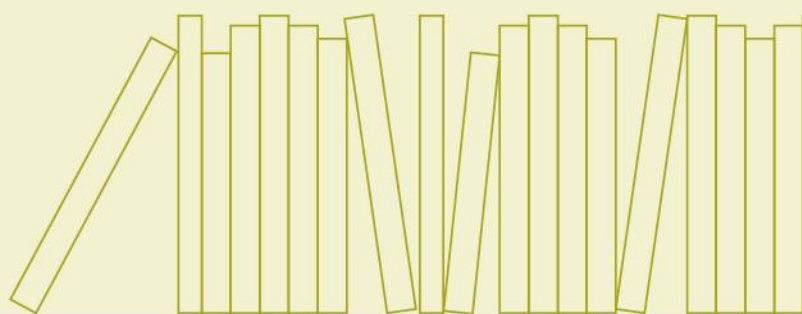


Economic Commission for Latin America and the Caribbean

## **ECLAC SUBREGIONAL HEADQUARTERS FOR THE CARIBBEAN**



# **Evaluation report of the training in evidence-based policy planning for sustainable development in the Caribbean**



UNITED NATIONS

**ECLAC**





Economic Commission for Latin America and the Caribbean  
Subregional Headquarters for the Caribbean

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Training in evidence-based policy planning  
for sustainable development in the Caribbean

Virtual training, 10 December 2020

LIMITED  
LC/CAR/2020/15  
18 December 2020  
ORIGINAL: ENGLISH

## **EVALUATION REPORT OF THE TRAINING IN EVIDENCE-BASED POLICY PLANNING FOR SUSTAINABLE DEVELOPMENT IN THE CARIBBEAN**

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This report has been reproduced without formal editing.



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## **A. BACKGROUND**

1. The Economic Commission for Latin America and the Caribbean (ECLAC) prioritizes capacity building in evidence-based policy planning for Caribbean countries. This is evident in recent projects implemented and periodic workshops organized by ECLAC subregional headquarters for the Caribbean to facilitate this.

2. In 2017, ECLAC subregional headquarters for the Caribbean organized a subregional workshop on implementing evidence-based policy planning for sustainable development for countries benefiting from the “Planning for the Implementation of the 2030 Agenda for Sustainable Development in Latin America and the Caribbean” project sponsored by the German Society for International Cooperation (GIZ). In 2019, two workshops, the “Learning Conference on implementing the Sustainable Development Agenda in the Caribbean Region” and a Regional workshop on “Integrated policies and policy coherence for the Sustainable Development Goals (SDGs)” were jointly organized by ECLAC, the United Nations Institute for Training and Research (UNITAR), and the United Nations Department of Economic and Social Affairs (DESA). These workshops aimed at promoting, among others, evidence-based approaches and processes in the Caribbean and benefitted many member States.

3. Currently, ECLAC subregional headquarters for the Caribbean is implementing a Development Account (DA) project on “Strengthening institutional frameworks in the Caribbean for an integrative approach to implement the 2030 Agenda and the SIDS Sustainable Development Agenda.” This project seeks to strengthen institutional capacities of beneficiary countries for national development planning which integrates the implementation of the 2030 Agenda for Sustainable Development and the SIDS agenda in the subregion. Antigua and Barbuda, British Virgin Islands, Dominica, Grenada, Saint Lucia, Saint Vincent and the Grenadines, and Trinidad and Tobago have benefitted from one or more components of this project. Representatives of these countries have also benefitted from the workshops highlighted earlier through their participation.

4. As the DA project draws to an end, it is essential that beneficiary countries share experiences and lessons learned for the purpose of institutionalizing more evidence-based processes in national planning. It is also timely to implement training in areas of evidence-based approaches in which countries have been noted to have challenges.

5. Feedback was collected from the participants using a Google Form post-training survey and the results are presented in this evaluation report.

## **B. GENERAL INFORMATION**

### **1. Place and date of the training**

6. The training entitled “Evidence-based policy planning for sustainable development in the Caribbean” was held virtually on 10 December 2020.

### **2. Attendance**

7. The training was attended by senior government officials from beneficiary countries of the Development Account project: British Virgin Islands, Dominica, Grenada, Saint Lucia, and Trinidad and Tobago.

### 3. Objectives and structure of the training

8. The objective of the training was to reinforce participants' knowledge of and capacity in the design and implementation of monitoring and evaluation frameworks by drawing on the knowledge and practical experience of experts in member States.

9. The training afforded participants the opportunity to share lessons learned and best practices in evidence-based policy planning. Presentations from beneficiary countries focused on lessons learned from their DA project activities. Countries were categorized into two groups: those that have presented their voluntary national reviews (VNRs) at the High-Level Political Forum (HLPF)- Trinidad and Tobago, and those countries that have developed or are in the process of developing their National Development Plan (NDP) Dominica, Grenada and the British Virgin Islands. The training session focused on monitoring and evaluation approaches for national development planning.

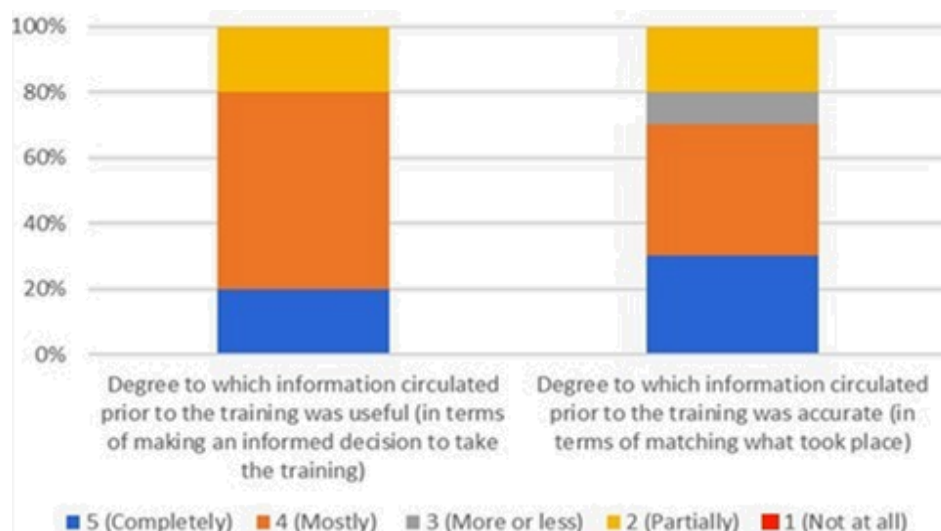
### C. SUMMARY OF EVALUATIONS

10. An online evaluation form was provided to participants to obtain feedback on the training session. In total, 19 participants attended the training: 10 participants completed the post-training survey, of which 8 are females (80 per cent) and 2 are males (20 per cent). Respondents were from the following countries: the British Virgin Islands (4 respondents); Dominica (2 respondents); Trinidad and Tobago (2 respondents); Grenada (1 respondent) and Saint Lucia (1 respondent).

#### 1. Content, delivery and trainers

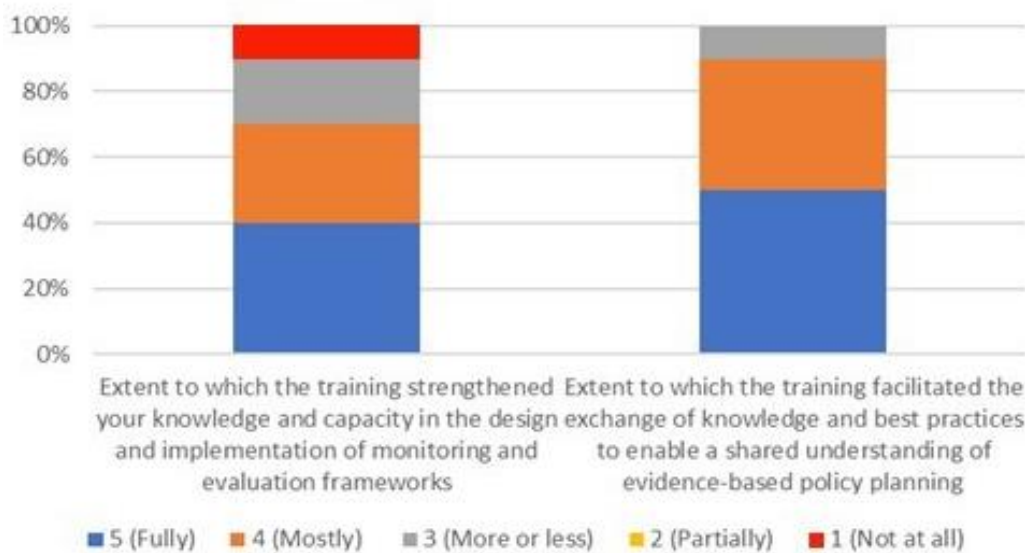
11. On a numerical scale ranging from completely useful (5) to not at all useful (1), 20 per cent of the respondents found the information circulated prior to the training to be completely useful in terms of making an informed decision to take the training, while 60 per cent found it mostly useful, and 20 per cent found it partially useful. Regarding the accuracy of the information circulated prior to the training (in terms of matching what actually took place), 30 per cent found it completely accurate, while 40 per cent found it mostly accurate, 10 per cent found it more or less accurate and 20 per cent thought it was partially accurate. Overall, participants who responded to the online evaluation found the information shared prior to the training to be generally useful and accurate (see figure 1).

**FIGURE 1**  
**PARTICIPANTS' FEEDBACK ON PRE-TRAINING INFORMATION**



12. Respondents rated the training objectives according to relevance to their needs. For the first objective “*Strengthened knowledge and capacity in the design and implementation of monitoring and evaluation frameworks*”, 40 per cent of respondents felt it was fully relevant to their learning needs, 30 per cent felt it was mostly relevant, 20 per cent felt it was more or less relevant, and 10 per cent felt that it was not at all relevant to their learning needs. For the second objective “*Facilitated the exchange of knowledge and best practices to enable a shared understanding of evidence-based policy planning*”, 50 per cent felt that it was fully relevant to their learning needs, 40 per cent felt it was mostly relevant, and 10 per cent felt that it was more or less relevant (see figure 2).

**FIGURE 2**  
**PARTICIPANT’S FEEDBACK ON RELEVANCE OF OBJECTIVES TO LEARNING NEEDS**

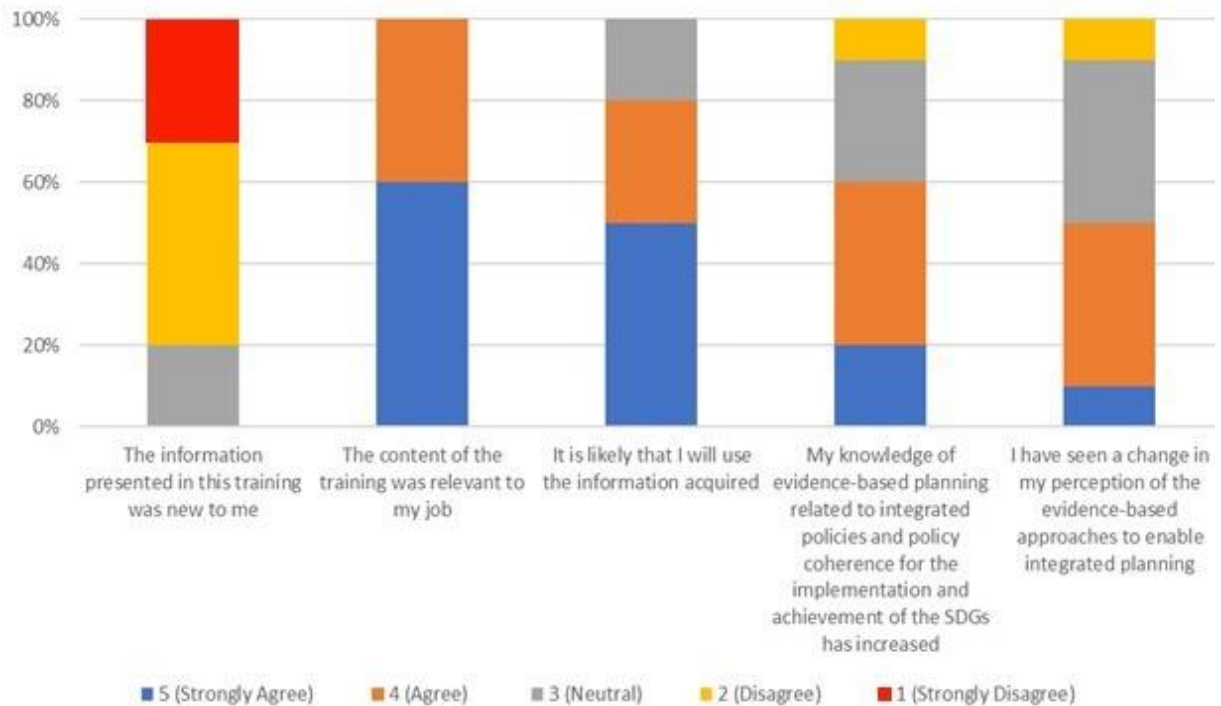


13. Respondents also rated the extent to which they felt they met the learning objectives. For the first objective, 30 per cent of respondents felt that they fully met it, 40 per cent mostly met it, 20 per cent more or less met it and 10 per cent partially met the first objective. For the second objective, 50 per cent of the respondents felt that they fully met it, 30 per cent mostly met it, 10 per cent more or less met it and 10 per cent partially met it. Overall, participants felt that the objectives of the training were very relevant to them and that they were able to meet the objectives at the end of the session.

14. Respondents were also asked about the impact of the training on their knowledge and work. Based on a numerical scale from strongly agree (5) to strongly disagree (1), 70 per cent of the respondents already had some knowledge of the information, with 50 per cent strongly disagreeing and 30 per cent disagreeing that the information presented in this training was new to them. However, even though most respondents were familiar with some of the information, 60 per cent of the respondents strongly agreed that the content of the training was relevant to their job, while 40 per cent agreed. Fifty (50) per cent strongly agreed that it was likely that they will use the information acquired from the training, 30 per cent agreed and 20 per cent was neutral. Twenty (20) per cent strongly agreed that their knowledge of evidence-based planning related to integrated policies and policy coherence for the implementation and achievement of the SDGs was increased, 40 per cent agreed, and 30 per cent were neutral while 10 per cent disagreed. In terms of a change in perception of the evidence-based approaches to enable integrated planning participants, 10 per cent of the respondent strongly agreed, 40 per cent agreed and 40 per cent were neutral while 10 per cent disagreed (see figure 3).

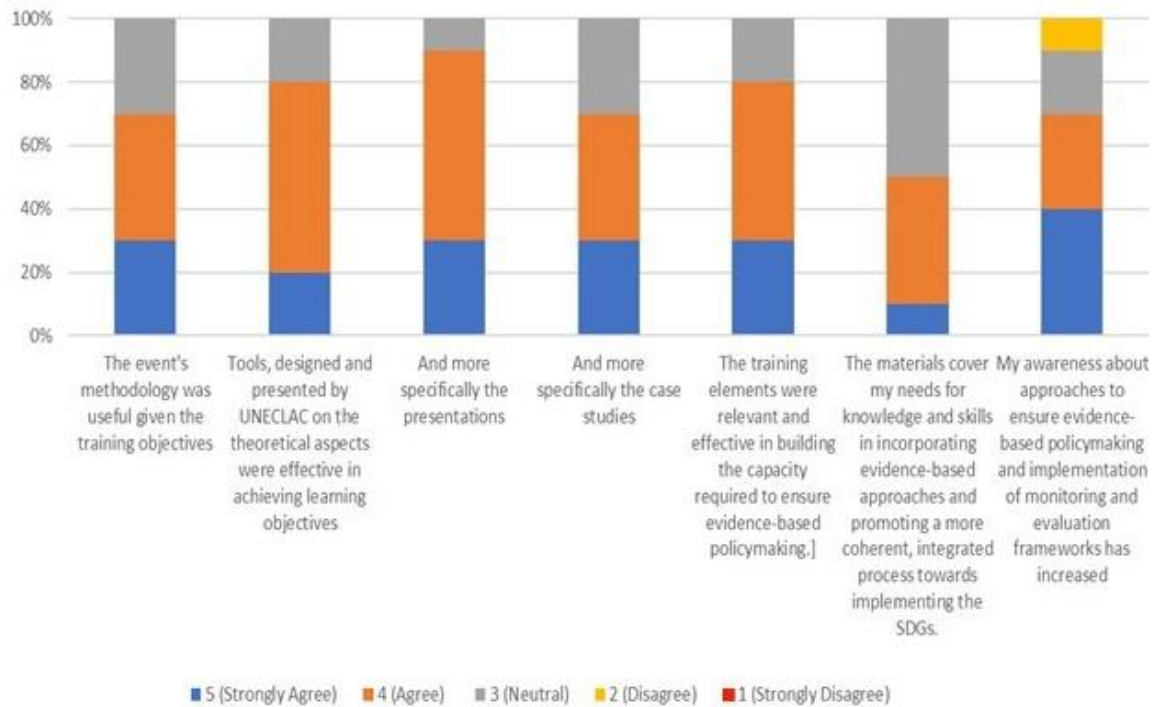


**FIGURE 3**  
**PARTICIPANT'S FEEDBACK ON THE IMPACT ON THEIR KNOWLEDGE AND WORK**



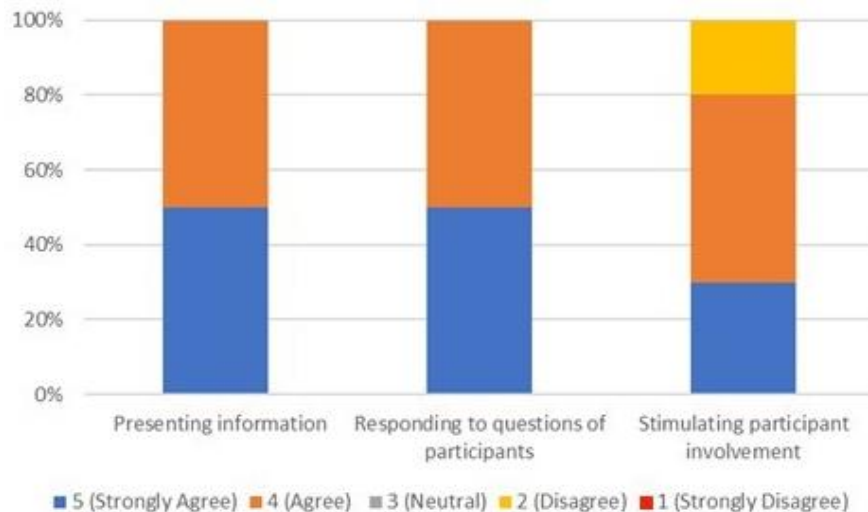
15. Respondents were also asked about the methodology used and tools presented in the training. Thirty (30) per cent of respondents strongly agreed that the methodology of the training was useful given the objectives, 40 per cent agreed, and 30 per cent were neutral. Twenty (20) per cent of respondents strongly agreed that the tools designed and presented by ECLAC on the theoretical aspects were effective in achieving learning objectives, 60 per cent agreed, and 20 per cent were neutral. Thirty (30) per cent of respondents strongly agreed that the presentations were effective in achieving the learning objectives, while 60 per cent agreed, and 10 per cent were neutral. Thirty (30) per cent of respondents strongly agreed that the case studies were effective in achieving the learning objectives, 40 per cent agreed and 30 per cent were neutral. Thirty (30) per cent of respondents strongly agreed that the training elements were relevant and effective in building the capacity required to ensure evidence-based policymaking, while 50 per cent agreed, and 20 per cent were neutral. Ten (10) per cent of the respondents strongly agreed that the materials covered their needs for knowledge and skills in incorporating evidence-based approaches and promoting a more coherent, integrated process towards implementing the SDGs, 40 per cent agreed and 50 per cent were neutral. Forty (40) per cent strongly agreed that their awareness about approaches to ensure evidence-based policymaking and implementation of monitoring and evaluation frameworks was increased, 30 per cent agreed, while 20 per cent of the respondents remained neutral and 10 per cent disagreed (see figure 4).

**FIGURE 4**  
**PARTICIPANTS' FEEDBACK ON THE TRAINING METHODOLOGY AND TOOLS**



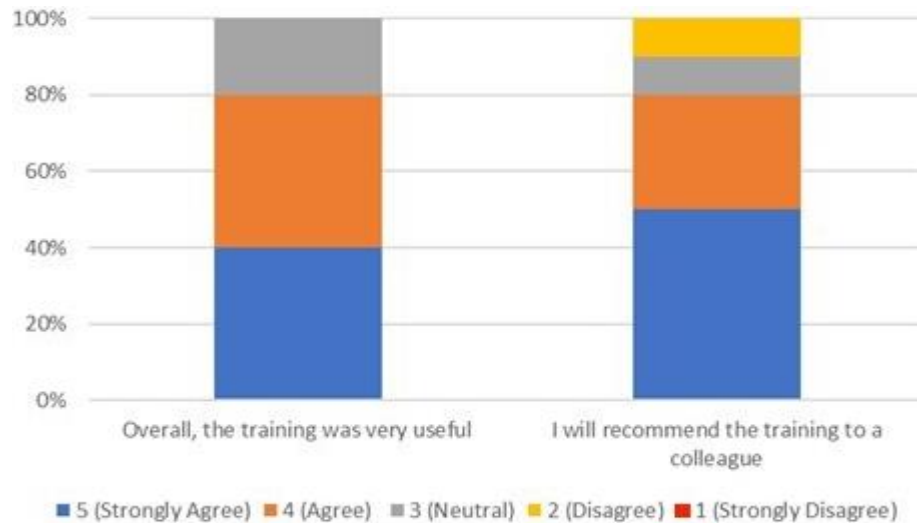
16. Respondents were asked to provide feedback on the resource persons and facilitators. Using the numerical scale from strongly agree (5) to strongly disagree (1), 50 per cent strongly agreed that the resource persons and facilitators effectively presented information and responded to questions, while the remaining 50 per cent agreed. Thirty (30) per cent of respondents strongly agreed that the resource persons and facilitators effectively stimulated participant involvement and 50 per cent agreed while 20 per cent disagreed (see figure 5).

**FIGURE 5**  
**PARTICIPANTS' FEEDBACK ON RESOURCE PERSONS AND FACILITATORS**



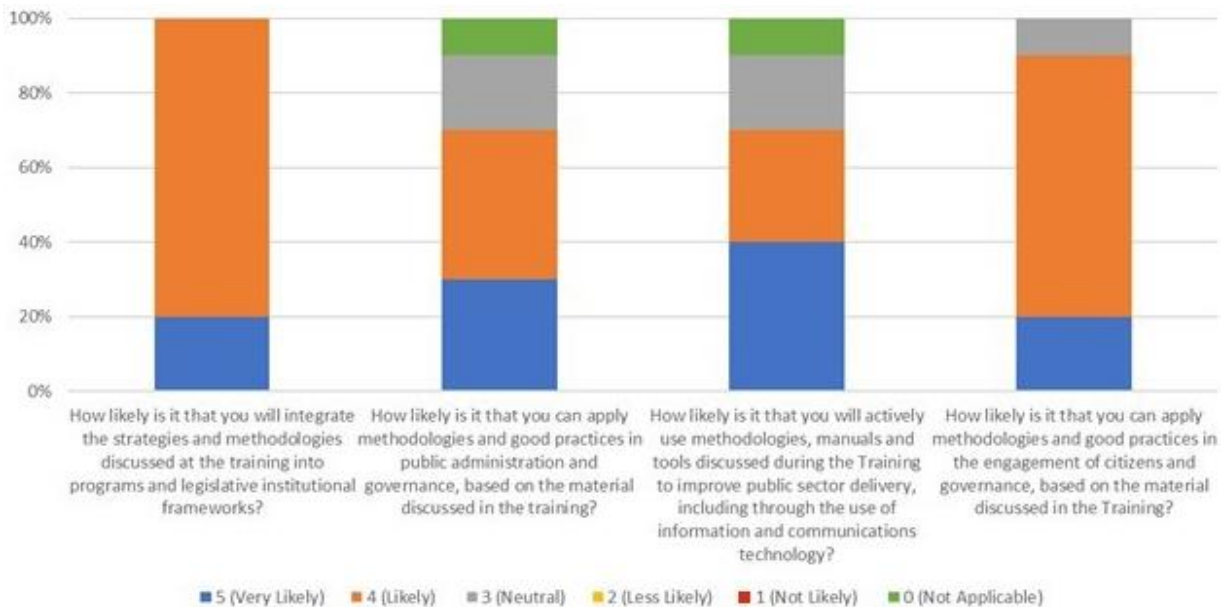
17. Forty (40) per cent of the respondents strongly agreed that the training was very useful, another 40 per cent agreed and 20 per cent remained neutral. Overall, respondents found the workshop to be useful and worth recommending with 50 per cent strongly agreeing that they would recommend the training to a colleague, 30 per cent agreed, 10 per cent was neutral and 10 per cent disagreed (see figure 6).

**FIGURE 6**  
**PARTICIPANTS' FEEDBACK ON USEFULNESS OF THE TRAINING**



18. Respondents also rated the usefulness of what they had learned in their work moving forward. All the respondents stated that they would integrate the strategies and methodologies discussed at the training into programmes and legislative institutional frameworks, with 20 per cent responding that they were very likely and 80 per cent said they were likely. Thirty (30) per cent were very likely to apply methodologies and good practices in public administration and governance based on the material discussed in the training, 40 per cent were likely, 20 per cent were neutral and 10 per cent felt that it was not applicable to them. Forty (40) per cent felt that they were likely to actively use the methodologies, manuals, and tools discussed during the training to improve public sector delivery, including through the use of information and communications technology; 30 per cent were likely; 20 per cent were neutral; and 10 per cent were not applicable. Twenty (20) per cent strongly agreed that they are likely to apply the methodologies and good practices in the engagement of citizens and governance based on the material discussed in the training, 70 per cent agreed, and 10 per cent was neutral (see figure 7).

**FIGURE 7**  
**PARTICIPANTS' FEEDBACK ON USEFULNESS OF LEARNINGS**



## 2. Responses and comments to open-ended questions

19. Respondents were asked what concepts, tools or examples were particularly useful to them. Most agreed that the monitoring and evaluation approaches for National Development Planning as well as the different country cases studies and experiences. One respondent stated that *“The session allowed for a rethinking of the approach to developing a national monitoring and evaluation system”*. The country case study on the voluntary national review (VNR) process was also mentioned to be quite useful as well.

20. They were also asked to provide their perspective on what could have been improved or what was missing from the training. The responses were as follows:

- “Brief background information on the different projects that were presented”
- “Optimal approach/guide to stakeholder engagement”
- “Definition and case studies of evidence-based policy and planning should have been held first before the countries case studies”
- “Most individuals are practitioners who work with results-based management frequently so that component of the presentation was somewhat too generic”
- “Practical examples of working monitoring and evaluation frameworks”
- “Nothing that I can think of”
- “Discussion on statistical capacity and data”
- “More sharing about how to address implementation bottlenecks”

21. Respondents were also asked to provide comments and suggestions on improving the training and the process (preparation and training flow). A number of respondents felt that there was a good flow:

- “Very good flow”
- “Presentation brief/discussion with presenters prior to dialogue to guide delivery within dedicated time”

Others suggested that the presentations should be made available prior to the training to all participants to prepare beforehand:

- “Make presentations available prior to the training to allow for preparation of questions to enrich the learning experience”

Some also commented on the timing of the sessions:

- “The time frame be a little shorter or made provision for breaks. Participants will remain fresh and engaging”
- “More time or discussion”

One respondent suggested specific examples of the application of SDGs and their indicators in real terms to make the discussion more lively.

22. Respondents were asked: What was the best/most useful element of the training you attended?

Respondents provided the following answers:

- “Country case studies and discussions”
- “The country case studies”
- “Country presentations”
- “Country experiences”
- “The different country experiences”
- “The sharing of country experiences”
- “Presentation of lessons learnt”
- “Presentations and discussions”

The session on 'Monitoring and evaluation approaches for national development planning' was also considered to be one of the most useful elements as well, while one respondent mentioned that the training generated a very productive exchange despite the virtual nature.

23. Respondents were asked: What was the least useful element of the training you attended?

Respondents provided the following answers:

- None
  - o “N/A”
  - o “none”
  - o “No issue”
  - o Everything was useful
- Others
  - o “Questions after presentation”
  - o “Insufficient discussion”

24. In terms of capacity-building activities, respondents mentioned that they would like to have more statistical capacity activities and activities on building national statistical systems, as well as data availability assessments for SDG reporting. Others suggested more activities on monitoring and evaluation methodologies and project implementation systems. There was also a suggestion on building sustainability into the VNR process and the need for more guides to assist planners in these areas. One respondent suggested that a COVID-19 Strategy for the Caribbean with country best practices would be particularly useful.

25. Respondents were asked if they saw a need for advisory services/a follow-up national training on evidence-based policy planning for sustainable development in your country, and 9 out of the 10 respondents said yes.

- “Yes. This would be helpful in the realization of the national development agenda”
- “Yes, need for wider reach”
- “Yes, there is a tremendous need”
- “Yes, with more illustrative examples”

#### **D. CONCLUSIONS**

26. Overall, the training was positively evaluated with participants indicating interest in more activities and trainings in this area in the future. The country case studies and the presentation on monitoring and evaluation approaches were particularly noted to be the highlights of the training. Respondents of the survey rated the training design and flow, and resource persons and facilitators very positively. Many felt that these were effective in helping them accomplish the training’s objectives as well as their own learning needs. Participants identified those concepts, tools, and examples that they considered most useful to them, suggesting that the training was successful in meeting a range of participants’ expectations.

Annex I**LIST OF PARTICIPANTS****A. Member States****DOMINICA**

- Kyra Paul, Chief Development Planner (Ag), Ministry of Economic Affairs and Planning  
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**GRENADA**

- Kari Grenade, Chairwoman, Technical Working Group of the National Sustainable Development Plan 2035, Ministry of Finance, Economic Development, Physical Development, Public Utilities and Energy, email: kari.grenade@gmail.com
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**SAINT LUCIA**

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**B. Associate members****BRITISH VIRGIN ISLANDS**

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- Joseph Smith-Abbott, Deputy Secretary, Ministry of Natural Resources, Labour and Immigration, email: JSmith-Abbott@gov.vg
- June Soomer, Consultant, National Sustainable Development, email: june.soomer@gmail.com

### **C. Secretariat**

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- Deion Smith, Individual Contractor – IT services, Caribbean Knowledge Management Centre, email: deion.smith@eclac.org



Annex II**PROGRAMME**

8:30 – 9:00	<b>Registration and welcome</b>
9:00 – 9:15	<b>Overview of the training</b> <ul style="list-style-type: none"> <li>Abdullahi Abdulkadri, Coordinator, Statistics and Social Development Unit</li> </ul> <b>Peer-Learning: Monitoring and Reporting on the SDGs</b>
9:15 – 10:00	<b>Country presentations</b> <ul style="list-style-type: none"> <li>Trinidad and Tobago - Kennethia Douglas (Presenter)</li> </ul> <b>Discussion on lessons learned</b> <ul style="list-style-type: none"> <li>Catarina Camarinhas, Social Affairs Officer, Statistics and Social Development Unit</li> </ul>
10:00 – 10:30	<b>Peer-Learning: Evidence-based Development Planning</b>
10:30 – 11:15	<b>Country presentations</b> <ul style="list-style-type: none"> <li>Dominica - Kyra Paul (Presenter)</li> <li>Grenada - Kari Grenade (Presenter)</li> <li>The British Virgin Islands - Patlian Johnson (Presenter)</li> </ul>
11:15 – 11:45	<b>Discussion on lessons learned</b> <ul style="list-style-type: none"> <li>Catarina Camarinhas, Social Affairs Officer, Statistics and Social Development Unit</li> </ul>
11:45 – 12:45	<b>Training on monitoring and evaluation approaches for national development planning</b> <b>Presentation</b> <ul style="list-style-type: none"> <li>Abdullahi Abdulkadri, Coordinator, Statistics and Social Development Unit</li> </ul> <b>Q&amp;A</b>
12:45 – 13:00	<b>Closing</b> <ul style="list-style-type: none"> <li>Evaluation</li> <li>Next steps</li> </ul>

## Annex III

## EVALUATION QUESTIONNAIRE

**Event:** Training in Evidence-based Policy Planning for Sustainable Development in the Caribbean

**Date(s):** 10 Dec 2020

We value your feedback. Please answer the following questions and add comments at the end to elaborate or suggest ways for improvement. If a question does not apply, please tick “not applicable”. If you have any questions or need clarity, please ask the UNECLAC representative. This questionnaire is **anonymous**; please do not include your name. **Thank you!**

## 1. Gender

Male	Female	Other
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. Please indicate your country.**

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**3. Please rate the degree to which information circulated *prior* to the training was ...**

[illegible]

**4. Please rate the overall objectives of the event according to “relevance to your needs” and “extent to which you think you met learning objective”.**

[illegible]

5. Please rate the following statements using the numerical scale from strongly agree (5) to strongly disagree (1).

[illegible]

**6. Please rate the following statements using the numerical scale from strongly agree (5) to strongly disagree (1).**

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1	Not applicable
Overall, the event's <b>methodology</b> was useful given the training objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tools, designed and presented by UNECLAC on the theoretical aspects were effective in achieving learning objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
And more specifically the presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
And more specifically the case studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training elements were relevant and effective in building the capacity required to ensure evidence-based policymaking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my opinion, the materials cover my needs for knowledge and skills in incorporating evidence-based approaches and promoting a more coherent, integrated process towards implementing the SDGs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My awareness about approaches to ensure evidence-based policymaking and implementation of monitoring and evaluation frameworks has increased.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What concepts, tools or examples have you found particularly useful?						
What would you improve or what was missing?						

**7. Please rate the following statements using the numerical scale from strongly agree (5) to strongly disagree (1). The resource persons and facilitators were effective at ...**

[illegible]

8. Please rate the following statements using the numerical scale from strongly agree (5) to strongly disagree (1).

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1	Not applicable
Overall, the <b>training</b> was very useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will recommend the <b>training</b> to a colleague.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Usefulness moving forward

	Very likely 5	Likely 4	Neutral 3	Less likely 2	Not likely 1	Not applicable
How likely is it that you will integrate the strategies and methodologies discussed at the training into programs and legislative institutional frameworks?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How likely is it that you can apply methodologies and good practices in public administration and governance, based on the material discussed in the Training?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How likely is it that you will actively use methodologies, manuals and tools discussed during the Training to improve public sector delivery, including through the use of information and communications technology?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How likely is it that you can apply methodologies and good practices in the engagement of citizens and governance, based on the material discussed in the Training?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Comments and suggestions on improving the training and the process (preparation and training flow).

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11. What was the best/most useful element of the training you attended?

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12. What was the least useful element of the training you attended?

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13. **What type of capacity building activities would you like to see more of from the organizers in the future?**

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14. **Do you see a need for advisory services/a follow-up national training on Evidence-based Policy Planning for Sustainable Development in your country?**

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Comisión Económica para América Latina y el Caribe (CEPAL)  
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