

EVALUATION REPORT

ITM Consulting

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TABLE OF CONTENTS

1. EXECUTIVE SUMMARY 4
2. INTRODUCTION 4
3. METHODOLOGY 5
4. KEY FINDINGS AND ANALYSIS 6
4.1 ASSESSMENT OF TRAINING MATERIALS 6
4.2 PRE-TRAINING ANALYSIS 7
4.2.1 INTRODUCTION 7
4.2.2 DEMOGRAPHIC PROFILE OF TRAINING PARTICIPANTS 7
4.2.3 KNOWLEDGE LEVELS (SELF-ASSESSMENT) 9
4.2.4 EXPECTATIONS FROM THE TRAINING 10
4.2.5 CONCLUSIONS FROM THE PRE-TRAINING QUESTIONNAIRE 11
4.3 POST - TRAINING ANALYSIS 12
4.3.1 INTRODUCTION 12
4.3.2 DEMOGRAPHIC PROFILE OF TRAINING PARTICIPANTS 12
4.3.3 QUESTIONS RELATED WITH THE TRAINING 13
4.3.4 RESULTS FROM THE TRAINING 14
4.3.5 CONCLUSIONS FROM THE POST-TRAINING QUESTIONNAIRE 15
4.3.6 FINDINGS PER EACH INDIVIDUAL TRAINING 15
4.3.7 TRAINING DELIVERY AND SESSION OVERVIEW 17
4.4 SUMMARY OF FINDINGS 19
4.4.1 TRAINING CONTENT RELEVANCE AND METHODOLOGY 19
4.4.2 KNOWLEDGE AND SKILL DEVELOPMENT 20
4.4.3 APPLICABILITY AND ORGANIZATIONAL INTEGRATION 20
4.4.4 AREAS FOR IMPROVEMENT 21
5. CONCLUSIONS 21
6. RECOMMENDATIONS 22
7. ANNEXES 22
7.3. PRE-TRAINING QUESTIONNAIRE 22
7.4. POST-TRAINING QUESTIONNAIRE 22
7.5. PRE-TRAINING RESULTS 22
7.6. POST-TRAINING RESULTS 22

1. EXECUTIVE SUMMARY

The evaluation report for the "Enhancing Monitoring and Evaluation (M&E) Skills for Public Administrators and Civil Servants" training project in North Macedonia assesses its success in capacity building among mid-career public sector professionals, with a notable focus on women participants.

Utilizing a mixed-methods approach, including pre- and post-training questionnaires, interviews, focus groups, and document reviews, the evaluation revealed high levels of participant satisfaction and significant knowledge gains in various M&E topics.

The training attracted a diverse cohort from different municipalities and institutional backgrounds, promoting interdisciplinary dialogue and peer learning. Findings show high participant satisfaction: average ratings of 4.80/5 for content clarity and usefulness, with 96% recommending the training. Knowledge levels improved significantly across all M&E topics, with practical exercises and peer exchange particularly valued. Participants expressed strong intentions to apply M&E skills in their work; however, limited mechanisms for post-training follow-up were identified as a barrier to sustained application.

The report concludes that the training met participants' expectations and has the potential to enhance governance and public administration practices in North Macedonia. Strategic recommendations include broadening outreach through various communication channels, encouraging diverse participant engagement, and implementing frameworks for ongoing support to effectively institutionalize M&E practices.

2. INTRODUCTION

Monitoring and Evaluation (M&E) play a critical role in enhancing the efficacy and accountability of public administration. In North Macedonia, the need for strengthening the skills of public administrators and civil servants in these areas has become increasingly essential to promote effective governance. The "Enhancing Monitoring and Evaluation (M&E) Skills for Public Administrators and Civil Servants" training project was initiated to address this gap by providing targeted training that empowers mid-career professionals, particularly women, with the necessary tools and knowledge to effectively implement M&E practices.

This evaluation report outlines the findings from the assessment of the training program designed to build capacity among public sector professionals in North Macedonia. The training aimed not only to impart theoretical knowledge of M&E but also to foster practical skills applicable to real-world governance challenges. By leveraging a mixed-methods approach—which included pre- and post-training questionnaires, qualitative interviews, focus group discussions, and thorough document reviews—the evaluation provides a comprehensive overview of the program's impact.

The diversity of participants, drawn from various municipalities and institutional backgrounds, offered a unique opportunity for interdisciplinary dialogue and collaborative learning. This report delves into the overall effectiveness of the training, participant experiences, areas for improvement, and strategic recommendations for future initiatives to ensure the sustainability of M&E practices within North Macedonia's public administration landscape. Ultimately, the goal is to contribute to the advancement of governance quality, fostering an environment that encourages accountability, transparency, and enhanced decision-making in the public sector.

3. METHODOLOGY

This evaluation employed a mixed-methods approach to gather comprehensive data on the impact and effectiveness of the "Enhancing Monitoring and Evaluation (M&E) Skills for Public Administrators and Civil Servants" training program. The aim was to capture both quantitative and qualitative insights, ensuring a holistic understanding of participant experiences and knowledge gains. The following methods were utilized:

Pre- and Post-Training Questionnaire: Participants completed questionnaires both before and after the training sessions. These questionnaires were designed to assess their existing knowledge of M&E concepts and practices, as well as their self-reported confidence in applying these skills. The pre-training questionnaires established a baseline for measuring knowledge gains, while post-training responses provided insight into the effectiveness of the training in enhancing participant skills.

Interviews: Interviews with open questions were conducted with a select number of participants to gain deeper insights into their experiences, feedback regarding the training content, and potential areas for improvement. The interviews allowed for the exploration of personal reflections on how the training has impacted their professional practices.

Focus group discussion: Group discussion during the training was practiced with participants to facilitate a collective dialogue about their learning experiences. These sessions provided an opportunity for participants to share their perspectives on the training's strengths and weaknesses, fostering an environment of peer learning. The interactions helped to identify common themes regarding the applicability of M&E skills in their work contexts.

Document reviews: The evaluation included a review of relevant documentation, including training materials and participant feedback forms. This review aimed to assess the alignment of the training content with the stated objectives and to provide a contextual background for the evaluation findings.

Data Analysis: Quantitative data from questionnaires were analyzed using basic statistical methods to determine the extent of knowledge gains and participant satisfaction. Qualitative

data from interviews and focus groups were thematically analyzed, identifying key trends and insights that emerged from participant feedback.

By employing this mixed-methods approach, the evaluation effectively triangulated findings from various sources, ensuring a robust analysis of the training program's impact on enhancing M&E skills among public administrators and civil servants in North Macedonia.

4. KEY FINDINGS AND ANALYSIS

4.1 ASSESSMENT OF TRAINING MATERIALS

The enhancing of monitoring and evaluation (M&E) skills is critical for the effective governance and development of public sector initiatives. The Macedonian Evaluation Network (MEN) and the Croatian Evaluation Society (HEVAL) have demonstrated commitment to this cause by organizing a comprehensive a four three-day training program in July 2025, aimed at equipping public administrators and civil servants in North Macedonia with essential M&E skills necessary for the proper utilization of EU structural funds and effective public policy management. This training is meticulously designed around five interconnected modules that cover core M&E concepts, national and EU planning systems, practical methodologies, and the institutionalization of M&E within government institutions, ensuring a holistic learning experience for participants. Utilizing a mix of interactive methods—such as lectures, case studies, group work, and discussions—the program fosters active engagement and practical application of M&E concepts, which is vital for effective learning and retention. The emphasis on results-based management and participatory evaluation aligns well with modern trends favoring accountability and stakeholder involvement in the evaluation process.

Moreover, various documents highlight structured frameworks, such as the Theory of Change and the UNEG Compendium, which provide methodological guidance for conducting evaluations, enhancing the credibility and usability of evaluations by ensuring alignment with international standards. One of the key strengths of this initiative is the promotion of bilateral knowledge exchange between EU and non-EU countries, enriching the learning experience while preparing North Macedonian institutions for future EU integration. Additionally, the training program directly targets the professional development of essential personnel involved in public administration and project management, strengthening institutional capacity for effective governance and addressing diverse needs by catering to a wide range of professionals engaged in various capacities. The emphasis on sustainability is particularly noteworthy, as it prepares participants for the use of EU structural funds, highlighting responsible resource allocation.

However, challenges remain, such as potential resistance within organizations to adopting new M&E practices, which may hinder the effectiveness of the training; addressing this cultural aspect will be crucial for successful institutionalization of M&E. Capacity constraints

in terms of resources and human capital within government institutions may also limit the effective implementation of the learned M&E practices. Additionally, the complexity of the provided evaluation methodologies could pose challenges for participants unfamiliar with advanced M&E concepts. In conclusion, the M&E training initiatives in North Macedonia, spearheaded by MEN and HEVAL, represent a vital step forward in enhancing the capabilities of public administrators and civil servants. With its structured approach, focus on practical methodologies, and commitment to fostering an evaluation culture, this program is poised to significantly improve the management and evaluation of public sector projects. Nonetheless, addressing the challenges related to resistance and capacity limitations will be essential in ensuring the sustainability of these efforts. Overall, the concerted focus on M&E aligns well with broader European integration objectives and demonstrates a proactive approach to governance and accountability in the region.

4.2 PRE-TRAINING ANALYSIS

The pre-training analysis have been conducted before training started. An online questionnaire transferred in Google Form questionnaire has been prepared by the ITM Consulting. The questionnaire has been made in form of a QR Code and shared after the introduction session during the first day with all participants. By scanning the QR Code the participants had the chance to fill in the survey and provide their input.

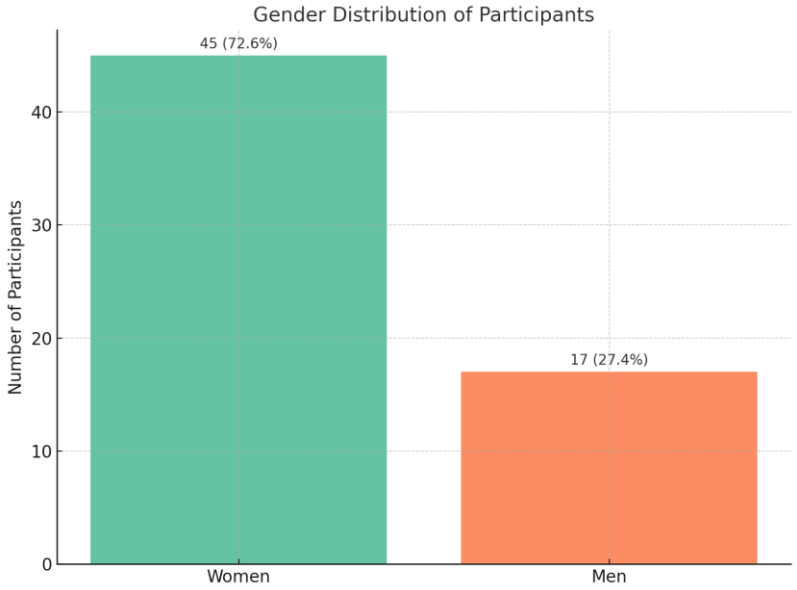
4.2.1 Introduction

This narrative report presents a detailed overview of the data collected through the pre-training questionnaire **completed by 62 participants** prior to the capacity-building training on Monitoring and Evaluation (M&E). The purpose of this analysis is to provide insights into the profile of the participants, their expectations, motivations, and self-assessed knowledge levels to better tailor the training content and methodology. The pre training questionnaire contained questions for participant Information (of the person filling out the questionnaire), questions related to the training and previous Experience.

4.2.2 Demographic Profile of Training Participants

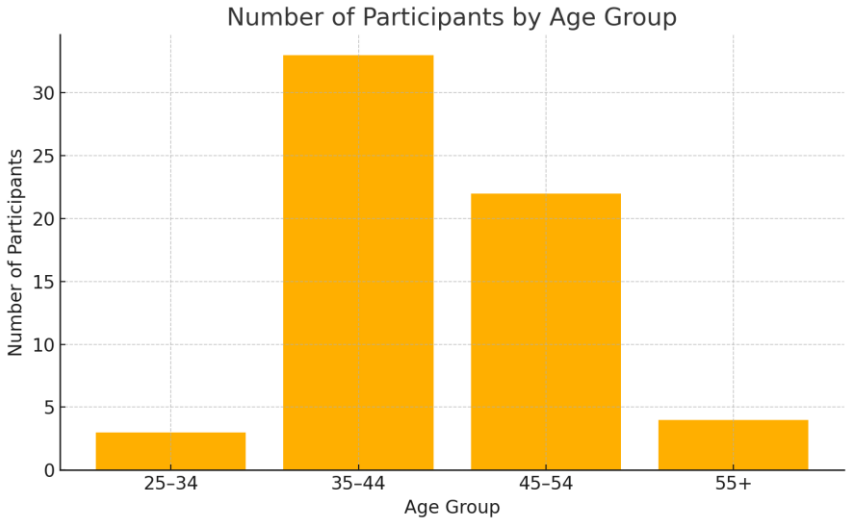
A total of 62 participants who were part of the **four training groups (two in Skopje, one in Kumanovo and one in Tetovo)** answered the pre-training questionnaire.

Out of the total 62 participants, a significant majority were **women – 45 in total (72.6%), while 17 participants were men (27.4%).**



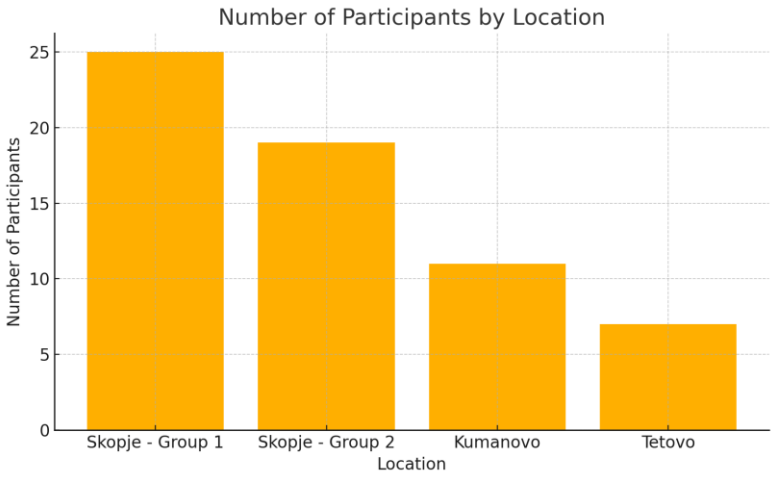
Graph 1: Gender distribution of participants who answered the pre-training questionnaire

The age distribution of participants reveals that the majority (33 participants) belong to the 35–44 age group, followed by 22 participants aged 45–54. A smaller number of respondents were between 25–34 years old (3 participants) or over 55 (4 participants). This pattern suggests that **the training mainly attracted mid-career professionals.**



Graph 2: Age distribution for the participants who answered the pre-training questionnaire

As per the geographical distribution there were two groups in Skopje, one on Kumanovo and one in Tetovo. The first group in Skopje counted 25 participants, and the second group 19 participants. The group in Kumanovo 11 participants and the group in Tetovo 7 participants.



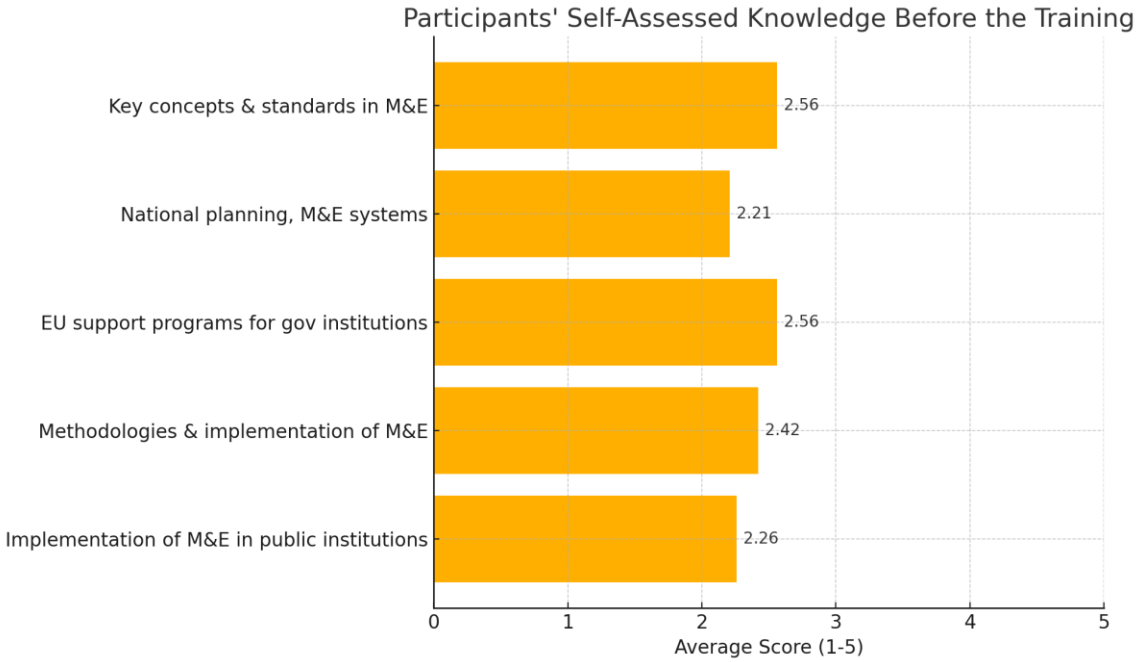
Graph 3- Number of participants who answered the pre-training questionnaire in each group

Participants represented a wide range of professional backgrounds, highlighting the cross-sectoral relevance and broad appeal of the training. Among them were advisors at various institutional levels, heads of departments, divisions, or offices, professors and educators, associates and assistants, consultants, project managers, as well as representatives from civil society organizations and other public institutions.

This diversity is a key strength of the training, as it enables rich interdisciplinary dialogue, encourages the exchange of varied perspectives, and contributes to building capacity across multiple institutional layers.

4.2.3 Knowledge Levels (Self-Assessment)

Participants were asked to rate their familiarity with key topics related to Monitoring and Evaluation (M&E) (M&E) using a scale from 1 (no knowledge) to 5 (advanced knowledge). In specific they were asked to rate the level of knowledge for the key concepts and standards in M&E; national planning, M&E systems; EU support for governmental institutions; methodologies and implementation of M&E; and implementation of M&E in public institutions.



Graph 4- Participants' level of knowledge for Monitoring and Evaluation (M&E) aspects

The average scores indicated moderate prior understanding**,** with the highest average ratings of 2.56 for both "Introduction to key concepts and standards in Monitoring and Evaluation (M&E)" and "EU support programs for government institutions." This was followed by

"Methodologies and implementation of M&E" with an average of 2.42, "Implementation of M&E in public institutions" at 2.26, and the lowest score of 2.21 for "National planning, monitoring, and evaluation systems."

The scores reflect moderate to moderately low familiarity with the topics. This suggests that while participants have some baseline understanding, there is a **clear need for further capacity building—particularly in areas related to national systems and practical implementation within government institutions.** The generally neutral to slightly positive responses point **to openness to learning and potential for knowledge expansion through the training.**

4.2.4 Expectations from the training

Participants articulated clear and practical expectations from the training, emphasizing their desire to gain new knowledge and skills in Monitoring and Evaluation (M&E) (M&E), as well as to understand how these concepts are applied in both international and local contexts. A significant number of participants expressed particular interest in learning from Croatia's experience and practices, viewing it as a valuable reference point for improving their own institutional approaches. Additionally, many highlighted the importance of understanding

the implementation of Monitoring and Evaluation (M&E) within the local context, aiming to translate theoretical insights into practical application. The opportunity to network and engage in peer exchange with colleagues from various institutions was also seen as a key added value of the training. These expectations reflect a strong interest in the training's theoretical and practical dimensions, as well as a commitment to cross-institutional learning and collaboration.

When asked whether they intended to apply the knowledge gained through the training, an overwhelming majority—56 participants—responded positively, while only 6 were uncertain. This strong affirmation highlights a high level of commitment among participants to put the training into practice, indicating both its practical relevance and perceived usefulness within their professional contexts. Participants cited a range of complementary motivations for attending the training, including the desire to strengthen their Monitoring and Evaluation (M&E) capacities, pursue personal and professional growth, engage in peer learning and collaboration, and contribute to improved governance and public service delivery. These drivers underscore the strategic importance of the training and point to its potential for broader institutional and cross-sectoral impact.

4.2.5 Conclusions from the Pre-Training Questionnaire

A total of 62 participants from four training groups (two in Skopje, one in Kumanovo, and one in Tetovo) completed the pre-training questionnaire. The majority were women (72.6%), and most participants fell within the 35–54 age range, indicating that the training primarily attracted mid-career professionals. Geographically, the largest group was based in Skopje (44 participants across two sessions), followed by Kumanovo (11) and Tetovo (7).

Participants came from diverse professional backgrounds, including institutional advisors, department heads, educators, project managers, consultants, and civil society representatives. This diversity enriched the training by fostering interdisciplinary dialogue and building capacity across institutional levels.

Self-assessment of knowledge in key areas of Monitoring and Evaluation (M&E) showed moderate familiarity indicating the need for capacity building, particularly in practical implementation within governmental contexts.

Participants expressed strong and practical expectations: gaining M&E skills, learning from Croatia's practices, understanding local implementation, and networking with peers. A notable 90% (56 participants) confirmed their intention to apply the knowledge gained, signaling high relevance and a strong motivation to integrate learning into practice. Motivations included strengthening institutional M&E capacities, professional development, peer collaboration, and contributing to better governance, highlighting the training's strategic potential for long-term, cross-sectoral impact.

4.3 POST - TRAINING ANALYSIS

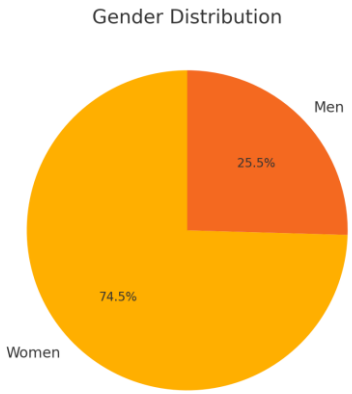
The post -training analysis have been conducted after the final session of the training. An online questionnaire transferred in Google Form questionnaire has been prepared by the ITM Consultants. The questionnaire has been made in form of a QR Code and shared after the final session during the last day with all participants. By scanning the QR Code the participants had the chance to fill in the survey and provide their input.

4.3.1 Introduction

This part of the narrative report presents a detailed overview of the data collected through the post-training questionnaire completed by 55 participants after the capacity-building training on Monitoring and Evaluation (M&E). The purpose of this analysis is to provide insights into the profile of the participants, their expectations, motivations, and self-assessed knowledge levels to better tailor the training content and methodology. The post training questionnaire contained questions for participant Information (of the person filling out the questionnaire), questions related to the training and results from the training.

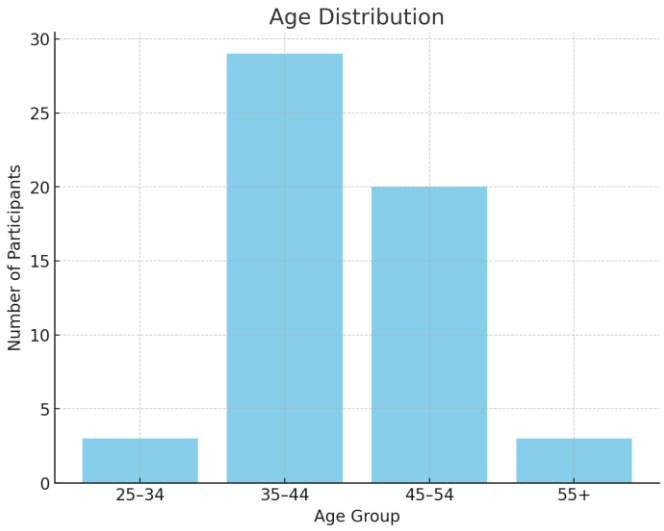
4.3.2 Demographic Profile of Training Participants

The training participants represented a diverse group in terms of gender, age, location, and job roles. A significant majority from the ones who answered the survey were **women, comprising 74.5% of the total, while men accounted for 25.5%.**



Graph 5: Gender distribution of participants who answered the post – training questionnaire

The dominant age group was 35–44 years, representing over half of all participants, followed by those aged 45–54.



Graph 6: Age distribution for the participants who answered the pre-training questionnaire

Geographically, the largest number of participants came from Skopje (37), with smaller groups from Kumanovo, Tetovo, and several other municipalities. Participants were organized into four training groups: two in Skopje (with 23 and 16 participants respectively), one in Tetovo, and one in Kumanovo (both with 8 participants each). This distribution reflects a concentration of engagement in urban centers, especially Skopje.

In terms of job positions, the group included a small number of participants with specific roles such as Advisors (3), Associates (2), State Advisors (2), Social Workers – Case Managers (2), and English Language Teachers (2). However, the vast majority (44 participants) held unique positions mentioned only once, indicating a highly diverse professional background among the attendees.

4.3.3 Questions related with the training

Participants exhibited a strong motivation and professional commitment to the training, with clearly defined goals for their engagement. The most common reasons for participation included the desire to acquire new knowledge and skills in Monitoring and Evaluation (M&E) (M&E), as well as to deepen their existing expertise in this field. Many saw the training as an opportunity for career advancement and for strengthening their professional competencies. In addition, participants expressed interest in the practical application of M&E tools within their respective institutions and were eager to foster inter-institutional cooperation and the

exchange of experiences. A shared commitment to promoting transparency and accountability in institutional processes further reinforced their dedication to the training objectives.

The training was primarily promoted through social media, which emerged as the most effective communication channel, followed by direct invitations, referrals from colleagues and institutions, and information available on the organizer's website.

Participants gave highly positive evaluations of the training content and organizational aspects. The average score for clarity and usefulness of the content was 4.80, while the applicability of knowledge gained received an average of 4.42. Most participants rated the clarity of training objectives with the highest score (5), and 78% gave a top rating for the clarity of content. Additionally, 84% rated the clarity of logistical information (location, time, and venue) with a 5, while 55% gave the highest rating for the registration process. Participants also offered constructive suggestions for future improvements, such as increasing the visibility and promotion of the call, extending the application period, providing more detailed information on selection criteria and objectives, and including practical examples in the registration process.

4.3.4 Results from the training

The evaluation of the knowledge gained during the training showed consistently high ratings across all topics covered. These included core M&E concepts, national planning and monitoring systems, EU support programs, various M&E methodologies, and their implementation in public institutions. **Most topics received average scores above 4.2 on a 5-point scale, with the most frequent rating being 5**, especially for foundational subjects such as the introduction to M&E and implementation practices. Participants particularly appreciated the practical exercises, methodological tools, shared experiences, and networking opportunities.

Despite the high satisfaction, several participants expressed the need for more in-depth exploration of methodologies, practical monitoring, national M&E systems, and report writing. In terms of logistics, the overall conditions were highly rated, with venue conditions averaging 4.55, technical equipment 4.73, accessibility 4.69, hygiene 4.71, and the quality of session delivery reaching an impressive 4.80.

Following the training, participants planned to apply the knowledge in their workplaces, share it with colleagues, and continue their professional development. However, they also emphasized the need for additional support, including practical tools, hands-on training, mentoring, further education opportunities, institutional backing, and adequate time and resources.

When asked whether they would recommend the training to a colleague, 53 participants responded positively, with only 1 uncertain and 1 offering a conditional yes—resulting in a recommendation rate exceeding 96%, highlighting the overall success and relevance of the training.

4.3.5 Conclusions from the post-training questionnaire

The training attracted a highly motivated and diverse group of professionals, with women comprising nearly three-quarters of participants and the majority falling within the 35–44 age group. Most attendees came from Skopje and held a wide range of job positions, highlighting the program's cross-sectoral relevance. Participants rated the training content, delivery, and logistics very highly, with strong appreciation for the practical tools, networking opportunities, and overall organization. The training was not only well-received—reflected in a 96% recommendation rate—but also sparked intentions for practical application, continued learning, and further institutional engagement in M&E practices.

4.3.6 Findings per each individual training

Skopje 1 Training

The first training session held in Skopje was attended by a diverse group of 25 participants, primarily mid-career professionals from various government departments, NGOs, and educational institutions. Pre-training assessments indicated that participants had a moderate familiarity with Monitoring and Evaluation (M&E) concepts, with an average self-rated knowledge score of 3.2 out of 5. Participants expressed clear expectations for acquiring practical skills applicable to their roles, networking opportunities, and enhanced peer learning.

Post-training evaluations revealed a high level of satisfaction, with participants providing an average rating of 4.7 out of 5 for the relevance and clarity of the training content. Feedback emphasized the practical applicability of the exercises and the interactive methodologies employed, such as group discussions and case studies, which facilitated a rich learning environment.

Participants highlighted the following key aspects:

- The participatory approach fostered engagement and encouraged open dialogue, allowing participants to share experiences and insights.
- Many participants reported that the practical exercises directly related to their daily work, increasing their confidence in applying M&E tools effectively.
- Approximately 95% of respondents stated they would recommend the training to colleagues, showcasing the program's immediate impact on their professional development and signaling strong intentions to implement their newly acquired skills.

Skopje 2 Training

In the second training session in Skopje, which immediately followed the first, the participant pool expanded to 19 individuals. This session featured an even stronger representation of women, who accounted for nearly 60% of the participants. Similar to the first cohort, attendees demonstrated moderate pre-training knowledge, with an average score of 3.5 out of 5 on self-assessments of M&E concepts.

Post-training evaluations for Skopje 2 indicated an exceptional average satisfaction score of 4.85 out of 5. The emphasis on practical applications, peer collaboration, and comprehensive feedback mechanisms contributed to a transformative learning experience:

- Participants appreciated the chance to build connections with peers from various municipalities, particularly valuing the shared insights and support from colleagues.
- Participants commented positively on the quality of training materials and resources made available, highlighting their usefulness in enhancing understanding.
- A remarkable 97% of attendees expressed their intent to apply the M&E skills in their daily responsibilities, further solidified by the request for follow-up workshops to ensure consistent application and support.

Kumanovo Training

The Kumanovo training session involved 11 participants representing various public administration sectors. Similar to prior training sessions, pre-training assessments indicated moderate knowledge levels, averaging 3.4 out of 5 in familiarity with M&E concepts.

Post-training evaluations reflected an overall satisfaction score of 4.5 out of 5, with feedback expressing appreciation for the training's focus on practical applications and local governance issues.

Key insights included:

- Participants were particularly enthusiastic about the practical tools they received during the session, believing these would enhance their M&E capabilities in real-world applications.
- Many participants stressed the necessity of mentorship and ongoing access to resources to ensure the continued application of M&E skills.
- Approximately 92% of those trained recommended the program to other colleagues, indicating widespread recognition of its value in enhancing public sector effectiveness.

Tetovo Training

The Tetovo training session engaged 7 participants from diverse backgrounds, including social services, education, and local government. Participants reported moderate familiarity

with M&E concepts before the training, averaging 3.3 out of 5 in pre-training self-assessments.

Post-training evaluations yielded an average rating of 4.6 out of 5 for training effectiveness. Attendees particularly appreciated the collaborative exercises that contextualized M&E methodologies within local governance frameworks.

Notable feedback included:

- Participants noted that examples and case studies specific to Tetovo's municipal challenges made the training more relatable and actionable.
- Many voiced a need for advanced training options, specifically requesting further exploration of M&E frameworks and national reporting systems.
- With 93% of participants indicating they would recommend the program, the session highlighted not only immediate benefits but also the potential for long-term integration of M&E practices in local policies and programs.

4.3.7 Training Delivery and Session Overview

The training was structured around **five modules**, delivered over **three days** each of the **four training, in person with hybrid support participation from Croatia**. In total, **twelve structured sessions and presentations were developed, conducted and facilitated by 8 trainers in tota**l, of which **5 from North Macedonia and 3 from Croatia**.

Sessions / Presentations

Day 1

- *M1S1: Managing Development & Result-based Management Concepts:* Policy, programme and project cycle; What is Monitoring and Evaluation? Evaluation principles, Intervention Logic (IL) & Theory of Change (ToC)
    - Trainers: Marijana Sumpor, Vlatko Danilov
- *Exercise on IL & ToC* – Facilitators: Risto Ivanov, Liljana Alceva
- *M1S2: International M&E standards and evaluation criteria (UN, OECD, EU):* UN SDGs, Voluntary National Reviews (VNR), OECD DAC evaluation criteria, EU frameworks
    - Trainers: Marijana Sumpor, Liljana Alceva
- *Group Work: Intervention Logic* – Facilitators: Risto Ivanov, Vlatko Danilov
- *M2S2: National PME System in North Macedonia, Grant Scheme Management Experiences*
    - Trainers: Marija Vasilevska, Venera Gudaci
    - Q&A: Liljana Alceva, Vlatko Danilov

- *M3S2: EU Integrated Pre-accession (IPA) Programme Evaluation:* IPA project assessment within grant scheme management – N. Macedonian case
    - Trainers: Venera Gudaci, Risto Ivanov
- *Group Work: Project Assessment* – Facilitators: Vlatko Danilov, Marija Vasilevska

Day 2

- *M3S1: EU Cohesion Policy, Programming Framework and M&E, Evaluation Plans for EU Programmes – Croatia, Case Presentation*
    - Trainer: Jakša Puljiz (online)
    - Q&A: Risto Ivanov, Vlatko Danilov
- *M2S1: National Strategic Development Planning and Management System – Croatian Case:* National Development Strategy 2030, National M&E system
    - Trainer: Marijana Sumpor
- *M4S1: Overview of Quantitative and Qualitative Research Methods in Evaluation*
    - Trainer: Marijana Sumpor
- *M4S2: Qualitative Research Methods in Social Policy Evaluation:* Observation, interviews, focus group, grounded theory approaches, practical examples
    - Trainer: Veljko Mijić (online)
    - Q&A: Venera Gudaci, Risto Ivanov
- *M4S3: Managing Evaluations:* Evaluation phases, tips for selecting evaluators, ethical issues, negotiations, contracting, and conflict of interest
    - Trainers: Marijana Sumpor, Vlatko Danilov
- *M4S4: Managing Evaluations – Participatory Evaluation of a National Programme:* EU-funded programme implemented at local level in deprived towns – example
    - Trainers: Marijana Sumpor, Risto Ivanov
- *Group Work: Evaluation Design Matrix Based on Terms of Reference* – Facilitators: Liljana Alceva, Venera Gudaci

Day 3

- *M5S1: Organizational Learning – Concept and How Evaluation Contributes to Organizational and Personal Growth, Benefits of Evaluation*
    - Trainers: Marija Vasilevska, Liljana Alceva
    - Q&A: Risto Ivanov, Vlatko Danilov

- *M5S2: Dissemination and Communication of Evaluation Results:* How to communicate evaluation results; Challenges in practicing evaluation in governmental institutions and organizations.
    - Trainers: Marija Vasilevska, Liljana Alceva
    - Support: Risto Ivanov, Vlatko Danilov
- *Group Work: Dissemination Plan* – Facilitators: Marija Vasilevska, Liljana Alceva
- *Closure of Training and Evaluation by Participants*
    - Trainers: Vlatko Danilov (MEN), Marijana Sumpor (HEVAL)

Quantitative Overview

- **Modules:** 5
- **Sessions/Presentations:** 12
- **Practical Exercises & Group Work:** 4 (IL & ToC, Intervention Logic, Project Assessment, Dissemination Plan)
- **Trainers/Facilitators:** 8 (Marijana Sumpor, Vlatko Danilov, Risto Ivanov, Liljana Alceva, Marija Vasilevska, Venera Gudaci, Jakša Puljiz, Veljko Mijić)
- **Total Activities:** 18 (1 introduction/pre evaluation session + 12 presentations + 4 group works + 1 closure/post evaluation session)

All modules were supported by 5 practical case studies related to: Design Matrix, Indicators, Logic Framework, ToR for evaluation design, Theory of Change, Concept Note and Evaluation Assessment Grid, Case study, Dissemination plan, Application and Practice.

Concluding session synthesizing lessons, with group presentations of outputs highlighted the end of the trainings with the delivery of certificate for attendance to all participants who attended the trainings.

The sessions were designed to balance lectures, presentations, and group exercises with opportunities for informal networking and rest. **Coffee and water were available throughout the training**, and **lunch breaks were organized daily**, allowing participants to interact and exchange experiences outside the formal sessions.

4.4 Summary of findings

4.4.1 Training content relevance and methodology

Participants rated the training content as highly relevant and engaging. The average score for content clarity and usefulness was **4.80 out of 5**, with **78% of respondents** providing the

highest ratings possible. Such metrics highlight the alignment of the training objectives with the participants' professional needs and expectations.

The training methodology emphasized interactive and participatory approaches, which included practical exercises, group discussions, and networking opportunities. Participants appreciated these methodologies as they facilitated a strong learning environment conducive to understanding complex M&E concepts. The program also achieved a remarkable **96% recommendation rate** among participants, indicating widespread endorsement of its effectiveness and relevance. The incorporation of practical tools and exercises significantly enhanced the overall quality of the training.

4.4.2 Knowledge and skill development

Analysis revealed substantial improvements in participants' M&E competencies following the training. Initial assessments indicated moderate knowledge levels, with participants recognizing their need for capacity building. Post-training evaluations demonstrated that most topics covered received average ratings above **4.2 on a 5-point scale**, reflecting meaningful knowledge gains.

Participants valued the training's practical components, which boosted their confidence in applying M&E tools personally applicable to their roles in public administration. The effective engagement strategies employed during training emphasized experiential learning—allowing participants to practice skills in realistic scenarios, thereby solidifying their understanding.

4.4.3 Applicability and organizational integration

The commitment to applying acquired M&E knowledge within their institutions was a recurrent theme among participants. Many articulated their intentions to incorporate newfound skills into their daily work. Nonetheless, the evaluation uncovered a critical gap regarding the actual implementation of these skills within their organizations. Specifically, insufficient post-training feedback documented how M&E knowledge was utilized in practice, which emphasizes the necessity of ongoing support mechanisms to transition from training into real-world application.

A consistent theme across participant feedback indicated a desire for institutional support to facilitate the application of M&E skills. Participants noted that access to mentoring, practical tools, and continued learning opportunities would be essential to ensure successful integration of their training into their professional roles.

4.4.4 Areas for improvement

Despite the overall positive evaluations, several areas for enhancement were identified. Participants expressed recommendations to improve the registration process, emphasizing the need for clearer communication regarding application calls, extended application periods, and comprehensive information about selection criteria. There was a clear call for a more transparent registration experience to ensure wider accessibility.

Furthermore, feedback revealed a desire for deeper exploration of content, particularly in methodologies, practical monitoring, and report writing. Participants expressed interest in advancing beyond theoretical frameworks to engage with applied competencies through more hands-on training elements. While the delivery and logistics of the training were praised for organization and facilitation, the sustainability of these high standards is crucial for ensuring continued satisfaction and effective outcomes in future trainings.

5. CONCLUSIONS

The evaluation of the M&E training program reveals considerable strengths in terms of content quality, knowledge acquisition, and practical applicability. The findings indicate that the training effectively addressed the needs of participants, fostering engagement and significant skill development.

Moreover, the program attracted a diverse group of mid-career professionals, predominantly women from various municipalities, particularly Skopje. Prior to the training, participants demonstrated a moderate familiarity with Monitoring and Evaluation (M&E) concepts and expressed clear expectations for gaining practical knowledge, engaging in peer exchange, and facilitating institutional learning.

Post-training analyses confirm that these expectations were largely met, as participants rated the training content, delivery, and logistics highly. They praised the practical relevance of the materials presented and indicated strong intentions to apply the newly acquired knowledge in their professional roles. The fact that over 96% of respondents would recommend the training to others underscores the program's immediate impact and suggests a robust potential for sustained institutional capacity development in M&E.

However, to maximize the long-term effectiveness of this training initiative and ensure the sustainability of M&E capacity within North Macedonia's public sector, establishing continuous support mechanisms is essential. By providing ongoing mentorship, creating opportunities for peer exchange, and enhancing practical learning experiences, stakeholders can further solidify the progress made through this training.

In conclusion, the M&E training program not only demonstrated immediate benefits for participants but also holds significant promise for contributing to the development of effective governance and enhanced public administration practices in North Macedonia. Continued investment in capacity-building initiatives, along with the implementation of the aforementioned recommendations, will be crucial for fostering a culture of monitoring and evaluation and ensuring that the skills gained are effectively integrated into participants' professional practices.

6. RECOMMENDATIONS

To effectively scale and institutionalize M&E training programs, the following strategic recommendations are proposed:

- Emphasize the importance of diverse participant engagement to enhance interdisciplinary learning. The involvement of mid-career professionals, particularly women, can enrich the learning environment and promote more robust dialogue.
- Leverage various communication channels, particularly social media and peer referrals, to broaden outreach and foster trust within professional networks. Multi-faceted promotional strategies will help increase participation and engagement.
- Establish frameworks for continued support, including mentoring and access to practical resources. Participants underscored the necessity for guidance and tools to ensure that skills and knowledge gained during training can be effectively implemented.
- Implement follow-up mechanisms to assess the long-term impact of training initiatives. This may include post-training assessments and tracking participants' application of skills in their workplaces to ensure ongoing development.

7. ANNEXES

7.3. Pre-training questionnaire
7.4. Post-training questionnaire
7.5. Pre-training results
7.6. Post-training results