Distance Learning Training Programme e-SIAC: Statistics in Applied Climatology

Course report for the 2011 February cohort, sponsored by CAMI

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1 Course dates

Start date: 31 January 2011

End date: 27 May 2011

2 Course Aims and Objectives

The purpose of **e-SIAC** is to show how to use statistics to analyze historical climatic records to produce reports that contribute to a country's economical and social development. The aim is to enhance the role of national meteorology departments 'that play a specialized role of providing climate and weather services to Government and other stakeholders engaged in national development activities' by:

- Enabling decentralisation of some NMS activities, such as computerization of data and production of basic reports.
- Extending the range of products from seasonal and annual forecasts to tailored products for end-users in agriculture, food security, health and other sectors.
- Upgrading the quality of processing data by training participants in the use of an analytical tool (Instat).
- Improving the statistical capacities of participants to produce appropriate analyses of climatic data.

2.1 Learning Outcomes

By the end of the course you will be able to:

1. Use the statistical software **Instat.**
2. Apply the descriptive and inferential statistical concepts needed to produce analytical reports of climatic data.
3. Interpret the results of statistical analysis of historical climatic data.
4. Produce analytical reports that address the needs of clients, the end-users of climatic data.

2.2 Learning Outcomes by individual Topic

Running title, full title and brief description of each topic:

1. **About SIAC and e-learning**
   Topic 1: About SIAC and its aims and objectives
   Describes the rationale behind the course, the aims of SIAC.
2. **Using Instat**
   Topic 2: Using the statistical software package Instat
   Demonstrates the basics of using the statistical software package Instat.
3. **Preparing datasets**
   Topic 3: Acquiring and preparing daily data for analysis
   Discusses the steps needed to obtain daily climatic datasets; describes how to import them into Instat.
4. **Producing standard reports**
   Topic 4: Producing a standard report or presentation
   Teaches the computing skills needed to produce a standard statistical report about daily data. Summarizes Topics 1 to 4.
5. **Describing data well**
   Topic 5: Thinking statistically: describing data well
   Explains descriptive statistical concepts.
   Introduces the use of CAST, an electronic statistics book.
6. **Tailoring products**
   Topic 6: Turning data into information: tailoring products for specific applications
   Introduces some of the varied uses of climatic data, and shows how data analyses can be tailored to meet the needs of the application area.
7. **Making good generalizations**
   Topic 7: Thinking statistically: making good generalizations
   Reviews some basic inferential statistical concepts that are needed to address a range of applications.
8. **Building an impressive portfolio**
   Topic 8: Building a portfolio of climatic products; taking climatology to the public
   Discusses how a portfolio of tailored statistical analyses of climatic data could contribute to development activities.

3 e-SIAC and the CAMI program

Source: http://knowledge.cta.int/en/S-T-Organisations/Caribbean/The-Caribbean-Agrometeorological-Initiative-CAMI

The objective of the CAMI program is to increase and sustain agricultural productivity at the farm level in the Caribbean region through improved dissemination and application of weather and climate information … assist the farming on predictors of the rainy season… provide better products from the meteorological services for use by the farming community.

e-SIAC is ideally placed to enable the CAMI program to fulfill its objective as follows. Using daily rainfall records, e-SIAC graduates are able to define a climatic event and compute it on an annual basis. Specifically:

3.1 Start of the rains (start of the crop growing season)

Start of the rains, which can be unconditional (any date) or conditional on user-specified dates, e.g. "either from April 1 or from May 1". This enables the analyst to quantify the likely starting dates of the rains for alternative planting strategies being evaluated by farmers.

They are now able to quantify the chance of the rains starting by a given date. For example: 10% chance that rains will start before April 1, 25% chance rains will start before April 10, 90% chance they will have started by April 20.

3.2 Risks (risk of crop failure)

Graduates are able to compute the start of the rains with added conditions, such as "provided no dry spell of 10 days or longer in the following 30 days". This provides maximum flexibility for adaptation to different growing condition requirements and application to a range of different crops.

It follows that they are able to quantify the risks of a farmer having to re-sow, which could help plan for food security and insurance against crop failure.

They can now compute the occurrence, frequency and hence the risk of dry spells, whose length is user-defined. They can compute dry spells within a restricted period of the year, which could be of interest to organizers of outdoors events.

3.3 Uncertainty in predictions

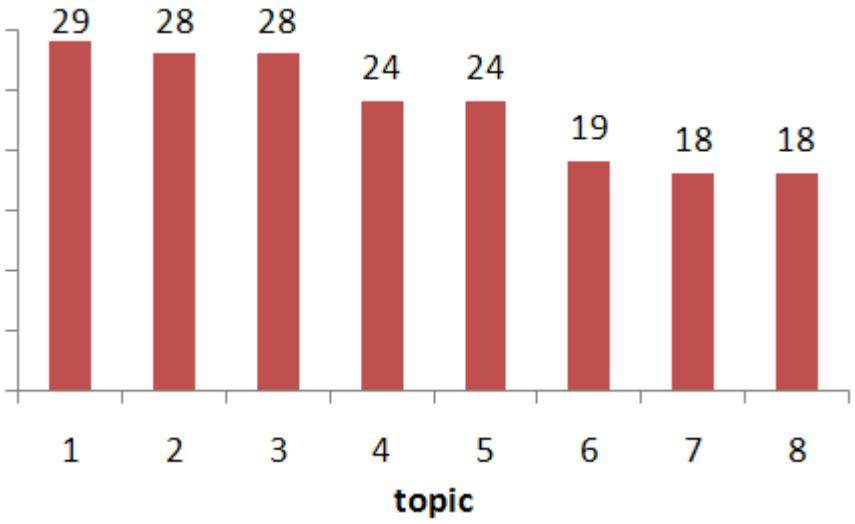
Graduates are able to express uncertainty in the prediction of risks (of crop failure), chances (of a dry spell) and starting dates of the rains (both conditional and unconditional) by quantifying and interpreting standard statistical measures of precision such as margins of error and confidence intervals.

4 Number of participants

Sorted by country:

country	Total
Antigua and Barbuda	2
Bahamas	1
Barbados	2
Belize	1
Cayman Islands	2
Dominica	1
Grenada	1
Guyana	2
Jamaica	6
Saint Kitts and Nevis	1
Saint Lucia	4
Saint Vincent and The Grenadines	1
Suriname	2
Trinidad and Tobago	3
Grand Total	29

5 Participants' completion rate



As the course progressed, a drop in number of completers of 38% (11/29) was observed.

This is not unexpected, as the course was 15 weeks long, from 31 January 2011 to 20 May 2011, because it encompassed a one-week break after topic 4 and the Easter break.

5.1 Completion rate

First name / Surname	Course total	Topic 8	Topic 7	Topic 6	Topic 5	Topic 4
Dale Rankine	306	43	20	50	30	30
Vanessa Hyacinth-Ash	304	43	20	48	30	30
Vincia Browne	304	43	20	48	30	30
Farzana Yusuf-Leon	304	43	20	49	29	30
Sukarni Mitro	304	43	20	49	30	30
Geeta Persad	303	43	20	48	29	30
Lyndon Alves	302	44	20	46	29	30
Roxann Brown	302	43	20	46	30	30
Suzane Russell	302	43	20	46	30	30
Sydlyn Garrick-Robertson	302	43	20	49	28	30
Dale Destin	302	44	19	50	26	30
Jacqueline Spence	301	43	20	47	28	30
Joel Ramine	301	43	20	47	28	30
Michelle Smith	301	43	20	46	29	30
Wayne Springle	301	43	20	46	30	30
Marlicka Laronde	300	43	20	46	28	30
Avalon Porter	296	43	19	43	28	30
Edison Jones	294	43	20	42	26	30
Clairmonte Williams	207	-	-	20	25	30
Rohan DaCosta	192	-	-	-	29	30
Hyacinthia Camille	186	-	-	5	19	30
Lemuel O'Shaughnessy	173	-	-	-	10	30
Robert Saul	152	-	-	-	10	10
Cor Becker	145	-	-	-	17	20
Kerry Powery	108	-	-	-	-	-
Kelvin Samaroo	101	-	-	-	-	-
Georgia Marks-Doman	94	-	-	-	-	-
Cicely Charles	78	-	-	-	-	-
Krishna Badaloo	19	-	-	-	-	-

e-SIAC is split into 2 parts: Topics 1 to 4 and Topics 5 to 8. Only 5 students failed to complete the first 4 topics (the five names at the bottom of the list), a completion rate of 82% for part 1.

The first 18 students in the list above (framed in red) graduated by submitting a satisfactory tailored report for topic 8. This represents 62% of the 29 students who started the course, and 75% of the 24 students who completed part 2 of e-SIAC.

These are the highest completion rates ever recorded in e-SIAC, achieved by a highly motivated cohort of students.

A selection of tailored reports to showcase the analytical skills that students gained from e-SIAC is available at http://www.personal.reading.ac.uk/~sns97aal/eSIAC/

6 Students' feedback

The overall feedback was very good: students were very appreciative of the delivery team efforts to support them in progressing through the course, by completing the required activities.

It highlighted well-known drawbacks of distance learning, such as being granted no time off work to study (50% of respondents), slow internet connection and lack of instant reply from the delivery team. The first two aspects resulted in the bulk of students' activity taking place over the weekend. As the delivery team was at least 5 hours ahead of the participants, they would not see the query until a day later.

6.1 Capacity building

Key indicators are a testimony of the success of the e-SIAC training activity:

- students reported that they are already implementing analytical skills gained in e-SIAC in their day-to-day duties,
- rated well over 4 out of 5 the course effectiveness in fulfilling specific aims, such as:
    - their own learning objectives (q6),
    - improved skills in producing standard and tailored reports with statistical content (q10),
    - improving statistical analytical skills (q11),
    - assessing the working practices in the office (q12),
    - diversification of services products that can be offered by NMS to end-users of climatology products (q18).

As for the mentoring aspect (q22), over 70% of participants would consider mentoring future participants.

A full printout of all feedback in detail is found in the Appendix.

6.2 What next?

The input of the SSC's delivery team is now finished; however, the course will remain open until the end of 2011. Students will be able to communicate in the forums and use the course materials as reference resource for statistical analysis of daily climatic records and the production of tailored reports.

7 Appendix

Participant feedback questionnaire for e-SIAC

To ensure that you receive your certificate of participation, please complete this questionnaire by 15 May 2011.

1. Was this your first on-line computer-based course?

Response	Average	Total
Yes	61%	11
No	39%	7
Total	100%	18/18

2. Name two things you *liked* about the online way of learning.

#	Response
1	1. I can do it right at home. 2. I can do it at my own time
1	1. makes me be discipline in submitting my assignments. 2.I could ask a question and many get many resposes.
1	1.)You can do on your spare time. 2.)It is almost as good as the class room without the obligation of waking up early.
1	1.It can be done in the comfort of your home 2.Can be done at a time convenient to you at your own pace
1	1.It helped me in learning a lot of new things on the computer e.g.,printscreen. 2.You can work at your own pace to acheive your goal.
1	1.The interactive nature of the course 2. The chance to learn from colleagues in different regions
1	Flexibility: assignments can be done anytime of the day or night You can review the content anytime regardless if the lecturer has moved on to another topic.
1	Freedom of looking at the material at my own convenience; Traveling to and from a campus is not necessary
1	i can finish assignments anytime of day 2.I can do it from anywhere
1	I liked (i)that I could do the course at home, where I can also supervise my children. (ii)That the time is flexible.
1	I liked learning from the module I could learn easier from other participants answer because I couldn\'t always understand the teacher
1	It can be done in the comfort of your home and a time convenient to you
1	No set time for classes Done at my own convenience
1	Not having to rush to make it to a classroom.
1	The facilitators always willing to help, give advice. The participants interactions with the facilitators and each other.
1	The style of teaching was different. Flexibility with time.
1	To be able to do it on my own time and pace The immediate response of the tutors was both appereciated and useful.
1	You can work at your own pace. all the course is in one place.

3. Name two things you *disliked* about the online way of learning.

#	Response
1	1-honestly I perfer face to face tutoring 2.i not receiving the respose to questions posted as quickly as I want.
1	1. I have to force my self to make some time free, especially if I have a busy schedule 2. Much time is spend to it, if there is a bad internet connection (slow connection)
1	1. The Penalty for incorrect answers 2. The occasional time lag to enquiries and grading of assignments
1	1.Having to read mostly everything from the computer screen 2. Getting physical help is impossible if only 1 participant per country
1	1.one of the assignments where not given enough time 2.internet limitations
1	1.You do not have that closeness with your facillitator as you would with your class teacher. 2.You have to rush to meet your deadline.
1	delay of getting answers due to no direct contact with lecturers internet dependency so it limits the time to work to only when internet service is available
1	Didn't find anything to dislike
1	Having to read mostly everything from the computer screen and getting physical help
1	I can't find anything...I love the online way of learning since I'm not physically taken away from other duties. The only restrictive thing is that sometime the cost is prohibitive.
1	I disliked (i)That I could not focus entirely on the course since there were too many distractions as opposed to sitting in a classroom. (ii)That the course is highly dependent on the use of my computer, which experiences technical problems quite often.
1	Lack of internet access sometimes when I travel.You really take a while to catch up if you fall behind in the course.
1	Lack of personal contact hours Too many distractions
1	nil
1	The amount of time spent reading and the short time given for assignments.
1	The response time for a question. No extra learning resources.
1	time requirement for some topic was too short.
1	Web access is not always available for me and so I cannot get to the reading material at all times; Specifically for this course I did not like that assignments were given by the week. I think all assignments, deadline dates and reading material should be made available at the beginning of the course.

4. Would you consider enrolling in other online courses?

Response	Average	Total
Maybe	17%	3
Yes	83%	15
Total	100%	18/18

5. What were the main issues that affected your participation?

Response	Average	Total
Not allowed time off normal duties to do the coursework	50%	9
Difficulty with understanding the online instructions	22%	4
Lack of experience with computers	6%	1
Slow Internet connection	33%	6
Other (please specify) As a supervisor I am bogged down with work that has to be done and time off in some instances is not an option	6%	1
Other (please specify) Computer experiencing technical difficulties quite often.	6%	1
Other (please specify) Electricity issues	11%	2
Other (please specify) fslow feed back	6%	1
Other (please specify) Had a lot of difficulties while doing it on the job. The only way I could of logged in, was through hotmail and they removed it,so I had to come up with other ways of doing so.	6%	1
Other (please specify) Illness	6%	1
Other (please specify) lack of time, due to busy schedule	6%	1
Other (please specify) not bering able to undersatnding certain questions in quizzes	6%	1
Other (please specify) Other work committments that took me in the field or out of the country	6%	1
Other (please specify) personal time constraints	6%	1
Other (please specify) The course was very interesting and useful, but it was difficult to sometimes balance time spent completing the assignment on time vs advancing my PhD studies, which is at a very critical cross roads at this time	6%	1

6. To what extent did the training fulfil your learning objectives?

	Average rank (1 2 3 4 5)	
not at all; 5 = completely		4.2

7. Were the Topics (content and assignments) about the right length?
(Scale: 1 = too short; 5 = too long)

	Average rank (1 2 3 4 5)	
Topic 1		3.1
Topic 2		2.9
Topic 3		3.2
Topic 4		3.1
Topic 5		2.9
Topic 6		3.1
Topic 7		2.8
Topic 8		3.1

8. To what extent did the assignments help you to understand the ideas introduced in the Teaching Sessions?

	Average rank (1 2 3 4 5)	
not at all; 5 = completely		4.3

9. Was the level of difficulty of the work appropriate for you?

	Average rank (1 2 3 4 5)	
too easy; 5 = too difficult		3.4

10. How would you rate the improvement of your skills in producing standard and tailored reports?

	Average rank (1 2 3 4 5)	
no change; 5 = great improvement		4.4

11. How would you rate the improvement of statistical analysis and interpretation skills?

	Average rank					
	1	2	3	4	5	
no change; 5 = great improvement						4.2

12. How would you rate the relevance of the parts of the course concerned with improving the working of the NMS?

	Average rank					
	1	2	3	4	5	
not relevant; 5 = highly relevant						4.5

13. What questions did the course leave unanswered for you?

#	Response
1	everything that was set out to do was done
1	Hypothesis testing
1	Hypothesis testing? How to determing if ther is climate change at my location?
1	I can't think of any right now
1	I cannot think of any at this time
1	I will not say that the course left anything unanswered for me, however there are a few things that I did not understand fully. Hopefully,I will be able to log in back and go over them.
1	nil.
1	No questions
3	None
1	None really. A very short but comprehensive course.
1	None that I can think of at the moment
2	Still not to clear on interpreting boxplots and standard deviation but with practice comes improvement
1	The course answered all my initial questions. Now I feel confident enough to experiment with the other features in Instat which the course did not cover.
1	While working on the portfolio there were lots of process that I had no done in the assignments. Therefore, I had to read the Climatic and Tutorial guide. I could not understand certain steps which were not clearly explained by the teacher. Therefore I had to make my own steps to derive outputs; whuch may have caused incorrect answers in my portfolio
1	Would have like to get into some forecasting using Instat.

14. How useful did you find the discussion forums?

	Average rank					
	1	2	3	4	5	
not at all useful; 5=very useful						4.7

15. Your comments about the discussion forums:

#	Response
1	Again, they were helpful in helping me understand certain concepts about topics. It is better most times to learn from other students and I was able to do to thins from the forum.
1	Generally the discussions were well structured, but sometimes the responses of participants were too casual.
1	I appreciate the forums but while i like when participants help each other not everyone is like that so I always felt more comfortable contacting the facilitators.
1	I think that although the forums were very helpful, some students asked questions before trying to acquire the answers themselves, which sometimes required just one further step of reading. The facilitators however did a great job of pointing us in the right direction without having to provide direct answers. The encouragement from them was much appreciated.
1	I thought that the forum was indeed very helpful.Some of the guys were quite brilliant and had very good ideas.Going through the forums helped me especially if there was a topic that I did not understand,reading the comments were very helpful.
1	I was pleased with the information I could get from both facilitators,lecturers and students alike
1	If it were not for these forums I would have a much harder time completing assignments
1	many questions and resposes were posted.received a good enough respose to my questions posted.Also I learnt from others who posted questions/comments.
2	Most difficulties Iwas faced with was answered on the forums
1	none
1	The discussion forum was very informative. I found out in this forum that problems area, I experienced during the course, were also problems area for other participants. Besides, the instructions from the facilitators, I have found also the answers in the discussion forum.
1	The discussion forums helped a lot especially when I had difficulty with any assignment and being able to answer post by other participants showed that I at least learned something.
1	They were like real class room discussions but only slower.
1	Very helpful, easy to navigate and understand
1	Very useful
1	Was interesting to meet and get the views of other participants from other countries.
1	You get to understand the other participants weakneses and their strengths.

16. How would you rate the facilitators on the following aspects?
(Scale: 1 = very poor; 5 = very good)

	Average rank					
	1	2	3	4	5	
Their effectiveness in encouraging participation						4.6
Their effectiveness in answering participants' questions						4.6
Their effectiveness in helping you to apply the topic content						4.6

17. How useful was the SIAC Participants' Guide?
(Scale: 1 = useless; 5 = very useful)

	Average rank					
	1	2	3	4	5	
Rating:						4.4

18. What skill or knowledge that you gained from the course will be most useful to you in your work and your plans?

#	Response
1	Ability to manipulate climatic data in a meaningful way to produce tailored reports using Instat.
1	Calculate the start of the rains and the risks of planting for farmers
1	Confidence level and deriving monthly climatology pattern of rainfall from daily records
1	Doing this course was a totally new learning experience for me and everything will definitely be useful to me.Being able to analyse climatological data and preparing a report from the data.
1	How to prepare a report.
1	I am the head of the Applied Meteorological section so e-SIAC has given me a starting point for some products I can now offer to the public.
1	I am now better equipped with statistiacl knowlege, vocbulary and inference.
1	I have gained a lot of knowledge and confidence in the area of statistics, as well as skills in producing reports. With the NMS plans of expansion (Agrometeorology, Hydrology, Marinemeteorology, Research), I will now be able to work in any of these new departments with some level of competence. The Climate Section where I now work, will certainly benefit from my new skills and knowledge as I can work with the data we have available, and actually add value to them.
1	number one would be events..then occurrences then latest margin of errors
2	Putting raw data to good use and producing reports not only to improve the service at the met office but to satisfy the needs of the end users
1	tailoring products.
1	The most useful part of this course for me is developing my analytical sense.
1	The skills and or knowledge that I have gained during the course is very useful for my work and my plans, because for every research, you need a good analysis in order to preseny a good result. And it is the statistics, which is very important, because the public needs some figures.
1	The use of Instat and analyzing data.
1	The use of instat. The interpretation of results from the data analyzed. The production of a tailored report.
1	Understanding and applying return periods
1	Writing tailored reports. Better use of descriptive and inferntial statistics. Fuller appreciation of weather and climate with respect to the millenium development goals. A more organized and responsive climate section

19. Would you recommend this course to others?

Response	Average	Total
Yes. If so, to whom? Agriculture personnel/officers	6%	1
Yes. If so, to whom? Allan Ebanks	6%	1
Yes. If so, to whom? Co workers	6%	1
Yes. If so, to whom? co-workers	11%	2
Yes. If so, to whom? co-workers and agriculture department personnel	11%	2
Yes. If so, to whom? Everyone, especially others in my Climate Section	6%	1
Yes. If so, to whom? My colleagues at work.	6%	1
Yes. If so, to whom? my co-worker who is on leave	6%	1
Yes. If so, to whom? My collegues	6%	1
Yes. If so, to whom? officers that deal with climatic data	6%	1
Yes. If so, to whom? other Graduate students. I would also recommend that the Office of Graduate Studies considers awarding credit for this course to successful participants	6%	1
Yes. If so, to whom? Other persons with in the Climat Section	6%	1
Yes. If so, to whom? Persons involved in providing climate services	6%	1
Yes. If so, to whom? To my co-workers.	6%	1
Yes. If so, to whom? To those that is processing data and other researchers	6%	1
Yes. If so, to whom? Water authoritiies, Fire services, Health departments, Tertiary level institutions	6%	1
Total	100%	18/18

20. What are your suggestions for improving the course?

#	Response
1	1. To make it truly relevant to a wider set of stakeholders, the content should be tailored to allow participation of persons with limited knowledge of the workings of their NMS 2. The introductory module should have an option for participants to take a screening test. If past the need to take the module in full should be weived. 3. Material should be updated and errors removed from assignments before the next offering. I can recall at least three incidences where they impeded timely completion of topics
1	Allowing students to have an outline of the topics to be covered through the course as well as the assignments and their deadline dates at the beginning of the course. This would help the student to better manage their time. In my case there were weeks that I was so bogged down with work that I could not do any reading or assignments, but for other weeks, I may have had time to do two topics instead of one. I think I would have been able to manage my time better if I knew the full layout and assignment deadlines prior to the week of the topic or assignment.
1	Alot more time per topic. Spend more time teaching the statistics
1	Getting Feedback in a timely manner from teachers can mean a world of difference when trying to complete an assignment. Therefore I would suggest 1 or two days feedback response
2	I think some assignments should be group work. This would help people to socialise more and at the same time one would learn more about the different countries. This could lead to long lasting bonds where reports could be shared and help when needed can be sought.
1	I thoroughly enjoyed this course...Don't think it need improving... just think you need a second more advanced course
1	Make session six a little longer as persons will be able to have a chance to do their draft of their final report
1	More feedback should be given on the assignments. I found that I needed far more time than indicated in the latter part of the course so maybe that part could be revised.
1	More time be availalbe for completion of assignments. Some people progress at differnt rates.
2	None
1	Provide the animated sections to the participants in a digital format.
1	Some time adjustments can be made for each topic especially for the lengthy ones because its a lot to learn and complete in the 3 months given.
1	some topics need more time than others..i think if it werent for all of us having problems with a certain topic the topic would not be extended
1	The course is good as it is now, even the time-allotment was sufficient.
1	The time given to do topic 5 was too short. I think a little bit more will do just fine - another week or so.
1	Tho improve the course, it would be good to look at the timeline that is scheduled for the different topics. Topic 1- 4 was quite easy, but the difficulty starts with topic 5 and further. These topics refers back to the earlier topics, and it is sometimes kind of hard to recall. It would be good to avoid refering to the older topics, because that is very time consuming.

21. What activities or courses would you suggest to follow up the e-SIAC course?

#	Response
1	1. Using some of the tailored reports (the better ones) to make one comprehensive paper that could be published in an international journal. In this way participants could be listes as co-authors 2. Follow up by the ESIAC team to provide the Technical support needed improve NMS's menu of products efficiency and competence. Some participants (though enthusiastic and willing) may not have sufficient influcence or seniority to effect change
1	a course focussing on hypothesis testing
1	advanced statistical analysis
1	For me I would like to follow up on topic 5 and 6.
1	General feedback. Check the progress of the aprticipants in the jobs as related to the course.
1	I don't have any suggestions at this time.
1	I have not expored any other courses. I was given this opportunity by my supervisor, but will certainly ask about any that she could suggest.
1	It would of been nice to have had a nice social gathering of everyone in person where we could of gotten to know one another better. How to use models in predicting the weather.
1	maybe macros..cause that would have helped us alot when we got the raw data from our NMS to sort out before imputing in instat
1	MORE COURSES DEALING WITH STATISTICS
1	n/a
2	not sure
1	Offer an advanced e-SIAC which includes more statistical analysis like forecasting using instat
1	Statistics made simple
1	The continuous practice with the Instat.
1	To stay in touch in case participants may have questions.
1	Well I heard that there is a face to face part to the course. So following this some additional training in products for various sectors could be done.

22. Would you consider being a 'mentor' (giving help where needed) for future participants in your office and/or country?

Response	Average	Total
No	6%	1
Maybe	22%	4
Yes	72%	13
Total	100%	18/18

23. Any other comments?

#	Response
2	Facilitators must be commended on their hard work, dedication and patience. It was a course that was well received and knowledge obtained would be beneficial to others.
1	For how long will we have use of the SIAC account?
1	I greatly improve on my computer skills as well as in using statistical software which would help the NMS greatly. I did not regret doing that course.Now I can do other tailored project on my own.
1	I really enjoyed the course.I now feel like I have a better understanding of basic statistical concepts.
1	I really did enjoy doing this course, although at times I had a lot of difficulties in understanding what was required of me. Again, I must say that I have learnt a lot of new skills and is eagerly awaiting the oppertunity to put it into use.
1	I really enjoyed doing this course although at times it was quite challenging but nothing good comes easy. To all the Facilitators keep up the good work.
1	In general the course was extremely useful. It would however be good if members from the ESIAC team followed up with monitoring of improvements in the NMS (especially in the Caribbean) to see what progress is made. I reckon it will need outside influcence to change some of the modus operandi
1	Just keep up the good work facilitators and know this course is an asset to any MET service.
1	Keep up the good work.
1	no
1	None
1	None.
1	Overall I had a good learning experience and I took away some very valuable skills that will only boost my career.
1	Thank you all, includng Adrian Trotman - CAMI Project Coordinator
1	this course was very benificial to me and my co-worker who did the course same time as I.we are already putting some of the things we've learnt in Instat to use at work..where can a official copy of instat be bought?
1	This ESIAC course was good. It gave me the opportuniy to improve my statistical skills. Furthermore, I can use this knowledge to improve the output of my work.
1	Would like to thank the facilitators, teachers and all who were instrumental in carrying on the course for the past weeks