



MONITORING, EVALUATION AND
LEARNING PLAN
COURSES 2006-2008

December 2008



CONTENTS

SUMMARY	1
I. INTRODUCTION	2
II. OBJECTIVES.....	2
1. GENERAL.....	2
2. SPECIFIC	2
III.METHODOLOGY	3
IV.RESULTS AND DISCUSSION	4
1. EX-POST EVALUATION (6 MONTHS OR MORE) – TOOL 3A	4
1.1. THE TOOL’S OBJECTIVES ARE:.....	4
1.2. RESULTS AND DISCUSSION	4
2. END-OF-COURSE EVALUATION – TOOL 2	6
2.1. THE TOOL’S OBJECTIVES ARE:	6
2.2. RESULTS	8
2.3. DISCUSSION	11
V. CONCLUSIONS.....	13
VI.RECOMMENDATIONS	13
ACKNOWLEDGMENTS	14
REFERENCES	14
ANNEX 1: FORMS IN SPANISH	15
HERRAMIENTA 3 A: FORMULARIO PARA LA EVALUACIÓN DE UN CURSO DE CAPACITACIÓN Y EDUCACIÓN	16
HERRAMIENTA 2: FORMULARIO PARA LA EVALUACIÓN DE UN CURSO	17
HERRAMIENTA 2: FORMULARIO PARA LA EVALUACIÓN DE UN CURSO A DISTANCIA.....	20



MONITORING, EVALUATION AND LEARNING PLAN COURSES 2006-2008

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SUMMARY

The Argentine Water Education and Capacity Building Network – ArgCap-Net participates in the Monitoring, Evaluation and Learning Plan designed and developed by the Cap-Net Global Network. The Argentine Network has applied some of the plan’s evaluation tools to follow up on its courses and workshops.

Tool 3A was applied to three activities carried out in 2006, 2007 and 2008 six months after completion of each of them. The survey form was distributed on-line and a sample of 46 participants was obtained. It can be concluded that the knowledge gained from the courses has been used and shared extensively, although it has not been much disseminated.

Upon completion of the courses held in 2008, Tool 2 was used in a survey conducted among 98 participants who, in general, held a very favorable opinion. Respondents were highly satisfied with course. Relevance of the information to the participants’ work and the extent to which information was acquired were rated by three-fourths of them as “Good” or “Very good”, while almost 30% of them rated them as “Average” or “Poor”. Training materials were rated as “Very good” or “Good” by 72% of the participants and as “Average” or “Poor” by the rest.

Institutions should find out exactly what participants did not like about training material. Alternative training schemes, such as training of trainer workshops, should be sought to promote a broader dissemination of knowledge from the courses.

Tools 2 and 3A from Cap-Net’s Monitoring, Evaluation and Learning Plan have proved useful to assess satisfaction or lack of satisfaction with course itself and post-course activities such as use, sharing and dissemination of IWRM principles. Tool 3A, question 3, should be applied 12 months –instead of 6– after course completion to assess dissemination of knowledge. Tool 3C should also be used in future assessments of training materials and dissemination of knowledge.

I. INTRODUCTION

The Argentine Water Education and Capacity Building Network – ArgCap-Net participates in the Monitoring, Evaluation and Learning Plan designed and developed by the Cap-Net Global Network.

ArgCap-Net’s Executive Secretariat was responsible for conducting this program within the National Network with funds provided by the Cap-Net Global Network.

Monitoring and evaluation activities carried out in Argentina respond to the objectives of the global network: *Capacity development for improved management and development of water resources* (Cap-Net/UNDP, 2008).

Monitoring and evaluation activities developed by ArgCap-Net respond to its 2007/2011 Strategic Plan in keeping with its third strategic line: provide mechanisms to monitor activities and measure achievements.

Since 2006, ArgCap-Net has been producing financial and technical reports with tool No. 1, as proposed in the Plan developed by Cap-net (Cap-Net/UNDP, 2008). In 2008, ArgCap-Net began using Tools 2 and 3A as well as peer reviews to assess training activities. The forms of the tools are in Annex 1.

This document presents the results obtained with Tools 2 and 3A for capacity building on IWRM. Other tools for assessing network performance are not included (Cap-Net/UNDP, 2008).

II. OBJECTIVES

1. General

Follow-up ArgCap-Net’s institutional capacity building activities

2. Specific

Assess the results obtained with Tool 2 of Cap-Net’s Monitoring, Evaluation and Learning Plan in courses organized by ArgCap-Net during 2008.

Assess the results obtained with Tool 3A of Cap-Net’s Monitoring, Evaluation and Learning Plan in a sample of courses six months after they were held in 2006, 2007 and 2008.

III. METHODOLOGY

Since Cap-Net’s strategy is to apply the same evaluation tools to all of its networks, the methodology in its E&M plan was used (Cap-Net/UNDP, 2008).

The original document and tools in English were translated into Spanish. The forms in Spanish are included as an annex.

Tool 2 was applied during in-person interviews at the end of each course and was self-administered. Use of the tool and submission of the survey forms to the Executive Secretariat were the responsibility of the course coordinator.

Tool 3A was applied via e-mail and telephone follow-up by the Executive Secretariat. All the information was centralized, processed and analyzed.

Some of the activities are part of ArgCap-Net’s 2008 Work Plan and one of the ex-post surveys (2006) was conducted in 2007.

A summary of the tools used by ArgCap-Net is presented in Table 1. One of the courses held in 2008 (distance course) –“Water as a Resource”– has not been included because the completed survey forms have not been returned yet.

Table 1 - Courses assessed with Tools 2 and 3A

Course	Year	Province	Tool	Number of Participants	Number of Survey Forms
Introduction to IWRM (1)	2008	Santa Fe	2	14	13
Negotiation (2)	2008	Mendoza	2 & 3A(**)	37	26 10
IWRM in action (3)	2008	Mendoza	2	31	24
International course on IWRM (4)	2008	Buenos Aires	2	9	9
Economics for IWRM (5)	2008	Distance	2	42	26
IWRM (6) (*)	2007	Mendoza	3A	40	20
IWRM (7)(*)	2006	Mendoza	3A	28	19
				195	

(*) Evaluation requested by Cap-Net

(**) Data collection not completed

(1) Introduction to Integrated Water Resources Management, May 26-30, 2008, FICH, UNLitoral – Santa Fe, 45 hours

(2) Negotiation Tools and Approaches for Integrated Water Resources Management, June 2-6, INA-CELA, Mendoza, 40 hours

(3) Integrated Water Resources Management in Action, September 8-12, 2008, INA-CELA, Mendoza, 40 hours

(4) 9th International Postgraduate Course on IWRM, August 25-September 5, 2008, INA-CELA, Mendoza

(5) Distance learning course on Economics for Integrated Water Resources Management, October 6-December 8, 2008, INA-CELA and UNCuyo

(6) Integrated Water Resources Management in Action, October 22-26, 2007, INA-CELA, Mendoza, 40 hours

(7) Integrated Water Resources Management and Policy Principles in Action, October 23-27, 2006, INA-CELA, Mendoza, 40 hours

IV. RESULTS AND DISCUSSION

1. Ex-post evaluation (6 months or more) – Tool 3A

1.1. The tool's objectives are:

- Know if the participant has used the knowledge from the course
- Know if the participant has shared the knowledge from the course
- Know if the participant has spread the knowledge from the course

1.2. Results and discussion

Results are used to generate indicators and compare the goals proposed.

Table 2 shows the results obtained from the use of tool 3A in three courses.

Table 2 - Results from ex-post application of Tool 3A

Course	Number of respondents	Number of “Yes” answers		
		Question 1	Question 2	Question 3
Course 2006	19	19	17	15
Course 2007	20	19	15	14
Course 2008 (*)	10	9	9	8
Total	49	47	41	37
Percentage of “Yes” answers		95.9	83.7	75.5

(*) Data collection not yet completed

Question 1: How have you used the knowledge from the course to improve your own performance at work?

Question 2: How have you shared the knowledge from the course to improve the performance of your organization?

Question 3: How have you spread the knowledge from the course to other people and institutions?

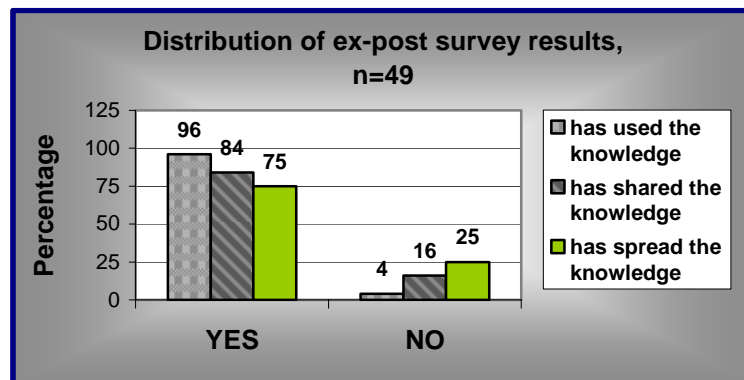


Figure 1. Ex-post survey. Courses held in 2006, 2007 and 2008

Almost all respondents answered affirmatively to all three questions: 96% stated that they have used the knowledge from the course, 84% stated that they have shared the knowledge, and 75% stated that they have spread it.

It can thus be concluded that the primary function of the courses is use of knowledge, followed by group work to share knowledge, and finally by dissemination of knowledge.

Interviews showed that the strength of the courses lies in their “use”. Only 4% of the respondents stated that they did not “use” them.

However, 25% of the participants have not spread knowledge from the courses. This may be due to the fact that they need more time than the time elapsed between the course and the application of the tool.

The following are expanded affirmative or negative answers surveyed through open questions. It should be pointed out that most respondents provided no explanation to their negative answers.

Open questions:

Some expanded answers to question 1 (literally transcribed in the original in Spanish):

How have you used the knowledge from the course to improve your own performance at work?

Course on IWRM (2006 and 2007)

It made it possible to organize knowledge, improve data, and build a different perspective of the organization.

As IWRM involves the use of knowledge from different disciplines, the manager must possess a basic knowledge of those disciplines and reach agreements among different sectors that have access to water resources at a given time. Besides, the experience gained, even if derived from different situations and from different legal and institutional frameworks, makes it possible to understand that solutions are “always outside the box” and not always within the system. It thus widens the universe of prospective solutions through exchange of knowledge and collaboration.

Course on negotiation tools and approaches for integrated water resources management (2008)

I have applied the knowledge to concrete cases: creation of a Basin Committee in the Province of Santa Fe, where the interests of the different parties had to be reconciled; management of draft laws (Water Law and Right-of-Way Law), conciliating the interests of the parties involved and affected by the laws.

Some expanded answers to question 2 (literally transcribed in the original in Spanish)

How have you shared the knowledge from the course to improve the performance of your organization?

IWRM Course (2006 and 2007)

“Dealing with our Member Consortia requires providing solutions to their problems, which has become easier with the knowledge I’ve gained from the course –especially as regards my performance.”

“I’ve have been able to apply what I learned from the course on a few occasions.”

“I have had the course materials incorporated into our library. Personally, I have shared the course experience with my closest colleagues.”

“No, because I don’t work for any institution yet. I will certainly do so in the future.”

Course on negotiation approaches and instruments for IWRM (2008)

“Yes, by replicating some of the course contents during formal training sessions.”

“Informally with colleagues in matters pertaining to the solution of specific cases that are common in our area, the Office of Legal Affairs.”

Some expanded answers to question 3 (literally transcribed in the original in Spanish)

How have you spread the knowledge from the course to other people and institutions?

“We had an informal presentation and the Agencia de Recursos Hídricos came up with the proposal to ask you to bring the course to [the province of] Salta for Consortia, users, and other people involved with water resources.”

“It helped me to interact with other institutions as well as within the company.”

“Not formally”

“To other people. I think it is hard to spread knowledge to other institutions.”

Course on negotiation approaches and instruments for IWRM (2008)

“Mostly through comments to colleagues about course content and teaching.”

“We organized a workshop on bio-hydrology of the Arroyo Pocahullo Basin, where – among others– there are original peoples, who have very strong claims to land and water. We dealt with the difficulties and presented several of the problems discussed in the Course.”

2. End-of-Course Evaluation – Tool 2

2.1. The tool's objectives are:

- Get a general course assessment from the participants
- Establish whether the course met the participants’ expectations

- Determine whether the course was relevant to the participants' current work or function
- Determine the extent to which the participants acquired information
- Get an assessment on course presentation: sessions, participation possibilities, and support materials

Table 1 shows the 2008 course to which the tool has been applied. Still pending is the distance-learning course –“Water as a resource”– as the completed survey forms have not been returned yet. Table 3 shows course survey forms as a percentage of total survey forms.

Table 3 - Survey forms distribution per course and response level

COURSE	Distribution of survey forms	Response level
Introduction to IWRM (1)	13.3%	93%
Negotiation (2)	26.5%	87%
IWRM in Action (3)	24.5%	92%
IWRM International (4)	9.2%	100%
Economics for IWRM (5)	26.5%	61%
Total	100.0%	83% (*)

(1), (2), (3), (4) y (5) See Table 1
 (*) Weighted average

The total number of completed survey forms is 98. The general response level to Tool 2 is 83% with respect to the total number of course participants –although it varies for certain questions because some of them were left unanswered. In the case of the distance-learning course, the response level, as was to be expected, is lower because the survey was not administered in person.

The data were processed with the S.P.S.S. (Statistical Package for Social Sciences) program, which makes it possible to analyze data in depth.

It should be pointed out that not all the questions in Tool 2 could be aggregated because some of them were changed for some courses and could not be reconciled in the common database. Therefore, the questions we have analyzed are those that were included in all courses and answered in the 98 completed survey forms.

Results should be viewed as an indication of the strengths and weaknesses of the training/learning process, as well as indicators of the image the participants have formed of the courses and of their relevance to water resources management.

2.2. Results

Question 1: Relevance of the course to your current work or function

Results are shown in Figure 2.

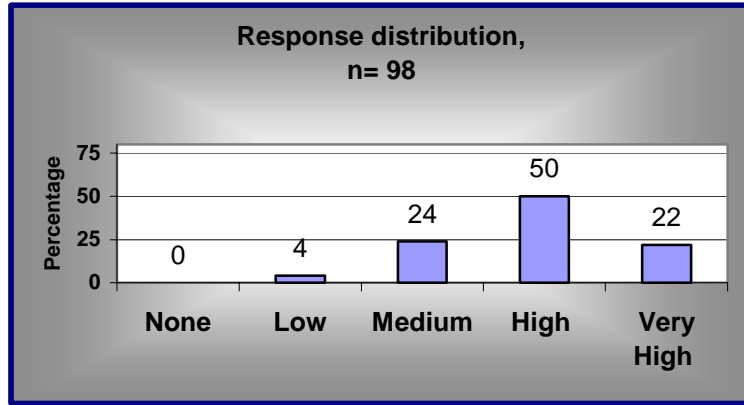


Figure 2. Relevance of the course to your current work or function

Seventy-seven point four of the respondents rated it as “High” or “Very high”. Only 27.6% rated it as “Low” or “Medium”. It should be pointed out that there were no “None” answers.

Question 2: Extent to which you have acquired information / content that is new to you

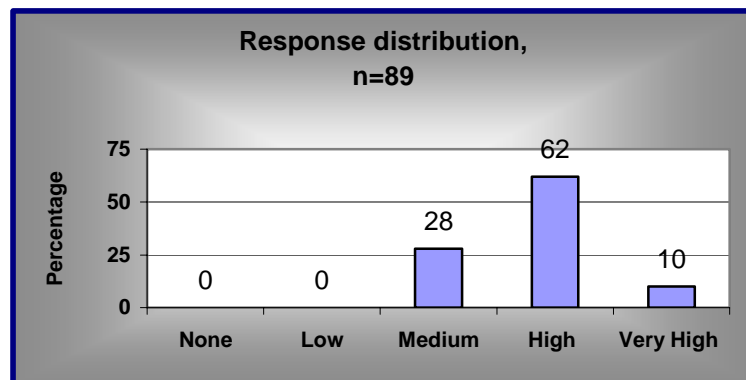


Figure 3. Extent to which you have acquired information/content that is new to you

Seventy-two percent of the respondents rated it as “High” or “Very high”; 28% as “Medium”; and there were no “Low” or “None” answers.

Question 3: Relevance of the information / content that you have acquired for your work

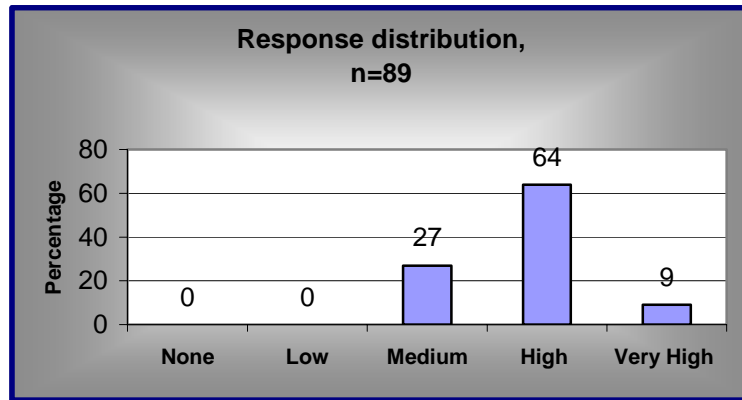


Figure 4. Relevance of the information/content that you have acquired for your work

Seventy-three percent of the respondents rated it as “High” or “Very high”; 27% as “Medium”; and –just as in the previous case– there were no “Low” or “None” answers.

Question 4: Did the course reach your expectations and objectives?

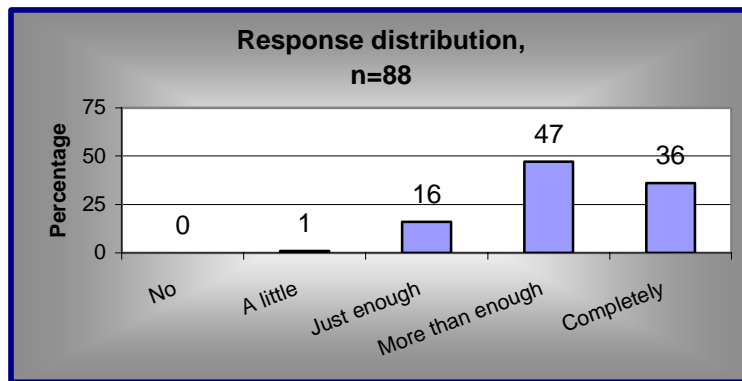


Figure 5. Meeting of expectations

When participants were asked whether the course had met their expectations and objectives, most of them answered “More than enough” (41 answers out of a total of 88). Thirty-six percent answered “Completely”; 16% answered “Just enough”. Only one answered “A little”, and there were no “No” answers.

Question 5: Presentation of the different sessions

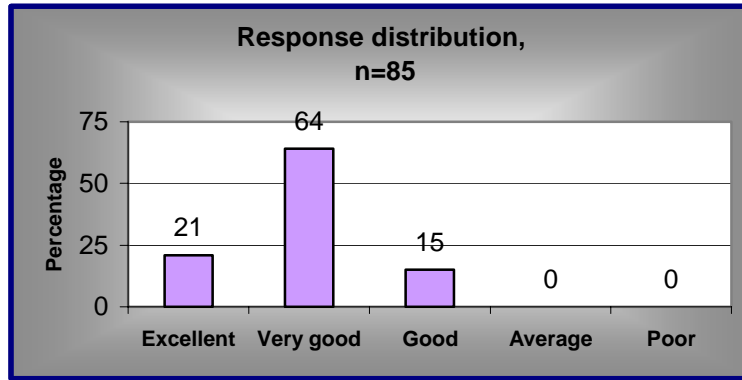


Figure 6. Presentation of the different sessions

Most respondents, 54 out of 85, rated the presentation by the facilitators as “Very good”; 18 as “Excellent”, and 13 as “Good”. Nobody rated it as “Average” or “Poor”.

Question 6: Participation possibilities during the course

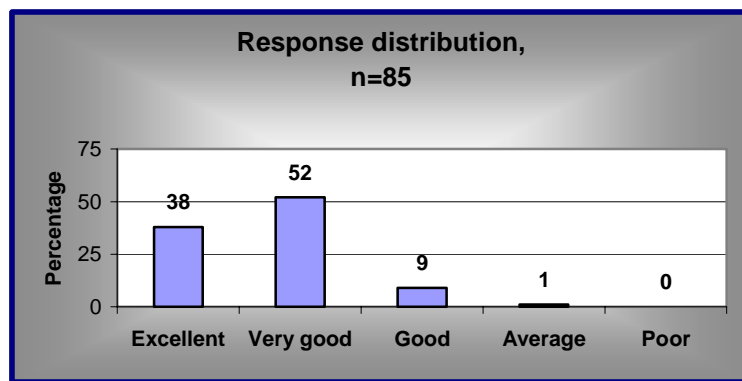


Figure 7. Participation possibilities during the course

The question on participation possibilities obtained optimum results as 76 out of 85 respondents rated it as “Excellent” or “Very good” (89.4%). Only 8 participants rated it as “Good”, 1 as “Average” and nobody as “Poor”.

Question 7: Evaluation of training materials

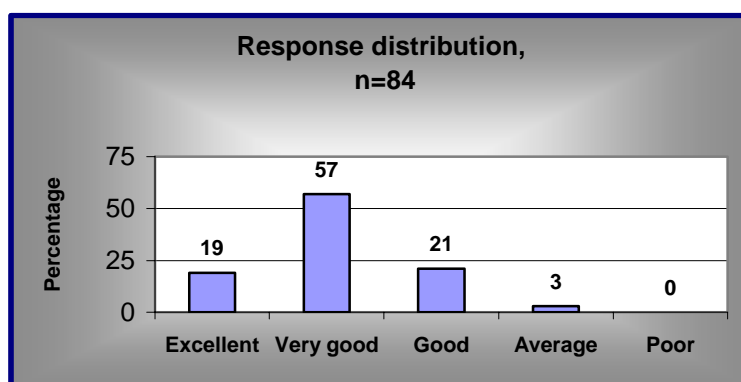


Figure 8. Training materials

Training materials were rated as “Excellent” or “Very good” by 76.1% of the respondents, “Good” by 21%, and “Average” by 2%. Nobody rated them as “Poor”.

2.3. Discussion

Questions with the same category of answers were dichotomized and grouped in Figures 9 and 10. For questions 1, 2 and 3, “None”, “Low” and “Medium” were grouped in a single category: Medium/Low. “High” and “Very High” answers were grouped in another category. Results are shown in Figure 9. For questions 5, 6 and 7, “Poor”, “Average” and “Good” were grouped in one category and “Very good” and “Excellent” in another. Results are shown in Figure 10.

Thus, Figure 9 includes opinions concerning the relevance or pertinence of the information obtained; Figure 10 includes opinions regarding only the quality of the courses held. It can be concluded that 27 to 28% of the participants rated the information obtained as “Average” or “Low” while 72 to 73% of the participants rated course quality as “High” or “Very high”. Course quality received more favorable opinions than relevance of the information.

Some comments related to the opinions of 28% of the participants to open question number 9 (*Comment or make suggestions on course content*) are transcribed below.

Restrict course subjects/topics

Organize sessions avoiding excessive topic diversification

It would be more convenient to hold separate courses on each topic

Very varied: from very interesting to almost basic

Well focused, more emphasis should be laid on the application of techniques learned.

It is important to point out that more than one-fourth of the participants believe that course content relevance and pertinence could be improved.

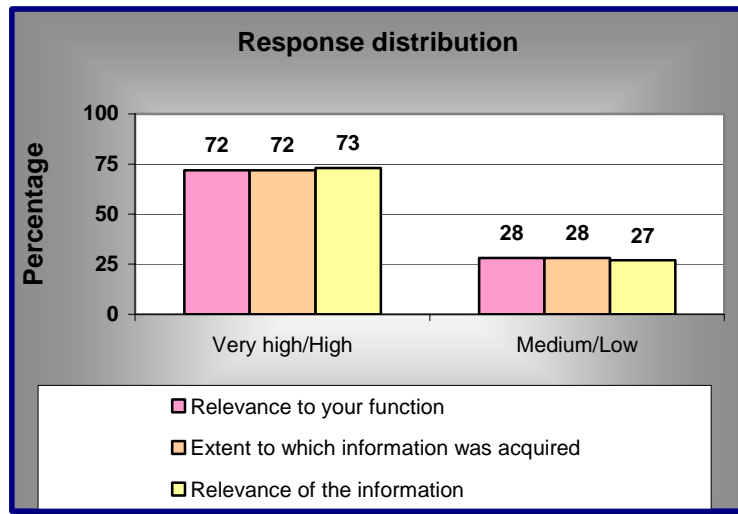


Figure 9. Relevance of the information/content in terms of use and importance

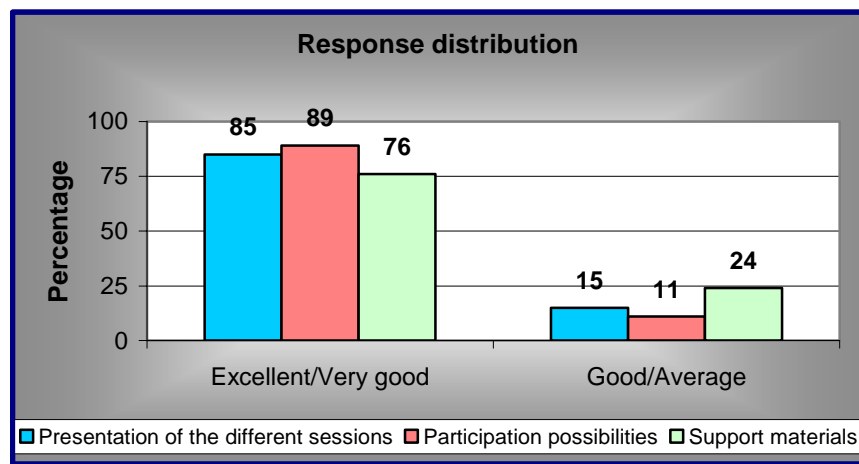


Figure 10. Course quality in terms of presentation, participation and materials

Finally, the following sample of answers to open question 8 makes it possible to infer that the courses organized by ArgCap-Net motivate participants to share and apply knowledge on IWRM. The following answers to the question “**What action will you take now to implement the knowledge gained from this course?**” are indicative of such motivation:

Stronger commitment to disseminating the principles of IWRM; higher involvement with project preparation

Sharing [knowledge] with my work group

It is crucial to use all knowledge gained in my daily work.

Consider procedures and ways to address problems and conflicts so as to offer more equitable solutions

Promote and spread the strengths and weaknesses of IWRM in my workplace with respect to water emergencies and land use planning; include and update theoretical and practical contents

Elaborate on and devise actions related to my work; integrate IWRM with a wider perspective of water and water management.

V. CONCLUSIONS

The opinion expressed by participants in courses organized by ArgCap-Net is in most cases very good: no marked weaknesses were identified. In general, course expectations for most participants were met, while a small percentage answered “Just enough”.

Participants were highly satisfied with the organization of the courses and with their participation possibilities.

As for the relevance of the information to the participants’ work and the extent to which information was acquired, almost 30% of them rated them as “Average” (lower than the course itself). Teaching materials were rated as “Good” or “Average” by one-fourth of the participants.

The information/content from the course was used and shared extensively, although it has not been much disseminated.

Tools 2 and 3A have been very useful to assess the participants’ satisfaction or dissatisfaction with the courses and with post-course activities, such as use, sharing and dissemination of IWRM knowledge.

VI. RECOMMENDATIONS

For future activities, course content in terms of length, range of topics covered and application of management tools should be revised by network institutions that provide training in IWRM. The aspects with which participants were not satisfied should be addressed.

Training materials should be revised, though it is not quite clear which aspects 24% of the participants were not or less satisfied with. Institutions should find out what exactly participants did not like. In this regard, Tool 3C can be applied to assess training materials 12 months after course completion.

In order to ensure broader dissemination of IWRM principles, ArgCap-Net should organize training of trainers workshops.

Tool 3A, question 3, should be applied 12 months –instead of 6– after course completion. Tool 3C will also prove useful in assessing dissemination of knowledge.

ACKNOWLEDGMENTS

ArgCap-Net wishes to thank all course participants for taking the time to fill out the survey forms and expressing their opinions.

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ANNEX 1

FORMS IN SPANISH



HERRAMIENTA 3 A: FORMULARIO PARA LA EVALUACIÓN DE UN CURSO DE CAPACITACIÓN Y EDUCACIÓN.

Estimado:

Ud. participó en el Curso “Gestión Integral de los Recursos Hídricos (GIRH) y Principios de Política en Acción” que se llevó a cabo en Mendoza, Argentina, entre los días 22 al 26 de octubre del año 2007. Por favor, responda las siguientes preguntas.

CUESTIONARIO: (Marcar con una cruz)

1. ¿Ha usado los conocimientos adquiridos en el curso para mejorar su desempeño en el trabajo?

SI NO NS/NR

Si desea responde sí, ¿Cómo ha usado los conocimientos adquiridos en el curso para mejorar su desempeño en el trabajo?

2. ¿Ha compartido dentro de su organización los conocimientos adquiridos en el curso para mejorar el desempeño de la misma?

SI NO NS/NR

Si responde sí, ¿De qué manera ha compartido en su organización los conocimientos adquiridos en el curso para mejorar el desempeño de la misma?

3. ¿Ha difundido entre otras personas e instituciones los conocimientos adquiridos en el curso?

SI NO NS/NR

4. Si responde sí, ¿de qué manera ha difundido entre otras personas e instituciones los conocimientos adquiridos en el curso?

5. ¿Desea agregar algún comentario relacionado con los resultados del curso de referencia? (Abierta)

Muchas gracias por su colaboración.

Ing. Graciela Fasciolo
Secretaria Arg Cap-Net
LA WETnet
Cap-Net

HERRAMIENTA 2: FORMULARIO PARA LA EVALUACIÓN DE UN CURSO

¿Cuándo se debe aplicar?
Al concluir cada curso de capacitación.

¿A quién / qué está destinada la herramienta?
A la totalidad de los participantes.

¿Para qué se usarán los resultados?
Evaluar la calidad del trabajo. Mejorar la organización de los cursos. Mejorar la selección de facilitadores y participantes. Mejorar la gestión, la pertinencia y la eficiencia de futuras actividades.

Nombre del curso:

Fecha:

Sírvase completar este formulario de evaluación del curso para ayudarnos a mejorar nuestras actividades de capacitación. Por favor, sea sincero en su valoración y comentarios. Su opinión –sea positiva o negativa– es valiosa para nosotros y será tenida en cuenta en la preparación de futuras actividades.

1. Relevancia del curso para su actual trabajo o función

Ninguna	Baja	Media	Alta	Muy alta

2. Grado en el que adquirió información / contenido nuevo para Ud.

Ninguno	Baja	Media	Alta	Muy alta

3. Relevancia de la información / del contenido para su trabajo

Ninguna	Baja	Media	Alta	Muy alta

4. ¿Satisfizo el curso sus expectativas y objetivos?

No	Poco	Justo lo necesario	Algo más de lo necesario	Completamente

5. La presentación de las distintas sesiones fue:

Excelente	
Muy buena	
Buena	
Regular	
Pobre	

6. Las posibilidades de participación durante el curso fueron:

Excelentes	
Muy buenas	
Buenas	
Regulares	
Pobres	

7. El material de apoyo para las distintas sesiones fue:

Excelente	
Muy bueno	
Bueno	
Regular	
Pobre	

8. ¿Qué acciones emprenderá Ud. ahora para implementar los conocimientos adquiridos en este curso?

.....
.....
.....
.....

9. Sírvase formular comentarios o sugerencias sobre los siguientes puntos:

Contenido del curso:

.....
.....
.....

Facilitadores:

.....
.....
.....

Material de apoyo:

.....
.....
.....

Organización del curso:

.....
.....
.....

Muchas gracias por el tiempo que dedicó a esta evaluación. Su aporte es muy apreciado y será tenido en cuenta para mejorar la calidad y la relevancia de futuras actividades.

HERRAMIENTA 2: FORMULARIO PARA LA EVALUACIÓN DE UN CURSO A DISTANCIA

¿Cuándo se debe aplicar?

Al concluir cada curso de capacitación.

¿A quién / qué está destinada la herramienta?

A la totalidad de los participantes.

¿Para qué se usarán los resultados?

Evaluar la calidad del trabajo. Mejorar la organización de los cursos. Mejorar la selección de facilitadores y participantes. Mejorar la gestión, la pertinencia y la eficiencia de futuras actividades.

Nombre del curso:

Fecha:

Sírvase completar este formulario de evaluación del curso para ayudarnos a mejorar nuestras actividades de capacitación. Por favor, sea sincero en su valoración y comentarios. Su opinión –sea positiva o negativa– es valiosa para nosotros y será tenida en cuenta en la preparación de futuras actividades.

1. Relevancia del curso para su actual trabajo o función

Ninguna	Baja	Media	Alta	Muy alta

2. Grado en el que adquirió información / contenido nuevo para Ud.

Ninguno	Baja	Media	Alta	Muy alta

3. Relevancia de la información / del contenido para su trabajo

Ninguna	Baja	Media	Alta	Muy alta

4. ¿Satisfizo el curso sus expectativas y objetivos?

No	Poco	Justo lo necesario	Algo más de lo necesario	Completamente

5. La presentación de los distintos módulos fue:

Excelente	
Muy buena	
Buena	
Regular	
Pobre	

6. Las posibilidades de participación durante el curso fueron:

Excelentes	
Muy buenas	
Buenas	
Regulares	
Pobres	

7. El material de estudio de los diferentes módulos fue:

Excelente	
Muy bueno	
Bueno	
Regular	
Pobre	

8. ¿Qué acciones emprenderá Ud. ahora para implementar los conocimientos adquiridos en este curso?

.....
.....
.....
.....

9. Sírvase formular comentarios o sugerencias sobre los siguientes puntos:

Contenido del curso:

.....
.....
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Tutores:

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.....
.....

Material de estudio:

.....
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Organización del curso:

.....
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.....

Muchas gracias por el tiempo que dedicó a esta evaluación. Su aporte es muy apreciado y será tenido en cuenta para mejorar la calidad y la relevancia de futuras actividades.