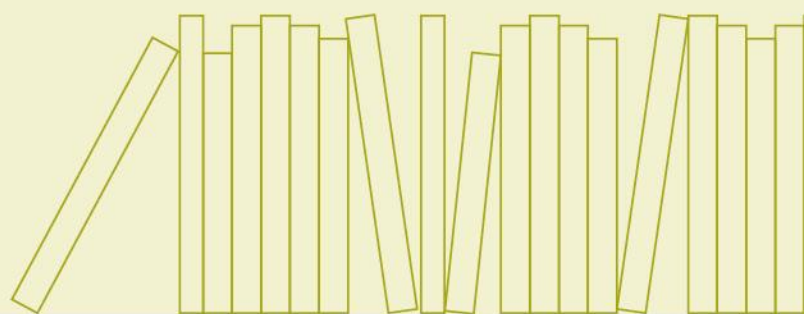


Economic Commission for Latin America and the Caribbean

ECLAC SUBREGIONAL HEADQUARTERS FOR THE CARIBBEAN



Evaluation report of the training course on increasing access to technology for persons with disabilities





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

Training course on increasing access to technology
for persons with disabilities
23 October 2019
Port of Spain, Trinidad and Tobago

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EVALUATION REPORT OF THE TRAINING COURSE ON INCREASING ACCESS TO TECHNOLOGY FOR PERSONS WITH DISABILITIES

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A. INTRODUCTION

1. The Economic Commission for Latin America and the Caribbean (ECLAC) has recently published a study entitled “Using universal service funds to improve access to technology for persons with disabilities in the Caribbean”. The results of this study revealed that universal service funds (USFs) in the Caribbean encounter several challenges that hinder them from utilizing the available funding on projects that increase access to technology for persons with disabilities. Consequently, ECLAC held an expert group meeting on Tuesday 6 August 2019 at the ECLAC subregional headquarters for the Caribbean in Port of Spain where the findings of the study were discussed with a diverse group of stakeholders who gave their perspectives as representatives of the USF and the disability support organizations.

2. At the expert group Meeting, several concerns were raised by the disability support organizations and the USF representatives who indicated that there was a need for training on assistive technology and accessible ICTs as well as training on how to write effective proposals to access the USFs funding. In addition, it was identified that there was a need for a disability focal point within each USFs who would engage persons with disabilities (PWDs) and their representative organizations to identify accessible ICT projects that can benefit the community.

3. This training course was therefore designed to benefit the representatives of USFs and disability support organizations who are directly involved in the preparation and review of accessible ICT project proposals. It aimed to support USFs, PWDs and their representative organizations in the region to address the challenges identified in the study as well as to equip participants with the knowledge and skills needed to better utilize USFs in the Caribbean to increase access to technology for PWDs.

4. The training course on “Increasing access to technology for persons with disabilities” was held on Wednesday 23 October 2019 at the ECLAC subregional headquarters for the Caribbean in Port of Spain and received contributions from USF specialists and other subject matter experts. This one-day training was delivered to representatives of USFs, PWDs, disability support organizations and regional telecommunications organizations from English-speaking Caribbean countries which included Dominica, Grenada, Jamaica, Saint Lucia, Saint Kitts and Nevis, Saint Vincent and the Grenadines, and Trinidad and Tobago.

5. Feedback was collected from the participants using a Google form survey and the results are presented in this evaluation report.

B. GENERAL INFORMATION

1. Place and date of the training course

6. The one-day training session entitled “Increasing access to technology for persons with disabilities” was held on Wednesday 23 October 2019 at the ECLAC subregional headquarters for the Caribbean in Port of Spain.

2. Attendance

7. The training session targeted representatives of the USFs and organizations working with persons with disabilities in English-speaking CDCC Member States with USFs, namely Dominica, Grenada, Jamaica, Saint Lucia, Saint Kitts and Nevis, Saint Vincent and the Grenadines, and Trinidad and Tobago. Representatives from the following organizations were present at the training: Ministry of Social Development and Family Services (Trinidad and Tobago), Caribbean Telecommunications Union, Eastern

Caribbean Telecommunications Authority (ECTEL), Grenada National Telecommunications Regulatory Commission, Saint Kitts and Nevis National Telecommunications Regulatory Commission, Saint Lucia National Telecommunications Regulatory Commission, Saint Vincent and the Grenadines National Telecommunications Regulatory Commission, Trinidad and Tobago Telecommunications Authority (TATT), Dominica Association of Persons with Disabilities, Grenada National Council for the Disabled, Jamaica Council for Persons with Disabilities, National Council of and for Persons with Disabilities, National Centre for Persons with Disabilities, Trinidad and Tobago Association for Differently Abled Persons, Playable Caribbean, Trinidad and Tobago Blind Welfare Association, and the Trinidad and Tobago Association for the Hearing Impaired.

C. SUMMARY OF KEY OUTCOMES OF THE TRAINING COURSE

8. The following topics were covered during the one-day training: (1) Introduction to ICT accessibility; (2) Universal service funds: projects, key stakeholders, resources and criteria for success; (3) Disability inclusive development: implementing accessibility through a focal points system. The training session included a pitching session, a group exercise, as well as review and evaluation.

9. During the session entitled “Universal service funds: projects, key stakeholders, resources and criteria for success”, presentations were done by: Ms. Cheryl Hector Fontenelle, ECTEL Director, Economics and Finance, on the submission of project ideas to the Universal Service Funds in the ECTEL Member States; Mr. Peter Mootoosingh, TATT Regulatory Accountant, on the Universal Service Initiative which is a project to provide subsidized handsets to Persons with Disabilities (PWDs); and by Mr. Francis Jones, ECLAC Population Affairs Officer, who presented on sources for obtaining statistics on disability.

10. To prepare for the pitching session and group exercise, participants were asked to submit project ideas via a Google form prior to attending the one-day training. These proposals were then presented to the audience during the workshop using the storytelling canvas as a guide to the 3-minute pitch. Each presentation was followed by a 2-minute Q&A session during which the presenter received feedback from the USFs and the disability support organizations on how to improve their ideas further. There were 8 responses in total to the request for project ideas, out of which 7 ideas were developed further by the participants who were formed into groups of 3 utilizing the problem-solution fit canvas provided during the group exercise.

11. In addition, the participants were engaged in an interactive discussion on establishing disability focal points at universal service funds. The key characteristics of the disability focal point were identified and discussed by the participants based on the roles and responsibilities of the position and the corresponding qualifications and experience required to perform this function effectively.

12. Below are some of the roles and responsibilities suggested by participants for the disability focal points:

- Prepare a database of the support organization and identify the services they offer
- Encourage networking through activities
- Utilize face-to-face and online forums to facilitate discussions
- Ensure that USF communications documents internally are digitally accessible
- Identify stakeholder management initiatives
- Focus on public awareness
- Develop good relationship with other USFs and PWDs
- Ensure that awareness campaigns show collaboration between the USF and PWDs
- Support and encourage the establishment of umbrella disability support organizations

In addition, it was determined that the person who is fulfilling the role of a disability focal point should have the following characteristics:

- Empathy
- Excellent verbal and written communication skills
- Leadership qualities
- Commitment
- Time management skills
- Unbiased
- Excellent research skills
- Access to funding
- Tenacity
- Problem solving skills
- Passion
- Motivational
- Can unite people

D. SUMMARY OF EVALUATIONS

13. An evaluation form was provided to participants to obtain feedback on the course. This section of the report presents a summary of the comments provided by participants during the wrap up session of the training.

14. In total, 23 participants attended the training and 12 participants responded to the evaluation survey: 7 females (58 per cent) and 5 males (42 per cent). The full list of participants is annexed to the report.

15. In terms of knowledge of the topic, 4 participants replied that they had never participated in a training course on increasing access to technology for persons with disabilities before, while 8 participants replied that they had received training on the subject previously.

TABLE 1
PRIOR TRAINING ON INCREASING ACCESS TO TECHNOLOGY FOR PWDs

		Frequency	Per cent valid answers	Cumulative Per cent
Valid	Yes	8	66.67	66.67
	No	4	33.33	100.00
	Total	12	100.00	100.00

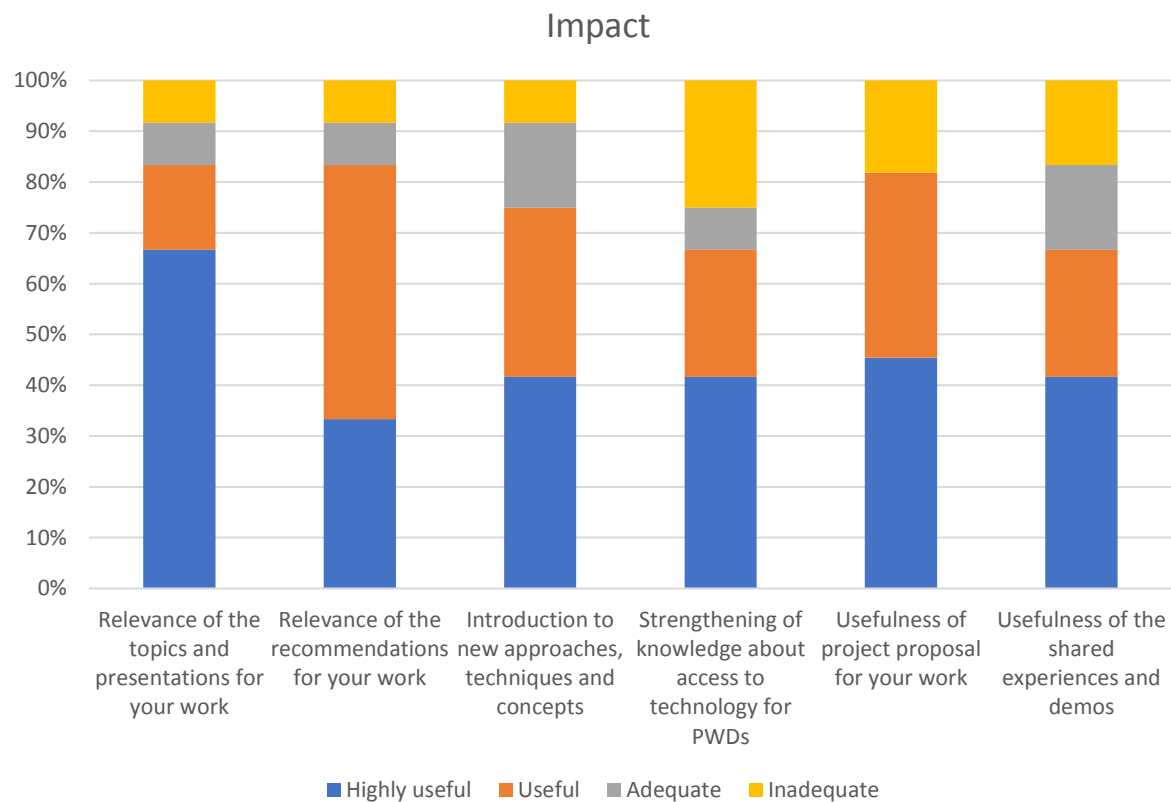
1. Content, delivery and trainers

16. 10 of the 12 respondents reported that the training course met their expectations while 2 of the respondents did not answer this question.

17. Considering a 5-point scale ranging from inadequate to highly useful, in terms of the impact and relevance of the training, 10 respondents considered that the topics and presentations were highly useful (66.67 per cent) or useful (16.67 per cent) for their work and 1 participant considered it to be adequate; however, 1 participant considered it to be inadequate. Considering the relevance of the recommendations given during the training, 33.33 per cent of respondents rated them as highly useful and 50 per cent as

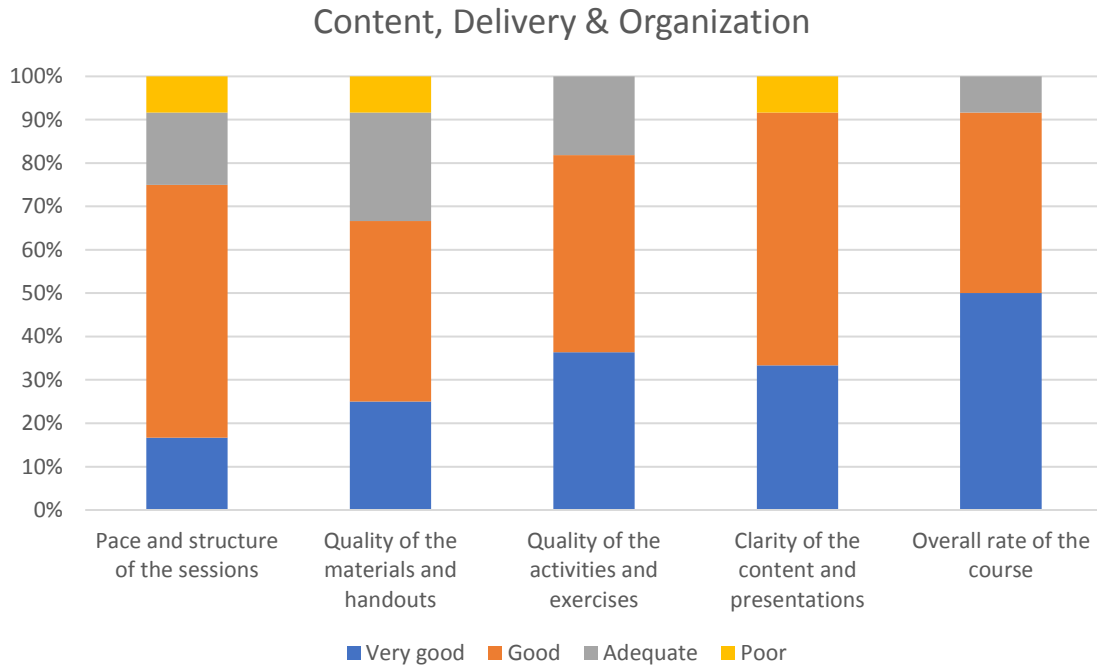
useful, 8.33 per cent as adequate and 8.33 per cent as inadequate. 41.67 per cent of participants considered the introduction to new approaches, techniques and concepts as highly useful and 33.33 per cent as useful, 16.67 per cent considered it adequate and 8.33 per cent considered it to be inadequate. Respondents considered the course highly useful (41.67 per cent), useful (25 per cent), adequate (8.33 per cent) and inadequate (25 per cent) for strengthening of knowledge about access to technology for PWDs. Similarly, participants agreed that the training in project proposal writing was useful for their work with 45.45 per cent indicating it was highly useful, 36.36 per cent indicating it was useful and 18.18 per cent indicating it was inadequate. In terms of the usefulness of the shared experiences and demos, 41.67 per cent of participants agreed it was highly useful, 25 per cent agreed it was useful, 16.67 per cent agreed it was adequate while 16.67 per cent indicated that it was inadequate.

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



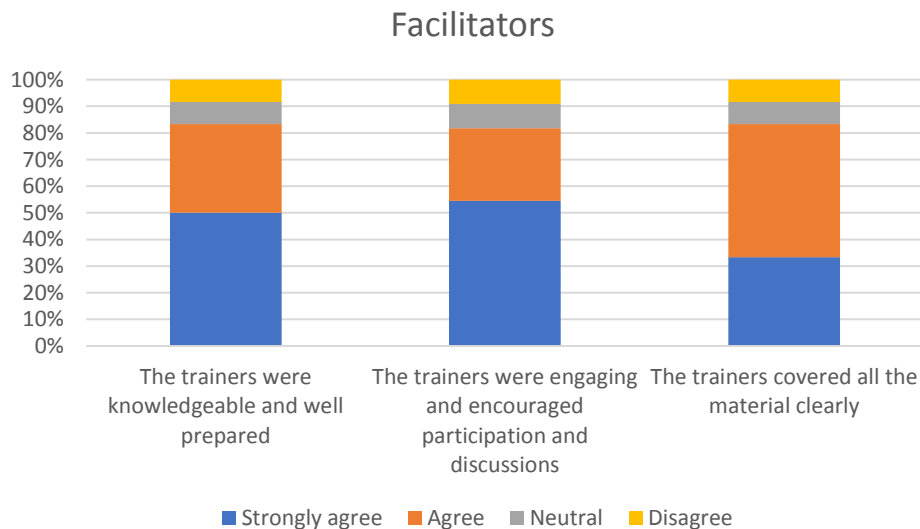
18. In evaluating the content delivery on a 5-point scale from poor to very good, participants who considered that the pace and structure of sessions was very good (16.67 per cent), good (58.33 per cent), adequate (16.67 per cent) or poor (8.33 per cent). The quality of materials was rated as very good (25 per cent), good (41.67 per cent), adequate (25 per cent) or poor (8.33 per cent). For the quality of activities and exercises, 36.36 per cent rated it very good, good (45.45 per cent) and adequate (18.19 per cent). For the clarity of content, 33.33 per cent of participants considered it very good, 58.33 per cent good and 8.33 per cent poor.

FIGURE 2
PARTICIPANTS' FEEDBACK ON CONTENT DELIVERY



19. Regarding the quality of the trainers, 50 per cent of the respondents strongly agreed, 33.34 per cent agreed, 8.33 per cent were neutral and 8.33 per cent disagreed that the trainers were knowledgeable and well prepared. Likewise, 33.34 per cent strongly agreed and 50 per cent agreed that all the materials were clearly covered; however, 8.33 of participants were neutral and 8.33 disagreed. In terms of the response to whether the trainers were engaging and encouraged questions and participation, 54.54 per cent strongly agree and 27.28 per cent agree while 9.09 per cent remained neutral and 9.09 per cent disagreed.

FIGURE 3
PARTICIPANTS' FEEDBACK ON THE FACILITATORS OF THE WORKSHOP



2. Organization of the course

20. Participants were asked to rate specific elements of the organization of the course using a 5-point scale from strongly disagree to strongly agree. Fifty per cent of respondents strongly agreed, 33.34 per cent agreed, 8.33 per cent remain neutral and 8.33 per cent disagreed that the location of the training was convenient. Sixty-seven per cent strongly agreed, 16.67 per cent agreed, 8.33 per cent were neutral and 8.33 per cent disagree when evaluating that the space was comfortable and conducive to learning.

3. Responses and comments to open-ended questions

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

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

- An increase in knowledge of USFs
- The need for a disability focal point at the USF
- Learned about new technologies.
- The need for networking
- The need for collaboration between USFs and PWD organizations
- The importance of using statistics and having a USF focal point
- The importance of having a focal point person, networking, sharing of information and becoming an advocate in this area.
- An increased knowledge and understanding of the challenges of NGO's & PWDs
- The use of a problem-solution fit canvas for proposal writing
- A greater understanding of the technologies discussed
- Networking opportunities and the possibility of collaboration with other NTRC's and PWD groups

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

- Develop better project proposals
- Disseminate the information to disability organizations
- Prepare project proposal for the USFs
- Implement a project that impacts persons with disabilities
- Share the information with colleagues
- Update the USF regulations and guidelines
- Pursue further training in proposal writing and advocacy
- Share the information and advocate for digital accessibility projects
- Engage in further collaboration and networking
- Use for planning future projects
- Delivering better projects

Strengths of the training?

- It encouraged networking and cordial, interactive learning
- It was very interactive and engaging
- The information shared was relevant and gave a vision on how to move the process forward
- Understanding the objectives of proposal writing
- It encouraged information sharing
- Collaboration, enthusiasm and scope for development

Areas of improvement:

- Training to meet the needs of a range of disabilities among participants e.g. the deaf and blind
- Better catering for the lunch
- More demonstrations of assistive technologies including a hands-on component
- Ensuring effective communication in a timely manner
- Better time management
- Improved meals and air conditioning
- More technology to meet the needs of all participants, the technology component seemed rushed
- Longer period of training with greater representation from PWD groups and available equipment

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 relevance of the presentation topics to their work in terms of the information on assistive technologies, USF regulations and the application process as well as the guidance provided on how to write effective proposals. In addition, participants understood the importance of a disability focal point at the USF and contributed suggestions on how this role could collaborate more effectively with disability support organizations to initiate more USF projects that increase access to technology for persons with disabilities in the Caribbean.

24. Participants also expressed their appreciation for the high level of interactivity during the one-day training which allow them to share their project ideas and obtain feedback from the audience on how to improve it further. In addition, participants appreciated the opportunity to network and understood the value of networking terms of it could help them to engage key stakeholders for their projects. The main concerns and suggestions for improvement from participants were respect to the catering of lunch, time management of the sessions and the limited range of practical demonstrations of assistive technologies on display. Overall, however, the training met the expectations of the participants and who have indicated that there is a high likelihood that they will use what they have learned from this training. Further, many have expressed gratitude for the interactive and practical group exercise which applied the problem-solution fit canvas to develop a solid foundation for their project proposals.

25. Finally, participants commended the organizers on the content of the course, since it not only highlighted the importance of increasing access to technology for persons with disabilities, but also gave a vision on how to move the process forward.

Annex I**List of participants**

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Annex III

Evaluation Form

Training course: increasing access to technology for Persons with Disabilities (PWDs)

TRAINING 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 training, 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 Increasing access to technology for Persons with Disabilities 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	[]	[]	[]	[]	[]
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 access to technology for PwDs	[]	[]	[]	[]	[]
Usefulness of the project proposal for your work	[]	[]	[]	[]	[]
Usefulness of the shared experiences and demos	[]	[]	[]	[]	[]

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

10. Strengths of the training:

11. Areas of improvement:

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

Table 1. Sex

		Frequency	Valid Per cent	Cumulative Per cent
Valid	Female	7	58.33	58.33
	Male	5	41.67	100.00
	Total	12	100.0	

Table 2. Age

		Frequency	Valid Per cent	Cumulative Per cent
Valid	30 or under	0	0	0
	31-40	7	58.33	58.33
	41-50	2	16.67	75.00
	50 or over	3	25.00	100.00
	Total	12	100.00	

Table 3. Sector

		Frequency	Valid Per cent	Cumulative Per cent
Valid	Public	4	33.33	33.33
	Other	8	67.67	100.00
	Total	12	100.00	100.00

Table 4. Prior training on Increasing access to technology for Persons with Disabilities

		Frequency	Valid Per cent	Cumulative Per cent
Valid	Yes	8	66.67	66.67
	No	4	33.33	100.00
	Total	12	100.00	

Table 5. Pace and structure of the sessions

		Frequency	Valid Per cent	Cumulative Per cent
Valid	Very good	2	16.67	16.67
	Good	7	58.33	75.00
	Adequate	2	16.67	91.67
	Poor	1	8.33	100.00
	Total	12	100.00	

Table 6. Quality of the materials and handouts

		Frequency	Valid Per cent	Cumulative Per cent
Valid	Very good	3	25.00	25.00
	Good	5	41.67	66.67
	Adequate	3	25.00	91.67
	Poor	1	8.33	100.00
	Total	12	100.00	

Table 7. Quality of the activities and exercises

		Frequency	Valid Per cent	Cumulative Per cent
Valid	Very good	4	36.36	36.36
	Good	5	45.45	81.81
	Adequate	2	18.19	100.00
	Total	11	100.00	

Table 8. Clarity of the content and presentations

		Frequency	Valid Per cent	Cumulative Per cent
Valid	Very good	4	33.33	33.33
	Good	7	58.33	91.66
	Poor	1	8.33	100.00
	Total	12	100.00	

Table 9. Overall rate of the course

		Frequency	Valid Per cent	Cumulative Per cent
Valid	Very good	6	50.00	50.00
	Good	5	41.67	91.67
	Adequate	1	8.33	100.00
	Total	12	100.00	

Table 10. The trainers were knowledgeable and well prepared

		Frequency	Valid Per cent	Cumulative Per cent
Valid	Strongly agree	6	50.00	50.00
	Agree	4	33.34	83.34
	Neutral	1	8.33	91.67
	Disagree	1	8.33	100.00
	Total	12	100.00	

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

		Frequency	Valid Per cent	Cumulative Per cent
Valid	Strongly agree	6	54.54	54.54
	Agree	3	27.28	81.82
	Neutral	1	9.09	90.91
	Disagree	1	9.09	100.00
	Total	11	100.00	

Table 12. The trainers covered all the material clearly

		Frequency	Valid Per cent	Cumulative Per cent
Valid	Strongly agree	4	33.34	33.34
	Agree	6	50.00	83.34
	Neutral	1	8.33	91.67
	Disagree	1	8.33	100.00
	Total	12	100.00	

Table 13. The location of the training was convenient

		Frequency	Valid Per cent	Cumulative Per cent
Valid	Strongly agree	6	50.00	50.00
	Agree	4	33.34	83.34
	Neutral	1	8.33	91.67
	Disagree	1	8.33	100.00
	Total	12	100.00	

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

		Frequency	Valid Per cent	Cumulative Per cent
Valid	Strongly agree	8	67.67	67.67
	Agree	2	16.67	84.34
	Neutral	1	8.33	92.67
	Disagree	1	8.33	100.00
	Total	12	100.00	

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

		Frequency	Valid Per cent	Cumulative Per cent
Valid	Highly useful	8	66.67	66.67
	Useful	2	16.67	83.34
	Adequate	1	8.33	91.67
	Inadequate	1	8.33	100.00
	Total	12	100.00	

Table 16. Relevance of the recommendations for your work

		Frequency	Valid Per cent	Cumulative Per cent
Valid	Highly useful	4	33.33	33.33
	Useful	6	50.00	83.34
	Adequate	1	8.33	91.67
	Inadequate	1	8.33	100.00
	Total	12	100.00	

Table 17. Introduction to new approaches, techniques and concepts

		Frequency	Valid Per cent	Cumulative Per cent
Valid	Highly useful	5	41.67	41.67
	Useful	4	33.33	75.00
	Adequate	2	16.67	91.67
	Inadequate	1	8.33	100.00
	Total	12	100.00	

Table 18. Strengthening of knowledge about access to technology for PWDs

		Frequency	Valid Per cent	Cumulative Per cent
Valid	Highly useful	5	41.67	41.67
	Useful	3	25.00	66.67
	Adequate	1	8.33	75.00
	Inadequate	3	25.00	100.00
	Total	12	100.00	

Table 19. Usefulness of project proposal for your work

		Frequency	Valid Per cent	Cumulative Per cent
Valid	Highly useful	5	45.45	45.45
	Useful	4	36.36	81.81
	Inadequate	2	18.19	100.0
	Total	11	100.0	

Table 20. Usefulness of the shared experiences and demos

			Frequency	Valid Per cent	Cumulative Per cent
Valid	Highly useful		5	41.66	41.66
	Useful		3	25.00	66.66
	Adequate		2	16.67	83.33
	Inadequate		2	16.67	100.00
	Total		12	100.00	

Table 21. Did the training meet your expectations?

			Frequency	Valid Per cent	Cumulative Per cent
Valid	Yes		10	100	100.0
	No		0	0	0

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

			Frequency	Valid Per cent	Cumulative Per cent
Valid	Very likely		7	63.63	63.63
	Likely		3	27.27	90.90
	Neutral		1	9.1	100.00
	Total		11	100.00	



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