

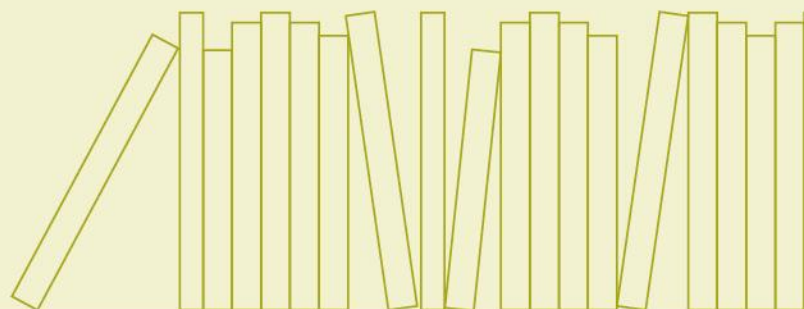
Economic Commission for Latin America and the Caribbean

**ECLAC SUBREGIONAL HEADQUARTERS
FOR THE CARIBBEAN**



Evaluation report of the workshop on the use of the updated ECLAC Disaster Assessment Methodology

Providenciales, Turks and Caicos Islands



UNITED NATIONS

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

Workshop on the use of the updated
ECLAC Disaster Assessment Methodology
30-31 January 2019
Providenciales, Turks and Caicos Islands

LIMITED
LC/CAR/2019/4
12 March 2019
ORIGINAL: ENGLISH

**EVALUATION REPORT OF THE WORKSHOP ON THE USE OF THE
UPDATED ECLAC DISASTER ASSESSMENT METHODOLOGY**
—
PROVIDENCIALES, TURKS AND CAICOS ISLANDS

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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 Disaster Assessment 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 100 assessments of the social, environmental and economic effects and impacts of disasters in 28 countries in the region.
2. The Sustainable Development and Disaster Unit provides expert assistance in disaster assessment and disaster risk reduction to Caribbean states and to all countries across Latin America. Considering that assessing the effects and impacts of disasters is critical to the Latin American and Caribbean countries, the Unit designs, plans and delivers periodic tailor-made training courses based on countries' demand.
3. The training course is designed for policymakers and professionals involved directly with disaster risk management and risk reduction. Considering that the methodology is comprehensive in scope, it is also planned for sector specialists, providing a multisector overview of the situation after a disaster, as well as an economic estimate of the damages, losses and additional costs.
4. In October 2017, ECLAC was requested to provide technical assistance in the evaluation of the impacts and effects of Hurricane Irma and Maria in the Turks and Caicos Islands. The evaluation was conducted for a period of one week and was attended by a multidisciplinary team of ECLAC staff and external experts. The final report highlighted the social, infrastructure, productive and macroeconomic impacts of the event and recommended actions for a resilient reconstruction of affected areas.
5. In order to present the evaluation's results, to provide clarity and transparency regarding the methodology used in the evaluation, and to support the efforts of the Turks and Caicos Islands to incorporate prevention, estimation, and risk reduction in public investment plans and development programs a follow-up training activity on the use of DaLA Methodology was planned in the country.
6. This workshop was financed by the Caribbean Catastrophe Risk Insurance Facility Segregated Portfolio Company (CRRIF SPC).

B. GENERAL INFORMATION

1. Place and date of the training course

7. A training session on the "Disaster Assessment Methodology" was held from 30 to 31 January 2019, in Providenciales, Turks and Caicos Islands.

2. Attendance

8. The course targeted multisector specialists which included twenty-nine participants from several public sector organizations.
9. The course was facilitated by the Coordinator and the Associate Environmental Affairs Officer of the Sustainable Development and Disaster Unit, the Research Assistant of the Social Development of the Statistics and Social Development Unit of ECLAC Subregional Headquarters for the Caribbean, and a staff member of the CCRIF SPC.

C. SUMMARY OF KEY OUTCOMES OF THE TRAINING COURSE

10. Sectors reviewed in the presentation reflected the same topics included in the final report, as well as, the examples used to demonstrate the application of the methodology to real case scenarios. The following sessions were included in the two-day programme: (1) presentation of report's results and basic concepts of the methodology; (2) affected populations; (3) housing; (4) education; (5) financial protection and resilient recovery; (6) telecommunications; (6) transportation; (8) tourism; (9) environment; (10) macroeconomic impacts and consolidation of results.

11. A representative from CCRIF SPC gave a presentation on the financial protection strategies that increase the ability of national and subnational governments, homeowners, businesses, agricultural producers, and low-income populations to respond quickly to disasters.

12. In order to help participants understand the practical use of the methodology, exercises were made available to help them assimilate the concepts discussed.

13. The ECLAC team shared the experience of various governments in the Caribbean region in incorporating disaster risk reduction in public investment and used examples of other disaster risk management initiatives and best practices to clarify the application and usefulness of the methodology. Moreover, the sessions discussed the findings of the assessment mission carried out in the Turks and Caicos Islands and the vulnerabilities and positive developments in disaster and risk management identified.

D. SUMMARY OF EVALUATIONS

14. An evaluation questionnaire was provided to elicit participants' feedback on diverse aspects of the course. This section of the report presents a summary of the comments provided by participants on the final day of the training.

15. Twenty-nine participants attended the training and twenty-five participants responded to the questionnaire. The full list of participants is annexed to the report.

16. In terms of knowledge of the topic, 6 participants replied that they had never participated in a training course on disaster assessment before, while 17 participants replied that they had received training on the subject previously.

TABLE 1
PRIOR TRAINING IN DISASTER ASSESSMENT

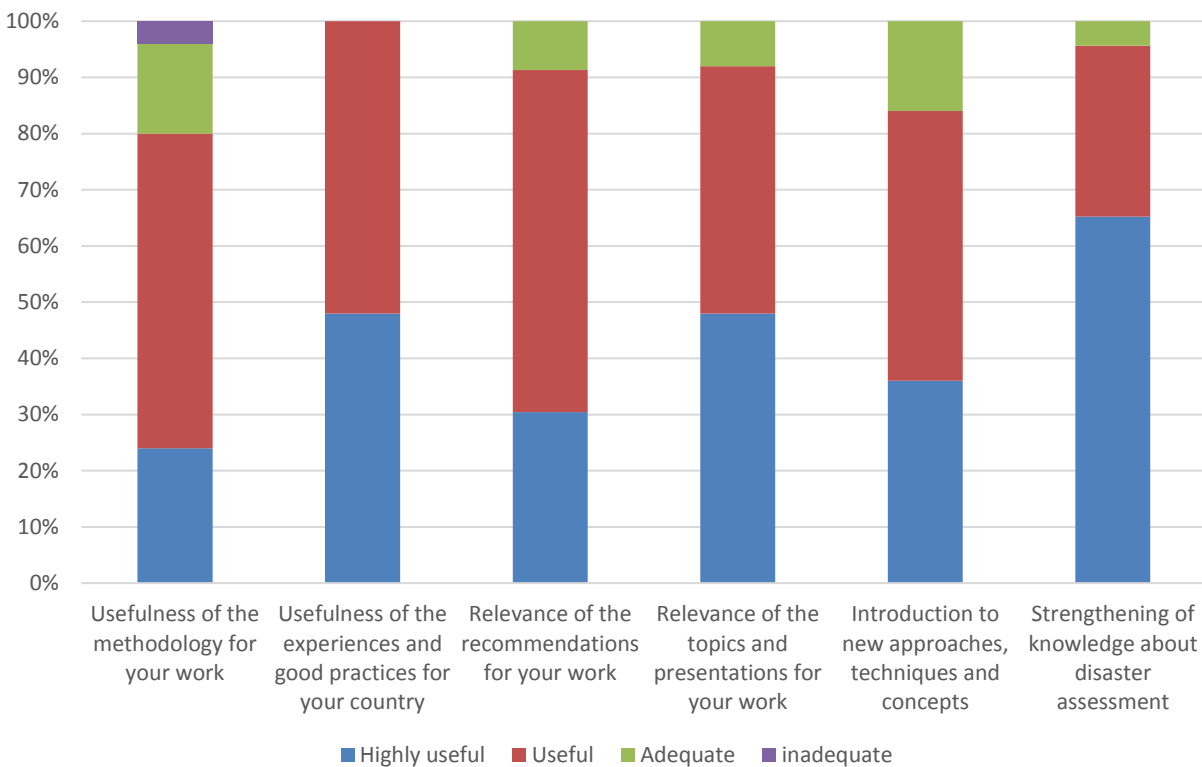
| | | Frequency | Percent of valid answers | Cumulative Percent |
|-------|-------|-----------|--------------------------|--------------------|
| Valid | Yes | 17 | 74.0 | 74.0 |
| | No | 6 | 26.0 | 100.0 |
| | Total | 23 | 100.0 | 100.0 |

1. Content, delivery and trainers

17. Twenty-three respondents reported that the training course met their expectations.

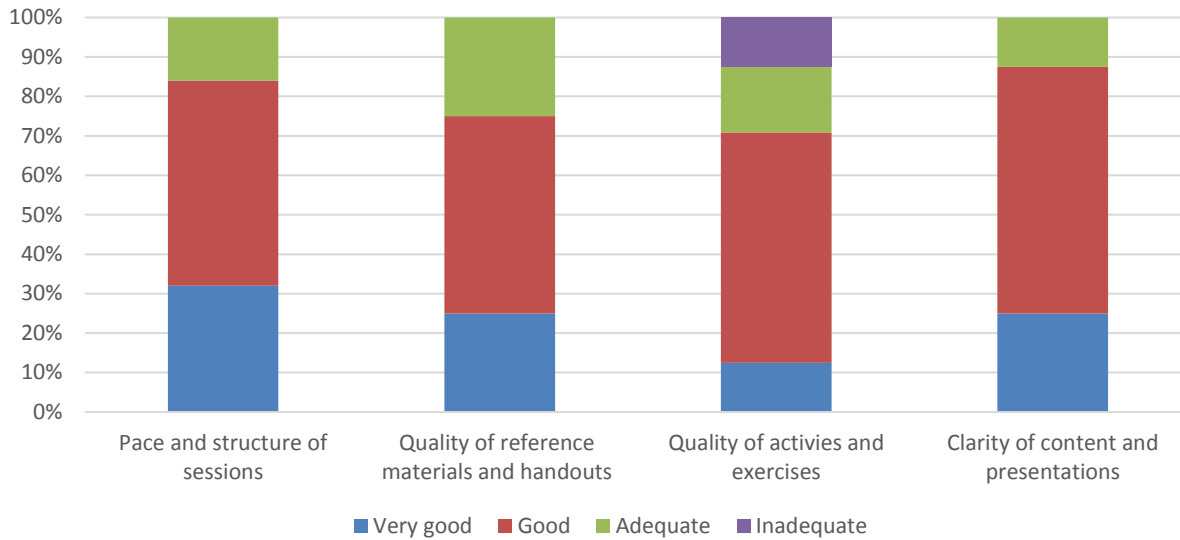
18. Considering a 5-point scale ranging from inadequate to highly useful, in terms of the impact and relevance of the training, 12 respondents considered that the topics and presentations were highly useful (48 per cent), 11 useful (44 per cent) and 2 adequate (8 per cent) for their work. Considering the relevance of the recommendations given during the training, 7 respondents rated them as highly useful (30 per cent), 14 useful (61 per cent) and 2 as adequate (9 per cent). Twelve participants agreed that the presentation of other countries' experiences and good practices was either highly useful (48 per cent) or 13 useful (52 per cent). Nine respondents considered the course highly useful (36 per cent), 12 respondents useful (48 per cent) and 4 respondents adequate (16 per cent) in introducing them to new approaches, techniques and concepts. Similarly, 15 participants agreed that the training was highly useful (65 per cent), 7 useful (30 per cent) and 1 participant found it adequate (4 per cent) in strengthening their knowledge of disaster assessment. It is also worth noting that 6 participants (24 per cent) agreed that the methodology was highly useful, 14 useful (56 per cent) and 4 per cent adequate (16 per cent) for their work, 1 participant found it inadequate (4 per cent). Nine participants responded that it was very likely (36 per cent) and 9 participants responded it was likely (44 per cent) that they would use the newly acquired knowledge in their daily work, 5 participants were neutral (20 per cent).

FIGURE 1
PARTICIPANTS' FEEDBACK ON THE SUBSTANTIVE CONTENT OF THE WORKSHOP



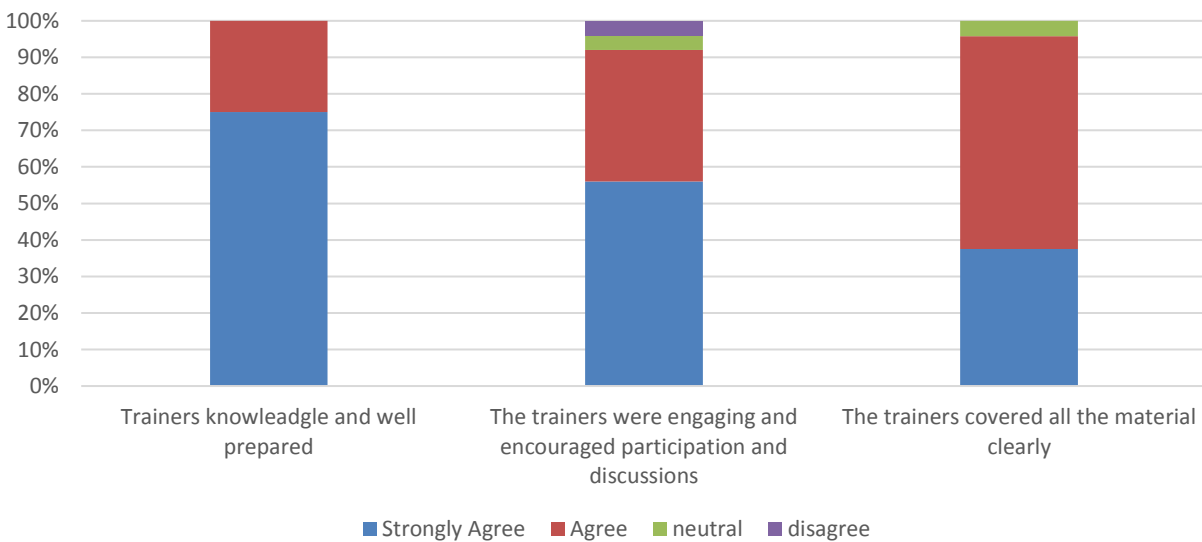
19. In evaluating the content delivery on a 5-point scale from poor to very good, 8 participants considered that the pace and structure of sessions was very good (32 per cent), 13 participants considered it good (52 per cent) and 4 adequate (16 per cent). The quality of materials was also rated as very good (25 per cent), good (52 per cent) or adequate (16 per cent), as well as the quality of actives and exercises rated as very good (13 per cent), good (58 per cent), adequate (17 per cent) or below average (13 per cent). Participants also highly rated the clarity of content (25 per cent considered it very good and 63 rated as good and 13 per cent as adequate).

FIGURE 2
PARTICIPANTS' FEEDBACK ON CONTENT DELIVERY



20. Regarding the quality of the trainers, respondents strongly agreed (72 per cent) or agreed (24 per cent) that the trainers were knowledgeable and well prepared, 4 per cent remained neutral. Likewise, 38 per cent strongly agreed and 58 per cent agreed that all the materials were clearly covered. Fifty-six per cent considered that trainers were engaging and encouraged questions and participation, 36 per cent agreed, 4 per cent remained neutral and 4 per cent disagreed.

FIGURE 3
PARTICIPANTS' FEEDBACK ON THE FACILITATORS OF THE WORKSHOP



2. Organization of the course

21. Participants were asked to rate specific elements of the organization of the course using a 5-point scale from strongly disagree to strongly agree. Seventy-two per cent of respondents strongly agreed and 24 per cent agreed that the location of the training was convenient and that the space was comfortable and conducive to learning.

3. Responses and comments to open-ended questions

22. The general responses received to open-ended questions were the following:

What were the most important outcomes/recommendations of the course?

- The need to assess countries assets prior to a disaster.
- The importance of calculating damage and losses separately.
- The importance of having strong baseline data.
- Tourism and ecosystem analysis part.
- The best practices examples given.
- Introduction to a new technique.

Based on the contents of the course, could you provide examples of the importance of incorporating the Sustainable Development Goals into planning processes?

- Damages caused by disaster can prevent development as one year after the hurricane some of the damaged infrastructure still needs repair.
- Each goal must be linked to a specific project/department in the country so people can understand its importance and achieve the proposed goals.
- Climate change should be included in planning measures.
- Gender consideration is also an important aspect to fully achieve the SDGs.
- The development of a sustainable tourism strategy is important for the country.
- A sustainable development strategy could potentially reduce the damages caused by a disaster.

How do you expect to apply the knowledge acquired in this course?

- Use the methodology to calculate losses and damages in the education sector.
- Learn to review and collect pre-impact data.
- Train some volunteers in data collection and be better prepared in case the DaLA team needs assistance in the next evaluation.
- Develop an effective marketing strategy that can communicate the state of the country after a disaster.

Strengths of the training:

- Topics were timely, and instructors were very knowledgeable.
- It is sector based, so each sector understood its role separately.
- It is clear and concise.
- Examples from other Caribbean countries.
- The discussions among participants and with trainers.

Areas of improvement:

- Step by step solution of exercises.
- Sometimes the pace was too fast.
- Hand-outs should be provided before the training.

- More time given for the exercises.
- Course needs to be more engaging.
- Simplified exercises or exercises with answers.
- Using more charts.

E. CONCLUSIONS

23. Overall, the training was highly valued, and the participants' responses reflected a high level of satisfaction with the content of the course and expertise of trainers. Participants appreciated the practical application of the methodology to assess damages and losses and the use of data and information in reports from the Turks and Caicos Islands and other countries in the region to illustrate it. Participants also understood the importance of collecting sectoral data permanently to have reliable baseline information in case of a disaster and expressed the will to share the knowledge acquired with colleagues and supervisors in their respective organizations.

24. Participants highlighted the importance of incorporating disaster and risk management aspects to policies and plans to decrease vulnerabilities and support the implementation of the SDGs and demonstrated to have understood the connection between disaster and risk management and sustainable development.

25. Participants commended the organizers on the content of the course and the way it presented a complex topic in a simple and engaging way. The open-ended questions demonstrate that the course was able to not only highlight the importance of damage and loss assessments in different type of disasters, but also demonstrated the relevance of incorporating cross-sector measures to reduce vulnerabilities. The sharing of experiences and best practices from other Caribbean countries was specially highlighted as a positive point. The main suggestions of participants addressed the relatively short duration of the workshop, considering the amount of content and more focus on the usage of practical exercises to apply the concepts learned. Participants also suggested having some form of printed materials to be able to better follow the sessions. Due to the limited time it is always challenging to present all the requested sectors and have enough time to correct each exercise, in this regard, participants are encouraged to practice the questions given in the exercise book that has been provided.

Annex I**List of participants**

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Annex II
Programme

| Day 1 | |
|----------------------|---|
| 8:30 – 9:00 | Arrival and registration of participants |
| 9:00 – 9:15 | Welcome Remarks |
| 09:15 – 10:15 | <p>Disaster Assessment Methodology: introduction and basic concepts <i>Omar Bello</i></p> <p>This session introduces the multisectoral and multidisciplinary approach of the methodology and presents its key concepts. These concepts have been standardized, allowing each sector's analysis to provide a comprehensive estimate of disasters' impacts on society.</p> |
| 10:15 – 10:30 | Break |
| 10:30 – 11:15 | <p>Affected population <i>Candice Gonzales</i></p> <p>The correct assessment of affected population is essential for the general analysis of the event and for the estimation of damage and losses in various sectors. It also provides an independent comparison criterion to evaluate the consistency and coherence of all estimates. In addition, its definition constitutes the starting point to guide the efforts to overcome the emergency and to fix the priorities of rehabilitation and reconstruction.</p> |
| 11:15 – 12:00 | <p>Transport</p> <p>The transport sector includes subsectors such as water transport (maritime, fluvial, lake and port), air and rail. Given the similarity in the procedure for estimating the effects of the disaster, this session presents in detail the estimation of the effects of the road transportation subsector and of the terrestrial road sector. Assessment of key infrastructure and assets in the road transport sector is very important to planning and the development of guidance resources for institutions responsible for road transport policies and plans. A resilient transportation infrastructure avoids the disruption of economic activities and facilitates emergency service at the time of a disaster.</p> |
| 12:00 – 13:00 | Lunch |
| 13:00 – 13:45 | <p>Education <i>Candice Gonzales</i></p> <p>The education sector includes public and private education at all levels and for any profession. Damages to education facilities and education material are assessed, as well as losses derived from the interruption of classes and costs related to the usage of schools as shelters.</p> |
| 13:45 – 14:15 | <p>Practical exercise – Education <i>Candice</i></p> |

| | |
|---------------|---|
| 14:15 – 15:00 | Housing <i>Candice Gonzales</i> This sector includes the evaluation of damage and losses in all buildings designed for housing purposes, as well as public buildings and public spaces. Certain elements of urban infrastructure and equipment (water, sanitation and electricity) can also be included, although their evaluation happens separately. |
| 15:00-15:15 | Break |
| 15:15- 15:45 | Practical exercise – Housing <i>Omar Bello</i> |
| Day 2 | |
| 9:00 – 9:45 | Financial protection and resilient recovery – The role of risk transfer in enhancing fiscal sustainability in the Caribbean and the case of CCRIF SPC Disaster preparedness and risk management has important implications for daily decisions that are made by people in a wide variety of contexts. Through funding and expertise, CCRIF supports countries to develop and implement tailored financial protection strategies that increase the ability of national and subnational governments, homeowners, businesses, agricultural producers, and low-income populations to respond quickly to disasters. In this section, these mechanisms will be presented and discussed. |
| 9:45 - 10:30 | Telecommunications <i>Luciana Meira</i> The telecommunications sector comprises the analysis of damages to wired and wireless network operations, satellite-based services and other telecommunication activities, as well as the losses derived from the service interruption and mechanism to build back better. Considering its economic and social importance, restoring the telecommunications network is another key element for the country full recovery. |
| 10:30 – 10:45 | Break |
| 10:45 – 11:15 | Telecommunications – Exercise <i>Luciana Meira</i> |
| 11:15 – 12:00 | Tourism <i>Omar Bello</i> Tourism is becoming increasingly important in several economies in Latin America, and especially in the Caribbean, which makes these economies particularly vulnerable to disasters' impacts in this sector. Therefore, the examination of economic impacts of disasters on hotels, travel agencies, tourism operators and other recreation services will be discussed. |
| 12:00 – 13:00 | Lunch |

| | |
|----------------------|--|
| 13:00 – 13:45 | <p>Environment <i>Luciana Meira</i></p> <p>The environment in the Caribbean is extremely important for the economy as it is closely connected to the tourism sector. In the case of the Caribbean the environment can be deeply affected by disasters as hurricanes cause damage to coral reefs, mangroves, forests, sand dunes, among others. In this session we present how damages, losses and additional costs could be assessed in the environmental sector. The challenges in terms of collection of environmental data will also be presented and discussed.</p> |
| 13:45 – 14:30 | <p>Consolidation of effects and macroeconomic impacts <i>Omar Bello</i></p> <p>This session will present the way which all data gathered in different sectors can be consolidate and used as a basis for estimating the impacts on countries' macroeconomic aggregates, such as GDP, employment, public finances and external accounts.</p> |
| 14:30 – 15:00 | Course assessment and distribution of certificates |

Annex III

Evaluation Form
Training Course: Disaster Assessment Methodology

WORKSHOP EVALUATION

In an effort to assess the effectiveness and impact of this training course, kindly complete the following evaluation form. Your responses will be invaluable in providing feedback on the overall workshop, identifying areas of weakness and help improve the organization of future courses.

Sex Female Male**Age** 30 or under 31 – 40 41 – 50 51 or over**Sector** Public Private Academia Other (NGO, social organization, etc)**Country of origin:** _____**Institution(s) you represent:** _____**Title/Position:** _____1. Have you received training in disaster assessment prior to this course? Yes No

| 2. Content Delivery & Organization | Very Good | Good | Adequate | Below Average | Poor |
|---|-----------|------|----------|---------------|------|
| Pace and structure of the sessions | [] | [] | [] | [] | [] |
| Quality of reference materials and handouts | [] | [] | [] | [] | [] |
| Quality of activities and exercises | [] | [] | [] | [] | [] |
| Clarity of the content and presentations | [] | [] | [] | [] | [] |
| How would you rate the course overall? | [] | [] | [] | [] | [] |

| 3. Facilitator | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|----------------|-------|---------|----------|-------------------|
| The trainers were knowledgeable and well prepared | [] | [] | [] | [] | [] |
| The trainers were engaging and encouraged questions and participation | [] | [] | [] | [] | [] |
| The trainers covered all the material clearly | [] | [] | [] | [] | [] |

| 4. Facilities | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|----------------|-------|---------|----------|-------------------|
| The location of the training was convenient | [] | [] | [] | [] | [] |

The training space was comfortable and conducive to learning [] [] [] [] []

| 5. Impact | Highly Useful | Useful | Adequate | Inadequate | Highly Inadequate |
|---|---------------|--------|----------|------------|-------------------|
| Relevance of the topics and presentations for your work | [] | [] | [] | [] | [] |
| Relevance of the recommendations for your work | [] | [] | [] | [] | [] |
| Introduction to new approaches and techniques | [] | [] | [] | [] | [] |
| Strengthening of knowledge about disaster assessment | [] | [] | [] | [] | [] |
| Usefulness of the methodology for your work | [] | [] | [] | [] | [] |
| Usefulness of the experiences and good practices for your country | [] | [] | [] | [] | [] |

6. Did the training meet your expectations? Yes [] No []

7. What is the likelihood of using what you learned in this training?

| Very Likely | Likely | Neutral | Unlikely | Highly Unlikely |
|-------------|--------|---------|----------|-----------------|
| [] | [] | [] | [] | [] |

8. What were the most important outcomes/ recommendations of the course?

9. Based on the contents of the course, could you provide examples of the importance of incorporating the Sustainable Development Goals into planning processes?

10. How do you intend/expect to apply the knowledge acquired in this training course?

11. Strengths of the training:

12. Areas of improvement

Annex IV**Responses to close-ended questions**

Table 1. Sex

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------------|--------------------|
| Valid | Female | 8 | 32 | 32 |
| | Male | 17 | 68 | 100.0 |
| | Total | 25 | 100 | |

Table 2. Age

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------------|--------------------|
| Valid | 30 or under | 4 | 17 | 17 |
| | 31-40 | 8 | 33 | 50 |
| | 41-50 | 8 | 33 | 83 |
| | 50 or over | 4 | 17 | 100.0 |
| | Total | 24 | 100 | |

Table 3. Sector

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|---------|-----------|---------------|--------------------|
| Valid | Public | 20 | 100 | 100 |
| | Private | 0 | 0 | 100 |
| | Other | 0 | 0 | |
| | Total | 20 | 100.0 | |

Table 4. Prior training in disaster assessment

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------------|--------------------|
| Valid | Yes | 17 | 74 | 74 |
| | No | 6 | 26 | 100.0 |
| | Total | 23 | 100 | |

Table 5. Pace and structure of the sessions

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------------|--------------------|
| Valid | Very good | 8 | 32 | 32 |
| | Good | 13 | 52 | 84 |
| | Adequate | 4 | 16 | 100 |
| | Total | 25 | 100.0 | |

Table 6. Quality of the materials and handouts

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------------|--------------------|
| Valid | Very good | 6 | 25 | 25 |
| | Good | 12 | 50 | 75 |
| | Adequate | 6 | 25 | 100 |
| | Total | 24 | 100.0 | |

Table 7. Quality of the activities and exercises

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------------|--------------------|
| Valid | Very good | 3 | 13 | 13 |
| | Good | 14 | 58 | 71 |
| | Adequate | 4 | 17 | 88 |
| | Bellow average | 3 | 13 | 100 |
| | Total | 24 | 100.0 | |

Table 8. Clarity of the content and presentations

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------------|--------------------|
| Valid | Very good | 6 | 25 | 25 |
| | Good | 15 | 63 | 88 |
| | Adequate | 3 | 13 | 100 |
| | Total | 24 | 100.0 | |

Table 9. Overall rate of the course

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------------|--------------------|
| Valid | Very good | 9 | 38 | 38 |
| | Good | 12 | 50 | 88 |
| | Adequate | 3 | 13 | 100 |
| | Total | 24 | 100.0 | |

Table 10. The trainers were knowledgeable and well prepared

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------------|--------------------|
| Valid | Strongly agree | 18 | 72 | 72 |
| | Agree | 6 | 24 | 96 |
| | Adequate | 1 | 4 | 100 |
| | Total | 25 | 100.0 | |

Table 11. The trainers were engaging and encouraged participation and discussions

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------------|--------------------|
| Valid | Strongly agree | 14 | 56 | 56 |
| | Agree | 9 | 36 | 92 |
| | neutral | 1 | 4 | 96 |
| | disagree | 1 | 4 | 100 |
| | Total | 25 | 100.0 | |

Table 12. The trainers covered all the material clearly

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------------|--------------------|
| Valid | Strongly agree | 9 | 38 | 38 |
| | Agree | 14 | 58 | 96 |
| | neutral | 1 | 4 | 100 |
| | Total | 24 | 100.0 | |

Table 13. The location of the training was convenient

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------------|--------------------|
| Valid | Strongly agree | 18 | 72 | 72 |
| | Agree | 6 | 24 | 96 |
| | Neutral | 1 | 4 | 100 |
| | Total | 25 | 100.0 | |

Table 14. The training space was comfortable and conducive to learning

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------------|--------------------|
| Valid | Strongly agree | 16 | 64 | 64 |
| | Agree | 7 | 28 | 92 |
| | Neutral | 2 | 8 | 100 |
| | Total | 25 | 100.0 | |

Table 15. Relevance of the topics and presentations for your work

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------------|--------------------|
| Valid | Highly useful | 12 | 48 | 48 |
| | Useful | 11 | 44 | 92 |
| | Adequate | 2 | 8 | 100 |
| | Total | 27 | 100.0 | |

Table 16. Relevance of the recommendations for your work

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------------|--------------------|
| Valid | Highly useful | 7 | 30 | 30 |
| | Useful | 14 | 61 | 91 |
| | Adequate | 2 | 9 | 100 |
| | Total | 23 | 100.0 | |

Table 17. Introduction to new approaches, techniques and concepts

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------------|--------------------|
| Valid | Highly useful | 9 | 36 | 36 |
| | Useful | 12 | 48 | 84 |
| | Adequate | 4 | 16 | 100 |
| | Total | 25 | 100.0 | |

Table 18. Strengthening of knowledge about disaster assessment

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------------|--------------------|
| Valid | Highly useful | 15 | 65 | 65 |
| | Useful | 7 | 30 | 96 |
| | Adequate | 1 | 4 | 100 |
| | Total | 23 | 100.0 | |

Table 19. Usefulness of the methodology for your work

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------------|--------------------|
| Valid | Highly useful | 6 | 24 | 24 |
| | Useful | 14 | 56 | 80 |
| | Adequate | 4 | 16 | 96 |
| | Inadequate | 1 | 4 | 100 |
| | Total | 25 | 100.0 | |

Table 20. Usefulness of the experiences and good practices for your country

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------------|--------------------|
| Valid | Highly useful | 12 | 48 | 48 |
| | Useful | 13 | 52 | 100 |
| | Adequate | 0 | | |
| | Total | 25 | 100.0 | |

Table 21. Did the training meet your expectations?

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|-----|-----------|---------------|--------------------|
| Valid | Yes | 23 | 96 | 96 |
| | No | 1 | 4 | |

Table 22. What is the likelihood of using what you learned in this training?

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------------|--------------------|
| Valid | Very likely | 9 | 36 | 36 |
| | Likely | 11 | 44 | 80 |
| | Neutral | 5 | 20 | 100 |
| | Total | 25 | 100.0 | |



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