



UNITED NATIONS



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

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Subregional workshop on information  
and communication technologies for  
disaster risk management in the Caribbean  
17-18 September 2013  
Port of Spain, Trinidad and Tobago

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ORIGINAL: ENGLISH

**REPORT OF THE SUBREGIONAL WORKSHOP ON  
INFORMATION AND COMMUNICATION TECHNOLOGIES  
FOR DISASTER RISK MANAGEMENT IN THE CARIBBEAN**

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## CONTENTS

A.	INTRODUCTION .....	1
1.	Information and communication technology, disasters and the Caribbean.....	1
2.	Information and communication technologies (ICT) for disaster risk management (DRM) workshop .....	1
B.	ATTENDANCE.....	2
1.	Place and date of the session .....	2
2.	Attendance .....	2
C.	SUMMARY OF HIGHLIGHTS AND KEY OUTCOMES OF THE WORKSHOP .....	3
1.	DRM cycle .....	3
2.	ICT for DRM study .....	3
3.	ICT statistics for participating countries .....	4
4.	Group work .....	5
5.	Role playing .....	6
6.	Case studies .....	6
D.	SUMMARY OF EVALUATION .....	7
1.	About the module .....	7
2.	Training design.....	8
3.	The trainer .....	9
4.	Short answer questions .....	9
E.	CONCLUSION.....	10
F.	FUTURE ACTIONS.....	10
Annex I	List of participants .....	12
Annex II	Training course programme .....	14
Annex III	Workshop evaluation survey .....	16
Annex IV	Responses to quantitative items.....	18

## **A. INTRODUCTION**

### **1. Information and communication technology, disasters and the Caribbean**

1. The economic cost of natural and man-made disasters worldwide amounted to US\$ 370 billion in 2011, a significant increase over the previous year.
2. Extreme weather and natural events in the Caribbean have traditionally had devastating results. Hurricane Gilbert is estimated to have cost the Jamaican economy US\$ 1-1.5 billion, while the Eastern Caribbean Central Bank reports that in 1995, because of Hurricane Luis, Antigua and Barbuda saw losses of 4,000 to 7,000 jobs, an estimated 15-25 per cent of the workforce. Anguilla too was hit by Hurricane Luis in 1995 and saw real output decline by 4.2 per cent. Agricultural output often also suffers. Dominica, for example, saw banana production fall by 22.8 per cent in 1995 because of an almost total destruction of the crop due to tropical storm Iris and Hurricanes Luis and Marilyn. More recent disasters such as Hurricane Ivan 2004, the 2010 earthquake in Haiti, the 2010 volcanic eruption in Montserrat, and Hurricane Sandy in 2012, have taken an extensive toll on the subregion.
3. Emergency occurrences cannot be eliminated, but they can be better managed. Disaster risk management (DRM) is the systematic process of using administrative decisions, organization, operational skills and capacities to implement policies, strategies and coping capacities of the society and communities to lessen the impacts of natural hazards and related environmental and technological disasters. The successful management of emergency situations requires proper planning, guided responses, and well-coordinated efforts across the emergency management life cycle.
4. Information and communication technologies (ICT) have made significant leaps in utility, applications, and capacity. The potential of ICT lies in their ability to instantaneously connect vast networks of individuals and organizations across great geographic distances, and to facilitate fast flows of information, capital, ideas, people and products. ICT has the potential for reducing the possibility of death or economic disruption by improving access to the information that can help make better decisions, and this is always true for all individuals, organizations, localities, countries, and economic sectors, and regardless of the hazard faced.
5. Volcanoes can be monitored in situ for emissions of various materials or changes in their shapes that could indicate imminent eruptions, and rivers are measured for water volume and speed as part of flood modeling. Measurements can be relayed to far-off computing centres or published on the web in real-time hazard monitoring systems, to be later analyzed using software tools. This can lead to the early detection of the occurrence of hazards, as well to the improved prediction or estimation of the frequency and severity of hazards. ICT have become essential tools for cooperation and collaboration, making them invaluable in DRM.
6. To enable the further implementation of advanced ICT applications to aid disaster risk management in the subregion, it is necessary to strengthen the capacity of national government agencies working in the field. This was the objective of the training course undertaken.

### **2. Information and communication technologies for disaster risk management workshop**

7. The Economic Commission for Latin America and the Caribbean (ECLAC) subregional headquarters for the Caribbean convened a training workshop on ICT for DRM. The workshop was based on an initiative of the United Nations Economic and Social Commission for Asia and Pacific (UNESCAP) Asian and Pacific Training Centre for Information and Communication

Technology for Development (APCICT)<sup>1</sup>. This initiative “Academy of ICT Essentials for Government Leaders<sup>2</sup>” is aimed to equip government officials and policymakers with the essential knowledge and skills to leverage ICT for national and regional socioeconomic development.

8. The workshop conducted by ECLAC subregional headquarters for the Caribbean is the first APCICT curriculum based training course in Latin America and the Caribbean.

9. The training module, “ICT for Disaster Risk Management”, which provided government officials and policymakers with an overview of DRM, presented an approach for identifying information needs in DRM and matching the needs with ICT. The module also sought to familiarize learners with existing ICT applications for DRM and discusses benefits and barriers for utilizing ICT in DRM efforts.

10. On completion of this course, participants should be able to:

- Identify and describe the major activities in DRM (mitigation, preparedness, response and recovery);
- Identify some of the information challenges in DRM;
- Apply some of the ICT applications;
- Discuss the usefulness of ICT applications for DRM;
- Strengthen the pool of trainers who can deliver training on the strategic use of ICTs for disaster risk reduction.

## **B. ATTENDANCE**

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

13. The training course on “ICT for Disaster Risk Management in the Caribbean” was convened by ECLAC subregional headquarters for the Caribbean from 17 to 18 September 2013 in Port of Spain. A programme can be found at annex II.

### **2. Attendance**

14. Participants at the workshop included two officials each from the following countries: Antigua and Barbuda, Barbados, Jamaica, Montserrat and Trinidad and Tobago. There were experts who also held combined backgrounds of both ICT and DRM. Also participating were two directors of Disaster Management Offices as well as one participant from Caribbean Association of National Telecommunication Organizations (CANTO) who participated on the first day of the training course. Three participants represented the local private sector. Staff from ECLAC also participated.

15. The total number of participants were sixteen; fifty per cent of them being female.

16. A list of participants is attached at annex I.

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<sup>1</sup> <http://www.unapcict.org>.

<sup>2</sup> <http://www.unapcict.org/academy>.

### **C. SUMMARY OF HIGHLIGHTS AND KEY OUTCOMES OF THE WORKSHOP**

17. Peter Nicholls, Chief of the Caribbean Knowledge Management Centre (CKMC), ECLAC subregional headquarters for the Caribbean opened the workshop highlighting the vulnerability of the Caribbean countries to natural disasters. He acknowledged the efforts of participants to participate in this key workshop and the financial and administrative support of ECLAC and UNAPCICT in organizing and convening the workshop. He emphasized the need to build the capacity of Caribbean countries especially in ICT and DRM. He added that ICT could play a key role in addressing the challenges in providing effective and efficient DRM.

18. Siaosi Sovaleni, Facilitator, outlined the content of the two-day workshop. He concurred with the Chief of the CKMC, the fact that ICT can play a key role in addressing the challenges in DRM. He further stated that it is important to make the most of available technologies such as mobile phones, Geographic Information System (GIS)/Remote Sensing (RS) and database management systems and not necessarily leading edge technologies. He further reiterated the importance of DRM officials understanding what ICT could do to assist DRM and also the importance of ICT officials appreciating the potential roles they can play in DRM.

#### **1. DRM cycle**

19. The DRM cycle captured the four stages of DRM:

- (a) Preparedness - Measures taken in anticipation of a disaster to ensure that appropriate and effective actions are taken in the aftermath.
- (b) Mitigation - Measures taken prior to the impact of a disaster to minimize its effects.
- (c) Disaster Response - Measures that are required in search and rescue of survivors, as well to meet the basic needs for shelter, water, food and health care.
- (d) Recovery:
  - (i) Rehabilitation - Actions taken in the aftermath of a disaster to assist victims to repair their dwellings, re-establish essential services, revive key economic and social activities; and
  - (ii) Reconstruction - Permanent measures to repair or replace damaged dwellings and infrastructure and to set the economy back on course.

20. It was crucial for participants to understand and conceptualize these key stages and the way they fit together in the DRM cycle. The appropriate ICT systems/solutions for measures in the four stages of DRM were also discussed.

#### **2. ICT for DRM study**

21. Atiba Phillips, ECLAC Consultant, provided an overview of the study of “ICT for DRM in the Caribbean” and covered some of the key findings from the thirteen countries that responded to the survey.

22. The key issues assessed in the analysis included:

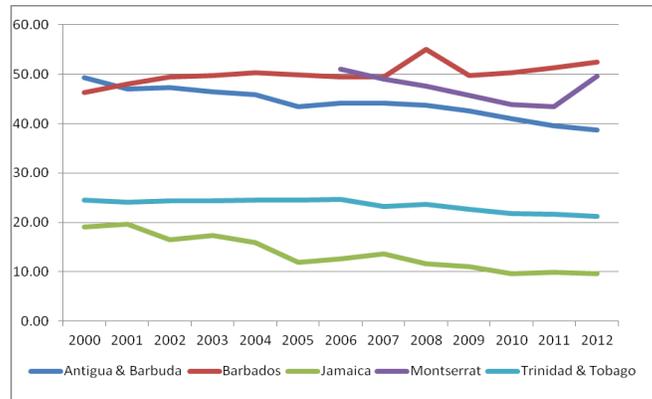
- Which ICTs are being used for DRM in the Caribbean.
- Ways in which ICTs are being used to enhance DRM preparedness, mitigation, response and rehabilitation.
- What are the current gaps and challenges in relation to ICT for DRM in the Caribbean.
- Strategies and measures to address these gaps and challenges.

23. The detailed findings of the study will be published by ECLAC.

### 3. ICT statistics for participating countries

24. During the ICT in the Caribbean session, some of the key ICT statistics for the participating countries were presented.

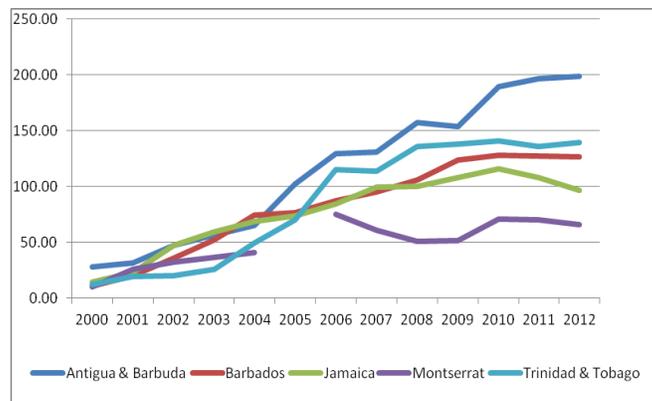
**Figure 1**  
**Fixed telephone per 100 inhabitants**



Source: International Telecommunications Union (ITU).

25. As illustrated in the figure 1, above, Antigua and Barbuda, Jamaica and Trinidad and Tobago follow the current trend where fixed lines are decreasing. Surprisingly there are increases in land line for the other two countries.

**Figure 2**  
**Mobile-cellular telephone subscriptions per 100 inhabitants**

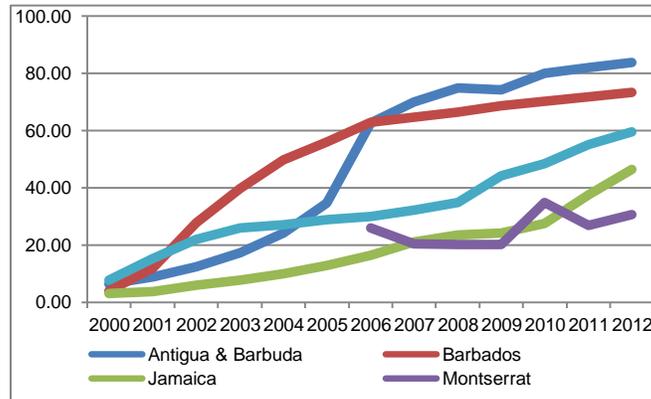


Source: International Telecommunications Union (ITU).

26. The mobile teledensity for the five countries increased dramatically in the last five years with Antigua and Barbuda, Barbados, Jamaica and Trinidad and Tobago at about 100 per cent or more. Some of the explanations given for having more than 100 per cent mobile teledensity include:

- People are now carrying more than one subscriber identity module card (SIM card).
- Increasingly, tourists and visitors purchase local SIM cards for their usage while they are in these countries.

**Figure 3**  
**Percentage of individuals using the internet**



Source: International Telecommunications Union (ITU).

27. Figure 3 shows the rapid increase in usage of the internet in the five participating countries with four countries having about 50 per cent or more coverage. Participants pointed out that this is due to:

- Affordability due to competition.
- Competition by local communication providers.
- Convenience.
- Increasing usage of smart phones/data enabled mobile phones.

28. It was also pointed out that the majority of the users are in urban areas with rural communities still experiencing the digital divide.

29. The above statistics demonstrated that ICT, specifically phone and the Internet could readily assist DRM because they have a good coverage in the five participating countries. The usage of these technologies was discussed. It was noted that they are not currently widely used by these countries for DRM purposes.

#### 4. Group work

30. A key component of the workshop was the use of group work to reinforce concepts discussed. After the presentations and discussions on each of four stages of the DRM cycle, the participants were divided up to three groups with each group assigned with a natural hazard. The hazards used in the group works were volcano, hurricane, and flood.

31. Each group had two main tasks:
- To identify measures (whether for preparedness, mitigation, response or recovery).
  - To identify ICT solutions/systems to support those measures.
32. The participants found this group work very helpful because it contributed to the building of networks with participants from other countries. Moreover they found the sharing of experiences and knowledge very useful.
33. Each group then presented their findings and answered questions from other participants.

### **5. Role playing**

34. As a final exercise, the participants were put into two groups. One group comprised DRM officials, the other ICT officials. The DRM and ICT officials played the roles of a disaster management office and a local telecommunications operator respectively.
35. For the first part of the exercise the participants were given a scenario whereby they were given basic information about a fictitious island in the Caribbean. They were then informed that a tsunami warning had been received, and the expected time it would hit the island.
36. The participants were then tasked to play their respective roles and list the measures/activities they would take. Groups then identified the pre-disaster ICT systems and solutions they would use to assist in the implementation of their listed activities. For the second, post-disaster part of the exercise, the participants were given a similar assignment, using instead the damage after the tsunami.
37. Each group then presented their findings in a plenary session. Some of the key ICT systems identified included:

- For pre-disaster:
  - Early warning system;
  - Mobile phone;
  - Radio and television;
- For post-disaster:
  - GIS/RS for damage assessment and hazard mapping;
  - Resource management system/Disaster management system;
  - Satellite phone; and
  - Portable communication system.

### **6. Case studies**

38. As part of the preparation for the training course, participants were invited to identify a case study from their respective countries.
39. An important outcome of the workshop was to identify what are the critical areas of need for the Caribbean that should be central to training initiatives designed for the subregion.

40. The case studies presented during the workshop covered:
- Physical mitigation measures;
  - Hazard mapping; and
  - Preparedness measures including early warning system and awareness.
41. Participants agreed that more local case studies should be included to make the course more meaningful and relevant for the Caribbean countries.

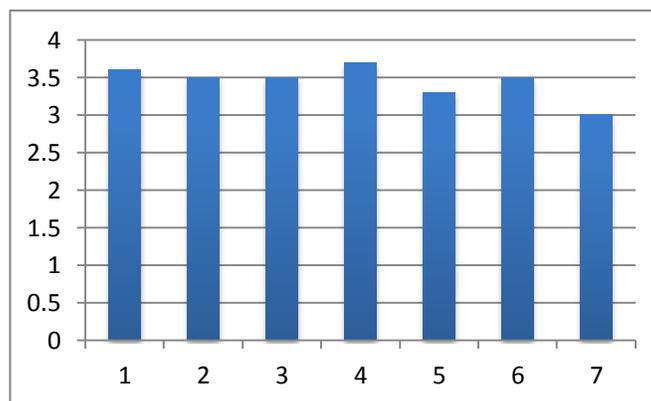
#### **D. SUMMARY OF EVALUATION**

42. A summary of the evaluation and analysis of responses collected from the ten officials representing the five participating countries are shown below.
43. There are four sections in the questionnaire:
- Overall questions about the module (Q1-Q7)
  - Training design (Q8-Q15)
  - The trainer (Q16-Q19)
  - Short answer questions (Q20-Q24).
44. The sections 1-3 provide statements and participants were requested to rate them using the following scale:
- 1= Strongly disagree, 2= Disagree, 3 =Agree, 4 = Strongly Agree.
45. Section 4 asked participants to provide some feedback and comments on a range of issues.
46. A sample questionnaire is attached as annex III.

##### **1. About the module**

47. Figure 4, below, represents the average of the responses from the participants for the seven questions on this section which are about relevancy of the module, understanding and knowledge gained about DRM and ICT for development.

**Figure 4**



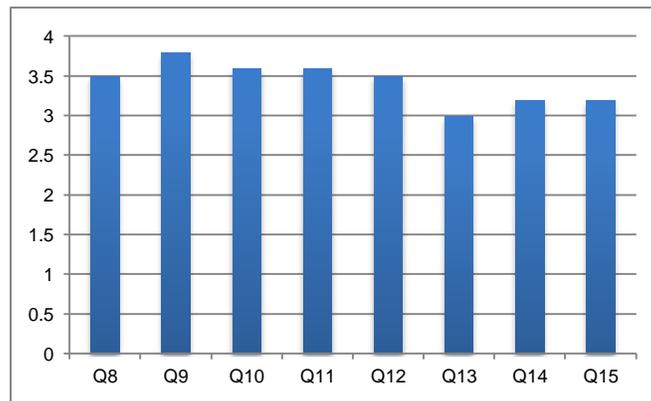
1. The subject matter of the module was relevant.
2. The module's level of difficulty was just right (for the intended target audience).
3. The module provided (or will provide) new ideas, insights, or perspectives (to the target audience).
4. The module helped me (or will help the target audience) develop a better understanding of major concepts and principles.
5. The module stimulated (or will stimulate) critical thinking (of the target audience).
6. The module helped me (or will help the target audience) enhancing knowledge and skills in the use of ICT for socioeconomic development in real-world settings.
7. Through this module, I (or the target audience will) feel more competent in my (or their) capacity of using ICT for development work.

48. As shown in figure 4 above, all participants, on average, agree with the statements in Q1 to Q7. The majority of participants (70 per cent) strongly agreed that the module was relevant. As indicated by rating for Q4, most of the participants (70 per cent) strongly agreed that the module developed a better understanding of major concepts in DRM and principles such as preparedness, mitigation, response, and recovery. Some of the participants, especially those with no ICT background, needed more time to fully appreciate and understand the technical aspects of ICT.

## 2. Training design

49. Figure 5, below, represents the average of the responses from the participants for the seven questions (Q8-Q15). This section addressed the design aspects of the training course including whether the objectives were clearly presented, relevancy of case studies, time spent on different topics and usefulness of the training materials.

**Figure 5**



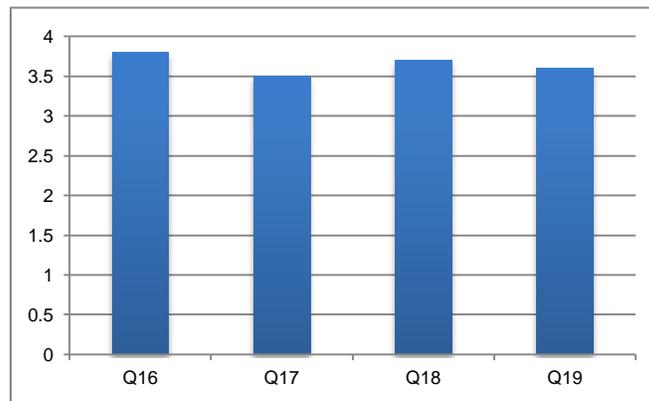
8. The objectives of the training were clearly presented at the start of the training.
9. The training fostered dialogue and discussion among participants.
10. The case studies were relevant.
11. The training materials provided were useful.
12. The group discussions were useful.
13. The length of time allotted for the training was adequate.
14. The time spent on the different topics was balanced.
15. The objectives of the training were achieved.

50. Also shown by figure 5, the average scores are either between 3 (= “agree”) or 4 (= “strongly agree”). Overall the average rating clearly indicated that the training design is robust and relevant. The majority of participants (80 per cent) also strongly agreed that the training fostered dialogue and discussions. Moreover 60 per cent strongly agreed that case studies were relevant and training materials provided were useful. However, there were some participants who would like to see the time allocated to the training be increased to more than two days.

### 3. The trainer

51. This section assessed the trainer. It asked participants to rate the knowledge and communication skills of the trainer. It also evaluated the skill of the trainer in interacting and providing instructional support to participants.

Figure 6



- 16. The trainer(s) were knowledgeable about the module topics.
- 17. The trainer(s) communicated their message well.
- 18. There was adequate level of interaction between the participants and the trainer(s).
- 19. The trainer(s) provided adequate instructional support to the participants.

52. Figure 6, above, indicated that the trainer was rated highly by the participants with 80 per cent strongly agreeing that the trainer was knowledgeable about the module topics. A further 70 per cent strongly agreed that the level of interaction was good. Fifty per cent of the participants strongly agreed that the trainer communicated messages well and 60 per cent strongly agreed that trainer provided adequate instructional support to the participants.

### 4. Short answer questions

53. The questions raised in this section provided opportunities for participants to provide comments and feedback on various aspects of the training workshop that may:

- Highlight areas that they find useful and least useful;
- Improve aspects of the workshops that were not so useful;
- Consider ways to carry forward Module 9: ICT for Disaster Risk Management in their respective countries.

54. Q20.What participants found most useful included:
- Examples of the use of ICT from other regions of the world
  - Online resources for DRM
  - Use of case studies
  - The material was well communicated
  - Interaction between participants was useful and provided ideas of possible solutions
  - Understanding DRM cycle
  - DRM terms and videos.
55. Q21.What participants found least useful included:
- Need to limit the amount of refreshments
  - Not enough time on ICT
56. Q22. Recommendations to UNECLAC/UNAPCICT to improve answers for Q21:
- Continue working with DRM offices in Caribbean
  - More case studies on ICT solutions deployed
57. Q23.The way forward is covered in the next section 6 but other comments included:
- Potential use of SMS to send disaster related information
  - Module to be taught to various partners in the national disaster management system
  - Training to be delivered through ICT Council
  - Customize the module.
58. Q24.Other comments included:
- Need to expand to other Caribbean Islands
  - Making the entire training programme available to interested and/or potential participants
  - More collaboration between the countries in procurement of software products

## **E. CONCLUSION**

59. Based on the feedback from participants it is concluded that:
- Participants found the training very useful
  - Subject matter was relevant and helped participants developed a better understanding of the ICT for DRM concepts and principles
  - Case studies were helpful in reinforcing concepts
  - The module needs to be customized
  - It is important to be clear about the objectives of the course
  - The trainer was knowledgeable and training materials were useful.

## **F. FUTURE ACTIONS**

60. In the discussions during the workshop about the way forward for ICT and DRM and more specifically on the “Academy of ICT Essentials for Government Leaders”, some of the actions identified included:

1. Develop more Caribbean case studies in the various DRM stages;
2. To plan the rollout of the Academy in Caribbean countries but to start with regional awareness about the Academy and more specifically ICT in DRM;

3. Develop partnerships with key regional partners (e.g The Caribbean Community (CARICOM), Caribbean Disaster Emergency Management Agency (CDEMA), ECLAC, United Nations Development Programme (UNDP) and CANTO to plan a coordinated approach to capacity building in ICT and Disaster Risk Management sectors;
4. Conduct Train of Trainers on Academy module 9: ICT for Disaster Risk Management;
5. Consider Module 3: e-Government and Module 10: Climate Change and Green Growth to be introduced in the Caribbean;
6. Work with UNAPICT and ECLAC to create Spanish and French versions of the Academy to non-English speaking Caribbean countries;
7. Raise awareness of key decision makers about the benefits of ICT for Disaster Risk Management and the Academy in general;
8. Identify key national partners for national rollout of the Academy;
9. Secure funding to support the above actions.

Annex I**LIST OF PARTICIPANTS**

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## Annex II

## TRAINING COURSE PROGRAMME

## DAY 1: OPENING AND MODULE 9

17 September, 2013 (Tue)

ECLAC, Port of Spain, Trinidad &amp; Tobago

TIME	DESCRIPTION
08:30 – 09:00	<b>REGISTRATION</b>
09:00 – 09:10	<b>SECURITY BRIEFING</b> <i>Mr. Juda Francis</i>
09:10 – 09:30	<b>OPENING SESSION</b> <ul style="list-style-type: none"> <li>• Welcome remark <i>Mr. Peter Nicholls, Chief, Caribbean Knowledge Management Centre, United Nations ECLAC subregional headquarters for the Caribbean</i></li> <li>• Introduction to the APCICT and the Academy <i>UN-APCICT/ESCAP</i></li> <li>• Icebreaker: Self-introduction of the participants</li> </ul>
<b>MODULE 9: ICT FOR DISASTER RISK MANAGEMENT</b>	
Facilitator: Mr Siaosi Sovaleni, APCICT Pacific Training Partner	
09:30 – 10:30	<b>SESSION 1</b> <ul style="list-style-type: none"> <li>• <b>Module Overview</b></li> <li>• <b>Introduction to Disaster Risk Management</b></li> <li>• <b>Information Needs in Disaster Situation</b></li> <li>• <b>ICT in the Caribbean</b></li> </ul>
10:30 – 11:00	<i>Coffee Break</i>
11:00 – 12:30	<b>SESSION 1 (Continued)</b>
12:30 – 13:30	<i>Lunch</i>
13:30 – 14:30	<b>SESSION 2</b> <ul style="list-style-type: none"> <li>• <b>Technology and On-line resources for DRM</b></li> <li>• <b>ICT for Disaster Mitigation</b></li> </ul>
14:30 – 14:50	<i>Break</i>
14:50 – 15:40	<b>SESSION 3</b> <ul style="list-style-type: none"> <li>• <b>ICT for Disaster Preparedness</b></li> <li>• <b>ICT for Disaster Response and Relief</b></li> </ul>
15:40 – 16:00	<i>Break</i>
16:00 – 17:30	<b>SESSION 4</b> <ul style="list-style-type: none"> <li>• <b>The flow of information in an emergency</b> (<i>Designing Workshop</i>)</li> <li>• <b>Emergency in “Carib Island”</b> (<i>Simulation/ Role Play</i>)</li> </ul>

**DAY 2: MODULE 9**  
*18 September, 2013 (Wed)*  
*ECLAC, Port of Spain, Trinidad and Tobago*

TIME	DESCRIPTION
09:00 – 10:00	<b>SESSION 5</b> <ul style="list-style-type: none"> <li>• <b>ICT for Disaster Recovery and Reconstruction</b></li> </ul>
10:00 – 10:20	<i>Coffee Break</i>
10:20 – 12:30	<ul style="list-style-type: none"> <li>• <b>Case study reviews</b></li> </ul>
12:30 – 1:30	<i>Lunch</i>
1:30– 14:30	<b>SESSION 6</b> <ul style="list-style-type: none"> <li>• <b>Challenges of adopting technology for DRM</b></li> <li>• <b>Building Regional and International Networks</b></li> </ul>
14:30 – 15:00	<i>Coffee Break</i>
TIME	DESCRIPTION
15:00 – 16:00	<b>SESSION 7 WRAP-UP</b> <p>The participants will breakout into sub-groups to discuss the relevance and the quality of the module and collect feedback on module 9. The group discussion is also intended for the participants to discuss customization needs per country prior to introducing the modules in their countries and put together recommended strategies on the way forward.</p> <ul style="list-style-type: none"> <li>• <b>Topics for discussion</b> <ul style="list-style-type: none"> <li>➤ Feedback on Module 9</li> <li>➤ Cusotomization/localization needs</li> <li>➤ Way forward</li> </ul> </li> </ul>
16:00 – 17:00	<b>CLOSING SESSION</b> <ul style="list-style-type: none"> <li>• Closing remarks and handing out of certificates  <i>Ms. Diane Quarless, Director, United Nations ECLAC subregional headquarters for the Caribbean</i></li> </ul>

Annex III**WORKSHOP EVALUATION SURVEY**

**ECLAC: ICT for DRM in the Caribbean**  
**APCICT: Academy of ICT Essentials Module 9: ICT for DRM**

Your name:

Male  Female

Please **circle the number** that indicates your degree of agreement with each statement below.

**1 = Strongly Disagree    2 = Disagree    3 = Agree    4 = Strongly Agree**

<b>OVERALL QUESTIONS ABOUT THE MODULE</b>				
1. The subject matter of the module was relevant.	1	2	3	4
2. The module's level of difficulty was just right ( <i>for the intended target audience</i> ).	1	2	3	4
3. The module provided ( <i>or will provide</i> ) new ideas, insights, or perspectives ( <i>to the target audience</i> ).	1	2	3	4
4. The module helped me ( <i>or will help the target audience</i> ) develop a better understanding of major concepts and principles.	1	2	3	4
5. The module stimulated ( <i>or will stimulate</i> ) critical thinking ( <i>of the target audience</i> ).	1	2	3	4
6. The module helped me ( <i>or will help the target audience</i> ) enhancing knowledge and skills in the use of ICT for socioeconomic development in real-world settings.	1	2	3	4
7. Through this module, I ( <i>or the target audience will</i> ) feel more competent in my ( <i>or their</i> ) capacity of using ICT for development work.	1	2	3	4
<b>TRAINING DESIGN</b>				
8. The objectives of the training were clearly presented at the start of the training.	1	2	3	4
9. The training fostered dialogue and discussion among participants.	1	2	3	4
10. The case studies were relevant.	1	2	3	4
11. The training materials provided were useful.	1	2	3	4
12. The group discussions were useful.	1	2	3	4
13. The length of time allotted for the training was adequate.	1	2	3	4
14. The time spent on the different topics was balanced.	1	2	3	4
15. The objectives of the training were achieved.	1	2	3	4
<b>THE TRAINER</b>				
16. The trainers were knowledgeable about the module topics.	1	2	3	4
17. The trainers communicated their message well.	1	2	3	4
18. There was adequate level of interaction between the participants and the trainers.	1	2	3	4
19. The trainers provided adequate instructional support to the participants.	1	2	3	4

20. What did you find **most useful** in this training session and why? (Please explain your answer.)

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21. What did you find **least useful** in this trainings and why? (Please explain your answer).

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22. What are your recommendations for UNECLAC/APCICT to improve on your answers for the Q.21?

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23. How do you intend to carry forward Module 9: ICT for DRM in your country (either under the umbrella of the Academy of ICT Essentials for Government Leaders or independently)?

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24. Any other comments you'd like to share with UNECLAC/APCICT?

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***Thank you for completing this questionnaire.***

Annex IV**RESPONSES TO QUANTITATIVE ITEMS**

Below are summaries of responses for Section 1-3 of the questionnaire.

The responses on the overall questions about the module are shown in the table below.

Rating	Q1	Q2	Q3	Q4	Q5	Q6	Q7
4	7*	5	5	7	4	5	3
3	2	5	5	3	5	5	4
2	1				1		3
1							

Note: \* is the number of people responded with that rating for example, for Q1 there were 7 people who rated Q1 with a 4.

The responses on module training design are shown in the table below.

Rating	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
4	5	8	6	6	5	3	2	2
3	5	2	4	4	5	4	8	8
2						3		
1								

The responses on the questions regarding the trainer are shown in the table below.

Participants	Q16	Q17	Q18	Q19
4	8	5	7	6
3	2	5	3	4
2				
1				