EVALUATION OF THE CORE TEAM TRAINING WORKSHOP SOCIO-ECONOMIC IMPACT OF DISASTERS USING THE ECLAC METHODOLOGY: A SUSTAINABLE LIVELIHOOD APPROACH

Kingston, Jamaica, 29-31 October 2008

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Background

As part of the follow-up to the basic level training conducted on 18-19 June 2008, at the Planning Institute of Jamaica (PIOJ) in Kingston, Jamaica, the Economic Commission Latin America and the Caribbean (ECLAC) Subregional Headquarters for the Caribbean was requested to design and deliver an advanced training module to a small group of senior technocrats who might be directly involved in leading disaster assessments in Jamaica.

In response to the request, ECLAC developed a draft workshop programme in collaboration with the PIOJ representatives and assessment team members. The workshop was designed as a fusion of "a train the trainers workshop" and a core assessment team workshop. In addition to a more in-depth exposure to the Damage and Loss Assessment (DALA) methodology, the workshop had two other objectives:

(a)   To provide an opportunity through a scheduled field trip to explore more succinctly the impact of the disaster on the livelihoods of the affected population, particularly women and children; and

(b)   To sharpen the report writing skills of the core team, particularly with regard to the critical components of a sound report, through the use of the draft report on the impact of Hurricane Gustav on the island of Jamaica, as a case study.

The handbook for studying the socio-economic and environmental effects of disasters, continued to be the main reference book with the training manual for Small Island Developing States (SIDS) being used as a complementary resource.

The training team was drawn from among experienced assessors in the Caribbean subregion, and comprised a micro economist, macro economist, coastal engineer and a social sector specialist.

The workshop was held at the training facilitites of PIOJ on 29 – 31 October 2008, Kingston, Jamaica, with a field trip planned for the second day of the workshop. Due to heavy rains which made the visits to the scheduled locations impossible, alternative locations which focused more on the environmental issues encountered by assessment teams became the focus of the field trip. The programme is attached at Annex I.

The methodology for the workshop was in keeping with a mix of the adult learning and problem-based learning approaches, allowing for highly interactive sessions. The macro economists from the PIOJ, expressed the view that the session, which encouraged participants to draw macroeconomic implications from the case study, was extremely useful and deepened their appreciation of the importance of the assessment process, no matter how slight the event might initially appear.

Sixteen participants were dawn from nine agencies, with the majority, seven, coming from the PIOJ. Of the total participants 44% (7) were female and 56% (9) were male. See participants list at Annex II. Not all participants completed the evaluation form [1]but from those who completed the evaluation, the detailed analysis follows. In general the training received an overall high rating from those who completed the evaluation as 99% rated it as good or very good and 88% felt the course fully met their expectations and another 11%, felt it almost met their expectations.

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[1] Bad weather persisted on the final day of the workshop resulting in participants having to leave quickly because of the demands of transport. Some left with their evaluation in hand promising to complete same.

DETAILS OF THE EVALUATION

A. Demographics of the participants

Of the nine participants that submitted an evaluation form at the end of the workshop, females accounted for 55.6% while males accounted for the remaining 44.4% of the participants. All the participants represented the public sector in Jamaica.

Figure 1: Sex of participants
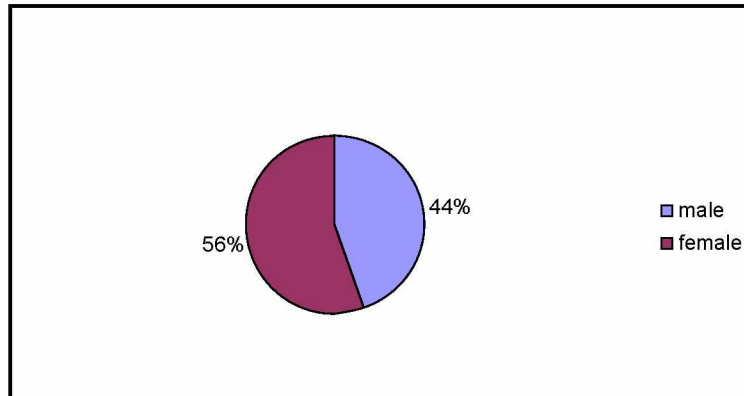

B. General opinion of the course

Respondents were asked to give their opinion of the course, by using a number of indicators on a scale on 1 to 10, with 1-3 representing bad, 4-6 representing fair, 7-8 representing good and 9-10 representing very good.

When asked how they would rate the course, all the respondents gave an overall high rating, as 66.6% thought that the course was very good and 33.3% thought that it was just good.

Respondents were also asked if the course met their initial expectations on a scale of 1 to 10, with 1-3 representing somewhat, 4-7 representing almost and 8-10 representing fully. Of all the respondents, 88.8 % of the respondents said that the course fully met their initial expectations while 11.1% stated that the course almost met their expectations. Given the fact that none of the respondents felt that the course somewhat met their expectations, it can be concluded that the course design did indeed meet the full expectations of all participants. Additionally, all the participants (100%) found the timeframe for the course was appropriate.

C. Design and contents of the course

Respondents were asked to rate the design and contents of the course on a scale on 1 to 10 with 1-3 representing bad, 4-6 representing fair, 7-8 representing good and 9-10 representing very good.

Figure 2: Rating of the course

How the participants rated the course
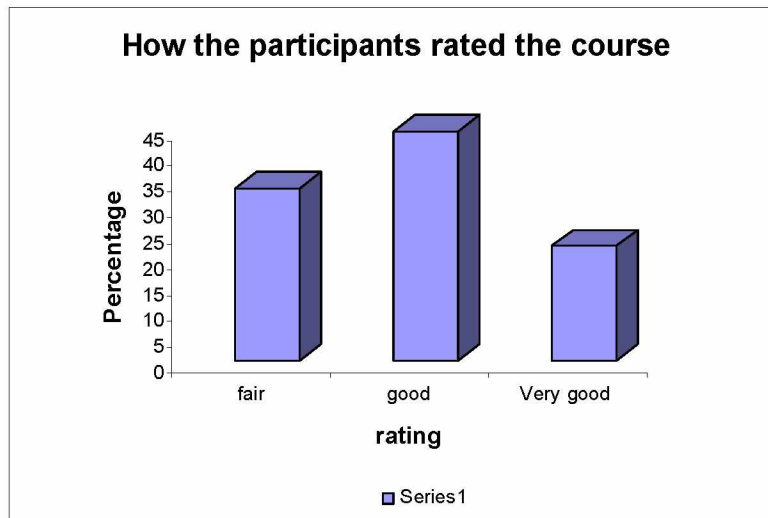
All the participants found that the sequence and integration of subjects for the course was favourable as 33.4% rated them as fair and 66.4% rated them as good to very good.

With regards to the time distribution among subjects, 88.8% of the respondents had a favourable view as 55.5% found the time distribution to be very good and 33.3% found it to be good. A small representation of the respondents (11.1%) found the time distribution among the subjects to be only fair. It should be noted, that the representation that stated the time distribution was only fair, comprised only females.

Respondents were then asked their opinion about the depth of each subject taught. Once again only 11.1% thought that it was just fair while 55.5% found it to be good and 33.3% said very good.

Respondents felt that the balance between theory and practice of the course warranted a positive rating. Out of all the respondents, 55.6% stated that the balance between theory and practice was good while 44.4% said that it was very good.

A small percentage of 22.2 % found that the diversity in the teaching methods was only fair. Once again, this group only accounted for females. On the other hand, the rest of the participants (77.7%) gave the diversity in the teaching methods a better rating of 55.5% (good) and 22.2% (very good).

The response rate for the quality of topics was very favourable as 56.7% of the respondents thought it was very good and 33.3% thought it was good. Most participants also felt that the length of each of the topics was also appropriate. While 22.2% of the respondents found the length of each topic to be only fair, 44.4% found it to be good and 33.3% found to be very good.

All of the respondents thought that the topics taught were useful for their work and country situation. The relevance of the topics taught received a good rating by 33.3%while the rest of he participants (66.6%) gave a rating of very good.

Most of the participants (77.8%) found that in general the themes were simple. Even though there was a no response rate or 11.1%, another 11.1% found the themes to be complex. It should be noted here that those who found the themes to be complex in nature were male.

When the respondents were asked about whether they already knew some of the topics that were taught none of the respondents answered that the work was totally new. Fewer respondents answered that what they had learnt was already known (22.2%) and 77.8% answered that what they learned was just partially known.

D. Training material

Respondents were asked to rate the extent to which the training material was helpful in the lessons as well as its usefulness on a scale of 1 to 10 with 1-3 representing bad, 4-6 representing fair, 7-8 representing good and 9-10 representing very good. Some respondents (22.2%) found the training material to be only fair when assessing its helpfulness. However, 66.6% of the respondents found the training material to be helpful (33.3% accounted for good and the same per cent accounted for very good). It should also be noted that there was an 11.1% no response rate.

Many participants thought that the training materials were useful for their current work and this was represented by 66% of the respondents, whereby 44.4% of the respondents said that the usefulness of the training materials was good, and 22.2% said that it was very good. Another 22.2% found that the usefulness of the training material was only fair. Additionally, there was a no response rate of 11.1%.

E. Impact of the course

Respondents were asked to rate the impact of the course by looking at a number of factors such as the applicability to their current work; the improvement in the quality of their work; as well as provision of more knowledge about methodologies and instruments and new ideas and concepts. Respondents had to rate these factors on a scale on 1 to 10 with 1-3 representing a little, 4-7 representing a bit and 8-10 representing much.

Most of the respondents felt that the course could be applied to their current work and 77.8% stated that much of the course had some applicability. About 11.1% of the respondents felt that only a bit of the course had some applicability while the other 11.1% did not respond.

Respondents were asked to rate how the course would improve the quality of their work and all of them (100%) felt that the course provided them with much information so that their work could be improved. When this percentage was further disaggregated, it was found that 22.2% gave a rating of 8; 22.2% also gave a rating of 9 and 55.6% gave a rating of 10. When asked if the course provided them with more knowledge about methodologies and instruments, 11.1% stated a bit while 88.8% stated much. Also, 33.3% stated that the course provided them with new ideas or concepts, while 66.6% stated much.

F. Administration of the course

Respondents were asked their opinion specifically about the administration of the course and they had to rate certain aspects on a scale of 1 to 10 with 1-3 representing bad, 4-6 representing fair, 7-8 representing good and 9-10 representing very good.

The respondents were asked to rate the support from the personnel of the course and all the respondents gave a positive answer. When the data was further disaggregated, it was found that 66.6% said very good and 33.3% said good. The response rate for the question pertaining to the use of equipment also generated a mainly positive response (77.7%), where 33.3% said good and 44.4% said very good. A fair rating was given by 11.1% while another 11.1% gave no response. All the participants gave a positive rating for the environment in which the workshop was held. Most participants rated the environment as very good (88.9 %) and good (11.1%).

G. Professors

Respondents were asked to rate the professors on a scale of 1 to 10 with 1-3 representing bad, 4-6 representing fair, 7-8 representing good and 9-10 representing very good. All the participants gave a positive rating for the professors. Most participants rated the professors as very good (77.8%) and good (22.2%).

H. Environment of the course

Respondents were asked to rate the general environment of the course on a scale on 1 to 10 with 1-3 representing a little, 4-7 representing a bit and 8-10 representing much.

Firstly, the respondents were asked about involvement of the participants and all of them rated this question as much. When the data were further analyzed to determine how involved the participants were it was found that 22.2% of the respondents gave a rating of 8; 33.3% of the respondents gave a rating of 9 and 44.4% gave a rating of 10.

All of the participants (100%) gave an overwhelming response (much) to the question about expressing their points of view during the course. When the data was further analyzed, it was found that 22.2 % of the participants gave a rating of 8; 22.2% gave a rating of 9 and 55.6% gave a rating of 10.

The data were also similar for the other question where the respondents rated the environment of cooperation in the group activities. All the participants gave a general rating of much; whereby 11.1% rated the question as 8; 55.6% gave a rating of 9, and 33.3% gave a rating of 10.

When asked whether the activities in the course were productive, 88.9% stated much and 11.1% stated a bit. This was also the case for the answers relating to the question about the topics being presented in a clear manner, as 88.9% stated much and 11.1% said a bit.

Responses to the question on the quality of topics showed that only 1.11% gave a rating of a bit while an overwhelming number said much (88.9%). Further analysis showed that out of the 88.9% that said much, 11.1% gave a rating of 8; 44.4% gave a rating of 9 and 33.3% gave a rating of 10.

Similarly, 88.9% of the participants gave a rating of much to the question of motivation. A bit more analysis showed that 22.2% gave a rating of 8, 33.3% gave a rating of 9 and another 33.3% gave a rating of 10.

The respondents were then asked to rate the knowledge of teaching methods whereby 77.7% gave ratings between 8 and 10 (much) and 22.2% gave for a bit. The respondents were also asked about the ability to maintain interpersonal relationships, empathy and the ability to listen and the overwhelming answer was a rating of 8-10 (much) whereby there was a percentage of 33.3.% for each of the ratings of 8, 9 and 10.

I. Other comments and suggestions received from open-ended questions

1.   Aspects of the course that were most liked

(a)   The participatory approach facilitated greater appreciation of the methodology and more detail of the data levels;

(b)   The interactive nature of the course;

(c)   The participatory approach, which involved the various sector specialists;

(d)   Complement of the team; down to earth nature of the team;

(e)   Highly informative;

(f)   The knowledge base of the facilitators; and

(g)   The varied mix of the participants.

2.   Aspects of the course least liked

For this question, there were no substantial comments except for the fact that one participant stated that what he liked least about the course was the fact that it rained on the day of the workshop.

3.   Suggestions for improving the course

(a)   Greater participation from other key sectors;

(b)   There should be refresher courses before the beginning of the hurricane season to prepare the core team on what to anticipate;

(c)   Preparation of a small handbook on DANA; and

(d)   Having the workshop in different islands so that the participants could have an alternative view of how other countries assess and deal with the situation

Annex I

Programme

ECONOMIC COMMISSION FOR LATIN AMERICA AND THE CARIBBEAN
SUBREGIONAL HEADQUARTERS FOR THE CARIBBEAN

UNITED NATIONS DEVELOPMENT PROGRAMME

PLANNING INSTITUTE OF JAMAICA

CORE TEAM WORKSHOP
ASSESSING THE SOCIO-ECONOMIC IMPACT OF DISASTERS
USING THE ECLAC METHODOLOGY (DALA)

Kingston, Jamaica
29-31 October 2008

PROGRAMME

Methodology:

1.   The methodology for the training workshop will be based on the adult learning approach which assures opportunity for the knowledge and experience of participants to be fully shared during the workshop thus enhancing the knowledge and skills of others;

2.   In keeping with this principle, sessions are designed to be highly interactive comprising presentations, exercises and discussion.

DAY 1: WEDNESDAY 29 OCTOBER 2008

0900 – 0930 hrs	Opening	• Welcome remarks • Purpose, objective and organization of the workshop • Introduction of trainers and participants	*PIOJ* *ECLAC* *UNDP*
0930 – 1030 hrs	**Session I:** DALA methodology, its uses, challenges; the Vulnerability of Caribbean SIDS	• Roundtable discussion on the ECLAC Methodology for Disaster Assessment (DALA) • The vulnerabilities of Caribbean SIDS	*Moderator* *Dr. Asha Kambon* *Moderator Dr. David Smith*
1030 – 1100 hrs		*COFFEE BREAK*	
1100 – 1145 hrs	The SLA and the ECLAC Methodology	• The SLA and the DALA: affected population, gender differentiation, loss of life, displaced population, homelessness, migration, employment effects	*Dr. Asha Kambon*
1145 – 1215 hrs	Open floor exercise	• A sustainable livelihoods exercise • Review of tools	**Facilitator :** **Dr. Asha Kambon**
1230 hrs – 1400 hrs		*LUNCH*	
1400 hrs – 1630 hrs	**Session II:** Sectoral application of the methodology With focus on Emerging issues: • Climate Change • Estimating Impacts on Cultural/Heritage Assets; • Environmental Assets	• Productive sectors (tourism and Commerce) • Agriculture • Infrastructure • Environment • Social Sectors	*Michael Hendrickson* *Lance Busby* *David Smith* *Hopeton Peterson* *Asha Kambon*

DAY 2: THURSDAY 30 OCTOBER 2008

| All Day | **Session III:**
Field visit | Data Collection - Sustainable Livelihoods
Case Study: Hope River Valley; Jacks Hill;
Gordon town | |

DAY 3: FRIDAY 31 2008

9:00 – 10:00	**Session IV:**
	Challenges in the application of the methodology (Debriefing on the case study)
		• Data Collection –
		  o IDA
		  o Sustainable Livelihoods
		  o DALA
			Lancelot Busby
			Asha Kambon
			Michael Hendrickson

10:00 – 12:30	Report preparation	Group work – preparing the report *Working coffee break*	
1230 – 1330 hrs		*LUNCH*	
1330 – 14:00 hrs	Reporting on the Case Study	• Feedback	
	Session V The Macro Economic Impact	Using the case study draw macro economic implications	Michael Hendrickson
1445 – 1600 hrs	**Session VI :** Restoring livelihoods and 'building back better'	• Managing Risk • Restoring Livelihoods; Making livelihoods sustainable; • Reducing vulnerabilities	*Lance Busby* *Asha Kambon* *David Smith*
1600 – 1630 hrs	Closing and distribution of certificates		

Annex II

PIOJ/ECLAC ASSESSMENT CORE TEAM TRAINING WORKSHOP
OCTOBER 29 -31, 2008

ATTENDANCE REGISTER

NAME	ORGANIZATION	No. of Days
Aikens-Mitchell, Kareema	Office of Disaster Preparedness & Emergency Management	2
Bernard, Claire	Planning Institute of Jamaica	3
Bess, Claudia	National Water Commission	2
Brown, Carey	Ministry of Education	3
Emsley, Myrlyn	Ministry of Labour & Social Security	3
Freckleton, Toni-Shae	Planning Institute of Jamaica	2
Hibbert, Barrington	Planning Institute of Jamaica	2
Kelly, Richard	Planning Institute of Jamaica	3
McHargh, Richard	National Works Agency	2
Peterson, Hopeton	Planning Institute of Jamaica	3
Richards, Allison	Planning Institute of Jamaica	3
Ricketts, Dwight	Ministry of Agriculture	2
Smith, David Dr.	United Nations Development Programme	3
Smith, D'Oyen Dr.	St. Thomas Health Dept.	3
Stewart, James	Planning Institute of Jamaica	2
Webster, Karen	Ministry of Health	3

Annex III

Table A-1
Sex

	Sex	Frequency	Percent	Valid Percent	Cumulative Percent
	Male	4	44.4	44.4	44.4
	Female	5	55.6	55.6	100
Total		9	100	100	

Table A-2
How would you rate this course?

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Good	3	33.3	33.3	33.3
Very good	4	44.4	44.4	77.8
Very good	2	22.2	22.2	100
Total	9	100	100	

Table A-3
Did the course meet your initial expectations?

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Almost	1	11.1	11.1	11.1
Fully	2	22.2	22.2	33.3
Fully	4	44.4	44.4	77.8
Fully	2	22.2	22.2	100
Total	9	100	100	

Table A-4
The amount of time for the course was?

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Appropriate	9	100	100	100

Table A-5
Sequence and integration of subjects

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Good	1	11.1	11.1	11.1
Good	3	33.3	33.3	44.4
Very good	4	44.4	44.4	88.9
Very good	1	11.1	11.1	100
Total	**9**	**100**	**100**	

Table A-6
Time distribution among subjects

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Fair	1	11.1	11.1	11.1
Good	3	33.3	33.3	44.4
Very good	4	44.4	44.4	88.9
Very good	1	11.1	11.1	100
Total	**9**	**100**	**100**	

Table A-7
Depth of each subject taught

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Fair	1	11.1	11.1	11.1
Good	1	11.1	11.1	22.2
Good	4	44.4	44.4	66.7
Very good	2	22.2	22.2	88.9
Very good	1	11.1	11.1	100
Total	**9**	**100**	**100**	

Table A-8
Balance between theory and practice

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Good	1	11.1	11.1	11.1
Good	4	44.4	44.4	55.6
Very good	4	44.4	44.4	100
Total	**9**	**100**	**100**	

Table A-9
Diversity in the teaching methods

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Fair	2	22.2	22.2	22.2
Good	2	22.2	22.2	44.4
Good	3	33.3	33.3	77.8
Very good	1	11.1	11.1	88.9
Very good	1	11.1	11.1	100
Total	**9**	**100**	**100**	

Table A-10
Quality of topics

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Good	1	11.1	11.1	11.1
Good	2	22.2	22.2	33.3
Very good	5	55.6	55.6	88.9
Very good	1	11.1	11.1	100
Total	**9**	**100**	**100**	

Table A-11
Length of each topic

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Fair	2	22.2	22.2	22.2
Good	1	11.1	11.1	33.3
Good	3	33.3	33.3	66.7
Very good	3	33.3	33.3	100
Total	**9**	**100**	**100**	

Table A-12
Relevance of the topic taught

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Good	1	11.1	11.1	11.1
Good	2	22.2	22.2	33.3
Very good	3	33.3	33.3	66.7
Very good	3	33.3	33.3	100
Total	**9**	**100**	**100**	

Table A-13
Themes

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
No response	1	11.1	11.1	11.1
Simple	7	77.8	77.8	88.9
Complex	1	11.1	11.1	100
Total	**9**	**100**	**100**	

Table A-14
Knowledge of what was learnt

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Known	2	22.2	22.2	22.2
Partially known	7	77.8	77.8	100
Total	**9**	**100**	**100**	

Table A-15
The extent to which the training material helped in the lesson

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
No response	1	11.1	11.1	11.1
Fair	1	11.1	11.1	22.2
Fair	1	11.1	11.1	33.3
Good	1	11.1	11.1	44.4
Good	2	22.2	22.2	66.7
Very good	2	22.2	22.2	88.9
Very good	1	11.1	11.1	100
Total	**9**	**100**	**100**	

Table A-16
Usefulness of the training material for current work

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
No response	1	11.1	11.1	11.1
Fair	2	22.2	22.2	33.3
Good	2	22.2	22.2	55.6
Good	2	22.2	22.2	77.8
Very good	2	22.2	22.2	100
Total	**9**	**100**	**100**	

Table A-17
Application of your current work

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
No response	1	11.1	11.1	11.1
A bit of an impact	1	11.1	11.1	22.2
Much information	1	11.1	11.1	33.3
Much information	1	11.1	11.1	44.4
Much information	5	55.6	55.6	100
Total	**9**	**100**	**100**	

Table A-18
Extent to which the course provided the participants with more information to improve the quality of work

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Much information	2	22.2	22.2	22.2
Much information	2	22.2	22.2	44.4
Much information	5	55.6	55.6	100
Total	**9**	**100**	**100**	

Table A-19
Extent to which the course provided that participants with more knowledge about methodologies and instruments to improve the quality of work

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
A bit	1	11.1	11.1	11.1
Much	1	11.1	11.1	22.2
Much	3	33.3	33.3	55.6
Much	4	44.4	44.4	100
Total	**9**	**100**	**100**	

Table A-20
The course provided new ideas and concepts

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
A bit	2	22.2	22.2	22.2
A bit	1	11.1	11.1	33.3
Much	2	22.2	22.2	55.6
Much	2	22.2	22.2	77.8
Much	2	22.2	22.2	100
Total	**9**	**100**	**100**	

Table A-21
Support from personnel

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Good	3	33.3	33.3	33.3
Very good	4	44.4	44.4	77.8
Very good	2	22.2	22.2	100
Total	**9**	**100**	**100**	

Table A-22
Use of equipment

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
No response	1	11.1	11.1	11.1
Fair	1	11.1	11.1	22.2
Good	2	22.2	22.2	44.4
Good	1	11.1	11.1	55.6
Very good	2	22.2	22.2	77.8
Very good	2	22.2	22.2	100
Total	**9**	**100**	**100**	

Table A-23
Environment

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Good	1	11.1	11.1	11.1
Very good	2	22.2	22.2	33.3
Very good	6	66.7	66.7	100
Total	**9**	**100**	**100**	

Table A-24
Professors

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Good	2	22.2	22.2	22.2
Very good	2	22.2	22.2	44.4
Very good	5	55.6	55.6	100
Total	**9**	**100**	**100**	

Table A-25
Involvement of participants

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Much	2	22.2	22.2	22.2
Much	3	33.3	33.3	55.6
Much	4	44.4	44.4	100
Total	**9**	**100**	**100**	

Table A-26
Extent to which participants could express their points of view during the course

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Much	2	22.2	22.2	22.2
Much	2	22.2	22.2	44.4
Much	5	55.6	55.6	100
Total	**9**	**100**	**100**	

Table A-27
Environment of cooperation in the group activities

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Much	1	11.1	11.1	11.1
Much	5	55.6	55.6	66.7
Much	3	33.3	33.3	100
Total	**9**	**100**	**100**	

Table A-28
Participants considered that the activities in the course were productive

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
A bit	1	11.1	11.1	11.1
Much	5	55.6	55.6	66.7
Much	3	33.3	33.3	100
Total	**9**	**100**	**100**	

Table A-29
Extent to which the topics were presented in a clear manner

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
A bit	1	11.1	11.1	11.1
Much	1	11.1	11.1	22.2
Much	4	44.4	44.4	66.7
Much	3	33.3	33.3	100
Total	**9**	**100**	**100**	

Table A-30
Quality of topics

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
A bit	1	11.1	11.1	11.1
Much	1	11.1	11.1	22.2
Much	4	44.4	44.4	66.7
Much	3	33.3	33.3	100
Total	**9**	**100**	**100**	

Table A-31
Ability to motivate

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
A bit	1	11.1	11.1	11.1
Much	2	22.2	22.2	33.3
Much	3	33.3	33.3	66.7
Much	3	33.3	33.3	100
Total	**9**	**100**	**100**	

Table A-32
Knowledge of teaching methods

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
A bit	2	22.2	22.2	22.2
Much	3	33.3	33.3	55.6
Much	4	44.4	44.4	100
Total	**9**	**100**	**100**	

Table A-33
Ability to maintain interpersonal relationships

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Much	3	33.3	33.3	33.3
Much	3	33.3	33.3	66.7
Much	3	33.3	33.3	100
Total	9	100	100	

Table A-34
Gender * Time distribution among subjects

		Fair	Good	Very good	Very good	Total
Gender	Male		1	3		4
	Female	1	2	1	1	5
Total		1	3	4	1	9

Table A-35
Gender * Diversity in the teaching methods

		Fair	Good	Good	Very good	Very good	Total
Gender	Male		1	2	1		4
	Female	2	1	1		1	5
Total		2	2	3	1	1	9

Table A-36
Gender * Themes

		No response	Simple	Complex	Total
Gender	Male		3	1	4
	Female	1	4		5
Total		1	7	1	9

Table A-37
Gender * To what extent did the training material help you in the lesson

		No response	Fair	Fair	Good	Good	Very good	Very good	Total
Gender	Male				1	2	1		4
	Female	1	1	1			1	1	5
Total		1	1	1	1	2	2	1	9

Table A-38
Gender * Indicate the usefulness of the training material for your current work

		No response	Fair	Good	Good	Very good	Total
Gender	Male			1	2	1	4
	Female	1	2	1		1	5
Total		**1**	**2**	**2**	**2**	**2**	**9**

ECONOMIC COMMISSION FOR LATIN AMERICA AND THE CARIBBEAN

PLANNING INSTITUTE OF JAMAICA

CORE TEAM WORKSHOP
ASSESSING THE SOCIO-ECONOMIC IMPACT OF DISASTERS USING THE ECLAC METHODOLOGY (DALA)

Kingston, Jamaica
29-31 October 2008

EVALUATION FORM FOR ECLAC COURSES

EVALUATION FORM

Course:

Date:

Place:

As participants of the course, please complete the following survey, it is anonymous and confidential. This information will help us to improve future training activities and will be used for statistical and comparative analysis.

EVALUATION FORM

I.　　Identification

Gender:　　Male ☐

　　　　　Female ☐

Sector:　　Public ☐　　　　Private ☐

　　　　　Academic ☐　　　　Others (NGOs, social organizations, etc.) ☐

　　　　　　　　　　　　　　Specify: _____

II.　　General opinion of the course

1.　　How would you rate the course? **(Bad – 1; Very good - 10)**

1 ☐　2 ☐　3 ☐　4 ☐　5 ☐　6 ☐　7 ☐　8 ☐　9 ☐　10 ☐

2.　　Did the course meet your initial expectations? **(Little – 1; Fully - 10)**

1 ☐　2 ☐　3 ☐　4 ☐　5 ☐　6 ☐　7 ☐　8 ☐　9 ☐　10 ☐

3.　　The amount of time of the course was:

Short ☐　　　　Appropriate ☐　　　　Long ☐

III.　　Design and contents of the course

1.　　How would you rate the course?　**(Bad – 1; Very good - 10)**

(a) Sequence and integration of subjects

1 ☐　2 ☐　3 ☐　4 ☐　5 ☐　6 ☐　7 ☐　8 ☐　9 ☐　10 ☐

(b) Time distribution among subjects

1 ☐　2 ☐　3 ☐　4 ☐　5 ☐　6 ☐　7 ☐　8 ☐　9 ☐　10 ☐

(c) Depth of each subject taught

1 ☐　2 ☐　3 ☐　4 ☐　5 ☐　6 ☐　7 ☐　8 ☐　9 ☐　10 ☐

(d) Balance between theory and practice

1 ☐　2 ☐　3 ☐　4 ☐　5 ☐　6 ☐　7 ☐　8 ☐　9 ☐　10 ☐

III.   Design and contents of the course … cont'd

(e) Diversity in the teaching methods

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐   6 ☐   7 ☐   8 ☐   9 ☐   10 ☐

(f) Quality of topics

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐   6 ☐   7 ☐   8 ☐   9 ☐   10 ☐

(g) Length of each topic

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐   6 ☐   7 ☐   8 ☐   9 ☐   10 ☐

(h) Relevance of the topics taught

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐   6 ☐   7 ☐   8 ☐   9 ☐   10 ☐

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2.   In general, the themes were:

Simple ☐   Difficult ☐   Complex ☐

---

3.   In general, what you learnt was:

Known ☐   Partially known ☐   New ☐

IV.   Training material

(Bad – 1; Very good - 10)

(a)   To what extent did the training material help you in the lesson?

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐   6 ☐   7 ☐   8 ☐   9 ☐   10 ☐

(b)   Indicate the usefulness of the training material for your current work

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐   6 ☐   7 ☐   8 ☐   9 ☐   10 ☐

EVALUATION FORM

V.	**Impact of the course**

1.   Application of your current work: **(Little – 1; Much - 10)**

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐   6 ☐   7 ☐   8 ☐   9 ☐   10 ☐

2.   How will the course improve the quality of your work?

(a)   It provided you with more information

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐   6 ☐   7 ☐   8 ☐   9 ☐   10 ☐

(b)   It provided you with more knowledge about methodologies and instruments

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐   6 ☐   7 ☐   8 ☐   9 ☐   10 ☐

(c)   It provided you with new ideas or concepts

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐   6 ☐   7 ☐   8 ☐   9 ☐   10 ☐

VI.	**Administration of the course**

(Bad – 1; Very good - 10)

(a) Support from the personnel of the course

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐   6 ☐   7 ☐   8 ☐   9 ☐   10 ☐

(b) Use of equipment (computer, data show, etc.)

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐   6 ☐   7 ☐   8 ☐   9 ☐   10 ☐

(c) Environment (light, comfort of workshop and classroom)

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐   6 ☐   7 ☐   8 ☐   9 ☐   10 ☐

VII.	**Professors**

(Bad – 1; Very good - 10)

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐   6 ☐   7 ☐   8 ☐   9 ☐   10 ☐

VIII.	**Environment of the course**

(Little – 1; Much - 10)

(a) Participants were involved in the course

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

(b) Participants could express their points of view during the course

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

(c) Environment of cooperation in the group activities

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

(d) Participants considered that the activities of the course were productive

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

(e) The topics were presented in a clear manner

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

(f) Quality of topics

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

(g) Ability to motivate

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

(h) Knowledge of teaching methods

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

(i) Ability of favour thinking

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

(j) Ability to maintain interpersonal relationships, empathy, ability to listen

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

IX.   **Other comments and suggestions**
What did you like most about the course?
What did you like less about the course?
How could the course be improved?
THANK YOU FOR YOUR TIME