

# REGIONAL TRAINING PROGRAMME

For enhancing capacities of CSOs to effectively  
participate in public administration reform

# Introduction

Active participation of civil society organisations (CSOs) in public administration reform (PAR) is essential as it ensures a diverse range of perspectives, fostering a more inclusive and comprehensive decision-making process, while also ensuring that the outcomes reflect diverse societal needs. Improving and enhancing the capacity and knowledge of CSOs is crucial for enabling their effective participation in the PAR development and implementation monitoring, by providing them with insights needed to make their contributions more relevant. Moreover, their participation in developing policy documents and regulations is vital to promoting government transparency and accountability, creating a more democratic and citizen-centric policy landscape. If properly engaged and consulted, CSOs would also make for better intermediaries between the state and its citizens and produce analyses which would more correctly take into consideration the government's perspectives and constraints, thus contributing to partner relationships between governments and civil society at large. More civil society participation in PAR will also create more opportunities to positively shape the overall policymaking environment, given that evidence-based and inclusive policy development forms an intrinsic part of the PAR agenda.

Accordingly, the WeBER Plus project focuses on delivering tailor-made trainings for CSOs based on previously identified needs, in order to help organisations better understand PAR in the context of EU accession and contribute more effectively to the EU integration and better governance in the Western Balkan (WB) region. WeBER Plus is supported by “SMART Balkans – Civil Society for Shared Society in the Western Balkans” regional project. SMART Balkans project is implemented by the Centar za promociju civilnog društva (CPCD), Center for Research and Policy Making (CRPM) and Institute for Democracy and Mediation (IDM) and financially supported by the Norwegian Ministry of Foreign Affairs (NMFA). Trainings will be delivered at the regional and national level in four WB countries covered by the WeBER Plus project, while the training programmes have been developed based on needs collected from CSOs. The more advanced, regional-level trainings are developed based on inputs of CSOs members of the regional WeBER Platform, which have proven to be more experienced in monitoring and participating in PAR as well as in the policy-making processes. The more basic, national-level trainings will target mainly organisations participating in the National Working Groups under the WeBER initiative, i.e. organisations involved and interested in PAR mainly from the local perspective and generally less experienced in PAR.

As mentioned, both the regional and the local training programmes have been developed in a participatory process aimed at ensuring that all capacity-building activities correspond to their training needs. For that purpose, the WeBER Plus team prepared and disseminated a survey for the relevant CSOs, which allowed for a detailed analysis of their responses and preferences. The regional training needs assessment (TNA) survey covered the issues of CSOs' experience in participating in PAR and policy development, along with key topics for each PAR area. The survey was disseminated to 19 CSOs, members of the WeBER Platform, with 15 CSOs returning their responses.<sup>1</sup> Based on the survey responses, the topics in this regional training programme include specific aspects of all six PAR areas featured in the SIGMA/OECD's Principles of Public Administration.<sup>2</sup> Up to four main topics of focus for

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<sup>1</sup> See Annex 1 for the full questionnaire.

<sup>2</sup> The six areas are: Strategy and continuous improvement of public administration, Policy development and coordination, Public service and human resource management, Organisation, accountability and oversight, Service delivery and digitalisation and Public financial management. The areas are defined according to SIGMA [revised Principles of Public Administration \(2023\)](#).



each of the six reform areas were selected based on the preferences stated by the 15 CSOs that filled out the questionnaire. Training modules are aligned with SIGMA's revised Principles of Public Administration – one module covers topics for one reform area. Due to the broad nature of the Public Financial Management (PFM) area and the number of diverse topics covered by it, the PFM module is divided into three components. Based on the respondents' preferences, the main training focus for all modules is the EU accession process requirements. Although to a lesser extent, the modules will also include the most important elements of the current policy and legal framework in the WB, along with examples from comparative EU practice.

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# I. Strategy for public administration reform

## Objective of the training module

To equip CSOs with advanced knowledge on how strategic framework for PAR is planned, designed, implemented and monitored, so they are able to participate in the development process and/or monitor the implementation of PAR and hold governments accountable.

## Description of the module

The module consists of two main thematic units, highest ranked by respondent CSOs, and two additional ones. Main thematic units are the centrepiece of the training module, and are covered in detail, whereas additional ones are complementing the main part.

### The main thematic units

1. Policy planning and development in the PAR area
2. Policy coordination, monitoring and reporting in the PAR area

### Additional thematic units

3. Involvement of relevant stakeholders in development of PAR strategic documents, and monitoring of their implementation
4. Financing of PAR

During the training, participants will learn:

- ✓ What areas and topics can belong to PAR; what planning documents are used to develop PAR strategic framework and what are the structural elements of a good PAR strategy; how is policy development process internally organised, within the state (*thematic unit 1*).
- ✓ What is PAR coordination and what are common coordination mechanisms to ensure that the entire PAR agenda is purposefully implemented; difference between administrative and political PAR coordination; what is PAR monitoring and what it entails structurally and substantially; how performance indicators for measuring PAR progress are designed and how civil society can use them in their work; the importance of comprehensive and transparent reporting on PAR implementation and its structural elements, incl. good practice examples, and how civil society can use official reports in their work (*thematic unit 2*).
- ✓ How interested parties can contribute to PAR development – modalities and methods of involvement, stages of participation, etc; involvement of civil society and other stakeholders in PAR coordination – possibilities and good practice examples; how civil society can contribute to official PAR monitoring processes, as well as implement own independent monitoring exercises (*thematic unit 3*).
- ✓ Main sources of funding PAR and funding modalities – national budget vs. development assistance (*thematic unit 4*).

Based on preferences of respondent CSOs, the focus of the module is on the EU accession process requirements, followed by the most important aspects of current policy and legal framework in the WB, and relevant examples from comparative EU practice.

*Useful materials:* [Toolkit for the preparation, implementation, monitoring, reporting and evaluation of public administration reform and sector strategies: Guidance for SIGMA partners](#); ReSPA – [Methodological guide for costing of government strategies](#)

## Learning outcomes

Upon completion of this training module, it is expected that participants can:

- ✓ Determine what policy priorities can be, or should be, part of the PAR agenda;
- ✓ Distinguish between different PAR planning documents and their relationship;
- ✓ Understand the logic and structure of PAR planning documents, and thus easily find necessary information;
- ✓ Understand the purpose and role of PAR coordination, and its importance for PAR monitoring.
- ✓ Understand the purpose and role of PAR monitoring, and its importance for PAR reporting;
- ✓ Understand the purpose and role of PAR reporting, and its importance for public scrutiny;
- ✓ Understand in what ways civil society can contribute to PAR development, coordination and monitoring processes, and prepare accordingly;
- ✓ Distinguish between different sources of PAR funding.

## Training format

Training sessions (both online and in-person)

## Training method

Interactive presentation of material by the trainer, practical tasks for participants working in groups, group discussions, case studies.

## Duration of the training

One and a half days (10 hours) of training with 2 hours for practical tasks outside of the training sessions

## Number of participants

- Lowest number of participants: 10
- Optimal number of participants: 15

# II. Policy development and coordination

## Objective of the training module

To equip CSOs with advanced knowledge on how policies should be effectively planned, coordinated across the whole of government, implemented, monitored and evaluated against clearly defined policy objectives, so they are able to effectively participate in policy development, monitor governments' work and hold governments accountable.

## Description of the module

The module consists of two main thematic units, highest ranked by respondent CSOs, and two additional ones. Main thematic units are the centrepiece of the training module, and are covered in detail, whereas additional ones are complementing the main part.

### The main thematic units

1. Policy planning and coordination at the centre of government
2. Implementation, monitoring and evaluation of public policies

### Additional thematic units

3. Evidence-based policy development
4. Involvement of stakeholders in policy development

During the training, participants will learn:

- ✓ How various policy documents are related and how their coherence is ensured in policy planning; how ministries and relevant institutions collaborate in order to enable efficient policy coordination; what are sustainable policy outcomes; how is the European integration process coordinated and organised internally at the centre of government (thematic unit 1).
- ✓ What are the mechanisms used to ensure that policy implementation is carried out according to its purpose; what do the monitoring procedures entail; what does evaluation of policies encompass and how to use it to inform future policies; how harmonisation of policies, laws and secondary legislation is achieved (thematic unit 2).
- ✓ How to establish and maintain an inclusive policymaking practice; what does systematic use of regulatory impact assessments (RIA) imply; how are ex-ante and ex-post impact analyses conducted; how internal cooperation and coordination of all levels of government is performed to ensure regulatory coherence and EU acquis transposition and legal harmonisation (thematic unit 3).
- ✓ What procedures are put in place to enable proactive and effective public consultations with stakeholders and the general public; what are the standards and good practices for implementing consultations, with a focus on their transparency and accessibility; how are inter-ministerial consultations organised and carried out in practice (thematic unit 4).

Based on preferences of respondent CSOs, the focus of the module is on the EU accession process requirements, followed by the most important aspects of current policy and legal framework in the WB, and relevant examples from comparative EU practice.

*Useful materials:* [ReSPA – RIA practical package](#); [ReSPA - Western Balkans Recommendation on Public Participation](#); [ReSPA – Integrated Planning Systems in the Western Balkans Administrations](#); [ReSPA – Policy coordination in the Western Balkans](#)

## Learning outcomes

Upon completion of this training module, it is expected that participants can:

- ✓ Understand how policy priorities are defined and aligned with EU accession process requirements;
- ✓ Distinguish between different policy planning documents and understand their relationship;
- ✓ Understand the logic and purpose of regulatory impact assessment;
- ✓ Understand the purpose of regular monitoring of policy implementation;
- ✓ Understand the purpose of regular reporting on policy objectives and outcomes;
- ✓ Contribute to evidence-based and inclusive policy-making practices, along with monitoring and reporting processes;
- ✓ Understand the logic and purpose of inter-ministerial consultations;
- ✓ Distinguish between different phases and methods of consultations as well as recognise different requirements for their implementation and CSO contributions.

## Training format

Training sessions (both online and in-person)

## Training method

Interactive presentation of material by the trainer, practical tasks for participants working in groups, group discussions, case studies.

## Duration of the training

One and a half days (10 hours) of training with 2 hours for practical tasks outside of the training sessions

## Number of participants

- Lowest number of participants: 10
- Optimal number of participants: 15



# III. Public service and human resource management

## Objective of the training module

To equip CSOs with advanced knowledge related to professionalism, integrity and neutrality of civil servants, merit-based recruitment, promotion and equal opportunities, ensuring that civil servants possess the right competencies to deliver their tasks effectively, in accordance with the purpose of the reform processes.

## Description of the module

The module consists of two main thematic units, highest ranked by respondent CSOs, and two additional ones. Main thematic units are the centrepiece of the training module, and are covered in detail, whereas additional ones are complementing the main thematic focus.

### The main thematic units

1. Competences, professional autonomy and accountability of senior managerial positions in the civil service
2. Professional development, talent and performance management of the civil servants

### Additional thematic units

3. Recruitment procedures and practices in the civil service
4. Protection of civil servants against undue influence and wrongful dismissal.

During the training, participants will learn:

- ✓ What are the base points in defining the category and scope of top managers; what procedures should be put in place in order to enable merit-based recruitment of senior civil servants; how to make a distinction between top managers in the civil service (senior civil servants) and state officials (political appointees); how to ensure that performance evaluation of top managers is objective and based on their competencies and achieved results; importance of professional and managerial autonomy of top managers (thematic unit 1).
- ✓ What are the most important aspects of continuous learning and how to promote life-long learning in the civil service; how to identify training needs of civil servants; how to ensure that talents and good performers within the civil service are identified and rewarded; how to address underperformance of civil servants (thematic unit 2).
- ✓ What are the most important aspects of merit-based recruitment; how to assess openness, inclusiveness and transparency of recruitment procedures and policies; which standards and rules should the selection committees adhere to; how transparency of recruitment decisions is ensured (thematic unit 3).

✓ The role of coherent and precise legislation framework on civil service; how should objective criteria for demotion or dismissal be defined; what are ethical and disciplinary frameworks for civil servants; what are the most important aspects of accountability of civil servants and how they are enforced in practice (thematic unit 4).

Based on preferences of respondent CSOs, the focus of the module is on the EU accession process requirements, followed by the most important aspects of current policy and legal framework in the WB, and relevant examples from comparative EU practice.

*Useful materials: ReSPA - [Improving the implementation of merit recruitment procedures in the Western Balkans: Analysis and recommendations](#); ReSPA - [Towards Effective Performance Appraisal in the Western Balkans: How to develop performance?](#); SIGMA - [Managerial accountability in the Western Balkans](#); ReSPA – [Professional requirements and competency frameworks in the civil service administrations of the Western Balkans](#)*

## Learning outcomes

Upon completion of this training module, it is expected that participants can:

- ✓ Understand what professional autonomy of top managers encompasses;
- ✓ Distinguish between senior civil servants and other positions in the civil service;
- ✓ Understand the importance and purpose of professional development of civil servants;
- ✓ Understand how to assess the objectiveness of criteria for demotion or dismissal of civil servants;
- ✓ Understand the scope and the most important aspects of human resource plans;
- ✓ Understand how recruitment procedures should be organised and carried out in order to enable selection of the most suitable candidates;
- ✓ Distinguish between various forms of undue influence in the civil service;
- ✓ Understand what standards should be met when developing and implementing ethical and disciplinary frameworks in the civil service.

## Training format

Training sessions (both online and in-person)

## Training method

Interactive presentation of material by the trainer, practical tasks for participants working in groups, group discussions.

## Duration of the training

One and a half days (10 hours) of training with 2 hours for practical tasks outside of the training sessions

## Number of participants

- Lowest number of participants: 10
- Optimal number of participants: 15

# IV. Organisation, accountability and oversight

## Objective of the training module

To equip CSOs with advanced knowledge related to openness and transparency of public administration bodies, internal and external accountability mechanisms, organisation of the public administration and the work of oversight bodies, along with public sector integrity systems which minimise the risks of corruption.

## Description of the module

The module consists of two main thematic units, highest ranked by respondent CSOs, and two additional ones. Main thematic units are the centrepiece of the training module, and are covered in detail, whereas additional ones are complementing the main themes.

### The main thematic units

1. Transparency, openness and access to information within the public administration
2. Organisation of the state administration

### Additional thematic units

3. Independent control and oversight bodies
4. Public sector integrity and anti-corruption.

During the training, participants will learn:

- ✓ Why is promotion of openness and transparency of public administration important; what are the main standards for ensuring proactive and reactive transparency of the administration; which grounds for refusal of access to public information can be considered justified; how does the appeal system to an independent body or the courts function; how should the monitoring of compliance in this area with the legislation on public information and open data be conducted (thematic unit 1).
- ✓ What aspects of the organisation of state administration foster accountability; how does the organisation of the public administration enable independence of oversight and regulatory bodies; which standards and common solutions are employed when establishing systems of distribution of responsibilities between different levels of government (thematic unit 2).

✓ How do parliaments and independent control bodies cooperate; what are the most important aspects of Supreme Audit Institutions' (SAI) work and the implementation of their recommendations; what are the standards of SAIs' and other oversight bodies' independence; what are the competences and work methods of the ombudsperson and how they are applied in practice (thematic unit 3).

✓ What are potential risks of corruption and threats to integrity in the public sector; what rules and values for ethical conduct are employed throughout the public sector; how to recognise lobbying and differentiate it from other influence activities; how do complaint mechanisms function; what are the standards for whistleblower protection and how they are ensured in practice; what are the main aspects of systems of asset declarations and sanctions for discrepancies (thematic unit 4).

Based on preferences of respondent CSOs, the focus of the module is on the EU accession process requirements, followed by the most important aspects of current policy and legal framework in the WB, and relevant examples from comparative EU practice.

*Useful materials:* [ReSPA – Detecting hidden conflicts of interest: Methodology for oversight bodies and other stakeholders](#)

## Learning outcomes

Upon completion of this training module, it is expected that participants can:

- ✓ Comprehend all relevant aspects of free access to information in the public sector;
- ✓ Understand the concept and purpose of open data;
- ✓ Understand the principles and mechanisms for establishing a rational organisational structure of public administration;
- ✓ Distinguish between the requirements for organisational accountability and independence at different levels of government;
- ✓ Understand how effective parliamentary scrutiny of government's work functions;
- ✓ Understand the scope of work of independent oversight bodies;
- ✓ Distinguish between lobbying and other influence activities;
- ✓ Understand how effective integrity risk management in the public sector works.

## Training format

Training sessions (both online and in-person)

## Training method

Interactive presentation of material by the trainer, practical tasks for participants working in groups, group discussions, case studies.

## Duration of the training

One and a half days (10 hours) of training with 2 hours for practical tasks outside of the training sessions

## Number of participants

- Lowest number of participants: 10
- Optimal number of participants: 15

# V. Service delivery and digitalisation

## Objective of the training module

To equip CSOs with advanced knowledge on digitalisation, accessibility and user-centric design of administrative services, with the objective of providing high-quality services aligned with user needs.

## Description of the module

The module consists of two main thematic units, highest ranked by respondent CSOs, and two additional ones. Main thematic units are the centrepiece of the training module, and are covered in detail, whereas additional ones are complementing the main part.

### The main thematic units

1. Digitalisation of services
2. Accessibility of services

### Additional thematic units

3. User-centric design, user engagement and feedback
4. General administrative procedure and once-only principle.

During the training, participants will learn:

- ✓ What is interoperability of public registers, what is its role in service design and delivery and how it is achieved; what is digital identity of citizens; how should privacy risks be mitigated; what common tools are used to improve digital service delivery (*thematic unit 1*).
- ✓ What does omnichannel service delivery imply; how to incorporate diverse needs of different user groups in the design and delivery of services; which accessibility tools are commonly used in the design and provision of services (*thematic unit 2*).
- ✓ How to identify evolving user needs and incorporate them in the design of services; what does reducing administrative burden imply and how to conduct review and assessment of existing administrative procedures; how to involve users in redesigning services (*thematic unit 3*).
- ✓ What are pro-active services; what does once-only principle imply; how to streamline services for the maximum convenience of service users (*thematic unit 4*).

Based on preferences of respondent CSOs, the focus of the module is on the EU accession process requirements, followed by the most important aspects of current policy and legal framework in the WB, and relevant examples from comparative EU practice.

*Useful materials: ReSPA - [E-Government Analysis: From E- to Open Government](#); [OECD - Good Practice Principles for Public Service Design and Delivery in the Digital Age](#); ReSPA – [Methodology for Open Data Publishing](#)*

## Learning outcomes

Upon completion of this training module, it is expected that participants can:

- ✓ Understand how interoperable public registers can be put to use;
- ✓ Understand how open data can be used and the importance of open data;
- ✓ Understand the importance of cyber security and risk mitigation in digital service delivery;
- ✓ Understand all relevant aspects of accessibility of services;
- ✓ Understand how to incorporate specific social groups' needs into service design and delivery;
- ✓ Understand the concept of administrative burden;
- ✓ Understand how the need for redesigning services should be identified;
- ✓ Comprehend the concept of pro-active services;
- ✓ Understand the concept of organising services in the form of life events.

## Training format

Training sessions (both online and in-person)

## Training method

Interactive presentation of material by the trainer, practical tasks for participants working in groups, group discussions, case studies.

## Duration of the training

One and a half days (10 hours) of training with 2 hours for practical tasks outside of the training sessions

## Number of participants

- Lowest number of participants: 10
- Optimal number of participants: 15

# VI. Public financial management

## Objective of the training module

To equip CSOs with advanced knowledge on planning and managing public finances in a sustainable and transparent manner, on the management and implementation of the public procurement system and the use and management of EU funds.

## Description of the module

Due to the broad nature of the Public financial management (PFM) area and the number of diverse topics covered by it, this module is divided into three separate components: EU funds management, public procurement and budget planning, preparation, execution, and reporting. **During the course of a single training, only one of these components will be covered in depth.**

### Main components

1. EU funds management
2. Public procurement system
3. Budget planning, preparation, execution and reporting

### Additional thematic units

1. Budget transparency (under Component 3)

During the training, participants will learn:

#### **Component 1**

- ✓ What are the standards for effective and transparent use of EU funds in accordance with their purpose and identified needs.
- ✓ What structures are in place for managing these funds.
- ✓ What is the division of roles and responsibilities (institutional and managerial).
- ✓ How the EU funds management interrelates with domestic budget management structures and procedures.

#### **Component 2**

- ✓ What are the key principles and elements of an appropriate procurement system.
- ✓ What is the governance framework for public procurement management at the central level and the role of central procurement bodies.
- ✓ How contracting authorities should conduct public procurements to ensure that core principles are upheld.
- ✓ What sustainable and green procurements imply.

- ✓ What are the most important aspects of review process and remedy system in public procurement system.

### **Component 3**

- ✓ What do different budget cycle phases entail (incl. mid-term vs. annual budget, budget classifications).
- ✓ What are the fiscal risks and why it is important to monitor them.
- ✓ Basic concepts of and approaches to budget accounting and reporting in the public sector.
- ✓ The purpose and key elements of budget implementation control systems.
- ✓ How to enable citizen engagement in the budgeting process and what are the main open budgeting tools.

*Useful material:* [SIGMA - Public procurement training manual](#); [OECD Public Procurement Toolbox](#); [OECD Principles of Budgetary Governance](#); ReSPA – [Baseline analysis on transparency in public procurement](#)

Based on preferences of respondent CSOs, the focus for all components is the EU accession process requirements, followed by the most important aspects of current policy and legal framework in the WB, and relevant examples from comparative EU practice.

## **Learning outcomes**

Upon completion of this training module, it is expected that participants can:

### *Component 1*

- ✓ Understand the most important aspects and standards regarding EU funds management;
- ✓ Understand how the EU funds are incorporated into the domestic budget structure;
- ✓ Understand what effective management and use of EU funds incorporate.

### *Component 2*

- ✓ Understand when exceptions from competitive procedures for public procurement can be made;
- ✓ Understand what does sustainable and green procurement encompass;
- ✓ Understand the role and main purpose of independent review bodies in the area of public procurement;
- ✓ Understand the purpose of e-procurement systems and important aspects of their functioning;
- ✓ Understand what standards for public procurement operations should be incorporated into public procurement legislation.

### *Component 3*

- ✓ Understand what requirements should governments fulfil in terms of budget transparency;
- ✓ Distinguish between different phases of the budgeting process;
- ✓ Understand different manners in which citizens can participate in the budgeting process;
- ✓ Comprehend the concept of fiscal discipline;
- ✓ Understand the importance of different budget implementation reports (monthly, mid-year, annual).



## **Training format**

Training sessions (both online and in-person)

## **Training method**

Interactive presentation of material by the trainer, practical tasks for participants working in groups, group discussions, case studies.

## **Duration of the training**

One and a half days (10 hours) of training with 2 hours for practical tasks outside of the training sessions

## **Number of participants**

- Lowest number of participants: 10
- Optimal number of participants: 15

# Annex 1: CSOs training needs assessment questionnaire

## CSOs training needs assessment for participating in the public administration reform (PAR) process

*Q1: Please rate your experience in participating in the public administration reform (PAR) process in general (1 being little to no experience and 5 being highly experienced)*

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

*Q2: Please rate your experience in public administration reform process in individual areas (1 being little to no experience and 5 being highly experienced)*

- a. Strategic framework for PAR (1-5)
- b. Policy development and coordination (1-5)
- c. Public service and human resource management (1-5)
- d. Organisation, accountability and oversight (1-5)
- e. Service delivery and digitalisation (1-5)
- f. Public financial management (1-5)

*Q3: On which of the following topics within the Strategic framework for PAR area would you require additional training? (choose maximum 3 topics)*

- a. Policy planning and development in the PAR area
- b. Policy coordination, monitoring and reporting in the PAR area
- c. Involvement of relevant stakeholders in development of PAR strategic documents, and monitoring of their implementation
- d. Financing of PAR
- e. Other (please specify)

*Q4: On which of the following topics within the Policy development area would you require additional training? (choose maximum 3 topics)*

- a. Policy planning and coordination at the centre of government
- b. Evidence-based policy development
- c. Involvement of stakeholders in policy development
- d. Implementation, monitoring and evaluation of public policies
- e. Parliamentary scrutiny of government policymaking
- f. Other (please specify)

*Q5: On which of the following topics within the Public service and human resource management area would you require additional training? (choose maximum 3 topics)*

- a. Protection of civil servants against undue influence and wrongful dismissal
- b. Recruitment procedures and practices in the civil service
- c. Competences, professional autonomy and accountability of senior managerial positions in the civil service
- d. Salary system in the civil service
- e. Professional development, talent and performance management of the civil servants
- f. Other (please specify)

*Q6: On which of the following topics within the Organisation, accountability and oversight area would you require additional training? (choose maximum 3 topics)*

- a. Transparency, openness and access to information within the public administration
- b. Organisation of state administration
- c. Independent control and oversight bodies
- d. Administrative procedures, judicial review and public liability
- e. Public sector integrity and anti-corruption
- f. Other (please specify)

*Q7: On which of the following topics within the Service delivery and digitalisation area would you require additional training? (choose maximum 3 topics)*

- a. User-centric design, user engagement and feedback
- b. General administrative procedure and once-only principle
- c. Accessibility of services
- d. Digitalisation of services
- e. Other (please specify)

*Q8: On which of the following topics within the Public financial management area would you require additional training? (choose maximum 3 topics)*

- a. Budget planning, preparation, execution and reporting
- b. Budget transparency
- c. Internal audit and effective resource management within the public administration bodies
- d. Public procurement system
- e. External auditing by the supreme audit institutions
- f. Fiscal autonomy and financial oversight over regional and local governments
- g. EU funds management
- h. Other (please specify)

*Q9: For the selected PAR area and topics, please rank your preferences in terms of training focus*

- a. Current policy and legal framework in the Western Balkans
- b. Comparative EU practice
- c. EU accession process requirements

*Q10: Please rate your experience in the following aspects of the process of developing strategies and regulations (1 being little to no experience and 5 being highly experienced)*

- a. Involvement in working groups for developing strategies and regulations (1-5)
- b. Monitoring the implementation of adopted strategies and regulations (1-5)
- c. Taking part in consultations and public debates during the development of strategies and regulations (1-5)

*Q11: Which method of training would you prefer?*

- a. Short, interactive sessions with tasks to complete after each session.
- b. Longer sessions with no follow-up tasks.

*Q12: Which way of implementing practical parts of the training activities would you prefer?*

- a. Individual work
- b. Group work

*Q13: Please fill out the following information on your organisation.*

- a. Organisation name
- b. Organisation type (advocacy, watchdog, research)
- c. Main area of focus/expertise
- d. Geographic scope (regional, national, local)

*Q14: Main office location?*

- a. Serbia
- b. Bosnia and Herzegovina
- c. North Macedonia
- d. Montenegro
- e. Albania
- f. Kosovo

*Q15: Additional suggestions, comments and information you would like to share.*



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