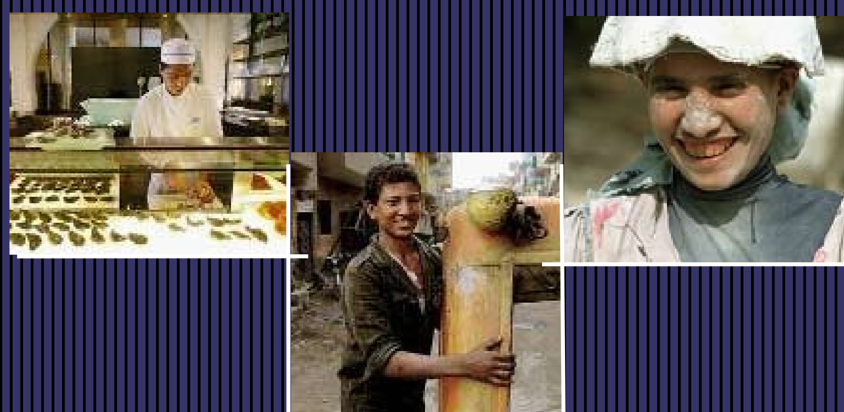

2011 report

Taqeem Community of Practice

Monitoring, evaluation and impact evaluation for the youth employment community

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I TAQEEM PARTNERSHIP

Funding partners: The Taqeem CoP is a project managed by the Youth Employment Network with financial contributions from the Jacobs Foundation, Silatech, the Swedish International Development Agency, and the Global Partnership for Youth Employment.

Technical team: a team of technical experts from the MENA region provide backstopping to the CoP. The experts come from the Syria Trust for Development, the Middle East Youth Initiative, the World Bank and Silatech.

II COMMUNITY OF PRACTICE
Members

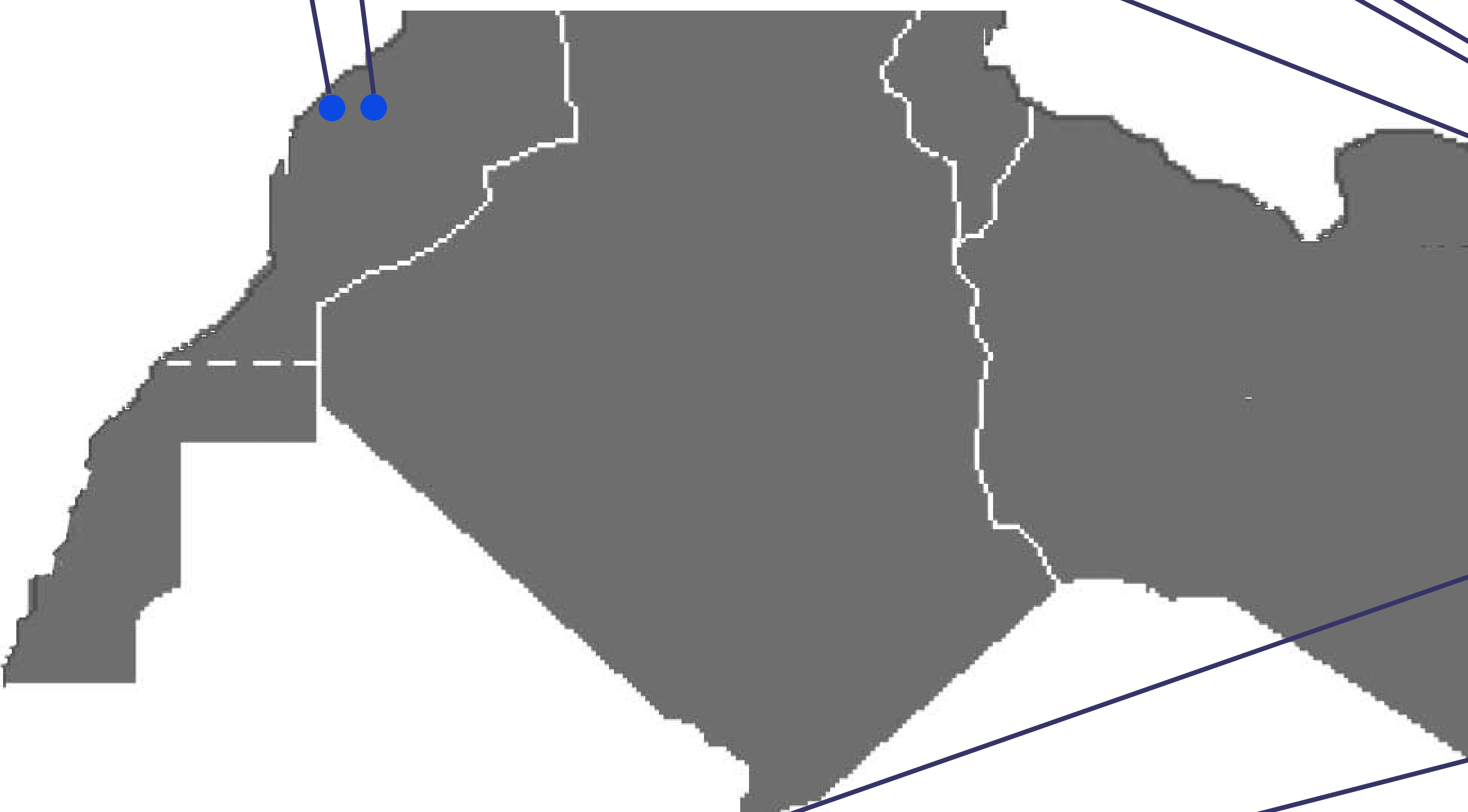
Education for Employment Foundation Casablanca, Morocco http://www.efefoundation.org/

MEDA Casablanca, Morocco http://www.medamena.org/

Better World Foundation Cairo, Egypt http://www.bwngo.org/

ICT Trust Fund Cairo, Egypt http://www.ictfund.org.eg/

Ebtessama Foundation Cairo, Egypt



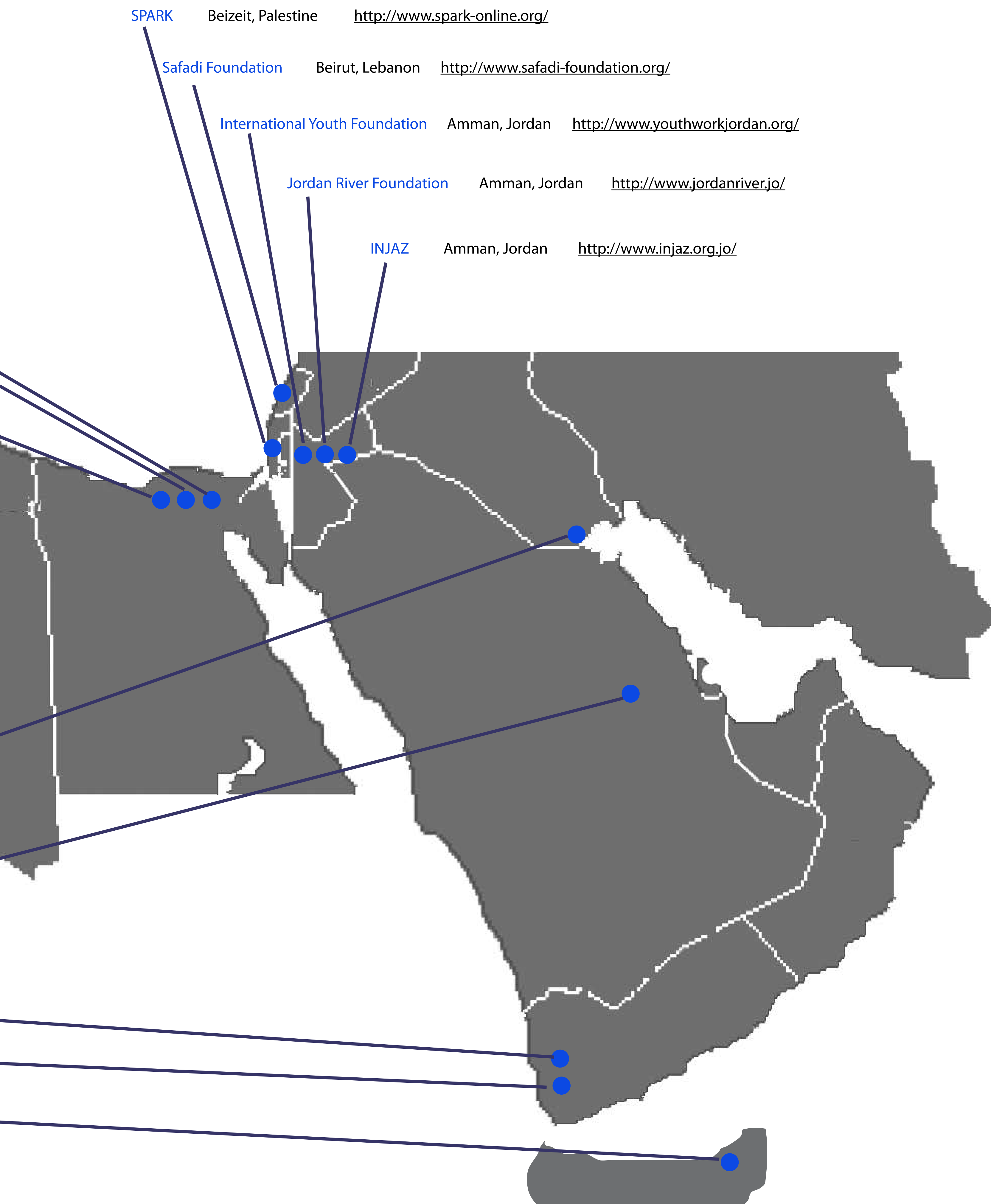
LOYAC Kuwait City, Kuwait http://www.loyac.org/

The Centennial Fund Riyadh, Saudi Arabia http://www.tcf.org.sa/

Al-Amal Microfinance Bank Sana'a, Yemen http://www.alamalbank.com/

Youth Leadership Development Foundation Sanna'a, Yemen http://www.yldf.org/

Help Leads to Hope Bosasso, Somalia http://www.helpleadstohope.org/


SPARK Beizeit, Palestine http://www.spark-online.org/
Safadi Foundation Beirut, Lebanon http://www.safadi-foundation.org/
International Youth Foundation Amman, Jordan http://www.youthworkjordan.org/
Jordan River Foundation Amman, Jordan http://www.jordanriver.jo/
INJAZ Amman, Jordan http://www.injaz.org.jo/

III WHY TAQEEM?

The vision for the Taqeem CoP is to increase the job creation impact of nascent and sub-scale youth employment and enterprise initiatives in the Middle East and North Africa (MENA) region by improving their capacity to measure and monitor the impact of their programs.

Taking into account the fundamental changes currently sweeping the Arab World, this initiative seeks to build on the momentum and increased openness in the region to testing new approaches to addressing the pressing youth employment challenge.

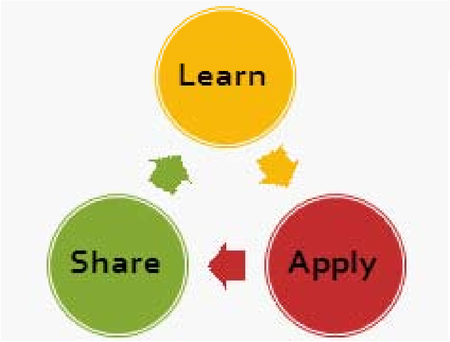
Through the effective application of low cost – high impact, technology assisted monitoring and evaluation (M&E) solutions, MENA youth employment and enterprise initiatives will be better positioned to report their successes and challenges to their stakeholders, raise the profile of their projects and link to funding to enable them to achieve levels of sustainability and scale that will contribute to reducing overall youth unemployment in the region.

The focus will be on designing M&E systems that are appropriate to the needs and resources of each of the CoP members, using a range of techniques along the M&E continuum including impact evaluation for mature, well-resourced organizations and simple monitoring plans for nascent, small organizations. At the same time, CoP members will test M&E approaches that use technology to reduce costs, increase efficiency and provide "real time" insights into the effectiveness of the intervention, all the while respecting impact evaluation principles designed to rigorously calculate the relationship between the causes of an intervention and the impacts it produces.

Background

The Taqeem (meaning "evaluation" in Arabic) Community of Practice is a group of fifteen youth employment organizations in the Middle East and North Africa who are pioneering new approaches to monitoring, evaluation and impact evaluation. The fifteen organizations were selected to participate in the CoP for two main reasons: (1) their dedication to proving impact of their work and (2) their potential for delivering "at scale" solutions to the youth employment challenge. The organizations, and the programs which they employ, are the next generation of high impact, results focused initiatives in the region. The following report provides a background into the Taqeem initiative, describing Taqeem's approach to M&E and its technical assistance model. The report also gives a glimpse into the creative and innovative approaches to monitoring, evaluation and impact evaluation that the CoP members are employing.

The objective of the CoP is to create a space to openly share knowledge – a collaborative learning process designed to document, share processes and experiences and identify successful practices in monitoring, evaluation and impact evaluation in youth employment. These objectives are achieved through three iterative steps:



LEARN: Learning is provided through training (Evaluation Clinics and webinars), sharing of key M&E and impact evaluation documents and a collaborative online forum (http://yenclinic.groupsite.com)

APPLY: In follow up to learnings, CoP members devise new and improved monitoring, evaluation and impact evaluation plans. The members receive support in the form of technical expertise, field visits and small grants to assist them in implementing their plans.

SHARE: Sharing is achieved through the dissemination of results and lessons learned from the impact evaluations.

Evaluation Clinics in Geneva and Doha

In 2011, Taqeem mainly focused on step 1: **Learning**. In October and December 2011, Taqeem hosted two Evaluation Clinics in Geneva and Doha to teach CoP members results measurement strategies. The result was the production of fifteen monitoring, evaluation and impact evaluation plans. 2012 will be used for the implementation of these plans.

From 11-14 October 2011, YEN hosted the Taqeem Fund Evaluation Clinic Part One in Geneva, Switzerland. The Taqeem Fund Evaluation Clinic Part Two was held from 12-13 December, 2011 in Doha, Qatar. The Taqeem events were the third and fourth MENA-focused Evaluation Clinics delivered by YEN. The Part One 4-day Clinic included a series of interactive "consultation" sessions, lectures from renowned evaluation experts including Jean-Louis Arcand of the Graduate Institute for International Studies and Dr. Nader Kabbani of the Syria Trust for Development, and the launch of a series of innovative M&E systems. The Part Two 2-day Clinic created a platform for the MENA based youth initiatives to showcase their strengthened M&E plans as well as a chance to share best-practices with their peers and experts through an interactive "project souk".

IV TAQEEM'S APPROACH TO M&E

Monitoring and evaluation has become standard operating procedure for all social development organizations including youth employment organizations. Nevertheless, while M&E theories and procedures are well defined, many organizations lack understanding on how to apply these concepts and even less understanding on how these concepts can be useful for their organization. The Taqeem initiative strives not only to teach M&E concepts but to apply these concepts to project delivery with the goal of demonstrating how M&E can contribute to organizational growth and effectiveness.

The following is a brief summary of the Taqeem approach to M&E.

M vs E vs IE

Monitoring is ongoing, real time data collection and analysis (on inputs, outputs and outcomes) to track program implementation and performance. It implies developing systems and indicators to track progress. Monitoring answers the question: What have we done?

Monitoring includes a precise definition and tracking of inputs, activities (funding, hiring of trainers, training sessions, etc.), outputs (youth trained, satisfaction, skills & knowledge, etc), and outcomes (youth employed, businesses created, etc). Monitoring often compares indicators to pre-established targets.

Evaluation is an objective assessment of a completed or on-going program, its design, implementation and/or results – tailored to specific questions. Evaluations answer the question: What have we achieved? Evaluations determine the relevance and fulfillment of objectives, efficiency, effectiveness, impact, and sustainability.

Evaluation includes outputs and outcomes, generating lessons learned to inform a decision making process. A process evaluation, for instance, examines implementation processes (how & why services are provided as they are). An impact evaluation analyzes whether intended results are achieved or not (and why) and if they can be attributed solely to the program. And a cost-benefit analysis compares the costs and the benefits of alternative interventions.

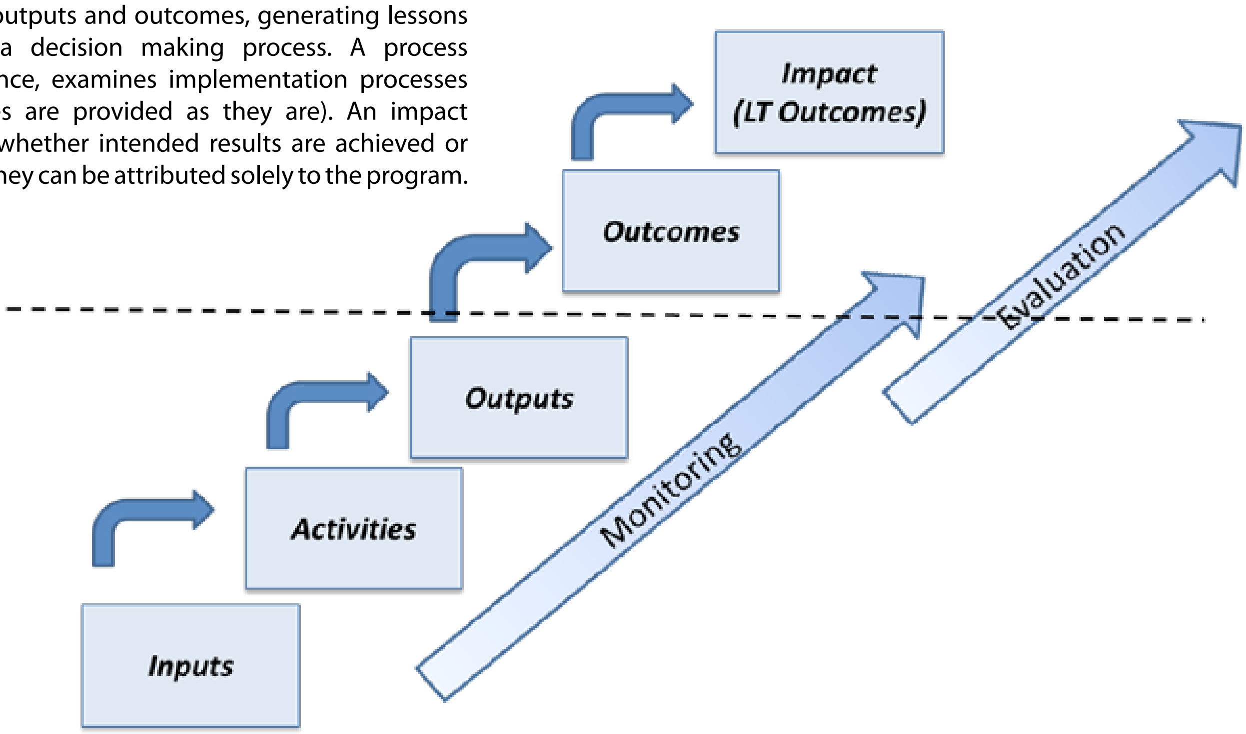
Impact evaluation answers questions related to causality and attribution. They provide an objective assessment of program impact. It uses a counter factual to estimate what the state of the beneficiaries would have been in the absence of the program and compares it to the observed state of the beneficiaries.

Indicators

Indicators are precise measures that record development towards a particular achievement. They help in assessing performance and assist in measuring change.

Indicators can be either quantitative or qualitative and in all cases should follow the SMART principal:

- **Smart** - Indicator is defined in a clear and concrete manner
- **Measurable** - Indicator allows the opportunity to count and quantify data in an accurate manner
- **Attainable** - Indicators allows for a target to be set against the baseline
- **Relevant** - There is an obvious relationship between the indicator and the result
- **Time-bound** - Data can be collected frequently enough to inform and influence decision-making



SELECTED INDICATORS FOR YOUTH PROGRAMS [1]

Status of Youth Category	Selected Indicators
Poverty	• Number and percentage of youth living on less than $2 per day
Level of Education	• Youth literacy rates • Net enrollment in primary education • Net enrollment in secondary education • Gross enrollment in tertiary education
Employment Status	• Percentage of youth employed, unemployed, and underemployed • Youth labor force participation rate • Ratio of youth to adult unemployment • Number and percentage of youth not in school, training, or employment • Youth employment by sector (or by type of occupation) • Youth employment by type of work (wage, self-employment, employer, family and unpaid work) • Average monthly income • Average time to find a job • Young people's job preferences (government, private sector, self-employment, etc.) and attitudes toward work
Health	• Prevalence of HIV/AIDS among youth (in %) • Number and percentage of youth who currently use contraceptive method • Number and percentage of youth who report higher risk sex in last year
Family Situation	• Median age of sexual initiation • Number and percentage of women age 15–19 who have children or are pregnant • Ratio of girls married under the age of 18 • Median age of first marriage, by gender
Citizenship	• Number and percentage of voting age youth who vote in elections • Number and percentage of youth who engage/volunteer in community activities • Number and percentage of youth who participate in youth organizations, councils, etc.
Vulnerabilities	• Number and percentage of youth living in the street • Number and percentage of youth affected by prostitution and/or human trafficking • Number and percentage of youth with mental and/or physical disabilities
Perceptions and Aspirations	• Number and percentage of youth satisfied with their current lives • Number and percentage of youth confident about the future • Number and percentage of youth who want to migrate • What do youth express as their priorities, ambitions, and opportunities?

1 Adapted from Hempel, Kevin, and Nathan Fiala. 2011. Measuring Success of Youth Livelihood Interventions: A Practical Guide to Monitoring and Evaluation. Washington, DC: Global Partnership for Youth Employment.

Data collection instruments

While the results chain and corresponding indicators represent the "what?" type of data to be collected, the methods represent the "how?" data will be collected. There are many different types of data collection instruments though one should always consider a combination (or mixed) method of qualitative and quantitative data.

Qualitative vs. Quantitative Data Collection
Some guidelines when thinking about either qualitative or quantitative approaches to data collection:

- Collect only relevant & useful data that helps you understand your program
- Use age-appropriate and motivating tools
- Combine measurement with learning
- Use an inclusive & participatory approach to create ownership & enhance learning

Qualitative tools can include;

1. Community mapping - In this method, respondents in a community are asked to draw a map of their community and of the places that they visit the most and how often they go there.
2. Self-recording video - In this technique, participants are asked to answer a set of questions on a flip chart. They are given the full control over the camera and should not be interrupted.
3. Semi structured interviews & focus group discussions - This is a technique used to collect in-depth information about an issue from a small group of people and is additionally an opportunity to observe group dynamics, behaviors and attitudes.
4. Photo monitoring
5. Most significant change stories - this method has three main steps; collect stories of significant change, identify and assemble a panel of decision-makers, and then select the most significant change stories.

Quantitative tools can include;

1. Free listing - This is a data gathering method used for collecting data about a specific domain or topic by requesting respondents to list all the items they can think of that relate to the topic.
2. Performance monitoring forms - Here the aim is to link quantitative measurement at output level to target values.
3. Close ended surveys - One of the most common types of data collection methods, close ended surveys contain defined options for answers and are without any kind of open ended questions that allow respondents to create free form answers. We go deeper into the survey subject below.
4. Secondary sources - An example of this might be gathering a country's national statistics.

Survey Design

Surveys or questionnaires are often the most important data collection instrument. They can often provide in-depth information about your beneficiaries helping you improve your program and determine its effectiveness. All organizations should consider surveying as a regular monitoring and evaluation exercise. Surveys are also the most important instrument in impact evaluation and are often conducted before (pre), at the end (end line) and after (post or follow-up) the intervention.

Tips on surveys

- **Keep surveys short – without losing needed information**
- **Participatory process – reach out to stakeholders**
- **Organize the survey well – questions flow in logical manner**
- **Avoid SKIP LOGIC**
- **Review and borrow from surveys that others have developed for similar programs**
- **Include questions that can be used to benchmark**

Sampling refers to a group of people that is representative of the population you are working with. Since you won't collect information on the entire population of interest, we can instead collect information on a subset of manageable size. If the sample is well chosen, your findings can be inferred for the entire population.

The representativeness of your sample depends on the adequacy of the sample frame, the sampling method, the adequacy of sample size, and the response rate. Modes of sampling include random and non-random sampling. Random sampling controls for bias in the estimate and allows for estimation of the sampling error – allowing evaluators to determine the statistical significance of changes in indicators. Non-random sampling is also employed as it is easier, less expensive, less time consuming and sometimes the program structure may not allow for random sampling.

Sample size can be calculated with the following three pieces of information; population, confidence level, and confidence interval. A sample size calculator can be found at http://www.surveysystem.com/sscalc.htm

V IMPACT EVALUATION

Impact evaluations are different from other M&E tools in that they seek to answer cause-and-effect questions through use of a control group. This is in contrast to performance and process evaluations which seek to answer normative questions. Impact evaluations compare the outcomes of the program to a counter factual or in other words, a comparison group. In equation form:

IMPACT = OUTCOMES WITH THE PROGRAM - OUTCOMES IN THE ABSENCE OF THE PROGRAM (COUNTER FACTUAL).

The most common methods to find good counter factuals / comparison groups include:

Experimental techniques

- Participants are selected randomly; the rest becomes the comparison group
- If randomization is carried out correctly, both groups are likely to be very similar
- Examples: RCT, Random-Phase in, Random Promotion

Quasi-experimental techniques

- Identify non-participants that are as similar as possible to treatment group
- Usually relies on statistical tools and analysis
- Examples: discontinuity design, difference-in-difference, matching

Impact evaluation methods should be chosen based on operational context. The following are the most common:

1. **Lottery design** – the classic Randomized Control Trial for prospective evaluations. Pairs youth participating in program with non-participants based on observable characteristics thereby constructing an artificial comparison group. Impact given by comparing average outcomes between both groups. Usually used in the absence of other strict program assignment rules.
2. **Random Phase-In design** – for large programs rolled out over time. Gives each individual/group the same chance of receiving the program first, second, third, etc. Those receiving the program later serve as comparison group while waitlisted. Compares outcomes of those receiving treatment first with those receiving treatment later.
3. **Random Promotion design** – for programs with universal coverage and voluntary participation. Randomly promotes the program to a subset of the eligible population (increases likelihood to enroll). Since encouragement is done randomly, not promoted group and promoted group have same characteristics on average. Compares average outcomes of those who received the promotion with those who didn't.
4. **Discontinuity design** – when prospective beneficiaries are ranked along a continuum. Many programs establish an eligibility threshold for acceptance into the program (e.g. based on income level, test score, credit score, age). Premise is that people just below and just above the cutoff line are very similar. Compares outcomes of those who were just accepted with those who were just rejected.
5. **Non-equivalent group design (Difference-in-differences)** – when no other strict targeting rules are in place. Identifies comparison group that we believe is similar to treatment group. Carries out pre-test and post-test on treatment and comparison group. Compares difference in outcomes at the end of the intervention with difference in outcomes at the beginning.
6. **Matching** – best to be used in combination with other methods. Pairs youth participating in program with non-participants based on observable characteristics. Thereby constructs an artificial comparison group. Impact given by comparing average outcomes between both groups. Usually used in the absence of other strict program assignment rules.

VI ICT BASED DATA COLLECTION TOOLS [2]

One way to facilitate (and often reduce the cost) of primary data collection is the use of new information and communication technologies (ICTs). While some tools are primarily useful to support monitoring and supplement traditional data collection techniques to increase their relevance and enrich the analysis, others, such as mobile-phone based surveying can also be used for evaluations.

Examples of ICT-based technology data collection techniques include:

1. Mobile phones

Surveying

Mobile phones as a data collection tools offer convenience through their usability, size, weight and battery longevity. Depending on the model used, they also offer additional features such as GPS location data and imaging. Phone-based data collection is more efficient than using paper based instruments because it saves time thus allowing for real time data collection and analysis. It also saves printing costs.

Screen shot of mobile phone form

www.mobenzi.com

SMS reporting

As part of program monitoring, mobile phones can also be used to enhance direct communication with program staff and beneficiaries using short messaging system (SMS). This allows implementing organizations to both transmit and collect information to anyone who has a mobile phone. Responses can be aggregated and analyzed on a computer in real time.

2. Personal digital assistants (PDAs) or tablet PCs

The use of PDAs to collect data has existed for the past decade though it is only recently that PDA hardware and software has become affordable for many practitioners. Similar to phone-based surveying, PDAs replace the use of paper based instruments to record data. As such, they also offer easy use and portability, greater data accuracy and security than paper-based surveys, and no need to duplicate data entry.

3. Web-based surveys

While web-based surveys are still a relatively new and untested survey methodology, many organizations are using them due to their user-friendliness, low costs and ease of collecting and processing the data. Web based surveys are beginning to democratize the data collecting process as anyone in the general public can access them and they do not demand high technical knowledge.

4. Mapping geographic information

Using basic mapping software or more sophisticated geographic information systems (GIS) enables programs to visually track activities and results. This can supplement other data to enrich analysis. Such tools are often combined with mobile device technologies.

5. Video recording

Using video and other multimedia techniques to monitor and evaluate interventions is becoming easier thanks to the wide spread use of mobile video phones, video cameras and camcorders. The use of video to collect data can provide context to otherwise purely quantitative data and can be a good way of providing observational information and reporting personal stories and experiences of project beneficiaries.

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2 Adapted from Hempel, Kevin, and Nathan Fiala. 2011. Measuring Success of Youth Livelihood Interventions: A Practical Guide to Monitoring and Evaluation. Washington, DC: Global Partnership for Youth Employment.

VII TECHNICAL ASSISTANCE MODEL

The eleven CoP members will spend 2012 implementing their new monitoring and evaluation systems. Taqeem will provide technical assistance through expert consultancies, training and assistance on data collection and instruments. The objective is for each organization to be regularly reporting on each defined indicator by the end of the assignment.

Technical assistance is offered to the CoP members in three categories depending on their interests and level of experience in monitoring and evaluation. Below are the three categories of support services which will be delivered:

Rigorous monitoring and evaluation systems

- Refinement of indicators at the output and outcome levels
- Development and/or refinement of means of verification and data collection strategy comprising of easily applicable instruments (including qualitative or "creative" tools when applicable) and techniques
- Development and or refinement of tools for output reporting; production of scorecard and reporting templates
- Development and or refinement of instruments for outcome monitoring (ie questionnaire, interview guide)
- Determining sample sizes, confidence interval, margin of error
- Testing and finalizing of instruments
- Training staff on enumeration and utilization of instruments
- Support development of M&E database
- Analyzing data and report writing
- Sharing and reporting on results

Preparing for impact evaluation

- Refinement of indicators at the outcome and impact/long term outcome level
- Preparation of a time line and budget
- Defining the sample and the selection method
- Set up the evaluation team: recruit of researchers and investigators
- Composing concept note for evaluation
- Developing and piloting the survey instrument

Impact evaluation

- Finalizing concept note
- Finalizing sample and selection method
- Training field work team in enumeration
- Conducting baseline survey
- Assist in tracking survey participants
- Conducting follow-up survey
- Data analysis and report writing

VIII COMMUNITY OF PRACTICE PROFILES

Al-Amal Bank

Country Yemen

Project name Youth Loan Fund

Representatives Mohammed Saleh Al-Lai

Technical team Nader Kabanni, Syria Trust Fund

Background Al-Amal Microfinance Bank (AMB) is a non-profit organization offering sustainable financial services to limited and low income households in Yemen who are excluded from the formal banking sector(credit, saving, insurance, transfers, etc.) The youth segment is one of its most important segments. In 2009, AMB entered into a strategic partnership with Silatech, a Qatari organization that works to devise solutions for youth unemployment in the Middle East, to create a Youth Loan Fund with capital of $2 million USD shared between the two institutions. The project aims to provide young women and men aged 18-30, with sustainable financial services to help them and their families improve their income and create job opportunities. Since the Fund was established in October 2009, the number of disbursed loans was 10,519 with total disbursement amounting to 2.16 Million USD.

M&E Questions 1. How is the socioeconomic and business status of AMB Youth Loan Fund's clients changing over time?
2. What product portfolio best meet the needs of AMB's Youth clients to start and grow a business?
3. Has the enterprise capital increased as a result of the youth loan fund intervention?

M&E Methodology AMB will initially focus on improved monitoring and basic evaluation: structuring and formalizing data collection methodologies, customizing the MIS to reflect the needs of the monitoring process and continuous data analysis to measure the program achievement. AMB will field a survey for a selected group of clients who will be monitored during a test phase of the system.

Data collection Instruments

- Application forms (survey)
- Feasibility study forms
- Regular interaction (home visits, and monthly repayment by clients)
- Grameen Foundation's Progress out of Poverty Index (PPI)
- Amend processes (forms, interviews) to track status of for monitoring (social) outcomes
- Possible use of mobile-phone based collection of basic economic/social client data
- Survey workshops with selected clients/dropouts
- Qualitative data collection data and control groups

Better World Foundation

Country Egypt

Project name International Center for Technology (ICT)

Representatives Hany Amin, Ramy Amin

Technical team Justin Sykes, Silatech

Background The vision of Better World Foundation is to create an active and equally viable pool of skilled youth professionals who have the competitive advantage and leadership potential to drive Egypt out of poverty. Its mission is to bridge the gap between public and private institutions by uniting youth from national and international backgrounds, equipping them with language, leadership and problem solving skills and engaging them in community service. At ICT Egypt volunteer instructors provide training in world languages, information technology (hardware and software), and life skills (e.g. interpersonal communications, time management) to underprivileged public university students and recent graduates (ages 18-32). The project has grown from 10 trainees in 2006 to over 12,000 trainees in 2011. This rapid growth has proved existing methods of assessing courses and instructors and measuring trainee progress to be insufficient.

M&E Questions 1. To what extent are the curricula effective in delivering the skills, knowledge, and abilities?
2. To what extent are current teaching methods efficient in delivering the SKAs?
3. To what extent do the SKAs meet the demands of the employment communities and the public university students?
4. To what extent do the SKAs meet current and predicted future societal needs?
5. Has the enterprise capital increased as a result of the youth loan fund intervention?

M&E Methodology Better World plan to do continuous monitoring and regular evaluation and feels these are the ways in which ICTEgypt can be assessed and subsequently modified to ensure the highest quality of graduates and their success in the community. They intend to conduct thorough curricular evaluation and revision every 2-3 years, staggered so that not all courses are under revision at the same time. For this process to produce the desired outcome of high SKA relevancy for community stakeholders; the SKAs themselves will be assessed and determined as to whether additions and deletions need to be made, follow-up interviews or surveys of graduated trainees and their employers will take place to gather data on the usefulness of SKAs taught as well as any gaps in training that have shown themselves once in the field, and community focus groups will be created to bring together community leaders, employers, graduates, trainees, volunteer instructors and administrators, and university partners.

Data collection Instruments

- Pre and post survey and examination using Computer Assisted Personal Interviewing (CAPI)
- Semi Structured
- Interviews and focus group discussions
- Photo monitoring
- Web-based questionnaires
- Observation methods

Ebtessama Foundation

Country Egypt

Project name A Right for an Equal Life

Representatives Magda Samy

Technical team Kevin Hempel, World Bank

Background The mission of Ebtessama Foundation is to support the disabled and their families in all aspects of life and help them to acquire needed services and rights to lead a life with dignity and pride. The Foundation strategy is based on creating an enabling environment and equalizing opportunities for the active participation and integration of adult individuals with disability in the labor market through eliminating social and cultural barriers as well as raising the awareness of their competence and promote their rights for equal access to employment in national and multi-national organizations. A behavioral modification and CBR program was developed at the end 2007 by Ebtessama Foundation. The program methodology focuses on developing YAD's social & life skills, improving their communication skills and increasing their knowledge of the work environment and job-related skills.

M&E Questions 1. Monitoring the program's inputs, activities and targeted outputs for a well-executed program.
2. Evaluating the efficiency and effectiveness of the YAD empowerment program in bringing about the targeted outcomes for future scaling up and replicability.

M&E Methodology Ebtessama intends to employ a combination of monitoring and evaluation interventions to answer the above questions. A number of output and outcome indicators have been developed in relation to the above evaluation questions.

Data collection Instruments

- Pre & Post Program Evaluation Checklist
- TOT Evaluation Form
- Trainers' Evaluation Checklist
- Employers Cards
- YAD Portfolio
- Parents Group Interviews
- Quarterly Monitoring Form

Education for Employment Foundation

Country Morocco

Project name Morad

Representatives Amine Bakkali

Technical team Nader Kabanni, Syria Trust for Development

Background EFE-Maroc proposes to apply the M&E plan to Morad, a job readiness project. In the long term, this project seeks to bridge the gap between education and employment opportunities. More immediate goals are twofold: to improve the ability of local universities and youth centers in their mission to increase the employability of youth they serve. The second goal is to increase the employability skills of at least 12,500 young people in Morocco. EFE-Maroc will partner with at least 30 Maisons de Jeunes (Youth Centers) and three local universities to implement this project. The project will be progressively implemented during 3 years – from February 2012 - in 6 regions of Morocco : Grand Casablanca, Doukala-Abda, Tanger-Tétouan, Marrakech-Tansift-El Haouz, Fès-Boulmane and Sousse-Massa-Drâa. This implementation partnership will act as a mechanism to train the youth centers and universities in methods of program delivery and curriculum.

M&E Questions 1. Has the project affected the capacity of partner universities and youth centers to increase the employability of youth they serve?
2. Do the youth recruited and selected for training meet the program's target criteria (social background, needs, education, etc)?
3. How many and what percent of enrollees have graduated from the program? How does the training retention rate compare to EFE-Maroc's standard average rate for its job training and placement programs?
4. What is the effect of the training program on its beneficiaries? Has the program had a positive effect on employability? On knowledge of the local job market?
5. Does the training program enable young people to identify appropriate job opportunities?
6. How many and what percentage of program graduates identified job opportunities? Gained employment?

M&E Methodology EFE-Maroc's methodology will include monitoring, outcome evaluations and impact evaluations. Monitoring will be used to collect background data on beneficiaries and to assess beneficiaries before and after trainings to determine qualification for the training program and assess program output in terms of satisfaction, skills and knowledge, etc. Outcome evaluations will be used to assess program effects on beneficiaries and youth centers and local universities by administering surveys and leading semi structured one-on-one interviews with the key resource people directly involved in the project. Process evaluations will be applied to assess program implementation. Impact evaluation will be used to establish causality between the training program and its effects through identification of a comparison group of youth centers with similar characteristics—mission, resources, size—to those participating in the program.

Data collection Instruments

- Capacity building assessment interview
- Partners Survey
- Video recording of training
- Follow up Survey (6 months), using Roma system and Mobile based surveys
- Trainers Survey
- Pre and post training survey

Help Leads to Hope Foundation

Country Somalia

Project name Help Leads to Hope

Representatives Abdiaziz Mohamoud, Abidiaziz Yusuf

Technical team Kevin Hempel, World Bank

Background Help leads to Hope (HLH) is a new project that will start in January 2012 and is aimed at improving youth livelihood opportunities, and stimulating sustainable economic recovery and poverty alleviation by providing marginalized youth comprehensive fishing skills enhancement-training workshops, and the necessary fishing tools and equipment. The project location is in the north-eastern coastal city of Bossaso, Somalia. Communities living in that area are suffering reoccurring drought and floods, which causes food shortages and noticeable malnutrition among children. Over 43% of the population lives in extreme poverty on less than one US dollar a day and over 73% of the population lives in general poverty defined as less than two US dollars per day. Furthermore, years of conflict, mismanagement, and lack of funding has rendered the fishing industry extremely inefficient, despite the abundant marine resources. HLH's comprehensive fishing training and equipping program will interconnect the different local fishing industry sectors, and will allow a number of new people to enter into this vital sector.

M&E Questions 1. Are the local communities economic growth and job market demands met skills provided by this program?
2. Is the life skill training efficient, and has it improved youth knowledge and experiences on fishing, fish processing and product marketing?
3. Does the training and financial assistance in the form of equipment and tools improve socio-economic lives of youth that have participated in this program?
4. How has HLH local staff benefited from the extensive monitoring and evaluation training workshops held in Somalia, and are they capable of establishing an M&E database and assisting small local NGOs in M&E aspects?

M&E Methodology Help Leads to Hope plans on conducting quality monitoring and evaluation on their current project and improving the existing general M&E overall. They intend to conduct internal M&E capacity building, create the foundation for impact evaluation, including finding the impact evaluation methodology that fits our program, and finally, create the foundation for assessing the long-term impact of its fishing skills program

Data collection Instruments
- Pre and post tests, attendance sheets
- Focus group discussion
- Follow up SMS survey
- Most significant change history

Egypt ICT Trust Fund

Country Egypt

Project name ICT for Micro, Small and Medium Enterprises Program

Representatives Hoda Dahroug

Technical team Drew Gardiner, YEN

Background The ICT for Micro, Small and Medium Enterprises (ICT4M/SMEs) program is an on-going program that the Egyptian ICT Trust Fund has embarked on since 2006. The overall aim of the program is to empower young entrepreneurs through the use of ICT to enhance the productivity and competitiveness of their enterprises. The program focuses on sectors influencing national economic growth in the sense that they deliver broader and longer term benefits of competitiveness, innovation and employment generation. The program employed several empowerment approaches to foster entrepreneurial mind sets among young entrepreneurs; awareness raising seminars, training programs, workshops, competitions, and follow-up activities. In fostering the program sustainability, the ICT Trust Fund qualified a number of NGOs and Telecentres in different geographical locations in Egypt to sustain the capacity building and technical support services for M/SMEs as a mechanism for on-going empowerment and reinforcement.

M&E Questions 1. To what extent have the targeted M/SMEs changed in managing their enterprises as a result of the ICT4M/SMEs program?
2. To what extent has the working relationship between partner NGOs/telecentres and targeted M/SMEs changed as a result of the ICT4M/SMEs program?
3. How effective is the ICT4M/SMEs program in empowering M/SMEs and assisting them to become more productive and increase their revenue?
4. How effective is the ICT4M/SMEs program in empowering NGOs/Telecentres and assisting them to become more productive and increase their revenue?

M&E Methodology ICT plans to use a mix of monitoring and evaluation. The evaluation will be using a time series design as it collects data from the evaluation sample at two different points in time. The collected data will be also compared against findings from the February 2010 evaluation thus change could be assessed over time. Established indicators will be monitored and evaluated within the evaluation sample which include participants who completed their training program for more than a year.

Data collection Instruments
- CAPI for M/SMEs
- CAPI for NGOs' and Telecentres
- Focus group meetings with M/SMEs
- Meetings with NGOs and Telecentres
- On-line version of the CAPI surveys
- Monitoring form for Phase 4 participants

International Youth Foundation

Country Jordan

Project name Youth:Work Jordan

Representatives Nicola Musa, Dan Oliver

Technical team Kevin Hempel, World Bank

Background With support from USAID and in partnership with Jordan Ministry of Social Development and local NGOs, the International Youth Foundation (IYF) has been working with at-risk (e.g., out of work, out of school) Jordanian youth in the field of employability and entrepreneurship since 2009. The Youth:Work Jordan (YWJ) program, in particular, is being implemented with the purpose of addressing the aspirations and needs of these young people living in poverty pockets and to ensure they become productively engaged within their local communities. Micro and small enterprises (MSEs) are an engine of economic growth and essential provider of goods and services in all economies. In Jordan in particular, MSEs play a significant role in the day-to-day survival of many poor, under-served and remote populations, particularly youth. This sector typically has a highly dynamic lifecycle. There is a high rate of new business entries, but an even higher rate of exits. With low formal education, micro and small scale entrepreneurs often lack the business acumen, managerial, technical and marketing skills to choose the 'right' business venture and remain competitive in the marketplace.

M&E Questions 1. Young people who have received Youth:Work Jordan's entrepreneurship intervention are more likely to establish businesses when compared those who have not received the intervention.
2. Businesses that have been created by those who have received the YWJ intervention are more likely to be sustainable for at least six months when compared to those who have not received the intervention.

M&E Methodology YWJ has developed a rigorous Monitoring and Evaluation (M&E) system that is used to assess progress in achieving the overall goals of the program. The M&E system consists of YWJ's Results Framework, which provides the overall vision of how YWJ program activities should lead to expected results. This is followed by a listing of outcome indicators that are used to assess expected program impacts.With support from YEN and the Taqeem Fund, YWJ proposes a quasi-experimental design to test the above (M&E Objective section) hypotheses and assess the impact of its entrepreneurship intervention. YWJ believes a matching design would be the most appropriate method, given our operational circumstances, but would ideally have this assumption confirmed with an expert in impact evaluation.

Data collection Instruments

- Registration Form/Baseline survey
- Activity Recording Form
- Career Development Plan
- Exit Form
- Non-enrollee baseline survey
- Post Participation Tracking Form/expost Survey
- Non-enrollee ex-post survey
- Focus group instruments

INJAZ

Country Jordan

Project name Company Program

Representatives Rami Shishan

Technical team Drew Gardiner, YEN

Background The program aims to provideyoung Jordanians with hands-on entrepreneurial and business training, and opportunities for growth to establish their own companies. It provides essential knowledge and skills required to build entrepreneurial capacity, enhance business skills, promote self employment and encourage job creation. It also motivates and inspires young Jordanians and raises their awareness about their personal and professional capabilities and potential, while engaging the private sector and utilizing its knowledge, expertise and skills to better prepare Jordanian graduates to become entrepreneurs. Throughout this program students' ideas are grown and linked to investment opportunities with the aid of professional, well selected volunteers from different sectors to act as mentors and guides for the students.

M&E Questions 1. Does the program teach the skills, knowledge and attitude that meet the demand of the current business market in Jordan and does it increase the awareness of the students about the market need and the need to determine and unlock their potential?
2. What skills, knowledge, and attitude have students acquired? Are the M&E findings relevant to local conditions?
3. Does the program teach the skills, knowledge and attitude that enable the students to maintain a business over the time?
4. Does the program improve the quality of the student's life?

M&E Methodology The INJAZ methodology will include all three elements with a focus on impact evaluation. The monitoring will be focused and directed at two main fundamentals: the implementation of the program (inputs, activities, outputs) and the end product (Outcomes). Evaluation will include analysing the information gathered about the progress of the program and assessing it against a set group of predefined program targets, and producing corrective/contingency and optimization plans to recover fallbacks and unachieved targets. Impact evaluation will include translating the outcomes of the evaluation of the program and reflecting them quantitatively and qualitatively on the desired results, meaning; each value of the achieved targets should be directly linked showing in what ways it affects the desired target.

Data collection Instruments

- Pre and Endline survey
- Student Applications
- Satisfaction surveys
- Volunteer Registration Sheets
- Graduation Sheets
- Business plan and Statistics Report
- Competition scoring sheet
- Students Interviews sessions
- Follow up Survey
- Internal audit Report
- Focus group
- Social media
- Online surveying
- Video documentary on Most significant change stories
- Community mapping

Jordan River Foundation

Country Jordan

Project name Jordan River Community Empowerment Program

Representatives Khulood Kanaan

Technical team Nader Kabanni, Syria Trust Fund

Background The Jordan River Foundation (JRF) is a non-profit Jordanian non-governmental organization (NGO). JRF was established in 1995 and Chaired by Her Majesty Queen Rania Al Abdullah. JRF's vision is a Jordan where solutions are homegrown, where the opportunity to prosper is for all, and where the well being of our children shapes our future. JRF's mission is to engage Jordanians to realize their full economic potential and overcome social challenges, especially child abuse. JRF's two main areas of concentration include protecting the rights and needs of children through the Jordan River Child Safety Program and empowering individuals and communities through the Jordan River Community Empowerment Program. By 2010, JRF's outreach extended across the Kingdom supporting 1.2 million beneficiaries.

M&E Questions 1. How did JRF contribute to reduce youth poverty and improve their quality of life in serving their communities?
2. Specifically, how did JRF improve youth employment opportunities through revolving loans, income generation projects, and how did it build youth capacity in a way that they establish their enterprises through the entrepreneurship trainings?
3. How did JRF's interventions contribute to the establishment of a healthy and safe environment for youth in targeted communities?

M&E Methodology Jordan River Foundation intends to use a mix of monitoring and evaluation which would include the following activities; internally developing a broad "theory of change" for youth interventions, designing an M&E framework and logic model for its intervention approach in targeted communities in cooperation with key stakeholders and partners, developing appropriate indicators, establishing a comprehensive, integrated and computerized monitoring and evaluation system, and conducting a process evaluation study to enhance the youth programming component within our Community Empowerment Program.

Data collection Instruments
Trainings Evaluation Forms and Trainers Reports
Pre and Post Surveys of beneficiaries
Baseline Survey
Quantitative Tracking Sheets
Focus Groups
Direct Observation
M&E Field reports

LoYAC

Country Kuwait

Project name Summer Program

Representatives Willy Mathew, Nasser Al Wasmi

Technical team Justin Sykes, Silatech

Background LoYAC is a nonprofit organization working towards the overall development of the youth. Its mission states, "We strive to provide the youth with unique opportunities to help them evolve into highly effective young leaders". LoYAC designs and develops many programs that are in line with its mission. LoYAC runs over 20 programs and activities for ages 6 – 28 throughout the year which are accessed by youth from all over Kuwait. LoYAC enjoys strong relations with over 100 private sector companies that support financially and/or by providing internship seats. LoYAC's chapters were established in Jordan (2008) and Lebanon (2009). The flagship program of LoYAC is its Summer Program that runs for 6 weeks every summer. This program serves 500 – 550 youth out of the 1800 who participate annually. For evaluation, they have chosen our Summer program as this is our flagship program and the one that is most complicated. Once the methodology is perfected in the Summer program, it can be replicated to encompass all programs of LoYAC in future.

M&E Questions 1. Does the program teach the skills, knowledge and attitude that meet the demand of private sector in Kuwait?
2. Does the program help youth gain the right skills, knowledge and attitude in the most efficient way?
3. What skills, knowledge, and attitude have the participants acquired? Have the participant's relationships improved?
4. Does the program teach the skills, knowledge and attitude that enable the students to maintain a successful career and healthy relationships over the time?
5. Does the program improve the quality of youth and their life?

M&E Methodology With support from Taqeem Fund for Evaluation, LoYAC intends to establish a strong Monitoring & Evaluation system. By designing new tools and upgrading existing ones, they aim to gather enough relevant data in an effort to help them answer the above mentioned pertinent questions related to outputs and immediate outcomes. The evaluation will start from the application stage and extend to one year after the completion of the program.

Data collection Instruments
- Entrance and Exit Interview formats
- Student feedback form (Web based)
- Application forms
- LoYAC System
- Points System
- Jobsite Evaluation forms
- Student feedback form (Web based)
- Telephone follow up
- Committee Attendance Sheets
- Committee Supervisors' feedback forms
- Weekly Meeting Attendance Sheets

MEDA Maroc

Country Morocco

Project name YouthInvest

Representatives Adil Sadoq, Khadija Saoudi

Technical team Paul Dyer, Middle East Youth Initiative

Background YouthInvest's "Financial and Non-Financial Innovations for Youth in Egypt and Morocco" is a five-year, five million dollar initiative in which Mennonite Economic Development Associates (MEDA) is partnering with YSO and leading microfinance institutions, with support from The MasterCard Foundation, to develop innovative financial and non-financial products and services tailored to the needs of youth. The targeted youth are aged between 15 and 25 years old, are mainly beneficiaries of vocational trainings, and are living in rural areas. Since 2008, YouthInvest has had four goals: 1) to support education and training opportunities for youth, ensuring improved long term prospects, and contributing to a higher quality workforce; 2) to increase youth access to appropriate financial services; 3)to provide on-the-job experience through short placements in safe, appropriate and active businesses; and 4) to support YSO and financial service providers – including MFIs and banks – to develop financial and non-financial products appropriate to economically active youth.

M&E Questions 1. How does a client's use of financial services affect his or her household's well-being as well as financial behavior?
2. How does benefiting from training programs affect youth beneficiaries' household's well-being?
3. Is there any changes to youth's contributions to household income?

M&E Methodology MEDA plans to employ a mix of monitoring and evaluation as follows. Monitoring: a Program-Wide Performance Measurement Framework (or M&E matrix) will be used. MEDA will update their monitoring tools, and conduct consistent reporting. Evaluation: MEDA will design and conduct a baseline survey, develop evaluation surveys, and finally, employ the Most Significant Change (MSC) methodology. In relation to this qualitative approach, MEDA uses a derivative of participatory evaluation, called MSC methodology, which consists of a collection of stories told by youth about a significant change that happened to them thanks to one or several of YouthInvest's programs. Impact Assessment survey: the assessment surveys done by MEDA help us to establish whether a given YouthInvest intervention produces the desired effects on a certain dimension of interest. However, these surveys don't use counterfactual analysis, meaning that we are not able to assess the changes that can be attributed directly to YouthInvest programs.

Data collection Instruments

- Pre and post survey using Computer Assisted Personal Interviewing (CAPI)
- Attendance sheet
- Registration forms (classroom training)
- Focus groups (classroom training)
- Apprenticeship report
- Savings account copies
- Impact Evaluation survey (quantitative questionnaire) by using PAD or tablet devices
- Web survey sent by e-mails

Safadi Foundation

Country Lebanon

Project name Tara w Kheit

Representatives Riad Almeddine, Maya Ghoul

Technical team Drew Gardiner, YEN

Background The project aims at enhancing women's entrepreneurial skills at individual and collective levels by conducting relevant trainings and enhancing women's entrepreneurship initiative. The women will be supported by a follow up and orientation program upon the guidance of the social expert. As a result of the project women will be enabled to establish and run businesses on their own. Moreover, the project aims at improving gender equality within households and strengthening women's status as actors of change by integrating them into economic development. The main activities consist of identifying 10-12 women leaders and the setting up of the women's handicraft cooperative; conducting training sessions for women on cooperative management, marketing and team work; setting the strategic plan for the cooperative; establishing and implementing promotional campaigns for the cooperative; and organizing a public exhibition of artisanal goods produced by women. As a result, women will be organized in a community-based working unit.

M&E Questions 1. Did the monthly income of the families increase?
2. Are the women economically independent?
3. Did the women's capacities and skills acquired enhance their status in the community?

M&E Methodology Safadi intends to use a mix of monitoring and evaluation. Monitoring of the project will proceed as a continuous activity during the course of the project through collecting and analyzing information and comparing how the project activities are performing against expected results. In terms of evaluation, a mid-term and end-of-project evaluation will take place with the evaluations focusing on the following two areas; process learning and achievement of objectives. The evaluation will investigate how the project was implemented which will include an assessment of the extent to which the organization team, project, and project stakeholders collaborated. This will assess the extent to which the project achieves the stated objectives.

Data collection Instruments

- Monitoring Questionnaire within the coaching and orientation program conducted by the project team
- Pre and post test survey for beneficiaries conducted by the project team
- Monitoring and evaluation software
- Individual/ group interview and focus group with project stakeholders.

SPARK

Country Palestine

Project name BirZeit University IT Centre of Excellence

Representatives Nic van der Jagt

Technical team Susana Puerto Gonzalez, YEN

Background Recently, BirZeit University has taken a center stage among universities in Palestine in developing and implementing strategies and interventions that help transform university communities into entrepreneurial environments that are conducive to establishing successful business startups. In this effort, BirZeit University is supported by SPARK to implement a project under its larger programme for Palestine. The overall objective of this programme is to develop higher education and entrepreneurship so that young ambitious people are empowered to lead their post-conflict societies into prosperity. The BirZeit's IT Centre of Excellence project for which this M&E plan is submitted has a specific objective which is to build its capacity and services as a Palestinian university-based BDS providers for youth entrepreneurship development. The target groups of this project are (peri) urban youth, students, graduates, job-seekers after graduation, living in the marginal areas of West Bank and Gaza.

M&E Questions 1. What will project outcomes be in 2013, and how can we monitor these with innovative, IT-focused, attractive ways?
2. What has the impact of the BirZeit Curriculum-BPC-Matchmaking-Coaching pipeline approach been, and how can we successfully evaluate this in an RCT set-up?

M&E Methodology SPARK's methodology will focus on the monitoring of the outcomes of their project with a view of comparing how well they are performing against expected results. Secondly, their M&E plan focuses on preparing for an impact evaluation of the BirZeit IT Centre of Excellence project to be conducted in 2015. This involves planning for and designing the first steps in the identification of appropriate counterfactuals. In order to attribute our impact, we aim to compare what would have happened to beneficiaries in the absence of BirZeit's entrepreneurship development project, with what has actually happened to those students who participated in BirZeit's entrepreneurship development project.

Data collection Instruments
- Pre and post survey using web-based platform
- Project Performance Measurement Form (conversion to on-line platform in2012)
- Web –based survey sent through Facebook
- Most Significant Change/Focus group – photo and video recording

The Centennial Fund

Country Saudi Arabia

Project name Youth Business International

Representatives Sultan N. Al-Shuwayeb, Saud A. Al-Berzan

Technical team Paul Dyer, Middle East Youth Initiative

Background TCF's mission is to enable young Saudi men and women to start their own business by providing mentoring, training and financial support. In this way, TCF helps to transform Saudi youth from job seekers into job providers with financial independence.The Centennial Fund is a Saudi Arabian charity established in July 2004 with a royal charter to help young Saudi men & women achieve financial independence through helping them start their own commercially successful businesses. The Centennial Fund has supported 3461 youth since starting, providing 5000 jobs for them in around 150 cities and villages.

M&E Questions Monitor and evaluate the goals and the results to be sure that TCF is meeting its objectives.

M&E Methodology The Centennial Fund will focus its efforts on monitoring through its use of key performance indicators.

Data collection Instruments
- Web survey on through website
- Web application to collect KPIs data automatically

Youth Leadership Development Foundation

Country Yemen

Project name KHADIJA Project

Representatives Gabool al-Mutawakel

Technical team Susana Puerto Gonzalez, YEN

Background KHADIJA project was designed to support start up women businesses and provide trainees with required skills demanded by the labor market through enterprise training, incubation, business development training, shadow Internships, support from role models in business, and access to small grants and other forms of sustainable financing. The overall objective of the project is to contribute to poverty reduction and development in Yemen through addressing actual and potential economic exclusion of young women, through programme investments, which enable young women to start and grow sustainable micro and small enterprises.

M&E Questions

1. Are young female graduates of the Khadija model projects able to grow sustainable small and micro enterprises?
2. Is Khadija's entrepreneurship training module effective in creating employment for young women? Is access of Khadija's graduates to appropriate and sustainable sources of start-up capital increased?
3. Does the program teach the skills, knowledge and attitude in the most effective and efficient way? Are Khadija trainees satisfied with the training? Do Young women entrepreneurship have the motivation to open their own business?

M&E Methodology YLDF is using a mix of monitoring and evaluation to assess whether they reached their immediate and longer-term objectives. Their plan focuses on outputs and outcomes. The period of the plan will be at the end of the project, 6 months to 1 Year after project closing. The main methodology is to compare participants before and after the project, also by comparing those who deliberately choose to not continue in the project at the first or second phase with those who completed the project till the end.

Data collection Instruments

- Pre and post survey using Computer Assisted Personal Interviewing (CAPI) (Pre is paper survey and post is computerized)
- Exit and Entrance rating interviews
- Web survey sent by e-mails
- Focus group –video recording when possible
- Most Significant Change Story

IX EVALUATION CLINIC AGENDAS

Geneva

Day 1 – Tuesday 11 October		
Time	Topic	Presenter (links to bios in blue)
8:30 - 9:00	Registration / Check-in	
9:00 – 09:30	Round of Introductions - Socio metric introduction: connect participants and topic - Introduction to moderators	Drew Gardiner, YEN
9:30 – 10:15	Opening and Welcoming Remarks Presentation of Taqeem Fund and Programme	Susana Puerto, YEN Justin Sykes, Silatech Drew Gardiner, YEN
10:15 – 10:45	Coffee Break	
10:45 - 12:00	Why Monitoring and Evaluation (M&E)? - Why conduct M&E? - The impact of M&E - Examples from developing countries	Nader Kabbani, Syria Trust for Development
12:00 - 13:30	Lunch	
13:30 – 15:00	Project Marketplace - Live case studies introduce projects and evaluation plans. - Participants rotate amongst 5 project presentations.	Drew Gardiner, YEN
15:00 – 15:20	Introduction to Live Consultations and M&E Plan - Introduce case studies to their moderators and requirements of group work	Susana Puerto, YEN
15:20 – 15:45	Building an M&E Plan – PART I: Results chain - Results chain - Indicators and targets	Laetitia Weibel, ILO Beirut
15:45 – 16:15	Coffee Break	
16:15 – 17:30 (Group Session)	Parallel Live Consultations PART I: Results Chain and indicators Groups begin work on their concept notes: building the results chain and selecting realistic and appropriate tracking indicators	Group moderators with Taqeem Technical Team
17:30 –	Debrief and End of Day 1	Susana Puerto, YEN

Day 2 – Wednesday 12 October		
Time	Topic	Presenter
9:00 - 9:10	Introduction to Day 2	Susana Puerto, YEN
9:10 – 10:45	Building an M&E Plan – PART II: Data Collection - Primary data collection methods - Qualitative vs quantitative	Niklaus Eggenberger, SAD
10:45 – 11:15	Coffee Break	
11:15 – 12:30	Live Consultations PART II: Data collection methods How, when and who will collect data? Mapping out what type of data will be collected and what methods will be used	Group moderators with Taqeem Technical Team
12:30 - 14:00	Lunch	
14:00 – 15:30	Building an M&E Plan – PART III: Survey design - How to ensure data quality? - How to choose who to survey (sample)? - Introduction to technology assisted data collection	Paul Dyer, Middle East Youth Initiative
15:30 – 16:15	Coffee break	
16:00 – 17:00	Data collection tools: web based surveys - How to design a survey over the internet - Ensuring data quality - Available service providers	Drew Gardiner, Youth Employment Network
17:00 –	Debrief and End of Day 2	Susana Puerto, YEN

Day 3 – Thursday 13 October		
Time	Topic	Presenter
9:00 - 9:10	Introduction to Day 3	Susana Puerto, YEN
9:10 – 10:45	Measuring impact - Why impact evaluation? - The impact of impact evaluation - How to do an impact evaluation – an intro	Prof. Jean-Louis Arcand, Hautes Etudes International, Geneva
10:45 – 11:15	Coffee Break	
11:15 – 12:30	Measuring Impact - Overview of different impact evaluation methods	Kevin Hempel, World Bank
12:30 – 14:00	Lunch and field visit to Palais des Nations	
14:00 – 15:00	Case Study Understanding the counterfactual	Gabriella Breglia, UCW
15:00 – 16:00	Data Collections Tools: Building mobile phone based surveys ● Why mobile phone based surveys? ● How does the Nokia data gathering software work? - Analyzing results and creating reports	Sanna Eskelinen, Nokia
16:00 – 16:30	Coffee Break	
16:30 – 17:30	Live Consultations Part III: Survey design and instruments Determine how you will build your survey and what instrument you will use to collect your data	Group moderators with Taqeem Technical Team
17:30 –	Debrief and End of Day 3	Susana Puerto, YEN

Day 4 – Friday 14 October		
Time	**Topic**	**Presenter**
9:00 - 9:10	Introduction to Day 4	Susana Puerto, YEN
9:10 – 10:30 (Group Session)	Finalize M&E Plans - Working group sessions - Determine next steps for workplan development	Group moderators with Taqeem Technical Team
10:30 – 11:00	Coffee break	
11:00 – 12:00	Data collection tools: Technology for M&E: a recap - Summarize the different technology enabled data collection instruments: mobile phones, SMS, web based, multimedia, PDAs - What are the pros and cons of each? - Introduction to M-Proved: a web based data collection and sharing platform	Ramakant Vempati, Silatech
12:00 - 13:30	Lunch	
13:30 – 15:30 (Plenary Session)	Presentations: What do M&E plans look like? - Presentation of concept notes from 5 live case studies	Presentations by group
15:30 – 16:00	Coffee Break	
16:00 – 16:30	Next steps - What are the next steps for the projects? - Template for submission of concept note	Susana Puerto and Drew Gardiner, YEN
16:30 -	Clinic's Evaluation and Closing	Susana Puerto, YEN

Doha

Day 1 – Monday, 12 December 2011		
Time	**Topic**	**Presenter**
8:30 - 9:00	Registration / Check-in	
9:00 – 10:00	Round of Introductions – World Café – Speak about experiences designing M&E Plan – challenges and opportunities	Drew Gardiner, YEN
10:00 – 10:30	Opening and Welcoming Remarks	Tarik Yousef, Silatech
10:30 – 10:45	Coffee Break	
10:45 - 12:15	Presentations of M&E Plan – 4 organizations – 15 mins presentation with 5 min Q&A	1) Al-Amal Microfinace Bank, Yemen 2) Better World Foundation, Egypt 3) Ebtessema Foundation, Egypt 4) Education for Employment Foundation, Morocco
12:15 – 13:45	Lunch and visit to Bedaya Youth Center	
13:45 – 15:00	M&E Souk – 15 organizations – Tour of project stands	All workshop participants can tour the Souk
15:00 – 15:15	Coffee Break	
15:15– 16:15	Presentations of M&E Plan – 3 organizations – 15 mins presentation with 5 min Q&A	5) Help Leads to Hope, Somalia 6) ICT Trust Fund, Egypt 7) INJAZ, Jordan
16:15 – 18:00	Live consultations – Resource people meet with shortlisted organizations – 3 organizations/resource person	-Nader Kabbani: EFE & Al Amal -Ramakant Vempati: Better World & INJAZ -Kevin Hempel: Ebtessema & Help Leads to Hope -Drew Gardiner: ICT Egypt

Day 2 – Tuesday, 13 December 2011		
Time	**Topic**	**Presenter**
8:00 – 9:20	Presentations of M&E Plans – 4 organizations – 15 mins presentation with 5 min Q&A	8) International Youth Foundation, Jordan 9) Jordan River Foundation 10) LOYAC, Kuwait 11) MEDA Morocco
9:20 – 9:40	Coffee Break	
9:40 – 10:40	M&E Souk – 15 organizations – Tour of project stands	All workshop participants can tour the Souk
10:40 – 12:00	Presentations of M&E Plan – 4 organizations – 15 mins presentation with 5 min Q&A	12) Safadi Foundation, Lebanon 13) SPARK, Palestine 14) The Centennial Fund, Saudi Arabia 15) Youth Leadership Development Foundation (YLDF), Yemen
12:00 – 13:30	Lunch	
13:30 - 14:30	Scoring	
14:30 – 16:30	Live consultations – Resource people meet with shortlisted organizations – 3 organizations/resource person	-Drew Gardiner: Safadi -Kevin Hempel: IYF -Ramakant Vempati: LOYAC -Susana Puerto: SPARK, YLDF -Paul Dyer: MEDA, Centennial Fund -Nader Kabbani: JRF
16:30 – 17:30	Next steps	Drew Gardiner, YEN

Youth Employment Network
1st February 2012
Produced by Drew Gardiner and Zach Isdahl
www.ilo.org/yen