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ИЗГРАДЊА ЕФЕКТИВНОГ СИСТЕМА ОБУКЕ

ИЗГРАЖДАНЕ НА ЕФЕКТИВНА СИСТЕМА ЗА ОБУЧЕНИЕ

**FINAL**

# TRAINING EVALUATION REPORT

(Report of Building an Effective System of Training)

PERGAMENT ZRENJANIN  
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## ABBREVIATIONS

AP	Action Plan
BG	Bulgaria
BEST	Building an Effective System of Training
CBC	Cross-border Cooperation
CfP	Call for Proposals
CSO	Civil Society organisation
EC	European Commission
ERDF	European Regional Development Fund
EU	European Union
GfA	Guidelines for Applicants
IPA	Instrument for Pre-Accession Assistance
IPA CBC BG R	Bulgaria-Serbia IPA Cross-Border Programme
JTS	Joint Technical Secretariat
LG / LSG	Local Government / Local Self-Government
LCB	Local Capacity Building
MA	Managing Authority
NA	National Authority
NAA	Needs Assessment Analysis
NGO	Non-Governmental Organisation
PCM	Project Cycle Management
PP	Project Partner
PRAG	Practical Guide for contract procedures financed from the General Budget of the European Union in the context of external actions
SME	Small and Medium Enterprise
SR	Serbia
SWOT	Strengths, Weaknesses, Opportunities, Threats
TP	Tender procedure
ToR	Terms of Reference
TNA	Training needs assessment
UNDP	United Nation Development Programme
WP	Work Plan

## EXECUTIVE SUMMARY

Monitoring and Evaluation is an integral part of project management cycle specifically intended to provide feedback on how the implementation of a program/project is progressing. Evaluation of training is one of the main components of a training programme. Training evaluation is a continual and systematic process of assessing the value or potential value of a training program, course, activity or event. This report presents the results of a evaluation of the training events provided by the Consultant Pergament on project Building an Effective System of Training within Bulgaria-Serbia IPA Cross-Border Programme. The purpose of the evaluation report is to assess effectiveness of realized training programme related to the preparation and implementation of projects. At the project BEST was applied "learning-by-doing" method of interactive style of training and Kirkpatrick's Four Levels of Evaluation.

Training for joint projects preparation and implementation within Bulgaria-Serbia IPA Cross-Border Programme for participants was implemented in the period from 13<sup>th</sup> July to 24<sup>th</sup> September 2014. Training was implemented for 20 participants- representatives of municipal administrations from municipalities of Pcinja and Pernik districts (10 from Serbia and 10 from Bulgaria). However, interest in training was exceptionally great, so 31 representatives of municipal administration in the cross-border districts of Pcinja and Pernik took part in Effective System of Training. Training was implemented according to a training program, which represents valorization of findings in the analysis of training needs. Training was structured through 5 modules, which cover all phases of project cycle. Each module consisted of 12 sessions and lasted for 4 days within module. Additionally, participants were provided with consultations (Follow UP) after each module that lasted for 2 days (one day for participants from Serbia and one day for participants from Bulgaria). Participants' reactions to the most of the presented themes were extraordinary, they were motivated and creative. This is confirmed by high marks given during the evaluation. Compared to the results of pre-test, knowledge about the topics discussed was improved for 19.53%. The highest increase is identified regarding knowledge about project implementation themes. (procurement procedures and financial management). Implemented workshops had a strong influence on organizations included in the project activities, that is, 11 municipalities of Pernik and Pcinja districts established cross-border partnerships and significantly strengthened capacities for project management. Delivered training material will significantly facilitate future project preparation and implementation. This training material contains instructions, forms, study cases, translated procedures, and instructions for project implementation. Generally speaking, it can be concluded that the envisaged objectives have been achieved. Moreover, Building an Effective System of Training is recommendation to the participants, who should be provided with additional improvement through seminars about PRAG and IPA financial management. This would certainly be a topic suitable for future cross border cooperation projects, which should include business sector (sub-contractors) and non-governmental sector. This need comes from the fact that one workshop in duration of 4 days is not long enough for participants to take a close look into complex PRAG procedures.

## 1. INTRODUCTION

### 1.1. Background information

Border regions are often facing disadvantages due to their peripheral geographical locations and relative isolation from national economies. At the same time, the development of the internal market within the Union (and the free movement of people, goods, services and capital) also brought out the need for the balanced development and integration of the European territory. General level of economic development in border area of Serbia and Bulgaria is relatively low comparing to the national level and the average level for 15 EU members. Main characteristics of the border region include: low density population, unfavourable demographic trends, negative natural increment of population, significant emigration from these municipalities, especially from rural areas and population aging, poor living conditions and low living standard and unemployment. Bulgaria-Serbia IPA Cross-Border Programme is a great opportunity for the communities living in the cross-border area of Serbia – Bulgaria to contribute to the promotion of the regional cooperation and achieve sustainable development through preparation and implementation of the joint projects. One of the identified problems in the cross-border area of Serbia and Bulgaria is the lack of know-how in project management at a local level, which greatly reduces the capacity to absorb the means from the IPA fund allocated for cross-border cooperation. The effective use of means from Bulgaria-Serbia IPA Cross-Border Programme imposes the need for establishing of the partnerships among municipalities in the cross-border districts of Pcinja and Pernik on drawing up joint projects. For this reason Municipality of Trgovište Serbia and Municipality of Tran jointly implemented project №. 2007CB16IPO006-2011-2-18 " Building an Effective System of Training " (Project acronym: "BEST") under Bulgaria-Serbia IPA Cross-Border Programme. The project's overall objective is: To contribute to the cross-border social and economic cohesion through further building and promotion of the partnerships based on preparation and implementation of the joint projects among the local institutions in the cross-border region. The specific project objective is: Capacity building of the employees in the municipal administration in the cross-border districts of Pcinja and Pernik, through establishing partnerships and training for effective preparation and implementation of the joint projects within the framework of the Bulgaria-Serbia IPA Cross-Border Programme. Project strategy is aimed at Building an Effective System of Training (BEST) through development of joint Training for preparation and implementation IPA CBC BG SR projects.

### 1.2. Objectives of the training

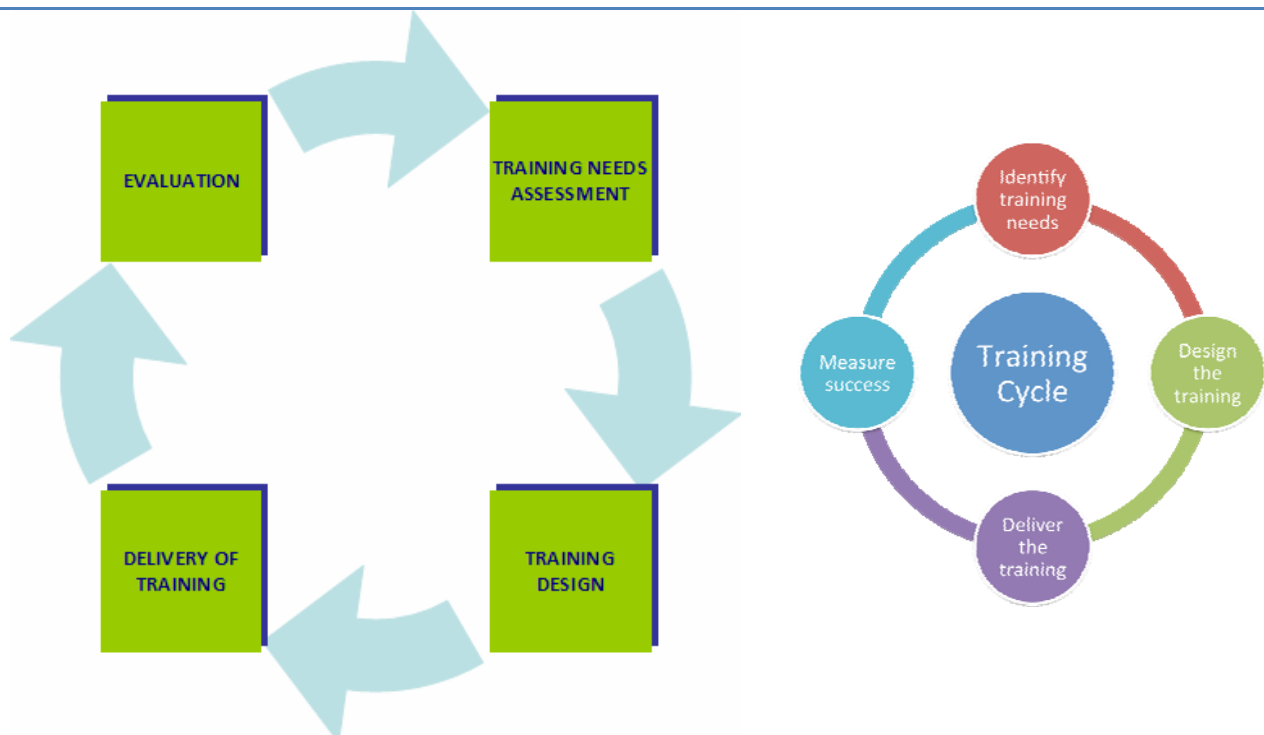
Training is a learning activity aimed at acquiring knowledge and skills necessary to successfully perform particular job or task. This includes changes in specific areas of knowledge, abilities, skills, behavior and even attitudes in order to prepare for better job performance. The basic concept of the project "BEST" is for the beneficiaries to gain necessary knowledge and skills in IPA implementation procedures and Project Cycle Management through work and learning and to raise the level of the public awareness of the significance of the Bulgaria-Serbia IPA Cross-Border Programme, the process of preparation and implementation of project and establishing of the cross-border partnerships in the Districts Pcinja and Pernik. Thus, in addition to the capacity building of the participants in the trainings, the capacity building of the institutions from which the participants come is achieved, as well. Objectives of the training are similar to objectives of the project "BEST". Objectives of the training are as follows:

1. To increase the administrative capacity in the municipal administration in the cross-border districts of Pcinja and Pernik for effective preparation and implementation of the joint projects within the framework of the Bulgaria-Serbia IPA Cross-Border Programme.
2. To increase the capacity and skills of the training participants in the field of development and management of EU funded Projects
3. To provide hands-on support for preparation and implementation of project for training participants (Follow-up after training)
4. To enable the establishment of cross-border partnerships for projects within Bulgaria-Serbia IPA Cross-Border Programme.

Training represents a key instrument of a proactive and adaptive effect of contemporary organizations in comparison with the existing surroundings. An ordinary training cycle consists of four steps: (Figure 1):

1. Training needs assessment: Systematic analysis of the current state and defining a ways of changing it.
2. Design or training program development: Determining training objectives and training program development on the basis of previously collected data mentioned above.
3. Training implementation: Implementation of training using various methods
4. Evaluation: Measuring training results, observing the changes upon the training in the area of knowledge, skills, attitudes and behavior.

Figure № 1.: The Training Cycle on project BEST (Step by Step)



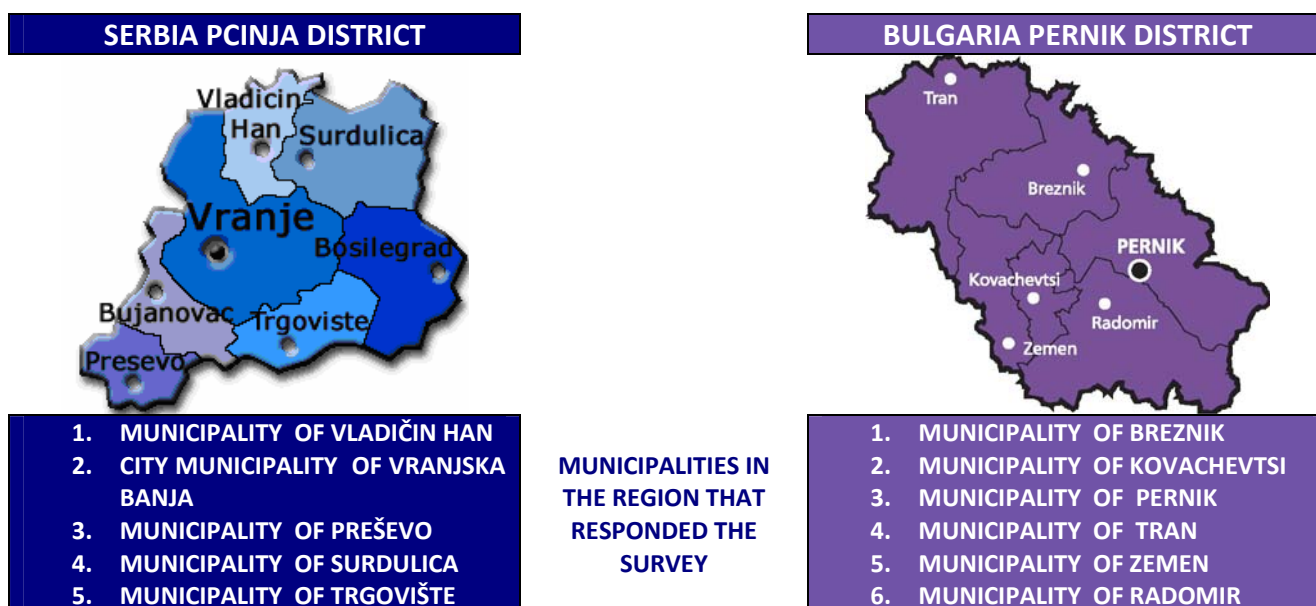
This report is created to present the mentioned training cycle. The particular attention is paid to estimation of the delivered training and achieved results.

## 2. TRAINING NEEDS ASSESSMENT

### 2.1. Needs Assessment Analysis

Training Needs Assessment Analysis (TNA), is a basic function of training and the first building block upon which the planning of training initiatives is facilitated. It is recognized as an essential element in the process of training as well as a powerful Capacity Development tool. The purpose of a TNA is to provide identification of existing knowledge and skills of target groups, analysis of gaps in knowledge and skills, conclusions on key needs in relation to the thematic areas in order to provide a basis for designing training program. Specifically for project BEST, purpose of the TNA is to collect information on the current state of knowledge and skills of the employees in the municipal administration in the cross-border districts of Pcinja and Pernik in the thematic areas: IPA Project development and appraisal; Contracting Procedures; Tendering (PRAG and Secondary Procurement); EU Requirements for Financial Management and project Monitoring and evaluation. TNA is conducted in 14 municipalities in Pernik and Pcinja Districts with the participation 30 respondents who participated in various stages of the research. TNA research was done using representative districts sample. The planned sample included 14 municipalities from the both districts. Realization of planned sample is 78.57% i.e. 11 municipalities in the region responded to the survey ( see map 1).

Map № 1.: Area of research



The research of TNA in Pcinja and Pernik districts was conducted by combining quantitative and qualitative methods. Both methods were conducted simultaneously during February - June 2014. One of the quantitative methods used was a method of document content analysis by the technique of direct qualitative (statistical) document content analysis and the other was the method of structural analysis by the technique of classic qualitative document content analysis. Collecting quantitative data was done through the Internet and other sources. For the analysis of collected data, the method of document content analysis by the technique of direct qualitative (statistic) document content analysis and the method of structural analysis by the technique of classic qualitative document content analysis were applied. The analysis of available literature, research work, strategic and legal documents related to districts profile and IPA CBC BG SR, was conducted. The qualitative survey was conducted with the use of a Self assessment questionnaires. In this phase of the process is conducted research in 14 municipalities at Pcinja and Pernik Districts with the participation 30 respondents. For this purpose two types of questionnaires were created in order to provide quantitative review of capacities through survey, levels of knowledge and needs for participating in the future cross-border cooperation projects.

Questionnaires 1. provides information on municipality profile (operative capacities and municipality experience) as well as identifies potential joint projects within IPA CBC BG SR. This questionnaire is intended for decision makers in municipalities. The questionnaire 2 is designed for trainees. The questionnaire provides information on training participants profile and their training needs. It is intended for employees in the municipality administration in the cross-border districts of Pcinja and Pernik. Questionnaires were created so that the survey would give a quantitative review of capacities, levels of knowledge and needs for participating in the future training activities. Distribution of survey questionnaires was performed through e-mail and/or direct distribution to target groups. 30 questionnaires were collected. Survey had been conducted from 10/03 to 10/06/2014<sup>1</sup>. The executed surveys and TNA Study are designed to show the specifics Common characteristics of surveyed institutions in Pcinja and Pernik Districts. Common features are:

1. The survey findings with regard to English language skills show an obvious capacity gap in this area. The overall lack of foreign language proficiency possess certain questions with regard to the ability of target groups leadership to understand IPA-related documents, prepare project documents to access EU funds, or keep up-to-date with trends in local government development.
2. Out of all inquired institutions, 90% declared to have had experience in project preparation. Most of the institutions declared to have had experience in project implementation. The problems the survey participants most frequently had during the project preparation and implementation were primarily, as they say, Lack of financial resources for co-financing and pre-financing of projects (50%) and, and then procedures/standards regarding project preparation because they are too complex (22 %). Respondents have little experience in managing projects in compliance with the European standards. The low capacities for project management, lack of competence in the complex EU procedures, incapacity of project co-financing, insufficient number of local officials for EU funds management, lack of skills in project development and management represent a big barrier which the employees in the aforementioned institutions are facing. The stated problems reduce the possibility of effective absorption of EU funds.
3. EU funds and programmes (IPA and community programmes) lead the list of priority training themes in the EU portfolio, indicating a high level of awareness within the target population of the importance of these funds for the development of local government in future. The largest knowledge deficit within the PRAG procurement, as identified by respondents relates to tender documentation preparation and evaluation. These priority training themes are closely followed by the relevant legal framework and internal controls related to public procurement.
4. Common areas of project development: All survey participants who were inquired have reacted positively to the statement that the cross-border program IPA CBC BG SR represents a good solution for implementation of development project for their organization. The main areas in which they would put their efforts in for creating joint projects with their cross-border partners are: Environment (21%); Transport infrastructure (18%); Tourism (18%); Youths and sports (10%).
5. The IPA CBC BG SR Training will also have to ensure that relevant staff is prepared to initiate, develop, implement and monitor EU funded projects with appropriate analysis and reporting skills.

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<sup>1</sup> Note: The delays in determining trainees by the project beneficiaries (municipalities of Pcinja districts) was caused by their engagement in parliamentary elections in Serbia and later in Bulgaria, which caused delay in the implementation of the project activities. Also electoral process that caused situation in which trainees do not declare themselves to participate in the training because they are not sure that they will keep the existing positions in the municipal administration in municipalities of Pčinja district. For this reason process of collecting Questionnaires is to long.



## 2.2. Participants profile

The target groups are local authorities, decision makers and employees in the municipality administration in the cross-border districts Jablanica and Pcinja. Participants of the training were representatives of municipal administration in the cross-border districts of Pcinja and Pernik. The training participants were determined by municipalities participating in the project BEST. Signing Protocol on cooperation between municipalities and the project determined modalities of cooperation and the training participants. A total of 20 training participants were determined from 11 municipalities of Pcinja and Pernik districts. However, due to a great interest for the training 31<sup>2</sup> representatives of municipal administration in the cross-border districts of Pcinja and Pernik went through Effective System of Training (See Annex 1: List of Participants).

Table № 1.: Review participants of the training by municipalities

SERBIA PCINJA DISTRICT			BULGARIA PERNIK DISTRICT		
№	NAME OF MUNICIPALITY	Number of participants	№	NAME OF MUNICIPALITY	Number of participants
1	VLADIČIN HAN	3	1	BREZNIK	1
2	VRANJSKA BANJA	1	2	KOVACHEVTSI	2
3	PREŠEVO	3	3	PERNIK	2
4	SURDULICA	1	4	TRAN	5
5	TRGOVIŠTE	7	5	ZEMEN	4
<b>TOTAL</b>		<b>15</b>	6	RADOMIR	2
			<b>TOTAL</b>		<b>16</b>

On the basis of the completed questionnaires the participants' profile was determined. The profiles of the selected participants did, however, demonstrate a wide variance in the depth and diversity of experience. Most of training participants (73%) did not take part in training regarding preparation and implementation of projects. Half of participants (54%) had work experience in preparation and implementation of EU funded projects. However only 27% of participants had work experience longer than two years. Only 34% explained that they possessed sufficient knowledge in project preparation and implementation. The structure of the experience gained regarding project cycle is as follows: Project Identification (34%), Project Formulation (24%) Project Implementation (34%). From the training most of the participants expected to acquire necessary knowledge for effective preparation and implementation of projects (64%) and to contribute to development of municipality (18%) where they come from. Most interested training themes: IPA and IPA CBC BG SR (74%); The logical framework approach (58%); Preparation of the project Applications(53%); Preparation of the Infrastructure projects(68%); Subsidy contract and contracting procedures(48%); PRAG- Procurement(74%); Financial Management(58%); Reporting (53%); Publicity and EU Visibility(58%); Risk management (64%); Internal Monitoring (54%) and Audit (48%). EU funds and programmes (IPA and community programmes) lead the list of priority training themes in the EU portfolio, indicating a high level of awareness within the target population of the importance of these funds for the development of local government in future. The largest knowledge deficit within the PRAG procurement, as identified by respondents relates to tender documentation preparation and evaluation. These priority training themes are closely followed by the relevant legal framework and internal controls related to public procurement. Training requirements are almost evenly spread across the areas of project cycle management listed, with a slight bias towards project monitoring and analysis, as local administrations seek to maximise and improve output.

<sup>2</sup> For reporting purposes 20 will be used as the number of participants.

### 3. TRAINING DESIGN

#### 3.1 Training Program

Training for preparation and implementation of joint projects for the training participants within the project BEST was prepared on the basis of a study "Training Needs Assessment Analysis". The training programme is focused on main steps of Project Cycle Management based on the logical framework approach, putting emphasis on those elements of the cycle that relate more to project formulation and implementation. Training programme is related to the preparation and implementation of projects through implementation of workshops and preparation of adequate materials, which provides adoption of the practical skills during training. The Training programme for participants is composed of three interconnected parts. The first part relates to workshops where participants acquire practical knowledge about PCM and skills necessary for project development and implementation. Training activities are implemented through modules on workshops. The workshops are designed to follow the project cycle. The training was carried out through 5 workshops in duration of 4 days per workshop. Training program covers 5 training modules: 2 modules for preparation and 3 modules for implementation IPA CBC BG SR projects. The training modules are shown in the table 2. Each of the modules is structured through 12 sessions in duration of 4 days per module so that the trainees could entirely acquire knowledge and skills for Project Cycle Management and IPA implementation procedures. Duration of one training session is 90 minutes.

Table № 2.: Training modules

STRUCTURE	MODULE	NAME OF MODULE
2 Modules for preparation projects	1	<b>IPA Project development and appraisal</b> Follow-up 1 for module 1
	2	<b>Project formulation</b> Follow-up 2 for module 2
3 Modules for implementation projects	3	<b>Contracting procedures and tendering</b> Follow-up 3 for module 3
	4	<b>EU/IPA Requirements for Financial Management</b> Follow-up 4 for module 4
	5	<b>Closing down project (Monitoring and evaluation of projects)</b> Follow-up 5 for module 5

The second part focused on introducing training participants to implementing procedures Bulgaria-Serbia IPA Cross-Border Programme. For this purpose the participants were provided with Training manual for Beneficiaries (Guidelines for Project development and implementation under IPA CBC BG SR) in Serbian and Bulgarian. The third part is learning through work, where the training participants, after completing the workshops, work, with the support of trainers, on a specific problem/project of interest for their institution (Follow up activities). The hands-on support for preparation and implementation of project for direct beneficiaries is provided after each workshop. Monitoring of work of the participants after each of the workshops (hands-on support) is aimed at providing support to the participants regarding developing phases of the project proposals. Hands-on support is realized in the form of consultations (Follow UP). Support includes: coaching and on-the-job training to the staff in organizations who will prepare project proposals to be submitted for funding IPA CBC BG SR. Coaching will closely relate to the previous or current call for proposals process and implementing rules and procedures of IPA CBC BG SR. At participants' suggestion during a workshop, it was agreed that the communication for consultations would include all contemporary communication tools (e-mail, telephone, Skype). Support for Follow up comprises: Giving instructions for the project logics and the project proposals draft; Giving instructions for collection of data and documents regarding project application completion; Clarifying terms in the field of project management.

### 3.2. Learning objectives

Learning objectives were determined on the basis of specific needs of target groups and complied with the objectives of the training within the project BEST. In accordance with that, the themes were selected and discussed on workshops. (table 3).

Table №.3: Learning objectives and themes

LEARNING OBJECTIVES	THEMES
<ul style="list-style-type: none"> <li>– Improving knowledge about IPA Cross Border Cooperation Program Bulgaria-Serbia focusing on new program period 2014-2020.</li> <li>– Identifying project cycle phases</li> <li>– Establishing project partnership and selection of joint themes to be processed to the level of project proposal.</li> <li>– Identifying joint themes to be processed to the level of project proposals for new Public call of IPA Cross Border Cooperation Program Bulgaria-Serbia.</li> <li>– Identifying steps and methodological requirements in preparation of project proposals (defining logics of intervention , creating problem analysis, analysis of objectives, and analysis of strategies and alternatives)</li> <li>– Identifying steps and methodological requirements in formulating project proposals in accordance with rules of the Public call of IPA CBC BG SR.</li> <li>– Drafting detailed resource plan and aligning it with the Public call of IPA CBC BG SR</li> <li>– Preparation of the project application (filling in Application form, preparation of additional documents such as Annex A and Annex B).</li> <li>– Building capacities of the training participants for management of processes and procedures of the project implementation in accordance with requirements of Cross Border Cooperation Program Bulgaria-Serbia.</li> <li>– Building capacities of the training participants for Financial management of the project</li> <li>– Building capacities of the training participants for management of processes and procedures of Project closure</li> <li>– Building capacities of the training participants for Project Monitoring and Evaluation</li> <li>– Draft of project application from the project implementation aspect.</li> <li>– Encouraging participants regarding team work and mutual problem solving</li> </ul>	<ul style="list-style-type: none"> <li>– Instrument for Pre-accession ( IPA)</li> <li>– Bulgaria - Serbia IPA Cross-border Programme</li> <li>– Rules of the Call for Proposals</li> <li>– Project idea and partnership</li> <li>– The logical framework approach</li> <li>– Preparation of the project Applications Application Form and supporting documents)</li> <li>– Preparation of the Infrastructure projects under Bulgaria - Serbia IPA Cross-border Programme</li> <li>– Subsidy contract and contracting procedures</li> <li>– Initial activities and project setting up</li> <li>– Public procurement (PRAG)-Procurement Plan</li> <li>– Public procurement (PRAG)-Services/ Supplies/ Works</li> <li>– Financial Management of the project:</li> <li>– Reporting</li> <li>– Publicity and EU Visibility</li> <li>– Risk management</li> <li>– Modification of Subsidy contract</li> <li>– Project Closure</li> <li>– Internal Monitoring</li> <li>– External monitoring</li> <li>– Evaluation</li> <li>– Audit</li> </ul>

Training objectives are based on the participants' needs and represent expectations of what they should be provided with during the seminar, regarding knowledge, skills and change of attitudes. They have an influence on the selection of methods used as a basis for assessment of whether participants' needs were satisfied. Learning objectives are set to contribute to the achievement of the training program objectives, at the same time providing efficient monitoring and evaluation. (Find more details in the section about evaluation and training results).

### 3.3. Training Methodology

The training approach is based on principles of adult learning with a focus on peer review during all the steps of planning, organizing, and conducting a training/learning event. The course models a variety of effective training methodologies, including demonstration, practice, discussion, brain-storming, case studies, role play, games and presentation. The process of delivery of training included plenary sessions, group work exercises, group discussions and review sessions. Taking into account all relevant and available information about the training subject, themes and participants, the trainers decided to use following methodology:

- **Teamwork and group work:** Since the participants of the training were adults, who would sometimes find it difficult to listen to other people, the team and group work chose to guide the participants through the training content and particular themes during the sessions. The participants provided with the opportunity to discuss their work experience and problems related to the particular domain of work.
- **Interactivity:** This approach might be more suitable for participants familiar with the chosen themes, rather than for real beginners, since beginners would not possess adequate knowledge, and as such should be more supported and guided by trainers. However, regardless of their previous inadequate knowledge, participants and trainers must cooperate in order to achieve desirable goals.
- **Practical examples:** considering the fact that the trainers were experienced and exceptionally acquainted with the training themes, one of the most desirable ways to clear some uncertainties among participants was drawing attention to the previous real life situations which the trainers witnessed in the past.
- **Practical work:** after topic presentation and explanation, the participants were provided with an opportunity to do some practice. Practicing on the flip chart, writing and joint solution presenting was assigned to the participants in order to develop their preparation, communication and presentation skills.
- **Transfer of knowledge and previous experiences through discussions:** sharing of experience sessions were included for better understanding of problems and challenges for proper implementation of project thoughts and ideas.
- **Participants' evaluation:** in order to receive qualitative participants' feedback, the trainer team formulated a comprehensive evaluation questionnaire in the format of questions seeking information on the extent to which the learners felt that they had learned in each key objective area. It was explained to the participants that the evaluations were completely anonymous, thus they could be used as a relevant indicator of participants' opinions and impressions.
- **The hands-on support for preparation and implementation of project:** Monitoring of work of the participants after each of the workshops (hands-on support) is aimed at providing support to the participants regarding developing phases of the project proposals. Hands-on support is realized in the form of consultations (Follow UP). Support includes: coaching and on-the-job training to the staff in organizations who will prepare project proposals to be submitted for funding IPA CBC BG SR.

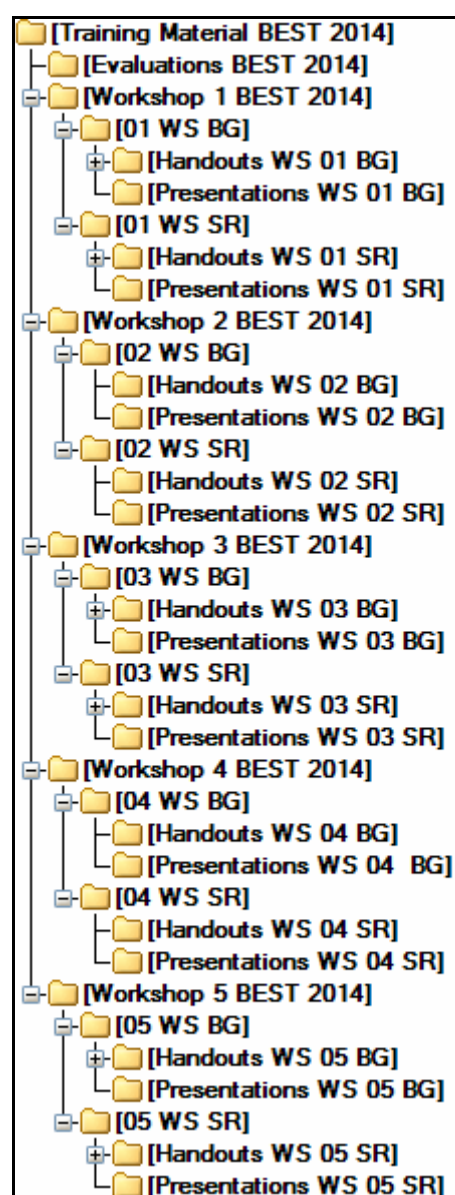
Training process: The training was carried out through 5 workshops in duration of 4 days per workshop. Training program cover 5 training modules: 2 modules for preparation and 3 modules for implementation IPA CBC BG SR projects. Each of the modules is structured through 12 sessions in duration of 4 days per module so that the trainees could entirely acquire knowledge and skills for Project Cycle Management and IPA implementation procedures. Each session includes an introduction, learning objectives, participatory methodologies, and activities .Duration of one training session is 90 minutes. In addition to this, the participants were provided with consultations in the form of Follow UP after every workshop. 60 sessions were realized at workshops, and 10 sessions during Follow UP consultations. Training process is shown in the table 4.

Table №.4: Training process

WORKSHOP	MODULE	NAME OF MODULE	FOLLOW-UP
1	1	IPA Project development & appraisal	
	↓		← 1
2	2	Project formulation	
	↓		← 2
3	3	Contracting procedures and tendering	
	↓		← 3
4	4	EU/IPA Requirements for Financial Management	
	↓		← 4
5	5	Closing down project (Monitoring and evaluation of projects)	
			← 5

**Tools for the implementation of training/modules:** Training material was prepared in two languages (Bulgarian/Serbian). Interactive presentations and additional material in the form of handouts were prepared. The whole material in e-form which includes Manual for project preparation and implementation and PRAG guide on CD, together with promotional material, was distributed to the participants during the first workshop. During workshops, real study cases and translated procedures of project implementation were distributed to the participants. Significant tools for performance of exercises at workshops were laptops. In order to draft training material, the following documents were used:

1. Bulgaria-Serbia IPA Cross Border Programme 2017 -2013
2. Draft Bulgaria-Serbia IPA Cross Border Programme 2014 - 2020
3. Communication and Visibility Guidelines Bulgaria-Serbia IPA Cross-border Programme
4. Document Package published under Bulgaria-Serbia IPA Cross Border Programme Call for proposals No: 2007CB16IPO006-2011-2.
5. FLC Guidelines for IPA Cross-border Programs (version June 2013)
6. PRAG - Practical Guide to Contract procedures for EU external actions
7. Project Cycle Management Guidelines
8. Project Implementation Manual (PIM) - Second Call for proposals No 2007CB16IPO006-2011-2. Version: 3.
9. Regulation (EC) No 718/2007 of 12 June 2007 implementing Council Regulation (EC) No 1085/2006 establishing an instrument for pre-accession assistance (IPA)
10. Regulation (EU) No 231/2014 of the European Parliament and of the Council of 11 March 2014 establishing an Instrument for Pre-accession Assistance (IPA II)
11. Regulation (EU) No 236/2014 of the European Parliament and of the Council of 11 March 2014 laying down common rules and procedures for the implementation of the Union's instruments for financing external action



Training providers: Trainers from the organization Pergament according service contract.

#### 4. DELIVERY OF TRAINING

Delivery of Training consists of two phases. Preparatory phase which includes organization of training logistics, and determining expectations of participants and institutions included in the project. During this phase, themes, which would be developed to the level of project applications, were determined. Final phase includes training workshops, Follow Up, estimation of workshops and reporting.

##### 4.1. Preparation phase

**Organisation aspects of training:** During the preparatory phase, the project partner Municipality of Tran implemented procurement of services for logistics for the realization of the training. At the meeting between project partners related to the organization of events held on 04/07/2014 in Trgoviste Municipality "Schedule of events on project BEST" was drafted (see table 5). This schedule was approved by Joint Steering Committees on the project BEST ( JSC Decision 006 on 04/07/2014).

Table №.5: Schedule of events on project BEST

July 2014							August 2014							September 2014						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5						1	2		1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30				
							31													
<b>11 July 2014 Trgovište Serbia</b>							<b>Opening conference</b>													
<b>23-26 July 2014 Tran Bulgaria</b>							<b>Workshop 1.: Module 1- IPA Project development and appraisal</b>													
<b>28-29 July 2014</b>							<b>Follow up 1</b>													
<b>21-24 August 2014 Vladičin Han Serbia</b>							<b>Workshop 2.: Module 2 - Project formulation</b>													
<b>25-26 August 2014</b>							<b>Follow up 2</b>													
<b>28-31 August 2014 Vladičin Han Serbia</b>							<b>Workshop 3.: Module 3 - Contracting procedures and tendering</b>													
<b>1-2 September 2014</b>							<b>Follow up 3</b>													
<b>11-14 September 2014 Breznik Bulgaria</b>							<b>Workshop 4.: Module 4 - EU/IPA Requirements for Financial Management</b>													
<b>15-16 September 2014</b>							<b>Follow up 4</b>													
<b>18-21 September 2014 Tran Bulgaria</b>							<b>Workshop 5.: Module 5 - Closing down project (Monitoring and evaluation of projects).</b>													
<b>22-24 September 2014</b>							<b>Follow up 5</b>													
<b>30 September 2014 Trgovište Serbia</b>							<b>Closing conference</b>													

**Institutional expectations:** Institutional Assessment was completed during the implementation of Training Needs Assessment. Municipalities participating in the project activities showed their expectations proposing themes which would be developed to the level of project. All municipalities have reacted positively to the statement that the cross-border program IPA CBC BG SR represents a good solution for implementation of development project for their organization. The main areas in which they would put their efforts in for creating joint projects with their cross-border partners are: Environment (21%); Transport infrastructure (18%); Tourism (18%); Youths and sports (10%).



Each municipality had an opportunity to choose three potential projects themes classified according to priority axes 1 and 2 IPA CBC BG SR. The basis for the list of potential project ideas was IPA CBC BG SR Call for proposals No: 2007CB16IPO006 – 2011 – 2. There was an assumption here that there will be similar projects within the next call which is expected in 2015. The results show that 33% interested in the other programme axis which supports sustainable development through efficient use of regional resources. 23% of the municipalities show interest for Priority axis 1 which is relevant for the infrastructure regarding environmental issues. In this way, a wide list of the project themes was created. As an additional value, the themes were grouped in accordance with Thematic priorities for assistance for territorial cooperation according Regulation (EU) No 231/2014 of the European Parliament and of the Council of 11 March 2014 establishing an Instrument for Pre-accession Assistance (IPA II). There are 30 potential themes identified (see Annex 2). During the introductory conference, these findings were shown and the participants<sup>3</sup> were asked to identify 5 project ideas that would be developed to the level of project applications. However, participants identified 10 project ideas/themes. Five project themes were developed to the level of joint project applications during training, whereas another 5 (even though it is envisaged by the project) developed to the level of project concept. Themes of interest for the development of cross-border projects were connected priorities of new Bulgaria - Serbia IPA CBC Programme 2014-2020 (see table 6 ).

Table № 6.: Themes of interest for the development of joint cross-border projects

THEMES	PROBLEMS
Promotion and cultivation of the common traditions of the cross- border municipalities Surdulica- Tran - Preševo -Zemen i Radomir	<ul style="list-style-type: none"> <li>– Insufficient joint cooperation for promotion of culture and tradition</li> <li>– Insufficient knowledge about partners from different language speaking areas</li> <li>– Language barriers (Bulgarian-Serbian-Albanian).</li> </ul>
Building capacities of local authorities in the environment-related matters in cross- border municipalities Pernik-Trgovište - Preševo- Breznik -Kovačevci.	<ul style="list-style-type: none"> <li>– Insufficient knowledge about EU regulations in the field of environment protection.</li> <li>– Inadequate application of regulations in the field of environment protection.</li> <li>– Lack of strategic approach in the process of planning and implementation of environment protection measures.</li> </ul>
Providing infrastructural support to the young in municipalities Trgovište- Tran and Vranjska Banja for connecting and building capacities in order to start up their own business within the ICT technology sector.	<ul style="list-style-type: none"> <li>– Insufficient capacities of the young to start up their own businesses.</li> <li>– Lack of knowledge and skills for self-employment of the young.</li> <li>– Inadequate infrastructural support to connect the young so as to enable them to independently exist on the market, particularly within the ICT technology sector</li> <li>– Insufficient connection between the young in the cross-border area for web application and products development.</li> </ul>

<sup>3</sup> Participant on this event: Local authorities, decision makers and employees in the municipality administration in the cross-border districts Jablanica and Pcinja. A total number of participants, that is at this event amounts to 30.

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Digitization and visualization of cultural and historical heritage over Global Internet networks in the function of development of sustainable tourism and attracting tourists in Pernik and Pčinja districts

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Business incubator for old crafts: Creation of sustainable model for draft and commercialization of old craft products and increasing probability of new start-up enterprises of the young entrepreneurs through creation of business incubators for old crafts and providing business services with concrete purpose in order to support entrepreneurs in municipalities of Tran and Trgoviste.

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- Insufficient presenting of joint tourist products by using innovative methods and tools such as 3D visualization of tourist facilities and cultural and historical monuments.
  - Insufficient usage of innovative and contemporary methods and tools for promotion of cultural and historical heritage over Global Internet networks in Pernik and Pčinja districts.
- 

- Lack of sustainable model of economic development.
  - Lack of jobs for the young.
  - Migration of the population
  - Disappearance of old crafts
- 

**Participants' expectations**, as articulated at the beginning of the Training Program. Participants brainstormed their personal expectations and the trainer collected these expectations and organized in three groups:

1. **New knowledge and skills** (Improving knowledge and skills about project preparation and project management in overall; Strengthening skills for project development and management; Introduction to the cross-border program; To get the knowledge about project preparation and project management in overall; To be informed about EU Projects and EU project procedures; To develop capacity for the effective usage of Project Cycle Management;)
2. **Preparation and implementation of joint projects under Bulgaria-Serbia IPA Cross-Border Programme** (Preparing qualified project and implement it professionally; Project implementation procedures; Monitoring, evaluation, and reporting on projects)
3. **New partnerships** (Networking and making new contacts; Improving knowledge and skills in identifying partners and managing partnerships; Successful cooperation with all colleagues; Share knowledge, experiences and ideas with other participants).

#### 4.2. Implementation phase

The Training for Project Cycle Management and effective preparation and implementation of the joint projects under the Bulgaria-Serbia IPA Cross-border Programme is composed of three interconnected parts:

- The first part relates to workshops where participants acquire practical knowledge about PCM and skills necessary for project development and implementation. Training activities are implemented through modules on workshops. The workshops are designed to follow the project cycle. The training was carried out through 5 workshops in duration of 4 days per workshop. Training program cover 5 training modules: 2 modules for preparation and 3 modules for implementation IPA CBC BG SR projects. Each of the modules is structured through 12 sessions in duration of 4 days per module so that the trainees could entirely acquire knowledge and skills for Project Cycle Management and IPA implementation procedures. Duration of one training session is 90 minutes.
- The second part focused on introducing training participants to implementing procedures Bulgaria-Serbia IPA Cross-Border Programme. For this purpose the following was prepared and delivered to trainees: Training manual for Beneficiaries (Guidelines for Project development and implementation under IPA CBC BG SR) in Serbian and Bulgarian.



- The third part is learning through work, where the training participants, after completing the workshops, work, with the support of trainers, on a specific problem/project of interest for their institution (Follow up activities). The hands-on support for preparation and implementation of project for direct beneficiaries was provided after each workshop. Monitoring of work of the participants after each of the workshops (hands-on support) is aimed at providing support to the participants regarding developing phases of the project proposals. Hands-on support is realized in the form of consultations (Follow UP). Support includes: coaching and on-the-job training to the staff in organizations who will prepare project proposals to be submitted for funding IPA CBC BG SR. Coaching will closely relate to the previous or current call for proposals process and implementing rules and procedures of IPA CBC BG SR. At participants' suggestion during a workshop, it was agreed that the communication for consultations would include all contemporary communication tools (e-mail, telephone, Skype). Support for Follow up comprises: Giving instructions for the project logics and the project proposals draft; Giving instructions for collection of data and documents regarding project application completion; Clarifying terms in the field of project management.

Training for trainees was implemented in the period between 13<sup>th</sup> July and 24<sup>th</sup> September 2014. (the schedule of realized training workshops provided in table 7.). 60 sessions were realized at workshops, and 10 sessions during Follow UP consultations. Upon each of the workshops, a detailed training report was created. 5 training reports were prepared. These reports cover all training processes such as: Preparatory activities for training, training realization, evaluation, Follow UP and the training results. The aforementioned documents are attached as integral part of the evaluation report.

Table № 7.: Learning Events

No	NAME OF EVENT		DATE AND PLACE	NUMBER OF PARTICIPANTS
1	Workshop 1	Module 1- IPA Project development and appraisal	23-26 July 2014 Hotel Erma Tran Bulgaria	20
2	Follow up 1		28-29 July 2014	10+10
3	Workshop 2	Module 2 - Project formulation	21-24 August 2014 Hotel within Kunjak Sports Center in Vladicin Han Serbia	20
4	Follow up 2		25-26 August 2014	10+10
5	Workshop 3	Module 3 - Contracting procedures and tendering	28-31 August 2014 Hotel within Kunjak Sports Center in Vladicin Han Serbia	20
6	Follow up 3		1-2 September 2014	10+10
7	Workshop 4	Module 4 - EU/IPA Requirements for Financial Management	11-14 September 2014 Hotel Bardoto Breznik Bulgaria	20
8	Follow up 4		15-16 September 2014	10+10
9	Workshop 5	Module 5 - Closing down project (Monitoring and evaluation of projects)	18-21 September 2014 Hotel Erma Tran Bulgaria	20
10	Follow up 5		22-24 September 2014	10+10

The training participants were determined by municipalities participating in the project BEST. Signing A total of 20 training participants were formally determined from 11 municipalities of Pcinja and Pernik districts. However, due to a great interest for the training 31<sup>4</sup> representatives of municipal administration in the cross-border districts of Pcinja and Pernik went through Effective System of Training (See Annex 1: List of Participants). In this report, total number of participants (Number of people involved in projects' activities) amounts to 31. Whereas Number of people trained amounts to 20 since those are formally determined participants. This interpretation is in accordance with the document: Bulgaria – Serbia IPA Cross-Border Programme "Methodology of Programme Output and Result Indicators Assessment".

<sup>4</sup> For reporting purposes 20 will be used as the number of participants.

## 5. EVALUATION

### 5.1. Evaluation Objectives and Tools

The training evaluation process has the potential to provide useful information to multiple stakeholder groups. By designing an effective training evaluation process, an organization can obtain the information needed to improve both training program delivery and business performance, creating opportunities for continuous organizational improvement. Evaluation of training means measuring the effectiveness of a training program. Evaluation helps in defining the learning outcomes more sharply, remove unnecessary training content, and ensure that the training method meets the training needs of the learners and consequently of the business. This effectiveness is as much about short-term retention as about the long-term retention and application by learners. The purpose of this Evaluation is to assess the effectiveness of the training events carried out for participants on project BEST.

**Training Evaluation Approach:** There are several approaches used to measure the effectiveness of training. At the project BEST was applied Kirkpatrick's Four Levels of Evaluation<sup>5</sup> approach(See Table 8. below). In this model, each successive evaluation level is built on information provided by the earlier lower level. The evaluation consisted of the following four different questionnaires to measure learning and general effectiveness of training programm.

Table № 8.: Kirkpatrick's four-level model of evaluation

Level	Measure	Evaluation description and characteristics	Tools and methods	Utilization
1	Participant Reaction	Reaction evaluation is how the delegates felt about the training or learning experience.	Daily Evaluation form (Participant Questionnaire) Questionnaire for evaluation of training module. Questionnaire for evaluation of Trainers.	At the end of each day of training
2	Participant Learning	Learning evaluation is the measurement of the increase in knowledge - before and after.	Individual pre/post-training tests for comparisons	Pre-test: At the beginning of the training course Post-test At the end of the training course
3	Knowledge Transfer	Behavior evaluation is the extent of applied learning back on the job - implementation.	Focus groups to gather information. Facilitator Observations	At the end of the training course
4	Organizational Impact	Results evaluation is the effect on the business or environment by the trainee. This evaluation measures the success of the training program	Facilitator Observations	At the end of the training

Different methods and instruments of training evaluation applied in this training. These methods and instruments were applied in different evaluation phases.

<sup>5</sup> Donald Kirkpatrick, Professor Emeritus at the University of Wisconsin and past president of the American Society for Training and Development (ASTD), first published his Four-Level Training Evaluation Model in 1959, in the US Training and Development Journal. The model was then updated in 1975, and again in 1994, when he published his best-known work, "Evaluating Training Programs." The four levels are: Reaction; Learning; Behavior and Results.

**Level 1 Reactions:** As the name suggests, evaluation at this level captures the immediate reaction of the participants about the training. It assesses learners' satisfaction with the training. Evaluation was conducted using evaluation questionnaires. These instruments had been created before the training. The participants filled in daily evaluations and questionnaires about organization of workshops at the end of each workshop. The questionnaires were created in the form of paper. Questionnaires aimed at evaluating the work of a trainer was filled in online at Survey Monkey (Figure 2). This service was chosen in order to encourage participants to apply it when implementing their own projects and thus contribute to the implementation of Strategy Europe 2020 through environment preservation and reduction of printing. Except for closed questions (participants choose options from 1 to 5 where 1 stands for bad and 5 for excellent), the questionnaires contain open questions too (participants give compliments, comments, critics, and suggestions).

TITLE	MODIFIED	RESPONSES	ACTIONS
<b>BEST TEST 2</b> Created July, 16 2014	09/21/14	20	
<b>WORKSHOP 5</b> Created July, 17 2014	09/21/14	20	
<b>WORKSHOP 4</b> Created July, 17 2014	09/14/14	20	
<b>WORKSHOP 3</b> Created July, 17 2014	09/31/14	20	
<b>WORKSHOP 2</b> Created July, 17 2014	09/24/14	20	
<b>WORKSHOP 1</b> Created July, 16 2014	07/25/14	20	
<b>BEST TEST 1</b> Created July, 16 2014	07/23/14	20	

Figure № 2.  
ONLINE LINKS ON SURVEYMONKEY

PRED TEST

BEST TEST 1 <https://www.surveymonkey.com/s/C3ZG25Z>

QUESTIONNAIRES FOR EVALUATION OF TRAINERS

Workshop 1 <https://www.surveymonkey.com/s/NK86YGG>

Workshop 2 <https://www.surveymonkey.com/s/NKCYKYH>

Workshop 3 <https://www.surveymonkey.com/s/NK6P7KF>

Workshop 4 <https://www.surveymonkey.com/s/N88FSRV>

Workshop 5 <https://www.surveymonkey.com/s/N8C8DK9>

POST TEST

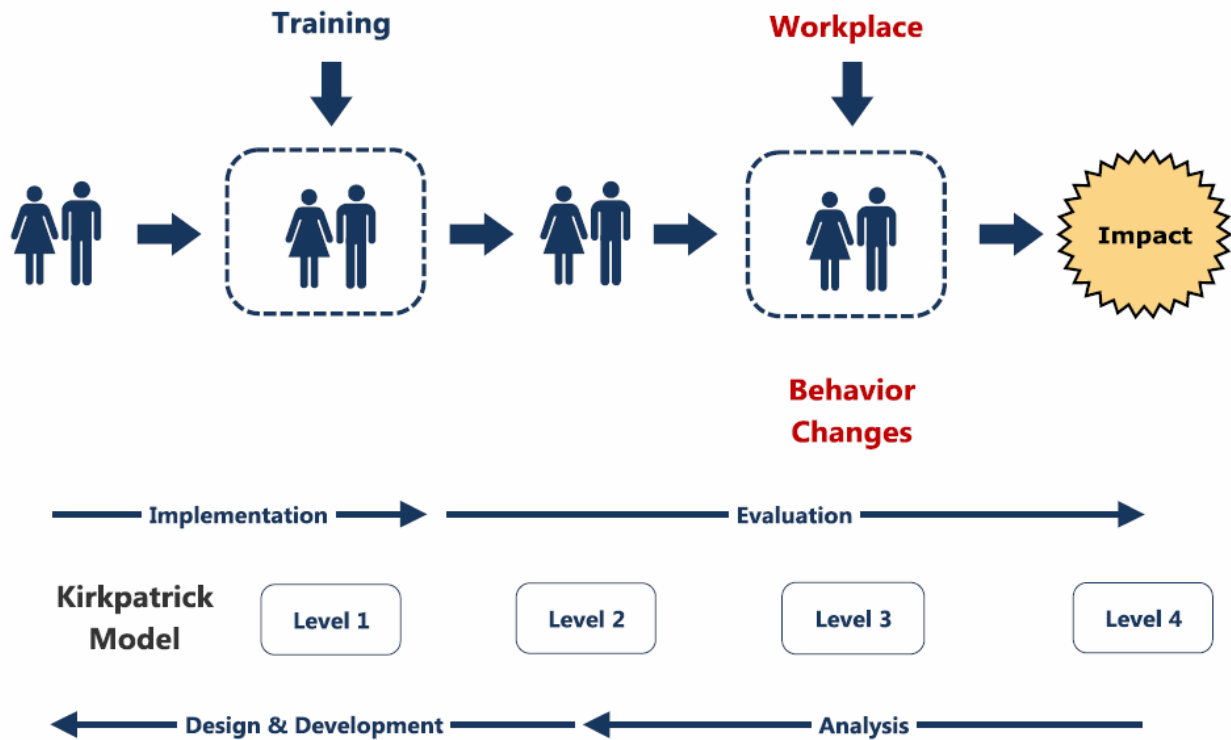
BEST TEST 2 <https://www.surveymonkey.com/s/C66TPQC>

**Level 2 Learning:** Evaluation at this level seeks to understand how much participants have really learned as a result of having attended the learning event. The assessment at this stage is usually closely related to the objectives of the training. Assessment of knowledge and skills acquired or improved during the training was conducted on the basis of pre-test and post-test, using the method of participants' self evaluation. Immediately before training, pre-test had been filled in, identifying their level of knowledge about training topics. The participants filled in questionnaires, when they were assessing their knowledge about relevant training topics on a scale of 1 to 5. (1-bad, 5-excellent). At the end of fifth module, the participants were given post-test which was focused on the same areas and presented assessment of acquired knowledge on a scale, the way it had been done with pre-test. Questionnaires were filled in online at Survey Monkey. This service was chosen in order to encourage participants to apply it when implementing their own projects and thus contribute to the implementation of Strategy Europe 2020 through environment preservation and reduction of printing.

**Level 3 Knowledge Transfer:** This measure helps determine how learning from the BEST training event has been applied to the workplace. The intention was to compare post-training knowledge, skills and activities with what had or had not been done prior to the training. A method "Focus groups to gather information" was applied for this purpose. In particular, during the last session of the seminar, the participants were required to tell what was the most significant they had learnt, and what would be used in the workplace.

**Level 4 Results (Organizational Impact):** Results of evaluation is the effect on the business or environment by the trainee. This evaluation measures the success of the training program. The key idea being put forth here is one of moving evaluation from the back end of an effort to the front end (see Figure 3). Evaluation at this final level helps us understand how the learning impacted the participant’s work environment and includes analysis of some external factors that might contribute to good or poor results.

Figure № 3.: Evaluation View of the Kirkpatrick Model



In this part of evaluation, the training results from the aspect of organizations included in the project and implementation of project indicators were analyzed.

## 5.2. Evaluation Level 1 - Participant Reaction

All participants of training actively attended the training course with curiosity and actively participated in the group work. Overall, the response from participants was positive. After each completion of modules / workshops the participants were asked to assess the overall performance and the extent to which the training objectives were met, the relevance and usefulness of the training's content, performance of trainers, the appropriateness of the training methodologies used, usefulness of the materials used and logistics of the trainings. Also, participants were asked to assess the content of the follow up training, trainers performance, the implementation of the practical assignment, online coaching, learning Tool and organization of events. The questions related to the impact of the training on the increased knowledge and benefit from the organizations was asked as well. The methodology used was the evaluation questionnaire with mostly closed questions with a rating scale from one to five and three open questions. In the end the participants had the opportunity to add further comments and suggestions. The learning events were well received by participants who rated the experience as either good or excellent or 4 and 5 on a 5-point scale. Written comments on the evaluations were also positive, indicating that the participants appreciated the learning opportunity. Participants' reactions to most of presented themes were extraordinary, they were motivated and creative. This is confirmed by high marks provided during evaluation. An average daily mark of the training for the first three days, which includes general impression, way of presenting, scope of material, tempo, examples, exercises for all implemented modules amounts to 4.78 (see Table 9, 10, 11, 12, and Figure 4). An average mark for trainer's work for all implemented modules amounts to 4.64 (see Table 13). An average mark for the organization of training which includes all aspects of training (accommodation, food, training etc.) for all implemented modules amounts to 4.78 (see Table 14).

Table № 9.: Results of evaluation of training / workshops per module for first day

Module	The overall impression	The manner of presentation	The scope of material	Tempo	Examples	Practical exercises	My expectations were met	Average rating
1	4.45	4.55	4.5	4.45	4.5	4.55	4.55	4.51
2	4.95	4.9	4.8	4.9	4.9	4.95	4.9	4.90
3	4.85	4.85	4.7	4.65	4.75	4.8	4.85	4.78
4	4.7	4.7	4.7	4.7	4.75	4.7	4.7	4.71
5	4.8	4.8	4.7	4.8	4.7	4.8	4.8	4.77
	<b>4.75</b>	<b>4.76</b>	<b>4.68</b>	<b>4.70</b>	<b>4.72</b>	<b>4.76</b>	<b>4.76</b>	<b>4.73</b>

Table № 10.: Results of evaluation of training / workshops per module for second day

Module	The overall impression	The manner of presentation	The scope of material	Tempo	Examples	Practical exercises	My expectations were met	Average rating
1	4.70	4.80	4.80	4.75	4.75	4.80	4.80	4.77
2	4.90	4.95	4.90	4.90	4.95	4.95	4.95	4.93
3	4.85	4.85	4.65	4.70	4.80	4.80	4.90	4.79
4	4.90	4.80	4.65	4.70	4.80	4.85	4.85	4.79
5	4.80	4.80	4.80	4.80	4.80	4.80	4.80	4.80
	<b>4.83</b>	<b>4.84</b>	<b>4.76</b>	<b>4.77</b>	<b>4.82</b>	<b>4.84</b>	<b>4.86</b>	<b>4.82</b>

Table № 11.: Results of evaluation of training / workshops per module for third day

Module	The overall impression	The manner of presentation	The scope of material	Tempo	Examples	Practical exercises	My expectations were met	Average rating
1	4.75	4.75	4.60	4.70	4.80	4.80	4.75	4.74
2	4.90	4.90	4.70	4.70	4.85	4.80	4.80	4.81
3	4.85	4.85	4.85	4.85	4.85	4.80	4.90	4.85
4	4.90	4.80	4.75	4.70	4.85	4.80	4.80	4.80
5	4.85	4.80	4.80	4.85	4.80	4.85	4.80	4.82
	<b>4.85</b>	<b>4.82</b>	<b>4.74</b>	<b>4.76</b>	<b>4.83</b>	<b>4.81</b>	<b>4.81</b>	<b>4.80</b>

Table № 12.: Results of Overall Daily Training Evaluation

Module	The overall impression	The manner of presentation	The scope of material	Tempo	Examples	Practical exercises	My expectations were met	Average rating
1	4.63	4.70	4.63	4.63	4.68	4.72	4.70	4.67
2	4.92	4.92	4.80	4.83	4.90	4.90	4.88	4.88
3	4.85	4.85	4.73	4.73	4.80	4.80	4.88	4.81
4	4.83	4.77	4.70	4.70	4.80	4.78	4.78	4.77
5	4.82	4.80	4.77	4.82	4.77	4.82	4.80	4.80
	<b>4.81</b>	<b>4.81</b>	<b>4.73</b>	<b>4.74</b>	<b>4.79</b>	<b>4.80</b>	<b>4.81</b>	<b>4.78</b>

Figure № 4.: Results of Overall Daily Training Evaluation

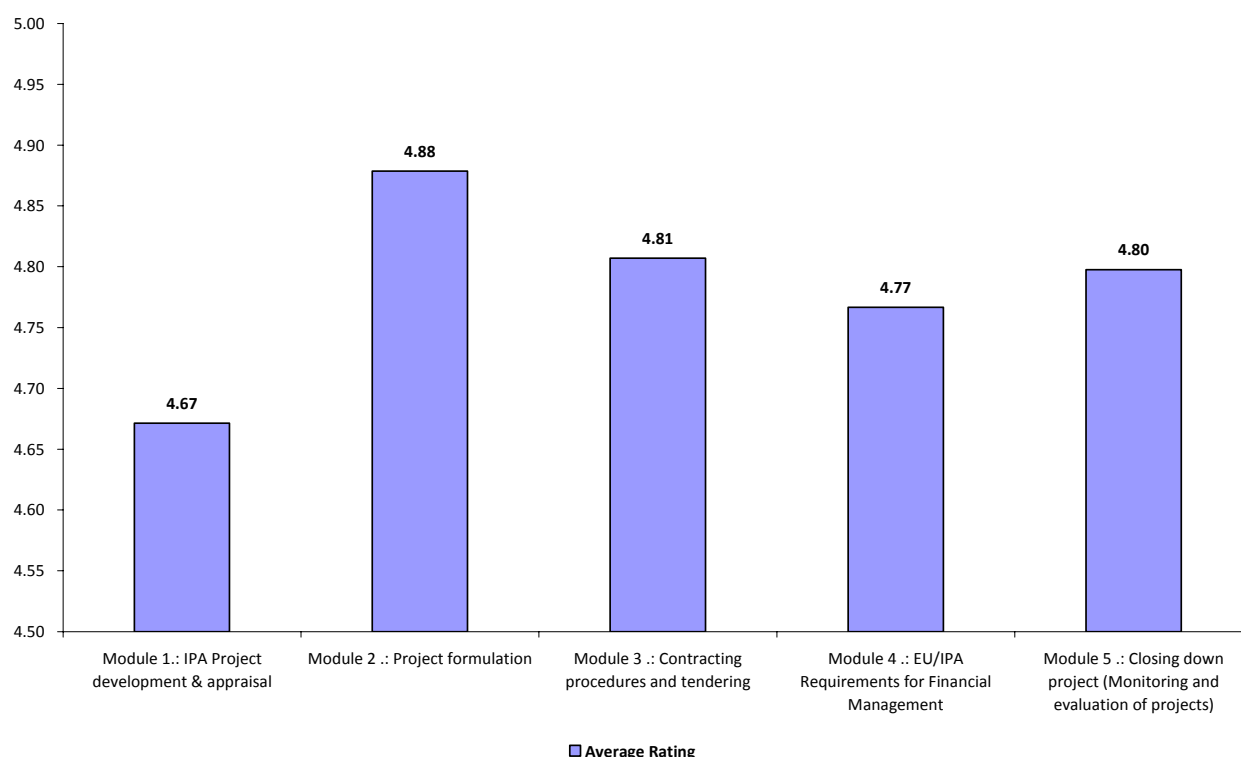


Table № 13.: Results of the evaluation of trainers per module

Module	Quality of presentation	Quality of prepared material	Relationship with participants	Enabling active participation of participants	The quality of the organization of training	Overall rating of trainers	Average rating
1	4.43	4.43	4.48	4.43	4.45	4.45	4.45
2	4.60	4.58	4.60	4.60	4.53	4.63	4.59
3	4.65	4.65	4.73	4.68	4.63	4.68	4.67
4	4.78	4.70	4.78	4.75	4.75	4.75	4.75
5	4.77	4.79	4.82	4.68	4.74	4.71	4.75
	<b>4.65</b>	<b>4.63</b>	<b>4.68</b>	<b>4.63</b>	<b>4.62</b>	<b>4.64</b>	<b>4.64</b>

Table № 14.: Results of the evaluation of the organization of the workshop per module

Module	The overall rating module	Relevance of the topic	Usefulness of the acquired knowledge in the workplace	Rating of the methodology of working with participants	Rating of prepared training materials	General Rating of trainers	Rating organization	Rating of working conditions	Rating interactivity in training	Pleasure to participate in the group work	Rating transferability of acquired knowledge	Rating of satisfaction of participation in training	Assessing the fulfillment of expectations regarding training	Average rating
1	4.80	4.65	4.60	4.65	4.65	4.80	4.60	4.75	4.75	4.70	4.60	4.65	4.65	4.68
2	4.85	4.80	4.75	4.90	4.70	4.95	4.75	4.75	4.85	4.90	4.75	4.95	4.85	4.83
3	4.85	4.80	4.70	4.75	4.85	4.85	4.60	4.70	4.75	4.75	4.70	4.70	4.80	4.75
4	4.85	4.80	4.75	4.80	4.75	4.85	4.80	4.75	4.80	4.80	4.85	4.85	4.80	4.80
5	4.85	4.75	4.80	4.70	4.90	4.85	4.85	4.75	4.80	4.95	4.65	4.90	4.85	4.82
	4.84	4.76	4.72	4.76	4.77	4.86	4.72	4.74	4.79	4.82	4.71	4.81	4.79	4.78

High marks are the result of intensity of work during training. Highly praised: team work, presentation, socializing, and organization of lectures. The main objection is related to quantity of information, and scope of training material. Indeed, the participants were directly faced with 50 different themes regarding project management in a short period of time. The prepared material, which includes bulletin and manual, has several hundred pages containing new information for participants. Material is designed to be used even after training, at their work.

### 5.3. Evaluation Level 2 - Participant Learning

Assessment of knowledge and skills acquired or improved during the training was conducted on the basis of pre-test and post-test, using the method of participants' self evaluation. Immediately before training, pre-test had been filled in, identifying their level of knowledge about training topics. The participants filled in questionnaires, when they were assessing their knowledge about relevant training topics on a scale of 1 to 5. (1-bad, 5-excellent). At the end of fifth module, the participants were given post-test which was focused on the same areas and presented assessment of acquired knowledge on a scale, the way it had been done with pre-test. Questionnaires were filled in online at SurveyMonkey. All participants responded to the pre-test questions. An average mark for initial knowledge about Project Cycle Management (preparation and implementation of joint projects within Bulgaria - Serbia IPA Cross-border Programme) amounts to 2.42 ( see Table 15). Acquired knowledge in the field of Project Management, that is, preparation and implementation of joint projects within Bulgaria - Serbia IPA Cross-border Programme was rated with 3.36 by the participants ( see Table 16).

Table № 15 .: Summary results of pre test

Topic	The average score per topic	Appraisal %				
		1	2	3	4	5
<b>MODULE 1 IPA PROJECT DEVELOPMENT AND APPRAISAL</b>	<b>2.46</b>	<b>23%</b>	<b>36%</b>	<b>20%</b>	<b>15%</b>	<b>6%</b>
Instrument for Pre-accession ( IPA)	2.25	45%	10%	25%	15%	5%
Bulgaria - Serbia IPA Cross-border Programme	2.65	10%	50%	15%	15%	10%
Rules of the Call for Proposals	2.45	15%	45%	20%	20%	0%
Project idea and partnership	2.50	20%	40%	20%	10%	10%
<b>MODULE 2 PROJECT FORMULATION</b>	<b>2.52</b>	<b>23%</b>	<b>27%</b>	<b>30%</b>	<b>15%</b>	<b>5%</b>
The logical framework approach	2.65	5%	45%	30%	20%	0%
Preparation of the project Applications Application Form and supporting documents)	2.55	30%	15%	35%	10%	10%
Preparation of the Infrastructure projects under Bulgaria - Serbia IPA Cross-border Programme	2.35	35%	20%	25%	15%	5%
<b>MODULE 3 CONTRACTING PROCEDURES AND TENDERING</b>	<b>2.30</b>	<b>33%</b>	<b>25%</b>	<b>28%</b>	<b>10%</b>	<b>5%</b>
Subsidy contract and contracting procedures	2.40	30%	25%	30%	5%	10%
Initial activities and project setting up	2.35	30%	20%	40%	5%	5%
Public procurement (PRAG)- Procurement Plan	2.25	35%	30%	10%	25%	0%
Public procurement (PRAG)-Services/ Supplies/ Works	2.20	35%	25%	30%	5%	5%
<b>MODULE 4 FINANCIAL MANAGEMENT</b>	<b>2.38</b>	<b>31%</b>	<b>24%</b>	<b>27%</b>	<b>13%</b>	<b>6%</b>
Financial Management of the project:	2.45	25%	30%	30%	5%	10%
Reporting	2.50	25%	20%	35%	20%	0%
Publicity and EU Visibility	2.85	20%	15%	35%	20%	10%
Risk management	2.20	45%	5%	40%	5%	5%
Modification of Subsidy contract	1.90	45%	35%	5%	15%	0%
Project Closure	2.40	25%	40%	15%	10%	10%
<b>MODULE 5 MONITORING AND EVALUATION</b>	<b>2.43</b>	<b>28%</b>	<b>35%</b>	<b>15%</b>	<b>13%</b>	<b>10%</b>
Internal Monitoring	2.60	25%	35%	10%	15%	15%
External monitoring	2.45	20%	45%	15%	10%	10%
Evaluation	2.35	20%	40%	25%	15%	0%
Audit	2.30	45%	20%	10%	10%	15%
<b>AVERAGE RATING OF INITIAL KNOWLEDGE</b>	<b>2.42</b>					



Table № 16 .: Summary results of post test

Topic	The average score per topic	Appraisal %				
		1	2	3	4	5
<b>MODULE 1 IPA PROJECT DEVELOPMENT AND APPRAISAL</b>	<b>3.33</b>	<b>0%</b>	<b>15%</b>	<b>54%</b>	<b>15%</b>	<b>16%</b>
Instrument for Pre-accession ( IPA)	3.15	0%	20%	60%	5%	15%
Bulgaria - Serbia IPA Cross-border Programme	3.25	0%	20%	50%	15%	15%
Rules of the Call for Proposals	3.35	0%	10%	60%	15%	15%
Project idea and partnership	3.55	0%	10%	45%	25%	20%
<b>MODULE 2 PROJECT FORMULATION</b>	<b>3.35</b>	<b>2%</b>	<b>20%</b>	<b>35%</b>	<b>28%</b>	<b>15%</b>
The logical framework approach	3.40	0%	25%	25%	35%	15%
Preparation of the project Applications Application Form and supporting documents)	3.35	0%	25%	30%	30%	15%
Preparation of the Infrastructure projects under Bulgaria - Serbia IPA Cross-border Programme	3.30	5%	10%	50%	20%	15%
<b>MODULE 3 CONTRACTING PROCEDURES AND TENDERING</b>	<b>3.26</b>	<b>0%</b>	<b>21%</b>	<b>50%</b>	<b>10%</b>	<b>19%</b>
Subsidy contract and contracting procedures	3.35	0%	15%	60%	0%	25%
Initial activities and project setting up	3.50	0%	10%	55%	10%	25%
Public procurement (PRAG)- Procurement Plan	3.20	0%	25%	40%	25%	10%
Public procurement (PRAG)-Services/ Supplies/ Works	3.00	0%	35%	45%	5%	15%
<b>MODULE 4 FINANCIAL MANAGEMENT</b>	<b>3.43</b>	<b>0%</b>	<b>13%</b>	<b>51%</b>	<b>18%</b>	<b>19%</b>
Financial Management of the project:	3.25	0%	10%	65%	15%	10%
Reporting	3.45	0%	15%	40%	30%	15%
Publicity and EU Visibility	3.75	0%	10%	40%	15%	35%
Risk management	3.60	0%	10%	40%	30%	20%
Modification of Subsidy contract	3.15	0%	15%	70%	0%	15%
Project Closure	3.40	0%	15%	50%	15%	20%
<b>MODULE 5 MONITORING AND EVALUATION</b>	<b>3.43</b>	<b>0%</b>	<b>16%</b>	<b>45%</b>	<b>19%</b>	<b>20%</b>
Internal Monitoring	3.45	0%	20%	35%	25%	20%
External monitoring	3.45	0%	20%	35%	25%	20%
Evaluation	3.45	0%	10%	55%	15%	20%
Audit	3.35	0%	15%	55%	10%	20%
<b>AVERAGE RATING OF ACQUIRED KNOWLEDGE</b>	<b>3.36</b>					

Post-test results clearly indicate that the participants' reactions to the proposed themes were positive. Compared to the pre-test results, knowledge about the themes discussed was improved for 39.06%. The highest increase is identified regarding knowledge about project implementation themes. (procurement procedures and financial management).

High degree of improvement of knowledge is consequence of self evaluation of participants and can be inaccurate at certain points, as a result of imprecise evaluation or discomfort in terms of revealing information about oneself, which leads to inflation of knowledge in some cases. Taking this into consideration, the results were corrected with a factor (1/2), thus the real degree of the improved knowledge acquired during the BEST project is 19.53% ( see Table 17 and figure 5 and 6).

Table № 17.: Estimates of Impact of Training on improving knowledge

	Topic	Average scores		Improving knowledge	
		Pre test	Post Test	Index	Percent
<b>1</b>	<b>MODULE 1 IPA PROJECT DEVELOPMENT AND APPRAISAL</b>	<b>2.46</b>	<b>3.33</b>	<b>0.86</b>	<b>35%</b>
1.1	Instrument for Pre-accession ( IPA)	2.25	3.15	0.90	40%
1.2	Bulgaria - Serbia IPA Cross-border Programme	2.65	3.25	0.60	23%
1.3	Rules of the Call for Proposals	2.45	3.35	0.90	37%
1.4	Project idea and partnership	2.50	3.55	1.05	42%
<b>2</b>	<b>MODULE 2 PROJECT FORMULATION</b>	<b>2.52</b>	<b>3.35</b>	<b>0.83</b>	<b>33%</b>
2.1	The logical framework approach	2.65	3.40	0.75	28%
2.2	Preparation of the project Applications Application Form and supporting documents)	2.55	3.35	0.80	31%
2.3	Preparation of the Infrastructure projects under Bulgaria - Serbia IPA Cross-border Programme	2.35	3.30	0.95	40%
<b>3</b>	<b>MODULE 3 CONTRACTING PROCEDURES AND TENDERING</b>	<b>2.30</b>	<b>3.26</b>	<b>0.96</b>	<b>42%</b>
3.1	Subsidy contract and contracting procedures	2.40	3.35	0.95	40%
3.2	Initial activities and project setting up	2.35	3.50	1.15	49%
3.3	Public procurement (PRAG)- Procurement Plan	2.25	3.20	0.95	42%
3.4	Public procurement (PRAG)-Services/ Supplies/ Works	2.20	3.00	0.80	36%
<b>4</b>	<b>MODULE 4 FINANCIAL MANAGEMENT</b>	<b>2.38</b>	<b>3.43</b>	<b>1.05</b>	<b>44%</b>
4.1	Financial Management of the project:	2.45	3.25	0.80	33%
4.2	Reporting	2.50	3.45	0.95	38%
4.3	Publicity and EU Visibility	2.85	3.75	0.90	32%
4.4	Risk management	2.20	3.60	1.40	64%
4.5	Modification of Subsidy contract	1.90	3.15	1.25	66%
4.6	<b>Project Closure</b>	<b>2.40</b>	<b>3.40</b>	<b>1.00</b>	<b>42%</b>
<b>5</b>	<b>MODULE 5 MONITORING AND EVALUATION</b>	<b>2.43</b>	<b>3.43</b>	<b>1.00</b>	<b>41%</b>
5.1	Internal Monitoring	2.60	3.45	0.85	33%
5.2	External monitoring	2.45	3.45	1.00	41%
5.3	Evaluation	2.35	3.45	1.10	47%
5.4	Audit	2.30	3.35	1.05	46%
<b>1</b>	<b>MODULE 1 IPA PROJECT DEVELOPMENT AND APPRAISAL</b>	<b>2.46</b>	<b>3.33</b>	<b>0.86</b>	<b>35%</b>
<b>2</b>	<b>MODULE 2 PROJECT FORMULATION</b>	<b>2.52</b>	<b>3.35</b>	<b>0.83</b>	<b>33%</b>
<b>3</b>	<b>MODULE 3 CONTRACTING PROCEDURES AND TENDERING</b>	<b>2.30</b>	<b>3.26</b>	<b>0.96</b>	<b>42%</b>
<b>4</b>	<b>MODULE 4 FINANCIAL MANAGEMENT</b>	<b>2.38</b>	<b>3.43</b>	<b>1.05</b>	<b>44%</b>
<b>5</b>	<b>MODULE 5 MONITORING AND EVALUATION</b>	<b>2.43</b>	<b>3.43</b>	<b>1.00</b>	<b>41%</b>

The total average score/ Degree of improving knowledge

**0.94 39.06%**

Correction factor

**1/2**

**REAL DEGREE OF IMPROVING KNOWLEDGE DURING PROJECT IMPLEMENTATION:**

**19.53%**

In accordance with the aforementioned, it can be concluded that until the end of 5 training modules, 31 representatives of municipal administration from Pcinja and Pernik improved their knowledge in the field of Project Cycle Management and IPA procedures of project implementation for 19.53%.

Figure № 5.: Degree of improving knowledge per module

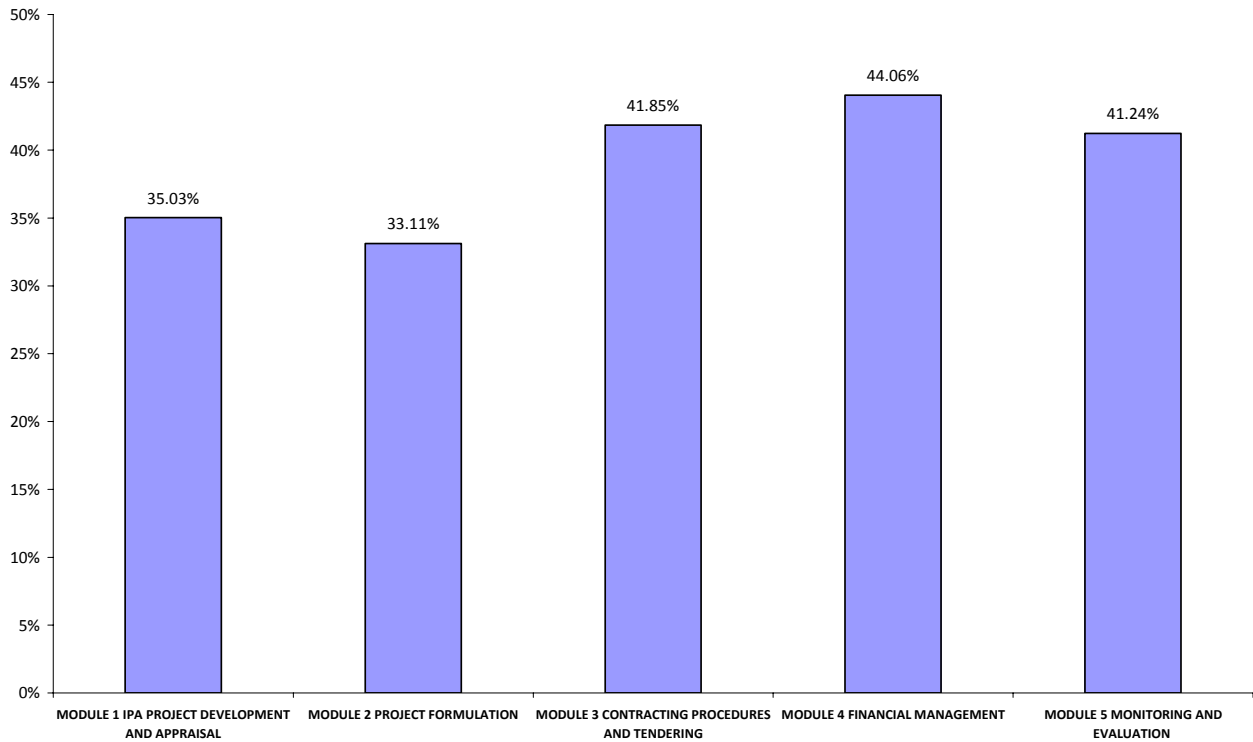
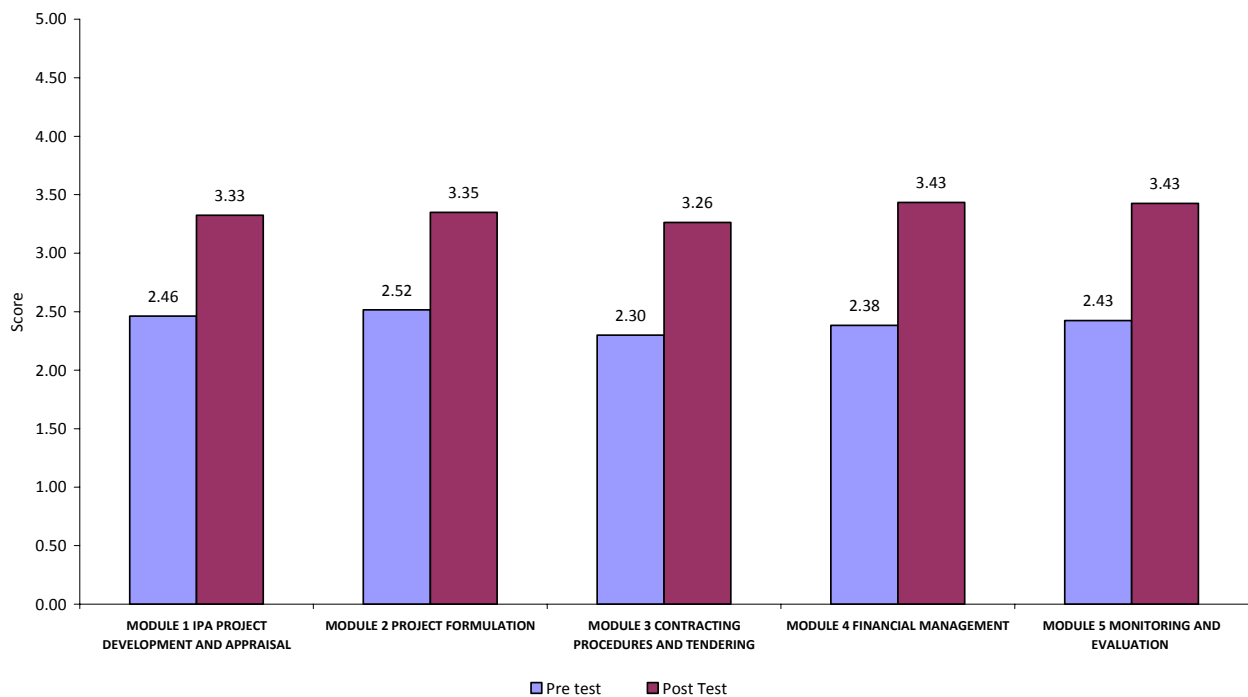


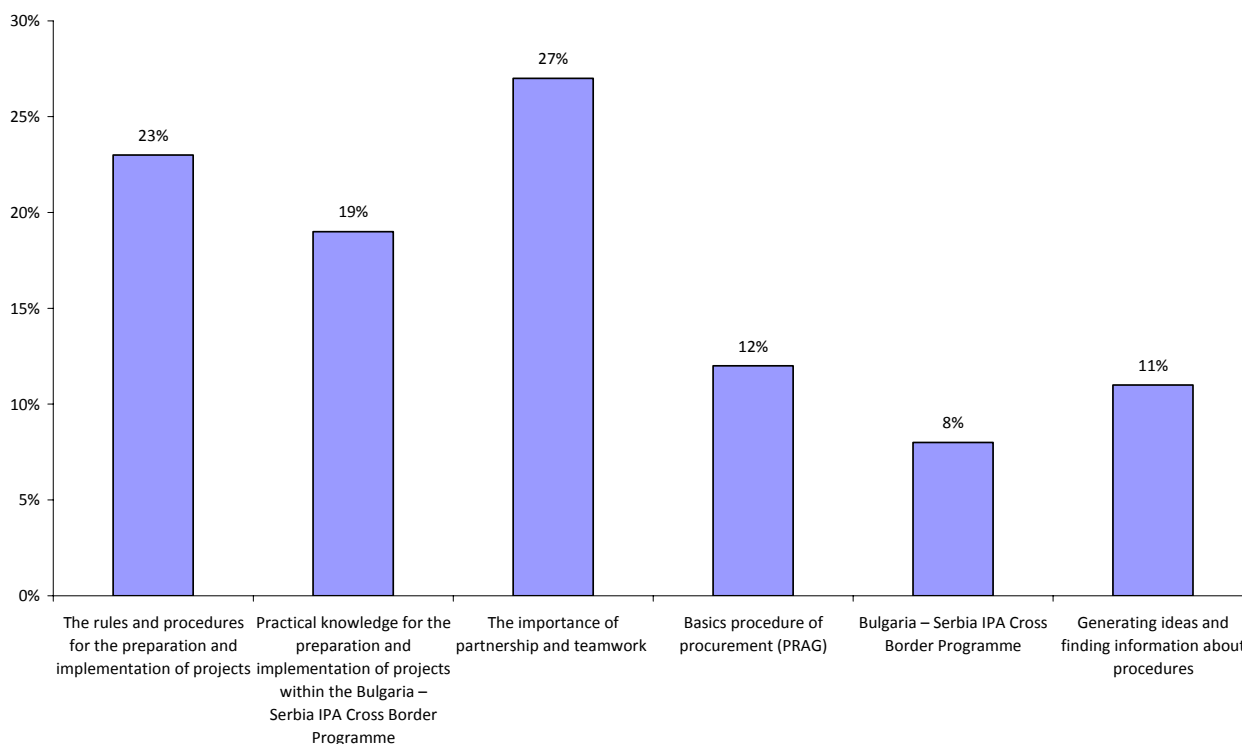
Figure № 6.: Comparison of test performance



#### 5.4. Evaluation Level 3 - Knowledge Transfer

This measure helps determine how learning from the BEST training event has been applied to the workplace. The intention was to compare post-training knowledge, skills and activities with what had or had not been done prior to the training. A method "Focus groups to gather information" was applied for this purpose. In particular, during the last session of the seminar, the participants were required to tell what was the most significant they had learnt, and what would be used in the workplace. They presented their attitudes and marks on colored cards. In the category, „the most important things you learned” participants provided 26 kinds of attitude. Upon systematization and processing, 6 groups were created. Frequency of attitudes within each group was presented in % and shown in Figure 7. With the aspect of the things learnt, it is indicative that the most complicated themes (PRAG and financial management) is recognized as important by participants, who also showed a great interest in additional improvement within these topics. Consequently, there is a recommendation that participants should be provided with additional improvement through seminars about PRAG and IPA financial management. This would certainly be a topic suitable for future cross border cooperation projects, which should include business sector (sub-contractors) and non-governmental sector. This need comes from the fact that one workshop in duration of 4 days is not long enough for participants to take a close look into complex PRAG procedures.

Figure № 7.: The most important lessons learned on training BEST



Generally speaking, attitudes of participants and observations of trainers showed that the participants acquired new knowledge. It is particularly important that certain number of participants applied the acquired knowledge about certain topics on other projects. This is particularly related to draft of reports within Exchange 4 program and preparation of application for projects for rural development within Bulgarian Rural Development Program 2007-2013. On the basis of presented data for Evaluation Level 1, 2 and 3, it can be concluded that:

- 20 of employees in the municipality administration in the cross-border districts of Pcinja and Pernik trained for preparation and implementation IPA CBC BG SR
- 20 of direct beneficiaries ( 10 Pcinja + 10 Pernik) qualified for implementation procedures within the IPA CBC BG SR.

## 5.5. Evaluation Level 4 - Organizational Impact

Evaluation at this final level helps us understand how the learning impacted the participant's work environment and includes analysis of some external factors that might contribute to good results. The purpose for obtaining post-training feedback from the focal points was to understand how the learning impacted the participant's work environment. This evaluation measures the success of the training program. The key questions explored at Level-4 evaluation are: what was like the influence of training on organizations included in the project BEST, and what was like the influence of training on achievement of project indicators.

**The impact of training on the organizations involved in the project activities BEST:** Organizations included in the project (11 municipalities from Pernik and Pcinja districts) established cross-border partnership and significantly strengthened the capacities for project management. This is based on the following facts:

1. 11 municipalities have signed a protocol of cooperation with the project BEST.
2. 11 municipalities have ratified partnership agreements for realization 5 prepared project applications within the next call for proposals of Bulgaria-Serbia IPA Cross-Border Programme.
3. 10 project proposals (5 project applications + 5 project concepts) regarding territorial cooperation and regional development ready for submission within the framework of the call for proposal. Specifically:
  - Prepared 5 project applications within the next call for proposals of Bulgaria-Serbia IPA Cross-Border Programme. Total value of prepared applications is 2,459,252.76 EUR ( table 18 ). Application includes: Application Form, Partnership agreement and summary of project.
  - Additionally Prepared 5 project concepts. Project concepts is related to regional development. Total value of prepared project concepts is 1,550,610.00 EUR (table 19 )<sup>6</sup>.
4. 20 of employees in the municipality administration in the cross-border districts of Pcinja and Pernik successfully trained for preparation and implementation projects within Bulgaria-Serbia IPA Cross-Border Programme.
5. 20 of direct beneficiaries ( 10 Pcinja + 10 Pernik) qualified for implementation procedures within the Bulgaria-Serbia IPA Cross-Border Programme.

Table № 18.: Review of project applications

No	NAME OF PROJECT APPLICATION	ACRONYM	PROJECT PARTNERS	VALUE (EUR)
1	Promotion of common heritage and tradition in border area	TOP 5	1. MUNICIPALITY OF SURDULICA 2. MUNICIPALITY OF TRAN 3. MUNICIPALITY OF PRESEVO 4. MUNICIPALITY OF ZEMEN 5. MUNICIPALITY OF RADOMIR	<b>99,993.20</b>
2	Building capacities of local authorities in the environment related matters	ECONET	1. MUNICIPALITY OF PERNIK 2. MUNICIPALITY OF TRGOVIŠTE 3. MUNICIPALITY OF PRESEVO 4. MUNICIPALITY OF BREZNIK 5. MUNICIPALITY OF KOVACHEVTSI	<b>199,885.18</b>
3	Virtual cross-border center for the development of web applications and computer design	WEB EMBRIO	1. MUNICIPALITY OF TRGOVIŠTE 2. MUNICIPALITY OF TRAN 3. CITY MUNICIPALITY OF VRANJSKA BANJA	993,833.78
4	Digitization and visualization common heritage in the function development of sustainable tourism district Pernik and Pčinja	3D TOURISM	1. MUNICIPALITY OF VLADICIN HAN 2. MUNICIPALITY OF PERNIK	<b>179,738.16</b>
5	Business incubator for old crafts	BISNIZ	1. MUNICIPALITY OF TRAN 2. MUNICIPALITY OF TRGOVIŠTE	<b>985,802.44</b>
<b>TOTAL VALUE OF PREPARED PROJECTS APPLICATIONS</b>				<b>2,459,252.76</b>

<sup>6</sup> More details about the project are given in documents: Overview summary of projects and project concepts.

Table № 19.: Review of project concepts

№	NAME OF PROJECT CONCEPTS	PROJECT PARTNERS	VALUE (EUR)
1	Development of joint GIS platforms in municipalities Trgoviste and Tran	1. MUNICIPALITY OF TRAN 2. MUNICIPALITY OF TRGOVIŠTE	185,060.00
2	Branding of Shopska Honey	1. MUNICIPALITY OF TRAN 2. MUNICIPALITY OF TRGOVIŠTE	166,080.00
3	The right path: Prevention of Women's Health	1. MUNICIPALITY OF TRGOVIŠTE 2. MUNICIPALITY OF TRAN	125,060.00
4	Library for 2020	1. MUNICIPALITY OF TRAN 2. MUNICIPALITY OF TRGOVIŠTE	187,540.00
5	AGRO - START UP	1. MUNICIPALITY OF TRGOVIŠTE 2. MUNICIPALITY OF TRAN	886,870.00
<b>TOTAL VALUE OF PREPARED PROJECTS CONCEPTS</b>			<b>1,550,610.00</b>

On the basis of the above mentioned, we can conclude that as the results of the implementation of project activities:

- 11 of linkages between different institution created.
- Improved environment for development of relationships across the border through prepared 10 joint projects.

**The impact of training on the achievement of project indicators:** Performance indicators are measures of project impacts, outcomes, outputs, and inputs that are monitored during project implementation to assess progress toward project objectives. They are also used to evaluate a project's success. Indicators organize information in a way that clarifies the relationships between a project's impacts, outcomes, outputs, and inputs and help to identify problems along the way that can impede the achievement of project objectives. Monitoring Indicators for training on project best are give in table 20. This table contains description of outputs, indicators, sources of verification and status of achievement.

Table № 20.: Performance indicators for training on project BEST

№	Outputs	Indicators of achievement	Status and Clarifications	Sources and means of verification
1	To increase the administrative capacity in the municipal administration in the cross-border districts of Pcinja and Pernik for effective preparation and implementation of the joint projects within the framework of the IPA CBC BG SR.	By the end of the Contract 20 representatives of municipal administration in the cross-border districts of Pcinja and Pernik will improve their knowledge in Project Cycle Management and IPA implementation procedures at least 15%	<b>indicator achieved:</b> – Prepared pre / post questionnaires; – Questionnaires positioned on SurveyMonkey; – Completed before testing for 20 participants. – Completed post testing for 20 participants. – Degree of improving knowledge is 19.53%	Document: Training Evaluation Report on October 2014. Report contains the results of survey of the knowledge of the participants before and after training.  Pre/Post Questionnaires

№	Outputs	Indicators of achievement	Status and Clarifications	Sources and means of verification
2.	Result 1: Training Needs Assessment completed	Study - Training Needs Assessment Analysis carried out	<p><b>Indicator achieved:</b></p> <ul style="list-style-type: none"> <li>– Created two types of questionnaires. The first type of questionnaire provide information on municipality profile (operative capacities and municipality experience) as well as identify potential joint projects within IPA CBC BG SR. The second type of questionnaire provide information on training participants profile and their training needs.</li> <li>– Collected and processed 31 questionnaires (11 type 1 and 20 type 2).</li> <li>– TNA study Conducted.</li> </ul>	<p>Copies of questionnaires</p> <p>Document: Study Needs Assessment on May/June 2014.</p>
3	Result 2: Effective System of Training Built	<p>* 5 Training modules created according to the trainees' needs (2 modules for preparation and 3 modules for implementation IPA CBC BG SR project).</p> <p>* Completed Training Programme for training beneficiaries on the basis of Training Needs Assessment</p> <p>* Prepared Comprehensive training materials for trainings.</p>	<p><b>indicators achieved</b></p> <p>According to the trainees' needs prepared and delivered:</p> <ul style="list-style-type: none"> <li>– 5 Training modules (2 modules for preparation and 3 modules for implementation IPA CBC BG SR project).</li> <li>– Training Programme</li> <li>– Comprehensive training materials for trainings</li> </ul>	<p>Document: Training Programme on May/June 2014.</p> <p>Documents: Training materials for training (training curricula, agenda, Presentations, handouts, case study.). Total prepared 327 files or documents.</p>
4	Result 2: Effective System of Training Built	Through 5 training workshops (in duration of 4 days per workshop), 20 direct beneficiaries (municipal representatives 10 Pcinja district + 10 Pernik district) trained for the Project Cycle Management and IPA CBC BG SR implementation procedures.	<p><b>indicator achieved:</b></p> <ul style="list-style-type: none"> <li>– 5 workshops in Bulgaria and Serbia have been successfully finalised.</li> <li>– 5 detailed reports with evaluation reports has been prepared.</li> <li>– 20 of employees in the municipality administration in the cross-border districts of Pcinja and Pernik trained for preparation and implementation IPA CBC BG SR</li> <li>– 20 of direct beneficiaries ( 10 Pcinja + 10 Pernik) qualified for implementation procedures within the IPA CBC BG SR.</li> </ul>	<p>Document: Training Reports. Report includes: description of training, process of evaluation and evaluations results, list of participants and photo documentation.</p> <p>Document: Final Training evaluation reports (Report of Building an Effective System of Training) on October 2014.</p>

№	Outputs	Indicators of achievement	Status and Clarifications	Sources and means of verification
5	Result 2: Effective System of Training Built	The hands-on support for preparation and implementation of project for direct beneficiaries (follow-up after training) will have been provided.	<b>indicator achieved:</b> <ul style="list-style-type: none"> <li>– 5 Follow Ups (Hands-on support) after each workshop has been realised for 10 Bulgarian and 10 Serbian training participants.</li> <li>– Hands-on support is realized in the form of consultations</li> </ul>	Document: Training Reports and list of participants.
6	Result 2: Effective System of Training Built	Prepared jointly 5 projects Proposals ready for submission within the framework of the IPA CBC BG SR.	<b>indicator achieved:</b> <ul style="list-style-type: none"> <li>– 10 topics for projects according new program IPA CBC BG SR 2014-2020 have been selected.</li> <li>– Prepared 5 project applications/ projects Proposals.</li> <li>– Additionally Prepared 5 project concepts</li> </ul>	Documents: Project proposals/ project applications. Application includes: Application Form, Partnership agreement and summary of project. Acronyms of prepared project proposals/project applications: TOP 5; ECONET; WEB EMBRIO; 3D TOURISM; BISNIZ. Documents; 5 project concepts. Name of project concepts: Development of joint GIS platforms; Branding of Shopska Honey; The right path; Library for 2020; AGRO - START UP.
7	Result 2: Effective System of Training Built	20 certificates issued for Project Cycle Management and IPA implementation procedures	<b>indicator achieved:</b> 20 awarded certificates to trainees	Document: Recipients of the Certificate on project "Building an Effective System of Training" on 30th September 2014
8	Result 2: Effective System of Training Built	6 e-Newsletters published with updated information about Instrument for Pre-accession Assistance and Cross-border Cooperation.	<b>indicator achieved:</b> Designed and delivered 6 e-Newsletters in Serbian and Bulgarian language. Newsletters delivered to stakeholders of CBC region (about 50 e-mail address).	Documents: 6 e-Newsletters
9	Result 2: Effective System of Training Built	Completed final Training evaluation reports (Report of Building an Effective System of Training)	<b>indicator achieved:</b> Designed and delivered Final Training evaluation reports	Document: Final Training evaluation reports (Report of Building an Effective System of Training) on October 2014.



№	Outputs	Indicators of achievement	Status and Clarifications	Sources and means of verification
10	Result 3: Prepared Training manual for Beneficiaries "Guidelines for Project development and implementation under IPA CBC BG SR for printing.	* Good quality training manual in Serbian covering project preparation, project cycle management and IPA implementation procedures.	<b>indicator achieved:</b> Developed Guidelines for Project development and implementation project under IPA CBC BG SR on Serbian language. Electronic version of Manual has 100 pages A4 format, text font 12th	Document: Electronic version Training manual for Beneficiaries "Guidelines for Project development and implementation under IPA CBC BG SR" Content of this Manual: I Institutional framework; II Preparation of projects( Logical Framework Approach and Preparation of project applications); III Implementation of projects ( Initial activities and project setting up; Sub-tendering procedures; Reporting; Financial Management of the project; Modification of Subsidy contact; Monitoring and audit of the project; Information and publicity; Project Closure).

It arises from the table that all envisaged results of training within the project BEST were achieved.

## 6. CONCLUSION AND RECOMMENDATIONS

Training for joint projects preparation and implementation within Bulgaria-Serbia IPA Cross-Border Programme for participants was implemented in the period from 13<sup>th</sup> July to 24<sup>th</sup> September 2014. Training was implemented for 20 participants- representatives of municipal administrations from municipalities of Pcinja and Pernik districts (10 from Serbia and 10 from Bulgaria). However, interest in training was exceptionally great, so 31 representatives of municipal administration in the cross-border districts of Pcinja and Pernik took part in Effective System of Training. Training was implemented according to a training program, which represents valorization of findings in the analysis of training needs. Training was structured through 5 modules, which cover all phases of project cycle. Each module consisted of 12 sessions and lasted for 4 days within module. Additionally, participants were provided with consultations (Follow UP) after each module that lasted for 2 days (one day for participants from Serbia and one day for participants from Bulgaria). Participants' reactions to the most of the presented themes were extraordinary, they were motivated and creative. This is confirmed by high marks given during the evaluation. Compared to the results of pre-test, knowledge about the topics discussed was improved for 19.53%. The highest increase is identified regarding knowledge about project implementation themes. (procurement procedures and financial management). Implemented workshops had a strong influence on organizations included in the project activities, that is, 11 municipalities of Pernik and Pcinja districts established cross-border partnerships and significantly strengthened capacities for project management. Delivered training material will significantly facilitate future project preparation and implementation. This training material contains instructions, forms, study cases, translated procedures, and instructions for project implementation. Generally speaking, it can be concluded that the envisaged objectives have been achieved. Moreover, Building an Effective System of Training is recommendation to the participants, who should be provided with additional improvement through seminars about PRAG and IPA financial management. This would certainly be a topic suitable for future cross border cooperation projects, which should include business sector (sub-contractors) and non-governmental sector. This need comes from the fact that one workshop in duration of 4 days is not long enough for participants to take a close look into complex PRAG procedures.

Annex 2: Themes of interest for the development of cross-border projects in relation to priorities of IPA II Regulation (EU) No 231/2014

№	THEMATIC PRIORITIES FOR TERRITORIAL COOPERATION <sup>7</sup>	PROPOSED THEMES
TP1	Promoting employment, labour mobility and social and cultural inclusion across borders through: integrating cross-border labour markets, including cross-border mobility; joint local employment initiatives; information and advisory services and joint training; gender equality; equal opportunities; integration of immigrants' communities and vulnerable groups; investment in public employment services; and supporting investment in public health and social services;	<ol style="list-style-type: none"> <li>1. Joint projects in employment creation and human resources management within the labour market</li> </ol>
TP2	Protecting the environment and promoting climate change adaptation and mitigation, risk prevention and management through: joint actions for environmental protection; promoting sustainable use of natural resources, resource efficiency, renewable energy sources and the shift towards a safe and sustainable low-carbon economy; promoting investment to address specific risks, ensuring disaster resilience and developing disaster management systems and emergency preparedness;	<ol style="list-style-type: none"> <li>2. Infrastructure projects for elimination of the negative effect of flooding;</li> <li>3. Development of joint early warning systems for prevention of natural disasters</li> <li>4. Construction of small-scale infrastructure for pollution prevention and flood control</li> <li>5. Building capacities of local authorities in the environment-related matters</li> </ol>
TP3	Promoting sustainable transport and improving public infrastructures by reducing isolation through improved access to transport, information and communication networks and services and investing in cross-border water, waste and energy systems and facilities;	<ol style="list-style-type: none"> <li>6. Small-scale transport infrastructure construction providing regional accessibility</li> <li>7. Projects concerning waste management and waste-water treatment infrastructure</li> </ol>
TP4	Encouraging tourism and cultural and natural heritage;	<ol style="list-style-type: none"> <li>8. Rehabilitation of access roads to natural, cultural and historic tourism sites</li> <li>9. Development of cycling routes and walking paths to touristic sites</li> <li>10. Conservation and protection of natural, historical and cultural heritage</li> <li>11. Establishment of info-centers for potential visitors</li> <li>12. Development of joint GIS platforms</li> <li>13. Development of local brand/s based on natural, historical and cultural heritage of the region</li> <li>14. Development of Multi-lingual on-line touristic platforms</li> <li>15. Visualization of local brand/s, (3D visualization, mobile applications, social networks)</li> <li>16. Promotion and cultivation of the common traditions of the borderland areas</li> <li>17. Encouragement/revitalization of traditional craftsmanship, traditional customs and cultural heritage, and rural tourism development</li> <li>18. Cultural cooperation through development of joint traditional and new festivals and cultural events</li> </ol>

<sup>7</sup> According Regulation (EU) No 231/2014 of the European Parliament and of the Council of 11 March 2014 establishing an Instrument for Pre-accession Assistance (IPA II)

TP5	Investing in youth, education and skills through, developing and implementing joint education, vocational training, training schemes and infrastructure supporting joint youth activities;	<ul style="list-style-type: none"> <li>19. Promoting the exchange of experience, skills and ideas for projects in the future mutual exchanges among youth</li> <li>20. Development of social infrastructure in areas such as education</li> <li>21. Small-scale infrastructure (e.g. business incubators, start-up factories);</li> <li>22. Investments in ICT- facilities' upgrade ;</li> <li>23. Rehabilitation and refurbishment of existing youth and education-related infrastructure and facilities (e.g. lecture facilities, libraries, laboratories, sport facilities, campuses, etc.);</li> </ul>
TP6	Promoting local and regional governance and enhancing the planning and administrative capacity of local and regional authorities;	<ul style="list-style-type: none"> <li>24. Promotion of Good Urban Environmental Governance</li> <li>25. Environmental Impact Assessments for projects focused on specific regional environment issues</li> <li>26. Joint initiatives for attracting direct investment in the cross-border region and strengthening the transfer of expertise</li> </ul>
TP7	Enhancing competitiveness, the business environment and the development of small and medium-sized enterprises, trade and investment through promotion and support to entrepreneurship, in particular small and medium-sized enterprises, and development of local cross-border markets and internationalization;	<ul style="list-style-type: none"> <li>27. Establishment of centers to support cross-border business initiatives</li> <li>28. Establishment of institutional, business and educational networking on both side of the border;</li> </ul>
TP8	Strengthening research, technological development, innovation and information and communication technologies through promoting the sharing of human resources and facilities for research and technology development.	<ul style="list-style-type: none"> <li>29. Development of joint training, best practices transfer, scientific exchange and educational facilities for knowledge based economy;</li> <li>30. Development of Community ITC Centers</li> </ul>