# TAQEEM INITIATIVE

## Report: Executive Course on Evaluating Youth Labour Market Programmes

Cairo, 2015

**IFAD**
Investing in rural people

**ILO**
International Labour Office

**WHAT WORKS**
In Youth Employment

# I. Background

Underemployment, rural employment and women's empowerment are serious policy issues in labour markets around the globe. For youth, it is a particular burden: youth are almost three times as likely to be unemployed as the general adult population.[1] In the Middle East and North Africa (MENA), the youth unemployment rate surpassed 30 per cent in 2014.[2] The gender gap, a global measure of gender based disparities, is the highest in the world.[3] Women are on average 2.4 times more likely to be unemployed than their male counterparts.[4] For young women, this figure translates into an unemployment rate of 21.7 and 21.2 percentage points in North Africa and the Middle East, respectively.[5]

The ILO has called for evidence-based action to tackle the unprecedented youth employment crisis and to improve labour market outcomes of youth. In response to the call for action that was adopted by the International Labour Conference in June 2012, youth employment was identified as an area of critical importance for the ILO to support member States in the implementation of the conclusions of the call for action.

While a growing body of literature has generated emerging lessons from the implementation and evaluation of active labour market programmes, there is limited evidence about which policies or programmes result in positive labour market effects and how the results can be achieved, particularly in the context of the MENA region.[6] Impact research is therefore needed to close the knowledge gap about the impact of programmes on socio-economic outcome indicators of young people. To improve the evidence base, academics, evaluators, implementers and researchers need to strengthen their capacity to conduct impact evaluations that can accurately measure the effects of programmes.

In response to this need, Taqeem (www.ilo.org/taqeem) was established as a regional initiative of the International Labour Organization (ILO) with the objective of improving labour market outcomes of young people in the MENA by strengthening results measurement and evidence-based policies and programmes. The project is implemented in collaboration with the ILO Regional Office for the Arab States and the ILO Decent Work Team (DWT) Cairo Office for North Africa. In the area of capacity development, Taqeem provides technical assistance and training to partners with the objective of creating a critical mass of evaluation expertise in the region. Evaluation Clinics are workshops on M&E and impact evaluation designed to share evaluation tools and techniques and to assist project teams develop M&E and impact evaluation strategies.

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[1] International Labour Organization (ILO). 2015. Global Employment Trends for Youth 2015: Scaling up investments in decent jobs for youth, Geneva, Switzerland.
[2] Ibid.
[3] Hausmann, Ricardo et al. 2012. "The Global Gender Gap Report 2013". World Economic Forum, Geneva, Switzerland. Retrieved 2013-10-26.
[4] ILO 2014. Global Employment Trends 2014. International Labour Organization. Geneva, Switzerland.
[5] Ibid.
[6] UPCOMING: For more information about the evidence on the effectiveness of active labour market programmes for youth, please see: Kluve J, Puerto S, Robalino D, Romero J M, Rother F, Stöterau J, Weidenkaff F, Witte M. Interventions to improve the labour market outcomes of youth: a systematic review of training, entrepreneurship promotion, employment services, and subsidized employment interventions. Campbell Systematic Reviews.

In 2015, the ILO's Taqeem Initiative offered an advanced evaluation training on measuring the impact of labour market programmes. The Executive Evaluation Course was intended to be intensive technical trainings for those who had already participated in a basic Evaluation Clinic provided by the ILO (see ILO Evaluation Clinics) or had acquired a solid understanding of M&E techniques. The ILO Executive Evaluation Course therefore aimed to train academics, evaluators, implementers and researchers on rigorous impact evaluation techniques in order to strengthen their capacity to understand, interpret and conduct impact evaluations in the MENA region. The ILO engaged with the Abdul Latif Jameel Poverty Action Lab (J-PAL) at the Massachusetts Institute of Technology (MIT) to assist in the technical delivery of the course.

The report was produced in partnership with IFAD as part of an IFAD-financed project, titled "Strengthening gender monitoring and evaluation in rural employment in the Near East and North Africa." Through rigorous impact research, this capacity development and learning grant project aims to understand "what works" in the promotion of gender mainstreaming, with the ultimate goal of reaching gender equality in rural employment outcomes across the region.

## II.    Objective and summary of activities

The ILO conducted a five-day Executive Evaluation Course on youth labour market programmes in the MENA in Cairo in 2015. The training aimed to achieve the following objectives:

- Provide advanced training on impact evaluation methods and techniques, especially randomized evaluations, and advocate for better measurement of women's empowerment through the Women's Empowerment in Agriculture Index (WEAI).
- Catalyse new partnerships amongst project implementers and researchers with the goal of advancing knowledge of what works, and what does not, in youth labour market programmes.
- Provide post-training technical assistance and advice to course participants on the implementation of their impact evaluation.

The ILO aims to strengthen the collaboration with local evaluation and academic institutions to conduct evaluation trainings. Towards this end the training was held from 18 to 22 October 2015 at the American University in Cairo (AUC) and included 46 participants from 11 countries, mainly from the MENA region.[7]

The training aimed to provide participants with an overview of impact evaluations and pragmatic step-by-step training for conducting one's own evaluation, particularly randomized evaluations. The goal in doing so was to introduce participants to rigorous impact evaluation and how to conduct these evaluations in the context of rural youth and women labour market programmes, with the objective that participants will be better producers and consumers of rigorous evidence in the future.

The course provided an overview of different impact evaluation methods, the assumptions underlying each impact evaluation method, and then focused specifically on how to conduct randomized evaluations. In addition to discussing the why, how, and when of randomized evaluations, the course also imparted insights on the importance of a needs assessment, measuring outcomes effectively, quality control, and monitoring methods that are useful for all types of evaluations. Lectures included guidance on how to design an experiment, how to choose an appropriate sample size, and dealing with common threats and pitfalls to the validity of the experiment. To supplement the lectures and facilitate deeper engagement with the material, the courses included small group work with teaching assistants from the ILO, J-PAL, and the Taqeem Council. Participants reviewed case studies and designed a randomized evaluation in small working groups, which they presented on the final day. In 2015, the projects selected for the group work came from the 2015 call for proposals of the ILO Fund for Evaluation in Employment, a competitive request for proposals which provides funding and technical assistance to impact evaluations. The projects were presented by their research teams during the group work of the evaluation training.

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[7] The agenda and lectures are available on the course website:
- ILO and J-PAL Executive Education Course, Cairo 2015

## III.    Course agenda[8]

| | Sunday, 18 October 2015 | Monday, 19 October 2015 | Tuesday, 20 October 2015 | Wednesday, 21 October 2015 | Thursday, 22 October 2015 |
|---|---|---|---|---|---|
| 8:00 – 9:00 | Pre-course assessment | | | | |
| 9:00 – 10:30 | Lecture 1: What is Evaluation | Lecture 4: How to Randomize | Lecture 5: Threats and Analysis | Lecture 6: Sampling and Sample Size | Lecture 8: Generalizability |
| 10:30 – 10:45 | Coffee Break | Coffee Break | Coffee Break | Coffee Break | Coffee Break |
| 10:45 – 12:00 | Lecture 2: Measurement: Outcomes, Impact, and Indicators | Group work on Case Study 2 How to Randomize: Labour Displacement (France) | Group work on Case Study 3 Threats and Analysis: Training and Subsidies (Jordan) | Exercise B: Sample Size Estimation and Power Calculations | Lecture 9:  Systematic Review on Youth Employment |
| 12:00 – 1:00 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 1:00 – 2:30 | Group work on Case Study 1: Different Evaluation Methods: Learn to Read (India)<br><br>Group work on presentation: Decide on Research question | Exercise A: Randomization Mechanics<br><br>Group work on presentation: Research question, Theory of change, Measurement | Group work on presentation: Threats and Analysis | Lecture 7: Project from Start to Finish | Feedback survey<br><br>Group presentations |
| 2:30 – 3:00 | Coffee Break | Coffee Break | Coffee Break | Coffee Break | Coffee Break |
| 3:00 – 4:00 | Lecture 3: Different Evaluation Methods | Group work on presentation: Randomization design | Women's Empowerment in Agriculture Index | Group work on presentation: Power and Sample size | Group presentations |
| 4:00 – 4:30 | | | | | Next Steps for Fund for Evaluation in Employment |

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[8] This agenda refers to the course in 2015.

## IV.    Course content

The ILO Executive Evaluation Course builds on the experiences of J-PAL's standard Executive Education Courses and ILO's Evaluation Clinics. The course invites researchers to deliver lectures on various concepts and decisions involved in running a rigorous impact evaluation. The content introduced through lectures is then reinforced in small groups using case studies, exercises, and a group evaluation design project. The small groups include between four and eight participants and are assigned one or two teaching assistants to guide the participants through the concepts, answer any questions they have, and encourage them to think critically about various aspects of an evaluation. The content used during the Executive Evaluation Course included:

### Course lectures

All lectures imparted key concepts in conducting randomized evaluations using examples from previous randomized evaluations. Following are the descriptions of the various lectures presented at the trainings:[9]

- **Lecture 1:** "What is Evaluation" presents evaluation as an intervention of its own. Just as policymakers must think critically about why a specific programme or policy is necessary and preferred, they also must think equally carefully about the need and purpose of evaluation. The most important questions are: is the evaluation needed to promote learning, accountability, or both? This module also puts impact evaluation in the context of the broader monitoring and evaluation strategy, using a framework for "programme evaluation" that includes: Needs Assessments, Programme Theory Assessments (including Logical Frameworks, Theory of Change analyses), Process Evaluations (which includes programme monitoring), Impact Evaluations, and Cost-Effectiveness Analyses. Randomized evaluations are only one type of impact evaluation, but a well-designed randomized evaluation can include of all of these evaluation types.
- **Lecture 2:** "Measurement: Outcomes, Impact, Indicators" presents participants with challenges in programme theory assessment, answering questions such as, "What goals does your programme have?", "What causal pathway will get you from inputs to final outcomes", "What assumptions to make and what indicators to measure?" This module also describes the challenges in measurement and surveying.
- **Lecture 3:** "Women's Empowerment in Agriculture Index", the lecture taught participant strategies to effectively measures women's employment with a focus on the WEAI. The WEAI measures the empowerment, agency, and inclusion of women in the agriculture sector in an effort to identify ways to overcome those obstacles and constraints. Research teams were required to measure women's empowerment in their projects.
- **Lecture 4:** "Different Evaluation Methods" provides an overview of the various impact evaluation methodologies: non-experimental methods (before-and-after comparisons, simple difference between participants and non-participants, difference-in-differences, and regression

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[9] The lectures are available on the 2014 course website and the 2015 course website.

analysis) as well as experimental methods (randomized evaluations). The objective of this module is to introduce the various evaluation methods, to outline the assumptions underlying each, and to discuss the role randomization can play in dealing with these assumptions.

- **Lecture 5:** "How to Randomize" discusses the various design factors to consider when implementing a randomized evaluation. This includes how to select the appropriate level(s) at which to randomize (e.g. the individual, the household, the village) and what different aspects evaluators must consider: sample size, spillovers and compliance, political and ethical constraints, and unit of analysis. Sometimes the ideal randomization design is not feasible for political, practical, or ethical constraints, and modifying the unit of randomization alone is not sufficient to mitigate these constraints (or impossible due to multiple constraints). This lecture reviews evaluation design strategies employed to deal with these challenges, for example, phase-in, rotation, or encouragement designs.

- **Lecture 6:** "Threats and Analysis" discusses the threats to the integrity of the experiment (building on what was introduced in the "How to Randomize" lecture), and how to handle these threats during the analysis phase. Topics covered include: attrition, spillovers, partial compliance and sample selection bias, and the difference between measuring effectiveness by estimating the intention to treat (ITT), which considers all individuals randomly assigned to the treatment group, regardless of whether they received the treatment, and the treatment on the treated (TOT), which only includes those randomly assigned to the treatment group who actually received the treatment.

- **Lecture 7:** "Sampling and Sample Size" reviews how key concepts in statistics that determine how many people and which people are included in an evaluation. This lecture reviews population distribution, sampling distribution, law of large numbers, central limit theorem, standard deviation and standard error, and detecting impact.

- **Lecture 8:** "Project from Start to Finish" provides a review of the various topics presented during the course using an example of a randomized evaluation. The lecture begins with a discussion of why this evaluation was important, explains the evaluation design and the challenges faced during the implementation of the project, and culminates with a discussion of the lessons learned and their relevance for policy-making.

- **Lecture 9:** "Generalizability." In 2015, the lecture on Cost-effectiveness Analysis and Scaling Up was replaced by a lecture on Generalizability to share with participants a new framework for using evidence from one context to inform programme design in another. "Generalizability" provides a framework for generalizing existing evidence for contexts where evidence does not exist. This is done through a theory of change approach that uses an understanding of local needs to inform whether or not a policy evaluated elsewhere would be effective given the local context. This lecture replaced the lecture on Cost-effectiveness analysis and scaling up.

- **Lecture 10:** "Systematic Review on Youth Employment" reviewed the preliminary conclusions of a [systematic review on the effectiveness of active labour market programmes](#) for youth. The ILO conducted the review in collaboration with the World Bank and the Rheinisch-Westfälisches Institut für Wirtschaftsforschung (RWI). It analyses the impact of training and skills development, entrepreneurship promotion, employment services, and subsidised employment interventions on labour market outcomes of youth. This lecture was only included in the 2015 course.

## Case studies

During the course, the ILO and J-PAL used case studies to supplement the lectures and provide participants with deeper insight into some of the key concepts covered during the course. These case studies also facilitate exploration of these concepts using existing randomized evaluations as examples. The case studies that were used for these trainings are as follows:

- **Case study 1:** Learn to Read (India) illustrates different evaluation methods (before vs. after comparison, participants vs. non-participants comparison, difference-in-differences, multivariate regression) using the example of a literacy programme in India.[10] It allows participants to explore the different underlying assumptions and leads them into discussing the plausibility in the given context. The case study aims at demonstrating how randomization can address some of the challenges of the presented evaluation techniques. This case study was adapted to the labour market context for upcoming evaluation trainings. The new case study Stimulating Microenterprise Growth (Uganda)[11] is based on a randomized experiment with microenterprise owners in Uganda that aimed to explore the impact of receiving business skills training, loans, cash grants or a combinations of these programmes.
- **Case study 2:** Labour Displacement (France) leads participants through the details of experimental study design used to evaluate private job counselling in France.[12] This case is based on a study by Bruno Crépon, Roland Rathelot, and co-authors. Crépon served as a lecturer for both courses, and Rathelot joined as a lecturer in 2014. Having two of the principal investigators present at the training allowed participants to discuss additional details of the evaluation directly with the study authors.
- **Case study 3:** Training and Subsidies (Jordan) is based on a randomized evaluation from the World Bank of a programme that aimed to assist female community college graduates find employment.[13] The case used the evaluation to illustrate how to deal with threats such as partial compliance and attrition, which can compromise the validity of randomized evaluations.

## Course exercises

Finally, the lectures and case studies were complemented by two hands-on learning exercises to expose participants to various software tools useful when conducting randomized evaluations. These exercises focused on the mechanics of randomly assigning individuals to different groups using Microsoft Excel, and conducting power calculations to determine the necessary sample size in an experiment using Optimal Design.

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[10] For more information about the study, please see: Banerjee, A.V., Banerji, R., Duflo, E., Glennerster, R. and Khemani, S., 2010. Pitfalls of Participatory Programs: Evidence from a randomized evaluation in education in India. American Economic Journal: Economic Policy, pp.1-30.

[11] For more information about the study, please see: Fiala, N., 2014. Stimulating microenterprise growth: Results from a loans, grants and training experiment in Uganda. Grants and Training Experiment in Uganda (April 25, 2014).

[12] For more information about the study, please see: Crépon, B., Duflo, E., Gurgand, M., Rathelot, R. and Zamora, P., 2012. Do labour market policies have displacement effects? Evidence from a clustered randomized experiment. Working Paper No. 18597. National Bureau of Economic Research.

[13] For more information about the study, please see: Groh, M., Krishnan, N., McKenzie, D.J. and Vishwanath, T., 2012. Soft skills or hard cash? The Impact of Training and Wage Subsidy Programs on Female Youth Employment in Jordan. Policy Research Working Paper; No. 6141. Washington, DC: World Bank.

## V.  Group work

Participants worked in small groups throughout both courses to apply the concepts they were learning in the lectures through designing an evaluation. Several groups presented their evaluation designs on the final day of the course to illustrate what they had learned and receive feedback from the course lecturers and teaching assistants.

## Group work

The evaluation training in October 2015 took place in the context of the 2015 call for proposals of the ILO Fund for Evaluation in Employment. Shortlisted project teams were invited to attend the evaluation training and could use the group work to receive feedback and refine their evaluation design. The list below summarizes the projects (serving as groups during the training) invited by the ILO Fund for Evaluation in Employment, as well as additional projects invited by ILO and J-PAL. Several groups presented their evaluation design on the final day, those groups are denoted with \*\*\*.

**ActionAid Arab Regional Initiative (Jordan):** The Women Economic Empowerment (WEE) programme, a skills training programme, will create links between employers and young women thereby contributing to the economic empowerment of young people in conflict-affected areas.

**Alashanek Ya Balady Association for Sustainable Development (Egypt):** The Youth Innovation Fund Egypt (YIFE) helps teams of young people successfully launch and run their own income-generating and green businesses, through a period of training, coaching, and business counselling.

**Business Development Center (Jordan):** The project focuses on employability of rural youth and women, coupled with job creation efforts through the development of entrepreneurial skills.

**Enda inter-arabe (Tunisia):** A project in Tunisia providing training and financing services to young (micro) entrepreneurs. The programme that started in 2011 was rolled out on a nationwide scale.

**FAO Sudan:** The Integrated Food Security Project (IFSP) has the overall objective of improving sustainable food security among selected communities by applying innovative approaches for increasing community-based agriculture production, creating opportunities for youth and women employment through the provision of skills, and enhancing community participation in economic growth.

**Glowork (Saudi Arabia)\*\*\*:** "A Step Ahead" which is considered the largest female career fair in the Middle East aims to empower women and to bridge the gap between education sectors and labour markets.

**ILO Better Work/Better Work Jordan (Jordan)\*\*\*:** The Better Work programme in Jordan aims to reduce poverty by expanding decent work opportunities for workers (mainly women) in the apparel sector.

**ILO Country Office Cairo (Egypt):** The project aimed to upgrade the existing non-formal apprenticeship system and apply it to the benefit of the specific target group of adolescent workers in the agricultural and food sector in five rural governorates of Upper Egypt.

**Industrial Training Council (Egypt)\*\*\*:** The National Programme for Training for Employment aims to impact labour market information systems, training and qualifying projects as well as matchmaking services.

**International Centre for Agricultural Research in the Dry Areas (Tunisia)\*\*\*:** ICARDA aims to test a range of models for technology transfer to enhance meat sheep productivity. Youth and women will be the main actors, thus building their capacity will be targeted.

**International Finance Corporation (Egypt)\*\*\*:** The programme will provide support to financial intermediaries in key MENA markets to establish them as Women Banking Champions, in turn creating a demonstration effect in their respective markets.

**International Trade Centre (Switzerland):** The Youth and Trade Programme's Trade Accelerator model was launched in Morocco and installs an innovative and sustainable ecosystem of institutions, advisers, mentors and other actors to support youth-owned small and medium-sized enterprises (SMEs) with tailored services as springboards to access international markets.

**Istebdaa LLC. & United Nations University (UNU-MERIT, Netherlands):** The project provides seed and growth capital and management trainings to set up and expand co-working spaces, offering an opportunity for entrepreneurs to grow and create jobs in rural regions of the Arab world.

**IZA and Population Council (Germany/Egypt)\*\*\*:** The study will test whether providing tailor-made vocational training, mentoring, life skills and money to young women along with raising awareness in the community (in the treated group) has a causal effect on women's labour market participation and entrepreneurship and on their social and political empowerment.

**Social Fund for Development (Egypt)\*\*\*:** SFD is collaborating with the World Bank to implement programmes that aim to improve youth employment. One of these programmes is a Cash for Work programme, to be implemented in villages in Egypt. The group designed a randomized evaluation to test if the Cash for Work programme facilitates labour market entry for participants.

**Tunisia Polytechnic School (Tunisia):** A project that aims at enhancing self-employment among Tunisian youth by facilitating financial access to young entrepreneurs from five governorates. Specifically, the project examines the impact of providing Islamic microfinance contracts, as an alternative to the traditional micro-credit model, to unemployed graduated on self-employment in Tunisia using an experimental design.

**UNICEF and Al Nayzak (Palestine):** The adolescent skills development and civic engagement programme aims at building their capacities in non-cognitive skills such as critical thinking, communication and entrepreneurial skills and support them to practice these skills in their communities.

**University of Illinois at Urbana-Champaign (USA):** This project aims to assess the impact of providing literacy training to Egyptian adults below the age of 40 on a variety of labour market outcomes.

**University of Passau (Germany)\*\*\*:** The programme "Cheque d'amélioration de l'employabilité" seeks to increase employment by matching job seekers in Tunisia with eligible firms that sign an agreement of intent to hire the employee after successful completion of the training and (or) internship while at the same time participants receive intensive skill trainings (up to 400 hours).

Groups continued to refine their proposals after the training, and several project teams submitted revised evaluation designs to the ILO Fund for Evaluation in Employment following this Executive Evaluation Course.

# VI.    Results of course evaluations

In order to measure what participants learned during the course, participants were tested on the major concepts presented in the course at the beginning and at the end. These tests included questions about material covered in each topic-specific lecture. The tests also collected information about participants' goals, asking what topics participants hoped to learn about at the beginning of the course and which goals they had accomplished by the end.

The topic most frequently selected as a goal for the course was *understanding randomized evaluation design*. The second and third most popular participant learning objectives were: *randomizing programme assignment* and *making evaluation relevant for policymaking*. As these topics were covered in detail during the courses, with several of them having dedicated lectures, this suggests that the course was well targeted and that participants understood what the course would cover. Most participants who stated these goals at the beginning also indicated in the post-course assessment that their goals were met.

The assessments also showed that participants gained knowledge during the five days: participants experienced a larger increase in understanding: on average, participants' overall test score increased by 11.22 percentage points, on average, between the beginning and end of the course. Yet again, the largest improvement on specific concepts was seen in understanding of power and sample size. Participants came in with a fairly low knowledge of this, but saw a 21 percentage-point increase by the end of the course. Other large improvements were on questions related to "Threats and Analysis," "What is Evaluation," and "Why Randomize". These results suggest that both courses improved participants' understanding of randomized evaluations.

## VII.    Appendix A: Course participants and staff[14]

The 2015 training included 46 participants from 11 different countries, mainly from the MENA region. In addition, ILO and J-PAL also invited special guests, including representatives from the American University in Cairo, the ILO Decent Work Team (DWT) Cairo Office for North Africa, local partner organizations, and local researchers, to participate in portions of course. The course was overseen by course staff from the ILO, J-PAL, and other organizations collaborating with Taqeem or participating in the Taqeem Council.

### Course participants

| First Name | Last Name | Organization | Country (org.) |
|---|---|---|---|
| Tareq | Abu Qaoud | Better Work (ILO/IFC) | Jordan |
| Ruba | Al Labadi | Business Development Center (BDC) | Jordan |
| Samia | Archella | ILO | Egypt |
| Enrico | Bonaiuti | ICARDA | Jordan |
| Amelie | Constant | IZA | Germany |
| Yara Ashraf Ahmed | Elhemaily | Industrial Training Council | Egypt |
| Ahmed | Elsayed | IZA | Germany |
| Emad Shaaban Abdel Alim | Emam | ActionAid Arab Regional Initiative | Jordan |
| Osama | Esahak Yakob | Minia Jesuits Association (MJA) | Egypt |
| Sammar | Essmat | International Finance Corporation | Egypt |
| May | Gadallah | Population Council | Egypt |
| Micheline | Goedhuys | UNU-MERIT | Netherlands |
| Siham | Ibrahim | North South Consultants Exchange | Egypt |
| Abdirahman | Issack | Food and Agriculture Organization of the United Nations | Sudan |
| Walid | Jebili | Enda inter-arabe | Tunisia |
| Manar | Korayem | International Finance Corporation | Egypt |
| Rama | Maher | Alashanek Ya Balady Association for Sustainable Development | Egypt |
| Thomas | Meagher | Glowork | Saudi Arabia |
| Maysoon | Obeidi | UNICEF | Palestine |
| Ana | Pizarro | Food and Agriculture Organization of the United Nations | Egypt |
| Karin | Reinprecht | ICARDA | Jordan |
| Marianne | Schmitt | International Trade Centre (ITC) | Switzerland |
| Irene | Selwaness | Cairo University | Egypt |
| Eman | Shady | American University in Cairo | Egypt |

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[14] For a list of 2014 course participants, please see

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| First Name | Last Name | Organization | Country (org.) |
|---|---|---|---|
| Dina | Shakir | Business Development Center (BDC) | Jordan |
| Tamer | Taha | Istebdaa LLC. & United Nations University (UNU-MERIT) | Egypt |
| Maha | Thaher | Al Nayzak | Palestine |
| Zeineb | Zouari | Tunisia Polytechnic School | Tunisia |
| Ali | Abdallah | Egypols | Egypt |
| Perihan | Abou El Ela | The First Microfinance Foundation | Egypt |
| Ahmed | Bayad | UNICEF | Egypt |
| Rachel | Eager | Save the Children UK | United Kingdom |
| Hoda | El Enbaby | Economic Research Forum | Egypt |
| Eman | El-Hadary | RISE Egypt | Egypt |
| Mohamed | Elkaramany | The Ministry of International Cooperation | Egypt |
| Engi | Gamal Eldin | Information & Decision Support Center (IDSC) | Egypt |
| Mona | Ghander | Sawiris Foundation for Environmental Development | Egypt |
| Samir | Habib | Research Triangle Institute (RTI) | Egypt |
| Abdelrahman | Hashim | General Authority for Investment and Free Zones | Egypt |
| Ahmed | Ismail | Research Triangle Institute ( RTI ) international | Egypt |
| Ahmed | Khalil | Ministry of Planning, Monitoring and Administrative Reform | Egypt |
| Khaled | Rashad | Ministry of International Cooperation | Egypt |
| Rolana | Rashwan | Social Fund for Development (SFD) | Egypt |
| Rania | Sadek | Industrial Training Council | Egypt |
| Sarah | Samaha | J-PAL | Egypt |
| Hassan | Zaid El Keilani | Queen Rania Foundation | Jordan |

## Course staff: Lecturers and teaching assistants

| First Name | Last Name | Organization | Country (org.) |
|---|---|---|---|
| Jonas | Bausch | German Academic Exchange Service (DAAD) | Switzerland |
| Ramu | Bishwakarma | ICF International | United States |
| Bruno | Crépon | ENSAE and École Polytechnique | France |
| Iqbal | Dhaliwal | J-PAL | United States |
| Paul | Dyer | Silatech | United States |
| Jeffrey | Eisenbraun | Better Work (ILO/IFC) | Switzerland |
| Alison | Fahey | J-PAL | United States |
| Drew | Gardiner | ILO | Switzerland |
| Samer | Kherfi | American University of Sharjah | United Arab Emirates |

| First Name | Last Name | Organization | Country (org.) |
|---|---|---|---|
| Tobias | Lechtenfeld | World Bank | United States |
| Justin | Loiseau | J-PAL | United States |
| Francine | Loza | J-PAL | United States |
| Meghan | Mahoney | J-PAL | United States |
| AbdelRahman | Nagy | J-PAL | United States |
| Adam | Osman | University of Illinois at Urbana-Champaign | United States |
| Ariella | Park | J-PAL | United States |
| Hira | Siddiqui | J-PAL | United States |
| Jonathan | Stöterau | Rheinisch-Westfälisches Institut für Wirtschaftsforschung (RWI) | Germany |
| Luke | Strathmann | J-PAL | United States |
| Felix | Weidenkaff | ILO | Switzerland |
| Daniela | Zampini | ILO | Egypt |

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