



UNITED NATIONS



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

Training course on disaster assessment methodology
5-6 and 7-8 May 2015
Lima, Peru

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ORIGINAL: ENGLISH

EVALUATION REPORT OF THE TRAINING COURSE ON DISASTER ASSESSMENT METHODOLOGY

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A. INTRODUCTION

1. The Economic Commission for Latin America and the Caribbean (ECLAC) has been a pioneer in the field of disaster assessment and in the development and dissemination of the Damage and Loss Assessment (DaLA) methodology. The organization's history in assessing disasters started in 1972 with the earthquake that struck Managua, Nicaragua. Since then, ECLAC has led more than 90 assessments of the social, environmental and economic effects and impacts of disasters in 28 countries in the region.
2. The Sustainable Development and Disasters Unit provides expert assistance in disaster assessment and disaster risk reduction to Caribbean states and to all countries across Latin America. Understanding that assessing the effects and impacts of disasters is critical to the Latin American and Caribbean countries; the Unit has started a new cycle of training courses.
3. As part of their national efforts to reduce disaster risk and improve disaster management, the Government of Peru, through the National Center for Estimation, Prevention and Reduction of Disaster Risk (CENEPRED for its acronym in Spanish) requested two training sessions. Along with similar training sessions, this course will be the first step towards the inauguration of a certification process for public servants involved with disaster risk reduction and management.

B. ATTENDANCE

1. Place and date of the training course

4. The training courses on the "Disaster Assessment Methodology" were held from 5 to 6 May 2015 and from 7 to 8 May 2015, in Lima, Peru. The course was officially opened by the Director, National Center for Estimation, Prevention and Reduction of Disaster Risk (CENEPRED for its acronym in Spanish) of Peru.

2. Attendance

5. Participants were divided into two sessions: sectoral specialists, and supervision and regulation specialists. Sectoral specialists were trained on 5 and 6 May and included representatives from the Ministry of Agriculture and Irrigation, Ministry of Environment, Ministry of Culture, Ministry of Development and Social Inclusion, Ministry of Interior, Ministry of Education, Ministry of Energy and Mines, Ministry of Production, Ministry of Economy and Finance, Ministry of Transport and Communication, Ministry of Defence, and Ministry of Women and Vulnerable Populations.
6. Supervision and regulation specialists were trained on 7 and 8 May. Participants from supervision and regulation institutions attended the course; the following sectors were represented during the training: energy and mines, telecommunications, water and sanitation, education, zoning, transportation, and banking. The course was facilitated by the Economic Affairs Officer and the Associate Environmental Officer of the Sustainable Development and Disaster Unit of ECLAC subregional headquarters for the Caribbean.

C. SUMMARY OF KEY OUTCOMES OF THE TRAINING COURSE

7. Two training courses were undertaken, each presented in two-day sessions. The first course took place on 5 and 6 May 2015, the second on 7 and 8 May 2015.

8. Participants were trained on various sectors of the Disaster Assessment Methodology. On the first day, the training focused on the social sector: (1) introduction and basic concepts, (2) affected population, (3) education, (4) health and (5) housing. During the second day, participants learned about infrastructure and productive sectors: (6) transportation, (7) water and sanitation, (8) agriculture, (9) commerce and (10) macroeconomic impacts. Both trainings were identical, with only one variation between them: during the first course the productive sectors presented were agriculture and commerce, during the second, the focus was on agriculture and manufacture.

9. Country experiences were also used during the presentations to clarify the application and usability of the methodology. ECLAC's assessments in Chile, Colombia, Haiti, Peru and other countries, were used as examples throughout the training.

10. In order to help participants understand the practical use of the methodology, exercises were utilised in the following three sectors: (1) housing, (2) education and (3) transportation.

D. SUMMARY OF EVALUATION

11. This section of the report presents a summary of the comments provided by participants on the final day of the training. To elicit participants' feedback on diverse aspects of the workshop, an evaluation questionnaire was administered.

12. The evaluation summary provided an account of participants' views of various aspects of the training course on the Disaster Assessment Methodology. Thirty five participants took part in the training, 25 male and 10 female. Of those, 24 responded to the evaluation questionnaire; 16 (66.7 per cent) were male and 8 (33.3 per cent) were female. The full list of participants is annexed to the report. The composition of the respondents of the evaluation by sex and organizational type was as follows:

TABLE 1
SEX OF RESPONDENTS BY INSTITUTION

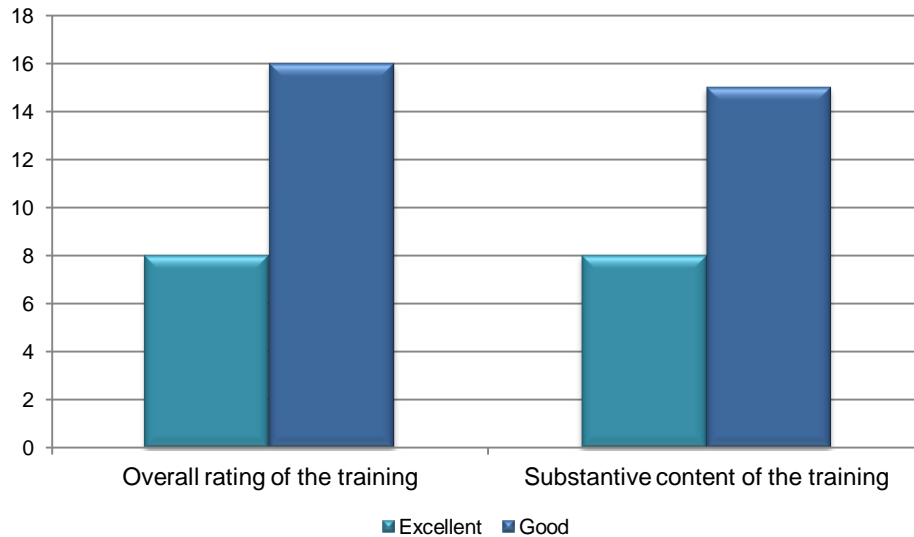
	Type of organization				Total
	Ministry	National institution	Private sector	Other	
Female	5	2	0	1	8
Male	12	2	1	1	16
Total	17	4	1	2	24

1. Substantive content

13. Most respondents considered that the training course satisfied their expectations, 20 participants (87 per cent) rated it as either "excellent" or "good", while 3 rated it as "regular."

14. Two items assessed participants' views on the overall quality and substantive content of the workshop against a scale that ranged from "excellent" to "very poor". When asked about the overall rating, 16 respondents considered that the course was "good" and 8 "excellent." Most participants (95.8 per cent) rated the quality of the contents as excellent (8) or good (15). Figure 1 displays the distribution of the responses across the 5-point scale used for these two items.

FIGURE 1
PARTICIPANTS' FEEDBACK ON THE SUBSTANTIVE CONTENT AND
OVERALL QUALITY OF THE WORKSHOP



15. Participants were asked to rate specific elements, such as usefulness of the information and recommendations presented, the fruitfulness of the discussions and exchanges, and the usefulness of the methodology for their every day work to assess the quality of the substantive contents. The responses were generally positive. Regarding the usefulness of the presentations and discussions, and the usefulness of the analysis and recommendations for their every day work, 87.5 per cent and 95.8 per cent respectively rated the contents as very useful or useful. Respondents rated the quality of the discussions and exchanges as very useful (11) and useful (11). Overall, participants considered that the course was very useful (13) or useful (11) in terms of strengthening their knowledge on disaster assessment.

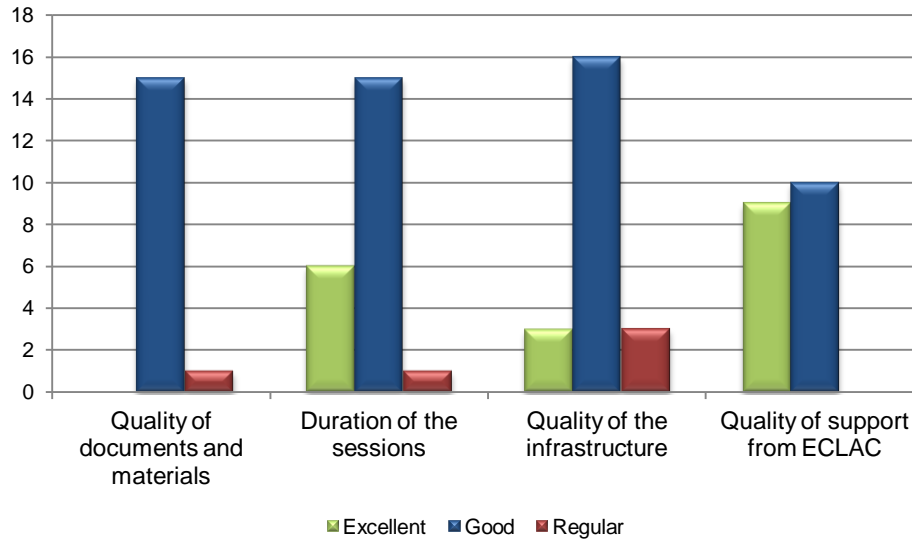
2. Organization of the course

16. Participants were asked to rate specific elements of the organization of the course on a scale ranging from excellent, good, regular, poor and very poor.

17. Although the materials were sent in advance to CENEPRED, the institution shared the documents with the participants at the end of the course rather than in advance of it. However, participants of the second training session (7 and 8 May) had access to the materials at the end of the first day. As a result, 66.7 per cent of the participants did not have access to the materials before the course, and, therefore, could not read them in preparation for the course.

18. Most respondents (15) rated the quality of the documents as “good”; the rest did not have enough information to answer the question. Regarding the duration of the sessions, 95 per cent of the participants agreed that it was excellent (6) or good (15). The same percentage rated ECLAC’s support of the organization as excellent or good.

FIGURE 2
PARTICIPANTS' VIEWS ON THE ORGANIZATION OF THE WORKSHOP



3. Other works by ECLAC

19. Participants were asked to rate the usefulness of the work and the recommendations offered by ECLAC for the formulation and implementation of policies on disaster assessment, as well as the utility of other disaster risk reduction and management publications. ECLAC's work was rated as useful by 17 respondents, and very useful by 4, representing 95 per cent of the valid responses. Similarly, 100 per cent of the valid responses requested subscription to ECLAC's publication on the topic.

4. Responses and comments to open-ended questions

Among the general responses received to open-ended questions were the following:

What specific recommendations would you consider incorporating in the work of your institution?

- Procedures and technical criteria for evaluation
- Importance of baseline information (before a disaster)
- Sectoral application of the methodology
- Multisectoral and interinstitutional coordination and work
- Estimation of effects and impacts
- Share the acquired knowledge with their respective institutions
- Elaborate evaluation protocols

What experiences and best practices were especially important vis-à-vis your country's needs?

- Analysis and practical application of the methodology
- Multisectoral nature of disasters and importance of a coordinated approach
- Importance of prevention and preparedness
- Incorporation of disaster risk reduction measures in national projects
- Importance of national risk management plans and other protocols
- Examples and experiences of other countries and sectors
- Estimation of recuperation and reconstruction costs

What do you consider the most significant outcomes of the course?

- Understanding of the application of the methodology
- Concepts and evaluation criteria
- Strengthen knowledge in the topic of disaster risk management and assessment
- Provided a methodological and procedural framework
- Establish contacts with colleagues in other sectors
- Study examples and experiences of other countries

How would you improve this course in terms of the subjects addressed?

- Include other sectors (not in the methodology): construction, mining, forestry and hunting, public administration.
- Include more sectors in the presentations: culture, environment, gender
- Provide more examples of multisectoral coordination
- Provide more country cases and experiences

Do you have comments or suggestions on the organizational aspects of the workshop?

- Provide the materials before the course
- Improve the ventilation of the room
- Improve the slides. Include more cases and examples

What follow-up activities should ECLAC undertake in the future to support your country or institution?

- Provide more training courses (more regions)
- Incorporate more country cases and sectors in the methodology
- Provide assistance on prevention, mitigation and preparedness

E. CONCLUSIONS

20. Overall, the training was highly valued, and the participants' responses reflected a high level of satisfaction with the contents of the course. Participants appreciated the practical application of the methodology to assess damages and loss, and the use of examples to illustrate it. They also understood the importance of collecting data permanently in order to have reliable baseline information in case of a disaster.

21. Participants commended the organizers on the content of the course, as it not only highlighted the importance of damage and loss assessments, but also the importance of disaster risk reduction by incorporating cross- sector measures to reduce vulnerabilities. Participants noted the need to distribute the materials before the course and other minor improvements that will be addressed in future trainings.

Annex I**LIST OF PARTICIPANTS, SESSION I (5-6 MAY 2015)**

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Annex II

EVALUATION FORM - ENGLISH



**DISASTER ASSESSMENT METHODOLOGY
Sustainable Development and Disaster Unit**

**Lima, Peru
5-6 / 4-8 May, 2015**

EVALUATION FORM

Please answer the following questions:

Identification

1. Sex:

- Female
- Male

2. Age (optional):

- 30 or under
- 31 - 40
- 41 - 50
- 51 or over

3. Country of origin:

4. Institution you represent:

5. Type of organization:

- Ministry
- National institution. Please specify:
- Municipality or local government
- International organization
- Non government organization
- Civil society organization
- Academia
- Private sector
- Other:

6. Title/ position:

a. Substantive content and usefulness of the training course “Disaster Assessment Methodology”

1. How would you rate the course overall?

- Excellent
- Good
- Regular
- Poor
- Very poor
- Not sure/ no response

2. How would you rate the substantive content of the course?

- Excellent Good Regular Poor Very poor Not sure/ no response

3. Did the course live up to your initial expectations?

- Excellent Good Regular Poor Very poor Not sure/ no response

4. How useful were the subjects presented and discussed for the work of your institution?

- Very useful Useful Regular Not very useful Not useful at all Not sure/ no response

5. How useful did you find the analyses and recommendations formulated during the course for your work?

- Very useful Useful Regular Not very useful Not useful at all Not sure/ no response

6. Based on the above, what specific recommendations would you consider incorporating in the work of your institution?

7. Did you find the course useful for strengthening your knowledge on disaster assessment?

- Very useful Useful Regular Not very useful Not useful at all Not sure/ no response

8. How useful did you find the course for engaging in conversations and exchanging experiences with representatives of other countries and/or institutions?

- Very useful Useful Regular Not very useful Not useful at all Not sure/ no response

9. What experiences and best practices were especially important vis-à-vis your country's needs?

10. What do you consider the most significant outcomes of the course?

11. How would you improve this course in terms of the subjects addressed (for example, issues you would have liked to address or analyze in greater depth, or subjects which were not so important)?

b. Organization of the course

12. Did you have access to the materials before seeing the presentations at this training course?

- Yes
 No
 Not applicable

13. Did you read them?

- Yes
 No
 Not applicable

14. How would you rate the organization of the course? If you choose “poor” or “very poor” please explain your response so that we can take your opinion into account.						
Quality of documents and materials provided	1. Excellent <input type="checkbox"/>	2. Good <input type="checkbox"/>	3. Regular <input type="checkbox"/>	4. Poor <input type="checkbox"/>	5. Very poor <input type="checkbox"/>	6. Not sure/ no response <input type="checkbox"/>
Duration of the sessions and time for debate	1. Excellent <input type="checkbox"/>	2. Good <input type="checkbox"/>	3. Regular <input type="checkbox"/>	4. Poor <input type="checkbox"/>	5. Very poor <input type="checkbox"/>	6. Not sure/ no response <input type="checkbox"/>
Quality of the infrastructure (room, sound, catering)	1. Excellent <input type="checkbox"/>	2. Good <input type="checkbox"/>	3. Regular <input type="checkbox"/>	4. Poor <input type="checkbox"/>	5. Very poor <input type="checkbox"/>	6. Not sure/ no response <input type="checkbox"/>
Quality of support from ECLAC to facilitate logistics for your participation in the event	1. Excellent <input type="checkbox"/>	2. Good <input type="checkbox"/>	3. Regular <input type="checkbox"/>	4. Poor <input type="checkbox"/>	5. Very poor <input type="checkbox"/>	6. Not sure/ no response <input type="checkbox"/>
15. Based on the ratings selected above, please indicate what worked well and what could be improved.						

16. Do you have any other comments or suggestions on organizational aspects of the course?
--

c. Other works by ECLAC

17. In your opinion, how useful are the works and recommendations offered by ECLAC for the formulation and implementation of policies on disaster risk management and disaster assessment in your country and in the region?
1. Very useful <input type="checkbox"/> 2. Useful <input type="checkbox"/> 3. Regular <input type="checkbox"/> 4. Not very useful <input type="checkbox"/> 5. Not useful at all <input type="checkbox"/> 6. Not sure / no response <input type="checkbox"/>

18. What other technical cooperation activities in the field of disaster risk management and disaster assessment would you suggest that ECLAC undertake in the future?
--

20. Would you like to receive more information about activities or publications by ECLAC in the field of disaster risk management and disaster assessment?
<input type="checkbox"/> Yes
<input type="checkbox"/> No
If yes, please provide your e-mail address: _____

Thank you.

EVALUATION FORM - SPANISH



METODOLOGÍA PARA LA EVALUACIÓN DE DESASTRES
 Unidad de Desarrollo Sostenible y Desastres

Lima, Perú
 5-6 / 7-8 mayo, 2015

EVALUACIÓN

Por favor responda las siguientes preguntas:

Identificación

1. Sexo:

- Femenino
 Masculino

2. Edad (opcional):

- 30 años o menor
 31 - 40
 41 - 50
 51 años o mayor

3. País de origen:

4. Institución que representa:

5. Tipo de organización:

- Ministerio
 Institución nacional. Indique: _____
 Municipalidad o gobierno local
 Organismo internacional
 Organización no gubernamental
 Organización de la sociedad civil
 Academia
 Sector privado
 Otro. Indique: _____

6. Puesto:

a. Contenido sustantivo y utilidad del curso “Metodología para la Evaluación de Desastres”

1. En términos generales, ¿cómo calificaría el curso?

- Excelente Bueno Regular Malo Pésimo No sabe/ no responde

2. ¿Cómo calificaría el contenido sustantivo del curso?

- Excelente Bueno Regular Malo Pésimo No sabe/ no responde

3. ¿Cómo calificaría el curso en términos de satisfacción de sus expectativas iniciales?

- Excelente Bueno Regular Malo Pésimo No sabe/ no responde

4. En relación con el trabajo que realiza su institución, ¿qué tan útiles fueron los temas presentados y las discusiones durante el curso?

- Muy útil Útil Regular Poco útil Nada útil No sabe/ no responde

5. En relación con el trabajo que realiza su institución, ¿qué tan útiles fueron los análisis y recomendaciones formuladas durante el curso?

- Muy útil Útil Regular Poco útil Nada útil No sabe/ no responde

6. Con base en lo anterior, ¿cuáles recomendaciones concretas aplicaría/incorporaría en su institución?

7. ¿Considera que el curso contribuyó a fortalecer los conocimientos sobre la aplicación de la “Metodología para la Evaluación de Desastres”?

- Muy útil Útil Regular Poco útil Nada útil No sabe/ no responde

8. ¿Considera que el curso fue útil para discutir temas e intercambiar experiencias con representantes de otras instituciones o países?

- Muy útil Útil Regular Poco útil Nada útil No sabe/ no responde

9. ¿Cuáles experiencias y buenas prácticas fueron especialmente importantes para las necesidades de su país?

10. ¿Cuáles considera que fueron los resultados/ productos más importantes del curso?

11. ¿Cómo mejoraría este curso en términos de los temas presentados (por ejemplo, temas que le interesaría incluir, temas que hubiera preferido discutir con más profundidad, temas poco relevantes)?

b. Organización de la actividad

12. ¿Tuvo acceso a los materiales del curso antes de la actividad?

- Sí
 No
 No aplica

13. ¿Leyó los documentos antes del curso?

- Sí
 No
 No aplica

14. ¿Cómo calificaría la organización del curso? Si selecciona las opciones “malo” o “pésimo”, por favor explique su respuesta para poder tomar en consideración su opinión.						
Calidad de los materiales y documentos provistos	1. Excelente <input type="checkbox"/>	2. Bueno <input type="checkbox"/>	3. Regular <input type="checkbox"/>	4. Malo <input type="checkbox"/>	5. Pésimo <input type="checkbox"/>	6. No sabe/ no responde <input type="checkbox"/>
Duración de las sesiones y tiempo para discusión	1. Excelente <input type="checkbox"/>	2. Bueno <input type="checkbox"/>	3. Regular <input type="checkbox"/>	4. Malo <input type="checkbox"/>	5. Pésimo <input type="checkbox"/>	6. No sabe/ no responde <input type="checkbox"/>
Calidad de la infraestructura (sala, sonido, alimentación, etc)	1. Excelente <input type="checkbox"/>	2. Bueno <input type="checkbox"/>	3. Regular <input type="checkbox"/>	4. Malo <input type="checkbox"/>	5. Pésimo <input type="checkbox"/>	6. No sabe/ no responde <input type="checkbox"/>
Calidad del apoyo recibido por CEPAL para facilitar la logística de su participación	1. Excelente <input type="checkbox"/>	2. Bueno <input type="checkbox"/>	3. Regular <input type="checkbox"/>	4. Malo <input type="checkbox"/>	5. Pésimo <input type="checkbox"/>	6. No sabe/ no responde <input type="checkbox"/>
15. Con base en las calificaciones seleccionadas arriba, ¿podría indicar qué salió bien y qué podría ser mejorado?						

16. ¿Tiene otros comentarios o sugerencias sobre los aspectos organizacionales del curso?

c. Otros trabajo de CEPAL

17. En su opinión, ¿qué tan útiles han sido el trabajo y las recomendaciones ofrecidas por la CEPAL en la formulación e implementación de políticas de reducción de riesgo por desastre en su país?
1. Muy útil <input type="checkbox"/> 2. Útil <input type="checkbox"/> 3. Regular <input type="checkbox"/> 4. Poco útil <input type="checkbox"/> 5. Nada útil <input type="checkbox"/> 6. No sabe/ no responde <input type="checkbox"/>

18. ¿Qué otras actividades de cooperación técnica en el tema de evaluación de desastres sugeriría que CEPAL emprenda en el futuro?
--

20. ¿Le interesaría recibir información sobre actividades y publicaciones de la CEPAL sobre evaluación de desastres y reducción de riesgo por desastre?
<input type="checkbox"/> Sí
<input type="checkbox"/> No
En caso afirmativo, por favor incluya su dirección de correo electrónico:

Gracias

Annex III**RESPONSES TO CLOSE-ENDED QUESTIONS****Table 1. Sex**

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Female	8	33.3	33.3	33.3
	Male	16	66.7	66.7	100.0
Total		24	100.0	100.0	

Table 2. Age

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	30 or under	1	4.2	4.2	4.2
	31-40	8	33.3	33.3	37.5
	41-50	4	16.7	16.7	54.2
	51 or older	11	45.8	45.8	100.0
Total		24	100.0	100.0	

Table 3. Type of organization

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Ministry	17	70.8	70.8	70.8
	National institution	4	16.7	16.7	87.5
	Private sector	1	4.2	4.2	91.7
	Other	2	8.3	8.3	100.0
Total		24	100.0	100.0	

Table 4. Overall rate

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Excellent	8	33.3	33.3	33.3
	Good	16	66.7	66.7	100.0
Total		24	100.0	100.0	

Table 5. Substantive content

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Excellent	8	33.3	33.3	33.3
	Good	15	62.5	62.5	95.8
	Regular	1	4.2	4.2	100.0
Total		24	100.0	100.0	

Table 6. Satisfaction of expectations

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Excellent	5	20.8	21.7	21.7
	Good	15	62.5	65.2	87.0
	Regular	3	12.5	13.0	100.0
	Total	23	95.8	100.0	
Missing	99.00	1	4.2		
Total		24	100.0		

Table 7. Usefulness of presentations and discussions

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Very useful	5	20.8	20.8	20.8
	Useful	16	66.7	66.7	87.5
	Regular	3	12.5	12.5	100.0
Total		24	100.0	100.0	

Table 8. Usefulness of analysis and recommendations

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Very useful	7	29.2	29.2	29.2
	Useful	16	66.7	66.7	95.8
	Not very useful	1	4.2	4.2	100.0
Total		24	100.0	100.0	

Table 9. Strengthen knowledge

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Very useful	13	54.2	54.2	54.2
	Useful	11	45.8	45.8	100.0
Total		24	100.0	100.0	

Table 10. Fruitful discussions and exchanges

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Very useful	11	45.8	47.8	47.8
	Useful	11	45.8	47.8	95.7
	Not very useful	1	4.2	4.3	100.0
	Total	23	95.8	100.0	
Missing	99.00	1	4.2		
Total		24	100.0		

Table 11. Access to materials before the course

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Yes	5	20.8	21.7	21.7
	No	16	66.7	69.6	91.3
	N/A	2	8.3	8.7	100.0
	Total	23	95.8	100.0	
Missing	99.00	1	4.2		
Total		24	100.0		

Table 12. Read materials before the course

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Yes	4	16.7	17.4	17.4
	No	16	66.7	69.6	87.0
	N/A	3	12.5	13.0	100.0
	Total	23	95.8	100.0	
Missing	99.00	1	4.2		
Total		24	100.0		

Table 13. Quality of documents and materials

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Good	15	62.5	78.9	78.9
	Regular	1	4.2	5.3	84.2
	Not sure/ no response	3	12.5	15.8	100.0
	Total	19	79.2	100.0	
Missing	99.00	5	20.8		
Total		24	100.0		

Table 14. Duration of the sessions

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Excellent	6	25.0	27.3	27.3
	Good	15	62.5	68.2	95.5
	Regular	1	4.2	4.5	100.0
	Total	22	91.7	100.0	
Missing	99.00	2	8.3		
Total		24	100.0		

Table 15. Quality of the infrastructure (room, sound, etc)

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Excellent	3	12.5	13.6	13.6
	Good	16	66.7	72.7	86.4
	Regular	3	12.5	13.6	100.0
	Total	22	91.7	100.0	
Missing	99.00	2	8.3		
Total		24	100.0		

Table 16. Quality of support from ECLAC

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Excellent	9	37.5	45.0	45.0
	Good	10	41.7	50.0	95.0
	Not sure/ no response	1	4.2	5.0	100.0
	Total	20	83.3	100.0	
Missing	99.00	4	16.7		
Total		24	100.0		

Table 17. Usefulness of ECLAC's work in the theme

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Very useful	4	16.7	18.2	18.2
	Useful	17	70.8	77.3	95.5
	Not sure/ no response	1	4.2	4.5	100.0
	Total	22	91.7	100.0	
Missing	99.00	2	8.3		
Total		24	100.0		

Table 18. Receive information about publications and activities

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Yes	22	91.7	100.0	100.0
Missing	99.00	2	8.3		
Total		24	100.0		