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

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

BACKGROUND

The Economic Commission for Latin America and the Caribbean (ECLAC), Subregional Headquarters for the Caribbean, upon request of the Director General of the Planning Institute of Jamaica (PIOJ), designed a two-day interactive workshop for selected technocrats drawn from the Government service in Jamaica. The workshop was held at the new training facilities of PIOJ on 17-18 June 2008, Kingston, Jamaica.

Initially, it was hoped that the workshop would have been a refresher course for those who had received training previously by ECLAC. This proved not to be so as it was found that only 10% of those who indicated a desire to be trained had been exposed to training in the use of the ECLAC methodology for the macro socio-economic assessment of a natural disaster. The rest were new to the process.

Despite this drawback, a highly interactive workshop was delivered over the two days. From the analysis of the evaluation questionnaire it can be ascertained that of those participants who completed the questionnaire, some 85%, gave the course an overall high rating. The workshop was conducted by selected members of the ECLAC disaster assessment team with assistance from PIOJ and the Office of Disaster Preparedness and Emergency Management (ODPEM). Details of the analysis of the evaluation of the workshop are presented below.

DETAILS OF THE EVALUATION

Section I: Sectors represented by gender

Of the 53 participants that attended the workshop, 40 submitted evaluation forms for the workshop of which 15 were males and 25 were females. The higher frequency percentage of 62.5% for females indicates that more females received training in this topic area than males. The public sector was the most represented with a total of 34 persons and only two persons represented both the private and other sectors (which were mainly Non-Governmental Organizations (NGOs)), respectively. It should also be noted that the majority of public sector participants were female and no males represented the other sectors.

Section II: General opinion of the course

Respondents were asked to rate the course 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. There was no significant difference between those who thought the course was very good (45%) and those who thought it was just good (40%). A smaller percentage (12.5%) of persons gave a fair rating for the course while a small percentage (2.5%) gave no opinion. It can be concluded that 85% of respondents gave the course an overall high rating.

Respondents were also asked to rate if the course met their expectations on a continuum with 1-3 representing somewhat, 4-7 representing almost and 8-10 representing fully. Half of the respondents said that the course almost met their expectations with 32.5% indicating that their full expectations were met and 17.5% of the respondents indicating that their expectations of the course was fulfilled somewhat. The majority of respondents (77.5%) agreed that the time allotted for the course was short although only 20% felt it was appropriate and a mere 2.5% were of the opinion that it was long.

Section III: Design and contents of the course

On a scale of 1 (bad) to 10 (very good), respondents were asked to rate the sequence and integration of subjects presented between the scale. More than half of the respondents (55%) gave a good rating while 32.5% of respondents thought that it was very good while only 10% rated it as 'fair'. A minor percentage (2.5%) of respondents had no opinion of this aspect of the course.

The responses for the time distribution among subjects, diversity in teaching methods, quality of topics, length of each topic and relevance of topics taught had similar rating scales ranging between 1 (bad) and 10 (very good). A small percentage of the respondents (5%) thought the time distribution among subjects was bad. Ten per cent of respondents, however, felt it was very good. There was no significant difference between those who gave it a fair rating (35%) and those who gave it a good rating (55%).

The depth of each subject taught was given a good rating by most respondents (47.5%), 32.5% thought it was fair, while only 17.5% thought it was very good. A minute percentage of respondents (2.5%) gave it a bad rating. The balance between theory and practice was rated 'good' by the majority of respondents (42.5%). There was not much of a difference between those who rated it as fair (30%) and those who gave it a 'very good' rating (25%). A very small percentage (2.5%) of respondents, however, thought the balance between theory and practice was bad.

Diversity in teaching methods, quality of topics, length of each topic and relevance of topics taught were similarly rated on a scale from 1 (bad) to 10 (very good). Forty per cent of the respondents thought that the diversity in teaching methods was good. Likewise, the same percentage of respondents also gave it a fair rating. Only a small percentage of participants (20%) rated it as very good. The quality of topics was rated good by the majority of respondents (60%) while 35% thought that the topics in the course were of very good quality. Only 5% gave it a fair rating. Forty per cent of respondents rated the length of each topic as good while 37.5% gave it a fair rating. Fifteen per cent rated it as very good while 7.5% indicated that it was bad. A large majority of respondents (62%) thought that the topics taught were very relevant giving them a 'very good' rating; 2.5% gave a good rating while 5% thought they were 'fair'.

In general, 35% respondents felt that the themes presented were simple, 32% thought the themes were difficult and 25% found them to be complex. There was only a 7.5% non-response to this question. Finally, with respect to the design and contents of the course, 72.5% respondents revealed that what they learned in the course was partially known while 27.5% stated that what

they learned was new. No one reported that what they learned was already known. Again, there was only one non-response here.

Section IV: Training material

Respondents were asked to rate on a scale of 1 (bad) to 10 (very good) to what extent did the training material help in the lesson as well as indicate the usefulness of the training material for their current work. Twenty-five per cent of the respondents gave a fair rating for the extent to which the training material helped them in the lesson. Similarly, another 25% thought it was very good. However, the majority of respondents (47.5%) gave it just a 'good' rating while a mere 2.5% of respondents indicated that the training material was bad. Thirty-five per cent of respondents indicated that the usefulness of the training material for their current work was very good while the percentage of respondents who rated it as fair and good were 30%, respectively. Only 5% indicated that the training material was bad for their current work. If one looks at the histogram illustration (Annex II) one would see that the mean = 7.15 and the standard deviation = 1.80 represent a small amount of dispersion in the opinion of the usefulness of the training material, which shows that there is not much difference between the fair, good and very good ratings given for this aspect of the course.

Section V: Impact of the course

Respondents rated the application of the course to their current work, how much information the course provided them, and whether or not the course provided them with knowledge about methodologies and instruments as well as about new ideas and concepts on a scale of 1 (little) to 10 (much). The majority of respondents (57.5%) indicated that the course's application had much of an impact on the application of their current work while 37.5% thought that it had a bit of an impact on their current work. Only 5% thought it had little impact on their current work. Further, of those who answered the question as to how much information the course provided them, a vast majority of respondents (62.5%) indicated that the course did provide them with much information while the course provided a bit of information for 32.5% of respondents (a significant difference between the two ratings). A mere 2.5% thought the course provided them with little information and another 2.5% had no opinion on this aspect.

There was a vast difference between respondents who thought that the course provided them with much more knowledge about new methodologies and instruments (70%) and those who thought they gained just a bit of knowledge (27.5%). There was no response from a small number of respondents (2.5%). Of the respondents who gave a rating for whether or not the course provided them with new ideas and concepts, 62.5% indicated much, 32.5% a bit, 2.5% a little and 2.5% (1 respondent) had no response.

Section VI: Administration of the course

On a scale of 1 (bad) to 10 (very good), respondents were asked to rate the support from personnel of the course, the use of equipment, the environment and the professors. All four aspects relating to administration were given a 'very good' rating by the majority of respondents (55%, 50%, 60% and 67.5%, respectively). Similarly, the course was also given a 'good rating'

by a considerable percentage of respondents (40%, 45%, 27.5% and 25%, respectively). This aspect, like most aspects of the course also got fair rating by a small number of respondents (10%, 5%, 12.5 and 7.5%, respectively). If one looks at the histogram illustration (Annex II) one would see that the mean = 8.85 and the standard deviation = 1.38 represent a small amount of dispersion in the opinion of the professors for the course which shows that there is not much of a difference between the fair, good and very good ratings given for this aspect of the course.

Section VII: Environment of the course

On a scale of 1 (little), to 10 (much), ratings showed that a large majority of respondents (80%) rated between 8 and 10 (much) while a small number (20%) rated between 4 and 7 (a bit) their level of involvement in the course. The extent to which they could have expressed their points of view during the course was also rated between 8 and 10 (much) by a large majority of respondents (85%) with only 15% rating it between 4 and 7 (a bit). If one looks at the histogram illustration (Annex II) one would see that the mean = 8.47 and the standard deviation = 1.46 represent a small amount of dispersion in the opinion of the quality of the environment of the course which shows that there is not much difference between the ratings given for this aspect of the course

Of the participants who rated the ability of 'favour thinking', 50% gave it a rating between 8 and 10 (much) while 27.5% gave it a rating between 4 and 7 (a bit). Twenty per cent gave no response on this matter. This aspect of the course had the highest no response rate. It should be noted that the concept of favor thinking should be reworded to suggest critical thinking or whether or not the course challenged one to think independently as the language, as appears in the questionnaire, could have confused participants in making their responses. The ability during the course to maintain interpersonal relationships, empathize and listen was rated between 8 and 10 (much) by the majority of respondents (77.5%). Only 20% gave it a rating between 4 and 7 while 2.5% had no response.

Similarly to other aspects of the course, the environment of cooperation in group activities was given the highest rating between 8 and 10 (much) by a large majority of respondents (70%) while only 30% gave it a lower rating between 4 and 7 (a bit). The level of productivity of the activities of the course was also given a high rating between 8 and 10 (much) by 75% of the respondents with only 22.5% rating the level of productivity between 4 and 7 and a mere 2.5% holding no opinion. Of those participants who rated the clarity with which the topics were presented, 75% rated it between 8 and 10 (much), 22.5% rated between 4 and 7 (a bit) and an insignificant number (2.5%) of respondents gave it the lowest rating between 1 and 3 (little). If one looks at the histogram illustration (Annex II) one would see that the mean = 8.20 and the standard deviation = 1.20 represent a small amount of dispersion in the opinion of the respondents regarding clarity of topics presented during the course which shows that there is not much of a difference between the ratings given for this aspect of the course.

The quality of the topics was given the highest rating between 8 and 10 (much) by a large percentage of respondents (80%) while only 20% rated it between 4 and 7 (a bit)[1]. The

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[1] This question had the highest non-response rate in the entire course which may indicate that the question was not fully understood by some participants. This question will most likely be reworded in the future for better clarity.

knowledge of the teaching methods was rated between 8 and 10 by 75% of the respondents while 22.5% rated it between 4 and 7 and a mere 2.5% gave no response. Twenty-five of the respondents rated between 4 and 7 the ability of the presenters to motivate participants while 72.5% gave it a rating between 8 and 10 and a mere 2.5% gave no response.

See Annex I, for related tables.

Section IX: Other comments and suggestions received from open-ended questions

(a)   Aspects of the course that the respondents liked

(i)   The course had a good presentation overall (indicated by 17.5% of respondents);

(ii)   The course was informative and educational (indicated by 22.5% of respondents);

(iii)   The course was seen as relevant to participants' own work particularly in the area of disaster management (indicated by 10% of respondents);

(iv)   The course was practical (indicated by 2.5% of respondents);

(v)   The facilitators were knowledgeable, professional and helpful (indicated by 12.5% of respondents);

(vi)   There were good trainers for the course (indicated by 2.5% of respondents);

(vii)   The course was interactive (indicated by 15% of respondents);

(ix)   Other issues: A wide range of issues were addressed outside immediate topic area and the course was very encouraging (5%); and

(x)   There was a no-response on this question from 12.5% of respondents.

(b)   Aspects of the course that the respondents liked less

(i)   Duration of the course was too short (indicated by 50% of respondents);

(ii)   Lunch provided for participants was bad (indicated by 10% of respondents);

(iii)   Training materials were unavailable for participants (indicated by 2.5% of respondents);

(iv)   Other issues included: a few of the more important topics were not looked at in detail and the room was too cold (indicated by 12.5% of respondents); and

(v)   Twenty-five per cent of respondents gave no opinion on this matter.

(c)   Suggestions for improving the course

(i)   Extend the duration of the course and allocate more time for particular items such as case studies (indicated by 52.5% of respondents);

(ii)   Provided materials presented to participants (indicated by 17.5% of respondents);

(iii)   Utilize a simpler approach for presentations (indicated by 7.5%);

(iv)   Other issues included: having more presenters, more emphasis on the sectoral level, use more local data in case studies (indicated by 12.5% of respondents); and

(v)   Ten per cent of respondents gave no opinion on this matter.

Most aspects of the course were given fair to very good ratings whereas poor ratings were given for a few aspects of the course such as clarity of presentation of topics, time and distribution among subjects, depth and length of each subject taught and balance between theory and practice. Those aspects of the course that were given high ratings were given by between 50% and 80% of the total number of participants in the course.

Throughout the course, no responses on questions were given by an insignificant percentage of respondents (mostly (2.5%) except for one question on the ability of favor thinking to 20% had no opinion on this matter. Aspects that respondents liked about the course and disliked about the course as well as suggestions for improving the course also garnered a higher percentage (12.5%) of no response, than the 2.5% given for other aspects of the course. However, once participants' views are taken into consideration and suggestions for improving the course are strategically woven into the planning and preparation of the next workshop, future participants would experience a better, well organized workshop designed to meet their needs and that of the sectors which they represent.

Annex I

Table A-1

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	15	37.5	37.5	37.5
	Female	25	62.5	62.5	100.0
	Total	40	100.0	100.0	

Table A-2

		Sector				
		Public	Private	Other	No Response	Total
Sex	Male	15	0	0	0	15
	Female	19	2	2	2	25
Total		34	2	2	2	40

Table A-3
Sex Sector Cross tabulation

		Sector				
		Public	Private	Other	No Response	Total
Sex	Male	15	0	0	0	15
	Female	19	2	2	2	25
Total		34	2	2	2	40

Table A-4

How would you rate this course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	3	7.5	7.5	7.5
	Fair	2	5.0	5.0	12.5
	Good	4	10.0	10.0	22.5
	Good	12	30.0	30.0	52.5
	Very Good	8	20.0	20.0	72.5
	Very Good	10	25.0	25.0	97.5
	No Response	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Table A-5

Rate sequence and integration of subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	1	2.5	2.5	2.5
	Fair	1	2.5	2.5	5.0
	Fair	2	5.0	5.0	10.0
	Good	11	27.5	27.5	37.5
	Good	11	27.5	27.5	65.0
	Very Good	7	17.5	17.5	82.5
	Very Good	6	15.0	15.0	97.5
	No Response	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Table A-6

The amount of the time of the course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Short	31	77.5	77.5	77.5
	Appropriate	8	20.0	20.0	97.5
	Long	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Table A-7

Rate sequence and integration of subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	1	2.5	2.5	2.5
	Fair	1	2.5	2.5	5.0
	Fair	2	5.0	5.0	10.0
	Good	11	27.5	27.5	37.5
	Good	11	27.5	27.5	65.0
	Very Good	7	17.5	17.5	82.5
	Very Good	6	15.0	15.0	97.5
	No Response	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Table A-8

Rate depth of each subject taught

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	1	2.5	2.5	2.5
	Fair	4	10.0	10.0	12.5
	Fair	3	7.5	7.5	20.0
	Fair	6	15.0	15.0	35.0
	Good	7	17.5	17.5	52.5
	Good	12	30.0	30.0	82.5
	Very Good	3	7.5	7.5	90.0
	Very Good	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

Table A-9

Rate diversity in teaching methods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	3	7.5	7.5	7.5
	Fair	4	10.0	10.0	17.5
	Fair	9	22.5	22.5	40.0
	Good	8	20.0	20.0	60.0
	Good	8	20.0	20.0	80.0
	Very Good	5	12.5	12.5	92.5
	Very Good	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Table A-10

Rate length of each topic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	3	7.5	7.5	7.5
	Fair	3	7.5	7.5	15.0
	Fair	4	10.0	10.0	25.0
	Fair	8	20.0	20.0	45.0
	Good	7	17.5	17.5	62.5
	Good	9	22.5	22.5	85.0
	Very Good	3	7.5	7.5	92.5
	Very Good	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Table A-11

In general, themes were

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Simple	14	35.0	35.0	35.0
	Difficult	13	32.5	32.5	67.5
	Complex	10	25.0	25.0	92.5
	No Response	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Table A-12

In general, what you learnt

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Partially Known	29	72.5	72.5	72.5
	New	11	27.5	27.5	100.0
	Total	40	100.0	100.0	

Table A-13

Indicate the usefulness of the training material for your current work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	1	2.5	2.5	2.5
	Bad	1	2.5	2.5	5.0
	Fair	2	5.0	5.0	10.0
	Fair	3	7.5	7.5	17.5
	Fair	7	17.5	17.5	35.0
	Good	3	7.5	7.5	42.5
	Good	9	22.5	22.5	65.0
	Very Good	6	15.0	15.0	80.0
	Very Good	8	20.0	20.0	100.0
	Total	40	100.0	100.0	

Table A-14

Impact of the course on the application of your current work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Little	1	2.5	2.5	2.5
	Little	1	2.5	2.5	5.0
	A bit	2	5.0	5.0	10.0
	A bit	4	10.0	10.0	20.0
	A bit	7	17.5	17.5	37.5
	A bit	2	5.0	5.0	42.5
	Much	4	10.0	10.0	52.5
	Much	11	27.5	27.5	80.0
	Much	8	20.0	20.0	100.0
	Total	40	100.0	100.0	

Table A-15

The course provided you with more information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Little	1	2.5	2.5	2.5
	A bit	1	2.5	2.5	5.0
	A bit	2	5.0	5.0	10.0
	A bit	5	12.5	12.5	22.5
	A bit	5	12.5	12.5	35.0
	Much	13	32.5	32.5	67.5
	Much	3	7.5	7.5	75.0
	Much	9	22.5	22.5	97.5
	No Response	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Table A-16

It provided you with more knowledge about methodologies and instruments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A bit	2	5.0	5.0	5.0
	A bit	4	10.0	10.0	15.0
	A bit	5	12.5	12.5	27.5
	Much	14	35.0	35.0	62.5
	Much	5	12.5	12.5	75.0
	Much	9	22.5	22.5	97.5
	No Response	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Table A-17

It provided you with new ideas and concepts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Little	1	2.5	2.5	2.5
	A bit	6	15.0	15.0	17.5
	A bit	7	17.5	17.5	35.0
	Much	9	22.5	22.5	57.5
	Much	4	10.0	10.0	67.5
	Much	12	30.0	30.0	97.5
	No Response	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Table A-18

Rate support from personnel of the course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	1	2.5	2.5	2.5
	Fair	3	7.5	7.5	10.0
	Good	5	12.5	12.5	22.5
	Good	11	27.5	27.5	50.0
	Very Good	7	17.5	17.5	67.5
	Very Good	13	32.5	32.5	100.0
	Total	40	100.0	100.0	

Table A-19

Rate use of equipment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	2	5.0	5.0	5.0
	Good	8	20.0	20.0	25.0
	Good	10	25.0	25.0	50.0
	Very Good	10	25.0	25.0	75.0
	Very Good	10	25.0	25.0	100.0
	Total	40	100.0	100.0	

Table A-20

Rate environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	1	2.5	2.5	2.5
	Fair	1	2.5	2.5	5.0
	Fair	3	7.5	7.5	12.5
	Good	2	5.0	5.0	17.5
	Good	9	22.5	22.5	40.0
	Very Good	14	35.0	35.0	75.0
	Very Good	10	25.0	25.0	100.0
	Total	40	100.0	100.0	

Table A-21

Rate professors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	1	2.5	2.5	2.5
	Fair	2	5.0	5.0	7.5
	Good	2	5.0	5.0	12.5
	Good	8	20.0	20.0	32.5
	Very Good	10	25.0	25.0	57.5
	Very Good	17	42.5	42.5	100.0
	Total	40	100.0	100.0	

Table A-22

Rate participants were involved in the course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A bit	1	2.5	2.5	2.5
	A bit	3	7.5	7.5	10.0
	A bit	4	10.0	10.0	20.0
	Much	13	32.5	32.5	52.5
	Much	7	17.5	17.5	70.0
	Much	12	30.0	30.0	100.0
	Total	40	100.0	100.0	

Table A-23

Rate participants could express their points of view during the course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A bit	6	15.0	15.0	15.0
	Much	4	10.0	10.0	25.0
	Much	13	32.5	32.5	57.5
	Much	17	42.5	42.5	100.0
	Total	40	100.0	100.0	

Table A-24

Rate environment of cooperation in the group activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A bit	1	2.5	2.5	2.5
	A bit	4	10.0	10.0	12.5
	A bit	7	17.5	17.5	30.0
	Much	4	10.0	10.0	40.0
	Much	14	35.0	35.0	75.0
	Much	10	25.0	25.0	100.0
	Total	40	100.0	100.0	

Table A-25

Rate participants considered that the activities of the course were productive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A bit	1	2.5	2.5	2.5
	A bit	8	20.0	20.0	22.5
	Much	8	20.0	20.0	42.5
	Much	12	30.0	30.0	72.5
	Much	10	25.0	25.0	97.5
	No Response	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Table A-26

The topics were presented in a clear manner

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Little	1	2.5	2.5	2.5
	A bit	4	10.0	10.0	12.5
	A bit	5	12.5	12.5	25.0
	Much	13	32.5	32.5	57.5
	Much	8	20.0	20.0	77.5
	Much	9	22.5	22.5	100.0
	Total	40	100.0	100.0	

Table A-27

Rate quality of topics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A bit	1	2.5	2.5	2.5
	A bit	1	2.5	2.5	5.0
	A bit	6	15.0	15.0	20.0
	Much	10	25.0	25.0	45.0
	Much	10	25.0	25.0	70.0
	Much	12	30.0	30.0	100.0
	Total	40	100.0	100.0	

Table A-28

Rate Knowledge of teaching methods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A bit	3	7.5	7.5	7.5
	A bit	6	15.0	15.0	22.5
	Much	6	15.0	15.0	37.5
	Much	8	20.0	20.0	57.5
	Much	16	40.0	40.0	97.5
	No Response	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Table A-29

Rate ability of favor thinking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A bit	1	2.5	2.5	2.5
	A bit	2	5.0	5.0	7.5
	A bit	8	20.0	20.0	27.5
	Much	7	17.5	17.5	45.0
	Much	6	15.0	15.0	60.0
	Much	8	20.0	20.0	80.0
	No Response	8	20.0	20.0	100.0
	Total	40	100.0	100.0	

Table A-30

Rate ability to maintain interpersonal relationships, empathy, ability to listen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A bit	1	2.5	2.5	2.5
	A bit	2	5.0	5.0	7.5
	A bit	5	12.5	12.5	20.0
	Much	9	22.5	22.5	42.5
	Much	10	25.0	25.0	67.5
	Much	12	30.0	30.0	97.5
	No Response	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Table A-31

What did you like most aobut the course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good presentation	7	17.5	17.5	17.5
	Informative and educational	9	22.5	22.5	40.0
	Relevant	4	10.0	10.0	50.0
	Practical	1	2.5	2.5	52.5
	Knowledge of Facilitator	5	12.5	12.5	65.0
	Good trainers	1	2.5	2.5	67.5
	Interactive	6	15.0	15.0	82.5
	Other	2	5.0	5.0	87.5
	No Response	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

Table A-32

What did you like less about the course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Length of time too short	20	50.0	50.0	50.0
	Lunch was bad	4	10.0	10.0	60.0
	Unavailability of training materials	1	2.5	2.5	62.5
	Other	5	12.5	12.5	75.0
	No Response	10	25.0	25.0	100.0
	Total	40	100.0	100.0	

Table A-33

How could the course be improved

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More time	21	52.5	52.5	52.5
	Provide materials presented to participants	7	17.5	17.5	70.0
	Simpler approach	3	7.5	7.5	77.5
	Other	5	12.5	12.5	90.0
	No Response	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

Annex II

Figure A-1

To what extent did training material help you in the lesson

Mean =7.15
Std. Dev. =1.80526
N =40

Figure A-2

Rate environment

Mean =8.475
Std. Dev. =1.46738
N =40

Figure A-3

Rate professors

Mean =8.85
Std. Dev. =1.38767
N =40

Figure A-4

The topics were presented in a clear manner

Mean =8.20
Std. Dev. =1.50555
N =40
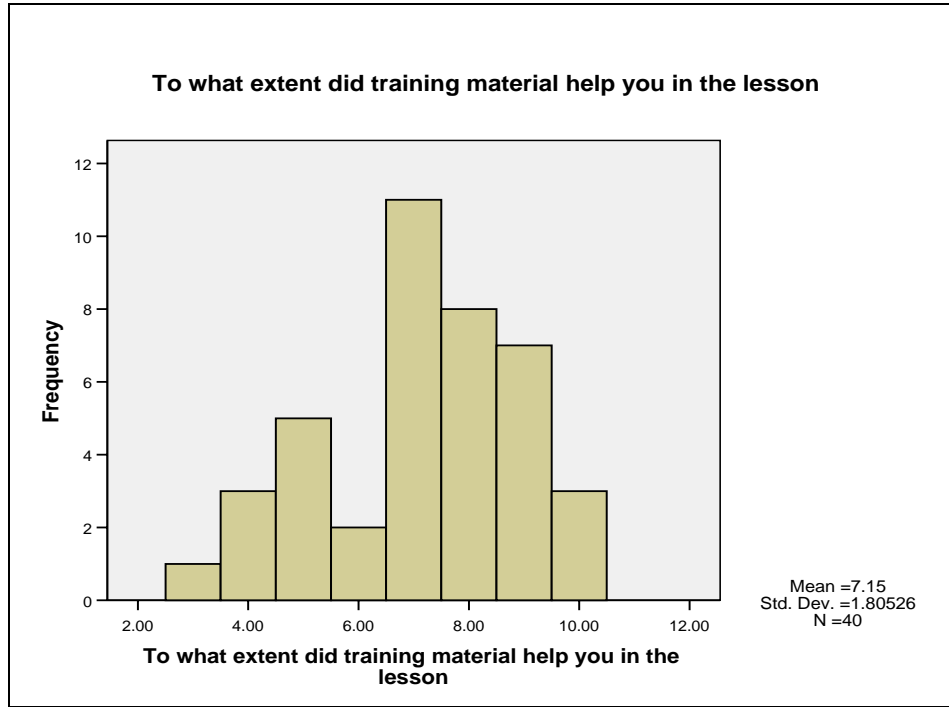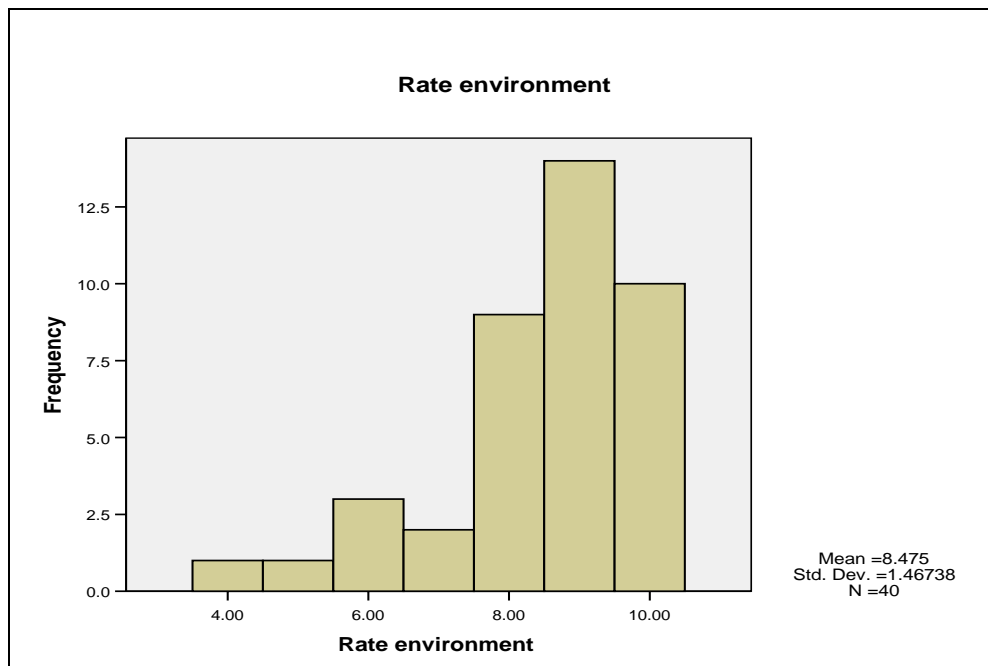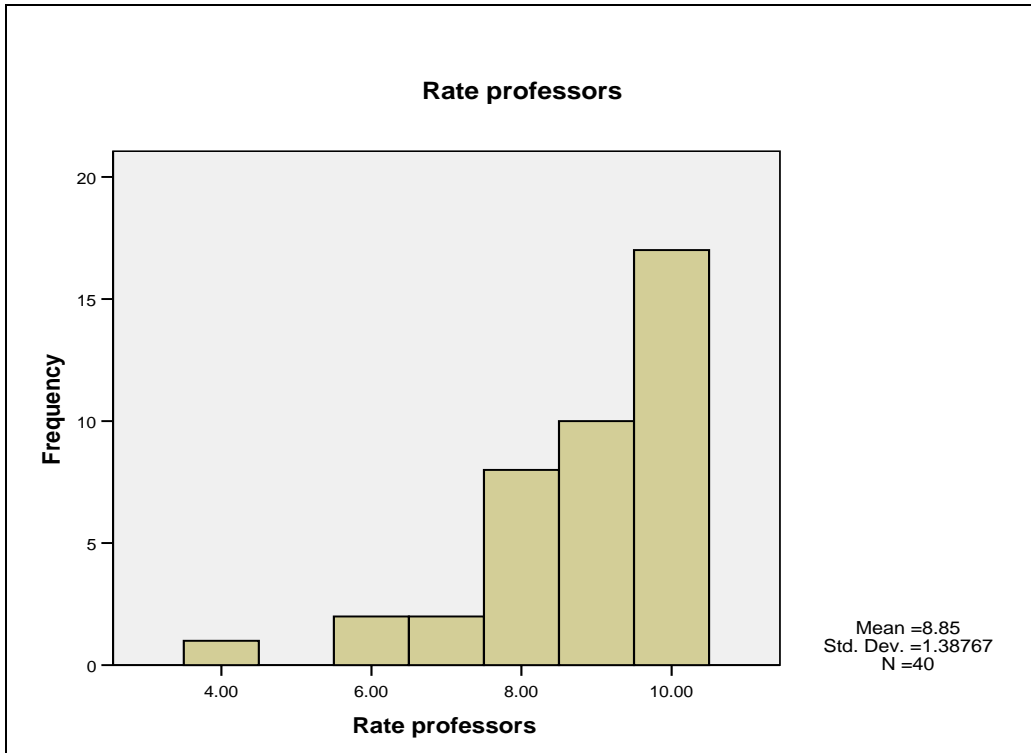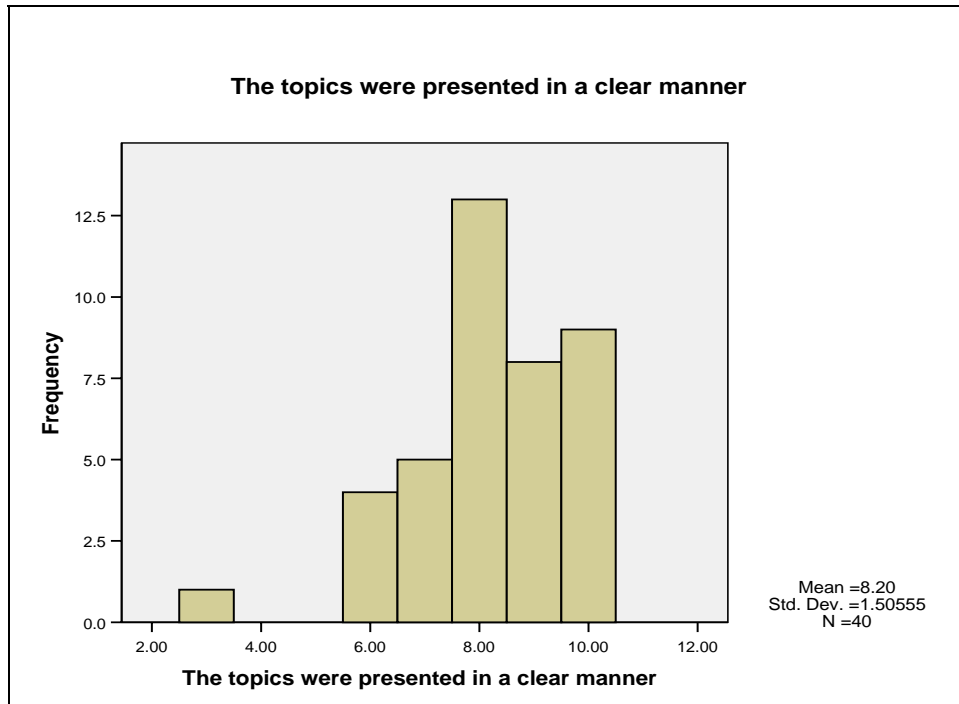
**Annex III**

RE-FRESHER WORKSHOP
ASSESSING THE SOCIO-ECONOMIC IMPACT OF DISASTERS
USING THE ECLAC METHODOLOGY (DALA)

Kingston, Jamaica
18-19 June 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 18 JUNE 2008

0900 – 0930 hrs	Opening	• Welcome remarks • Purpose, objective and organization of the workshop • Introduction of trainers and participants	*PIOJ* *ECLAC* *PIOJ*
0930 – 1030 hrs	**Session I:** Introduction to the ECLAC methodology and the Vulnerability of Caribbean SIDS	• General introduction to the ECLAC Methodology for Disaster Assessment (DALA) • The coastal zone, risk hazards & vulnerabilities	*Asha Kambon* *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	*Asha Kambon*
1145 – 1215 hrs	Open floor exercise	• A sustainable livelihoods exercise	
1215 - 12:30	Feedback	• Group report	
1230 hrs – 1400 hrs		*LUNCH*	
1400 hrs – 1630 hrs	**Session II:** Sectoral application of the methodology	• Productive sectors (tourism and mining) • Social sectors (housing , health, education) • Environmental sector	*Michael Hendrickson* *Asha Kambon* *Hopeton Peterson*

	DAY 2: THURSDAY 19 JUNE 2008		

0900 – 1030 hrs	**Session III :**
	Challenges in the application of the methodology
		• Data Collection –
		   o IDA
		   o DALA
		• Analysis –
		   o The Macro-economic Impact
		   o The Macro-social Impact
			ODPEM
			Asha Kambon
			
			Michael Hendrickson
			
			Asha Kambon

1030 – 1045 hrs		*COFFEE BREAK*	
1045 – 1230 hrs	**Session IV:** Case Study	• Application of the methodology	
1230 – 1330 hrs		*LUNCH*	
1330 – 14:00 hrs	**Session V:** Reporting on the Case Study	• Feedback	
1400 – 1445 hrs	**Session VI:** Emerging Issues	• Climate Change • Estimating Impacts on Cultural/Heritage Assets; • Environmental Assets	
1445 – 1600 hrs	**Session VII :** Restoring livelihoods and 'building back better'	• Managing Risk • Restoring Livelihoods; Making livelihoods sustainable; Reducing vulnerabilities	*Michael Hendrickson* *Asha Kambon*
1600 – 1630 hrs	Closing and distribution of certificates		

Annex IV

ECONOMIC COMMISSION FOR LATIN AMERICA AND THE CARIBBEAN

PLANNING INSTITUTE OF JAMAICA

TRAINING WORKSHOP SOCIOECONOMIC IMPACT OF DISASTERS USING THE ECLAC METHODOLOGY A SUSTAINABLE LIVELIHOOD APPROACH

Kingston, Jamaica
18-19 June 2008

EVALUATION FORM FOR ECLAC COURSES

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 ☐

---

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 ☐

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