

E-commerce Management response to the Independent Evaluation of Development Account project 1819N: *Leapfrogging skills development in e-Commerce in South-East Asia in the Framework of the 2030 Development Agenda*

Response by recommendation

In this section, Project Management should address each recommendation that is addressed to UNCTAD, discussing them in the order presented in the evaluation report. This should be done in the format of the Management Response matrix below (see Box 1) and include:

- a. The recommendation number and text copied from the evaluation report;
- b. Indication of whether the recommendation is accepted fully, partially, or rejected;
- c. Description of the actions to be taken, with comments as required on the conditions to be met during implementation, or on reasons leading to a partial acceptance or rejection of a recommendation;
- d. The responsible party for implementing the action/s;
- e. The time-frame for implementation and/or an implementation schedule, if required;
- f. Indication if and what resources are required for implementing the recommendation.

Box 1. Management response matrix¹

Management response to the Independent Evaluation of Development Account project 1819N: Leapfrogging skills development in e-Commerce in South-East Asia in the Framework of the 2030 Development Agenda					Date
Evaluation Recommendation (a)	Management response (b) Accepted , partially accepted or rejected	Management plan			
		Actions to be taken, and/or comments about partial acceptance or rejection (c)	Responsible unit (d)	Timeframe (e)	Resources required (Y or N) (f)
<p>Recommendation 1:</p> <p>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</p>	Accepted	The TFT team will include this type of analysis (potential impact of personal development strategies and national/regional/global events on the training participation) during the needs assessments of future projects. For example, the DA14th tranche project entitled: "TrainForTrade blended learning strategy to boost the digital economy in Small Island Developing States of Africa, the Caribbean and Asia and the Pacific", which started its implementation in February 2022, has taken this recommendation into account in the needs assessment.	TLB/DTL	2022>	N

¹ Each column is cross-referenced to the bullet letters above.

<p>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.</p>					
<p>Recommendation 2:</p> <p>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</p>	<p>Accepted</p>	<p>TFT team will present the project to potential donors and partner entities to gather support and financial resources</p> <p>During the implementation of DA 11th tranche project (subject of this evaluation), potential donors were invited to learn about the activities, in particular during the restitution session in Jakarta. Unfortunately and probably due to the Covid situation, response was low and did not lead to further contacts. This is a feature we can add to new projects, for example, to include presentation sessions to potential donors and partner entities of relevant milestones including regional, national and international institutions.</p>	<p>TLB/DTL</p>	<p>2022-2025</p>	<p>Y</p>

<p>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.</p>					
<p>Recommendation 3:</p> <p>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.</p>	Partially accepted	Under DA 14 th tranche project “TrainForTrade blended learning strategy to boost the digital economy in Small Island Developing States of Africa, the Caribbean and Asia and the Pacific”, a new specialized course on Digital Economy Statistics will be developed. However, developing courses of different difficulty levels would require additional funding.	TLB-ECDE/DTL	2022-2023	Y
<p>Recommendation 4:</p> <p>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</p>	Partially accepted	Request for local languages could be assessed in future projects provided the necessary funding is also secured. Specifically, request for local languages needs to be assessed vis a vis resources available and expected number of participants to balance the resources invested.	TLB/DTL	>2023	Y

Indonesia, where English comprehension is marginal among the local population.					
<p>Recommendation 5:</p> <p>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.</p>	Partially accepted	<p>Research & Development into that field could be conducted providing financing is available to identify relevant indicators and methods and tools to collect it over time.</p> <p>Social media can only assess visibility and not the effectiveness of the project activities. The TRAINFORTRADE methodology includes effectiveness assessments based on satisfaction rate and average scores being linked to the results-based management which is implemented in all programme activities.</p> <p>The use and importance of social media is not even across the world. Putting too much emphasis on social media might skew the impact of course activities.</p>	TLB/DTL	>2023	Y