Project Title: Policies and Programmes for Youth with Disabilities in Latin America (1819A), Department of Economic and Social Affairs (DESA**),** UNITED NATIONS

Consultancy: External Independent Project Evaluation

Final Independent Evaluation

Final Report

Gerardo Sanchis Muñoz

December 2021

Acknowledgments

Table of Contents

List of acronyms

UNDESA	United Nations Department of Economic and Social Affairs
DSPD	Division for Social Policy and Development, UNDESA
DISD	Division for Inclusive Social Development, UNDESA
ECLAC	Economic Commission for Latin America and the Caribbean
SDGs	Sustainable Development Goals
UNEG	United Nations Evaluation Group
DPOs	Disabled People´s Organizations
YWDOs	Youth with Disabilities Organizations
YWD	Youth with Disabilities
PWD	People with disabilities

Executive summary

Background of the evaluation

The Policies and Programmes for Youth with Disabilities in Latin America project (1819A) was approved for implementation under the 11th Tranche of the United Nations Development Account in 2017. The project, conducted in partnership between UNDESA and ECLAC, aims to strengthen national capacities in the three project countries (Argentina, Ecuador, and Peru) to establish and implement evidence-based mechanisms for the formulation, monitoring and evaluation of national policies and programmes aimed at the social and economic inclusion of youth with disabilities.

This project consisted of 3 phases. The first phase consisted of the elaboration of an assessment report of the existing legislative and policy framework related to the inclusion of youth and/or persons with disabilities. The second part involved the realization of a national workshop in each of the participating countries throughout 2019. During 2020 training modules were virtualized in PERU, a pilot implementation of the "Registro itinerante de PCD en 6 Regiones del Perú" was completed, and a seminar was held on "COVID-19 y las personas con discapacidad en América Latina. Mitigar el impacto y proteger derechos para asegurar la inclusión hoy y mañana" report published by ECLAC. The objective was to generate a meeting point to discuss and develop recommendations to promote the inclusion of young people with disabilities given the new conditions. As the last phase of the project, training modules were completed for public officials in Argentina, and an end of project regional workshop was planned that would bring together the 3 participating countries. This event took place virtually on December 16th.

Objectives and Scope

The objective of this evaluation, as per the terms of reference, was to review the efficiency, effectiveness, relevance, and sustainability of the project and, specifically, to document its outcomes in relation to its overall objectives and expected results as defined in the project document. Emphasis was placed on identifying good practices and lessons learned from the implementation of the project, their sustainability, and their potential replication in other countries.

Methodology

The findings of this evaluation are based on a desk review of relevant documents, and 32 online semi-structured interviews. The data collected have been cross-analyzed and triangulated in order to inform the selected indicators and answer the evaluation questions presented in annex IV. This evaluation was conducted in line with the norms, standards, and ethical principles of the United Nations Evaluation Group (UNEG) and with the guiding principles of evaluation at ECLAC. The evaluation was carried out by Gerardo Sanchís Muñoz, an independent evaluator with no previous links to the project, between October and December 2021.

Main conclusions

The overall result of the final evaluation is positive. First, because the project intervened on a significant outstanding debt in Argentina, Peru and Ecuador. People with disabilities, and young people with disabilities, face objective barriers in all three countries that prevent them from fully accessing the labor market. The quota laws are far from being fulfilled in any of them. In all three countries, there is also a large degree of misunderstanding about this subject.

*Relevance***:** the project is relevant insofar as it refers to access to basic human rights promoted by UNDESA-ECLAC and based on SDGs. It also responds to specific needs identified, as stated by the different stakeholders in the three countries participating in the programme. However, the overall uncontested relevance of the project, is somehow challenged by a series of issues that will need further consideration:

Education and Disability: A majority of the interviewed underline that an inclusive educational system is an essential precondition for the accessibility to the labor market.

Youth and disability: Disabilities are diverse, and this has generated a fragmented ecosystem of DPOs, and each group of a certain type of disability face overwhelming challenges. The issues of young people do not always appear as a priority. The majority of PWD are over 60 years old, and this fact can influence the agenda setting sometimes.

Gender and disabilities: gender equality does not seem to be a priority for the different groups of disabilities, given other more pressing accessibility factors for PWDs.

Poverty and disability: A most relevant stratification criterion, is the <u>socioeconomic condition of the person with a disability</u>. If in addition to suffering a disability, one is poor, the aggravation in this case is unambiguous.

Gap between theory and practice: All participating countries boast adequate or even advanced legislation. The problem is that in some areas there are profound discrepancies between what is established by law and what is verified in practice.

"Packages" of problems to solve: The very vast and complex issue the project is dealing with, needs to be partitioned in manageable issues with concrete solutions. Before creating new norms or initiatives, existing obvious problems, could be addressed (see "Recommendations" below).

Disability and administrative fraud: the frequent abuse that occurs in the granting of disability pensions, in the allocation of funds for medical treatment, or fraud through the sale of parking permits, or other benefits, is *vox populi* in the region. The first victims of corruption are the people with disabilities themselves. They may never access certain benefits which are deviated to people not deserving them.

Effectiveness has been satisfactory, since it has met the proposed objectives. This, despite having to reconfigure itself from the COVID19 pandemic, and changes in government management in the three countries. The project was effective in part because of its own design, and to a great extent because of the participation and support of UNDESA-ECLAC:

> **i. Transversality**. Without the leverage of a supranational multilateral institution, the much-needed inter-ministerial articulation would have been much more difficult, if not impossible.
> **ii. Recognition**. The "UNDESA-ECLAC" brand facilitated the consideration, and in general acceptance, of the PWD access to work agenda.
> **iii. Continuity**. The intervention of UNDESA-ECLAC extends beyond the national political cycle of each country- favoring longer term policies.
> **iv. Regional scope.** Shared experiences and regional benchmarking were widely appreciated by workshop participants.
> **v. Local sensitivity.** The project responded in a customized way to the reality, the state of progress, and the possibilities of each country.

One aspect that did affect the effectiveness of the project was the economic downturn and changes in the labor market as a result of the pandemic. Formal employment opportunities were reduced in all three countries.

Efficiency: Project management was efficient in that it was able to adapt the activities to the pandemic restrictions in a timely manner, except for a few exceptions, and including the initial delays in 2019, which in the end did not affect the final results. There were no observations among the interviewees regarding episodes of delays, countermarches, or lack of response from UNDESA-ECLAC. The development of the project was kept within the parameters and expected costs. This despite the fact that the pandemic and the public health measures adopted, which made it impossible to travel, affected the type of activities that we were able to carry out.

Sustainability: The disruptions and changes in strategies derived from the pandemic made it necessary to move to virtual format. The strength of interpellation and motivation was hindered. Some additional effort for personalized dissemination of the educational products generated by the project would be pending. On the other hand, the formalization of knowledge through the elaboration of guides, instructions and tutorials was positive for sustainability in itself.

Recommendations

1. Give continuity to the 1819A project. It is imperative to persist in promoting the access to work agenda for people with disabilities. Organizations with a global and regional scope contribute their prestige and leadership, selective and focused financial support, and continuity in the effort beyond political changes.

2. Expand the regional scope of the project. Opinions were consistent regarding the value of exchanges between countries and the creation of regional networks of knowledge and activism.

3. Foster a strategy of "integral" educational inclusion. A closer link between basic education, technical and university education, and education for work should be fostered, since the educational path of the person with a disability is much more sensitive, than for any other, to the correct transition from one link to another.

4. Focus on diversity of disabilities, above other diversity agendas. Without denying the importance of affirmative action on youth or gender issues, given the multiplicity of problems and the scarcity of resources and political will, the experience of the project calls for focusing on the problem of diversity and inclusion of *all* disabilities.

5. Make explicit in the design and strategies, some key structural causes, even if they are politically sensitive. Institutional weakness in general, and patrimonial practices and extraction of public resources, promote fraudulent administrative practices and the diversion of funds, affecting the groups with the least power such as the PWDs.

6. Focus on local action: The very specific and diverse problematization of access to employment for each type of disability, and for different socioeconomic environments, is always better dealt with at the local level.

7. Focus on "packages" of specific strategic problems. Six examples of these were repeatedly mentioned by the interviewees of the three countries involved:
>   1. Incompatibilities of formal employment with benefits derived from disability.
>   2. Access to remote work technologies for all.
>   3. Comprehensive and complete registration of people with disabilities.
>   4. Tax burdens on work that hinder formal recruitment of workers in general, and strongly discriminate people with disabilities.
>   5. Unmet employment quota in the public sector.
>   6. Challenges of self-employment.

I. INTRODUCTION

I.1. Organization of the report

Following this introductory chapter on the mandate, subject, purpose and process of the evaluation, a brief description is provided of its methodology, limitations and the evaluative activities carried out in the course of the exercise. The remainder of the report presents the evaluation findings grouped around the core evaluation criteria of relevance, effectiveness, efficiency, and sustainability; and criteria set for Development Account-funded projects. Individual sections address different aspects of each criterion and include a detailed presentation of findings, including stakeholder perceptions, and findings emerging from the analysis of documents and of stakeholders' responses. Relevant conclusions and recommendations are presented in the final two sections.

I.2. Evaluation mandate

This report has been prepared pursuant to the stipulation contained in the programme document whereby a terminal evaluation would be carried out at the end of programme completion to assess its overall implementation and achievements. Project evaluations are conducted pursuant to General Assembly resolutions 54/236 and 54/474, in which the Assembly endorses the Regulations and Rules Governing Programme Planning, the Programme Aspects of the Budget, the Monitoring of Implementation and the Methods of Evaluation. In this context, the Assembly requested that programmes be evaluated covering all areas of work under their purview.

The evaluation was conducted based on DESA-Capacity Development and Programme Management Office's records as well as on the records of the Economic Commission for Latin America and the Caribbean, and to extract lessons learned for future DESA and ECLAC capacity development activities in the area of disability inclusion. The evaluation will be shared with the project stakeholders, including beneficiary countries, upon their request. The evaluation report will be uploaded to its online evaluation database i-eval discovery.

I.3. Subject of the evaluation

The Development Account is a capacity development programme of the United Nations Secretariat aimed at enhancing the capacities of developing countries in the priority areas of the United Nations Development Agenda. It is funded from the regular budget of the United Nations**.**

The Policies and Programmes for Youth with Disabilities in Latin America project (1819A) was approved for implementation under the 11th Tranche of the United Nations Development Account in 2017. The project, conducted in partnership between UNDESA and ECLAC, aims to strengthen national capacities in the three project countries (Argentina, Ecuador, and Peru) to establish and implement evidence-based mechanisms for the formulation, monitoring and evaluation of national policies and programmes aimed at the social and economic inclusion of youth with disabilities.

I.4. Evaluation process

This report presents an end-of-cycle evaluation of the Development Account project 1819A "**Policies and programmes for youth with disabilities in Latin America**" (hereinafter referred to as "the project"). This evaluation was conducted by Gerardo Sanchís Muñoz (hereinafter referred to as "the Consultant") between November and December 2021, commissioned by the United Nations Department of Economic and Social Affairs (UNDESA) and the Economic Commission for Latin America and the Caribbean (ECLAC).

The objective of this evaluation, as per the terms of reference, is to review the efficiency, effectiveness, relevance, and sustainability of the project implemented and, specifically, to document its outcomes in relation to its overall objectives and expected results as defined in the project document. Emphasis has been placed on identifying good practices and lessons learned from the implementation of the project, their sustainability, and their potential replication in other countries. A series of evaluation questions were developed, grouped under the following criteria: (i) relevance, (ii) effectiveness, (iii) efficiency, and (iv) sustainability. A section on cross-cutting issues was also added. The evaluation questions, along with key indicators, data collection methods and data sources, are detailed in the evaluation matrix included in annex IV.

The target audience and principal users of the evaluation include all implementing partners and beneficiaries, the Programme Manager of the Development Account, as well as other regional commissions and agencies of the United Nations system. The unit of analysis is the project itself, as well as its design, implementation, and effects. The evaluation was conducted in line with the norms, standards, and ethical principles of the United Nations Evaluation Group (UNEG) and with the guiding principles of evaluation at ECLAC[1].

---

[1] See ECLAC, "Preparing and Conducting Evaluations: ECLAC guidelines", Santiago [online] http://www.unevaluation.org/ document/download/1570; ECLAC, *Evaluation Policy and Strategy* (LC/L.3724/REV.2), Santiago, 2017; and (UNEG), *Norms and Standards for Evaluation*, New York, 2016.

II. BACKGROUND

As in many countries in the world, unemployment and incomplete schooling strikes younger people stronger, and Young People with Disabilities (YPWD) even worse. This poses a serious challenge for developing countries such as Argentina, Ecuador, and Peru, lacking the full institutional and physical infrastructure needed to integrate the YPWD into full social and economic life.

This action is linked to the 2030 Agenda for Sustainable Development and the SDGs, in particular those that mention young people and people with disabilities, especially highlighting the following as stated in ECLAC (2020):

• Objective 10.2: "*By 2030, enhance and promote the social, economic and political inclusion of all people, regardless of age, sex, disability, race, ethnicity, origin, religion or economic situation or other condition*".

• Objective 8.5: "*By 2030, achieve full and productive employment and work decent for all women and men, including youth and individuals with disabilities, as well as equal pay for work of equal value*".

• Objective 8.6: "*By 2020, considerably reduce the proportion of young people who do not they are employed and do not study or receive training*".

This project consists of 3 phases: the first phase consisted of the preparation of a report assessing the existing legislation, policies, programmes, and administrative framework related to the inclusion of youth and/or persons with disabilities, focusing specifically on the social inclusion and employment of youth with disabilities. The assessment sought to identify gaps and opportunities for the full participation of youth with disabilities in the labour market in each participating country.

In addition, as part of the second phase, a national workshop entitled ''Young people with disabilities: expanding opportunities for social and labour inclusion in Ecuador'' was held in the city of Quito from April 10 to 12, 2019, which brought together experts and professionals from different national institutions to open a space to discuss how to modify existing employment and social inclusion programs or formulate new ones. This experience was replicated in Lima, Peru on June 18-19, 2019, and finally, in Buenos Aires, Argentina on October 10-11, 2019. During 2020, two modifications to the initial planning of the project occurred, both due to the global pandemic:
1. The project was granted a six months' time no cost extension until December 2021.
2. Most of the workshops and training modules, which were not yet implemented by March 2020, were adapted to be done virtually due to travel and in-person meetings restrictions

Project activities in 2020 thus had to adapt to the restrictions imposed by quarantines in every country. Training modules were virtualized in Peru, a pilot implementation of the "Registro itinerante de PCD en 6 Regiones del Perú" was completed, and a seminar was held on "*COVID-19 y las personas con discapacidad en América Latina. Mitigar el impacto y proteger derechos para asegurar la inclusión hoy y mañana*" report published

by ECLAC,The objective was to generate a meeting point to discuss and develop recommendations to promote the inclusion of young people with disabilities given the new conditions.

During 2021, guides for universities and companies were published in Ecuador to strengthen the educational and labour inclusion of young people with disabilities and a workshop was held on the Good Practices Guide for higher education. Meanwhile, in Peru, the "Employment and people with disabilities" website was launched in June 2021 to promote accessibility to information, improve the insertion of people with disabilities in the labour market and raise awareness of the contribution of people with disabilities to the country's productive activities.

In Argentina, during 2021, two lines of action were defined based on the initial report and the recommendations that emerged from the national workshop:
1. On the one hand, the need to adapt existing vocational training courses offered by the Ministry of Labor, Employment and Social Security of Argentina to include disability,
2. On the other, to train the technicians of the territorial agencies in the perspective of employment and youth with disabilities, among other actions.

The following activities were defined in order to address these axes:
- The elaboration of a guide addressed to trainers for the adaptation of vocational training courses in which persons with disabilities
- The adaptation of the educational designs and materials of at least three vocational training courses for the training courses for access to persons with disabilities.
- The implementation of a training course aimed at the agents of the Ministry of Labor, Employment and Social Security, particularly the technicians of the territorial agencies.

As the 3rd phase of the project, a regional workshop was planned, which would bring together the 3 countries (Ecuador, Peru, and Argentina) in order to provide a platform for the exchange of knowledge and experiences acquired in the countries through the project, including representatives of regional intergovernmental agencies, civil society youth organizations and organizations of persons with disabilities. This event was held virtually on December 16th. ECLAC worked on the validation with different stakeholders and subsequent divulgation of good practices and recommendations on employment, education, health and social protection, which were summarized in a guide.

The total budget was $524,600 and the project was operationally completed in December 2021.

II.1 Objectives

As stated in the TORs, the objective of the evaluation is to assess the project implementation and its results as compared to its objective and planned outputs, through an independent assessment of the achievements of the project. It includes an analysis of relevance, effectiveness, efficiency, sustainability, and orientation to impact of the project. Also, the evaluation is also conducted for the purpose of accountability, learning, and planning and building knowledge.

II.2 Scope

The evaluation will assess the extent to which the project's objectives were effectively and efficiently achieved, or are expected to be achieved, and the relevance of the project's contributions. The questions below were assessed considering the objective, indicators of achievement, planned activities and outputs as set forth in the project document:

1. Did the project strengthen national capacities in the three project countries in establishing and implementing evidence-based mechanisms for formulation, monitoring and evaluation of national policies and programmes aimed at social and economic inclusion of young people with disabilities?

2. Did the project identify and make recommendations about the key entry points, during the duration of the project, to impact relevant social policy and programme development and implementation?

3. Did the project strengthen government officials' skills in the formulation of new evidence-based policies, strategies, programmes and legislations and/or the review of existing national legislations and programmes for social inclusion and employment of youth with disabilities at training workshops?

4. Did the expert group meeting help to develop a set of recommendations for existing national policies and programmes to be carried out by the project?

5. Did youth organizations, especially youth DPOs, receive support to promote the knowledge about UNCRPD and opportunities for employment and full participation in socio-economic life for young people with disabilities?

6. Did the project promote South-South cooperation, through regional meetings to share knowledge and experiences?

Furthermore, the evaluation will identify lessons learned, good practices and recommendations for the key stakeholders to improve implementation of project activities in general. To ensure a rigorous approach, an evaluation matrix (see annex IV) was developed, outlining the criteria, key questions, subquestions, indicators, sources, and data collection methods. The matrix was used in the evaluation design and served as an overarching guide for the preparation of the data collection tools and efforts to implement them.

III. METHODOLOGY OF THE EVALUATION

III.1 Description

With the evaluation matrix as the foundation, a **qualitative approach** was chosen for this project evaluation, mainly due to the nature of the assignment and the proposed timeframe. The purpose of this approach was to strengthen the reliability of data, the validity of the findings and recommendations, and to broaden and deepen our

understanding of the processes through which program outcomes are achieved, and how these are affected by the context within which the program is implemented.

The evaluation was executed between October and December 2021 and consisted of:

I.   **A desk review** of project documents and supporting bibliography, including:

(a)   The project document, the outputs, activity reports (such as results of evaluation surveys of workshops, studies), financial reports of DESA/CDPMO, progress reports, and selected relevant correspondence.

(b)   Other project-related material produced by the project staff, partners, or beneficiary country counterparts. The Consultant systematically reviewed all available project documents. The in-depth review covered the project document; progress reports; meeting reports; workshop and seminar-related presentations, evaluations, and reports; studies and publications; and the terms of reference for advisory activities. A list of the documents reviewed during the evaluation is presented in Annex III.

II.   **Interviews** with key individuals from the implementing organizations, from the beneficiary countries and project stakeholders, and other persons connected to the implementation of the project as described below. These interviews, in the form of KI in-depth interviews or in one case a FGD of three participants in Ecuador, included a limited portion of purposely selected beneficiaries to ensure that all distinctive beneficiary characteristics were covered.

III.   All interviews were performed remotely, using Google meets platform, and lasted between 50 and 80 minutes each.

Qualitative evaluation- sampling

Specifically, adopting a qualitative analysis through interviews tried to understand the program through studying the relationships among many different elements of the targeted groups and other settings in which the project operates. The aim of the interviews was to identify mechanisms through which the 1819A project helps to achieve its objectives. For this purpose, statements were analyzed according to whether they attribute the outcomes to the project´s activities.

Based on the results of the document review, the interviewees were selected, based on a stratified sample that covers the main characteristics of the target population and different stakeholder groups. Based on the data obtained in the document review and research done online, around 10-15 institutions were identified on average in each of the targeted sectors, per each participating country. Therefore, the sample was stratified according to the type of sector. The sampling is summarized as follows:

Figure 1. Sampling

Sector	Argentina	Ecuador	Peru	Sample Size
Government: Ministry of Labour	2	0	3	5

Government: Other agencies	1	3	1	5
DPO´s	3	2	2	7
Other CSO and Academia	1	2	0	3
Private Sector	2	1	1	4
Project Consultants	3	2	3	8
Total	11	10	10	**32**

The second stratification criterion was the three participating countries. In case of non-response, when possible, the interviewee was randomly replaced by another participant with similar characteristics. In all sampling calculations, the gender balance was secured. A majority of the actual interviewed (59%) were women.

III.2 Limitations

This evaluation was not as comprehensive as other full-fledged evaluations. It was not informed by direct observations, as no country visits were conducted. A larger number of in-depth, in-person and in-country interviews could have provided more insights. Several interview requests, particularly those sent to project beneficiaries, were never answered. However, as these requests coincided with the onset of the coronavirus disease (COVID-19) pandemic, it is therefore not surprising that participation rates are lower than expected in these unprecedented times.

Despite the above limitations, the data collection instruments used allowed for sufficient evidence to be collected to ensure that the findings, lessons learned, and recommendations are well grounded, and evidence based.

IV. EVALUATION FINDINGS

This section begins with an overview of the main results and findings of the evaluation. General aspects and evaluation questions are shown in relation to the overall project, while results for more specific questions are shown for the various countries that participated in the project.

IV. 1. General assessment of project outcomes

The table gives an overview of the evaluation ratings at a glance. Specific explanations and justifications of these assessments are provided in the qualitative findings below. To better understand the level and quality of results achieved by the project, a rating system was established for each evaluation criterion[2].

The rating reflects the evaluation team's informed judgement, based on qualitatively or quantitatively captured indicators and data collected during the exercise. Ratings for non-quantifiable indicators require that qualitative assessments be made. These were effected through a review of the data and analysis of the interviews conducted during the course of the evaluation. The criteria for these assessments were established using a regular Likert scale rating.

The rating system for this report was established by the author and does not necessarily represent official ECLAC policy. This rating system is based on a qualitative standard scale; therefore, results are to be considered an indicative evaluation of compliance with the project document in terms of performance of implemented activities and quality of achieved results.24 The ratings are corroborated and fully supported by the qualitative analysis of the evaluation. The categories are as follows[3]:

Good (G): in compliance with high standards of performance. •

Satisfactory (S): in compliance with some concerns although not major ones. •

Partially satisfactory (PS): in compliance but with weaknesses in some parts. •

Unsatisfactory (US): not in compliance.

The general result of the final evaluation is positive. First, because the project intervened on a significant outstanding debt in Argentina, Peru and Ecuador. People with disabilities, and young people with disabilities, face objective barriers in all three countries that prevent them from fully accessing the labor market. The quota laws are far from being fulfilled in any of them. In all three countries, there is also a large degree of misunderstanding about the facilities and requirements necessary for people with disabilities to be included in regular job training programs, in university acceptance and

---

[2] Evaluation ratings are not a general evaluation policy at ECLAC. Nevertheless, they are frequently used at other United Nations agencies, such as UNDP and the United Nations Children's Fund (UNICEF), and at many other agencies and institutions for international cooperation. Most of the rating systems commonly used are based on the Organization for Economic Cooperation and Development/Development Assistance Committee (OECD/DAC) evaluation criteria for development cooperation.

[3] Rating established in accordance with the Organization for Economic Cooperation and Development (OECD), ―Review of DAC Principles for Evaluation of Development Assistancel, 1998 [online] http://www.oecd.org/dataoecd/63/50/2065863.pdf.

company recruitment processes. Also, other contemporary Latin American agendas related to socioeconomic, gender, environmental, and currently health conquests, monopolize government priorities. Thus, policies that can promote the recognition of the social contribution of people with disabilities, through work, are relegated.

General Evaluation Ratings Table

| According to TORs general evaluation criteria, the project:	US	PS	S	G
GEQ 1. Strengthens national capacities in the three project countries in establishing and implementing evidence-based mechanisms for formulation of national policies and programmes aimed at social and economic inclusion of young people with disabilities		X		
GEQ 2. Strengthens national capacities in establishing and implementing evidence-based mechanisms for monitoring and evaluation of national policies and programmes aimed at social and economic inclusion of young people with disabilities		X		
GEQ 3. Identifies and make recommendations about the key entry points, during the duration of the project, to impact relevant social policy and programme development and implementation				X
GEQ 4. Strengthens government officials' skills in the formulation of new evidence-based policies, strategies, programmes and legislations and/or the review of existing national legislations and programmes for social inclusion and employment of youth with disabilities at training workshops			X	
GEQ 5. Developed, through the expert group meeting, a set of recommendations to be carried out, for existing national policies and programmes				X
GEQ 6. Brought support to promote the knowledge about UNCRPD and opportunities for employment and full participation in socio-economic life for young people with disabilities, and especially for youth DPOs			X	
GEQ 7. Promoted South-South cooperation, through regional meeting to share knowledge and experiences			X	

IV.2. Specific evaluation criteria

Consolidated evaluation findings. For ease of reference, the main findings — which substantiate the general ratings and assessments presented in the previous table — are listed below beginning with an Evaluation Ratings Table for each criteria. Detailed evidence and specific findings are provided afterwards for each of the relevant evaluation areas.

Relevance

The project is relevant insofar as it refers to access to basic human rights promoted by UNDESA-ECLAC and based on the Sustainable Development Goals (SDGs)[4] It also responds to specific needs identified, clearly and unequivocally, both by government actors, as well as by those from the social sector, associations that promote the rights of people with disabilities, as well as by experts and academics specialized in job training and disability, in the three countries participating in the programme. This relevance was confirmed by the survey administered in each workshop in the three participating countries:

a. National workshop: "***Youth and disability: social and labor inclusion in Argentina"***, Buenos Aires, October 10 and 11, 2019. 18 evaluations were collected from workshop attendees. The substantive content of the workshop was rated positively by all.

Figure 2. Respondents - Argentina
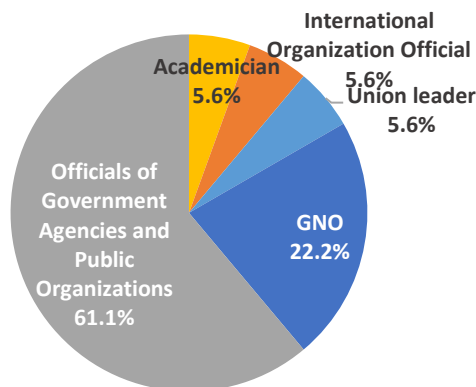
Source: Prepared by the author on the basis of the surveys.

---

[4] As stated in the Prodoc: *"The project contributes to the 2018-2019 programme budget, Section 9 ("Economic and social affairs"), Subprogramme 2 ("Social policy and development") (A/70/6 Sect. 9), Expected accomplishment (b), "Increased knowledge of and acquired skills for implementing social policies at the national and community levels with a view to strengthening the capacity of Member States in this regard" and Expected accomplishment (c), "Increased awareness by Governments, civil society, the United Nations system and the private sector of social development analysis." The project will also contribute to Part V, Section 21 Economic and Social development in Latin America and the Caribbean, Subprogramme 5 Social Development and Equality, expected accomplishment a) enhanced capacity of the central or subnational governments in the region to formulate policies, plans and programmes that address the structural and emerging equality gaps affecting different socioeconomic and population groups.*

Figure 3. Opinions of respondents in Argentina

	Very useful	Useful	Average	Of some use
General Content	38.9%	61.1%		
Relevance of the contents for the respondent's work in his or her institution	38.9%	61.1%		
Relevance to learn about experiences of social and labor inclusion of young people with disabilities.	50.0%	44.4%	5.6%	
Usefulness of the workshop in strengthening national dialogue on plans, programs and policies for social and labor inclusion of youth with disabilities in Argentina.		38.9%	50.0%	5.6%

Source: Prepared by the author on the basis of the surveys.

b. National workshop and meeting of experts "*Young people with disabilities: expanding opportunities for social and labor inclusion in Ecuador*", Quito, April 10-12, 2019. 30 evaluations were collected from workshop attendees. The substantive content of the workshop was positively rated by 28 people.

Figure 4. Respondents - Ecuador

- GNO 23.3%
- Academician
- International Organization Official 3.3%
- Officials of Government Agencies and Public Organizations 66.7%

Source: Prepared by the author on the basis of the surveys.

Figure 5. Opinions of respondents in Ecuador

	Very useful	Useful	Average	No answer
General Content	60.0%	33.3%	6.7%	
Relevance of the contents for the respondent's work in his or her institution	73.3%	23.3%	3.3%	
Relevance to learn about experiences of social and labor inclusion of young people with disabilities.	70.0%	26.7%	3.3%	
Usefulness of the workshop in strengthening national dialogue on plans, programs and policies for social and labor inclusion of youth with disabilities in Ecuador.	66.7%	20.0%		13.3%

c. National workshop "***Young people with disabilities: expanding opportunities for social and labor inclusion in Peru",*** Lima, June 18 and 19, 2019. 16 evaluations were collected from workshop attendees. The substantive content of the workshop was rated positively by all attendees
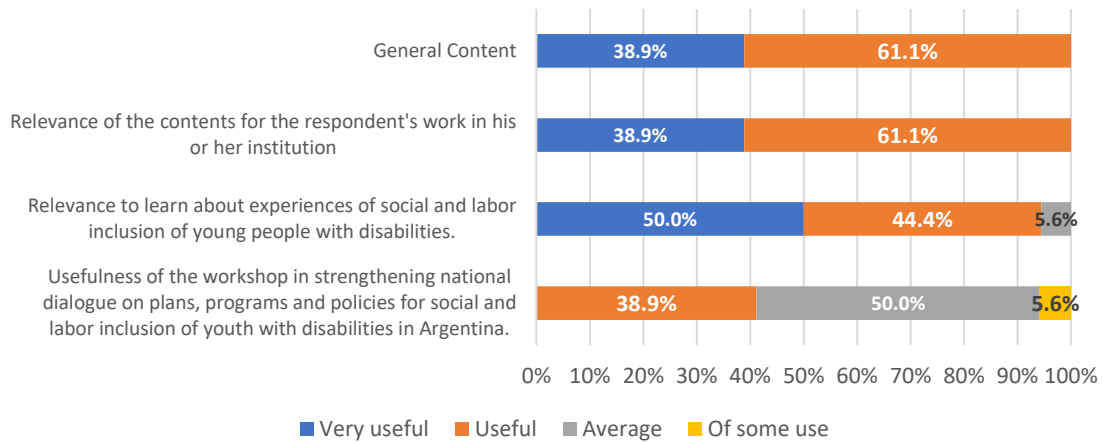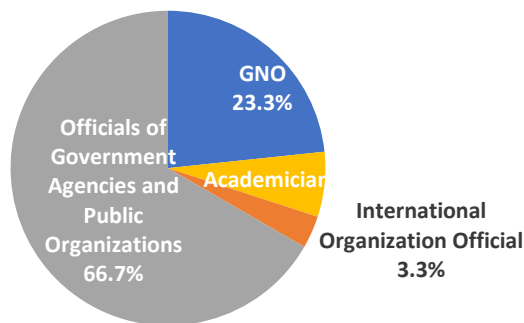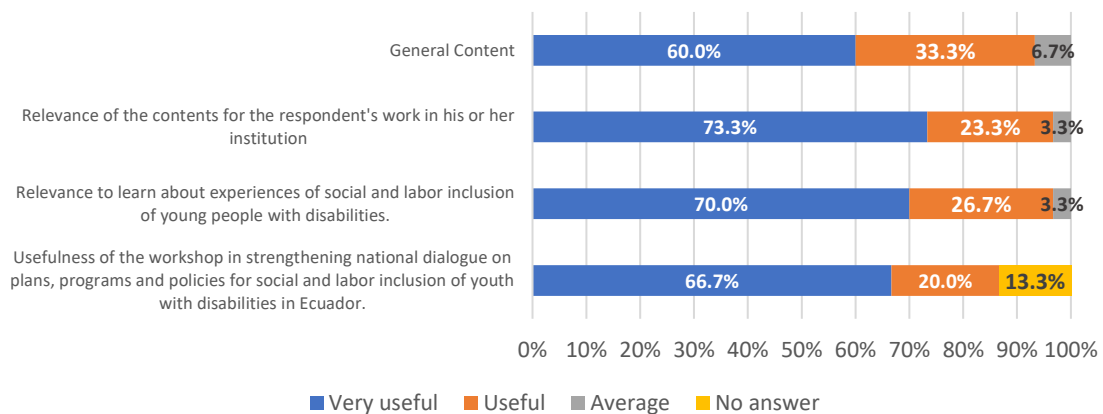
Figure 6. Respondents - Peru

Figure 7. Opinions of respondents in Ecuador
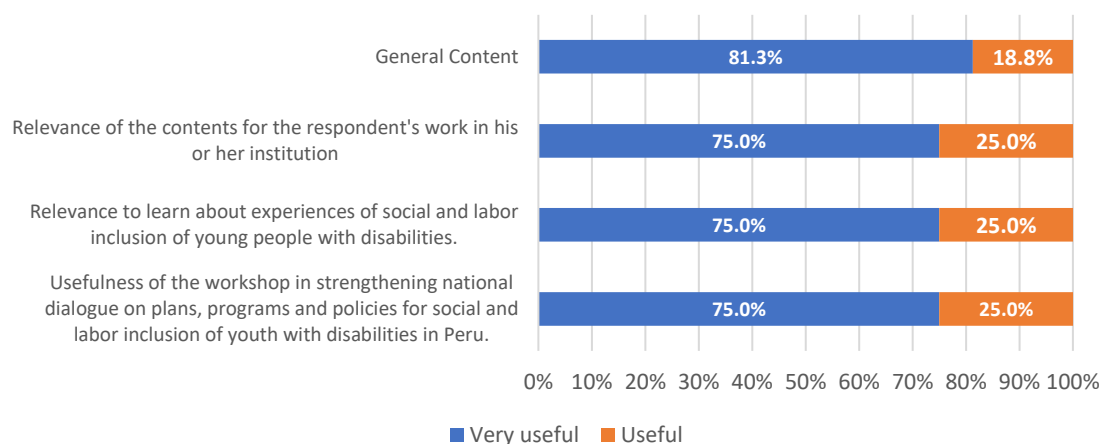
However, the overall uncontested relevance of the project, is somehow challenged by a series of issues that will need further consideration:

Education and Disability

Each of the 32 interviewees considers the objective of improving job accessibility for people with disabilities in general and for young people, to be a strong priority. In approximately more than 50% of the respondents, however, and without denying the importance of the issue, they underline that an inclusive educational system is an essential precondition for the accessibility of the PWD to the labor market.

And within the educational trajectories, to the sector most inaccessible to the PWD, which is the university sector. The project, in the case of Peru, considered actions in this regard. In Argentina, training courses were adapted to make them accessible. In Ecuador, one of the guides developed was on Superior Education

However, all those interviewed recognize that it is urgent to improve access to work for all people who have already passed the schooling age, and that therefore they demand urgent policy actions.

Youth and disability

From the documentary analysis and the interviews, it clearly emerges that the problem of disability is complex. First of all, because disabilities are diverse, and the policies they demand as well. This has generated a fragmented ecosystem of social organizations, and that in many cases have an exclusive focus at the problems of the group each organization represents.

Thus, each group of a certain type of disability, is less concerned about the problems of others. And this does not stem from selfishness: the challenges for each type of disability are overwhelming enough to force each constituency to narrow down the focus and specialize. In this context of protection and vindication of rights for each group, discrimination between young people and non-young people does not appear as a priority. Therefore, the policy of targeting by age ranges loses some relevance. In most of the policies and proposals emanating from the public or social sector in the three countries, as can be verified in the documents reviewed, there are few references to the problem of youth with disabilities, as a priority resolution problem. There is certainly a lack of coordination of actors and institutions that work with both populations separately.

As an illustration of this problem, it is worth analyzing the results of the workshop "***Young people with disabilities: social and labor inclusion in Argentina***" held in the city of Buenos Aires on October 10 and 11, 2019. Below is a chart with the sessions where proposals were made, and how many of them were explicitly addressed to young people.

Figure 8. Buenos Aires´ workshop proposals

"*Young people with disabilities: social and labor inclusion in Argentina*" seminar sessions	Total proposals	Proposals referring to youth
Sesión 2: *Medición y estadísticas: estado de situación general*	6	none
Sesión 3: *Experiencias de inclusión de jóvenes con discapacidad en el sistema educativo, incluyendo la educación técnica y profesional*	10	2
Sesión 4: *Experiencias de inclusión de jóvenes con discapacidad en el mercado laboral*	11	3
Sesión 5: *Experiencias de gestión de políticas públicas para la inclusión de jóvenes con discapacidad en otras dimensiones: protección social, participación, salud*	13	1
TOTAL	**40**	**6**

Source: Prepared by the author

Gender and disabilities

Regarding the gender issue, comparative statistics indicate that access to employment for women with disabilities is lower than for men, in the three countries, although the causes are not clear. And for the same reason as in the case of the distinction for being young, the distinction for being a woman does not seem to be a priority in the different groups of each disability, given that social discrimination for being disabled is vastly deeper and more pressing than any other factor, such as gender, or sexual orientation, religious, etc. Again, this entails revising the *relative* weight of priorities, and in no way implies downplaying the youth or gender agendas.

In addition, there is another issue that relativizes the relevance of the gender approach in employment access policies for people with disabilities. Some qualified actors, and among them the interviewees Pamela SMITH of Peru; the official of the Argentine Ministry of Labor Mónica Monica E. GAGLIARDI, of the Coordination of Support for Workers with Disabilities; and Margarita VELASCO of the Social Observatory of Ecuador coincide, in analyzing the increasingly prominent gender equality agenda, to see it as a factor that contributes - along with other pressing issues such as the climate or the social crisis derived from the pandemic - to relegate the agenda of the rights of PWDs.

The aforementioned Argentine government official, for example, mentions in the interview that in the catalog of the job training offer of the National Institute of Public Administration of Argentina (INAP), there are literally dozens of courses on how to advance with equality gender in the workplace, and only one -result of this project- referred to how to advance with equal access for people with disabilities.

The aforementioned problems could be reflected in the composition of the institutional representation in the initial national workshops of the project. Indeed, the majority of the participants in the workshops in the three countries were public officials. The participation of civil society and the academic sector was quite limited.

Representation in national workshops

Respoding Participants in national kick-off workshops 2019			
	Argentina	Ecuador	Peru
Government	11	8 + 8 CONADIS	12
Parliaments	0	0	0
Youth organizations	0	0	0
Disabled persons organizations	4	4	2
International organizations	1	1	1
Education sector	1	4	0
Other Civil Society Organizations	1	3	3
Total participants	18	28	18

Source: Prepared by the author on the basis of surveys.

Despite what was planned in the project document, there was no participation of the parliamentary sector, or the Justice, and no representatives of youth organizations were registered. There were no representatives of the organizations working on gender equality.

Poverty and disability

Where a relevant stratification criterion does appear and mentioned by a significant number of qualified actors interviewed, is the <u>socioeconomic condition of the person with a disability</u>. If in addition to suffering a disability, one is poor, the aggravation in this case is unambiguous, and especially in a region like Latin America where social policies are far from achieving a strict universal scope.

Gap between theory and practice

Another problem regarding the relevance of the project that was mentioned in the project document and that has been conclusively confirmed in the evaluation, is the relative importance of the legal or normative improvement in the matter of disability in the three countries. However, the long-term sustainability objectives set out for the project in its TORs are the generation of new legal frameworks and administrative policies, and the more explicit inclusion of the issue in national development plans and programs.

Now, it is an opinion shared by the vast majority of those interviewed, and verified in expert reports, that in general there is adequate or even advanced legislation on the protection and promotion of the rights of persons with disabilities. The problem is that in some areas there are profound discrepancies between what is established by law and what is verified in practice.

The problem has more to do with the political will to place it on the agenda, allocate resources and develop effective capacities, and give it momentum and follow-up. And it has less to do with the lack of adequate laws or mention of the problem in plans or policies.

The most graphic example is the laws for the employment of people with disabilities in the public and private sectors. They are present in all three countries, and yet they are not fulfilled, not even in the public sector, and even in ministries or agencies related to social or inclusion problems.

"Packages" of problems to solve:

In addition to this issue of compliance with the quota, the interviewees identified at least six groups of problems, three on the demand side for work, and three on the supply side, which could be disaggregated from the major problem and dealt with in a timely manner, increasing the chances of resolution:

On the demand side:

1. **Incompatibilities in benefit**s: On the side of the demand for employment, the negative incentives to accept a formal job that exist from the incompatibilities

raised in the disability pension systems or other social benefits derived from disability.

2. **Use of technology**: On the demand side as well, if the pandemic had any beneficial effect, this was the naturalization of teleworking. Remote employment allows the mediation of technologies that not only facilitate accessibility for people with physical disabilities, but also allow the generation of multiple access tools for other types of disabilities. However, this needs to be able to ensure broad access to digital tools and to the skills to use them, for the entire population, regardless of their socioeconomic situation or geographic location.

However, the benefits of new technologies are hindered by the fact that a significant proportion of jobs performed by PWD cannot be done remotely (informal jobs, personal services).

3. **Registration of people with disabilities**: Regarding the identification and registration of people with disabilities, although it receives extensive treatment in the diagnoses and activities generated by the project, the comprehensive and systematic analysis of the problem is not proposed, with the appropriate energy to the need to solve such a priority.

Among other factors, the fraudulent handling of the granting of certificates, and the resulting abuses, must be made explicit. It is obvious that when a registry becomes a potential source of spurious business, its management is co-opted by mafia networks within public organizations, which will prevent it from being transparent, fair and effective. More on this problem in the next section "Disability and administrative fraud".

On the supply side:

4. **Tax burdens on work**: On the job offer side, tax and pension legislation, which in general threatens blank employment, becomes even more hostile and threatening in the case of small companies that wish to hire people with disabilities. Here, one could think about carrying out broad consultations with the business sector, with a simple and obvious question: "What factors stop your company from hiring people with disabilities?"

5. **Employment quota in the public sector**: Similarly, another obvious package of analysis from the offer is the aforementioned lack of compliance with the employment quota in the public sectors of the three countries. If the sector that issues the standard and that regulates its own employment in a controlled manner, does not comply with the standard, what can be expected from the rest of society?

6. **Self-employment**: the option of creating your own job offer becomes an urgent need after the destruction of formal employment caused by the pandemic. This challenge reinforces the problems already present in the

traditional entrepreneurship and microcredit policies and deserves a full and comprehensive treatment in an upcoming regional push on the issue.

Disability and administrative fraud

Another problem that affects the relevance of continuing to improve regulations and policies is corruption. Due to the sensitivity of the subject, it is barely dealt with, both in expert reports and in workshops or diagnostic documents, and yet the widespread abuse that occurs in the granting of disability pensions, in the allocation of funds for medical treatment, or fraud through the sale of parking permits, or other benefits, is *vox populi* in the region.

The first victims of corruption are the people with disabilities themselves. They may never access certain benefits which are deviated to people not deserving them.

If the problem is not explicitly addressed, each legal improvement, and any greater social or economic concession given to groups of people with disabilities will be tainted by the suspicion that it opens the door for further abuses by those in charge of the allocations. This might ultimately affect the will of society and the political decision-making system to devote more resources to the sector. Higher transparency and oversight from DPOs could be considered.

Effectiveness

Effectiveness Specific Evaluation Questions Rankings	US	PS	S	G
SEQ 1. Achievements of the overall project objectives/outcomes			X	
SEQ 2. Knowledge sharing, and communication strategy been effective in raising the profile of the project within the country and among the cooperating partners				X
SEQ 3. The monitoring and evaluation system results-based and facilitate a project adaptive management		X		
SEQ 4. contextual and institutional risks and positive external to the project factors have been managed by the project management			X	

The effectiveness of the project has been satisfactory, since it has met the proposed objectives. This, despite having to reconfigure itself from the COVID19 pandemic, that was declared a public health emergency of international concern by the WHO in January 2020. Also, changes in government management in the three countries, occurred during the development of the project (Argentina, December 2019; Ecuador, May 2021; and Peru, July 2021).

The project was effective in part because of its own design, and to a great extent because of the participation and support of UNDESA-ECLAC, which compensated for diagnosed weaknesses in the capacities to implement policies in the three countries. In particular, the evaluation identified some fundamental assets of the intervention:

i. Transversality. The articulation of initiatives to promote access to the labor market for people with disabilities implies motoring from a certain area of government - in the case of the project, it was in general the office with competence in matters of disability of the respective ministries of Labor - various lines of action that necessarily involve other areas of the states, such as Health, Social Security, Justice, Education, or even the university system. As was emphasized by the majority of those interviewed, without the leverage of a supranational multilateral institution, intra-ministerial articulation would have been much more difficult, if not impossible.

An example of this was given by Eva RUIZ, coordinator of the area of "workers with disabilities" of the Argentine Ministry of Labour. She explained how the visibility and leverage that ECLAC-UNDESA gave to their initiatives, finally brought the subject to the much-needed attention of the employment promotion area of the ministry, which so far was unreceptive to their proposals.

ii. Recognition. A factor that is related to the previous one, the "UNDESA-ECLAC" brand facilitated the consideration, and in general acceptance, of public offices and also of various stakeholders, of principles, criteria, rules and tools contained in the different guides and tutorials produced by the project.

This would not have been so evident if such knowledge had emerged internally from the labor ministries or CONADIS of each country. Some interviewees even highlighted the lack of technical prestige and ministerial leadership as a problem, vis-à-vis private -or union- training providers, and companies.

iii. Continuity. The particular governance in Latin America, characterized by many temporary state positions and with significant levels of turnover in changes in government management, makes it difficult to continue in the long term of affirmation of rights policies, such as those dealt with in the project.

The intervention of UNDESA-ECLAC -which extends beyond the national political cycle of each country- prevented the change of course or the suppression of the lines of work that had begun, from the assumption of new authorities verified in all the intervening countries.

iv. Regional scope. Several interviewees highlighted the opportunity to share experiences with colleagues from other countries, and to be able to internalize successful practices from neighboring countries with the potential to adapt to their own realities. Comments repeated by the attendees of the project´s workshops also stressed this point.

However, this resource could be exploited to a greater extent, according to one interviewee, taking as an example the successful cases in terms of articulating groups of people with disabilities with private companies in Chile and Uruguay.

v. Local sensitivity. The interventions in each of the three countries, although they were developed simultaneously and with the same shared purpose and objectives, were not

identical. The project did not seek to impose a single solution or a particular best practice, but responded in a customized way to the reality, the state of progress, and the possibilities of each country.

As a result of the pandemic and the economic downturn, there were changes in the labor market. Formal employment opportunities were reduced in all three countries. In the future, a deepening of this situation is foreseen, which enhances the deficiencies of formal education, and at the same time a tendency of the new generations, for the use of technologies that empower them in their work independence. The groups of people with disabilities do not escape this.

The project had in its TORs as medium-term objectives: improved capacity of local and national government officials to develop / amend policies, legal frameworks and administrative measures; and to incorporate national programs for training and employment of young people with disabilities into existing national development plans and programs in the project countries, in close collaboration with youth organizations and DPOs. To do this, it implemented expert diagnostic studies in each of the countries and contributed the regional and global vision and analysis in exchange and socialization activities with the representatives of the relevant governmental, academic and social entities.

However, these activities coincided with the pandemic, changes in government management, and with other global phenomena such as the global warming crisis, regional such as the Venezuelan migration crisis, or national ones such as the Argentine economic crisis (2019), the Ecuadorian social crisis (2019) and the Peruvian political crisis. Thus, their visibility and the possible impact on dedicated policies, regulatory improvements or additions in national plans or strategies were reduced. In any case, and as reflected in the results of the satisfaction survey of the training sessions for federal public officials of the Ministry of Labour of Argentina, the topics and skills introduced meet the demand.

Figure 9. Results of the satisfaction survey. Training of territorial agency officials on youth and adults with disabilities and employment in Argentina – December 2021
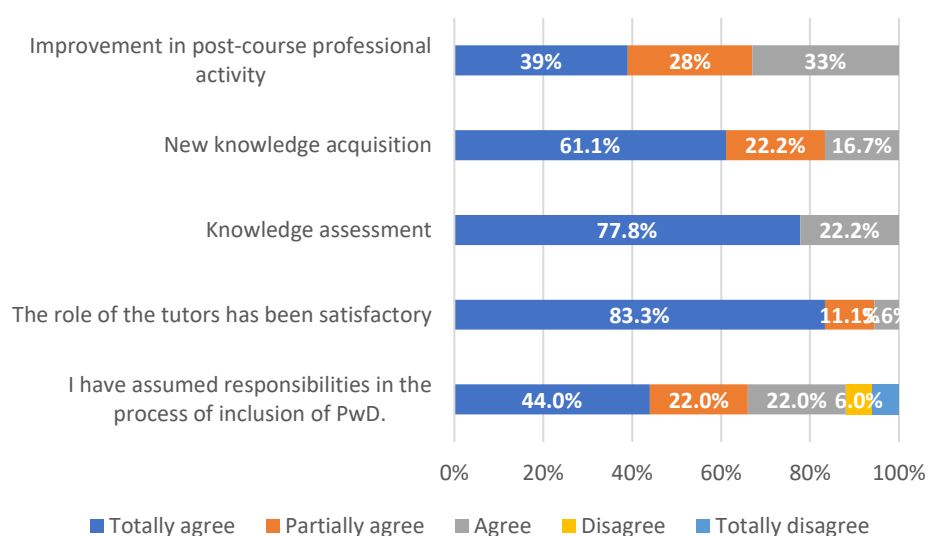
Both knowledge assessment and new knowledge acquisition are highlighted as the main contributions brought by the training sessions.

Efficiency

Efficiency Specific Evaluation Questions Rankings:	US	PS	S	G
SEQ 5. Resources (financial, human, technical support, etc.) allocated strategically to achieve the project outputs and specially outcomes				X
SEQ 6. Project leveraged resources to promote gender equality and nondiscrimination; and inclusion of people with disability			X	

Project management was efficient in that it was able to implement the planned activities and contracts in a timely manner, except for a few exceptions, which did not affect the final result. The project did experienced delays in its first year of implementation.

Project actual schedule

Project Life Cycle and Milestones		
Date	Events:	Outputs
2017		
2017	Project approved for implementation under the 11th Tranche of the United Nations Development Account.	
2018		
January	Project starts, with intended duration until June 2021	
August-October	Ms. Margarita Velasco Abad, contracted national consultant: evaluation of national legislation, policies, programmes and administrative frameworks that target youth with disabilities in ECUADOR	X
November	ECLAC conducted mission to ECUADOR to engage with stakeholders and disseminate the findings of the national evaluation and to define a roadmap for the preparation of the planned national workshop in 2019.	X
November-December	Mr. Jose Pinto, contracted national consultant: evaluation of national legislation, policies, programmes and administrative frameworks that target youth with disabilities in PERU	X
2019		
March-May	Ms. Roxana Mazzola, contracted national consultant evaluation of national legislation, policies, programmes and administrative frameworks that target youth with disabilities in ARGENTINA,	X
10-12 April	UNDESA & ECLAC organized a multi-stakeholder workshop in cooperation with the Government of ECUADOR.	X
18-19 June	UNDESA & ECLAC organized a multi-stakeholder workshop in cooperation with the Government of PERU.	X
10-11 October	UNDESA & ECLAC organized a multi-stakeholder workshop in cooperation with the Government of ARGENTINA.	X
November	**Progress report 2019 submitted, delivery rate unreported. Declared "*low implementation in the first year, due to unforeseen delays in the recruitment of consultants*" and "*reestructuring in the government sector in Argentina*".**	
2020		
During 2020	Consultant hired by CONADIS Ecuador, prepared guidelines on inclusive education for YWD aimed especially at educators on higher education, &	X

	guidelines on labour inclusion for employers that implement good practices on the employment of YWD. *Instead of workshops, Ecuador's guides were reviewed and commented by education institutions.*	
January February 2	Juan Luis VILLEGAS, contracted national consultant, to develop training modules for workshops to be developed in four cities of PERU (Arequipa, Trujillo, Ica and Huancayo) for government, regional and local officials, representatives of NGOs and YDOs in each city involved in the project.	X
During 2020	Seminar on report "*COVID-19 y las personas con discapacidad en América Latina. Mitigar el impacto y proteger derechos para asegurar la inclusión hoy y mañana*" published by ECLAC, which considers how the COVID-19 pandemic impact social and labour inclusion of adults and YWD.	X
September	Alfredo CALDERON, national consultant, contracted to virtualize the modules so that the workshops can take place in a virtual mode in PERU	X
October	Hilda AMPUERO, project coordinator, hired in Peru to help accelerate the project's implementation.	
November to March 2021	Ana Cecilia SERPA ARANA pilot implementation of "Registro itinerante de PCD en 6 Regiones del Perú"	X
December	Virtual workshop on obstacles and challenges related to employment of adults and YWD in COVID-19 pandemic, with the participation of the three project countries, alongside Colombia and Chile as well as disabled person's organizations (Fundación ONCE)	X
December	**Progress report 2019 submitted, delivery rate of 20,5% (57,525.9 out of 281,059**	
2021		
February - March	Alfredo CALDERON, national consultant, contracted to "Implementation of the website "Employment and People with Disabilities" to generate accessibility to information and capacity building in the field of employment and disability " in PERU	X
March- September	Adrian ÁLVAREZ, project coordinator, hired in ARGENTINA to help accelerate the project's implementation.	X
April - August	Consultant Ricardo PERALTA TUESTA, hired in PERU for "Banco de Ajustes Razonables"	X
May - September	Consultant Marcela VÁZQUEZ LÓPEZ, hired in ARGENTINA for "Guide and adaptation of Vocational Training courses"	X
June 3, 2021	**Lauching of the website "Employment and people with disabilities". The virtual launch ceremony was attended by ministers Javier Palacios Gallegos (Labor and Employment Promotion), Silvia Loli Espinoza (Women and Vulnerable Populations) and Silvana Vargas Winstanley (Development and Social Inclusion).**	
June - December	Consultant Araceli LÓPEZ, hired in ARGENTINA for "Training courses for technicians from the territorial agencies of the Ministry of Labor"	X
June	Consultant Alejandro MARTINEZ VELA hired in PERU for video production for website: "Employment and People with Disabilities"	X
September	Juan Carlos Vecco Ordóñez hired in PERU for "Web System for registration of promotional companies of People with Disabilities"	X
September 27, 2021	Virtual Workshop on the validation of good practices and recommendations on health and social protection, which addressed the main findings identified by the consultant Carlos Ferrari within the investigation of good practices in health and social protection of young people with disabilities. Organized by ECLAC.	X
October 4, 2021	Virtual Workshop: "Validation of The Concept, Values and Principles of Inclusive Local Development" organized by ECLAC	X

October 18-19, 2021	Workshop on the Higher Education Guide published by CONADIS (Ecuador) with participants from the Universities.	
November 30, 2021	Virtual workshop "Path to inclusive local development: Guide of good practices for the social and labor inclusion of young people with disabilities" organized by ECLAC	X
December 1, 2021	Webinar: Seminar on Policies and Programs for young people with disabilities in Latin America transmitted by the Ministry of Labor of Argentina	X
December 16, 2021	Virtual closing seminar of the project "Young people with disabilities in Latin America" organized by ECLAC	X
31 December	End of project – Final evaluation submitted	

Source: Prepared by the author on the basis of progress reports and Project documents (for 2021).

However, from the point of view of the stakeholders interviewed, there were no observations regarding episodes of delays, countermarches, or lack of response from UNDESA-ECLAC.

Now, the pandemic caused the project to be granted a six-month extension in 2020 until December 2021. In addition, most of the workshops and training modules, which were not yet implemented by March 2020, were adapted to be done virtually due to travel and in-person meetings restrictions. Overall, the development of the project was kept within the parameters and expected costs.

Risks and mitigation actions

In relation to the contextual aspects, although some of them were not considered in the Prodoc, when describing the Risks of the project, they were in general reasonably mitigated during project implementation.

Evaluation of mitigation actions

Perceived Risks	Planned Mitigating Actions	Evaluation
Lack of sustained support from national authorities in the countries engaged in the project	*Continued and sustained support from national authorities will be incentivized through early and continued. The project will aim to secure formal expressions of interest and support from government counterpart agencies wherever possible.*	Despite sustained efforts from the project for the engagement of all critical national stakeholders in all stages, the project had to face silos in goverment areas, and political and social instability and crisis in the three countries.
Lack of sustained support from national youth, disability and youth-led organizations.	*National youth, disability and youth-led organizations will be assigned a clear and definite substantive role throughout the project through engagement in national consultations, workshops and round-tables.*	National youth, disability and youth-led organizations were not engaged in consultations & workshops, and the actual implementation phase was led by official actors: Labour ministries (ARG & ECU) and the CONADIS in PERU.
Challenges to engage government and youth jointly since not all youth and	*The project-team will ensure that all voices will be heard in a meaningful way. The project team will seek sustained commitment of regional and local youth and youth representatives, as well as regional*	Engage government and youth - led disability organizations was limited to nationa/ regional workshops whenever these happened. As seen earlier, no

youth-led disability organizations in a given country might be considered and accepted as equal partner in the national policy cycle.	*and local government officials. It will also engage in timely outreach efforts to government and youth organizations and DPOs at the national, local and rural levels to ensure that all stakeholders have the opportunity to engage in a meaningful way. The project team will undertake all efforts to identify 'early warning signs' for possible conflicts and will also assume the role of mediator as needed.*	youth organization participated in initial national workshops. Once project activities were led by government areas (web portal, public officials training), DPOs influence declined sharply, unless hired as consultants.
Political instability.	*Political stability is critical for the successful implementation of the project. The project will therefore focus on countries that do no present a risk in this regard, and that will allow the UN and partners to conduct activities safely in selected urban and community areas.*	The three countries did not pose serious personal security risks during implementation. However, political instability and/or governance disruption was very high (PERU), or high (ECUADOR and ARGENTINA)

Source: prepared by the autor from Project document

IV.3 Sustainability of the project

Impact orientation and sustainability Specific Evaluation Questions Rankings:	US	PS	S	G
SEQ 7. Project-supported tools have been institutionalized, or have the potential to, by partners and/or replicated or external organizations			X	
SEQ 8. Project contributed to expand the knowledge base and build evidence regarding the project outcomes and impacts			X	

As already mentioned, the continuity of the project initiatives is dependent on the continuity of the authorities designated as focal points by successive governments. This is because the project was mainly subject to state areas, in the three countries. In any case, the results of the evaluation support the decision to focus on public entities. This is justified because the state is the neuralgic actor of the education and training regulation system for access to the labor market in the three nations.

On the other hand, the disruptions and changes in strategies derived from the pandemic made it necessary to modify the awareness and socialization strategy of the guides and studies prepared as support tools. By moving to an exclusively virtual format, the possibility of an interpellation and motivation was lost, with the strengthening of personal ties, which face-to-face encounters create.

It is precisely these factors that were expected to consolidate the closure of the project. Therefore, some additional effort for personalized dissemination of the educational products generated by the project would be pending, ensuring their effective knowledge, understanding and use.

On the other hand, the preparation of these guides, instructions and tutorials for the use of trainers, officials, companies and academic institutions, was positive for sustainability in itself. These instruments represented a breakthrough in the management of dispersed, and potentially fungible, expert knowledge, precisely in the face of possible cabinet changes. The experience and knowledge of numerous actors was reflected and formalized in these repositories of expertise, which should become a reference in the matter, and make it available to a much wider audience.

V. CONCLUSIONS

V.1 Lessons learned and Good Practices

The project was based on a problem-solving methodology based on a diagnosis (carried out simultaneously in the three countries), from which actions were designed and implemented in consultation with those in charge of executing them, others affected, and representative organizations of the recipients. In the implementation of the project's participatory diagnostic strategy, some lessons were drawn:

i. In the construction of public policies on disability, the exercise of broad consultation and the design of participated solutions is essential. However, a great effort is needed to focus and concentrate on pending accounts and structural problems, such as legal incompatibilities or systemic anti-employment biases, which should be treated as packages to be solved. In this, the systematic consultation of key actors in employment creation could be useful: small and medium-sized companies.

ii. Each type of disability has its own specificities and requirements, and they are also dynamic, since technological advances increasingly modify both the restrictions and the potentialities of the different groups of people with disabilities. Making inclusion policies "inclusive" was a recurring request from interviewees whose groups claim special measures not necessarily included in the "mainstream" recipe book for accessibility or reasonable accommodation policies.

iii. In matters of job accessibility, the strategy of diagnosing specific and practical problems is key for disaggregating the problem and begin to design specific and incremental solutions. The focus on problem-solving allows better management of a challenge that is multidisciplinary and involves interventions from different public sector areas.

iv. The probabilities of access to work for a person with a disability are unique for each person and can vary significantly even between groups with similar sociodemographic characteristics. Indeed, at least the following factors are involved:

- Disposition of each family for wanting their relative with disabilities to work, since they do not face the same social pressure to have a job than the rest of the people.

- Physical and psychological limitations that each person has depending on their degree of disability, and how they play with the chosen job skills or available positions.

v. Power of ideas. Inclusion is a cultural battle, and in Latin America, the rights of PWD are not guaranteed and the biomedical approach is still predominant in the

region. Instead, they challenge contemporary society to fulfill the goal of equal opportunities for all, a fundamental democratic principle, even when it requires affirmative action policies and hands-on attitudes.

vi.   The political-administrative context matters. The dominant culture of patronage in the region, and the patrimonial regime of management of public power make it necessary to face measures to counteract the effects that they generate on one of the most vulnerable groups, and therefore more in danger from the abuses of power.

When access to public office is dominated by favoritism, nepotism and arbitrary discretion, equal access vanishes, as do the opportunities for those who need it most, and the existence of just and equitable policies. Likewise, in political systems dominated by forms of illegitimate or illegal extraction of income, the indispensable special resources that groups of people with disabilities need can become onerous privileges for those who do not really need them, and therefore become currency of change for corrupt practices.

V.2 General conclusions

Despite the adverse conditions created by the COVID19 pandemic and by the changes in government management in the three countries, the project managed to meet the objectives set in terms of mobilizing activities on the issue of access to work for people with disabilities, including the strengthening of capacities at the governmental, social, and academic levels.

The project's performance was relevant, effective, and efficient, and it was able to adapt its responses to the changing reality as of 2020. It has created sustainability because it created tools for the consolidation of knowledge-guides, tutorials, and a necessary web subdomain in Peru. The active dissemination of these tools at personal levels remains to be continued.

To be verified in the medium term also is the realization of the long-term sustainability objectives proposed for the project in its TORs: the generation of new legal frameworks and administrative policies, and the more explicit inclusion in the plans and programs of national development.

In this sense, it was verified in the interviews and in documentary analysis that one of the great issues is actually the lack of compliance with the existing regulations, and even the incompatibility of some well-intentioned regulations, or their vulnerability to abuse or fraud. The mechanics of the project of opening to participation and debate was positive, although perhaps the dispersion generated undermined the chances of focusing on a set of already existing and well-defined problems.

VI. RECOMMENDATIONS

1. Secure the continuity of the 1819A project.

The evaluation findings show that it is imperative to persist in promoting the access to work agenda for people with disabilities. Organizations with a global and regional scope such as UNDESA and ECLAC contribute with their prestige and leadership, selective and focused financial support, and continuity in the effort beyond political changes.

Without these ingredients, the human rights agenda of people with disabilities is weakened in most of the countries of the region. These are characterized by serious budgetary restrictions, financial instability, social, economic, and political crises, and fierce competition for scarce resources, given the pressing environmental, social and gender demands. The disability agenda has no chance without the advancement of projects like this one.

2. Expand the regional scope of the project.

The significant relevance of the project verified for Argentina, Ecuador, and Peru, is certainly valid for other countries in the region, which suggests giving the project a greater regional scope. In addition, opinions were consistent regarding the value of exchanges between countries and the creation of regional networks of knowledge and activism.

3. Foster a strategy of "integral" educational inclusion.

As confirmed by the expert diagnoses, it is advisable to incorporate in the future strategy of the project, a closer link between basic education, technical and university education, and education for work, since the educational path of the person with a disability is much more sensitive, than for any other, to the correct transition from one link to another.

4. Focus on diversity of disabilities, above other diversity agendas.

Different disabilities make general or uniform policy work very complex. In this exercise, some disabilities are necessarily less included than others. Although without denying in any way the importance of affirmative action on youth or gender issues, given the multiplicity of problems and the scarcity of resources and political will, the experience of the project calls for focusing on the problem of diversity of disabilities, before that in other agendas of equal rights, however legitimate they may be.

5. Make explicit in the design and strategies, some key structural causes, even if they are politically sensitive.

Institutional weakness in general, and patrimonial practices and the colonization and extraction of public resources, promote fraudulent administrative practices and the diversion of funds. In the politicization of the state, the groups with the least power,

such as the PWDs, are the first victims. Most failures in registration systems or allocation policies cannot be understood without considering the corruption factor.

6. Focus on local action.

The very specific and diverse problematization of access to employment for each type of disability, and for different socioeconomic environments, <u>is always better dealt with at the local level</u>. In over-centralized countries such as Argentina, Peru and to a lesser extent Ecuador, the nation´s capital controls most resources, and thus the regions are relegated. The project did not ignore this fact, but even more emphasis should be given.

7. Focus on "packages" of specific strategic problems.

The very vast and complex issue the project is dealing with, needs to be partitioned in manageable issues with concrete solutions. A good starting point, before creating new norms or initiatives, is to try to fix existing problems, which are clear for everybody. Six examples of these were repeatedly mentioned by the interviewees of the three countries involved:

1. Incompatibilities of formal employment with benefits derived from disability.
2. Access to remote work technologies for all.
3. Comprehensive and complete registration of people with disabilities.
4. Tax burdens on work that hinder formal recruitment of workers in general, and strongly discriminate people with disabilities.
5. Unmet employment quota in the public sector.
6. Challenges of self-employment.

ANNEXES

I. Terms of reference for the evaluation

Project Title: Policies and programmes for youth with disabilities in Latin America (1819A)

Consultancy: External Independent Project Evaluation

A. Background

The project under evaluation was approved for implementation under the 11th Tranche of the United Nations Development Account in 2017. The project, conducted in partnership between UNDESA and the ECLAC, aims to strengthen national capacities in the three project countries in establishing and implementing evidence-based mechanisms for formulation, monitoring and evaluation of national policies and programmes aimed at social and economic inclusion of young people with disabilities.

As outlined in the Logical Framework to which this evaluation refers, the project is structured around two specific objectives:
- Improved capacity of local and national government officials to develop/amend policies, legal frameworks and administrative measures in close collaboration with youth organizations and DPOs to ensure social integration and inclusive development of youth with disabilities.
- Improved capacity of local and national government officials to, in close collaboration with youth organizations and DPOs, incorporate national programs for training and employment of young people with disabilities into existing national development plans and programmes in the project countries

The project strategy has been a combination of analytical and operational capacity building work engaging national and international experts in conjunction with the UNDESA and ECLAC and UN Country Offices. The main beneficiaries participating in the project were policymakers, government officials in charge of employment programmes, youth and disability issues. Representatives of disabled persons organizations (DPOs) participated as the beneficiaries as well as the resource for the project.

Some of the approaches and mechanisms that the project employed to promote social and economic inclusion of persons with disabilities were:

a) The project reviewed and assessed existing national policies for youth with disabilities through national consultations and workshops. An assessment report was prepared for each country.
The project engaged three countries in Latin America in reviewing their youth policies and related employment programmes and legislations, engaged in consultations with critical stakeholders at the national level to identify core areas for policy and monitoring engagement that lead to discussions and agreement on mechanisms for social inclusion and employment of youth with disabilities, identification of opportunities and gaps that needed to be addressed.

b) Expert Group Meetings were conducted in each country to discuss by experts and practitioners on how to amend the existing employment and social inclusion programs or formulate new ones and to provide training to government officials and representatives from youth organizations and DPOs on how to formulate, implement and monitor such policies, strategies and programmes. All three countries developed a set of recommendations for existing national policies and programmes to be carried out by the project.

c) Youth organizations, especially youth DPOs received support to promote the knowledge about UNCRPD and opportunities for employment and full participation in socio-economic life for young people with disabilities.

d) Skills of Government officials in the target countries were strengthened in the formulation of new evidence-based policies, strategies, programmes and legislations and/or the review of existing national legislations and programmes for social inclusion and employment of youth with disabilities at training workshops.

e) The project facilitated the identification of specific activities identified by governments and DPOs in relation to their national employment policies programmes and advisory services were provided as needed to governments and youth organizations regarding their revision and implementation.

f) Finally, the project supported three national workshops and two regional meetings to provide a platform to share knowledge and experiences gained in the project countries with regional intergovernmental bodies, youth organization's and civil society, other interested countries in Latin America as part of South-South cooperation.

Two modifications to the initial planning of the project occurred, both due to the global pandemic:

1. In 2020 the project was granted a six months' time no cost extension until December 2021;
2. Most of workshops and training modules, which were not yet implemented by March 2020, were adapted to be done virtually due to travel and in-person meetings restrictions.

The total budget was $524,600 and the project will be operationally completed in December 2021.

B. Evaluation objectives and criteria

The objective of the evaluation is to assess the project implementation and its results as compared to its objective and planned outputs. The evaluation will be conducted for the purpose of accountability, learning and planning and building knowledge. The main purpose of this evaluation is to provide an independent assessment of the achievements of the project, through an analysis of relevance, effectiveness, efficiency, sustainability and orientation to impact of the project.

The evaluation is conducted based on DESA-Capacity Development and Programme Management Office's records as well as on the records of the Economic Commission for Latin America and the Caribbean, and to extract lessons learned for future DESA and ECLAC capacity development activities in the area of disability inclusion. The evaluation will be shared with the project stakeholders, including beneficiary countries, upon their request. The evaluation report will be uploaded to its online evaluation database i-eval discovery.

The evaluation will assess the extent to which the project's objectives were effectively and efficiently achieved, or are expected to be achieved, and the relevance of the project's contributions.

- *Effectiveness:* Evaluate the project achievements, taking into account the indicators of achievement provided in the project document, and provide an indication of whether the project is likely to have lasting impacts on the intended beneficiaries. Analyse the implementation strategies of the project with regard to their potential effectiveness in achieving the project outcomes and impacts; including unexpected results and factors affecting project implementation (positively and negatively).

- *Efficiency*: Assess the overall value of the project activities and outcomes in relation to the resources expended, including, if possible, the added value by additional resources or substantive contributions, i.e., those beyond the original project's budget or work plan.

- *Relevance*: Assess the relevance and coherence of project's design. regarding country needs and how the project is perceived and valued by the target groups. Ascertain the significance of the contributions made by the project to beneficiary country individuals, institutions and other key stakeholders. This component should include an assessment of the quantity, quality and usefulness of the activities and outputs.
- *Sustainability:* Assess the extent to which the benefits/results/activities will continue after the project has come to an end, from the perspective of beneficiary country individuals, institutions and other key stakeholders.

Furthermore, the evaluation will identify lessons learned, good practices and recommendations for the key stakeholders to improve implementation of project activities in general.

Evaluation questions:

The following are the evaluation questions that have been identified at this stage of the evaluation. The evaluator should identify which questions will be reviewed in the

inception report. The questions below will be assessed considering the objective, indicators of achievement, planned activities and outputs as set forth in the project document.

The evaluation will focus on the following main questions:

1. Did the project strengthen national capacities in the three project countries in establishing and implementing evidence-based mechanisms for formulation, monitoring and evaluation of national policies and programmes aimed at social and economic inclusion of young people with disabilities.

2. Did the project identify and make recommendations about the key entry points, during the duration of the project, to impact relevant social policy and programme development and implementation?

3. Did the project strengthen government officials' skills in the formulation of new evidence-based policies, strategies, programmes and legislations and/or the review of existing national legislations and programmes for social inclusion and employment of youth with disabilities at training workshops?

4. Did the expert group meeting help to develop a set of recommendations for existing national policies and programmes to be carried out by the project?

5. Did youth organizations, especially youth DPOs, receive support to promote the knowledge about UNCRPD and opportunities for employment and full participation in socio-economic life for young people with disabilities?

6. Did the project promote South-South cooperation, through regional meeting to share knowledge and experiences?

Effectiveness:

What has been the achievements of the overall project objectives/outcomes?

Has the knowledge sharing, and communication strategy been effective in raising the profile of the project within the country and among the cooperating partners?

Is the monitoring and evaluation system results-based and facilitate a project adaptive management?

Assess how contextual and institutional risks and positive external to the project factors have been managed by the project management?

Efficiency of resource use:

Have resources (financial, human, technical support, etc.) been allocated strategically to achieve the project outputs and specially outcomes?

To what extent did the project leverage resources to promote gender equality and nondiscrimination; and inclusion of people with disability.

Impact orientation and sustainability:

Which project-supported tools have been institutionalized, or have the potential to, by partners and/or replicated or external organizations?

Is the project contributing to expand the knowledge base and build evidence regarding the project outcomes and impacts?

C. Work assignment

This Evaluation will be conducted as an independent exercise, based on documentation related to the project, online communication including interviews and e-mails with key individuals from the U.N. implementing organizations, from the beneficiary countries and project stakeholders. The above-mentioned persons are expected to provide information, opinions and assessments to the consultant (henceforth, the "Evaluator"), upon his request.

The evaluation will be undertaken from 1 October to 31 December 2021. The Evaluator will liaise with the DESA/Division for Inclusive Social Development (DISD), and the DESA/Capacity Development Programme Management Office (CDPMO) for logistics and administrative issues, while conducting the evaluation independently.

The draft report to be prepared by the Evaluator will be delivered to DESA/DISD and circulated for comments to the ECLAC. All comments to the draft report will be compiled by DESA/DISD and will be transmitted to the Evaluator with suggestions for additions or modifications.

(c.2) Methodology

The evaluation will encompass:

I. **A desk review** of project documents including, but not limited to:

   (a) The project document, the outputs, activity reports (such as results of evaluation surveys of workshops, studies), financial reports of DESA/CDPMO, progress reports, and selected relevant correspondence.

   (b) Other project-related material produced by the project staff, partners, or beneficiary country counterparts;

II. **Interviews** with key individuals from the U.N. implementing organizations, from the beneficiary countries and other project stakeholders, as described below. The Evaluator shall determine whether to seek additional information and opinions from other persons connected to the implementation of the project.

   a. Argentina

   b. Peru

   c. Ecuador

(c.3) Tasks:

   - Desk review of key reference documents related to the project: project document, workshop reports, coordinators reports, financial reports, the DISD/DESA & ECLAC mission reports and relevant correspondence and documents produced by the project personnel and country counterparts
   o Development of full evaluation methodology as per (c.2)
   o Development of key evaluation questions

o   Identification of information sources and methods of data collection from beneficiaries, project personnel and the UN staff
o   Conducting interviews virtually
o   Preparation of draft report
o   Incorporating comments from the stakeholders
o   Submission of the final report

D. Expected outputs and delivery dates

The evaluator shall deliver a draft report and a final evaluation report, as follows. An inception outline will be delivered by 1 November, a draft evaluation report (see outline in Annex I) shall be delivered to DESA by 30 November 2021. The final version will be submitted to DESA by 31 December 2021, after incorporating the comments and suggestions.

Deliverables	Target due date
1) *Inception outline*	1 November
2) *Draft report*	30 November
3) *Final report (and other outputs, if any)*	31 December

E. Evaluation ethics

The evaluation will be conducted in accordance with the principles outlined in the UNEG 'Ethical Guidelines for Evaluation' (http://www.unevaluation.org/document/detail/102). Evaluators should demonstrate independence, impartiality, credibility, honesty, integrity and accountability to avoid any bias in their evaluation. Evaluators must address in the design and implementation of the evaluation, such as procedures to safeguard the rights and confidentiality of information providers. The evaluator will follow the standard Code of Conduct which should be carefully read and signed.

F. Duration of contract

The duration of evaluation is for 20 workdays and will be undertaken from 1 October to 31 December 2021.

G. Location of assignment

The assignment is home-based. All interviews will be conducted virtually; no travel is required for the assignment.

H. Evaluation budget, fees and payment schedule

The Consultant's fee will be commensurate with experience.

Payment will be initiated upon successful completion or implementation of expected tasks as mentioned in the above activities, expected outputs and milestones, upon

certification from the evaluation manager that the tasks have been satisfactorily carried out.

I. Performance Indicators

Compliance with the terms of reference, including timeliness and quality of the deliverables, as assessed by DESA/DISD.

J. Qualifications of the consultants

i. Master's or higher degree in sociology, economics, population studies or related disciplines.

ii. Broad substantive knowledge and experience of social protection in developing countries, as well as capacity building and training activities.

iii. Fluency in oral and written English.

iv. Country experience and knowledge is an advantage.

v. At least 15 years of experience in the field of social policy and social protection.

vi. Experience in project or programme evaluation.

vii. Good analytical, writing and inter-personal communication skills.

L. Evaluation manager and reporting arrangement

Name: Mr. Broddi Sigurdarson
Title: Social Affairs Officer
Office/Division: UNDESA/DISD
Address: United Nations Secretariat
Tel.: +1 19173672106,
E-mail: sigurdarson@un.org

Annex I. Contents of the Evaluation Report

The suggested outline of the report is as follows:

CONTENT	PAGES (estimate)	COMMENTS
Title page	1	Title, date of publication Name of the evaluator Name of implementing entity that commissioned the evaluation, web page address where report can be found electronically
Acknowledgments	1	Including to individuals and entities that provided information
Table of contents	1-2	List of chapters, sections, tables, figures and annexes

CONTENT	PAGES (estimate)	COMMENTS
List of acronyms	1	In alphabetical order, these are written out in full the first time they are used in the report
Executive summary	1-2	Background of the evaluation Purpose, objectives, outputs Scope Methodology Main conclusions Recommendations Other comments
1. Introduction	1-3	• 1.1 Background of the evaluation and the succinct summary of the project being evaluated • 1.2 Objectives and outputs of the evaluation • 1.3 Scope (including evaluation questions)
2. Methodology	1-3	• 2.1 Description of the evaluation methodology: activities, timeframe, and rationale for selection of sample reports, countries, sites, case studies, and interviewees • 2.2 Limitations of the methodology and scope and problems encountered, if any
3. Findings	5-10	• 3.1 General: supporting information for the performance assessment • 3.2 Performance assessment: assessment against the evaluation criteria • 3.3 Other assessment: assessment against other relevant criteria (optional) • 3.4 Sustainability of the project
4. Lessons learned and conclusions	1-5	• Lessons learned and Good Practices • General conclusions and comments that follow from the findings • Table of ratings of the evaluation, overall rating and additional comments, if any
5. Recommendations	1-3	• Recommendations based on the conclusions, which can be addressed to the project management and staff, project partners, and other relevant stakeholders
Annexes		I. Terms of reference for the evaluation II. List of documents reviewed III. List of interviewees Other annexes as required (e.g. schedule of work undertaken by the Evaluator, inception report, reports of meetings, interview summaries, questionnaires etc.)

II. List of documents reviewed

1. Budget by activity (no date).

2. S. Meresman y H. Ullmann, "COVID-19 y las personas con discapacidad en América Latina: mitigar el impacto y proteger derechos para asegurar la inclusión hoy y mañana", serie Políticas Sociales, N° 237 (LC/TS.2020/122), Santiago, Comisión Económica para América Latina y el Caribe (ECLAC), 2020.

3. Document describing the role in the project of the Ministries of Labor, public youth entities, national entities for people with disabilities, civil society organizations, and the private sector.

4. 1819A Youth with Disabilities in Latin America Project Document

5. Preparation of annual progress report for Development Account Projects (November 2019)

6. Annual progress reports for 11th Tranche Development Account Project (December 2020)

7. Agenda for the virtual seminar "Validation of the concept, values and principles of inclusive local development." - October 4, 2021

8. Agenda for the virtual seminar "Towards inclusive local development: A guide to good practices for the social and labor inclusion of young people with disabilities." - November 30, 2021

9. Agenda for the virtual closing seminar "Programmes and Projects for Youth with Disabilities in Latin America" - December 16, 2021

Argentina

10. Terms of Reference: Evaluation of the legal, political, and administrative frameworks and existing programs related to the social inclusion of young people with disabilities in Argentina, with a focus on employment. Department of Economic and Social Affairs (UNDESA) - Division for Inclusive Social Development – United Nations (June 2018).

11. Agenda for the national workshop " Youth and disability: social and labour inclusion in Argentina. " - October 10-11, 2019

12. Evaluation of the national workshop " Youth and disability: social and labour inclusion in Argentina. " - October 10-11, 2019

13. Report. Policies and Programs for Youth with Disabilities in Latin America: Argentina. Santiago de Chile, June 2020. ECLAC.

14. Report. Young people with disabilities and employment in Argentina. Roxana Mazzola, ECLAC consultant

15. Terms of Reference: National Consultant: Expert/Project Coordinator, Argentina. Project: Policies and programmes for youth with disabilities in Latin America. Department of Economic and Social Affairs (UNDESA) - Division for Inclusive Social Development – United Nations (February - March 2021).

16. Progress Report – Expert/Project Coordinator, Argentina – March - April 2021

17. Progress Report – Expert/Project Coordinator, Argentina – April - May 2021

18. Progress Report – Expert/Project Coordinator, Argentina – May - June 2021

19. Progress Report – Expert/Project Coordinator, Argentina – June - July 2021
20. Progress Report – Expert/Project Coordinator, Argentina – July - August 2021
21. Final Report – Expert/Project Coordinator, Argentina – September 2021
22. Progress Report – Training of territorial agency officials on youth and adults with disabilities and employment in Argentina – September - December 2021
23. Progress Report – Training of territorial agency officials on youth and adults with disabilities and employment in Argentina – July - August 2021
24. Final Report – Training of territorial agency officials on youth and adults with disabilities and employment in Argentina – December 2021
25. Guide to requirements and recommendations for making training proposals accessible at Professional Training Institutions – December 2021

Peru

26. Terms of Reference: Evaluation of the legal, political, and administrative frameworks and existing programs related to the social inclusion of young people with disabilities in Peru, with a focus on employment. Department of Economic and Social Affairs (UNDESA) - Division for Inclusive Social Development – United Nations (2018).

27. Evaluation of the legal, political, and administrative frameworks and existing programs related to the social inclusion of youth with disabilities, with a focus on employment in Peru. José Pinto, ECLAC consultant.

28. Perú: Entities for the promotion, protection, and defense of the rights of persons with disabilities.

29. Agenda for the national workshop "Young people with disabilities: expanding opportunities for social and labour inclusion in Peru" - June 18-19, 2019

30. Evaluation of the national workshop "Young people with disabilities: expanding opportunities for social and labour inclusion in Peru" - June 18-19, 2019

Ecuador

31. Terms of Reference: Evaluation of the legal, political, and administrative frameworks and existing programs related to the social inclusion of young people with disabilities in Ecuador, with a focus on employment. Department of Economic and Social Affairs (UNDESA) - Division for Inclusive Social Development – United Nations (June 2018).

32. Evaluation of the legal, political, and administrative frameworks and existing programs related to the social inclusion of youth with disabilities, with a focus on employment in Ecuador. Margarita Velasco Abad, ECLAC consultant.

33. General Legal Framework for persons with disabilities in Ecuador

34. Agenda for the national workshop "Young people with disabilities: expanding opportunities for social and labour inclusion in Ecuador" - April 10-12, 2019

35. Article on the national workshop and expert meeting "Young people with disabilities: expanding opportunities for social and labour inclusion in Ecuador" published on the website of the National Council for Equality of Disabilities.

36. List of CONADIS staff at the national workshop and expert meeting "Young people with disabilities: expanding opportunities for social and labour inclusion in Ecuador". April 10-12, 2019.

37. Registration list of the national workshop and experts meeting "Young people with disabilities: expanding opportunities for social and labour inclusion in Ecuador". April 10-12, 2019.

38. List by day of speakers at the national workshop and expert meeting "Young people with disabilities: expanding opportunities for social and labour inclusion in Ecuador". April 10-12, 2019.

39. Contact details of speakers at the national workshop and expert meeting "Young people with disabilities: expanding opportunities for social and labour inclusion in Ecuador". April 10-12, 2019.

40. List by day of speakers and participants requiring lunch from the national workshop and expert meeting "Young people with disabilities: expanding opportunities for social and labour inclusion in Ecuador". April 10-12, 2019.

41. Attendance sheet of the speakers and participants of the national workshop and expert meeting "Young people with disabilities: expanding opportunities for social and labour inclusion in Ecuador". April 10, 2019.

42. Attendance sheet of the speakers and participants of the national workshop and expert meeting "Young people with disabilities: expanding opportunities for social and labour inclusion in Ecuador". April 11, 2019.

43. Attendance sheet of the speakers and participants of the national workshop and expert meeting "Young people with disabilities: expanding opportunities for social and labour inclusion in Ecuador". April 12, 2019.

44. Evaluation form completed by the attendees of the national workshop and experts meeting "Young people with disabilities: expanding opportunities for social and labour inclusion in Ecuador". April 10-12, 2019.

45. Evaluation of the national workshop "Young people with disabilities: expanding opportunities for social and labour inclusion in Ecuador" - April 10-12, 2019

46. Ecuador - Project Information: Policies and programs for youth with disabilities in Latin America.

47. Work scheme for workshops to promote the rights and inclusion of young people with disabilities in Ecuador.

48. Human Rights, labour inclusion and good practices for people with disabilities. National Council for Equality of Disabilities, Ministry of Labour of Ecuador, and National Federation of Ecuadorians with Disabilities (2021).

49. Good Practice Guide in the field of disability for higher education. National Council for Equality of Disabilities (2021)

50. Registration list for the Good Practice Guide in the field of disability for higher education workshop. 2021.

References on Opinion Mining

51. Bamberger, M. (2012). Introduction To Mixed Methods in Impact Evaluation. Impact Evaluation Notes, 3, 38. http://www.interaction.org/sites/default/files/Mixed Methods in Impact Evaluation (English).pdf

52. Elbagir, S., & Yang, J. (2019). Twitter Sentiment Analysis Using Natural Language Toolkit and VADER Sentiment. Proceedings of the International MultiConference of Engineers and Computer Scientists 2019. Hong Kong.

53. Hutto, C. J., & Gilbert, E. E. (2014). VADER: A Parsimonious Rule-based Model for Sentiment Analysis of Social Media Text. Ann Harbor, MI: Eighth International Conference on Weblogs and Social Media (ICWSM-14).

54. IBM. (n.d.). t-SNE charts. Retrieved from SPSS Documentation:

55. https://www.ibm.com/docs/es/spss-statistics/version-missing?topic=types-sne-charts.

56. Li, Z. (May 30, 2019). A beginner's guide to word embedding with the Gensim Word2Vec model. Retrieved from Medium: https://towardsdatascience.com/a-beginners-guide-to-word-embedding-with-gensim-word2vec-model-5970fa56cc92

57. Ruiz De Villa, G. (May 18, 2018). Introduction to Word2vec (gram skip model). Retrieved from Medium: https://gruizdevilla.medium.com/introducción-a-word2vec-skip-gram-model-4800f72c871f

III. List of interviewees

Country	Sector	Institution	Position	Name	
Argentina	Government: Ministry of Labour	Support Coordination for Workers with Disabilities - Ministry of Labor, Employment and Social Security	Support Coordinator for Workers with Disabilities	Eva María Sala	1
		Support Coordination for Workers with Disabilities - Ministry of Labor, Employment and Social Security	Tutor in charge of training to officials	Mónica Gagliardi	2
	Government: Other agencies	Comisión para la Plena Participación e Inclusión de las Personas con Discapacidad (COPIDIS)	President	Leonardo Ruiz	3
	DPO's	ASDRA	Labour inclusion coordinator	Silvina Alonso	4
		CARE	Director	Maria del Pilar Ferro	5
		Fundación IDEL	Director	Erica Polakoff	6
	Private sector	Incluyeme.com	CEO	Gabriel Marcolongo	7
		Club de Empresas Comprometidas	Coordinator	Daniel Marcuzzi	8
	Beneficiaries	Protected Production Training Workshop - Fundacion IDEL	DIrector	Erica Polakoff	9
	Consultants	DISD - UNDESA - ECLAC	National Coordinator	Adrián Álvarez	10
		DISD - UNDESA - ECLAC	Consultant	Marcela Vázquez López	11
		DISD - UNDESA - ECLAC	Consultant	Araceli López	12
Peru	Government: Ministry of Labour	Directorate of Labor Promotion for Persons with Disabilities, Ministry of Labor and Employment Promotion of Peru.	National Director	Ana Cecilia Serpa Arana	13
		Directorate of Labor Promotion for Persons with Disabilities, Ministry of Labor and Employment Promotion of Peru.	Employment promotion specialist for people with mental and intellectual disabilities, of the Directorate of Labor Promotion for People with Disabilities.	Ana María Gutierrez Melgarejo	14
		Directorate of Labor Promotion for Persons with Disabilities, Ministry of Labor and Employment Promotion of Peru.	Employment promotion specialist for people with mental and intellectual disabilities, of the Directorate of Labor Promotion for People with Disabilities.	Diomedes Nieto	15
	Government: Other agencies	Ombudsman's Office	Head of the Program for the Defense and Promotion of Persons with Disabilities	Malena Patricia Pineda Ángeles	16
	DPO's	SODIS Peru	Executive Director	Pamela Smith	17
		Asociación Sense Internacional (Perú)	Director	Ricardo Zevallos	18

	Private Sector	FAIS Peru	Manager	Alberto Casas	19
	Consultants	DISD - UNDESA - ECLAC	National Coordinator	Hilda Ampuero	20
		DISD - UNDESA - ECLAC	Consultant	Juan Carlos Vecco	21
		DISD - UNDESA - ECLAC	Consultant	Alfonso Calderón	22
Ecuador	Government: Other agencies	CONADIS	Compliance, Monitoring and Evaluation Analyst	Michelle Alvarez	23
		CONADIS	Compliance, Monitoring and Evaluation Analyst	Verónica Sandoval	24
		CONADIS	Project Coordinator	Andrea Alcívar	25
	DPO's	FENEDIF	President	Xavier Torres	26
		SIL - FENEDIF	Head of Social Benefits and Personnel Services	Fernando Galarza	27
		FEPAPDEM	President	Liliana Pelaia de Rudich	28
	Other CSO and Academia	PUCE	General Director of Students	Lorena Araujo	29
		UPS	Director of the Master's Program in Special Education	Miryam Gallegos Navas	30
	Consultants	DISD - UNDESA - ECLAC	Consultant	Margarira Velasco Abad	31
All	Consultants	DISD - UNDESA - ECLAC	Project Assistant (ECLAC)	Catalina Galaz Carrizo	32

IV. Qualitative comments in three initial workshops

National workshop: "*Youth and disability: social and labor inclusion in Argentina"*, Buenos Aires, October 10 and 11, 2019.

18 evaluations were collected from workshop attendees.

• *The seminar has been very enriching, which yes, I suggest being able to convene working groups to the rest of the provinces, since we are only 3 provinces of the interior and it would be very good to be able to convene larger meetings.*

• *That the meetings are more followed.*

• *Promote much more the relationship of government areas concerning disability with NGOs.*

• *Excellent proposal on this call, I congratulate on behalf of my Province of San Juan for the commitment made by you with this space for dialogue on policies to improve the quality of life of people with disabilities. It would be good to summon more actors from the country. A privilege to have shared with you !!*

• *The workshop served above all to learn about and rethink social and labor inclusion policies. However, I would like a second instance to be held where the different sectors could sit down and create new and concrete actions to strengthen inclusion.*

• *Encourage greater participation of officials and more number of NGOs present. Very good content.*

• *Achieve more number of participants and represent more government sectors, NGOs and areas related to the issue.*

• *More orient the presentations and organize them in: presentations of knowledge of the situation and good practices (transferable to others), and in all cases identify: barriers - resistance, partners, sponsors, advantages for the private and public sectors. It was interesting to learn about experiences from other countries, eg. Spain.*

• *That federal work be replicated and monitored within the country, in the provinces. That the provinces represented by different entities, organizations and NGOs can be represented in these spaces of collective construction and in long, short and medium term planning. That we can represent San Juan in national and international spaces. Publicize everything that has been done in the field of disability from within Argentina. Continue participating in the spaces provided by ECLAC, UNDESA and UNICEF.*

• *I suggest modifying the methodology since it was expository and not participatory.*

• *Present practical cases to think about the application of "public policy". There was no time for dialogue between the different actors / exhibitors present. So it loses a bit the meaning of "Workshop", since the experiences and information shared were very relevant and plausible to be able to generate its expansion in other localities of the country or of the intervening countries.*

• *It would be important to have the recommendations made by the speakers and the conclusions of the closed table meeting in order not only to know the direction of public policies but also in concrete actions in the future (implementation).*

• It should, to my liking, have had a workshop format: more exchange, dialogue, questions. Group work tables, expose work and proposals.

• The initiatives were already known, but the exchange is always good. I regret not having been able to attend the second day to make an evaluation of all the content of the Workshop.

• I would have preferred that instead of the exposition modality a proposal of the Workshop modality or Technique had been made, which encourages knowledge or reflection on a topic through action; In this case, having had the possibility of working in groups to resolve situations that were proposed and reach conclusions that allow, in the short term, to put into action strategies and interventions that will allow a change and / or improvement of both education and access to education. work of people with disabilities in our country.

• I must highlight as positive the openness to summon NGOs, private institutions, and other referents, which shows the openness of the state agencies responsible for the organization and the possibility of working in the Network.

• It seems to me an excellent initiative by ECLAC and I highly value the survey proposal and statistical data that it carries out.

• I appreciate the possibility of having been able to be part of this meeting and I make myself available to continue working together, in order to improve the quality of life of people with disabilities in our country and in other countries of America.

National workshop and meeting of experts "*Young people with disabilities: expanding opportunities for social and labor inclusion in Ecuador*", Quito, April 10-12, 2019.

30 evaluations were collected from workshop attendees.

• Follow up on the agreements to observe results of the application of the recommendations (one option would be through a second phase of the workshop).

• Develop mechanisms for gathering information.

• Sign agreements to translate the activities in coordination with the competent bodies.

• Generate other meetings to share experiences.

• That representatives of the institutions responsible for the respective areas (SENESCYT, CES, among others) participate to give support to the concerns and projects and commit them.

• Incorporate more actors, especially from civil society.

• Increase the participatory stage by extending the deadlines.

• Select and channel the suggestions made during the workshop.

• Coordinate intersectoral actions.

• With regard to the more operative part of the workshop, it is suggested to make the presentations in an accessible format, limit the interventions to the topic of the workshop, so

as not to disperse in a description of competencies or actions not directly related, and share the presentations.

• That the agreements established in the tables be followed up.

National workshop "*Young people with disabilities: expanding opportunities for social and labor inclusion in Peru",* Lima, June 18 and 19, 2019.

16 evaluations were collected from workshop attendees.

• Work hard on employability starting at the school level. First, start with education, second, reinforce health and finish with work

• Establish a meeting agenda for the proposals. Establish coordination meetings with the corresponding authorities for the application of viable proposals. Maintain communication and information with the participants of the event. Establish a coordinated work network for training and employment.

• Congratulate the organizers and promote these spaces for strengthening since I think there is much to share and few spaces that facilitate it.

• The workshop has been very interesting and has allowed us to know and integrate the lines of action that each participant-entity has been developing in favor of people with disabilities. I hope opportunities like this are strengthened and progress is evaluated.

• Regarding the study presented by Mr. Pinto, it would be important to include the work carried out by the Ministry of Social Inclusion with its program "Contigo" pension for severe disability. It would be important to see how work is financed with the supported employment method.

• Suggestion: consider other government sectors such as transportation, judicial, ONP, housing, production, as well as civil sectors related to journalism (communication).

• It was a very fruitful space for dialogue; Civil society has participated, who showed their participation as "active actors" for the labor inclusion of people with disabilities. It is suggested to carry out a greater number of events such as the one carried out that allows collecting the perceptions of people with disabilities regarding national employment programs; and on the articulation of public entities regarding the operationalization of the plans developed to achieve the social inclusion of people with disabilities.

• Continue working for the issue and development of people with disabilities in society.

• The workshop was very important to learn about the work of public and private institutions on the issue of inclusion and disability. It would be ideal to generate these spaces frequently to be able to join forces according to the sector we represent. Great workshop!

• Engage other decision makers in transportation, social protection and regular basic education.

V. Evaluation matrix

Evaluation Criteria	Questions	Means of Verification
Effectiveness: Evaluate the project achievements, considering the indicators of achievement provided in the project document, and provide an indication of whether the project is likely to have lasting impacts on the intended beneficiaries. Analyze the implementation strategies of the project regarding their potential effectiveness in achieving the project outcomes and impacts, including unexpected results and factors affecting project implementation (positively and negatively	What have been the achievements of the overall project objectives/outcomes?	**Survey to end beneficiaries: YPWD and YPWD labour market actors**
	Has the knowledge sharing, and communication strategy been effective in raising the profile of the project within the country and among the cooperating partners?	**Focus Group Discussions (FGD) and Key Informant Interviews (KII) to cooperating partners**
	Is the monitoring and evaluation system results-based and facilitate a project adaptive management?	**Project documents review, and Key Informant Interviews to country project counterparts.**
	Assess how contextual and institutional risks and positive external to the project factors have been managed by the project management?	**Project documents review, and KII to country project counterparts.**
Efficiency: Assess the overall value of the project activities and outcomes in relation to the resources expended, including, if possible, the added value by additional resources or substantive contributions, i.e., those beyond the original project's budget or work plan	Have resources (financial, human, technical support, etc.) been allocated strategically to achieve the project outputs and specially outcomes?	**Project performance evaluation (results-based budget completion) and overall project execution analysis**
	To what extent did the project leverage resources to promote gender equality and non-discrimination; and inclusion of people with disability.	**Gender sensitive appraisal of project performance and impacts**
Relevance: Assess the relevance and coherence of project's design regarding	How are the project-supported initiatives and tools	**Focus Group Discussions and Key Informant**

country needs and how the project is perceived and valued by the target groups. Ascertain the significance of the contributions made by the project to beneficiary country individuals, institutions, and other key stakeholders. This component should include an assessment of the quantity, quality and usefulness of the activities and outputs.	seen by targeted groups and end beneficiaries? Are they relevant and appropriate in terms of magnitude, value and helpfulness?	**Interviews with targeted groups members to assess overall satisfaction with the project´s related activities.** **Survey to beneficiaries (YPWD seeking jobs or recently hired, in Argentina, Ecuador and Peru)**
Sustainability: Assess the extent to which the benefits/results/activities will continue after the project has come to an end, from the perspective of beneficiary country individuals, institutions and other key stakeholders.	Which project-supported tools have been institutionalized, or have the potential to, by partners and/or replicated or external organizations?	**Focus Group Discussions and Key Informant Interviews to institutional (government and DPOs) beneficiaries.**
	Is the project contributing to expand the knowledge base and build evidence regarding the project outcomes and impacts?	**Focus Group Discussions and Key Informant Interviews to institutional (government and DPOs) beneficiaries, and country project counterparts.**

VI: Opinion Mining

Specifically, the adoption of qualitative analysis through interviews seeks to understand the program by studying the relationships between the different elements of the community or other environment in which the program operates. The objective of the interviews is to identify the mechanisms through which the project contributes to achieving its objectives. To this end, statements are analyzed in terms of whether they attribute results to project activities.

To obtain a sample that covered the main characteristics of the target population, an initial size of 32 interviews was proposed. Based on the data obtained from the documents reviewed, it was decided to stratify the sample according to the person's role. In cases of non-response, when possible, the interviewee was randomly replaced by another participant with similar characteristics[5].

The results presented here were obtained by processing in the Python 3 programming language in the environment offered by Google Colaboratory.

The interview responses were processed using Sentiment Analysis, also known as Opinion Mining. This is a Natural Language Processing (NLP) technique used to identify subjective information in textual data. The goal of sentiment analysis is to perform a mass classification of statements automatically, based on the positive or negative connotation of the language used in the document. Sentiment polarity can be classified as positive, negative, or neutral.

Another advantage of performing automatic classification is that some models calculate the intensity of the polarity, since a sentence may contain mixed emotions, such as those containing the conjunction "but". The main difficulties of these models lie in the classification of sentences containing informal expressions (slang) or figurative or sarcastic language, where expressions that can be interpreted as positive in a literal sense, indicate the opposite.

There are several algorithms that perform this type of classification, but in general, they are usually rule-based, automatic (machine learning classification algorithms), or a combination of both alternatives. The available data are considered small in terms of the requirements of machine learning algorithms, so their implementation may not optimal in this context. This is because these models have two processes: a training stage with pre-classified data and a testing stage on unclassified data. By convention, the training data sets contain 80% to 90% of the total data, while the test data sets contain the remainder.

When the training data is relatively small, machine learning algorithms often have the problem of "overfitting" the data, which amounts to humans learning by rote, rather

---

[5] Determining the optimal sample size in qualitative research can be difficult, because it is often adaptive and emergent: too small a sample size can jeopardize adequate depth and breadth, but too large a sample size can produce shallow or unwieldy volumes of data, known as saturation (Sims et al., 2018; Clearly et al., 2014)

than understanding the intrinsic meaning. Thus, when the model must be applied to test data, performance is poor. Furthermore, having to classify the data manually to create a training dataset is not desirable, since in that case it would not make sense to perform automatic classification. Therefore, a pre-trained algorithm is required in this scenario.

VADER (for Valence Aware Dictionary for sEntiment Reasoning) is a simple rule-based pre-trained model for general sentiment analysis (Hutto & Gilbert, 2014). VADER uses a standard sentiment lexicon, which is a list of lexical features that are generally labeled according to their semantic orientation as positive or negative using a combination of qualitative and quantitative methods. These lexical features were combined with consideration of five generalizable rules that embody the grammatical and syntactic conventions that humans use when expressing or emphasizing sentiment intensity.

Each text corpus produces a vector of sentiment scores with negative, neutral, positive, and compound polarities. Negative, neutral, and positive polarities are normalized to be between 0 and 1, so they can be interpreted as the probability of belonging to that class. Composite polarity can be considered as an aggregate measure of all other sentiments, normalized to be between -1 (negative) and 1 (positive). We chose as a threshold that positive statements are those whose composite polarity score is greater than 0.5, and negative statements whose polarity is less than -0.5, while the rest we will consider neutral. The definition of the thresholds and the subsequent analysis of results were performed based on the experience of Elbagir & Yang (2019).

The input data for the model were each of the responses provided by the respondents. Since the video calls were not recorded to obtain candid responses from the respondents. Interview notes were handwritten and also taken by a voice assistant, which aimed to generate quick transcripts of real-time audio samples that do not exceed 25 seconds.

It was useful to apply text pre-processing functions to convert responses to lowercase, remove stopwords (i.e., words that do not express any meaning, such as is, a, the, he, she, etc.), and convert sentences into individual words or tokens, since as a result it generated a vector of words, usually nouns, where in all cases the model determined it to be language "neutral".

Average polarity score and standard deviation

−0.092
▼ ±0.245
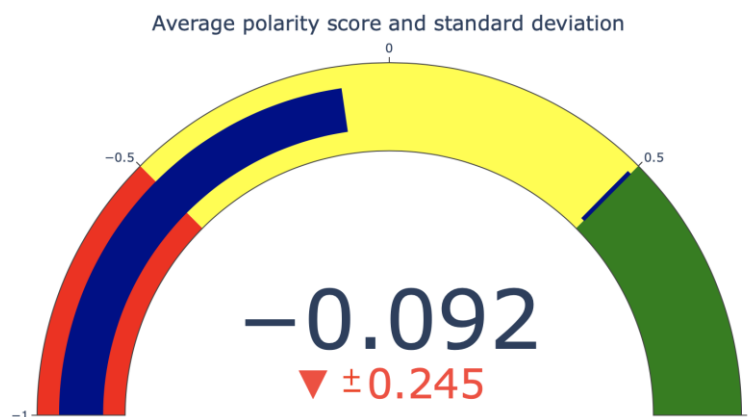
The model classified most of the responses as neutral, which explains the average polarity score obtained. In overall, 88.2% of the responses contain neutral statements, while the rest are negative responses (10.7%), and to a lesser extent, positive (1.1%). The neutral classification is due to the fact that most of the responses contain narrative statements, usually unfinished given the size of the text fragment. These statements are referred to as objective texts and do not contain explicit sentiments.

Sentiment of answers
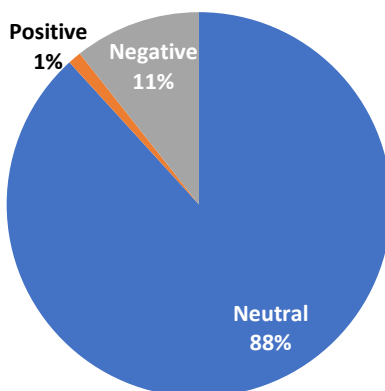
As for the negative statements, they are linked to extracts in which the interviewee explains conjunctural situations that negatively affect the lives of people with disabilities.

| Quote	Polarity score
The five most negative quotes	
The mothers who accompany electro-dependent persons mentioned that they have an expensive electricity bill, for example.There is no help in that sense, it is the only help (the pension), and the rest, let's say, falls again on the family. As well as people with disabilities can overcome all these expenses, some conditions also make them unable to work and they are unable to get out of this poverty scheme. They are simply helped to stay alive in some way. This is possible to deal with the problem posed by the people who receive this subsidy. Those who do not, have no choice but to work on their own, not to mention working informally, because this is another problem that arises in the disability, which is that since they do not have access to the formal market to jobs with higher demands, they turn to self-employment and informal employment.	-0.975
The protected protection workshops help people who, at the moment, are not getting jobs in the open market and in fact they receive a cash incentive that is now quite low, which is AR$4500. In other words, it is not consistent with anything and now it is going to be AR$6000. What we are looking for from the workshops is that it has a logical relationship since they come here to work and it does not have any logic with what they are giving them in fact. They call it an incentive, it is not a salary because it is not formalized.	-0.9595
My son is never visited by the authorities, neither is my son's friend, neither is my son's other friend, neither is my son's other friend. So you say well, they are from	-0.9517

Quito, not even if you count the social status. First of all, it was the obligation of the state to visit all people with disabilities and just as it happens here in the city, it also happens in the paramo because the mission did not suddenly go up to the last point of the mountain to visit those who live in the paramo. So, this is a problem now, how many disabled people are there in the country because where are the 800,000 and 900,000 lost between one government and the other? So that is why I am talking about statistics, there are no accurate statistics on how many people with disabilities there really are. They talk about 400,000 so they are not in the base of the Ministry of Public Health.	
What they told us about the protected workshops is that the companies do not want to take the children out of fear because they need the presence of the person who is in charge of the workshop.	-0.9246
The Ministry's response seemed to me to be in line with a policy of transversalization of the disability approach, so I believe that it is also necessary to adjust certain capacities of society, but also to make it possible to manage what can be done from public institutions, without leaving behind these demands raised by the groups and civil society beyond.	-0.9118
The five most positive phrases	
What is happening in Argentina, what is it that the adaptation or improvement of accessibility of job training is financed through the Ministry of Labor and the Ministry has effectors that are unions and other organizations that train labor, then it improves accessibility in some institutes because it is necessary for people who are left out of the school system	0.5267
We have worked on women's access to university. In general, in most countries it is not a problem because women have been successful, even many have better performance than men. In Ecuador the problem is the same, the problem of access to things in the same sense in machismo means that girls are not allowed to go to university to young people as much as possible.	0.4588
Each institution identifies its good practices according to the file, it was aimed at people with disabilities if they worked within two companies for which it was going to get involved. We have information provided by both the human talent area and, in this case, the personnel with disabilities who work then throughout this process can identify good practices and an inclusive selection process. There are 4 modules, everything that is how the evolution of disability has been until reaching the point of human rights, according to human rights, it actually speaks of the job stability of people with disabilities in Ecuador.	0.34
It is what you should look for in a company dealing with a person who responds to an important need. So I think it has been a launching information of municipalities that serve people with disabilities, how many municipalities participated, how many municipalities did some kind of care for people with disabilities within some idea where we can get that information	0.34
All that information that was placed on that website was in the minds of people in the Ministry. So, since we provide technical assistance at the national level, you did not have to phone for a series of things that could actually be in an information center	0.0516

Analyzing the most repeated words in the speeches of the interviewees, we observe that they are those related to the description of the project, coinciding with the key words of the project.

The relevance score is calculated with the metric called TF-IDF which consists of multiplying the relative frequency of the term, i.e. a raw count of the word's occurrences by the Inverse Document Frequency (IDF) score, which is a score that measures the uniqueness of a word.

Inverse Document Frequency (IDF) is a weighting that indicates the frequency of use of a word. The more frequently it is used in documents, the lower its score. The closer it is to 0, the less important the word is. This metric can be calculated by taking the total number of documents, dividing it by the number of documents containing a word and calculating the logarithm.

Relevance of the 10 most frequent words
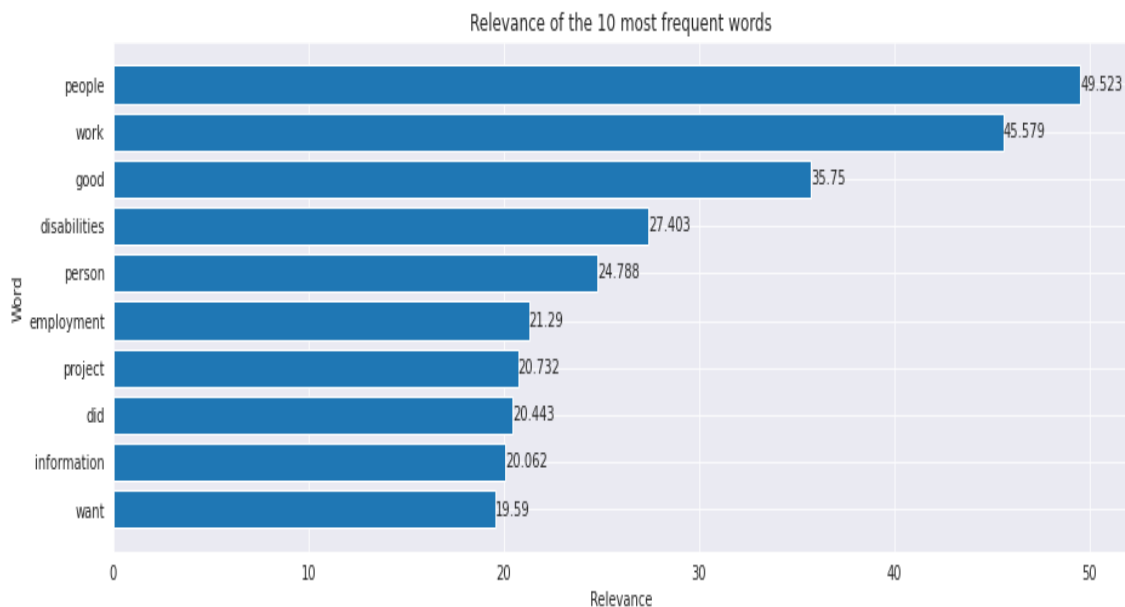
Therefore, in order to know which words are linked to the words detected as relevant, it will be necessary to create Word embeddings, in this case, using the Word2vec algorithm.

Word embeddings are one of the most renowned techniques in NLP in which words are converted into vectors of real numbers, a priori, something similar to one hot encoding.

The main difference is that Word embeddings are able to capture the meaning of a word in a document, the semantic and syntactic similarity and the relationship with other words (Li, 2019).

Word2vec is one of the most popular deep learning techniques to obtain Word embeddings using a two-layer neural network. The input is a text corpus and the output is a set of vectors. Word embeddings obtained through Word2vec allow the application of mathematical operations on the words to detect their similarities and differences. A well-trained set of word vectors will place similar words close to each other in that space, and far away to more dissimilar words (Li, 2019).

"The model is available in two forms: Continuous Bag-of-Words (CBOW) or the Skip-Gram model. Skip-Gram usually performs better than CBOW. With Skip-Gram model what is meant is: given a set of sentences (also called corpus) the model analyzes the words in each sentence and tries to use each word to predict which words will be neighbors." (Ruiz De Villa, 2018).

The latter version is the one that will be used in this work, and the network architecture has a form like the following:
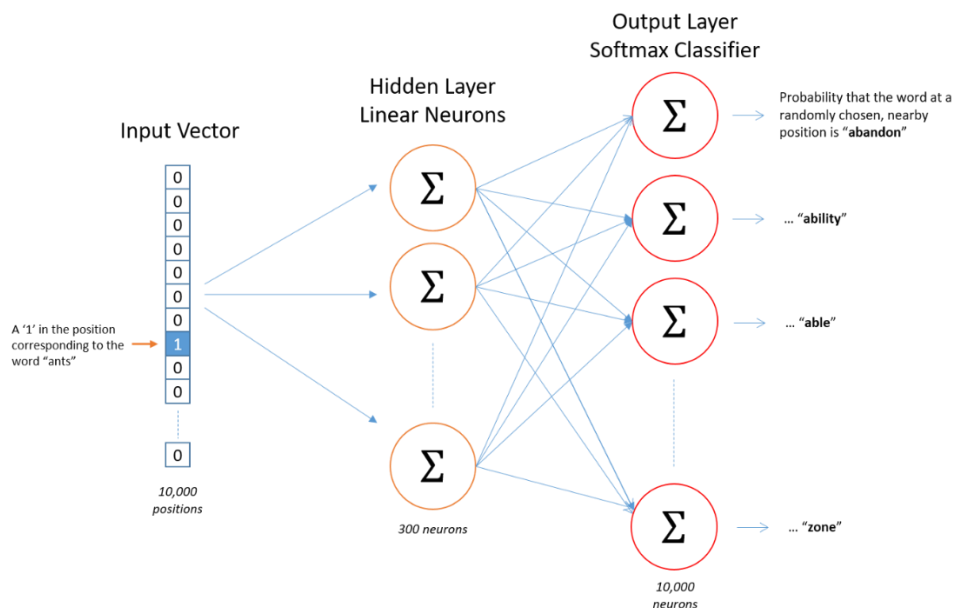

Extracted from Ruiz De Villa (2018)

In the above diagram, word vectors with 300 features were trained. The representation matrix thus had 10,000 rows (one per word) and 300 columns (one per neuron). In our case, the 300-neuron criterion was retained but due to the size of our dataset and the low lexical complexity of the interviews, the number of words is considerably smaller: 461 words in the training set. The word was required to appear at least 5 times to be considered within the model.

Once the model is trained, it is possible to analyze which words are close to the most relevant ones according to the TF-IDF metric. However, the main problem arises from

the dimensionality of the vectors. For this reason, the T-SNE technique is used. "t-SNE (T-distributed Stochastic Neighbor Embedding) is a machine learning algorithm for data visualization. The t-SNE graphs model each high-dimensional object by a 2- or 3-dimensional point such that similar objects are modeled by nearby points and disparate objects are modeled by distant points with high probability" (IBM).
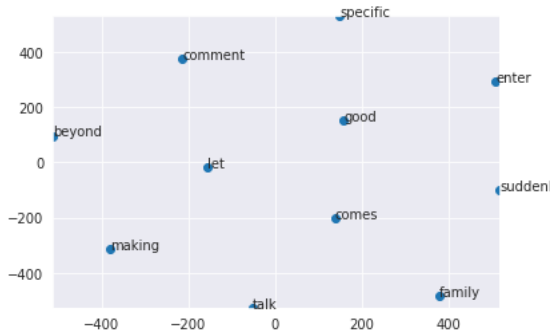
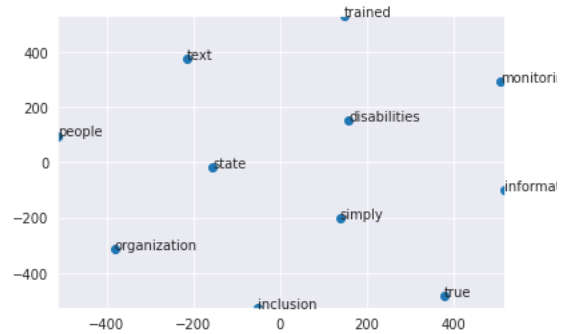

Closest words to "people"
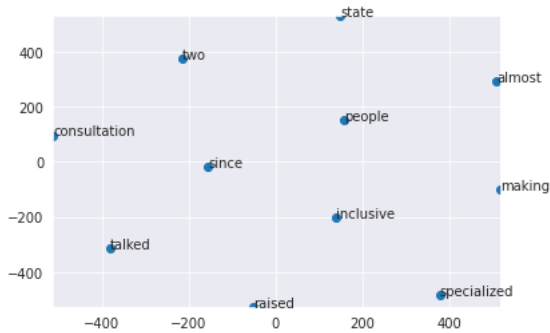
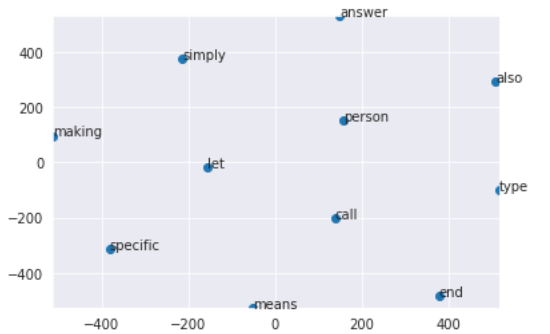
Closest words to "work"
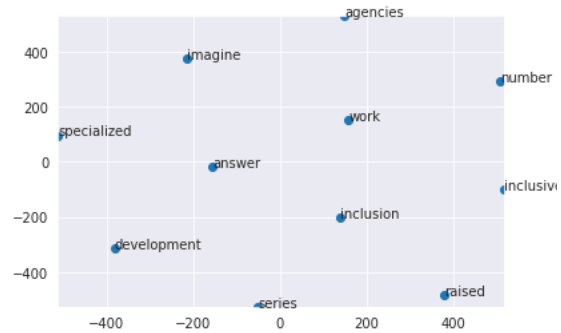
Closest words to "good"
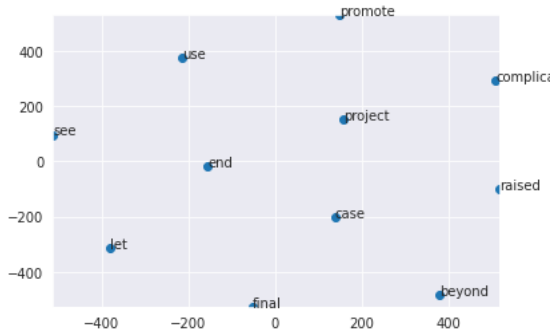
Closest words to "disabilities"
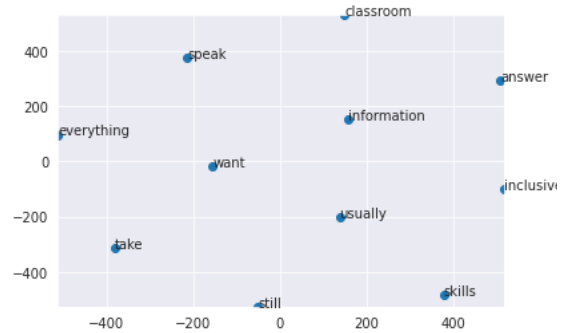
Closest words to "person"

Closest words to "employment"

Closest words to "project"

Closest words to "information"

The link between the main word and its surrounding words makes sense and coincides with what could be an extended description of the project, since other words appear that are key to the understanding of the project, such as inclusion, specialized, consultation, development, organization, monitoring, and so on.

To summarize, it is concluded that the transcription of the interviews and the analysis of the interview using machine learning techniques was able to capture the essence of the project and provide a description of the project. In addition, aspects of the current situation of people with disabilities emerge from the review of the polarity scores.

VII. Evaluator´s Revision Matrix

REPORT SECTION (if applicable)	ERG comment	Evaluator´s response
Executive Summary **Second paragraph**	Would add something about the activities carried out during 2020-21 (several consultancies)	Yes, the final activity matrix was missing. It is now added.
	The workshop was done virtually on December 16th 2021	Corrected
Main conclusions Relevance	I do not agree with this statement. In many occasions, young people are expected to be autonomous, regardless if they have the necessary tools for it. Additionally, they face several obstacles in terms of labour inclusion	True. But I meant that this is how it is seen sometimes from the outside. The specific obstacles young PWD face trying to find a job are neglected in the agendas. Also, the "majority" under control in PDOs are older people, since disabilities increase exponentially with age.
Main conclusions Effectiveness	Since the objective of the project was to enhance inclusion of youth with disabilities in national programmes and policies for social integration and inclusive development in three Latin American countries, and not to increase employment opportunities, it is not clear to me how this aspect affected the effectiveness of the project.	Corrected
	I would say that the pandemic and the public health measures adopted, which made it impossible to travel, affected the type of activities that we were able to carry out.	Included

Main conclusions Efficiency	I would add "adapt the activities to the pandemic restrictions"	Corrected
1.1 Background	There is no information for the activities developed during 2020: virtualization of training modules in Peru, publication of PWD and COVID-19, workshop on challenges of PWD during the pandemic	Added
Background	This event took place on December 16th virtually	Corrected
3.2 Performance assessment: assessment against the evaluation criteria **3.2.1 Relevance** **Education and disability**	In Argentina, training courses were adapted to make them accessible. In Ecuador, one of the guides developed was on Superior Education The guide on good practices included education	Corrected and added.
3.2 Performance assessment: assessment against the evaluation criteria **3.2.1 Relevance** **Youth and disability**	Do not agree with this argument. Don't think youth is neglected when speaking about disabilities because it is assumed they have more support (which actually can be the opposite), but because there is a lack of coordination of actors and institutions that work with both population separately.	Corrected and comment added.
3.2 Performance assessment: assessment against the evaluation criteria **3.2.1 Relevance** **Packages of problems to solve**	There are additional problems: 1) A significant proportion of PWD work informally, meaning that they cannot telework 2) Not all type of jobs can be done at home, such as cleaning	Corrected and added

	3) Alongside accessibility of technologies and access to internet, it is also necessary to have the skills to use them in a positive way	
3.2 Performance assessment: assessment against the evaluation criteria **3.2.1 Relevance** **Packages of problems to solve**	Additionally: 1) They are usually complex processes During the pandemic, this was interrupted in many countries of the region	Yes, indeed. Not clear for the evaluator what was interrupted during the pandemic
3.2 Performance assessment: assessment against the evaluation criteria **3.2.1 Relevance** **Disability and administrative fraud**	Did this topic appear in the interviews?	Yes, it was detected in some of the first, and then asked to be confirmed by all the following interviewees, which all did endorse. Patrimonialism and the structural corruption regime it puts in place is -by far- the main impediment in the region for the provision of public goods in general, and of social services in particular. The weaker the constituency, the stronger the harm it inflicts.
3.2 Performance assessment: assessment against the evaluation criteria **3.2.2 Effectiveness**	I am not sure about this inter-ministerial articulation. Maybe you mean intra-ministerial?	Yes, indeed. Corrected.
3.4 Sustainability of the project	It also allowed to reach a higher number of persons	Added.
4. Lessons learned and conclusions	I would phrase it differently: "… the rights of PWD are not	Corrected

	guaranteed and the biomedical approach is still predominant in the region"	67