

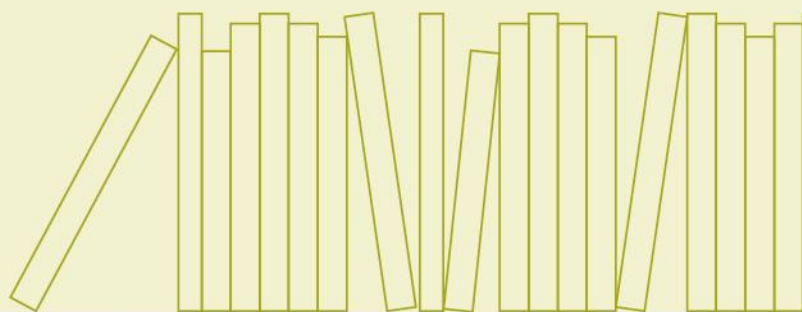
Economic Commission for Latin America and the Caribbean

**ECLAC SUBREGIONAL HEADQUARTERS  
FOR THE CARIBBEAN**



# **Evaluation report of the workshop on the use of the ECLAC Disaster Assessment Methodology**

**Buenos Aires, Argentina**



UNITED NATIONS

**ECLAC**





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

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Workshop on the use of the  
ECLAC Disaster Assessment Methodology  
19-21 February 2019  
Buenos Aires, Argentina

LIMITED  
LC/CAR/2019/8  
15 August 2019  
ORIGINAL: ENGLISH

**EVALUATION REPORT OF THE WORKSHOP ON THE USE OF THE  
ECLAC DISASTER ASSESSMENT METHODOLOGY**  
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**BUENOS AIRES, ARGENTINA**

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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 90 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 Sustainable Development and Disaster 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 2017, ECLAC organized capacity building courses on disaster assessment for policymakers in several national and regional institutions in Argentina, in cooperation with the Ministry of Security (Ministerio de Seguridad) and the Ministry of Interior, Public Works and Housing (Ministerio de Interior, Obras Publicas y Vivienda) of Argentina. Upon the request of the Ministry of the Interior, Public Works and Housing - MIOPV of Argentina, within the framework of the Immediate Response Program for Floods, ECLAC was also invited to assess the effects and impacts of the climate events from December 2015 to June 2016 in several provinces in Argentina (Chaco, Córdoba, Corrientes, Entre Ríos, Formosa, Misiones, Santa Fe and Tucumán.). Moreover, the ECLAC disaster assessment methodology has also been incorporated in the Argentinian risk management system (Sistema Nacional para la Gestión Integral de Riesgo (SINAGIR)).
5. In order to further support Argentina's efforts to incorporate prevention, estimation, and risk reduction in public investment plans and development programs, two extra training activities were organized in the provinces of Santa Fé and San Salvador de Jujuy in May 2018. One extra training activity was requested with the aim to create a National Damage and Loss Assessment (DaLA) Methodology. The training was planned in collaboration with the Civil Protection Secretary of the Ministry of Security in Buenos Aires in February 2019. Under the framework of SINAGIR, this institution is in charge of the creation of such team.

## **B. GENERAL INFORMATION**

### **1. Place and date of the training course**

6. A training session on the "Disaster Assessment Methodology" was held from 19 to 21 February 2019, in Buenos Aires, Argentina.

### **2. Attendance**

7. The training course targeted national staff selected from several Ministries and was hosted by the Ministry of Security. Participants included representatives from the Ministries of Transportation, Planning, Civil Aviation, Social Development, Health, Infrastructure, Agriculture and Defense.

8. The course was facilitated by the Coordinator and the Associate Environmental Affairs Officer of the Sustainable Development and Disaster Unit, and the Public Information Assistant of the Strategic Planning and Outreach Unit of ECLAC subregional headquarters for the Caribbean.

### C. SUMMARY OF KEY OUTCOMES OF THE TRAINING COURSE

9. During the two-and-a-half-day training course participants were trained in the various aspects covered by the Disaster Assessment Methodology. Due to the limited time, sectors that were considered most relevant for the country, were selected to exemplify the use of the methodology. The agenda of the training with a detailed description of each module is attached to the end of this report.

10. In order to encourage participants to understand the practical use of the methodology, group work exercises were also made available, debated and solved to help participants assimilate the concepts discussed and understand the application of the methodology. Further exercises were provided online in the Disaster Assessment Methodology Exercise Guide.

11. ECLAC team shared the experience of various governments in Latin America 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 in the eight provinces in Argentina and the vulnerabilities and positive developments in disaster and risk management identified in each one.

### D. SUMMARY OF EVALUATIONS

11. 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.

12. In total, 21 participants attended the training. Seventy-two participants responded to the evaluation questionnaire, 8 females (40 per cent) and 12 males (60 per cent). The full list of participants is annexed to the report.

13. In terms of knowledge of the topic, 10 participants replied that they had never participated in a training course on disaster assessment before, while 11 participants replied that they had received training on the subject previously.

**TABLE 1**  
**PRIOR TRAINING IN DISASTER ASSESSMENT**

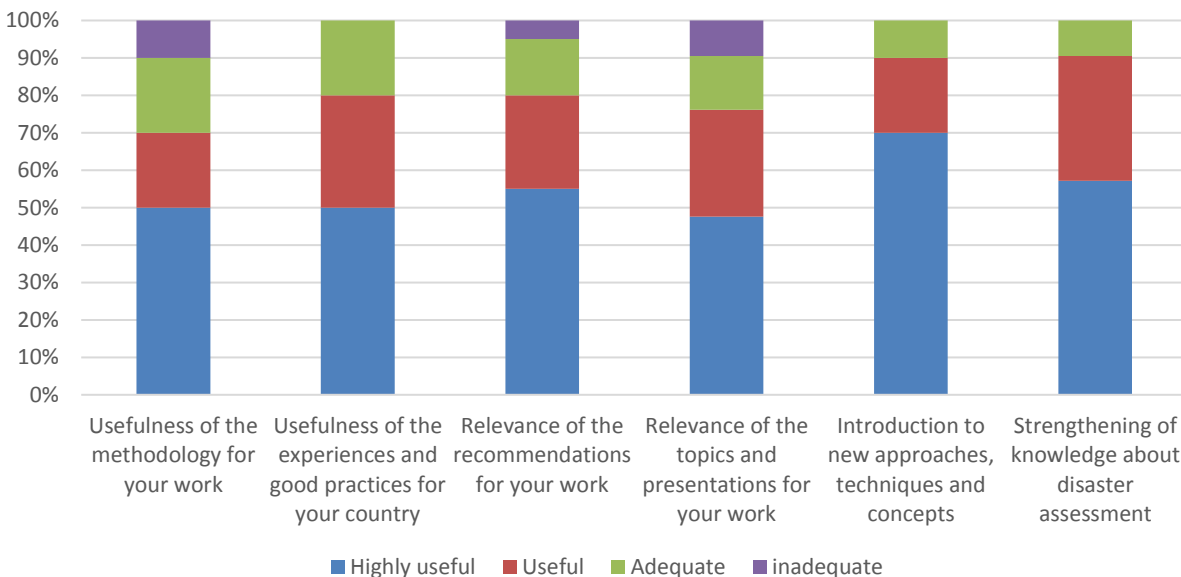
		Frequency	Percent of valid answers	Cumulative Percent
Valid	Yes	11	52	52
	No	10	48	100.0
	Total	21	100.0	100.0

#### 1. Content, delivery and trainers

14. Twenty respondents (95 per cent) reported that the training course met their expectations.

15. Considering a 5-point scale ranging from inadequate to highly useful, in terms of the impact and relevance of the training, 10 respondents (48 per cent) considered that the topics and presentations were highly useful, 6 useful (29 per cent) for their work, 3 considered it to be adequate (14 per cent) and 2 inadequate (10 per cent). Considering the relevance of the recommendations given during the training, 11 respondents (55 per cent) rated them as highly useful and 5 as useful (25 per cent) and 3 as adequate (15 per cent), 1 considered it inadequate (5 per cent). Ten participants agreed that the presentation of other countries' experiences and good practices was highly useful (50 per cent), 6 considered it useful (30 per cent) and 4 considered it adequate (20 per cent). Fourteen respondents considered the course highly useful (70 per cent), and 4 considered it adequate (20 per cent) in introducing them to new approaches, techniques and concepts, 2 participants considered it adequate (10 per cent). Similarly, 12 participants agreed that the training was highly useful (57 per cent), 7 that it was useful (33 per cent) and 2 considered it adequate (10 per cent) in strengthening their knowledge of disaster assessment. It is also worth noting that 9 participants answered it was very likely (43 per cent), 9 likely (43 per cent), 2 neutral (10 per cent) and 1 improbable (5 per cent) that they would use the newly acquired knowledge in their daily work.

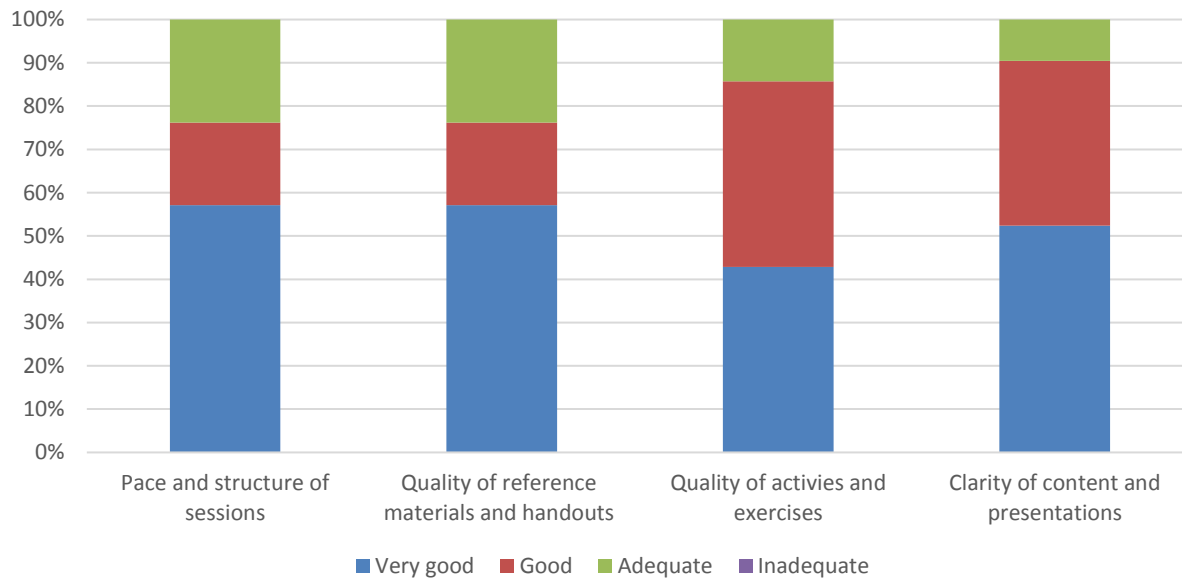
**FIGURE 1**  
**PARTICIPANTS' FEEDBACK ON THE SUBSTANTIVE CONTENT OF THE WORKSHOP**



16. In evaluating the content delivery on a 5-point scale from poor to very good, 12 participants considered that the pace and structure of sessions was very good (57 per cent), 4 considered it good (19 per cent), and 5 adequate (24 per cent). The quality of materials was also rated as either very good by 12 participants (57 per cent), good by 4 participants (19 per cent) or adequate by 5 participants (24 per cent). The quality of actives and exercises was rated as very good by 9 participants (43 per cent), 9 considered it good (43 per cent) and 3 adequate (14 per cent). Participants also highly rated the clarity of content, 11 per cent considered it very good (52 per cent), 8 rated as good (38 per cent) and 2 participants considered it adequate (10 per cent).

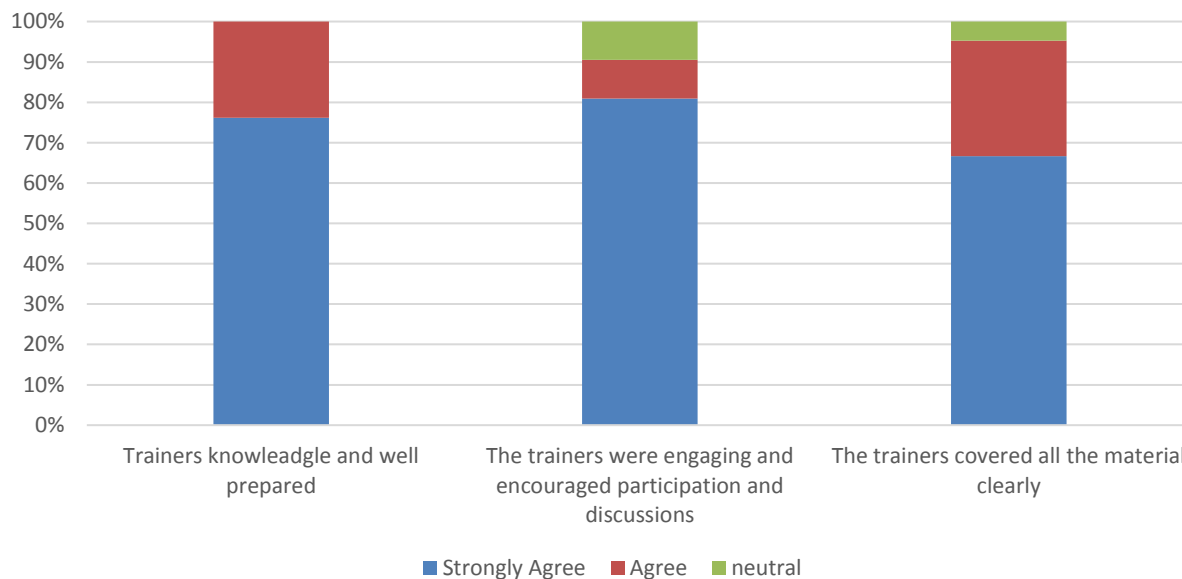


**FIGURE 2**  
**PARTICIPANTS' FEEDBACK ON CONTENT DELIVERY**



17. Regarding the quality of the trainers, 16 respondents strongly agreed (76 per cent) and 5 agreed (24 per cent) that the trainers were knowledgeable and well prepared. Likewise, 14 respondents strongly agreed (67 per cent) and 6 respondents agreed (29 per cent) that all the materials were clearly covered, 1 responded remained neutral (5 per cent). Seventeen respondents also considered that trainers were engaging and encouraged questions and participation (80 per cent), 2 participants agreed (19 per cent) and 2 remained neutral (10 per cent).

**FIGURE 3**  
**PARTICIPANTS' FEEDBACK ON THE FACILITATORS OF THE WORKSHOP**



## 2. Organization of the course

18. 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-six per cent of respondents strongly agreed, 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

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

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

- Learn the tools to evaluate disasters.
- Useful knowledge to build strategies of reconstruction in a post-disaster situation.
- To apply the methodology in the health sector.
- Sectorial analysis of impacts and connecting the economic and human impacts.
- The need to have better statistics for disaster planning and evaluation.
- The necessity to have a reliable and complete database of pre-disaster information.
- The methodology allows to collect comparable data between the provinces.
- The importance of adequately and thoroughly analyzing the economic impacts of a disasters.

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

- Reconstructing a resilient way is a part of sustainable development.
- A multi-hazard approach to risk should be part of the SDGs planning.
- Generating data on disaster facilitates the collection of data for the indicators and sensitive the public about the importance of the SDGs in the country.
- The baseline data used in disaster evaluation can be used to evaluate the SDG indicators.

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

- Apply the methodology to evaluate damage and collect a baseline of information.
- Taking part in the national team of Disaster Evaluation in the framework of SINAGIR.
- Creating a specialized team to evaluate impacts in the health sector.
- Apply the knowledge in territorial planning division.
- Unify the methodology used to evaluate disaster in different ministries.
- Use the information not only to evaluate disaster, but also to be better prepared for them.
- Informing the municipalities of the importance of having data available to form a baseline.

Strengths of the training:

- Clarity of presentation and methodology.
- The teaching method and limited number of participants.
- The learning environment and openness to participation.
- Experience and honesty of the course facilitators in talking about a sensitive topic.
- Examples given and usage of lessons learned in the evaluations.

Areas of improvement:

- More time given to exercises. They are very complex for the time given.
- Give access to the bibliographical material before the course.
- Pedagogy of the exercises, they should be all the same.

- Need more time for deeper explanations.
- More interaction with the lecturers.
- More attractive presentations utilizing other multimedia tools.
- Including the environmental sector in the presentations.

## **E. CONCLUSIONS**

20. Overall, the training was positively evaluated, 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 examples specific from the country to explain the concepts. As an important outcome of the course, participants understood the importance of collecting sectoral data permanently to have reliable baseline information and to include elements of disaster prevention in public planning.

21. The exercises were highlighted as an important pedagogical tool in assisting participants in the application of the methodology. However, they indicated the necessity to have more time for the practical activities and to have more assistance in completing the exercises and more interaction with the facilitators. It was noted that two participants did not find the training applicable to their work. Although participants are selected by the counterpart, as a recommendation, more clear guidelines related to the profile of professionals expected to participate in the activity should be given. As points for improvement, a more dynamic presentation utilizing other multimedia tools should be considered, as well as liaising with the counterpart to make materials available to participants before the start of the workshop.

22. Participants commended the organizers on the content of the course, since it not only highlighted the importance of damage and loss assessments in the overall planning process, but also demonstrated the importance of disaster risk reduction by incorporating cross-sector measures to reduce vulnerabilities. Participants are expected to be part of a national team prepared to evaluate future disasters in Argentina.

Annex I**List of participants**

- Jerónimo Ackerley, Ministerio de Salud y Desarrollo Social, email: jackerley@desarrollosocial.gob.ar
- Santiago Antognolli, Ministerio del Interior, Obra Pública y Vivienda, email: santognolli@mininterior.gob.ar
- Carlos Cañete, Ministerio de Salud y Desarrollo Social, email: carlosscanete@gmail.com
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Annex II**Programme****Día 1****9:00 – 9:30 Acreditación****9:30 – 10:00 Apertura Institucional****10.00 – 11:00 Introducción y conceptos básicos**

Esta sesión introduce el enfoque multisectorial y multidisciplinario de la metodología y presenta conceptos claves. Tales conceptos han sido estandarizados, permitiendo análisis sectoriales que informen una estimación comprensiva del efecto e impacto en la sociedad. Algunos de los conceptos básicos son: daños, pérdidas, costos adicionales, línea de base, efectos, impactos, recuperación, reconstrucción.

**11:00 – 11:45 Población afectada**

La evaluación correcta de la población afectada es esencial para el análisis general del evento y para la estimación de daños y pérdidas en varios sectores. También proporciona un criterio de comparación independiente para evaluar la consistencia y coherencia de todas las estimaciones. Esta sección analizará cómo combinar la información demográfica existente con los datos posteriores al desastre para guiar los esfuerzos para superar la emergencia y para fijar las prioridades de rehabilitación y reconstrucción.

**11:45 – 13:00 Almuerzo****13:00 – 13:45 Educación**

El sector educativo incluye la educación pública y privada en todos los niveles y para cualquier profesión. Se evalúan los daños a las instalaciones educativas y el material educativo, así como las pérdidas derivadas de la interrupción de las clases y los costos relacionados con el uso de las escuelas como albergues.

**13:45 – 14:30 Ejercicio:** estimación de los efectos de un desastre en el sector educativo.**14:30 – 15:30 Vivienda**

Este sector incluye toda edificación destinada a albergar a personas o familias con fines habitacionales, incluyendo tanto edificios públicos como espacios públicos. Asimismo, se deben incluir ciertos elementos de infraestructura y equipamientos urbanos (agua, saneamiento y electricidad) que deben ser presentados separados del sector. Esta sesión analiza el proceso desde la habilitación de unidades habitacionales provisorias hasta la recuperación de las viviendas a la condición previa que tenían al desastre.

**15:30 – 16:00 15:30 Ejercicio:** estimación de los efectos de un desastre en el sector vivienda.**16:00 Cierre de las actividades**

**Día 2****09.00 – 9:30**    **Recepción****9:30– 10:30**    **Salud y epidemias**

El sector salud comprende el análisis de daños y pérdidas en actividades de producción, distribución y consumo de bienes y servicios que protegen y promueven la salud de individuos y grupos. Por el tipo de servicio que presta, un sector salud afectado en sus instalaciones y servicios por un desastre debe comenzar su recuperación y, al mismo tiempo, enfrentar la emergencia sanitaria de la población.

**10:30 – 11:15**    **Ejercicio:** estimación de los efectos de un desastre en el sector salud.**11:15 12:00**    **Electricidad**

Dada su interrelación con todos los demás sectores productivos, sociales y de infraestructura, el sector eléctrico es clave. Su afectación se traducirá en un impacto sobre el resto de la economía. Por la misma razón, la reposición del suministro eléctrico es un elemento importante del proceso de recuperación y reconstrucción. Este sector comprende la generación de energía eléctrica a granel, su transmisión desde las instalaciones de generación hasta los centros de distribución, y su distribución a los usuarios finales.

**12:00 – 13:00**    **Almuerzo****13:00 – 13:30**    **Ejercicio:** estimación de los efectos de un desastre en el sector electricidad.**13:30 – 14:30**    **Vialidad y Transporte**

El sector del transporte incluye subsectores como el transporte acuático (marítimo, fluvial, lacustre y portuario), aéreo y ferroviario. Dada la similitud en el procedimiento para estimar los efectos del desastre, esta sesión presenta en detalle la estimación de los efectos del subsector del transporte por carretera y del sector de carreteras terrestres. La evaluación de la infraestructura clave y los activos en el sector del transporte por carretera es muy importante para la planificación y el desarrollo de recursos de orientación para las instituciones responsables de las políticas y planes de transporte por carretera. Una infraestructura de transporte resistente evita la interrupción de las actividades económicas y facilita el servicio de emergencia en el momento de un desastre.

**14:30 – 15:15**    **Ejercicio:** estimación de los efectos de un desastre en el sector vialidad y transporte.**15:15 – 16:00**    **15.15 Agua y saneamiento**

Dada la importancia estratégica de los servicios que presta, el sector del agua y el saneamiento es, junto al de salud, uno de los primeros que se deben rehabilitar después de un desastre. En particular, se debe conceder especial atención a la calidad del agua, la eliminación de excrementos (saneamiento) y el manejo de la basura. La reparación o reposición física de los sistemas no basta para que estos puedan hacer frente a futuros eventos desastrosos. La mayor parte de los componentes de los sistemas de agua potable y saneamiento necesitan una operación adecuada y un buen mantenimiento sistemático, a fin de conservar su capacidad de resistir daños y facilitar las reparaciones inmediatas después de un desastre.

**Día 3****9:00 – 10:00 Agricultura y ganadería**

El sector comprende diversos subsectores: agricultura, ganadería, avicultura, piscicultura y forestal. Cada subsector comprende distintas especies de plantas cultivadas, animales domésticos en producción, y plantaciones forestales, entre otros. En esta sección se analizan los impactos en infraestructura, tierra, cultivos y pérdidas de animales.

**10:00– 10:45 Ejercicio:** estimación de los efectos de un desastre en el sector agrícola.

**10:45 – 12:00 Consolidación de resultados e impactos macroeconómicos.**

La información recabada en los distintos sectores debe consolidarse y utilizarse como base para estimar los impactos sobre diversos agregados macroeconómicos, tales como el PIB, el empleo, las finanzas públicas y las cuentas externas.

**12:00 – 13:00 Almuerzo**

**13:00 – 13:30 Encuesta y cierre del curso**

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	Age	Sector
<input type="checkbox"/> Female	<input type="checkbox"/> 30 or under	<input type="checkbox"/> Public
<input type="checkbox"/> Male	<input type="checkbox"/> 31 – 40	<input type="checkbox"/> Private
	<input type="checkbox"/> 41 – 50	<input type="checkbox"/> Academia
	<input type="checkbox"/> 51 or over	<input type="checkbox"/> 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?

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

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

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11. Strengths of the training:

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12. Areas of improvement:

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

Table 1. Sex

		Frequency	Valid Percent	Cumulative Percent
Valid	Female	8	40	40
	Male	12	60	100.0
	Total	20	100	

Table 2. Age

		Frequency	Valid Percent	Cumulative Percent
Valid	30 or under	3	13	14
	31-40	9	43	57
	41-50	7	33	90
	50 or over	2	10	100.0
	Total	21	100	

Table 3. Sector

		Frequency	Valid Percent	Cumulative Percent
Valid	Public	21	100	100
	Private	0	0	
	Other	0	0	
	Total	21	100.0	

Table 4. Prior training in disaster assessment

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	11	52	52
	No	10	48	100.0
	Total	21	100	

Table 5. Pace and structure of the sessions

		Frequency	Valid Percent	Cumulative Percent
Valid	Very good	12	57	57
	Good	4	19	76
	Adequate	5	24	100
	Total	21	100.0	

Table 6. Quality of the materials and handouts

		Frequency	Valid Percent	Cumulative Percent
Valid	Very good	12	57	57
	Good	4	19	76
	Adequate	5	24	100
	Total	21	100.0	

Table 7. Quality of the activities and exercises

		Frequency	Valid Percent	Cumulative Percent
Valid	Very good	9	43	43
	Good	9	43	86
	Adequate	3	14	100
	Total	21	100.0	

Table 8. Clarity of the content and presentations

		Frequency	Valid Percent	Cumulative Percent
Valid	Very good	11	52	52
	Good	8	38	90
	Adequate	2	10	100
	Total	21	100.0	

Table 9. Overall rate of the course

		Frequency	Valid Percent	Cumulative Percent
Valid	Very good	13	62	62
	Good	7	33	95
	Adequate	1	5	100
	Total	21	100.0	

Table 10. The trainers were knowledgeable and well prepared

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly agree	16	76	76
	Agree	5	24	100
	Total	21	100.0	

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

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly agree	17	81	81
	Agree	2	10	90
	Neutral	2	10	100
	Disagree	0	0	
	Total	21	100.0	

Table 12. The trainers covered all the material clearly

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly agree	14	67	67
	Agree	6	29	95
	Neutral	1	5	100
	Disagree	0	0	
	Total	21	100.0	

Table 13. The location of the training was convenient

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly agree	16	76	76
	Agree	5	24	100
	Neutral	0	0	
	Total	21	100.0	

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

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly agree	16	76	76
	Agree	4	19	95
	Neutral	1	5	100
	Total	21	100	

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

		Frequency	Valid Percent	Cumulative Percent
Valid	Highly useful	10	48	48
	Useful	6	29	76
	Adequate	3	14	90
	Inadequate	2	10	100
	Total	21	100.0	

Table 16. Relevance of the recommendations for your work

		Frequency	Valid Percent	Cumulative Percent
Valid	Highly useful	11	55	55
	Useful	5	25	80
	Adequate	3	15	95
	Inadequate	1	5	100
	Total	20	100.0	

Table 17. Introduction to new approaches, techniques and concepts

		Frequency	Valid Percent	Cumulative Percent
Valid	Highly useful	14	70	70
	Useful	4	20	90
	Adequate	2	10	100
	Total	20	100.0	

Table 18. Strengthening of knowledge about disaster assessment

		Frequency	Valid Percent	Cumulative Percent
Valid	Highly useful	12	57	57
	Useful	7	33	90
	Adequate	2	10	100
	Total	21	100.0	

Table 19. Usefulness of the methodology for your work

		Frequency	Valid Percent	Cumulative Percent
Valid	Highly useful	10	50	50
	Useful	4	20	70
	Adequate	4	20	90
	Inadequate	2	10	100
	Total	20	100.0	

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

		Frequency	Valid Percent	Cumulative Percent
Valid	Highly useful	10	50	50
	Useful	6	30	80
	Adequate	4	20	100
	Total	20	100.0	

Table 21. Did the training meet your expectations?

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	20	95	95
	No	1	5	100

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

		Frequency	Valid Percent	Cumulative Percent
Valid	Very likely	9	43	43
	Likely	9	43	86
	Neutral	2	10	95
	Improbable	1	5	100
Total		21	100.0	



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