial project risk log with mitigation measures identified for each risk.</p> <p>1: 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.</p> <p>*Note: Management Action must be taken for a score of 1</p>	<p>3</p>	<p>2</p>
<p>1</p>		
<p>Evidence</p> <p>The risk has been identified, including its mitigation plan. Risk analysis is attached in annex</p>		
<p>EFFICIENT</p>		
<p>14. 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</p>	<p>Yes (3)</p>	<p>No (1)</p>

<p>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.</p>		
<p>15. 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?)</p>	<p>Yes (3)</p>	<p>No (1)</p>
<p>16. Is the budget justified and supported with valid estimates?</p> <ul style="list-style-type: none"> • 3: 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. • 2: 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. • 1: The project’s budget is not specified at the activity level, and/or may not be captured in a multi-year budget. 	<p>3</p>	<p>2</p> <p>1</p> <p>Evidence</p> <p>Project budget has been clearly described, discussed with and approved by the main donor</p>
<p>17. Is the Country Office fully recovering the costs involved with project implementation?</p> <ul style="list-style-type: none"> • 3: 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.) • 2: The budget covers significant project costs that are attributable to the project based on prevailing UNDP policies (i.e., UPL, LPL) as relevant. • 1: The budget does not adequately cover project costs that are attributable to the project, and UNDP is cross-subsidizing the project. <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>	<p>3</p>	<p>2</p> <p>1</p> <p>Evidence</p> <p>All costs are covered in details and reflected in the multi-year budget</p>
EFFECTIVE		
<p>18. Is the chosen implementation modality most appropriate? (select from options 1-3 that best reflects this project):</p> <ul style="list-style-type: none"> • 3: The required implementing partner assessments (capacity assessment, HACT micro assessment) have been conducted, and there is evidence that options for implementation modalities have been thoroughly considered. There is a strong justification for choosing the selected modality, based on the development context. <i>(both must be true to select this option)</i> • 2: The required implementing partner assessments (capacity assessment, HACT micro assessment) have been conducted and the implementation modality chosen is consistent with the results of the assessments. 	<p>3</p>	<p>2</p> <p>1</p> <p>Evidence</p> <p>The assessment to select the implementation modality has been conducted and a strong justification based on the lesson learned from similar initiatives has been explained in the project document.</p>

<ul style="list-style-type: none"> • 1: The required assessments have not been conducted, but there may be evidence that options for implementation modalities have been considered. <p>*Note: Management Action or strong management justification must be given for a score of 1</p>		
<p>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?</p> <ul style="list-style-type: none"> • 3: 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. • 2: 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. • 1: No evidence of engagement with marginalized and excluded populations that 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. 	3	2
	1	
	<p style="text-align: center;">Evidence</p> <p>The project document was developed after having a series of extensive discussions with all stakeholders, as well as based on lesson-learned in engaging with the targeted groups in similar initiatives, so their views and rights have been fully considered</p>	
<p>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?</p>	Yes (3)	No (1)
<p>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.</p> <p>*Note: Management Action or strong management justification must be given for a score of “no”</p>	Yes (3)	No (1)
	Evidence	
<p>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):</p> <ul style="list-style-type: none"> • 3: The project has a realistic work plan & budget covering the duration of the project <i>at the activity level</i> to ensure outputs are delivered on time and within the allotted resources. • 2: The project has a work plan & budget covering the duration of the project at the output level. • 1: The project does not yet have a work plan & budget covering the duration of the project. 	3	2
	1	
	<p style="text-align: center;">Evidence</p> <p>The budget is very well described until the activity level after a series of extensive consultation with and approval by main donor</p>	
SUSTAINABILITY & NATIONAL OWNERSHIP		
<p>23. Have national partners led, or proactively engaged in, the design of the project? (select from options 1-3 that best reflects this project):</p> <ul style="list-style-type: none"> • 3: National partners have full ownership of the project and led the process of the development of the project jointly with UNDP. • 2: The project has been developed by UNDP in close consultation with national partners. • 1: The project has been developed by UNDP with limited or no engagement with national partners. 	3	2
	1	
	<p style="text-align: center;">Evidence</p> <p>The project document was developed after an extensive consultations with government, donors, and all stakeholders, and based on joint-work on similar initiatives with government and beneficiaries groups</p>	

<p>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):</p> <ul style="list-style-type: none"> • 3: 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. • 2.5: 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. • 2: 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. • 1.5: 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. • 1: Capacity assessments have not been carried out and are not foreseen. There is no strategy for strengthening specific capacities of national institutions. 	3	2.5
	2	1.5
	1	
	<p>Evidence</p> <p>The project document clearly explains the strategy for strengthening the capacities of national institutions in the sustainability sector of the project document</p>	
<p>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?</p>	Yes (3)	No (1)
<p>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)?</p>	Yes (3)	No (1)

2. **Social and Environmental Screening Template** [[English](#)] [[French](#)] [[Spanish](#)], including additional Social and Environmental Assessments or Management Plans as relevant. *(NOTE: The SES Screening is not required for projects in which UNDP is Administrative Agent only and/or projects comprised solely of reports, coordination of events, trainings, workshops, meetings, conferences, preparation of communication materials, strengthening capacities of partners to participate in international negotiations and conferences, partnership coordination and management of networks, or global/regional projects with no country level activities).*

SOCIAL AND ENVIRONMENTAL SCREENING

Project Information

Project Information	
1. Project Title	Youth Employment and Entrepreneurship Skills (YEES)
2. Project Number (i.e. Atlas project ID, PIMS+)	
3. Location (Global/Region/Country)	Timor Leste
4. Project stage (Design or Implementation)	Design
5. Date	10-06-2022

Part A. Integrating Programming Principles to Strengthen Social and Environmental Sustainability

QUESTION 1: How Does the Project Integrate the Programming 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 aims to promote inclusivity and empower the economy and future livelihoods of marginalized and less-privilege groups, such as youth, returnee migrants, women, and people with disability. They are the main beneficiaries of this project and the goal is to create opportunities for all to access the employment and become entrepreneurs.

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

Women, especially young mothers and women in rural areas, are part of the main beneficiaries of the project to promote equal access to employment and establish a business. The project will ensure that at least 50 % of the beneficiaries of some activities, such as soft-skill training, will be women. A massive outreach will also be conducted by the field coordinators in four municipalities to reach women and all vulnerable groups who have business ideas but cannot attend the business training provided by the project.

Briefly describe in the space below how the project mainstreams sustainability and resilience

The project aims to contribute to the economic diversification of the country by fostering entrepreneurship and enabling employee access to youth, returnee migrants, and other vulnerable groups. The initiatives will strengthen the economic resilience of the country by creating more jobs and businesses that will provide additional services and goods to society. The project will collaborate with not only the government but also all stakeholders, such as the private sector, chamber of commerce, other agencies and NGOs, to strengthen the business and employment ecosystem in the country for its sustainability.

Briefly describe in the space below how the project strengthens accountability to stakeholders

The government, such as the Ministry of Tourism, Trade and Industry (MTCI), Entrepreneurship Development Support Institute (IADE), the Secretary of State for Employment and Vocational Training (SEFOPE), and the Secretary of State for Youth and Sports (SSYS) will be the main government stakeholders in this project. The project will hold at least one annual project board meeting to inform all government stakeholders of the progress of and any issues faced by the project. The project implementation will maintain the accountability principle by applying the competitive, rigorous, and transparent selection process of hiring and procurement according to UNDP standard. Quarterly report will also be provided to KOICA as the main donor of the project. Youth and returnee migrants will be the main beneficiaries of this project. The competitive and merit selection process will be applied to select the beneficiaries of each activity. A thorough analysis on the data of returnee migrants every year from NDEE will be conducted to integrate returnee migrants with both the entrepreneurship and employment components of the project. The selection standard will be developed and informed to all stakeholders for all activities, such as in selecting the entrepreneurship training participant, interns, and soft skill trainees. The project will also make itself visible and accountable by reporting the progress of key activities in UNDP CO's various communication channels. The Grievance Redress Mechanism (GRM) will also be developed and implemented according to UNDP's GRM guidance.

Part B. Identifying and Managing Social and Environmental Risks

<p>QUESTION 2: What are the Potential Social and Environmental Risks? <i>Note: Complete SESP Attachment 1 before responding to Question 2.</i></p>	<p>QUESTION 3: What is the level of significance of the potential social and environmental risks? <i>Note: Respond to Questions 4 and 5 below before proceeding to Question 5</i></p>			<p>QUESTION 6: Describe the assessment and management measures for each risk rated Moderate, Substantial or High</p>
<p>Risk Description (broken down by event, cause, impact)</p>	<p>Impact and Likelihood (1-5)</p>	<p>Significance (Low, Moderate Substantial, High)</p>	<p>Comments (optional)</p>	<p>Description of assessment and management measures for risks rated as Moderate, Substantial or High</p>
<p>Risk 1: exclusion of any potentially affected stakeholders, in particular marginalized groups and excluded individuals (including persons with disabilities), from fully participating in decisions that may affect them</p>	<p>I = 2 L = 2</p>	<p>Low</p>		<p>The risk is rated low since the project outcome aims to strengthen the economic inclusivity by particularly targeting potentially marginalized groups / excluded individuals, such as returnee migrants, youth, and women. A proactive approach through massive outreach by all field coordinatoes will applied to reach out marginalized communities, such as youth in rural areas or young mothers who are not able to participate in series of training provided but are interested to become entrepreneurs or be employed. Community approach through PWD,</p>

				women, and youth supporting groups will be also implemented to ensure no one leave behind.
Risk 2: grievances or objections from potentially affected stakeholders	I = 2 L = 2	Low		The project is the continuity of previous project with similar components, SEEWAY Project, and lesson learned has been taken from SEEWAY Project to maintain the strong support and interest from the potentially affected stakeholders, as well as to address the similar risk. The GRM will be established according to UNDP's GRM guidance.
Risk 3: areas subject to hazards such as earthquakes, floods, landslides	I = 2 L = 1	Low		When doing the annual work plans and implementation plans, the rainy season months will be taken into consideration and activities that require extensive travel will be avoided during these months and planned in dry season.
QUESTION 4: What is the overall project risk categorization?				
		Low Risk	X	
		Moderate Risk	<input type="checkbox"/>	
		Substantial Risk	<input type="checkbox"/>	
		High Risk	<input type="checkbox"/>	
QUESTION 5: Based on the identified risks and risk categorization, what requirements of the SES are triggered? (check all that apply)				
Question only required for Moderate, Substantial and High Risk projects				
<i>Is assessment required? (check if "yes")</i>	<input type="checkbox"/>			Status? (completed, planned)
<i>if yes, indicate overall type and status</i>		<input type="checkbox"/>	Targeted assessment(s)	
		<input type="checkbox"/>	ESIA (Environmental and Social Impact Assessment)	
		<input type="checkbox"/>	SESA (Strategic Environmental and Social Assessment)	
<i>Are management plans required? (check if "yes")</i>	<input type="checkbox"/>			
<i>If yes, indicate overall type</i>		<input type="checkbox"/>	Targeted management plans (e.g. Gender	

				Action Plan, Emergency Response Plan, Waste Management Plan, others)	
		<input type="checkbox"/>		ESMP (Environmental and Social Management Plan which may include range of targeted plans)	
		<input type="checkbox"/>		ESMF (Environmental and Social Management Framework)	
	Based on identified risks, which Principles/Project-level Standards triggered?			Comments (not required)	
	Overarching Principle: Leave No One Behind				
	Human Rights	<input type="checkbox"/>			
	Gender Equality and Women's Empowerment	<input type="checkbox"/>			
	Accountability	X			
	1. Biodiversity Conservation and Sustainable Natural Resource Management	<input type="checkbox"/>			
	2. Climate Change and Disaster Risks	X			
	3. Community Health, Safety and Security	<input type="checkbox"/>			
	4. Cultural Heritage	<input type="checkbox"/>			
	5. Displacement and Resettlement	<input type="checkbox"/>			
	6. Indigenous Peoples	<input type="checkbox"/>			
	7. Labour and Working Conditions	<input type="checkbox"/>			
	8. Pollution Prevention and Resource Efficiency	<input type="checkbox"/>			

Final Sign Off

Final Screening at the design-stage is not complete until the following signatures are included

Signature	Date	Description
QA Assessor		UNDP staff member responsible for the project, typically a UNDP Programme Officer. Final signature confirms they have “checked” to ensure that the SESP is adequately conducted.
QA Approver		UNDP senior manager, typically the UNDP Deputy Country Director (DCD), Country Director (CD), Deputy Resident Representative (DRR), or Resident Representative (RR). The QA Approver cannot also be the QA Assessor. Final signature confirms they have “cleared” the SESP prior to submittal to the PAC.
PAC Chair		UNDP chair of the PAC. In some cases PAC Chair may also be the QA Approver. Final signature confirms that the SESP was considered as part of the project appraisal and considered in recommendations of the PAC.

SESP Attachment 1. Social and Environmental Risk Screening Checklist

Checklist Potential Social and Environmental Risks		
<p>INSTRUCTIONS: The risk screening checklist will assist in answering Questions 2-6 of the Screening Template. Answers to the checklist questions help to (1) identify potential risks, (2) determine the overall risk categorization of the project, and (3) determine required level of assessment and management measures. Refer to the SES toolkit for further guidance on addressing screening questions.</p>		
<p>Overarching Principle: Leave No One Behind Human Rights</p>		<p>Answer (Yes/No)</p>
P.1	Have local communities or individuals raised human rights concerns regarding the project (e.g. during the stakeholder engagement process, grievance processes, public statements)?	No
P.2	Is there a risk that duty-bearers (e.g. government agencies) do not have the capacity to meet their obligations in the project?	No
P.3	Is there a risk that rights-holders (e.g. project-affected persons) do not have the capacity to claim their rights?	No
<i>Would the project potentially involve or lead to:</i>		
P.4	adverse impacts on enjoyment of the human rights (civil, political, economic, social or cultural) of the affected population and particularly of marginalized groups?	No
P.5	inequitable or discriminatory impacts on affected populations, particularly people living in poverty or marginalized or excluded individuals or groups, including persons with disabilities? ²⁷	No
P.6	restrictions in availability, quality of and/or access to resources or basic services, in particular to marginalized individuals or groups, including persons with disabilities?	No
P.7	exacerbation of conflicts among and/or the risk of violence to project-affected communities and individuals?	No
Gender Equality and Women's Empowerment		
P.8	Have women's groups/leaders raised gender equality concerns regarding the project, (e.g. during the stakeholder engagement process, grievance processes, public statements)?	No
<i>Would the project potentially involve or lead to:</i>		
P.9	adverse impacts on gender equality and/or the situation of women and girls?	No
P.10	reproducing discriminations against women based on gender, especially regarding participation in design and implementation or access to opportunities and benefits?	No
P.11	limitations on 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>	No
P.12	exacerbation of risks of gender-based violence? <i>For example, through the influx of workers to a community, changes in community and household power dynamics, increased exposure to unsafe public places and/or transport, etc.</i>	No
Sustainability and Resilience: Screening questions regarding risks associated with		

²⁷ Prohibited grounds of discrimination include race, ethnicity, sex, age, language, disability, sexual orientation, gender identity, 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 and transsexual people.

sustainability and resilience are encompassed by the Standard-specific questions below		
Accountability		
<i>Would the project potentially involve or lead to:</i>		
P.13	exclusion of any potentially affected stakeholders, in particular marginalized groups and excluded individuals (including persons with disabilities), from fully participating in decisions that may affect them?	Yes
P.14	grievances or objections from potentially affected stakeholders?	Yes
P.15	risks of retaliation or reprisals against stakeholders who express concerns or grievances, or who seek to participate in or to obtain information on the project?	No
Project-Level Standards		
Standard 1: Biodiversity Conservation and Sustainable Natural Resource Management		
<i>Would the project potentially involve or lead to:</i>		
1.1	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>	No
1.2	activities within or adjacent to critical habitats and/or environmentally sensitive areas, including (but not limited to) 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?	No
1.3	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)	No
1.4	risks to endangered species (e.g. reduction, encroachment on habitat)?	No
1.5	exacerbation of illegal wildlife trade?	No
1.6	introduction of invasive alien species?	No
1.7	adverse impacts on soils?	No
1.8	harvesting of natural forests, plantation development, or reforestation?	No
1.9	significant agricultural production?	No
1.10	animal husbandry or harvesting of fish populations or other aquatic species?	No
1.11	significant extraction, diversion or containment of surface or ground water? <i>For example, construction of dams, reservoirs, river basin developments, groundwater extraction</i>	No
1.12	handling or utilization of genetically modified organisms/living modified organisms? ²⁸	No
1.13	utilization of genetic resources? (e.g. collection and/or harvesting, commercial development) ²⁹	No
1.14	adverse transboundary or global environmental concerns?	No
Standard 2: Climate Change and Disaster Risks		
<i>Would the project potentially involve or lead to:</i>		
2.1	areas subject to hazards such as earthquakes, floods, landslides, severe winds, storm surges, tsunami or volcanic eruptions?	Yes
2.2	outputs and outcomes sensitive or vulnerable to potential impacts of climate change or disasters? <i>For example, through increased precipitation, drought, temperature, salinity, extreme events, earthquakes</i>	No

²⁸ See the [Convention on Biological Diversity](#) and its [Cartagena Protocol on Biosafety](#).

²⁹ See the [Convention on Biological Diversity](#) and its [Nagoya Protocol](#) on access and benefit sharing from use of genetic resources.

2.3	increases in vulnerability to climate change impacts or disaster risks now or in the future (also known as maladaptive or negative coping 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>	No
2.4	increases of greenhouse gas emissions, black carbon emissions or other drivers of climate change?	No
Standard 3: Community Health, Safety and Security		
<i>Would the project potentially involve or lead to:</i>		
3.1	construction and/or infrastructure development (e.g. roads, buildings, dams)? (Note: the GEF does not finance projects that would involve the construction or rehabilitation of large or complex dams)	No
3.2	air pollution, noise, vibration, traffic, injuries, physical hazards, poor surface water quality due to runoff, erosion, sanitation?	No
3.3	harm or losses due to failure of structural elements of the project (e.g. collapse of buildings or infrastructure)?	No
3.4	risks of water-borne or other vector-borne diseases (e.g. temporary breeding habitats), communicable and noncommunicable diseases, nutritional disorders, mental health?	No
3.5	transport, storage, and use and/or disposal of hazardous or dangerous materials (e.g. explosives, fuel and other chemicals during construction and operation)?	No
3.6	adverse impacts on ecosystems and ecosystem services relevant to communities' health (e.g. food, surface water purification, natural buffers from flooding)?	No
3.7	influx of project workers to project areas?	No
3.8	engagement of security personnel to protect facilities and property or to support project activities?	No
Standard 4: Cultural Heritage		
<i>Would the project potentially involve or lead to:</i>		
4.1	activities adjacent to or within a Cultural Heritage site?	No
4.2	significant excavations, demolitions, movement of earth, flooding or other environmental changes?	No
4.3	adverse impacts to 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)	No
4.4	alterations to landscapes and natural features with cultural significance?	No
4.5	utilization of tangible and/or intangible forms (e.g. practices, traditional knowledge) of Cultural Heritage for commercial or other purposes?	No
Standard 5: Displacement and Resettlement		
<i>Would the project potentially involve or lead to:</i>		
5.1	temporary or permanent and full or partial physical displacement (including people without legally recognizable claims to land)?	No
5.2	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)?	No
5.3	risk of forced evictions? ³⁰	

³⁰ Forced eviction is defined here as the permanent or temporary removal against their will of individuals, families or communities from the homes and/or land which they occupy, without the provision of, and access to, appropriate forms of legal or other protection. Forced evictions constitute

5.4	impacts on or changes to land tenure arrangements and/or community based property rights/customary rights to land, territories and/or resources?	No
Standard 6: Indigenous Peoples		
<i>Would the project potentially involve or lead to:</i>		
6.1	areas where indigenous peoples are present (including project area of influence)?	No
6.2	activities located on lands and territories claimed by indigenous peoples?	No
6.3	impacts (positive or negative) to the human rights, lands, natural resources, territories, and traditional livelihoods of indigenous peoples (regardless of whether indigenous peoples possess the legal titles to such areas, whether the project is located within or outside of the lands and territories inhabited by the affected peoples, or whether the indigenous peoples are recognized as indigenous peoples by the country in question)? <i>If the answer to screening question 6.3 is “yes”, then the potential risk impacts are considered significant and the project would be categorized as either Substantial Risk or High Risk</i>	No
6.4	the 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?	No
6.5	the utilization and/or commercial development of natural resources on lands and territories claimed by indigenous peoples?	No
6.6	forced eviction or the whole or partial physical or economic displacement of indigenous peoples, including through access restrictions to lands, territories, and resources? <i>Consider, and where appropriate ensure, consistency with the answers under Standard 5 above</i>	No
6.7	adverse impacts on the development priorities of indigenous peoples as defined by them?	No
6.8	risks to the physical and cultural survival of indigenous peoples?	No
6.9	impacts on the Cultural Heritage of indigenous peoples, including through the commercialization or use of their traditional knowledge and practices? <i>Consider, and where appropriate ensure, consistency with the answers under Standard 4 above.</i>	No
Standard 7: Labour and Working Conditions		
<i>Would the project potentially involve or lead to: (note: applies to project and contractor workers)</i>		
7.1	working conditions that do not meet national labour laws and international commitments?	No
7.2	working conditions that may deny freedom of association and collective bargaining?	No
7.3	use of child labour?	No
7.4	use of forced labour?	No
7.5	discriminatory working conditions and/or lack of equal opportunity?	No
7.6	occupational health and safety risks due to physical, chemical, biological and psychosocial hazards (including violence and harassment) throughout the project life-cycle?	No
Standard 8: Pollution Prevention and Resource Efficiency		
<i>Would the project potentially involve or lead to:</i>		

gross violations of a range of internationally recognized human rights.

8.1	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?	No
8.2	the generation of waste (both hazardous and non-hazardous)?	No
8.3	the manufacture, trade, release, and/or use of hazardous materials and/or chemicals?	No
8.4	the 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 Montreal Protocol, Minamata Convention, Basel Convention, Rotterdam Convention, Stockholm Convention</i>	No
8.5	the application of pesticides that may have a negative effect on the environment or human health?	No
8.6	significant consumption of raw materials, energy, and/or water?	No

3. Risk Analysis. Use the standard [Risk Register template](#). Please refer to the [Deliverable Description of the Risk Register](#) for instructions

#	Description	Risk Category	Impact & Likelihood = Risk Level	Risk Treatment / Management Measures	Risk Owner
1	Political unrest and humanitarian crisis	Political	Timor-Leste will have a number of elections during the project period as the Presidential and Parliamentary elections are scheduled in 2022 and 2023 respectively, Suco elections are scheduled for 2023, and the first ever municipal elections could also be conducted in 2022/2023 and beyond depending on when the legal framework for it gets approved. L = 1 I = 2	As this project focuses more on working with the youth directly, elections will not have much detrimental impact on project implementation and plans. As UNDP will be closely monitoring the context and the preparations for all the elections, it will have access to information from all relevant agencies and therefore the project work plans and activities will be adjusted accordingly if needed.	Project Manager
2	Timor-Leste is prone to natural disasters	Social and Environmental	In the rainy season, floods and landslides are common which may hinder travel to municipalities and delay implementation of activities. L = 1 I = 2	When doing the annual work plans and implementation plans, the rainy season months will be taken into consideration and activities that require extensive travel will be avoided during these months and planned in dry season	Project Manager
3	Lack of coordination between projects working in the same municipalities in similar themes	Organizational	There are overlaps with other projects but complementarity with those projects is perceived as a strength as those projects will create enabling conditions to generate jobs or entrepreneurship opportunities. L = 1 I = 2	Projects working in the same districts will create complementarities. Coordination with those projects will be sought actively.	Project Manager
4	Inadequate	organizational	L = 1	The budget is developed	Project

	budget due to inflation and salary increments over the years of project duration.		I = 2	based on the existing salary scale with some % increase as salary revision will take place every two years or so. Other unit costs for various activities are based on the current market cost with small increment	Manager
5	Covid-19 Pandemic	Safety and security	Probability medium If COVID-19 pandemic persists in any form or the other, there will be safety issues for the staff and beneficiaries. However, Timor-Leste has managed to not have community transmission and have low number of cases. L = 2 I = 2	With the experience in 2020 of managing risks against COVID, UNDP has a lot of experience already in managing events appropriate protocols that include PPEs and social distancing. Also, online mentorship for youth already started in 2020 during the pandemic times. This project will also set up online mentoring and support alternatives, and SOPs will be developed for all event management.	Project Manager
6	Corruption	Organizational	UNDP will not be transferring funds to the recipient and other organizations without doing a risk assessment based on its HACT policies and procedures L = 1 I = 3	UNDP follows HACT procedures which includes micro-assessment of all organizations that receive more than \$300,000 per programme cycle. HACT also includes audit, spot checks and programme monitoring visits.	Project Manager
7	Potential high dropout rates of skills training during the harvest season	Activity	For cultural reasons, youth typically stop going to school to help families in the districts. L = 2 I = 2	Project adjust the training schedule based on the cultural context of timor Leste and schedule for any other project activities during the harvest season	Project Manager
8	Exclusion of any potentially affected stakeholders, in particular	Activity	While the Project's focus is to engage marginalized and vulnerable groups, there is a potential risk	The risk is rated low since the project outcome aims to strengthen the economic inclusivity by particularly targeting	Project Manager

	marginalized groups and excluded individuals (including persons with disabilities), from fully participating in decisions that may affect them		<p>that the more vulnerable and marginalized groups who are less vocal or have lesser presence in public platforms might be left out in favour of groups which are more prominent or have a stronger presence.</p> <p>L = 2 I = 2</p>	<p>potentially marginalized groups / excluded individuals, such as returnee migrants, youth, and women. A proactive approach through massive outreach by all field coordinatoes will applied to reach out marginalized communities, such as youth in rural areas or young mothers who are not able to participate in series of training provided but are interested to become entrepreneurs or be employed. Community approach through PWD, women, and youth supporting groups will be also implemented to ensure no one leave behind.</p>	
9	Grievances or objections from potentially affected stakeholders	Activity	<p>Potential risks will occur if in case, the Project fails to have a Grievance Redressal Mechanism (GRM) in place and the project stakeholders do not have a platform to communicate their concerns or complaints.</p> <p>L = 2 I = 2</p>	<p>The project is the continuity of previous project with similar components, SEEWAY Project, and lesson learned has been taken from SEEWAY Project to maintain the strong support and interest from the potentially affected stakeholders, as well as to address the similar risk. The GRM will be established according to UNDP's GRM guidance.</p>	Project Manager

4. Capacity Assessment: Results of capacity assessments of Implementing Partner (including Partner Capacity Assessment Tool (PCAT) and HACT Micro Assessment)

The CO already conducted HACT micro assessment of SEFOPE which will be a responsible party for the internship component. The risk rating is moderate. CO has already been doing NIM advance to SEFOPE under the SEEWAY project. The project will conduct HACT assessments for IADE.

5. **Project Board Terms of Reference and TORs of key management positions.** The standard Project Board TOR can be found [here](#).

UNDP Standard Terms of Reference (ToR) for the Project Board of Youth Employment and Entrepreneurship Skills Project

I. Background

All UNDP projects must be governed by a multi-stakeholder board or committee established to review performance based on established monitoring and evaluation metrics and high-level implementation issues to ensure quality delivery of results. For the purpose of this ToR and to ensure standardization, henceforth, as regards project documentation, such a body shall only be referred to by one of two names: 'Project Board' or 'Project Steering Committee.'³¹ The Project Board is the most senior, dedicated oversight body for a UNDP 'Development Project', which is defined in the PPM as an instrument where UNDP "Delivers outputs where UNDP has accountability for design, oversight and quality assurance of the entire project."

II. Duties and Responsibilities

The two prominent (mandatory) roles of the Project Board are as follows:

- 1) **High-level oversight of the project** (as explained in the ["Provide Oversight"](#) section of the PPM). This is the primary function of the Project Board. The Project Board reviews evidence of project performance based on monitoring, evaluation and reporting, including progress reports, monitoring missions' reports, evaluations, risk logs, quality assessments, and the combined delivery report. The Project Board is the main body responsible for taking corrective actions as needed to ensure the project achieves the desired results. And its function includes oversight of annual (and as-needed) assessments of any major risks to the programme or project, and related decisions/agreements on any management actions or remedial measures to address them effectively.

The Project Board also carries the role of quality assurance of the project taking decisions informed by, among other inputs, the project quality assessment. In this role the Board is supported by the quality assurer, whose function is to assess the quality of the project against the corporate standard criteria. This function is performed by a UNDP programme or monitoring and evaluation officer to maintain independence from the project manager regardless of the project 's implementation modality.

The Project Board reviews updates to the project risk log.

- 2) **Approval of key project execution decisions** (as explained in the ["Manage Change"](#) section of the PPM). The Project Board has an equally important, secondary role in approving certain adjustments above provided tolerance levels, including substantive programmatic revisions (major/minor amendments), budget revisions, requests for suspension or extension and other major changes (subject to additional funding partner/donor requirements).

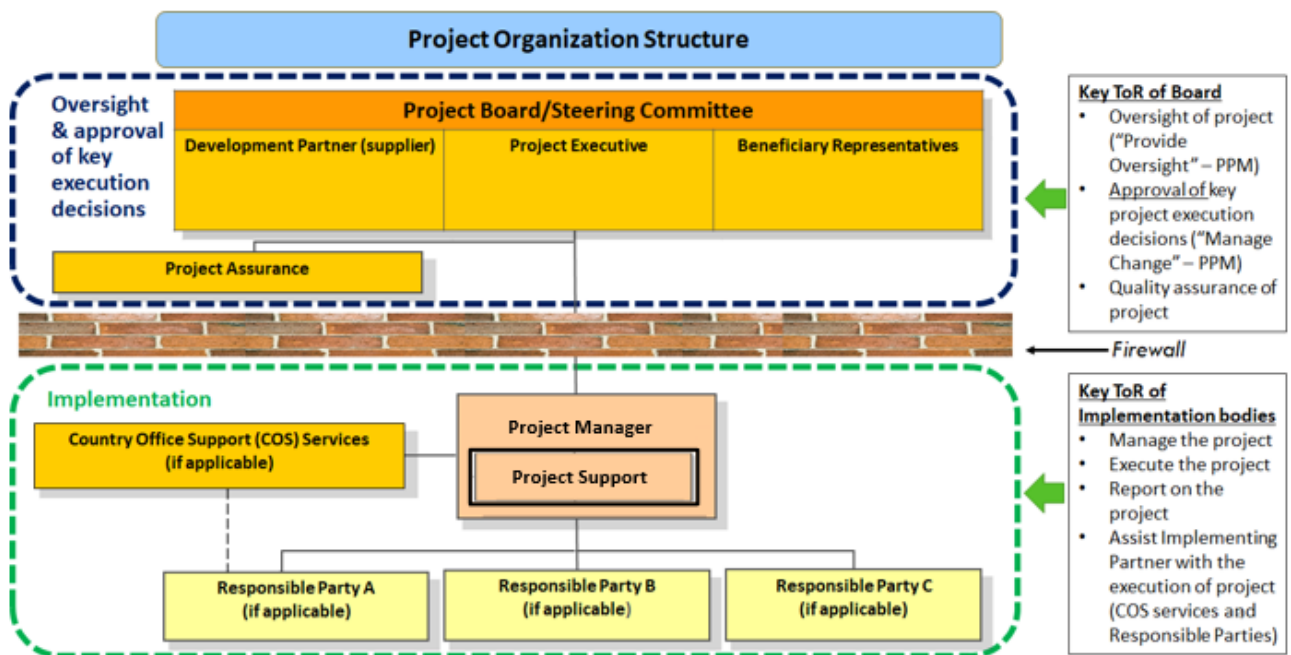
³¹ Please insert the appropriate entity name in the relevant sections in the document. Where this ToR refers to "Board" it is intended to apply to both these entities and should be changed accordingly to match the entity chosen for the specific project

The Project Board is responsible for making management decisions by consensus when required, including the approval of project plans and revisions, and the project manager’s tolerances. The Project Board approves annual work plans and reviews updates to the project risk log.

Within the overall governance and management arrangements of the project, the role of the Project Board as regards these two key functions (*‘High-level oversight of the project’ and ‘Approval of key project execution decisions’*) is distinct from the roles of entities involved in the implementation of the project, namely the implementing partner (IP), responsibilities parties (if applicable), service providers and project staff.

The diagram below outlines the main entities involved (and their respective responsibilities) in the ‘oversight/approval of key execution decisions’ layer and the ‘implementation’ layer of the project structure.

Diagram 1 – Standard Figure of Project Organization Structure vis-à-vis oversight & approval and implementation roles



Optional text in NIM with COS and DIM project modalities: In cases where UNDP or a national government entity are concurrently playing roles and represented in both layers of the project organization structure, the entity must seek to separate its project oversight and implementation duties and describe in the relevant project document a: 1) satisfactory internal institutional arrangement for the separation of oversight and implementation functions in different departments of said entity and; 2) clear lines of responsibility, reporting and accountability within the entity between their oversight and implementation functions.

In order to ensure UNDP’s ultimate accountability, the Project Board decisions should be made in accordance with [the Quality Standards for Programming](#) that shall ensure management for development results, best value money, fairness, integrity, transparency and effective national and international competition. An effective Project Board needs credible data, evidence, quality assurance and reporting to

aid decision making (see next section on supporting functions to the Board). The Project Board also needs to be accountable to protect against conflicts of interest and fraud.

Specific responsibilities of the Project Board include the following [this must be included in all ToRs – do not modify]:

- Provide overall guidance and direction to the project, ensuring it remains within any specified constraints, and promote gender equality and social inclusion (LNOB) in the project implementation;
- Review project performance based on monitoring, evaluation and reporting, including standard quality assurance checks, progress reports, risk logs, spot checks/audit reports and the combined delivery report;
- Address any high-level project issues as raised by the project manager and project assurance;
- Provide guidance on emerging and/or pressing project risks and agree on possible mitigation and management actions to address specific risks (including ensuring compliance with UNDP's Social and Environmental Standards, Fraud/corruption, Sexual Exploitation and Abuse and Sexual Harassment);
- Agree or decide on project manager's tolerances as required, within the parameters set by UNDP ([Manage Change](#) in the PPM) and the donor, and provide direction and decisions for exceptional situations when the project manager's tolerances are exceeded;
- Advise on major and minor amendments to the project within the parameters set by UNDP and the donor;
- Agree or decide on a project suspension or cancellation, if required; (note that for GEF and GCF projects it is UNDP that decides to suspend or cancel and project and the [Project Board or Project Steering Committee] is informed/consulted only).
- Provide high-level direction and recommendations to the project management unit to ensure that the agreed deliverables are produced satisfactorily according to plans.
- Receive and address project level grievance, including overseeing whatever specific compliance and stakeholder response (or grievance) mechanisms have been put in place so that individuals and communities potentially affected by the project have access to effective mechanisms and procedures for raising concerns about the social and environmental performance of the project³².
- Engage in the low value grant selection process where there is no Grant Selection Committee, as guided by the [Low Value Grants – UNDP Operational Guide](#).

Note: Specific requirements may apply for donor-funded projects, such as GEF- or GCF-financed projects. Please refer to the provisions in the project document.

Additional responsibilities of the Project Board or can include, but are not limited to, the following [please include in the ToR as applicable]:

- Ensure coordination between the various donors and government-funded projects and programmes;
- Report to relevant inter-ministerial bodies or higher-level oversight bodies;
- Ensure coordination with multiple government agencies and their participation in project activities;
- Track and monitor co-financing for this project;
- Appraise the annual project implementation report, including the quality assessment rating report;

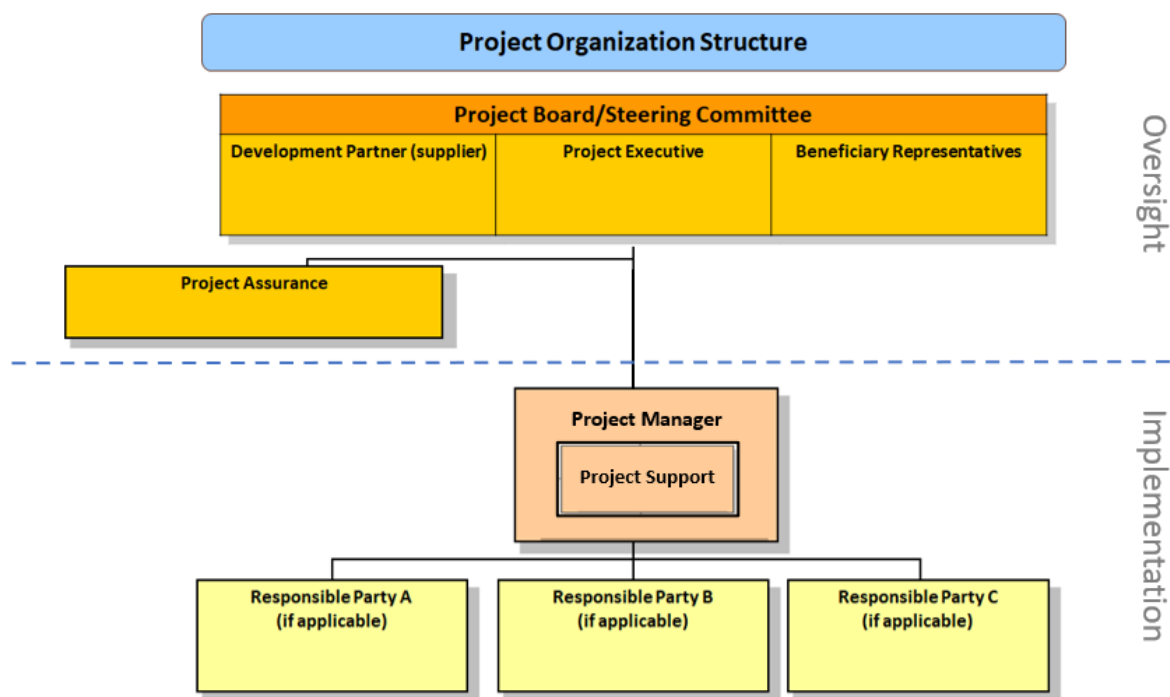
³² The responsibilities of the board in this regard should follow [UNDP's Social and Environmental Standards](#) (SES) as codified in the PPM. It should be noted that while a project board can play a role in addressing or assisting with the compliance and stakeholder response (or grievance) mechanisms put in place for a given project (as part of their quality assurance and oversight function), this will be in addition to and does not substitute for UNDP's core responsibility to ensure compliance with the SES throughout the project management cycle as part of UNDP's Programming Quality Assurance system.

- Ensure commitment of human resources to support project implementation, arbitrating any issues within the project;
- Act as an informal consultation mechanism for stakeholders;
- Approve the Project Inception Report, Mid-term Review and Terminal Evaluation reports and corresponding management responses;
- Review the final project report package during an end-of-project review meeting to discuss lessons learned and opportunities for scaling up;
- Providing guidance or reporting protocols to technical committees or sub-bodies reporting to the Board (if applicable);

III. Composition of the Project Board

As noted in the diagram below, every Project Board or in a UNDP project has three categories of formal members (e.g. voting members). The role of every formal Project Board member must correspond to one of these three roles and be identified accordingly in the project documentation.

Diagram 2 – Standard Figure for a Project Organization Structure



The three categories of Project Board or members are the following:

- 1) **Project Director/Executive(s):** This is an individual(s) who represents ownership of the project and chairs (or co-chairs) the Project Board. The executive usually is the most senior national counterpart for nationally implemented projects (typically from the same entity as the Implementing Partner), and it must be UNDP for projects that are direct implementation (DIM). In exceptional cases, two individuals from different entities can co-share this role and/or co-chair the Project Board. If the project executive co-chairs the Project Board with a representative of another category, it typically does so with a development partner representative. The Project Executive is: UNDP and Ministry of Tourism, Trade and Industry (MTCI).
- 2) **Beneficiary Representative(s):** This is an individual(s) representing the interests of those groups of stakeholders who will ultimately benefit from the project. Their primary function within the Board is to ensure the realization of project results from the perspective of project beneficiaries. Often

representatives from civil society, industry associations, community groups or other government entities benefiting from the project can fulfil this role. If the project has a specific geographic focus, often representatives from the government entities in the targeted area/region will play this role. There can be multiple beneficiary representatives in a [Project Board or Project Steering Committee]. The Beneficiary Representative(s) is: the Secretary of State for Employment and Vocational Training (SEFOPE), the Entrepreneurship Development Support Institute (IADE), the Secretary of State for Youth and Sports

- 3) **Development Partner(s):** Individuals representing the interests of the parties concerned that provide funding, strategic guidance and/or technical expertise to the project³³. There can be multiple development partners representatives in a Project Board. The Development Partner(s) representative(s) is: *Add titles here (names are optional)* (note: in NIM and NGO-implementation projects, this is typically the UNDP Resident Representative or Deputy Resident Representative. Other funding partners can also jointly hold this role. As noted below, responsible parties cannot play this role)

A **UNDP representative must always be represented in the Project Board** in either the project executive or development partner role. [In NIM and NGO-implementation projects, UNDP will typically occupy the role of development partner in the Board. In DIM projects, a UNDP representative will always play the role of project executive. The level of representation by UNDP on the Board is determined on a case-by-case basis but typically, for national projects, the board member is either the Resident Representative or the Deputy Resident Representative.]

Where applicable, representatives from responsible parties to the project cannot sit on the Project Board as a formal voting member; they can (if requested) attend board meetings as observers. Since the chief responsibility of the Board is to provide high-level oversight of project implementation, to avoid any conflicts of interest, it is not appropriate for representatives of third party entities engaged by the project to provide services – whether responsible parties or contractors/service providers – to concurrently sit on the Board. Representatives of responsible parties can attend board meetings (as observers) but can have no official role in board decision-making. The same principle applies to the project manager who in attending and presenting at board meetings, does so in a non-voting capacity.

In cases where the inputs and guidance of responsible parties or other entities formally engaged in providing goods or services to the project are needed by the Board on a recurring basis, it is recommended to establish appropriate advisory or technical committees or working groups composed of those entities that can formally report to the Board, while ensuring the impartiality and integrity of board decisions happening independent of those bodies (see Section V of the ToR).

[Board representation in crisis setting: TBD]

IV. Standard [Project Board or Project Steering Committee] Protocols

The Project Board must meet one time annually at a minimum. It is recommended that the timing of board meetings be agreed upon in advance and corresponds to key project reporting or work planning milestones. This Project Board will meet [1] times annually according to this provisional schedule (insert scheduled meeting times if known).

Project Board members cannot receive remuneration from project funds for their participation in the Board. However, it is allowable for board members to be reimbursed from project funds for certain reasonable, qualified expenses related to travel or lodging to attend board meetings. Such protocols are outlined in this ToR and the benefits are applicable to all eligible board members. [if applicable, insert guidance on this issue here].

³³ With the exception of responsible parties or any firms/entities engaged by the project to provide technical expertise with project funds

All Project Board must have rules for quorum and documentation/minuting of board decisions. All board decisions and minutes should be kept by the project management unit and UNDP. Guidelines on decisions taken in between board meetings or virtually should be clearly elaborated in the Terms of Reference (ToR) of the Project. [if applicable such as under a crisis setting or pandemic, insert guidance on this issue here].

Unless otherwise specified, Project Board decisions are made by unanimous consensus. If a consensus cannot be reached within the Board, the final decision shall rest with the UNDP representative on the Project Board or a UNDP staff member with delegated authority as the programme manager.³⁴

It is required that as per internationally recognized professional standards and principles of sound governance, conflicts of interest affecting board members in performing their duties must be formally disclosed if not avoidable. Where a board member has a specific personal conflict of interest with a given matter before the board, he/she must recuse oneself from their participation in a decision. No board member can vote or deliberate on a question in which he/she has a direct personal or pecuniary interest not common to other members of the board.

All board members should be presented with a ToR for the Project Board, which will include the responsibilities already outlined and indicate agreed board practices and logistics.

Note: Designated Board members must sign or otherwise indicate written acceptance of the final ToR (via formal signature of the ToR, an exchange of letters or e-mail acknowledgment) for the [Project Board or Project Steering Committee] as a precondition for serving on the [Project Board or Project Steering Committee]. Please see Annex A for possible options to codify this acceptance (which preferably would be done at the appraise and approve stage but which could also be done early in implementation). The formal written acceptance of the ToR by all board members will be documented and kept by UNDP.

V. Standard Outputs of Project Board Meetings

In its oversight function, the Project Board will (at a minimum) review and assess the following project-related evidence at each meeting:

- Assessment of project progress to date against project output indicators (as documented in the project document results framework)
- Approval/review of annual work plans
- Assessment of the relevant Monitoring & Evaluation mechanisms, including all evaluations³⁵
- Review and assessment of the Project Risk Log (with updating/amendments as needed)
- Assessment of project spending, based on a review of the combined delivery report
- Review of required resources versus available funding (if applicable) and steps taken to reduce funding gap identified at the project design stage

This will be in addition to the review and approval of any required project execution decisions.

The output of every Project Board should be a written record (minutes) that captures the agenda and issues discussed and the agreed upon action items and decisions (if applicable). Each report should clearly document the members attending the meeting (as well as all participants in the meeting) and the modality used to agree on a certain action or decision (whether formal voting or no-objection or other mechanism). All records of board meetings should be documented and kept by UNDP in their quality assurance function (see next section).

VI. Support Functions to the Project Board

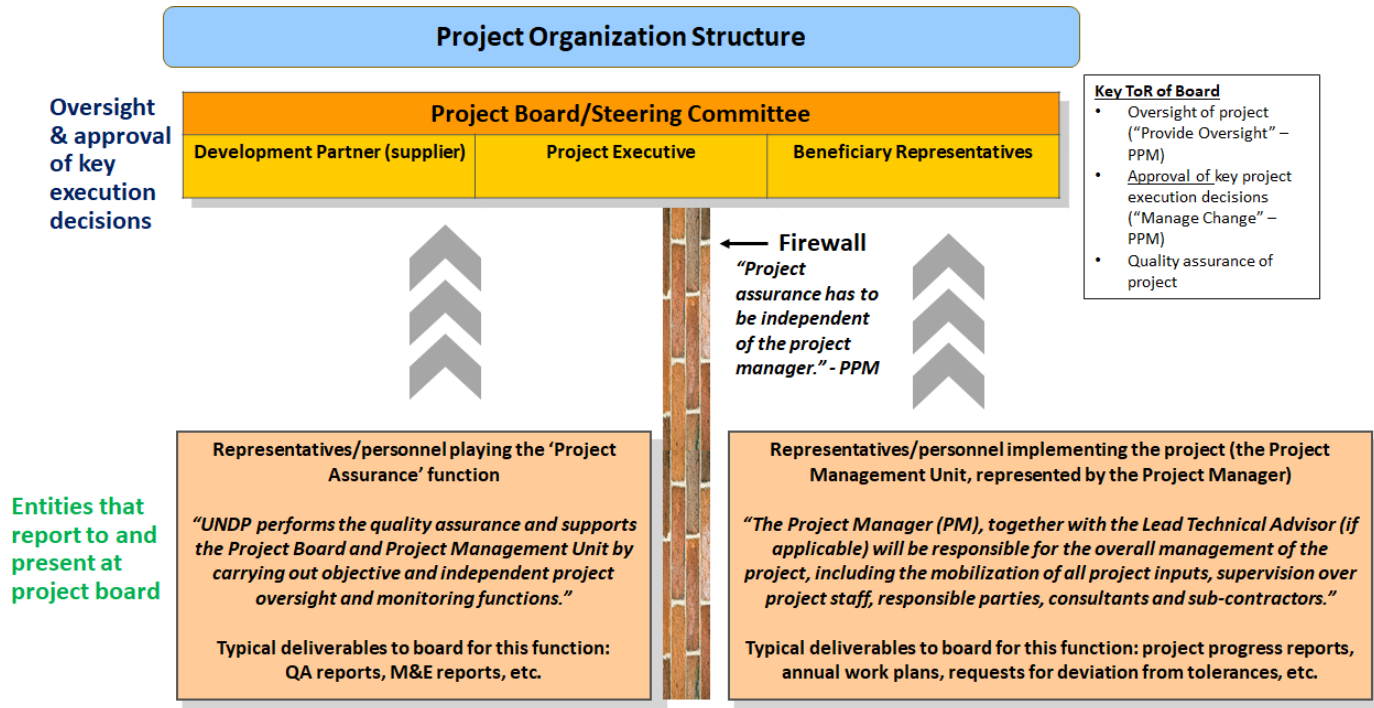
There are two main entities/functions outside the Project Board structure whose role is to report to the Project Board and support board members in effectively fulfilling their roles: project assurance and project management.

³⁴ UNDP has this special right since the ultimate legal and fiduciary accountability for a UNDP project, irrespective of modality, rests with UNDP and UNDP must (in line with its obligations to donors and to the Executive Board) be able to ensure that no action is taken by any body in a UNDP project that contravenes UNDP rules and regulations.

³⁵ Including audit reports and spot checks.

The diagram below explains the primary role of these two entities in the context of their support to Board operations. A description of these two entities follows.

Diagram 3 – Standard Figure of Project Organization Structure – Board Support Entities



Project Assurance: Project assurance is the responsibility of each Project Board member; however, UNDP has a distinct assurance role for all UNDP projects in carrying out objective and independent project oversight and monitoring functions. UNDP performs quality assurance and supports the Project Board (and Project Management Unit) by carrying out objective and independent project oversight and monitoring functions, including applying UNDP's social and environmental management system to ensure the SES are applied through the project cycle. The Project Board cannot delegate any of its quality assurance responsibilities to the project manager. Project assurance is totally independent of project execution. [In the case where UNDP is also supporting project implementation, protocols should be put in place ensuring proper segregation between UNDP's role in the Board and in the function of project assurance, and any concurrent role in implementation].

A designated representative of UNDP playing the project assurance role is expected to attend all Project Board meetings and support board processes as a non-voting representative. It should be noted that while in certain cases UNDP's project assurance role across the project may encompass activities happening at several levels (e.g. global, regional), at least one UNDP representative playing that function must, as part of their duties, specifically attend board meetings and provide board members with the required documentation required to perform their duties.

The UNDP representative playing the main project assurance function is: *(Add name and title here. For NIM projects, this is typically CO programme manager/officer or monitoring & evaluation officer)*

Project Support, this function is often covered by the Project Management Unit: The Project Manager (PM) (also called project coordinator) is the senior most representative of the Project Management Unit (PMU) and is responsible for the overall management of the project on behalf of the Implementing Partner, including the mobilization of all project inputs, supervision over project staff, responsible parties, consultants and sub-contractors. The project manager typically presents key deliverables and documents to the Board for review and approval, including progress reports, annual work plans, adjustments to tolerance levels and risk logs.

A designated representative of the PMU is expected to attend all board meetings and present the required progress reports and other documentation needed to support board processes as a non-voting representative.

The primary PMU representative attending board meetings is: *(Add title here, name are optional)*

Annex A – Acknowledgement of this ToR by each designated official Project Board member

Note: The form/evidence for this acknowledgement must be included as an annex or codified in other ways (e.g. note to file or minutes of a board meeting)

The formal acknowledgement of the ToR by board members can be done via various procedures, including the following options:

- 1) Having copies of the ToR be signed by each appointed board member at the Appraise and Approve stage (LPAC) and then having all signed copies attached as an annex to the Project Document**
- 2) Having the final ToR be signed by each appointed board member at the first project board meeting after Project Document signing with the approvals recorded in the minutes of the meeting**

In both cases, the signature or acknowledgement should include the name, title and category of board representation for the person signing



UNITED NATIONS DEVELOPMENT PROGRAMME
JOB DESCRIPTION

I. Position Information

Office/Unit: Economic Development and Prosperity Unit

Project: YOUTH EMPLOYMENT AND ENTREPRENEURSHIP SKILLS PROJECT (YEES)

Functional Title: Project Manager

Classified Level: IPSA-9/IB2

Duty station (City and Country): Dili, Timor-Leste

Type (Regular or Short term): Regular

Office- or Home-based: Office

Expected starting date: to be identified

Expected Duration: to be identified

II. Background Information

Timor-Leste is an LDC with lower-middle income status that relies on its natural oil and gas revenue-based sovereign wealth Petroleum Fund for its annual state budget. Besides this fund, there are no other substantive sources of income. Economic diversification with a focus on job creation and poverty reduction is a great need. Timor-Leste already has 30% of the population living below the national poverty line and 46% are multidimensionally poor. 70% of Timor-Leste's population live in rural areas, most of whom (64.2%) are dependent on subsistence agriculture. This young nation has 74% of its population under 35 (Census 2015), and according to the 2018 Labour Market Outlook, 20.3% of the youth population (aged 15-24) were not in employment, education or training (NEET). 78% of the people between the age of 15 to 64 were not employed, of which around 36% were youth aged 15 to 24 years.

There is more demand for labourers with vocational skills as well as 'soft' skills. Long-term investment in human capital is needed to produce skilled human resources to meet the labor market demand—something that requires increased investment in quality education. However, in the short- and medium-term, many initiatives can be taken to prepare youth with the required soft skills, have greater access to the right information, enhance their readiness for the work world through internships/mentorships and meet the labor market demand. At the same time, more efforts are needed to develop SMEs to increase employment and income opportunities, particularly for women, people with disability, unemployed youth, and poor and vulnerable communities.

Youth Employment and Entrepreneurship Skills (YEES) Project aims to tackle two most pressing issues in Timor Leste's youth employment: 1) limited opportunity of being employed and 2) limited opportunity of being entrepreneurs for youth and migrant workers. The project is mainly funded by Korea International Cooperation Agency (KOICA) for six years starting in 2022. This project will focus on producing two medium-term sub-outcomes: 1) youth become employed and 2) youth become entrepreneurs, which will contribute to UNSDCF/CPD outcome 2: By 2025, institutions and people throughout Timor-Leste in all their diversity, especially women and youth, benefit from sustainable economic opportunities and decent work to reduce poverty, with three interrelated outputs:

- Output 1: Youth obtain skills, competencies and knowledge to be employed.
- Output 2: Service providers are available to deliver holistic support to enhance employability.
- Output 3: Youth, including migrants/returnees, obtain skills, knowledge and services to start or expand their business.

III. Duties and Responsibilities

Scope of work

Under the supervision of the Head of Unit, Economic Development and Prosperity (EDP) and in collaboration with national and international stakeholders, including KOICA and Korean NGOs, the Project Coordinator/Business

Development Specialist provides support to youth, women and the business community within the remit of the YEES Project and will ensure that project activities meet their goals and objectives. More specifically, the Project Manager will be responsible for the following:

1. Project Coordination and Management

- Coordinate for the attainment of project outputs by taking overall responsibility for the management and coordination of project activities;
- Undertake day-to-day project management under the guidance and supervision of the Head of Unit, EDP and senior management;
- Coordinate with UNDP country office in managing human and financial resources
- Coordinate with KOICA on regular monitoring and field visit missions and other issues related to donor relationships;
- Work for the achievement of results in line with the outputs and activities outlined in the project document in consultation with the Head of EDP Unit;
- Provide day-to-day technical support for the project team in project activities planning and implementation processes;
- Prepare reports including (quarterly, Annual Report, Annual Project Review, etc.) and provide feedback to UNDP country office, regional office, and others on project strategies, activities, progress, and barriers;
- Manage service providers, consultants and contractors to ensure timely and quality delivery of services;
- Manage financial resources flow through cash transfers, micro-grant, direct payments to service providers, etc.

2. Facilitate MSME development and recovery from COVID-19 restrictions

- Initiate, create and develop long-term relationships with local businesses, micro entrepreneurs, and self-employed communities to foster their capacity investment, particularly for Loan Guarantee Scheme;
- Assess the needs, constraints, strengths and weaknesses of each idea or local business to ensure its eligibility for Loan Guarantee Scheme;
- Identify training needs of local businesses;
- Facilitate capacity building of small enterprises to address identified weaknesses;
- Develop a strategy/schedule to mentor and monitor the implementation of the business plans selected for and approved by Loan Guarantee Scheme;
- Organize, in coordination with all the team, the implementation of all activities, workshops, events of project in partnership with other UNDP initiatives, such as Accelerator Lab, Knua Juventude Fila Liman, Oecusse Business Incubator, etc.

3. Facilitate development of Food Security activities in selected project sites, through establishing and promoting local bakeries, facilitating agricultural supply chains with local producers and farmers and fostering linkages with school feeding program

- Facilitate the establishment of bakeries with healthy and nutritious products in close partnership with the private sector, including established businesses and startups;
- Supervise and coordinate the implementation of the food security and local bakeries activities;
- Establish coordination and maintenance of agricultural supply chain between bakeries and local suppliers and farmers to ensure the principles of sustainable food systems;
- Provide necessary support to service delivery partners in undertaking feasibility studies, capacity building activities and stakeholders' consultations related to food security and nutrition within the selected project sites;
- Actively work with the municipal administration, department of educations, civil society, the private sector and other relevant stakeholders to support with the establishment of the the coordination mechanism that allows link bakeries with School Feeding Program;
- Closely work with vulnerable groups, youth and women to involve them in the implementation of the project activities on the ground.

4. Support women, people with disabilities, and unemployed youth to start businesses and have additional income

- Provide services to potential microentrepreneurs in various areas including development of business plans, incubation, technology support, financial management, marketing, and various training on overall business development;
- Analysis of locally available resources and markets; existing value chain to inform the development of viable microenterprises;
- Promote business ideas related to green recovery, climate resilience and eco-tourism.
- Prioritize the youth groups with women and persons with disability that applied in the Youth Co: lab challenge with their ideas or startups in 2019 and those in 2020 to support their business initiatives;
- Cooperate with women's groups like the Association of Timor-Leste Business Women that support women to build entrepreneurship skills and enhance their networks, and Timor-Leste Disability Association to reach out to the target groups;
- Coordinate trainings on business development, planning, financial management, IT solutions, access to finance, technical support and skills will be provided in partnership with IADE.

5. Coordination of Employability and Internship Component

- Coordinate with host organizations (e.g. private business, NGOs, engineering firms, etc.) placement, mentoring and monitoring of interns and their success;
- Coordinate with assigned mentors work plans of each intern with deliverables, peer-to-peer sharing sessions, and final presentation of their experience and learning;
- Coordinate soft skills trainings on teamwork, communications, task organization, time management, presentation techniques, CV preparation, job applications, and job interviews to help trainees and interns to transit to regular jobs;
- Organize additional sessions for women, interns with disability and from other excluded social groups as per their specific needs;
- Organize other events relevant to employability and youth economic and social empowerment such as confidence building motivational sessions with invited speakers who can be considered as role models, networking events, etc.;
- Support establishment of permanent partnership mechanisms between SSYS, employers and other stakeholders on youth issues;

6. Monitoring and Evaluation

- Overall tracking and monitoring of financial expenditures in coordination with UNDP Operation Unit;
- Monitor financial resources and accounting to ensure accuracy and reliability of financial reports;
- Organize project regular monitoring and review process jointly with key government partners, NGOs and community organizations;
- Monitor events as determined in the Project Monitoring Schedule Plan, and update the plan as required;
- Monitor the project risks initially identified, submit new risks to senior management for consideration and decision on possible actions if required, and update the risk log regularly in ATLAS based on the initial risk analysis submitted;
- Assist in developing the project activity plan and monitor progress against the initial quality criteria;
- Coordinate project evaluation and audit

IV. Impact of Results

The key impact results include but not limited to the creation of enabling environment for (i) holistic business development, including training, incubation, technology, marketing, and access to finance to potential and existing entrepreneurs for rapid recovery from COVID; (ii) new income opportunities for women, youth, people with disabilities, and other excluded groups through on-the-job trainings, internships, vocational skills development and better preparedness to match the labor market demands.

V. Competencies	
Functional Competencies:	
Primary	
Business Administration (General) Knowledge of business administration concepts, business plan development, private sector policies and regulations, and ability to apply to strategic and/or practical situations	Level 3: Apply & Adapt (Recognized contributor with demonstrated ability)
Marketing Knowledge of marketing planning, concepts, techniques for development of marketing strategies, introduction to internet marketing, promotion of the business in local and regional markets;	Level 2: Execute & Learn (Perform defined tasks)
Financial Reporting and Analysis Ability to evaluate financial and accounting data, derive relevant findings and present them in a meaningful manner	Level 2: Execute & Learn (Perform defined tasks)
Secondary	
Knowledge Management Ability to efficiently handle and share information and knowledge	Level 2: Execute & Learn (Perform defined tasks)
Team Building Ability to work effectively with diverse groups of professionals towards common goals	Level 2: Execute & Learn (Perform defined tasks)
Performance Management Ability to manage organization, department and employee goals	Level 2: Execute & Learn (Perform defined tasks)
Core Competencies:	
<u>Innovation:</u>	
<ul style="list-style-type: none"> • Ability to make new and useful ideas work • Adapts with complex concepts and challenges convention purposefully • Adapts deliverables to meet client needs • Critically assesses established methods • Contributes to prototyping, piloting, and evaluating lessons/feedback 	
<u>Communication & Relationship Management:</u>	
<ul style="list-style-type: none"> • Ability to listen, adapt, persuade and transform • Synthesizes information to communicate independent analysis • Communicates ideas and positions with command and confidence • Finds common ground to solve problems. 	
<u>Delivery:</u>	
<ul style="list-style-type: none"> • Ability to get things done while exercising good judgement • Meet goals and quality criteria for delivery of products or services. • Embraces complex challenges and opportunities for getting work done • Ability to embrace challenges with minimal supervision • Works to develop organizational awareness of UNDP's approach to client service delivery and integrity and accountability 	
<u>People Management:</u>	
<ul style="list-style-type: none"> • Ability to improve performance and satisfaction • Models independent thinking and action 	

<ul style="list-style-type: none"> • Demonstrates behaviours of teamwork, collaboration, knowledge sharing, maintaining relationships. 	
VI. Recruitment Qualifications	
Education:	Master's/bachelor's degree or equivalent in Business Administration, Public Administration, Economics, Political Sciences, Social Sciences or related field.
Experience:	<ul style="list-style-type: none"> • At least 5 years of experience for Bachelor's degree and 3 years for Master's degree in the fields of business administration, private sector development, MSME policy; • Experience with a development partner or government; • Experience with KOICA projects and/or the Korean public sector is a strong advantage; • Research experience in areas of public or private financing policy for sustainable development; • At least 1 year of experience in delivering business trainings, in the areas of: entrepreneurship, business skills development, business mentorship, start-up businesses, development of business idea/plan and evaluation; • Ability to demonstrate understanding of the needs of youth and business community; • Good knowledge of data collection and analysis; • Experience in preparation of business plans, and/or practical business experience in private companies; • Ability to conduct liaison with businesses, government and key stakeholders.
Language Requirements:	Proficiency in English (written and spoken) and Korean (written and spoken) required, Tetum is advantage.



I. Position Information	
<p>Job Code Title: Admin and Finance Officer Supervisor: Project Manager Duration: One year, with a possibility of extension Duty Station: Dili, Timor-Leste Project: Youth Employment and Entrepreneurship Skills (YEES)</p>	<p>Current Grade: Proposed Grade: NB-3 Approved Grade: Position Classified by: ODU Classification Approved by:</p>
II. BACKGROUND INFORMATION	
<p>Timor-Leste is an LDC with lower-middle income status that relies on its natural oil and gas revenue-based sovereign wealth Petroleum Fund for its annual state budget. Besides this fund, there are no other substantive sources of income. Economic diversification with a focus on job creation and poverty reduction is a great need. Timor-Leste already has 30% of the population living below the national poverty line and 46% are multidimensionally poor. 70% of Timor-Leste’s population live in rural areas, most of whom (64.2%) are dependent on subsistence agriculture. This young nation has 74% of its population under 35 (Census 2015), and according to the 2018 Labour Market Outlook, 20.3% of the youth population (aged 15-24) were not in employment, education or training (NEET). 78% of the people between the age of 15 to 64 were not employed, of which around 36% were youth aged 15 to 24 years.</p> <p>There is more demand for labourers with vocational skills as well as ‘soft’ skills. Long-term investment in human capital is needed to produce skilled human resources to meet the labor market demand—something that requires increased investment in quality education. However, in the short- and medium-term, many initiatives can be taken to prepare youth with the required soft skills, have greater access to the right information, enhance their readiness for the work world through internships/mentorships and meet the labor market demand. At the same time, more efforts are needed to develop SMEs to increase employment and income opportunities, particularly for women, people with disability, unemployed youth, and poor and vulnerable communities.</p> <p>Youth Employment and Entrepreneurship Skills (YEES) Project aims to tackle two most pressing issues in Timor Leste’s youth employment: 1) limited opportunity of being employed and 2) limited opportunity of being entrepreneurs for youth and migrant workers. The project is mainly funded by Korea International Cooperation Agency (KOICA) for six years starting in 2022. This project will focus on producing two medium-term sub-outcomes: 1) youth become employed and 2) youth become entrepreneurs, which will contribute to UNSDCF/CPD outcome 2: By 2025, institutions and people throughout Timor-Leste in all their diversity, especially women and youth, benefit from sustainable economic opportunities and decent work to reduce poverty, with three interrelated outputs:</p> <ul style="list-style-type: none"> • Output 1: Youth obtain skills, competencies and knowledge to be employed. • Output 2: Service providers are available to deliver holistic support to enhance employability. • Output 3: Youth, including migrants/returnees, obtain skills, knowledge and services to start or expand their business. 	

III. DUTIES AND RESPONSIBILITIES

Under the guidance and direct supervision of the Project Manager, the **Admin and Finance Officer** is responsible for the financial management of the project including the overall budget expenditures according to the Project Document, advising the Government, Project Management Unit (PMU) and UNDP on the need for budget revision and/or off-track activities.

Summary of Key Functions:

- Operational and financial services for the project
- Administrative support to the PMU
- Facilitation of knowledge building and knowledge sharing

Operational and financial services for the project

- Assist the NPM with annual and quarterly work planning and budgeting,
- Track the project budget expenditure against approved allocation;
- Ensure full compliance of the project with UNDP and KOICA rules and regulations on financial processes, financial records, reports and audits as well as the internal control frameworks;
- Track project delivery through ATLAS and other tools;
- Maintain an Activity-based expenditure table to monitor expenditure on a real-time basis; Support the Project Manager to ensure that the expenditures are in line with the approved Annual Work Plan and Project Document;
- Carry out an analysis, as needed, on the expenditure projection based on the deviation of the actual expenditures from the AWP and keep the members of the PMU, Government and UNDP informed of the risk of under-delivery;
- Provide support in taking corrective actions as and when required.
- Provision of financial data for donor reporting and progress reporting
- Preparing payment requests and submit to GSSU for further processing. Verification and reconciliation of various expenditures reports from the Responsible Party(ies); check and ensure that all expenditures of projects are in accordance with NEX procedures, if needed. This includes ensuring receipts to be obtained for all payments; Assist with follow up of advances to Responsible Partner(s) and review their financial reports and supporting documents and certifying forms (e.g. FACE/ICE forms for NEX liquidation/Direct payments to IP or RP) together with the NPD and NPM before the next advance is made;
- Maintenance of the internal expenditure control system to ensure transactions are correctly planned, recorded, and posted.
- Support in ensuring cost-recovery planning, implementation and monitoring.
- Assist the National Project Manager and National Project Director (NPD) to manage and prepare the document for internal audit and independent audit;
- Monitor the organizations supporting the project to implement activities for their financial management, budget utilization, and reporting, and support in building their capacity when needed.
- Support the Project Manager to ensure that all transactions are booked to the correct budget lines;

Administrative support

- Responsible for making logistical arrangements for project personnel, experts, Government and UNDP officers visiting or working in Timor-Leste;
- Assist in organizing Project Board meetings, Development Partners meeting, provide necessary logistical arrangement, and prepare minutes of the meetings.
- Serve as a custodian for PMU stationary supplies, distribution stationary among PMU members and project personnel keeping a log of distribution;
- Maintain financial documents diligently in the PMU;

- Perform other related duties, backstopping other project personnel as necessary.
- Compile background material, working papers, and statistical data for meetings and briefing sessions.
- Be familiar with the activities of the programme so as to be in a position to function as a full member of the management team and to respond adequately to queries on programme matters.
- Arrange project site visits and preparation of reports.
- Assist in organizing programme events including logistical arrangements.
- Collect, maintain, and update data relevant to the project.
- Ensure the regular maintenance and prompt repair of office equipment and transportation vehicles
- Set up and maintain an appropriate office filing system
- Maintain the project-based assets and custodial items register

Facilitation of knowledge building and knowledge sharing

- Assist to Project staff on UNDP financial rules and regulations including budgetary issues;
- Facilitate trainings for the Government of Timor-Leste personnel on financial management, reporting forms and filling system for the project, in accordance with the project document and the NIM procedures;
- Synthesis of lessons learned and best practices in programme and project finance;
- Sound contributions to knowledge networks and communities of practice

IV. IMPACT OF RESULTS

The key results have an impact on the effective and timely delivery of the Timor-Leste project “Youth Employment and Entrepreneurship Skills”. The successful delivery of the project will result in a stronger, more strategic position for the UNDP Office.

V. Competencies

Competencies:

- Promotes ethics and integrity and creates organizational precedents;
- Builds support and political acumen;
- Builds and promotes effective teams;
- Creates and promotes environment for open communications;
- Leverages conflict in the interest of UNDP and sets standards;
- Shares knowledge across the organization and builds a culture of knowledge sharing and learning.

Functional Competencies:

Job knowledge/technical expertise:

- Sound knowledge and understanding of accounting/financial systems and procedures
- Continues to seek new and improved methods and systems for accomplishing the work of the project;
- Keeps abreast of the new developments in the area of professional discipline and job knowledge and seeks to develop him/herself professionally.

Accountability and results-based management:

- Provides inputs to the development of organizational standards for accountability and results-based management;
- Develops and applies tools and techniques in assessing the application of programmes/projects and administration of policies and procedures;

Client orientation:

- Anticipate Government needs;

<ul style="list-style-type: none"> • Works toward creating an enabling environment for a smooth relationship between the Government and UNDP; • Keeps the government informed about UNDP's policies and procedures as well as services it provides to support project implementation; • Keeps the Government informed of problems or delays in the provision of services; • Solicits feedback on service provision and quality. 	
VI. Recruitment Qualifications	
Education:	<ul style="list-style-type: none"> • Master's or bachelor's degree in accounting, finance, or related fields;
Experience:	<ul style="list-style-type: none"> • Working experience minimum of 2 years for master's degree and 4 years for bachelor's degree in budgeting, planning and reporting on foreign funded projects; and experience with international auditing requirements. • Strong analytical and practical problem-solving skills, good inter-personal and team building skills, inter-personal communications and coordination skills. • Knowledge and accounting experience with international organizations is an advantage; Knowledge and working experience in similar position for UN agencies or UNDP projects with good reference would be an asset. • Good knowledge of a computer-based accounting software; Advance computer skill, with high proficiency in the use of standard office software applications (e.g. Microsoft Word, Excel and PowerPoint).
Language Requirements:	<ul style="list-style-type: none"> • Proficiency in spoken and written English



I. Position Information	
<p>Job Code Title: Communication and Monitoring and Evaluation Officer Supervisor: Project Manager, Duration: One year, with a possibility of extension Duty Station: Dili, Timor-Leste Project: Youth Employment and Entrepreneurship Skills (YEES)</p>	<p>Current Grade: Proposed Grade: NB-4 Approved Grade: Position Classified by: ODU Classification Approved by:</p>
II. BACKGROUND INFORMATION	
<p>Timor-Leste is an LDC with lower-middle income status that relies on its natural oil and gas revenue-based sovereign wealth Petroleum Fund for its annual state budget. Besides this fund, there are no other substantive sources of income. Economic diversification with a focus on job creation and poverty reduction is a great need. Timor-Leste already has 30% of the population living below the national poverty line and 46% are multidimensionally poor. 70% of Timor-Leste’s population live in rural areas, most of whom (64.2%) are dependent on subsistence agriculture. This young nation has 74% of its population under 35 (Census 2015), and according to the 2018 Labour Market Outlook, 20.3% of the youth population (aged 15-24) were not in employment, education or training (NEET). 78% of the people between the age of 15 to 64 were not employed, of which around 36% were youth aged 15 to 24 years.</p> <p>There is more demand for labourers with vocational skills as well as ‘soft’ skills. Long-term investment in human capital is needed to produce skilled human resources to meet the labor market demand—something that requires increased investment in quality education. However, in the short- and medium-term, many initiatives can be taken to prepare youth with the required soft skills, have greater access to the right information, enhance their readiness for the work world through internships/mentorships and meet the labor market demand. At the same time, more efforts are needed to develop SMEs to increase employment and income opportunities, particularly for women, people with disability, unemployed youth, and poor and vulnerable communities.</p> <p>Youth Employment and Entrepreneurship Skills (YEES) Project aims to tackle two most pressing issues in Timor Leste’s youth employment: 1) limited opportunity of being employed and 2) limited opportunity of being entrepreneurs for youth and migrant workers. The project is mainly funded by Korea International Cooperation Agency (KOICA) for six years starting in 2022. This project will focus on producing two medium-term sub-outcomes: 1) youth become employed and 2) youth become entrepreneurs, which will contribute to UNSDCF/CPD outcome 2: By 2025, institutions and people throughout Timor-Leste in all their diversity, especially women and youth, benefit from sustainable economic opportunities and decent work to reduce poverty, with three interrelated outputs:</p> <ul style="list-style-type: none"> • Output 1: Youth obtain skills, competencies and knowledge to be employed. • Output 2: Service providers are available to deliver holistic support to enhance employability. • Output 3: Youth, including migrants/returnees, obtain skills, knowledge and services to start or expand their business. 	

II. FUNCTIONS / KEY RESULTS EXPECTED

Summary of Key Functions:

- **Monitoring, Reporting and Evaluation**
- **Communication and Public Awareness raising**
- **Capacity Building Knowledge Management**

III. DUTIES AND RESPONSIBILITIES

Under the direct supervision of the Project Manager, the Communication and Monitoring and Evaluation Officer will actively support the Project Manager and the Project Management Unit (PMU) in development and implementation of communication and monitoring and evaluation strategy to showcase the project results and impacts. S/he will complete the following:

Monitoring and Evaluation

- In consultation with the Project Manager, project management and team develop a M&E framework and plans, define project indicators, prepare tools and collect and review monitoring data.
- Design and implement data collection and reporting protocols linked to project outcome indicators to support routine project progress reporting;
- Support monitoring data quality tracking the progress of activities and identifying opportunities for staff and IPs capacity building opportunities.
- Perform field visits as per need to ensure the quality of the data gathered by the project and to verify the accuracy of the reported data.
- Record report and analyze data against indicators listed in the logical framework against indicators and AWP
- Manage key informant in-depth interviewing, managing survey data collection, reviewing data, preparing datasets, analyzing quantitative or qualitative data, and report writing.
- Interpret outcomes of implementation through data or other evidenced-based sources and provide program recommendations as needed.
- Assist in the management of field monitoring, evaluation design, empirical and statistical analysis, environmental compliance, and management of information systems.
- Reviewing project reports, back-to-office reports, activity implementation reports, visiting sites, meet with communities and beneficiaries and engaging in written and oral communications with project stakeholders, beneficiaries, grant recipients and local communities to support M&E;
- Prepare regular M&E reports, update risk matrix and logs, lessons learned logs and organize regular monitoring and implementation progress reporting with key government partners, NGOs and community organizations
- Collect data from field monitoring reports. BTORs, activity implementation reports, KIIs etc. and regularly update the results monitoring and tracking framework
- Assist on monitoring of environmental and social risks, and corresponding management plans as relevant, monitoring of gender action plan and monitoring of stakeholder engagement plan
- Assist in the preparation of quarterly and annual reports, in adherence to and compliance with project Annual Work Plans (AWP) and M&E frameworks;
- Assist in the monitoring of milestones and key accomplishments of the program;
- Support in organise special events such as launching, donor engagement/joint monitoring, etc
- Conduct M&E need identification survey among project staff (including municipality level)

and identify M&E capacity gaps

Communication

- Draft a communication work plan for the project, including links to broader UNDP work and programmes, as well as activities to promote the project and its objectives.
- Organize public awareness raising activities, consistent with the communication strategy
- Work closely with UNDP other units and government sector offices to ensure related communications materials include information about the project;
- Collaborate with UNDP-TL Communication Unit to develop, publish and disseminate media friendly communications products.

Capacity Building and knowledge Management

- Constant communication with the Project Manager, Project Management team, project Board and UNDP staff for implementation of the project communication work plan.
- Facilitate and support learning agendas, collaboration, learning and adapting, and knowledge management activities; all aimed at facilitating effective collaboration and promote learning and sharing among stakeholders.
- Support the preparation of publication, document case stories and best practices for learning and sharing
- Generate knowledge management products on M&E such as handbooks, toolkits for indicators, lessons learnt reports, webinars and others.
- Network and actively engage with counterparts, communities of practice, NDA and other partners in disseminating learnings and acquiring timely information with respect to M&E policies, tools, and best practices.

IV. IMPACT OF RESULTS

The key results have an impact on the effective and timely delivery of the Timor-Leste project “Youth Employment and Entrepreneurship Skills“. The successful delivery of the project will result in a stronger, more strategic position for the UNDP Office.

V. Competencies

Competencies:

- Promotes ethics and integrity and creates organizational precedents;
- Commitment to UNDP’s mission, vision, values and ethical standards
- Sensitivity to cultural, gender, religion, race, nationality and age differences
- Treat all stakeholders fairly and without prejudice
- Maintains objectivity and impartiality in handling evaluation processes

Functional Competencies:

Job knowledge/technical expertise:

- Understands the general issues of youth entrepreneurship and employment;
- Keeps abreast of the new developments in the area of professional discipline and job knowledge and seeks to development him/herself professionally.

Client orientation:

- Anticipate Government needs;
- Works toward creating an enabling environment for a smooth relationship between the Government and UNDP;
- Keeps the Government informed of problems or delays in the provision of services;
- Solicits feedback on service provision and quality.

Building strategic partnerships:

- Effectively networks with partners seizing opportunities to build strategic alliance relevant to

<p>UNDP's mandate and agenda;</p> <ul style="list-style-type: none"> Identifies needs and interventions for capacity-building of the Government, potential partners and project staff; Sensitizes UN partners, donors and other international organizations to UNDP's agenda identifying areas for joint efforts. 	
<p>VI. Recruitment Qualifications</p>	
<p>Education:</p>	<p>Bachelor's Degree or advance degree in social science preferably in Communication, International Relations, Development Studies, Project Management, Environmental Science or related disciplines.</p>
<p>Experience:</p>	<ul style="list-style-type: none"> At least two (2) years for Bachelor degree and Zero (0) year of experience in monitoring and evaluation, results based management; Excellent writing and analytical skill in drafting concept notes and reports; Sound knowledge in Timor-Leste development planning process and development plans; Knowledge and experience in designing M&E systems and conducting evaluations; Progressively responsible experience in providing strategic support to research and data analysis, knowledge management or project management in the context of development cooperation or related area is required Experience in handling of web-based data management systems is an asset. Experience working within the Development agencies preferably in government system;
<p>Language Requirements:</p>	<ul style="list-style-type: none"> Proficiency in spoken and written English

- 6. On-Granting Provisions Applicable to the Implementing Partner³⁶.** On-granting clauses for non-UNDP Implementing Partners can be found [here](#).

On-Granting Provisions Applicable to the Implementing Partner

Whereas the Implementing Partner (“IP”) has been selected by UNDP and the Government to undertake grant-making activities under the Agreement in accordance with the Project Document (Annex A), the IP agrees to be bound by the following additional provisions:

1. Grant Award Process

- 1.1 The IP shall be fully accountable for the completion of all grant making activities in accordance with its financial regulations, rules and policies, to the extent that they are consistent with UNDP’s grant policies and Financial Regulations and Rules. If they are not consistent, UNDP’s grant policies and Financial Regulations and Rules must be followed.
- 1.2 The IP shall conduct an assessment of grant recipient proposal(s) against set selection criteria established in the Project Document or in the call for proposals, and shall submit eligible grant proposal(s) to the Project Board or designated grant selection committee for consideration and final selection.
- 1.3 The IP shall ensure that:
- a. the grant award process is organized in a fully transparent manner that guarantees impartiality and equal treatment to all applicants;
 - b. all stages of the grant award process are formally documented through standardized checklists and forms;
 - c. grants are awarded in accordance with formal rules of procedure, including adequate due diligence policies and processes;
 - d. the evaluation process is based solely on the established criteria for eligibility, selection and exclusion as indicated in the call for proposals;
 - e. the grant recipient is duly organized and in good standing in its state/country of organization, as well as the eligibility of activities to be carried out with the grant award;
 - f. all applicants are notified in writing of the grant award outcome;
 - g. the grant award decision is made public within a reasonable timeframe following its issuance;
 - h. grant funds are channeled transparently and effectively to grant recipients;
 - i. no grant is awarded retroactively for activities already started or completed at the time of the application; and
 - j. procedures are in place (and set forth in any agreements the IP enters into with grant recipients pursuant to this Agreement) to:
 - i. recover grant funds unduly paid, and/or to prevent and address irregularities and fraud by the grant recipient; and
 - ii. suspend, reduce or terminate the grant if the grant recipient fails to comply with its obligations.
- 1.4 Funding provided by the IP to any individual grant recipient shall not exceed \$150,000 per individual grant and \$300,000 on a cumulative basis within the same programme period.

³⁶ Applicable for non-UNDP Implementing Partner as Grant Making Institution facilitating on-granting.

2. Managing and Monitoring Performance of Grant Recipient(s)

- 2.1 The IP shall supervise and monitor the grant recipient's activities and its achievement of specified results pursuant to the grant proposal selected by the Project Board or designated grant selection committee, including the schedules set forth therein.
- 2.2 The IP shall measure the grant recipient's performance based on results achieved against agreed performance targets in the grant agreement. Performance shall be monitored and assessed through the progress narrative and financial reports specified in Section 3 below.
- 2.3 The IP shall ensure that each deliverable for which a grant recipient is responsible for achieving has an effective performance target against which the grant recipient must report periodically and which the IP will monitor through regular reporting, at least on an annual basis.
- 2.4 UNDP may, during the term of the Agreement, undertake various independent assurance measures (such as spot checks or audits) regarding the IP's activities that are the subject of this Agreement, including monitoring and oversight, as well as independent assurance measures of the Responsible Party (where applicable) and grant recipients' programmatic and financial activities.

3. Reporting and Audit

- 3.1 The IP shall have in place its own systems to assess and monitor the grant recipient's activities and use of grant funds, including reporting and audit requirements.
- 3.2 The IP shall ensure the timeliness and accuracy of the grant recipient's reporting in relation to the grant and shall be responsible for the management of the grant recipient's audits. The IP shall determine the frequency of audits of grant recipient(s), evaluate audit quality, and monitor audit findings and any corrective measures to ensure resolution. Notwithstanding the above, UNDP shall have the right to audit or review the IP's and the grant recipient's related books and records as it may require.
- 3.3 The IP shall consolidate the reporting from grant recipient(s) and submit **annual financial and narrative progress reports** to UNDP no later than 30 days after the end of the year. In the event that the IP engages a Responsible Party to undertake its grant-making obligations and responsibilities (as further described in Section 5 below), the IP shall cause the RP to consolidate the **annual financial and narrative progress reports** from grant recipient(s) and submit the aforementioned to the IP no later than 30 days after the end of the year. The IP will in turn review and submit the consolidated reports to UNDP no later than 45 days after the end of each year.
- 3.4 The IP shall provide progress reports ("Performance Reports") including financial and narrative information, to UNDP at least 30 days before the expected release of the next tranche or at least annually within 30 days after the end of each year until the activities have been completed. In the event disbursement of funds from UNDP to the IP is to be made quarterly, Performance Reports should be submitted to UNDP on a quarterly basis. The Performance Reports should include a dated certification by the IP's representative with institutional responsibility for financial reporting.
- 3.5 The IP shall ensure that the grant recipient(s) are audited in accordance with the terms of the relevant agreements. Upon request, the IP shall furnish or cause to be furnished to UNDP a copy of audit reports of the grant recipient(s).

4. Responsibility of the IP

- 4.1 The IP shall be solely liable for claims by third parties arising from the grant recipient's acts and/or omissions in the course of performing activities under the agreement entered into with the IP

pursuant to this Agreement. UNDP shall assume no responsibility for the actions of grant recipients and shall in no way be held liable for third party claims arising therefrom.

5. Engagement of a Responsible Party to Undertake the IP's Grant-Making Responsibilities and Obligations

In the event that the IP engages a Responsible Party ("RP") to undertake its grant-making responsibilities, the IP agrees to the following additional provisions:

- 5.1 In selecting an RP to undertake the grant-making activities, the IP shall use the same capacity assessment process and due diligence standards applied by UNDP to assess the IP's financial and grant management skills prior to signing this Agreement.³⁷ The IP shall select the RP in consultation with the Project Board, as such term is defined in the Project Document, and which includes UNDP and the IP.
- 5.2 The IP shall sign an agreement with the RP, the terms of which shall be subject to, and construed in a manner that is fully in accordance with, all of the provisions of this Agreement. The IP shall remain responsible for the acts and omissions of the RP in relation to the on-granting activities as if they were the acts and omissions of the IP.
- 5.3 The IP shall ensure that all provisions, commitments and performance standards that apply to the IP in Paragraphs 1 – 3 above shall apply to the RP unless otherwise agreed by UNDP.
- 5.4 The IP shall ensure that each responsibility contracted to the RP has an effective performance indicator against which the RP must report periodically and which the IP will monitor through regular reporting and spot-checking, at least on an annual basis.
- 5.5 Funding provided by the RP to any individual grant recipient shall not exceed \$60,000 per individual grant and \$120,000 on a cumulative basis within the same programme period.
- 5.6 The disbursement of grant-making funds from UNDP to the IP shall be made quarterly and in arrears upon submission to and acceptance by UNDP of the quarterly narrative and financial reports provided in Paragraph 3.4 above.
- 5.7 Payments from the IP to the RP must be made as Performance-Based Payments and contingent solely upon or subject to the achievement of specific results. The RP shall self-finance all or a significant portion of the grant funds necessary to achieve the required measurable results until the pre-agreed performance measures are achieved by the RP and the grant recipients, as measured and approved by UNDP.
- 5.8 The IP shall ensure that the RP is audited in accordance with the terms of the relevant agreements. Upon request, the IP shall furnish or cause to be furnished to UNDP a copy of audit reports of the RP.
- 5.9 Any attempted or purported assignment, delegation or other transfer of obligations of the IP set forth in the above on-granting Provisions shall be void and have no effect, except with the prior written consent of UNDP.

³⁷ The UNDP Partner's Capacity Assessment tool is available here - [Partner Capacity Assessment](#).