



UNITED NATIONS



FINAL ASSESSMENT REPORT

August 2017

ASSESSMENT OF DEVELOPMENT ACCOUNT PROJECT 12/13 AF

**Strengthening the capacities of Latin America and Asia
to develop and improve labour training systems
and to protect workers against unemployment**



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This report was prepared by Thomas Otter, an external consultant, who led the evaluation. Mr. Otter worked under the overall guidance of Raúl García-Buchaca, Chief of the Programme Planning and Operations Division of the Economic Commission for Latin America and the Caribbean (ECLAC), and Sandra Manuelito, Chief of the Programme Planning and Evaluation Unit, and under the direct supervision of Irene Barquero, Programme Officer of the same unit, who provided strategic and technical guidance, coordination, and methodological and logistical support. The evaluation also benefited from the assistance of María Victoria Labra, Programme Assistant, also of the Programme Planning and Evaluation Unit.

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All comments on the evaluation report by the Evaluation Reference Group and the evaluation team of the Programme Planning and Evaluation Unit were considered by the evaluator and duly addressed in the final text of the report, where appropriate. The views expressed in this report are those of the author and do not necessarily reflect the views of the Commission.

The annexes to this evaluation report have been reproduced without formal editing.

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ACRONYMS

Acronym	Definition
AECID	Agencia Española de Cooperación Internacional para el Desarrollo (Spanish Agency for International Development Cooperation)
DPPO	ECLAC Department of Planning, Programme and Operations
EDD	ECLAC Economic Development Division
ECLAC	United Nations Economic Commission for Latin America and Caribbean
ESCAP	United Nations Economic and Social Commission for Asia and the Pacific
INFOTEP	Instituto Nacional de Formación Técnico Profesional (National Institute of Vocational Technical Training – Dominican Republic)
ILO	International Labour Organization
MDGs	Millennium Development Goals
MPDD ESCAP	Macroeconomic Policy and Development Division
OAS	Organization of American States
PDP	Philippine Development Plan
SDGs	Sustainable Development Goals
SENCE	Servicio Nacional de Capacitación y Empleo (National Service for Vocational Training and Employment – Chile)
SIDA	Swedish International Development Cooperation Agency
TVET	Technical and Vocational Education and Training
UNEG	United Nations Evaluation Group

EXECUTIVE SUMMARY

1. This draft final evaluation report is the third deliverable of the “Assessment of the DA Project ROA 236-8, Strengthening the capacities of Latin America and Asia to develop and improve labour training systems and to protect workers against unemployment”, implemented by ECLAC and ESCAP.
2. The objective of this project was to promote the improvement of unemployment protection and national labour training systems in Latin American and Asian countries. The project aims to involve all key stakeholders in the national labour market policy debate, including labour unions, employers’ representatives, representatives of the self-employed, relevant NGOs (especially those engaged in the field of labour training), think tanks and national policymakers at different levels.
3. The main expected result was to strengthen unemployment protection and national labour training systems in the selected countries, based on the countries’ internal priorities. The project began with analytical work on the relevant progress already made with labour training and unemployment protection at the global and regional levels, and it then worked on different issues in Chile, Colombia, Mexico and the Dominican Republic (included in 2015).¹ In the Asia-Pacific region, project activities began in the Philippines in 2015.
4. The project is implemented by the United Nations Economic Commission for Latin America and Caribbean (ECLAC) and by the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP).

I. OBJECTIVE OF THE EVALUATION

5. The objective of this assessment is to review the efficiency, effectiveness, relevance and sustainability (OECD/DAC evaluation criteria to be used) of the project implementation and, more particularly, to document the results the project attained in relation to its overall objectives and expected results as defined in the project document. The project objective was to promote the improvement of unemployment protection and national labour training systems in three Latin American countries and one Asian country. The evaluation placed emphasis on identifying lessons learned and good practices derived from the implementation of the project, its sustainability and the potential for their replication in other countries. The lessons learned and good practices in actual project implementation are to be used as tools for the future project planning and implementation. Hence this evaluation serves the purposes of accountability and learning.

II. METHODOLOGY

6. The methodology for data collection was both qualitative and quantitative in nature. Data were obtained from project documents and reports and incorporated into the analysis, together with data collected through interviews and surveys. Data-collection methods and stakeholder perspectives were then triangulated for all of the evaluation questions in order to bolster the credibility and validity of the results. Triangulation facilitates data validation through cross-verification from more than two sources. It tests the consistency of findings obtained through different instruments and increases the chance to control, or at least assess, some of the threats or multiple factors influencing our results. A structured interview protocol was developed, with adjustments made for each person’s level of involvement in project activities. The data-collection process included a document review, development of data-collection tools, stakeholder interviews and the compilation of data into a matrix for final analysis.

¹ Initially the project also worked in Peru (consultancy on the National Training System, with the cooperation of the Ministry of Labour).

7. All data collection was carried out remotely through telephone interviews or electronic surveys. No country visits have been implemented for this evaluation. All interviews were carried out between late February and early May 2017. Electronic survey responses were received before 13 April 2017 (survey launched on 17 March 2017).

III. FINDINGS

Relevance

8. The main hypotheses that underpinned the project at the formulation stage remain valid and relevant; however, the initial approach and strategy were not fully adequate for achieving the project's objectives, given the internal changes that have occurred in the beneficiary countries since project formulation.
9. The project is fully aligned with Regional Commissions' work and strategy.
10. In general, participants recognized that the learning acquired through the project was relevant for their own in-country work and policy debates, but less effective in contributing to policy reform dialogue and decision-making.

Efficiency

11. The initial delay in the operational start-up of the project was offset by a no-cost extension. The extension allowed for better engagement with policymaking decision processes.
12. The project design was mostly developed by ECLAC, with small amount of ESCAP participation. Although coordination was identified, at both the programmatic and substantive levels (e.g. information flow regarding the progress of the project, knowledge-sharing, ECLAC presentations at the 2015 seminar and the 2016 workshop in the Philippines), the vast majority of the outputs and results of the project were ultimately regional in their scope.
13. In terms of work planning and implementation, the following areas for improvement are identified: first, for similar exercises in the future, mitigation measures should be identified and implemented to reduce the risks of delays in the start-up phase of the project; second, mechanisms to expedite administrative and recruitment processes should also be studied.
14. It is important to mention the multitude of stakeholders involved in events and key project work meetings.
15. The financial execution has been highly satisfactory and efficient.

Effectiveness

16. All four main project goals (defined through the Expected Accomplishments (EA) listed on page 7) have fully been achieved.
17. Regarding the influence on policymaking and reform, the project strengthened national institutions and promoted the inclusion of specific issues on the public agenda; however, as the project's original strategy of establishing tripartite working groups to advance policy reforms in each country was not possible, the projects would seem to lack a systematic strategy for generating policy impact and reform, especially in Asia. Nevertheless, there were some successful examples of more specific studies developed to respond to countries' demands, which did yield interesting results at the decision-making level.

18. The evaluation can however confirm that the project has indeed contributed successfully to policy reform dialogue processes through the very successful and pragmatic (non-academic) exchange of experiences (through study tours and specific demand-led policy oriented studies) on how to implement policy reform on the ground, once the technical design options have been decided on.
19. Proposals, events and debates generated by the project were sometimes too general and insufficiently detailed and specific to be considered and incorporated into national vocational training systems.
20. Among the main results achieved, in Chile the project strengthened the Government's work on disabilities; in Colombia, the project revealed that formal employment requires a military service card and raised this issue in the debate on effective barriers to entry into the labour market; in the Philippines, the findings of the study/report on unemployment insurance schemes were very relevant, since they were used as reference material in assessing the social development sector and as an input for the new Philippine Development Plan.
21. The study tours were another key strategy to exchange knowledge and fill knowledge gaps. Stakeholders from the countries involved (Chile, Colombia, Viet Nam and the Philippines) emphasized the results of the experience.
22. The results of the survey revealed good knowledge about the project's initiatives and products. The evaluation of the project's contributions is equally positive, but with slight variations between the two regions, with more satisfaction about the project among ESCAP beneficiaries.

Sustainability

23. The project aimed to deepen the generation of knowledge, political dialogue and an inter-institutional cooperation process. In this context, stakeholders have improved awareness of and capacity-building for labour market related issues, increasing the potential for replicability and scalability of each of the institutions' initiatives.
24. The project sought to ensure the sustainability of the implemented initiatives by building capacities and partnerships with key organizations.
25. As regards knowledge exchange, Chile and Colombia have shown an interest in deepening the network established by the project.
26. In sum, there are signs of potential sustainability in terms of stakeholder participation, political interest and the availability of institutions, mainly in Latin America, but there is no immediate guarantee of their direct application in policies and sustainability.
27. There is little evidence of mechanisms in place to ensure the follow-up of networks created between the two Regional Commissions as part of the project.

The project's contribution to human rights, the gender approach and the SDGs

28. Although gender was mentioned in the TORs, it was not fully taken into consideration during the project nor was clear guidance provided to consultants and national institutions. Indeed, even in the planning document, there are few references to the integration of the gender perspective in the project; meanwhile, during implementation, ECLAC provided recommendations for revising and improving statistics disaggregated by sex.
29. Regarding the contribution to the SDGs, there is no doubt that the project is fully aligned to the SDGs and directly contributes to some of them, given the issues addressed.

IV. CONCLUSIONS

30. The project has been able to provide valuable support to countries that are currently in transition towards becoming more consolidated (and not only incipient) middle-income countries. ECLAC, as the author of the project, correctly identified a potential interest of new middle-income countries in the process of economic and social consolidation, to intensify and expand their unemployment protection policies and their efforts for labour insertion.
31. Regarding this potential interest, the experience of this project provides at least the following lessons:
- Even if general interest exists, different opportunities for support exist at different stages or levels of progress in policy debates.
 - Only at an initial stage of debate is there a higher interest in conceptual or more academic types of debates and support regarding the most appropriate policy model for a given country or a given context. There is also an intermediate step in which there is a demand for more concrete studies or analysis to determine more specifically the types of reforms or areas to be reformed in a specific country or context.
 - At a more advanced stage of debate, where a basic consensus on how to best implement a given policy model has already been reached, the countries' demand for support concentrates more on questions regarding *how to best implement* a given policy model.
32. This project has shown that the traditional ECLAC and ESCAP model of comparative cross-country or cross-region policy analysis using more conceptual and academic approaches, even though it accomplishes the Commissions' mandate, is not in great demand from the countries at an advanced stage of policy debate that are already maturing towards policy implementation.
33. ECLAC and ESCAP have taken the right decision in trying to adapt their country support towards a pragmatic approach to the learning on implementation and have identified a highly successful support modality consisting of country visits and exchanges of experiences between peers.
34. At the same time, according to opinions frequently expressed during stakeholder interviews, the more traditional aspect of country support, in the form of conceptual and academic research and support, has remained too firmly entrenched in the traditional structures of academic seminars and presentations. Even though publications and research were identified as relevant and useful during interviews and the survey, the interviews also revealed that a more pragmatic approach towards implementation experiences and the content of the theoretical background support would be desirable.
35. The experience of this project has also shown that ECLAC and ESCAP, in their approach to employment policies used for this project, have identified a niche where different UN agencies or other donors offer limited support. ILO would, of course, be the core UN agency for issues related to the labour market. However, because of frequent constraints on its resources, along with other factors, the work of ILO is often more focused on tripartite dialogue, labour rights, the observance of labour conventions and labour inspection than on technical and policy design issues for a sector of the labour market that is more closely related to social protection.
36. Finally, even though the project correctly identified potential demands and has been able to respond successfully to a demand for pragmatic learning on policy implementation (combined with a still rather rigid support regarding the theoretical and research background), the Commissions have not been able to successfully implement the envisaged method of a multi-stakeholder working group, which would be close to an ILO-facilitated tripartite dialogue. Not having a permanent presence on the ground in beneficiary countries is certainly a strong limitation on the ability of ECLAC and ESCAP to foster such a multi-stakeholder working group approach. At the same time, ECLAC does have a permanent presence in Colombia and Mexico. A stronger involvement of these offices in the project's implementation could have been an advantage and should be considered for the future.

V. LESSONS LEARNED

37. Policy training and debate in neutral spaces, such as the seminars and events organized by the project, allows for more open discussions and exchanges of opinions.
38. Working with public agencies and institutions is subject to the political calendar and changes of government, which may delay the implementation of projects of this kind.
39. At the beginning of a policy design, technical teams must be supported to generate a consistent policy, and that type of policy advice cannot be given at a public event. Many prior steps are needed. The event can then be relevant to showcase and disseminate results, but specific and effective policy advice should be given separately to the small technical teams in charge of designing/drafting policies.
40. When UN entities in different regions implement joint projects, it is important to establish formal coordination mechanisms at the design phase.
41. Partnerships with a wide range of stakeholders allow key institutions to make substantive contributions in terms of technical skills, sectoral knowledge, tools and experience, in order to achieve project results and build capacities.
42. Experience has shown that policymakers/staff in charge of designing and implementing policies need for projects that focus on building capacities for policy implementation, identifying the specific policy reforms required in their countries (more specific “what”) and “how to” implement reforms, instead of academic events and high-level knowledge-sharing.
43. Academic research is important but in-person experiences from other countries provide extremely useful learning on the implementation of policy reforms. Thus, study tours and knowledge exchange initiatives are effective types of activities.
44. Projects with a strong academic nature usually do not by themselves guarantee direct application and sustainability in policies, unless they focus on policy implementation and how to implement reforms, based on a detailed assessment of the needs and demands of key target institutions. Even though publications and research were identified as relevant and useful during interviews and the survey, the interviews also revealed that a more pragmatic approach towards implementation experiences and the content of the theoretical background support would be desirable. This was also the case with those studies of a more specific nature that were developed in response to the countries’ demands for more information or in-depth analysis of a specific issue within the broader contexts of reforms to both the labour unemployment insurance schemes and the vocational training systems.

VI. RECOMMENDATIONS

45. **To ECLAC and ESCAP – Planning, administrative and recruitment procedures:** For similar exercises in the future, mitigation measures should be identified and implemented at the design stage to reduce the risks of delays in the start-up phase of projects; second, mechanisms to expedite administrative and recruitment processes should also be studied (see efficiency findings, conclusion 2 and 3). A realistic timeframe should be prepared at the design stage. Although risks were analysed in the project document, the aspects mentioned above were not considered. For future exercises, it is advisable to develop a risk matrix, including specific mitigation measures, and to consider risks related to approval processes and to administrative and recruitment procedures.
46. **To ECLAC and ESCAP – Delays in coordination with stakeholders:** At the planning stage, unforeseen delays should be considered. When working with public agencies and/or projects requiring HQ approval, projects should take into account the political calendar, changes of government and UN HQ

(see efficiency findings, conclusions 2 and 3). As an example, DESA should speed up the new project approval process.

47. **To ECLAC and ESCAP – Policy advice:** At the beginning of policy design, projects should first deliver policy advice to small technical teams in charge of policy design (see effectiveness findings, conclusion 3).
48. **To project implementation teams – Knowledge transfer and exchange:** Similar projects should consider more opportunities for in-person knowledge exchange, such as study tours or similar modalities including knowledge transfer agreement/exchange, as core activities of the Regional Commissions. Study tours agendas should be jointly defined by the countries, to ensure mutual benefits from the activity (see effectiveness findings, conclusion 6). The process of advising policy design should include close support for the technical teams in charge of drafting the policy.
49. **To project implementation teams – Working groups:** Projects should organize events with working groups (workshops) and not only with a broad audience, as was initially provided for in the design of the project. Events should go beyond information sharing and focus on specific policy advice oriented to policy implementation (see effectiveness findings, conclusion 6).
50. **To project implementation teams – Gender mainstreaming:** Projects should not only make generic mentions to gender incorporation at the design stage, but also outline clearly, at the start of project formulation, how gender will be mainstreamed throughout project implementation. This will guarantee the full integration of the gender perspective during all project phases. Project documents should include a specific gender section and a related implementation plan outlining gender specific actions, responsible parties, outputs and timeframe.

1. INTRODUCTION

1. This draft final evaluation report is the third deliverable of the “Assessment of the DA Project ROA 236-8, Strengthening the capacities of Latin America and Asia to develop and improve labour training systems and to protect workers against unemployment”, implemented by ECLAC and ESCAP.
2. The project is funded by the Development Account (DA) and implemented by the United Nations Economic Commission for Latin America and Caribbean (ECLAC) and the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP).
3. The objective of this project is to promote the improvement of unemployment protection and national labour training systems in Latin American and Asian countries. The project aims to involve all key stakeholders in the national labour market policy debate, including labour unions, employers’ representatives, representatives of the self-employed, relevant NGOs (especially those engaged in the field of labour training), think tanks and national policymakers at different levels.
4. The main expected result is to strengthen unemployment protection and national labour training systems in selected countries, based on the countries’ internal priorities. The project started with analytical work on relevant progress in labour training and unemployment protection at the global and regional levels, and it then worked on different issues in Chile, Colombia, Mexico and the Dominican Republic (included in 2015).² In the Asia-Pacific region, project activities began in the Philippines in 2015.
5. In line with its objective, the scope of the assessment covered all the activities implemented by the project. The assessment reviewed the benefits accrued by the various stakeholders in the five regions, as well as the sustainability of the project interventions. The assessment also analysed and reviewed the interaction and coordination modalities used in its implementation within ECLAC and between/among other implementing partners, especially with the other Regional Commission participating in the implementation of the project. The evaluation covered the period between May 2013 and December 2016.
6. In terms of criteria, the assessment reviewed the efficiency, effectiveness, relevance and sustainability (OECD/DAC evaluation criteria to be used) of the project implementation and, more particularly, documented the results the project attained in relation to its overall objectives and expected results as defined in the project document. In addition to the OECD/DAC criteria, this evaluation additionally assessed various aspects related to the way the project met the following Development Account criteria:
 - Result in durable, self-sustaining initiatives to develop national capacities, with measurable impact at field level, ideally having multiplier effects.
 - Be innovative and take advantage of information and communication technology, knowledge management and networking of expertise at the subregional, regional and global levels.
 - Utilize the technical, human and other resources available in developing countries and effectively draw on the existing knowledge/skills/capacity within the UN Secretariat.
 - Create synergies with other development interventions and benefit from partnerships with non-UN stakeholders.
7. The evaluation was conducted by Thomas Otter between January and July 2017. No field visits were conducted. All interviews were carried out remotely, most of them between March and April 2017.

² Initially the project also worked in Peru (consultancy on the National Training System, with the cooperation of the Ministry of Labour).

2. PROJECT DESCRIPTION AND OBJECTIVES

2.1. BACKGROUND AND CONTEXT

8. The DA ROA 236 project was planned and proposed at the end of 2011/early 2012 (the first proposal was made to HQ in November 2011) and, after a lengthy approval period, its implementation started in May 2013 and finished in December 2016.
9. Much of the inequality in Latin America and the Caribbean can be traced back to the labour market, as the material well-being of most households in the region is largely determined by the quantity and quality of jobs, and specifically by labour income. Inequalities in the assets available to the working-age population—and, accordingly, the unequal opportunities that those assets provide for employment in productive sectors—heavily influence well-being and social cohesion. Asia-Pacific and Latin American and Caribbean countries face similar labour market challenges, ranging from missing or weak unemployment insurance schemes to the need for improved training programmes, as well as for better labour market inclusion of vulnerable groups.
10. The project is implemented by the United Nations Economic Commission for Latin America and Caribbean (ECLAC) and the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) and is funded by the Development Account (DA). The Development Account was established in 1997, by virtue of General Assembly resolution 52/12 B, as a mechanism to channel regular budget resources to fund capacity-building projects implemented by 10 entities working on the United Nations Secretariat development pillar. The DA has become a vehicle for advancing the implementation of internationally agreed development goals and the outcomes of the major United Nations conferences and summits in the economic and social fields, including the Millennium Development Goals.

2.1.1 BENEFICIARY COUNTRIES

11. The project was implemented in Mexico, Colombia, Chile, the Dominican Republic and the Philippines.³ All these are middle-income countries, with existing or emerging unemployment protection systems that need reforms to strengthen overall coverage and protection against income insecurities. The (re)-design of labour training systems for improved skills profiles and matching in the national labour markets is another important concern in these countries. In addition to these characteristics, further selection criteria for project countries were explicit expressions of interest, adequate levels of existing institutional and technical capacities and a certain degree of political stability.
12. Programme implementation was staggered and naturally started in those countries that had made progress with national reform discussions, with additional countries included at later stages according to their expressed interest. Colombia and Mexico suggested themselves as suitable countries for starting project implementation, as reforms of their unemployment protection and labour training programmes featured prominently in their national policy debates between 2011 and 2012 (although they lost some of their dynamism afterwards). These priorities are also reflected in Colombia's 2010-2014 National Development Plan, chapter IV, "Igualdad de oportunidades para la prosperidad social" (Equal opportunities for social well-being), with explicit reference to reforms of the labour training system and unemployment protection mechanisms (pp. 253 and 305, respectively).⁴

³ There was some initial work in Peru but the implementation has been discontinued due to decreasing government interest, support and commitment.

⁴ Plan Nacional de Desarrollo 2010-2014 (<http://www.dnp.gov.co/PND/PND20102014.aspx>).

13. ECLAC had conducted preliminary work in both thematic areas in almost all of the beneficiary countries before the DA ROA 236 project, including assessments of the current situations and some tentative reform proposals. More specifically, although the Colombian Ministry of Labour was only established in 2011, it quickly became an important policy-defining institution. Recent administrations have considered the existence of a strong labour ministry to be a key instrument for trade integration. The DA ROA 236 project contributed to strengthen the national debate on labour markets in Colombia and provided benefit from other countries' experiences. For its part, in 2012 Mexico embarked on a reform of its Federal Labour Law: most importantly, as regards relations between employers and employees and regarding the labour training system.⁵ Work with the Dominican Republic concentrated on unemployment protection schemes and on technical and vocational training. The Philippines was selected as partner country in the Asia-Pacific region, given its ongoing policy discussion regarding the establishment of unemployment insurance and other factors.⁶
14. Countries where project implementation began later were expected to benefit from the experiences of the early project countries, drawing on a toolkit consisting of specific studies at the global, regional and national levels that the project would generate during its implementation phase. This set of studies was meant to bundle analyses of different policy options in the areas of unemployment protection and national labour training systems, discussing their specific advantages and disadvantages and their applicability in different institutional contexts, based on concrete regional and country experiences. The toolkit was intended for use in capacity-building activities during the project implementation phase (and beyond) to strengthen political and academic debate on those issues and inform the decision-making processes of national stakeholders.

2.1.2 IMPLEMENTING PARTNERS

15. In general, the Economic Development Division (EDD) of ECLAC aims to promote long-term growth in the region by enhancing the design and implementation of suitable macroeconomic policies through a range of mechanisms including the improvement of member States' capacity to design and implement policies for reducing economic and social vulnerability. In this context, the Division has ample experience in the field of labour market analysis and policies, consisting of original research contributions, capacity-building projects, and continuous close cooperation with the International Labour Organization's subregional office in Chile. In terms of capacity-building expertise, ECLAC/EDD draws on recent experiences with the successful execution of three different projects for improving labour market policies and institutions ("Labour Markets, Workers' Protection and Lifelong Learning of the Labour Force in a Global Economy: Latin American and Caribbean Experiences and Perspectives", with cooperation from Denmark; the labour market component of the ECLAC/SIDA programme "Enhancing economic and social conditions and opportunities of vulnerable groups in Latin America"; and the labour market component of the ECLAC/AECID programme "Policies and instruments for the promotion of growth in Latin America and the Caribbean"). These experiences and other previous ones have allowed ECLAC/EDD to develop knowledge and advisory capacity on specific labour market issues. The DA ROA 236 project was expected to draw on and further strengthen this capacity.
16. While ECLAC/EDD was the main executing agency for DA ROA 236, the project was implemented jointly with the Macroeconomic Policy and Development Division (MPDD) of ESCAP. The latter aimed to foster a sound macroeconomic policy environment for inclusive and sustainable development in the region, including by improving member States' capacity to design and implement macroeconomic and development policies for achieving the Millennium Development Goals (MDGs).

⁵ For centralized information on the reform discussions, see http://www.stps.gob.mx/bp/micrositios/reforma_laboral/index.html.

⁶ Work with Peru was initiated under DA ROA 236 but did not progress as far as desired and was then discontinued, since the Government was less responsive than expected.

ESCAP/MPDD has a track record of successful capacity-building projects, including on income and employment generation for vulnerable groups.

17. ESCAP's general regional work —supported in part by another Development Account (DA) project, “Strengthening capacity in mitigating the impact of the financial crisis and sustaining dynamic and inclusive development in Asia and the Pacific”— was expected to enable policymakers to design effective development strategies and appropriate national policies. Because unemployment insurance and training policies can make a major contribution to building resilience to future crises, there is a clear potential for synergies between these two DA projects.
18. The implementation of DA ROA 236 was also expected to draw on the expertise of the respective regional offices of the International Labour Organization (ILO), building on this organization's in-depth knowledge of the labour market policies under discussion and of regional and country-specific idiosyncrasies. Even if the project document does not explicitly say so, its stakeholder approach is strongly based on ILO's tripartite dialogue system. Hence tripartite dialogue is the main expected entry point for ILO knowledge support to the project.

2.2 PROJECT OBJECTIVES

2.2.1 OBJECTIVE

19. The main objective of the DA 236 project is to promote the improvement of unemployment protection and national labour training systems in three Latin American countries and one Asian country.
20. The Development Account project under evaluation aimed to support policymakers in both Latin America and the Caribbean and the Asia and the Pacific region in addressing such labour market inequalities, by mainly focusing on two instruments:
 - unemployment protection schemes
 - development of labour training systems

2.2.2 EXPECTED ACCOMPLISHMENTS

21. In order to achieve the project's proposed objective, the project was expected to accomplish the following:
 - EA 1: Increased capacity of policymakers in the selected countries to design adequate unemployment protection schemes or improve existing ones.
 - EA 2: Increased capacity of policymakers in the selected countries to design national labour training systems.
 - EA 3: Strengthened national policy dialogue on unemployment protection and labour training systems, including through a focus on women and youth.
 - EA 4: Increased capacity of policymakers in the selected countries to design adequate unemployment protection schemes and national labour training systems, based on the experiences of other regions in those areas.

2.2.3 INDICATORS OF ACHIEVEMENT

22. The following indicators have been measured for monitoring and confirming the achievement of the expected accomplishments:

- IA 1: In at least three of the four project countries, stakeholders demonstrate that the contents discussed at the seminar have been incorporated into revised reform proposals for national unemployment protection schemes.
- IA 2: In at least three of the four project countries, stakeholders demonstrate that the contents discussed at the seminar have been incorporated into revised reform proposals for national labour training systems.
- IA 3: In at least three of the four project countries, stakeholders agree to establish or strengthen a continuous tripartite policy dialogue on these issues.
- IA 4: In at least three of the four project countries, stakeholders agree to integrate the different needs of men and women into the tripartite policy dialogue.
- IA 5: In at least two of the four project countries, stakeholders agree to integrate the different needs of youth into the tripartite policy dialogue.
- IA 6: As a result of the international seminar, high-ranking stakeholder representatives from at least two project countries formally agree on the continued exchange of information and South-South cooperation between countries in Latin America and the Caribbean and Asia.

2.2.4 MAIN ACTIVITIES

23. The following activities contributed to the achievement of the expected accomplishments:

- AC 1: A review of global experiences with unemployment protection schemes and national training systems. As an important input for the discussion on the national and regional levels, a systematization of existing unemployment protection schemes and national training systems (addressing such issues as financing, stakeholders, administration, benefits, strengths and weaknesses, etc.) has been carried out.
- AC 2.a: Regional diagnostics (for Latin America and Asia) of the existing unemployment protection schemes (regional consultants). Both regions have quite diverse experiences with unemployment protection schemes. The project studied the degree to which the existing institutions offer an adequate response to workers' needs, given the structural features of the regions' economies and labour markets. It also analysed the degree to which the existing experiences offer features that are recommendable and replicable for the project countries.
- AC 2.b: Regional diagnostics (for Latin America and Asia) of the existing national training systems (regional consultants). Both regions have quite diverse experiences with national training systems. The project studied the degree to which the existing institutions offer an adequate response to workers' needs, given the structural features of the regions' economies and labour markets. It also analysed the degree to which the existing experiences offer features that are recommendable and replicable for the project countries.
- AC 3.a: Local studies on existing unemployment protection schemes and their characteristics in three Latin American countries and one Asian one, as well as on reform requirements in this area (national consultants).
- AC 3.b: Local studies on existing national training systems and their characteristics in three Latin American countries and one Asian one, as well as on reform requirements in this area (national consultants).

- AC 4: Local workshops to present and discuss the results of the studies with local stakeholders. These workshops will serve as platforms for discussing the global, regional and national studies, and as kick-off meetings for the national working groups.
- AC 5: Local working groups have been established under the coordination of the national consultant and with the participation of local stakeholders. The regional consultants, together with ECLAC and ESCAP, acted as backstoppers. The task of the working groups is to analyse the information prepared in the context of the project and to discuss the options for reform in each area, the objective being policy proposals discussed by representatives of different local actors and the identification of agreements and disagreements, as key inputs for the national policy debate.
- AC 6: National seminars to discuss the reform proposals. The aim of these seminars was to bring the results of the local working groups into a broader policy debate. While it would be illusionary to pretend that the seminars could produce a broad consensus regarding specific institutional reforms, these seminars sought to advance the policy debate among stakeholders, in the sense of progress regarding partial consensus and the next steps for an institutional dialogue on possible reforms.
- AC 7: An international seminar to exchange experiences on unemployment protection and national training systems. The international seminar was the main instrument designed to bring together Latin American and Asian policymakers and to improve their knowledge of policy experiences with unemployment protection schemes and national labour training systems in both regions. Because of the high costs of travel, this represents a relatively large share of the whole budget, but it is of great importance in attaining expected accomplishment 4.
- AC 8: Publications on the findings, in the form of specific studies on employment protection and national labour training systems at the global, regional and national levels. These studies have been published as a toolkit on the project's website, for use in capacity-building activities during the project implementation phase and beyond, to strengthen the political and academic debate on these issues and inform national stakeholders' decision-making processes. In addition, selected studies also have been published in the form of working papers in the appropriate ECLAC and ESCAP publication series.
- AC 9: Provision of technical advisory services, upon request, to countries in the respective regions. Depending on the project countries' specific needs, UN staff or external experts may provide additional assistance to support and strengthen national stakeholders' discussion and drafting of reform proposals, including on the basis of the results of the project's global, regional and local studies.

2.2.5 PROJECT RATIONALE

24. The project design as initially planned was based on the following strong assumptions (defined in the problem tree in the project document):

- Insufficient knowledge among policymakers and other stakeholders about designing adequate unemployment protection schemes or adequate labour training systems (or improving existing ones (for both cases)) leads to insufficient tripartite dialogue and inadequate policy design.
- Underlying causes of this insufficient knowledge are:
 - Lack of statistical information.
 - Lack of intersector knowledge-sharing and analysis of policy interactions.
 - Lack of international comparative analyses and South-South knowledge-sharing.

25. Most importantly, this DA project aimed to contribute to intersector knowledge-sharing and international comparative and South-South knowledge-sharing targeting the double objective of improved unemployment protection and improved training systems, through the following sequence of activities:

- Regional and local consultants produced detailed assessments of the respective sectors in each region/project country.
 - Based on these assessments, local workshops and working groups were used to train national policymakers and other stakeholders from the different sectors, and to promote national discussions of reform proposals:
 - Stakeholder capacity-building for all tripartite partners was designed to take place at three different levels:
 - **Representatives of the different labour market interest groups** – who need an effective performance of their functions and a clear understanding of their respective labour market characteristics, existing unemployment protection and training schemes, and their groups' needs and priorities, but who frequently lack detailed knowledge about the impacts of different labour market programmes and their interactions with other relevant policies.
 - **Policymakers at the technical level** – who have detailed expert knowledge about their respective national labour market characteristics and the existing unemployment protection mechanisms, but who are likely to lack detailed knowledge of programme impacts or not to have thorough knowledge of all measures in the different relevant realms (labour, social and education) and their interactions.
 - **Policymakers at the decision-making level** – who are likely to have a better overview of national policies in the different sectors while lacking detailed technical knowledge but who are, at the same time, expected to have a good sense of political economy considerations, helping assess the feasibility of implementing the policy options discussed.
 - In addition to the national dialogue, a high-level international seminar organized for policymakers at the decision-making level to consider the experiences of other countries and regions, by fostering the exchange of information and South-South cooperation.
 - Study tours for exchanges of experiences between countries have also been carried out.
26. The project was expected to be successful based on the assumption that ongoing sector policy reforms would ensure the countries' interest, ownership and commitment.

3. EVALUATION OBJECTIVES AND SCOPE

3.1 EVALUATION OBJECTIVES

3.1.1 OVERALL OBJECTIVE

27. The objective of this assessment is to review the efficiency, effectiveness, relevance and sustainability (OECD/DAC evaluation criteria to be used) of the project implementation and, more particularly, document the results attained by the project in relation to its overall objectives and expected results as defined in the project document. The project objective was to promote the improvement of unemployment protection and national labour training systems in three Latin American countries and one Asian country. The evaluation placed great emphasis on identifying lessons learned and good practices that derive from the implementation of the project, its sustainability and the potential of replicating them in other countries. The lessons learned and good practices in actual project implementation are to be used as tools for future project planning and implementation. Hence this evaluation serves the purposes of accountability and learning.

3.1.2 SPECIFIC EVALUATION CRITERIA TO BE APPLIED

28. In addition to the OECD/DAC criteria, this evaluation also assessed various aspects related to the way the project met the following Development Account criteria:

- Result in durable, self-sustaining initiatives to develop national capacities, with measurable impact at the field level, ideally having multiplier effects.
- Be innovative and take advantage of information and communication technology, knowledge management and networking of expertise at the subregional, regional and global levels.
- Utilize the technical, human and other resources available in developing countries and effectively draw on the existing knowledge/skills/capacity within the UN Secretariat.
- Create synergies with other development interventions and benefit from partnerships with non-UN stakeholders.

3.2 EVALUATION SCOPE AND APPROACH

29. In line with its objective, the scope of the assessment covered all the activities implemented by the project. The assessment reviewed the benefits accrued by the various stakeholders in the five regions, as well as the sustainability of the project interventions. The assessment also analysed and reviewed the interaction and coordination modalities used in its implementation within ECLAC and between/among other implementing partners, especially with the other Regional Commission participating in the implementation of the project.

30. This assessment is an end-of-cycle review of an interregional project aiming at promoting the improvement of unemployment protection and national labour training systems in three Latin American countries and one Asian one. The project was expected to involve all relevant stakeholders in the national labour market policy debate, including labour unions, employers' representatives, representatives of the self-employed, relevant NGOs (especially those engaged in the field of labour training), think tanks and national policymakers at different levels. Stakeholders would be brought together in national working groups to develop and discuss policy proposals and their implications, receiving support and backstopping from national and regional consultants and from staff of the Regional Commissions (ECLAC and ESCAP).

31. The evaluation covered the period between May 2013 and December 2016.

3.2.1 ASSESSMENT OF WHETHER AND HOW HUMAN RIGHTS AND GENDER ISSUES WERE MAINSTREAMED THROUGHOUT THE PROJECT

32. Although this exercise should not be considered a fully-fledged evaluation (e.g. less extensive data collection and analysis involved, etc.), ECLAC's guiding principles have been applied to the evaluation process. In particular, the assessment paid special attention to examining the extent to which ECLAC's activities and outputs respected and promoted human rights. This included an examination of whether ECLAC interventions treated beneficiaries as equals, safeguarded and promoted the rights of minorities and helped empower civil society.
33. The assessment also examined the extent to which gender concerns were incorporated into the project: whether project design and implementation incorporated the needs and priorities of women, whether women were treated as equal players and whether it served to promote women's empowerment.
34. Moreover, the evaluation process itself—including the design, data collection and dissemination of the evaluation report— was carried out in line with these principles.
35. For evaluating human rights (HR) and gender (GE) issues, the assessment followed the standard UNEG principles:
 - **Inclusion.** Evaluating HR & GE requires paying attention to which groups benefit and which groups contribute to the intervention under review. Groups need to be disaggregated by relevant criteria: disadvantaged and advantaged groups depending on their gender or status (women/men, class, ethnicity, religion, age, location, etc.), duty-bearers of various types and rights-holders of various types, in order to assess whether benefits and contributions were fairly distributed by the intervention under assessment. In terms of HR & GE, it is important to note that women, men, boys and girls who belong to advantaged groups are not exempt from being denied their human rights or equal rights: for example, violence against media workers from advantaged groups who expose wrongdoing or corruption, or constraints on women's public presence and freedom of movement in some countries, regardless of whether they belong to advantaged or disadvantaged groups. Therefore, the concept of inclusion must assess criteria beyond advantage. Likewise, it is not unusual that some groups may be negatively affected by an intervention. This evaluation acknowledged who these stakeholders were and how they were affected, and shed light on how to minimize the negative effects.
 - **Participation.** Evaluating HR & GE must be participatory. Stakeholders of the intervention have a right to be consulted and participate in decisions about what will be evaluated and how the evaluation will be done. In addition, the evaluation assessed whether the stakeholders were able to participate in the design, implementation and monitoring of the intervention. It is important to measure stakeholder group participation in the process as well as how they benefit from results.
 - **Fair power relations.** Both HR & GE seek, inter alia, to balance power relations between or within **advantaged** and disadvantaged groups. The nature of the relationship between implementers and stakeholders in an intervention can support or undermine this change. When evaluators assess the degree to which power relations changed as a result of an intervention, they must have a full understanding of the context and conduct the evaluation in a way that supports the empowerment of disadvantaged groups, e.g. women's empowerment where women are the disadvantaged gender within a given context.

3.2.2 PROJECT CONTRIBUTION TO THE SUSTAINABLE DEVELOPMENT GOALS

36. The assessment of the project's contribution to the achievement of the Sustainable Development Goals (SDGs) followed the rationale of the SDG goals, targets and indicators. Working in conjunction with ECLAC and ESCAP, SDG goals, targets and indicators relevant for DA 236 were identified and the project's contribution in beneficiary countries was discussed. On a preliminary basis, the evaluator proposed the following goals; targets and indicators were proposed to ECLAC and ESCAP.

Table 1
SDG goals, targets and indicators proposed as relevant for DA 236

SDG goals and targets	SDG indicators
Goal 1. End poverty in all its forms everywhere	
1.1 By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day.	1.1.1 Proportion of population below the international poverty line, by sex, age, employment status and geographical location (urban/rural).
Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill.
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.	4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated.
Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	
8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services.	8.3.1 Proportion of informal employment in non-agriculture employment, by sex.
8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value.	8.5.1 Average hourly earnings of female and male employees, by occupation, age and persons with disabilities.
	8.5.2 Unemployment rate, by sex, age and persons with disabilities.
8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training.	8.6.1 Proportion of youth (aged 15-24 years) not in education, employment or training.
8.b By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization.	8.b.1 Total government spending in social protection and employment programmes as a proportion of the national budgets and GDP.

3.3 EVALUATION METHODOLOGY

37. The assessment was conducted in line with the norms, standards and ethical principles of the United Nations Evaluation Group (UNEG).
38. The methodology for data collection was both qualitative and quantitative in nature. Data were obtained from project documents and reports and incorporated into the analysis, as were data collected through interviews and surveys. Data-collection methods and stakeholder perspectives were then triangulated for all of the evaluation questions in order to bolster the credibility and validity of the results. Triangulation facilitates validation of data through cross-verification from more than two sources. It tests the consistency of findings obtained through different instruments and increases the chance to control, or at least assess, some of the threats or multiple causes influencing the results.
39. A structured interview protocol was developed, with adjustments made for each person's level of involvement in the project's activities. The data-collection process included a document review, development of data-collection tools, stakeholder interviews, and the compilation of data into a matrix for final analysis.
40. The progress of implementation (delivery) and the progress in the achievement of results and intermediate outcomes were assessed against the project document and the goals, results and milestones defined at the beginning of the project.
41. All data collection was carried out remotely through telephone interviews or electronic surveys. No country visits were conducted for this evaluation. All interviews were carried out between late February and early May 2017. Electronic survey responses were received before 13 April 2017 (survey launched on 17 March 2017). There were 59 responses to the survey (more than 300 questionnaires sent out, with a return rate of 19%, which is usual). ECLAC beneficiaries returned 39 responses, while ESCAP beneficiaries returned 20. In agreement with ECLAC/DPPO, EDD and MPPD had proposed conducting 26 remote interviews. It was possible to carry out 24 of the proposed interviews. All proposed ECLAC interviews were completed, but two persons (stakeholders/beneficiaries) from the ESCAP region were not available, during the entire data recollection period, for answering the evaluation questions. A full list of the persons interviewed is included in the annex.

3.3.1 DATA-COLLECTION TOOLS

42. The evaluator used a range of data-collection methods and tools to gather and analyse project data. The core set of evaluation questions served as the framework for the evaluation tools and methods as well as the data sources. The evaluation questions were used to develop key informant interview guides and e-survey questionnaires (see annexes 2, 5 and 6). These data-collection tools were used to conduct document reviews, e-surveys, key informant interviews and group interviews, all of which are described in more detail in the following section.

3.3.2 DATA-COLLECTION METHODS AND SOURCES

43. The principle data-collection methods included the review of key project documents, individual remote interviews with key informants and electronic surveys. An overview of the data-collection methods and sources appears below.

44. **Document reviews.** The evaluator analysed a variety of critical project documents and took notes for reference. These documents included the following:

- Project document and logical framework
- Cooperative agreement (between ECLAC and ESCAP) and budget
- Progress and status reports
- Training materials
- Work plans
- Written correspondence
- Project files as appropriate

45. **Key informant interviews.** The evaluator conducted remote interviews with key stakeholders in the different countries. This included ECLAC and ESCAP regional staff, as well as officials and other representatives from all participating tripartite parties in all project countries. A list of interviews and the corresponding interview methodology appear in annex 3.

3.3.3 DATA ANALYSIS

46. The document reviews and key informant interviews produced an amount of raw qualitative data. The evaluator used qualitative data-analysis methods, including matrix analyses, to categorize, synthesize and summarize the raw data captured from interview notes. The data-analysis process was driven and eventually framed by the set of key evaluation questions (see annex 1, Evaluation Matrix). The results of the data-analysis process provided tangible blocks of information that the evaluator will use to write the evaluation report.

3.3.4 FINDINGS VALIDATION MEETING

47. After the first round of comments on the draft evaluation report, the evaluator conducted a remote findings validation meeting with DA ROA 236 project staff, ECLAC Department of Planning, Programme and Operations (DPPO), in charge of coordinating this evaluation, staff and other interested stakeholders. The evaluator used the validation meeting as an opportunity to present the preliminary findings of the fieldwork, request feedback and obtain additional information. The debriefing meeting was an important step in the evaluation process because it provided an opportunity for the evaluator to ensure that the preliminary findings were well grounded.

4. MAIN RESULTS AND FINDINGS

4.1 RELEVANCE

- The main hypotheses that underpinned the project at the formulation stage remain valid and relevant; however, the initial approach and strategy were not fully adequate for attaining the project's objectives, given the internal changes that occurred in the beneficiary countries following project formulation.
- The project is fully aligned with Regional Commissions' work and strategy.
- Participants in general recognized that the learning acquired through the project was relevant for their own work and policy debate in their countries, but less effective for contributing to policy reform dialogue and decision-making.

48. The main hypotheses that underpinned the project at the formulation stage remain valid and relevant; however, the initial approach and strategy were not fully adequate for attaining the project's objectives, given the internal changes that occurred in the beneficiary countries following project formulation (e.g. new labour market legislation, etc.). This was due to the delays in the approval and start-up process of the project (including the long time HQ repeatedly took for comments).
49. The project is fully aligned with Regional Commissions' work and strategy. ECLAC, in the area of economic development (Economic Development Division, EDD), aims to promote equitable long-term economic growth and the effective generation and allocation of financial resources to support development and equality in the Latin American and Caribbean countries. ECLAC pursues this goal through a threefold strategy: the systematic monitoring of macroeconomic policies and reforms; the evaluation of their impact in terms of sustainability, efficiency and equity; and substantive support for the formulation and implementation of those policies by governments.
50. ESCAP, through its Macroeconomic Policy and Development Division (MPDD), supports regional cooperation and integration as a strategy for narrowing development gaps among member States. To provide evidence-based policy analysis, ESCAP conducts research and produces regular publications such as the Economic and Social Survey of Asia and the Pacific and the Asia-Pacific Countries with Special Needs Development Report. It also provides capacity-building support to its member States and facilitates policy dialogues.
51. Research, policy dialogue and policy design on unemployment protection and labour training are fully in line with the main areas of work and thematic priorities of both divisions.
52. In particular, ECLAC/EDD draws on recent experiences with the successful execution of three different projects aiming at improving labour market policies and institutions ("Labour Markets, Workers' Protection and Lifelong Learning of the Labour Force in a Global Economy: Latin American and Caribbean Experiences and Perspectives", with cooperation from Denmark; the labour market component of the ECLAC/SIDA programme "Enhancing economic and social conditions and opportunities of vulnerable groups in Latin America"; and the labour market component of the ECLAC/AECID programme "Policies and instruments for the promotion of growth in Latin America and the Caribbean"). These and other previous experiences have allowed ECLAC/EDD to develop knowledge and advisory capacity on specific labour market issues. Therefore, the DA ROA 236 project draws on and further strengthens this capacity.

53. In-depth interviews and the online survey showed that participants in general recognized that the learning acquired through the project was relevant for their own work and policy debate in their countries. However, more mixed results were detected as regards its effective contribution to their policy reform dialogue and decision-making. Indeed, some participants expected the project's delivery of knowledge and tools to be "less academic and more practical".

4.2 EFFICIENCY

- The initial delay in the operational start-up of the project was offset by a no-cost extension. The extension allowed for a better engagement with policymaking decision processes.
- The project design was mostly developed by ECLAC, with a small amount of ESCAP participation.
- Although coordination was identified, both at the programmatic and substantive level, between the project managers at both Regional Commissions (e.g. information flow regarding the progress of the project, knowledge-sharing, ECLAC presentations at the 2015 seminar and 2016 workshop in the Philippines), the vast majority of the outputs and results of the project were actually of a regional scope.
- In terms of work planning and implementation, the following areas for improvement were identified: first, for future similar exercises, mitigation measures should be identified and implemented to reduce the risks of delays in the start-up phase of the project; second, mechanisms to expedite administrative and recruitment processes should also be studied.
- It is important to mention the multitude of stakeholders involved in events and key project work meetings.
- The financial execution has been highly satisfactory and efficient.

54. Regarding the timing of the project, implementation was affected by an initial delay in the project start-up phase caused by the extended time required for approval and the start-up process, including the long time HQ took (repeatedly) for comments. The project document was drafted in April 2012 but implementation did not start until May 2013. Indeed, the project began the technical implementation with such a delay that some specific proposals (such as supporting a certain stage of the legal debate in Mexico) of the project document were outdated at the time of the operational start-up. Even if the project's topics remained relevant, some important opportunities to provide inputs for specific policy dialogue processes were lost. This meant that the focus of some of the expected contributions had to be redesigned and new opportunities had to be identified. This caused challenges in the timely and reliable provision of services and support, mainly related to shifts in national political agendas.

55. The initial delay in the operational start-up of the project was offset by a no-cost extension. The extension allowed for a better engagement and follow-up with policymaking decision processes implemented at country level.

56. The project design was mostly developed by ECLAC, with a small amount of ESCAP participation. The UN Commission for Asia and the Pacific came on board thanks to an ECLAC invitation (giving effect to the DA condition of receiving multi-regional proposals for this specific call for funding). This project is the first time ECLAC and ESCAP have cooperated in an international project in this area of work.

57. Although some coordination was identified (e.g. information flow regarding the progress of the project, ECLAC presentations at the 2015 seminar and 2016 workshop in the Philippines, a final international seminar and joint final publication), most of the project outputs and activities were developed and implemented with a regional approach. This almost separate implementation (apart from the implementation of one joint international seminar) was the correct arrangement given the different starting points for the cooperation with different countries and given the different dynamics

and speeds of progress. However, the project missed the opportunity of closer joint implementation, such as additional joint activities or synergies beyond an international seminar and publication. Regarding the exchange of international experiences, all countries without exception would have been interested in the question of “how to implement” any reform of unemployment protection or training. It might have been interesting to explore implementation methods in greater depth, since the ECLAC and ESCAP regions show significant differences. This might not yet imply the need for additional coordination and implementation mechanisms.

58. In terms of work planning and implementation, the following areas for improvement were identified: first, for future similar exercises, mitigation measures to reduce the risks of delays in the start-up phase of the project should be identified and implemented; second, mechanisms to expedite administrative and recruitment processes should also be studied. On the other hand, the stakeholders emphasized that ECLAC support was key because it always gave them the opportunity and flexibility to design, implement or make a break from revising, adjusting and redesigning. ECLAC was always available and flexible to change agendas.
59. As regards monitoring and evaluation, reports used the project results framework correctly to report implementation information and provide adequate details on technical progress.
60. To conclude, according to some national partner institutions, the project could have been more systematic in structuring specific project results around policy decision-making. Partner institutions valued the Commissions’ research contribution which, however, was understood more as an effort of an academic nature. Partners, however, were much more interested in receiving advice for practical policy implementation (responding more to the question “how to implement” than to “what kind of policy to implement”). Partners looked for guidance that could help them to make better decisions to meet even better goals or achieve the implementation of a set of activities that fulfil partner institutions’ (beneficiaries) needs even better than what was achieved. Study tours did clearly contribute to this goal but partners had the impression that the desk studies and the research presented in the seminars and publications could also have contributed more directly to more pragmatic goals. The same stakeholders recognized, however, that these shortcomings could also have been generated by weaknesses in the institutions themselves, regarding decision-making or understanding of what is the “best possible support” ECLAC or ESCAP could provide, and not necessarily by the Regional Commissions alone. There were, however, a number of very specific demand-driven studies that were developed as a part of the project to respond to specific requests from beneficiary countries on “what specifically the country needed to implement or reform” in terms of unemployment insurance schemes or vocational training, such as those carried out for Mexico, Chile and the Dominican Republic, which did result in specific measures taken by the governments in these areas.

4.2.1 STAKEHOLDER ENGAGEMENT

61. It is important to mention the multitude of stakeholders involved in events and key project work meetings. Initially the project had expected to be able to address policy dialogues through a tripartite approach (as stated in the project document) with ILO support. Given the delays in starting implementation and the changing opportunities for contribution (as well as a lower level of interest from the ILO side than the Regional Commission had anticipated), a fully tripartite approach could not be implemented. However, the Commission mainly succeeded in involving government institutions (in all countries), private sector institutions (in most countries), parliamentarians (in some countries, such as the Philippines, Mexico and Colombia) and trade unions (Mexico and the Dominican Republic) in the policy dialogue processes.
62. This has promoted awareness and capacity-building on the thematic issues and increased knowledge on the topic and the potential for developing new projects. The added value of the participation of many institutions also lies in the contribution of each one in terms of technical skills, sectoral knowledge, tools and experience. Partnerships have been established with key stakeholders, especially at the national level. For instance, in the Philippines, the project involved ILO to guarantee sustainability. In

the Dominican Republic, the project promoted a new partnership between INFOTEP and the Ministry of Education, to unify training systems. This alliance is new and did not exist before the project.

4.2.2 BUDGET AND FINANCE

63. The financial execution has been highly satisfactory and efficient. The following figure confirms 98% of budget execution as of May 2017. The distribution of resources on the different types of tasks shows a reasonable use of resources. Budget implementation has been careful, seeking at all times to maximize the project's results. One example is the use of the remaining ECLAC budget that was transferred to ESCAP and used as additional funding for the Viet Nam study tour, thereby contributing to one of the outstanding success activities in the ESCAP region. The overall budget of roughly US\$ 500,000 (which is around US\$ 100,000 per country) suggests that value for money has been provided, since all main project results have been achieved or overachieved and since the project has contributed to some policy dialogue processes which continue beyond the project and at least in one case already have led to a follow-up support through ECLAC to one of the ROA 236 beneficiary countries. Specifically, the Dominican Republic has requested ECLAC to continue its support mainly to the employment protection work and ECLAC has been able to find financial resources from other sources (not DA) and to continue the thematic support along the same lines without interruption.
64. In addition, for six of the events implemented by the project, ECLAC and ESCAP have been able to leverage in kind co-financing for hosting events or transporting participants.

Table 2
DA ROA 236 Budget Expenditures (as of 31 May 2017)

Commitment Item	Description	Budget / Allotment	Actual disbursements	Commitments outstanding	Total expenditures	Balance Remaining
FT10_CLASS_015	Other Staff Costs	53 791.00	53 746.00	-	53 746.00	45.00
FT10_CLASS_105	Consultants and Experts	230 423.00	217 186.00	12 600.00	229 786.00	637.00
FT10_CLASS_115	Staff Travel	43 410.00	42 463.83	.	42 463.83	946.17
FT10_CLASS_120	Contractual Services	60 500.00	56 166.27	.	56 166.27	4 333.73
FT10_CLASS_125	General Operating Expenses	24 000.00	23 219.14	.	23 219.14	780.86
FT10_CLASS_145	Grants and Contributions	94 742.00	90 298.59	.	90 298.59	4 443.41
Total Allotment		506 866.00	483 079.83	12 600.00	495 679.83	11 186.17

Implementation rate %	98%
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Source: ECLAC

4.3 EFFECTIVENESS

- All four main project goals (defined through the Expected Accomplishments (EA) listed on page 7) have been achieved in full.
- Regarding the influence on policymaking and reform, the project strengthened national institutions and promoted the inclusion of specific issues in the public agenda but seems to lack a systematic strategy for generating policy impact and reform, especially in Asia.
- The evaluation can confirm that the project has contributed successfully to policy reform dialogue processes. As the original strategy of introducing policy reform dialogue through the tripartite working groups failed for the reasons mentioned above, the results in policy reform processes were ultimately achieved through the very successful and pragmatic (non-academic) exchange of experiences (through study tours) on how to implement policy reform on the ground, once the technical design options have been decided on.
- Some of the proposals, events and debates generated by the project were sometimes rated by project beneficiaries participating in this evaluation as being too general and insufficiently detailed and specific to be considered and incorporated into national vocational training systems. However, there were some concrete examples of studies carried out at the request of the beneficiary countries to address very specific issues on the type of reforms needed, which dealt with a more specific type “of what” in terms of specifically identifying what needed to be reformed.
- Among the main results achieved, in Chile, the project strengthened the work of the Government on disabilities; in Colombia, the project noted that formal employment required a military service card and raised this issue in the debate on effective barriers to entry into the labour market; in the Philippines, the findings of the study/report on unemployment insurance schemes were very relevant, since they were used as reference material in assessing the social development sector and as an input for the new Philippine Development Plan.
- The study tours were another key strategy to exchange knowledge and fill knowledge gaps. Stakeholders from the countries involved (Chile, Colombia, Viet Nam and the Philippines) emphasized the results of the experience.
- The results of the survey revealed good knowledge about the initiatives and products of the project. The evaluation of the project’s contributions is equally positive, but varies slightly between the two regions, with more satisfaction about the project among ESCAP beneficiaries.

65. On the overall effectiveness—in the sense of “involving all relevant stakeholders in the national (...) policy debate” (per the project document)—the evaluation detected mixed results, as outlined in this section. Meanwhile, mainly in Chile and the Dominican Republic, tangible results and strong progress have been achieved in taking a policy debate forward towards the implementation of new ideas and concepts, whereas results achieved in other countries remained at a lower stage of progress or maturity.

66. The project’s final report outlines the following main outcomes. All of them have been fully confirmed by this final evaluation.

- The Chilean *Servicio Nacional de Capacitación y Empleo* (SENCE) has created the programme +Capaz to strengthen the skills of people from vulnerable groups. The project has assisted SENCE with the preparation of a proposal for the institutional design of a subprogramme for people with disabilities and has assisted SENCE during its implementation process. In 2017, this subprogramme received an international prize recognizing “innovative policies” for the inclusion of people with disabilities.⁷

⁷ The prize was given by the Zero Project, an initiative of the Essl Foundation, an NGO with special consultative status with ECOSOC (<https://zeroproject.org/policy/training-and-placing-the-vulnerable-in-chile/>).

- As a result of the two project consultancies that focused on weaknesses in the existing unemployment protection scheme, the challenges that arise from the specific characteristics of the Dominican labour market and alternatives for an improved protection scheme, the authorities of the Dominican Republic decided to strengthen the unemployment protection scheme in the context of a reform of the country's social protection system. The Government has solicited further technical assistance from ECLAC for the implementation of this reform during 2017.
- After the project had prepared a diagnostic study of technical and vocational education and training (TVET) in the Dominican Republic, the country's authorities asked for assistance in preparing a set of indicators on TVET quality. These were developed by a consultant hired by the project and accepted by the national authorities to be further used in a continuous effort to measure and improve the outcomes of the Dominican TVET system.
- Supported by the project activities, the authorities of the Philippines expressed their interest in strengthening the protection of the unemployed in their country. Based on various project activities (national and international consultancies, national and international seminars, a study tour), the authorities made progress with the development of the key criteria for designing sustainable unemployment insurance and, in the process, reaching a broad political agreement on this issue.
- In the case of Mexico, the project co-organized a seminar where the Government's proposal for an unemployment insurance scheme (presented to Congress and, with changes, approved by the upper chamber) was analysed, with contributions from two project consultants and the project coordinator. The project's national consultant was also invited by the corresponding Senate Committee to present her analysis of the Government's proposal. Since the project consultant's analysis showed that the Government's proposal had many flaws and would not have significantly improved the protection of the unemployed—a situation also noted by many participants at the seminar—the project's suggestion was not to approve it in its current form, which is what ultimately occurred.
- At the request of the Government of Colombia, the project conducted an analysis of the flaws in the existing instruments, and a proposal for strengthening the current unemployment protection scheme was formulated and presented at a national seminar. The proposal made was acknowledged by the government authorities and will serve as input for future decision-making processes.
- Other relevant policy-oriented inputs which have nurtured the discussion among stakeholders and have the potential to further influence future measures include: (1) a study tour by a Colombian delegation to Chile in order to learn about the country's experience with labour market policies focusing on the integration of people with disabilities (based on the interest in strengthening policies in this field expressed by the Colombian Ministry of Labour); (2) development of a proposal for an unemployment insurance monitoring system in Mexico; (3) development of a proposal for the coordination of employment policies in Colombia; (4) an analysis of the relevant elements for the design of an emergency employment programme as an input for post-conflict policies in Colombia; and (5) a study tour to Colombia to examine employment policies at a decentralized level by a delegation from Mexico City.

67. The level of contributions made to policy debates allowed the full attainment of all four main project goals (defined through the Expected Accomplishments (EA) listed on page 7). Hence, in this sense, the project concluded successfully. EA2⁸ has been overachieved by being able to reach out to four countries, surpassing the goal of three originally set. The annex to this report contains a detailed description of the achievements per EA, as reported by the project itself. This evaluation has been able to confirm that the reported achievements are fully accurate.

4.3.1 INFLUENCE ON POLICYMAKING, DIALOGUE, BEHAVIOUR AND POLICY REFORM

68. In terms of its influence on policymaking and reform, the project strengthened national institutions and promoted the inclusion of specific issues on the public agenda; however, it seems to lack a systematic strategy for generating policy impact and reform, especially in Asia. In other words, the project provided advice on options for protection schemes and compared different systems. It gave ideas, tips,

⁸ Increased capacity of policymakers of selected countries to design national labour training systems.

suggestions and warnings about the advantages and disadvantages of different options. However, the implementation of the project's recommendations and knowledge was in some cases very limited.

69. As noted earlier in this document, the rationale for the project had argued that it would provide specific information for technical and political decision-making, filling existing information gaps (assuming that as soon as more adequate information for technical or political decision-making was available, decisions would be taken).
70. Indeed, the project design considered the establishment of national working groups (with technical know-how, but linked to relevant stakeholders), which, based on an improved knowledge of global and regional experiences and on thorough diagnostics of the strengths and weaknesses of the national institutions (for unemployment protection and technical training), would draw up policy proposals in line with the conditions of the specific country and would have a strong impact on the policymaking process. Unfortunately, the design stage failed to recognize the difficulties in setting up those working groups, which ultimately could not be established (with the exception of the technical training area in Mexico).
71. However, the evaluation can confirm that the project has in fact contributed successfully to policy reform dialogue processes (outcomes and contributions listed at the beginning of the chapter). In contrast to the project's original design, in which tripartite working groups were considered for this purpose, this was achieved through the very successful and pragmatic (non-academic) exchange of experiences (through study tours) on how to implement policy reform on the ground, once the technical design options have been decided on.
72. Given their very nature, ECLAC and ESCAP frequently base their policy advice and support on specific research (often with a strong academic approach) and initially concentrate on discussing technical options for policy reform (provided through the studies and publications produced by the project, listed in annex 7) which are discussed at national and international seminars. Proposals, events and debates generated by the project were sometimes too general and insufficiently detailed and specific to be considered and incorporated into national vocational training systems, given the lack of clarity on how to implement the proposed measures and policies. On the other hand, since the working groups could not be established, more weight was given to specialized consultancies designed to respond to specific needs expressed by national authorities. The interactions of the consultants with these authorities turned out to be a key element in the policy advice and the contribution to policy measures. This was the case in Chile (training for people with disabilities), Colombia (unemployment protection; labour policy coordination; public work programmes) and the Dominican Republic (unemployment protection; indicators for quality of technical training).
73. Among the main results achieved, in Chile, the project strengthened the work of the Government on disabilities. In particular, the project helped SENCE (*Servicio Nacional de Capacitación y Empleo*) fulfil the right to work of persons with disabilities by promoting a new Law on Disability. In this way, the project not only contributed to capacity-building, but also to raising the profile of the State's work on disability issues. The progress made included incentives for companies to hire persons with disabilities, a set of indicators to measure the labour insertion of persons with disabilities and a technological platform for SENCE. The study tour allowed the Chilean Government to learn about Colombia's progress with the employability and right to work of persons with disabilities. In addition, thanks to the project, a disability committee was created within SENCE.
74. In Colombia, the project noted that formal employment required a military service card and raised this issue in the debate on effective barriers to entry into the labour market. In this way, the project could influence policy debate, in addition to building the capacities of national partners. The door to the debate is still open and a follow-up project between ECLAC and the Colombian Ministry of Labour is now in the pipeline.
75. In the Philippines, the findings of the study/report on unemployment insurance schemes were very relevant, since they were used as reference material in assessing the social development sector and as an input for the new 2017-2022 Philippine Development Plan (PDP), by establishing unemployment insurance as a major strategy for social protection. The legislative agenda of the PDP relating to

Technical and Vocational Education and Training (TVET) included an amendment to the dual-training system, an enterprise-based training bill and the apprenticeship bill.

76. Still on the legislative side, the project promoted substantial progress with social security legislation in Colombia and Chile, but less progress was detected in Mexico. This was mainly due to the delay described above.
77. Regarding policy dialogue, the project promoted tripartite dialogue, but in Mexico and Colombia the Governments' preferred modality of policy dialogue was to have an proposal agreed on within the Government before discussion.
78. In the Dominican Republic, the debate was around the strengthening of the existing unemployment protection scheme. The final decision was made after the analysis of international experiences promoted by the project. In the Dominican Republic, the project's proposal was not to introduce the classic insurance model but to strengthen the existing unemployment protection scheme.
79. In Mexico, ECLAC helped build policy dialogue on social security and developed technical documents for political debate.
80. In Asia, the project had a minor influence on policy dialogue and decision-making. A close tripartite position regarding the need for unemployment insurance does not yet exist.
81. Academic events and seminars—one of the project's key strategies for promoting policy dialogue and influencing policies— showed some limitations. In particular, the policy design process requires close support for the technical teams to guarantee proper advice and this cannot take place at a public event. According to some stakeholders, an event can then be relevant to showcase and disseminate results, but some policy advice should be given separately with the small technical teams. In addition, sometimes events were more a presentation of different experiences/research, rather than spaces for policy dialogue.
82. On the other hand, seminars provided an opportunity to bring together a wide range of stakeholders from different sectors (labour, education, etc.) in a neutral space (with a neutral facilitator).

4.3.2 CLOSURE OF KNOWLEDGE GAPS AND DEVELOPMENT OF ADDITIONAL KNOWLEDGE

83. The documents produced by the project were very helpful for the discussion and planning of new policies. They were less effective in supporting policy implementation, even though some specific studies had influenced decision-making at the country level, such as the cases of Chile, Mexico and the Dominican Republic.
84. In order to generate knowledge and influence political decisions, ECLAC provided technical criteria for political decision-making to show technical risks in design. In this way, knowledge gaps were certainly filled; in the Philippines, thanks to the project, ESCAP helped close some knowledge gaps on unemployment protection systems by demonstrating experiences from other countries. An unemployment insurance scheme was then included as a goal in the 2017-2022 Philippine Development Plan. This has improved awareness about the most effective insurance scheme options. However, less progress was made in the implementation of effective unemployment insurance schemes. This also depends on cooperation between tripartite partners and it was not a specific objective of the project.
85. The project promoted knowledge development mainly via new publications. In this regard, INFOTEP (*Instituto Nacional de Formación Técnico Profesional*) in the Dominican Republic is preparing to republish the project consultant's study of the country's Technical Training System (already published as an ECLAC working paper), as it is considered to be an important contribution to the national debate.

86. In the Dominican Republic, the project produced technical data to better inform political dialogue on labour security (termination payment). This has improved the Government's capacity for technical analysis and has made available relevant knowledge on social security, termination payments and pensions. Additionally, the project assisted the country in defining a set of quality indicators for education and training.

87. The project produced a total of 26 research documents, which were made available to the public through 24 publications. Table 3 below lists these documents and provides links to them and, for 17 of the 24, gives download statistics for the period 1 December 2014 to 25 April 2017. On average, each of the documents has been downloaded 389 times (for an average of 78 per country, which confirms that the two Philippine documents (63 and 101 downloads) show the same level of interest as other national documents).

Table 3
DA ROA main publications download statistics

Author	Title	Link	Pub. date	Web	Library	Total
Ernesto Abdala	Esbozo de la dinámica histórica y algunos aspectos de los sistemas nacionales de formación profesional en América Latina	http://www.cepal.org/es/publicaciones/esbozo-de-la-dinamica-historica-y-algunos-aspectos-de-los-sistemas-nacionales-de	December 2014	473	51	524
Ívico Ahumada	Formación profesional y capacitación en México	http://www.cepal.org/es/publicaciones/formacion-profesional-y-capacitacion-en-mexico	August 2014	315	0	315
Oscar Amargós	Estado de situación del sistema nacional de educación y formación técnico-profesional de la República Dominicana	http://www.cepal.org/es/publicaciones/estado-situacion-sistema-nacional-educacion-formacion-tecnico-profesional-la-republica	December 2016	0	385	385
Julio Gamero	Sistema nacional de formación profesional y capacitación laboral (SNFPC) del Perú: propuesta de un sistema nacional de formación profesional y capacitación laboral para el Ministerio de Trabajo y Promoción del Empleo	http://www.cepal.org/es/publicaciones/37844-sistema-nacional-de-formacion-profesional-y-capacitacion-laboral-snfpc-del-peru	March 2015	263	112	375
Alberto Isgut & Jürgen Weller	Protección y formación: Instituciones para mejorar la inserción laboral en América Latina y Asia	http://www.cepal.org/es/publicaciones/40660-proteccion-formacion-instituciones-mejorar-la-insercion-laboral-america-latina	October 2016	2 524	184	2,708
Sebastian Krull	El cambio tecnológico y el nuevo contexto del empleo: Tendencias generales y en América Latina	http://www.cepal.org/es/publicaciones/40856-cambio-tecnologico-nuevo-contexto-empleo-tendencias-generales-america-latina	December 2016	368	61	429
Isabel Zúñiga	Capacitación para personas con discapacidad	http://www.cepal.org/es/publicaciones/39364-capacitacion-personas-discapacidad	November 2015	263	112	375

Source: ECLAC and ESCAP (see annex 8 for a full list of download statistics).

4.3.3 STUDY TOURS

88. The study tours were another key strategy to exchange knowledge and fill knowledge gaps. Stakeholders from the countries involved (Chile, Colombia, Viet Nam and the Philippines) emphasized the results of the experience. For instance, Viet Nam and Philippines had relevant technical knowledge on unemployment protection schemes that was shared through the study tour (for more information on study tours, see box 1 and the results of the survey in the next paragraph).

Box 1 Study tours

The project organized three study tours (Chile-Colombia, Mexico-Colombia and the Philippines-Viet Nam). These opportunities for exchanging experiences were highly valued by participants not only for the knowledge acquired and the potential for replication, but also because national institutions often do not have internal funding available for such activities (see figure 4 and in-depth interviews).

According to stakeholders from Chilean Government: “The exchange with Colombia was focused on technical design and implementation issues. It included seminars with 250 participants and allowed us to share other experiences and to effectively observe how other countries faced the same issues at different speeds. It was useful for us to hear about the experiences of civil society at the seminar. There we heard how to concretely deal with similar issues.”

Mexican participants recognized that “after the trip to Colombia, modifications were made to the operating rules for the support projects, scholarship programmes and unemployment insurance. The idea is to develop more intense and more relevant trainings based on what employers demand from the beneficiaries of the unemployment insurance (that only exists in Mexico City).” In addition, “after this visit there is a growing interest in a new exchange visit to Colombia at the departmental level. This will be organized bilaterally (perhaps with the OAS), but based on the ECLAC initiative for this project.”

Colombian stakeholders emphasized that: “We liked the experience very much and we are analysing what we saw to decide what we will replicate.”

Participants of the Philippines–Viet Nam study tour agreed that the information provided in the tour was relevant and useful, and that the tour raised awareness about the unemployment insurance (UI) scheme in Viet Nam in order to develop an effective UI scheme for the Philippines. Participants also recognized that the information provided will assist in designing an effective UI scheme for the Philippines (see figure 4, in-depth interviews and reports on the missions).

4.3.4 SURVEY RESULTS

89. In order to better analyse the perception of the knowledge, activities and dissemination products of the project and to triangulate the information collected in this assessment, an electronic questionnaire was distributed to the participants in the ECLAC and ESCAP activities carried out as part of the project.

90. There were 59 responses to the survey (more than 300 questionnaires were sent out, with a return rate of 19%, which is usual). ECLAC beneficiaries returned 39 responses, while ESCAP beneficiaries returned 20.⁹

91. Of the ECLAC participants in the survey, 25.6% were from the public sector, 15.4% were public sector managers, 15.4% were from the academic sector, 5.1% were private sector employers, 10.4% were private sector employees, and 28.2% did not specify. The ESCAP respondents came mostly from the public sector (40% civil servants, 25% managers), 10% from the academic sector, 5% private sector employees, with 20% not specified.

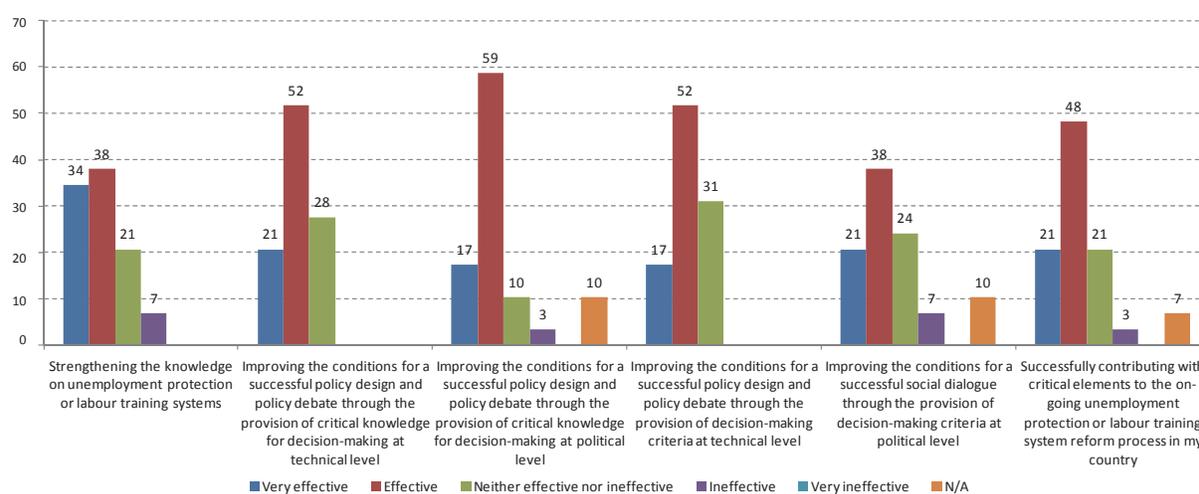
92. Of the ECLAC respondents, 49% were from Colombia and 23% from Mexico; of the ESCAP respondents, 85% were from the Philippines.

⁹ Response rates differ from question to question, since not all respondents answered all questions.

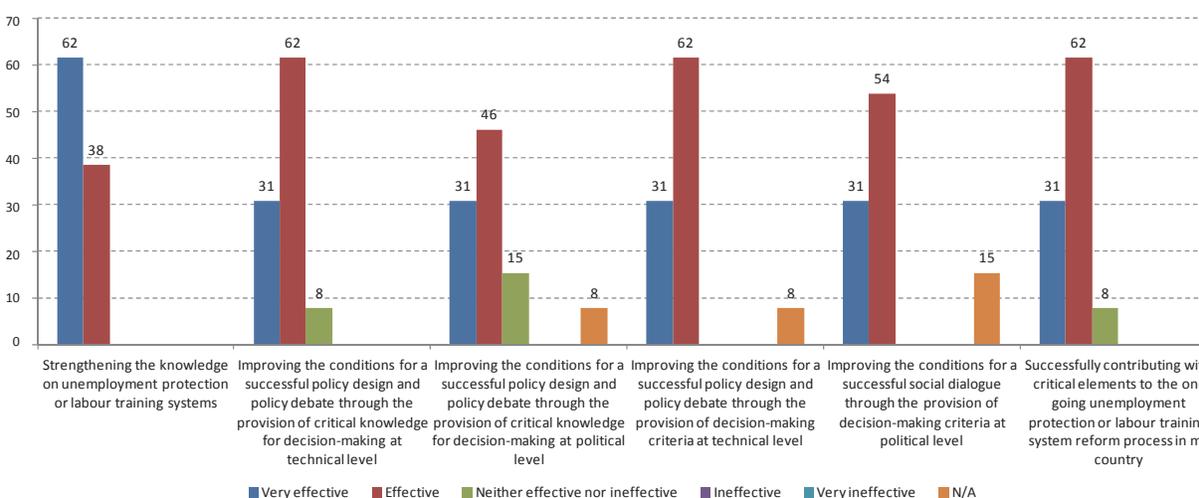
93. The results revealed good knowledge about the project’s initiatives and products. The evaluation of the project’s contributions was equally positive, but varied slightly between the two regions (figure 1). The objective of strengthening the knowledge on unemployment protection or labour training systems stands out with a “very effective” evaluation in both regions, but ESCAP beneficiaries acknowledged more the contribution of seminars and events in achieving the project objectives. On the other hand, around 30% of ECLAC beneficiaries did not perceive any relevant contribution by the project to objectives such as improving conditions for successful policy design and debate through the provision of critical knowledge and decision-making criteria at the technical and political level (figure 1).

Figure 1
How effective do you think the seminar(s) or event(s) in which you participated was (were) in contributing to accomplishment of the following objectives?
(Responses in percentages; ECLAC 29 responses, ESCAP 13 responses)

A. ECLAC Beneficiaries



B. ESCAP Beneficiaries

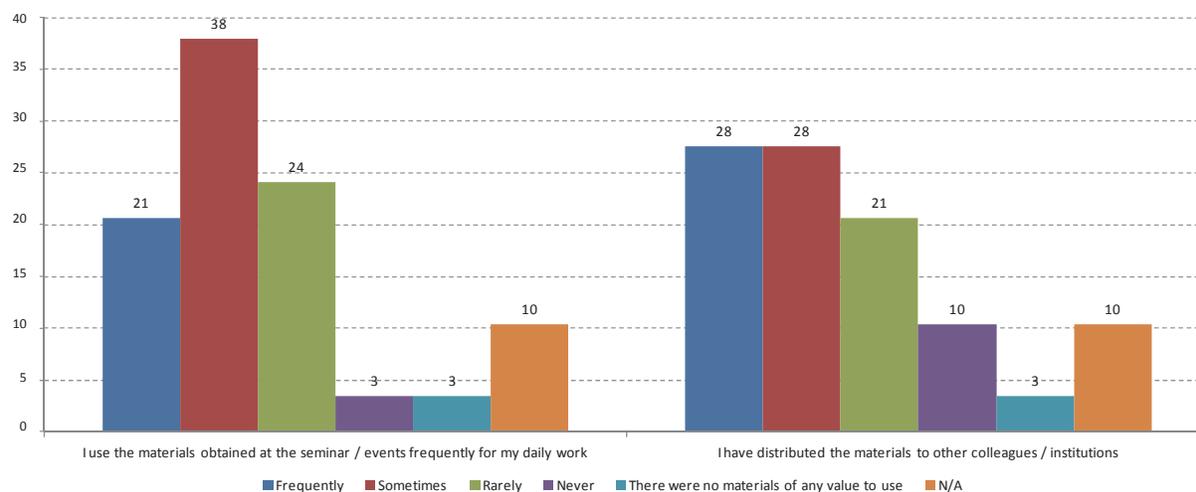


Source: Online survey conducted by the evaluator.

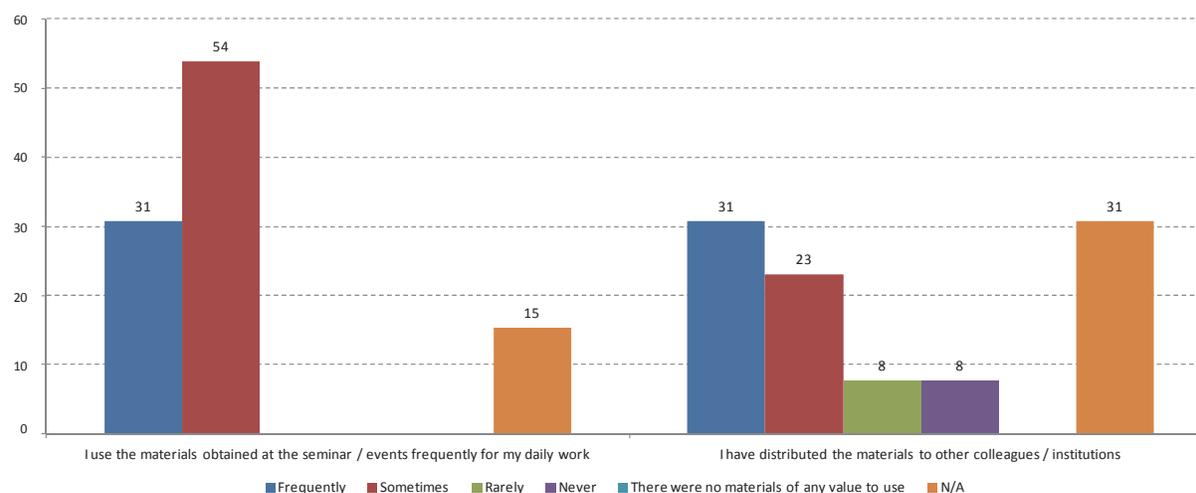
94. The evaluation of the usefulness of materials and knowledge acquired in the seminars and events was also positive (figure 2), but with some differences: respondents more frequently used the material and knowledge in their daily work than for distribution to other colleagues and institutions.

Figure 2
Usefulness of the materials and knowledge acquired in the seminars and events
(Responses in percentages; ECLAC 33 responses, ESCAP 16 responses)

A. ECLAC Beneficiaries



B. ESCAP Beneficiaries



Source: Online survey conducted by the evaluator.

95. A clear majority of respondents recognized the usefulness of the publications produced by the project in promoting unemployment insurance and/or labour training systems, with higher satisfaction among ESCAP beneficiaries.¹⁰

¹⁰ 57% of ESCAP respondents considered the project's publications to be very useful, compared to 41% of ECLAC respondents.

Box 2

Examples of usefulness in respondents' practical work

ECLAC respondents

- With foundations that work on labour inclusion policies for people with disabilities: Best Buddies Colombia, RECA, and others.
- Inputs disseminated with local governments.
- Some participants at both seminars had asked me for the documents I wrote.
- National Productivity Committee.
- It has helped us analyse the educational offerings we have.
- Vision of training as public policy.
- The presentations have been technical support material for the development of policy guidelines.
- Knowledge applicable to the management of the Regional Labour Market Observatory of Cundinamarca.
- Evaluation of training providers' proposals for labour insertion, with the aim of improving the skills of the unemployed.
- I have delivered material from the disability seminar to representatives of civil society working on issues related to the workplace inclusion of persons with disabilities.
- Information for the design of courses on local development.
- At different meetings with state institutions, we have socialized part of the material received at these seminars.
- Reference material for academic research.
- Basis for formulating policy recommendations for public agencies responsible for vocational training in Mexico.

ESCAP respondents

- Inputs for the proposed bill on unemployment insurance; inputs for proposed strategies related to the transition from school to work.
- I used it as reference material in our Labour Policy Reforms Committee and HR Agenda dialogues.
- In terms of policy recommendations, particularly on how to improve TVET systems and TVET programmes in the country.
- As reference material for the preparation of project on adult literacy and livelihood training.
- We could formulate a proposal to government on unemployment insurance and skills training, especially for older workers.
- Development/updating of policy proposals on unemployment insurance.
- We used it to provide policy recommendations for the new 2017-2022 Philippine Development Plan.

Source: Online survey conducted by the evaluator.

96. One of the initiatives that project participants valued most highly were the study tours. In both regions, respondents recognized that the study tours fully achieved their objectives (figure 4). One of the key success factors was that those activities were tailored to the clients' needs. For instance, in the Philippines, the focus was on unemployment insurance at the specific request of the Philippines Government. The study tour was successful as it was able to involve high-level policymakers in a technical policy discussion (box 3).

97. Stakeholders consulted for this evaluation also emphasized the importance and usefulness of the study tour between Chile and Colombia (box 3).

Box 3**Most valuable contributions of the study tours identified by respondents****ECLAC respondents**

- (1) The approach of SENCE's +Capaz inclusion programme. (2) The successful experiences with the foundations. (3) The inter-institutional coordination with the entrepreneurs.
- I participated in the tour from Colombia that had working sessions with the delegates from the Secretary of Labour of Mexico, and the most valuable contribution was hearing how the Mexican States handle the issues directly through active policies. Training, management and placement of employment, care for people with disabilities and caregivers among others, and the good practices evaluation model were valuable for structuring Colombia's National Decent Work Policy. For that reason we would like to replicate this study tour, but travelling from Colombia to Mexico to take ownership of more ideas, review the implementation on the ground and be able to apply it in the development of the new peace and development programmes.
- Good practices in strengthening the development of public policies, to improve processes targeting the most vulnerable populations.
- In defining specialized services for hard-to-reach populations.
- We must focus more efforts to involve the public and private sectors in ensuring the inclusion of people with disabilities in the labour market.

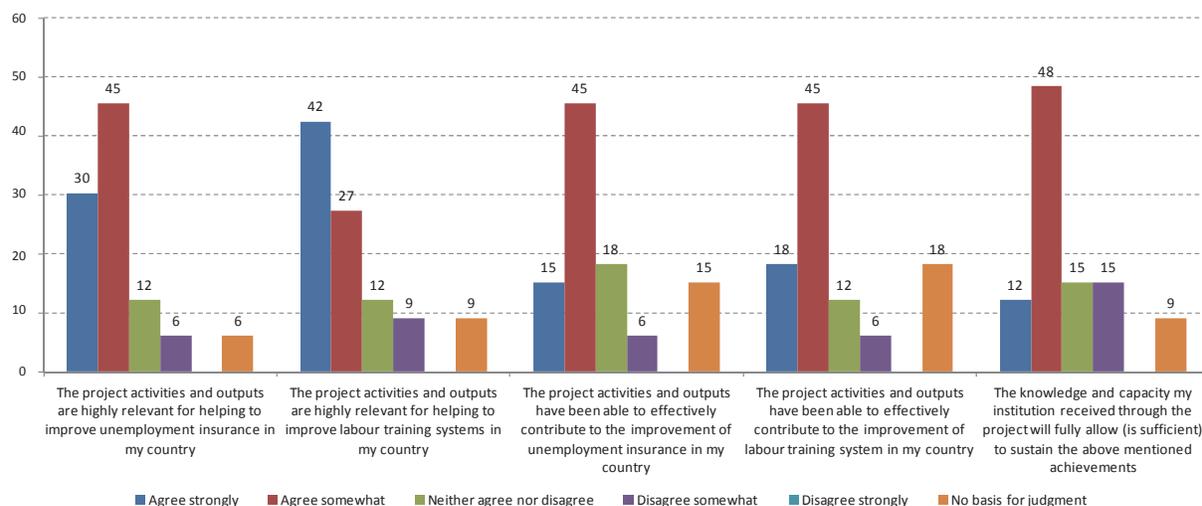
ESCAP respondents

- The key takeaways from the study tour included: how to resolve the issue of severance pay if employment insurance is implemented; the operational definition of involuntary unemployment, which can cover those in contracts or fixed term-employment; and the critical role of job centres that are directly managed and supervised by the labour department.
- Considerations and assumptions in crafting policies for unemployment insurance as well as unemployment insurance systems and mechanisms in other parts of the world.
- Additional knowledge on best practices that could be adopted to address the benefits/privileges of the unemployed sector, which could be used in drafting laws.
- How to establish and implement unemployment insurance and the importance of implementing it with active labour market programmes.
- Implementation in Viet Nam of the new employment law as regards unemployment insurance.

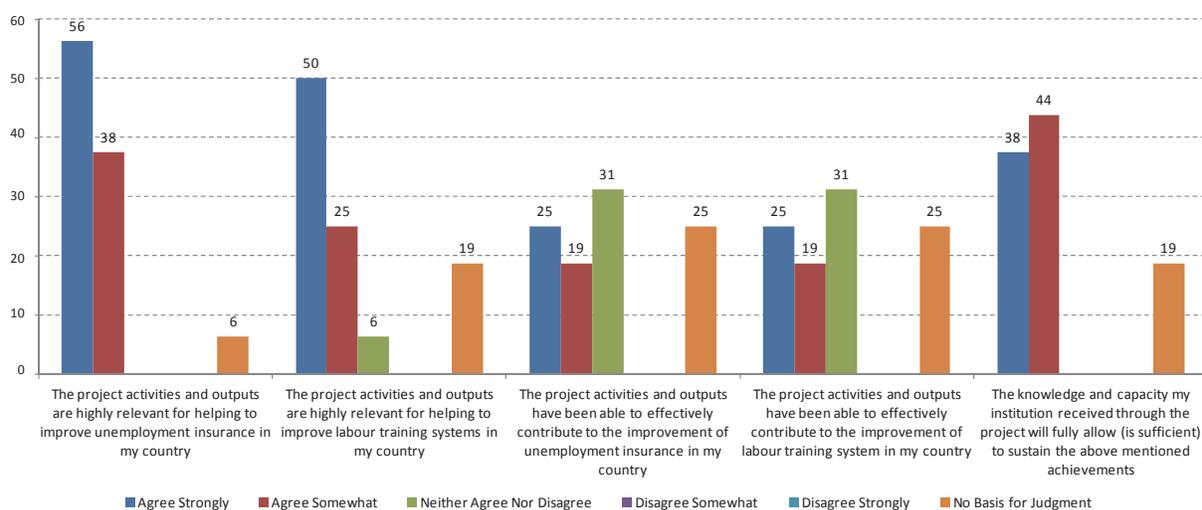
Source: Online survey conducted by the evaluator.

Figure 3
How strongly do you agree with the following statements regarding the project's overall achievements?
(Responses in percentages; ECLAC 33 responses, ESCAP 16 responses)

A. ECLAC Beneficiaries



B. ESCAP Beneficiaries



Source: Online survey conducted by the evaluator.

98. To conclude, when looking at the project's overall achievements, participants from both regions agreed that the project was extremely relevant for helping improve unemployment insurance and labour training systems in their countries (figure 3). However, participants from Asia and the Pacific identified weaknesses in the project's effective contribution to the improvement of unemployment insurance and labour training systems in their own countries.

4.4 SUSTAINABILITY

- The project aimed to deepen the generation of knowledge, political dialogue and an inter-institutional cooperation process. In this context, stakeholders have improved awareness and capacity-building on labour market related issues, increasing the potential for replicability and scalability of each of the institutions' initiatives.
- The project strove to ensure the sustainability of the initiatives implemented by building capacities and partnerships with key organizations.
- As regards knowledge exchange, Chile and Colombia have shown interest in deepening the network established by the project.
- In sum, there are signs of potential sustainability in terms of stakeholders' participation, political interest and the availability of institutions, mainly in Latin America and the Caribbean. However, given the academic nature of many of the project's activities and publications, there is no immediate guarantee of direct application in policies and their sustainability.
- There is little evidence of mechanisms in place to ensure the follow-up of networks created between the two Regional Commissions as part of the project.

99. Capacity-building activities are a central factor in ensuring the sustainability of project achievements. Pedagogical and training activities have involved a wide range of stakeholders.
100. The project aimed to deepen the generation of knowledge, political dialogue and an inter-institutional cooperation process. In this context, stakeholders have improved awareness and capacity-building on issues related to labour markets (as shown by the outcomes listed in the effectiveness section of this report), increasing the potential for replicability and scalability of each of the institutions' initiatives. In addition, to guarantee impact, both planning and labour ministries were involved. Given the nature of the labour market debate, in Chile and Colombia there are signs of sustainability related to the capacity-building implemented and the issues introduced in the policy dialogue. In those countries, sectoral institutions seem more open and interested in policy change, regardless of political turnover in the executive branch.
101. At the same time, the project tried to ensure the sustainability of the initiatives implemented by building capacities and partnerships with key organizations. For instance, in the Philippines, the project involved ILO to guarantee sustainability. In the Dominican Republic, the project promoted a new partnership between INFOTEP and the Ministry of Education, to unify training systems. This alliance is new and did not exist before the project. The idea is to reinforce and expand the coverage of the training supply by making use, for example, of the resources one system has and the other does not.
102. In some cases, the project promoted a policy debate that will be further developed. Indeed, in Colombia the project detected that formal employment requires a military service card, and ECLAC introduced this issue in the debate on effective barriers to entry into the labour market. Thus, the project was able to influence policy debate, in addition to the capacity-building implemented. The door to the debate is open and a follow-up project between ECLAC and the Ministry of Labour of Colombia is under discussion.

103. More specifically, various project activities will continue in different ways, beyond the implementation period, including:

- At the request of the authorities of the Dominican Republic, a project consultant will continue assisting them (with RPTC funding) in their plans for social security reform, specifically in the area of unemployment protection.
- The quality indicators for technical and vocational education and training developed by a project consultant for the Dominican Republic will be applied by national authorities.
- The authorities of the Dominican Republic plan to organize a seminar at which the project's contribution to improving technical and vocational education and training will be presented and discussed (this seminar was to be organized by the project, but this was not possible because of time constraints).
- The results of the project consultancies, seminars and workshops and the study tour to Viet Nam will be used in the design of an unemployment insurance scheme in the Philippines.
- The inputs of a project consultant for the design of the branch of the +Capaz training programme in Chile will be applied in the implementation of this programme.
- Through an XB funded project, ECLAC is studying methods for the continuous identification of skill demand, one of the key issues identified in this project for an effective technical and vocational education and training system, and a policy proposal will be developed for selected Latin American countries.
- ECLAC will continue to provide support to the working group for the analysis of the national and regional labour markets in Chile, with emphasis on skill demand.

104. Chile and Colombia have shown interest in deepening the network for knowledge exchange established by the project. Following the visit, there is a growing interest in a new exchange visit in Colombia at the departmental level. This will be organized bilaterally (perhaps with the OAS), but based on the ECLAC initiative for this project. More precisely, the Colombian Ministry of Labour has shown interest in the Chilean experience with the labour market integration of people with disabilities, especially the +Capaz programme that received project support in this field.

105. The project contributed to the capacity of the Regional Commissions (mainly ECLAC) to listen to the different stakeholders and promote dialogue among them. ECLAC needs to capitalize on this role as a neutral facilitator.

106. In sum, there are signs of potential sustainability in terms of stakeholders' participation, political interest and the availability of institutions, mainly in Latin America and the Caribbean. However, given the academic nature of many of the project's activities and publications, there is no immediate guarantee of direct application in policies and their sustainability.

107. There is little evidence of mechanisms in place to ensure the follow-up of networks created between the two Regional Commissions as part of the project.

108. Nevertheless, the project helped improve the implementation of the Regional Commissions' programmes of work/priorities and activities in the specific thematic areas covered by the project, in particular at ECLAC.

4.5 PROJECT CONTRIBUTION TO HUMAN RIGHTS, THE GENDER APPROACH AND THE SDGs

- Although gender was mentioned in the TORs, it was not fully taken into consideration during the project, nor was clear guidance given to the consultants and national institutions. Indeed, even in the planning document there are few references to the integration of the gender perspective in the project; during implementation, however, ECLAC provided recommendations for revising and improving - statistics disaggregated by sex.
- Regarding the contribution to the SDGs, there is no doubt that the project is fully aligned to the SDGs and directly contributes to some of them, given the issues addressed.

4.5.1 HUMAN RIGHTS

109. There is evidence of the use of the ILO rights approach for protecting against certain risks, and the horizontal dimension is insurance coverage.
110. In general the ILO promotes a two-dimensional approach for extending social security coverage. The first dimension (horizontal) entails extending income security and access to health care, even if at a modest basic level, to the entire population. In the second dimension (vertical), the objective is to provide higher levels of income security and access to better quality health care as countries achieve higher levels of economic development and gain fiscal space.
111. All the beneficiary countries are at an early stage in the introduction and expansion of unemployment protection; therefore, the risk protection debate is clearly located in the horizontal dimension. Special recognition has to be given to the efforts of ECLAC and its achievements in the work done with SENCE Chile, where important labour insertion achievements for disabled persons were made, thereby protecting their human rights.

4.5.2 GENDER APPROACH

112. Although gender was mentioned in the project document, it was not fully taken into consideration during the project. Neither was clear guidance on gender —or human rights— given to the consultants and national institutions, especially in light of the significant gender gaps that exist in key thematic areas covered by the project. Indeed, even in the planning document there are few references to the project's integration of the gender perspective.
113. While there is no evidence of a systematic inclusion of the gender perspective at the design stage, nor was systematic gender mainstreaming guaranteed during implementation, the evaluator could identify some specific good practices. For instance, ECLAC provided recommendations for revising and improving - statistics disaggregated by sex (e.g. in the Dominican Republic). Moreover, for some publications, the gender approach was incorporated in the analysis of vulnerabilities and discrimination; in addition, in the literature, there is evidence of the inclusion of gender-specific or gender-sensitive examples and good practices.

4.5.3 SDGs

114. There is no doubt that the project is fully aligned with the Sustainable Development Goals and directly contributes to some of them, given the issues addressed. Although the SDGs did not exist when the project was formulated and partly implemented, the project mainly contributes to SDG 8, by strengthening systems and identifying new challenges to changing market demands. The contents in

this way should improve worker productivity and promote equal opportunities. Moreover, by increasing knowledge about skill development policymaking and reform, the project also aims to contribute to SDG 4 (target 4.4: “By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship”).

115. However, given the academic nature of many project activities, further analysis in the medium/long term would be needed to identify the effective impact on policies and ultimately on the SDGs.

5. CONCLUSIONS

116. The project has been able to provide valuable support to countries as they transition towards becoming more consolidated (and not only incipient) middle-income countries. ECLAC, as the project's author, correctly identified the potential interest of new middle-income countries in economic and social consolidation processes, to intensify and expand their unemployment protection policies and their efforts for labour insertion.

117. Regarding this potential interest, the experience of this project provides at least the following lessons:

- Even if general interest exists, different opportunities for support exist at different stages or levels of progress in policy debates.
- Only at the initial stage of debate is there a higher interest in conceptual or more academic types of debates and support regarding the most appropriate policy model for a given country or a given context. There is also an intermediate step at which there is a demand for more concrete studies or analyses to determine more specifically the types of reforms or areas to be reformed in a specific country or context.
- At a more advanced stage of debate, where a basic consensus on the best policy model to implement has already been reached, the countries' demand for support concentrates more on questions of *how to best implement* a given policy model.

118. This project has shown that traditional ECLAC and ESCAP models of comparative cross-country or cross-region policy analysis using more conceptual and academic approaches, even though they accomplish the Commissions' mandate, do not enjoy high levels of demand from countries at an advanced stage of policy debate that are already maturing towards policy implementation.

119. ECLAC and ESCAP have taken the right decision in trying to channel their country support towards a pragmatic approach to learning about implementation, and they have identified a highly successful support modality consisting of country visits and exchanges of experiences between peers.

120. At the same time, according to opinions frequently expressed during stakeholder interviews, the more traditional aspect of country support, in the form of conceptual and academic research and support, has remained too firmly entrenched in the traditional structures of academic seminars and presentations. Even though publications and research were identified as relevant and useful during interviews and the survey, the interviews also revealed that a more pragmatic approach towards implementation experiences and the content of the theoretical background support would be desirable. This was also the case with those studies of a more specific nature that were developed in response to the countries' demands for more information or in-depth analysis of a specific issue within the broader contexts of reforms to both the labour unemployment insurance schemes and the vocational training systems.

121. The experience of this project has also shown that ECLAC and ESCAP, in their approach to employment policies used for this project, have identified a niche where different UN agencies or other donors offer limited support. ILO would, of course, be the core UN agency for issues related to the labour market. However, because of frequent constraints on its resources, along with other factors, the work of ILO is often more focused on tripartite dialogue, labour rights, the observance of labour conventions and labour inspection than on technical and policy design issues for a sector of the labour market that is more closely related to social protection.

122. Finally, even though the project correctly identified potential demands and has been able to respond successfully to a demand for pragmatic learning on policy implementation (combined with a still rather rigid support regarding the theoretical and research background), the Commissions have not been able to successfully implement the envisaged method of a multi-stakeholder working group, which would be close to an ILO-facilitated tripartite dialogue. Not having a permanent presence on the ground in beneficiary countries is certainly a strong limitation on the ability of ECLAC and ESCAP to foster such a multi-stakeholder working group approach. At the same time, ECLAC does have a permanent presence in Colombia and Mexico. A stronger involvement of those offices in the project's implementation could have been an advantage and should be considered for the future.

6. LESSONS LEARNED

123. Policy training and debate in neutral spaces, such as seminars and events organized by the project, allows for more open discussions and exchanges of opinions.
124. Working with public agencies and institutions is subject to the political calendar and changes of government, which may delay the implementation of projects of this kind.
125. At the beginning of policy design, technical teams must be supported to generate a consistent policy, and that type of policy advice cannot be given at a public event. Many prior steps are needed. The event can then be relevant to showcase and disseminate results, but specific and effective policy advice should be given separately to the small technical teams in charge of designing/drafting policies.
126. When UN entities in different regions implement joint projects, it is important to establish formal coordination mechanisms at the design phase.
127. Partnerships with a wide range of stakeholders allow key institutions to make substantive contributions in terms of technical skills, sectoral knowledge, tools and experience, in order to achieve project results and build capacities.
128. Experience has shown that policymakers/staff in charge of designing and implementing policies need projects that focus on building capacities for policy implementation and, more specifically, on defining “what reforms” and “how to” implement those reforms, instead of academic events and high-level knowledge-sharing.
129. Academic research is important, but in-person experiences from other countries provide extremely useful learning on the implementation of policy reforms. Thus, study tours and knowledge exchange initiatives are effective types of activities.
130. Projects with a strong academic nature, like DA ROA 236-8, usually do not by themselves guarantee direct application in policies and their sustainability, unless they focus on policy implementation and how to implement reforms, based on a detailed assessment of the needs and demands of key target institutions.

7. RECOMMENDATIONS

131. **To ECLAC and ESCAP: Planning, administrative and recruitment procedures.** Future similar exercises should, at the design stage, identify and implement mitigation measures to reduce the risks of delays in the project start-up phase; second, mechanisms to expedite administrative and recruitment processes should also be studied (see efficiency findings, conclusions 2 and 3). A realistic timeframe should be drawn up at the design stage. Although risks were analysed in the project document, the aspects mentioned above were not considered. For future exercises, it would be advisable to develop a risk matrix, including specific mitigation measures, and to consider risks related to approval processes and to administrative and recruitment procedures.
132. **To ECLAC and ESCAP: Delays to coordination with stakeholders.** At the planning stage, unforeseen delays should be considered. When working with public agencies and/or projects requiring HQ approval, projects should take into account the political calendar and changes of government and UN HQ (see efficiency findings, conclusions 2 and 3). As an example, DESA should speed up the approval process for new projects.
133. **To ECLAC and ESCAP: Policy advice.** At the beginning of policy design, projects should first deliver policy advice to small technical teams in charge of policy design (see effectiveness findings, conclusion 3).
134. **To project implementation teams: Knowledge transfer and exchange.** Similar projects should consider more opportunities for in-person knowledge exchange —such as study tours or similar modalities including knowledge transfer agreements/exchanges— as core activities of the Regional Commissions. Study tour agendas should be jointly defined by the countries, to ensure mutual benefits from the activity (see effectiveness findings, conclusion 6). The process of advising policy design should include close support for the technical teams in charge of drafting the policy.
135. **To project implementation teams: Working groups.** Projects should organize events with working groups (workshops) and not only events with a broad audience, as was originally considered in the project design. Events should go beyond information sharing and focus on specific policy advice oriented to policy implementation (see effectiveness findings, conclusion 6).
136. **To project implementation teams: Gender mainstreaming.** Projects should not only make generic references to the gender perspective at the design stage, but also clearly outline how gender will be mainstreamed throughout project implementation starting at the formulation stage. This will guarantee the full integration of the gender focus during all project phases. Project documents should include a specific gender section and a related implementation plan outlining gender-specific actions, responsible parties, outputs and timeframe.

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ANNEX 1

EVALUATION MATRIX

Modification of evaluation questions proposed by the evaluator (compared to the terms of reference) marked in **blue**.

Evaluation criteria	Evaluation question	Evaluation sub-question (what do we want to know?)	Information source / data recollection tool
Efficiency	Collaboration and coordination mechanisms between and within the two Regional Commissions that ensure efficiencies and coherence of response; Provision of services and support in a timely and reliable manner, according to the priorities established by the project document;	Have the implementation and management arrangements been able to ensure coherent and efficient delivery across countries and regions (supply side) and has the uptake been easy for beneficiaries (demand side)?	<ul style="list-style-type: none"> -Project documentation -Interviews with project managers -Interviews with beneficiaries?
Effectiveness	<p>Did the project provide adequate and timely knowledge outputs for precisely filling the specific knowledge gaps of specific stakeholder groups identified in the project document as well as decision making criteria for interest groups, technical and political decision makers?</p> <p>What precisely does that additional knowledge (if any) consist off?</p> <p>Can this additional knowledge been quantified in any way?</p> <p>How satisfied are the project's main beneficiaries with the knowledge provided?</p> <p>How satisfied are the project's main beneficiaries with the policy dialogue facilitation provided by the project?</p> <p>Regarding the aforementioned questions, have different outcome levels been achieved for different countries or stakeholder groups?</p>	<p>These questions will confirm at the same time if:</p> <ul style="list-style-type: none"> -the project has been able to convert its delivery (outcomes) into valuable inputs guiding and driving processes of change -the adequateness and characteristics of outputs and the links between outputs and effects (in order to better understand how any change has been achieved) -this way they show finally if the project assumptions held and -show if results have been achieved uniformly (across beneficiary groups) 	<ul style="list-style-type: none"> -Beneficiary interviews and surveys -Interviews with consultants -Interviews with project managers
	<p>Has the project made any difference in the behavior/ attitude /skills/ performance of the clients?</p> <p>How effective were the project activities in enabling capacities and influencing policy making?</p> <p>Are there any tangible policies that have considered the contributions provided by the Regional Commissions in relation to the project under evaluation?</p>	<p>These three questions take the assessment level of the previous set of questions more closely to an impact level. Meanwhile the previous questions focus on the knowledge generation aspects and the use of this knowledge, this last set of questions focuses on the contribution of this knowledge and the policy dialogue process to the policy reforms processes as such.</p>	<ul style="list-style-type: none"> -Beneficiary interviews and surveys -Interviews with consultants -Interviews with project managers -Beneficiary interviews and surveys -Interviews with consultants

	<p>Has the project been able to provide a meaningful contribution to the achievement of SDG goals, targets and indicators in the beneficiary countries?</p> <p>Did the project adequately consider Human Rights and Gender criteria throughout its implementation?</p> <p>Do beneficiaries consider that learning about other international experiences has made a relevant contribution to their policy reform dialogue?</p> <p>Do beneficiaries consider that the specific element of south-south exchange of information and experiences has made a relevant contribution to their policy reform dialogue, helping to progress towards expected results?</p>	<p>Have these two crosscutting topics been adequately considered and successfully implemented?</p> <p>Since the objective of the project is to contribute precisely to specific policy reform processes the relevance to this contribution should be assessed as well specifically and not only in comparison with general policy and development priorities. This is the external relevance with the beneficiary or client.</p> <p>These questions refer to the internal relevance for ECLAC and ESCAP as regional institutions.</p>	<p>–Interviews with project managers</p>
<p>Relevance</p>	<p>How aligned was the proposed project with the activities and programmes of work of the RCs, specifically those of the sub-programmes in charge of the implementation of the project?</p> <p>Were there any complementarities and synergies with the other work being developed in the two RCs?</p> <p>With beneficiaries:</p> <p>Did the project made adequate use of the technical, human and other resources available in developing countries and has it been able to strengthen these capacities in any way?</p> <p>Did capacity building, if any remain at individual level (learning) or is there any evidence for institutional capacity building (modification of norms, institutional mandates, institutional structures, available resources) that can be attributed to the project?</p> <p>How have the programme’s main results and recommendations been used or incorporated in the work and practices of beneficiary institutions after completion of the project’s activities? What were the multiplier effects generated by the programme (if any)?</p> <p>What mechanisms were set up to ensure the follow-up of networks created under the project?</p> <p>Within the Regional Commissions:</p> <p>How has the programme contributed to shaping / enhancing the implementing RCs programmes of work / priorities and activities? The work modalities and the type of activities carried out? How has RCs built on the findings of the project?</p> <p>Has the project managers effectively taken into consideration human rights and gender issues in the design and implementation of the project and its activities?</p>	<p>These two questions focus more on the processes on how changes described through the previous two questions have been contributing to sustainability.</p> <p>These questions ask for the contribution (learning) of the project’s experience to the work of the regional commissions in a broader sense (not only focusing on sustainability in its pure definition).</p>	<p>–Interviews with project managers</p> <p>–Interviews with project commission management (EED and DPPO)</p>
<p>Sustainability</p>	<p>How have the programme’s main results and recommendations been used or incorporated in the work and practices of beneficiary institutions after completion of the project’s activities? What were the multiplier effects generated by the programme (if any)?</p> <p>What mechanisms were set up to ensure the follow-up of networks created under the project?</p> <p>Within the Regional Commissions:</p> <p>How has the programme contributed to shaping / enhancing the implementing RCs programmes of work / priorities and activities? The work modalities and the type of activities carried out? How has RCs built on the findings of the project?</p> <p>Has the project managers effectively taken into consideration human rights and gender issues in the design and implementation of the project and its activities?</p>	<p>These two questions discuss capacity building contributions made by the project and the levels where these would eventually take place as well as the scope of the contributions.</p> <p>These two questions focus more on the processes on how changes described through the previous two questions have been contributing to sustainability.</p>	<p>–Beneficiary interviews and surveys</p> <p>–Interviews with project managers</p> <p>–Interviews with project commission management (EED and DPPO)</p>

ANNEX 2

DATA RECOLLECTION INSTRUMENTS

The evaluator designed for this Inception Report the following draft questionnaires:

- DA ROA 236 project management team
- ECLAC and ESCAP country staff involved in DA ROA 236
- Selected DA ROA 236 international and national consultants
- Counterparts from partner countries (political and technical decision makers)
- Seminar and study tour participants

DA ROA 236 PROJECT MANAGEMENT TEAM – INTERVIEW QUESTIONNAIRE

Question 1: What would you say have been the main results of this project? Could you give us specific examples of positive feedback from beneficiaries?

Question 2: Did you participate in formulating the projects objectives, expected results and main measurable indicators? Please describe your concrete input in formulating these objectives. How important were the above objectives, expected results and main measurable indicators for your planning the implementation?

Question 3: Did you participate in the countries selection? If so, which were the criteria for the country selection? How were the priorities of these countries linked with the design of the project's objectives and activities? How were the project priorities tailored to fit the specific needs and interests of the country?

Question 4: Have the projects assumptions on existing knowledge gaps as well as lack of decision making criteria for tripartite partners and at technical and political decision making process been confirmed and or quantified in a baseline approach before the cooperation with a country started?

Question 5: Did you find evidence that the project provided adequate and timely knowledge for closing knowledge gaps and did this feed into improved policy dialogues leading to improved policy reform processes as expected?

Question 6: How have the contents of the assessment studies as well as other technical assistance been defined? Can you describe the process and the decision-making criteria?

Question 7: How would you describe the overall characteristics and dynamics of the policy dialogue and policy reform process in each partner country and which realistic opportunities for contributing to these processes have been identified and taken advantage off?

Question 8: What exactly has been the ILO contribution to the project and how would you describe its results and importance?

Question 9: How did the project or do the regional commissions follow up on the achievement indicators, most importantly on policy dialogue and on policy reform contents?

Question 10: At the level of technical decision making, have there been any project activities that would provide evidence proving that stakeholders have taken advantage or applied the knowledge obtained on the participation of stakeholders to the events (policy dialogue facilitation, seminars, study tours) organized in the project? Please provide as many details as possible.

Question 11: What are your experiences regarding the efficiency of management arrangements of this project, as well compared to other DA projects or to general experience with the implementation of activities from the regional commissions in partner countries on the ground?

Question 12: How would you describe the overall implementation *efficiency*? Do you have any special considerations regarding the *efficiency* or implications of the collaboration and coordination mechanisms between Regional Commissions?

Question 13: Has the project been able to provide a meaningful contribution to the achievement of SDG goals, targets and indicators in the beneficiary countries?

Question 14: Did the project adequately consider Human Rights and Gender criteria throughout its implementation? How? How does the project results contribute to the achievement of the SDGs?

Question 15: How would you describe the overall implementation **effectiveness**? Do you have any special considerations regarding the **effectiveness** or implications of the collaboration and coordination mechanisms between Regional Commissions?

Question 16: Can you please elaborate on the added value and learning the project provided to the regional commissions?

Question 17: Dissemination is mentioned as one of the projects objectives and recognized as a necessary condition for future impacts. Are there any future arrangements agreed with national governments for further dissemination, if so which ones? Are they likely to be implemented?

Question 18: Could you please identify the project's biggest (outstanding) achievement? Why do you say so?

Question 19: Can you please elaborate on considerations of the sustainability of the projects outcomes and the processes that led to these outcomes on stakeholder side?

Question 20: Has follow-up support after the end of the activities been discussed and formalized?

Question 21: In your opinion, do any of the activities in which you have participated demonstrate potential for replication and scale-up of successful practices?

Question 22: What do you see as being some of the key elements that could be replicated or expanded upon?

Question 23: What would you do differently in case you had to implement the project again?

SELECTED DA ROA 236 INTERNATIONAL AND NATIONAL CONSULTANTS—INTERVIEW QUESTIONNAIRE

It is proposed to interview three consultants (Mexico, Chile, Dominican Republic) whose scope of work went beyond the provision of technical inputs.

Question 1: Can you please briefly explain the type and level of your engagement with the project?

Question 2: What would you say have been the main results of this project? Could you give us specific examples of positive feedback from beneficiaries?

Question 3: Have the projects assumptions on existing knowledge gaps as well as lack of decision making criteria for technical and political aspects of policy design been confirmed? (*Skip or include/reformulate question depending on response to question 1.*)

Question 4: Did you find evidence that the project provided adequate and timely knowledge for closing knowledge gaps and did this feed into improved policy dialogues leading to improved policy reform processes as expected? (*Skip or include/reformulate question depending on response to question 1.*)

Question 5: How would you describe the overall characteristics and dynamics of the policy dialogue and policy reform process in each partner country and which realistic opportunities for contributing to these processes have been identified and taken advantage off? (*Skip or include/reformulate question depending on response to question 1.*)

Question 6: At the level of technical decision making, have there been any project activities that would provide evidence of stakeholders having taken advantage or applied the knowledge obtained on the participation of stakeholders to the events (seminars, study tours) organized in the project? Please provide as many details as possible. (*Skip or include/reformulate question depending on response to question 1.*)

Question 7: Can you provide any information regarding the use of project outputs (specially the studies and analytical studies), as well as of the technical assistance provided?

Question 8: Did the project adequately consider Human Rights and Gender criteria throughout its implementation? How?

Question 9: How would you describe the overall implementation **effectiveness**?

Question 10: Could you please identify the project's biggest (outstanding) achievement? Why do you say so?

Question 11: Can you please elaborate on considerations of the sustainability of the projects outcomes and the processes that led to these outcomes on stakeholder side?

COUNTERPARTS FROM PARTNER COUNTRIES (POLITICAL AND TECHNICAL DECISION MAKERS) – INTERVIEW QUESTIONNAIRE

Question 1: Can you please briefly explain the type and level of your engagement with the project?

Question 2: What would you say have been the main results of this project?

Question 3: Do the project objectives and expected accomplishments respond to the region and country needs and priorities?

Question 4: To what extent do you consider that the activities in which you participated were relevant to your country context?

Question 5: Do you think that the services and support were provided in a timely and reliable manner?

Question 6: Have the projects assumptions on existing knowledge gaps as well as lack of decision making criteria for technical and political aspects of policy design been confirmed? *(Skip or include/reformulate question depending on response to question 1.)*

Question 7: Did you find evidence that the project provided adequate and timely knowledge for closing knowledge gaps and did this knowledge feed into improved policy dialogues leading to improved policy reform processes as expected? *(Skip or include/reformulate question depending on response to question 1.)*

Question 8: How would you describe the overall characteristics and dynamics of the policy dialogue and policy reform process in each partner country and which realistic opportunities for contributing to these processes have been identified and taken advantage off? *(Skip or include/reformulate question depending on response to question 1.)*

Question 9: At the level of technical decision making, have there been any project activities that would provide evidence proving that stakeholders have taken advantage or applied the knowledge obtained on the participation of stakeholders to the events (policy dialogue contribution, seminars, study tours) organized in the project? Please provide as many details as possible. *(Skip or include/reformulate question depending on response to question 1.)*

Question 10: **In the activities, events you have participated, do you consider that the project adequately considered and integrated Human Rights and Gender criteria? How?**

Question 11: How do you consider the project has contributed to strengthening unemployment protection / training systems?

Question 12: How have you utilized the knowledge acquired from participating in the project's activities or outputs?

Question 13: Can you please elaborate on considerations of the sustainability of the projects outcomes and the processes that led to these outcomes?

Question 14: Could you please identify the project's biggest (outstanding) achievement? Why do you say so?

Question 15: What would you like ECLAC/ESCAP to do differently in case you had the chance to implement the project again?

ANNEX 3

LIST OF PERSONS INTERVIEWED

PROJECT MANAGERS

REGIONAL COMMISSION	NAME	E-MAIL
ECLAC	Jurgen Weller	Jurgen.WELLER@cepal.org
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CONSULTANTS

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COUNTRY	NAME	POSITION / ORGANIZATION	E-MAIL
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ANNEX 4

PROJECT REPORTING ON ACHIEVEMENTS

Table D1 - Review of Performance Indicators

EXPECTED ACCOMPLISHMENT	INDICATOR OF ACHIEVEMENT (T0)	INDICATOR OF ACHIEVEMENT (T1)	COMMENTS
EA1 Increased capacity of policy makers of selected countries to design adequate unemployment protection schemes or improve existing ones.	In at least three of the four project countries, stakeholders demonstrate integration of the contents discussed during the seminar in revised reform proposals for national unemployment protection schemes.	3 countries	<p>In the Dominican Republic, the project presented a proposal for the strengthening of the protection of the unemployed which has been recognized by the authorities as an important input for the design of the social protection reform the Government is working on (letter of Vice-Minister of the Presidency is available).</p> <p>In the Philippines, the National Economic and Development Authority (NEDA) summarized in an “End of Project Report” the lessons learnt through the project activities for the design of an unemployment insurance this country plans to implement.</p> <p>In Mexico, a seminar co-organized by the project and a presentation made by the project consultant on 24 April, 2014 to a Parliamentary committee influenced the parliamentary decision making process regarding the Government proposal for an unemployment insurance scheme. Specifically, the identification of elements of the proposal that would limit severely its impact as an instrument of protection led the members of Parliament to question it which is why it has not been approved.</p>
EA 2 Increased capacity of policy makers of selected countries to design national labour training systems.	In at least three of the four project countries, stakeholders demonstrate integration of the contents discussed during the seminar in revised reform proposals for national labour training systems.	4 countries	<p>In Chile, the project contributed to the design of the +Capaz (Más Capaz) training program for low skilled and vulnerable groups, specifically regarding the component for people with disabilities. The design of this component was based on the proposal developed by the project, contributing to the implementation process, as well as to the monitoring and evaluation process of the mentioned program.</p> <p>In Mexico, the inter-institutional working group established in</p>

EXPECTED ACCOMPLISHMENT	INDICATOR OF ACHIEVEMENT (T0)	INDICATOR OF ACHIEVEMENT (T1)	COMMENTS
EA3 Strengthened national policy dialogue on unemployment protection and labour training systems, including through a focus on women and youth.	In at least three of the four project countries, stakeholders agree to establish or strengthen the continuous tripartite policy dialogue on these issues.	3 countries One country with formal declaration, two additional countries with confirmation of project contribution.	<p>the framework of the project developed a series of proposals to strengthen future inter-institutional cooperation and identification of synergies.</p> <p>In the Dominican Republic, the authorities will use the set of TVET quality indicators developed by the project, in order to monitor the results of the training activities developed by the different institutions.</p> <p>In the Philippines, the National Economic and Development Authority (NEDA) summarized in an “End of Project Report” the lessons learnt through the project activities for the National Systems of Technical and Vocational Education and Training.</p> <p>The Declaration of the High-Level meeting in the Philippines stressed the relevance of tripartite dialogue; 17 out of 22 participants of this meeting found that the meeting had achieved its objectives to promote policy dialogue and knowledge sharing.</p> <p>31 out of 37 participants of the 2016 seminar in Colombia considered that the seminar was useful to strengthen the national dialogue on labour market policies.</p> <p>21 out of 22 participants of the 2016 seminar in Mexico considered that the seminar was useful or very useful to strengthen the national dialogue on the national TVET system.</p> <p>The Declaration approved by the High-Level meeting in the Philippines stressed the necessity that different needs of men and women will be taken into account in the reform processes on unemployment insurance and the national training system.</p> <p>26 out of 37 participants of the 2016 seminar in Colombia considered that the seminar was useful to promote the taking into account of specific needs of women and youth in the dialogue on active and passive labour market policies.</p> <p>19 out of 22 participants of the 2016 seminar in Mexico considered that the seminar was useful to promote the taking into account of specific needs of women in the dialogue on TVET.</p>
	In at least three of the four project countries, stakeholders agree on integrating the different needs of men and women in tripartite policy dialogues.	One country with formal declaration, two additional countries with confirmation of project contribution.	

EXPECTED ACCOMPLISHMENT	INDICATOR OF ACHIEVEMENT (T0)	INDICATOR OF ACHIEVEMENT (T1)	COMMENTS
			<p>The documents and presentations of the high-level meeting in the Philippines contained to a stronger or lesser degree a differentiated perspective on the needs of men and women. Specifically, the regional paper on unemployment protection contains a chapter on obstacles faced by women and youth to benefit from an employment protection schemes, and the regional paper on training emphasizes the constraints women typically confront if they want to participate in a training activity. The national paper on unemployment protection shows that women are overrepresented in “transient unemployment”, as a consequence of their less stable job opportunities, a fact that underlines the importance of differentiation between men and women in this context. The presentation on training institutions in the Philippines shows the proportion and sector orientation of enrolment in training activities, differentiated by gender.</p> <p>The papers on the national TVET systems present gender differentiated figures on the participation in training activities. Generally, these papers identified a relatively high participation of women; however, the training activities they mainly are participating in mostly lead to low income activities. In the final book publication, the specific training needs of women who enter into the labor market as an adult (after having raised children) are highlighted.</p> <p>In a number of seminar presentations, specific challenges for the coverage of women by unemployment protection schemes were analyzed (e.g. presentations Carter, Velásquez and Weller, Santiago 2016), while another presentation informed about the Chilean program that fosters the access to the labor market for vulnerable groups, among them women (with emphasis on people with disabilities).</p> <p>In addition, a consultant was commissioned to analyze the specific obstacles for (especially low skilled) women regarding the integration into the labor market, as well as to present policy options, especially regarding the coverage of women by unemployment insurance schemes and a more effective participation in TVET programs.</p>

EXPECTED ACCOMPLISHMENT	INDICATOR OF ACHIEVEMENT (T0)	INDICATOR OF ACHIEVEMENT (T1)	COMMENTS
	<p>In at least two of the four project countries, stakeholders agree on integrating the different needs of youth in tripartite policy dialogues.</p>	<p>One country with formal declaration, two additional countries with confirmation of project contribution.</p>	<p>The Declaration approved by the High-Level meeting in the Philippines stressed the importance that specific needs of youth are taken into account in the reform processes on unemployment insurance and the national training system.</p> <p>The documents and presentations of the high-level meeting in the Philippines contained to a greater or lesser degree a differentiated perspective on the needs of youth.</p> <p>Specifically, the regional paper on unemployment protection contains a chapter on obstacles faced by women and youth to benefit from unemployment protection schemes, and the regional paper on training emphasizes the specific needs of youth who did not complete secondary education. The national paper on unemployment protection shows that youth are overrepresented in “transient unemployment”, as a consequence of their less stable job opportunities. The presentation on training institutions in the Philippines shows the high rate of enrolment of youth in training activities, and indicates the weakness of existing training instruments regarding the coverage of early school drop-outs.</p> <p>Both seminars in Colombia (2015 and 2016), treated extensively proposals for the improvement of labor market integration of young people in this country. In the case of the 2015 seminar, in addition, a representative of the Argentine Ministry of Labor was invited who presented the variety of programs his country has developed for the labor market integration of youth. In the 2016 seminar, a paper on young people’s school-to-work-transition in Latin America was presented.</p> <p>In the final seminar, the difficulties to cover young people by the existing unemployment protection schemes were highlighted and the Chilean program that fosters the access to the labor market for vulnerable groups, among them young people (with emphasis on people with disabilities) was presented.</p> <p>20 out of 23 participants of the 2015 seminar in Colombia considered that the seminar was useful to promote the taking into account of specific needs of youth in the dialogue on active and passive labour market policies.</p>

EXPECTED ACCOMPLISHMENT	INDICATOR OF ACHIEVEMENT (T0)	INDICATOR OF ACHIEVEMENT (T1)	COMMENTS
<p>EA4 Increased capacity of policy makers of selected countries to design adequate unemployment protection schemes and national labour training systems, based on the experiences of other regions in these areas.</p>	<p>As a result of the international seminar, high-ranking stakeholder representatives of at least two project countries formally agree on the continued exchange of information and south-south cooperation between Latin America and the Caribbean and Asian countries.</p>	<p>2 countries (Chile and Colombia).</p>	<p>26 out of 37 participants of the 2016 seminar in Colombia considered that the seminar was useful to promote the taking into account of specific needs of women and youth in the dialogue on active and passive labour market policies.</p> <p>19 out of 22 participants of the 2016 seminar in Mexico considered that the seminar was useful to promote the taking into account of specific needs of youth in the dialogue on TVET.</p> <p>In addition a consultant was commissioned to analyze the specific obstacles (especially low skilled) youth confront in the integration into the labor market, as well as to present corresponding policy options.</p>
			<p>After the international seminar, the project organized a study tour of representatives of various public and private institutions from Colombia, led by the Ministry Of Labor, to Chile, where the National Training and Employment Service (SENCE) presented the country's experience with the labor market integration of people with disabilities. In this context, the Colombian Ministry of Labor and SENCE signed a joint declaration, among others on future cooperation and exchange of information.</p> <p>The project also organized a study tour of Philippine Government officials and parliamentarians to Viet Nam where they visited Government institutions, as well as employer's and worker's representatives, in order to study their experience with the unemployment insurance this country had introduced some years ago, with the objective of drawing on this experience for the design of an unemployment insurance scheme for the Philippines.</p>

ANNEX 5

SEMINARS AND STUDY TOUR PARTICIPANTS – E-SURVEY QUESTIONNAIRE

What is your current position?

1	<input type="checkbox"/>	Public Sector Manager – Director- head of department
2	<input type="checkbox"/>	Public Sector Technical officer
3	<input type="checkbox"/>	Researcher, academic
4	<input type="checkbox"/>	Private Sector employer
5	<input type="checkbox"/>	Private Sector employee / self employed / trade union member
6	<input type="checkbox"/>	Other (please specify)

Where do you currently work?

Please indicate your sex

1	<input type="checkbox"/>	Female
2	<input type="checkbox"/>	Male

Please specify the country in which you work.

1	<input type="checkbox"/>	Phillipines
2	<input type="checkbox"/>	South-Corea
3	<input type="checkbox"/>	Vietnam
4	<input type="checkbox"/>	Other (please specify)

The following events and seminars were organized within the framework of this project. Did you participate in any of the events/workshops/meetings/seminars listed here:

#	Seminar	Place	Date
1	National workshop on implementing reforms on protection from unemployment and NSTVET in the Philippines	Philippines	18-Aug-15
2	High-level (national) meeting on implementing reforms on protection from unemployment and NSTVET in the Philippines	Philippines	06-Oct-15
3	Workshop on Implementing Reforms on the Philippines Protection from Unemployment schemes	Philippines	15-Dic-16

Did you participate in any of the events/workshops/meetings/seminars listed here:

Yes ____

No ____ (skip to question 13.)

1. Please identify all the events in which you participated:

#	Seminar	Place	Date
<input type="checkbox"/>	National workshop on implementing reforms on protection from unemployment and NSTVET in the Philippines	Philippines	18-Aug-15
<input type="checkbox"/>	High-level (national) meeting on implementing reforms on protection from unemployment and NSTVET in the Philippines	Philippines	06-Oct-15
<input type="checkbox"/>	Workshop on Implementing Reforms on the Philippines Protection from Unemployment schemes	Philippines	15-Dic-16

2. **Events and Seminars:** Please indicate the extent to which you agree or disagree with the following statements:

	Strongly Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Strongly Disagree	No Basis for Judgment
a. The seminar contributed to the analysis and the policy debate on unemployment protection or labour training systems	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
b. The seminar enriched me with new knowledge and provided practical tools for my daily work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
c. The seminar provided me knowledge and practical tools that I can rely on in making my work more effective	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
d. The seminar provided specific knowledge for decision making at political level.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
e. The seminar provided specific knowledge for decision making at technical level	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
f. The seminar provided specific knowledge useful for policy dialogue	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
g. The seminar provided policy recommendations useful to improve the unemployment protection and/or labour training systems in my country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
h. The seminar allowed me to establish new contacts for my work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
i. The knowledge and capacity I personally received through the project seminars/events in which I have participated allows me to contribute from my professional position to the sustainability of the projects results.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>

3. Please specify the how have you used the seminar/events' materials after the events

	Frequently	Sometimes	Rarely	Never	There were no materials of any value to use	N/A
a. I use the materials obtained at the seminar / events frequently for my daily work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
b. I have distributed the materials to other colleagues / institutions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>

4. Please provide concrete examples of its use.

5. If, as a result of the seminar(s) or event(s) in which you have participated, your knowledge on the subject matter increased, what was the most valuable information/know-how you took away from this seminar(s) or event(s)? Please be as detailed as possible on how you used this knowledge

6. How effective do you think the seminar(s) or Event(s) in which you participated, was (were) in contributing to accomplishment of the following objectives?

	Very effective	Effective	Neither effective nor ineffective	Ineffective	Very ineffective	N/A
a. Strengthening the knowledge on unemployment protection or labour training systems.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
b. Improving the conditions for a successful policy design and policy debate through the provision of critical knowledge for decision-making at technical level.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
c. Improving the conditions for a successful policy design and policy debate through the provision of critical knowledge for decision-making at political level.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
d. Improving the conditions for a successful policy design and policy debate through the provision of decision-making criteria at technical level.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
e. Improving the conditions for a successful social dialogue through the provision of decision-making criteria at political level.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
f. Successfully contributing with critical elements to the on-going unemployment protection or labour training system reform process in my country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>

The following study tour was organized within the framework of this project. **Reference list for study tours**

Study Tour (visitors from – visited countries (topic))	Place	Date
Philippines – Vietnam (Unemployment Insurance Scheme)	Vietnam	12-Dic-2016 al 13-Dic-2016

7. Did you participate in this study tour?

Yes ____

No ____ (skip to question 16)

8. **Study Tours:** Please indicate the extent to which you agree or disagree with the following statements.

	Agree Strongly	Agree Somewhat	Neither Agree Nor Disagree	Disagree Somewhat	Disagree Strongly	No Basis for Judgment
a. The study tour contributed to the analysis and policy debate on unemployment protection or labour training systems	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
b. The study tour enriched me with new knowledge and provided practical tools for my daily work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
c. The study tour provided me knowledge and practical tools that I can rely on in making my work more effective	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
d. The study tour provided specific knowledge for decision making at political level.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
e. The study tour provided specific knowledge for decision making at technical level	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
f. The study tour provided specific knowledge useful for policy dialogue	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
g. The study tour provided policy recommendations useful to improve the unemployment protection of labour training systems in my country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
h. The study tour allowed me to establish new contacts that I still rely on in my work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>

9. If, as a result of participating at one the study tours, your knowledge on the subject matter increased, what was the most valuable information/know-how you took away from this study tour? Please be as detailed as possible on how you used this knowledge

10. How effective do you think the study tour in which you participated, was in contributing to accomplish the following objectives?

	Very effective	Effective	Neither effective nor ineffective	Ineffective	Very ineffective	N/A
a. Strengthening the knowledge on unemployment protection or labour training systems.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
b. Improving the conditions for a successful policy design and policy debate through the provision of critical knowledge for decision-making at technical level.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
c. Improving the conditions for a successful policy design and policy debate through the provision of critical knowledge for decision-making at political level.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
d. Improving the conditions for a successful policy design and policy debate through the provision of decision-making criteria at technical level.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
e. Improving the conditions for a successful social dialogue through the provision of decision-making criteria at technical level.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
f. Having achieved to successfully contribute with critical elements to the on-going unemployment protection or labour training system reform process in my country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>

Please provide concrete examples of its use, if any.

The following publications were produced and disseminated within the framework of this project.

#	Author/Title/Source
1	John Carter Strengthening the Capacities of Asia and the Pacific to Protect Workers against Unemployment http://www.unescap.org/sites/default/files/wp-16-01_final.pdf
2	Werner Eichhorst Labor market institutions and the future of work: Good jobs for all? http://www.cepal.org/sites/default/files/document/files/eichhorst_final.pdf

#	Author/Title/Source
3	Jenny Grainger, Liz Bowen-Clewley y Sarah Maclean Asia-Pacific's experience with National Systems of TVET http://www.unescap.org/sites/default/files/wp-16-02_final_0.pdf
4	Sharon Faye Piza, Rosemarie Edillon, Michael Dominic del Mundo Unemployment protection in Philippines http://repositorio.cepal.org/bitstream/handle/11362/40660/1/S1600551_es.pdf
5	Aniceto C. Orbeta, Jr., Emmanuel F. Esguerra The national TVET system in Philippines – review and reform proposals http://repositorio.cepal.org/bitstream/handle/11362/40660/1/S1600551_es.pdf

11. Are you familiar or have you contributed to any of these publications?

Yes ___ No ___ (if response is NO please go to question 22)

12. Please identify from the following list those publications with which you are familiar.

#	Author/Title/Source
<input type="checkbox"/>	John Carter Strengthening the Capacities of Asia and the Pacific to Protect Workers against Unemployment http://www.unescap.org/sites/default/files/wp-16-01_final.pdf
<input type="checkbox"/>	Werner Eichhorst Labor market institutions and the future of work: Good jobs for all? http://www.cepal.org/sites/default/files/document/files/eichhorst_final.pdf
<input type="checkbox"/>	Jenny Grainger, Liz Bowen-Clewley y Sarah Maclean Asia-Pacific's experience with National Systems of TVET http://www.unescap.org/sites/default/files/wp-16-02_final_0.pdf
<input type="checkbox"/>	Sharon Faye Piza, Rosemarie Edillon, Michael Dominic del Mundo Unemployment protection in Philippines http://repositorio.cepal.org/bitstream/handle/11362/40660/1/S1600551_es.pdf
<input type="checkbox"/>	Aniceto C. Orbeta, Jr., Emmanuel F. Esguerra The national TVET system in Philippines – review and reform proposals http://repositorio.cepal.org/bitstream/handle/11362/40660/1/S1600551_es.pdf

13. To what extent do you consider relevant the project publications with which you are familiar?

1 <input type="checkbox"/>	Very relevant
2 <input type="checkbox"/>	Relevant
3 <input type="checkbox"/>	Somewhat relevant
4 <input type="checkbox"/>	Irrelevant
5 <input type="checkbox"/>	Insufficient knowledge to be able to respond

14. Do you consider these publications useful for the promotion of unemployment insurance and/or labour training systems?

1 <input type="checkbox"/>	Very useful
2 <input type="checkbox"/>	Useful
3 <input type="checkbox"/>	Not useful
4 <input type="checkbox"/>	Irrelevant
5 <input type="checkbox"/>	Insufficient knowledge to be able to respond

(Optional) Please provide justification for your response:

15. Have you used the publications in your area of work?

Yes _____

No _____

a. If yes, please indicate your purpose for doing so:

1 <input type="checkbox"/>	Personal
2 <input type="checkbox"/>	Academica and/or research activities
3 <input type="checkbox"/>	Training activities
4 <input type="checkbox"/>	Professional application of its content to the work that I carry out
5 <input type="checkbox"/>	Political-institutional use of its content in the decision-making processes at the institution where I work
6 <input type="checkbox"/>	Others, (please specify)

b. Please provide concrete examples regarding their use.

16. How strongly do you agree with the following statements regarding the overall project's achievements?

	Agree Strongly	Agree Somewhat	Neither Agree Nor Disagree	Disagree Somewhat	Disagree Strongly	No Basis for Judgment
The project activities and outputs are highly relevant for helping to improve unemployment insurance in my country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
The project activities and outputs are highly relevant for helping to improve labour training systems in my country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
The project activities and outputs have been able to effectively contribute to the improvement of unemployment insurance in my country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
The project activities and outputs have been able to effectively contribute to the improvement of labour training system in my country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
The knowledge and capacity my institution received through the project will fully allow (is sufficient) to sustain the above mentioned achievements	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>

17. Can you please give an example from your institution of a result achieved with the contribution of the project or how has the new knowledge or capacity acquired from participating in project activities or outputs been used?

SEMINARS AND STUDY TOUR PARTICIPANTS – E-SURVEY QUESTIONNAIRE FOR SPANISH SPEAKERS

¿Cuál es su posición actual?

1 <input type="checkbox"/>	Gerente de Sector Público - Director-jefe de departamento
2 <input type="checkbox"/>	Oficial técnico del sector público
3 <input type="checkbox"/>	Investigador o académico
4 <input type="checkbox"/>	Empleador del sector privado
5 <input type="checkbox"/>	Empleado del sector privado / autónomo / miembro del sindicato
6 <input type="checkbox"/>	Otro (favor especificar)

¿Dónde trabaja actualmente?

Por favor, indique su sexo

1 <input type="checkbox"/>	Femenino
2 <input type="checkbox"/>	Masculino

Especifique el país en el que trabaja.

1 <input type="checkbox"/>	Chile
2 <input type="checkbox"/>	Colombia
3 <input type="checkbox"/>	México
4 <input type="checkbox"/>	República Dominicana
5 <input type="checkbox"/>	Otro (favor especificar)

Los siguientes eventos y seminarios se organizaron en el marco de este proyecto.

#	Seminario	Lugar	Fecha
1	Seminario nacional: el seguro de desempleo en México ¿Un comienzo tardío o un buen principio?	México	03-abr.-14
2	Seminario nacional sobre Formación Profesional y Capacitación en México	México	12-oct.-14
3	Seminario nacional sobre Experiencias de Coordinación Interinstitucional en la Formación Profesional y Capacitación	México	11-abr.-16
4	(Apoyo a) Seminario internacional "Trabajo y discapacidad: Una cuestión de derechos" organizado por SENCE	Chile	24-nov.-15
5	Seminario internacional Protección y formación: instituciones para mejor la inserción laboral en América Latina y Asia	Chile	19-oct.-16
6	Seminario nacional "Políticas activas y pasivas del mercado de trabajo y su integración"	Colombia	21-abr.-15
7	Foro y seminario nacional: Políticas para el empleo productivo y decente en Colombia	Colombia	30-ago.-16

¿Ha participado usted en alguna de estas eventos/seminarios?

Sí _____

No _____ (pasar a pregunta # 13)

Por favor indique en cuál de estos eventos/seminarios ha participado.

#	Seminario	Lugar	Fecha
<input type="checkbox"/>	Seminario nacional: el seguro de desempleo en México ¿Un comienzo tardío o un buen principio?	México	03-abr.-14
<input type="checkbox"/>	Seminario nacional sobre Formación Profesional y Capacitación en México	México	12-oct.-14
<input type="checkbox"/>	Seminario nacional sobre Experiencias de Coordinación Interinstitucional en la Formación Profesional y Capacitación	México	11-abr.-16
<input type="checkbox"/>	(Apoyo a) Seminario internacional "Trabajo y discapacidad: Una cuestión de derechos" organizado por SENCE	Chile	24-nov.-15
<input type="checkbox"/>	Seminario internacional Protección y formación: instituciones para mejor la inserción laboral en América Latina y Asia	Chile	19-oct.-16
<input type="checkbox"/>	Seminario nacional "Políticas activas y pasivas del mercado de trabajo y su integración"	Colombia	21-abr.-15
<input type="checkbox"/>	Foro y seminario nacional: Políticas para el empleo productivo y decente en Colombia	Colombia	30-ago.-16

Eventos y Seminarios: Por favor indique el grado en que usted está de acuerdo o en desacuerdo con las siguientes afirmaciones.

	Muy de acuerdo	Algo de acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo	No hay base para el juicio
El seminario contribuyó al análisis y al debate sobre la política de protección de desempleo o los sistemas de formación laboral	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
El seminario me enriqueció con nuevos conocimientos y proporciona herramientas prácticas para mi trabajo diario	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
El seminario me proporcionó los conocimientos y herramientas prácticas y confiables que permiten hacer mi trabajo más efectivo	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
El seminario proporcionó conocimientos específicos para la toma de decisiones a nivel político.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
El seminario proporcionó conocimientos específicos para la toma de decisiones a nivel técnico.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
El seminario proporcionó conocimientos específicos útiles para el diálogo político.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
Las recomendaciones de políticas que el seminario proporcionó son útiles para mejorar la protección por desempleo y/o los sistemas de formación laboral en mi país.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
El seminario me permitió establecer nuevos contactos útiles para mi trabajo.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
El conocimiento y las capacidades recibidos personalmente a través de los seminarios del proyecto me permite contribuir desde mi posición profesional a la sostenibilidad de los resultados de los proyectos.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>

Por favor, especifique ¿cómo ha utilizado los materiales del seminario, después de los acontecimientos?

	Frecuentemente	A veces	Raramente	Nunca	No había materiales de ningún valor a utilizar	N / A
Yo he utilizado los materiales obtenidos en el seminario/eventos con frecuencia para mi trabajo diario	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
He distribuido los materiales a otros colegas/instituciones	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>

Por favor proporcione ejemplos concretos de su uso. _____

Si, como resultado del seminario(s) o evento(s) en que ha participado, sus conocimientos sobre el tema aumentaron, ¿cuál que la información o el conocimiento más valioso que recibió? Por favor, sea lo más detallado posible sobre cómo ha utilizado este conocimiento.

--

¿Cuán efectivo(s) considera que el seminario (s) o evento (s) en el que usted participó, contribuyó (contribuyeron) a lograr los siguientes objetivos?

	Muy efectivo	Efectivo	Regular	Poco efectivo	Nada efectivo	N / A
Fortalecimiento de los conocimientos sobre la protección contra el desempleo o los sistemas de formación laboral.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
La mejora de las condiciones para el diseño exitoso de políticas o el debate político a través de la provisión de conocimiento crítico para la toma de decisiones a nivel técnico.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
La mejora de las condiciones para el diseño exitoso de políticas o el debate político a través de la provisión de conocimiento crítico para la toma de decisiones a nivel político.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
La mejora de las condiciones para el diseño exitoso de políticas o el debate político a través de la provisión de criterios para la toma de decisiones a nivel técnico	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
La mejora de las condiciones para el diseño exitoso de políticas o el debate político a través de la provisión de criterios para la toma de decisiones a nivel político.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
Contribuyendo exitosamente elementos críticos a procesos de reforma política en marcha, referente a protección contra el desempleo y formación laboral.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>

Las siguientes giras de estudio se organizaron en el marco de este proyecto:

Lista de referencia para Giras de estudio

#	Giras de estudio (País visitante - país visitado (tema))	Lugar	Fecha
1	COLOMBIA- CHILE (formación laboral)	Chile	28-nov-2016 al 02-dic-2016
2	MEXICO-COLOMBIA (Grupos territoriales de apoyo a políticas de empleo)	México	25-may-2016 al 27-may-2016

¿Ha participado usted en alguna de estas giras de estudio?

Si _____

No ____ (pasar a la pregunta 19)

Por favor indique en cuál de estas giras de estudio ha participado.

#	Giras de estudio (País visitante - país visitado (tema))	Lugar	Fecha
<input type="checkbox"/>	COLOMBIA- CHILE (formación laboral)	Chile	28-nov-2016 al 02-dic-2016
<input type="checkbox"/>	MEXICO-COLOMBIA (Grupos territoriales de apoyo a políticas de empleo)	México	25-may-2016 al 27-may-2016

Giras de estudio: Por favor indique el grado en que usted está de acuerdo o en desacuerdo con las siguientes afirmaciones.

	Muy de acuerdo	Algo de acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo	No hay base para el juicio
La gira de estudios contribuyó al debate y análisis de la política de protección de desempleo o sistemas de formación laboral	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
La gira de estudios me enriqueció con nuevos conocimientos y proporcionó herramientas prácticas para mi trabajo diario	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
La gira de estudios proporcionó los conocimientos y herramientas prácticas y confiables que permiten hacer mi trabajo más efectivo	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
La gira de estudios proporcionó conocimientos específicos para la toma de decisiones a nivel político.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
La gira de estudio proporcionó conocimientos específicos para la toma de decisiones a nivel técnico	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
La gira de estudios proporcionó conocimientos específicos útiles para el diálogo político	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
La gira de estudios proporciona recomendaciones de política útiles para mejorar la protección del desempleo y/o los sistemas de formación laboral en mi país	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
La gira de estudios me permitió establecer nuevos contactos útiles para mi trabajo	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>

Si, como resultado de participar en uno de estas giras de estudio, su conocimiento sobre el tema aumentó, cuál que la información o el conocimiento más valioso que recibió? Por favor, sea lo más detallado posible sobre cómo ha utilizado este conocimiento.

¿Qué tan efectivo cree usted que el viaje de estudios en los que participó, contribuyó a lograr los siguientes objetivos?

	Muy efectivo	Efectivo	Regular	Poco efectivo	Nada efectivo	N / A
Fortalecimiento de los conocimientos sobre la protección contra el desempleo o los sistemas de formación laboral.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
La mejora de las condiciones para el diseño exitoso de políticas o el debate político a través de la provisión de conocimiento crítico para la toma de decisiones a nivel técnico.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
La mejora de las condiciones para el diseño exitoso de políticas o el debate político a través de la provisión de conocimiento crítico para la toma de decisiones a nivel político.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
La mejora de las condiciones para el diseño exitoso de políticas o el debate político a través de la provisión de criterios para la toma de decisiones a nivel técnico	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
La mejora de las condiciones para el diseño exitoso de políticas o el debate político a través de la provisión de criterios para la toma de decisiones a nivel político.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
Contribuyendo exitosamente elementos críticos a procesos de reforma política en marcha, referente a protección contra el desempleo y formación laboral.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>

Las siguientes publicaciones fueron producidas y difundidas en el marco de este proyecto.

#	Autor/Título/Fuente
1	Ernesto Abdala Esbozo de la dinámica histórica y algunos aspectos de los sistemas nacionales de formación profesional en América Latina http://www.cepal.org/es/publicaciones/esbozo-de-la-dinamica-historica-y-algunos-aspectos-de-los-sistemas-nacionales-de
2	Ívico Ahumada Formación profesional y capacitación en México http://www.cepal.org/es/publicaciones/formacion-profesional-y-capacitacion-en-mexico

#	Autor/Título/Fuente
3	Oscar Amargós Estado de situación del sistema nacional de educación y formación técnico-profesional de la República Dominicana http://www.cepal.org/es/publicaciones/estado-situacion-sistema-nacional-educacion-formacion-tecnico-profesional-la-republica
4	Luis Beccaria y Jorge Paz La inserción precaria de mujeres y los jóvenes en el Mercado laboral en América Latina y sus consecuencias para instituciones laborales http://www.cepal.org/es/documentos/la-insercion-precaria-mujeres-jovenes-mercado-laboral-america-latina-sus-consecuencias
5	Graciela Bensusán El seguro de desempleo en México: Opciones, características, ventajas y desventajas http://www.cepal.org/es/publicaciones/el-seguro-de-desempleo-en-mexico-opciones-caracteristicas-ventajas-y-desventajas
6	Graciela Bensusán Nuevas tendencias en el empleo: retos y opciones para las regulaciones y políticas del mercado de trabajo http://www.cepal.org/sites/default/files/document/files/bensusan_1.1.pdf
7	Gerla van Breugel Sistemas de protección frente al desempleo http://www.cepal.org/es/publicaciones/36820-sistemas-proteccion-frente-al-desempleo
8	Gerla van Breugel Sistemas nacionales de formación profesional y capacitación: Una revisión de experiencias de países de la OCDE http://www.cepal.org/es/publicaciones/sistemas-nacionales-de-formacion-profesional-y-capacitacion-una-revision-de
9	Stefano Farné Programas de empleo público en América Latina http://repositorio.cepal.org/bitstream/handle/11362/40855/1/S1601334_es.pdf
10	Julio Gamero Sistema nacional de formación profesional y capacitación laboral (SNFPC) del Perú: propuesta de un sistema nacional de formación profesional y capacitación laboral para el Ministerio de Trabajo y Promoción del Empleo http://www.cepal.org/es/publicaciones/37844-sistema-nacional-de-formacion-profesional-y-capacitacion-laboral-snfpc-del-peru
11	Alberto Isgut & Jürgen Weller (con contribuciones, entre otros, de consultores Liz Bowen-Clewley, John Carter, Aniceto Orbeta y Sharon Piza) Protección y formación Instituciones para mejorar la inserción laboral en América Latina y Asia http://repositorio.cepal.org/bitstream/handle/11362/40660/1/S1600551_es.pdf
12	George Kerrigan Formación técnica y profesional y capacitación para el sector rural en Chile http://www.cepal.org/sites/default/files/document/files/kerrigan.pdf
13	Sebastian Krull El cambio tecnológico y el nuevo contexto del empleo Tendencias generales y en América Latina http://repositorio.cepal.org/bitstream/handle/11362/40856/1/S1601255_es.pdf
14	Daniel Martínez Propuesta técnica para la creación de una instancia permanente de promoción y coordinación de políticas y programas de empleos públicos y privados http://www.cepal.org/es/documentos/propuesta-tecnica-la-creacion-instancia-permanente-promocion-coordinacion-politicas

#	Autor/Título/Fuente
15	Daniel Martínez Políticas Activas de Mercado de Trabajo para generar empleo y mejorar la calidad de los empleos en América Latina http://www.cepal.org/es/documentos/politicas-activas-mercado-trabajo-generar-empleo-mejorar-la-calidad-empleos-america
16	Juan Manuel Rodríguez Transformaciones tecnológicas, su impacto en el mercado de trabajo y retos para las políticas del mercado de trabajo http://www.cepal.org/sites/default/files/document/files/rodriguez_final.pdf
17	Alfredo Sarmiento El desafío de aumentar la pertinencia de la formación profesional: propuesta de metodología para vincular profesiones y ocupaciones y para identificar la demanda de calificaciones por sector http://www.cepal.org/es/publicaciones/40831-desafio-aumentar-la-pertinencia-la-formacion-profesional-propuesta-metodologia
18	Mario Velásquez Análisis de la protección ante el desempleo en América Latina http://www.cepal.org/es/publicaciones/analisis-de-la-proteccion-ante-el-desempleo-en-america-latina
19	Mario Velásquez Propuesta para un sistema de información del Seguro de Desempleo de México http://www.cepal.org/es/publicaciones/40176-propuesta-un-sistema-informacion-seguro-desempleo-mexico
20	Mario Velásquez Los desafíos de la protección contra el desempleo: opciones para Colombia y la República Dominicana http://www.cepal.org/es/publicaciones/desafios-la-proteccion-desempleo-opciones-colombia-la-republica-dominicana
21	Isabel Zúñiga Capacitación para personas con discapacidad http://www.cepal.org/es/publicaciones/39364-capacitacion-personas-discapacidad

¿Está familiarizado o ha contribuido a alguna de estas publicaciones?

Si ____

No ____ (si la respuesta es NO por favor vaya a la pregunta 25)

Favor identificar con cuál de las siguientes publicaciones está familiarizado o a las cuales ha contribuido.

#	Autor/Título/Fuente
<input type="checkbox"/>	Ernesto Abdala Esbozo de la dinámica histórica y algunos aspectos de los sistemas nacionales de formación profesional en América Latina http://www.cepal.org/es/publicaciones/esbozo-de-la-dinamica-historica-y-algunos-aspectos-de-los-sistemas-nacionales-de
<input type="checkbox"/>	Ívico Ahumada Formación profesional y capacitación en México http://www.cepal.org/es/publicaciones/formacion-profesional-y-capacitacion-en-mexico
<input type="checkbox"/>	Oscar Amargós Estado de situación del sistema nacional de educación y formación técnico-profesional de la República Dominicana http://www.cepal.org/es/publicaciones/estado-situacion-sistema-nacional-educacion-formacion-tecnico-profesional-la-republica

#	Autor/Título/Fuente
<input type="checkbox"/>	Luis Beccaria y Jorge Paz La inserción precaria de mujeres y los jóvenes en el Mercado laboral en América Latina y sus consecuencias para instituciones laborales http://www.cepal.org/es/documentos/la-insercion-precaria-mujeres-jovenes-mercado-laboral-america-latina-sus-consecuencias
<input type="checkbox"/>	Graciela Bensusán El seguro de desempleo en México: Opciones, características, ventajas y desventajas http://www.cepal.org/es/publicaciones/el-seguro-de-desempleo-en-mexico-opciones-caracteristicas-ventajas-y-desventajas
<input type="checkbox"/>	Graciela Bensusán Nuevas tendencias en el empleo: retos y opciones para las regulaciones y políticas del mercado de trabajo http://www.cepal.org/sites/default/files/document/files/bensusan_1.1.pdf
<input type="checkbox"/>	Gerla van Breugel Sistemas de protección frente al desempleo http://www.cepal.org/es/publicaciones/36820-sistemas-proteccion-frente-al-desempleo
<input type="checkbox"/>	Gerla van Breugel Sistemas nacionales de formación profesional y capacitación: Una revisión de experiencias de países de la OCDE http://www.cepal.org/es/publicaciones/sistemas-nacionales-de-formacion-profesional-y-capacitacion-una-revision-de
<input type="checkbox"/>	Stefano Farné Programas de empleo público en América Latina http://repositorio.cepal.org/bitstream/handle/11362/40855/1/S1601334_es.pdf
<input type="checkbox"/>	Julio Gamero Sistema nacional de formación profesional y capacitación laboral (SNFPC) del Perú: propuesta de un sistema nacional de formación profesional y capacitación laboral para el Ministerio de Trabajo y Promoción del Empleo http://www.cepal.org/es/publicaciones/37844-sistema-nacional-de-formacion-profesional-y-capacitacion-laboral-snfpc-del-peru
<input type="checkbox"/>	Alberto Isgut & Jürgen Weller (con contribuciones, entre otros, de consultores Liz Bowen-Clewley, John Carter, Aniceto Orbeta y Sharon Piza) Protección y formación Instituciones para mejorar la inserción laboral en América Latina y Asia http://repositorio.cepal.org/bitstream/handle/11362/40660/1/S1600551_es.pdf
<input type="checkbox"/>	George Kerrigan Formación técnica y profesional y capacitación para el sector rural en Chile http://www.cepal.org/sites/default/files/document/files/kerrigan.pdf
<input type="checkbox"/>	Sebastian Krull El cambio tecnológico y el nuevo contexto del empleo Tendencias generales y en América Latina http://repositorio.cepal.org/bitstream/handle/11362/40856/1/S1601255_es.pdf
<input type="checkbox"/>	Daniel Martínez Propuesta técnica para la creación de una instancia permanente de promoción y coordinación de políticas y programas de empleos públicos y privados http://www.cepal.org/es/documentos/propuesta-tecnica-la-creacion-instancia-permanente-promocion-coordinacion-politicas
<input type="checkbox"/>	Daniel Martínez Políticas Activas de Mercado de Trabajo para generar empleo y mejorar la calidad de los empleos en América Latina http://www.cepal.org/es/documentos/politicas-activas-mercado-trabajo-generar-empleo-mejorar-la-calidad-empleos-america
<input type="checkbox"/>	Juan Manuel Rodríguez Transformaciones tecnológicas, su impacto en el mercado de trabajo y retos para las políticas del mercado de trabajo http://www.cepal.org/sites/default/files/document/files/rodriguez_final.pdf
<input type="checkbox"/>	Alfredo Sarmiento El desafío de aumentar la pertinencia de la formación profesional: propuesta de metodología para vincular profesiones y ocupaciones y para identificar la demanda de calificaciones por sector http://www.cepal.org/es/publicaciones/40831-desafio-aumentar-la-pertinencia-la-formacion-profesional-propuesta-metodologia

#	Autor/Título/Fuente
<input type="checkbox"/>	Mario Velásquez Análisis de la protección ante el desempleo en América Latina http://www.cepal.org/es/publicaciones/analisis-de-la-proteccion-ante-el-desempleo-en-america-latina
<input type="checkbox"/>	Mario Velásquez Propuesta para un sistema de información del Seguro de Desempleo de México http://www.cepal.org/es/publicaciones/40176-propuesta-un-sistema-informacion-seguro-desempleo-mexico
<input type="checkbox"/>	Mario Velásquez Los desafíos de la protección contra el desempleo: opciones para Colombia y la República Dominicana http://www.cepal.org/es/publicaciones/desafios-la-proteccion-desempleo-opciones-colombia-la-republica-dominicana
<input type="checkbox"/>	Isabel Zúñiga Capacitación para personas con discapacidad http://www.cepal.org/es/publicaciones/39364-capacitacion-personas-discapacidad

5. ¿Cuán relevante considera las publicaciones del proyecto con las cuales está familiarizado?

1 <input type="checkbox"/>	Muy relevante
2 <input type="checkbox"/>	Relevante
3 <input type="checkbox"/>	Algo relevante
4 <input type="checkbox"/>	Irrelevante
5 <input type="checkbox"/>	Conocimiento insuficiente para poder responder

6. ¿Cuán útil considera que son estas publicaciones para la promoción de la protección contra el desempleo y/o los sistemas de formación laboral?

1 <input type="checkbox"/>	Muy útil
2 <input type="checkbox"/>	Útil
3 <input type="checkbox"/>	Inútil
4 <input type="checkbox"/>	Irrelevante
5 <input type="checkbox"/>	Conocimiento insuficiente para poder responder

(Opcional) Por favor, justifique su respuesta: _____

7. ¿Ha utilizado las publicaciones en su área de trabajo?

Si ____

No ____

a. En caso afirmativo, favor indicar su tipo de uso:

1 <input type="checkbox"/>	Personal
2 <input type="checkbox"/>	Académico y / o actividades de investigación
3 <input type="checkbox"/>	Actividades de formación y capacitación
4 <input type="checkbox"/>	Aplicación profesional de su contenido al trabajo que realizo
5 <input type="checkbox"/>	Uso político-institucional de su contenido en los procesos de toma de decisiones de la institución donde trabajo
6 <input type="checkbox"/>	Otros, (favor especificar) _____

b. Sírvanse proporcionar ejemplos concretos sobre su uso. _____

8. ¿En qué medida está de acuerdo con las siguientes afirmaciones con respecto a los logros del proyecto global?

	Muy de acuerdo	Algo de acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo	No hay base para el juicio
Las actividades y productos del proyecto son muy relevantes para ayudar a mejorar la protección contra el desempleo en mi país	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
Las actividades y productos del proyecto son muy relevantes para ayudar a mejorar el sistema de formación laboral en mi país	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
Las actividades y resultados del proyecto han sido capaces de contribuir efectivamente a la mejora de la protección contra el desempleo en mi país	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
Las actividades y productos del proyecto han sido capaces de contribuir eficazmente a la mejora del sistema de formación laboral en mi país	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
El conocimiento y la capacidad que mi institución recibió a través del proyecto permitirá (es suficiente) darle sostenibilidad plenamente los logros antes mencionados.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>

9. ¿Podría dar un ejemplo de su institución sobre algún resultado logrado al cual ha contribuido el proyecto o sobre cómo se ha utilizado el nuevo conocimiento o capacidad adquirida a través de las actividades y/o productos del proyecto?

ANNEX 6

LIST OF ALL DOCUMENTATION REVIEWED

The following list of documentation has been revised for this Final Report:

- Project document and logframe – 1 document
- Implementation progress reports – 3 documents: 2013, 2014 and 2015
- Allotments – 2 documents: 2013 and 2014
- Reports on labour markets assessments (technical assistance carried out by the project – 9 documents
- ECLAC/ESCAP staff mission reports – 11 (mission) documents
- Study tour reports – 3 (study tours) documents
- Seminar and reports – 10 documents (9 national seminars and 1 international seminar)
- Project publication list – 20 publications already available online and 2 more currently at final editing and layout stage
- DA ROA 236 final report (June 2017)

ANNEX 7

FULL LIST OF EVENTS AND PUBLICATIONS REALIZED BY THE PROJECT

EVENTS AND SEMINARS

#	SEMINARIO	COUNTRY	DATE
1	Seminario nacional: el seguro de desempleo en México ¿Un comienzo tardío o un buen principio?	México	03-abr.-14
2	Seminario nacional sobre Formación Profesional y Capacitación en México	México	12-oct.-14
3	Seminario nacional sobre Experiencias de Coordinación Interinstitucional en la Formación Profesional y Capacitación	México	11-abr.-16
4	(Apoyo a) Seminario internacional "Trabajo y discapacidad: Una cuestión de derechos" organizado por SENCE	Chile	24-nov.-15
5	Seminario internacional Protección y formación: instituciones para mejor la inserción laboral en América Latina y Asia	Chile	19-oct.-16
6	Seminario nacional "Políticas activas y pasivas del mercado de trabajo y su integración"	Colombia	21-abr.-15
7	Foro y seminario nacional: Políticas para el empleo productivo y decente en Colombia	Colombia	30-ago.-16

STUDY TOURS

#	STUDY TOURS	COUNTRY	DATE
1	COLOMBIA- CHILE (formación laboral)	Chile	28-nov-2016 al 02-dic-2016
2	MEXICO-COLOMBIA (Grupos territoriales de apoyo a políticas de empleo)	México	25-may-2016 al 27-may-2016
3	VIETNAM – PHILIPPINES (Unemployment insurance schemes)	Vietnam	2-dec-2016 al 3-dec-2016

PUBLICATIONS

#	AUTHOR/TITLE/SOURCE
1	Ernesto Abdala Esbozo de la dinámica histórica y algunos aspectos de los sistemas nacionales de formación profesional en América Latina http://www.cepal.org/es/publicaciones/esbozo-de-la-dinamica-historica-y-algunos-aspectos-de-los-sistemas-nacionales-de
2	Ívico Ahumada Formación profesional y capacitación en México http://www.cepal.org/es/publicaciones/formacion-profesional-y-capacitacion-en-mexico
3	Oscar Amargós Estado de situación del sistema nacional de educación y formación técnico-profesional de la República Dominicana http://www.cepal.org/es/publicaciones/estado-situacion-sistema-nacional-educacion-formacion-tecnico-profesional-la-republica

#	AUTHOR/TITLE/SOURCE
4	Luis Beccaria y Jorge Paz La inserción precaria de mujeres y los jóvenes en el Mercado laboral en América Latina y sus consecuencias para instituciones laborales http://www.cepal.org/es/documentos/la-insercion-precaria-mujeres-jovenes-mercado-laboral-america-latina-sus-consecuencias
5	Graciela Bensusán El seguro de desempleo en México: Opciones, características, ventajas y desventajas http://www.cepal.org/es/publicaciones/el-seguro-de-desempleo-en-mexico-opciones-caracteristicas-ventajas-y-desventajas
6	Graciela Bensusán Nuevas tendencias en el empleo: retos y opciones para las regulaciones y políticas del mercado de trabajo http://www.cepal.org/sites/default/files/document/files/bensusan_1.1.pdf
7	Gerla van Breugel Sistemas de protección frente al desempleo http://www.cepal.org/es/publicaciones/36820-sistemas-proteccion-frente-al-desempleo
8	Gerla van Breugel Sistemas nacionales de formación profesional y capacitación: Una revisión de experiencias de países de la OCDE http://www.cepal.org/es/publicaciones/sistemas-nacionales-de-formacion-profesional-y-capacitacion-una-revision-de
9	Stefano Farné Programas de empleo público en América Latina http://repositorio.cepal.org/bitstream/handle/11362/40855/1/S1601334_es.pdf
10	Julio Gamero Sistema nacional de formación profesional y capacitación laboral (SNFPC) del Perú: propuesta de un sistema nacional de formación profesional y capacitación laboral para el Ministerio de Trabajo y Promoción del Empleo http://www.cepal.org/es/publicaciones/37844-sistema-nacional-de-formacion-profesional-y-capacitacion-laboral-snfpc-del-peru
11	Alberto Isgut & Jürgen Weller (con contribuciones, entre otros, de consultores Liz Bowen-Clewley, John Carter, Aniceto Orbeta y Sharon Piza) Protección y formación Instituciones para mejorar la inserción laboral en América Latina y Asia http://repositorio.cepal.org/bitstream/handle/11362/40660/1/S1600551_es.pdf
12	George Kerrigan Formación técnica y profesional y capacitación para el sector rural en Chile http://www.cepal.org/sites/default/files/document/files/kerrigan.pdf
13	Sebastian Krull El cambio tecnológico y el nuevo contexto del empleo Tendencias generales y en América Latina http://repositorio.cepal.org/bitstream/handle/11362/40856/1/S1601255_es.pdf
14	Daniel Martínez Propuesta técnica para la creación de una instancia permanente de promoción y coordinación de políticas y programas de empleos públicos y privados http://www.cepal.org/es/documentos/propuesta-tecnica-la-creacion-instancia-permanente-promocion-coordinacion-politicas
15	Daniel Martínez Políticas Activas de Mercado de Trabajo para generar empleo y mejorar la calidad de los empleos en América Latina http://www.cepal.org/es/documentos/politicas-activas-mercado-trabajo-generar-empleo-mejorar-la-calidad-empleos-america

#	AUTHOR/TITLE/SOURCE
16	Juan Manuel Rodríguez Transformaciones tecnológicas, su impacto en el mercado de trabajo y retos para las políticas del mercado de trabajo http://www.cepal.org/sites/default/files/document/files/rodriguez_final.pdf
17	Alfredo Sarmiento El desafío de aumentar la pertinencia de la formación profesional: propuesta de metodología para vincular profesiones y ocupaciones y para identificar la demanda de calificaciones por sector http://www.cepal.org/es/publicaciones/40831-desafio-aumentar-la-pertinencia-la-formacion-profesional-propuesta-metodologia
18	Mario Velásquez Análisis de la protección ante el desempleo en América Latina http://www.cepal.org/es/publicaciones/analisis-de-la-proteccion-ante-el-desempleo-en-america-latina
19	Mario Velásquez Propuesta para un sistema de información del Seguro de Desempleo de México http://www.cepal.org/es/publicaciones/40176-propuesta-un-sistema-informacion-seguro-desempleo-mexico
20	Mario Velásquez Los desafíos de la protección contra el desempleo: opciones para Colombia y la República Dominicana http://www.cepal.org/es/publicaciones/desafios-la-proteccion-desempleo-opciones-colombia-la-republica-dominicana
21	Isabel Zúñiga Capacitación para personas con discapacidad http://www.cepal.org/es/publicaciones/39364-capacitacion-personas-discapacidad

ANNEX 8

DATA PUBLICATIONS DOWNLOAD STATISTICS

No	Author	Título	Link	ID Pub	Fecha pub	Web	Library	Total
1	Ernesto Abdala	Esbozo de la dinámica histórica y algunos aspectos de los sistemas nacionales de formación profesional en América Latina	http://www.cepal.org/es/publicaciones/esbozo-de-la-dinamica-historica-y-algunos-aspectos-de-los-sistemas-nacionales-de-formacion-profesional-y-capacitacion-en-mexico	37556	Dic 2014	473	51	524
2	Ívico Ahumada	Formación profesional y capacitación en México	http://www.cepal.org/es/publicaciones/formacion-profesional-y-capacitacion-en-mexico	36950	Agosto 2014	315	0	315
3	Oscar Amargós	Estado de situación del sistema nacional de educación y formación técnico-profesional de la República Dominicana	http://www.cepal.org/es/publicaciones/estado-situacion-sistema-nacional-educacion-formacion-tecnico-profesional-la-republica	40810	Dic 2016	0	385	385
4	Luis Beccaría y Jorge Paz	La inserción precaria de mujeres y los jóvenes en el Mercado laboral en América Latina y sus consecuencias para instituciones laborales	http://www.cepal.org/es/documentos/1a-insercion-precaria-mujeres-jovenes-mercado-laboral-america-latina-sus-consecuencias	not available (1)	Enero 2017		N/A	
5	Graciela Bensusán	El seguro de desempleo en México: Opciones, características, ventajas y desventajas	http://www.cepal.org/es/publicaciones/el-seguro-de-desempleo-en-mexico-opciones-caracteristicas-ventajas-y-desventajas		Julio 2014	105	107	212
6	Graciela Bensusán	Nuevas tendencias en el empleo: retos y opciones para las regulaciones y políticas del mercado de trabajo	http://www.cepal.org/sites/default/files/document/files/bensusan_1.1.pdf	not available (1)	Dic 2016		N/A	
7	Gerla van Breugel	Sistemas de protección frente al desempleo	http://www.cepal.org/es/publicaciones/36820-sistemas-proteccion-frente-al-desempleo	36820	Junio 2014	158	35	193
8	Gerla van Breugel	Sistemas nacionales de formación profesional y capacitación: Una revisión de experiencias de países de la OCDE	http://www.cepal.org/es/publicaciones/sistemas-nacionales-de-formacion-profesional-y-capacitacion-una-revision-de	36799	Junio 2014	210	66	276
9	John Carter	Strengthening the Capacities of Asia and the Pacific to Protect Workers against Unemployment	http://www.unescap.org/sites/default/files/wp-16-01_final.pdf	en sitio ESCAP				63

No	Author	Título	Link	ID Pub	Fecha pub	Web	Library	Total
10	Werner Eichhorst	Labor market institutions and the future of work: Good jobs for all?	http://www.cepal.org/sites/default/files/document/files/eichhorst_final.pdf	not available (1)	Enero 2016	63		63
11	Stefano Farné	Programas de empleo público en América Latina	http://www.cepal.org/es/publicaciones/40855-programas-empleo-publico-america-latina	40855	Diciembre 2016	158	47	205
12	Julio Gamero	Sistema nacional de formación profesional y capacitación laboral (SNFPC) del Perú: propuesta de un sistema nacional de formación profesional y capacitación laboral para el Ministerio de Trabajo y Promoción del Empleo	http://www.cepal.org/es/publicaciones/37844-sistema-nacional-de-formacion-profesional-y-capacitacion-laboral-snfpc-del-peru	37844	Marzo 2015	263	112	375
13	Jenny Grainger, Liz Bowen-Clewley y Sarah Maclean	Asia-Pacific's Experience with National Systems of TVET	http://www.unescap.org/sites/default/files/wp-16-02_final_0.pdf	en sitio ESCAP		101		101
14	Alberto Isgut & Jürgen Weller	Protección y formación: Instituciones para mejorar la inserción laboral en América Latina y Asia	http://www.cepal.org/es/publicaciones/40660-proteccion-formacion-instituciones-mejorar-la-insercion-laboral-america-latina	40660	Octubre 2016	2524	184	2708
15	George Kerrigan	Formación técnica y profesional y capacitación para el sector rural en Chile	http://www.cepal.org/sites/default/files/document/files/kerrigan.pdf	not available (1)	Enero 2017		N/A	
16	Sebastian Krull	El cambio tecnológico y el nuevo contexto del empleo: Tendencias generales y en América Latina	http://www.cepal.org/es/publicaciones/40856-cambio-tecnologico-nuevo-contexto-empleo-tendencias-generales-america-latina	40856	Diciembre 2016	368	61	429
17	Daniel Martínez	Propuesta técnica para la creación de una instancia permanente de promoción y coordinación de políticas y programas de empleos públicos y privados	http://www.cepal.org/es/documentos/propuesta-tecnica-la-creacion-instancia-permanente-promocion-coordinacion-politicas	not available (1)	Diciembre 2016		N/A	
18	Daniel Martínez	Políticas Activas de Mercado de Trabajo para generar empleo y mejorar la calidad de los empleos en América Latina	http://www.cepal.org/es/documentos/politicas-activas-mercado-trabajo-generar-empleo-mejorar-la-calidad-empleos-america	not available (1)	Diciembre 2016		N/A	

No	Author	Título	Link	ID Pub	Fecha pub	Web	Library	Total
19	Juan Manuel Rodríguez	Transformaciones tecnológicas, su impacto en el mercado de trabajo y retos para las políticas del mercado de trabajo	http://www.cepal.org/sites/default/files/document/files/rodriguez_final.pdf	not available (1)	Febrero 2017		N/A	
20	Alfredo Sarmiento	El desafío de aumentar la pertinencia de la formación profesional: propuesta de metodología para vincular profesiones y ocupaciones y para identificar la demanda de calificaciones por sector	http://www.cepal.org/es/publicaciones/40831-desafio-aumentar-la-pertinencia-la-formacion-profesional-propuesta-metodologia	40831	Diciembre 2016	210	0	210
21	Mario Velásquez	Análisis de la protección ante el desempleo en América Latina	http://www.cepal.org/es/publicaciones/analisis-de-la-proteccion-ante-el-desempleo-en-america-latina	37013	Julio 2014	53	76	129
22	Mario Velásquez	Propuesta para un sistema de información del Seguro de Desempleo de México	http://www.cepal.org/es/publicaciones/40176-propuesta-un-sistema-informacion-seguro-desempleo-mexico	40176	Mayo 2016	53	0	53
23	Mario Velásquez	Los desafíos de la protección contra el desempleo: opciones para Colombia y la República Dominicana	http://www.cepal.org/es/publicaciones/desafios-la-proteccion-desempleo-opciones-colombia-la-republica-dominicana	40811	Diciembre 2016	0	0	0
24	Isabel Zúñiga	Capacitación para personas con discapacidad	http://www.cepal.org/es/publicaciones/39364-capacitacion-personas-discapacidad	39364	Noviembre 2015	263	112	375
25	Sharon Faye Piza, Rosemarie Edillon, Michael Dominic del Mundo	Unemployment protection in Philippines	http://repositorio.cepal.org/bitstream/handle/11362/40660/1/S1600551-es.pdf	40660				included in 40660 counting above
26	Aniceto C. Orbeta, Jr., Emmanuel F. Esguerra	The national TVET system in Philippines – review and reform proposals	http://repositorio.cepal.org/bitstream/handle/11362/40660/1/S1600551-es.pdf					
		(1) uploaded as working document, downloads not traceable (not available)						

ANNEX 9

EVALUATOR'S REVISION MATRIX

COMMENTS EVALUATION REFERENCE GROUP

A. DIVISION OF ECONOMIC DEVELOPMENT - ECLAC

GENERAL COMMENTS		
REPORT SECTION (if applicable)	COMMENTS ERG	EVALUATOR'S RESPONSE
4.2	<p>The evaluator identified mistakes in the project design that hindered a larger policy impact of the project. While it is true that a design mistake limited the project's policy impact, I don't agree that this mistake consisted of a lack of a systematic strategy or an assumption that better information would automatically lead to "right" policy decisions. The project design considered the establishment of national working groups (with technical know-how, but linked to relevant stakeholders), which based on an improved knowledge of global and regional experiences and on thorough diagnostics of the strengths and weaknesses of the national institutions (for unemployment protection and technical training) would elaborate policy proposals that would be adjusted to the conditions of the specific country and would have strong impact on the policy making process. The real design mistake consisted in not recognizing the difficulty of the establishment of these working groups, and not the absence of a "link" between knowledge generation and policy decisions.</p> <p>Related to this, the original project design did not consider the workshops or seminars as the key activities for the elaboration of policy proposals – this should have be the task of the inter-institutional working groups. As these working groups could not be established (with a certain exception in the area of technical training in Mexico), more weight was given to specialized consultancies designed to respond to specific needs expressed by national authorities. The interactions of the consultants with these authorities turned to be a key element of the policy advice and the contribution to policy measures. This was the case in Chile (training for people with disabilities), Colombia (unemployment protection; labor policy coordination; public work programs) and Dominican Republic (unemployment protection; indicators for quality of technical training). Finally, study tours were included as additional components for policy advice.</p>	<p>Modified including mention to working groups at the design stage.</p> <p>However, based on the evidence collected and even considering the working groups at the design stage, the evaluator confirms that the design assumption on how the project could contribute to policy reform dialogue processes was inadequate (and hence a design mistake).</p> <p>Included</p>
SPECIFIC COMMENTS		
PARAGRAPH NUMBER	COMMENTS ERG	EVALUATOR'S RESPONSE
Section 1	<p>Just to be precise: As it is mentioned later in the report, initially the project also worked in Peru (consultancy on National Training System, with cooperation with Ministry of Labor). On the other hand, Chile was one of the countries included afterwards (in 2014).</p>	Included

SPECIFIC COMMENTS		
PARAGRAPH NUMBER	COMMENTS ERG	EVALUATOR'S RESPONSE
Section 2.1	The first version of the project document was sent to HQ en November, 2011.	Included
	Besides the work on unemployment protection, the work with the Dominican Republic had an important component on technical and vocational training.	Included
Section 4.1	<p>While are stronger coordination between the Regional Commissions might have been possible, the intensity of the cooperation between the ECLAC and ESCAP project components seems to be underestimated. Besides the implementation of a joint international seminar, there were other cooperation activities:</p> <ul style="list-style-type: none"> – Information flow regarding the progress in different phases (identification of ESCAP project country, interchange of ToRs for consultancies in order to guarantee certain homogeneity of consultants' work, progress of consultancies, information on national seminars, etc.) – The ECLAC project coordinator made a presentation on Latin American experiences on unemployment protection and training at the 2015 seminar in the Philippines. – An ECLAC consultant made a presentation on unemployment protection schemes in LA and their implementation at the December, 2016 workshop in the Philippines. 	This specific information was included, but this does not change the main related finding
	<p>While I agree that is important to try to identify mitigation measures for a possible delay of the start of a project, it must be emphasized that in this case an important part of the delay was due to the long time HQ took (repeatedly) for comments, which means that mitigations measures would have to include this possible reason for a delay – not a minor task...</p>	Included
Section 4.2	<p>While it is true that the project impact on the development of unemployment protection schemes in Mexico was limited, this was mainly due to the before mentioned delay. Taking into account this context, the contribution of the project (which helped to stop the legislative process for the Government's proposal, under the consideration that in this case no protection scheme would be better than a bad one) should be recognized, as it represented what, in this context, was possible as project impact.</p>	Included the reference to the delay
	<p>In Dominican Republic, the project proposal was not to introduce the classic insurance model but to strengthen the existing unemployment protection scheme.</p>	modified
	<p>INFOTEP is the main Technical Training institution of the Dominican Republic (not Colombia). It is not planned to publish a joint book, but INFOTEP is preparing to re-publish the project consultant's study of the country's Technical Training System (already published as an ECLAC working paper), as it is considered to be an important contribution to the national debate.</p>	modified

B. MACROECONOMIC POLICY AND FINANCING FOR DEVELOPMENT DIVISION - ESCAP

SPECIFIC COMMENTS		
PARAGRAPH NUMBER	COMMENTS ERG	EVALUATOR'S RESPONSE
Section 4.2, Page 20, 2nd paragraph	<p>“Unemployment protection was then included in the legislative agenda.” This sentence is incorrect. Unemployment protection was already in the legislative agenda. What the project contributed to was the establishment of an unemployment insurance scheme as a goal in the Philippine Development Plan 2017-2022. It might have also provided inputs for the preparation of a future bill on unemployment insurance, but I am not aware of that.</p> <p>“However, the project was less successful in the implementation of effective unemployment insurance schemes.” I think that this is an unfair observation, as the actual implementation of an unemployment insurance scheme was not an objective of the project in the Philippines (as noted in the previous page). In fact, I think that the project advanced the possibility of implementing such a scheme in the Philippines because it provided detailed information about the specifics of such a scheme in a neighboring country, Viet Nam, among key policy-makers and legislators of the Philippines during their study tour to Hanoi.</p>	Modified
Section 4.2, Page 25, 1st paragraph	<p>“For instance, Vietnam and Philippines had similar background but Philippines had relevant technical knowledge on unemployment protection schemes that was shared in the study tour.” This is incorrect. Viet Nam, as the latest country in Asia to implement and unemployment insurance scheme, had relevant information in this area that benefitted Philippine policy-makers and legislators interested in implementing a similar scheme in the Philippines.</p> <p>“(For more information on study tours, see box 1 and the results of the survey in the next paragraph).” This box has no information about the Philippine-Viet Nam study tour. For completeness, this should be added, particularly because this was deemed by Philippine government stakeholders the most successful component of the project in that country.</p>	Information included
Section 4.2, Page 26, 1st paragraph	<p>“As for the project's contribution, the evaluation is equally positive, but varies slightly between the two regions.” This is vague. In what sense they vary? In general, the narrative accompanying the figures lacks specificity about differences across regions and questions. A more thorough description of the survey results could be very useful.</p>	Modified

SPECIFIC COMMENTS		
PARAGRAPH NUMBER	COMMENTS ERG	EVALUATOR'S RESPONSE
Section 5.1, Second bullet point	“There is no clear evidence of collaboration and coordination mechanisms in place between and within the two Regional Commissions for better efficiency and coherence of response.” This is incorrect. Throughout the project, there were frequent ongoing communication between the project coordinators from ECLAC and ESCAP to ensure coherence in the implementation in the two regions. This communication included sharing information and exchanging views on concept notes, workshop programs, consultants’ terms of reference, formats of chapters for the book, etc. Although the implementation of the project was flexible, all changes with respect to the original plan, including for example the implementation of the Hanoi study tour and an additional workshop in Manila in December 2016, were extensively discussed between the two coordinators.	Slightly modified but the evaluator keeps the substance of the conclusion based on the evidence collected
Section 5.1, Fourth bullet point	“Regarding the influence on policy making and reform, the project strengthened national institutions and promoted the inclusion of specific issues in the public agenda but seems to lack a systematic strategy for generating policy impact and reform, especially in Asia.” As mentioned in the comment to Section 4.2, Page 20, 2nd paragraph above, this conclusion is not entirely fair. In particular, the training of high-level policy-makers and legislators of the Philippines during the study tour to Hanoi, provided them with tools, boosted their capacities, and increased their confidence on the feasibility of implementing a similar scheme in the Philippines.	Slightly modified but the evaluator keeps the substance of the conclusion based on the evidence collected
Section 5.1, Eleventh bullet point	“There are signs of sustainability potential in terms of stakeholders’ participation, political interest and the availability of institutions, mainly in LAC, but, given the academic nature of many activities and publications developed by the project, there is no immediate guarantee of direct application and sustainability into policies.” This conclusion needs to be reconsidered. In the case of the Philippines, the government requested the ILO additional assistance to support the implementation of an unemployment insurance scheme in the Philippines shortly after the December 2016 workshop in Manila, the last activity of the project in Philippines.	The fact that the government of the Philippines has requested ILO assistance does not change the substance of the conclusion. Note that in the sustainability section the ILO support was already mentioned and considered at the time of summarizing all the findings that supported this conclusion
Section 5.3, Third and fourth bullet points	“Promote more opportunities of in-person knowledge exchange, such as study tours or similar modalities, as core activities of the regional commissions. Study tours should have a jointly defined agenda between the countries to ensure mutual benefits from the activity;” and “organize events with working groups (workshops) and not only with a broad audience. Events should go beyond information sharing.” I strongly agree with both recommendations. The Hanoi study tour was not planned initially. It happened because of the extension of the project for an extra year, to utilize effectively some leftover funds in the budget, and most importantly, in response to strong support from the Philippine government after suggesting this possibility. Although not initially planned, this activity was highly successful and useful. It would be a good idea to include similar activities in the design of future projects.	Thank you

COMMENTS PPOD

FIRST REVISION

GENERAL COMMENTS		
REPORT SECTION (if applicable)	COMMENTS PPOD	EVALUATOR'S RESPONSE
	Please for ease of reference, number each paragraph. Please provide all the tables and graphics contained the report in an independent excel file to facilitate the editing and diagramming of the final report.	done done
Figure, Tables and Graphs titles	Please, add before of each figure / table / graph a title. Make sure all tables and graphs are numbered for ease of reference and a list of graphs and tables is included in the index. Please review that all the information of each figure / table / graph is in English language	done
Acronyms	Please include a list of acronyms used in the report	done
Executive Summary	Please include an executive summary before the introduction section.	done
Findings	The report, especially the section on findings needs to be better structured to facilitate understanding. The text is sometimes presenting a mixture of different themes under one heading without clearly highlighting what the findings are. Please make sure to highlight the main findings by including them as sub-titles and making sure that all evaluation questions are effectively addressed and answered throughout the report. Furthermore, there is need to provide more evidence to justify each finding, showing the sources of information and how the information/findings presented were triangulated.	Main findings included as subtitles. The evaluator does not identify sources. This would break the confidentiality principle. Details on stakeholders interviewed and data collection tools are provided in the annexes. All findings are the result of triangulation of key sources and field work.
Findings	We recommend the evaluator reorganizes the findings section, following the order bellow: <ul style="list-style-type: none"> • Relevance • Efficiency • Effectiveness • Sustainability • ECLAC value added <ul style="list-style-type: none"> ○ Human Rights ○ Gender Approach ○ SDGs <p>Also, include an overall assessment of the criteria backed-up by the individual findings, listed within the “summary” section. See example below:</p>	Order of paragraphs changed. ECLAC value added paragraph was not included considering that this was not a specific evaluation question in the evaluation matrix, nor an evaluation criteria.

GENERAL COMMENTS		
REPORT SECTION (if applicable)	COMMENTS PPOD	EVALUATOR'S RESPONSE
	<p>3.2 EFFECTIVENESS</p> <p>Include overall assessment here.</p> <p>3.2 (a) The project activities and studies were generally appreciated by the respondents and led to the attainment of the majority of the expected achievements, with some minor limitations. One of the main impediments was that project information and results were not systematically shared.</p> <p>3.2 (b) The project was a victim of its own success: many respondents said they would have appreciated more specific capacity-building activities, such as the trade and technology mission, which, compared to other events and studies, provided the most opportunities for learning.</p> <p>Careful analysis must be done to avoid repetitions with the information presented in the conclusions section.</p>	<p>Instead of a subtitle with the overall assessment for each criteria, key findings were highlighted at the beginning of each paragraph.</p>
Conclusions	<p>Please clearly identify each conclusion and link it to the findings from which they derive. Conclusions should clearly answer the big evaluation questions and focus on significant issues, building on the findings already presented and adding value to them.</p>	<p>Conclusions were reorganized by criteria. They link to main findings of related criteria highlighted at the beginning of each paragraph.</p>
Lessons Learned and recommendations	<p>This sections need to be further developed to increase its usefulness for our continuous learning and improvements processes.</p>	<p>See below</p>
Lessons Learned	<p>We would also like to request strengthening the lessons learned section, as the report currently only includes four lessons learned, providing more details and information about each of them. Also, each lesson learnt should be numbered.</p>	<p>Lessons were numbered. New information and lessons were added.</p>
Recommendations	<p>In the recommendations section, after the main text of each recommendation reference should be made to the specific findings and/or conclusions from where the said recommendation derives from. Each recommendation should also be numbered and should include a title, summarizing the recommendation, information on the findings and conclusions that support it and to whom is the recommendation addressed, providing some clear examples on how the recommendation could be implemented (more specific actions).</p>	<p>Recommendations were numbered and linked to findings and conclusions.</p>
Recommendations		
PARAGRAPH NUMBER	COMMENTS PPOD	EVALUATOR'S RESPONSE
Page 14, Data Collection Tools, paragraph 1	<p>"...The evaluation questions have been used to develop key informant interview guides e-survey questionnaires (see Chapter 13 further below)..."</p> <p>Please check the reference, which corresponds to the annexes of the report</p>	<p>done</p>
Page 16, Section 4.1 Efficiency, paragraph 2	<p>"...This project is a first time experience of ECLAC and ESCAP cooperating in an interregional project."</p> <p>This is not the first project interregional that ECLAC work jointly with ESCAP. I do not know if you want to mean that is the first international project in this area of work with ESCAP.</p>	<p>done</p>

Recommendations		
PARAGRAPH NUMBER	COMMENTS PPOD	EVALUATOR'S RESPONSE
Page 17, Section Stakeholders engagement	This finding could be improved. You could include examples on partnerships have been established with key stakeholders, and provide more evidence to justify each finding, showing the sources of information and how the information/findings presented were triangulated.	Included. About sources of information, the evaluator does not identify sources. This would break the confidentiality principle. Details on stakeholders interviewed and data collection tools are provided in the annexes. All findings are the result of triangulation of key sources and field work.
Page 21, Table 3	This table could be added in the section of annexes and in the report you could include a summary table with this information and then add a reference to the specific annex.	done
Page 25, Section the results of the survey	The information included in this section is very important, but we recommend triangulate this information with the interviews conducted and the background obtained in the data collection process. It is necessary highlight what is the finding, because actually it is not clearly defined.	Finding related to the survey included in the subtitle of the section. New details added in the survey section
Page 33, Section 4.3 Relevance	This section need to be improved. The issues that highlighted were the following: (1) <i>"initial approach and strategy were not fully adequate..."</i> (design issue); (2) alignment of the project with the mandate and programme of work of each Regional Commissions; and (3) <i>"the participants recognized the relevance of the project"</i> , but it is requirement more details for each of them, showing the sources of information, specific examples and provide more evidence to justify each finding.	Some examples are already mentioned and information collected in the interviews was triangulated with project document and other relevant documents provided for this evaluation. About sources of information, the evaluator does not identify sources. This would break the confidentiality principle. Details on stakeholders interviewed and data collection tools are provided in the annexes. All findings are the result of triangulation of key sources and field work.

Recommendations		
PARAGRAPH NUMBER	COMMENTS PPOD	EVALUATOR'S RESPONSE
<p>Page 36, section The project contribution to Human Rights, Gender approach and to the SDGs</p>	<p><i>“Regarding the contribution to the SDGs, there is no doubt that the project is fully aligned to the SDGs and directly contribute to some of them, given the issues addressed...”</i></p> <p>Is it possible mentioning any example of this contribution? Specify which of SDGs are in line with the activities.</p>	<p>Included additional information on SDG 4</p>

SECOND REVISION

Recommendations		
PARAGRAPH NUMBER	COMMENTS PPOD	EVALUATOR'S RESPONSE
Page 7, Sustainability, 1 st paragraph	<p><i>"The Project aimed to deepen the generation of knowledge, the political dialogue and an inter-institutional cooperation process. In this context, stakeholders have improved awareness and their capacities."</i></p> <p>The paragraph is not clear</p>	Modified
Page 7, Conclusions	Conclusions seem mere repetitions of the findings. As stated in the previous comments, conclusions should clearly answer the big evaluation questions and focus on significant issues, building on the findings already presented and adding value to them.	done
Page 10, Introduction	Please briefly state "when" the evaluation was conducted, by "who" as well as the objective and purpose of the evaluation, including what the evaluation does and does not cover, key evaluation criteria and question.	Objective was already there. Paragraphs were added here on criteria, evaluator info, timeframe and scope of the evaluation. I disagree on including evaluation questions in the introduction
Page 11, 2.1 Background and context	Mention that this was a project co-implemented by ECLAC and ESCAP (specify the specific Division in charge of its implementation) and funded by the DA, the inclusion of one-two paragraphs with background information on the DA would be advisable.	Already mentioned. See paragraph "2.1.2 Implementing partners". A new paragraph was added repeating information on implementing partners and including info on DA
Page 21, 3.3.2 Data Collection Methods and Sources, last paragraph	<p>Please provide more information on the total universe of stakeholders and how many were then selected for interviews as well as the sampling method or criteria used.</p> <p>Also include data on the surveys, how were they differentiated, to whom and how many stakeholder was it sent to, as well as the number of responses received detailed by type of questionnaire</p>	Information on respondents to the interviews is already there. Information on survey respondents was already available in paragraph 4.3.4. It was copied and pasted here.
Page 22, 4.1 Relevance, 1 st paragraph	Statement based on what? Please provide more detailed explanation and evidence data supporting this statement	This was already responded in the first round of comments. Example of evidence is mentioned in this paragraph and then developed more in the section.
Page 22, 4.1 Relevance, 2 nd paragraph		Included
Page 22, 4.1 Relevance, 3 rd paragraph	Back-up with hard data (number of interviewees, percentage of survey responses)	Such findings is a result of triangulation of sources. Also note that when considering in-depth interviews it is not matter of how many stakeholders said that, but more on who said that and how. As said in the response to the previous comments, the evaluator does not identify sources. This would break the confidentiality principle. Details on stakeholders interviewed and data collection tools are provided in the annexes. All findings are the result of triangulation of key sources and field work.

Recommendations		
PARAGRAPH NUMBER	COMMENTS PPOD	EVALUATOR'S RESPONSE
Page 23, 4.2 Efficiency, 1 st Paragraph	Please be more explicit, including details such as: <ul style="list-style-type: none"> Length and causes of the delays Details of the challenge faced b/c of the delay 	done
Page 23, 4.2 Efficiency, 2 nd Paragraph	<i>The extension allowed for a better engagement with policy-making decision processes.</i> Please provide more details to facilitate understanding on what the evaluator means when mentioning that the extension “allowed for a better engagement with policy-making decision processes”	modified
Page 24, 4.2 Efficiency, last paragraph	Please provide examples or a better explanation to clarify what the evaluator means by “systematic decision making”, and “structuring results”	done
Page 24, 4.2.1 Stakeholders engagement	Please back-up with numbers and types of stakeholders	done
Page 24, 4.2.2 Budget and finance	<i>since the project had contributed to some policy dialogue processes which continue beyond “.....the project and at least in one case already have led to a follow up support through ECLAC to one of the ROA 236 beneficiary countries.”</i> Could you please be more specific?	done
Page 26, 4.3 Effectiveness	<i>“The evaluation rather argues that the detailed assumption on how the project could contribute to policy reform dialogue processes was inadequate. The evaluation can however confirm that the project indeed has contributed successfully to policy reform dialogue processes through the very successful and pragmatic (non-academic) exchange of experiences (through study tours) on how to implement policy reform on the ground, once the technical design options have been decided on.”</i> The differentiation between these 2 is not clear enough. Please explain more clearly as both make reference to policy reform dialogue processes and therefore seem contradictory.	Clarified
Page 26, 4.3 Effectiveness, 1 st paragraph	Could you please be more specific to facilitate understanding on the types of results mentioned?	clarified
Page 26, 4.3.1 Influence on policy-making, dialogue, behavior and policy reform, 1 st paragraph	<i>“...the project strengthened national institutions and promoted the inclusion of specific issues in the public agenda but...”</i> How? Could you be more specific?	clarified
Page 27, 4.3.1 Influence on policy-making, dialogue, behavior and policy reform, 1 st paragraph	<i>“...the project showed possibilities of a broader view of designing protections schemes and compare different systems...”</i> Sentence not clear. Please reformulate.	Clarified

Recommendations		
PARAGRAPH NUMBER	COMMENTS PPOD	EVALUATOR'S RESPONSE
Page 28, 4.3.1 Influence on policy-making, dialogue, behavior and policy reform, 3 rd paragraph	<i>"The TVET-related..."</i> Please spell	Done
Page 28, 4.3.1 Influence on policy-making, dialogue, behavior and policy reform, 4 th paragraph	Please provide details on what was the substantial progress promoted in terms of social security legislation	done
Page 28, 4.3.1 Influence on policy-making, dialogue, behavior and policy reform, 5 th paragraph	Not clear, please explain better on what is meant by the "preferred modality"	Clarified
Page 28, 4.3.1 Influence on policy-making, dialogue, behavior and policy reform, last paragraph	<i>"In particular, the process of policy design requires close support to the technical teams to generate and this cannot be realized in a public event."</i> Generate what? Incomplete sentence. Please complete or edit.	Done
Page 31, Box 1: The study tours, 1 st paragraph	Back-up with numbers if possible	Done
Page 31, Box 1: The study tours, last paragraph	Same as above → Back-up with numbers if possible	Done
Page 31, 4.3.4 The results of the survey	Please include all the information on surveys sent and responses received to the section on methodology. Furthermore, information on survey results should not be presented separately but as evidence to support each finding, which coincides with various of the other comments mentioned in this table.	To respond to previous comments, finding related to the survey was included in the subtitle of the section, new details were added in the survey section to link to findings and other reference (e.g. study tours) was made to respond to your comments. Previous comments did not request to eliminate this section and include survey results only as a reference to support each related finding. Information on surveys sent and responded is already there.

Recommendations		
PARAGRAPH NUMBER	COMMENTS PPOD	EVALUATOR'S RESPONSE
Page 32, Figure 1	Could these be presented in percentages to facilitate understanding? (When used as evidence to support findings. Complete diagrams and charts with survey results could be included as annex and only that information relevant to specific findings should be used to provide evidence on the analysis and results of the evaluation or assertions made by the evaluator.	All figures are now expressed in % and copied as editable xls objects into the report. The consultant decided to leave the figure in the text since they are a direct reference and taking them to the annex would make the reader jump back and forth. Figure 3 and Figure 4 have been taken out of the report (since they did not provide important additional information beyond what the text says.
Page 35, Box 2	<i>"As reference materials for the preparation of project on adult literacy cum livelihood training;"</i> Please, clarify	Done
Page 35, Box 3	<i>"Implementation of new employment law in Viet Nam concerning Unemployment Insurance"</i> Throughout the report the evaluator states that the project was not adequately designed to facilitate policy reforms, however this response identifies a clear example of a Policy reform that should be taken into consideration when making the analysis on the effectiveness and accomplishments of the project	This comment of one respondent was taken into consideration during the analysis on effectiveness
Page 39, 4.4 Sustainability, 2 nd paragraph	<i>"...stakeholders have improved awareness and capacity..."</i> As evidenced by... Please include evidence on improved awareness and capacity building	done
Page 40, 4.4 Sustainability, 1 st paragraph	As evidenced by... Please include evidence on this statement?	done
Page 40, 4.4 Sustainability, last paragraph	Please provide more details	done
Page 41, 4.5.1 Human Rights	Please provide more details	done
Page 41, 4.5.2 Gender approach	<i>"Although gender was mentioned in the TORs..."</i> Please clarify what ToRs is the evaluator referring to?	modified
Page 41, 4.5.2 Gender approach	Contradictories paragraph in this section, please clarify.	There is no contradiction. While there is no evidence of a systematic inclusion of the gender perspective at the design stage, nor systematic gender mainstreaming was guaranteed during implementation, the evaluator could identify some specific good practices. A sentence was added to clarify this point.
Page 4., 5.3 Recommendations	Please elaborate more. As stated in the previous set of comments, each recommendation should also be numbered and should include a title, summarizing the recommendation, information on the findings and conclusions that support it and to whom is the recommendation addressed, providing some clear examples on how the recommendation could be implemented (more specific actions).	Recommendations were already numbered and reference to findings/conclusions included in the response to previous comments. Title was now added together with specific examples/actions



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