

UNITED NATIONS CONFERENCE ON TRADE AND DEVELOPMENT

Independent project evaluation:

Leapfrogging skills development in e-Commerce in South-East Asia in the Framework of the 2030 Development Agenda (United Nations Development Account project 1819N)*

Independent Evaluation Unit
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LIST OF ACCRONYMS AND ABBREVIATIONS

ACE	Singapore's Action Community for Entrepreneurship
ASEAN	Association of Southeast Asian Nations
AEM	ASEAN Economy Ministers
DACUM	Design a curriculum
DITD	Digital Identity for Trade and Development
EA	Expected Accomplishment
Eoi	Expression of Interest
e-KTP	Indonesia's Kartu Tanda Penduduk Elektronik
EDB	Government of Singapore's Economic Development Board's
FGD	Focused Group Discussion
ICT	Information and communications technologies
KII	Key Informant Interviews
LDC	Least Developed Countries
MoU	Memorandum of Understanding
MSME	Micro, Small and Medium Sized Enterprises
MTI	Ministry of Trade and Industry of Singapore
NDI	National Digital Identity
NDIF	National Digital Identity Framework
OECD/DAC	The Organization for Economic Co-operation and Development's Development Assistance Committee
ProDoc	Project Document
SDG	Sustainable Development Goals
TFT	TRAINFORTRADE
UN	United Nations
UNCITRAL	United Nations Commission on International Trade Law
UNCTAD	United Nations Conference on Trade and Development
UNDA	United Nations Development Account
UNESCAP	United Nations Economic and Social Commission for Asia and the Pacific

EXECUTIVE SUMMARY

The Project **Leapfrogging Skills Development in E-Commerce in South-East Asia in the Framework of the 2030 Development Agenda** was designed to address the key challenges associated with e-commerce development in ASEAN region, with special emphasis on Indonesia, Philippines, and Singapore¹. As elaborated in this Evaluation, although these countries have made progress in adoption of e-commerce laws and in establishing a national e-commerce ecosystem, they continue to face hurdles and are looking at ways to strengthen the security of e-commerce users and the entrepreneurs' capabilities to engage in e-commerce.

The objective of the project is to promote best practices and evidence-based policies on e-commerce by delivering on capacity building activities at two levels, including: i. Best Practice in E-commerce and ii. Strengthening Capacities on Digital Authentication Methods. The Project's two Expected Accomplishments were:

- EA1: Enhanced understanding by key actors from beneficiary countries on legal and practical aspects of e-commerce; and
- EA 2: Strengthened capacities of policy-makers of beneficiary countries in designing e-Commerce policies to promote new digital services and develop digital authentication methods.

The purpose of this Evaluation is to provide accountability to UNCTAD management, Capacity Development Programme Management Office/Development Account of DESA, project stakeholders as well as UNCTAD's member states. In particular, the Evaluation was focused on Project activities, including: i. **E-learning courses** (eCommerce Best Practices and Digital Identity for Trade and Development), ii. **Physical workshops** (eCommerce Best Practices held in Philippines and Digital Identity for Trade and Development held in Singapore) and iii. **Hybrid Workshop** (Restitution Workshop held in Indonesia). This Evaluation mainly focuses on the project activities undertaken between April 2018 to December 2021, and was conducted between November 2021 and April 2022, when this report was elaborated.

The Evaluation adopted a consultative and participatory approach. It also employed mixed methodologies, combining qualitative and quantitative data from both primary and secondary data sources to capture information relating to the evaluation objectives. Using the guidance in the TORs, the methodology used to undertake the Evaluation included an Inception meeting between the Evaluator and UNCTAD Project team; desk review and document analysis; development of evaluation tools; and data collection using Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), and Participant survey. Evaluation tools are provided in Annex 03.

SUMMARY OF CONCLUSION

The Evaluation found that the project is **relevant** to and closely aligned with regional and national level strategies, plans, and policies related to e-commerce and digital trade. Similarly, the Project is relevant to UN SDGs, including Goals 1, 8, 9 and 17 and UNCTAD mandate. At the beneficiary level, the Project was found to be aligned with beneficiary needs from various backgrounds including participation from the public sector, private sector businesses, NGOs, banks and other service providers eager to develop their respective businesses in area of e-commerce. Further, the Evaluation found that the Project was **effective** in developing and delivering tailored training packages on e-Commerce and Digital Identity in the beneficiary countries. Accordingly, adoption of online platforms allowed the Project to reach a wider target audience

1.Singapore was included so that the Project could promote 'best practices' and benefit from its experience in successful adoption of e-commerce.

from nearly 30 countries, as compared to the three beneficiary countries initially planned. The Evaluation also assessed the Project’s **efficiency**, and found that the Project Design benefited from the needs assessment mission held in the first year of implementation. Furthermore, despite COVID-19 delays and travel restrictions, the Project worked efficiently towards not only completing all activities across both EAs, but also delivering more activities than initially planned. The Project also efficiently utilized the allocated budget with a 91% implementation rate. Furthermore, in-kind contributions reflect the demand for such courses as additional countries used their own funds to facilitate participants for face-to-face workshops. Finally, the Evaluation found that the Project was well designed and implemented in a way that improved overall **sustainability** by generating additional interest in the e-learning tools, developing national ownership, and dissemination of knowledge products.

Overall, the evaluation found the project implementation to be **Satisfactory**, as outlined in the Table below.

Evaluation Ratings Table

Rating Dimension		Rating
Relevance		<i>Highly Satisfactory</i>
Effectiveness		<i>Satisfactory</i>
Efficiency	At Design	<i>Satisfactory</i>
	During Implementation	<i>Satisfactory</i>
Sustainability		<i>Likely</i>
Overall Rating		<i>Satisfactory</i>

LESSONS LEARNED

1. Detailed **Training Needs Assessment (TNA)** is imperative to the identification of relevant learning topics, identify stakeholders, as well as ensure national level buy-in; elements critical for successful implementation and sustainability. Furthermore, to ensure active participation of public-sector employees, it is important to align the project’s processes and outcomes with the sector’s personnel development strategies.
2. A **combination of self-paced testing-based** online training, face-to-face workshops, and participant-led case studies leads to effective learning. Moreover, online or hybrid workshops can be successful in attracting a large number of diverse participants.
3. The rapid **advancements in technology** necessitate constant review and upgradation of training materials on eCommerce and Digital Identity; as well as development of relevant sector and industry-specific courses, such as agriculture, retail, medicine, etc.

RECOMMENDATIONS

1. The Project faced limited response from Singapore since most public sector employees were reluctant to participate in the trainings as the trainings did not confer adult learning ‘credits’, an element that counts towards the participants’ performance reviews under the public service performance criteria in the country. Therefore, it is recommended that future TNAs include an analysis of **personnel development strategies** of the respective governments and integrate such considerations in the resulting training programs.
2. To ensure availability of future **funding** for continued review and delivery of the trainings, it is recommended that UNCTAD adopts multi-pronged funding strategies, such as partnerships with relevant entities like ASEAN and WTO, etc. to integrate the training in future multi-sectoral projects, as well as making the training available at an

affordable cost to be borne by participants, etc. In addition, to ensure sustainability and broad outreach, partnerships with regional and national institutions, such as (Information Management courses at) the Asian Institute of Technology (AIT) must also be explored. Similarly, at the national level, institutional support can also be obtained from the Departments of Trade and Industry.

3. In view of the rapid evolution and adoption of eCommerce across the world, it is highly recommended that in addition to providing generalized courses on relevant topics, UNCTAD also offers **intermediate and advanced level courses**, including specialized focus on specific elements of the value chain, e.g. logistics, payments, etc., as well as industry-based focus, such as health, fashion, retail, etc.
4. Moreover, in the interest of effective learning, it is critical that eCommerce and Digital Identity courses are **translated** into local languages. This is particularly true for countries such as Indonesia, where English comprehension is marginal among the local population.
5. To better gauge the effectiveness of Project activities via social media, it is recommended that **multiple data points** be collected to identify trends and popularity. Updated data generated from social media key performance indicators (i.e. views, posts, clicks, likes etc.) will allow the Project to improve implementation based on feedback from the direct beneficiaries.

1. INTRODUCTION

Information and communications technologies (ICTs) are recognized as a key enabler for ASEAN’s social and economic integration. Moreover, e-commerce has significant potential for Micro, Small and Medium Sized Enterprises (MSMEs), and therefore e-commerce advancement is critical for ASEAN to realize its vision of a regionally integrated economy. The ASEAN ICT Masterplan 2020 and AEC Blueprint 2025 have established a way forward to develop a digitally enabled regional economy and further e-commerce.

Despite the significant potential of e-commerce, there persist a series of challenges, leading to concerns that the digital revolution and development of e-commerce may leave out developing economies. For example, in 2015, with the exception of China, no developing or transition economy was among the top ten e-commerce markets. However, in most recent years, developing countries have been catching up. For example, the Southeast Asian digital economy will make more than USD 240 billion by 2025, of which an estimated USD 100 billion will be generated from e-commerce. Despite these positive trends, there are key challenges faced in promoting e-commerce in the ASEAN region, including: i. Cybersecurity challenges, ii. Limited trust in online transactions, and iii. Limited authentication methods to counter fraudulent activities in electronic transfers.

Accordingly, the project **Leapfrogging Skills Development in E-Commerce in South-East Asia in the Framework of the 2030 Development Agenda** was designed to address the above-mentioned challenges associated with e-commerce development in ASEAN region, with special emphasis on Indonesia, Philippines, and Singapore². Although these countries have made progress in adoption of e-commerce laws and in establishing a national e-commerce ecosystem, they continue to face hurdles and are looking at ways to strengthen the security of e-commerce users and the entrepreneurs’ capabilities to engage in e-commerce. The Project implementing entity was UNCTAD with implementing partners UNESCAP and UNCITRAL.

The Project was part of the 11th Tranche of the Development Account, with a fund of USD 600,000. This Evaluation mainly focuses on the project activities undertaken between April 2018 to December 2021, and was conducted between November 2021 and April 2022, when this report was elaborated.

2. EVALUATION CONTEXT AND PURPOSE

2.1. EVALUATION CONTEXT

There are several acts and policies in place for the support of e-commerce both at the regional and national level. At the regional level, the E-ASEAN Framework Agreement, ASEAN ICT Masterplan, ASEAN Work Programme on E-Commerce (AWPEC) and the AEC Blueprint 2025, all facilitate E-Commerce in the region. Similarly, at the national level Indonesia’s E-commerce Roadmap of 2017-2019 intends to provide direction and strategic guidance to various Government agencies to support and accelerate development of e-commerce in Indonesia. The Philippines enacted the Philippine E-Commerce Roadmap 2016-2020, it highlights the important role of e-commerce in economic development and aims to have 100,000 Micro, Small and Medium enterprises involved in E-Commerce. The Singapore government launched the Smart Nation Initiative and the “National Digital Identity (NDI)” system is currently under development, which will allow citizens and

2.Singapore was included so that the Project could promote ‘best practices’ and benefit from its experience in successful adoption of e-commerce.

businesses to transact online in a convenient and secure manner. Despite these regulations and policies these countries still face some challenges, related to logistics and payments in e-commerce development in Indonesia, issue of identification, and authentication of users in the Philippines, and the challenge of designing policies and standards which will facilitate cross border e-commerce in ASEAN and Asia.

This UNCTAD TRAINFORTRADE project 1819N of the Development Account Tranche 11, with a fund of USD 600,000, was designed to address the above outlined challenges and demands in e-Commerce development. This capacity-building project was developed in cooperation with United Nations Commission on International Trade Law (UNCITRAL), United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP), and the Ministry of Trade and Industry (MTI) of Singapore. Moreover, the Project established collaboration with the ASEAN Secretariat to support the implementation of activities.

The objective of the project is to promote best practices and evidence-based policies on ecommerce by delivering on capacity building activities at two levels, including: i. Best Practice in E-commerce and ii. Strengthening Capacities on Digital Authentication Methods. The global objective of the Project is to “facilitate the identification and build the capacity of policies on digital identity related to trade and development and the implementation of a National Digital Identity Framework (NDIF)”³. This includes defining the limits of data protection and digital identity, the scope of digital identity governance, and the risks and solutions related to digital identity.

2.2. EVALUATION PURPOSE

In accordance with UNCTAD M&E policies and procedures and the evaluation framework of the United Nations Development Account (UNDA), certain projects are required to undergo an independent evaluation at conclusion. For the 11th tranche of Development Account, the projects to be evaluated were selected by each DA implementing entity in March 2021 based on: the strategic importance and relevance of each project to the entities’ mandates; pressing knowledge gaps; and/or the application of an approach or element with the potential for replication or scaling-up to generate evaluative evidence for decision-making. This project was selected for evaluation by UNCTAD according to these criteria.

The purpose of this Evaluation is to provide accountability to UNCTAD management, Capacity Development Programme Management Office/Development Account of DESA, project stakeholders as well as UNCTAD’s member states. Accordingly, this Evaluation report includes:

- ❖ Assessment of Project Design, Project Management, Implementation and overall Project Performance in line with the evaluation criteria of Relevance, Effectiveness, Efficiency and Sustainability;
- ❖ Assessment of the integration of human rights and gender equality objectives;
- ❖ Lessons learned; and
- ❖ Recommendations to improve future related interventions.

The main user of this evaluation will be UNCTAD to inform future programme design and implementation of relevant UNCTAD capacity development work. Other expected users include the project participating countries governments, prospective partners and donors if TRAINFORTRADE wishes to mobilize funds for its training activities..

3 UNCTAD Digital Identity for Trade and Development Ref. UNCTAD / DTL / KDB / 2020 / 1

3. SUBJECT OF THE EVALUATION

Table 1: Project Data Sheet

Project Title	Leapfrogging Skills Development in E-Commerce in South-East Asia in the Framework of the 2030 Development Agenda
Project Code	1819N
UNDA Financing	USD 600,000
Co-financing (in-kind)	USD 35,500
Key Objective	The objective of the project is to promote best practices and evidence-based policies on e-commerce by delivering capacity-building activities at two levels on e-commerce: Best Practices in e-Commerce; and Strengthening Capacities on Digital Authentication Methods.
Project Main Target Country(s)	Indonesia, Philippines and Singapore
Implementing Partners	UNESCAP and UNCITRAL
Actual Start Date	April 2018
Project End Date	December 2021

The project consisted of blended-learning courses and had the expected results of enhanced capacity of policy makers and entrepreneurs in understanding issues pertaining to e-commerce and their readiness in designing e-commerce strategies and laws regarding regulations to facilitate the development of ecommerce. The Project’s two Expected Accomplishments were:

- EA1: Enhanced understanding by key actors from beneficiary countries on legal and practical aspects of e-commerce; and
- EA 2: Strengthened capacities of policy-makers of beneficiary countries in designing e-Commerce policies to promote new digital services and develop digital authentication methods.

Accordingly, the Project theory of change is presented in Annex 01.

4. EVALUATION SCOPE, OBJECTIVES AND QUESTIONS

The scope of the Evaluation covers the entire project and its Outcomes/Outputs. Accordingly, the Evaluation covers the period from project start, **April 2018**, till the end of the Project in December 2021. In particular, the Evaluation was focused on Project activities, including: i. **E-learning courses** (eCommerce Best Practices and Digital Identity for Trade and Development), ii. **Physical workshops** (eCommerce Best Practices held in Philippines and Digital Identity for Trade and Development held in Singapore) and iii. **Hybrid Workshop** (Restitution Workshop held in Indonesia).

This final evaluation of the project has the following specific objectives:

- Assess the degree to which the desired project results have been realized, including the extent of gender and human rights mainstreaming; and

- Identify good practices and lessons learned from the project that could feed into and enhance the implementation of related interventions.

The Evaluation assessed project performance according to the criteria outlined in the Terms of Reference. Moreover, the Evaluation assessed results against expectations set out in the project's Logical Framework. On the basis of these assessments, this evaluation report provides detailed findings, followed by a set of conclusions, recommendations and lessons learned.

Specifically, the Evaluation covered the criteria of: relevance, effectiveness, efficiency, and sustainability, gender and human rights, and responses to the COVID-19 pandemic⁴. The Evaluation criteria also includes Partnerships and Synergies, which have been discussed throughout the report. In addition, the Evaluation also reviewed the Project Finance/Co Finance. A detailed Evaluation Matrix is provided in Annex 02.

5. EVALUATION APPROACH AND METHODOLOGY

The Evaluation was carried out from November 2021 to April 2022 and adopted a consultative and participatory approach. It also employed mixed methodologies, combining qualitative and quantitative data from both primary and secondary data sources to capture information relating to the evaluation objectives. Using the guidance in the TORs, the methodology used to undertake the Evaluation included an Inception meeting between the Evaluator and UNCTAD Project team; desk review and document analysis; development of evaluation tools; and data collection using Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), and Participant survey. Evaluation tools are provided in Annex 03.

A full list of the documents reviewed is provided in Annex 04. In total, 04 KIIs and 2 FGDs were conducted during the course of the evaluation with project stakeholders from the public, private, and international development sectors. These interviews were conducted remotely using Zoom. A detailed list of interviews is provided in Annex 5. Furthermore, as part of the Evaluation data collection, a participant survey was launched, receiving 68 responses. Survey results are provided in Annex 06.

Data gathered during the assignment was analyzed according to key objectives of the assignment and in line with the OECD/DAC evaluation criteria of Relevance, Effectiveness, Efficiency, Sustainability, and Lessons Learnt. The UNDP/GEF rating scale is provided in Annex 7. The evaluation was drafted according to the outline provided in the TORs (see Annex 10) and a Draft Evaluation Report was submitted to UNCTAD.

Methodology Limitations and Mitigation Measures

At the onset of this assignment, the Evaluation perceived challenges of undertaking interviews remotely. Therefore, to ensure greater participation from project beneficiaries, the Evaluation had requested the Client to identify and reach out to individuals thereby encouraging participation in Evaluation interviews and the online survey.

However, despite the support of the Client and repeated attempts to schedule interviews, the Evaluation found the overall response to be limited. In particular, the FGDs conducted were limited to 1 – 2 respondents per FGD. Similarly, a number of proposed respondents for implementing partners had moved onto other roles/organizations and were not accessible to comment on the project. Furthermore, the Evaluation found that respondents in some instances were unable to effectively reflect and/or recall their experiences as they had participated in the project activities a few years ago.

⁴ Discussion on COVID-19 is elaborated in various relevant sections through the report.

6. EVALUATION FINDINGS

6.1. RELEVANCE

For Relevance, the Evaluation aimed to answer to what extent the project design, choice of activities and deliverables properly reflected and addressed the development needs and priorities of participating countries. Moreover, it considered what adjustments were needed to make the project more relevant to the participating countries in supporting their efforts to implement the 2030 Agenda.

The Evaluation found that the project is relevant to and closely aligned with regional and national level strategies, plans, and policies related to e-commerce and digital trade. In particular, the project is relevant to the 50th Meeting of the ASEAN Economy Ministers (AEM) held in 2018 during which Ministers recognized the progress made by ASEAN on the digital economy and e-commerce frameworks⁵ and highlighted key elements of digital connectivity, sustainable economic development, and narrowing the development gap⁶. Similarly, the Project is aligned with ASEAN's key priority to build a digitally enabled economy, as reflected in ASEAN's ICT Master Plans 2015 and 2020 and ASEAN Economic Community Blueprint 2025. The Project is also a contributor to the commitment towards achieving a "Digital ASEAN", as outlined in the ASEAN Digital Integration Framework, ASEAN e-Commerce Agreement, and ASEAN Framework on Digital Data Governance 2018.

The Project also ensured relevance to partner governments based on the 2018 Needs Assessment Mission conducted by UNCTAD in response to growing interest from developing countries in particular to assess their readiness to engage in e-commerce. Resultantly, the project's activities were aligned with relevant national strategies or roadmaps developed by governments of the three targeted countries in areas of e-commerce and digital trade. For example, the Project is relevant to the Philippines e-Commerce Roadmap 2016-2020, which aims to renew public-private sector collaboration in e-Commerce through key initiatives such as iGovPhilippines and Philippine Roadmap for Digital Startups. The Project is also aligned with the Government of Indonesia e-Commerce Roadmap 2017-2019 which aims to provide direction to public sector organizations in moving towards e-commerce development in the country by highlighting eight key areas, including: education and human resources development, telecommunication infrastructure, logistics, cybersecurity, funding, taxation and customer protection. Similarly, in areas of digital trade, the Project supports Indonesia's Kartu Tanda Penduduk Elektronik (e-KTP) or Electronic Resident Identity Card. The Project is also relevant to the Government of Singapore's Economic Development Board's (EDB) Industry 21 Blueprint, which focuses on improving IT infrastructure for enhanced B2B exchanges, as well as Singapore's Action Community for Entrepreneurship (ACE), and the National Digital Identity System (NDI), which is one of the five strategic national projects of Singapore's Smart Nation plan.

In addition to the three project countries, the Project is also relevant to other national level e-commerce policies and strategies in the region. For example, the Project is coherent with Malaysia's National Digital Identity initiative led by its Ministry of Communications and Multimedia, which focuses on digital economy inclusiveness and supporting digital governance efficiency. Similarly, the Government of Thailand and its National Legislative Assembly have passed key bills relating to data protection, cybersecurity, electronic transactions, digital economy, and digital ID.

Furthermore, the Evaluation found the Project's relevance has been accelerated due to the COVID-19 lockdowns and resultant surge in e-commerce. More so, developing countries continue to face challenges in promoting e-commerce, especially with concerns of cybersecurity infrastructure. Therefore, as e-commerce becomes more relevant in the context

5 <https://asean.org/storage/2018/08/JMS-of-50th-AEM-Final-201808292.pdf>

6 <https://asean.org/storage/2018/08/JMS-of-50th-AEM-Final-201808292.pdf>

of the ongoing pandemic, so is the demand for policies that lead to implementation of a robust national digital identity framework.

The Evaluation found the Project is also highly relevant to certain United Nations objectives and the SDGs. For example, in 2016, the United Nations committed to harnessing the potential of ICTs to advance the 2030 Agenda for Sustainable Development and achieve other internationally agreed development goals.⁷ As highlighted in the UNCTAD Digital Economy Report 2019, “digital technologies have the potential to greatly affect the achievement of the SDGs, by both enabling and hampering progress.” In particular, E-commerce support to micro, small and medium enterprises (MSMEs) contribute towards Goal 1: End poverty in all its forms everywhere; Goal 8 Target 8.3: Promoting productive activities, entrepreneurship, creativity and innovation; and Goal 9 Target 9.3: Integrating enterprise into value chains and markets. Furthermore, e-commerce promotion in the region can help contribute towards Goal 17, in particular: Target 17.3 mobilizing additional resources from a variety of sources, Target 17.6 technology facilitation mechanism, Target 17.9 build capacity to support country plans and Target 17.11 relating to increase of exports for developing countries, with a goal to double LDCs’ share of global exports by 2020.

The Leapfrogging Skills Project is also highly relevant and closely aligned with past work undertaken by UNCTAD in areas of e-commerce and digital trade. In particular, the Project builds off the UNCTAD Information Economy Report 2015, which was among the earliest publications to identify challenges faced by developing countries with regard to e-Commerce. Similarly, the Project is also aligned with UNCTAD’s Digital Economy Report 2019 as well as UNCTAD’s E-Commerce and Digital Economy (ECDE) Programme, which brings together developed and developing countries on digital economy for trade and sustainable development. Also, the Project is aligned with UNCTAD mandate (Nairobi Maafikiano), in particular Sub theme 2 relating to Promoting sustained, inclusive and sustainable economic growth through trade, investment, finance and technology to achieve prosperity for all. The TRAINFORTRADE programme is also well versed in the development and delivery of e-learning with online training and registration platforms that can deliver a single course beyond 1,000 participants at a time.

The Evaluation interviews also revealed that the Project was highly relevant to the participants who were from the public sector (including Ministries in charge of eCommerce, Telecommunications, Trade, Revenue and more), private sector businesses involved in eCommerce, as well as representation from NGOs, banks and other service providers eager to develop their respective businesses in area of e-commerce. Moreover, the relevance of the Project to direct beneficiaries is closely aligned with the formulated Theory of Change (TOC) as the project activities contribute towards improved capacities of local government officials to assess, promote and implement development-oriented e-commerce policies. The relevance of the training was confirmed by the positive response received to course registration as well as the demand from South-East Asia countries for a re-run on the online courses, another indication of high relevance. However, limited course participation was observed from Singapore due to issues elaborated in the section on Effectiveness and Efficiency.

In view of its alignment with regional and national level strategies, plans, and policies related to e-commerce and digital trade, the evaluator found that the project’s relevance is **Highly Satisfactory**.

6.2. EFFECTIVENESS

This section evaluates to which extent Project objectives were achieved, or expected to be achieved, taking into consideration their relative importance and key influencing factors such as COVID-19 restrictions. Moreover, the Evaluation determines to what extent have participants utilized newly gained knowledge towards their respective

⁷ <https://sustainabledevelopment.un.org/index.php?page=view&type=20000&nr=579&menu=2993>

organizations/governments to further their digital economies. Accordingly, the Evaluation analyses Effectiveness at the Expected Accomplishment (EA) level, in line with the EAs developed for this project in its design phase.

6.2.1. Expected Accomplishment (EA) 1

Expected Accomplishment (EA) 1 relates to an enhanced understanding by key actors from beneficiary countries on legal and practical aspects of e-Commerce. Broadly, main activities for EA1 included: Needs Assessment Mission and National Capacity Building Action Plan (A1.1); Design a Curriculum (DACUM) workshop and validation of both courses on e-Commerce and Digital Identity (A1.2); Development of learning packages on e-Commerce and Digital Identity (A1.3); and Organization of online courses for both e-Commerce and Digital Identity (A1.4).

Table 2: EA1 Effectiveness

EA1 Enhanced understanding by key actors from beneficiary countries on legal and practical aspects of e-Commerce		
Indicator of achievement (T1)	Activities Undertaken	Results
IA 1.1 Two eLearning packages were developed and validated with the satisfaction rate substantially exceeding 70%:	A 1.1 Needs assessment missions took place in July 2018. A national capacity-building action plan has been validated in each of the 3 countries.	Two eLearning packages were developed and validated with an overall satisfaction rate for all course deliveries of 93%.
IA 1.2 The overall average score for all the online courses significantly exceeded 50%.	A 1.2 A DACUM (Design a curriculum) workshop took place in September 2018 for the course on Digital Identity for Trade and Development. A 1.3 Two eLearning packages were developed: e-Commerce Best Practices: (6 modules: 269 pages, 2h30mn of videos, 6 Quizzes with 159 questions); and Digital Identity for Trade and Development: (5 modules: 104 pages, 2h33mn of videos, 5 Quizzes with 120 questions). An extra course element on Digital Trade Agreements under the Digital Identity for Trade and Development (37 pages, 47mn of videos, one Quiz with 10 questions) was developed to take into account new developments. These e-Learning packages were also uploaded and tested for the TrainForTrade e-Learning Platform. A 1.4 Two online courses on eCommerce Best Practices were organized; first in 2019 for 264 participants (53% women) from 10 countries; and then in 2021 for 139 participants (56% women) from 7 countries. Similarly, two online courses on Digital Identity for Trade and Development were organized; once in 2019 for 188 participants (37% women) from 11	Furthermore, the additional online courses held in 2021 had an overall satisfaction rate of 88%. The overall average score for all the online courses was 85%

	countries; and then in 2021 for 229 participants (51% women) from 21 countries.	
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The two Indicators of Achievement (IA) pertaining to EA1 included: IA 1.1 - Development and validation of two eLearning packages on eCommerce and Digital Identity; and IA 1.2 - Overall average scores for online course.

The evaluation determined that the Project has effectively implemented EA1, with all four activities successfully completed in the first two years of project implementation. Of these, A1.1- Need Assessment Mission and A 1.2 DACUM workshop were completed by 2018; whereas the remaining two activities (i.e. A1.3- Development of two learning packages, and A1.4- Delivery of two online courses) were completed by 2019 with additional activities under A 1.4 completed by 2021.

To identify training needs and target population, a **Needs Assessment Mission** took place in the first year of Project implementation, in July 2018. As part of the mission, the Project team visited the three beneficiary countries to meet with key stakeholders, including policymakers and entrepreneurs. Furthermore, a National Action plan was validated in each of the three beneficiary countries, and a **DACUM** (Design a curriculum) workshop was held in September 2018 for the course on Digital Identity for Trade and Development.

Building on this foundation, in 2019 two **training packages** were developed, one each on eCommerce and Digital Identity, that were adapted to the regional context based on inputs from experts. This resulted in a six-module training course on eCommerce Best Practices⁸ and a five-module course on Digital Identity⁹. The modules included in the e-Commerce were: i) e-commerce and e-business fundamentals, ii) e-government, iii) payment, iv) transportation and logistics, v) digital marketing, and vi) marketplaces. Whereas, the course modules on Digital Identity Trade and Development were: i) Fundamental Concepts of Digital Identity, ii) data Protection, iii) ID Usage, iv) Governance and v) Technology Solutions and Risks. In addition, an extra course element on Digital Trade Agreements¹⁰ under Digital Identity for Trade and Development was also developed. For each of the module participants had an opportunity to ask subject matter questions to international experts and to interact with each other. Each module ended with an online test that the participants could complete at their own pace.

The course manual, exercises, and multimedia presentations on e-Commerce Best Practices and Digital Identity for Trade and Development were first delivered on UNCTAD’s existing TRAINFORTRADE e-Learning Platform in April-May 2019 and July to September 2019, respectively. The courses were promoted using different channels, such as the use of in-country Focal Points for the course identified during the Needs Assessment mission, respective country missions in Geneva, and in-country ASEAN Focal Points. In view of the course content, while relevant government Ministries were provided broad criteria for participant selection on eCommerce, for the course on Digital ID, requests were made for nominations of public sector officials who are engaged in legislation drafting, as well as relevant private sector stakeholders.

For the first delivery of the **on-line course** on eCommerce Best Practices, out of 264 (141 women) registered participants from the public and private sectors, only 140 participants actually started the course, of which only 79 participants (38 women) successfully completed the course and received e-certificates, thereby achieving a 30% passing rate among the

8 The e-Commerce Best Practices course package comprised of 6 modules, 269 pages, 2h30m of videos, and 6 quizzes with 159 questions.
9 The Digital Identity for Trade and Development package included 5 modules, 104 pages, 2h33m of videos and 5 quizzes with 120 questions.
10 This element included 37 pages, 47m of videos and 1 quiz with 10 questions

total registered, but 56% pass rate when considering those who actually started the course. While, for the first delivery of the online course on Digital Identity, 188 (70 women) representatives from 11 countries registered to the course, of whom 100 participants (36 women) received completion certificates, thereby achieving a 53% passing rate. Feedback was gathered on a daily basis, thereby allowing the Project to capturing opinions of all the participants. Resultantly, feedback gathered by the project revealed an overall satisfaction rates at 93% for both courses in 2019.

Following the online launch of the e-Commerce Best Practices, the Project received demand from South-East Asian countries for a re-run of the online course. The project was able to respond to this demand due to cost-savings made in 2020 as a result of limited travel stemming from COVID-19 restrictions, as well as due to in-kind contributions of the beneficiary countries. Accordingly, in 2021 UNCTAD delivered another round of the two online courses on e-Commerce Best Practices and on Digital Identity and Trade and Development. For the second online course on e-Commerce, 139 participants (78 women) registered from the public and private sectors from 7 countries, of which 96 participants (56 women) successfully completed the course, thereby achieving 70% passing rate. Similarly, for the second course on Digital Identity, out of 229 participants (117 women) from 21 countries registered in the course, only 156 participants started the course and of those, 132 (71 women) successfully completed it, thereby achieving 57% passing rate of those who registered, but 85% of those who actually started the course. The feedback gathered by the project revealed an overall satisfaction rates at 88% for both courses delivered in 2021.

The evaluation determined that the relatively low passing rates for both courses were indicative of a competitive and effective learning environment, as only participants who did not drop off, and also successfully completed the post training assessments were awarded a completion certificate.¹¹ In this regard, the Evaluation found that the high drop-out rate can be attributed to two main factors. First of all, low levels of participation can be linked to national holidays, for example the eLearning courses in 2019 coincided with the Chinese New Year's and other public holidays in the region. Secondly, while the initial target group for the Project was limited to three countries, invitations were sent out to all ASEAN, thereby with greater invites sent, the percentage of drop-outs also increased. Effectiveness of e-learning activities was best captured and reflected through the high average score of 85% on the post-training assessment. The project's high effectiveness was also captured at the direct beneficiary level, where participants shared that they were highly likely to refer their colleagues for similar e-learning trainings in the future, thereby contributing towards sustainability. The evaluation also found that due to its existing online training platforms, UNCTAD was quickly able to respond to the demand for a second round of trainings. The online course delivery method also enhanced Project effectiveness by reaching out to and benefitting a significantly higher number of participants and countries than initially planned for, thereby contributing towards achieving more impact and leaving no one behind. Against the project design target of 3 countries (Indonesia, Philippines and Singapore), the online courses reached 32 additional countries. While only ASEAN countries were targeted in the first round, the Project reached out to ASEAN +6 in the second round of trainings, thereby resulting in participation from Latin America and Africa as well. A list of the number and countries of participants is provided in Annex 08.

It is important to note that as the project was initially designed for Indonesia, Philippines, and Singapore, the highest percentage of participants belonged to Indonesia (32%) and Philippines (34%). However, less than 2% participants from Singapore participated. As indicated in the KII with the Project Management Team, low levels of participation from

¹¹ In e-Learning business, the drop-out rate is in general very high, for example

A recent 2019 study by the Massachusetts Institute of Technology revealed that over the past five years, online courses recorded an astronomical average dropout rate of about 96%. This high dropout rate has not improved in over six years. <https://elitecontentmarketer.com/online-education-stats/>

Singapore was mainly due to the basic nature of the course content compared to the stage of development in the country as well as because of the public officials' preference for credit-awarding courses, issues that were not identified during the Needs Assessment mission in 2018.

Further, the online survey carried out as part of this Evaluation revealed that the overwhelming majority (91%) of respondents reported that the trainings and workshops either met or exceeded their expectations; and an overwhelming 95% felt they were either extremely satisfied or somewhat satisfied with the course attended by them.

Figure 1: Survey Findings (Question 9)

To what extent did the training(s) or workshop(s) meet your expectation?

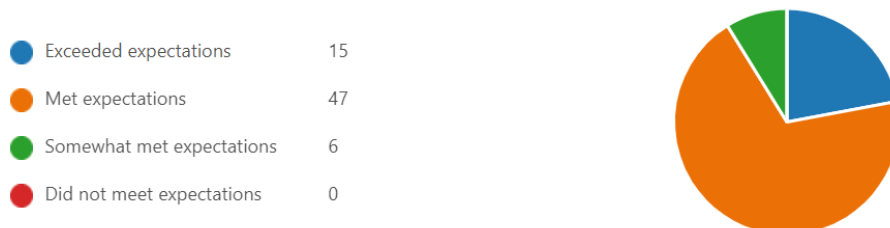
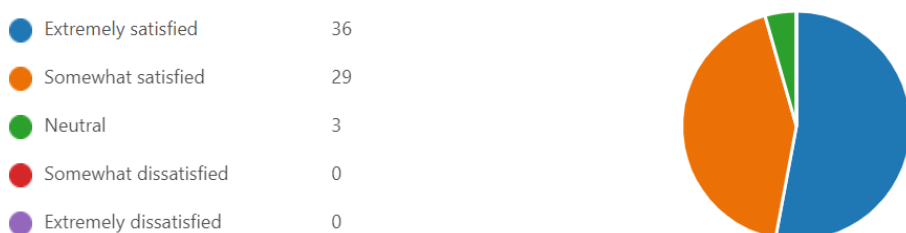


Figure 2: Survey Findings (Question 12)

Overall, how satisfied are you with the training/workshop you participated in?



Interviews with selected participants revealed their particular appreciation for the combination of self-paced learning and testing, the ability to remotely interact with trainers and exchange views with fellow participants, and online access to training materials even after course completion. Furthermore, the on-line course material for both e-Commerce and Digital Identity included seven videos with examples of local practices from participants that facilitated the learning process. In general, the course participants reported having their understanding of basic concepts improved and some showed keen interest in future availability of intermediate and advanced level courses focusing on more specialized topics within the ambit of e-Commerce and Digital Identity, such as sector-specific focus on agriculture, fashion, or finance industry, etc.

6.2.2. Expected Accomplishment (EA) 2

Expected Accomplishment (EA) 2 relates to strengthening capacities of policymakers of beneficiary countries in designing e-Commerce policies to promote new digital services and develop digital authentication methods. During this second stage of the project, the two online courses were followed by two regional face-to-face workshops. Broadly, main activities for

EA2 included: Conducting face-to-face workshops (A2.1); Launch of publications on eCommerce Best Practices and Digital Identity for Trade and Development (A2.2); and the Final Restitution Workshop (A2.3).

Table 3: EA2 Effectiveness

EA2 Strengthened capacities of policymakers of beneficiary countries in designing e-Commerce policies to promote new digital services and develop digital authentication methods		
Indicator of achievement (T1)	Activities	Results
<p>IA 2.1: 74% of policy makers from beneficiary countries have developed a better understanding of e-commerce from a policy and/or regulatory perspective.</p> <p>IA 2.2: On e-commerce best practices 14 recommendations have been drafted at the end of the blended learning course in 2019.</p> <p>On digital identity 18 recommendation at policy level and 3 at development partners' assistance level have been drafted following the blended learning course in 2019.</p> <p>Validation by participants in 02 out of 03 beneficiary countries.</p>	<p>A2.1: Organize a regional face-to-face workshop for each of the components (e-Commerce, Digital Authentication) Completed in 2019)</p> <p>A2.2: Two publications linked to the project were published featuring case studies presented by participants and practical proposals for governments and private sector actors in the areas of e-commerce and the digital economy to boost e-commerce readiness in the region: <i>Practices of e-Commerce in South-East Asia and Digital Identity for Trade and Development.</i></p> <p>A2.3 The project was concluded by a final restitution workshop in Indonesia.</p>	<p>Over 70% policy of policy makers from beneficiary countries have developed a better understanding of e-commerce from a policy and/or regulatory perspective.</p> <p>Policy recommendations have been published in two project publications on e-Commerce and DITD.</p>

EA2 included two Indicators of Achievement (IA): IA2.1- Percentage of policy makers from beneficiary countries that have developed a better understanding of e-commerce from a policy and/or regulatory perspective; and IA2.2 - Specific policy recommendations on e-Commerce and Digital Authentication validated by workshop participants in 2 out of 3 beneficiary countries.

The face-to-face workshop on eCommerce Best Practices took place in the Philippines in May 2019 for 35 participants, including 16 (45%) women. Furthermore, a face-to-face regional workshop on Digital Identity was completed in November 2019 with 26 participants in attendance, including 10 (40%) women. The Evaluation found that 23 participants (10 women) successfully completed the workshop. Moreover, the workshop was found to be effective based on a participant satisfaction rate for the event at 95%¹².

Following the delivery of the online courses and regional workshops, two publications on eCommerce Best Practices and Digital Identity for Trade and Development were published in 2020. The Publications also featured case studies developed by training participants, as well as recommendations for the public and private sector on improving digital economy to boost e-commerce readiness in the region. These case studies focused on a variety of topics related to eCommerce and Digital Identity and were representative of the challenges being faced and/or solutions identified in the participants' own countries. In total, 123 people registered for the Facebook live broadcast and launch of the e-Commerce Building Practices

publication in June 2020. Moreover, as of January 2021, more than 1,500 people have watched video recordings of the launch.

The Project concluded with a final Hybrid Restitution workshop held in Indonesia in December 2021. Overall, 110 participants including 43 (40%) women from 17 countries participated in the final event, and reported a satisfaction rate of 96%. Furthermore, as an output of project activities, the first UNCTAD policy brief on Digital Identity was published, titled “Why robust digital identity systems are essential in fostering trade and development”. Although, the Restitution Workshop was initially planned for 2020, it was delayed due to COVID-19 restrictions. The Evaluation found the Project management worked effectively to adjust the workshop schedule as well as successfully adopt a hybrid model, allowing for in-person participation for those in Indonesia with video-connectivity across all 17 participating countries.

It was determined that the candidate selection process for the in-person course ensured selection of relevant participants, as although relevant government ministries could select candidates for online trainings, participants for in-person trainings were selected solely by UNCTAD. Accordingly, selection of candidates for in-person trainings were informed by trainee participation during the course and also post training assessments. This selection allowed for maximum engagement among selected participants thereby adding to the effectiveness of the in-person trainings. Furthermore, project staff reported replacing lectures with the adoption of a case study approach to be more effective as it was comparatively more participatory. The Project has also worked effectively to adopt a complex IT set-up supported by a comprehensive video-conferencing system. However, there were challenges reported regarding internet speed during the restitution workshop that hindered the quality of the event with weak image quality and poor sound. Although the Project team had procured dedicated internet access as part of the hotel services package, Participants reported internet connectivity issues on the second and third day. The solution was found by using video recording of remote people in order to reduce the risk of the internet bandwidth not being stable, and a multi-provider solution with the internet provider and a 4G connection in the room reduced the effect of slow internet. The flexibility of the IT setup made possible the full functioning of the final restitution workshop.

Based on the DA Final Report, the Evaluation determined that 14 recommendations on e-Commerce had been drafted in 2019. These recommendations were then validated by participants from seven countries, including two of the three initial target countries during the in-person workshop held in the Philippines. Furthermore, an additional 18 recommendations were drafted following the blended learning course on Digital Identity in 2019. These recommendations were validated by participants from eight countries, including all three of the initial target countries during in-person workshop held in Singapore. As part of the final hybrid restitution workshop held in Indonesia, the draft Policy brief provided six policy recommendations in areas of digital identity were discussed and validated. Moreover, in contributing towards overall project sustainability, the policy recommendations were further improved upon and included in both project publications for wider sharing of information.

Overall, the Evaluation determined that activities under EA2 were implemented effectively, with over 70% of participants of the in-person workshops reporting an enhanced understanding of issues related to e-commerce from a regulatory perspective, including improved policymakers’ capacities towards promoting digital services and development of digital authentication methods. For instance, one of the course participants was the then Head of e-Commerce from the Ministry of Commerce in Myanmar. As the country proceeded to develop its first ever Digital Trade Policy in 2020, the participant reported having been well informed to spearhead the effort, because of her participation in the course. Moreover, the case studies undertaken through the project and accompanying recommendations were reported to be useful by interviewed participants, as was the opportunity to interact with and learn from participants from other countries. Similarly, the approach to dovetail online learning into face-to-face workshops was found effective by interviewed participants, as the former prepared them to fully participate in the workshops. Also, the extensive social media interest

in the project's publications are also indicative of the usefulness of these documents. Moreover, 78% of survey respondents reported incorporating learnings from this workshop in their own work.

When reviewing Effectiveness of project results, the Evaluation found the Theory of Change to be further validated. For example, following the online launch of the e-Commerce Best Practices, the Project received demand from South-East Asian countries for a re-run of the online course. Accordingly, this increase in demand aligned with the desired situation of national governments in the selected countries to generate and manage e-commerce and trade-related knowledge gained from the project and take advantage of e-learning tools and techniques to improve their competitiveness in international trade markets and foster economic growth through e-Commerce.

In summary, a review of course statistics, post training assessments, interviews and survey results revealed that the Project was effective in developing and delivering tailored training packages on e-Commerce and Digital Identity in the beneficiary countries. Furthermore, the TRAINFORTRADE methodology, using several online platforms, has allowed the Project to target a high number of participants ensuring representation from multiple countries, well beyond the initial three-country scope of the project. In addition, financial savings were used towards delivering a second round of the trainings, thereby doubling the number of cohorts planned under A1.4. Furthermore, the Evaluation determined the Project worked effectively in conducting face-to-face workshops, with an overall participant satisfaction rate of 95%. Moreover, the Project management successfully adopted a hybrid model for the final Restitution Workshop, ensuring widespread participation from 17 countries. Based on the above findings, the evaluation found the project's Effectiveness to be *Satisfactory*.

6.3. EFFICIENCY

The Leapfrogging Skills Development in E-Commerce in South-East Asia in the Framework of the 2030 Development Agenda project's efficiency in implementation was assessed based on a review of the project's management and governance arrangements, timeliness of delivery, stakeholder partner coordination, and financial management and the extent to which these factors facilitated implementation. Moreover, the Evaluation determined how efficient the project was in utilizing project resources.

Accordingly, the Evaluation aimed to determine how efficient the Project was in utilizing project resources and to which extent the project management had been adequate to ensure the achievement of the expected outcomes in a timely manner. Furthermore, it aimed to assess to what extent the work of the project has been complementary to that of initiatives in the areas of e-commerce and the digital economy by other UN and non-UN actors in supporting participating countries in achieving sustainable development.

6.3.1. Project Design

The Evaluation determined that the Project design benefited from an extensive needs assessment mission. A Needs Assessment mission was undertaken by UNCTAD in July 2018, to Manila, Jakarta and Singapore. As part of the mission, UNCTAD held consultative meetings at the country level with key-stakeholders including policy makers and entrepreneurs. Furthermore, the country level missions included various engagements such as, holding internal preparatory meetings, stakeholder consultations, meeting with ASEAN representatives, and with key government ministries and other public sector organizations. The needs assessment mission resulted in: i. Identification of country level e-commerce challenges; ii. Identification of past projects undertaken in promoting e-commerce; iii. In-depth assessment of local technical capacities and constraints for the subsequent training deliveries; iv. Establishment of Expression of Interest (EOI) with stakeholders; and v. Nomination of focal points in each country.

Moreover, the Needs Assessment mission also allowed the Project to gather stakeholder feedback, which contributed towards developing training methodology and content. For example, in the internal preparatory meeting in Philippines, representatives identified key issues and areas for further development, including taxation, consumer protection, logistics, payment systems, digital signatures and more. The results of the needs assessment mission were then utilized to inform the development and validation of the capacity building training package, including the DACUM phase held in Geneva in September 2018.

The Evaluation found that the Project design also built on best practices from past e-commerce training provided by UNCTAD in Africa. In addition, the Project design benefited from including regional and global commonalities, thereby allowing for easier replication of course material within the ASEAN region and beyond. Moreover, the Project benefited from UNCTAD's extensive past experience of delivering trainings. In this regard, the Project adopted UNCTAD's automatized process of registration and management of participant grades and certification which can efficiently accommodate beyond 1,000 participants.

The Project Design also greatly benefited from the Project Document (ProDoc) which was developed prior to the project being funded. An in-depth review of the ProDoc showed the document to clearly identify the proposed project's aim and objective. Similarly, the ProDoc was useful in identification of target participants, expected results and perceived challenges. In addition to the above, the ProDoc was efficient in including a country level situation analysis for the three target countries. During implementation, this country level analysis proved a strong foundation for the country-level needs assessment mission undertaken at the start of the project. The Project Logical Framework also contributed to the Project Design by clearly including project objective, Expected Accomplishments, Indicators, means of verification and activities at the EA level. Accordingly, the Logical Framework also contributed towards Project Design by including quantifiable, easy to measure and easy to identify indicators and means to verification. Furthermore, the ProDoc also included a results based work plan and budget details that allowed for the Project Management Team to gauge implementation costs, thereby informing project efficiency.

In summary, the Evaluation found the Project Design greatly benefited from the needs assessment mission held in the first year of implementation. The consultative meetings held at the country level ensured strong buy-in from all beneficiary governments as well helping to gauge national level capacities in regard to eCommerce and Digital Identity. Moreover, feedback generated from the mission contributed towards improving the overall design. Also, the Project Design also benefited from the ProDoc which clearly identified project aim, objectives, EAs and other important details. More specifically, the ProDoc included a country level situation analysis which informed the country level needs assessment mission. Furthermore, a detailed Project Logical Framework also provided quantifiable and easy to measure indicators of achievement and activities against each EA, thereby supporting the strong project design. Finally, the Project Design greatly benefited from the automatized process which was adopted from UNCTAD's rich past experience of undertaking similar online trainings. The evaluator found that the project's Design is **Satisfactory**.

6.3.2. Project Management

The Project Management Team is recruited and hosted by UNCTAD, and is responsible for day-to-day execution and coordination of the project, including development and delivery of trainings. In addition, the Team coordinates with national level focal points, prepares annual progress reports, develops technical and financial reports, and conducts post training surveys and records the responses.

The Project Management Team is led by a Project Manager and Knowledge Manager, who in turn, report to the Chief of the Human Resources Development Section/TRAINFORTRADE. The Project Manager oversees the Information Systems Officer and three Programme Assistants. Moreover, a collection of consultants helped implement project activities,

including training development and delivery, assessment of training participants, collecting participant training feedback, and documenting case studies, etc. In addition to the Project Management Team, implementation of project activities is supported by focal points at the country level in Indonesia, Philippines and Singapore, respectively. Program staffing details and TRAINFORTRADE team organogram are both provided in Annex 09.

The Evaluation found that the Project Management Team is staffed by experienced individuals who contributed towards the Project's success. The top two roles of Chief and Project Manager have both been involved from the design and inception phase. Therefore, the project benefits from their combined and extensive experience as well as in-depth understanding of UNCTAD's internal processes and mechanisms. Furthermore, based on interviews with the Project staff, the Evaluation determined that significant amount of activities undertaken towards project implementation are carried out in-house, as the Project Manager possesses the required expertise in course development and eLearning techniques. Moreover, the Project also relies on recruiting expert consultants, thereby adopting a more efficient way of project implementation.

Nevertheless, the Evaluation found that the Project has faced some challenges in the form of staffing gaps and high turnover. For example, the current Information Systems Officer joined in the middle of the Project in July 2019. Resultantly, the Project had to ensure that the officer understand full aspect of project management, including management of website, reporting processes, and more. Similarly, of the three programme assistants, only one has been with the project from the start, albeit with an 18 month gap before rejoining the TFT programme.

6.3.3. Work Planning

The Evaluation determined that the Project was implemented in a timely manner. In particular, the Project worked well to mitigate effects of COVID-19 delays, including the effect on timelines of key project activities, the launch of the Digital Identity Publication and conducting the Hybrid Restitution Workshop.

The Digital Identity Publication launch, initially planned to take place during UNCTAD's eCommerce week in early 2020, was indefinitely delayed due to COVID-19 interruptions. The Evaluation found that the Project worked efficiently to stay connected with the organizers to ensure the publication was launched in connection with the high-profile event, which was successfully undertaken in Autumn of 2021. Similarly, the Hybrid Restitution Workshop was initially planned to take place in 2020, however due to COVID-19 delays and restrictions on travel and gatherings, the event had to be postponed. The Project successfully conducted the workshop in Hybrid mode in December 2021, where an in-person workshop was conducted in Jakarta (Indonesia), and participants, stakeholders, and instructors from other countries could join online and engage with other participants and facilitators.

Furthermore, based on the KII with the Project Management Team, the Evaluation was informed that in the wider interest of timeliness, the Project undertook an indirect approach to engaging ASEAN by reaching out directly to the national level focal points. Conversely, connecting the ASEAN Secretariat and formally engaging ASEAN as a stakeholder would have taken three to four years for the organization to prioritize new agenda topics.

In summary, the Evaluation determined the Project's Work Planning was carried out well. Most notably, despite COVID-19 delays and travel restrictions, the Project worked efficiently towards completing all activities across both EAs. For example, despite COVID-19 delays, the Project ensured successful launch of the Digital Identity Publication and conducting the Hybrid Restitution Workshop.

6.3.4. Stakeholder Engagement

Various stakeholders were engaged through forming proactive partnerships to ensure efficient project delivery. The Evaluation determined that the Project Management Team worked efficiently in coordinating its activities with various related government departments and ministries, such as the Ministry of Foreign Affairs of the Republic of Indonesia and the Department of Trade and Industry, Philippines. Whereas, Ministry of Trade and Investment (MTI) of Singapore provided support by linking the project with Singapore's Permanent Mission to the United Nations in Geneva for the cost sharing arrangements and to finance participants for the face-to-face workshop in Singapore.

These strong links with stakeholders extended from the Project design phase were a part of the needs assessment mission, representatives of the Project Management Team visited the capitals for meetings with relevant ministries to identify national level focal points and other key public and private sector stakeholders. During the Needs Assessment mission, the Project team also collaborated with other UN agencies, including UNESCAP and UNCITRAL, who participated in the mission in Singapore. Similarly, at the regional level, the Project team also successfully collaborated with the ASEAN Secretariat, and representatives from the Secretariat participated in needs assessment mission held in Indonesia. Such engagement allowed the Project to engage with and attain a broad-based representation for the course from the target countries. As a result, the project efficiently aligned its objectives with the priorities and policies of partner governments.

In terms of course participants, the project was also able to attract a variety of stakeholders due to the broad relevance of the e-Commerce course for professionals from various sectors and industries.

Nevertheless, while strong links were established, the Project did face a challenge in achieving a strong buy-in from the Government of Singapore as less than 2% (20 participants) from Singapore attended the trainings, as compared to 34% (383 participants) from Philippines and 32% (359 participants) from Indonesia. Based on interviews with the Project team, the Evaluation found that despite the Singapore delegate in Geneva showing eagerness to participate, the follow up needs assessment mission to Singapore was not very encouraging. Potential reasons for this limited participation are the advanced stage of e-Commerce and Digital ID in the country, as well as the reluctance of public sector employees to participate in the trainings due to their strong preference for taking on 'credit-based' courses, as the latter count towards their performance reviews or promotions. Despite the challenge faced, the Evaluation determined that the Project worked well to mitigate the concern of lackluster participation from Singapore by engaging with other stakeholders and ensuring high participation from across the ASEAN region.

In summary, the Evaluation found the Project Management Team effectively coordinated at both the national, regional and international level. For example, the Project worked well with public and private sectors of target countries. Moreover, the Project also coordinated efficiently the ASEAN Secretariat and other international development partners. As a direct result, strong public sector coordination has allowed the Project to ensure national level buy-in and a continued relationship with relevant ministries and permanent UN missions of beneficiary countries. Although the Project faced challenges in ensuring strong participation from Singapore, the Project worked well to engage participants from other ASEAN countries. Accordingly, a Country Wise List of Participants is provided in Annex 8.

6.3.5. Monitoring and Evaluation

The project's team was responsible for progress monitoring. In this regard, the evaluation found that the project has consolidated and documented data in both quantitative and qualitative forms, in the form of post training assessments, surveys, and participant feedback. For example, measurement indicators included 'satisfaction levels', 'average scores', 'enrolled/pass ratios' and more. Also, feedback from participants was solicited at the end of each module; and later, participants were given more elaborate post-training surveys to record their

feedback, which informed Project progress reports and official publications. The Evaluation also found the Project had reported gender disaggregated data with number and percentage of women participants provided for each training and its multiple stages, including registration and successful completion etc.

6.3.6. Finance and Co-Finance

The project ‘Leapfrogging skills development in e-Commerce in South-East Asia in the Framework of the 2030 Development Agenda (1819N)’ was funded by the UN Development Account (UNDA) for a total of USD 600,000. Table 4¹³ below provides year wise planned and actual expenditure at the time of the Evaluation.

Table 4: Year-wise Planned and Actual Expenditure

	2018	2019	2020	2021	Total
Planned expenditure (USD)	154,700	243,400	185,900	16,000	600,000
Actual Expenditure (USD)	107,199	225,672	41,204	173,242	547,317
Percentage Expenditure	69%	93%	22%	1,083%	91%

Note: Data collected from project progress reports and final report.

The project was able to utilize most of its planned annual financial resources for all years, except for 2018 (the first year of implementation) and 2020 (during COVID-19). As indicated in the table above, only 69% of the budget was utilized in 2018 because the course development started in 2018 but finished in 2019, therefore funds for 2018 were partially used. Moreover, according to the Project Management Team, the first needs assessment mission was cheaper than expected, which also contributed to the underspend in the first year of implementation. Moving forward, the final restitution workshop that was postponed from 2020 to 2021 because of COVID-19 restrictions, which resulted in only 22% expenditure. The surplus from the savings were carried over to 2021 to undertake additional on-line trainings, thereby leading to over 1,083% expenditure in this year. Overall, at the time of the evaluation, the project utilized USD 547,317(91%) of the total allocated project budget of USD 600,000 from the UNDA fund.

In addition, the Project also had 5 public sector co-financing partners, including the Governments of Indonesia, Singapore, Philippines, Estonia and Cambodia. These co-financing partners have contributed a cumulative USD 35,500 in-kind contributions, of which more than half (56%) of total co-financing is sourced from the Government of Singapore (USD 20,000), provided to support the regional face-to-face workshops (EA2.1) held in 2019. Also, the Government of Indonesia contributed USD 7,000 to support the final Hybrid Restitution Workshop hosted in Jakarta in 2021. Table 5 below provides details of in-kind support.

Table 5: Co-Financing Details

Source/Donor	Activity	Year	In-Kind estimated value (USD)	In-Kind Description
Gov. Indonesia	A 2.3	2021	7,000	IT equipment and technician for the Hybrid conference mode
Gov. Singapore	A 2.1	2019	20,000	Training facility, lunches and coffee breaks during DITD workshop
Gov. Philippines	A 2.1	2019	4,000	Buses for field visit

¹³ Data provided by Project Management Team

Gov. Estonia	A 2.1	2019	3,000	Self-finance to the workshop on DITD
Gov. Cambodia	A 2.1	2019	1,500	Two participants financed for the workshop in Manila

Hence, the Evaluation found the Project efficiently utilized the allocated budget with a 91% implementation rate. Moreover, The Evaluation determined the Project effectively utilized funds and capitalized on increased demand for trainings by delivering two additional e-learning courses on e-Commerce and Digital Identity in April and May 2021, respectively. Furthermore, in-kind contributions reflect the demand for such courses as additional countries used their own funds for face-to-face workshops.

In summary, the Project benefited from the needs assessment mission held in the first year of implementation, as it ensured strong country buy-in as well helping to gauge national level capacities and capabilities on e-commerce. The project's overall execution arrangements were also found to be in line with the project design and UNCTAD guidelines. Furthermore, despite COVID-19 delays and travel restrictions, the Project worked efficiently towards completing all activities across both EAs. The Project also worked efficiently to engage various type of stakeholders. Although the Project faced challenges in ensuring strong participation from Singapore, the Project worked well to engage participants from other ASEAN countries across the various activities. In terms of course participants, the project was also able to attract a variety of stakeholders due to the broad relevance of the e-Commerce course for professionals from various sectors and industries. For example, in addition to collaboration with other UN agencies, including UNESCAP and UNCITRAL and non UN agencies such as ASEAN Secretariat, public sector stakeholders were also engaged. Accordingly, the Evaluation found the Project's Efficiency to be **Satisfactory**.

7. SUSTAINABILITY

The project's sustainability was assessed in terms of the possibility for utilization of the project's activities and outcomes in the medium to long term. Accordingly, the Evaluation focused to what extent beneficiary countries committed to continue working towards the project objectives beyond the end of the project. The Evaluation also determined what measures had been built in to promote the sustainability of the outcomes, and furthermore, what additional measures could have been taken to ensure the sustainability of the outcomes over time. Major factors of sustainability were found to be the learning materials produced, linkages developed, institutional arrangements, developments in the field of e-Commerce, and support by in-country governments, as detailed below.

The Evaluation found that the Project's publications and dissemination of information via dedicated websites and e-portals is likely to contribute to sustainability, as various stakeholders can benefit from the project's results (training material and case studies, etc.), recommendations, and guidelines even beyond the project's life. There has also been some reported evidence of country-level institutionalizing the learning outcomes generated by the project. For instance, based on the KII with the Project Management Team, the Evaluation was informed that, the eCommerce course has been integrated into the curricula of the local universities in Laos and Cambodia. Similarly, to improve sustainability, courses can be translated into local languages in countries with limited English comprehension.

The Project has also promoted sustainability by ensuring the online platform used throughout the Project stays open, so participants are able to access training material even after course completion. Furthermore, the TRAINFORTRADE methodology can allow for future courses to be easily replicated for other geographic markets and tailored to address more focused topics, thereby ensuring sustainability by catering to future demand. Similarly, the Evaluation found that demand for the Project's activities has accelerated since its start, as the COVID-19 pandemic and lockdowns have led to

both a surge in e-commerce, as well as higher demand for online learning, a facility readily provided by the TRAINFORTRADE platform.

At the direct beneficiary level, based on evaluation interviews, participants shared that they were highly likely to refer their colleagues for similar e-learning trainings in the future, thereby contributing sustainability. Nevertheless, continuation of the course will require availability of financial resources for functions such as enrollment management, managing Q&A, and the follow up F2F events. Moreover, as both e-Commerce and Digital Identity are rapidly evolving fields, the course content will require regular review, upgrading, and dissemination, thereby requiring funding and technical support. For example, during project implementation wider information on digital wallets was at a nascent stage, however digital payments have rapidly advanced since then. Similarly, any new courses must now also include aspects of Artificial Intelligence (AI). The Evaluation found that while online modality was effective in delivery of information, it did limit interaction levels among participants, thereby diminishing the possibility of long-lasting linkages or practical exchanges among participants beyond the project end.

In this regard, the TRAINFORTRADE team at UNCTAD was seen to make some efforts to build on previous and ongoing projects. In particular, currently the team is reportedly in the process of developing a global e-Commerce training based on lessons learned from the design and delivery of similar trainings in different regions, including the Leapfrogging Skills project. Similarly, in 2022, UNCTAD plans to deliver the Digital ID course for Small Island Developing States (SIDS) globally, utilizing the same hybrid approach used by the current project. Furthermore, based on the lessons of this project, the case study learning method has now also been integrated into the regular courses on Statistics at UNCTAD, a more interactive approach compared to solely relying on lectures by invited experts.

Finally, while participant response to the trainings has been encouraging, continued application of the trainings will also be subject to political will. For instance, while the training built the capacity of the trade officials in Myanmar to develop the country's first e-Commerce framework, the change in national government since then through a military coup has led to difficulties in implementation of the outcomes of the Digital ID course due to different handling of data privacy rights by the current government.

In summary, the Evaluation found that the Project was well designed and implemented in a way that improved overall sustainability by generating additional interest in the e-learning tools, developing national ownership, and dissemination of knowledge products. On the other hand, key challenges to sustainability include the need to constantly update training materials in response to the rapid evolution of e-commerce, the requirement of additional funding after project end for effective delivery and updating of content when required, and political will. Overall, sustainability of the project was found to be *Likely*.

8. GENDER, HUMAN RIGHTS AND SDGs

This section provides an assessment of the extent to which gender, human rights and SDGs were integrated into the design and implementation of the project. The Evaluation aimed to determine to what extent a human rights-based approach and a gender mainstreaming strategy were incorporated in the design and implementation of the intervention. Overall, policy recommendations developed under this project integrated gender and human rights perspective. For example, in the eCommerce report, recommendation 2 and 6 highlight role of women and girls and in Digital Identity report, Human Rights as an aspect of NDIF was presented.

Gender

A review of the project implementation and participant data revealed that the project gave special attention to Gender Mainstreaming. In this regard, the Evaluation found the Project worked well to ensure gender parity, as 48% (532) of the

total project participants were female. This overall positive trend was reflected at the activity level, including on-line and in-person trainings. For example, for the 2019 online course on e-Commerce Best Practices, out of 264 registered participants, 53% (141) were women. 79 registered participants successfully completed the course, including 48% (38/79) women. Similarly, the Project ensured adequate gender representation in the online course on 2019 Digital Identity, where out of 188 total registered participants, 37% (70) were women. 100 registered participants received completion certificates including 36% (36/100) women. Compared to the initial online courses, women were found to have a greater share in participation and higher success rate in the follow up online courses held in 2021 on both e-Commerce and Digital Identity. For example, on e-Commerce online trainings, 78 women were registered, representing 56% of total registered participants. Among those who have successfully completed the course, 56 were women, accounting for 58% of the total. Similarly, for the 2021 online training on Digital Identity, 117 women were registered, representing 51% of total registered participants. 71 women were awarded completion certificates, accounting for 53% of participants who received certificates.

Similar to online activities, the Project ensured adequate gender representation in the in-person trainings and workshops. For example, the 2019 face-to-face workshop on e-Commerce held in Philippines included 45% (16) women, whereas the Digital Identity workshop had 40% (10) women in attendance. This overall trend was also seen in the final Restitution Hybrid Workshop with 40% (43) female representation.

Beyond participation in on-line and in-person trainings, the Evaluation found adequate female representation in the selected case studies that were published as part of the Project's reports on e-Commerce and Digital Identity. In the e-Commerce Report, female participants contributed two of the eight case studies. Of the case studies submitted by female participants, the first reviewed challenges being addressed by Bangko Sentral ng Pilipinas (BSP) and its ongoing initiatives as regards retail payments. Whereas the second case study was submitted by a private business owner and it focused on finding the right marketplace in the context of Malaysia. It should be noted, that female participation was encouraged at early stages of the Project with the Project Management Team ensuring gender balance in nominations for multiple project activities.

In the Digital Identity Report, women contributed four of the seven case studies. A participant from Indonesia highlighted the concept of the 'right to be forgotten' as part of personal data protection and the human rights regime in general and related to the digital economy in particular. Other case studies submitted focused on 'Adoption of Digital Identity to Boost Economic Growth in Malaysia'; 'Emerging e-Commerce Trends and the need to adjust Government Policies in Myanmar'; and a 'policy review of Philippines' ID System (PhilSys)'.

Moreover, based on interviews with the Project Management Team, the Evaluation found that at the invitation stage, the Project ensured that equal number of men and women were nominated for various project activities with invitations also targeted towards women organizations in the beneficiary countries.

Furthermore, the Evaluation found the Project Document made particular references to incorporating gender components as part of overall implementation. For example, the Project Document iterated its commitment to Goal 5 (achieving gender equality and empower all women and girls). In that regard, the Project Document referred to the importance of capturing voices and perspectives of women and vulnerable people. Similarly, the Project Document highlighted the project's contribution to 'leaving no one behind' through capacity building activities. Moreover, the Project Document stipulated gender disaggregated information/data collection, wherever possible.

Human Rights

An in-depth review of the Project Document showed no reference to incorporating human rights at the design stage of the Project. Moreover, the Evaluation found that the Project did not directly integrate human rights as part of the training and

workshop activities. In this regard, based on interviews held with participants and course moderators, the respondents were unable to reflect how the Project activities supported human rights conditions.

That being said, the Evaluation determined that holistic themes explored in e-Commerce and Digital Identity have a strong potential to contribute towards human rights considerations and similar principles. For example, e-Commerce solutions can effectively ensure transparency and accountability for all stakeholders concerned, thereby ensuring human rights for all classes of society.¹⁴ Moreover, with growth of e-Commerce, there is greater demand for policies and legislation focusing on privacy protection for consumer transactions. As elaborated in other parts of this report, the COVID-19 pandemic has accelerated the need for more contactless interactions and digital identity tools. This can lead towards development of more data privacy and human rights complaint framework for a more secure digital identity¹⁵.

SDGs

The Evaluation found the Project is also highly relevant to the United Nations objectives and the SDGs. For example, in 2016, the United Nations committed to harnessing the potential of ICTs to advance the 2030 Agenda for Sustainable Development and achieve other internationally agreed development goals.¹⁶ As highlighted in the UNCTAD Digital Economy Report 2019, “digital technologies have the potential to greatly affect the achievement of the SDGs, by both enabling and hampering progress.” In particular, the Project effectively contributes towards Goal 1: No Poverty; Goal 8 Decent Work and Economic Growth; Goal 9: Industry Innovation and Infrastructure; and Goal 17: Partnerships for the Goals. Further details on the Project in context of the SDGs (goals and targets) is provided in the Relevance section of this Evaluation report.

9. CONCLUSION, LESSONS LEARNED AND RECOMMENDATIONS

9.5. CONCLUSION

In conclusion, the Evaluation found that the project is relevant to and closely aligned with regional and national level strategies, plans, and policies related to e-commerce and digital trade. At the regional level, the Project is linked to achieving a ‘Digital ASEAN’. At the national level, the Project ensured relevance with partner government policies and strategies. The Project is also concurrent with the UN SDGs, in particular to Goals 1, 8, 9 and 17. At the beneficiary level, the Project successfully engaged participants from the public sector, private sector businesses, NGOs, banks and other service providers eager to develop their respective businesses in area of e-commerce. Furthermore, the Project’s relevance has been strengthened due to the surge in e-commerce since COVID-19.

Further, the Evaluation found that the Project was effective in developing and delivering tailored training packages on e-Commerce and Digital Identity in the beneficiary countries. The TRAINFORTRADE methodology, using several online platforms, has allowed the Project to target a high number of participants ensuring representation from nearly 30 countries, well beyond the initial three-country scope of the project. In addition, financial savings were used towards delivering a second round of the trainings in 2021, thereby doubling the number of cohorts planned under A1.4.

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15 <https://www.cambridge.org/core/journals/data-and-policy/article/rethinking-digital-identity-for-postcovid19-societies-data-privacy-and-human-rights-considerations/0B9A65B889C341CF535E804256C2816A>

16 <https://sustainabledevelopment.un.org/index.php?page=view&type=20000&nr=579&menu=2993>

Furthermore, the the Project worked effectively in conducting face-to-face workshops, with an overall participant satisfaction rate of 95%.

The Evaluation also assessed the Project’s efficiency, including project design, execution arrangements, stakeholder engagement, timeliness and finance/co-finance. Analysis of Project Design revealed the Project benefited from the needs assessment mission held in the first year of implementation. The consultative meetings at the country level ensured strong buy-in from all beneficiary countries as well helping to gauge national level capacities and capabilities on e-commerce. The project’s overall execution arrangements were also in line with the project design and UNCTAD guidelines, largely on account of the strong in-house expertise of the senior Project Management Team. Furthermore, despite COVID-19 delays and travel restrictions, the Project worked efficiently towards completing all activities across both EAs. The Project also worked efficiently to engage various type of stakeholders. Most notably, efficiently coordination with national governments has allowed the Project to ensure national level buy-in and a continued relationship with relevant ministries and permanent UN missions of beneficiary countries. Although the Project faced challenges in ensuring strong participation from Singapore, the Project worked well to engage participants from other ASEAN countries across the various activities. In terms of finance allocation, the Evaluation found the Project efficiently utilized the allocated budget with a 91% implementation rate. Furthermore, in-kind contributions reflect the demand for such courses as additional countries used their own funds to facilitate participants for face-to-face workshops.

Finally, the Evaluation found that the Project was well designed and implemented in a way that improved overall sustainability by generating additional interest in the e-learning tools, developing national ownership, and dissemination of knowledge products. On the other hand, key challenges to sustainability include the need to constantly update training materials in response to the rapid evolution of ecommerce; the requirement of additional funding after project end for effective delivery; and political will.

A review of the project implementation and participant data revealed that the project gave special attention to Gender Mainstreaming. In this regard, the Evaluation found the Project worked well to ensure gender parity, as 48% (532) of the total project participants were female. However, the Evaluation found that the Project did not directly integrate human rights as part of the training and workshop activities. Furthermore, the Evaluation found the Project is also highly relevant to the United Nations objectives and the SDGs.

Overall, the evaluation found the project implementation to be **Satisfactory**, as outlined in Table 6.

Table 6: Evaluation Ratings Table

Rating Dimension		Rating
Relevance		Highly Satisfactory
Effectiveness		Satisfactory
Efficiency	At Design	Satisfactory
	During Implementation	Satisfactory
Sustainability		Likely
Overall Rating		Satisfactory

9.6. LESSONS LEARNED

1. Detailed **Training Needs Assessment (TNA)** is imperative to the identification of relevant learning topics, identify stakeholders, as well as ensure national level buy-in; elements critical for successful implementation and sustainability. Furthermore, to ensure active participation of public-sector employees, it is important to align the project’s processes and outcomes with the sector’s personnel development strategies.

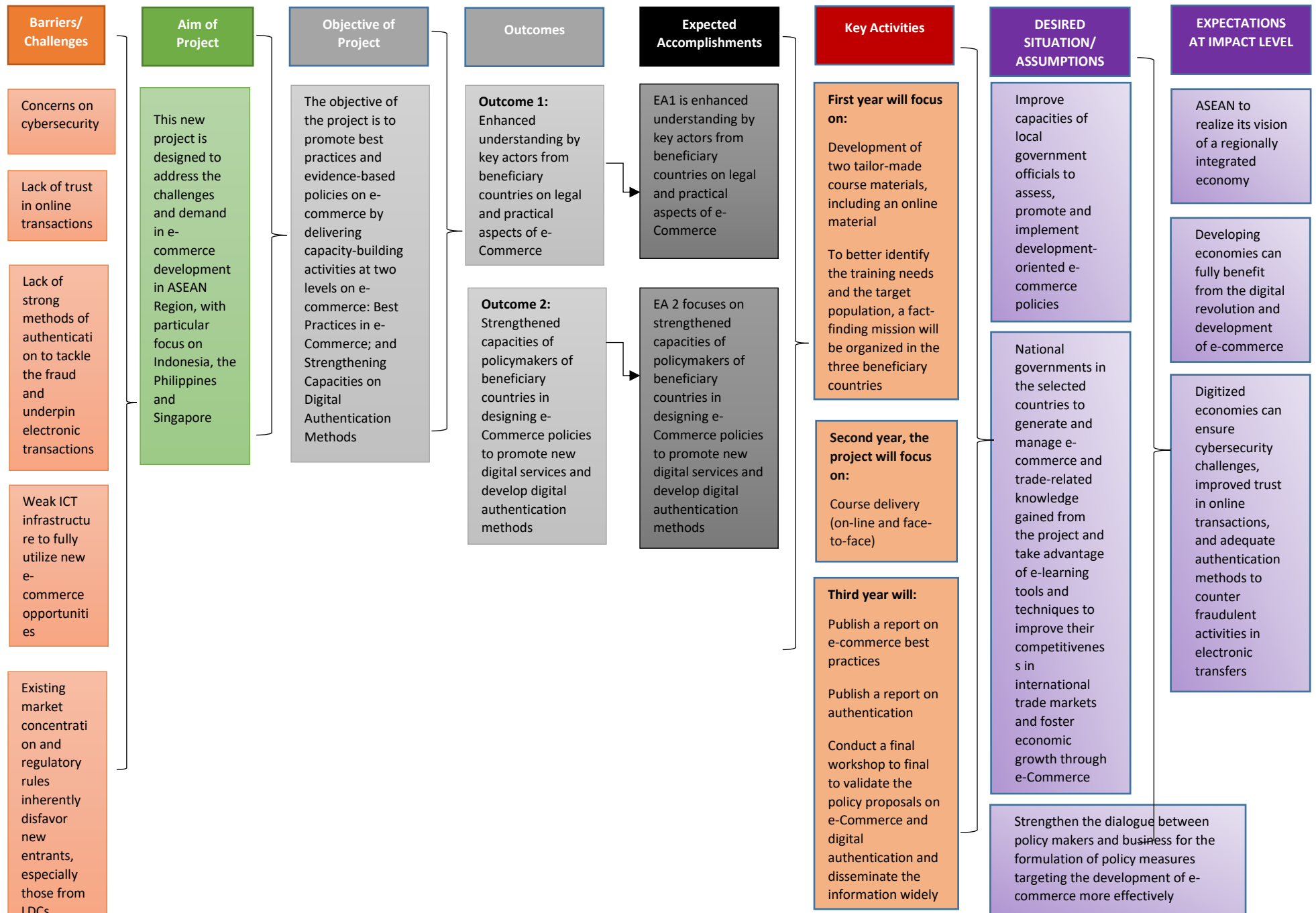
2. A **combination of self-paced testing-based** online training, face-to-face workshops, and participant-led case studies leads to effective learning. Moreover, on-line or hybrid workshops can be successful in attracting a large number of diverse participants.
3. The rapid **advancements in technology** necessitate constant review and upgradation of training materials on eCommerce and Digital Identity; as well as development of relevant sector and industry-specific courses, such as agriculture, retail, medicine, etc.

9.7. RECOMMENDATIONS

1. The Project faced limited response from Singapore since most public sector employees were reluctant to participate in the trainings as the trainings did not confer adult learning ‘credits’, an element that counts towards the participants’ performance reviews under the public service performance criteria in the country. Therefore, it is recommended that future TNAs include an analysis of **personnel development strategies** of the respective governments and integrate such considerations in the resulting training programs. Similarly, a likely cause of high dropout experienced in 2019 was the delivery of course during Chinese New Year. To avoid similar situations in the future, course schedulers must be cognizant of such regional / global **events** to the extent possible.
2. To ensure availability of future **funding** for continued review and delivery of the trainings, it is recommended that UNCTAD adopts multi-pronged funding strategies, such as partnerships with relevant entities like ASEAN and WTO, etc. to integrate the training in future multi-sectoral projects, as well as making the training available at an affordable cost to be borne by participants, etc. In addition, to ensure sustainability and broad outreach, partnerships with regional and national institutions, such as (Information Management courses at) the Asian Institute of Technology (AIT) must also be explored. Similarly, at the national level, institutional support can also be obtained from the Departments of Trade and Industry.
3. In view of the rapid evolution and adoption of eCommerce across the world, it is highly recommended that in addition to providing generalized courses on relevant topics, UNCTAD also offers **intermediate and advanced level courses**, including specialized focus on specific elements of the value chain, e.g. logistics, payments, etc., as well as industry-based focus, such as health, fashion, retail, etc.
4. Moreover, in the interest of effective learning, it is critical that eCommerce and Digital Identity courses are **translated** into local languages. This is particularly true for countries such as Indonesia, where English comprehension is marginal among the local population.
5. To better gauge the effectiveness of Project activities via social media, it is recommended that **multiple data points** be collected to identify trends and popularity. Updated data generated from social media key performance indicators (i.e. views, posts, clicks, likes etc.) will allow the Project to improve implementation based on feedback from the direct beneficiaries.

ANNEXES

ANNEX 01: Theory of Change



ANNEX 02: Evaluation Design Matrix

Evaluation Criteria	Evaluation Questions	Evaluation Sub-Questions	Data Sources (Stakeholders)	Respective Interview Questions	Evaluation Methods	Criteria to Rate the Strength of Evidence Collected
Relevance	<p>To what extent the project design, choice of activities and deliverables properly reflect and address the development needs and priorities of participating countries, taking into account UNCTAD's mandates?</p> <p>What adjustments are needed to make the project more relevant to the participating countries in supporting their efforts to implement the 2030 Agenda, including responding to emerging challenges?</p>	To what extent was the project designed through an active and collaborative process?	UNCTAD/Project Management	What has been the role of UNCTAD in project design, management, coordination, and monitoring?	Key Informant Interviews	<p>Appropriateness and relevance of the project approaches with regards to its objectives, anticipated outcomes, and outputs; Extent of changes faced by the project and its adaptability of to these challenges to stay relevant; and Relevancy of knowledge generated by project in promoting e-commerce at national and regional and global level.</p>
			UNCTAD/Project Management	Who were some of the other key stakeholders of the project during design and implementation? And what has been the role of each stakeholder?	Key Informant Interviews	
			UNCTAD/Project Management	What was the process of project design? E.g. who were the key stakeholders involved in the project design and how were they consulted? Was research undertaken to inform the project design? Etc.	Key Informant Interviews	
			UNCTAD/Project Management	Based on your experience of implementing this project, what have been the major positive elements of the project design? Please elaborate	Key Informant Interviews	
			Partner Organizations - ASEAN/UNESCAP/UNCITRAL	What has been the role played by your organization in the design and delivery of the UNCTAD project?	Key Informant Interviews	
		Public Sector Participants	What role has your department played in the design and delivery of UNCTAD project? E.g. needs assessment, curriculum design, nomination of participants, etc.	Focus Group Discussion		

How successfully did the project navigate the enabling environments of its target countries?	Partner Organizations - ASEAN/UNESCAP/UNCITRAL	What are the major trade related policies and programs of your organization with regard to ASEAN countries? In particular, which of these focus on ecommerce and authentication?	Key Informant Interviews
	UNCTAD/Project Management	What were the reasons for selecting the three countries as the project target?	Key Informant Interviews
	UNCTAD/Project Management	What are the lessons learned based on implementing the project in the current mix of targeted countries?	Key Informant Interviews
	UNCTAD/Project Management	How have policies and governance structures across the three target countries been supportive or restrictive in the implementation of project interventions?	Key Informant Interviews
	public Sector Participants	How do these gaps affect your country's potential for ecommerce development and participation in regional and global trade?	Focus Group Discussion
	public Sector Participants	What are the major capacity and policy gaps in your country with respect to ecommerce policy?	Focus Group Discussion
	Partner Organizations - ASEAN/UNESCAP/UNCITRAL	What are the major challenges faced by ASEAN countries in e-trade?	Key Informant Interviews
	Partner Organizations - ASEAN/UNESCAP/UNCITRAL	In what way did the UNCTAD project help overcome these challenges?	Key Informant Interviews
How relevant was the project to the	Training Statistics	To what extent were the trainings reflective of the needs of the	Desk Review

needs of its beneficiaries?

participants as indicated by the level of satisfaction?

To what extent were the trainings successful in garnering participation by ASEAN members as indicative by the number of participants per country?

	Private Sector Participants	How do the interventions undertaken under this project support the work that you carry out in your organization?	Focus Group Discussion
	Private Sector Participants	Have you incorporated the learnings from this workshop/training in your own work?	Focus Group Discussion
	Private Sector Participants	If yes, what benefits have you seen or foresee from applying this knowledge?	Focus Group Discussion
What is UNCTAD's comparative advantage in implementing projects of similar scope?	Private Sector Participants	Have you participated in a similar training or workshop in the past? If yes, how would you compare the training provided by UNCTAD with these other activities?	Focus Group Discussion
	Public Sector Participants	What are some other major sources of ecommerce and trade development training programs? And how would you compare the training provided by UNCTAD with supported from these other sources?	Focus Group Discussion

Effectiveness	Have the activities achieved, or are likely to achieve, planned objectives as enunciated in the project document and outcomes (intended or unintended), in particular against relevant SDG targets?	To what extent were various project processes effectively implemented?	Private Sector Participants	Please elaborate the application and selection process	Focus Group Discussion	Degree of utilization of project knowledge by the target audience; Project ability to promote e-commerce by engaging public and private sector stakeholders; Degree to which project has been able to influence e-commerce at national and regional level; Extent to which the project has been able to engage and mobilize private actors in e-commerce development; Degree to which the project effectiveness has been impacted (positively or
			UNCTAD/Project Management	What was the process to select training participants ? How was this process developed?	Key Informant Interviews	
			UNCTAD/Project Management	What was the process of developing the training curricula ? E.g. research, consultation, etc.	Key Informant Interviews	
	To what extent have the project participants utilized the knowledge and skills gained through the project's activities in contributing to the efforts of their organizations/governments to further develop their digital economies?	How effective was the project in achieving its desired results and objectives?	Private Sector Participants	How did you learn about the training program?	Focus Group Discussion	
			Training Statistics/Data	What was the success rate of the trainings as indicated by a) the module completion rates; and b) the proportion of participants who have been certified?	Desk Review	
			Partner Organizations - ASEAN/UNESCAP/UNCITRAL	In your opinion, what have been the most effective elements of the training program? Why?	Key Informant Interviews	
			Private Sector Participants	What benefits were you able to derive from participating in this workshop? E.g. improved knowledge and understanding on particular issues, providing policy proposals, etc.	Focus Group Discussion	
			Private Sector Participants	What new knowledge did you acquire by participating in the workshop/training? How has this changed your understanding of trade policy design and implementation?	Focus Group Discussion	

	Public Sector Participants	What other benefits, if any, has your country derived from participation in the UNCTAD training program? E.g. improved regional trade connectivity, etc.	Focus Group Discussion	negatively); and Anticipated benefits of the recommended MEL strategies.
	Private Sector	What trends have you seen with regards to trade and ecommerce during the COVID-19 pandemic? What implications do these trends have for ecommerce policies?	Focus Group Discussion	
	Private Sector	Did the UNCTAD training prepare you in any way to respond to these trends?	Focus Group Discussion	
	public Sector Participants	What trends have you seen with regards to trade and ecommerce during the COVID-19 pandemic? What implications do these trends have for ecommerce policies?	Focus Group Discussion	
	public Sector Participants	Did the UNCTAD training prepare your department/country in any way to respond to these trends?	Focus Group Discussion	
What challenges were encountered at various stages in the implementation process?	UNCTAD/Project Management	What have been the major elements of design that may have resulted in implementation problems? E.g. ambitious targets, ambiguity in proposed activities, etc. Please explain.	Key Informant Interviews	
	UNCTAD/Project Management	Did the project face any challenges in the development of course curriculum, etc.? Please elaborate. And, how were these resolved?	Key Informant Interviews	

	UNCTAD/Project Management	What challenges has the project faced in selecting attendees? And how were these challenges resolved?	Key Informant Interviews
	Private Sector Participants	What challenges, if any, did you face for participating in the course? E.g. advance content for your knowledge level, limited time, issues associated with remote learning, etc.	Focus Group Discussion
	Private Sector Participants	What challenges have you faced in incorporating the knowledge in your work? E.g., availability of data, support from other stakeholders, etc.	Focus Group Discussion
	Private Sector Participants	Did you face any challenges in the selection process? If yes, please elaborate.	Focus Group Discussion
	public Sector Participants	What have been the challenges/foreseen challenges of incorporating the recommendations from the training program? And how can these be overcome?	Focus Group Discussion
How effective was the project towards knowledge management and dissemination of knowledge during implementation?	UNCTAD/Project Management	What methods of dissemination is the project using to share project information, outputs, and outcomes with beneficiaries and various stakeholders?	Key Informant Interviews
	UNCTAD/Project Management	Have these dissemination activities been effective? Please provide examples.	Key Informant Interviews
	UNCTAD/Project Management	How can the knowledge management and dissemination	Key Informant Interviews

				activities of the project be improved?		
			Partner Organizations - ASEAN/UNESCAP/UNCITRAL	What additional measures can be undertaken to ensure a wider outreach of the outputs and outcomes documented by the project?	Key Informant Interviews	
			UNCTAD/Project Management	How has the project ensured ongoing dissemination and sharing of this knowledge in the medium to long term?	Key Informant Interviews	
		What has been the overall impact of the project?	UNCTAD/Project Management	Also, which project activities do you think have the lowest impact? Why? How can the potential impact of these activities be enhanced?	Key Informant Interviews	
			UNCTAD/Project Management	In your opinion, which project activities have the potential for highest impact? Why?	Key Informant Interviews	
			UNCTAD/Project Management	Has the project been able to track the effect/change of the trainings and knowledge disseminated through these activities?	Key Informant Interviews	
Efficiency	How efficient was the Project in utilizing project resources and has the project management been adequate to ensure the achievement of the expected outcomes in a timely manner?	How successful was the project in ensuring effective mechanisms in place to adapt to evolving contexts?	UNCTAD/Project Management	Have there been any changes to project activities or logical framework since the project started? If yes, what are these changes, why, when, and how were these made? And, how have these now affected the project delivery?	Key Informant Interviews	Efficiency of the project spending in relation to planned schedule; Efficiency of operational modality and governance
	To what extent has the work of the project been		UNCTAD/Project Management	Has the project made any major changes in implementation based on the results of the monitoring	Key Informant Interviews	

complementary to that of initiatives in the areas of e-commerce and the digital economy by other UN and non-UN actors in supporting participating countries in achieving sustainable development?

	UNCTAD/Project Management	activities? If yes, please provide examples.	Key Informant Interviews	structure of project in contributing to the overall achievement; Extent of how efficient project management was in adapting to changes;
	UNCTAD/Project Management	Have any measures been taken to resolve some of these design issues? If yes, what were the outcomes of these?	Key Informant Interviews	Efficiency of project in building on existing agreements, initiatives; and Sustainability and efficiency of the proposed ways in achieving results.
	UNCTAD/Project Management	How has COVID-19 affected project performance and timeliness?	Key Informant Interviews	
	UNCTAD/Project Management	Did the project take up any additional activities in response to COVID-19? If yes, please provide details, including list of activities, associated budgets, etc. And what has been the outcome of these activities?	Key Informant Interviews	
	UNCTAD/Project Management	What have been the lessons learned from delivering the project during COVID-19?	Key Informant Interviews	
How efficiently did the project utilize its available human resources?	UNCTAD/Project Management	What is the staffing structure of the Project Management Team?	Key Informant Interviews	
	UNCTAD/Project Management	Has this staff been sufficient for managing the project? If no, why not?	Key Informant Interviews	
	UNCTAD/Project Management	What measures were taken to bolster staffing capacity? E.g. hiring of short-term experts, etc. Please elaborate.	Key Informant Interviews	
	UNCTAD/Project Management	Was any of the key staff currently working on the project involved in the project design? If yes, who and	Key Informant Interviews	

		what was the role of these staff members?	
How efficient was the project in undertaking implementation of activities within established timeframe?	UNCTAD/Project Management	What was the timeframe for design of the current project? E.g. time of project design, approval, etc.	Key Informant Interviews
	UNCTAD/Project Management	Has the project met all of its milestones according to the schedule in the project document?	Key Informant Interviews
	UNCTAD/Project Management	If no, what have been the major delays in implementation? And, what have been the reasons for these delays?	Key Informant Interviews
	UNCTAD/Project Management	How have these delays affected overall project implementation?	Key Informant Interviews
How efficiently did the project utilize its financial resources?	UNCTAD/Project Management	Please provide a breakdown of the project's finances	Key Informant Interviews
	UNCTAD/Project Management	please provide budget	Key Informant Interviews
	UNCTAD/Project Management	Has the project faced any problems with financing? E.g. late approvals, difficult reporting processes, unrealistic budgeting at design or AWP stage, etc.?	Key Informant Interviews
	UNCTAD/Project Management	How have these issues affected the project's performance?	Key Informant Interviews
	UNCTAD/Project Management	What measures have been taken thus far to resolve some of these issues?	Key Informant Interviews

		How did the project undertake effective monitoring and evaluation throughout implementation?	UNCTAD/Project Management	What is the process of data collection for monitoring and how is this data managed?	Key Informant Interviews	
			UNCTAD/Project Management	Is there a consistent monitoring system in place to track progress in gender and Human Rights mainstreaming? Is disaggregated data available?	Key Informant Interviews	
			UNCTAD/Project Management	Did the project team face any problems with regards to tracking KPIs outlined in the Project's Logical Framework? If yes, please explain which KPIs and what were the problems with measuring progress?	Key Informant Interviews	
Sustainability	Is there evidence that beneficiary countries are committed to continue working towards the project objectives beyond the end of the project and/or have there been catalytic effects from the project both at the national/regional levels?	Which project outcomes are the most and least sustainable?	UNCTAD/Project Management	Which project outputs/outcomes would you consider sustainable? Please elaborate?	Key Informant Interviews	Degree to which the project has identified changes (intended or unintended) in the target countries in meeting the stated objectives; Degree to which the project has identified challenges and presented reasonable mitigation strategies; Degree to which
			UNCTAD/Project Management	Which project outputs or outcomes are least sustainable, in your opinion? Please state the reasons.	Key Informant Interviews	
		What are the threats to the sustainability of the project?	UNCTAD/Project Management	What are the potential (social, economic, political, and environmental, etc.) threats to the sustainability of these outputs?	Key Informant Interviews	
	What measures have been built in to promote the sustainability of the outcomes? What additional measures could be taken to ensure the sustainability of the outcomes over time?		UNCTAD/Project Management	What is the project's exit strategy?	Key Informant Interviews	
		How effective has the project been in ensuring long-	UNCTAD/Project Management	What are the foreseen threats to this exit strategy?	Key Informant Interviews	
			public Sector Participants	How has the project contributed to building the capacity of your department/your country in	Focus Group Discussion	

		term sustainability of its outcomes?	public Sector Participants	designing and implementing ecommerce policies? How will your department/country continue to benefit in the long term from the training resources available through UNCTAD as a result of this project?	Focus Group Discussion	external factors impeded or conducted in achieving results of project; and Likelihood of replication of project results and experiences in same or other geographic areas.
Human Rights and Gender	To what extent a human rights-based approach and a gender mainstreaming strategy were incorporated in the design and implementation of the intervention, and can results be identified in this regard?	How effectively did the project include cross-cutting issues such as gender and human rights throughout its design and implementation?	Training Statistics	What was the gender composition of the participants?	Desk Review	
			UNCTAD/Project Management	What were the outcomes of the trainings (success rate and satisfaction levels) by gender? Were Gender and Human Right Assessments conducted at the design stage? If yes, how were the results of these assessments incorporated into the design?	Key Informant Interviews	Analysis of the extent to which gender and human rights consideration were incorporated into the overall design of the project; the extent to which the project made efforts to
			UNCTAD/Project Management	Does the project have the potential to impact any identified human rights and gender concerns? How?	Key Informant Interviews	
UNCTAD/Project Management	Did the project have a particular strategy for including women trainees? What were the outcomes of this strategy?	Key Informant Interviews				

		UNCTAD/Project Management	What measures were taken to incorporate human rights and gender in the training design?	Key Informant Interviews	include gender and human rights into its implementation activities; the extent to which the project was successful in incorporating gender and human rights into its implementation throughout the project duration
Partnership Strategy	How has the project successfully built linkages with and formed synergies with its partners?	UNCTAD/Project Management	What are the major methods used for coordination of various stakeholders?	Key Informant Interviews	Likelihood of the sustainability of the partnerships and collaboration established under the project.
		UNCTAD/Project Management	What are the key challenges with stakeholder coordination? E.g. lack of responsiveness/interest, limited capacity, too many stakeholders, etc.	Key Informant Interviews	
		UNCTAD/Project Management	How can partner and stakeholder collaboration be improved for better project results?	Key Informant Interviews	
		UNCTAD/Project Management	When and how did the project engage with additional partners? What were the criteria on the basis of which additional partnerships were formed?	Key Informant Interviews	
		UNCTAD/Project Management	What synergies exist between this project and those of partners?	Key Informant Interviews	

Lessons Learnt		UNCTAD/Project Management	What benefits did the project obtain through these partnerships?	Key Informant Interviews	
	What lessons were learned throughout the duration of the project?	UNCTAD/Project Management	How were lessons learned from similar previous projects incorporated into the design of this training program?	Key Informant Interviews	Analysis of what lessons were learned by the project and stakeholders throughout the duration of the project with regards to design, implementation, adaptive management, and monitoring and evaluation; analysis of effective mechanisms in place to disseminate lessons learned for future iterations of the project or projects of similar scope
		UNCTAD/Project Management	Based on your experience, what are the major lessons learned from the project design and implementation?	Key Informant Interviews	
		Partner Organizations - ASEAN/UNESCAP/UNCITRAL	What have been the major lessons learned from your participation in this program?	Key Informant Interviews	
	What are the recommendations for improving the design and implementation of the project?	UNCTAD/Project Management	How can the role of UNCTAD be improved for better project performance? E.g. more proactive support to key stakeholders, improved linkages and coordination, quicker decision making, etc.	Key Informant Interviews	
		UNCTAD/Project Management	What are your overall recommendations for the improvement of project design and implementation going forward?	Key Informant Interviews	
		Partner Organizations - ASEAN/UNESCAP/UNCITRAL	What are your recommendations for improving the design or delivery of this program?	Key Informant Interviews	
		Private Sector Participants	What are your recommendations for improving the training/workshops organized by the project? E.g. particular topics, participants, duration, refresher courses, etc.	Focus Group Discussion	

Private Sector Participants	In your opinion, what measures should be taken so that the knowledge provided by the project can be disseminated to a broader group in your organization across the country/region?	Focus Group Discussion
public Sector Participants	What have been the major lessons learned from your department/country's participation in the training program?	Focus Group Discussion
public Sector Participants	What are your recommendations for improving the training/workshops organized by the project? E.g. particular topics, participants, duration, refresher courses, etc.	Focus Group Discussion

ANNEX 03: Assessment Tools

UNCTAD / Project Management KII

Background

Role of UNCTAD

1. What has been the role of UNCTAD in project design, management, coordination, and monitoring?
2. Who were some of the other key stakeholders of the project during design and implementation? And what has been the role of each stakeholder?

Design

3. What was the timeframe for design of the current project? E.g. time of project design, approval, etc.
4. What was the process of project design? E.g. who were the key stakeholders involved in the project design and how were they consulted? Was research undertaken to inform the project design? Etc.
5. How were lessons learned from similar previous projects incorporated into the design of this training program?
6. Was any of the key staff currently working on the project involved in the project design? If yes, who and what was the role of these staff members?
7. Were Gender and Human Right Assessments conducted at the design stage? If yes, how were the results of these assessments incorporated into the design?
8. Based on your experience of implementing this project, what have been the major positive elements of the project design? Please elaborate.
9. What have been the major elements of design that may have resulted in implementation problems? E.g. ambitious targets, ambiguity in proposed activities, etc. Please explain.
10. Have any measures been taken to resolve some of these issues? If yes, what were the outcomes of these?

Adaptive Management

11. Have there been any changes to project activities or logical framework since the project started? If yes, what are these changes, why, when, and how were these made? And, how have these now affected the project delivery?
12. How did the COVID-19 pandemic affect the project's activities?
13. What measures were used as a result of the COVID-19 pandemic to ensure the continuation of project implementation?
14. To what extent were the adaptive measures effective? What were the challenges and lessons learned with respect to the changes made as a result of the COVID-19 pandemic?
15. Has the project made any major changes in implementation based on the results of the monitoring activities? If yes, please provide examples.

Geographic Focus

16. What were the reasons for selecting the three countries as the project target?
17. What are the lessons learned based on implementing the project in the current mix of targeted countries?
18. How have policies and governance structures across the three target countries been supportive or restrictive in the implementation of project interventions?

Staffing

19. What is the staffing structure of the Project Management Team?

20. Has this staff been sufficient for managing the project? If no, why not?
21. What measures were taken to bolster staffing capacity? E.g. hiring of short-term experts, etc. Please elaborate.

Timeliness

22. Has the project met all of its milestones according to the schedule in the project document?
23. If no, what have been the major delays in implementation? And, what have been the reasons for these delays?
24. How have these delays affected overall project implementation?

COVID -19 Implications

25. How has COVID-19 affected project performance and timeliness?
26. Did the project take up any additional activities in response to COVID-19? If yes, please provide details, including list of activities, associated budgets, etc. And what has been the outcome of these activities?
27. What have been the lessons learned from delivering the project during COVID-19?

Finance

Donor Funds

28. Has the project faced any problems with financing? E.g. late approvals, difficult reporting processes, unrealistic budgeting at design or AWP stage, etc.?
29. How have these issues affected the project's performance?
30. What measures have been taken thus far to resolve some of these issues?

Co-Financing

31. Was there any co-financing for the project? If yes, who provided co-financing (including in-kind contributions) and how was this cofinancing utilized?
32. Also, how did this co-financing contribute to the project's results?

Monitoring and Reporting

33. What is the process of data collection for monitoring and how is this data managed?
34. Is there a consistent monitoring system in place to track progress in gender and Human Rights mainstreaming? Is disaggregated data available?
35. Did the project team face any problems with regards to tracking KPIs outlined in the Project's Logical Framework? If yes, please explain which KPIs and what were the problems with measuring progress?

Partnership and Coordination

36. What are the major methods used for coordination of various stakeholders?
37. When and how did the project engage with additional partners? What were the criteria on the basis of which additional partnerships were formed?
38. What synergies exist between this project and those of partners?
39. What benefits did the project obtain through these partnerships?
40. What are the key challenges with stakeholder coordination? E.g. lack of responsiveness/interest, limited capacity, too many stakeholders, etc.

41. How can partner and stakeholder collaboration be improved for better project results?

Impact

42. In your opinion, which project activities have the potential for highest impact? Why?

43. Also, which project activities do you think have the lowest impact? Why? How can the potential impact of these activities be enhanced?

44. Does the project have the potential to impact any identified human rights and gender concerns? How?

Sustainability

45. Which project outputs/outcomes would you consider sustainable? Please elaborate?

46. Which project outputs or outcomes are least sustainable, in your opinion? Please state the reasons.

47. What are the potential (social, economic, political, and environmental, etc.) threats to the sustainability of these outputs?

Exit Strategy

48. What is the project's exit strategy?

49. What are the foreseen threats to this exit strategy?

Effectiveness

50. What was the process of developing the **training curricula**? E.g. research, consultation, etc.

51. What measures were taken to incorporate human rights and gender in the training design?

52. Did the project face any challenges in the development of course curriculum, etc.? Please elaborate. And, how were these resolved?

53. What was the process to **select training participants**? How was this process developed?

54. What challenges has the project faced in selecting attendees? And how were these challenges resolved?

55. Did the project have a particular strategy for including women trainees? What were the outcomes of this strategy?

56. Has the project been able to track the effect/change of the trainings and knowledge disseminated through these activities?

Knowledge Management and Dissemination

57. What methods of dissemination is the project using to share project information, outputs, and outcomes with beneficiaries and various stakeholders?

58. Have these dissemination activities been effective? Please provide examples.

59. How can the knowledge management and dissemination activities of the project be improved?

60. How has the project ensured ongoing dissemination and sharing of this knowledge in the medium to long term?

Lessons Learnt

61. Based on your experience, what are the major lessons learned from the project design and implementation?

Recommendations

62. How can the role of UNCTAD be improved for better project performance? E.g. more proactive support to key stakeholders, improved linkages and coordination, quicker decision making, etc.

63. What are your overall recommendations for the improvement of project design and implementation going forward?

PARTNER ORGANIZATIONS – ASEAN/UNESCAP/UNCITRAL (KII)

1. What are the major trade related policies and programs of your organization with regard to ASEAN countries? In particular, which of these focus on ecommerce and authentication?
2. What are the major challenges faced by ASEAN countries in e-trade?
3. In what way did the UNCTAD project help overcome these challenges?
4. What has been the role played by your organization in the design and delivery of the UNCTAD project?
5. In your opinion, what have been the most effective elements of the training program? Why?
6. What additional measures can be undertaken to ensure a wider outreach of the outputs and outcomes documented by the project?
7. What can be the potential threats to the sustainability of the project's outputs and outcomes?
8. What have been the major lessons learned from your participation in this program?
9. What are your recommendations for improving the design or delivery of this program?

Training/Workshop Participants (FGD) – Private Sector

Background

1. Please provide a brief background and overview of your organization.
2. To what extent do trainings and capacity building interventions support the work that you carry out in your organization?

Application and Selection

3. What training(s) or workshop(s) did you participate in?
4. How did you learn about the training program?
5. Please elaborate the application and selection process.
6. Did you face any challenges in the selection process? If yes, please elaborate.

Participation

7. What benefits were you able to derive from participating in this workshop? E.g. improved knowledge and understanding on particular issues, providing policy proposals, etc.
8. What new knowledge did you acquire by participating in the workshop/training? How has this changed your understanding of trade policy design and implementation?
9. What challenges, if any, did you face for participating in the course? E.g. advance content for your knowledge level, limited time, issues associated with remote learning, etc.

Outcome of Training

10. Have you incorporated the learnings from this workshop/training in your own work?
11. If yes, what benefits have you seen or foresee from applying this knowledge?
12. What challenges have you faced in incorporating the knowledge in your work? E.g., availability of data, support from other stakeholders, etc.
13. Have you participated in a similar training or workshop in the past? If yes, how would you compare the training provided by UNCTAD with these other activities?

COVID-19 Implications

14. What trends have you seen with regards to trade and ecommerce during the COVID-19 pandemic? What implications do these trends have for ecommerce policies?
15. Did the UNCTAD training prepare you in any way to respond to these trends?

Recommendations

16. What are your recommendations for improving the training/workshops organized by the project? E.g. particular topics, participants, duration, refresher courses, etc.
17. In your opinion, what measures should be taken so that the knowledge provided by the project can be disseminated to a broader group in your organization across the country/region?

Training/Workshop Participants (FGD) – Government Representatives

Background

1. What are the major capacity and policy gaps in your country with respect to ecommerce policy?
2. How do these gaps affect your country's potential for ecommerce development and participation in regional and global trade?

Participation

3. What role has your department played in the design and delivery of UNCTAD project? E.g. needs assessment, curriculum design, nomination of participants, etc.
4. How has the project contributed to building the capacity of your department/your country in designing and implementing ecommerce policies?
5. What other benefits, if any, has your country derived from participation in the UNCTAD training program? E.g. improved regional trade connectivity, etc.
6. How will your department/country continue to benefit in the long term from the training resources available through UNCTAD as a result of this project?
7. What have been the challenges/foreseen challenges of incorporating the recommendations from the training program? And how can these be overcome?
8. What are some other major sources of ecommerce and trade development training programs? And how would you compare the training provided by UNCTAD with supported from these other sources?

COVID-19 Implications

9. What trends have you seen with regards to trade and ecommerce during the COVID-19 pandemic? What implications do these trends have for ecommerce policies?
10. Did the UNCTAD training prepare your department/country in any way to respond to these trends?

Recommendations

11. What have been the major lessons learned from your department/country's participation in the training program?
12. What are your recommendations for improving the training/workshops organized by the project? E.g. particular topics, participants, duration, refresher courses, etc.

Survey – Training/Workshop Participants

Background

1. What best describes your organization?
 - a. Government agency
 - b. Private Sector business/firm
 - c. International/intergovernmental agency
 - d. CSO/NGO/Academia
 - e. Other (Please specify)
2. What is your role/position within the organization?
3. What country are you based in? <drop menu of list of countries>
4. What training(s) or workshop(s) did you participate in? Select from the list below.

Application and Selection

5. What were the reasons you decided to apply for the training program?(Select all that apply)
 - a. The mode of delivery (platform, teaching style, accessibility etc) suited my needs
 - b. The decision was based on UNCTAD's reputation and expertise
 - c. I wanted to improve my knowledge about the subject matter
 - d. I wanted to gain practical skills to apply the knowledge gained to my work
 - e. It was the only course of its kind available
 - f. Others (Please specify)
6. How would you rate the ease of the application and selection process?
 - a. Extremely easy
 - b. Somewhat easy
 - c. Neutral
 - d. Somewhat difficult
 - e. Extremely difficult
7. To what extent is there room for UNCTAD to improve its application and selection process?
 - a. To a great extent
 - b. Somewhat
 - c. Very little
 - d. Not at all

<If a or b answered above> In your opinion, how can UNCTAD improve its application and selection process?
(Select all that apply)

- a. Wider dissemination/advertisement of the trainings/workshops
- b. Improved registration process
- c. Better clarify the selection criteria
- d. Improve its timeliness to respond to applicants
- e. Improve communication with applicants
- f. Others (Please specify)

Participation

8. To what extent did the training(s) or workshop(s) meet your expectation?

- a. Exceeded expectations
- b. Met expectations
- c. Somewhat met expectations
- d. Did not meet expectations

9. To what extent do you agree with the following?

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1	The objectives of the training/workshop were met					
2	The training/workshop was relevant to me					
3	The training/workshop was led by qualified instructors					
4	The content of the training/workshop was appropriate					
5	The training/workshop improved my understanding of the topics covered					
6	The training/workshop materials were easy to understand					
7	The training/workshop duration was of the appropriate length					
8	The training/workshop was beneficial to me					
9	The learnings from the training/workshop were easy to incorporate into my work					

10. How did the training(s)/workshop(s) benefit you? (Please select all that apply)

- a. I feel confident in having the tools I need to incorporate learnings to my work
- b. My position within my organization has been improved
- c. I have developed a better understanding of e-commerce from a policy and/or regulatory perspective
- d. I have developed a better understanding of the challenges and opportunities that are relevant to my work/organization
- e. I have broadened my network
- f. Others (Please specify)

11. Overall, how satisfied are you with the training/workshop you participated in?

- a. Extremely satisfied
- b. Somewhat satisfied

- c. Neutral
- d. Somewhat dissatisfied
- e. Extremely dissatisfied

Outcome of Training

12. Have you incorporated any learnings from this workshop/training in your own work?
 - a. Yes
 - b. No
13. If yes, in what ways have you applied your new knowledge/skills learned?
 - a. I provided input for a concrete policy development
 - b. I have used my knowledge in a research/study
 - c. I have used my knowledge in a policy dialogue
 - d. I have used my knowledge/skills in advocacy work
 - e. I have implemented some of the best practices in my organization
 - f. Others (Please specify)
14. If no, what are the reasons that learnings have not been incorporated into your work?
 - a. My work/organization has a different focus
 - b. Gaps/limitations in my own skills/knowledge
 - c. Gaps/limitations in my organization's competencies
 - d. Inadequate allocation of budget/resources
 - e. Staff turnover/rotation
 - f. Poor institutional management/coordination
 - g. Others (Please specify)
 - h. There have been no limiting factors
15. How likely are you to recommend the training/workshop to your peers/colleagues?
 - a. Extremely likely
 - b. Somewhat likely
 - c. Neutral
 - d. Somewhat unlikely
 - e. Extremely unlikely
16. How likely are you to enroll in future training(s)/workshop(s) offered by UNCTAD?
 - a. Extremely likely
 - b. Somewhat likely
 - c. Neutral
 - d. Somewhat unlikely
 - e. Extremely unlikely
17. Have you participated in a similar training or workshop in the past? If yes, how would you compare the training provided by UNCTAD with these other activities?
 - a. Significantly better than other trainings
 - b. Somewhat better than other trainings
 - c. At par with other trainings

- d. Somewhat worse than other trainings
- e. Significantly worse than other trainings

Recommendations

18. What are your recommendations for improving the training/workshops organized by the project? (Select all that apply)
- a. Improved communications with learners
 - b. Increased variety of topics covered
 - c. Improved relevance of content covered
 - d. Increased depth of content
 - e. Improved assessment of knowledge/skills learned
 - f. Improved quality of instruction
 - g. Improved website design and navigation
 - h. None of the above
 - i. Others (Please specify)

ANNEX 04: List of Documents Reviewed

1. Annual Progress Reports (2019, 2020 and 2021)
2. Practices on E-Commerce TRAINFORTRADE case studies in South East Asia
3. Digital Identity for Trade and Development TRAINFORTRADE case studies in South East Asia
4. In Country Needs Assessment Mission Report
5. E Commerce Best Practices Final Report Regional Face to Face Follow up Workshop on E Commerce Best Practices
6. Digital Identity for Trade and Development Final Report (Regional Face-to-Face Follow up Workshop on DITD)
7. Hybrid Restitution Workshop Final Report
8. Leapfrogging Skills Development in E-Commerce in South-East Asia in the Framework of the 2030 Development Agenda Project Document
9. Training Modules (e-Commerce Best Practices and DITD)
10. Development Account Final Report 1819N - March 2022
11. Why robust digital identity systems are essential in fostering trade and development, UNCTAD Policy Brief No. 96
12. UNCTAD XIV Outcome Nairobi Maafikiano and Nairobi Azimio
13. UNCTAD Strategic Framework 2016
14. tft.unctad.org (TRAINFORTRADE website)
15. learn.unctad.org (TRAINFORTRADE Learning Management System)
16. tft-reg.unctad.org (TRAINFORTRADE registration and statistics)

ANNEX 05: Detail of Interviews Conducted

Redacted for confidentiality purposes.

ANNEX 06: Survey Results

UNCTAD TrainForTrade project evaluation

68 Responses **45:37** Average time to complete **Closed** Status

ANNEX 07: UNDP/GEF Ratings Table

Outcome Ratings Scale - Relevance, Effectiveness, Efficiency

Rating	Description
6 = Highly Satisfactory (HS)	Level of outcomes achieved clearly exceeds expectations and/or there were no shortcomings
5 = Satisfactory (S)	Level of outcomes achieved was as expected and/or there were no or minor shortcomings
4 = Moderately Satisfactory (MS)	Level of outcomes achieved more or less as expected and/or there were moderate shortcomings.
3 = Moderately Unsatisfactory (MU)	Level of outcomes achieved somewhat lower than expected and/or there were significant shortcomings
2 = Unsatisfactory (U)	Level of outcomes achieved substantially lower than expected and/or there were major shortcomings.
1 = Highly Unsatisfactory (HU)	Only a negligible level of outcomes achieved and/or there were severe shortcomings
Unable to Assess (UA)	The available information does not allow an assessment of the level of outcome achievements

Sustainability Ratings Scale

Ratings	Description
4 = Likely (L)	There are little or no risks to sustainability
3 = Moderately Likely (ML)	There are moderate risks to sustainability
2 = Moderately Unlikely (MU)	There are significant risks to sustainability
1 = Unlikely (U)	There are severe risks to sustainability
Unable to Assess (UA)	Unable to assess the expected incidence and magnitude of risks to sustainability

ANNEX 08: Country Wise List of Participants

Delivery	Part. res. country	Participants
eCommerce Best Practices 2019	Myanmar	2
eCommerce Best Practices 2019	Cambodia	3
eCommerce Best Practices 2019	Philippines	148
eCommerce Best Practices 2019	Switzerland	1
eCommerce Best Practices 2019	Thailand	40
eCommerce Best Practices 2019	Indonesia	48
eCommerce Best Practices 2019	Lao People's Democratic Republic	5
eCommerce Best Practices 2019	Singapore	2
eCommerce Best Practices 2019	Malaysia	11
eCommerce Best Practices 2019	China	1
eCommerce Best Practices 2019	Viet Nam	1
eCommerce Best Practices 2019	Int. organisation	2
e-Commerce best practices follow-up May 2019	Indonesia	6
e-Commerce best practices follow-up May 2019	Cambodia	2
e-Commerce best practices follow-up May 2019	Thailand	3
e-Commerce best practices follow-up May 2019	Philippines	19
e-Commerce best practices follow-up May 2019	Lao People's Democratic Republic	2
e-Commerce best practices follow-up May 2019	Myanmar	2
e-Commerce best practices follow-up May 2019	Malaysia	1
Digital Identity for Trade and Development	Singapore	8
Digital Identity for Trade and Development	Indonesia	96
Digital Identity for Trade and Development	Thailand	5
Digital Identity for Trade and Development	Lao People's Democratic Republic	3
Digital Identity for Trade and Development	Myanmar	5
Digital Identity for Trade and Development	Philippines	39
Digital Identity for Trade and Development	Cambodia	15
Digital Identity for Trade and Development	Malaysia	4
Digital Identity for Trade and Development	Switzerland	2
Digital Identity for Trade and Development	Nepal	3
Digital Identity for Trade and Development	Australia	1
Digital Identity for Trade and Development	Bhutan	1

Digital Identity for Trade and Development	Int. organisation	6
Digital Identity for Trade and Development (Singapore)	Cambodia	3
Digital Identity for Trade and Development (Singapore)	Indonesia	8
Digital Identity for Trade and Development (Singapore)	Lao People's Democratic Republic	1
Digital Identity for Trade and Development (Singapore)	Malaysia	1
Digital Identity for Trade and Development (Singapore)	Myanmar	1
Digital Identity for Trade and Development (Singapore)	Philippines	7
Digital Identity for Trade and Development (Singapore)	Thailand	2
Digital Identity for Trade and Development (Singapore)	Singapore	3
Launch of the eCommerce Best Practices publication	Indonesia	37
Launch of the eCommerce Best Practices publication	Switzerland	4
Launch of the eCommerce Best Practices publication	Thailand	3
Launch of the eCommerce Best Practices publication	Philippines	44
Launch of the eCommerce Best Practices publication	Brazil	1
Launch of the eCommerce Best Practices publication	Egypt	1
Launch of the eCommerce Best Practices publication	Myanmar	3
Launch of the eCommerce Best Practices publication	Singapore	1
Launch of the eCommerce Best Practices publication	Cambodia	6
Launch of the eCommerce Best Practices publication	Japan	1
Launch of the eCommerce Best Practices publication	Niger	1
Launch of the eCommerce Best Practices publication	United States of America	3
Launch of the eCommerce Best Practices publication	Morocco	1
Launch of the eCommerce Best Practices publication	Ecuador	1
Launch of the eCommerce Best Practices publication	Lao People's Democratic Republic	1
Launch of the eCommerce Best Practices publication	Colombia	1
Launch of the eCommerce Best Practices publication	Malaysia	5
Launch of the eCommerce Best Practices publication	Algeria	1
Launch of the eCommerce Best Practices publication	Nigeria	1
Launch of the eCommerce Best Practices publication	India	1
Launch of the eCommerce Best Practices publication	Kenya	1
Launch of the eCommerce Best Practices publication	Malawi	3
Launch of the eCommerce Best Practices publication	Cameroon	2
eCommerce Best Practices for ASEAN member countries 2021	Int. organisation	3

eCommerce Best Practices for ASEAN member countries 2021	Indonesia	52
eCommerce Best Practices for ASEAN member countries 2021	Philippines	50
eCommerce Best Practices for ASEAN member countries 2021	Cambodia	23
eCommerce Best Practices for ASEAN member countries 2021	Myanmar	5
eCommerce Best Practices for ASEAN member countries 2021	Viet Nam	2
eCommerce Best Practices for ASEAN member countries 2021	Malaysia	3
eCommerce Best Practices for ASEAN member countries 2021	Thailand	1
Digital Identity for Trade and Development for ASEAN Plus Six member countries 2021	Int. organisation	12
Digital Identity for Trade and Development for ASEAN Plus Six member countries 2021	India	17
Digital Identity for Trade and Development for ASEAN Plus Six member countries 2021	Philippines	48
Digital Identity for Trade and Development for ASEAN Plus Six member countries 2021	Malaysia	5
Digital Identity for Trade and Development for ASEAN Plus Six member countries 2021	Singapore	5
Digital Identity for Trade and Development for ASEAN Plus Six member countries 2021	China, Macao Special Administrative Region	1
Digital Identity for Trade and Development for ASEAN Plus Six member countries 2021	Viet Nam	7
Digital Identity for Trade and Development for ASEAN Plus Six member countries 2021	Australia	4
Digital Identity for Trade and Development for ASEAN Plus Six member countries 2021	China, Hong Kong Special Administrative Region	7
Digital Identity for Trade and Development for ASEAN Plus Six member countries 2021	Republic of Korea	5
Digital Identity for Trade and Development for ASEAN Plus Six member countries 2021	Indonesia	65
Digital Identity for Trade and Development for ASEAN Plus Six member countries 2021	Brunei Darussalam	1
Digital Identity for Trade and Development for ASEAN Plus Six member countries 2021	China	3
Digital Identity for Trade and Development for ASEAN Plus Six member countries 2021	Thailand	21
		65

Digital Identity for Trade and Development for ASEAN Plus Six member countries 2021	Cambodia	23
Digital Identity for Trade and Development for ASEAN Plus Six member countries 2021	Japan	2
Digital Identity for Trade and Development for ASEAN Plus Six member countries 2021	Myanmar	2
Digital Identity for Trade and Development for ASEAN Plus Six member countries 2021	United Kingdom of Great Britain and Northern Ireland	1
Hybrid restitution workshop Jakarta, Indonesia 6-9 December 2021	China, Macao Special Administrative Region	1
Hybrid restitution workshop Jakarta, Indonesia 6-9 December 2021	Philippines	28
Hybrid restitution workshop Jakarta, Indonesia 6-9 December 2021	Singapore	1
Hybrid restitution workshop Jakarta, Indonesia 6-9 December 2021	Cambodia	5
Hybrid restitution workshop Jakarta, Indonesia 6-9 December 2021	China, Hong Kong Special Administrative Region	3
Hybrid restitution workshop Jakarta, Indonesia 6-9 December 2021	Malaysia	2
Hybrid restitution workshop Jakarta, Indonesia 6-9 December 2021	India	4
Hybrid restitution workshop Jakarta, Indonesia 6-9 December 2021	Indonesia	47
Hybrid restitution workshop Jakarta, Indonesia 6-9 December 2021	Australia	1
Hybrid restitution workshop Jakarta, Indonesia 6-9 December 2021	Thailand	2
Hybrid restitution workshop Jakarta, Indonesia 6-9 December 2021	Myanmar	2
Hybrid restitution workshop Jakarta, Indonesia 6-9 December 2021	Viet Nam	1
Hybrid restitution workshop Jakarta, Indonesia 6-9 December 2021	China	1
Hybrid restitution workshop Jakarta, Indonesia 6-9 December 2021	Int. organisation	9
Hybrid restitution workshop Jakarta, Indonesia 6-9 December 2021	Pakistan	1
Hybrid restitution workshop Jakarta, Indonesia 6-9 December 2021	Switzerland	1
Hybrid restitution workshop Jakarta, Indonesia 6-9 December 2021	United Kingdom of Great Britain and Northern Ireland	1
Totals:		1114

ANNEX 09: TRAINFORTRADE Team Organogram



ANNEX 10: Evaluation ToRs

CONFÉRENCE DES NATIONS UNIES SUR
LE COMMERCE ET LE DÉVELOPPEMENT



UNITED NATIONS CONFERENCE
ON TRADE AND DEVELOPMENT

Terms of Reference (TOR)

External Evaluation of Development Account Project 1819N: Leapfrogging skills development in e-Commerce in South-East Asia in the Framework of the 2030 Development Agenda

I. Introduction and Purpose

1. This document outlines the Terms of Reference (TOR) for the independent final project evaluation for the United Nations Development Account (UNDA) funded project titled “*Leapfrogging skills development in e-Commerce in South-East Asia in the Framework of the 2030 Development Agenda*”.
2. The evaluation will provide accountability to UNCTAD management, the Capacity Development Office/Development Account of DESA, project stakeholders, as well as UNCTAD's member States with whom the final evaluation report will be shared.
3. The evaluation will provide assessments that are credible and useful, and also include practical and constructive recommendations. In particular, the evaluation will systematically and objectively assess project design, project management, implementation, the extent of gender and human rights mainstreaming and overall project performance. On the basis of these assessments, the evaluation will formulate recommendations to project stakeholders, in particular to UNCTAD and/or the Capacity Development Office/Development Account of DESA with a view towards optimizing results of future projects, including on operational and administrative aspects.

II. Context of the evaluation

4. E-commerce is one of the key drivers of growth and innovation in the world today. It has significant potential for Micro, Small, and Medium Sized Enterprises (MSMEs). If applied properly, e-commerce can make MSMEs more competitive and allow them to grow and thrive in what is becoming a highly competitive global market place. But the digital revolution may leave out many businesses and consumers in developing countries, who stand to benefit most from opportunities like direct access to customers all over the world and a larger choice of goods and services at lower prices. Most of the \$US25 trillion in online sales in 2015 took place in developed economies -- with the exception of China, no developing or transition economy is among the top 10 e-commerce markets.
5. Since 1999, the Association of Southeast Asian Nations (ASEAN) has put in place a series of initiatives aiming at promoting the regional development of e-commerce. Electronic commerce is seen as a key component for ASEAN to realize its vision of a regionally integrated economy. Having a single market will enable ASEAN member States to take advantage of rapid economic development within the region and in neighboring countries.
6. In 2000, the e-ASEAN Framework Agreement was signed by ASEAN Member States during the 4th ASEAN Informal Summit in Singapore. In its Article 5 on the Facilitation of the Growth of Electronic Commerce, the Agreement states that the ASEAN should promote the development of e-commerce by adopting electronic commerce regulatory and legislative frameworks, which would create trust and confidence of consumers as well as to facilitate the transformation of businesses towards the development of e-ASEAN.
7. The ASEAN ICT Masterplan 2020 encompasses eight strategic thrusts that work together to support the advancement of the ASEAN Community. One of them focuses on accelerating the Development and Growth of ASEAN's ICT Industry and Services and strategically support the growth of priority areas of ASEAN's digital economy. The related action as per the Masterplan is to “Promote Digital Trade in ASEAN: Encourage and enhance digital trade through policy, innovation, awareness raising and enabling electronic and other better modes of

transactions and payments, especially for SMEs.” Another thrust focuses on the increasing prospect of cyber threats – both economic and social – posed by malicious software, hacking, data theft and online fraud. If left unchecked, these threats could impede ASEAN's progress as a digitally-enabled community. ASEAN intends to build a trusted digital ecosystem, so that transactions and information exchanges will be safe, secure, and trustworthy.

8. However, an UNCTAD survey of ASEAN Member States in 2017 on their e-commerce readiness and policy priorities showed that less than half of the ASEAN countries have a dedicated national strategy for e-commerce. The survey identified policy priorities in the areas of ICT infrastructure (access to affordable broadband and greater competition among telecommunication providers), payments (regulations that protect consumers, interoperability of different online and mobile payment modes), legal frameworks (privacy and consumer protection), trade logistics (Single Windows, de minimis regimes) skills development (capacity building of policy makers and MSMEs) and access to finance (enabling investment climate for e-commerce and identification of bottlenecks to financing e-commerce ventures)
9. ASEAN Member States in the region have expressed their interest on strengthening cooperation with UNCTAD in the area of e-commerce and the digital economy at various occasions including during UNCTAD 14 (Nairobi, June 2016) and the UNCTAD E-Commerce Week (Geneva, May 2017) where an ASEAN brainstorming meeting was held in view of the organization of the UNCTAD/ASEAN Workshop held in November 2017. One of the recommendations made during the workshop was that regional and bilateral cooperation in the ASEAN should be further leveraged in the context of the AWPEC as a vehicle for ASEAN Member States to share experiences on how to design and implement policies on harnessing e-commerce and the digital economy for development.
10. UNCTAD has been undertaking several activities jointly with the ASEAN Secretariat and with ASEAN countries to assist them in the implementation of the ICT Masterplans 2015 and 2020, as well as the AEC blueprint 2025, especially building a digitally-enabled economy recognized as a key priority for the ASEAN regional integration.
11. The project builds upon UNCTAD's more than two decade-long experience, through its TrainForTrade programme, on capacity building to strengthen trade-related human and institutional capacities in the areas of its mandate, with a specific reference to: (i) comprehensive human resource development – in policy formulation, implementation and evaluation, to equip individuals with the knowledge and skills and access to information needed to enable them to perform their tasks more effectively; (ii) the strengthening of local training institutions, to become sustainable and autonomous bodies able to provide the skills and knowledge required for a dynamic open economy; and (iii) the means to generate local knowledge, by fostering local research institutions and adapting generic (trade and investment) knowledge to country-specific needs. It also builds on assistance to ASEAN Member States in the area of e-commerce and the digital economy, in particular the legal framework.

III. Subject of the evaluation

12. The main objective of the project is to strengthen capacities of policy-makers and practitioners from selected countries in South-East Asia on e-Commerce to promote inclusive and sustainable development. In particular, this project aims to help to address the main challenges and policy priorities in developing e-commerce in South-East Asia, such as in the areas of legal frameworks and skills development. It supports MSMEs in establishing new digital services and develop capabilities of policy and law makers as well as the private sector on digital authentication methods. In addition, this project aims to increase information sharing and South-South cooperation among the targeted countries.
13. Based on an assessment of the needs and interest expressed by ASEAN countries, Indonesia, Philippines and Singapore, are the selected target countries. The selection of these beneficiary countries considers the different stages in e-commerce development and the potential for South-South cooperation.
14. The expected accomplishments of the project are as follows:
 - EA1: Enhanced understanding by key actors¹⁷ from beneficiary countries on legal and practical aspects of e-Commerce.
 - EA2: Strengthened capacities of policy-makers of beneficiary countries in designing e-Commerce policies to promote new digital services and develop digital authentication methods.
15. Some of the main outputs and activities include:

¹⁷ Key actors refer to policy-makers and practitioners.

- Developing and validating a capacity building training package on e-Commerce and Digital Authentication according to the TrainForTrade methodology;
 - Development and testing of an e-Learning Package;
 - An e-learning capacity building online workshop for each of the components (e-Commerce, Digital Authentication);
 - A regional face-to-face workshop for each of the components (e-Commerce, Digital Authentication);
 - Publication of selected case studies produced through the workshops;
 - A workshop to discuss and validate the policy proposals related to the two subjects (e-Commerce, Digital Authentication);
16. The project aims to contribute to the post-2015 development agenda by making direct and concrete contributions to the sustainable development goals (SDGs), in particular to Goal 17, specifically targets 17.3 mobilizing additional resources from a variety of sources, 17.6 technology facilitation mechanism, and 17.9 build capacity to support country plans. At a wider level, the project also contributes to Goal 1 (end poverty in all forms everywhere); Goal 5 (Achieve gender equality and empower all women and girls), Goal 8 (Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all), in particular targets 8.3 promoting productive activities, entrepreneurship, creativity and innovation and 8.a Increased Aid for Trade; and Goal 9 (Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation) under targets 9.3 integrating enterprises into value chains and markets, 9.a infrastructure investment through finance, technological and technical support to SIDS, LLDCs and LDCs, and 9.c access to ICT..
17. The project is implemented by UNCTAD's TrainForTrade Programme from the Division on Technology and Logistics. Partners include UNCITRAL, UNESCAP, the ASEAN secretariat and the participating national governments.
18. The project started in February 2018 with an approved budget of \$600,000 and is scheduled for completion by 31 December 2021.

IV. Evaluation scope, objectives and questions

19. This final evaluation of the project has the following specific objectives:
- Assess the degree to which the desired project results have been realized, including the extent of gender and human rights mainstreaming; and
 - Identify good practices and lessons learned from the project that could feed into and enhance the implementation of related interventions.
20. The evaluation will cover the duration of the project from February 2018 to December 2021.
21. The evaluation is expected to address the following questions under the below criteria (to be further developed in the inception report, as appropriate):
- a) Relevance**
- To what extent the project design, choice of activities and deliverables properly reflect and address the development needs and priorities of participating countries, taking into account UNCTAD's mandates?
 - What adjustments are needed to make the project more relevant to the participating countries in supporting their efforts to implement the 2030 Agenda, including responding to emerging challenges?
- b) Effectiveness**
- Have the activities achieved, or are likely to achieve, planned objectives as enunciated in the project document and outcomes (intended or unintended), in particular against relevant SDG targets?
 - To what extent have the project participants utilized the knowledge and skills gained through the project's activities in contributing to the efforts of their organizations/governments to further develop their digital economies?
- c) Efficiency**
- **How efficient was the Project in utilizing project resources and has the project management been adequate to ensure the achievement of the expected outcomes in a timely manner?**

- **To what extent has the work of the project been complementary to that of initiatives in the areas of e-commerce and the digital economy by other UN and non-UN actors in supporting participating countries in achieving sustainable development?**

d) Sustainability

- Is there evidence that beneficiary countries are committed to continue working towards the project objectives beyond the end of the project and/or have there been catalytic effects from the project both at the national/regional levels?
- What measures have been built in to promote the sustainability of the outcomes? What additional measures could be taken to ensure the sustainability of the outcomes over time?

e) Gender and human rights

- To what extent a human rights-based approach and a gender mainstreaming strategy were incorporated in the design and implementation of the intervention, and can results be identified in this regard?

f) Responses to Covid-19

- What adjustments, if any, were made to the project as a direct consequence of the COVID-19 situation, and to what extent did the adjustments allow the project to effectively respond to the new priorities of Member States that emerged in relation to COVID-19?
- How did the adjustments affect the achievement of the project's expected results as stated in its original results framework?

V. Methodology

22. The evaluation will adopt a theory-based, utilization-focused approach. It will be guided by the results framework of the project and ensure a gender and human rights responsive evaluation. The evaluator is required to use a mixed-method approach, including qualitative as well as quantitative data gathering and analysis as the basis for a triangulation exercise of all available data to draw conclusions and findings. Contribution analysis could be undertaken in particular to assess project results.
23. In view of the current global pandemic situation, innovative methods for data collection are required. Hence, methods for data gathering for this evaluation include, but is not limited to, the following:
- Desk review of project documents and relevant materials;
 - Collect and analyze relevant web and social media metrics related to the outputs of the project;
 - Observe a sample of virtual meetings, webinars and other activities¹⁸ to be implemented by the project, as appropriate;
 - Telephone/skype interviews with relevant UNCTAD staff;
 - Online surveys of beneficiaries of the project, and other stakeholders, as may be required; conduct follow-up interviews as may be necessary;
 - Virtual focus group discussions;
 - Telephone/skype interviews with a balanced sample of project participants, project partners and other relevant stakeholders;
 - Possible attendance of the final regional workshop planned for early December in Indonesia.
24. As part of the desk review, which will lead to an Inception Report, the evaluator will use the project document as well as additional documents such as mission reports; progress reports, financial reports, publications, studies - both produced under the project as well as received from national and regional counterparts. A list of project beneficiaries as well as other partners and counterparts involved in the project will be provided to the evaluator.
25. The evaluator will further elaborate on the evaluation methodology in the Inception Report, determining thereby the exact focus and approach for the exercise, including developing tailor-made questions that target different

¹⁸ The evaluator will be invited to follow and observe the last online course to be delivered under this project, titled "Digital identity for trade and development". The course includes 6 modules and takes place from 31 May–2 July 2021.

stakeholders (based on a stakeholder analysis), and developing the sampling strategy and identifying the sources and methods for data collection. The methodology should follow the UNCTAD and Development Account Inception Report Guidelines.

26. The evaluator is required to submit a separate final list of those interviewed in the Annex of the evaluation report. The evaluator is to ensure a wide representation of stakeholders, bearing in mind the need to include those in a disadvantaged or minority position as appropriate.

VI. Organization of the evaluation

(i) Deliverables and Expected Outputs

27. The evaluation, on the basis of its findings and assessments made on the above criteria, should draw conclusions, make recommendations and identify lessons learned from the implementation of the project.

28. More specifically, the evaluation should:

- Highlight what has been successful and can be replicated elsewhere;
- Highlight, as appropriate, any specific achievements that provide additional value for money and/or relevant multiplier effects;
- Indicate shortcomings and constraints in the implementation of the project while, at the same time, identifying the remaining challenges, gaps and needs for future courses of action;
- Make pragmatic recommendations to suggest how UNCTAD's work in this area can be further strengthened in order to address beneficiaries' needs and create synergies through collaboration with other UNCTAD divisions, international organizations and development partners, and other international forums;
- Draw lessons of wider application for the replication of the experience gained in this project in other projects/countries;

29. Three deliverables are expected out of this evaluation (following EMU templates):

- i. An inception report¹⁹;
- ii. A draft evaluation report; and
- iii. The final evaluation report²⁰

30. The inception report should summarize the desk review and specify the evaluation methodology, determining thereby the exact focus and scope of the exercise, including the evaluation matrix, the sampling strategy, stakeholder mapping analysis and the data collection instruments.

31. The final report of the evaluation must be composed of the following key elements:

- i. Executive summary;
- ii. Introduction of the evaluation, a brief description of the projects, the scope of the evaluation and a clear description of the methodology used;
- iii. Findings and assessments according to the criteria listed in Section IV of this ToR, with a comparison table of planned and implemented project activities and outputs; and
- iv. Conclusions and recommendations drawn from the assessments.

32. All the evaluation assessments must be supported by facts and findings, direct or indirect evidence, and well-substantiated logic. It follows that proposed recommendations must be supported by the findings and be relevant, specific, practical, actionable, and time-bound recommendations.

(ii) Description of Duties

33. The UNCTAD Evaluation Unit, in close collaboration with the Division for Technology and Logistics (DTL), will facilitate the evaluation as undertaken by an independent evaluator.

34. The evaluator reports to the Chief of Evaluation Unit. S/he will undertake the evaluation exercise under the guidance of the EMU and in coordination with the project manager. The evaluator is responsible for the evaluation design, data collection, analysis and reporting as provided in this TOR. The evaluator will submit a copy-edited final report to UNCTAD.

35. The evaluator shall act independently, in line with United Nations Evaluation Group (UNEG) Ethical Guidelines and

¹⁹ The quality of the inception report should meet those standards set out in UNEG Quality Checklist for Evaluation Terms of Reference and Inception Reports: http://www.uneval.org/papersandpubs/documentdetail.jsp?doc_id=608

²⁰ The quality of the evaluation report should meet those standards set out in UNEG Quality Checklist for Evaluation Reports: <http://www.uneval.org/document/detail/607>

in her/his private capacities and not as a representative of any government or organisation that may present a conflict of interest. S/he will have no previous experience of working with the project or of working in any capacity linked with it.

36. The evaluator should observe the UNEG guidelines, standards²¹, and norms²² for evaluations in the UN system, as well as UNCTAD's Evaluation Policy²³, in the conduct of this assignment. The evaluator needs to integrate human rights and gender equality in evaluations to the extent possible.²⁴ The evaluator needs to ensure a complete, fair, engaging, unreserved, and unbiased assessment. In case of difficulties, uncertainties or concerns in the conduct of the evaluation, the evaluator needs to report immediately to the Chief of Evaluation Unit to seek guidance or clarification.
37. The project team will support the evaluation, by providing desk review documents (following Evaluation Unit desk review documents guidelines), contact details of project stakeholders as well as any additional documents that the evaluator requests. It is the responsibility of the project manager to ensure senior management engagement throughout the evaluation and timely feedback in the quality assurance and factual clarification process coordinated by the Evaluation Unit. The project team will review and provide comments on the inception, draft and final reports with a view on quality assurance and factual accuracies.
38. The Evaluation Unit acts as clearing entity during the main steps of this evaluation. It endorses the TOR and approves the selection of the proposed evaluator. The Evaluation Unit reviews the evaluation methodology, clears the draft report, performs quality assurance of the final report and participates in disseminating the final report to stakeholders within and outside of UNCTAD. The Evaluation Unit engages the project manager throughout the evaluation process in supporting the evaluation and validating the reports.

(iii) Timetable

39. The total duration of the evaluation is equivalent to 30 days of work and will take place over the period 1 June 2021 to 16 February 2022.
40. The evaluator will be invited to follow and observe the last online course to be delivered under this project, titled "Digital identity for trade and development" that takes place from 31 May–2 July 2021. The main evaluation activities will however take place from the last quarter of 2021.

(iv) Monitoring and Progress Control

41. The evaluator must keep the Evaluation Unit informed of the progress made in the evaluation on a regular basis.
42. The evaluator will submit the first draft of inception report by 18 June 2021. The Report should include draft data collection instruments for review.
43. The first draft of the report should be presented to the Evaluation Unit by 14 January 2022 for quality assurance purposes (approximately 1 week). The revised draft report will then be shared with the project manager for factual clarification and comments (approximately 2 weeks).
44. The deadline for submission of the final report will be 16 February 2022.
45. The contract concludes, and payment issued, upon satisfactory receipt of the final report.

(v) Qualifications and Experience²⁵

²¹ "Standards for Evaluation in the UN System" by UNEG, UNEG/FN/Standards (2005);

http://www.uneval.org/papersandpubs/documentdetail.jsp?doc_id=22;

²² "Norms for Evaluation in the UN System" by UNEG, UNEG/FN/Norms (2005);

http://www.uneval.org/papersandpubs/documentdetail.jsp?doc_id=21;

²³ "Evaluation Policy" of the United Nations Conference on Trade and Development (UNCTAD), December 2011. December 2011, http://unctad.org/Sections/edm_dir/docs/osg_EvaluationPolicy2011_en.pdf.

²⁴ "Integrating human rights and gender equality in evaluations" by UNEG, UNEG Guidance Document (2014):

<http://www.unevaluation.org/document/detail/1616>. The UNEG Handbook on "Integrating human rights and gender equality in evaluations: Towards UNEG Guidance" by UNEG, UNEG Guidance Document (2011): <http://www.uneval.org/document/detail/980>.

²⁵ The United Nations shall place no restrictions on the eligibility of men and women to participate in any capacity and under conditions of equality in its principal and subsidiary organs.

46. **Education:** Advanced university degree in economics, trade, development, public administration, rural development, or related field.
47. **Experience:** Experience: At least 10 years of experience in conducting evaluations, preferably on interventions in the areas of trade-related technical assistance and capacity building. Experience in gender mainstreaming is desirable. Solid understanding of the UN context and the Sustainable Development Goals; Experience conducting public policy and/or development programme evaluations; Solid understanding of evaluation design, data collection and analysis methods; Ability to develop clear, realistic, feasible recommendations;
48. **Language:** Fluency in oral and written English.

(vi) Conditions of Service

49. The evaluator will serve under a consultancy contract as detailed in the applicable United Nations rules and regulations. The evaluator will not be considered as staff member or official of the United Nations but shall abide by the relevant standards of conduct. The United Nations is entitled to all intellectual property and other proprietary rights deriving from this exercise.

VII. Evaluation communication and dissemination plan

50. The final evaluation report and key findings will be disseminated widely to all relevant stakeholders such as the funding partners, UNCTAD management, etc. through the following possible mediums:
 - A workshop (possibly online or face-to-face) with all relevant stakeholders to present the key findings, recommendations and lessons learned.
 - A copy of the final evaluation report will be made available publicly on UNCTAD website.
 - A brief summary of the key evaluation findings and lessons learned (including infographics) will be communicated to all UNCTAD staff through an UNCTAD internal newsletter.
 - The brief summary can also be made available on social media platform through short messages or videos, with the assistance of the UNCTAD Communication and External Relations Unit.

Annex 1. Requirements for the evaluation report

N°	Report Section	Contents
1	Title and opening pages	<ul style="list-style-type: none"> • Title of the report, including the DA project that was evaluated and the regions / countries and time frame covered • Date of the report • Names and organizations of evaluator • Name of the organization commissioning the evaluation • Acknowledgements
2	Table of contents	<ul style="list-style-type: none"> • Listing of the contents of the report, including annexes, boxes, figures, and tables with page references
3	List of acronyms and abbreviations	<ul style="list-style-type: none"> • Listing of all acronyms and abbreviations used in the DA evaluation report
4	Executive Summary	<ul style="list-style-type: none"> • The summary needs to be a stand-alone section of maximum three pages that is able to inform decision-making • Needs to include short overview of the project, the purpose, scope and objective of the evaluation and the intended users • Provide key aspects of the methodology, its limitations and ways in which these were mitigated • Summarize key findings, conclusions, lessons learned / good practices and recommendations
5	Introduction	<ul style="list-style-type: none"> • Background to the project and the evaluation • Very short description of the project to be evaluated • Short reason for the evaluation • Purpose of the evaluation, including timing of the evaluation and expected users and use of the evaluation results
6	Context of the evaluation	<ul style="list-style-type: none"> • Introduction of the topic of the evaluation and relevant developments concerned • Details on the topic in countries/regions covered by the project • Details on policies, plans and programmes of government and other organizations on the topic concerned and support provided by other development partners
7	Subject of the evaluation	<ul style="list-style-type: none"> • The DA project, its objective and how it tries to achieve this • Coverage in terms of countries / regions and time frame concerned • Partners for implementation, including government, other IEs, other UN agencies at country/regional level • Project resources • Past evaluations / assessments / studies if relevant including gender analysis and vulnerability assessment
8	Evaluation scope, objectives and questions	<ul style="list-style-type: none"> • Scope of the evaluation and rationale concerned • Objectives of the evaluation, including what evaluation criteria will be covered • Evaluation questions, organized by evaluation criteria
9	Methodology of the evaluation	<ul style="list-style-type: none"> • Methodological approach and rationale, including methods for data gathering and analysis, aspects of data availability and reliability of data, designed to meet the evaluation purpose, scope and objectives • Sampling of respondents for qualitative / quantitative data gathering, rationale for country selection of primary data gathering and process of stakeholder engagement • Ethical concerns and how these were handled • Limitations to the methodology and ways these were mitigated

N°	Report Section	Contents
10	Findings	<ul style="list-style-type: none"> • Statements related to (parts of) the evaluation questions and organized by evaluation criteria that are based on evidence presented in the report and that provide answers to parts of the evaluation questions • There is a need for a clear focus on results obtained, ways in which these have been achieved and contributions of the project
11	Conclusions	<ul style="list-style-type: none"> • Statements at the level of evaluation questions and beyond, that are grounded in the analysis of the findings. This can include statements at the level of the evaluation criteria, across criteria as well as related to cross-cutting issues. Conclusions provide added value to the findings
12	Lessons learned / good practices	<ul style="list-style-type: none"> • Lessons that were learned in the implementation of the DA project and that are useful beyond the context in which they were learned, with sufficient substantiation to be of use to people who do not know the project • A number of good practices that were tried out and produced results and that can be of use beyond the context in which they were identified, with sufficient substantiation for these to be of use to people who do not know the project • Maximum of a total of five learnings (incl. lessons and good practices) • There is a need to pay equal amounts of attention to lessons learned/good practices as to recommendations
13	Recommendations	<ul style="list-style-type: none"> • A list of maximum five to seven actionable recommendations, including responsible agency/agencies, time frame and aspects of implementation, in order of priority
14	Annexes	<ul style="list-style-type: none"> • TOR • Project results framework and additional details on the DA project as needed • Addition details on the context of the project and the evaluation as needed • List of persons interviewed and additional details on methodology as needed • References of documents reviewed