



UNITED NATIONS



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

Training course on disaster assessment methodology
16-17 and 18-19 June 2015
Cusco, Peru

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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 other training programmes, this course will be a first step to start 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 on 16 and 17 June 2015 and on 18 and 19 June 2015, in Cusco, Peru. The course was officially opened by the Director, National Center for Estimation, Prevention and Reduction of Disaster Risk (CENEPRED) of Peru.

2. Attendance

5. Participants were divided into two sessions. The first group of sectoral specialists were trained on 16 and 17 June and included representatives from the Office of Risk Management and Security, National Service of Protected Natural Areas, Regional Emergency Operations Center, Center for Studies and Disaster Prevention and the Decentralized Directorate of Culture.
6. The second group of specialists was trained on the 18 and 19 June. The following sectors were represented during the training: agriculture, water and sanitation, risk management and security, education and disaster prevention. Regional specialists and representatives from local governments participated in the training. The course was facilitated by the Coordinator of the Sustainable Development and Disaster Unit and the Population Affairs Officer of ECLAC subregional headquarters for the Caribbean.

C. SUMMARY OF KEY OUTCOMES OF THE TRAINING COURSE

7. Two training courses were conducted, each undertaken in two-day sessions; the first on 16-17 June 2015 and the second on 18-19 June 2015.
8. Participants were trained on various sectors of the Disaster Assessment Methodology. On the first day, the course 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.

9. Additionally, country experiences were 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 workshops.

10. In order to help participants understand the practical use of the methodology, exercises were given 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 course, an evaluation questionnaire was administered. The summary presents an account of all responses received from the participants.

12. The evaluation summary provided an account of participants' views of various aspects of the training course on the Disaster Assessment Methodology. Thirty eight participants responded to the evaluation questionnaire; of the 37 responses regarding sex, 25 (67.6 per cent) were male and 12 (32.4 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	Municipality or local government	NGO	Private sector	Other	
Female	4	2	2	2	0	2	12
Male	4	4	7	0	1	9	25
Total	8	6	9	2	1	11	37

1. Substantive content

13. Most respondents considered that the training course satisfied their expectations, 79.3 per cent rated it as either "excellent" or "good," while 20.7 per cent 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, 69 per cent respondents considered that the course was "good" and 20.7 per cent "excellent." Most participants, 65.5 per cent, rated the quality of the contents as good and 24.1 per cent rated it as excellent. 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



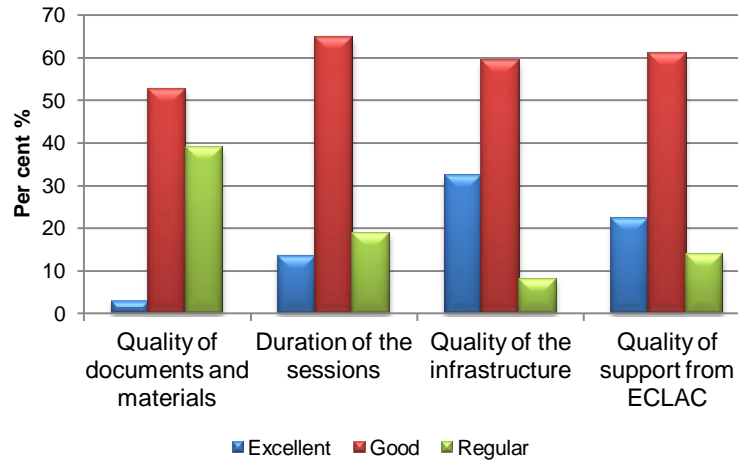
15. Participants were asked to rate specific elements, such as usefulness of the information and recommendations presented, the fruitfulness of the discussions and exchanges, and the usefulness of the methodology for their every day work to assess the quality of the substantive contents; the responses were generally positive. Regarding the usefulness of the presentations and discussions, and the usefulness of the analysis and recommendations for their every day work, 93.1 per cent and 82.8 per cent respectively rated the contents as very useful or useful. Respondents rated the quality of the discussions and exchanges as very useful 39.3 per cent and useful 50 per cent. Overall, participants considered that the course was very useful 41.4 per cent or useful 55.2 per cent 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. Most respondents (55.6 per cent) rated the quality of the documents as excellent or good. Regarding the duration of the sessions, 78.4 per cent of the participants agreed that it was excellent or good, and 18.9 per cent rated it as regular. Most respondents rated ECLAC's support of the organization as good (61.1 per cent) and 22.2 per cent rated it as excellent.

FIGURE 2
PARTICIPANTS' VIEWS ON THE ORGANIZATION OF THE WORKSHOP



3. Other works by ECLAC

18. Participants were asked to rate the usefulness of the works and recommendations offered by ECLAC for the formulation and implementation of policies on disaster assessment, and other disaster risk reduction and management publications. ECLAC's work was rated as very useful by 48.3 per cent respondents, and useful by 34.5 per cent. 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?

- Sectoral application of the methodology
- Sectoral assessments
- Multisectoral nature of disasters and importance of a coordinated approach
- Application of key concepts (damage, loss, additional costs)
- Improve baseline information (before a disaster)
- Elaborate evaluation protocols for each sector
- Incorporate DRR in local and regional development plans
- Strengthen institutional capacity and prevention
- Consolidate sectoral information
- Elaborate sectoral/ institutional data bases with information on the costs of equipment, furniture and other materials

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

- Analysis and practical application of the methodology
- Importance of national risk management plans and other protocols
- Examples and experiences of other countries and sectors
- Estimation of recovery and reconstruction costs
- Importance of baseline information

- Need to strengthen institutional capacity
- Practical examples and group work

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
- Study examples and experiences of other countries
- Adaptability and usability of the methodology in different sectors
- Public investment for DRR

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

- Include other sectors: mining, forestry and environment, livestock
- Include culture, considering the importance of the sector in Cusco
- Provide information regarding prevention and DRR
- Provide examples and cases adapted to the Peruvian context
- Provide more country cases and practical exercises

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

- Provide the materials before the course
- More time per sector
- More examples and practical exercises
- More diffusion of the training among more people

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

- Provide assistance on prevention, mitigation and preparedness
- Incorporate DRR in regional development plans
- Use of GIS
- Evaluation of the effects and impacts with emphasis on culture and heritage
- Identification of risks and vulnerabilities

E. CONCLUSIONS

19. 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 losses, 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.

20. 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. However, 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 (16 AND 17 JUNE 2015)**

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SESSION II (18 AND 19 JUNE 2015)

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Annex II

EVALUATION FORM - ENGLISH



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

**Cusco, Peru
16-17 / 18-19 June, 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

Cusco, Perú
 16-17 / 18-19 junio, 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>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Female	12	32.4	32.4
	Male	25	67.6	100.0
Total		37	100.0	

Table 2. Age

		<i>Frequency</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	30 or under	4	10.5	10.5
	31-40	16	42.1	52.6
	41-50	12	31.6	84.2
	51 or older	6	15.8	100.0
Total		38	100.0	

Table 3. Type of organization

		<i>Frequency</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Ministry	8	21.1	21.1
	National institution	6	15.8	36.8
	Municipality or local government	9	23.7	60.5
	NGO	2	5.3	65.8
	Private sector	1	2.6	68.4
	Other	12	31.6	100.0
Total		38	100.0	

Table 4. Overall rate

		<i>Frequency</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Excellent	6	20.7	20.7
	Good	20	69.0	89.7
	Regular	3	10.3	100.0
Total		29	100.0	

Table 5. Substantive content

		<i>Frequency</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Excellent	7	24.1	24.1
	Good	19	65.5	89.7
	Regular	3	10.3	100.0
Total		29	100.0	

Table 6. Satisfaction of expectations

		<i>Frequency</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Excellent	6	20.7	20.7
	Good	17	58.6	79.3
	Regular	6	20.7	100.0
Total		29	100.0	

Table 7. Usefulness of presentations and discussions

		<i>Frequency</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Very useful	13	44.8	44.8
	Useful	14	48.3	93.1
	Regular	2	6.9	100.0
	Total	29	100.0	

Table 8. Usefulness of analysis and recommendations

		<i>Frequency</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Very useful	14	48.3	48.3
	Useful	10	34.5	82.8
	Regular	5	17.2	100.0
	Total	29	100.0	

Table 9. Strengthen knowledge

		<i>Frequency</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Very useful	12	41.4	41.4
	Useful	16	55.2	96.6
	Regular	1	3.4	100.0
	Total	29	100.0	

Table 10. Fruitful discussions and exchanges

		<i>Frequency</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Very useful	11	39.3	39.3
	Useful	14	50.0	89.3
	Regular	3	10.7	100.0
	Total	28	100.0	

Table 11. Access to materials before the course

		<i>Frequency</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Yes	16	42.1	42.1
	No	22	57.9	100.0
	Total	38	100.0	

Table 12. Read materials before the course

		<i>Frequency</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Yes	10	27.8	27.8
	No	24	66.7	94.4
	N/A	2	5.6	100.0
	Total	36	100.0	

Table 13. Quality of documents and materials

		<i>Frequency</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Excellent	1	2.8	2.8
	Good	19	52.8	55.6
	Regular	14	38.9	94.4
	Poor	1	2.8	97.2
	Not sure/ no response	1	2.8	100.0
	Total	36	100.0	

Table 14. Duration of the sessions

		<i>Frequency</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Excellent	5	13.5	13.5
	Good	24	64.9	78.4
	Regular	7	18.9	97.3
	Poor	1	2.7	100.0
Total		37	100.0	

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

		<i>Frequency</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Excellent	12	32.4	32.4
	Good	22	59.5	91.9
	Regular	3	8.1	100.0
	Total	37	100.0	

Table 16. Quality of support from ECLAC

		<i>Frequency</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Excellent	8	22.2	22.2
	Good	22	61.1	83.3
	Regular	5	13.9	97.2
	Not sure/ no response	1	2.8	100.0
	Total	36	100.0	

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

		<i>Frequency</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Very useful	14	48.3	48.3
	Useful	10	34.5	82.8
	Regular	4	13.8	96.6
	Not sure/ no response	1	3.4	100.0
	Total	29	100.0	

Table 18. Receive information about publications and activities

		<i>Frequency</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Yes	29	100.0	100.0
	Total	29	100.0	