



FINAL ASSESSMENT REPORT

September 2018

ASSESSMENT OF DEVELOPMENT ACCOUNT PROJECT 14/15 BG

Promoting Equality: Strengthening the capacity of selected developing countries to design and implement equality-oriented public policies and programmes



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This report was prepared by Claudia de Barros Marcondes, an external consultant, under the overall guidance of Raúl García-Buchaca, Deputy Executive Secretary for Management and Programme Analysis 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 Management Officer of the same unit, who provided strategic and technical guidance, coordination, and methodological and logistical support.

The evaluation team is grateful for the support provided by its project partners at ECLAC, all of whom were represented in the evaluation reference group. Warm thanks go to the programme managers and technical advisors of ECLAC for their cooperation throughout the evaluation process and their assistance in the review of the report.

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, where appropriate, in the final text of the report. The views expressed in this report are those of the author and do not necessarily reflect the views of the Commission.

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All comments submitted for the draft report by the evaluation reference group and the evaluation team of the ECLAC Programme Planning and Evaluation Unit were considered and properly addressed in the final report.

The views expressed in this document are those of the author and do not necessarily reflect the views of ECA, ECE, ECLAC, ESCAP or ESCWA.

ACRONYMS

ACRONYM	DEFINITION
CCT	Conditional cash transfer
CES	Conference of European Statisticians
CIS	Commonwealth of Independent States
DESA	United Nations Department of Economic and Social Affairs
ECA	Economic Commission for Africa
ECE	Economic Commission for Europe
ECLAC	Economic Commission for Latin America and the Caribbean
EECCA	Eastern Europe, Caucasus and Central Asia
ESCAP	Economic and Social Commission for Asia and the Pacific
ESCWA	Economic and Social Commission for Western Asia
FAO	Food and Agriculture Organization
IDEP	African Institute for Development and Economic Planning
IDF	Indonesia Development Forum
ILO	International Labour Organization
KI	Key informant
KIIs	Key informant interviews
OECD	Organization for Economic Cooperation and Development
REPOA	Policy Research for Development (United Republic of Tanzania)

EXECUTIVE SUMMARY

1. This document presents the report for the evaluation of Development Account Project 14/15 BG ROA 315-9 Promoting Equality: Strengthening the capacity of selected developing countries to design and implement equality-oriented public policies and programmes. The evaluation was conducted between May and September 2018. The project was implemented by the five regional commissions of the United Nations: Economic Commission for Latin America and the Caribbean (ECLAC), Economic Commission for Europe (ECE), Economic and Social Commission for Asia and the Pacific (ESCAP), Economic Commission for Africa (ECA) and Economic and Social Commission for Western Asia (ESCWA).

I. EVALUATION PROFILE AND PROJECT OVERVIEW

2. The objective of the evaluation is to review the efficiency, effectiveness, relevance, and sustainability of the project's implementation and, specifically, to document the project's outcomes in relation to its overall objectives and expected results as defined in the project document. The evaluation covered all activities implemented as part of the project between June 2015 and June 2018. The extract of the inception report in appendix 1 includes a detailed description of the evaluation and an evaluation matrix that synthesizes the methodology and outlines evaluation issues and questions, performance indicators, sources of information and methods of data collection used.
3. Despite a few challenges and limitations, the primary and secondary data gathered allowed the triangulation and validation of information among project beneficiaries and participants, and ultimately the accurate assessment of contributions to the goals and objectives of the most significant activities and services.
4. The methodology addressed these challenges related to data collection through the gathering of opinions from:
 - **Beneficiary countries involved in training workshops, toolkits or guides and research** oriented to country initiatives (Côte d'Ivoire, Haiti, Sudan, Tunisia and United Republic of Tanzania) through key informant interviews (KIs) with stakeholders representing all three types of stakeholders.
 - **Beneficiary countries that are recipients of direct or targeted technical assistance** (Azerbaijan and Kazakhstan) through KIs and targeted questionnaires directed to key stakeholders.
 - **Participants in national or regional events** including KIs with three types of stakeholders from a variety of countries who participated in national and regional meetings, expert group meetings or task force meetings, the regional course in Santiago and the national course in Buenos Aires.
5. The Development Account Project 14/15 BG ROA is a capacity development programme of the United Nations Secretariat that aims to enhance the capacities of developing countries in the priority areas of the United Nations Development Agenda. The total project budget was set at US\$ 1,067,000, with the following breakdown per region: ECA (US\$ 211,630), ECE (US\$ 100,680), ECLAC (US\$ 317,930), ESCAP (US\$ 225,130) and ESCWA (US\$ 211,630).

6. The project was designed to strengthen the capacity of selected national governments to conceptualize, design and implement multidisciplinary public policies and programmes oriented towards greater equality. The expected results at the outcome level were the following:
 - **EA1** Strengthened capacity of governments in selected countries to identify, analyse and measure socioeconomic inequalities in income, wealth, well-being, gender and other dimensions that hinder development.
 - **EA2** Strengthened capacity of governments in selected countries to design and implement equality-oriented public policies and programmes by using appropriate social protection, labour and green fiscal policy tools.
7. Activities oriented towards capacities to identify, analyse and measure socioeconomic inequalities (EA1) included: preparation of regional studies (on different dimensions and drivers of socioeconomic inequalities), the development of region-specific toolkits for their analysis and measurements (in consultations with national counterparts and United Nations country teams), subsequent training of officials and the provision of advisory services in all regions (with the exception of ECE) to assist countries in implementing new measurements of socioeconomic inequalities.
8. According to the project documents, the main project beneficiaries were the Ministries of Social Development, Ministries of Labour and Ministries of Finance. Depending on the country, potential partners also include Ministries of Planning and Ministries of the Environment. National statistical offices would also be actively engaged in activities related to the measurement of inequality. Targeted beneficiaries were high-level public sector policymakers and senior technical staff in those ministries and national statistical offices in the regions represented by the implementing regional commissions. Other stakeholders included experts, practitioners, academics and members of civil society organizations related to the specific areas and topics selected.

II. CONCLUSIONS

9. The following are the key conclusions of the evaluation, which summarize the 23 findings identified in the following evaluation criteria:

Relevance

10. The project was highly relevant in terms of alignment of thematic focus, goals and objectives with the mandates of the regional commissions and the priorities set out by the member countries. The project activities were generally aligned with the needs of partner institutions in beneficiary countries, but more can be done to ensure alignment with partners' workplans and short-term agendas.

Effectiveness

11. Although the project collectively fell short with respect to the completion of most indicators, progress has been made through contributions to capacity-building for selected governments in most beneficiary countries targeted originally.
12. Through a few adjustments, the original project plans were successfully implemented jointly with governments in five countries —Côte d'Ivoire, Haiti, Sudan, Tunisia and United Republic of Tanzania— where ECA, ESCWA and ECLAC worked directly with the governments to prepare toolkits and provided training to government staff.

13. Consistent with the original planned outputs, ECE focused on capacity-building for a group of specific countries (Eastern Europe, Caucasus and Central Asia (EECCA) beneficiaries) and on the preparation of the ECE Guide on Poverty Measurement.
14. Flexibility allowed adjustments to the original project plans and the implementation of the remaining activities by ECLAC and ESCAP with a more limited scope at the national level and with a shift towards broader interventions at the regional level, through a combination of workshops, research, databases and courses generally.
15. In the five target beneficiary countries (Côte d'Ivoire, Haiti, Sudan, Tunisia and United Republic of Tanzania), contributions were made to enhance the capacity of policymakers and technical staff to design and implement policies to address inequalities and to measure and analyse socioeconomic inequalities. However, concrete improvements in terms of countries incorporating the analysis of socioeconomic inequalities into their strategic documents and policies, or in terms of generating and reporting quantitative data using project tools, will require more time and effort. The expected results outlined in the project document were overambitious given the resources and time allocated for the project.
16. While the project has reached numerous technical level staff in target institutions in beneficiary countries, it is just as important to involve and work more closely with political level actors and civil society to ensure the buy-in of decision makers.
17. In all regions, the research produced is relevant and the regional commissions are well positioned as think tanks with credibility and convening power along with a wealth of national and regional experience, which allows them to collectively play a key role in pushing for regional agendas and national policymaking related to inequalities, incorporating successful experiences from countries at different levels of development.
18. In certain regions, the project favoured broader regional interventions as opposed to focusing on less developed countries with more critical needs in terms of capacity and awareness. This must be better balanced with more work in less developed countries to build capacity and awareness where needed.

Efficiency

19. The project has maintained considerable levels of efficiency with high standards of quality and usefulness of products and a relatively modest level of investment per initiative, with strong budget execution. The development account project timeframes must be extended and resources must be allocated to cope with heavy workloads and to allow results to emerge.
20. Despite good coordination of project work with other regional commission activities in each region, more can be done. The work done in Haiti benefited from the presence of the focal point for Haiti of the ECLAC subregional headquarters in Mexico, who was able to create opportunities for action where needed and requested, at the right time and in the right place.
21. The project lacked follow-up plans for most initiatives and a strategy to coordinate the various aspects of the work towards specific expected outcomes.

Cross-cutting issues

22. The project promoted the use of frameworks intended to integrate a variety of measures aimed at achieving equality (including gender equality), guaranteeing basic living standards for all and building more just and inclusive societies, and thus contributed to gender equality and human rights. It also promoted contributions to the full realization of the population's economic and social rights and to accelerated progress towards globally agreed development goals such as the Sustainable Development Goals.

Sustainability

23. The degree of sustainability of the project's activities varies according to the level of local ownership, alignment with the beneficiary country's needs and institutionalization of initiatives in country structures (technical, human and other available resources) and systems. However, overall the project lacked an appropriate approach to sustainability and an exit strategy for all initiatives at the national and regional levels.

III. LESSONS LEARNED

24. The evaluation identified several lessons learned through the implementation of the project. Some key lessons include:
- Successful interventions require longer-term and ongoing, consistent work.
 - The regional commissions' reputation of impartiality and independence are important and can be used for consensus-building on more controversial issues.
 - Sound project activities integrated into government priorities, designed in consultation with local stakeholders, are more likely to ensure sustainability of investments.
 - Effectiveness in relation to the capacity built varies depending on the recipient country's maturity and the type, length, level of effort and model of intervention.
 - The involvement of local champions in key decision-making positions is important to advance more quickly and to obtain better results in terms of ongoing and consistent activities.
 - The relationships with the focal points in these countries at the middle-management level must be supported and strengthened to ensure the continuity of initiatives in case of changes in government.

IV. RECOMMENDATIONS

25. The following are the recommendations aimed at addressing the main challenges identified and outlined as findings and conclusions in order to strengthen the project and its future activities. They are structured to outline responsibilities for each regional commission.

Recommendation for ECA, ESCWA and ECLAC

26. **Recommendation 1:** The project should continue the activities initiated in Côte d'Ivoire, Haiti, the Sudan, Tunisia and the United Republic of Tanzania, building on the training provided, further developing a strategy to support partner ministries (and/or the national statistical offices) in encouraging politicians, decision makers and civil society to strive for more concrete results in the development of pro-equality policies and/or the measurement and analysis of inequalities.
27. **Recommendation 2:** Use inter-regional and South-South cooperation to further highlight and inspire partner institutions, promote the exchange of experiences among government officials and coach middle-management officials in the application of the project's tools.
28. **Recommendation 3:** Disseminate (and/or continue to disseminate) toolkits, guides and country reports to a variety of ministries in the beneficiary countries and expand the project to other countries in the region, by implementing communications strategies that target the right audience for toolkits and research products.

Recommendation for ECA, ECLAC, ESCAP and ESCWA

29. **Recommendation 4:** Future projects should not involve the implementation of one-off activities and should invest limited resources in coordinated activities designed to build on each other and that are integrated into a set of steps towards specific expected outcomes.

Recommendation for ECE

30. **Recommendation 5:** Continue to support the harmonization of poverty indicators throughout EECCA countries to ensure the application of the methodology across the region through pilot studies, technical assistance to other countries and specific guidance for solutions related to the implementation of poverty measurement.

Recommendation for all regional commissions

31. **Recommendation 6:** Consider formulating strategies to engage less developed countries in capacity-building and awareness-raising activities by leveraging the regional commissions' knowledge of positive experiences and convening power to foster South-South cooperation.
32. **Recommendation 7:** To enhance effectiveness and sustainability of interventions, ensure that project activities are aligned with or contribute to the short-term plans of partner institutions in beneficiary countries.
33. **Recommendation 8:** Involve the focal points of beneficiary countries in the design and planning processes to integrate future projects into local initiatives and/or workplans.

IV. FINAL REMARKS

34. This report synthesizes a wide range of opinions, views, insights and thoughts presented to the evaluators during the interviews conducted in Asia, Africa, Latin America and the Caribbean, Eastern Europe and the Arab region, as well as through online surveys. The elements included in this report are expected to help to stimulate further thinking, discussions and more in-depth analysis to move development forward in these regions, through strategic collaboration between the regional commissions and partner countries in the years to come.

1. INTRODUCTION

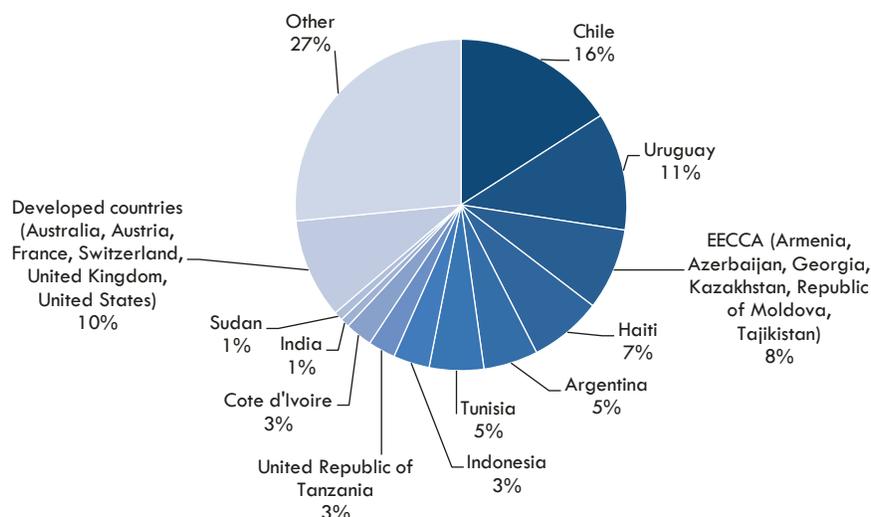
35. This document presents the evaluation report for the evaluation of the Development Account Project 14/15 BG ROA 315-9 Promoting Equality: Strengthening the capacity of selected developing countries to design and implement equality-oriented public policies and programmes. The evaluation was conducted between May and September 2018. The project was implemented by the five regional commissions of the United Nations: the Economic Commission for Latin America and the Caribbean (ECLAC), the Economic Commission for Europe (ECE), the Economic and Social Commission for Asia and the Pacific (ESCAP), the Economic Commission for Africa (ECA) and the Economic and Social Commission for Western Asia (ESCWA).
36. This report consists of six chapters, including this introduction. Chapter 2 presents a quick profile of the evaluation including the evaluation methodology and data collection strategy, and the challenges and limitations encountered. Details are provided in the appendices. Chapter 3 provides a brief overview of the Development Account Project 14/15 BG ROA 315-9, its budget, rationale, objective, expected results and key targeted stakeholders. Chapter 4 presents the analysis and main findings of the project, regarding project achievements against the logical frameworks, the original project plans and resulting initiatives at the national and regional levels. It also presents outcome-level contributions to results, and key findings in line with the evaluation criteria (relevance, effectiveness, efficiency, cross-cutting issues and sustainability). Chapter 5 presents the main conclusions of the evaluation, which provide a general overview of the project on the basis of the findings. The lessons learned from the evaluation are presented in chapter 6 and the recommendations are included in chapter 7, which is followed by the final remarks. The recommendations are aimed at addressing the main challenges identified in the previous sections in order to strengthen the Development Account project and future interventions by the regional commissions.

2. PROFILE OF THE EVALUATION

37. The evaluation covers all activities implemented by the project between June 2015 and June 2018. It examined the benefits obtained by the various stakeholders from the implementation of the project and identified the lessons learned and the sustainability aspects of the intervention.
38. A detailed profile of the evaluation is included in the extract of the inception report presented in appendix 1. The overall objective of the evaluation, as outlined in the terms of reference (TOR) in appendix 2, was to review the efficiency, effectiveness, relevance, and sustainability of project implementation and specifically to document the results of the project in relation to its overall objectives and expected results as defined in the project document.
39. The methodology of this evaluation was designed to meet the requirements and expectations set by the TOR, allowing for the identification of the results attributable to the project, given the range of information and time available. It involved non-statistical analysis and subjective assessments based on both qualitative and quantitative information, on the triangulation of information and data, and on the use of informed judgment and expert opinion.
40. The evaluation matrix (presented in appendix 1) synthesizes the methodology and outlines the evaluation issues and questions, performance indicators, sources of information and methods of data collection used.
41. The data collection strategy used a mix of qualitative and quantitative methods, including desk review, an online survey, analysis of Google Analytics documentation provided by the regional commissions where data was available,¹ KIs, and a site visit to Santiago, Chile, to attend the project closing meeting in June 2018. That meeting also allowed for face-to-face interviews with representatives of five regional commissions and country invitees participating in the meeting as well as Chilean participants in the ECLAC course.
42. The desk review was extensive, covering hundreds of documents, including all three project annual reports (2015, 2016, 2017); agendas, minutes, evaluations and presentations of all project events; all publications (in English and Spanish); the regional commission websites, the ESCAP Social Protection Toolbox, and the ECLAC Non-contributory Social Protection Programmes Database. A total of 38 KIs were undertaken with representatives of the regional commissions, and of regional and national project beneficiaries. The list of people interviewed is included in appendix 5.
43. The online survey was sent out to about 700 people who participated in the 33 events across all regions (listed in appendix 4). There were 119 responses, which allowed the extrapolation of results to the entire universe of participants with a 95% confidence interval with a +/-9% margin of error. Since the survey was voluntary, it is possible that most respondents were in fact those with the most positive views on the initiatives, which could have significantly skewed the results towards such positive views. Figure 1 below provides an overview of the origin of the respondents to the online survey in groupings aligned with the locations of project activities.

¹ Information was provided by ECLAC, ECE, and ESCAP. ESCWA and ECA documents have not yet been posted online.

Figure 1
Country of origin of online survey respondents



Source: Economic Commission for Latin America and the Caribbean (ECLAC), on the basis of data from the online survey.

2.1 EVALUATION LIMITATIONS AND CHALLENGES

44. Despite a few challenges and limitations, the primary and secondary data gathered allowed the triangulation and validation of information among project beneficiaries and participants, and ultimately the accurate assessment of contributions to the goals and objectives of the most significant activities and services.
45. Key challenges faced by the evaluators relate to balancing the needs and resources available to collect data through KIIs to represent the views of a wide range of stakeholder categories (in line with the project document)² and a low response rate from KIIs.
46. The methodology addressed these challenges related to data collection through the gathering of opinions from:
 - a) **Beneficiary countries involved in training workshops, toolkits or guides and research** oriented to country initiatives (Côte d'Ivoire, Haiti, Sudan, Tunisia and United Republic of Tanzania) through KIIs with stakeholders representing all three types of stakeholders.
 - b) **Beneficiary countries that are recipients of direct or targeted technical assistance** (Azerbaijan and Kazakhstan) through KIIs and targeted questionnaires directed to key stakeholders.
 - c) **Participants in national or regional events** including KIIs with three types of stakeholders from a variety of countries who participated in national and regional meetings, expert group meetings or task force meetings, the regional course in Santiago and the national course in Buenos Aires.

² See table 1 of this report.

47. It was not possible to assess national capacity initiatives based on a wide number of opinions from key beneficiary countries. The assessments are based on opinions from two to three individuals (including at least one national government representative in each country) and online survey results (which are generalized across all regions).
48. There was also limited data from ECE beneficiary countries regarding targeted technical assistance (Azerbaijan, Kazakhstan) owing to language barriers. An attempt was made to circumvent the issue by collecting data through written questionnaires translated using Google Translate.
49. It is also important to note that most key informants interviewed were only capable of expressing views on specific activities (either national training and/or meetings or training), which provided only a few insights on overall regional “activities”, let alone on the inter-regional “project” as a whole.
50. It was also impossible to assess all research products (national or regional research) as some products had just been released and had not yet been posted online and only a few people had seen the documents.
51. A few other challenges were encountered regarding the diversity of project activities undertaken at multiple levels (direct beneficiary country level and national or regional levels) and the wide range of project activities across five continents, which made it difficult to aggregate the types of interventions for analysis and reporting.

3. THE DEVELOPMENT ACCOUNT PROJECT

52. The Development Account Project 14/15 BG ROA is a capacity-building programme of the United Nations Secretariat that aims to enhance the capacities of developing countries in the priority areas of the United Nations Development Agenda. The Development Account is funded by the Secretariat's regular budget and typically implemented by global and regional entities, covers all regions of the globe and focuses on five thematic clusters. Projects are programmed in tranches, which represent the programming cycle of the Development Account.
53. The 14/15 BG project is one of the 59 projects of the ninth tranche. Programming in each tranche is guided by a theme that reflects the substance of the most recent legislation of the General Assembly and the United Nations Economic and Social Council on development. The theme for tranche 9 is the following:

Tranche 9: "Supporting Member States in designing and implementing strategies and policies towards sustainable, equitable and inclusive development. This theme is closely aligned to the Rio+20 outcomes, and the Development Account's overall objective of 'enhancing capacities of developing countries in the priority areas of the United Nations Development Agenda'"

54. The 14/15 BG project is being implemented by the Economic Commission for Latin America and the Caribbean (ECLAC), jointly with the other four United Nations regional economic commissions — Economic and Social Commission for Asia and the Pacific (ESCAP), Economic Commission for Africa (ECA), Economic Commission for Europe (ECE) and Economic and Social Commission for Western Asia (ESCWA). The project started in June 2015 and is expected to end in June 2018.³

3.1 PROJECT BUDGET

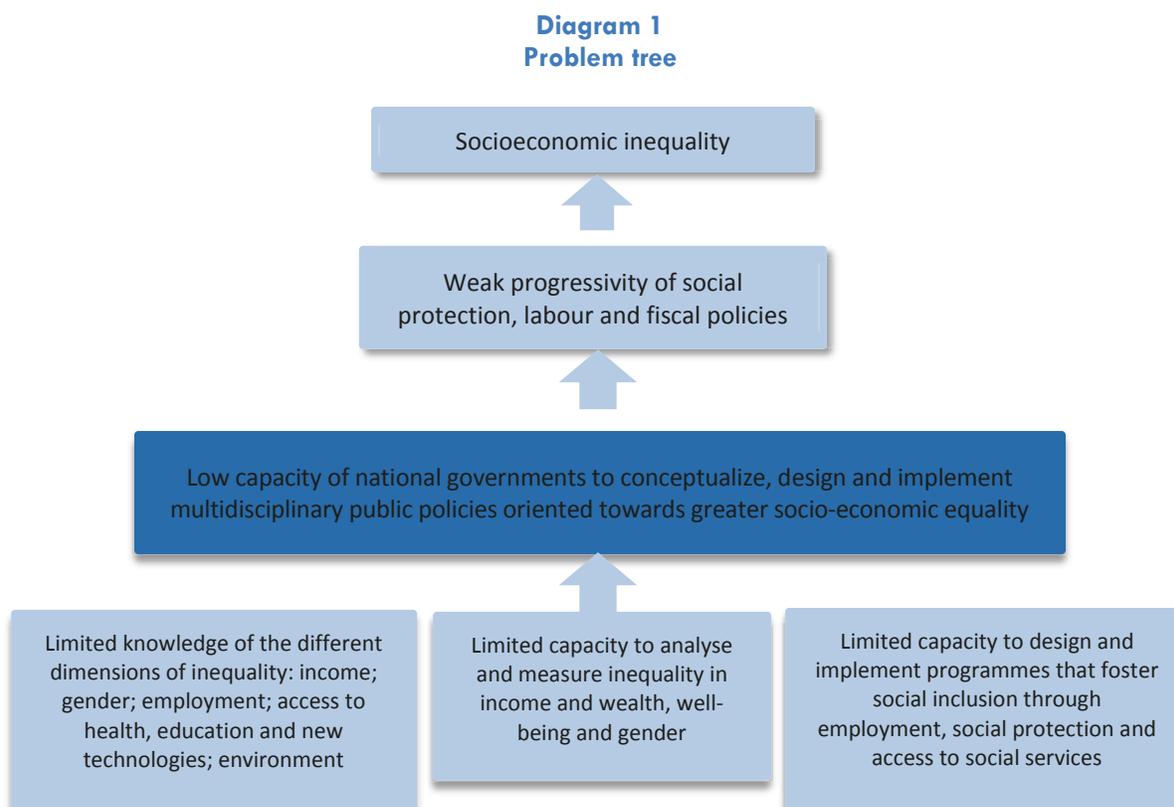
55. The total project budget was set at US\$ 1,067,000, with the following breakdown per region: ECA (US\$ 211,630), ECE (US\$ 100,680), ECLAC (US\$ 317,930), ESCAP (US\$ 225,130) and ESCWA (US\$ 211,630).

3.2 PROJECT RATIONALE, OBJECTIVES AND EXPECTED RESULTS

56. According to the project document, the project rationale arises from the fact that: (i) while there has been progress in reducing poverty across the developing world, success in reducing inequality has been more difficult to achieve, and many countries have seen their levels of income inequality rise; and, (ii) governments have limited capacities to analyse and implement equality-oriented policies.

³ The original duration of the project was 2.5 years (June 2015–December 2017), but the project received a six-month extension, and is expected to be completed in June 2018.

57. Diagram 1 below illustrates the problem that the project attempted to address by tackling primarily three constraints for the development and implementation of inequality-oriented policies at the national level:
1. Limited knowledge of the fact that inequality refers both to the income or consumption gaps between different population groups and to gaps in many other social dimensions (for example, gender, health and nutrition, education, employment and access to new technologies) which constrain the conceptualization, design and implementation of multidisciplinary public policies oriented towards greater socioeconomic equality.
 2. Governments have limited capacity to analyse and measure inequality in income or consumption and wealth, well-being and gender, as national statistical systems often do not produce indicators on inequality and, if they do, these indicators do not take into account recent methodological developments —such as those focusing on fiscal data— or do not adequately feed into the design of public policy.
 3. Governments have limited capacity to design and implement social programmes that foster social inclusion and help to reduce inequality through employment, social protection and access to social services.



Source: Economic Commission for Latin America and the Caribbean (ECLAC), “Promoting equality: an interregional perspective”, *Project Documents* (LC/TS.2018/50/Rev.1), Santiago, 2018.

58. The project was designed to strengthen the capacity of selected national governments to conceptualize, design and implement multidisciplinary public policies and programmes oriented towards greater equality. The expected results were the following:
- EA1 Strengthened capacity of governments in selected countries to identify, analyse and measure socioeconomic inequalities in income, wealth, well-being, gender and other dimensions that hinder development.
 - EA2 Strengthened capacity of governments in selected countries to design and implement equality-oriented public policies and programmes by using appropriate social protection, labour and green fiscal policy tools.
59. Activities focused on the capacity to identify, analyse and measure socioeconomic inequalities (EA1) included: preparation of regional studies (on different dimensions and drivers of socioeconomic inequalities), the development of region-specific toolkits for their analysis and measurements (in consultations with national counterparts and United Nations country teams), subsequent training of officials and the provision of advisory services in all regions (with the exception of ECE) to assist countries in implementing new measurements of socioeconomic inequalities.
60. Regarding the design and implementation of equality-oriented policies and programmes (EA2), the project support to governments would involve the organization of an inception workshop for intra-regional exchanges of experiences related to both inequality analysis or measurement and design or implementation of public policies and programmes. The work would then follow, with the development of region-specific toolkits for policy or programme design and implementation (in consultations with national counterparts and United Nations country teams), subsequent training of officials, and the provision of advisory services in all regions (with the exception of ECE) to help the countries to design and implement equality-oriented social protection, labour and green fiscal policies. In addition, the project would support the update and expansion to different regions of online social policy tools such as: (i) the Non-contributory Social Protection Programmes Database; and (ii) the Social Protection Toolbox.
61. Workshops would also be organized in each region to share lessons learned both on the analysis and measurement of socioeconomic inequalities and on the design and implementation of equality-oriented public policies and programmes. A global study was also planned, synthesizing regional findings and lessons learned in the conceptualization, design and implementation of equality-oriented public policies or programmes, followed by an inter-regional closing workshop providing an opportunity to share the project results, experiences and knowledge among experts and government officials.

3.3 KEY PROJECT STAKEHOLDERS

62. According to the project documents, the main project beneficiaries were the Ministries of Social Development, Ministries of Labour and Ministries of Finance. Depending on the country, potential partners also included Ministries of Planning and Ministries of the Environment. The national statistical offices would also be actively engaged in activities related to the measurement of inequality. Targeted beneficiaries were high-level public sector policy makers and senior technical staff in those Ministries and national statistical offices in the regions represented by the implementing regional commissions. Other stakeholders included experts, practitioners, academics and members of civil society organizations related to the specific areas and topics selected.
63. Table 1 below shows the capacity assets and gaps towards which the project was expected to contribute.

Table 1
Direct and indirect stakeholders' capacity needs

Stakeholders	Type and level of involvement in the project	Capacity assets and gaps	Desired future outcomes	Stakeholders' influence or impact
Direct stakeholders in policies and programmes: Policymakers, senior officials and technical staff from Ministries of Social Development, Ministries of Labour, Ministries of Finance, Ministries of Planning and Ministries of the Environment	These stakeholders are in charge of public policies that have an impact on equality.	These stakeholders can have a direct influence on reforms of their countries' public policies (sectoral ministries). However, they must improve their knowledge and awareness of public policies for equality.	The desired outcome is stakeholders' strengthened capacity to conceptualize, design and implement pro-equality public policies	Strong: direct stakeholders are responsible for the implementation of public policies.
Direct stakeholders in measurement: Senior officials and technical staff from Ministries of Social Development and national statistical offices	These stakeholders are in charge of the analysis and measurement of inequality.	These stakeholders can have a direct influence on the implementation of innovative measurement of inequality. However, they must improve their knowledge and awareness of the different dimensions of inequality.	The desired outcome is stakeholders' strengthened capacity to analyse and measure inequality.	Strong: direct stakeholders are responsible for the measurement of inequality.
Indirect stakeholders: Experts, practitioners, academics and members of civil society organizations	These stakeholders study, advise and advocate for public policies that have an impact on equality, and are in charge of the analysis and measurement of inequality.	These stakeholders can exercise only an indirect impact on reforms of their countries' public policies and on the implementation of innovative measurements of inequality. By improving their knowledge and awareness of public policies for equality, as well as of the different dimensions of inequality, they can, however, better advocate for these matters to be taken seriously by their countries.	The desired outcome is stakeholders' improved knowledge of the importance of equality in public policy.	Moderate: indirect stakeholders can advocate for a greater focus on equality, but are not ultimately responsible for the implementation of public policies.

Source: Economic Commission for Latin America and the Caribbean (ECLAC), "Promoting equality: an interregional perspective", *Project Documents* (LC/TS.2018/50/Rev.1), Santiago, 2018.

64. As per the original design, planned project activities were linked to the achievement of each project's expected result, with contributions towards strengthening the capacities of selected governments in each area, EA1 and EA2.
65. According to the project document, the original plans called for a certain sequencing of activities, starting with the preparation of two types of toolkits: (a) on the analysis and measurement of socioeconomic inequalities (activity A1.1), and (b) on the design and implementation of equality-oriented public policies and programmes (activity A2.2), along with regional studies on the different dimensions and drivers of socioeconomic inequalities (activity A1.3). Work would follow with the inception workshop and national consultative meetings feeding into the preparation of each type of toolkit (A1.2 and A2.3) and studies (activity A2.1).
66. The second year would focus on knowledge sharing and training activities, such as national and regional workshops (activities A1.4, A2.4, A2.7) where the toolkits and regional and global studies would be discussed and disseminated. Finally, advisory services (activities A1.5, A2.5) would support countries in implementing the contents of the toolkits.
67. The knowledge management activities such as the update and expansion of online social policy tools (activity A2.6) were to be conducted throughout the duration of the project. A global study synthesizing regional findings and lessons learned (activity A2.8) and the inter-regional workshop (activity A2.9) was to be carried out towards the end of the project.

4. PROJECT RESULTS AND CONTRIBUTIONS

68. The project produced many valuable outputs and activities primarily related to: (a) research and publications and (b) training, workshops and events. Table 2 below presents a summary of the research and publications produced, including toolkits or guides, country reports, regional papers and the global report. A list of all documents (and respective internet links) is included in appendix 3. Of the 28 documents produced, only eight are not yet available online.⁴
69. In addition, the ECLAC Database Non-Contributory Social Protection Programmes Database for Latin America and the Caribbean was updated and expanded to also include data on labour and productive inclusion programmes. The online platform of the ESCAP Social Protection Toolbox was also updated.

Table 2
Overview of documents produced by the project

Type of document	No. of documents					Total
	ECA	ECLAC	ECE	ESCAP	ESCWA	
Toolkits or guides	1	1	2	2	2	8
Country reports	2			2		4
Regional papers	1	8	1	4	1	15
Global paper		1				1
Total	4	10	3	8	3	28

Source: Economic Commission for Latin America and the Caribbean (ECLAC).

70. As for training, workshops and events, as shown in table 3 below, a total of 33 events were organized under the project with distinct purposes. These included: (a) national workshops to train primarily national government staff (national workshops); (b) courses offered at national or international levels (national or international courses); (c) events organized to disseminate information or engage in country-level consultations (national dissemination or consultation events); (d) high-level specialized technical discussions (expert group meetings or task force meetings); (e) workshops with the participation of multiple countries in the region, including government official, members of academia and NGO stakeholders (regional workshops); and (f) workshops for inter-regional discussions, involving participation of all regional commissions and stakeholders from all regions (inter-regional meetings). Table 3 also shows the number of events in each of these categories.⁵ A list of all events is included in appendix 4.

⁴ There were also inception missions to Côte d'Ivoire and the United Republic of Tanzania and Skype discussions among project partners for consultations by ESCWA.

⁵ These categories were created by the evaluator to facilitate the analysis of project activities at an aggregate level. It is possible that some overlap exists. For example, there were cases in which workshops were oriented towards training, but at the same time provided for dissemination and awareness. The list of events in the appendix shows the evaluator's classification for each event.

71. At the national level, 13 workshops were primarily geared towards training national government staff in seven countries: Côte d'Ivoire (3), Haiti (1), Sudan (2), Tunisia (3), United Republic of Tanzania (1) and Uruguay (3). In addition, ECLAC offered a national course in Argentina, which was attended by about 13 national and provincial government representatives.

Table 3
Overview of number of events conducted in each region

Type	ECA	ECLAC	ECE	ESCAP	ESCWA	Total
National workshops (training)	4	4			5	13
National dissemination or consultation events	1		2			3
Expert group meetings or task force meetings		2	4	2		8
International or national courses		2				2
Regional workshops	1	1	2		1	5
Inter-regional meetings		2				2
Total	6	11	8	2	6	33

Source: Economic Commission for Latin America and the Caribbean (ECLAC), on the basis of project documents.

72. In addition to these activities, the regional commissions carried out others including participation in a variety of meetings such as the international conference Putting Children First: Identifying solutions and taking action to tackle child poverty and inequality in Africa, sessions of the Regional Conference on Social Development in Latin America and the Caribbean (which took place in the Dominican Republic and Uruguay) and workshops in Guatemala, Honduras and Paraguay, among others. The project contributed to the opportunities for events at the additional venues with the participation of regional commission officials. These contributed to the dissemination of the research produced, to consultations, and more broadly, to enhancing awareness of inequality.
73. ECA also organized a regional policy forum on “Tackling inequalities in the context of structural transformation in Africa” (November 2016) in partnership with the Society for International Development (SID) and with support from the Swedish International Development Agency (SIDA). In addition to helping to define a forward-looking policy and research agenda to address the various forms of inequality across Africa, the event was key to developing a basis for harmonizing the global and regional agendas on tackling inequalities, according to project coordinators. It also helped to strengthen the visibility and credibility of ECA among civil society organizations as a partner of choice to reduce inequalities in Africa.

4.1 PROGRESS TOWARDS INDICATORS IN THE ORIGINAL LOGICAL FRAMEWORK

74. Regarding the assessment of indicators according to the project’s logical framework and achievements in line with the original expectations, the indicators focused on “beneficiary countries”, as shown in table 4 below.
75. The term “beneficiary countries” refers to the eight countries included in the original project design. According to the original design, the project activities were to focus directly on eight countries as targeted beneficiaries, including two countries in each of the four regions covered by ECA, ECLAC, ESCAP and ESCWA. These were countries whose governments at the time had placed equality at the centre of the development process, especially in relation

- to social, labour and fiscal policies. These originally included Benin, Ecuador, El Salvador, India, Indonesia, United Republic of Tanzania, Tunisia and Yemen.
76. Additionally, eight countries in the ECE region, whose governments were interested in the measurement of inequalities at the time, were to benefit from participation in a regional workshop. These included: Armenia, Georgia, Kyrgyzstan, Republic of Moldova, Tajikistan, Turkmenistan, Ukraine and Uzbekistan.
 77. Shifts in the political orientation of the governments, turmoil and other specific challenges led the respective regional commissions to adjust and revisit the original plans to work with governments in Benin, Ecuador, El Salvador and Yemen, replacing them with Côte d'Ivoire, Haiti and the Sudan. Some activities also took place in India and Indonesia, but were limited to research and the organization of meetings jointly with the government (in Indonesia) and did not involve training or other planned initiatives. Activities were also conducted in Uruguay with the Ministry of Social Development as a counterpart, as described in detail below.
 78. Table 4 below shows the assessment of the indicators as originally put forward in the project's logical framework and achievements in line with the original expectations. It is important to note that despite the changes in the project outputs by ECLAC and ESCAP (as mentioned earlier), no changes have been formally introduced to the project's logical framework or the indicators against which this assessment needs to be completed.
 79. It is also key to note that since the activities were implemented differently from the sequencing listed under the framework, with the merging of activities focused on identifying, analysing and measuring socioeconomic inequalities (listed under A1) with those focused on designing and implementing equality-oriented policies (listed under A2), it is not possible to provide assessments geared towards their specific contributions to each set of expected results.
 80. Also, while the assessment related to all indicators focuses on "beneficiary countries", the assessment related to indicator IA2.1 focuses broadly at the regional or global level on policymakers, practitioners and experts participating in the overall project. This is because the logical framework does not specify the participants (or activities) to guide this assessment.

Table 4
Project activities, expected results and actual results

Area of Work	Activities	Expected results	Indicators	Actual results
Identify, analyse and measure	A1.1 Development of region-specific toolkits on the analysis and measurement of socioeconomic inequalities	EA 1 Strengthened capacity of governments in selected countries to identify, analyse and measure socioeconomic inequalities	IA1.1 Four out of eight beneficiary countries in the ECA, ECLAC, ESCAP and ESCWA regions have begun to incorporate the analysis of socioeconomic inequalities into their drafts of national or social development plans or other strategic documents. Baseline: 0 countries. Target: 4 countries. IA1.2 Number of beneficiary countries generating and reporting quantitative data utilizing the project's guidelines to improve the measurement of socioeconomic inequalities. Baseline: 0 countries. Target: 4 countries.	<p>INDICATORS Beneficiary Countries (IA1.1/IA1.2/A2.2) Too early for expected results to materialize. Beneficiary countries are engaged but still need capacity to begin incorporating analysis of socioeconomic inequalities into their plans and strategic documents. In Haiti, trained staff is working on the preparation of a draft national social protection policy. There are examples of countries (United Republic of Tanzania) introducing new indicators to measure inequality but data have not been collected yet.</p> <p>Indicator IA1.2 (ECE): Activities related to the indicator were undertaken, but it is too early for results to emerge. Consultative or task force meetings (A2.3) were held in ECE to produce the guides. Regional workshops and expert group meetings (A2.7) were held to share feedback and lessons learned (in Bangkok, Budva, Geneva, Istanbul and Santiago). Advisory services provided by ECE to Azerbaijan and Kazakhstan for model question survey implementation are still in the early stages of implementation.</p> <p>(IA2.1): According to the online survey, 57% of respondents agree or strongly agree that the project and/or its activities helped to enhance government capacity to design and implement social programmes that foster social inclusion and help to reduce inequality in their country. About 40% do not know or neither agree nor disagree, and 3% disagree.</p> <p>COMPLETION OF ACTIVITIES Activities A1.1 to A1.4, A2.2 to A2.4 and A2.7 were combined and conducted by ECA, ECLAC, ESCWA in five targeted beneficiary countries: Côte d'Ivoire, Haiti, the Sudan, Tunisia and the United Republic of Tanzania.</p>
	A1.2 Consultative meetings to gather information and receive feedback on toolkit contents with national counterparts and United Nations country teams A1.3 Regional studies on the different dimensions and drivers of socioeconomic inequalities A1.4 National training workshops on analysis and measurement of socioeconomic inequalities A1.5 Advisory services on analysis and measurement of socioeconomic inequalities			
Design and implement	A2.1 Inter-regional inception workshop to exchange experiences in the analysis and measurement of socioeconomic inequalities, and in the design and implementation of multidisciplinary equality-oriented public policies and programmes A2.2 Development of region-specific toolkits on the design and implementation of equality-oriented public policies and programmes in ECLAC, ESCAP, ESCWA and ECA regions A2.3 Consultative meetings in ECLAC, ESCAP, ESCWA and ECA regions to gather information	EA2 Strengthened capacity of governments in selected countries to design and implement equality-oriented public policies and programmes by using appropriate social protection, labour and green fiscal policy tools.	IA2.1 Percentage of participating policymakers, practitioners and experts indicating that they have improved their knowledge and skills to design and implement equality-oriented development policies and programmes. Target: 75% of participants.	<p>Other activities related to A1.4 and A2.4 were conducted in Argentina and Uruguay. In Uruguay, three training workshops were organized to build the capacity of government officials for the analysis of statistical information using the software package Stata and national level dialogues were organized as part of the preparatory process of the second session of the Regional Conference on Social Development in Latin America and the Caribbean. A course was also organized in Argentina (see regional initiatives below). A total of eight toolkits produced.⁶ ECA or ESCWA toolkits have distinct chapters on each measurement and the design or implementation of policies and were used in the training activities in Côte d'Ivoire, the Sudan, Tunisia and the United Republic of Tanzania. Consultations were conducted with local institutions. ECLAC toolkits (on tools for the analysis of inequality and the redistributive</p>

⁶ ECA (Inequality toolkit in Africa) and ESCWA toolkits (Guide to measure inequality and Guide to design or implement policies) have distinct chapters on each measurement and the design or implementation of policies. ECE focuses on measurement (Poverty measurement and household survey questions). ECLAC has toolkits on tools for the analysis of inequality and the redistributive effect of public policies), ESCAP has two e-learning modules: "Why we need social protection" and "How to design inclusive social protection systems") which focus on design.

Area of Work	Activities	Expected results	Indicators	Actual results
	<p>and receive feedback on toolkit contents with national counterparts and United Nations country teams</p> <p>A2.4 Eight national training workshops (two in each region, except ECE) on the design and implementation of equality-oriented public policies and programmes</p> <p>A2.5 Advisory services in ECLAC, ESCAP, ESCWA and ECA regions on the design and implementation of equality-oriented social protection, labour and green fiscal policies</p> <p>A2.6 Update and expansion to different regions of online social policy tools: (i) Non-contributory Social Protection Programmes Database; ii) Social Protection Toolbox</p> <p>A2.7 Five regional workshops (one in each region) with broad participation (target and non-target countries) to share lessons learned on analysis and measurement of socioeconomic inequalities and the design and implementation of equality-oriented public policies and programmes</p> <p>A2.8 One global study that synthesizes regional findings and lessons learned in the conceptualization, design and implementation of public policies and programmes oriented towards greater equality</p> <p>A2.9 Inter-regional closing workshop to present the project's results and share experiences and knowledge among experts and government officials</p>		<p>IA2.2 Four out of eight beneficiary countries in the ECA, ECLAC, ESCAP and ESCWA regions have begun to implement or engage in equality-oriented policies, programmes, or political dialogues. Baseline: 0 countries. Target: 4 countries.</p>	<p>effect of public policies were not ready at the time of training in Haiti but informed the development of the training sessions.</p> <p>National training workshops on analysis and measurement of socioeconomic inequalities and on the design and implementation of policies were conducted in Côte d'Ivoire, Haiti, the Sudan, Tunisia and the United Republic of Tanzania, but work was still needed to ensure appropriation and use of toolkits and guides. No advisory services were specifically provided.</p> <p>Country reports on inequalities were produced for four countries (Côte d'Ivoire, Indonesia, India and United Republic of Tanzania,) and regional studies were completed for Africa and the Arab region.</p> <p>Regional-level activities</p> <p>The ECE guide and ESCAP e-learning modules did not target specific countries, but results could still materialize as a result of the use of these tools (e.g. the Government of Armenia expressed interest in using the ESCAP framework for measuring inequality of opportunity in its national reporting —indicator IA1.2/A1.2).⁷ The ECE poverty measurement and household survey questions focus on EECCA countries. ECLAC has toolkits (on tools for the analysis of inequality and the redistributive effect of public policies), and ESCAP has two e-learning modules (Why we need social protection and How to design inclusive social protection systems) which focus on design.⁸</p> <p>Two strategic dialogues were organized by ESCAP for high-level discussions on building inclusive social protection systems and on poverty and inequality in Asia and the Pacific.</p> <p>8 Regional studies were conducted in Latin America and the Caribbean. 1 regional course (Santiago) was organized for 35 individuals from 7 different countries in Latin America and the Caribbean. 1 national training workshop was organized in Argentina.</p> <p>Two inter-regional meetings were organized by ECLAC, bringing together all regional commissions in key discussions about the project work at the beginning and at the end of the project.</p> <p>Non-contributory Social Protection Database (ECLAC) and Social Protection Toolbox (ESCAP) updated (A2.6).</p>

Source: Economic Commission for Latin America and the Caribbean (ECLAC), “Promoting equality: an interregional perspective”, *Project Documents* (LC/TS.2018/50/Rev.1), Santiago, 2018.

⁷ According to ESCAP project coordinators.

⁸ The distinction in terms of the focus of each toolkit is not easily made. Some focus on analysis, others focus on measurement of socioeconomic inequalities, and others on design and implementation. Some focus on all aspects.

81. The following are the main findings of the evaluation regarding progress made towards the completion of the planned outputs:

FINDING 1: With a few adjustments, the original project plans were successfully implemented jointly with the governments of five countries — Côte d'Ivoire, Haiti, Tunisia, Sudan and United Republic of Tanzania— where ECA, ESCWA and ECLAC worked directly with the governments to produce the toolkits and provided training to government staff.

82. In these five countries —Côte d'Ivoire, Haiti, Sudan, Tunisia and United Republic of Tanzania⁹— the government staff members were the direct recipients of national training and also benefited from the production of project toolkits, guides and research, in line with the sequencing of activities described earlier. Activities were also carried out in other countries by ECLAC and ESCAP, but were not carried out in full as originally planned, which is described later in this report (see finding 3).
83. In Africa and the Arab region, project implementation followed the original sequencing, with some adjustments. The toolkits (the ECA toolkit on inequality in Africa and the ESCWA guides to measure inequality and to design or implement policies) have distinct chapters on each analysis or measurement and design or implementation of policies.¹⁰ They were produced for training purposes, discussed with national governments, adapted to the needs of three beneficiary countries (Côte d'Ivoire, Sudan and Tunisia) and used in the training workshops in all three countries and in the United Republic of Tanzania. These workshops took place in the first half of 2018. ECA also provided support for a workshop on project management¹¹ in Côte d'Ivoire.
84. The technical assistance provided by ESCWA for the organization of training initiatives at the local level in Tunisia was highlighted by key informants as important to allow a needed site visit to expose trainees to the realities of the field.
85. The ECA produced two country reports (Côte d'Ivoire, the United Republic of Tanzania) and regional reports were produced for both Africa and the Arab region by ECA and ESCWA. These reports were presented and discussed in a regional meeting (Beirut, May 2018) and an expert group meeting or regional workshop (Addis Ababa, June 2018). The dissemination event in the United Republic of Tanzania consisted of a press conference in which at least 15 media representatives participated, and, according to Klls, which produced good local news coverage of the training event held by a local research institution (REPOA, Policy Research for Development). However, the work needs to be disseminated further among government policymakers. The work with REPOA is an example of the project's efforts to strengthen national capacity (distinct from strengthening government capacity). This highlights the fact that building capacity in civil society and academia are also key to influence policymaking, and in some cases must accompany or precede government capacity-building.

⁹ As explained later in this report, in the United Republic of Tanzania the work was channeled through the national statistical office as the country report used data from government ministries but the project did not involve these ministries.

¹⁰ These have not yet been posted online.

¹¹ National training workshop on the development of a methodological guide for project-cycle management (16 November 2017, Abidjan, Côte d'Ivoire).

86. While the project activities in Africa and the Arab region were more or less consistent with the original project design and sequencing of activities, there were variations in implementation in Latin America since ECLAC, taking advantage of the flexibility of Development Account projects, added Haiti as a beneficiary country and the toolkit had not been finalized at the time of the training exercise. Nevertheless, training was tailored to government needs and since the training instructors in Haiti were also the authors of the toolkit, information from the toolkit was used for training purposes.

FINDING 2: Consistent with the original planned outputs, the ECE focused on building the capacities of a group of specific countries (EECCA beneficiaries) and on the preparation of the ECE Guide on Poverty Measurement.

87. The original project document had also identified eight beneficiary countries in the ECE region whose governments were interested in the measurement of inequalities, including Armenia, Georgia, Kyrgyzstan, the Republic of Moldova, Tajikistan, Turkmenistan, Ukraine and Uzbekistan. The work consisted of the analysis of questionnaires, guides and diaries used for conducting sample household budget surveys in seven of the eight countries (the exception being Turkmenistan) and three other countries: Azerbaijan, Belarus, and Kazakhstan.¹²
88. The project supported the analysis of questions aimed at assessing poverty measurement in these countries, and comparisons of the structure of questionnaires, composition and formulation of questions among the countries.¹³ It served to identify differences and commonalities in approaches used in data collection for poverty assessment, providing valuable guidance for the harmonization of the household budget survey questionnaires in each country. This included the identification of areas where it was possible to create unified questionnaires (classification of expenditure) and areas where there were harmonization problems (for example, absence of unified income classification) which were possible to overcome, but required more work and discussions with national statistical offices.¹⁴
89. The study also highlighted challenges related to the development of a unified questionnaire to allow assessments of different types of deprivation. It served as a basis for the preparation by ECE of a guide to help countries to harmonize the analysis of household surveys for countries in Eastern Europe, the Caucasus and Central Asia (EECCA) through the use of model survey questions.
90. Similarly to the work done in Africa and the Arab region, the guide was also circulated across all countries, and discussed in a seminar in Budva, Montenegro. ECE also prepared a regional paper on this topic. This work was done through a collaborative effort with the Russian Federation in the context of the project “Harmonized poverty indicators for monitoring sustainable development in the Commonwealth of Independent States (CIS) Region”, and implemented with the Interstate Statistical Committee of the Commonwealth of Independent States (CIS-STAT) and the Russian Federal State Statistics Service (Rosstat).

¹² Despite attempts, information on Turkmenistan could not be gathered.

¹³ Hasanov, Rafkat and Savia Hasanova. Development of a model set of questions for a household budget survey. Report prepared for the United Nations Economic Commission for Europe (UNECE).

¹⁴ The study pointed to the possibilities of creating unified questionnaires containing additional sections, such as expenditures on taxes, other mandatory payments and other financial expenses as all countries' household budget survey questionnaires have these sections and everything needed for the alignment of the classifiers. It also highlighted challenging areas such as the absence of unified income classification, as there are differences in categories and subcategories related to income flows which pose certain problems for harmonization. Although countries try to structure income flows in certain ways there are differences among countries for each category and subcategory. The adoption of a unified classification can address the problem of harmonization.

91. ECE recently provided technical advice to national statistical offices in Kazakhstan and Azerbaijan for the implementation of pilot studies of the model set of survey questions to measure poverty.
92. The ECE Guide on Poverty Measurement also focuses on general guidance to national governments in the region and was produced within the framework of the Task Force on Poverty Measurement of the Conference of European Statisticians as originally planned.¹⁵ The project supported several Task Force meetings for discussions and the joint preparation of the paper by the members of the Task Force. Seminars and workshops were also organized for research discussions and dissemination of the work more widely in the region.

FINDING 3: The flexibility of the project allowed adjustments to the original plans and the implementation of the remaining activities by ECLAC and ESCAP with a more limited scope at the national level and with a shift towards broader interventions at the regional level, through a combination of workshops, research, databases and courses generally.

93. The original project called for initiatives similar to those undertaken in Côte d'Ivoire, Haiti, the Sudan, Tunisia and the United Republic of Tanzania (where the full cycle of activities originally planned was going to be implemented) in two countries per region.¹⁶ This was the case in Africa and the Arab region, as Benin and Yemen were replaced by Côte d'Ivoire and the Sudan. In Latin America, Haiti was included and in Asia, some level of planned project activities were carried out in Indonesia. In the end, however, the work did not materialize as originally planned in two countries: one in Latin America and one in the Asia-Pacific region, despite efforts by ECLAC and ESCAP.
94. In the Asia-Pacific region, country reports were produced for India and Indonesia, but only the report on Indonesia is available online. The analytical findings from the report on India were used in regional studies produced within the framework of the project, but the country report was not considered suitable for publication. The report on Indonesia was presented at a seminar for feedback and at one of the two strategic dialogue events organized by ESCAP and at the session entitled "Inspire VII: Inequality of Opportunities in Indonesia". This session was organized by ESCAP as part of the Indonesia Development Forum, an event organized by the government which was similar to the World Economic Forum, according to KILs.
95. However, other planned capacity-building activities did not materialize in Indonesia. While the country benefited from the project through research and dialogues, government staff did not participate in training or benefit directly from the toolkits and guides produced within the framework of the project. ESCAP took advantage of the flexibility of the project to reach more countries by updating its online tools (for instance, the Social Protection Toolbox e-platform) and producing user-friendly open access technical guides.
96. In Latin America and the Caribbean, the original plans to work with governments such as those of Ecuador and El Salvador were replaced by activities in Argentina and Uruguay. In Argentina, a course entitled "Income distribution, poverty and labour market. Quantitative methods of analysis and policy evaluation"¹⁷ was offered by the ECLAC office in Argentina. It was attended by government staff members but was not directly associated with government-specific needs. In Uruguay, ECLAC organized three training workshops on the

¹⁵ The Conference of European Statisticians is an intergovernmental body consisting of chief national statisticians and heads of statistics departments of international organizations active in the ECE region.

¹⁶ As part of the project activities were planned in Latin America (Ecuador and El Salvador), Africa (Benin and United Republic of Tanzania), Asia (India and Indonesia) and the Arab region (Tunisia and Yemen).

¹⁷ The evaluation did not find evidence of the Government of Argentina's involvement in the national course. For more information see: <https://www.cepal.org/es/cursos/curso-distribucion-ingreso-pobreza-mercado-trabajometodos-cuantitativos-analisis-evaluacion>.

- analysis of statistical information using the Stata¹⁸ software package, at the request of the government.
97. Both courses received positive reviews from participants. While these were valid undertakings related to general capacity-building in countries to identify, analyse and measure socioeconomic inequalities, the project called for a series of specific interventions geared towards the incorporation at government levels of socioeconomic inequalities into strategic documents, which were lacking in these countries, according to KIs and literature reviews. The Government of Uruguay is already widely known for its strong capacity to design and implement pro-equality social policies and its Ministry of Social Development has been working for many years to successfully design and implement the national care system, based on broad consensus, political agreements and long-term commitments.
 98. In Uruguay, the project also supported the national-level dialogues as part of the preparatory process for the second session of the Regional Conference on Social Development in Latin America and the Caribbean and, instead of holding a regional workshop, ECLAC offered an international course in Chile. A half-day regional seminar was also organized in collaboration with the University of Manchester. Both these activities are described in more detail later in this report.
 99. While the activities in Argentina and Uruguay were aligned with member countries' general capacity needs, they were beneficial and useful to develop individual capacities in the respective areas. They were also less frequent and more limited in scope at the national level in comparison with the original plans.
 100. Both ESCAP and ECLAC also sought to broaden initiatives at the regional level, involving larger numbers of region-wide experts, government practitioners, academics in specific areas and topics for discussions on additional perspectives and insights into pro-equality policymaking and measurement of inequality.
 101. The toolkits produced by ECLAC (on tools for the analysis of inequality and the redistributive effect of public policies) and ESCAP (two e-learning modules: Why we need social protection and How to design inclusive social protection systems) were geared towards building national government capacities at large in their regions and they were just recently finalized by the regional commissions.¹⁹
 102. ESCAP also produced a chapter for its flagship publication "Inequality in Asia and the Pacific in the era of the 2030 Agenda for Sustainable Development" and three papers on inequality of opportunity (Decent Work, Clean Energy, Education), which present a new way to measure and assess inequality. The flagship publication, for example, presents the multiple aspects of inequality —inequality of outcomes, of opportunities and of impacts, highlighting that "unequal access to basic opportunities has left large groups of people behind and contributed to widening inequalities of outcomes, particularly in income and wealth".²⁰ The work has drawn the attention of academics, according to KIs, by also showing that these inequalities have further increased inequalities in other areas, such as access to health care, education, technology, and protection from natural disasters and environmental hazards.
 103. In addition to the two country reports on inequality in India and Indonesia, ESCAP also organized two strategic dialogues for high-level discussions on building inclusive social protection systems and on poverty and inequality in Asia and the Pacific.

¹⁸ Analysis of Statistical Information with Statistic Package Stata.

¹⁹ In certain cases, like in the ECLAC Toolkit, the guide used data on Chile but it was not specifically designed for that country.

²⁰ <https://www.unescap.org/publications/inequality-asia-and-pacific-era-2030-agenda-sustainable-development>.

104. ECLAC did not produce country reports. Instead, it produced eight thematic reports or studies on various inequality-related issues and the global report *Promoting equality: an inter-regional perspective*, which is the first known report on equality by the four regional commissions (ECE did not participate), including regional papers on Africa, Asia-Pacific, Latin America and the Caribbean and the Arab region. Most of these reports were discussed and disseminated in regional workshops, expert group meetings and inter-regional meetings, as applicable.
105. The project documents produced in all regions were also discussed at the two inter-regional meetings organized by ECLAC, which brought together all regional commissions at the beginning and end of the project. The format of these meetings was similar to that of the expert group meetings, including a variety of experts and key contributors representing governments, academia and research institutions as well as other UN agencies and the local offices of the regional commissions.

4.2 OUTCOME-LEVEL RESULTS AND CONTRIBUTIONS

106. The following sections provide an overview of the key project results and contributions at the outcome level of strengthening governments' capacities in selected countries (EA1 and EA2), as a result of the activities in beneficiary countries and regional initiatives undertaken by the regional commissions. The assessment is carried out in line with the evaluation criteria, providing answers to the evaluation questions as established in the terms of reference.

4.3 RELEVANCE

FINDING 4: *In all regions, there was a strong alignment between project's planned activities and outputs and the regional commissions' programmes of work.*

107. The desk review and analysis of programme documents revealed that in all regions, the project's planned activities and outputs were well aligned with the programmes of work of the implementing regional commissions, and there is evidence of alignment with regional commissions' mandates. The project was implemented by the social development divisions of each regional commission, except in the case of ECE, where it was carried out by the Social and Demographic Statistics Division.
108. The alignment was facilitated by the project theme which corresponds to Sustainable Development Goal 10: Reduce inequality within and among countries, and the overall objective of the Development Account project of building member countries' capacities, which is also aligned with the regional commissions' mandates. In all cases, the activities implemented were fully integrated into programmes of work and well designed to complement and/or build on synergies with other work already being carried out by the regional commissions at the subprogramme level.

109. In Latin America and the Caribbean, the project was aligned with and complemented the “equality trilogy”²¹ and the ECLAC mandate related to the promotion of equality explicit in subprogramme 4 (Social development and equality) to increase the capacity of Latin American and Caribbean governments to formulate policies and programmes that address the structural and emerging social risks affecting various socioeconomic groups with a human rights and equality-based approach. Other relevant subprogrammes for the promotion of pro-equality public policies include subprogrammes 3 (Macroeconomic policies and growth), 7 (Sustainable development and human settlements) and 10 (Statistics).²²
110. In Africa, the project is aligned with ECA subprogramme 10 (Social development) which works towards addressing inequality in all its forms—a social imperative and a necessity to ensure sustainable and equitable growth in Africa—as reflected in the Common Africa Position on the Post-2015 Development Agenda as well as in the African Union Vision 2063.²³
111. In the ECE region, the project is aligned with subprogramme 3 (Statistics) with the goal to work on improving the measurement of poverty, considered key for the monitoring of the Sustainable Development Goals and for designing policies to reduce inequality and poverty. The project built upon and provided continuity to the initiatives carried out since 2014, in the context of the Conference of European Statisticians, which established an expert group to pursue work related to this goal.
112. In Asia, the project was linked to ESCAP subprogramme 6 (Social development) and builds on the earlier “Strengthening Social Protection” Development Account project and on promoting women’s economic empowerment, which has set the stage for more in-depth and “fit for purpose” responses to promote equality in income, wealth, vital aspects of well-being and across key population groups.
113. In the Arab region, the project was linked to ESCWA programme 18, subprogramme 2: strengthened national capacity to develop a rights-based social policy.
114. The formulation of the Development Account projects allowed the flexibility which facilitated these alignments and strengthening between the project and the mandates of subprogrammes and divisions tasked with implementation, taking the regional commissions’ priorities into account. Additionally, there has been continuity in certain activities, where the project built upon or continued the work initiated in previous Development Account projects such as that in Haiti.

FINDING 5: The project’s planned activities and outputs are consistent with the priorities of the member countries at the regional level and of the participating beneficiary countries.

²¹ According to project documents, in past years ECLAC has been advocating for greater socioeconomic equality and promoting pro-equality public policies in the region, through key reference documents in the region known as the “equality trilogy”: *Time for Equality: Closing Gaps, Opening Trails* (2010), *Structural Change for Equality: An Integrated Approach to Development* (2012) and *Compacts for Equality: Towards a Sustainable Future* (2014).

²² Please note that there are slight differences between the numbering of subprogrammes included in the programme of work for ECLAC for 2018-2019 and that of previous programmes of work.

²³ For example, at ECA, the work of the Social Development Policy Division is undertaken through four interrelated units: the Employment and Social Protection, Urbanization, and Population and Youth sections, and the African Centre for Gender. The Employment and Social Protection Section “promotes inclusive and sustainable growth in Africa by supporting member States on issues relating to employment, human exclusion, nutrition security, poverty and inequality, and social protection. Working with member States, national and regional experts, think tanks, and academic and research institutes, it provides technical and policy advice, and undertakes research and analysis of trends, development of monitoring tools, and preparation of knowledge products to strengthen national capacities for design and implementation of evidence-based policies to achieve the targets of the African Agenda 2063 and the 2030 Agenda for Sustainable Development.”

115. The project's overarching objectives are relevant to the countries' development needs and priorities. According to document review, the priorities established in the regional commissions' programmes of work take into consideration the guidelines received from member countries through various channels.²⁴ For example, as ESCWA member States had adopted social justice as a main pillar of their national development plans, ESCWA activities were aligned with this theme. ESCAP member States have emphasized the importance of addressing inequalities through various resolutions and road maps, including resolution 67/8, which called for strengthened social protection systems as a "foundation for the attainment of equality and poverty reduction". ECLAC member countries' needs are also expressed in resolution 1(l) of the Regional Conference on Social Development in Latin America and the Caribbean in 2015, which "urges the secretariat to focus its research and technical assistance agenda on the multiple dimensions of social inequality" (paragraph 10) and "also urges the secretariat to deepen the analysis of the multiple dimensions of social inequality" (paragraph 11).
116. Member countries have mandated ECE—in particular through subprogramme 3 (Statistics)—to improve poverty measurement. Alignment with the needs of ECE member countries is also crucial as the Commission's purpose is to work with and for its 56 member countries, located in Europe, North America (Canada and the United States), the Caucasus (Armenia, Azerbaijan, Georgia), Central Asia (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan) and Western Asia (Israel). Membership in the Conference of European Statisticians is also wide, including more than 60 countries in the region and a number of international organizations.
117. In most participating beneficiary countries, KIs confirmed that project activities were aligned with the government's needs. For example, in Haiti, the work done by ECLAC previously helped to identify opportunities to implement project training activities in keeping with the government's priorities and interest in developing social protection policy. In Côte d'Ivoire, inequality is one of the pillars of the country's national development plan, and as such the government requires capacity to measure progress in this area. Inequality is also at the centre of government plans in the Sudan and Tunisia. In the case of the United Republic of Tanzania, while the government has not formally expressed a need for project activities, KIs believe they are required.
118. The direct technical assistance provided to Azerbaijan and Kazakhstan was also in line with the specific needs of these countries for support to develop and implement surveys.
119. The project was well rated in terms of the relevance of project activities with respect to countries' needs and priorities. The online survey results reveal that the majority of project participants (about 85%) strongly agree and/or agree that the project activities were needed or were a priority in their country, in general.
120. Other project activities in Latin America and the Caribbean, such as improvements in the ECLAC database and research agendas, were aligned with the needs expressed by member countries at the Regional Conference on Social Development in Latin America and the Caribbean.

FINDING 6: While project activities were generally aligned with the needs of partner institutions in beneficiary countries, more can be done to ensure alignment with government partners' workplans and short-term agendas.

²⁴ These include: resolutions and decisions of the General Assembly and the Economic and Social Council and of the regional commissions' sessions and meetings of subsidiary bodies, meetings and discussions with national authorities and feedback from technical cooperation missions.

121. In Haiti, the Ministry of Social Affairs and Labour had plans to train staff to design a social protection policy even prior to the project. The training provided in this case, in addition to being aligned with the government’s agenda, was also aligned with the ministry’s short-term plans, which facilitated the staff’s immediate application of what they had learned in their day-to-day work.
122. In other countries, although governments were already working in the project’s thematic area, activities were aligned but not necessarily integrated into specific ministries’ short-term plans. In Côte d’Ivoire, the Sudan and Tunisia, more can be done regarding alignment with the specific needs of partner institutions at the national level, according to key informants. More detailed needs assessment and alignment with government short-term plans during the planning of specific activities could have helped to ensure consistency in the application of the knowledge gained through training.
123. There was also a case—the United Republic of Tanzania—in which the project was implemented in collaboration with the local research institution REPOA, which was well positioned to influence policymaking. Although the project’s activities were not aligned with the government’s agenda at that time, they were in line with the short-term agenda of the statistics agency. This was key to highlight potential opportunities and foster interest in deeper involvement in activities related to measuring inequalities, as discussed later in this report.

4.4 EFFECTIVENESS²⁵

FINDING 7: In all regions, the project’s outputs generally contributed to strengthening the capacities of governments, international organizations and academic institutions to identify, analyse and measure socioeconomic inequalities, and to design and implement equality-oriented public policies and programmes.

124. The project yielded a large number of outputs and activities were put in place to achieve the project document objectives described earlier to build the capacity of the three types of stakeholders originally identified in the project’s design (see table 1 in section 3 of this report).
125. According to the online survey (see table 5), 60% of stakeholders involved in the project were government officials, and a large portion of the participants—the remaining 40%—were mostly representatives of bilateral and international organizations (13%) and academics (12%). Senior managers accounted for just 23% of government officials, with middle managers and technical staff representing the vast majority of this category (64%).

²⁵ As a result of the triangulation of the following data: desk review, key informant interviews and online surveys.

Table 5
Profile of online survey participants

Type of participant	% of respondents
Government officials	60%
Administrative staff	9%
Consultants	4%
Middle management	17%
Senior management	23%
Technical staff	47%
Bilateral and international organizations	13%
National statistical offices	8.5%
Private sector and consultants	1.5%
Civil society	5%
Academics	12%
Total	100%

Source: Economic Commission for Latin America and the Caribbean (ECLAC), on the basis of data from the online survey.

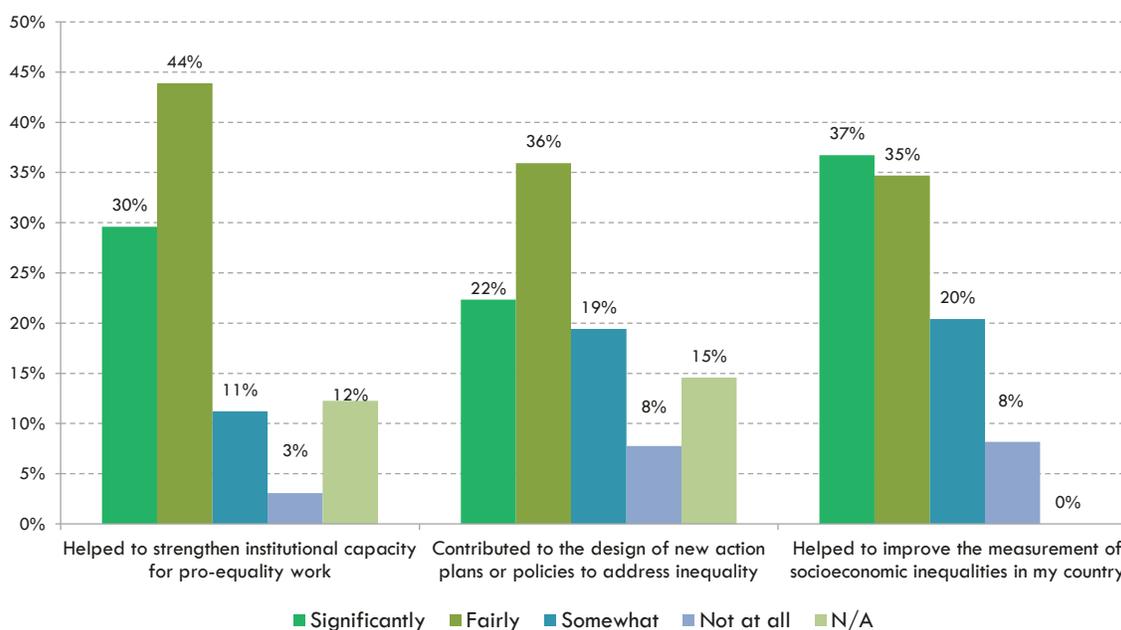
126. Conceptual contributions were made through research into both outcomes in all regions except ECE, which focused only on the measurement component of the project. Contributions were also made at the regional and national levels, with better positioning of the inequality issue in political agendas and advocating initiatives relating to inequality not limited to ministries of social development, although there were variations across the regions, as identified in the online survey.²⁶
127. The project toolkits were useful for training purposes in beneficiary countries and provide good general guidance for staff in these countries. They are considered a great first step towards building local capacities as indicated by KIIs. As a result of the project training activities, technical professionals from various ministries in beneficiary countries were able to enhance their general skills and techniques in conducting surveys, developing indicators and understanding the importance of measurements as a criterion for developing well-informed social policies.
128. The expert group meetings and task force meetings contributed to knowledge generation and the transfer of specialized expertise across the region, while regional meetings contributed to knowledge dissemination, research validation and the promotion of dialogue. They also helped to increase awareness of various aspects of inequality in each region, such as inequality of opportunities (ESCAP), multidimensional inequality and issues related to measuring income or Gini inequality (ECLAC), and harmonization of poverty indicators (ECE).

²⁶ In Africa, the Arab region, and ECE countries, about 80%, 87% and 81%, respectively, of the online survey respondents agreed that the project helped to highlight inequality issues and concepts through research and policy dialogues either at the national or regional level. In contrast, only about 69% of the respondents from Latin America and the Caribbean and the Asia-Pacific region had the same opinion.

FINDING 8: Côte d'Ivoire, Haiti, Sudan, Tunisia and the United Republic of Tanzania saw an improvement in the capacities of policymakers and technical staff to design and implement policies to address inequalities and to measure and analyse socioeconomic inequalities.

129. The training provided enhanced the capacities of government policymakers and technical staff in Côte d'Ivoire, Haiti, the Sudan, Tunisia and the United Republic of Tanzania. Staff improved their understanding of issues related to measuring poverty, measuring and analysing socioeconomic inequalities, and designing social protection programmes. There was a considerable improvement in capacities to conceptualize, design and implement pro-equality public policies, as indicated in the online survey (see figure 2 below). These results correspond to the overall project and do not only represent the views of stakeholders in these beneficiary countries.

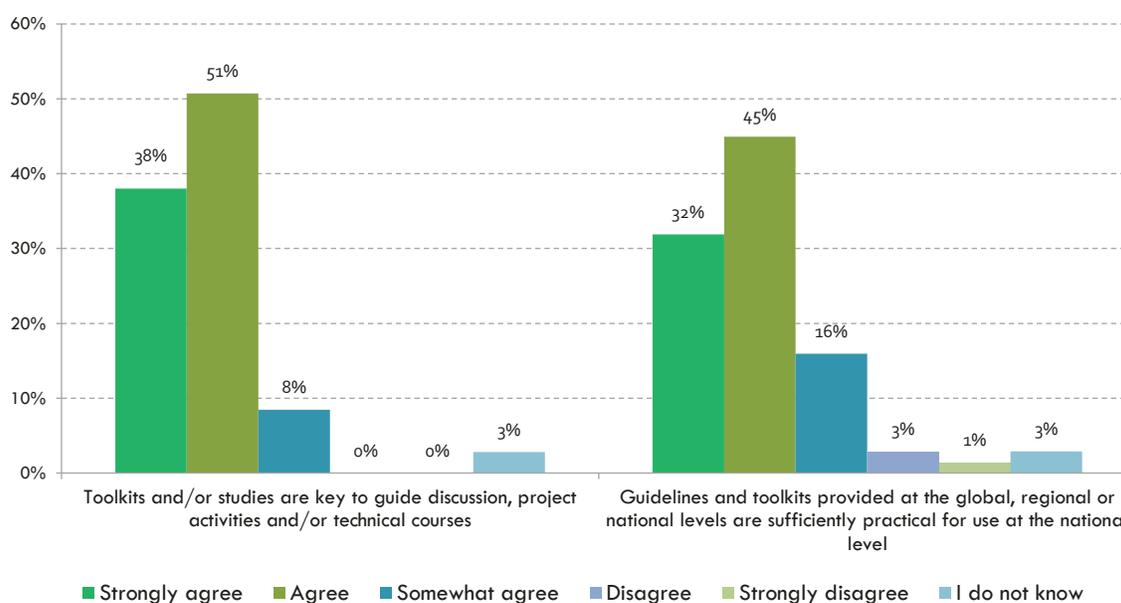
Figure 2
Impact of the project on institutional capacity, according to event participants



Source: Economic Commission for Latin America and the Caribbean (ECLAC), on the basis of data from the online survey.

130. The key informants considered the toolkits or guides appropriate and useful, and indicated that they provide good general guidance for the training of government officials to measure poverty, measure and analyse socioeconomic inequalities, and design social protection programmes.
131. The toolkits and guides provided staff with a good road map and workshop participants were given tools to identify and measure inequality (including its magnitude and dimensions), and to design and implement national strategies, policies and programmes to reduce inequality in a range of areas (such as education, social protection, health and nutrition). However, further efforts were required to ensure that governments incorporated the tools and promoted their consistent use.
132. As shown in figure 3 below, the majority of online survey respondents rated the toolkits and guides positively.

Figure 3
Participants' views on project toolkits and guides



Source: Economic Commission for Latin America and the Caribbean (ECLAC), on the basis of data from the online survey.

133. Unfortunately, there is no data from Google Analytics to show the extent of interest in or use of the guides recently finalized by ECA and ESCWA.
134. According to KIs, the project was very useful in terms of generating awareness. Beneficiaries in the targeted countries were also generally satisfied with the services provided by the respective regional commissions. The project introduced the concept of inequality to a total of 431 staff members from a variety of ministries (for example, social development, planning, finance, women, health and education) who participated in the training activities carried out by ECA, ECLAC and ESCWA in these countries, according to project documents. With the exception of Haiti, where about 70 people received training, an average of about 10-50 people in each targeted country received training in 1-2 workshops lasting about two days each.
135. While capacities have been built, it is not known to what extent they contributed to designing and implementing policies to address inequalities and to measuring and analysing socioeconomic inequalities in these countries. Some governments have been working towards such strategies (e.g. Côte d'Ivoire has focused on inequality as a key issue in the context of the country's national development plan, as mentioned) and their staff is approaching critical mass. However, further training is needed to ensure sufficient capacities at the national level to produce changes, according to KIs in all countries. More awareness and capacity are required to ensure effective incorporation of the analysis of socioeconomic inequalities in countries' strategic documents and policies.
136. There are only a few examples of project activities directly contributing to these policies, including in Haiti and the United Republic of Tanzania. In Haiti, according to KIs, the Ministry of Social Affairs and Labour is currently developing a national policy for social protection and specifically selected 15 staff members trained as part of the project to participate in a social protection platform (*Table sectorielle en protection sociale*)²⁷ which includes the drafting

²⁷ The *Table sectorielle en protection sociale* is a platform that brings together government structures, technical and financial partners, and other stakeholders (Université d'État d'Haïti, NGOs, civil society, the private sector, trade

of the policy document. National consultations are planned once this work is completed, in October 2018, to gather views on the main priority policy options. The final step—the review and approval of the national policy—will follow. Although the work is now on hold owing to recent changes in the Haitian government, the permanent technical and middle-management staff who have demonstrated a high level of engagement through other periods of government transition will likely to be able to continue to develop the social protection policy.

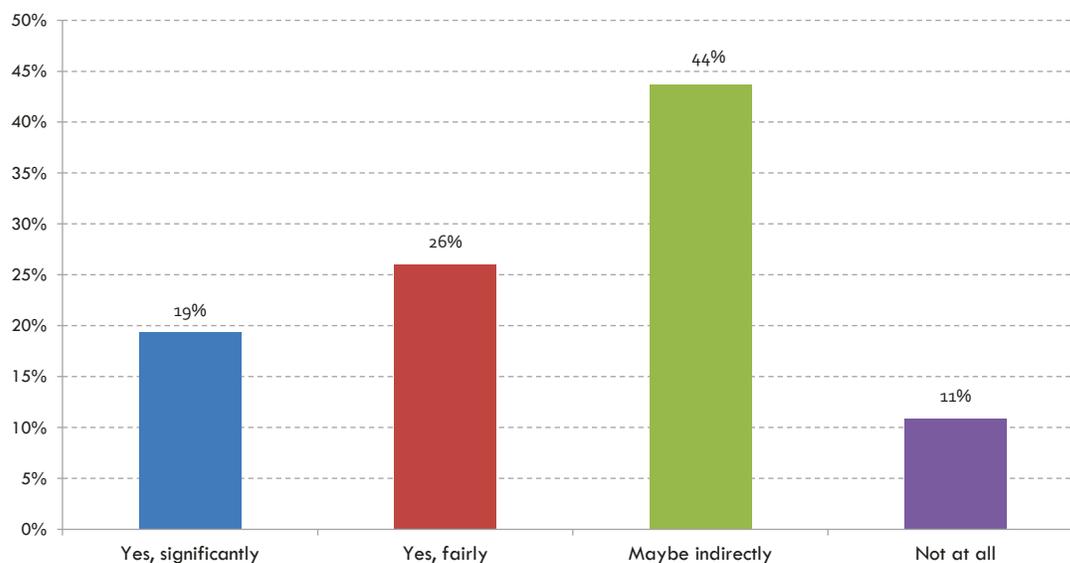
137. Progress is also notable in the United Republic of Tanzania, with the country report and the participation of national statistical office staff in project training. The household budget survey for 2017-2018 will incorporate the analysis of 10 indicators of inequality in the country, including education, living standards and infant mortality, according to Klls.
138. The design and implementation of these government policies are the result of major government and civil society efforts and long-term work (involving many years of development by governments).

FINDING 9: Despite the involvement of stakeholders who may have a direct influence on reforms of their country's public policies, gaps remain in terms of awareness, knowledge and advocacy for greater focus on equality, both in terms of policy design and improvements in measurement of poverty and inequality.

139. The participation of national government representatives in a position to directly influence public policy in their country or region in project activities was limited in most countries, according to Klls. As shown in figure 4, while 45% of the respondents (participants in project activities) were in a position to significantly or fairly influence public policy in their country or region, the majority (about 55%) were only maybe indirectly or not at all in a position to do so.
140. Even in countries where project activities were aligned with government agendas, the participation of a wide range of ministries (beyond ministries of social development) was limited. Moreover, even within the ministries directly involved in the training activities, and where toolkits and guides provided staff with a good road map, the appropriation of these tools and their broader use across governments is still incipient. There is still a need to promote their more consistent use.

unions) with the goal of revitalizing discussions, coordinating initiatives and sharing best practices in the field of social protection. The workshop also aims to contribute to the development and monitoring of sector policies and strategies, support the Ministry of Social Affairs and Labour in its role of ensuring that investment plans, programmes and projects in the field of social protection are coherent, encouraging programming and co-financing initiatives, tracking donor commitments, avoiding the duplication of efforts and promoting the effectiveness of social protection initiatives. The Ministry of Social Affairs and Labour and the Ministry of Planning and External Cooperation jointly chair the workshop.

Figure 4
Responses of participants in project activities to the question: At that time, were you (or have you been in the last five years) in a position to influence public policy in your country or region?



Source: Economic Commission for Latin America and the Caribbean (ECLAC), on the basis of data from the online survey.

141. A similar situation exists in countries where activities involve providing tools and building the capacities of national statistical offices. While senior administration officials have become involved and improvements have been made, there is a need for involvement, commitment and awareness among politicians and senior-level government representatives with decision-making power to ensure progress. Also, the involvement of civil society representatives, academics and researchers who can advocate and advance agendas for pro-equality policies and/or improvements in poverty or inequality measurement has been limited, sometimes because member States see no significant role for civil society. However, work is still needed to ensure progress.

FINDING 10: The country and regional reports stemming from the project helped to raise awareness and improve local perceptions of the different dimensions and drivers of socioeconomic inequalities among researchers, key ministries and agencies in beneficiary countries.

142. The country reports on Côte d'Ivoire and the United Republic of Tanzania and the regional reports on Africa and the Arab region were also good references for these governments of the level of their country's progress in comparison to other countries in their region. The ministries of social development, national statistical offices and research institutions consider these reports important to identify gaps and provide key guidance for future policies in the region, as they allow discussions based on solid data within the framework of the regional commissions, further enhancing the credibility of documents. These documents—and the country toolkits—have also contributed to the development of local research capacities.

143. The ECA and ESCWA regional reports on inequality²⁸ are good examples of a regional overview of inequality and serve as important references for countries to position themselves in comparison with regional trends, according to KIs.
144. The country reports for Côte d'Ivoire and the United Republic of Tanzania are of excellent quality and constitute a reference for countries, according to KIs. The report on the United Republic of Tanzania contains useful policy recommendations based on solid data analysis using a wealth of data collected by the national statistical office. The report presents a clear picture of inequality in the country and demonstrates well existing analytical opportunities in line with available data.
145. In Côte d'Ivoire, where data were non-existent or not collected frequently enough, project studies pointed to the need to enhance data collection or to identify alternatives which could extract data from existing resources.²⁹ The government would benefit from statistical support from ECA in this area for the formulation of a strategy to select a few key indicators (in line with limited resources) and specific training to support data collection and subsequent analysis. This is an important area for future work, as data will be needed to monitor progress made in the implementation of the 2016-2020 national development plan.

FINDING 11: Although it is too early to see concrete improvements at the national level, there have been a few examples of progress with beneficiary countries generating and reporting quantitative data using project tools.

146. Although improvements in quantitative data generation and reporting at the national level may be under way, it may take a year or two for evidence to emerge after activities have been completed. For example, as highlighted by KIs, there may have been improvements in quantitative data generation and reporting in Tunisia, resulting in better data to evaluate the government's plans in 2019. However, as the government is still collecting data, it is not yet possible to determine whether this is the case.
147. Also, in the United Republic of Tanzania, the country report demonstrated the possibilities and potential for using existing data from nationwide surveys to guide policy work and development, and for the implementation of macro and sectoral policies in areas where inequalities could be scaled down. As a result of the work done, the national statistical office has broadened its data collection to include 10 inequality-related indicators (for example living standards and infant mortality) in its 2017-2018 national household budget survey, to gather data for the Multidimensional Poverty Index (MPI). This will allow further analysis related to measuring and tracking progress against 2011 statistics.
148. The online survey reveals that many small improvements may have been made in the day-to-day of the staff that participated in the training activities. These could lead to some improvements at the technical level in some countries. For example, participants in the online survey referred to benefits such as the "training allowed for the integration of measurement of inequalities into the planning of public policies" (Tunisia). However, as highlighted earlier in relation to the incorporation of inequalities into policy design, critical mass has still not been reached in most countries, as per the KIs.

FINDING 12: In the ECE region, the formulation of the ECE guide and efforts to harmonize data collection for poverty measurement are promoting capacity-building among senior officials and technical staff from national statistical offices responsible for analysing and measuring inequality.

²⁸ ECA: Promoting equality: an interregional perspective", July 2018 and ESCWA: *Inequality and its Discontents: Dimensions, Drivers and Challenges of Socio-economic Inequalities in the Arab region* (English). Distr. Limited. Technical paper 19. April 2017 .

²⁹ The country profile used data from 2015 owing to a lack of data.

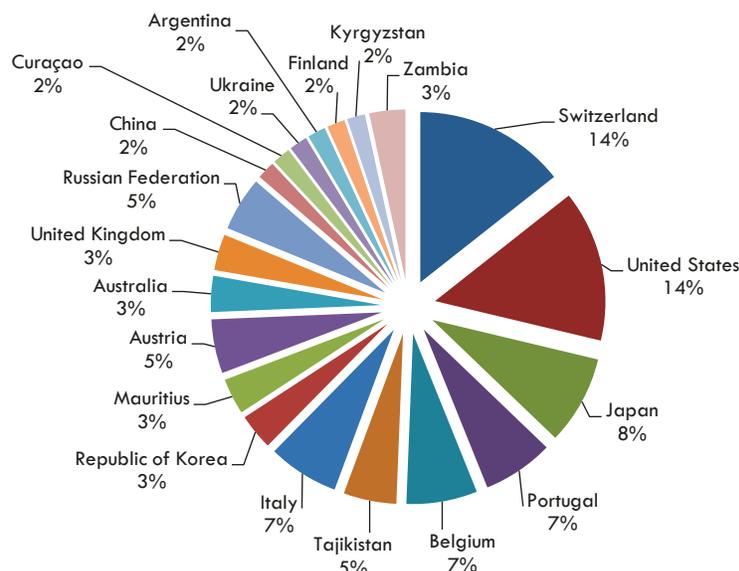
149. Contributions have been made towards capacity-building among senior officials and technical staff from national statistical offices responsible for analysing and measuring poverty and inequality primarily through project initiatives in the ECE region. This included two workshops³⁰ geared towards the exchange of experiences among EECCA countries and the building of statistical capacity for the harmonisation of measures targeting poverty, with discussions focusing on statistical concepts, definitions and methods relating to poverty and the development of measures to address multidimensional poverty.
150. Contributions were also made through discussions at the expert meetings held immediately after the EECCA workshops and also involved the participation of EECCA countries and the entire ECE region. According to ECE project coordinators, the participation of Georgia and the Russian Federation in the Task Force on Poverty Measurement ensured that the outlook for EECCA countries was considered in the guide developed by the task force. The task force included representatives of various European countries with advanced knowledge of poverty statistics (for example, Italy, Poland, the United Kingdom and the United States).³¹ A few EECCA countries also participated in these events, most notably representatives of the national statistical offices of Georgia, and also Azerbaijan, Kazakhstan and Kyrgyzstan.
151. The ECE task force meetings were useful to generate discussions and exchanges of best practices in developing the Guide on Poverty Measurement. The events organized for discussions on the analysis and development of the guide for the harmonization of data collection in the EECCA region were also considered extremely useful for the sharing of information, experiences and best practices, and for networking and exchanges among peers. Regional meetings facilitated networking and the exchange of regional and thematic information and helped to expand the discussion on poverty measurement beyond national statistical offices, to include ministries of social affairs, according to Klls.
152. The guide is considered a pioneering work relating to the harmonization of poverty measurement indicators in the region, as it provides the most comprehensive methodology to measure absolute poverty to date, according to Klls. In some countries, for example Georgia, the methodology of the ECE Guide was adapted and the national statistical office now has indicators posted on its website and measures absolute poverty on an ongoing basis. The fact that these new figures are based on objective indicators (as opposed to subjective numbers which cannot be easily challenged) is considered an achievement. This also enhances the public's trust in national statistical indicators.
153. ECE data collected from Google Analytics reveals interest in the ECE guide. The data show that between January 2018 (when it was published) and 8 July 2018, the ECE Guide on Poverty Measurement was viewed 877 times. Most visitors accessed the pages from Europe (about 46%), the United States (14%) and the Asia-Pacific region (13%). About 13% of visitors were from the EECCA region, including Kyrgyzstan (2%), the Russian Federation (5%), Tajikistan (5%) and Ukraine (2%). The large number of views from Switzerland may

³⁰ Two ECE workshops on the harmonization of poverty statistics were organized in cooperation with Rosstat and the Interstate Statistical Committee of the Commonwealth of Independent States (CIS-STAT) , with financial support from the Russian Federation, and were held on 11 July 2016 in Geneva, Switzerland and on 25 September 2017 in Budva, Montenegro. The first workshop was attended by participants from Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Mongolia, the Republic of Moldova, the Russian Federation, Tajikistan, Ukraine, the United States of America and Uzbekistan. The second workshop was attended by participants from Armenia, Austria, Azerbaijan, Belarus, Bosnia and Herzegovina, Georgia, Hungary, Kazakhstan, Kyrgyzstan, Latvia, the Republic of Moldova, the Russian Federation, Switzerland, Ukraine and Uzbekistan. Representatives of CIS-STAT, the United Nations Development Programme (UNDP), the World Bank, and the Eurasian Economic Commission were also present at both meetings.

³¹ The following countries and organizations have expressed interest in participating in the steering group: Austria, Canada, Georgia, Italy, Poland, Russian Federation, Switzerland, United Kingdom, United States, Eurostat, OECD, Oxford University, United Nations Development Programme Regional Bureau for Europe and CIS, and the World Bank, thus covering the different subregions of ECE.

be related to the seminars, workshops and expert group meetings held in that country, probably by people from other countries attending these events.

Figure 5
ECE Guide on Poverty Measurement: country outreach (January–8 July 2018)



Source: Economic Commission for Europe (ECE) and Google Analytics.

154. These data also show a limited number views from EECCA countries, possibly because the report is not yet available in Russian. According to KIs, the guide is a useful theoretical framework applicable to all countries, and it establishes the key general principles which countries can use as a basis to further develop systems better tailored to their specific needs and realities.
155. Contributions to enhancing poverty measurement in the EECCA countries were primarily made through the analysis of the questionnaires used in the household and budget surveys in the 11 countries in the region to identify ways to harmonize poverty statistics, which was published in a regional paper.³² While both the guide and the technical assistance provided were considered useful in Azerbaijan and Kazakhstan, it is too early to identify specific results. For example, adjustments to the survey questions in Azerbaijan are still in the approval stage and once approved, they will be incorporated for use into the 2020 statistical forms, which will only produce results in 2021. The work will likely contribute to the collection of new data on deprivation, social isolation, labour intensity and the financial and economic difficulties of the population. There are also plans to introduce additional modules for data collection on migration and population assets, which will be useful for reporting on the Sustainable Development Goals.

³² See R. Hasanov and S. Hasanova. "The household surveys analysis aimed at harmonization of household survey questionnaires in countries of Eastern Europe, Caucasus and Central Asia", Geneva, Economic Commission for Europe (ECE), 2017 [online] https://www.unecce.org/fileadmin/DAM/stats/documents/ece/ces/ge.15/2017/Expert-meeting-Montenegro-2017/Informations/Report_EN__7_.pdf.

FINDING 13: *At the regional level, the project also improved the capacities of government officials, experts, practitioners, academics and a smaller number of civil society organizations in the area of analysis and measurement of inequality in all regions.*

156. As originally expected, there were improvements in the capacities of government officials generally, and of experts, practitioners, academics and members of civil society organizations who are studying, advising and advocating for public policies that have an impact on equality, and in the capacity for the analysis and measurement of inequality. These improvements stem primarily from the production of research and thematic documents and various technical meetings (expert group meetings and/or task force meetings) held in Latin America and the Caribbean, Europe and the Asia-Pacific regions, and regional workshops in Africa and the Arab region along with various other thematic workshops organized by the regional commissions. The project involved many individuals, who participated in these activities in all regions, as shown in table 6 below. In addition, approximately 200 people participated in ECLAC regional seminars and inter-regional meetings through Cisco Webex. The detailed number of participants per meeting is presented in appendix 4.

Table 6
Number of participants in each type of meeting

	ECA	ESCAP	ECE	ECLAC	ESCWA	Total
National training	107			121	116	344
National consultation or dissemination	32					32
Regional workshops or seminars	34		30	28	30	122
Courses (national or international)				47		47
Expert group meetings		52	147			199
Inter-regional meetings				61		61
Total	173	52	177	257	146	805

Source: Economic Commission for Latin America and the Caribbean (ECLAC).

157. The research produced is considered useful and is available online, providing stakeholders with wider access. In addition to the regional papers produced by ESCWA and ECA, the remaining reports are a good reference on various thematic areas related to inequality, analysis, existing programmes, addressing inequality and the inequality matrix, for example. According to Klls, the papers and research on inequality contributed to the identification of data and data quality issues. For example, data on inequality is not available for all countries, inconsistent and not necessarily reliable, which leads to issues when it comes to measurement. The research also contributed to the development of analytical frameworks with the potential to guide several countries towards the design of pro-equality programmes and comparative indicators. More importantly, the work helped to demonstrate the breadth and depth of inequality in these countries, bringing inequality to the forefront of discussions, according to Klls.
158. The regional papers also provide a reference for other countries (beyond beneficiary countries) which may be interested in assessing their stage of development in comparison with their peers, by making updated and validated data available to allow comparative analysis. Overall contributions were made towards enhancing the knowledge base on inequality at the regional level and towards the identification of relevant policy instruments to promote equality and/or social justice.

159. The work also helped to shed light on research issues requiring improvements, such as gaps in the measurement of inequality. For example, household surveys in Latin America and the Caribbean do not gather data on households with higher incomes, so measuring their share of total income using this tool produces large gaps. ECLAC thematic studies provide good conceptual contributions to the understanding of inequality issues and gaps in research. According to Kils, the ECLAC publication *The Social Inequality Matrix in Latin America* has played an important role in influencing policymaking in the region. These interviews also point out that major contributions have been made in the region through awareness-raising of the inequality problem through studies that show inequalities through multidimensional lenses (data showed no inequality based on the Gini indicator) and that analyse inequalities throughout the life cycle of individuals, highlighting the specific characteristics related to children, youth, women and seniors, for example.
160. ESCAP research on inequality of opportunity has also shed light on the fact that unequal access to basic opportunities has left large groups of people behind and contributed to widening inequalities in income and wealth, which in turn have contributed to increased inequalities in other areas, such as access to health care, education, technology, and protection from natural disasters and environmental hazards.³³
161. Generally, the expert group meetings organized by ECA, ECLAC, ECE and ESCAP were technical meetings which provided a space for discussion and validation of research as well as for the dissemination of research results. All these meetings involved the strong participation of representatives from universities and other United Nations agencies, high-level experts and government representatives engaged in lively and productive discussions related to inequalities and poverty measurement. The events of the inter-regional meetings also provided forums for sharing information on the research produced in many countries, for comparison across countries and regions.
162. Contributions were also made through the production of a number of research products in various thematic areas, as mentioned. Overall, according to the online survey, about 89% of participants in project events consider the project studies and/or knowledge products relevant and appropriate in terms of the issues treated. Approximately 73% consider them useful for the development and/or implementation of pro-equality policies in their country, while 10% do not know. About 83% of participants consider them useful to transfer and increase knowledge to others and about 72% of people consider them able to maintain their usefulness over time.
163. ECLAC data from Google Analytics (provided for all of its five products for the period January 2017 to 14 June 2018) point to a large number of downloads of key publications. The *Social Inequality Matrix in Latin America* (19,762 downloads) and *Linkages between the social and production spheres: Gaps, pillars and challenges* (4,268 downloads) were at the top of the list, while other publications, in contrast, recorded a much smaller number of downloads (*Confronting inequality: Social protection for families and early childhood through monetary transfers and care worldwide*, for example, was downloaded just 90 times). There could be a number of explanations for the differences in the number of downloads in these publications, including the thematic focus, language in which the report is written (not in Spanish) and regional stakeholder interest.
164. Google Analytics data were not available for the ECLAC or ESCAP guides, as they were released only recently.
165. By improving the availability of data and providing increased access to good quality comparable data, the project also helped to enhance research related to inequalities, as highlighted by Kils. In Latin America and the Caribbean specifically, the project contributed to improved expertise and data by updating and adding to the ECLAC Non-contributory

³³ See *Addressing inequality of opportunity in Asia and the Pacific*, Chapter 2 in United Nations (2018). "Inequality in Asia and the Pacific in the era of the 2030 Agenda for Sustainable Development".

Social Protection Programmes Database. Key data was updated on conditional cash transfer (CCT) programmes³⁴ and social pensions,³⁵ and the database was expanded to include data on labour and productive inclusion programmes,³⁶ all of which are considered important by governments and researchers in the region, as evidenced by demands for these updates formally requested by countries participating in the Regional Conference on Social Development, expressed in resolution 1(l) and validated by KIIs.

166. According to KIIs, the ECLAC database is a useful tool for the formulation of national or regional indicators, discussions, analysis and planning, providing a good base for policy formulation and normative frameworks (although concrete examples were not specifically identified). Latin American and Caribbean government stakeholders and members of the research community have expressed a high level of satisfaction with the accessibility and utility of data. Several countries use it regularly (for synthesis, reference data, and for comparison with other countries), especially the data related to conditional cash transfers.
167. Google Analytics data provided by ECLAC shows that the database is visited many times per month.
168. With respect to the visits specific to each database component (the conditional cash transfer programmes, the social pensions programmes and the labour and productive inclusion programmes), all three components have seen an increase in the number of visits each year since 2014. In 2017, conditional cash transfer programs recorded 39,976 visits, while social pension programmes registered 11,610 and labour and productive inclusion programmes recorded 11,271, reflecting increases in all areas since 2014. Labour and productive inclusion programmes registered the largest increase —almost three times the 4,073 visits registered in 2014.³⁷ Data on consultations per country provided by ECLAC show that middle-income countries have made the most use of the database (Argentina, Chile, Colombia and Mexico).

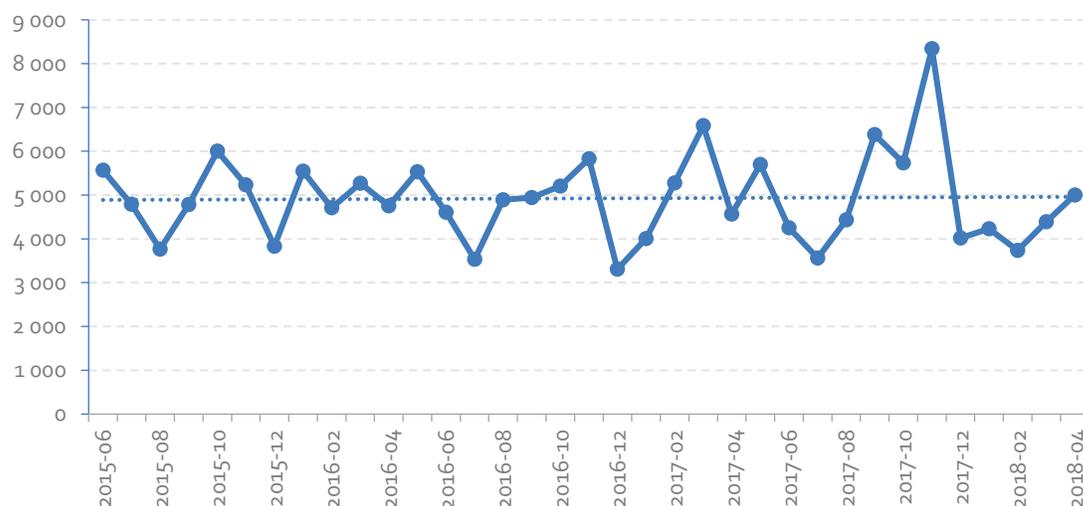
³⁴ Conditional cash transfer (CCT) programmes try to reduce poverty and strengthen the human capital of its beneficiaries. This database provides data on expenditure, coverage and amount of monetary transfers, as well as detailed information on the different components of CCTs in Latin American and Caribbean countries.

³⁵ Social pensions consist of monetary transfers associated with old age or disability that the State provides to those who have not been working in the formal labour market or have not made contributions to social security during their working life. This database provides data on expenditure, coverage and amount of monetary transfers, as well as detailed information on the different components of social pensions in Latin American and Caribbean countries.

³⁶ This database collects information on labour and productive inclusion programmes targeting persons living in poverty or vulnerability. These programmes are characterized by interventions in the areas of labour training, adult education, direct and indirect employment generation, support to micro entrepreneurship and labour intermediation services.

³⁷ Data from ECLAC, 2017. Final Assessment Report: Assessment of Development Account Project 12/13AE. Time for equality: strengthening the institutional framework of social policies. April 2017; p. 22.

Figure 6
Total number of monthly visits to the ECLAC Non-contributory Social Protection Programmes Database in Latin America and the Caribbean (June 2015–April 2018)



Source: Economic Commission for Latin America and the Caribbean (ECLAC) and Google Analytics, May 2018.

169. Through the collaborative work on the project, the ESCAP Social Protection Toolbox online platform was also updated with the addition of 21 new good practices. It currently has more than 100 good practices on social protection around the world. An interactive map guides the visitors to different countries and high-level descriptions of each good practice.
170. As shown in table 7, data from ESCAP based on Google Analytics show that the platform was visited 1,610 times between 19 July 2017 and 19 July 2018. The largest number of platform visitors were from Thailand (22%) and the United States (16%). The same data show that while the toolbox's front page was viewed 2,259 times in the same period, the publications page was viewed only 117 times (about 5% of front page views). In contrast, the good practice map page—the page with the second-largest number of views—was viewed 502 times (about 22% of front page views).³⁸

Table 7
Social Protection Toolbox website visits, June 2017–June 2018

Country	Visits	%
Thailand	358	22%
United States	252	16%
Republic of Korea	83	5%
India	66	4%
United Kingdom	65	4%
Australia	50	3%
Switzerland	50	3%
Indonesia	47	3%
France	31	2%
Italy	31	2%
Total	1,610	100%

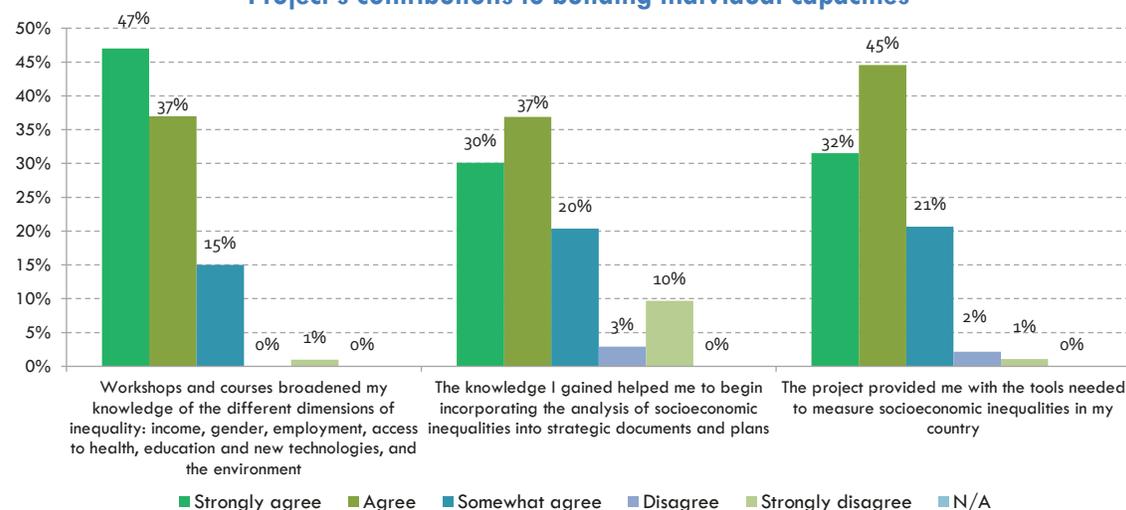
Source: Economic and Social Commission for Asia and the Pacific (ESCAP), Social Protection Toolbox [online] <https://www.socialprotection-toolbox.org/>.

³⁸ Data on ESCAP publications had not yet been provided to the evaluator at the time of writing.

FINDING 14: Contributions were made to capacity-building for individuals participating in the various project activities across all regions. The level of contribution varied depending on the thematic area targeted by the project.

171. The participation of individuals in project activities led to individual benefits such as exposure to a variety of country-level experiences, models, systems and realities (including middle-income-country experiences), transfer programmes and other government experiences which can be adapted and used. Individuals also had the opportunity to network with government agencies and research institutions on the subject of inequality and social protection. Overall, this improved the understanding of the concept of inequality — including protection systems throughout the life cycle (women, youth, children, seniors) and the building of knowledge and skills to design and implement equality-oriented policies and programmes, and to measure and analyse socioeconomic equalities.
172. According to online surveys relating to the thematic areas, the majority of participants in project events believe that workshops and courses broadened their knowledge of the different dimensions of inequality: income, gender, employment, access to health, education and new technologies, and the environment. About 67% also agree and strongly agree that the knowledge gained helped them to begin incorporating the analysis of socioeconomic inequalities into strategic documents and plans, while 67% believe the project provided them with the tools needed to measure socioeconomic inequalities in their country.

Figure 7
Project's contributions to building individual capacities



Source: Economic Commission for Latin America and the Caribbean (ECLAC), on the basis of data from the online survey.

173. In a few cases, the organization of workshops fell short in terms of facilitating rich discussions as some agendas were too packed and there was limited time for individual presentations of good quality papers and follow up discussions, according to KIs. In most cases, participants were extremely happy with the overall organization of the events and the good quality of presentations.
174. According to KIs, through courses and workshops and research, individual capacities were built in various countries, and abstract concepts related to inequality were translated into

practical guidance, enhancing individual perceptions of the different dimensions and drivers of socioeconomic inequalities. Differences in these individuals' behaviour, attitude, skill and performance, however, were not specifically noted.

175. For example, individual capacities were built through the two ECLAC courses offered in Argentina (national course) and Chile (international course) for 47 professionals mostly from governments throughout Latin America and the Caribbean in the areas of income distribution, poverty and the labour market and of social protection instruments, respectively.³⁹ The international course had 35 participants from 15 countries,⁴⁰ including staff from the ministries of social development of seven different countries (Brazil, Chile, Colombia, El Salvador, Haiti, Mexico and the Plurinational State of Bolivia). The national course in Argentina was attended by 12 individuals, mainly from the country's economy, interior and social development ministries.
176. According to the course evaluations, online survey and KIs, these courses were useful for professionals and helped to improve their day-to-day activities. The testimony of one individual who took the course provides a good example of the type of benefit gained: *"The knowledge obtained through the course provided [me] with conceptual and methodological tools for the analysis of the national reality, for the provision of technical support to institutions linked to social protection, for the design of appropriate institutional processes and to contribute to the social protection of the country".*⁴¹

FINDING 15: Overall, there was positive involvement in originally targeted beneficiary countries (Côte d'Ivoire, Haiti, Sudan, Tunisia and United Republic of Tanzania), some of which are considered less developed countries (e.g. Haiti), but more needed to be done to achieve the objective outlined in the project document and to build capacity for pro-equality initiatives in more countries where this was required.

177. Although efforts have been positive in these five beneficiary countries, the original project called for a range of activities to be implemented in two countries per region. Instead, ESCAP and ECLAC concentrated on broad capacity development at the regional level with a focus on research and awareness activities and one-off capacity-building activities in more advanced countries such as Argentina and Uruguay.
178. According to KIs, the scope of the project had to be broadened to countries with greater capacity needs, through more efforts to involve less developed countries still lacking a certain level of maturity and readiness for certain initiatives, to generate those conditions and foster progress. The project also should have moved beyond countries with established possibilities of success, in order to concentrate on the development of newer relationships with governments and/or representatives of civil society and academia to create the conditions for initiatives to flourish, to push for better public policy and the development of social compacts.
179. For example, middle-income countries (such as Uruguay) are well positioned as both "providers" of good practices and "recipients" of benefits. They benefit from exchanges with their peers, from exposure to "out-of-the-box" forward thinking, new ideas and trends, as well as to the failures and successes of others which are discussed at these meetings. At the same time, they are well positioned to share their experiences with less developed countries. Countries in Asia are

³⁹ Workshop on income distribution, poverty and the labour market. Quantitative methods of analysis and policy evaluation (Buenos Aires, 5–12 October, 2016) and international course on social protection instruments throughout the life cycle (Santiago, 22–26 May 2017).

⁴⁰ Argentina, Brazil, Chile, Colombia, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Mexico, Panama, Paraguay, Peru, Plurinational State of Bolivia and Uruguay.

⁴¹ Comments made by a course participant through the online survey.

interested in developing social compacts and creating State-level social policies (as opposed to government-level policies), which the project is well positioned to promote.⁴²

4.5 EFFICIENCY

FINDING 16: *The project was implemented in line with budget allocations and achieved a high execution rate although monitoring can be streamlined with a logic framework that better reflects a series of steps towards project results.*

180. The project activities were implemented in line with budget allocations. The project received a six-month extension owing to a late start, but overall the timing was aligned with that of the original project documents. The project had an execution rate of 89-95% (as of 27 June 2018) as shown in the table 8. A higher rate is likely to be achieved by the end date. For example, ECE estimates that the execution rate to be included in the final report will be 92%. In all regions, consultants and experts accounted for the highest expenditures.

Table 8
Budget execution rate for each regional commission

	Execution Rate
ECA	95%
ESCAP	94%
ECE	89%
ECLAC	90%
ESCWA	88%

Source: Project Financial Report

181. Project monitoring is complex as it involves collecting data from the five regional commissions and the diverse sets of activities undertaken at multiple levels (direct beneficiary country level and national or regional levels) focusing on different types of stakeholders (policymakers, senior and technical staff, academics, experts, practitioners and civil society). The annual progress reports contain descriptions of progress at the activity level (A1.1, A1.2, etc.).
182. Project reporting at the individual activity level for each set of outcomes results in duplication and unnecessary repetition and makes it difficult for the reader to track progress made in the achievement of both outcomes and outputs. As explained earlier, the implementation of activities was different from the sequencing listed under the framework, with the merging of activities seeking to “identify, analyse and measure socioeconomic inequalities” (listed under A1) and those focusing on “designing and implementing equality-oriented policies” (listed under A2). Reporting, however, was not merged but remained separate for each outcome, with two descriptions of the same activity, making it hard to provide assessments related to their specific contributions to each set of expected results. This is further compounded by the fact that the activities described in the project’s logical framework do not clearly outline the series of steps towards the project’s expected results at the outcome level, which prevents proper tracking of progress and results-based management.

⁴² The term ‘State policy’ refers to experiences in Latin America in which governments institutionalized social protection systems (for example, El Salvador and Uruguay) through a by-law, providing for continuity in the progressive implementation of social policy despite changes in the political orientation of government. This conversion of the main programme initiatives into State policies helps to formalize political agreements, which are considered critical to the prioritization and allocation of financial resources.

FINDING 17: Complementarities and synergies with other activities carried out by the regional commissions exist and improved the efficiency of the project.

183. Synergies were generated and resources were optimized through alignment with programmes of work as the project was integrated into overall regional commission programmes and ongoing activities, taking advantage of existing management structures. An example of this is the fact that the project built upon and continued existing initiatives (e.g. the update of the Social Protection Toolbox established in the Development Account project (Tranche 7) entitled “Strengthening Social Protection in Asia and the Pacific”.
184. In certain cases, the combination and integration of activities makes it difficult to delineate initiatives, and to determine the boundaries of the investments made, which is needed to determine contributions. It is difficult to attribute results to the project when multiple initiatives financed by other regional commission projects and activities also contributed.

FINDING 18: Collaboration with other institutions, countries and across regional commissions further enhanced project efficiency and contributed to cross-fertilization of issues and broadening of the project’s reach.

185. The project also involved collaboration with other institutions for the organization and funding of events. For example, it worked with the Food and Agriculture Organization (FAO) in Latin America and the Caribbean, by drawing on the FAO network of country offices and existing thematic complementarities between the programmes of work of FAO (work in rural poverty) and that of ECLAC (work in urban poverty). This promoted efficiencies and a coherent response.
186. The project also facilitated the leveraging of additional funds through cooperation with Norway and the Russian Federation, for example, multiplying processes. The Government of Norway contributed US \$9,000 to update and expand the ECLAC Non-contributory Social Protection Programmes Database. Collaboration with the Russian Federation on a project enabled the participation of a larger number of EECCA countries in discussions related to the harmonization of poverty indicators in Budva, Montenegro.
187. Another example of such synergies is the collaboration between ECLAC and the Global Development Institute at the University of Manchester, which linked the Institute’s Social Assistance Explorer database to the ECLAC Non-contributory Social Protection Programmes Database. This allowed the Social Assistance Explorer, which contained a harmonised panel dataset of social assistance indicators on Africa and Asia, to also provide data on Latin America and the Caribbean to support comparative research on emerging welfare institutions across the three regions. This has also expanded information (for example, with data on conditional cash transfer, social pension and labour and productive inclusion programmes).⁴³ The Social Assistance Explorer was launched at the end of June 2018, on an experimental basis, and data on its take up are not yet available.⁴⁴

⁴³ This database collects information on labour and productive inclusion programmes targeting persons living in poverty or vulnerability. These programmes are characterized by initiatives in labour training, adult education, direct and indirect employment generation, support to micro entrepreneurship and labour intermediation services.

⁴⁴ See University of Manchester, Social Assistance Explorer [online] www.manchester.ac.uk/social-assistance_2

188. There was also collaboration and coordination across some of the regional commissions, building on similarities and country interests across regions. For example, ESCWA and ECLAC collaborated on workshops as Arab countries were interested in multidimensional poverty and social protection policies with a focus on poverty reduction, areas where Latin America can provide good examples in countries with a similar income level (for example, Colombia and Mexico).
189. Collaboration across the regional commissions also contributed to cross-fertilization and capacity-building at the regional commission level. Some regional commissions were beginning work in this area, while others had more experience in similar work.

FINDING 19: Administrative bottlenecks and limited human resources available through Development Account projects led to disruptions in the early stages of project implementation, and long time lapses between project activities.

190. There were also limitations regarding the appropriateness of resource allocation, as the Development Account projects do not provide administrative support at the regional commission level. As a result, regional commissions faced an excessive workload, although that did not seem to have affected project implementation overall. The tight timeframe for project implementation (only three years for additional tranche Development Account projects) was also considered a constraint as the delays between contract signing and project start dates left only about two years for effective work to be done.
191. Also, over the course of the project's development, the regional commissions underwent changes in the administrative system with the introduction of a new platform, which also caused the project launch to be delayed. The project was approved in June but work could only start in December owing to the introduction of the new system. Although beyond the regional commissions' control, all these factors had implications at the national level, resulting in delays or time gaps between activities, and a long time lapse between the establishment of agreements and the actual start of work, leading to inconsistencies and continuity issues in the beneficiary countries. While not specifically mentioned in KIs, this could have led to a loss of momentum at the local level in certain countries.

4.6 CROSS-CUTTING ISSUES

FINDING 20: The project promoted the use of frameworks intended to integrate a variety of measures aimed at equality (including gender equality), guaranteeing a basic standard of living for all and building more just and inclusive societies. It also promoted contributions to the full realization of the economic and social rights of the population and to accelerate progress towards globally-agreed development goals such as the Sustainable Development Goals.

192. Human rights and gender were integrated into the project to the extent that project activities including publications and events presented inequality as an issue to be tackled through multidisciplinary public policies addressing its various dimensions, beyond income, including but not limited to: gender, race, ethnicity, age, disability, migratory status and territory of residence.
193. An example of these contributions is the ECLAC publication *The social inequality matrix of Latin America*, which puts forward human rights as one of its elements. Also, the ESCWA and ECA toolkits are good examples of integration of gender equality into project activities. The toolkits present a comprehensive view of inequality: reviewing concepts and various inequality measures with illustrative examples (different dimensions of inequality, including income or consumption, and non-monetary dimensions such as gender, employment, health and education illustrated by examples); presenting their impacts and drivers and also explaining their

relationships with growth. They also contain a thorough description of inequality in outcomes and opportunities in their different dimensions in Africa (across the continent and within each country), with examples. They provide various policies for reducing and eliminating inequality in its different forms with some detailed examples from successful countries.

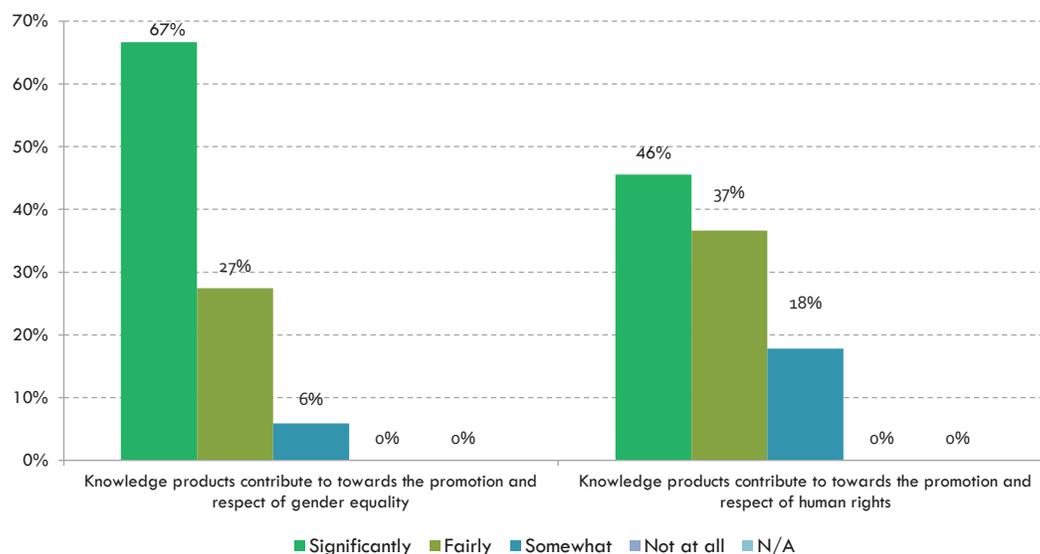
194. Other project studies also present examples of the impacts of these dimensions and drivers and describe outcomes and opportunities and policies for reducing and eliminating inequality in its different forms with some detailed examples from successful countries (e.g. the study on the United Republic of Tanzania).
195. Some of the open-ended responses to a question on the use of publications used in the online survey illustrate the type of contribution made by the project:

“I apply solid arguments for extending social protection from a human rights perspective, with justice and equity.”

“Understanding social protection programmes as a citizen’s right and overcoming the limitations of the underlying concept.”

196. Contributions towards the Sustainable Development Goals have been made to the extent that the project is aligned with them and its activities (publications and events) are designed to support countries in the realization of these goals. There is alignment with:
- Goal 1: “End poverty in all its forms” (target 1.4).
 - Goal 10: “Reduce inequality within and among countries” (targets 10.2, and 10.3).
 - Goal 16: “Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels” (targets 16.3, 16.6, 16.7, 16.8, 16.10, and 16.b).
 - Goal 17: “Strengthen the means of implementation and revitalize the global partnership for sustainable development” (target 17.16)
197. As an example, the ESCWA toolkit seeks to promote the discourse on equality and enhance the analytical, leadership, advocacy and consensus-building skills of government officials in streamlining equality in public policymaking and promoting just and cohesive societies. Other examples include the ECA training workshops geared towards enhancing the knowledge and skills of the participants to enable them to apply the toolkit to design and implement public policies oriented towards greater socioeconomic equality in line with the Sustainable Development Goals (Goal 10). More work is needed to achieve this. Also, discussions at the expert group meetings included the analysis of Sustainable Development Goals from a social lens to review progress in meeting the social development objectives, and examining ways to harmonize implementation of the Goals.

Figure 8
Contribution of knowledge products to gender and human rights



Source: Economic Commission for Latin America and the Caribbean (ECLAC), on the basis of data from the online survey.

198. The project enjoyed solid ratings with respect to the promotion of gender equality and human rights. The online survey results reveal that the majority of project participants strongly agree and/or agree that project activities generally respect and promote gender equality (about 78%) and human rights (about 80%).⁴⁵ With respect to the contributions of knowledge products specifically, as shown in figure 8, about 94% of the project participants consider that the project studies and knowledge products contribute to the promotion and respect of gender equality and 83% believe that they contribute to the promotion and respect of human rights.

4.7 SUSTAINABILITY

FINDING 21: Some beneficiary countries reflect commitment and ownership, which are key elements to promote the sustainability of the initiatives taken.

199. The key factors to ensure sustainability —such as commitment and ownership— were present in most beneficiary countries. For example, training activities were designed in consultation with the countries and aligned with the priorities of the government and partner institutions.
200. In the Arab region, the Sudan and Tunisia were invited to participate in the project during the early stages of design. The guides were tailored to their needs, they selected the training participants and their policies were aligned with the project's priorities. This opportunity for alignment had been identified earlier by ESCWA, through a series of studies of social protection policies in the region, which proved useful to identify potential candidates for the project initiative. The toolkits were adapted but the methodology has not yet been incorporated, institutionalized or used in government practices as work has just started, but there is potential for this, depending on the level of implementation after the project ends, according to KII.

⁴⁵ Approximately 18% and 12% somewhat agree with these statements, respectively.

201. In Africa, the Ministry of Planning and Development in Côte d'Ivoire was involved in the design and training process, and the workshop was jointly organized with the government, reflecting some level of ownership. Also, the work was aligned with the government's national development plan, which included inequality among its pillars. However, staff members working in these areas were not explicitly selected to participate in project activities with a view to using their skills in specific work later. The situation was slightly different in the United Republic of Tanzania, where there is still a need to raise awareness within government about the work and research undertaken. The country's national statistical office reflects some level of ownership as it was invited to open up and to send staff to the training workshop, and it provided data for the research paper. This office is committed to and interested in collecting data related to inequality indicators as a result of its involvement in the project. Although project activities were not specifically tailored to government priorities or needs, the national statistical office reflects commitment and ownership as key elements to promote the sustainability of initiatives. However, there is not yet evidence of sustainability beyond the level of the individual capacities built.
202. In Latin America and the Caribbean, capacity-building activities in Haiti also reflect elements of sustainability, such as strong ownership and project integration into country structures, which will likely continue once the project has been completed. The project training activities were well integrated into the government's priority to develop a national social protection policy through the Ministry of Social Affairs and Labour. Training was provided to 75 individuals, including many staff from various ministries. A group of 15 staff was identified and recruited specifically with the goal to develop a critical mass of trained staff to work at the level of the *Table sectorielle en protection sociale*, which had been launched earlier, in April 2016, as an initiative to bring together actors involved in the field of social protection, including social security and social assistance.⁴⁶ The group is currently preparing the detailed draft of the policy's content. Despite recent changes in government, the committed technical and middle-management staff are likely to remain unchanged and to ensure the continuity of engagement and a smooth transition which provides more sustainability. This is a good example of the fact that sustainability is more likely in countries where there are high-level commitments at the technical level.
203. In other countries such as Uruguay, project training activities were demand-driven and training was in line with the government's needs and integrated into ongoing government work. This facilitated the immediate application of the material learned in training to efforts already under way. In Uruguay, the work built on the long-standing relationship between the ECLAC Social Development Division and the Government of Uruguay. The Ministry of Social Development has been involved for many years in the implementation of social protection programmes and as a result, sustainability in individuals' capacities and continuity in the implementation of activities for which capacities were needed are likely to continue in the years to come.⁴⁷ Hence, it is not possible to attribute results related to improvements in policy design and measurement in Uruguay to specific project initiatives, but rather to long-term work in the country.

⁴⁶ See Ministry of Social Affairs and Labour, "Cours international sur la Protection Sociale: 5-16 mars 2018" [online] https://www.facebook.com/pg/TSPSHAITI/photos/?tab=album&album_id=203348890459298.

⁴⁷ Since 2012, the ECLAC Social Development Division has been working with the Government of Uruguay, with support from the German Agency for International Cooperation (GIZ) to provide studies and technical assistance for the establishment of social compacts in sectoral areas (e.g. health) and specific social protection programmes (e.g. in areas such as social security, poverty alleviation and care), according to ECLAC documents. Uruguay received support in the design and implementation of the national care system, which took many years and involved tremendous effort, broad consensus, political commitment and long-term commitment.

FINDING 22 The sustainability of individual capacities developed as a result of the project will likely continue as individuals pursue development opportunities, institutions provide opportunities for further enhancement and the knowledge gained is applied.

204. An important aspect of the project is the knowledge gained by individual participants, especially researchers, academics and professionals in the area of inequality, as mentioned earlier. Although no mechanisms or tools have been identified to ensure sustainability of skills and knowledge transfer to target groups, the project has contributed to increasing individual capacities. There is a cadre of middle-management professionals (small but critical mass) and focal points in beneficiary countries, individuals who have been trained and are willing to help by pushing the agenda forward and providing continuity to initiatives (e.g. Haiti, Sudan and Tunisia).
205. Although most countries experience high staff turnover and the need for ongoing training remains a challenge in terms of the preparation of the technical documents required for policymaking, knowledge is being created, as shown in the online survey and outlined by many key informants in these countries.

FINDING 23 Despite some potential for the sustainability of initiatives, the project lacked an overall approach to sustainability and the regional commissions rely on Development Account projects and other resources to continue with future initiatives to achieve results.

206. Despite some potential for the sustainability of initiatives in beneficiary countries, most project activities, and the overall project itself, lacked a general approach to sustainability and exit strategies. The products, training sessions and meetings were not combined with a suitable road map or implementation plan to allow participants to continue to apply the techniques learned in training, for example. Many initiatives were undertaken in an isolated format, without follow-up plans or a set of steps to achieve the expected outcome, according to KIs. Most beneficiary countries still require efforts to achieve outcomes and sustainability. The regional commissions have plans to continue work, but beneficiary countries may not have a clear path forward.
207. In most cases, the regional commissions' plans to continue initiatives and foster sustainability rely on existing structures. For example, regular programmes of work and permanent subsidiary bodies (such as the ECLAC Regional Conference on Social Development), together with in-house knowledge on equality-oriented public policies and programmes, respond to subsequent country needs and demands, beyond the conclusion of the project. Also, in the ECE region, there are plans for a review of the implementation of the Guide on Poverty Measurement at the annual meeting of the UNECE Expert Group on Measuring Poverty and Inequality. The pilot test results for Azerbaijan and Kazakhstan will be disseminated at an upcoming workshop in November 2018 and there will be a follow-up of the implementation of the survey module at subsequent annual workshops. Future plans in the ECE region also include testing of the harmonized survey module in other EECCA countries (e.g. Belarus and Kyrgyzstan have already agreed to do so) thanks to funding from the Russian Federation and the tenth tranche of the Development Account entitled "Statistics and data". The work ahead is planned within the framework of the ECE Steering Group on Measuring Poverty and Inequality, established in 2017 to direct work on poverty and inequality statistics, advance methodological development, capacity-building and collaboration between users and producers of poverty and inequality statistics, and provide a mechanism for following up on the implementation of methodological guidance.
208. Other regional commissions also rely on future Development Account funds to continue initiatives although these vary across the regions in question. ESCWA plans to continue project

work through technical assistance to the Sudan and Tunisia through its regular programme of technical cooperation, which has resources to address the demands of member States as a result of this project. ECA plans to continue its initiatives through the implementation of a new Development Account project which is expected to be approved by autumn 2018, and through the dissemination of toolkits and the promotion of their use at more workshops in collaboration with other training institutions, such as the African Institute for Economic Development and Planning (IDEP) in Dakar. ECLAC has committed to continuing support for the work in Haiti in partnership with World Food Programme, drawing from a variety of financing sources. ECE plans to disseminate the results of the work in Azerbaijan and Kazakhstan at a seminar in November 2018, likely under the framework of the CES.

209. With respect to regional initiatives, the sustainability of research and databases require continuous investments. The databases must be updated constantly, with the production of information and statistical data to ensure they remain useful and accessible over the course of the project. As regards the sustainability of the research, the documents produced will likely continue to be used and/or disseminated (internally and externally) at least over the short term. This is in line with the results of the online survey, which as mentioned earlier, revealed that about 77% of participants in project events believe project studies and knowledge products will maintain their usefulness over time. However, the sustainability of research may be achieved through plans to advance research topics. For example, ECLAC plans to apply and test data from other countries to further refine studies undertaken for the toolkit, which was produced using data from Chile.
210. Long-term sustainability of the databases is also constrained by a constant need for updating data. However, sustainability may be achieved by increasing the knowledge gained and building on research. According to Kils, there are opportunities to further incorporate data sources more systematically, including data from the International Labour Organization (ILO) and the Organization for Economic Cooperation and Development (OECD) (e.g. the OECD Family Database) and to use technology to facilitate data interactivity.

5.CONCLUSIONS

211. The following are the main conclusions of the evaluation, geared towards a general overview of the project:

5.1 RELEVANCE

CONCLUSION 1: The project was highly relevant in terms of alignment of thematic focus, goals and objectives with the mandates of the regional commissions and the priorities set out by the member countries in their respective regions, but more can be done to ensure alignment with workplans and the local needs of key partner institutions and stakeholders in beneficiary countries.

212. As highlighted in finding 5, the project's outputs and planned activities were aligned with targeted country priorities in five beneficiary countries —Côte d'Ivoire, Haiti, Sudan, Tunisia and United Republic of Tanzania— where staff were the direct recipients of national training activities and also benefited from the development of project toolkits, guides and research. Initiatives in three other beneficiary countries in Latin America and the Asia-Pacific region did not materialize. In Haiti, project training activities were aligned with government priorities and interests in developing a social protection policy. In Côte d'Ivoire, inequality is one of the pillars of the country's national development plan, and as such the government needs capacity to measure progress in this area. Inequality was also at the centre of government plans in the Sudan and Tunisia. In the United Republic of Tanzania, the government had not formally expressed needs for project activities, but KIs believe they were required.
213. In any case, while project activities were generally aligned with member countries' needs in most cases and with the needs of partner institutions in beneficiary countries, more can be done to ensure alignment with government partners' workplans and short-term agendas. As described in finding 6, while in some countries such as Haiti, the training provided was aligned with the short-term plans of the Ministry of Social Affairs and Labour, in Côte d'Ivoire, the Sudan, Tunisia and in the United Republic of Tanzania, more can be done regarding alignment with the specific needs of partner institutions at the national level, as work is still needed to ensure that the governments incorporate the tools and promote their consistent use. This, according to key informants, shows that the project would have benefited from more detailed needs assessment and alignment with the short-term plans of partner institutions, which in turn could have helped to ensure consistency in the application of the knowledge gained in the training, as explained.
214. ECE focused on building the capacities of a group of specific countries (EECCA beneficiaries) and on the preparation of the ECE Guide on Poverty Measurement. The project produced 28 documents, database and online platform updates and 33 events involving the participation of about 700 government representatives, academics, researchers and international organizations worldwide.
215. The project was well aligned with the mandates and programmes of work of the regional commissions, and well integrated with other activities implemented by the regional commissions in each region, which facilitated synergies with other initiatives in the divisions executing the project and alignment with member countries' agendas generally.

5.2 EFFECTIVENESS

CONCLUSION 2: *Although the project collectively fell short in terms of the completion of most indicators, progress has been made through contributions to capacity-building for selected governments in the beneficiary countries targeted originally.*

216. The project collectively fell short in terms of the achievement of the targets set for most indicators as shown in table 4. Regarding indicators IA1.1, IA1.2 and IA2.2, it is too early for expected results to materialize in the beneficiary countries. Most countries are committed to achieving targets but still lack the capacity to begin incorporating analysis of socioeconomic inequalities into their plans and strategic documents. Some countries have introduced new indicators to measure inequality, but data have not yet been collected (United Republic of Tanzania) and in some cases trained government staff are currently preparing a draft national social protection policy (Haiti), but it will take time for these efforts to bear fruit.
217. It is also too early for results to materialize in the ECE region for indicator IA1.2. In a few target countries, improvements are probably under way in terms of quantitative data generation and reporting for poverty measurement (e.g. Azerbaijan, Georgia, and Kazakhstan) as a result of capacities built by the project. However, it will take time for data to be collected and available for further analysis related to measuring and tracking progress in reducing inequalities. The project timeframe is too short to include the implementation of activities and the emergence of results.
218. Regarding indicator IA2.1 (percentage of participating policymakers, practitioners and experts indicating that they have improved their knowledge and skills to design and implement equality-oriented development policies and programmes), according to the online survey, 57% of respondents agree or strongly agree that the project and/or its activities helped to enhance government capacities to design and implement social programmes that foster social inclusion and help to reduce inequality in their country.⁴⁸ However, 74% of respondents agreed that the project significantly and fairly contributed to institutional capacities to conduct pro-equality work. This is in line with data gathered through KIs in beneficiary countries (as highlighted in finding 8) and references made to efforts still needed to ensure greater focus on equality in terms of policy design and improvements in measurement (finding 9).

CONCLUSION 3: *Small contributions were made towards strengthening capacities at the national level and generally at the regional level, proportional to the resources and time allocated for the project. The expected results outlined in the project document were too ambitious given the resources and time allocated for the project.*

219. As indicated earlier in finding 8, there is evidence that the project helped to enhance capacities to conceptualize, design and implement pro-equality public policies in beneficiary countries, as indicated in the online survey and KIs. However, concrete improvements in terms of countries incorporating the analysis of socioeconomic inequalities into their strategic documents and policies or in terms of generating and reporting quantitative data using project tools will require more time and effort.
220. Overall, as a result of the project training activities, technical professionals from various ministries (e.g. social development, planning, finance, women, health and education) in beneficiary countries acquired general skills and techniques to conduct pro-equality policy

⁴⁸ About 40% do not know or neither agree or disagree and 3% disagree with the statement.

design, analysis and measurement of inequalities. The governments involved started to develop a critical mass of staff knowledgeable in the thematic area but work is still needed to ensure that governments incorporate the toolkits and use them consistently, with opportunities for trained staff to use and/or replicate the knowledge gained.

221. With respect to improvements in incorporating the analysis of socioeconomic inequalities into countries' strategic documents and policies, it is also key to note that the design and implementation of these government policies are the result of major government and civil society efforts and long-term work (involving many years of construction by governments). While the project could lead to contributions at a conceptual level to help shape policy, it is crucial to bear in mind that only limited results are possible in proportion to the investments made and to ensure that outcome-level statements clearly reflect what can be achieved given the proposed resources and timeframe.
222. Although contributions were made in all regions to intended project outcomes and to building the capacities of governments generally, these were proportional to the duration, intensity and amount of resources dedicated to the activities and to the overall project. Resources allocated in each region were limited to around US\$ 200,000 and activities were spread across various countries over the 2.5 years of project implementation —or effectively only 18 months. In certain regions, activities were limited to one-off and somewhat isolated initiatives. The statement of project goals and objectives was too ambitious given the amount of resources and time allocated in all regions.

CONCLUSION 4: While the project has reached numerous technical level staff in target institutions in beneficiary countries, it is just as important to involve and work more closely with political stakeholders and civil society to ensure the buy-in of decision makers.

223. The project has made important conceptual contributions. For example, it has been crucial in raising awareness of the differences in inequality results through the use of multidimensional lenses for analysis and measurement. While awareness-raising and research dissemination targeted researchers, course instructors and participants in the various project activities, it is also very important that these results are further disseminated to civil society and political stakeholders, in each country and across the region, according to KIs.
224. The limited appropriation of training tools in beneficiary countries also indicates that more needs to be done to improve the capacities of senior management, politicians and decision makers, according to KIs. The training provided was important for the capacity-building of staff from various ministries closely related to the thematic areas, such as the ministries of education, social affairs and health (policy design and analysis) and national statistical offices (poverty or inequality measurement). However, in Tunisia for example, focal points in each ministry and in the various directorates across the country still need be established by the government to allow the dissemination of concepts and notions and their incorporation into institutions.
225. There is also a need for political support to advance the inequality agenda in each country, and for stronger efforts to improve equality-oriented policy work and the measurement of poverty or inequalities.
226. Even in certain beneficiary countries (e.g. Georgia and the United Republic of Tanzania) where national statistical offices have made progress in poverty or inequality measurement, much work is still needed to disseminate research and promote awareness in governments to ensure that such data are used for policy formulation and inequality measurement. In some countries, civil society could also increase its involvement and strengthen its key role in putting pressure on governments to use these multidimensional lenses, especially where it is most needed (e.g. countries plagued by corruption). While governments represent the regional

commissions' member countries in each region, other institutions, such as research organizations, universities and NGOs, also need to build capacities to allow effective initiatives.

227. Overall, more awareness and capacities are needed at the decision-making levels to ensure effective contributions to the incorporation of the analysis of socioeconomic inequalities into countries' strategic documents and policies, as mentioned.

CONCLUSION 5: In all regions, the research produced is relevant and the regional commissions are well positioned as think tanks with credibility and convening power along with a wealth of national and regional experience, which allows them to collectively play a key role in pushing for regional agendas and national policymaking related to inequalities, incorporating successful experiences from countries at different levels of development.

228. The KIs confirmed that the regional commissions play a key role in incorporating issues of common interest into the agendas of all regions, provide access to inter-governmental forums for dialogue thanks to their convening power, and foster inter-ministerial and regional cooperation. Although they are doing good work, more can be done to ensure the involvement of people in a position to influence public policy in their countries, to coordinate multidisciplinary work and to involve more direct stakeholders, such as policymakers from ministries of finance, planning, the environment and other areas which directly affect countries' public policy reforms and have an impact on equality.
229. In the light of the challenges of addressing inequality and the global development agenda, the regional commissions are well positioned to build upon and further strengthen strategic partnerships already in place across all their divisions, and to build new alliances where needed. The project also has the potential to build bridges between Latin America and the Caribbean, Africa, the Arab region and ECE countries, and to facilitate interregional exchange, South-South dialogue and cooperation with regional and global projects.

CONCLUSION 6: In certain regions, the project favoured broader regional initiatives as opposed to focusing on less developed countries with more critical needs in terms of capacities and awareness.

230. In the end, some project initiatives did not materialize as originally planned in two of the eight target countries. Despite the attempts of ECLAC and ESCAP to either work in more developed countries (e.g. Uruguay) and/or to broaden the initiatives to more regional activities, capacity remained insufficient in the areas originally targeted. In Latin America and the Caribbean, the project involved countries such as Argentina, Mexico and Uruguay which already have more developed pro-equality social protection policies and can contribute to research and cross-fertilization of experiences. While this is a valid approach to promote the dissemination of good practices, the original project goals called for more involvement, exposure and awareness (even through regional work) of less developed countries in each region, such as Ecuador, Guatemala, or Honduras.
231. Similarly, in Asia, the involvement of countries in need of capacities and awareness must be balanced with that of multilateral institutions and developed countries that can contribute more to the quality of research. ESCAP meetings tended to enjoy the strong participation of research institutions, multilateral organizations and universities, with only a few participants from governments. Even in the case of the session organized by ESCAP as part of the Indonesia Development Forum to disseminate the Indonesia country report, in which a number of government officials participated, the work did not seem to have led to any follow-up beyond the government's acknowledgement of the contributions made through research. Although not specifically confirmed by KIs, this could be an indicator of a possible disconnect between academic research and the realities of the governments in the region.

5.3 EFFICIENCY

CONCLUSION 7: *Although the project has maintained considerable levels of efficiency with high standards of quality and usefulness of products, the Development Account project timeframes must be extended and resources must be allocated to cope with heavy workloads for project implementation and to allow time for results to emerge.*

232. The project was highly efficient and developed good quality products. The relatively modest level of investment per initiative, high budget implementation rate and the high quality and standards of products and services delivered are all evidences of this. The flexibility regarding changes and emerging trends and the capacity to adapt have contributed to the project's good efficiency and effectiveness.
233. The excellent quality of the regional commissions' staff and associate experts was noted in many KIs and is considered very valuable to the countries, contributing greatly to the success of initiatives. ECLAC management of the overall project has been assessed as efficient and effective. However, all regional commissions lacked sufficient human resources and administrative support considering the large number of activities and heavy workload related to several activities. Also, the project has only resulted in a basic level of capacity being built and more time (not necessarily more resources) is needed to allow consistent initiatives in beneficiary countries, and to broaden capacities further where needed. This and the fact that extensions of Development Account projects are not easily granted suggest that the initial timeframe of the Development Account projects could be expanded.

CONCLUSION 8: *The project work has been well coordinated with other regional commission activities in each region. In Haiti, the project benefited from the presence of the focal point for Haiti of the ECLAC subregional headquarters in Mexico, who was able to create opportunities for action where needed and requested, at the right time and in the right place.*

234. There was also a good level of coordination and synergies with regional and multilateral stakeholders (FAO, CARE in Latin America and the Caribbean), country offices (UNDP in Africa) and bilateral programmes (Russian Federation, Government of Norway), to name a few. Synergies are likely to be enhanced with the ongoing involvement of the regional commissions' subregional offices (and secretariats) in more detailed needs assessment and in the planning of specific initiatives, as identified by KIs. There are also other windows of opportunity to enhance the optimization of resources through tighter coordination and further commitment from governments in beneficiary countries.
235. In Latin America and the Caribbean, in addition to efficiencies, the project's alignment with the activities of other donors and with other ECLAC activities in the region was important to build strategic alliances to engage the appropriate audiences and coordinate initiatives through concerted efforts. The association with the ECLAC subregional headquarters in Mexico (Haiti focal point) and the opportunity to add on the work of USAID and CARE were key to advance the project with initiatives in beneficiary countries. This was only possible thanks to the ongoing follow-up at the national level by the ECLAC subregional headquarters in Mexico, even if no direct project initiatives were taking place at that time.
236. The ECLAC subregional headquarters in Mexico has been working in Haiti since Development Account project 12/13 AE: *Time for equality: strengthening the institutional framework of social policies*. The opportunity to engage in training activities emerged when the Ministry of Social Affairs and Labour obtained support from USAID and CARE Haiti to finance the training of officials and executives of ministries in charge of social policies (Ministry of Social Affairs and Labour, Ministry of Public Health and Population, Ministry of the Interior and Territorial Communities, Ministry of Planning and External Cooperation, Ministry of National

Education and Vocational Training, Ministry of Agriculture, Natural Resources and Rural Development, Ministry of Women's Affairs and Women's Rights.). The work was to be done as part of the ongoing development of a national social protection policy and strategy under the coordination of the Ministry of Social Affairs and Labour and the social protection workshop. The specific objective of training is to strengthen the national expertise and inter-institutional integration required.

237. The focal point for Haiti of the ECLAC subregional headquarters in Mexico had been on the ground and had an ongoing relationship with the technical and middle-management staff despite government changes, providing them with documentation and keeping the staff abreast of trends in the social protection area, and this created the opportunity for ECLAC to provide timely and effective support to conduct the training needed.

CONCLUSION 9: In many cases, the project lacked follow-up plans for activities and a strategy to coordinate the various parts of the work towards specific expected outcomes.

238. In some cases, processes were in place for event follow-up and these were applied consistently, especially to the activities in Côte d'Ivoire, Haiti, the Sudan, Tunisia and the United Republic of Tanzania. Expert group meetings, regional meetings and courses attracted stakeholders in all categories⁴⁹ as originally planned in the project design and, according to Klls, these were useful for building research and the individual capacities of most participants, indirectly contributing to better policies and tools. Yet, stakeholders interviewed in certain regions consistently said that these initiatives lacked a follow-up plan beyond the realization of meetings and discussions.
239. However, with the exception of the ECE meetings geared towards the preparation of the Guide on Poverty Measurement or the harmonization of poverty statistics, expert group meetings and regional meetings, in particular, lacked a strategy to coordinate these meetings with the other components around a "project" to the extent that stakeholders interviewed could only comment on specific activities, rather than the "full project". Many events and meetings also lacked "next steps" or opportunities for participants to articulate needs and demands, which could be facilitated by the regional commissions.
240. In beneficiary countries, the project facilitated training, developed many products including country, regional and thematic reports of high technical quality, and established standards and spaces for research dissemination and policy discussions. Some activities were coordinated, but a few (e.g. in the United Republic of Tanzania) were not, with each activity building on each other and integrated into a set of steps leading towards specific expected outcomes at the national level. There is a need for coordination of the initiatives and a more formal "programme" to have an impact at the national level, with activities that build on each other and that are connected, continuous and sustainable. Otherwise, it is not only difficult to achieve the buy-in of partners, but the project may simply raise unrealistic expectations, according to Klls.
241. This could stem from the fact that although the project problem tree rightly identified key areas where capacities were needed, these were not broken down into activities or series of steps which would lead progressively to the results originally envisioned. Also, the logical framework was not revised after changes were made to the original project design with

⁴⁹ These include: a) policymakers, senior officials and technical staff from ministries of social development, labour, finance, planning and the environment, responsible for public policies affecting equality; b) senior officials and technical staff from ministries of social development and national statistical offices in charge of the analysis and measurement of inequality; and c) experts, practitioners, academics and members of civil society organizations who study, advise and advocate for public policies that have an impact on equality and who analyse and measure inequality.

respect to the targeted beneficiary countries in Latin America and the Caribbean and the Asia-Pacific region.

242. As regards the regional commissions, the inter-regional forums for collaboration (e.g. the inception and closing workshops and the final report) provided good opportunities for knowledge sharing, and the regional commissions also made efforts to collaborate with each other, sharing meetings and their experiences with the implementation of activities. However, according to KIIs, the project lacked a strategy to coordinate the various initiatives across all regions and seemed to involve a series of activities implemented in parallel by each regional commission in their respective region, as opposed to a joint project of all the commissions. While this stems from the project's original design and the fact that each region is unique, it is important to find ways to highlight common trends and approaches to build on each region's strengths to achieve the expected results. Some KIIs believe that such commonalities and approaches could have been better harmonised in an important publication, for example the global project report. Given that this report is the first of the United Nations to present the work of all five regional commissions together, on a topic as important as inequality, more could have been done with respect to the project's poverty measurement component (in which ECE also participated), according to KIIs.

5.4 CROSS-CUTTING ISSUES

CONCLUSION 10: *Contributions were made towards gender equality, human rights and the Sustainable Development Goals through the project's frameworks to integrate a variety of measures for equality (including gender equality), to guarantee a basic standard of living for all and to build more just and inclusive societies, realize the economic and social rights of the population and accelerate progress towards the achievement of the Sustainable Development Goals.*

243. The project publications, toolkits and guides promote gender equality, equitable and just societies, the rights of individuals and progress towards the achievement of the Sustainable Development Goals, especially Goal 10. This was validated by KIIs and the majority of online survey participants, who strongly agree and/or agree that generally the project activities respect and promote gender equality and human rights and that the project studies and knowledge products are contributing towards the promotion and respect of gender equality and promotion and respect of human rights.

5.5 SUSTAINABILITY

CONCLUSION 11 *The degree of sustainability of the project initiatives varies according to the level of local ownership, alignment with beneficiary countries' needs and institutionalization of initiatives in the countries' structures (technical, human and other resources available) and systems. However, overall the project lacked an appropriate approach to sustainability and an exit strategy for all initiatives at the country and regional levels.*

244. Commonly, the sustainability of initiatives is a factor of continuity, of consolidated relationships with counterparts based on trust, fluent communication and ongoing and long-

- term collaboration. This increases the likelihood that the project stakeholders will remain committed to continuing project activities or efforts after completion.⁵⁰
245. As a result of the contributions made through initiatives in beneficiary countries (Côte d'Ivoire, Haiti, Sudan, Tunisia and United Republic of Tanzania), consolidated relationships with some local counterparts are emerging, along with the desire for ongoing (long-term) collaborations, and if the work continues, project activities may be sustainable. In these countries, the project has created expectations at the institutional level (and among individuals) and built some forward momentum. For example, the enthusiasm in the Sudan is such that after the training, workshop participants (front-of-line staff) created a WhatsApp account entitled "Together for enhancing equality – Drawing policies for achieving equality". However, there is a high risk of no sustainability if these investments are not quickly capitalized upon and a follow-up plan is not quickly put in place.
246. In the ECE region, the Guide on Poverty Measurement is considered a pioneering work on the harmonization of poverty measurement indicators in the region, but in the EECCA countries, this work is just starting. According to Klls, work is still needed to ensure that EECCA countries measure poverty levels and inequality in line with multidimensional aspects. Although the guide is useful and countries are using it, changing the way inequalities are measured (e.g. moving away from income indicators) remains a challenge, and these changes require strong political commitments, which may or not be in place. Work is still needed at the institutional level of governments and/or national statistical offices.
247. Overall, there is no a consistent approach to ensure the sustainability of activities in beneficiary countries (e.g. Côte d'Ivoire, Haiti, Sudan, Tunisia and United Republic of Tanzania) and the project does not appear to have an exit strategy for the regional-level activities and products defined earlier, in the planning stage, to ensure the sustainability of the project's outputs and results. A follow-up plan for all activities (or sets of activities in each country) is necessary and should include realistic timeframes in order to guarantee guidance and continuity. The plan could include strategies and mechanisms for adequate knowledge transfer, capacity-building and institutional strengthening, but should also properly define roles, responsibilities and steps taken by beneficiary stakeholders to integrate and implement products or recommendations resulting from technical assistance.
248. At the level of the regional commissions, the project relies on future Development Account funds to continue initiatives, in line with the existing frameworks and role of the regional commissions. Capacities have been built among most commissions' staff, who will likely continue to work in the field and be available to address member countries' needs.

⁵⁰ Some of these important factors are external to the project —national ownership, sustained political will and commitment to activities— and were not always part of project initiatives, resulting in limited applicability, let alone sustainability.

6. LESSONS LEARNED

249. The evaluation identified the following lessons learned through the implementation of the project:
250. **Successful interventions require longer-term and ongoing, consistent work.** It is important to provide enough time and resources for initiatives to mature and for the continuous engagement of stakeholders.
251. **The regional commissions' reputation of impartiality and independence is important** and can be used for consensus-building on more controversial issues (e.g. measuring income inequality in countries where corruption is endemic and local interests to measure inequality do not converge).
252. **Sound project activities integrated into government priorities, designed in consultation with local stakeholders in needed areas are more likely to ensure that investments made as part of the project will enjoy continuity and are sustainable.**
253. **The effectiveness of the capacities built in participating countries varies depending on the stage of maturity of the recipient country, the type and duration of the initiative, the level of effort, and the model of intervention.**
254. **The involvement of local champions is key.** The project also advanced more quickly when local champions were identified and successfully involved. In countries where the regional commission requested that the government select a focal point, there was more engagement and results were better in terms of ongoing and consistent activities (e.g. Côte d'Ivoire, the Sudan and Tunisia).
255. **Local champions in key decision-making positions are an important factor.** Their involvement or lack thereof has helped or hampered the project's progress during its various phases.
256. **Supporting and strengthening the relationships with the focal points in these countries at the middle-management level is key to ensuring the continuity of initiatives in case of changes in government.** The project experience in Haiti, where the relationship between the focal points of the Ministry of Social Affairs and Labour and the ECLAC subregional headquarters in Mexico was maintained through ongoing communication and sharing of information, is a good lesson learned.
257. **Knowing your customer is important.** ESCWA produced social protection country profiles of Egypt, Iraq, Lebanon, Mauritania, Saudi Arabia, the State of Palestine, the Sudan and Tunisia⁵¹ prior to the start of the project, which helped them to identify partners with the right profile and interest for project initiatives.
258. **Project research on a regional scale that focuses on the generation of solution-oriented and expert comparative knowledge creates many opportunities.** The project can use this to incorporate innovative and emerging issues into political agendas and to raise awareness.
259. **The project can be a conduit and facilitator of political dialogue in all regions.** Maintaining the focus on this realistic and sensible goal will likely allow the regional commissions to continue their work with flexible projects and to enhance their capacity to act as “catalysts” advancing national and regional efforts, and facilitating regional and thematic networking and South-South solutions.
260. **The investment in the creation of statistical databases (based on statistical standards) is highly beneficial for countries experiencing problems in information and data generation and collection.** The project can use this approach—as a necessary condition for evidence-based policymaking—by guaranteeing the sustainability of the databases and tools provided to the countries and follow-up within their national information systems.

⁵¹ See Economic and Social Commission for Western Asia (ESCWA), *Social Protection Country Profile: Tunisia* (E/ESCWA/SDD/2016/CP.1), 2016; Economic Commission for Latin America and the Caribbean (ECLAC), *Final Assessment Report. Assessment of Development Account Project 12/13 AE. Time for equality: strengthening the institutional framework of social policies*, Santiago, 2017 [online] https://www.cepal.org/sites/default/files/c1700484_pdf_web.pdf.

7. RECOMMENDATIONS

261. This chapter presents the recommendations for the project aimed at addressing the main challenges identified and outlined as findings and conclusions in order to strengthen the project and its future activities. They target the specific regional commissions.

7.1 RECOMMENDATIONS FOR ECA, ESCWA AND ECLAC

Area: Effectiveness and sustainability, linked to conclusions 2, 3, 4, 9

Recommendation 1 The project should continue the activities initiated in Côte d'Ivoire, Haiti, the Sudan, Tunisia, and the United Republic of Tanzania, building on the training provided, further developing a strategy to support partner ministries (and/or national statistical offices) in encouraging politicians, decision makers and civil society to strive for more concrete results in the development of pro-equality policies and/or the measurement and analysis of inequalities.

262. Partner institutions in these countries have just begun receiving support and more is needed. It takes time and continuous activities (avoiding long periods of project inactivity) for concrete results to emerge with respect to incorporating the analysis of socioeconomic inequalities into countries' strategic documents and policies. The project should continue to support these countries by providing specific coaching, additional training, and other activities designed jointly with governments.
263. Project activities raised expectations for partner institutions. In all the participating countries, there is room for important contributions either towards influencing decision makers or promoting changes where political will is lacking. This could also include more direct work on local projects, involving larger numbers of government structures, organizations and associations, to consolidate and ensure greater critical mass in the same country. A critical mass of staff —albeit small— has already been achieved and will be built upon to train more staff at the local and/or regional levels (in addition to national levels) and/or to engage politicians and decision makers.
264. Activities such as national or regional dialogues involving a variety of ministries (apart from ministries of social affairs) could also be organized, taking advantage of the regional commissions' convening power to bring together high-level officials and build consensus and compacts for pro-equality policies. This could include ensuring that the dialogues encourage advocacy processes based on national experiences or that countries have a plan of action to follow up regional dialogues.
265. There are opportunities to further develop work in the United Republic of Tanzania through the national statistical office, which has the potential to become an ally in efforts to engage the national government and key ministries. There are also opportunities to work with Côte d'Ivoire to formulate a strategy to select a few key indicators (in line with the government's limited resources) and to provide training to support data collection and analysis related to the implementation of the 2016-2020 national development plan.
266. Activities such as the study tours organized in Tunisia and the development of study materials through concrete case studies presented by students for classroom discussions are good examples of mechanisms which can be used more widely to align project initiatives with countries' realities and to ensure that officials have access to hands-on and practical instruments.

Area: Effectiveness and sustainability, linked to conclusions 2, 3, 9

Recommendation 2 *Use inter-regional and South-South cooperation to further highlight and inspire partner institutions, promote the exchange of experiences among government officials and coach middle-management officials in the application of the project's tools.*

267. Governments in these countries could benefit from ongoing technical assistance or exchanges among national government counterparts (e.g. Uruguay's Ministry of Social Development partnering with Côte d'Ivoire to exchange information on the building of social compacts). More direct technical assistance and coaching is needed, for example, in Haiti, for the *Table sectorielle en protection sociale* currently developing a strategic plan for a public policy on social protection. ECLAC could identify professionals in its network of government institutions who could provide expertise and practical knowledge, and share experiences where needed.

Area: Effectiveness and sustainability, linked to conclusions 2, 3, 9

Recommendation 3 *Disseminate (and/or continue to disseminate) toolkits, guides and country reports to a variety of ministries in the beneficiary countries and expand the project to other countries in the region by implementing communications strategies that target the right audience for toolkits and research products.*

268. Policymakers, decision makers, government authorities (from ministries of education, health, economy) and statistical offices in these countries and in the region would benefit from exposure to these reports and the dissemination of project results. There is a range of organized forums that could further disseminate the solid research produced. ECA and ESCWA should prioritize the posting of these papers on their websites (in their stakeholders' preferred languages).
269. In addition, participants in all courses and training activities should be added to the regional commissions' mailing list and should receive up-to-date information about new papers and events related to inequality. Similarly, the regional commissions should target the stakeholders directly responsible for the implementation of public policies and the measurement of inequality, and those who can indirectly influence and advocate for greater equality (as outlined in the original project design in table 1) as recipients of project research and publications. Consideration should also be given to the preparation of fliers and easy-to-read publications to circulate information about the project's work.
270. The regional commissions may also look into the possibilities of coordinating work within the commissions, involving other regional commission divisions, drawing on a wider network of government officials strategically placed to build more connections with appropriate ministries and further develop the existing work with other regional commission divisions at the national level (e.g. ministries for women, ministries of economy and planning) to promote work on inequality as a multidimensional issue requiring initiatives across all ministries.
271. There are also opportunities to broaden the project's impact by further disseminating knowledge products through direct mailing and the use of technology (e.g. tweets) to target specific groups with specific communication messages. The toolkits are very practical and the series of training modules is ready for wider dissemination, particularly in Africa and the Arab region, as well as in EECCA countries.
272. It is also possible to adapt the toolkits and promote their use through more workshops in collaboration with a larger number of institutions (e.g. the work of ECA in collaboration with IDEP). In Africa, there are also opportunities to disseminate the work through StatCom-Africa

—the ECA subsidiary body in charge of its statistics subprogramme (Subprogramme 9)⁵²— which, according to Klls, includes representatives of the Committee of Directors General of African national statistical offices and of the African Development Bank.⁵³ It will be important to explore further opportunities to connect the project (and its results) to wider ECA efforts to enhance United Nations coordination in Africa for improved data for development.

273. The regional commissions should also continue to emphasize that addressing inequality is important, while maintaining the overall focus on reducing poverty levels, to avoid the problem of countries focusing on one issue at the expense of the other.

7.2 RECOMMENDATIONS FOR ECA, ECLAC, ESCAP AND ESCWA

Area: Effectiveness and sustainability, linked to conclusions 6, 9

Recommendation 4 Future projects should not involve the implementation of one-off activities and should invest limited resources in coordinated activities designed to build on each other and that are integrated into a set of steps towards specific expected outcomes.

274. The project should invest in a model of intervention in which toolkits, research products, training and events are used strategically as markers and coordinated and implemented to achieve a common goal. Interventions usually yield better results when implemented more strategically, with all steps and processes (publications, toolkits, events and training) contributing towards an expected chain of impact, in which the results are more than the realization of the training or knowledge product.
275. Each project activity should have a follow-up plan that clearly delineates roles and responsibilities for implementation. This could include the application of the knowledge gained in the training to a specific government project and/or a dissemination or a communications plan to ensure that the research produced and discussed at an expert group meeting is conveyed to the right decision makers and policymakers in beneficiary countries.
276. Workshops, courses, training, expert group meetings and dialogues, as well as publications and research reports, should all contribute to the project's specific goals. Thus, one-off studies or events, including those requested by countries, should be assessed beforehand to determine whether they are viable and will contribute to intended outcomes and goals.
277. Workshops and events should also include a session on “next steps” in which follow-up activities are delineated. The regional commissions are well positioned to facilitate certain activities inspired by the meetings. For example, participants could identify areas of interest and sign up for future exchanges or suggest certain themes on which more information can be gathered and/or governments could offer to host counterpart countries interested in exploring existing programmes. These activities could generate numerous possibilities, as long as meetings are structured to provide opportunities (1-2 hour sessions) for exploration.

⁵² Following the ECA-wide repositioning exercise in August 2006, the Statistics Division was re-established under the rubric of the African Centre for Statistics (ACS). It was therefore imperative to put in place a new subsidiary body specifically devoted to statistics and statistical development on the continent. The last meeting of the ECA Conference of Ministers of Finance, Planning and Economic Development, held in Addis Ababa from 2 to 3 April 2007, endorsed the creation of the Statistical Commission for Africa (StatCom-Africa) as the new subsidiary body in charge of statistics.

⁵³ The Committee of Directors General was established by the African Union 2006 Conference of African Ministers of Economy and Finance (CAMEF). Committee members comprise directors general of national statistical offices, while heads of statistics training centers, regional and Panafrican statistics organizations and partners also attend. As mandated, the Committee of Directors General meets annually under the aegis of the African Union Commission (AUC) to discuss statistical development issues in Africa. See African Union, “9th Committee of Directors Generals of National Statistics Office (CoDGs)”, Addis Ababa, 2015 [online] <https://au.int/en/newsevents/20151126/9th-committee-directors-generals-national-statistics-office-codgs>.

7.3 RECOMMENDATIONS FOR ECE

Area: Effectiveness and sustainability, linked to conclusion 2

Recommendation 5 Continue to support the harmonization of poverty indicators throughout EECCA countries to ensure the application of the methodology across the region through pilot studies, technical assistance to other countries and specific guidance for solutions related to the implementation of poverty measurement.

278. Similarly, the project should continue the work initiated by ECE on model survey questions, by providing technical assistance to other EECCA countries in the region. The realities of these countries, especially former Soviet States, are quite different from those of European countries. The countries need coaching and guidance, so it is important to continue work specifically tailored to the needs of each country.
279. It is important to involve heads of divisions (middle management) of statistical offices in the region in practical discussions related to the applicability of the methodologies and to share the experiences of pilot studies in Azerbaijan and Kazakhstan with the other countries in the region. There are also opportunities for discussions in the task force on specific factors related to the practical experiences and challenges faced by the countries with the implementation of poverty measurement. It is important to continue to work with EECCA countries specifically.

7.4 RECOMMENDATIONS FOR ALL REGIONAL COMMISSIONS

Area: Effectiveness and sustainability, linked to conclusion 6

Recommendation 6 Consider formulating strategies to engage less developed countries in capacity-building and awareness-raising activities by leveraging the regional commissions' knowledge of positive experiences and convening power to foster South-South cooperation.

280. Strategies must be developed to overcome the challenges of working with certain governments in each region and work must continue to target less developed countries. Specifically, the project strategy in Latin America and the Caribbean and the Asia-Pacific region to work in more developed countries and/or to broaden initiatives to more regional activities instead of continuing to pursue work in less developed countries is valid, but must be accompanied by continuous efforts to engage and carry out initiatives in less developed countries. This would help to build capacities for future work in the beneficiary countries in these regions, and likely offset future challenges.
281. Possible strategies could include using the regional commissions' convening power to influence regional agendas and push for policymaking at the national level. It is important to continue to use the regional commissions' leverage to ensure the involvement of key beneficiary country stakeholders and ensure their participation in regional meetings. These meetings could also be specifically geared towards building capacities and momentum for project initiatives.
282. One strategy to engage less developed countries could also be to encourage these countries to implement measures already in effect in more developed countries, by bringing together officials (e.g. ministers in the same thematic areas) in peer-to-peer discussions or expert meetings. The regional commissions should capitalize on their own knowledge and awareness of successful experiences within their network of member countries. Some governments (e.g. in middle-income countries) are keen to highlight good work and there are opportunities to build

on their willingness to share their experiences to inspire other less developed countries to address similar challenges, fostering South-South cooperation and demonstrating what is possible. The regional commissions can benefit from these governments' willingness to participate in discussions under the United Nations umbrella and to foster peer-to-peer relationship-building among government officials who speak the same language and are guided by similar motivations.

283. Although this recommendation addresses specific issues in Latin America and the Caribbean and the Asia-Pacific region, it can also benefit other regions. The project should promote more work in less developed countries and other countries in all regions, with a view to broadening impact, building more capacities and raising awareness where most needed.

Area: Model of intervention, linked to conclusions 1, 3, 5

Recommendation 7 To enhance the effectiveness and sustainability of interventions, ensure that project activities are aligned with or contribute to the short-term plans of partner institutions in beneficiary countries.

284. Alignment with member countries' agendas is insufficient. Project activities should be aligned with governments' short-term plans and/or with strategic areas of government action where possible, to enhance effectiveness and ensure the sustainability of project initiatives. The regional commissions should avoid one-off technical assistance and isolated training activities that only raise the expectations of partner institutions for future collaborative work. Project activities should be tailored to partner institutions' needs and well coordinated with local initiatives to maximize actions taken, ensuring applicability of the knowledge gained by staff during project training activities, for example. The involvement of political stakeholders and/or senior decision makers is key.
285. In countries where it is difficult to reach out to government officials, the project should work with third parties (e.g. national statistical offices, civil society and/or local research/academic institutions) and, building on these relationships, raise the awareness of civil society, politicians and senior government representatives, taking advantage of the regional commissions' convening power and credibility, and building on the agendas of local partners. For example, in the United Republic of Tanzania, there are opportunities to work collaboratively with the national statistical office towards more awareness in the government of the potential for data analysis.
286. In regions where countries are not yet able to participate in project activities, there should be an investment in establishing relationships with government officials, decision makers and politicians, using meetings, expert group meetings and other forums to engage these stakeholders, keeping in mind that sessions must be more practical to attract their interest.

Area: Effectiveness and sustainability, linked to conclusions 2, 3, 8, 9

Recommendation 8 Involve the focal points of beneficiary countries in the design and planning processes to integrate future projects into local initiatives and/or workplans.

287. In order to maximize project results, work should be done with focal points to design collaborative initiatives in line with workplans, agendas and/or projects in countries. Each beneficiary country has a range of possible initiatives (e.g. teach local trainers among senior administrative staff to expand knowledge and awareness of inequalities; plan more workshops to expose senior decision makers to other countries' experiences; provide more in-depth training to 1-2 staff members from the beneficiary country. These initiatives must be tailored to local needs in each case and designed jointly with local partners, to integrate project activities into local workplans.

288. While balancing national needs, regional perspectives and maximization of synergies across the countries is a challenging undertaking, especially in the context of limited resources, there are opportunities to enhance synergies through the ongoing involvement of regional commissions' subregional offices (and secretariats) in more detailed project design and implementation to ensure alignment with the specific needs of partner institutions in the countries.
289. It is also key to support and strengthen the relationships with the focal points in these countries at the middle-management level, to ensure continuity of collaboration in case of changes in government. The project should assess the feasibility of creating a group of public administrators to ensure continuity. The project experience in Haiti, where the relationship between the focal points of the Ministry of Social Affairs and Labour and the ECLAC subregional headquarters in Mexico was maintained through ongoing communication and sharing of information, could harbour potential for more systematic and wider use.

8. FINAL REMARKS

290. This report synthesizes a wide range of opinions, views, insights and thoughts presented to the evaluators during the interviews conducted in Asia, Africa, Latin America and the Caribbean, Eastern Europe and the Arab region, as well as through online surveys. In total, about 150 people participated in the process. Collecting these views and synthesizing the information on the project which covers a wide range of activities has been a complex and challenging exercise.
291. The elements captured in this report are expected to stimulate further thinking, discussions and more in-depth analysis to move development forward in these regions, through this strategic collaboration between the regional commissions and partner countries in the years to come.

ANNEXES

ANNEX 1	METHODOLOGY FOR THE EVALUATION
ANNEX 2	TERMS OF REFERENCE FOR THE EVALUATION
ANNEX 3	LIST OF DOCUMENTS PRODUCED BY THE PROJECT
ANNEX 4	LIST OF PROJECT EVENTS, TRAINING & WORKSHOPS
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ANNEX 1

METHODOLOGY OF THE EVALUATION¹

The methodology to be used for this evaluation is designed to meet the requirements and expectations set up by ECLAC and will allow for the identification of the results attributable to the project given the range of information and time available. The evaluation will be undertaken using qualitative methods to measure how the project is progressing and contributing to the achievement of its desired results, as outlined in the project documents. Non-statistical analysis will be used to define results. This will involve subjective assessments based on both qualitative and quantitative information, and the use of informed judgment and expert opinion.

SCOPE OF THE ANALYSIS

The evaluation will focus on the analysis of those projects/activities and knowledge products completed between June 2015 and June 2018 and their outcome level contribution to the objectives of the project. The work will involve analysis, assessments and reporting on the *collective* contribution of these activities relevant to the project objectives and in line with the mandates of the ECLAC, ESCAP, ECA, ECE and ESCWA².

UNIVERSE OF THE ANALYSIS

The Universe of Analysis is made of the multiple activities (workshops, participation in events, preparation of studies) taking place in various countries in Latin America and the Caribbean, Asia and the Pacific, Africa, Europe and Western Asia. These activities can be summarized into the following:

- a) Individual Technical Assistance and/or Country-specific Studies;
- b) Country-level workshops, seminars, technical courses/training;
- c) Regional/Global Studies
- d) Regional/Global workshops, dialogues, seminars and events, and training for groups of countries;

In each region, there were various activities taking place in each category undertaken for various purposes (some workshops focus on promoting dialogue and raising awareness, others focus on information dissemination or, on consultation/input into technical discussions), targeting different types of audiences and institutions (politicians, high executives, technical directors, staff). Also, various toolkits, studies, reports and documents were produced along with databases in each region. These will all be included in the universe of analysis.

As for other types of activities (funding for participation in specific events, for example), they will be specifically analysed should they be identified as relevant contributions towards the project objectives.

¹ This Annex was extracted from the Inception Report for the Evaluation dated June 13. For more information, including the Interview guides and survey questionnaires used to collect the data, refer to the Full Inception Report.

² The original duration of the project was 2.5 years (June 2015-December 2017), but the project received a 6-month extension, and the estimated date of closure is June 2018.

EVALUATION ISSUES AND QUESTIONS

The Evaluation Matrix presented below synthesizes the methodology with an indication of the issues to be addressed, as well as the performance indicators, the sources of information and the methods of information collected to be used. The Matrix re-organized and complemented the evaluation questions put forward in the ToRs and structured them into sets of issues against which the evaluation reporting will be done.

The Matrix also presents a set of questions from which the evaluator drew for the preparation of interviews guides and survey questionnaires, tailored to the type of stakeholder interviewed or surveyed, based on specifics of their involvement with the programmes.

EVALUATION MATRIX

Issues	Sub-questions	Performance Indicators /Variables to consider	Potential Sources of Data Collection/Triangulation
RELEVANCE			
1. To what extent were the planned project activities and outputs aligned with countries' priorities, the Regional Commissions (RC) programmes of work?	<p>a) To what extent were the planned project activities and outputs aligned with the priorities of the targeted countries?</p> <p>b) How aligned was the proposed project with the activities and programmes of work of the implementing RCs, specifically those of the subprogrammes in charge of the implementation of the project?</p> <p>c) Was the project designed taking into consideration any complementarities and synergies with other work being developed by the Regional Commissions or by beneficiary countries?</p>	<ul style="list-style-type: none"> Evidence of consistency between programme areas of intervention/objectives in the various regions and the project activities/outputs; Views and opinions of RCs staff participating in the project activities; Evidence of participation/feedback of national governments/stakeholders in the inception phase of project in each region; 	<ul style="list-style-type: none"> On-line survey of beneficiaries Project Reports/ Document reviews Consultations/Interviews with RCs Project Coordinators, Selected National Governments and/or National/Regional Organizations Site visits
EFFECTIVENESS			
2. To what extent did the project achieve expected results at the country level?	<p>a) To what extent have the participating countries begun to incorporate the analysis of socio-economic inequalities in their drafts of national/ social development plans or other strategic documents?</p> <p>b) To what extent have the participating countries been generating and reporting quantitative data utilizing project's guidelines to improve the measurement of socio-economic inequalities?</p> <p>c) Are there examples of countries generating and reporting quantitative data using project tools?</p> <p>d) To what extent have the regional studies contribute to enhancing local perceptions on the different dimensions and drivers of socio-economic inequalities?</p> <p>e) What are the results identified by the beneficiaries? Are there any tangible equality-oriented policies, programmes or dialogues that have been considered contributions of the project?</p>	<ul style="list-style-type: none"> Evidence of use of documents, studies and dialogues produced by the project (for the development of National/Regional documents and proposals or other purpose). Perceptions of stakeholders of improved staff capabilities within the participating institutions to prepare and implement policies, plans or strategic documents incorporating socio-economic inequalities; Level of interest and commitment of project stakeholders and beneficiaries; Level of satisfaction of programme stakeholders with the activities undertaken as contributors to outcomes; Perceptions of key stakeholders that the project had results at the country level; 	<ul style="list-style-type: none"> On-line survey of beneficiaries Project Reports/ Document reviews Consultations/Interviews with RCs Project Coordinators, Selected National Governments and/or National/Regional Organizations Site visits

Issues	Sub-questions	Performance Indicators /Variables to consider	Potential Sources of Data Collection/Triangulation
	<p>f) Are there any intended results?</p> <p>g) How effective were the project activities in enabling capacities and influencing policy making?</p> <p>h) How satisfied are the project's main beneficiaries with the services they received?</p>		
<p>3. To what extent did the project contribute to enhance the capacities of individuals participating in the project activities?</p>	<p>a) Has the project contributed to enhance the knowledge and skills of the participants in workshops and seminars to design and implement equality-oriented development policies and programmes?</p> <p>b) To what extent has the project helped to enhance the perceptions of individuals on the different dimensions and drivers of socio-economic inequalities? Has the project contributed to enhance the knowledge and skills of the project participants to measure and analyze socio-economic equalities?</p> <p>c) Has the project made any difference in the behavior/attitude/skills/ performance of the beneficiaries?</p>	<ul style="list-style-type: none"> • Number of participants in training activities; • Perception of stakeholders and project participants on improvements in their the behaviour, attitude, skills, and performance; and knowledge; • Evidence of enhanced processes, policy formulation and implementation attributable to the project capacity building and/or training initiatives. • Outputs and outcomes of regional dialogues and policy discussions (proposals, concerted agendas, agreements, work plans etc.) 	<ul style="list-style-type: none"> • On-line survey of beneficiaries • Project Reports/ Document reviews • Consultations/Interviews with RCs Project Coordinators, Selected National Governments and/or National/Regional Organizations • Site visits
<p>4. To what extent did the project contributed towards the objectives outlined in the PRODOC?</p>	<p>a) To what extent did the project contribute to strengthening the capacity of participating governments to identify, analyze and measure socio-economic inequalities in income, wealth, well being, gender and other dimensions that hinder development (EA1)?</p> <p>b) To what extent did the project contributed to strengthening the capacity of participating governments to design and implement equality-oriented public policies and programmes by using appropriate social protection, labour and green fiscal policy tools.</p>	<ul style="list-style-type: none"> • Number of country documents (Plans, Action Plans, Regulations, Policies, Reform Agendas) which identify, analyse and/or measure socio-economic inequalities. • Stakeholders' views and opinions on the feasibility/conditions of design/implementation of concepts, strategies and policies. • Stakeholders' views and opinion on the capacities of participating governments to design and implement equality-oriented policies and programmes. 	<ul style="list-style-type: none"> • On-line survey of beneficiaries • Project Reports/ Document reviews • Consultations/Interviews with RCs Project Coordinators, Selected National Governments and/or National/Regional Organizations • Site visits

Issues	Sub-questions	Performance Indicators /Variables to consider	Potential Sources of Data Collection/Triangulation
EFFICIENCY			
<p>5. Were services and support provided in a timely and reliable manner, according to the priorities established by the project documents?</p>	<p>a) Were the project activities implemented in line with budget allocations and timing set up in the project documents</p> <p>b) Did the collaboration and coordination mechanisms between and within the RCs and with other cooperating agencies ensure efficiencies and coherence of response?</p> <p>c) Were any significant opportunities to achieve synergies being missed?</p>	<ul style="list-style-type: none"> • Degree of alignment between planned and actual expenditures; • Perceptions of key stakeholders that allocations have been adequate and appropriate to their needs and timing; • Evidence of sound explanations (from a financial and programming point of view) of any significant variances between planned and actual expenditures; • Evidence of a participatory collaborative management structures between RCs and their partner institutions in the region, and among the RCs themselves; • Stakeholders views and opinion on the level of complementarities and synergies achieved and/or missed by the project in relation to other RCs projects; 	<ul style="list-style-type: none"> • Project Reports/ Document reviews • Consultations/Interviews with RCs Project Coordinators, Selected National Governments and/or National/Regional Organizations • Site visits
CROSS-CUTTING ISSUES			
<p>6. To what extent did the project contribute to the SDGs, gender equality and human rights?</p>	<p>a) Have 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>b) Has the project contributed to the achievement of the Sustainable Development Goals (SDGs)? How?</p>	<ul style="list-style-type: none"> • Evidence of an approach and strategies for empowerment of civil society, women and minority groups within the interventions; • Perceptions of key stakeholders that gender, human rights, equality issues were considered in project interventions; • Views and opinions from RC staff participating in the programme on contributions to SDGs; 	<ul style="list-style-type: none"> • Project Reports/ Document reviews • Consultations/Interviews with RCs Project Coordinators, Selected National Governments and/or National/Regional Organizations • Site visits

Issues	Sub-questions	Performance Indicators /Variables to consider	Potential Sources of Data Collection/Triangulation
SUSTAINABILITY			
<p>7. To what extent can the benefits of the project interventions be deemed lasting at the level of the beneficiaries?</p>	<p>a) How did the Project utilize country structures (technical, human and other resources available) and systems for managing activities, in order to guarantee sustainability?</p> <p>b) How have the Project's main results and recommendations been used or incorporated in the work and practices of beneficiary institutions after completion of the project's activities?</p> <p>c) Were there any multiplier effects generated by the project?</p> <p>d) What mechanisms were set up to ensure the follow-up of networks created under the project?</p>	<ul style="list-style-type: none"> • Evidence of stronger organizational structures/policies and capacities as a result of the project (strengthened policies, tools, practices, mechanisms); • Programme stakeholders/institutions are actively using the documents produced and capacity/knowledge gained through the project in all aspects of work, including non-project activities; • Evidence of stronger networking on regional and transnational level among governments and organizations as a result of the project (strengthened Project mechanisms, agreements and plans); 	<ul style="list-style-type: none"> • On-line survey of beneficiaries • Project Reports/ Document reviews • Consultations/Interviews with RCs Project Coordinators, Selected National Governments and/or National/Regional Organizations • Site visits
<p>8. To what extent can the benefits of the Project interventions be deemed lasting at the level of the Regional Commissions?</p>	<p>c) How has the project contributed to shaping / enhancing the RCs programmes of work / priorities and activities and/or the work modalities and the type of activities carried out?</p> <p>d) How have the Regional Commissions build on the findings of the project?</p>	<ul style="list-style-type: none"> • Evidence of changes in RCs programme of work attributable to the programme; • Evidence of changes in RCs priorities and activities attributable to the programme; 	<ul style="list-style-type: none"> • Project Reports/ Document reviews • Consultations/Interviews with RCs Project Coordinators, Selected National Governments and/or National/Regional Organizations • Site visits
<p>9. To what extent did the project meet the DA criteria related to durability, innovation, use of local technical, human resources and skills/capacity?</p>	<p>a) Has the project resulted in durable, self-sustaining initiatives to develop national capacities?</p> <p>b) Was the project innovative? Did it take advantage of information and communication technology, knowledge management and networking of expertise at the sub regional, regional and global levels?</p> <p>e) Has the project effectively drawn on the existing knowledge/skills/capacity within the UN Secretariat;</p>	<ul style="list-style-type: none"> • Views and opinions from KIs participating in the project on alignment with DA criteria; • Evidence of consistency between the DA criteria and the design of project activities/outputs; 	<ul style="list-style-type: none"> • Project Reports/ Document reviews • Consultations/Interviews with RCs Project Coordinators, Selected National Governments and/or National/Regional Organizations • Site visits

Issues	Sub-questions	Performance Indicators /Variables to consider	Potential Sources of Data Collection/Triangulation
CHALLENGES AND RECOMMENDATIONS FOR FUTURE PROGRAMMING			
10. Strengths & weaknesses of project implementation	a) What are the strengths of the project implementation? b) What are the weaknesses of the project implementation? c) What are the major lessons learned in the implementation of the project? d) What are the recommendations for the future regarding project implementation?	<ul style="list-style-type: none"> • Views and opinions from RC staff participating in the programme; • Perceptions of key stakeholders, beneficiaries and key informants on programme strengths and weaknesses; • Evidence of learning processes and knowledge management (documents, reports, systematizations, publications etc.) 	<ul style="list-style-type: none"> • On-line survey of beneficiaries • Project Reports/ Document reviews • Consultations/Interviews with RCs Project Coordinators, Selected National Governments and/or National/Regional Organizations • Site visits

DATA COLLECTION

The data collection strategy was designed to allow conclusions to be drawn based on the triangulation of evidences collected from sources (primary and secondary), and using different methods. The strategy takes into consideration the specific characteristics of the universe of analysis, in particular, the challenges to aggregate data considering that each region had specific types and sequencing of intervention/activity, type of stakeholder participation, type of institution involvement. The strategy aims at enabling analysis of all of these aspects in an effective and efficient manner as well as the triangulation and validation of information among project beneficiaries and participants and the assessment of the collective contributions of all activities towards the project objectives.

DOCUMENT REVIEW

In the inception stage, existing documentation, including programmes and project documents, collected evidence, progress reports, and studies produced by the various RCs were analysed. If necessary, consultations with RC Project Coordinators and Officials via Skype will be conducted to obtain additional details on all of the activities in all countries and identify key stakeholders for Key Informant Interviews in all regions prior to initiating subsequent phases of the data collection.

The process of identifying and reviewing the project documentation will continue throughout the Evaluation, with the review of additional documents as provided by the project stakeholders, beneficiaries and managers.

PRIMARY DATA COLLECTION

The evaluation will collect primary data to ensure both sufficient coverage (breadth) and insight into the role and functioning (depth) of the Project. It is proposed that primary data collection will be undertaken through an electronic survey of project beneficiaries, through sites visits and participation of the Evaluators in the Project Closing Meeting, key informant interviews, and Google analytics, as described in detail in this section.

As part of the stakeholder mapping exercise, lists of about 28 events undertaken by the project were provided to the Evaluator so far, with names of about 1033 participants approximately (excluding participants from the RCs). Some of these names are repeats as certain individuals participated in various events and activities and as such the final numbers may vary slightly and will only be available after the clean up of the lists and the preparation of a global list of participants by the ECLAC staff. As such, final numbers listed below are yet to be confirmed.

The lists received so far include the three types of stakeholders identified in Table 2 earlier, in section 1.4. of this report: a) direct stakeholders on policies and programmes; b) direct stakeholders on measurement; and, c) indirect stakeholders.

a) *Electronic Survey of Project Beneficiaries*

A survey to capture beneficiaries' feedback on the project and its activities will be designed by the Evaluator and administered by ECLAC (PPEU Evaluation Team). The survey will consist of questions on the perceived quality of technical support, studies, policy-oriented documents and other products delivered by the Project (see Questionnaire in the Annex). The survey will be distributed in English and Spanish.

In order to cover all types of stakeholders, we propose to undertake a census survey (surveying all participants – with the exception of those identified as key informants, which will be participating in direct interviews). This will enhance the chances of obtaining a response rate of 264 respondents ideally (based on the current numbers of participants available), which will enable the survey results to be extrapolated to the universe with confidence level of 95% and a margin of error of 5%. This number of responses required based on a tentative lists of participants (264 or 32% of the total) is considered feasible, although it is a little high, considering with the number of responses usually

obtained in similar ECLAC surveys (10%-30%). These numbers will be finalized once the final list of participants is completed.

It is anticipated that if statistically significant results are not obtained, the results of the on-line survey can be utilized as one of many legs of triangulation processes to gather qualitative insights and to validate the findings obtained through the other lines of evidence. As it can be seen in the table below, it is unlikely that the survey will produce the necessary response rates in each region to enable the stratification of results at the regional level.

Figure 18
Project workshops, list of participants and sample size

Region	# of Workshops	# of Lists of Participants provided	# of Participants	Sample size required to extrapolate results at regional/global levels with 95% CI and MoE 5% ³	Response rate required at regional/Global levels ⁴
ECA	5	1	79	66	84%
ECE	6	6	200	132	66%
ECLAC	7	7	275	213	77%
ESCAP	4	4	113	72	64%
ESCWA	6	6	166	117	70%
All regions	28	24	833	264	32%

SITE VISIT & PARTICIPATION IN THE PROJECT CLOSING MEETING

A field visit to Santiago to participate in the Project Closing Meeting at the end of June will be undertaken. This will enable the Evaluator to conduct on-site observations of an important project activity, attend sessions and participate in presentations of the global study, synthesis of regional findings and lessons learned in the conceptualization, design and implementation of equality-oriented public policies/programmes.

As for a site visit to a nearby country, since – according to the desk review - the project training activities in the region were mostly concentrated in Montevideo and Santiago followed by Buenos Aires and Port-Au-Prince (see Table 2 below). A site visit to Uruguay to meet with counterparts of the Ministry of Social Development (should they not be participating in the Project Closing Meeting) was considered but will not be undertaken as, based on consultations with ECLAC's Project Coordinator in the region, these would provide for additional valuable site observations. Instead, as there were also some activities taking place in Santiago, the opportunity of the trip to Santiago will be leveraged to undertake a few additional meetings with representatives of the Chilean Ministry of Social Development who also participated in training events organized by the project.

³ Sample sizes estimated in each region to enable extrapolation of results at the Regional level with margin of error of 5% with 95% confidence interval.

⁴ Percentage of response rates needed to enable extrapolation of results at the regional level (for each region) and at global level (total) ample sizes estimated in each region to enable extrapolation of results at the Regional level with margin of error of 5% with 95% confidence interval.

Figure 19
Project workshops and training activities in LAC

Name of Event	Location	Date	Number of Participants (excluding RC staff)
International course on social protection (Cours international sur la protection sociale), held in Port-Au-Prince (Haiti), March 2018 (https://dds.cepal.org/cours-protection-sociale).	Port-Au-Prince, Haiti	1-Mar-18	43
International course on Social protection instruments along the life cycle held during the week ending 22-26 May 2017, ECLAC Headquarters, Santiago, Chile	Santiago, Chile	22-26 May 2017	35
Workshops on Measurement of Socio-Economic Inequalities 2-18 August 2016, Montevideo	Montevideo, Uruguay	2-18 August 2016	20
Workshops on Measurement of Socio-Economic Inequalities 1-12 December 2016, Montevideo	Montevideo, Uruguay	1-12 December 2016	16
Workshop four on Income distribution, poverty and labour market. Quantitative methods of analysis and policy evaluation, 5-12 October, Buenos Aires	Buenos Aires	5-12 October	13
Workshop on Measurement of Socio-Economic Inequalities, 2-20 May 2016, Montevideo	Montevideo, Uruguay	2-10 May 2016	11
Seminar “Non-contributory social protection and labour inclusion: towards a virtuous circle?” in collaboration with the University of Manchester, held on December 5 2016 in Santiago, Chile.	Santiago, Chile	5-Dec-16	137

KEY INFORMANT INTERVIEWS

The Key Informant interviews will be a key source of information to complement and validate the qualitative information gathered through the desk review and on-line survey. They will provide in-depth information, which will allow analysis related to all aspects, including project’s relevance, effectiveness, efficiency and sustainability of results in specific areas where interventions have been more intense.

Key informant interviews (KIIs) will be conducted primarily with selected individuals representing the three types of stakeholders as well as a fourth group of stakeholders as follows:

- a) Direct stakeholders on policies and programmes, such as key policy makers, senior officials and technical staff from national governments (representatives of Ministries of Social Development, Ministries of Labour and Ministries of Finance, among others);
- b) Direct stakeholders on measurement, such as key officials and technical staff from Ministries of Social Development, National Statistics Agencies and others);
- c) Indirect stakeholders, including country and/or regional level experts, researchers practitioners, academics and members of civil society organizations participating in the project activities; and,
- d) UN RC Project Coordinators and officials in selected countries, and representatives of multilateral agencies, other UN cooperating agencies and regional organizations.

Klls will be identified through consultations with RC Project Coordinators as those individuals working more closely with the project, who could provide qualitative insights on to the project performance and extent of contributions to the project objectives in their respective countries. It is likely that they will include key national government beneficiaries (representatives of Ministries of Social Development, Ministries of Labour and Ministries of Finance, National Statistics Agencies and others), as well as country and/or regional level experts, researchers practitioners, academics and members of civil society organizations participating in the project activities. All of the UN RC Project Coordinators will also be invited to participate in the Klls along with selected members of other multilateral institutions and UN cooperating agencies/RCs officials in selected countries.

A list of potential key informants is under preparation as part of the stakeholder mapping exercise and will be finalized after initial consultations with the members of the ERG. Priority will be given to undertake face-to-face Klls which will be conducted with the stakeholders participating in the Project Closing Meeting in Santiago at the end of June 2018, drawing from the opportunity to gather views of high level officials and authorities present at the event. In addition, the Evaluator will identify a few Chilean government officials participants of the two courses that took place in Santiago (see [Table 2 above](#)) for additional face-to-face Klls.

Once a list of participants in the Santiago meeting is provided to the Evaluator, the list of additional key informants to be contracted via Skype interviews will also be identified. It is anticipated that about additional Skype interviews are likely to be necessary. The selection process will take into consideration the need for representation of all regions and countries targeted by the project and the variety of activities undertaken. Those Key Informants not selected for interviews will be included in the on-line survey.

GOOGLE ANALYTICS

It is also proposed that the evaluation undertakes analysis of the data available through Google Analytics on the project products (studies and databases) where such data is available, to gauge insights on the extent of use of these documents by country and type of institution. This will be done only for the regions in which the Regional Commissions extract the data and provide it to the Evaluator in a format that will enable the analysis of trends on the websites. The evaluator will request this directly from the Regional Coordinators during the following stages of the evaluation work. It is key to note, however, that the Google analytics data has limitations and as such should be used with caution, as it does not measure non-web-based constituencies, depth and scope of the knowledge products referred.

If possible, the Analysis could cover about 9 publications and 2 online platforms (websites and databases) produced by the Project, as listed in the Annexes 2 and 3.

METHODOLOGICAL CHALLENGES LIMITATIONS

The evaluation will likely face challenges in delineating the boundaries of the regional interventions, given that there is overlap in the nature of activities, the use of human and financial resources and reporting of results. Also, project activities are likely to be intertwined with Regional Commissions programmes of work in each region, creating the desired synergies on one hand, while at the same time making it difficult to attribute results to project activities. Furthermore, many project activities were implemented jointly with other partners, which could also make it challenging for stakeholders to identify participation in the Project activities, let alone to completely compartmentalize and distinguish the results of the Project.

DATA ANALYSIS

A mixture of analytical processes will be used in this evaluation. Following completion of the main data collection phase, the following steps will be undertaken:

- The primary data collected and relevant information from secondary data will be analysed to reach a set of findings for each evaluation criteria defined.
- The evaluator will proceed with the cross-examination of these findings to ensure consistency in the quality of these findings across all regions. Region-specific findings will be provided based on qualitative information gathered and validated. Special attention will be given to assessing how/ whether the promotion of gender equity and human rights equality underpinned interventions of the project.
- After these detailed analyses of individual data and findings, key strategic issues will be identified, including the role of the Project and the synergies identified and contributions to outcome level results.
- These will be analysed using a brainstorming method, responding to the questions from the evaluation matrix and consolidating the main findings around the evaluation criteria to allow judgments leading to the main conclusions and recommendations.

The Evaluator will consolidate the data and express them as findings relative to specific questions.

REPORTING

Reporting will be done in four stages: (1) An Inception Report (this document); (2) Preliminary Findings to be discussed at a Conference Call, which will include a short summary and PowerPoint Presentation; (3) a Draft Evaluation Report; and (4) a Final Evaluation Report. In addition, reporting and liaising with the Evaluation Task Manager (Irene Barquero) will be an on-going activity throughout this assignment.

The preliminary findings in the format of a PowerPoint presentation will be prepared and a verbal presentation will be made to ECLAC and the ERG for validation and comments. The feedback received will be further discussed and a draft evaluation report will be prepared. The draft report will be prepared after further assessment by the evaluation team of the findings, ensuring their consistency across various data sources and methods, and then arriving at a final set of conclusions and recommendations.

The draft report will be shared with the ECLAC and the ERG, with particular attention to factual accuracy. Taking into account the comments received, the report will be finalized.

The final report will be written in English and will comprise: an executive summary, a description of the context of the programmes assessed, the assessment context (including objectives, scope), the methodology (including limitations due to data unavailability and/or other circumstances), the findings by evaluation issue (as presented in the Evaluation Matrix), the conclusions, recommendations and lessons learned for the future of the Project and, relevant annexes.

Annexes included in the Inception Report:

1. STAKEHOLDER MAPPING – LIST OF PROJECT EVENTS⁵
2. LIST OF PUBLICATIONS PRODUCED BY THE PROJECT TO DATE
3. PROPOSED DATABASES FOR GOOGLE ANALYTICS

⁵ This is a tentative list of events (based on the documentation provided to the Evaluator by the end of May) from which a global list of participants in the project is currently being developed. The global list will be used to identify survey participants as well as KIs to be invited for interviews.

ANNEX 2

TERMS OF REFERENCE FOR THE EVALUATION

TERMS OF REFERENCE

Evaluation of the Development Account Project 1415BG

PROMOTING EQUALITY: STRENGTHENING THE CAPACITY OF SELECT DEVELOPING COUNTRIES TO DESIGN AND IMPLEMENT EQUALITY-ORIENTED PUBLIC POLICIES AND PROGRAMMES (ROA315-9)

I. Introduction

1. This evaluation is out in accordance with the General Assembly resolutions 54/236 of December 1999, 54/474 of April 2000 and 70/8 of December 2015, which endorsed the Regulations and Rules Governing Programme Planning, Aspects of the Budget, the Monitoring of Implementation and the Methods of Evaluation (PPBME) and its subsequent revisions. In this context, the General Assembly requested that programmes be evaluated on a regular, periodic basis, covering all areas of work under their purview. As part of the general strengthening of the evaluation function to support and inform the decision-making cycle in the UN Secretariat in general and ECLAC in particular and within the normative recommendations made by different oversight bodies endorsed by the General Assembly, ECLAC's Executive Secretary is implementing an evaluation strategy that includes periodic evaluations of different areas of ECLAC's work. This is therefore a discretionary internal evaluation managed by the Programme Planning and Evaluation Unit (PPEU) of ECLAC's Programme Planning and Operations division (PPOD).

II. Evaluation Topic

2. This evaluation is an end-of-cycle review of an inter-regional project aimed at strengthening countries' capacities in both the analytical and policy areas, with specificities to be taken into account by the participating Regional Commissions. On the one hand, the project sought to address countries' capacity to analyse and measure inequality. On the other hand, it sought to support the conceptualization, design and implementation of pro-equality public policies and programmes that foster social inclusion through employment, social protection and access to social services –i.e. education, health–.

III. Objective of the Evaluation

3. The objective of this evaluation is to review the efficiency, effectiveness, relevance, and sustainability of the project implementation and more particularly document the results the project attained in relation to its overall objectives and expected results as defined in the project document.
4. The project objective was to strengthen the capacity of selected national governments to conceptualize, design and implement multidisciplinary public policies and programmes oriented towards greater equality.
5. The evaluation will place an important emphasis in identifying lessons learned and good practices that derive from the implementation of the project, its sustainability and the potential of replicating them to other countries.
6. The lessons learned and good practices in actual project implementation will in turn be used as tools for the future planning and implementation of projects.

IV. Background

The Development Account

7. The Development Account (DA) was established by the General Assembly in 1997, as a mechanism to fund capacity development projects of the economic and social entities of the United Nations (UN). By building capacity on three levels, namely: (i) the individual; (ii) the organizational; and (iii) the enabling environment, the DA becomes a supportive vehicle for advancing the implementation of internationally agreed development goals (IADGs) and the outcomes of the UN conferences and summits. The DA adopts a medium to long-term approach in helping countries to better integrate social, economic and environmental policies and strategies in order to achieve inclusive and sustained economic growth, poverty eradication, and sustainable development.
8. Projects financed from the DA aim at achieving development impact through building the socio-economic capacity of developing countries through collaboration at the national, sub-regional, regional and inter-regional levels. The DA provides a mechanism for promoting the exchange and transfer of skills, knowledge and good practices among target countries within and between different geographic regions, and through the cooperation with a wide range of partners in the broader development assistance community. It provides a bridge between in-country capacity development actors, on the one hand, and UN Secretariat entities, on the other. The latter offer distinctive skills and competencies in a broad range of economic and social issues that are often only marginally dealt with by other development partners at country level. For target countries, the DA provides a vehicle to tap into the normative and analytical expertise of the UN Secretariat and receive on-going policy support in the economic and social area, particularly in areas where such expertise does not reside in the capacities of the UN country teams.
9. The DA's operational profile is further reinforced by the adoption of pilot approaches that test new ideas and eventually scale them up through supplementary funding, and the emphasis on integration of national expertise in the projects to ensure national ownership and sustainability of project outcomes.
10. DA projects are being implemented by global and regional entities, cover all regions of the globe and focus on five thematic clusters⁶. Projects are programmed in tranches, which represent the Account's programming cycle. The DA is funded from the Secretariat's regular budget and the Economic Commission for Latin America and the Caribbean (ECLAC) is one of its 10 implementing entities. The UN Department of Economic and Social Affairs (DESA) provides overall management of the DA portfolio.
11. ECLAC undertakes internal evaluations of each of its DA projects in accordance with DA requirements.

The project

12. The project under evaluation is part of the projects approved under this account for the 9th Additional Tranche (2015-2017). It was implemented by the five Regional Commissions of the United Nations, namely: the Economic Commission for Latin America and the Caribbean (ECLAC), specifically its Division for Social Affairs, the Economic Commission for Europe (ECE), the Economic and Social Commission for Asia and the Pacific (ESCAP), the Economic Commission for Africa (ECA) and the Economic and Social Commission for Western Asia (ESCWA).

⁶ Development Account projects are implemented in the following thematic areas: advancement of women; population/countries in special needs; drug and crime prevention; environment and natural resources; governance and institution building; macroeconomic analysis, finance and external debt; science and technology for development; social development and social integration; statistics; sustainable development and human settlement; and trade. See also UN Development Account website: <http://www.un.org/esa/devaccount/projects/active/theme.html>

13. The original duration of this project was of approximately two and a half years (June 2015 –December 2017), having started activities in May 29, 2015, and with an estimated date of closure of June 2018, after having received a six months extension.

14. The overall logic of the project against which results and impact will be assessed contains an overall objective and a set of expected accomplishments and indicators of achievement that will be used as signposts to assess its effectiveness and relevance.

The project's objective as stated above is "to strengthen the capacity of selected national governments to conceptualize, design and implement multidisciplinary public policies and programmes oriented towards greater equality."⁷ The project was envisaged to focus directly on eight countries (two each in the ECA, ECLAC, ESCAP and ESCWA regions) whose governments were placing equality at the centre of its development process, especially in relation to its social, labour and fiscal policies. Additionally, eight countries in the ECE region, whose governments were interested in the measurement of inequalities, would benefit from participation in a regional workshop.⁸

15. The expected accomplishments were defined as follows:

- **EA1** Strengthened capacity of governments in select countries to identify, analyze and measure socio-economic inequalities in income, wealth, well-being, gender and other dimensions that hinder development
- **EA2** Strengthened capacity of governments in select countries to design and implement equality-oriented public policies and programmes by using appropriate social protection, labour and green fiscal policy tools.

16. To achieve the expected accomplishments above, the following activities were originally planned:

A1.1 Development of region-specific toolkits on the analysis and measurement of socio-economic inequalities;

A1.2 Consultative meetings in ECLAC, ESCAP, ESCWA and ECA regions to gather information and receive feedback on toolkit contents with national counterparts and UN country teams;

A1.3 Regional studies on the different dimensions and drivers of socio-economic inequalities;

A1.4 Eight national training workshops (two in each region, except ECE) on analysis and measurement of socio-economic inequalities;

A1.5 Advisory services in ECLAC, ESCAP, ESCWA and ECA regions on analysis and measurement of socio-economic inequalities, with the objective of assisting countries in implementing new measurements of socio-economic inequalities;

A2.1 Inter-regional inception workshop to exchange experiences in the analysis and measurement of socio-economic inequalities, and in the design and implementation of multidisciplinary equality-oriented public policies and programmes;

A2.2 Development of region-specific toolkits on the design and implementation of equality-oriented public policies and programmes in ECLAC, ESCAP, ESCWA and ECA regions;

A2.3 Consultative meetings in ECLAC, ESCAP, ESCWA and ECA regions to gather information and receive feedback on toolkit contents with national counterparts and UN country teams;

A2.4 Eight national training workshops (two in each region, except ECE) on the design and implementation of equality-oriented public policies and programmes;

⁷ See Annex 1: Project Document

⁸ Originally, the project identified as beneficiary countries: Benin, Tanzania, Ecuador, El Salvador, Tunisia, Yemen, India, Indonesia, Armenia, Georgia, Kyrgyzstan, Republic of Moldova, Tajikistan, Turkmenistan, Ukraine and Uzbekistan.

A2.5 Advisory services in ECLAC, ESCAP, ESCWA and ECA regions on the design and implementation of equality-oriented social protection, labour and green fiscal policies;

A2.6 Update and expansion to different regions of online social policy tools: i) Non-contributory Social Protection Programmes database; ii) Social Protection Toolbox;

A2.7 Five regional workshops (one in each region) with broad participation (target and non-target countries) to share lessons learned on analysis and measurement of socio-economic inequalities and the design and implementation of equality-oriented public policies and programmes;

A2.8 One global study that synthesizes regional findings and lessons learned in the conceptualization, design and implementation of public policies and programmes oriented towards greater equality;

A2.9 Inter-regional closing workshop to present project's results and share experiences and knowledge among experts and government officials.

17. The budget for the project totalled US\$ 1,067,000. Progress reports were prepared on a yearly basis.

Stakeholder Analysis

18. As stated in the project document, the main project beneficiaries were the Ministries of Social Development, Ministries of Labour and Ministries of Finance. Depending on the country, potential partners also include Ministries of Planning and Ministries of the Environment. National Statistical Offices (NSOs) would also be actively engaged in activities related to the measurement of inequality. Targeted beneficiaries were high-level public-sector policy makers and senior technical staff in those Ministries and NSOs in the regions represented by the implementing Regional Commissions. Other stakeholders, included experts, practitioners, academics and members of civil society organizations related to the specific areas and topics selected.

V. Guiding Principles

19. The evaluation will seek to be independent, credible and useful and adhere to the highest possible professional standards. It will be consultative and engage the participation of a broad range of stakeholders. The unit of analysis is the project itself, including its design, implementation and effects. The assessment will be undertaken in accordance with the provisions contained in the Project Document. The evaluation will be conducted in line with the norms, standards and ethical principles of the United Nations Evaluation Group (UNEG)⁹.
20. It is expected that ECLAC's guiding principles to the evaluation process are applied¹⁰. In particular, special consideration will be taken to assess the extent to which ECLAC's activities and outputs respected and promoted human rights¹¹. This includes a consideration of whether ECLAC interventions treated beneficiaries as equals, safeguarded and promoted the rights of minorities, and helped to empower civil society.
21. The evaluation will also examine 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.

⁹ Norms and Standards for Evaluation, UNEG, June 2016 [online] <http://www.unevaluation.org/document/detail/1914> and UNEG Ethical Guidelines for Evaluation, UNEG, March 2008 [online] <http://www.unevaluation.org/document/detail/102>.

¹⁰ See ECLAC, "Preparing and Conducting Evaluations: ECLAC Guidelines" (2009) and ECLAC, "Evaluation Policy and Strategy"(2014) for a full description of its guiding principles.

¹¹ For further reference see UNEG "Integrating Human Rights and Gender Equality in Evaluations" (2014) [online] <http://www.unevaluation.org/document/detail/1616>.

22. Moreover, the evaluation process itself, including the design, data collection, and dissemination of the assessment report, will be carried out in alignment with these principles¹².
23. The evaluation will also include an assessment of the project's contribution to the achievement of the Sustainable Development Goals (SDGs).
24. Evaluators are also expected to respect UNEG's ethical principles as per its "Ethical Guidelines for Evaluation"¹³:
 - Independence: Evaluators shall ensure that independence of judgment is maintained and that evaluation findings and recommendations are independently presented.
 - Impartiality: Evaluators shall operate in an impartial and unbiased manner and give a balanced presentation of strengths and weaknesses of the policy, program, project or organizational unit being evaluated.
 - Conflict of Interest: Evaluators are required to disclose in writing any past experience, which may give rise to a potential conflict of interest, and to deal honestly in resolving any conflict of interest which may arise.
 - Honesty and Integrity: Evaluators shall show honesty and integrity in their own behavior, negotiating honestly the evaluation costs, tasks, limitations, scope of results likely to be obtained, while accurately presenting their procedures, data and findings and highlighting any limitations or uncertainties of interpretation within the evaluation.
 - Competence: Evaluators shall accurately represent their level of skills and knowledge and work only within the limits of their professional training and abilities in evaluation, declining assignments for which they do not have the skills and experience to complete successfully.
 - Accountability: Evaluators are accountable for the completion of the agreed evaluation deliverables within the timeframe and budget agreed, while operating in a cost-effective manner.
 - Obligations to Participants: Evaluators shall respect and protect the rights and welfare of human subjects and communities, in accordance with the UN Universal Declaration of Human Rights and other human rights conventions. Evaluators shall respect differences in culture, local customs, religious beliefs and practices, personal interaction, gender roles, disability, age and ethnicity, while using evaluation instruments appropriate to the cultural setting. Evaluators shall ensure prospective participants are treated as autonomous agents, free to choose whether to participate in the evaluation, while ensuring that the relatively powerless are represented.
 - Confidentiality: Evaluators shall respect people's right to provide information in confidence and make participants aware of the scope and limits of confidentiality, while ensuring that sensitive information cannot be traced to its source.
 - Avoidance of Harm: Evaluators shall act to minimize risks and harms to, and burdens on, those participating in the evaluation, without compromising the integrity of the evaluation findings.
 - Accuracy, Completeness and Reliability: Evaluators have an obligation to ensure that evaluation reports and presentations are accurate, complete and reliable. Evaluators shall explicitly justify judgments, findings and conclusions and show their underlying rationale, so that stakeholders are in a position to assess them.
 - Transparency: Evaluators shall clearly communicate to stakeholders the purpose of the evaluation, the criteria applied and the intended use of findings. Evaluators shall ensure that stakeholders have a say in shaping the evaluation and shall ensure that all documentation is readily available to and understood by stakeholders.

¹² Human rights and gender perspective.

¹³ UNEG Ethical Guidelines for Evaluation, UNEG, March 2008 (<http://www.unevaluation.org/document/detail/102>)

- Omissions and wrongdoing: Where evaluators find evidence of wrong-doing or unethical conduct, they are obliged to report it to the proper oversight authority.

VI. Scope of the evaluation

25. In line with the evaluation objective, the scope of the evaluation will more specifically cover all the activities implemented by the project. The evaluation will review the benefits accrued by the various stakeholders in the region, as well as the sustainability of the project interventions. The evaluation will also review the interaction and coordination modalities used in its implementation between and within the implementing Regional Commissions, and between/among other co-operating agencies participating in the implementation of the project.
26. In summary, the elements to be covered in the evaluation include:
 - Actual progress made towards project objectives
 - The extent to which the project has contributed to outcomes in the identified countries whether intended or unintended.
 - The efficiency with which outputs were delivered.
 - The strengths and weaknesses of project implementation on the basis of the available elements of the logical framework (objectives, results, etc) contained in the project document
 - The validity of the strategy and partnership arrangements. Coordination between and within the Regional Commissions, and with other co-operating agencies.
 - The extent to which the project was designed and implemented to facilitate the attainment of the goals.
 - Relevance of the project's activities and outputs towards the needs of Member States, the needs of the region and the mandates and programme of works of the Regional Commissions.
27. It will also assess 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 sub regional, 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.

VII. Methodology

28. The evaluation will use the following data collection methods to assess the impact of the work of the project:
 - a) **Desk review and secondary data collection analysis**: of the programmes of work of the Regional Commissions, DA project criteria, the project document, annual reports of advance, workshops and meetings reports and evaluation surveys, other project documentation such as project methodology, country reports, consolidated report, webpage, etc.
 - b) **Self-administered surveys**: Surveys to beneficiaries in the different participating countries covered by the project should be considered as part of the methodology. Surveys to co-operating agencies and stakeholders within the United Nations and the countries participating in the project should be considered if applicable and relevant.

PPEU can provide support to manage the online surveys through SurveyMonkey. In the case, this procedure is agreed upon with the evaluator, PPEU will distribute the surveys among project beneficiaries to the revised lists facilitated by the consultant. PPEU will finally provide the evaluator with the consolidated responses.

- c) **Semi-structured interviews and focus groups** to validate and triangulate information and findings from the surveys and the document reviews, a limited number of interviews (structured, semi-structured, in-depth, key informant, focus group, etc.) may be carried out via tele- or video-conference with project partners to capture the perspectives of managers, beneficiaries, participating ministries, departments and agencies, etc. PPEU will provide assistance to coordinate the interviews, including initial contact with beneficiaries to present the assessment and the evaluator. Following this presentation, the evaluator will directly arrange the interviews with available beneficiaries, project managers and co-operating agencies.
 - d) **Field visits:** Depending on the availability of funds and timing, the consultant in charge of the evaluation might participate in the closing event of the project to be held in Santiago, Chile from the 27th to the 28th of June, and visit 1-2 beneficiary countries with a view to gauge the opinion of High level officials and authorities with regards to the relevance, effectiveness, efficiency, impact, and sustainability of the interventions of the project.
29. Methodological triangulation is an underlying principle of the approach chosen. Suitable frameworks for analysis and evaluation are to be elaborated – based on the questions to be answered. The experts will identify and set out the methods and frameworks as part of the *inception report*.

VIII. Evaluation Issues/ Questions

30. This evaluation encompasses the different stages of the given project, including its design, process, results, and impact, and is structured around four main criteria: relevance, efficiency, effectiveness, and sustainability. Within each of these criteria, a set of *evaluation questions* will be applied to guide the analysis¹⁴. The responses to these questions are intended to explain “the extent to which,” “why,” and “how” specific outcomes were attained.
31. The questions included hereafter are intended to serve as a basis for the final set of evaluation questions, to be adapted by the evaluator and presented in the inception report.

Efficiency

- a) Collaboration and coordination mechanisms between and within the Regional Commissions and with other cooperating agencies that ensure efficiencies and coherence of response;
- b) Provision of services and support in a timely and reliable manner, according to the priorities established by the project document;

Effectiveness

- a) How satisfied are the project’s main beneficiaries with the services they received?
- b) How much more knowledgeable are the participants in workshops and seminars?
- c) What are the results identified by the beneficiaries?
- d) Has the project made any difference in the behavior/attitude/skills/ performance of the clients?
- e) How effective were the project activities in enabling capacities and influencing policy making?

¹⁴ The questions included here will serve as a basis for the final set of evaluation questions, to be adapted by the evaluator and presented in the inception report.

- f) Are there any tangible policies that have considered the contributions provided by the Regional Commissions in relation to the project under evaluation?

Relevance:

- a) How in line were the activities and outputs delivered with the priorities of the targeted countries?
- b) How aligned was the proposed project with the activities and programmes of work of the implementing Regional Commissions, specifically those of the subprogrammes in charge of the implementation of the project?
- c) Were there any complementarities and synergies with other work being developed by the Regional Commissions or by beneficiary countries?

Sustainability

With beneficiaries:

- a) How did the project utilize the technical, human and other resources available in participating countries?
- b) 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?
- c) What mechanisms were set up to ensure the follow-up of networks created under the project?

Within the Regional Commissions:

- a) How has the project contributed to shaping / enhancing the Regional Commissions's programmes of work / priorities and activities? The work modalities and the type of activities carried out? How have the Regional Commissions build on the findings of the project?
- b) Have the project managers effectively taken into consideration human rights and gender issues in the design and implementation of the project and its activities?
- c) Has and how has the project contributed to the achievement of the Sustainable Development Goals (SDGs)?

IX. Deliverables

32. The assessment will include the following outputs:

- a) **Work Plan.** No later than five days after the signature of the contract, the consultant must deliver to PPOD a detailed Work Plan of all the activities to be carried out related to the evaluation of project ROA/315-9, schedule of activities and outputs detailing the methodology to be used, etc.
- b) **Inception Report.** No later than 4 weeks after the signature of the contract, the consultant should deliver the inception report, which should include the background of the project, an analysis of the Project profile and implementation and a full review of all related documentation as well as project implementation reports. Additionally, the inception report should include a detailed evaluation methodology including the description of the types of data collection instruments that will be used and a full analysis of the stakeholders and partners that will be contacted to obtain the evaluation information. First drafts of the instruments to be used for the survey, focus groups and interviews should also be included in this first report.
- c) **Preliminary findings Report.** No later than 8 weeks after the signature of the contract, the consultant should deliver the preliminary findings report which should include the

initial findings based on data analysis of surveys, interviews and focus groups and the main results of the field visits (subject to the conditions stipulated in paragraph 28.d).

- d) **Draft final evaluation Report.** No later than 12 weeks after the signature of the contract, the consultant should deliver the preliminary report for revision and comments by the Programme Planning and Operations Division (PPOD) of ECLAC and the Evaluation Reference Group (ERG), which includes representatives of the implementing substantive Divisions of each Regional Commission. The draft final evaluation report should include the main draft results and findings, conclusions of the evaluation, lessons learned and recommendations derived from it, including its sustainability, and potential improvements in project management and coordination of similar DA projects.
- e) **Final Evaluation Report.** No later than 16 weeks after the signature of the contract, the consultant should deliver the final evaluation report which should include the revised version of the preliminary version after making sure all the comments and observations from PPOD and the ERG have been included. Before submitting the final report, the consultant must have received the clearance on this final version from PPOD, assuring the satisfaction of ECLAC with the final evaluation report.
- f) **Presentation of the results of the evaluation.** A final presentation of the main results of the evaluation to relevant staff members of the Regional Commissions involved in the implementation of the project, will be delivered at the same time of the delivery of the final evaluation report.

X. Payment schedule and conditions

33. The duration of the consultancy will be initially for 16 weeks estimated to take place during the months of June– October 2018. The consultant will be reporting to and be managed by the Programme Planning and Evaluation Unit (PPEU) of the Programme Planning and Operations Division (PPOD) of ECLAC. Support to the evaluation activities will be provided by the implementing Divisions of each Regional Commission.
34. The contract will include the payment for the services of the consultant as well as all the related expenses of the evaluation. Payments will be done according to the following schedule and conditions:
 - a) 20% of the total value of the contract will be paid against the satisfactory delivery of the inception report which should be delivered as per the above deadlines.
 - b) 30% of the total value of the contract will be paid against the satisfactory delivery of the field visit and preliminary findings report which should be delivered as per the above deadlines.
 - c) 20% of the total value of the contract will be paid against the satisfactory delivery of the draft final evaluation report which should be delivered as per the above deadlines.
 - d) 30% of the total value of the contract will be paid against the satisfactory delivery and presentation of the final evaluation report which should be delivered as per the above deadlines.
35. All payments will be done only after the approval of each progress report and the final report from the Programme Planning and Evaluation Unit (PPEU) of the Programme Planning and Operations Division (PPOD) of ECLAC.

XI. Profile of the Evaluator

36. The evaluator will have the following characteristics:

Education

- MA in social sciences, public policy, development studies, business administration, or a related social science.

Experience

- At least seven years of progressively responsible relevant experience in programme/project evaluation are required.
- At least two years of experience in areas related to social protection and development is highly desirable.
- Experience in at least three evaluations with international (development) organizations is required. Experience in Regional Commissions and United Nations projects, especially Development Account projects is highly desirable.
- Proven competency in quantitative and qualitative research methods, particularly self-administered surveys, document analysis, and informal and semi-structured interviews are required.
- Proven competency in integrating human rights and gender equality in evaluation is highly desirable.

Language Requirements

- Proficiency in English and Spanish is required.

XII. Roles and responsibilities in the evaluation process

37. Commissioner of the evaluation

→ (ECLAC Executive Secretary and PPOD Director)

- Mandates the evaluation
- Provides the funds to undertake the evaluation
- Safeguards the independence of the evaluation process

38. Task manager

→ (PPEU Evaluation Team)

- Drafts evaluation TORs
- Recruits the evaluator/evaluation team
- Shares relevant information and documentation and provides strategic guidance to the evaluator/evaluation team
- Provides overall management of the evaluation and its budget, including administrative and logistical support in the methodological process and organization of evaluation missions
- Coordinates communication between the evaluator/evaluation team, implementing partners and the ERG, and convenes meetings
- Supports the evaluator/evaluation team in the data collection process
- Reviews key evaluation deliverables for quality and robustness and facilitates the overall quality assurance process for the evaluation
- Manages the editing, dissemination and communication of the evaluation report
- Implements the evaluation follow-up process

39. Evaluator/Evaluation team

→ (External consultant)

- Undertakes the desk review, designs the evaluation methodology and prepares the inception report

- Conducts the data collection process, including the design of the electronic survey and semi-structured interviews
 - Carries out the data analysis
 - Drafts the evaluation report and undertakes revisions
40. Evaluation Reference Group (ERG)
- (Composed of representatives of each of the implementing partners)
- Provides feedback to the evaluator/evaluation team on preliminary evaluation findings and final conclusions and recommendations
 - Reviews draft evaluation report for robustness of evidence and factual accuracy

XIII. Other Issues

41. Intellectual property rights. The consultant is obliged to cede to ECLAC all authors rights, patents and any other intellectual property rights for all the work, reports, final products and materials resulting from the design and implementation of this consultancy, in the cases where these rights are applicable. The consultant will not be allowed to use, nor provide or disseminate part of these products and reports or its total to third parties without previously obtaining a written permission from ECLAC.
42. Coordination arrangements. The team in charge of the evaluation comprised of the staff of the Programme Planning and Evaluation Unit of ECLAC and the consultant will confer and coordinate activities on an on-going basis, ensuring at least a monthly coordination meeting/teleconference to ensure the project is on track and that immediate urgencies and problems are dealt with in a timely manner. If any difficulty or problem develops in the interim the evaluation team member will raise it immediately with the rest of the team so that immediate solutions can be explored and decisions taken.

XIV. Assessment use and dissemination

43. This assessment seeks to identify best practices and lessons learned in the implementation of development account projects and specifically the capacities of the beneficiary countries to promote equality. The evaluation findings will be presented and discussed to the Regional Commissions. An Action Plan will be developed to implement recommendations when appropriate in future development account projects. The evaluation report will also be circulated through ECLAC's internet and intranet webpages (and other knowledge management tools), including circulating a final copy to DESA, as the programme manager for the Development Account, so as to constitute a learning tool in the organization.

Annexes included in the ToRs:

ANNEX 1: Project Document

ANNEX 3

LIST OF DOCUMENTS PRODUCED BY THE PROJECT¹⁵

#	REGION/DATE		TITLE
Toolkits/Guides			
1	ECA	2018	Inequality Toolkit in Africa. April 2018
2	ECE	2017	Guide on poverty measurement. ECE/CES/STAT/2017/4. New York and Geneva: United Nations. http://www.unece.org/index.php?id=47512
3	ECE	2017	Development of a model set of questions for a household budget survey. Report prepared for UNECE by Rafkat Hasanov and Savia Hasanova. http://www.unece.org/fileadmin/DAM/stats/documents/ece/ces/ge.15/2017/workshop_montenegro_2017/Report_PovertyQuestions_Rus_3_EN.pdf
4	ESCWA	2017	Guide 1: Capacity building for analyzing and measuring social and economic inequality in the Arab region (Arabic). Distr. Limited. Technical paper 20. 12 May 2017
5	ESCWA	2018	Guide 2: Design and implement policies based on equality in Arab countries (Arabic). Distr. Limited. Technical paper 11. 25 April 2018
6	ESCAP	2018	E-learning Module: Why do we need social protection https://www.socialprotection-toolbox.org/files/documents/why-we-need-social-protection.pdf
7	ESCAP	2018	E-Learning Module: How to Design Inclusive Social Protection Systems https://www.unescap.org/resources/policy-guide-how-design-inclusive-social-protection-systems
8	ECLAC	2018	Toolkit titled “Herramientas para el análisis de las desigualdades y el efecto redistributivo de las políticas públicas” to be published in June 2018. https://www.cepal.org/es/publicaciones/43678-herramientas-analisis-desigualdades-efecto-redistributivo-politicas-publicas
Country Reports			
1	ECA	2017	Promoting equality: case study of Côte d'Ivoire. Final Version May 2017.
2	ECA	2018	Maliti, Emmanuel (2018). Dimensions of Inequality in Tanzania Status, trends and policies March 2018. REPOA Tanzania
3	ESCAP	2017	Equality of opportunity in Indonesia, Working paper, United Nations, Bangkok http://www.unescap.org/sites/default/files/Equality%20of%20Opportunity%20in%20Indonesia%20final_1.pdf
4	ESCAP	2016	National report on multidimensional inequality in India (unpublished)

¹⁵ In addition to these documents, ECLAC is also in the process of producing the project document entitled *Programmes de transferts monétaires conditionnels en Amérique Latine et les Caraïbes*, which at the time of writing this report had not yet been provided to the Evaluator.

Regional Papers			
1	ECA	2018	Promoting Equality: An Inter-regional Perspective. Regional View: Inequality in Africa. March 2018
2	ECE	2016	The household surveys analysis aimed at harmonization of household survey questionnaires in countries of Eastern Europe, Caucasus and Central Asia. Report prepared for UNECE by Rafkat Hasanov and Savia Hasanova. http://www.unece.org/fileadmin/DAM/stats/documents/ece/ces/ge.15/2017/Expert-meeting-Montenegro-2017/Informations/Report_EN__7_.pdf
3	ECLAC	2016	The social inequality matrix in Latin America http://repositorio.cepal.org/bitstream/handle/11362/40710/S1600945_en.pdf?sequence=1&isAllowed=y
4	ECLAC	2017	Linkages between the social and production spheres: gaps, pillars and challenges, United Nations, Santiago de Chile [online]: https://crds.cepal.org/2/en/documents/linkages-between-social-and-production-spheres-gaps-pillars-and-challenges
5	ECLAC	2017	Conditional cash transfers programmes in Latin America and the Caribbean: coverage and investment trends, Social Policy Series No 224, ECLAC, Santiago de Chile http://repositorio.cepal.org/handle/11362/42109
6	ECLAC	2017	Pension and income transfer for old age: inter- and intra-generational distribution in comparative perspective, Social Policy Series No 225, ECLAC, Santiago de Chile http://repositorio.cepal.org/handle/11362/42087
7	ECLAC	2017	Confronting inequality: Social protection for families and early childhood through monetary transfers and care worldwide, ECLAC, Santiago de Chile http://repositorio.cepal.org/handle/11362/43158
8	ECLAC	2017	"Peoples of African descent: broadening the scope of inequality to make progress in guaranteeing their rights", <i>Social Panorama of Latin America 2016</i> https://www.cepal.org/en/publications/41599-social-panorama-latin-america-2016
9	ECLAC	2018	<i>Renforcer la protection sociale: L'expérience de l'Amérique latine et des Caraïbes</i> , Project document, ECLAC, Santiago de Chile [online / available in French]: https://www.cepal.org/fr/publicaciones/43859-renforcer-la-protection-sociale-l-experience-lamerique-latine-et-des-caraibes
10	ECLAC	2018	Vargas F., L.H. (2018), <i>Reformas del Sistema de pensiones en Chile (1952-2008)</i> , Social Policy Series No 229, ECLAC, Santiago de Chile [online / available in Spanish]: https://repositorio.cepal.org/handle/11362/43223
11	ESCWA	2018	Inequality and its Discontents: Dimensions, Drivers and Challenges of Socio-economic Inequalities in the Arab region (English). Distr. Limited. Technical paper 19. April 2017.
12	ESCAP	2018	Addressing inequality of opportunity in Asia and the Pacific, Chapter 2 in United Nations (2018). "Inequality in Asia and the Pacific in the era of the 2030 Agenda for Sustainable Development". ESCAP Flagship Publication. https://www.unescap.org/sites/default/files/04Chapter2.pdf
13	ESCAP	2018	Inequality of Opportunity in Asia and the Pacific: Education https://www.unescap.org/sites/default/files/Education%20report%2018042018.pdf
14	ESCAP	2018	Inequality of Opportunity in Asia and the Pacific: Decent Work http://www.unescap.org/resources/inequality-opportunity-asia-and-pacific-decent-work
15	ESCAP	2017	Inequality of Opportunity in Asia and the Pacific: Clean Energy http://www.unescap.org/resources/inequality-opportunity-asia-and-pacific-clean-energy
Global Paper			
1	ECLAC	2018	Promoting equality: An interregional perspective https://www.unescap.org/sites/default/files/promoting_equality.pdf

ANNEX 4

LIST OF PROJECT EVENTS, TRAINING & WORKSHOPS

Region	Number	Location	Date	# of participants ¹⁶	Type of event
ECA	Expert Group Meeting and Policy Forum on “Poverty, inequality and jobs in Africa”	Addis Ababa, Ethiopia	6-7 June 2018	34	Regional Workshop
	National dissemination workshop - Dimensions of Inequality in Tanzania Country Study: Promoting equality: Strengthening the capacity of African countries to design and implement equity-oriented public policies and programs. ¹⁷	Dar es Salam, Tanzania	19-Mar-18	32	National Workshop (Dissemination)
	National training workshop: Analysis and measurement of socio-economic inequalities in Africa	Dar es Salam, Tanzania	20-21 March 2018	12	National Workshop (Training)
	National training workshop: Design and implementation of equality-oriented public policies and programmes in Africa.	Dar es Salam, Tanzania	22-23 March 2018	16	National Workshop (Training)
	National training workshop - Atelier national de formation sur L'analyse et la mesure des inégalités socio-économiques en Afrique.	Abidjan, Cote d'Ivoire	15-16 May 2018	30	National Workshop (Training)
	National training workshop - Atelier national de formation sur La conception et la mise en œuvre de politiques publiques axées sur l'égalité et les programmes en Afrique.	Abidjan, Cote d'Ivoire	17-18 May 2018	49	National Workshop (Training)
Subtotal - ECA				173	
ECE	Workshop on Poverty Measurement (back-to-back)	Geneva, Switzerland	11-Jul-16	20	Regional Workshop
	Meeting of the Task Force on poverty measurement (back-to-back)	Geneva, Switzerland	14-Jul-16	10	EGM
	Workshop on harmonisation of poverty statistics (back-to-back)	Budva, Montenegro	25-Sep-17	29	EGM

¹⁶ Note that there are a number of repeat participants (people who participated in more than one meeting. This explains the variation between the number of people participating in these meetings and the number of recipients of the on-line survey.

¹⁷ The majority of the participants were media, following the REPOA's practices of organizing a press release prior to their training activities.

Region	Number	Location	Date	# of participants ¹⁶	Type of event
ECE	Meeting of the Task Force on poverty measurement	Istanbul, Turkey	11-12 February 2016	10	Regional Workshop
	Seminar on Poverty Measurement (back-to-back)	Geneva, Switzerland	12-13 July 2016	49	EGM
	Expert meeting on measuring poverty and inequality (back-to-back)	Budva, Montenegro	26-27 Sept 2017	59	EGM
Subtotal - ECE				177	
ECLAC	In collaboration with the University of Manchester, held the seminar "Non-contributory social protection and labour inclusion: towards a virtuous circle?" on December 5 2016 in Santiago, Chile.	Santiago, Chile	05-Dec-16	28 ¹⁸	Regional Workshop
	International course: Cours international sur la protection sociale), held in Port-Au-Prince (Haiti)	Port-Au-Prince, Haiti	5-16 March 2018	75	National Workshop (Training)
	International course on Social protection instruments along the life cycle.	Santiago, Chile	22-26 May 2017	34	International Course
	Workshop "Analysis of Statistical Information with Statistic Package Stata"	Montevideo, Uruguay	1-2 December 2016	15	National Workshop (Training)
	Workshop "Analysis of Statistical Information with Statistic Package Stata"	Montevideo, Uruguay	2-20 May 2016	11	National Workshop (Training)
	Workshop "Analysis of Statistical Information with Statistic Package Stata"	Montevideo, Uruguay	2-18 August 2016	20	National Workshop (Training)
	Workshop on Income distribution, poverty and labour market. Quantitative methods of analysis and policy evaluation.	Buenos Aires, Argentina	5-12 October, 2016	13	National Course (Training)
Subtotal - ECLAC				196	
ESCAP	Strategic Dialogue on Building Inclusive Social Protection Systems, 14-15 November 2017, Bangkok	Bangkok	14-15 November 2017	30	EGM
	Strategic Dialogue on Poverty and Inequality in Asia and the Pacific, 5-6 October 2017, Bangkok	Bangkok	5-6 October 2017	22	EGM
Subtotal - ESCAP				52	

¹⁸ In addition, there were 137 on-line participants through WebEx.

Region	Number	Location	Date	# of participants ¹⁶	Type of event
ESCWA	Workshop on the use of Capacity building guide for analyzing and measuring social and economic inequality in the Arab region	Khartoum, Sudan	1-3 August 2017	25	National Workshop (Training)
	Workshop on the use of a guide to the design and implementation of policies based on equality in Arab countries	Tunis, Tunisia	1-3 November 2017	17	National Workshop (Training)
	Workshop on the use of Guide to the design and implementation of policies based on equality in Arab countries	Khartoum, Sudan	19-21 November 2017	23	National Workshop (Training)
	Workshop on Policy Integration and Plan 2030: Design and implement policies based on equality	Tunis, Tunisia	22-25 January 2018	16	National Workshop (Training)
	Capacity building guide for analyzing and measuring social and economic inequality in the Arab region Tunisia, 4-6 September 2017	Tunis, Tunisia	4-6 September 2017	35	National Workshop (Training)
	Regional meeting to share experiences and lessons in the design and implementation of equality oriented public policies and programmes, Beirut, 9-10 May 2018	Beirut, Lebanon	9-10 May 2018	30	Regional Meeting
Subtotal - ESCWA				146	
Interregional (ECLAC)	Inter-regional Expert Group meeting "Public policies for equality and the Agenda 2030"	Santiago, Chile	December 9-10, 2015	30 ¹⁹	EGM
	Inter-regional Expert Meeting on Placing equality at the centre of Agenda 2030	Santiago, Chile	27-28 June 2018	31 ²⁰	EGM
Subtotal - Interregional				61	
Total				805	

¹⁹ Among which there were eight government officials.

²⁰ There were also 73 on-line participants through WebEx.

ANNEX 5

LIST OF PEOPLE INTERVIEWED

#	Region Country Beneficiary	Name	Position	Country
1	ECA	Albina Chuwa	Director General, National Statistics Office National Bureau of Statistics	Tanzania
2	ESCWA	Anis Zahraz	Gender Officer, Ministry of Women, Family and Childhood	Tunisia
3	ECLAC	Blanca Lilia Garcia	Social Development Ministry	Mexico
4	ECA	Clément K. Kouakou	Former Director, Ministry of Planning & Development	Cote d'Ivoire
5	ECE/ESCAP	Diana Martirosova	Household Surveys Division, National Statistical Service	Armenia
6	ECA	Donald Mmari	Executive Director, REPOA	Tanzania
7	ECA	Emmanuel S. Maliti	Consultant, Researcher	Tanzania
8	ECLAC	Gabriela Agosto	Executive Secretary, National Council for Social Policy Coordination	Argentina
9	ESCWA	Heba Al-Leithi	Researcher at Cairo. University, Faculty of. Economics, Egypt	Sudan, Tunisia, Cote d'Ivoire, Tanzania
10	ECLAC	Juan Pablo Labat	National Director, Monitoring & Evaluation, Ministry of Social Development	Uruguay
11	ESCWA	Mubarak Rahamtalla	Consultant on International Development Cooperation for the Ministry of Security and Social Development,	Sudan
12	ECA	Nahoua YEO	Cabinet Director, Ministry of Planning and Development	Côte d'Ivoire.
13	ECLAC	Pierre Ricot Odney	Director, Ministry of Social Affairs and Labour	Haiti
14	ECE	Rafka Hasanov	Consultant, Azerbaijan & Kazakhstan	Tajikistan
15	ECE	Tengiz Tsekvava	Deputy Executive Director, National Statistics Office, Georgia	Georgia
16	ECE	Yashar Pasha	Head of Department, Quality of Life Statistics, State Statistical Committee	Azerbaijan
17	ESCAP	Nino Odisharia	Head of Social Protection Department, Ministry of Labour, Health and Social Affairs of Georgia	Georgia
Regional Researchers & Stakeholders				
18	ECLAC	Alejandro González	Course Participant, Ministry of Social Development	Chile
19	ECLAC	Amalia Palma	Course Participant, ECLAC Social Development Division	Chile
20	ESCAP	Arief Anshory Yusuf,	Consultant, Professor of Economics at Universitas Padjadjaran	Indonesia
21	ECLAC	Armando Barrientos	Professor, University of Manchester	Global
22	ECLAC	Carlos Maldonado	Economic Affairs Officer, Social Development Division, ECLAC	Haiti

#	Region	Name	Position	Country
Regional Researchers & Stakeholders				
23	ECLAC	Cecilia Rossel	Consultant, Social and Political Science Department, Catholic University, Uruguay	Uruguay
24	ECLAC	Fernando Filgueira	Consultant, CIESU, Uruguay	Uruguay
25	ECLAC	Marizza Espinosa	Course Participant, Ministry of Social Development	Chile
26	ECLAC	Pablo Faret	FAO Regional Office, Chile	Global
27	ECLAC	Randolf Gilbert	Haiti Focal Point, ECLAC Regional Office (Mexico)	Haiti
28	ECLAC	Rodrigo Ibarra	Course Participant, Ministry of Social Development	Chile
29	ECLAC	Varinia Tromben	Economic Affairs Officer, Social Development Division, ECLAC	Haiti
Regional Commissions				
30	ECA	Adrian Gauci	Economic Affairs Officer, Employment and Social Protection Section, Social Development Policy Division	ECA
31	ECE	Andres Vikat	Chief of Social and Demographic Statistics	ECE
32	ESCWA	Angela Samara	Researcher, Social Development Division	ESCWA
33	ECLAC	Beatriz Morales	Research Assistant, Social Development Division	ECLAC
34	ESCAP	Ermina Sokou	Social Affairs Officer, Sustainable Socioeconomic Transformation Section, Social Development Division, ESCAP	ESCAP
35	ESCWA	Oussama Safa	Chief, Participation and Social Justice, Social Development Division	ESCWA
36	ESCAP	Patrik Andersson	Chief, Sustainable Socioeconomic Transformation Section, Social Development Division,	ESCAP
37	ECA	Saurabh Sinha	Chief, Employment and Social Protection Section,	ECA
38	ECLAC	Simone Cecchini	Senior Social Affairs Officer, Social Development Division	ECLAC

ANNEX 6

EVALUATOR'S REVISION MATRIX

Evaluation of the DA Project 1415BG/ROA 315-9 “Promoting Equality: Strengthening the capacity of select Developing Countries to design and implement equality-oriented public policies and programmes”

Evaluation Report Feedback Form: PPOD

GENERAL COMMENTS		
REPORT SECTION (if applicable)	COMMENT	EVALUATOR'S RESPONSE
Annexes	Please correct the order of appendices and/or annexes according to the index.	The Appendices is aligned with the Table of Contents. Some of the Appendices contain Annexes, so the term Appendix was used to differentiate the two. These annexes (in the Appendices: Inception Report and ToRs) were eliminated in the revised version to avoid confusion.
	Please carry out an editorial review of the report because it includes several typos and grammatical errors.	Editorial review conducted.
Chapter 5. Conclusion and lessons learned	We recommend changing the name of this chapter to conclusions, as lessons learned are presented in a different chapter.	Correction made
Conclusions	We recommend re-ordering the conclusions by grouping them according to the evaluation criteria, and to present them following the same order in which the findings from where they derive where presented.	Conclusions will be re-ordered in the Sept 11 mark up document as to not disrupt the sequencing of paragraphs. This way, individuals are able to track edits made.
Lessons learned	Please move the lessons learned before the recommendations.	Similarly, this will be done in the Sept 11 markup version of the document.
SPECIFIC COMMENTS		
PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
1	Please mention the period of time in which the evaluation was conducted.	Completed.
2	Please include mention to chapter 7. Lessons learned, as it is currently not mentioned.	Completed.
8	Please correct the last sentence, the list of people interviewed is included in appendix 5 not 6 as stated in the text.	Completed.
9	Chart 1: Armenia appears twice, as part of EECCA, and “Armenia, India, Sudan” (not sure about the logic behind that last grouping). Georgia should be part of EECCA	Thanks for catching this. Chart was revised as well as groupings.

PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
16	Please correct the text as follows: 16. It was also not possible to conduct assessment of all research products (country-level/regional level research) as some products have just been released and not yet posted on line (only a few number of people have seen the documents);	Completed.
18	Please correct the text as follows: 18. The Development Account (DA) Project 1415BG/ROA 315-9 Promoting Equality: Strengthening the capacity of select Developing Countries to design and implement equality-oriented public policies and programmes is a capacity development programme of the United Nations Secretariat aiming at enhancing capacities of developing countries in the priority areas of the United Nations Development Agenda. The DA is funded from the Secretariat's regular budget and typically implemented by global and regional entities, cover all regions of the globe and focus on 5 thematic clusters. Projects are programmed in tranches, which represent the Account's programming cycle.	Completed.
35	Table 3: ECLAC has 7 meetings listed, but a total of 6	Correction made.
37	Table 4: ESCAP has 2 meetings listed, but a total of 4	Corrections made.
Finding 1 and paragraph 43	Does the finding and related text refer to government staff as recipients of the training activities? If so, we recommend specifying it in the related texts.	Edit added.
Paragraph 53	In the first line of this paragraph, the text makes reference to planned interventions in other "3" countries, however, the related footnote mentions six countries. Please correct.	Edited.
Paragraphs 64 and 66	We suggest moving the footnote on paragraph 64 (footnote 20) to paragraph 66, which talks specifically about ECA.	Edited.
Finding 6. Paragraph 76.	Please correct the text as follows: FINDING 6: While the project activities were generally aligned with the needs of orientation partners' institutions at the beneficiary country level, more can be done to ensure alignment with partner's workplans and short term short-term agendas.	Corrected.
80	Table 5: total is 109% (not including sub categories of government officials). Probably National statistics office are part of government officials, but should be noted	Corrected.
Finding 9. Paragraph 96	Balance the presentation of the survey results. It is true that 55% of respondents said they were maybe indirectly or not at all in a position to influence public policy, however, 45% responded they could fairly or significantly do so.	Edits made.

118	<p>Please revise the text in paragraph 118, as the relation between the availability of google analytics and the fact they have recently been released (not clear if the author is talking about the guides) does not seem clear.</p> <p>118. Google analytics data was also available for the ECLAC and ESCAP guides, as they have just been recently released.</p>	Edits made.
Finding 14	The explanatory text related to finding 14 would benefit from a more detailed explanation and provision of the evidence that backs-up this finding. Some of the information hereby presented does not seem to be related to the finding itself.	Edits made.
Conclusion 1	We would recommend strengthening conclusion 1 by including more evidence on the contributions to the building of capacities and/or linking it to the related findings.	More evidence of contributions are included.
Conclusions 1 and conclusions 3	Could the evaluator consider merging conclusions 1 and 3 into one conclusion, as they are both closely related?	Edits accepted.
Conclusion 6	Please revise conclusion 6. By the way it has been drafted, it seems more a recommendation than a conclusion. The evaluator might consider turning it into a recommendation as well.	Conclusion was revised. Recommendation 5 is in line with this conclusion.
Conclusion 8	Please revise the text related to conclusion 8 to balance the information presented with examples from the other regions, as it currently centers mainly around the example of ECLAC in Haiti.	Revision made. Examples re: benefits related to COs was only found in LAC (edits made to clarify).
Recommendations 1, 2 and 3	We recommend analyzing the possibility of merging recommendations 1, 2 and 3 into one, as they are very related.	Consideration was given to this and text was slightly edited to ensure more clear differentiation among these recommendations.
Recommendation 5	The title of the recommendation only refers to the engagement of less developed countries, while paragraph 212 also makes reference to the need to more interventions at the level of beneficiary countries. Please revise the text to ensure coherence between the recommendation per se and its supporting text.	Edits made to clarify. The recommendation was split into 2 recommendations.
Paragraph 213 and 214	The relationship between the text in these two paragraphs and the recommendation itself is not very clear. Please revise.	Edits made.
Paragraph 215	The actions proposed in paragraph 215 seem more related to recommendation 3. Please review if this is so and move to the corresponding recommendation or revise the text.	Edits made.

Recommendation 9	Recommendation 9 is tackling two completely different issues. The more substantive or thematic recommendation to continue working on the reduction of inequality while keeping focus on poverty reduction, and the more operational recommendation on the need for better communication or dissemination strategies. We would recommend separating them into two independent recommendations and maybe merging the second part of this recommendation with recommendation three.	Suggestion accepted.
Recommendation 10	The actual periods of time for which DA projects are designed are four years for those within the normal tranches and three years for those financed through the additional tranche. Great improvements have been made to the revision and approval of projects, and in the last tranches all funds were allocated at the beginning of year 1 of implementation, which means that the project have had the full planned implementation time (3 or years accordingly).	Eliminated the recommendation based on the fact that such improvements have already been made.
Paragraph 235	Text not clear enough, please revise.	Lesson was eliminated this was better articulated as a recommendation (see Recommendation 6).

Evaluation of the DA Project 1415BG/ROA 315-9 “Promoting Equality: Strengthening the capacity of select Developing Countries to design and implement equality-oriented public policies and programmes”

Evaluation Report Feedback Form: PPOD

GENERAL COMMENTS		
REPORT SECTION (if applicable)	COMMENT	EVALUATOR’S RESPONSE

SPECIFIC COMMENTS		
PARAGRAPH NUMBER	COMMENT	EVALUATOR’S RESPONSE
Finding 6. Paragraph 76.	Please correct the text as follows: FINDING 6: While the project activities were generally aligned with the of orientation partners’ institutions at the beneficiary country level, more can be done to ensure alignment with partner’s workplans short-term short-term agendas.	I. Corrected. II. Please make sure to do the corrections in the executive summary as well. Word “orientation” was eliminated in the Executive Summary. Add the hyphen to all non-hyphenated “short term”
80	Table 5: total is 109% (not including sub categories of government officials). Probably National statistics office are part of government officials, but should be noted	I. Corrected. II. please revise the numbers in the table as they still add up to 101 not 100. Revised. Sorry - the numbers were an approximation done automatically by the spreadsheet. I added manual adjustments to reflect the “exact” 100.

PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE																																																								
	<ul style="list-style-type: none"> Table 6: the right total column need to be updated, after all the changes made to the table <table border="1"> <thead> <tr> <th></th> <th>ECA</th> <th>ESCAP</th> <th>ECE</th> <th>ECLAC</th> <th>ESCWA</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>National Training</td> <td>204</td> <td></td> <td></td> <td>121</td> <td>116</td> <td>431 441</td> </tr> <tr> <td>National Consultation/Dissemination</td> <td>32</td> <td>61</td> <td></td> <td></td> <td></td> <td>93</td> </tr> <tr> <td>Regional Workshops/Seminars</td> <td>34</td> <td></td> <td>79</td> <td>28</td> <td>30</td> <td>135 171</td> </tr> <tr> <td>Courses (National/International)</td> <td></td> <td></td> <td></td> <td>47</td> <td></td> <td>47</td> </tr> <tr> <td>EGMs</td> <td></td> <td>52</td> <td>98</td> <td></td> <td></td> <td>184 150</td> </tr> <tr> <td>Inter-regional Meetings</td> <td></td> <td></td> <td></td> <td>61</td> <td></td> <td>39 61</td> </tr> <tr> <td>Total</td> <td>270</td> <td>113</td> <td>177</td> <td>257</td> <td>146</td> <td>929 963</td> </tr> </tbody> </table>		ECA	ESCAP	ECE	ECLAC	ESCWA	Total	National Training	204			121	116	431 441	National Consultation/Dissemination	32	61				93	Regional Workshops/Seminars	34		79	28	30	135 171	Courses (National/International)				47		47	EGMs		52	98			184 150	Inter-regional Meetings				61		39 61	Total	270	113	177	257	146	929 963	All numbers were revised and are now consistent with the Appendix 4.
	ECA	ESCAP	ECE	ECLAC	ESCWA	Total																																																				
National Training	204			121	116	431 441																																																				
National Consultation/Dissemination	32	61				93																																																				
Regional Workshops/Seminars	34		79	28	30	135 171																																																				
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Inter-regional Meetings				61		39 61																																																				
Total	270	113	177	257	146	929 963																																																				
	<p>Please revise the following text:</p> <p>FINDING 23: Despite the existence of some potential for sustainability of interventions, the project lacked an overall approach to sustainability and the RCs rely on DA projects and other resources are used to continue with future interventions to achieve results.</p>	Edits made.																																																								
Conclusion 1	We would recommend strengthening conclusion 1 by including more evidence on the contributions to the building of capacities and/or linking it to the related findings.	<p>I. More evidence of contributions are included.</p> <p>II. We still feel that the accompanying text should be more aligned with what is being said in the conclusion itself by: (a) providing more evidence on how the project was aligned with the priorities of member countries, and (b) providing more explanations or evidence on the need to better align the activities to the workplans and local needs of key partner institutions.</p> <p>Edits made. See paragraphs 211 and 212</p>																																																								
Conclusion 2	The conclusion itself and the supporting text do not seem to be aligned. Please revise.	This conclusion was eliminated as it is now incorporated in the Conclusion 1.																																																								
Recommendation 5	The title of the recommendation only refers to the engagement of less developed countries, while paragraph 212 also makes reference to the need to more interventions at the level of beneficiary countries. Please revise the text to ensure coherence between	<p>I. Edits made to clarify. The recommendation was split into 2 recommendations.</p> <p>II. We cannot see a clear connection between the</p>																																																								

PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
	the recommendation per se and its supporting text.	recommendation per se and paragraphs 276, 277, 279 and 280. Please review. Paragraph 276 was edited. Other paragraphs were deleted. The other 2 paragraphs were moved to Recommendation 3 (see below)
Paragraph 215	The actions proposed in paragraph 215 seem more related to recommendation 3. Please review if this is so and move to the corresponding recommendation or revise the text.	I. Edits made. II. See comment above. We still think this paragraph (279 in the clean version) is not clearly linked with recommendation 5, and would probably be more directly linked to recommendation 3, where you mention the need to disseminate project results to a variety of ministries. Edits made.

Evaluation of the DA Project 1415BG/ROA 315-9 “Promoting Equality: Strengthening the capacity of select Developing Countries to design and implement equality-oriented public policies and programmes”

Evaluation Report Feedback Form: Evaluation Reference Group

A. ECLAC

GENERAL COMMENTS		
REPORT SECTION (if applicable)	COMMENT	EVALUATOR’S RESPONSE
Entire report	To have a clear picture of the overall project, it is necessary to consider the final reports submitted by each Regional Commission before closing the evaluation, both to have a comprehensive view of all activities throughout the project as well as to consider activities conducted towards the end of the project. It would also be beneficial to consult past progress reports.	Completely agree with comment. The evaluation considered all project progress reports (see paragraph 167) and all information that was provided on activities completed to the date of report writing. This review cycle is an opportunity for ECLAC to provide the evaluator with any specific points/issues not yet covered, which ECLAC would like to see considered. As informed by I. Barquero, according to the DA guidelines for terminal reports, both the terminal reports as well as the evaluation reports are required at the same time, which is three months after the closure of the project. The evaluation contract established the deadline for the evaluation report in line with those requirements.
Entire report	Much of the data for the analysis is based on information collected during the evaluation period, especially via online surveys. To get a better picture of project results, it would be beneficial to give also consideration to all the survey questionnaires imparted by the Regional Commissions and which have been placed at the disposal of the evaluator.	Analysis is based on the triangulation (see paragraph 7) of a mix of qualitative and quantitative methods, in addition to the on-line surveys, including desk review, analysis of Google analytics documentation provided by the RCs where data existed ²¹ , Key Informant Interviews (KIs) a site visit to Santiago to participate in the Project Closing Meeting in June 2018. Hundreds of documents were reviewed by the evaluator, including the agendas for all meetings and all survey questionnaires provided by the RCs (see paragraph 28). Information on the survey questionnaires on each event was cited when relevant (see reference to Santiago course survey questionnaires in paragraph 133). The evaluator would be pleased to consider any other information specified by ECLAC.
Entire report	Many of the conclusions or comments on lack of sustainability or isolation of activities should be rethought in line with what the nature and role of RCs is. Existence of a regular programme of work and of permanent subsidiary bodies (such as ECLAC’s Regional Conference on Social Development), together with the fact that in-house knowledge	Edits have been made to acknowledge this.

²¹ Information was provided by ECLAC, ECE, ESCAP. ESCWA and ECA documents have not yet been posted on-line.

	on equality-oriented public policies and programmes also exists, allow to respond to subsequent country needs and demands, beyond the conclusion of the project.	
Findings 1 and 3, and table 2	Please adjust these findings, as they do not consider some of the activities carried out by ECLAC throughout the duration of the project (see specific comments below).	Adjustments have been made and findings were heavily edited to provide clarification and ensure activities are well captured.
Editorial comment	Please for ease of reference, where reference is made in the text to charts/tables, we recommend include their number (e.g. see Chart 2 below).	Now that the document has been finalized, all charts, table and graphs have been numbered and references are included in the body of the document.

SPECIFIC COMMENTS

PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
Abbreviations	We recommend deleting the words marked in red: ECA The Economic Commission for Africa ECE The Economic Commission for Europe ECLAC The Economic Commission for Latin America and the Caribbean ESCAP The Economic and Social Commission for Asia and the Pacific ESCWA The Economic and Social Commission for Western Asia FAO Food and Agriculture Organization FAO Food and Agriculture Organization	Corrections made.
Page 5. Paragraph 23. a.	Typo (e.g. gender, health and nutrition, education, employment and access to new technologies)	Completed.
Page 9. Paragraph 34	According to our records, ECLAC produced in total 11 documents under this project (10 are available online), as follows: 1. ECLAC (2018), Promoting equality: an interregional perspective, United Nations, Santiago de Chile [online]: https://www.cepal.org/en/publications/43677-promoting-equality-interregional-perspective 2. ECLAC (2017), Linkages between the social and production spheres: gaps, pillars and challenges, United Nations, Santiago de Chile [online]: https://crds.cepal.org/2/en/documents/linkages-between-social-and-production-spheres-gaps-pillars-and-challenges 3. ECLAC (2017), "Peoples of African descent: broadening the scope of inequality to make progress in guaranteeing their rights", Social Panorama of Latin America 2016, United Nations, Santiago de Chile [online]: https://www.cepal.org/en/publications/41599-social-panorama-latin-america-2016	Revisions made to add documents 3, 11 and 7 (the latter only published in August 2018) to the list as the evaluator can confirm the existence of these documents. Document 8 was not included in the list of documents published (Appendix 3) as it was not provided to the evaluator and has not yet been published but a reference to its existence was made in the footnote of the table.

PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
	<ol style="list-style-type: none"> 4. ECLAC (2016), The social inequality matrix in Latin America United Nations, Santiago de Chile [online]: http://repositorio.cepal.org/bitstream/handle/11362/40710/S1600945_en.pdf?sequence=1&isAllowed=y 5. Atuesta, B., X. Mancero and V. Tromben (2018), Herramientas para el análisis de las desigualdades y del efecto redistributivo de las políticas públicas, Project document, ECLAC, Santiago de Chile [online / available in Spanish]: https://www.cepal.org/es/publicaciones/43678-herramientas-analisis-desigualdades-efecto-redistributivo-politicas-publicas 6. Cecchini, S. and B. Atuesta (2017), Conditional cash transfers programmes in Latin America and the Caribbean: coverage and investment trends, Social Policy Series No 224, ECLAC, Santiago de Chile [online] http://repositorio.cepal.org/handle/11362/42109 7. Cecchini, S., G. Randolph and B. Morales (Coord.) (2018), Renforcer la protection sociale: L'expérience de l'Amérique latine et des Caraïbes, Project document, ECLAC, Santiago de Chile [online / available in French]: https://www.cepal.org/fr/publicaciones/43859-renforcer-la-protection-sociale-experience-lamerique-latine-et-des-caraibes 8. Cecchini, S., B. Atuesta y B. Morales (2018), Programmes de transferts monétaires conditionnels en Amérique Latine et les Caraïbes, Project document, ECLAC, Santiago de Chile (to be published) (available in French) 9. Filgueira, F. and P. Manzi (2017) Pension and income transfer for old age: inter- and intra-generational distribution in comparative perspective, Social Policy Series No 225, ECLAC, Santiago de Chile [online] http://repositorio.cepal.org/handle/11362/42087 10. Filgueira, F. and C. Rossel (2017), Confronting inequality: Social protection for families and early childhood through monetary transfers and care worldwide, ECLAC, Santiago de Chile [online]: http://repositorio.cepal.org/handle/11362/43158 11. Vargas F., L.H. (2018), Reformas del Sistema de pensiones en Chile (1952-2008), Social Policy Series No 229, ECLAC, Santiago de Chile [online / available in Spanish]: https://repositorio.cepal.org/handle/11362/43223 	

PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
Pages 101-102 Appendix 3	<p>a) We suggest modifying the classification of the “Social inequality matrix”, swapping it from “Regional papers” to “Toolkits/Guide” Toolkits/Guides: ECLAC (2016), The social inequality matrix in Latin America United Nations, Santiago de Chile [online]: http://repositorio.cepal.org/bitstream/handle/11362/40710/S1600945_en.pdf?sequence=1&isAllowed=y)</p> <p>b) We recommend including the following documents produced by ECLAC: Country reports: Vargas F., L.H. (2018), Reformas del Sistema de pensiones en Chile (1952-2008), Social Policy Series No 229, ECLAC, Santiago de Chile [online / available in Spanish]: https://repositorio.cepal.org/handle/11362/43223</p> <p>Regional papers: ECLAC (2017), “Peoples of African descent: broadening the scope of inequality to make progress in guaranteeing their rights”, Social Panorama of Latin America 2016, United Nations, Santiago de Chile [online]: https://www.cepal.org/en/publications/41599-social-panorama-latin-america-2016</p> <p>Cecchini, S., G. Randolph and B. Morales (Coord.) (2018), Renforcer la protection sociale: L'expérience de l'Amérique latine et des Caraïbes, Project document, ECLAC, Santiago de Chile [online / available in French]: https://www.cepal.org/fr/publicaciones/43859-renforcer-la-protection-sociale-l'experiance-lamerique-latine-et-des-caraibes</p> <p>Cecchini, S., B. Atuesta y B. Morales (2018), Programmes de transferts monétaires conditionnels en Amérique Latine et les Caraïbes, Project document, ECLAC, Santiago de Chile (to be published) (available in French)</p>	<p>Suggestions regarding the addition of the 2 papers that have been published and provided to the evaluator as Regional Papers (see comment above re: 3rd paper not yet published - Cecchini, S., B. Atuesta y B. Morales (2018) accepted and edits made.</p> <p>The evaluator acknowledges that the Social Inequality Matrix was useful for the formulation of the training to officials in Haiti, however, its classification as a regional paper is in line with the project progress reports - as ECLAC reported it as a completed activity under A1.3 – Regional Papers, in the Project Progress Report Jan-Dec 2016.</p> <p>There is no rationale to classify the paper on Pension Reforms in Chile as a Country Report as it reviews the history of reforms in Chile from 1924-2017 and Chile is not a beneficiary country targeted in the original project plans, while other Country papers (Ivory Coast, Tanzania, Indonesia and India) do target planned beneficiary countries. Paper has been added as a Regional Paper.</p>
Page 9. Table 3	<p>In case you accept our suggestions mentioned above (on paragraph 34 and appendix 3), the overview of documents produced by ECLAC would be modified as follows: Toolkit/Guide: 2 National Report: 1 Regional paper: 7 Global paper: 1 Total: 11</p>	Edits made in line with the revisions/suggestions accepted above.

PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
Page 9. Paragraph 37	Please note that the workshop on “Income distribution, poverty and labour market. Quantitative methods of analysis and policy evaluation” held in Buenos Aires (5-12 October) (and included in the Appendix 4) is missing in this paragraph. Argentina (1)	The workshop held in Argentina was included as National Course, as described in the event documentation provided to the Evaluator (see Programa del Curso.pdf; Brief description.pdf and Evaluaciones.pdf). Also see the course announcement (convocatoria) at https://www.cepal.org/es/cursos/curso-distribucion-ingreso-pobreza-mercado-trabajo-metodos-cuantitativos-analisis-evaluacion A footnote was included to clarify.
Page 10. Paragraph 42	When referring to changes in countries, Uruguay should be added: “[...] led the respective RCs to adjust and revisit the original plans to work with governments in Benin, Yemen, Ecuador and El Salvador, replacing them with Ivory Coast, Sudan, Haiti and Uruguay”, as there we conducted activities both under the policy and the measurement pillar with the Ministry of Social Development as counterpart. This has an impact on FINDING 1” (ECA, ESCWA and ECLAC worked directly with the governments in 5 countries, as opposed to the 6 originally planned), as we worked with governments in 6 countries. Considering activities in the measurement pillar, a seventh country could be added (Argentina), as we conducted data training to 11 Government officials there (5 from the Ministry of Social Development, 2 from the Ministry of the Interior/Internal Affairs, 2 from the Ministry of Economy, 1 from the Ministry of Energy and Mining , and 1 from the Province of Catamarca – Direction of Public investment).	Revisions added to clarify this issue. The evaluation acknowledges the fact that activities took place in Argentina and Uruguay, however these were of different nature than the original project plans and had different results than those obtained through the interventions in the other beneficiary countries. This requires separate analysis regarding contributions to the expected project results. Extensive revisions made to Finding 3 to clarify.
Page 11. Paragraph 43	Uruguay and Argentina should be added: “The project worked directly with the governments in 7 countries (beneficiary countries) – Argentina, Haiti, Uruguay Tanzania, Ivory Coast, Tunisia and Sudan”.	Revisions were made in line with the comment above.
Page 13.	Consistent with the above, FINDING 3 rather than saying that interventions did not materialize, should mention that activities were instead carried out in Argentina, Haiti and Uruguay.	Revisions were made in line with the comment above.
Page 13. Paragraph 53	We recommend that you revised the text of the paragraph to reflect work carried out in Argentina and Uruguay.	Revisions were made in line with the comment above.
Page 13. Paragraph 54	ECLAC’s policy toolkit is “The social inequality matrix in Latin America”, which should be mentioned in parenthesis together with “Tools for the Analysis of Inequality and the Redistributive Effect of Public Policies”. However, it was prepared in 2016, not at the end of the project.	As mentioned earlier, the evaluator acknowledges that the Social Inequality Matrix is an important document, useful for the formulation of the training to officials in Haiti, however, it is classification as a regional paper is in line with the project progress reports - as ECLAC reported it as a completed activity

PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
		<p>under A1.3 – Regional Papers, in the Project Progress Report Jan-Dec 2016. The only toolkit identified by ECLAC in the Longlist of Activities (indicator A1.1) is the Tools for the Analysis of Inequality and the Redistributive Effect of Public Policies, which is dated June 2018 in the ECLAC website: https://www.cepal.org/es/publicaciones/43678-herramientas-analisis-desigualdades-efecto-redistributivo-politicas-publicas</p>
Page 13. Paragraph 56	<p>We recommend a revision of the statement “ECLAC did not produce country reports” (a study focusing on Chile was produced) and the number of reports or studies produced by ECLAC, based on the new information provided on Appendix 3.</p>	<p>See comment earlier. There is no rationale to classify the paper on Pension Reforms in Chile as a Country Report as it reviews the history of reforms in Chile from 1924-2017 and Chile is not a beneficiary country targeted in the original project plans, while other Country papers (Ivory Coast, Tanzania, Indonesia and India) do target beneficiary countries. It has been added as a Regional Paper.</p>
Page 13. Paragraph 57	<p>Where the report says that “Instead of holding a regional workshop, ECLAC offered an international course in Chile and in addition, a national course was also offered in Argentina, but these were not done tailored specifically to governments and/or addressed specific government needs” please note that both activities were tailored to governments and did address specific government needs. The international course was done to respond to the need to strengthen government capacities in the field of social protection, especially within Social Development Ministries (27 out of the 35 participants were government officers). And 11 out of 13 participants in the Argentina course were Government staff (5 from the Ministry of Social Development).</p> <p>Furthermore, with respect to Uruguay, only the data courses are mentioned. The project, however, also supported the national-level dialogues, and specifically the August 3rd 2017 dialogue on productive structure and social development, with 35 participants (27 of which were government staff). These events were part of the preparatory process for the Second meeting of the Regional Conference on Social Development in Latin America and the Caribbean.</p>	<p>The evaluation acknowledges that these activities may have been in line with member countries general needs but the courses were offered by ECLAC and governments did not specifically assign participants. Triangulation of evidence with KIIs did not provide enough evidence that these were effective contributions in line with project goals. As mentioned earlier, the workshop held in Argentina was included as National Course, as described in the event documentation provided to the Evaluator (see Programa del Curso.pdf; Brief description.pdf and Evaluaciones.pdf). Edits were made to clarify.</p> <p>Information on the national-level dialogues was added.</p>

PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
Page 15	<p>Assessment of indicator IA2.1 is based only on online surveys. We suggest to also consider the results of the surveys conducted at the end of each activity by ECLAC and the other Regional Commissions. While there is not an explicit question asking “project and/or its activities helped to enhance government capacities to design and implement social programmes that foster social inclusion and contribute to reduce inequality in their country”, there are questions on whether the courses or workshops were useful to strengthen government staff knowledge of issues related to those issues.</p> <p>On completion of activities, with respect to beneficiary countries, please also include Argentina and Uruguay.</p> <p>On number of toolkits, please also add ECLAC’s “The social inequality matrix”.</p> <p>The phrase “National training workshops on analysis and measurement of socio-economic inequalities conducted in Argentina and for the government of Uruguay on specific” is missing something. Regional studies were also conducted for Latin America and the Caribbean.</p> <p>Table mentions 1 national training workshop in Argentina but not the 3 national training workshops conducted in Uruguay or the Course on Social protection held in Haiti.</p>	<p>Unfortunately, the evaluation needs to assess the indicator in line with the specific metrics and parameters originally set:</p> <p>IA2.1 Percentage of participating policy-makers, practitioners and experts indicating that they have improved their knowledge and skills to design and implement equality-oriented development policies and programmes. Target: 75% of participants.</p> <p>Argentina and Uruguay information added.</p> <p>See comment above re: toolkits.</p> <p>Phrase corrected.</p> <p>Regional studies added.</p> <p>3 Uruguay Workshops added.</p> <p>Reference to training in Haiti is included in paragraph starting with “National training workshops on analysis and measurement of implement policies were conducted in Tanzania, Ivory Coast, <u>Haiti</u>, Sudan and Tunisia “</p>
Page 18. Paragraph 71	<p>Examples can be drawn also for the ECLAC. For instance, Resolution 1 (I) of the 2015 Regional Conference on Social Development in Latin America and the Caribbean “Urges the secretariat to focus its research and technical assistance agenda on the multiple dimensions of social inequality” (para 10) and “Also urges the secretariat to deepen the analysis of the multiple dimensions of social inequality” (para 11).</p>	<p>Edits made to incorporate comment.</p>
Page 18. Paragraph 76	<p>We suggest deleting “perhaps”. Resolution 1 (I) cited above explicitly cites ECLAC’s research, such as “the document Inclusive social development: the next generation of policies for overcoming poverty and reducing inequality in Latin America and the Caribbean.”</p>	<p>Edits made.</p>
Page 23. Paragraph 90	<p>“total of 431 people participated in the training activities undertaken by ECA, ECLAC and ESCWA in these countries, as it can be seen in the Table below”. Please include the table (or its number)</p>	<p>Correction made.</p>
Page 24. Paragraph 96	<p>The message in the paragraph cannot be understood: “As it can be seen in the table below, the majority of project participants (about 55%) were only may be indirectly or not at all in a position to influence public policy in their country or region”.</p>	<p>Edits made.</p>

PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
Page 28. Table 6	Please consider the suggestion pointed out on appendix 4, and correct the figures in table 6 as follows: ECLAC National training: 46 National consultation/ dissemination: Regional workshops/seminars: 28 Courses (National/International): 122 EGMs: Interregional meetings: 61 + 73 online participants Total: 257 + 73 online participants	Corrections made.
Page 31 Paragraph 125	Please correct this paragraph to take into account the real number of countries where we worked (6 on both pillars -including Uruguay- and 7 including Argentina for data).	See comments above re: Uruguay and Argentina
Page 31 Paragraph 126	Please note that Haiti is one of the least developed countries, this should be mentioned to counterweight the appraisal that too much focus was placed on more developed countries.	Reference made to Haiti.
Page 29. Paragraph 112	Please bear in mind to update/revise the number of reports mentioned in this paragraph.	Revision made.
Page 30. Paragraph 114	Just to clarify: We consider "The social inequality matrix in Latin America" as the toolkit developed under activity 2.2. (Development of region-specific toolkits on the design and implementation of equality-oriented public policies and programmes).	See comments above. For future evaluations, please consider make such corrections in subsequent project progress reports and on materials provided to the evaluator.
Page 30. Paragraph 117	If possible, it would be useful to have the figures of Google analytics up-to-dated.	Figures date from April 2018, as provided by ECLAC. Unfortunately it is necessary to set up a date to finalize the document reviews and analysis to enable the production of the report on time.
Page 30. Paragraph 118	If possible, it would be useful to present Google analytics data.	Data and figures are included in brackets to avoid adding one more graph similar to the others already provided. The key here is that the data is spelled out.
Page 31. Paragraph 121 (and Chart 6)	We could provide the evaluator with recent figures.	Unfortunately, the evaluation needs to finalize the report as per the deadline provided in the contract. For future reference, perhaps the timing of the evaluation should consider the needs and allow more time for the project partners to provide the documentation and figures.
Pages 31-32. Paragraph 122	We could provide the evaluator with recent figures.	See comment above re: para 30.

PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
Page 34. Paragraph 132	Please revise the information on the International Course on Social Protection held in Santiago. According to our records, there were 34 participants (instead of 35) from 15 countries (instead of 7), namely: Argentina, Bolivia, Brazil, Chile, Colombia, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Mexico, Panama, Paraguay, Peru and Uruguay.	Clarification made. The reference to 7 countries relates to those participants from Ministries of Social Development exclusively.
Page 35. Paragraph 134	We suggest including the total execution rate, updated as of the end of the project.	The report notes that there is a likelihood of higher rates at the end of the project. Unfortunately the deadline of the evaluation report does not enable time for revisions to include final numbers.
Page 35. Paragraph 140	Please note that it is the Social Assistance Explorer which makes use of the data collected by ECLAC for Latin American and Caribbean countries, including it in their database thanks to our efforts.	Edits made to reflect this.
Page 35. Paragraph 156	Please revise the number of total participants at the international course held in Haiti (more details are provided below on Appendix 4).	Revisions made.
Page 40. Page 162	Where the report says "ECLAC has committed a small amount of resources to support continuity of the work in Haiti in partnership with World Food program" we suggest changing to "ECLAC is in a position to support continuity of the work in Haiti by making use of a variety of financing sources".	Edits made.
Page 41	The statement "CONCLUSION 1: Even though the project collectively fell short regarding completion of most indicators (...)" seems incorrect. Firstly, it is still necessary to consider what will be included in the final report and secondly, even from the progress reports already prepared is possible to note achievement of indicators (in particular, IA1.1, IA1.2 and IA2,1).	Revisions made in an attempt to clarify the issue.

PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
Page 42. Paragraph 166	<p>When saying that “The project worked directly with the governments in 5 countries (beneficiary countries) - Haiti, Tanzania, Ivory Coast, Tunisia and Sudan – where staff were the direct recipients of national training activities and benefited also from the production of the toolkits, guides and research produced by the project” please also consider Uruguay.</p> <p>In addition, please revise this phrase “Interventions in other 3 beneficiary countries in Latin America and Asia-Pacific did not materialize in the end.” and specify which countries (related to the comment on paragraph 53).</p> <p>Finally, please update the figures in the phrase “The project produced 24 documents, updates in databases and on-line platforms and 33 events with the participation of about 700 government representatives, academics, researchers and international organizations worldwide. “</p>	<p>Edits were made in line with comments above re: Argentina and Uruguay, noting that Uruguay did not benefit from toolkits, guides produced as the training was on the Stata software only</p> <p>Correction made re: number of documents produced.</p>
Page 42. Paragraph 167	<p>When saying “In a few cases, staff was not specifically appointed to participate in the training activities but the government simply issued a general call for all those interested” it is not clear why it is implied that appointment would be better than a general call to which interested government staff demand to participate.</p>	<p>The assumption that appointment is better is correct and this is explained in the paragraph 168.</p>
Page 44. Conclusion 7 + paragraph	<p>Please again consider that Haiti is one of the least developed countries.</p>	<p>Considered earlier.</p>
Page 45 Paras 186-189	<p>Please also consider that activities in Argentina were carried out with ECLAC's office in Buenos Aires and those in Uruguay with ECLAC's office in Montevideo.</p>	<p>See comments and explanations provided earlier.</p>
Page 46 Page 191	<p>The lack of follow up is certainly not so in the case of Haiti, where a specific plan has envisaged to structure follow up.</p>	<p>The reference is clearly about “most” interventions and not all. Haiti is well (positively) highlighted earlier in conclusion 8.</p>
Page 46 Para 194	<p>We do not agree with the statement “the project also seemed to lack a strategy to coordinate the various interventions across all regions”. As outlined in the project document, the inter-regional instances of collaboration were the inception and closing workshop and the final report, which all took place and were very good instances for inter-regional knowledge sharing. Furthermore, staff from the RCs participated in different regional workshops, as did government staff and experts from different regions.</p> <p>With respect to ECE, as stated in the project document, it was not planned to include it because that RC was not participating in the</p>	<p>Explanations were added and language slightly softened but unfortunately this was based on the collective opinion of multiple KIs.</p> <p>The conclusion is in reference to the entire project and not only to the inter-regional aspects and is based on the opinion of several KIs.</p> <p>Paragraph 57 was edited to acknowledge the importance of the global report.</p>

PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
	<p>policy pillar. Still, data and analysis on ECE countries were included in two chapters: I and VI.</p> <p>In particular, conclusion 9 is very strong but does not take into account that the main expected inter-regional outcome was the final report, published under the title of “Promoting equality: an inter-regional perspective”, the first report in history to get together the RCs (except ECE) under the issue of equality.</p>	
Page 52 Conclusion 11	<p>When stating that “overall, the project lacked an appropriate approach to sustainability and an exit strategy for all interventions”, the evaluator should take into account that sustainability should be assessed in the framework of the role of Regional Commissions. The project was not carried out only by hired external consultant, but saw a great deal of involvement by RC staff, who are still working to this day and will continue in the future, being able to respond to country requests on equality-related issues.</p>	<p>Edits made to clarify that conclusion refers to sustainability at the beneficiary level interventions.</p> <p>Added information on sustainability at the RC level.</p>
Page 53 Paragraph 226	<p>The recommendation “The RCs should continue to address inequality while keeping focus on poverty reduction (and overall development). There is a risk that countries tackle and reduce inequalities, levelling levels of poverty which could continue to remain unaddressed” goes beyond the realm of the evaluation. As RCs, part of the United Nations we follow mandates (such as those emanating from our subsidiary bodies) and programmes of work which are discussed and approved by governments. Specifically, in LAC there is a clear understanding that poverty and inequality should be tackled together, as it can be seen in the Resolutions of the Regional Conference on Social Development.</p>	<p>This was a recommendation derived from KIs. There is no question as to the fact that the RCs need to follow the mandates. Unfortunately in regions other than LAC, KIs highlighted the importance of ensuring that individuals trained are aware that they could reduce inequalities and continue to face increase in poverty levels.</p>
Page 54 Para 240	<p>In text and footnote you could also cite the ECLAC series on Social Protection Systems in Latin America and the Caribbean, available online at https://dds.cepal.org/socialprotection/social-protection-systems/ which fulfills the same role.</p>	<p>The Lessons Learned were also a result of the triangulation of evidence, with several sources referring to the Lesson identified in the paragraph. Sudan and Tunisia were specifically identified as beneficiary countries as a result of the studies previously undertaken.</p>
Page 67	<p>Please revise information presented in table 2</p>	<p>Information revised.</p>
Page 74	<p>Please update the list of publications based on the information provided earlier.</p>	<p>List updated.</p>
Pages 103-105 Appendix 4	<p>We suggest that you revised the number of participants because we find some differences in that regard.</p> <p>ECLAC “Non-contributory social protection and labour inclusion: towards a</p>	<p>The numbers were revised. Thanks for the corrections. Some variations in these numbers related to inclusion of ECLAC’s staff and other multilateral institutions in some numbers (which we did not consider originally)</p>

PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
	<p>virtuous circle?" (December 5, 2016): 28 participants (instead of 19) + 137 online participants (through Webex)</p> <p>« Cours international sur la protection sociale » (March 5-16, 2018): 75 participants (instead of 67)</p> <p>“International course on Social protection instruments along the life cycle” (May 22-26, 2017): 34 participants (instead of 35)</p> <p>Workshop "Analysis of Statistical Information with Statistic Package Stata" (May 2-20, 2016): 11 participants (instead of 10)</p> <p>Workshop "Analysis of Statistical Information with Statistic Package Stata" (August 2-18, 2016): 20 participants (instead of 19)</p> <p>Workshop on Income distribution, poverty and labour market. Quantitative methods of analysis and policy evaluation (October 5-7 and 11-12, 2016): 13 participants (instead of 12).</p> <p>sub-total ECLAC: 196 (instead of 177).</p> <p>We recommend considering the the “Couse international sur la protection sociale” as a National Course (training) instead of National Workshop (training).</p> <p>Interregional (ECLAC)</p> <p>Inter-regional Expert Group meeting “Public policies for equality and the 2030 Agenda”: 30 participants (instead of 8)</p> <p>Interregional Expert Meeting “Placing equality at the centre of 2030 Agenda”: 31 participants + 73 online participants (through Webex)</p> <p>Subtotal – Interregional: 61 (instead of 39).</p> <p>However, to prevent double counting of the participants in both interregional meetings (11), the figures are as follows:</p> <p>Inter-regional Expert Group meeting “Public policies for equality and the 2030 Agenda”: 30</p> <p>Inter-regional Expert Meeting “Placing equality at the centre of 2030 Agenda”: 20 + 73 online participants (through Webex)</p> <p>Subtotal – Interregional: 50 (instead of 39).</p>	<p>Consideration was given but the term National Workshop (training) is preferred to ensure consistency with other similar training undertaken in other regions.</p> <p>Revisions were made. Footnotes included to provide clarification re: numbers and non-inclusion of on-line participants.</p>

B. ESCWA

GENERAL COMMENTS		
REPORT SECTION (if applicable)	COMMENT	EVALUATOR'S RESPONSE

SPECIFIC COMMENTS		
PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
97	The involvement of civil society and academicians is essential for us at ESCWA, but working with member states who frown upon civil society interventions that they do not control or (as is the case in Sudan) see no significant role for civil society, this is usually hard. But we keep trying to enlarge that circle.	Added a reference to explain this in the text and agree with comment that such involvement may be hard, but nevertheless needed.
Finding 13	The finding seems in contradiction with paragraph 97 that stated that not enough civil society is involved.	I see no contradiction as it is clearly indicated in the finding that it refers to "regional level" as the comment on paragraph 97 refers to "country" level interventions (Sudan, Tunisia, Haiti, Tanzania, Ivory Coast, Azerbaijan and Kazakhstan).
136	The note about simultaneous activities is confusing and unclear. What are you referring to?	Paragraph was re-written to clarify. This was in reference to paragraph 60.
138	The statement is unclear, please elaborate. Delineate what exactly?	Paragraph was re-written to clarify.
153	Ownership and institutionalization of the methodology and toolkits cannot realistically happen within the short life of the project.	Agree with point. Noted in the report.
159	It is not clear what is meant by "let alone the overall project"	Clarified with additional sentence. This referred to the fact that the overall project also lacked sustainability strategies.
167	In most cases, the member state needed a standalone initiative not necessarily coordinated with other local ones	Agree that member states may have needed standalone initiatives. This is a reference to a training session organized in isolation from government buy-in such as the case in Tanzania, where the a call for participation in training did not target staff working in the sector. .
168	What is an example of an "effective contribution?"	In this case an "effective" contribution would be capacities built at the government level to design/measure policies re: inequality - the project goals.

PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
Conclusion 3 and paragraph 170 & 171	The mismatch between ambition and expected results is answered by the statement "data...emerge". Life of the project was barely 18 months realistically not 2.5 years. The term 'isolated interventions' is inaccurate and unfair. Escwa's interventions came as part of its strategic framework developed with member states. It also fit in the agenda of the Tunisian and Sudanese governments, both of which were committing separately to combat social inequalities.	Agreed and revised statement re: isolated interventions in the case of ESCWA.
174	Describes realistically the slow but sure results and is in contradiction with what came before (171-173) as to not enough being done to match ambitions.	I don't see the contradiction but revised the paragraphs to clarify my point.
176	Low level of appropriation and lack of central focal points are not the fault of the project as could be inveighed. This needs to be clarified.	Paragraph was edit to reflect this.
178	"Also civil society....interventions" is a strong qualitative judgement. I agree with the principle, but in the Tunisian and Sudanese contexts, civil society does not measure inequality. It is always good to involve NGOs but I don't think we "should" have them as central player in technical measurements.	This is a reference to the role CS plays in pushing for better data and inequality evidence. I could not find a reference in the text to CS measuring inequality. Edits made to attempt to clarify.
192 & 194	Technical cooperation with the Tunisian ministry is a way for post-project sustainability. The project had similar activities across the regions but not necessarily identical as the needs and contexts are different. It sounds like a criticism of the DA, it shouldn't.	Para 192 & 194 do not refer to beneficiary country activities which is the case of Tunisia (para 193 refers to such activities in those countries).
216&226	It is still early to connect project activities to member states' work plans. That's too intrusive and not feasible for RCs and governments. Now that this has been implemented, we are more confident to call for work plan integration. For ESCWA, poverty and inequality are unrelated in this particular project.	Agreed. Edits made

C. ECE

SPECIFIC COMMENTS		
PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
Table 4	<p>The meeting of 12-13 July 2016 was an “expert-group meeting”. While still labelled as “seminar” in 2016, this belonged to the same series of UNECE regionwide meetings that starting from 2017 is called “expert meeting on measuring poverty and inequality”. The technical assistance to Azerbaijan and Kazakhstan would need to be reflected as “national consultation events”.</p> <p>Hence, UNECE had 4 expert-group or task-force meetings, 2 national consultation events, and 2 regional workshops.</p> <p>For explanation (relevant also for the comments on para 105), the logic of the various UNECE groups is the following:</p> <ul style="list-style-type: none"> • Task Force on Poverty Measurement (2 meetings in 2016 in Istanbul and Geneva): objective to develop the Guide, countries committed experts to work on voluntary basis, included Georgia and Russian Federation from the EECCA region • Seminar (12-13 July 2016) and Expert meeting (26-27 Sep 2017): annual meetings of experts from the entire UNECE region and beyond • Workshops (11 July 2016, 25 Sep 2017): designed for specific issues of harmonising poverty measurement in EECCA countries. Scheduled back-to-back with the expert meetings, so that all workshop participants could take part in the expert meetings as well 	Corrections and edits made.
105	<p>Suggesting the following edits, tracked below:</p> <p>“Contributions have been made towards development of capacities at the level of senior officials and technical staff from National Statistics Offices in charge of analysis and measurement of poverty and inequality, primarily through the project initiatives taking place in the ECE. These were made at the two workshops that conceptual contributions centred around the process of development of the Guide for Poverty Measurement and were not specifically focusing focused on the EECCA countries as well as in the two expert the ECE Task Force meetings and Seminars included representatives of various European countries with advanced knowledge in poverty statistics (e.g. Italy, the UK, Poland and the USA) with participation from the entire UNECE region and beyond. A few countries of the All EECCA countries also participated in the expert meetings, most notably representatives of national statistics offices of Georgia, and in some cases, Kazakhstan, Azerbaijan, Kyrgyz Republic, etc which were held back-to-back with the EECCA workshops. Participation of Georgia and the Russian Federation in the Task Force on Poverty Measurement ensured that EECCA country perspectives were considered in the Guide that the Task Force developed.”</p>	Edits made to capture these points.

Table 8	According to our latest estimate, to be included in the final report, UNECE's execution rate is 92%	Information included.
162	<p>For UNECE, the sustainability is ensured through</p> <ul style="list-style-type: none"> • the review of the implementation of the Guide on poverty measurement by the UNECE Expert Group on Measuring Poverty and Inequality at its annual meetings; • disseminating the Kazakhstan and Azerbaijan test results at the upcoming workshop in November 2018 and follow-up on the implementation of the survey module at annual workshops subsequently; • testing of the harmonized survey module in further EECCA countries: Belarus and Kyrgyzstan have committed • funding for UNECE activities in this area from the Russian Federation and the Development Account 10th tranche project "Data and statistics". • <u>The UNECE Steering Group on Measuring Poverty and Inequality</u> was established in 2017 to direct work on poverty and inequality statistics, advance methodological development, capacity building and collaboration between users and producers of poverty and inequality statistics, and provide a mechanism for following up on the implementation of methodological guidance. 	Thanks for the information. Points added, but edited slightly.
Conclusion 9	UNECE has follow-up for every single one of its interventions. Therefore disagree with the statement "The project lacked follow-up plans to most interventions". Even if such statement would apply for the total of interventions on average across all regional commissions, a more differentiated expression would be needed here.	Agree with the point. An exception to UNECE is made in the paragraph 193, but edits were made to the Conclusion paragraph to acknowledge this.
200	This entire paragraph does not apply to UNECE at all. As explained under comments to para 162, UNECE activities are all part of longer ongoing processes that are well anchored institutionally and continuously funded.	Edits made to clarify. References to "beneficiary" countries refer to Tunisia, Sudan, Tanzania, Cote d'Ivoire and Haiti.
Recommendation 7	The statement "Future projects should not involve implementation of isolated and punctual activities" implies as if the current one had many such activities. UNECE did not have any. See comments on conclusion 9 and paras 162 and 200.	Agreed. Edits made to reflect exception.

D. ESCAP

GENERAL COMMENTS		
REPORT SECTION (if applicable)	COMMENT	EVALUATOR'S RESPONSE
	Generally, there could be more reference made to ESCAP's work on inequality of opportunity (A1.3), all of which can be found on the ESCAP resources page (https://www.unescap.org/our-work/social-development/poverty-and-inequality/resources).	Thanks for pointing this out. Edits have been made to highlight this work.
4.1	This section of the evaluation in particular does not refer in an independent paragraph to the ESCAP policy papers on inequality of opportunity, which present a new way to measure and assess inequality of opportunity, while also identifying the furthest behind. ESCAP finalized three regional reports on inequality of opportunity in Asia and the Pacific, covering inequality in education, decent work and access to clean energy . More studies are in the pipeline and will be published outside of the project, using the same methodology. Chapter 2 of the ESCAP Theme Study: Inequality in Asia and the Pacific in the era of the 2030 Agenda for Sustainable Development also synthesizes the innovative analytical work ESCAP undertook through this project (https://www.unescap.org/publications/inequality-asia-and-pacific-era-2030-agenda-sustainable-development)	See comment above. Acknowledge the gap and added a paragraph on this.
	Useful lessons learned and recommendations in general	Thank you. It is good to have some positive feedback

SPECIFIC COMMENTS		
PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
Para 43	Please add Indonesia as a beneficiary country for Asia-Pacific. Please see details of meeting: https://www.unescap.org/events/panel-discussion-multidimensional-inequality-indonesia and country report: https://www.unescap.org/resources/working-paper-equality-opportunity-indonesia	Paragraph was edited. Note that in this paragraph the countries identified as beneficiaries also received training and activities which were aligned with project original plans.
Para 53	Please remove Indonesia from the footnote. Please also qualify that analytical findings from the India report were used in regional studies produced by the project, even though the country report was not eventually fit for publication.	Edits made.
Para 132	"Countries in Asia are interested in developing social pacts and creating "state-level" social policies (as opposed to "government-level" policies), which the project is well positioned to promote." By "state" level do you mean "local level"?	Footnote added to clarify. The term "state" policy refers to policies institutionalized through By-laws (to remain in place despite elections and/ political changes.

PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
Table 2, Indicator A1.1 and/or A1.2	Please note that Armenia has also recently indicated intention to use the ESCAP's framework for measuring inequality of opportunity in its national reporting ("Social snapshot and poverty in Armenia"). The report is not yet published. Relevant email communications available upon request.	Edits made to acknowledge the fact. Note that Evaluation needs to attain to "facts" which have already materialized.
Table 2, Indicator A2.1 and/or A2.2	Kindly make reference to ESCAP Strategic Dialogues on 1) Poverty and Inequality and on 2) Social Protection	Dialogues included.
Para 125	Please add Indonesia as a beneficiary country for Asia-Pacific. Please qualify that ESCAP chose to reach more countries by updating its online tools (e.g. Social Protection Toolbox e-platform) and producing user-friendly technical guides that are downloadable by all.	Edits made in para 53 to clarify. Edits also made in para 125.
Para 182	Again, Indonesia materialized, so it should be 2 out of 8 countries. Also additional countries were reached through other project activities (e.g. Strategic Dialogue on Poverty and Inequality generated interest in ESCAP's measurement of inequality by Armenia) and the potential greater outreach through online guides and platforms.	Edits made in line with explanations about Indonesia provided in para 53.
Para 183	Valid point about connecting between academic research and policymaking. However, in the case of Indonesia Development Forum, there is evidence of at least appreciation of the research by the Government (BAPPENAS Minister's appreciation letter to ESCAP, available upon request).	Acknowledge re: the government's appreciation was added.
Recommendation 5	What is meant by reaching out to less developed countries? ESCAP has not engaged with developed countries. Indonesia is lower-middle income.	Point refers to the need to keep the focus of the intervention in line with the original plans. See explanations in para 53.
Recommendation 6	Please note, however, that the lower the country income level, lower capacity of local policymakers and thus lower chances of aligning with national plans.	Point well taken. Yet, these is why projects like this exist, to enable such capacities.
Paras 216-218	Generally agree, however, it is important to be realistic about how much alignment and impact is expected, given that the budget is usually for 1-2 meetings in each country. Expectations of how much impact these meetings can have at policymaking should thus be adjusted. RCs do not have country presence and therefore the relationship is not the same as, e.g. with WB country offices or even UNCTs.	This is precisely why alignment is key. If budgets only allow for 1-2 meetings, then these need to be articulated with other interventions for impact. Note reference to realistic expectation in Conclusion 2
Para 222	Good idea about "Next Steps" session.	Thank you for the positive feedback!
Para 223-224	Regional commissions, working at the regional level, always have to balance between fully aligning capacity building interventions with national needs while also keeping a regional perspective and maximizing synergies across countries— a difficult task given that resources are limited.	Point taken.
Annex 1A	Please remove references to Kiribati and Fiji workshops (part of an earlier project). Apologies for this confusion	This Annex refers to the documents which had been provided to the evaluator at the time of writing the Inception Report. These annexes were eliminated in the revised version to avoid confusion.

PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
Annex 2	<p>List of publications: please add:</p> <p>ESCAP (2017). Inequality of Opportunity in Asia and the Pacific: Clean Energy https://www.unescap.org/sites/default/files/Clean%20Energy%20report%2018042018.pdf</p> <p>ESCAP (2017). Inequality of Opportunity in Asia and the Pacific: Education https://www.unescap.org/sites/default/files/Education%20report%2018042018.pdf</p> <p>ESCAP (2017). Inequality of Opportunity in Asia and the Pacific: Decent Work https://www.unescap.org/sites/default/files/Decent%20Work%20report%2023052018.pdf</p> <p>ESCAP (2018). Policy Guide: Why We Need Social Protection https://www.unescap.org/sites/default/files/SDD%20Social%20Protection%20module%201_ONLINE_FINAL.pdf</p> <p>ESCAP (2018). Policy Guide: How to Design Inclusive Social Protection Systems https://www.unescap.org/sites/default/files/SDD%20Social%20Protection%20module%202_ONLINE_FINAL.pdf</p>	Please see above. For a complete list of publications provided by the project refer to the Appendix 3. All publications listed had already been included.
Regional researchers and stakeholders	<p>Small typo in name. It is Ermina Sokou (not Soukou)</p> <p>Correction in Patrik's title: Chief, Sustainable Socioeconomic Transformation Section, Social Development Division, ESCAP</p>	Corrections made.

D. ECA

GENERAL COMMENTS		
REPORT SECTION (if applicable)	COMMENT	EVALUATOR'S RESPONSE
Introduction (para 22)	<p>As per the project document, the project rationale arises from the fact that (i) while there has been progress in reducing poverty across the developing world, success in reducing inequality has been more difficult to achieve, and many countries have seen their levels of income inequality rise; and (ii) governments have limited capacities to analyse and implement equality-oriented policies.</p> <p>The project goal was to strengthen countries' capacities to conceptualize, design and implement multidisciplinary public policies oriented towards greater socio-economic equality.</p> <p>Action Point: The para 22 should be revised accordingly.</p>	Thanks for the correction. The point in para 22 was in the project doc but in the analysis section of the prodoc.

SPECIFIC COMMENTS		
PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
Para 37, Table 4.	<p>ECA organized an Africa regional workshop in June 2018 that is not registered. This workshop was the end-of-project workshop that was co-organized with IDRC Canada and which provided an opportunity to extend the key messages of the Africa report to an international audience. The report of the regional workshop is attached.</p> <p>Action Point: Table 4 needs to be revised to reflect the regional workshop in the ECA row.</p>	Correction made. This workshop had been classified as EGM meeting (see Appendix 4).
Para 38	<p>ECA also organized a Regional Policy Forum on "Tackling inequalities in the context of structural transformation in Africa" in partnership with the Society for International Development (SID) in November 2016. This was organized with the support of the Swedish International Development Agency (SIDA) and helped define a forward-looking policy and research agenda for addressing the various forms of inequalities across Africa, and developed a basis for harmonising the global and regional agendas on tackling inequalities.</p> <p>Action Point: This information should be included in Para 38 as activities such as these have helped strengthen ECA's visibility and credibility among civil society organizations as a partner of choice for working on reducing inequalities in Africa.</p>	Point well take. Edits made.

PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
Para 79 Finding 6	<p>The collaboration with a national think tank/policy centre was central to the Tanzania case study. This demonstrates two aspects: (i) involvement of ECA with non-state actors; and (ii) academic leverage with local institutions that further strengthen capacities of beneficiaries.</p> <p>It is important to note that the objective of the project was to strengthen national capacities, not just government capacities. For this reason, ECA sought opportunities to collaborate with local think tanks and policy centers (as in Tanzania).</p> <p>Action Point: Suggest that the para reflects this key distinction between strengthening national and government capacities. Further, the government was not peripherally involved as mentioned. The partner organization is a government think tank and is in a position to influence policy.</p> <p>So the para should be revised so as to provide a more balanced view of ECA's partnership in Tanzania.</p>	Good point. Revision made also to para 46 to acknowledge the importance of building civil society capacities and make the distinction.
Para 93	The information contained in this para is correct and contradicts the information in para 79. A notable achievement of the project was policy uptake on measuring inequality.	Edits made in para 79. Indeed it will be a notable achievement!
Para 111	<p>Table 6 should reflect the number of participants who attended the regional workshop in June 2018.</p> <p>Action Point: Use the attached report of the regional workshop to capture the number of participants attending the workshop.</p>	Edits made. See comment above about this meeting being categorized originally as EGM meeting. I did not get the attachment but have a list provided to me by A. Gauci showing 34 participants (not including ECA, UNDP and ILO)
4.7 Sustainability	The sustainability of a project is through capacitating national stakeholders but also through how knowledge products emerging from the project are used and disseminated.	Point already acknowledged in para 160. "As for the sustainability of the research, the documents produced will likely to continue to be used and/or disseminated (internally and externally) at least over the short term."
Para 154	<p>Ivory Coast is not used any more.</p> <p>Action Point: Change the name of the country to Cote d'Ivoire.</p> <p>The message of this para contradicts information in earlier paras. Cote d'Ivoire had inequality in its National Development Plan and Tanzania decided to introduce inequality indicators to address SDGs – both of which reflect project sustainability.</p> <p>Further, project activities were not specifically tailored to address government priorities because as mentioned earlier, the objective of the project was to strengthen national capacities and not government capacities. The training modules were designed keeping in mind this distinction, and so there may have been some modules that did not seem to be of direct relevance to the work done by government participants, the overall impact (as gleaned from the end-of-training evaluations) was</p>	Edits made.

PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
	positive and all participants indicated that they benefitted from the training. In Tanzania, the participants voluntarily set up a Whatsapp messaging group to stay in touch after the training and exchange information on inequality-related issues. Action Point: Revise the para to correctly reflect the reality.	
Para 164	How where the regional initiatives isolated?	This is a reference to the fact that certain activities in other regions were not aligned with country needs. Para 165 explains that this was not the case in Africa.
Para 165	Ivory Coast is not used any more. Action Point: Change the name of the country to Cote d'Ivoire.	Edits made
Para 174	Describes realistically the slow but sure results and is in contradiction with what came before (171-173) as to not enough being done to match ambitions (precisely what was said by our colleagues in ESCWA)	I still don't see the contradiction but revised the paragraphs to clarify my point.
Para 178	Civil society (through research institutes, think tanks, others) were involved in ECA's work as indicated in the participation in the dissemination and trainings in Cote d'Ivoire and Tanzania; and the end-of-project regional workshop. Action Point: Suggest make necessary edits in the para to reflect ECA's efforts to successfully reach out to civil society in the selected countries.	Edits made.
Conclusion 8	UNDP country offices and other UN specialized bodies were also invited by ECA to training and dissemination workshops and could be included in paras 186-189.	Edits made to add reference to this.
Para 202	Indeed, there was an official request from Cote d'Ivoire to seek support from ECA on data and inequality.	Cote d'Ivoire added.
Recommendation 3:	The toolkit is being developed as a feature of training courses on measurement and pro-equity public policies for middle and senior officials by IDEP (already mentioned in the report).	Point added in para 208.
Para 216	Alignment with Government workplans is a difficult exercise and possibly not appropriate for a DA project. The idea is to align to strategic national areas and/or to ensure that these become strategic areas as in Tanzania.	Edits made.

Evaluation of the DA Project 1415BG/ROA 315-9 “Promoting Equality: Strengthening the capacity of select Developing Countries to design and implement equality-oriented public policies and programmes”

Evaluation Report Feedback Form: Evaluation Reference Group

A. ECLAC

GENERAL COMMENTS		
REPORT SECTION (if applicable)	COMMENT	EVALUATOR’S RESPONSE
Entire report	Much of the data for the analysis is based on information collected during the evaluation period, especially via online surveys. To get a better picture of project results, it would be beneficial to give also consideration to all the survey questionnaires imparted by the Regional Commissions and which have been placed at the disposal of the evaluator.	<p>I. Analysis is based on the triangulation (see paragraph 7) of a mix of qualitative and quantitative methods, in addition to the on-line surveys, including desk review, analysis of Google analytics documentation provided by the RCs where data existed²², Key Informant Interviews (KIs) a site visit to Santiago to participate in the Project Closing Meeting in June 2018. Hundreds of documents were reviewed by the evaluator, including the agendas for all meetings and all survey questionnaires provided by the RCs (see paragraph 4228). Information on the survey questionnaires on each event was cited when relevant (see reference to Santiago course survey questionnaires in paragraph 133175 - 176). The evaluator would be pleased to consider any other information specified by ECLAC.</p> <p>II. Please check the paragraphs being referenced, preferably making reference in your answers (the change is actually not in paragraph 28 nor in 133) to the paragraphs in the final revised version (clean version) as this is the version that will be shared with the ERG. See references to Paragraphs 42 and 175-176 above.</p> <p>See edits made in item I above.</p>

²² Information was provided by ECLAC, ECE, ESCAP. ESCWA and ECA documents have not yet been posted on-line.

REPORT SECTION (if applicable)	COMMENT	EVALUATOR'S RESPONSE
Entire report	Many of the conclusions or comments on lack of sustainability or isolation of activities should be rethought in line with what the nature and role of RCs is. Existence of a regular programme of work and of permanent subsidiary bodies (such as ECLAC's Regional Conference on Social Development), together with the fact that in-house knowledge on equality-oriented public policies and programmes also exists, allow to respond to subsequent country needs and demands, beyond the conclusion of the project.	<p>I. Edits have been made to acknowledge this.</p> <p>II. Please indicate where the edits/adjustments have been made. See Finding 23 – reference was made to the RCs use of DA projects and other resources, which includes the regular POW. Additional edits made to more clearly point to the use of the regular POW by ECLAC in paragraph 2076.</p>
Findings 1 and 3, and table 2	Please adjust these findings, as they do not consider some of the activities carried out by ECLAC throughout the duration of the project (see specific comments below).	<p>I. Adjustments have been made and findings were heavily edited to provide clarification and ensure activities are well captured.</p> <p>II. Please indicate where the edits/adjustments have been made.</p> <p>Edits have been made to Finding 1 (see Finding itself and paragraph 82 re: ECLAC specifically) and Finding 3 (see finding itself and edits re: ECLAC in paragraphs 93, the addition of paragraphs 96 to 100). Table 4 (former Table 2) was updated some markups specifically shown re: ECLAC).</p> <p>It is not possible to indicate the specific edits in the current version of the document (Sept 11) as the edits have been extensive and once we moved the Findings' paragraphs and table, we loose the track changes. Please refer to the Aug 15 version which shows exactly what the changes were in all of these.</p>

SPECIFIC COMMENTS		
PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE

C. ECE

SPECIFIC COMMENTS		
PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
105	<p>Suggesting the following edits, tracked below:</p> <p>“Contributions have been made towards development of capacities at the level of senior officials and technical staff from National Statistics Offices in charge of analysis and measurement of poverty and inequality primarily through the project initiatives taking place in the ECE. These were made at the two workshops that conceptual contributions centred around the process of development of the Guide for Poverty Measurement and were not specifically focusing focused on the EECCA countries as well as in the two expert the ECE Task Force meetings and Seminars included representatives of various European countries with advanced knowledge in poverty statistics (e.g. Italy, the UK, Poland and the USA) with participation from the entire UNECE region and beyond. A few countries of the All EECCA countries also participated in these events expert meetings, most notably representatives of national statistics offices of Georgia, and in some cases, Kazakhstan, Azerbaijan, Kyrgyz Republic, etc which were held back-to-back with the EECCA workshops. Participation of Georgia and the Russian Federation in the Task Force on Poverty Measurement ensured that EECCA country perspectives were considered in the Guide that the Task Force developed.”</p>	<p>I. Edits made to capture these points.</p> <p>II. Reference to the two expert meetings organized back-to-back with the workshops has not been included.</p> <p>Edits made to include the information exactly. See paragraph 149 and 150.</p>
50;		

C. ESCAP

GENERAL COMMENTS		
REPORT SECTION (if applicable)	COMMENT	EVALUATOR'S RESPONSE
	Generally, there could be more reference made to ESCAP's work on inequality of opportunity (A1.3), all of which can be found on the ESCAP resources page (https://www.unescap.org/our-work/social-development/poverty-and-inequality/resources).	<p>I. Thanks for pointing this out. Edits have been made to highlight this work.</p> <p>II. Please indicate where the edits/adjustments have been made, making reference to the paragraphs in the final revised version (clean version) as this is the version that will be shared with the ERG.</p> <p>Edits made in paragraphs 102 and 160.</p>
4.1	This section of the evaluation in particular does not refer in an independent paragraph to the ESCAP policy papers on inequality of opportunity, which present a new way to measure and assess inequality of opportunity, while also identifying the furthest behind. ESCAP finalized three regional reports on inequality of opportunity in Asia and the Pacific, covering inequality in education, decent work and access to clean energy . More studies are in the pipeline and will be published outside of the project, using the same methodology. Chapter 2 of the ESCAP Theme Study: Inequality in Asia and the Pacific in the era of the 2030 Agenda for Sustainable Development also synthesizes the innovative analytical work ESCAP undertook through this project (https://www.unescap.org/publications/inequality-asia-and-pacific-era-2030-agenda-sustainable-development)	<p>I. See comment above. Acknowledge the gap and added a paragraph on this.</p> <p>II. Please indicate where the edits/adjustments have been made, making reference to the paragraphs in the final revised version (clean version) as this is the version that will be shared with the ERG.</p> <p>See paragraphs 102, 103 and 160.</p>

SPECIFIC COMMENTS		
PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
Para 53	Please remove Indonesia from the footnote. Please also qualify that analytical findings from the India report were used in regional studies produced by the project, even though the country report was not eventually fit for publication.	<p>I. Edits made.</p> <p>II. Please indicate where the edits/adjustments have been made, making reference to the paragraphs in the final revised version (clean version) as this is the version that will be shared with the ERG.</p> <p>See 2nd sentence of paragraph 94. Indonesia was not removed from footnote but footnote 17 was revised to properly reflect the fact that the project had activities in the country.</p>

PARAGRAPH NUMBER	COMMENT	EVALUATOR'S RESPONSE
Annex 2	<p>List of publications: please add: ESCAP (2017). Inequality of Opportunity in Asia and the Pacific: Clean Energy https://www.unescap.org/sites/default/files/Clean%20Energy%20report%2018042018.pdf ESCAP (2017). Inequality of Opportunity in Asia and the Pacific: Education https://www.unescap.org/sites/default/files/Education%20report%2018042018.pdf ESCAP (2017). Inequality of Opportunity in Asia and the Pacific: Decent Work https://www.unescap.org/sites/default/files/Decent%20Work%20report%2023052018.pdf ESCAP (2018). Policy Guide: Why We Need Social Protection https://www.unescap.org/sites/default/files/SDD%20Social%20Protection%20module%201_ONLINE_FINAL.pdf ESCAP (2018). Policy Guide: How to Design Inclusive Social Protection Systems https://www.unescap.org/sites/default/files/SDD%20Social%20Protection%20module%202_ONLINE_FINAL.pdf</p>	<p>I. Please see above. For a complete list of publications provided by the project refer to the Appendix 3. All publications listed had already been included.</p> <p>II. In the evaluator's response it is stated that all publications listed had already been included in the appendix 3. However, we could not find the two publications highlighted in the list. Please review.</p> <p>The docs are cited in the pp. 101 as part of the E-toolkit guides and listed in the Appendix 3 (lines 6 and 7) under Toolkits/Guides. Other docs are listed under Regional Papers.</p>

D. ECA

GENERAL COMMENTS		
REPORT SECTION (if applicable)	COMMENT	EVALUATOR'S RESPONSE
Para 154	<p>Ivory Coast is not used any more.</p> <p>Action Point: Change the name of the country to Cote d'Ivoire.</p> <p>The message of this para contradicts information in earlier paras. Cote d'Ivoire had inequality in its National Development Plan and Tanzania decided to introduce inequality indicators to address SDGs – both of which reflect project sustainability.</p> <p>Further, project activities were not specifically tailored to address government priorities because as mentioned earlier, the objective of the project was to strengthen national capacities and not government capacities. The training modules were designed keeping in mind this distinction, and so there may have been some modules that did not seem to be of direct relevance to the work done by government participants, the overall impact (as gleaned from the end-of-training evaluations) was positive and all participants indicated that they benefitted from the training. In Tanzania, the participants voluntarily set up a Whatsapp messaging group to stay in touch after the training and exchange information on inequality-related issues.</p> <p>Action Point: Revise the para to correctly reflect the reality.</p>	<p>I. Edits made.</p> <p>II. We have not found any reference to the highlighted sections of ECA comments.</p> <p>Please see paragraph 201, which was adjusted to reflect this point. Sorry, I missed the point in the first round.</p>

ANNEX 7

SURVEY QUESTIONNAIRES

QUESTIONNAIRE : SURVEY OF PARTICIPANTS IN PROJECT EVENTS²³

Survey for the Evaluation of the DA Project 1415BG/ROA 315-9: Promoting Equality: Strengthening the capacity of select Developing Countries to design and implement equality-oriented public policies and programmes

The Economic Commission for Latin America and the Caribbean (ECLAC) Programme Planning and Operations Division (PPOD) is carrying out an evaluation of the Development Account (DA) Project 1415BG/ROA 315-9: *Promoting Equality: Strengthening the capacity of select Developing Countries to design and implement equality-oriented public policies and programmes*.

The DA Project funded various activities undertaken between June 2015 and June 2018, by the five UN Regional Economic Commissions, including the Economic Commission for Africa (ECA), the Economic and Social Commission for Asia and the Pacific (ESCAP), the Economic Commission for Europe (ECE), the Economic Commission for Latin America and the Caribbean (ECLAC), and the Economic and Social Commission for Western Asia (ESCWA).

The focus of this evaluation is on the on-going and the completed project activities, aimed to determine the level of relevance, effectiveness, efficiency and sustainability of the activities carried out in Latin America and the Caribbean, Asia and the Pacific, Africa, Europe and Western Asia.

Our records show that you participated in activities carried out under this project.²⁴ As such, we'd like to ask you to complete this 15-minute survey and provide us with your perceptions on these activities and, above all, feedback on the contribution that these potentially have had on your work and/or the thematic area/sector your work is related to. **Your input is very important, as the results of the survey will help to inform the future work of the UN Regional Economic Commissions in your country and your region.**

The survey is part of the lines of evidence included in the evaluation being carried out by Claudia de Barros Marcondes - an independent consultant, supported by the Evaluation Unit of ECLAC, who is available to answer any substantive questions.

The survey will help us identify concrete results and contributions made towards enhancing capacities to measure inequalities and to design and implement equality-oriented public policies and programmes, as well as areas where improvements are needed.

We would appreciate it if you could complete the survey by July 12, 2018.

Additionally, please note that once the survey is sent or the page closed, you will not be able to make further changes to the responses given.

Your answers will remain anonymous and will be handled within the strictest of confidence. If you have any questions about this survey, please send your comments and suggestions to the following email: evaluacion@cepal.org.

²³ Spanish version of the survey questionnaire will be provided after approval of the Inception Report. All questions should be mandatory, except for those where the person has to write the response.

²⁴ Consider adding a link to the list of events and activities undertaken in each region.

SECTION 1: GENERAL INFORMATION ABOUT THE PROJECT AND THE RESPONDENT

- 1) Which UN Regional Economic Commission organized the project activities in which you participated? (Mark all that apply)

Scroll list of UN commissions²⁵

- 2) In which project activities organized by the UN Regional Economic Commission in your region did you participate? (Mark all that apply)

Scroll list of events per region²⁶

- 3) In which country were you working at the time of participation in the project activities.

Scroll list of countries involved²⁷

- 4) Please specify you gender

- Male
 Female

- 5) For what type of organization(s) were you working during the period you participated in the activities organized by the UN Regional Economic Commission in your region? (Mark all that apply)

- Government body or public institution (e.g. Ministry of Social Development, Ministry of Labour, etc.)
 Civil society organization or network (including NGOs, Associations and unions)
 Academic institution or research institute
 Bilateral or multilateral agency (including UN agencies, Development Banks)
 Sector specific national agency (e.g. National Statistics Agency)
 Sector specific regional agency
 Private sector organization
 Consultant
 Other (please specify)

²⁵ Include full name and acronym: the UN Economic Commission for Latin America and the Caribbean (ECLAC), the UN Economic and Social Commission for Asia and the Pacific (ESCAP), the UN Economic Commission for Africa (ECA), the UN Economic Commission for Europe (ECE), the UN Economic and Social Commission for Western Asia (ESCWA).

²⁶ List of events to be provided.

²⁷ Countries involved: Benin, Tanzania, Ecuador, El Salvador, Tunisia, Yemen, India, Indonesia, Uruguay, Sudan, Cote d'Ivoire, Haiti, Argentina, Chile, Armenia, Georgia, Kyrgyzstan, Republic of Moldova, Tajikistan, Turkmenistan, Ukraine, Uzbekistan or Other: please specify..

6) What was your position at the time of participation in the project activities?

- Senior Management
- Middle Management
- Technical/Professional Staff
- Consultant
- Administrative staff
- Other (please specify)

7) Are you currently working for the same type of institution?

Yes/No.

If your answer is no, please specify your position and the type of institution where you are currently working

8) At that time, were you (or have you been in the last five years) in a position to influence public policy in your country or region?

- Yes, significantly
- Yes, fairly
- Maybe indirectly
- Not at all

SECTION 2: ABOUT THE PROJECT ACTIVITIES

9) What was the nature of the project activities in which you participated? (Mark all that apply)

- Individual and/or Institutional capacity building
- Facilitating knowledge sharing and/or the exchange of experience among countries
- Facilitating regional cooperation and/or integration (e.g. data harmonization, treaties, etc)
- Development, testing/feedback and/or preparation of toolkits and/or research documents/studies
- Presentation of studies and/or research
- Advocacy and/or awareness-raising on certain issues
- Contributing to national policy development and/or implementation
- Other (please specify)

10) What was the thematic focus of the project activities? (Mark all that apply)

- Measurement of Inequalities (including identification, analysis and measurement of socio-economic inequalities)
- Development of equality-oriented public policies and programmes specifically
- Social policies in general
- Regional integration
- Other (please specify):



(person needs to write down)

11) Since June 2015, have you received/benefitted from UN Regional Economic Commission technical advisory services funded under the Project?

- Yes/No
- If no, skip to question 15.
- Don't know/Don't remember

12) Please specify (indicating purpose, place and approximate dates):



(person needs to write down)

13) Please briefly describe any positive benefits (to you, to your country or to your institution) which resulted from these services and/or technical assistance



(person needs to write down)

SECTION 3: ABOUT THE QUALITY AND IMPACT OF THE PROJECT ACTIVITIES

C. Quality

14) With regards to the quality of the activities in which you participated, please indicate the extent to which you agree or disagree with the following statements:

	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree	Don't know
a. Generally the technical quality of contents of the activities was high.	<input type="radio"/>					
b. Generally the activities involved appropriate and relevant experts and/or expertise in relation to the needs.	<input type="radio"/>					
c. Generally the timing of these activities was appropriate.	<input type="radio"/>					
d. Generally the project activities were needed/or were a priority in my country.	<input type="radio"/>					
e. Generally, the project activities respect and promote gender equality	<input type="radio"/>					
f. Generally, the project activities respect and promote human rights	<input type="radio"/>					

D. Scope

15) To what extent did the activities in which you participated reach the right audience (Mark only one)

- a. Generally, in most activities, the people who participated were the key people that needed to be involved.
- b. In most activities, there were key people who should have participated, but did not.
- c. In most activities, the key people participated together with other people that needed to be involved.
- d. In most activities, all people who participated were the most relevant and appropriate.
- e. I do not have sufficient information to respond to this question.

E. Efficiencies

16) Please rate the project activities and events regarding the following:

	Very good	Good	Fair	Poor	Don't know
a. Relevance and appropriateness of the modalities in which activities and events were developed.	<input type="radio"/>				
b. Resources properly used/invested in line with the goal of the activity (research, technical assistance, workshops, courses) and/or its scope (regional, national or local level).	<input type="radio"/>				
c. Suitability and relevance to regional and country-level development (e.g. generates dialogue; lead to further analysis, etc.)	<input type="radio"/>				
d. Alignment, synergies and/or collaboration with other institutions/initiatives in the country/region;	<input type="radio"/>				
e. Flexibility to respond to country/regional/institutional needs, including emerging needs and opportunities	<input type="radio"/>				

F. Studies and Publications

17) Are you familiar with, have used or have contributed to the studies, toolkits and/or other knowledge products (country and/or regional studies, toolkits, publications, reports, websites/databases, etc.) produced by the project²⁸?

- Yes
- No If no, skip to question 22

18) Please identify which of the following studies have contributed to or were used for your work : To the extent possible, please indicate type of knowledge product and approximate title and date of the products that were most useful.

(Select from scroll down list)

19) How would you rate the reports, country and/or regional studies, toolkits, publications, websites/database and/or other knowledge products produced by the project and with which you are familiar, have used them or contributed to? Please mark all that apply.

	Always	Often	Sometimes	Rarely	Don't know
a. Toolkits and/or studies are key to guide discussion, project activities and/or technical courses	<input type="radio"/>				
b. Studies/knowledge products are credible and reliable	<input type="radio"/>				
c. Studies/ knowledge products are creative, innovative or bring a fresh perspective not yet	<input type="radio"/>				

²⁸ Provide a list of publications – see Annex 2

	Always	Often	Sometimes	Rarely	Don't know
available to certain issues in the country/region					
d. Knowledge generated at the country level is taken up in regional and/or global studies/knowledge products.	<input type="radio"/>				
e. Studies/Knowledge products are having an impact in my country (e.g. generate dialogue; lead to further analysis, etc.)	<input type="radio"/>				
f. Guidelines and tool kits provided on global, regional or country levels are sufficiently practical for country-level use.	<input type="radio"/>				

20) To what extent are the project studies/knowledge products with which you are familiar:
(Mark all that apply)

	Significantly	Fairly	Somewhat	Not at all	Don't know
a. Relevant and appropriate in terms of the issues treated	<input type="radio"/>				
a. Contributing towards the promotion and respect of gender equality	<input type="radio"/>				
b. Contributing towards the promotion and respect of human rights	<input type="radio"/>				
d. Useful for the development and/or implementation of pro-equality policies in your country	<input type="radio"/>				
e. Able to maintain their usefulness over time	<input type="radio"/>				
f. Useful to transfer and multiply knowledge to others	<input type="radio"/>				

SECTION 4: ABOUT THE BENEFITS OF YOUR PARTICIPATION

F. Personal Impact

21) Please indicate the benefits you obtained by participating on the project activities (on a personal level): (Mark all that apply).

	Significantly	Fairly	Somewhat	Not at all	Don't know
a. It helped me to change certain attitudes and/or open my mind to other ideas	<input type="radio"/>				
b. It helped me to acquire new technical skills and knowledge	<input type="radio"/>				
c. It helped me to expand my circle of	<input type="radio"/>				

	Significantly	Fairly	Somewhat	Not at all	Don't know
professional contacts					
d. It helped me to progress in my career	<input type="radio"/>				

22) Please indicate if you agree with the following statements: (Mark all that apply).

	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree	N/A
a. The seminars, workshops, conferences and regional/country meetings met my expectations and achieved the expected results for the target beneficiaries.	<input type="radio"/>					
b. The benefits of technical competences acquired go far beyond individual capacity building.	<input type="radio"/>					
c. I would not have opportunity to dialogue and exchange experience/views with other institutions and government officials at the regional/country level through other means.	<input type="radio"/>					
d. Workshops and courses broadened my knowledge on the different dimensions of inequality: income; gender; employment; access to health, education and new technologies; environment;	<input type="radio"/>					
e. The knowledge I gained helped me to begin incorporating the analysis of socio-economic inequalities in strategic documents and plans.	<input type="radio"/>					
d. The project provided me with needed tools to measure socio-economic inequalities in my country.	<input type="radio"/>					

2. Institutional Impact

23) Please indicate the benefits for the institution you belong to, due to your participation in the project activities:

	Significantly	Fairly	Somewhat	Not at all	Don't know
a. It helped to strengthen institutional capacity to conduct pro- equality related work	<input type="radio"/>				
b. It contributed to operational changes or management regarding technical issues generally	<input type="radio"/>				

	Significantly	Fairly	Somewhat	Not at all	Don't know
c. It contributed to enhanced decision making regarding policy development and implementation to address inequality	<input type="radio"/>				
d. It contributed to the design of new action plans or policies to address inequality	<input type="radio"/>				
e. It helped to expand and/or strengthen partnerships with other stakeholders (countries, agencies) related to pro-equality programs and policies.	<input type="radio"/>				
f. It helped to improve the measurement of socio-economic inequalities in my country	<input type="radio"/>				
g. It contributed with technical solutions and policy ideas not yet available in the country	<input type="radio"/>				

24) Could you please describe briefly one example of change that occurred in your country/institution as a result of the project? Please explain what it consisted of and how the activities helped to influence or promote this change? (Mention also if in any case some of the changes had an unexpected impact - positive or negative)

(person needs to write down)

Option: Skip this question

3. Policy impact

25) To what extent do you agree with the following statements related to the UN Regional Economic Commission's work and its results at the policy level

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
a. It helped to position inequality issues and concepts through research and policy dialogues either at national or regional level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. It has influenced trends/political speeches and/or the opening of new spaces for dialogue related to inequalities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. It has influenced the drafting and/or adaptation of specific public policies to reduce inequalities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. It brought new ideas and piloted new pro-equality approaches in the country/region

e. It contributed to enhanced capacities of national governments to conceptualize, design and implement pro-equality public policy making

26) To what extent do you agree with the following statements related to the UN Regional Economic Commission's work :

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Don't know
a. The UN Regional Economic Commission's work helped to promote equality as a key driver of sustainable development in the region	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The UN Regional Economic Commission's work helped to improve knowledge and awareness of the different dimensions of inequality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The UN Regional Economic Commission's work helped to improve capacities to analyse and measure inequality in income/consumption and wealth, well-being and/or gender in my country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The UN Regional Economic Commission's work helped to enhance government capacities to design and implement social programmes that foster social inclusion and contribute to reduce inequality in my country;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recommendations

27) What recommendations would you like to offer regarding the UN Regional Economic Commissions' future activities? These can relate to the recommendations for future events/activities/thematic issues for programmes (content), or improvements needed regarding their planning, funding, management and/or implementation (approach).

(person needs to write down)

Thank you very much for you time!

CUESTIONARIO: ENCUESTA DE PARTICIPANTES EN EVENTOS DEL PROYECTO²⁹

Encuesta para la Evaluación del Proyecto DA 1415BG / ROA 315-9: Promoción de la Igualdad: Fortaleciendo la capacidad de determinados países en desarrollo para diseñar e implementar políticas públicas y programas orientados a la igualdad

La División de Planificación y Operaciones de Programas (DPOP) de la Comisión Económica para América Latina y el Caribe (CEPAL) está llevando a cabo una evaluación del Proyecto 1415BG / ROA 315-9 de la Cuenta para el Desarrollo (CD): Promoción de la igualdad: Fortaleciendo la capacidad de determinados países en desarrollo diseñar e implementar políticas públicas y programas orientados a la igualdad.

El Proyecto 1415BG/ROA 315-9 financió diversas actividades emprendidas entre junio de 2015 y junio de 2018 por las cinco Comisiones Económicas Regionales de las Naciones Unidas, incluyendo la Comisión Económica para África (CEPA), la Comisión Económica de las Naciones Unidas para América Latina y el Caribe (CEPAL), la Comisión Económica y Social para Asia Occidental (CESPAO), la Comisión Económica para Europa (CEPE) y la Comisión Económica y Social para Asia y el Pacífico (ESCAP).

El enfoque de esta evaluación es sobre las actividades del proyecto en curso y completadas, con el objetivo de determinar el nivel de relevancia, efectividad, eficiencia y sostenibilidad de las actividades llevadas a cabo en América Latina y el Caribe, Asia y el Pacífico, África y Europa y Asia occidental.

Nuestros registros muestran que usted participó en actividades llevadas a cabo bajo este proyecto. Como tal, nos gustaría pedirle que complete esta encuesta de 15 minutos y nos proporcione sus percepciones sobre estas actividades y, sobre todo, comentarios sobre la contribución que estos potencialmente han tenido en su trabajo y/o el área temática/sector con el cual tu trabajo está relacionado. **Su opinión es muy importante, ya que los resultados de la encuesta ayudarán a informar el trabajo futuro de las Comisiones Económicas Regionales de la ONU en su país y su región.**

La encuesta es una de las líneas de evidencia que serán utilizadas en la evaluación realizada por Claudia de Barros Marcondes - una consultora independiente, respaldada por la Unidad de Evaluación de la CEPAL, quién está disponible para responder cualquier pregunta sustantiva.

La encuesta nos ayudará a identificar los resultados concretos y las contribuciones realizadas para mejorar las capacidades para medir las desigualdades y para diseñar e implementar políticas públicas y programas orientados a la igualdad, así como las áreas donde se necesitan mejoras.

Le agradeceríamos si pudiera completar la encuesta antes del 12 de julio de 2018.

Además, tenga en cuenta que una vez que se envía la encuesta o se cierra la página, no puede realizar más cambios a las respuestas dadas.

Sus respuestas serán manejadas estrictamente anónimas. Si tiene alguna pregunta sobre esta encuesta, envíe sus comentarios y sugerencias al siguiente correo electrónico: evaluacion@cepal.org.

²⁹ Todas las preguntas deben ser obligatorias, excepto aquellas en las que la persona tiene que escribir la respuesta.

SECCIÓN 1: INFORMACIÓN GENERAL SOBRE EL PROYECTO Y EL ENTREVISTADO

- 1) **¿Qué Comisión Económica Regional de las Naciones Unidas organizó las actividades del proyecto en las que participó? (Marque todo lo que corresponda)**

Lista de las comisiones de las Naciones Unidas³⁰

- 2) **En qué actividades organizadas por el proyecto la Comisión Económica Regional de las Naciones Unidas en su región, usted participó (Marque todas las que correspondan)**

Lista de eventos por región³¹

- 3) **En qué país usted trabajaba al momento de participar en las actividades del proyecto.**

Lista de países involucrados³²

- 4) **Por favor especifica tu género**

- Masculino
 Hembra

- 5) **¿Para qué tipo de organización(es) usted trabajaba durante el período en que participó en las actividades organizadas por la Comisión Económica Regional de las Naciones Unidas en su región? (Marque todo lo que corresponda)**

- Organización gubernamental o institución pública (por ejemplo, Ministerio de Desarrollo Social, Ministerio de Trabajo, etc.)
- Organización o red de la sociedad civil (incluidas ONG, asociaciones y sindicatos)
- Institución académica o instituto de investigación
- Agencia bilateral o multilateral (incluidos los organismos de las Naciones Unidas, Bancos de Desarrollo)
- Agencia nacional específica del sector (por ejemplo, la Agencia Nacional de Estadística)
- Organización del sector privado
- Consultor(a)
- Otra (Especificar, por favor)

- 6) **En ese momento, ¿estuvo (o ha estado en los últimos cinco años) en posición de influir en las políticas públicas en su país o región?**

³⁰ Incluir el nombre completo y el acrónimo: Comisión Económica de las Naciones Unidas para América Latina y el Caribe (CEPAL), la Comisión Económica y Social para Asia y el Pacífico (ESCAP), la Comisión Económica para África (CEPA), la Comisión Económica para Europa (CEPE) y la Comisión Económica y Social para Asia Occidental (CESPAO).

³¹ Listado de eventos a ser incluido.

³² Países involucrados: Benin, Tanzania, Ecuador, El Salvador, Túnez, Yemen, India, Indonesia, Uruguay, Sudán, Costa de Marfil, Haití, Argentina, Chile, Armenia, Georgia, Kirguistán, República de Moldova, Tayikistán, Turkmenistán, Ucrania, Uzbekistán u Otros (especificar.Ukraine, Uzbekistan or Other: please specify.

- Sí, significativamente
- Sí, bastante
- Quizás indirectamente
- De ningún modo

SECCIÓN 2: ACERCA DE LAS ACTIVIDADES DEL PROYECTO

7) ¿Cuál fue la naturaleza de las actividades del proyecto en las que participó? (Marque todo lo que corresponda)

- Desarrollo de capacidades individuales y / o institucionales
- Facilitar el intercambio de conocimientos y / o el intercambio de experiencias entre países
Facilitar la cooperación y / o integración regional (por ejemplo, armonización de datos, tratados de colaboración, etc.)
- Desarrollo, prueba / retroalimentación y / o preparación de kits de herramientas y / o documentos / estudios de investigación
- Presentación de estudios y / o investigación
- Promoción y / o concienciación sobre ciertos temas
- Contribuir al desarrollo y / o implementación de políticas nacionales
- Otra (Especificar, por favor)

8) ¿Cuál fue el enfoque temático de las actividades del proyecto? (Marque todo lo que corresponda)

- Medición de las desigualdades (incluida la identificación, el análisis y la medición de las desigualdades socioeconómicas)
- Desarrollo de políticas y programas públicos orientados a la igualdad específicamente
- Políticas sociales en general
- Integración regional
- Otra (Especificar, por favor):

(la persona necesita escribir)

9) Desde junio de 2015, ¿ usted recibió/fué beneficiado con servicios de asesoramiento de la Comisión Económica Regional de las Naciones Unidas financiados por el Proyecto?

- Si
- No (Si no, salte a la pregunta 15).
- No sé / No recuerdo (Si no se/no recuerdo, salte a la pregunta 15)

10) Por favor especifique (indicando el propósito, el lugar y las fechas aproximadas):

(la persona necesita escribir)

11) Describa brevemente los beneficios positivos (para usted, su país o su institución) que resultaron de estos servicios y / o asistencia técnica.

(la persona necesita escribir)

SECCIÓN 3: ACERCA DE LA CALIDAD Y EL IMPACTO DE LAS ACTIVIDADES DEL PROYECTO

C. Calidad

12) Con respecto a la calidad de las actividades en las que participó, indique el grado en que está de acuerdo o en desacuerdo con las siguientes afirmaciones:

	Totalmente de acuerdo	De acuerdo	Un poco de acuerdo	En desacuerdo	Totalmente en desacuerdo	No lo sé
a. En general, la calidad técnica de los contenidos de las actividades fue alta.	<input type="radio"/>	<input type="radio"/>				
b. En general, las actividades involucran a expertos y / o expertos apropiados y relevantes en relación con las necesidades.	<input type="radio"/>	<input type="radio"/>				
c. En general, el momento de estas actividades fue apropiado.	<input type="radio"/>	<input type="radio"/>				
d. En general, las actividades del proyecto eran necesarias / o eran una prioridad en mi país.	<input type="radio"/>	<input type="radio"/>				
e. En general, las actividades del proyecto respetan y promueven la igualdad de género	<input type="radio"/>	<input type="radio"/>				

	Totalmente de acuerdo	De acuerdo	Un poco de acuerdo	En desacuerdo	Totalmente en desacuerdo	No lo sé
f. En general, las actividades del proyecto respetan y promueven los derechos humanos	<input type="radio"/>	<input type="radio"/>				

D. Alcance

13) En qué medida las actividades de las cuales usted participo tuvieron la participación de una audiencia correcta (marque solo una)

- a. En general, en la mayoría de las actividades, las personas que participaron fueron las personas clave que debieron participar.
- b. En la mayoría de las actividades, hubo personas clave que deberían haber participado, pero no lo hicieron.
- c. En la mayoría de las actividades, las personas clave participaron junto con otras personas que debían participar.
- d. En la mayoría de las actividades, todas las personas que participaron fueron las más relevantes y apropiadas.
- e. No tengo suficiente información para responder a esta pregunta.

E. Eficiencias

14) Califique las actividades y eventos del proyecto con respecto a lo siguiente:

	Muy bueno	Bueno	Mas o menos	Malo	No sé
a. Pertinencia y relevancia de las modalidades en las que se desarrollaron actividades y eventos.	<input type="radio"/>				
b.-Recursos utilizados / invertidos adecuadamente en línea con el objetivo de la actividad (investigación, asistencia técnica, talleres, cursos) y / o su alcance (nivel regional, nacional o local).	<input type="radio"/>				
c.-Pertinencia y relevancia para el desarrollo a nivel regional y nacional (por ejemplo, genera diálogo, conduce a un análisis posterior, etc.)	<input type="radio"/>				
d.-Alineamiento, sinergias y / o colaboración con otras instituciones / iniciativas en el país / región;	<input type="radio"/>				
e. Flexibilidad para responder a las necesidades nacionales / regionales / institucionales, incluidas las nuevas necesidades y oportunidades	<input type="radio"/>				

F. Estudios y Publicaciones

15) ¿Está familiarizado, ha utilizado o ha contribuido a los estudios, herramientas y otros productos de conocimiento (estudios nacionales y / o regionales, herramientas, publicaciones, informes, sitios web / bases de datos, etc.) producidos por el proyecto?

- Sí
- No (Si no, salte a la pregunta 22)

16) Identifique cuál de los siguientes estudios han contribuido o fueran utilizados en su trabajo.

En la medida de lo posible, indique el tipo de producto de conocimiento y el título aproximado y la fecha de los productos que fueron más útiles.

(Seleccionar de la lista desplegable)

17) ¿Cómo calificaría los informes, los estudios de país y / o regionales, los kits de herramientas, las publicaciones, los sitios web / bases de datos y / u otros productos de conocimiento producidos por el proyecto y que usted conoce, los usó o contribuyó? Por favor marque todo lo que corresponda.

	Siempre	Frecuentemente	Algunas veces	Raramente	No sé
a. Las herramientas y / o estudios son clave para guiar la discusión, las actividades del proyecto y / o los cursos técnicos	<input type="radio"/>				
b. Los estudios / productos de conocimiento son creíbles y confiables	<input type="radio"/>				
c. Los estudios / productos de conocimiento son creativos, innovadores o aportan una nueva perspectiva aún no disponible para ciertos problemas en el país / región	<input type="radio"/>				
d. El conocimiento generado a nivel de país es utilizada en estudios regionales y / o globales.	<input type="radio"/>				
e. Los Estudios / productos de conocimiento están teniendo un impacto en mi país (por ejemplo, generar diálogo, conducir a un análisis posterior, etc.)	<input type="radio"/>				
f. Las guías y las herramientas proporcionadas a nivel mundial, regional o nacional son suficientemente prácticas para el uso a nivel de país.	<input type="radio"/>				

18) ¿En qué medida los estudios o productos de conocimiento del proyecto con los que está familiarizado: (Marque todos los que correspondan)

	Significativamente	Bastante	Moderadamente	Nada	No sé
a. Son relevantes y apropiados en términos de los problemas tratados	<input type="radio"/>				
b. Contribuyen a la promoción y el respeto de la igualdad de género	<input type="radio"/>				
c. Contribuyen a la promoción de los derechos humanos	<input type="radio"/>				
d. Son útiles para el desarrollo y / o implementación de políticas pro-igualdad en su país	<input type="radio"/>				
e. Son capaces de mantener su utilidad en el tiempo	<input type="radio"/>				
f. Son útiles para transferir y multiplicar conocimiento a otros	<input type="radio"/>				

SECCIÓN 4: SOBRE LOS BENEFICIOS DE SU PARTICIPACIÓN

F. Impacto personal

19) Indique los beneficios que obtuvo al participar en las actividades del proyecto (a nivel personal): (Marque todo lo que corresponda).

	Significativamente	Bastante	Moderadamente	Nada	No sé
a. Me ayudó a cambiar ciertas actitudes y / o abrir mi mente a otras ideas	<input type="radio"/>				
b. Me ayudó a adquirir nuevas habilidades técnicas y conocimiento	<input type="radio"/>				
c. Me ayudó a expandir mi círculo de contactos profesionales	<input type="radio"/>				
d. Me ayudó a progresar en mi carrera	<input type="radio"/>				

20) Indique si está de acuerdo con las siguientes afirmaciones: (Marque todas las que correspondan).

	Totalmente de acuerdo	De acuerdo	Un poco de acuerdo	En desacuerdo	Totalmente en desacuerdo	No sé
a. Los seminarios, talleres, conferencias y reuniones regionales / nacionales cumplieron con mis expectativas y lograron los resultados esperados para los beneficiarios.	<input type="radio"/>	<input type="radio"/>				
b. Los beneficios de las competencias técnicas adquiridas van más allá de la creación de capacidades individuales.	<input type="radio"/>	<input type="radio"/>				
c. No tendría oportunidad para dialogar e intercambiar experiencias / puntos de vista con otras instituciones y funcionarios gubernamentales a nivel regional / nacional por otros medios.	<input type="radio"/>	<input type="radio"/>				
d. Talleres y cursos ampliaron mi conocimiento sobre las diferentes dimensiones de la desigualdad: ingresos; género; empleo; acceso a la salud, educación y nuevas tecnologías; ambiente;	<input type="radio"/>	<input type="radio"/>				
e. El conocimiento que obtuve me ayudó a comenzar a incorporar el análisis de las desigualdades socioeconómicas en documentos y planes estratégicos.	<input type="radio"/>	<input type="radio"/>				
e. El proyecto me proporcionó las herramientas necesarias para medir las desigualdades socioeconómicas en mi país.	<input type="radio"/>	<input type="radio"/>				

2. Impacto Institucional

21) Indique los beneficios para la institución a la que usted pertenece, de su participación en las actividades del proyecto:

	Beneficios Significativos	Muchos Beneficios	Algunos Beneficios	Ningún Beneficio	No sé
a. Ayudó a fortalecer la capacidad institucional para realizar trabajos relacionados con la igualdad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Contribuyó a los cambios operacionales o la gestión con respecto a los problemas técnicos en general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Contribuyó a una mejor toma de decisiones con respecto al desarrollo e implementación de políticas para abordar la desigualdad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Contribuyó al diseño de nuevos planes de acción o políticas para reducir la desigualdad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Ayudó a expandir y / o fortalecer las alianzas con otras partes interesadas (países, agencias) relacionadas con programas y políticas pro igualdad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Ayudó a mejorar la medición de las desigualdades socioeconómicas en mi país	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Contribuyó con soluciones técnicas e ideas acerca de políticas aún no disponibles en el país	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22) ¿Podría describir brevemente un ejemplo de cambio ocurrido en su país / institución como resultado del proyecto? Por favor explique en qué consistió y cómo las actividades ayudaron a influenciar o promover este cambio. (Mencione también si, en cualquier caso, algunos de los cambios tuvieron un impacto inesperado, positivo o negativo)



(la persona necesita escribir)

Opción: Pasar esta pregunta

3. Impacto en políticas

26) ¿En qué medida está de acuerdo con las siguientes afirmaciones sobre el resultado del proyecto de la Comisión Económica Regional de las Naciones Unidas en términos de desarrollo de políticas?

	Totalmente de acuerdo	De acuerdo	Un poco de acuerdo	En desacuerdo	Totalmente en desacuerdo	No sé
a. El proyecto ayudó a posicionar los problemas y conceptos de desigualdad a través de diálogos de investigación y políticas a nivel nacional o regional.	<input type="radio"/>	<input type="radio"/>				
b. El proyecto ha influido en las tendencias / discursos políticos y / o la apertura de nuevos espacios para el diálogo relacionado con las desigualdades.	<input type="radio"/>	<input type="radio"/>				
c. El proyecto ha influido en la elaboración y / o adaptación de políticas públicas específicas para reducir las desigualdades.	<input type="radio"/>	<input type="radio"/>				
d. El proyecto aportó nuevas ideas y puso a prueba nuevos enfoques pro igualdad en el país / región	<input type="radio"/>	<input type="radio"/>				
e. El proyecto contribuyó a la mejora de las capacidades de los gobiernos nacionales para conceptualizar, diseñar e implementar políticas públicas a favor de la igualdad	<input type="radio"/>	<input type="radio"/>				

28) ¿En qué medida está de acuerdo con las siguientes afirmaciones relacionadas con el proyecto de la Comisión Económica Regional de las Naciones Unidas:

	Totalmente de acuerdo	De acuerdo	Un poco de acuerdo	En desacuerdo	Totalmente en desacuerdo	No sé
a. El proyecto ayudó a promover la igualdad como motor clave del desarrollo sostenible en la región	<input type="radio"/>	<input type="radio"/>				
b. El proyecto ayudó a mejorar el conocimiento y la conciencia de las diferentes dimensiones de la desigualdad	<input type="radio"/>	<input type="radio"/>				
c. El proyecto ayudó a mejorar las capacidades para analizar y medir la desigualdad en los ingresos / consumo y la riqueza, el bienestar y / o el género en mi país	<input type="radio"/>	<input type="radio"/>				

d. El proyecto ayudó a mejorar la capacidad del gobierno para diseñar e implementar programas sociales que fomenten la inclusión social y contribuyan a reducir la desigualdad en mi país



Recomendaciones

29) **¿Qué recomendaciones le gustaría ofrecer con respecto a las actividades futuras de las Comisiones Económicas Regionales de las Naciones Unidas?** Estas pueden relacionarse con las recomendaciones para futuros eventos / actividades / temas temáticos para programas (contenido), o las mejoras necesarias con respecto a su planificación, financiación, gestión y / o implementación (enfoque).

A rectangular text input field with a vertical scroll bar on the right side and a horizontal scroll bar at the bottom, indicating it is a multi-line text area.

(la persona necesita escribir)

Muchas gracias por tu tiempo!

ANNEX 8

INTERVIEW GUIDELINES

KEY INFORMANTS INTERVIEWS GUIDES

1. Purpose of the Interview Guide

The purpose of the Interview Guide is to support the Evaluator in planning and executing key informant interviews by bringing together all necessary information for the interviews.

2. Purpose of Interviews

The purpose of key informant interviews is to provide information on the key aspects of the Project: relevance, effectiveness and efficiency, impact, sustainability and specific aspects of the project implementation and partnership arrangements undertaken. Even though documentary evidence will be collected of the programmes' objectives/goals, the resources used in the delivery of the programmes and the kinds of results achieved, such evidence often needs to be clarified and contextualized. The issue of why and how one thing or another was done is frequently not well documented and those involved in the programmes will likely be the only sources of that information. Finally, interview data are required to address a large percentage of the evaluation questions included in the Evaluation Matrix. The perceptions of the various stakeholders are key indicators of the programmes' process and outcomes.

3. Interviewee Categories

Different categories of Key Informants have been identified in line with the initial project concept (see Table 2 in section 1.4) for the conduct of interviews:

- KII1 Key Informant Interviews with the Regional Commissions Project Coordinators (ECLAC, ESCAP, ECA, ECE, ESCWA) and Division Directors and/or key technical staff in each region
- KII2 Key Informant Interviews with selected direct stakeholders - national government officials, recipients of the capacity development activities (see Table 2 in section 1.4)
- KII3 Key Informant Interviews with selected indirect stakeholders at the country level (experts, practitioners, civil society representatives) as well as representatives of regional organizations and agencies, multilateral institutions, etc.

4. Interview Questionnaires

Two sets of questionnaires were designed to be used for interviews with the key informants in the five categories identified above.

(Questionnaire A):

KII1 Key Informant Interviews with Regional Commissions Project Coordinators (ECLAC, ESCAP, ECA, ECE, ESCWA) and Division Directors and/or key technical staff

(Questionnaire B):

KII2 Key Informant Interviews with national government officials

KII3 Key Informant Interviews with experts, practitioners, civil society representatives and multilateral/regional institutions

The questionnaires contain a set of questions from which the Consultant will draw during the interview process. The goal is to have an “interview” which flows like a natural conversation, in which the Consultant will engage the interviewee and explore his/her thoughts as ideas are brought forward. As such, the Consultant will attempt to cover all of the questions but will not necessarily follow the sequencing of the questions as set in the questionnaires. For example, in some instances an interviewee may wish, at the start of the interview, to provide an overview of their operations or request some information about the evaluation. The Consultant will keep a written record of the interviews.

5. The Interview Process – Preparation

The following are the steps to be followed for the interviews:

- a. *Identification of the interviewees.* The global contact lists to be finalized by ECLAC Teams, the list of participants in the Project Closing Meeting in Santiago and consultations with RCs Project Coordinators will be used to identify the key potential interviewees, in light of their level of participation in the project activities.
- b. *Send a notification letter to potential interviewees:* Persons identified in the sample frame will be invited to participate in an interview. It is important to note that participation is voluntary and that the relationship between a potential interviewee and the Project will not be adversely affected if an interviewee declines to participate for whatever reason. ECLAC will prepare a Notification Letter introducing the evaluation and the independent consultant for distribution to the Interviewees. The Consultant will send the notification letter to the potential interviewees asking for their collaboration with the process. The letter should indicate the approximate duration of the interview. Depending on the complexity it might range from 45 minutes to 1 hour maximum.
- c. *Set up appointments:* the PPEU Evaluation team will provide assistance to schedule the meetings for the site visit interviews. The Consultant will schedule skype interviews directly via e-mail after ECLAC’s note is finalized.
- d. *Distribution of the Interview Questionnaire:* The Consultant will select the correct key interview category per interviewee and send that person a copy of the interview questionnaire to be used, in advance of the interview, if he/she desires to see it.

6. Privacy

The protection of the privacy of interviewees and their information is a critical concern of ECLAC and the independent Consultant. It will be assured in two ways:

- The Notification Letter will be used to inform Key Informants of the protection of their privacy; and,
- The Consultant will protect the confidentiality of each interviewee and ensure that individual comments are not traceable to a particular source in reports or documents made available to anyone besides the Consultant.

7. Interview Languages

Each interviewee will have a choice of his or her language preference for the interview (Spanish, English and French) however, the questionnaires will only be available in English.

8. Execution of the Interviews

The following are the steps to be followed for the interviews:

Pre-Testing of the Interview Questionnaire

The first interview in each of the two categories will serve as a pre-test for each of the questionnaires. However, as the interviews are conducted and potential problems with questionnaires are identified, the Evaluators will undertake necessary adjustments.

Recording of the Interview

The Consultant may record the interview for her own use and will not share the records with anyone. Permission of interviewees to have the interview recorded will be obtained by the Consultant before the start of each interview. The recorded interviews must not contain the full name or other specific information to make the person's identity known. Interviews are recorded as the primary mechanism to ensure results accuracy.

KII GUIDES A & B

Interview Guide A

Interviewee/Questionnaire Category: KII 1 Regional Commissions Project Coordinators (ECLAC, ESCAP, ECA, ECE, ESCWA) and Division Directors and/or key technical staff

Name of the Interviewee: _____
Duty station/Division of the Interviewee: _____
Place or modality of the Interview: _____
Date and Time of the Interview: Date _____ Time _____

General Data (GD)	Response
GD1 What is/was your role within the DA Project 1415BG/ROA 315-9 <i>Promoting Equality: Strengthening the capacity of select Developing Countries to design and implement equality-oriented public policies and programmes?</i>	
GD2 Since when do you execute this role?	
GD3 Have you been involved in the design of the Project?	If you were involved in the project design, when was that? [Please specify]

QUESTION	RESPONSE
Section A: Relevance	
A.1 Do you consider the Project implemented in your region, to have been well designed, in terms of clear and realistic objectives, appropriate linkages between inputs, outputs and objectives, and viable time schedule? If so, why or why not?	
A.2 In what way did the design <u>help</u> or <u>hinder</u> the achievement of the Project goals? Was the project aligned with the Regional Commission mandate and programmes of work (in the specific region and thematic area)? <i>[Consultant to have the Regional Commission mandates at hand and read them out, if necessary]</i>	
A.3 To what extent did the project clearly and realistically complement the RC mandate and programmes of work?	
A.4 Do you believe the Project responded to the priorities of the region, to national government priorities and capacity development needs? Please indicate examples if possible.	
A.5 Were there any complementarities, integration and synergies with other work being developed by the other Regional Commissions and/or by the beneficiary countries?	

Section B: Management structure and M&E	
B.1 To what extent do you consider the coordination and communication mechanisms for the management and execution (including M&E) of the Project effective and efficient? Please refer to regional and country-level.	
B.2 How have the programmes responded to <u>positive</u> and <u>negative</u> factors (both foreseen and unforeseen) that arose throughout the implementation process?	Please specify: a) Foreseen b) Unforeseen
B.3 Were there delays (ineffectiveness/ inefficiencies) in delivery of the activities of the Project? What was the impact of those in the overall achievement of Project expected results related to development of capacities?	Please specify, in the <u>case of delays</u> , did they affect negatively the achievement of project outcomes? How has the project responded, and how well did these responses enable implementation to be caught up?
Section C: Efficiency	
C.1 To what extent were the objectives of the Project likely to be achieved within the allocated resources (financial, human resources, timelines)?	
C.2 To what extent do you consider the timeframe for Project implementation and the sequencing of activities logical and realistic?	
C.3 To what extent did the Project benefited from access to resources (institutional structures and systems, human resources and financial resources) and/or built synergies with other activities and organizations at the country/regional level?	
C.4 Were there delays (ineffectiveness/ inefficiencies) in the delivery of the activities of the Project? What was the impact of those in the overall achievement of Project expected results related to development of capacities?	Please specify, in the <u>case of delays</u> , did they affect negatively the achievement of project outcomes? How has the project responded, and how well did these responses enable implementation to be caught up?
Section D: Effectiveness	
D.1 How and to what extent has the Project contributed to addressing real capacity needs at country level?	Specify what steps have been undertaken by the Project to identify these “real” needs? Delineate the Project contribution in relation to that.
D.2 In terms of achievements, were these in line with the expectations of stakeholder <u>roles, capacities and commitment</u> ? Please indicate examples if possible.	
D.3 To what extent has the project and/or specific activities (workshops, seminars, studies, databases, toolkits) contribute to enhancing local perceptions on the different dimensions and drivers of socio-economic inequalities?	
D.4 Were the project activities (workshops, seminars, studies, databases, toolkits) effective to enhance capacities to design and implement equality-oriented development policies and programmes?	

D.5 Did the project activities (workshops, seminars, studies, databases, toolkits) effectively contribute to enhance capacities to measure socio-economic inequalities at the country level?	
D.6 To what extent have the participating countries begun to incorporate the analysis of socio-economic inequalities in their drafts of national/ social development plans or other strategic documents?	
D.7 To what extent have the participating countries been generating and reporting quantitative data utilizing project's guidelines? Have there been improvements in the measurement of socio-economic inequalities?	Please specify: Which factors helped to achieve or prevented the Project's immediate objectives, how and why?
D.8 Are there examples of countries generating and reporting quantitative data using project tools?	
C.9 Were there any specific benefits for the Regional Commission as a result of implementing this Project?	
Section E: Cross-cutting issues	
E.1 To what extent, and how, have <u>cross-cutting issues</u> , in particular <u>gender and human rights categories</u> , been integrated in the overall Project?	
E.2 Can you provide some examples on achievements in terms of gender equality, and promotion of human rights or inclusiveness?	
Section F: Sustainability	
F.1 To what extent, has there been a strategy for sustainability of results been defined clearly at the design stage of the Project?	
F.2 How sustainable are the benefits of the Project after the ending of the Project funding?	Please specify: Which measures must still be taken to ensure sustainability of the Project benefits and outcomes?
F.3 How likely is it that collaboration and information sharing between countries on regional level will continue beyond the Project?	
F.4 What are the government plans related to future developments (projects, plans, measures) in the area of pro-equality policies and programmes?	
F.5 What are the UN Regional Commission plans related to future developments related to this project and/or initiatives in the area of pro-equality policies and programmes?	
Section G: Overall assessment	
G.1 Can you outline the key strengths and weaknesses of the Project?	
G.2 What do you see as the key successes of the Project? Please indicate some examples.	

G.3 What do you see as the main challenges the Project have faced? Please indicate some examples.	
G.4 What do you see as the key contribution and added value of the Project in the region?	
G.5 What recommendations would you like to make for the future of the Project?	

Thank you!

Interview Guide B

Interviewee/Questionnaire Category:

KII2 Key Informant Interviews with national government officials

KII3 Key Informant Interviews with experts, practitioners, civil society representatives, multilateral/regional institutions

Note: Consultant starts with the presentation of herself and the purpose of the evaluation and summaries briefly the Project and outlines the activities and component/thematic issue of the programme linked to this person. In certain cases, multilateral/regional institution representatives may or not be able to comment on specific country activities. In these cases, questions will have to be adapted slightly.

Name of the Interviewee: _____
Institution of the Interviewee: _____
Type of institution: _____
Country Interviewee is based: _____
Place or modality of the Interview: _____
Date and Time of the Interview: Date _____ Time _____

General Data (GD)	Response
GD1 To what extent were you involved in the Project?	Specify in which project activities did you participate and when?
GD2 What is/was your role within and during the implementation of the Project?	
GD3 Since when do you execute this role?	
QUESTION	RESPONSE
Section A: Relevance	
A.1 To what extent were you aware about the Project and the role of the Regional Commission in it? Have you been consulted on priorities and interests related to your country?	
A.2 Do you believe the Project responded to the priorities of your country? Please explain with examples if possible.	

Section B: Effectiveness	
B.1 How relevant and effective were the different activities (workshops, meetings, technical assistance, toolkits, studies) in terms of building capacities at the national/regional level to measure, develop and implement equality-oriented public policies and programs? Why?	
B.2 How good (in terms of quality, effectiveness and usefulness) were the Project outputs (workshops, meetings, technical assistance, toolkits, studies)?	Which? Helpful? Sufficient?
B.3 To what extent has the project (and/or the studies produced) contribute to enhancing local perceptions on the different dimensions and drivers of socio-economic inequalities in your country/institution?	
B.4 Were the project activities (workshops, seminars, studies) effective to enhance capacities to design and implement equality-oriented development policies and programmes?	
B.5 To what extent did the project activities (workshops, seminars, studies) contribute to enhance capacities to measure socio-economic inequalities in your country/institution?	
B.6 To what extent has your country/institution/yourself begun to incorporate the analysis of socio-economic inequalities in drafts of national/ social development plans or other strategic documents?	
B.7 To what extent has your country/institution begun to generate and/or report quantitative data utilizing project's guidelines? Have there been improvements in the measurement of socio-economic inequalities? Please provide examples:	Please specify: Which factors helped to achieve or prevented the Project's immediate objectives, how and why?
B.8 Were there any other specific benefits for your country/institution as a result of participating in this Project?	
Section C: Articulations and synergies	
C.1 How well did the Project take into account national and regional efforts already underway (including initiatives of other organizations, donors) to address key capacity needs? Can you identify such initiatives and provide an example?	
C.2 Which role did the Project play in building networks between organizations and government agencies working to address capacity needs and/or inequalities at the <i>country</i> level?	

Section D: Efficiency	
D.1 To what extent did the Project benefited from access to resources (institutional structures and systems, human resources and financial resources) and/or built synergies with other activities and organizations at the country/regional level?	
D.2 Were there delays (ineffectiveness/inefficiencies) in the delivery of the activities of the Project? What was the impact of those in the overall achievement of Project expected results related to development of capacities?	Please specify, in the <u>case of delays</u> , did they affect negatively the achievement of project outcomes? How has the project responded, and how well did these responses enable implementation to be caught up?

Section E: Cross-cutting issues	
E.1 Cross-cutting issues, such as gender equality and human rights promotion are a priority within the Project. Please comment on how interventions took those into consideration?	Please specify if any examples are provided

Section F: Impact	
F.1 What is the perceived impact of the benefits of the Project and/or its activities (workshops, seminars, studies, databases, toolkits)? F1.2.1 Extent? F1.2.2 Impact?	Please specify:
F.2 What were the main achievements of the Project at the country level? Did these respond to the country's expectations and objectives?	Please specify:
F.3 What changes have occurred in policy and/or institutions? F.3.1 Policy? F.3.2 Institutions?	Specify examples (if any):
F.7 Would these have happened in lieu of the Project? Why not?	

Section G: Sustainability	
G.1 How sustainable are the benefits/products of the Project after its end? And which factors and/or stakeholders contribute to the sustainability of the benefits in your country/institution?	Please specify: Extent? Which products? Factors? Stakeholders?
G.2 What are the government plans related to future developments (projects, plans, measures) in the area of pro-equality policies and programmes?	
G.3 What are the UN Regional Commission plans related to future developments related to this project and/or initiatives in the area of pro-equality policies and programmes?	
G3. How likely is it that collaboration and information sharing between	

countries and institutions will continue beyond the Project?	
Section H: Overall assessment	
H.1 What do you see as the key successes of the Project?	Please specify:
H.2 What do you see as the key challenges of the Project?	Please specify:
H.3 What recommendations would you like to make for the future of the project?	
H4. What recommendations would you like to make for the future activities of the Regional Commission in your country/institution?	

Thank you!



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