



BNA LEARNING MODELS



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Introduction

The European Union (EU) is a complex political and economic entity that requires effective management and governance to ensure the successful implementation of its policies and programs. Public authorities at various levels—local, regional, and national—play a crucial role in this process. However, managing EU-related activities, such as applying for funding, implementing projects, and ensuring compliance with regulations, can be challenging due to the intricacies of EU governance and policies.

In response to these challenges, there is a pressing need for comprehensive training and capacity-building programs aimed at enhancing the knowledge and skills of public authorities' employees. Such programs are essential to ensure that public authorities can effectively navigate the complexities of EU management, thereby maximizing the benefits of EU membership and funding opportunities.

1. Aim Methodology Target and Audience

Aim of the Project

The primary aim of this learning model is to develop and implement a structured training and capacity-building program designed to improve EU management skills among employees of public authorities. The program focuses on three key areas:

1. **Multi-Level Governance and Governance for Capacity Building:** Enhancing understanding of EU governance structures, laws, and policy development processes.
2. **Digital and Operational Abilities:** Developing essential digital skills and operational capabilities needed for efficient project management and implementation.
3. **Management, Communication, and Reporting:** Strengthening management and communication skills, with an emphasis on project cycle management, quality assurance, and reporting.

Learning Methodology

The program adopts a multifaceted approach to learning, incorporating various methodologies to cater to different learning preferences and maximize the impact of training:

1. **Mezirow's Transformative Learning Theory:** This theory emphasizes critical reflection on underlying assumptions, enabling learners to challenge and change their perspectives. This approach will be particularly useful in the first module, where understanding multi-level governance and policy development requires deep, reflective thinking.
2. **Project-Based Learning (PBL):** The second module employs PBL to provide hands-on, practical experience. Participants will engage in real-life project planning and execution, using digital tools to develop a comprehensive project proposal.
3. **Interactive and Experiential Learning:** The third module incorporates interactive lectures, role-playing, and workshops to develop management, communication, and reporting skills. These activities ensure that learners can apply theoretical knowledge in practical scenarios.

Target Audience

The program is designed for employees of public authorities at various levels, including:



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- Local government officials involved in EU-funded projects.
- Regional authorities responsible for policy implementation and compliance.
- National government staff working on EU relations and funding applications.
- New hires and existing staff requiring updates on EU management practices.
- NGO's

Expected Outcomes

Upon completing the program, participants will:

- Have a comprehensive understanding of multi-level governance and EU policy development.
- Be proficient in using digital tools essential for project management and implementation.
- Possess strong management, communication, and reporting skills tailored to the requirements of EU-funded projects.
- Be capable of developing and presenting well-structured project proposals that align with EU policies and objectives.
- Demonstrate enhanced capacity to collaborate effectively across departments and with external stakeholders.

Structure of the Program

The training program is structured into three modules, each focusing on a critical aspect of EU management:

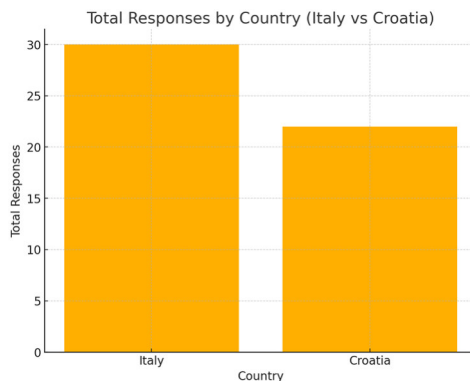
- 1. Module 1: Multi-Level Governance and Governance for Capacity Building (20 hours)**
 - Focuses on understanding the EU governance framework, relevant laws, and policy development.
 - Utilizes Mezirow's transformative learning methodology for critical reflection and deep learning.
- 2. Module 2: Digital and Operational Abilities (34 hours)**
 - Develops essential digital skills and operational capabilities.
 - Employs project-based learning to provide practical experience in project planning and execution.
- 3. Module 3: Management, Communication, and Reporting (16 hours)**
 - Enhances management and communication skills.
 - Covers project cycle management, quality assurance, and reporting techniques.

2. Mapping Results highlight:

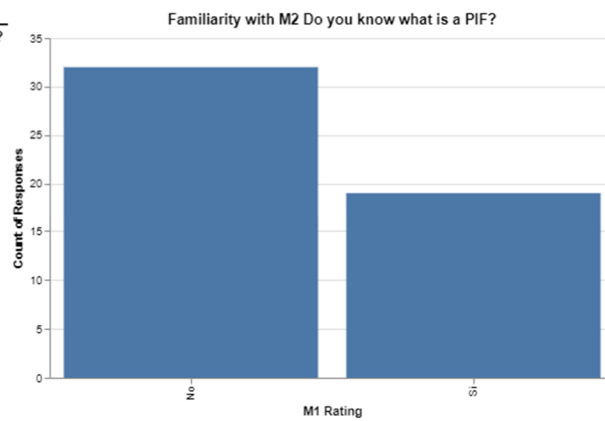
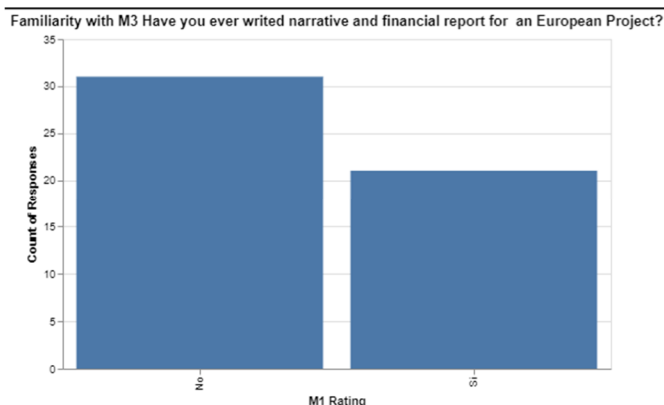
There were 53 total respondents to the questionnaire.



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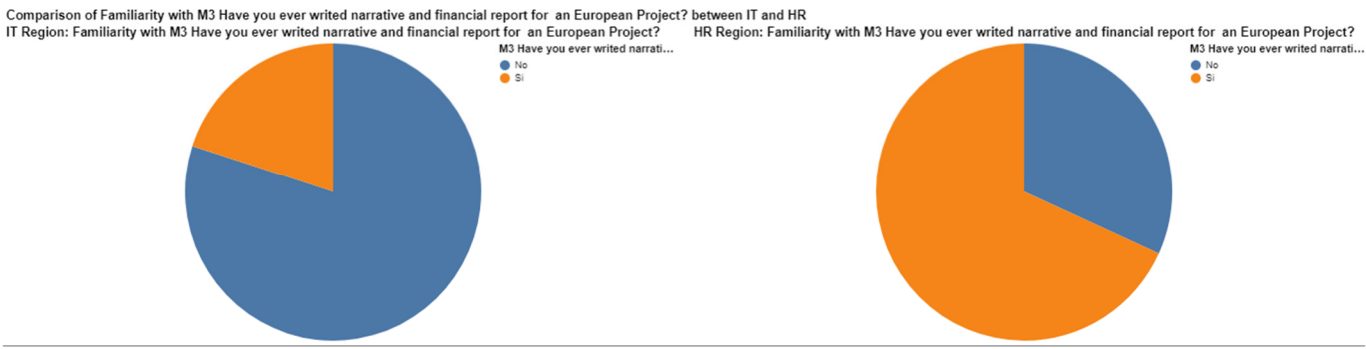
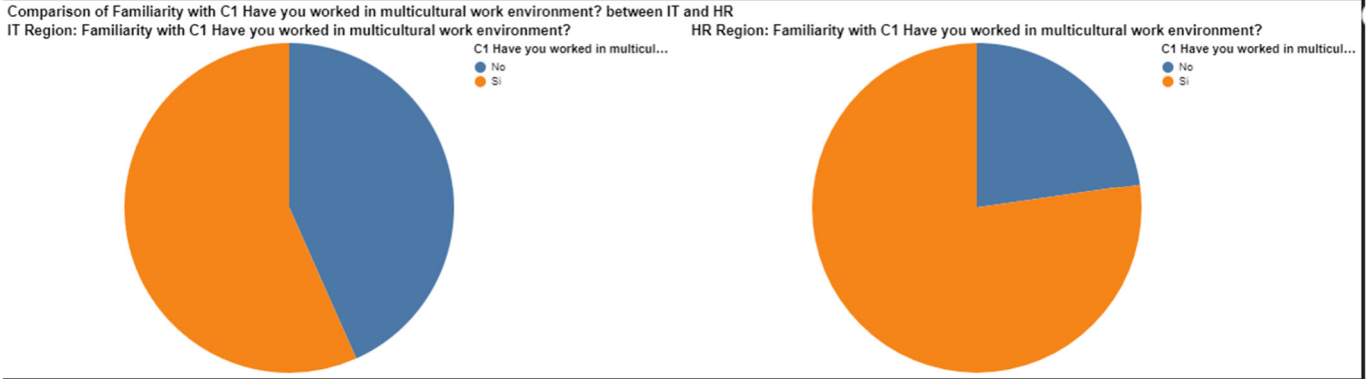
The research was interesting. The results show how there is a general understanding of the usefulness and operation of EU projects, but only from the perspective of managing the technical/procedural progress of activities, with nearly 2/3 of respondents never having formal training in EU projects. The majority have never written a financial europa report for an eu project. The educational objective of the training then was to confirm on the activity of summarizing the conceptual scheme and also highlight the relationship between laws, and the importance of strengthening the writing activities of of the project and cooperation activities between the two regions of the program.



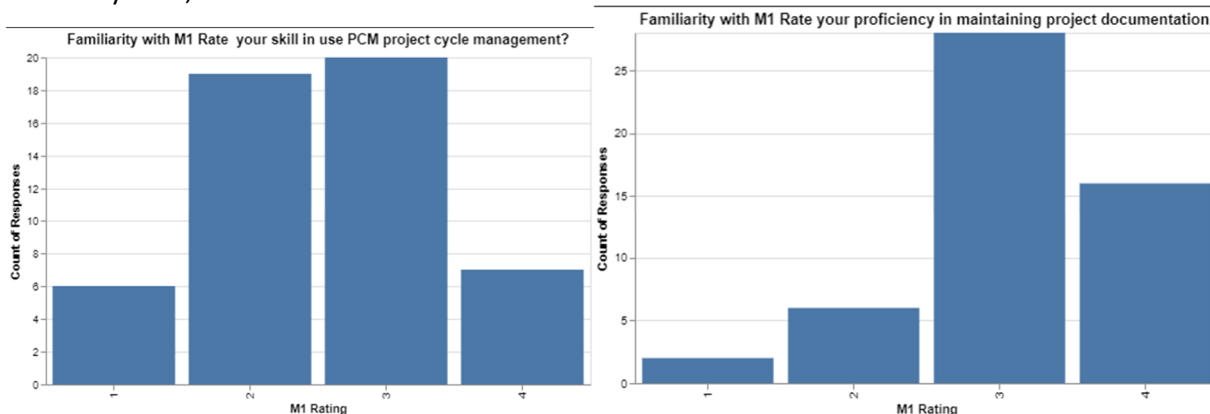
In terms of cooperation, more Croatian participants than Italian ones have already worked more in multicultural settings.



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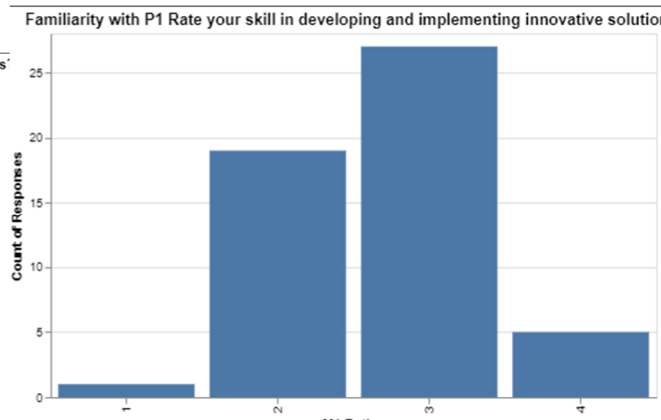
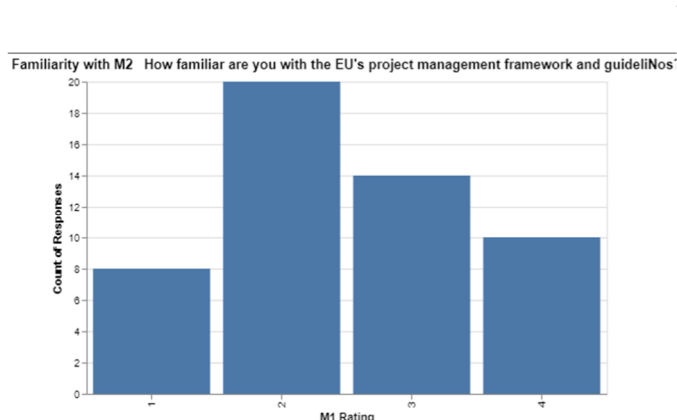
The Data seem to encourage the approach of getting hands-on design experience to consolidate skills that combined with those of management and documentation management, if also understood through institutional policy mechanisms can help cultivate diversity in finding solutions to problems. In fact we find ourselves In fact we have familiarity with PCM and maintaining the project documentation as good, but also with some balanced insecurity PCM,



Major respondents say that for ensuring financial management, a regular reviewing and collaboration with procurement. Also pointed out that the 50 % is confident in most of the google drive and collaboration digital



tools and environments. And there are good skills in excel. We want to maintain a module on Digital Skill For the alignment of those who are further behind on this type of skill and to reinforce basic skill.



Still eu management framework like regulation e.g regulation 2018/1046, regulation 2021/1060 so we still need training to explain multilevel governance and how to interact with this scheme and get information from the web looking at the website of programme and understand its functioning and opportunities of cooperation and problem solving, research possibilities for local authorities ngo vet .

2.1 G2G Experience and participatory learning model

Trend G2G Meeting – Campobasso, Italy Held on July 1, 2024, the Trend G2G meeting brought together ten municipalities to focus on strengthening EU project design and management skills among regional and local authorities. Discussions highlighted the importance of cross-border collaboration for addressing climate policy, public health, and economic development. Pierluigi Lagioia presented the project’s objectives, emphasizing regional cooperation. Fabrizio Tomaso discussed bottom-up participation’s role in shaping relevant learning models, enhancing grassroots engagement. Roberto D’amico outlined targeted training to improve planning skills, while Adolfo Colagiovanni introduced a Memorandum of Understanding to foster future project proposals. Participants closed with informal networking, which encouraged collaboration and idea-sharing among municipalities.

Rovinj G2G Presentation – Rovinj, Croatia The Rovinj G2G event, held on May 28, 2024, in Croatia, was warmly received, with local authorities actively supporting the project’s objectives. Key speakers included Deputy Mayor David Modrušan and EU Center Adriatic’s Domagoj Vidaković, who emphasized cross-border collaboration’s potential for regional development. Discussions underscored the importance of sharing knowledge and enhancing management skills for EU projects. The presence of high-level officials demonstrated the region’s commitment to building cooperation with Italy. Networking sessions facilitated robust exchanges of ideas, with stakeholders showing a strong commitment to leveraging EU expertise for the socio-economic growth of Istria, Molise, and Abruzzo.



Island of Krk G2G Meeting – Krk, Croatia On May 28, 2024, the Island of Krk hosted a G2G meeting focusing on capacity building and collaborative project planning. Mayor Dario Vasilic welcomed attendees, emphasizing the BNA project's goal of addressing local needs. Mihaela Jovic Karešin outlined a learning model aimed at training local officials, while Domagoj Vidakovic explained the cluster benefits and stronger cooperation opportunities within EU frameworks. Participants showed enthusiasm for the project, agreeing to strengthen cross-border partnerships. The event concluded with an agreement to share future activities and project updates, aiming for an organized and cohesive approach toward EU-funded projects.

Spoltore G2G Conference – Spoltore, Italy Held on July 11, 2024, the Spoltore G2G conference gathered representatives from local municipalities to discuss strategies for accessing EU funding for territorial development. Mayor Chiara Trulli and European Policies Director Alberto Baroli promoted teamwork to leverage regional resources. Presentations by Lorenzo Rossi and Camillo Marracino provided insights into the BNA project, while Giulia Costantino highlighted strategies for engaging with EU funding opportunities. The event also featured the Abruzzo Prossimo program, led by Daniele D'Amario, which aligns with EU priorities. This gathering marked a step toward fostering collaboration among regional authorities, creating pathways to access EU funds for growth in Abruzzo (BNA LEARNING MODELS) (REPORT).

Reflection on G2G activities

This G2G experience has been instrumental in shaping and refining the BNA Learning Models, providing valuable insights into the real-world challenges and opportunities that regional and local authorities face when engaging in EU-funded projects. Through these collaborative sessions, participants have highlighted the importance of hands-on, context-specific training that addresses not only technical skills but also the complexities of multi-level governance, cross-border communication, and sustainable project planning. By engaging directly with diverse stakeholders across different regions, the learning model has been tailored to emphasize intercultural awareness, adaptability, and stakeholder engagement—skills that are essential for fostering productive collaboration in diverse project environments.

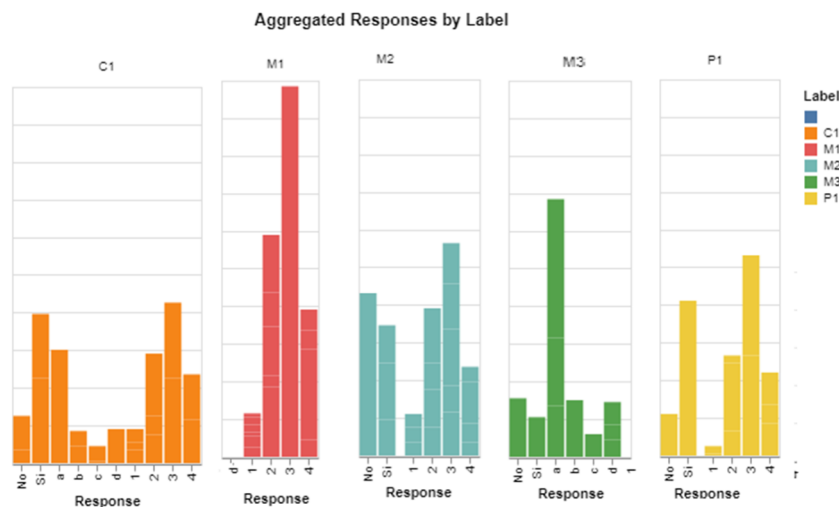
Reflecting on the outcomes of this experience, it is evident that a bottom-up approach, where local authorities actively contribute to curriculum development, enhances the model's relevance and impact. This iterative process has underscored the need to blend traditional learning with interactive methods like project-based learning, case studies, and simulations. By incorporating insights from the G2G meetings, the BNA Learning Models are better positioned to equip public authorities with the skills to navigate EU policies, manage complex projects, and engage meaningfully with international partners. Ultimately, this experience has enriched the learning models, ensuring that they are not only knowledge-based but also adaptable, practical, and deeply aligned with the real needs of EU project practitioners.

2.2 Aggregated data Analysis

If we analyze the response aggregated for indicator we have a panoramic of the skill and main topic we have to focus on. **Management Skills:** Responses suggest moderate-to-high familiarity with project outcomes but indicate



opportunities to improve communication and stakeholder engagement. **Cultural Skills:** Cultural awareness and adaptability to communication challenges show mid-level competency, suggesting value in targeted intercultural communication training. **Planning Skills:** These skills show mixed ratings, indicating room for growth in structured planning, problem breakdown, and project timeline management.



The skill gap analysis reveals areas where respondents could benefit from focused development within Management, Cultural, and Planning skills:

1. Management Skills

- Project Planning: Moderate ratings indicate that respondents may need further development in structuring project plans, setting objectives, and managing timelines.
- Budget Justification: Responses show mixed confidence in justifying budget allocations, highlighting a gap in financial planning and accountability skills within EU projects.
- Framework Familiarity: Familiarity with EU guidelines is moderate, suggesting a need for more in-depth training on these standards.

Recommended Actions:

- Workshops on EU project management frameworks
- Training modules on financial planning and budget management

2. Cultural Skills

- Cross-Cultural Communication: Ratings suggest challenges in understanding and adapting to cultural differences, indicating a need for enhanced intercultural communication skills.



- Stakeholder Engagement: Identifying and engaging stakeholders in culturally diverse contexts shows room for growth, essential for effective multi-level management.

Recommended Actions:

- Intercultural communication training with real-world scenarios
- Case studies and role-playing for effective stakeholder engagement

3. Planning Skills

- Problem-Solving and Task Management: Responses indicate moderate ability to break down complex problems, suggesting a gap in structured planning and execution.
- Risk Management: Planning responses show that risk assessment and management are areas needing reinforcement, essential for comprehensive project planning.

Recommended Actions:

- Problem-solving workshops focusing on breakdown and prioritization of project tasks
- Risk management training with simulations and contingency planning exercises

Overall Insights

Respondents generally have foundational knowledge but show gaps in applying these skills practically, particularly in culturally diverse and complex project environments. This targeted approach can help bridge gaps in confidence and capability across critical areas of multi-level management.

3. Training topic and content of methodology:

The learning material will present as corpus an exploration of European project planning and management, especially concerning the funding mechanisms and strategic initiatives within the European Union. It is structured to offer a thorough understanding of the EU's institutional framework, funding programs, strategic priorities, and the practical steps necessary for public authorities to engage effectively with these opportunities. Based on previous analysis we want to structure and proceed with the course building in this way:

1. EU Institutions and Legislative Process

This course begins with an interactive exploration of the key EU institutions—such as the European Commission, European Parliament, and Council of the European Union—and their roles in shaping EU legislation and funding opportunities. Learners will engage in group discussions and simulations to understand the legislative decision-making process, which is essential for strategic project planning and securing funding.



2. EU Funding Programs

We delve into the two main types of EU funding:

- **Direct Funding:** Managed by the European Commission, covering programs like **Horizon Europe** for research, **Erasmus+** for education, and the **LIFE** program for environmental projects.
- **Indirect Funding:** Managed at the regional or national level through Structural Funds such as the **European Regional Development Fund (ERDF)** and the **European Social Fund (ESF)**. These funds aim to reduce disparities and foster economic cohesion. Through project-based activities, learners will identify funding sources suitable for their projects.

3. Strategic Framework and Priorities

This module explores the EU's long-term strategies, focusing on:

- **Europe 2020 Strategy:** Aimed at smart, sustainable, and inclusive growth to create jobs and improve quality of life.
- **European Green Deal:** Targets climate neutrality by 2050, promoting renewable energy, energy efficiency, and a circular economy.
- **Digital Transformation:** Prepares Europe for the digital age by fostering digital skills and cybersecurity. Students will engage in case studies to see how these priorities align with real-world projects and funding opportunities.

4. Funding Allocation and Management

We'll examine the financial framework for the **2021-2027 Programming Period**, with a focus on reducing regional disparities, boosting employment, and supporting economic recovery. The **Next Generation EU** recovery plan, providing €750 billion for post-pandemic recovery, will be a key focus. Learners will collaborate on designing project proposals that align with these funding frameworks.

5. Application and Selection Process

In this hands-on module, students will follow a step-by-step guide to applying for EU funds. This includes identifying relevant calls for proposals, preparing applications, and ensuring eligibility. Through role-playing and peer feedback, participants will practice aligning their project ideas with EU priorities and regulatory requirements.

6. Project Implementation and Monitoring



This segment focuses on the roles of stakeholders—such as the European Commission, national/regional authorities, and project coordinators—in managing EU-funded projects. Learners will work on scenarios that simulate real project management tasks, including financial record-keeping, regular reporting, and ensuring transparency and accountability.

7. Communication and Dissemination

Effective communication of project results is essential for success. This module emphasizes the importance of raising public awareness and using social media and other dissemination strategies. Participants will develop communication plans for their projects, using EU branding to ensure visibility across member states.

8. Sector-Specific Strategies

Students will explore strategies in key sectors, including:

- **Green Transition:** Investment in renewable energy, biodiversity, and sustainable mobility.
- **Digital Transition:** Developing digital infrastructure, promoting digital skills, and supporting innovation in AI and cybersecurity.
- **Economic and Social Cohesion:** Supporting SMEs, fostering employment, and advancing social inclusion in education and healthcare. Learners will apply these strategies to hypothetical project scenarios, using real-life examples to guide their plans.

9. Financial Instruments and Types of Support

This module covers various financial instruments, including:

- **Grants:** Operational and action grants.
- **Loans and Guarantees:** Available through institutions like the European Investment Bank (EIB) and the European Investment Fund (EIF).
- **Public Procurement:** Learners will study the public procurement process, simulating how to acquire goods, services, and works for project implementation.

10. Regulatory and Compliance Aspects

Understanding EU regulations is crucial. Through interactive workshops, learners will explore compliance with rules such as **state aid**, **procurement laws**, and **environmental regulations**. They will also learn how to prepare for audits and evaluations to ensure their projects meet EU standards.

11. Future Outlook and Policy Developments



The course concludes with a forward-looking module on future EU policy developments, funding trends, and upcoming initiatives. Through collaborative group projects, students will explore how to adapt project planning to align with emerging opportunities and anticipate changes in funding priorities.

This course is designed to be highly interactive, combining group discussions, project-based learning, and case studies to ensure participants gain practical, hands-on experience in navigating EU funding and strategic project planning.

4. Module Structure, objectives and content

4.1 Module 1: Multi-Level Governance and Governance for Capacity Building (20 hours)

Objectives:

- Understand the concept of multi-level governance and its relevance to EU management.
- Gain knowledge of laws and procedures related to multi-level governance.
- Learn policy development processes and the goals that can be achieved through effective governance.
- Develop critical reflection skills on underlying assumptions using Mezirow's transformative learning methodology.

Content:

- Introduction to Multi-Level Governance
 - Definition and importance in the EU context.
 - Key stakeholders and their roles at different governance levels.
- Laws and Procedures
 - Overview of relevant EU laws and regulations.
 - Procedures for policy development and implementation.
- Policy Development and Goals
 - Process of developing policies.
 - Case studies on successful policy implementations and their outcomes.

Methods:

- **Interactive Lectures:** To cover theoretical aspects and laws.
- **Group Discussions:** For reflecting on policies and their implications.
- **Case Studies:** To illustrate practical applications.



- **Critical Reflection Exercises:** To challenge and reflect on existing assumptions.

Assessment:

- Reflective essays on policy development experiences.
- Group presentations on case studies.

4.2 Module 2: Digital and Operational Abilities (34 hours)*Objectives:*

- Develop digital skills essential for project management and implementation.
- Learn to use key software tools: Google Drive, Excel, PowerPoint, Google Chrome extensions, and Google Meet. Alignment Course for who doesn't know well the topic.
- Understand how to write a project, link it to policy and objective problems.
- Develop cooperation and essential digital skills through tutor-led group projects.

Content:

- Introduction to Digital Tools
 - Google Drive: Collaboration and file management.
 - Excel: Data management and analysis.
 - PowerPoint: Creating effective presentations.
 - Google Chrome Extensions: Enhancing productivity.
 - Google Meet: Online collaboration and communication.
- Project Writing and Management
 - Steps to write a project from scratch.
 - Linking projects to policy objectives.
 - Developing an Action Framework (AF).
- Practical Application
 - Group work to write a project proposal.
 - Mapping Governance Activity (Activity 1.1).

Methods:

- **Project-Based Learning:** Students will work on a real-life project proposal.
- **Hands-On Workshops:** Training on digital tools.
- **Group Work:** Collaborative projects with tutor-led guidance.



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Assessment:

- Completed project proposal.
- Group presentation of the project.
- Practical tests on digital tool usage.

4.3 Module 3: Management, Communication, and Reporting (16 hours)

Objectives:

- Learn management and communication skills essential for EU projects.
- Understand the Project Cycle Management (PCM).
- Gain knowledge of quality assurance and summative evaluation/reporting.

Content:

- Project Cycle Management (PCM)
 - Overview and key stages of PCM.
 - Tools and techniques for effective PCM.
- Management Skills
 - Leadership and team management.
 - Time and resource management.
- Communication Skills
 - Effective communication strategies.
 - Stakeholder engagement and management.
- Reporting and Quality Assurance
 - Techniques for quality assurance in projects.
 - Summative evaluation and reporting methods.

Methods:

- **Interactive Lectures:** To cover theoretical aspects.
- **Role-Playing:** For practicing management and communication scenarios.
- **Workshops:** Focused on quality assurance and reporting techniques.

Assessment:

- Role-play assessments.
- Written reports and evaluations.
- Group discussions and peer feedback.



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Implementation Plan

Preparation:

- Develop detailed training materials and resources for each module.
- Set up the online learning platform for digital resources.
- Schedule training sessions and expert lectures.

Full Rollout:

- Implement the training program across all target departments.
- Monitor participation and progress through regular assessments.

Evaluation and Improvement:

- Conduct regular evaluations of the training program.
- Update materials and methods based on feedback and outcomes.
- Ensure continuous learning and capacity building through periodic refreshers and advanced modules.

5. Resources and Materials

- **Presentation Slides:** Visual aids for lectures and workshops.
- **Online Learning Platform:** Access to e-learning modules and resources.
- **Case Study Repository:** Collection of successful project examples. <https://www.interregeurope.eu/policy-solutions/good-practices>
- **Compliance Checklists:** Tools to ensure adherence to EU requirements. Programme Manual

6. TIMEPLAN

Draft Timeline for the EU Management Training Program

Weekly Schedule

Module 1: Multi-Level Governance and Governance for Capacity Building Training				
Week 1	Hour	Partner	TOPIC	



October 23/10/2024	12:00 - 16:00	TREND	Interactive lecture on multi-level governance Group discussion on key stakeholders and their roles	4
October 24/10/2024	12:00 - 16:00	TREND	Policy Development and Goals - Process of developing policies - Case study analysis on policy development and implementation	4
Week 2	Hour		TOPIC	
October 29/10/2024	12:00 - 16:00	TREND	Application and Review - Group presentations on critical reflections - Discussion and feedback session	4
October 30/10/2024	12:00 - 16:00	EU CENTAR	Critical Reflection - Reflective session using Mezirow's transformative learning - Group exercise on critical reflection	4
October 31/10/2024	12:00 - 16:00	EU CENTAR	Additional Topics and Review - Deep dive into specific laws and procedures - Q&A session and summary	4
Module 2: Digital Abilities and Operational Skills (Project Learning Strategy)				
Week 3	Hour	Partner	TOPIC	
November 05/11/2024	12:00 - 16:00	TREND	Introduction to Digital Tools - Overview of digital tools (Google Drive, Excel, PowerPoint) - Hands-on workshop on Google Drive	4
November 05/11/2024	12:00 - 16:00	EU CENTAR	Excel and Data Management - Interactive lecture on Excel functionalities - Hands-on workshop on data management and analysis	4
November 05/11/2024	12:00 - 16:00	EU CENTAR	PowerPoint and Presentation Skills - Creating effective presentations using PowerPoint - Practical exercises on presentation design	4



Week 4	Hour		TOPIC	
November 12/11/2024	12:00 - 16:00	TREND	Project Writing and Management - Steps to write a project from scratch - Linking projects to policy objectives	4
November 13/11/2024	12:00 - 16:00	VISOKY	Project Writing and Management - Group work on developing an Action Framework (AF)	4
November 14/11/2024	12:00 - 16:00	VISOKY	Practical Application and Project-Based Learning - Group work on project proposal development	4
Week 5	Hour		TOPIC	
November 12/11/2024	12:00 - 16:00	VISOKY	Practical Application and Project-Based Learning - Continuation of group work on project proposal	4
November 13/11/2024	12:00 - 16:00	VISOKY	Practical Application and Project-Based Learning - Finalization of project proposals	4
November 14/11/2024	12:00 - 16:00	VISOKY	Presentation Preparation - Preparation for project presentation	4
Module 3: Management, Communication, and Reporting (In-Person in Croatia)				
Week 6	Hour	Partner	TOPIC	
November 26/11/2024	12:00 - 16:00	SPOLTOR E	COMMUNICATION SKILLS: Effective communication strategies Stakeholder engagement and management	4
November 27/11/2024	12:00 - 16:00	SPOLTOR E	Quality Assurance - Techniques for quality assurance in projects	4
November 28/11/2024	12:00 - 16:00	SPOLTOR E	Reporting, - Summative evaluation/reporting methods and KPI	4
Week 7	Hour		TOPIC	



December 3/12/2024	12:00 - 16:00	SPOLTOR E	Discussion and Course Closure	4
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7. Additional Material

Support material:

- Questionnaire Template
- Questionnaire Indicator Breakdown
- Focus Group Template

8. Participants Selection criteria

Objective:

To identify and select participants for a capacity-building program focused on European project design and management, aimed at enhancing the skills of public authority workers. The program will prioritize those who have previously participated in mapping and government-to-government (G2G) activities.

Eligibility Criteria:

Employment Status:

Must be a current employee of a public authority, vet/education center, NGO's.

Prioritization Criteria

Participation in Mapping Activities:

Applicants who have been involved in recent mapping activities related to capacity building, resource allocation, or strategic planning will be given priority.

Evidence of participation such as reports, certificates, or official letters should be provided.

Engagement in Government-to-Government (G2G) Activities:



Priority will be given to those who have actively participated in G2G activities focused on enhancing intergovernmental collaboration and knowledge exchange.

Documentation of involvement, such as meeting minutes, participation certificates, or letters of engagement, must be submitted.

9. Trainer Guidelines: A Discursive Approach to Implementing the BNA Learning Model

The BNA Learning Model offers a robust framework for equipping public sector employees with the skills needed to navigate EU projects effectively. As a trainer, your role is to bridge theoretical knowledge with practical application, ensuring each participant leaves with both a thorough understanding of EU governance and the capability to implement these principles in their work. The model is built around three core modules—Multi-Level Governance, Digital and Operational Abilities, and Management, Communication, and Reporting—each tailored to enhance the skills and confidence needed in EU-funded project environments.

9.1 Understanding the Role of Mapping in Training Preparation

1.1. The Importance of Mapping

Mapping is an essential preliminary step in the BNA Learning Model as it helps reveal the skill levels, prior experiences, and specific needs of the participants. Before beginning the training, the model emphasizes conducting a mapping exercise, collecting data on the participants' familiarity with EU projects, and identifying skill gaps, particularly in project management and regulatory compliance.

Mapping results allow you to:

- **Identify Focus Areas:** Understand where participants may lack essential knowledge, such as EU regulation 2018/1046 or financial management tools.
- **Tailor Content to Context:** Use mapping data to relate the training to real-world applications, especially areas where participants have struggled with EU projects.
- **Ensure Participant Relevance:** Addressing identified gaps keeps the training relevant and maximizes learning impact, as participants can directly apply their new knowledge to their daily roles.
- **Mapping also highlights cultural and structural differences within the participant group, often stemming from varied regional approaches to EU project management. By understanding these nuances, you can create a more inclusive, context-sensitive learning environment.**



1.2. Applying Mapping Insights

With the mapping results in hand, you can now structure your sessions with precision:

Emphasize areas where participants express the most need, such as project planning and digital tool utilization.

Use group discussions to foster cross-regional insights, allowing participants to share varied experiences and approaches to similar challenges.

Highlight practical applications, like how EU-funded projects can vary based on local regulations or stakeholder involvement, providing case studies that reflect these mapped differences.

9.2. Module 1: Multi-Level Governance and Capacity Building

The first module introduces participants to the EU governance framework, its complex regulatory environment, and multi-level structures. This module is crucial because it lays the foundation for understanding the layered nature of EU governance and the critical role of multi-level interaction in project management.

2.1. Interactive Lectures for Core Understanding

Start with an engaging, interactive lecture that introduces key EU institutions and their roles. Discuss how these institutions shape policies and regulations, which, in turn, impact project funding and implementation.

Encourage participants to share their prior experiences with EU projects. Use these examples to build connections between theoretical governance structures and the real-world challenges they face.

2.2. Critical Reflection and Mezirow's Transformative Learning Theory

This module integrates Mezirow's Transformative Learning Theory, which fosters critical reflection. Guide participants in questioning their existing assumptions about governance, using reflective exercises where they analyze past interactions with EU policies.



Ask participants to consider questions like, “How has my understanding of policy development evolved?” or “What assumptions about EU project governance have limited my approach?” This reflection enhances their ability to adapt and think critically about EU management in their roles.

2.3. Case Studies for Applied Learning

Use case studies from the mapping exercise that reflect actual challenges within the group. This could involve governance-related obstacles or successful policies implemented at different levels.

Encourage group discussions around these case studies, prompting participants to identify the governance levels involved and strategize ways they could navigate similar issues in their roles.

9.3. Module 2: Digital and Operational Abilities

Digital competency is essential in managing EU projects, from budgeting to communication and collaborative work. This module is hands-on, using project-based learning to ensure participants gain direct experience with digital tools and project proposal writing.

3.1. Hands-On Digital Tool Workshops

Conduct practical workshops on essential tools like Google Drive, Excel, and PowerPoint. Begin with a brief overview, then lead participants through exercises where they use these tools collaboratively.

Highlight practical applications for each tool. For example, demonstrate how Google Drive can facilitate cross-department collaboration, or how Excel’s data analysis functions support budget planning and financial reporting.

3.2. Project Proposal Exercise

Assign a team-based project proposal exercise where participants design a mock EU project. This exercise will guide them through the process of aligning project goals with EU funding priorities.

During this activity, encourage participants to apply insights from the mapping phase, such as regional project needs or specific policy challenges. By focusing on these real-world applications, participants learn not just how to create proposals but how to make them relevant and impactful.

3.3. Peer Collaboration and Feedback



To reinforce learning, organize feedback sessions where groups present their project proposals to the class. This allows participants to receive constructive insights and enhances their understanding of what makes a project eligible for EU funding.

9.4. Module 3: Management, Communication, and Reporting

This final module focuses on enhancing communication, reporting, and management skills—crucial for long-term project success and for sustaining relationships with stakeholders and EU authorities.

4.1. Project Cycle Management (PCM) Overview

Begin by explaining the stages of Project Cycle Management (PCM), focusing on how each stage plays a role in project quality and accountability. Use visual aids and flowcharts to illustrate each phase and how they interconnect.

Tie these stages to real project requirements. For instance, discuss how early planning and risk assessment can prevent later budget overruns, or how consistent monitoring supports transparent reporting.

4.2. Role-Playing for Stakeholder Engagement

Communication skills are best learned through practice. Organize role-playing exercises where participants simulate scenarios such as negotiating project changes with stakeholders or presenting project updates to EU representatives.

Provide feedback on their communication style, effectiveness, and adaptability. Highlight key strategies for clear and impactful communication, such as the use of visual aids, concise messaging, and active listening.

4.3. Workshop on Reporting and Quality Assurance

Walk participants through reporting requirements for EU projects, focusing on transparency, accountability, and quality assurance. Illustrate these with real-life examples and reports, emphasizing the importance of KPI tracking and compliance.

Conclude with a reporting exercise, where participants create a mock project report, incorporating lessons learned on quality assurance. Provide them with templates and best-practice guidelines.



9.5. Continuous Improvement of Training Resources

Periodically update training materials to reflect changes in EU policies, funding opportunities, and best practices. Incorporate new case studies, especially those that emerge from successful projects within the participant group.

Offer refresher courses or advanced modules to ensure participants continue developing their skills, particularly as they advance into new roles or take on more challenging projects.

CONCLUSION

The BNA Learning Model is a comprehensive, interactive approach designed to equip public authority employees with critical skills for managing EU-funded projects. By focusing on mapping, trainers can make each session relevant, ensuring that training addresses the real needs and challenges of the participants. From governance principles to digital skills and communication strategies, these modules are structured to provide not only theoretical knowledge but also the practical expertise that participants will need in their day-to-day work. As a trainer, your role is to bring these insights to life, fostering an environment where participants feel empowered to apply their skills and build a successful, sustainable career in EU project management.

