



Investing in rural people



International
Labour
Organization

Evaluating Labour Market Programmes Policy Forum & Executive Course

2 -6 July 2017, Amman, Jordan

Report



Youth Inclusion Project



PART 1: BACKGROUND

A. Introduction

Active labour market programmes (ALMPs) are used in many countries to help job-seekers find and retain better jobs. ALMPs often target vulnerable populations such as inactive women and rural youth. Despite their widespread adoption, the effectiveness of these programmes remains controversial. With the increasing emphasis in many governments and international agencies on evidence-based policy advice, it is important to understand which programmes “work” and which are less successful.

Rigorous results measurement and impact evaluation can help to determine the effectiveness of programmes and understand their impacts on labour market outcomes of target groups. Advanced training on evaluation techniques and methods is needed to strengthen the capacity of policy-makers, researchers, and practitioners to understand, interpret and conduct impact evaluation. Understanding how empowerment affects gender equality and economic outcomes is equally important.

As part of ILO’s partnership with the International Fund for Agricultural Development (IFAD), the IFAD financed project “Strengthening gender monitoring and evaluation in rural employment in the Near East and North Africa”, a Policy Forum and Executive Course on Evaluating Labour Market Programmes was offered between the 2nd and 6th of July 2017 in Amman, Jordan. The course was co-financed by the OECD Development Centre, the International Initiative for Impact Evaluation, GIZ and the Economic Research Forum.

The event brought together 58 participants from eight countries from the Middle East and North Africa (MENA) region including Algeria, Egypt, Lebanon, Iraq, Jordan, Palestine, Tunisia, and Turkey.

B. Objectives

The event aimed to achieve the following objectives:

- 1) Initiate policy debate about gender inequalities in rural employment in the MENA region and discuss key design features of policies and programmes that are sensitive to the needs of rural women.
- 2) Provide advanced training on appropriate impact evaluation and results measurement strategies for assessing active labour market programmes, with a particular emphasis rural youth, women’s empowerment and the agricultural sector.
- 3) Catalyse new partnerships amongst project implementers and researchers with the goal of advancing our knowledge of what works, and what does not, in implementing active labour market programmes for rural youth and women.

The policy forum on day 1 was targeted towards high level representatives from development partners and national agencies responsible for developing and implementing policies focused on women’s empowerment and rural employment in the MENA region. The executive course from day 2 to day 5 provided participants a thorough understanding of impact evaluations in the areas of women’s and youth employment and pragmatic step-by-step training for designing results based measurement systems.

Throughout the course extensive group work sessions allowed participants to develop M&E systems and plan an evaluation for their own programmes. Thematic sessions of the course focused on measuring women’s empowerment with a particular focus on the Women’s Empowerment in Agriculture Index (WEAI). Through roundtable exercises, organizations received structured

guidance from academic experts on how to build evaluation into the design and execution of their specific programmes.

C. Partners



The Executive Evaluation course was offered in partnership with IFAD as part of the **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.



Co-funded by the European Union, the Youth Inclusion project is implemented by the **Development Centre of the OECD** to analyse policies for youth in ten developing and emerging economies, including Jordan. An important objective of the project is to strengthen national capacities to design evidence-based policies that promote youth inclusion and youth well-being.



GIZ's Employment Promotion Programme (EPP) aims to improve the employment situation in Jordan in selected economic sectors and regions. It focuses on expanding evidence-based policy-making through improved M&E systems, strengthening local economic development and employment, and enhancing employment opportunities for women.



3ie is an international grant-making NGO promoting evidence-informed development policies and programmes. 3ie is a global leader in funding and producing high-quality evidence of what works, how, why and at what cost in international development.



The **Economic Research Forum** (ERF) is a regional network dedicated to promoting high quality economic research to contribute to sustainable development in the Arab countries, Iran and Turkey. Its core objectives are to build strong research capacity in the ERF region, to lead and support the production of independent, high quality economic research.

PART 2: POLICY FORUM

2 July 2017



A. Background

A policy forum, which included a keynote lecture and high-level panel, took place in the morning of day 1 of the event. The theme of the policy event was on what works in women's empowerment and rural employment in the Middle East and North Africa region.

The session discussed the causes, factors and possible solutions to boost female labour market participation and empowerment. Panel members came from Jordan-based agencies and organizations that work with women and rural populations on programmes to improve access to labour markets. These agencies include the Ministry of Planning and International Cooperation (MoPIC), the International Labour Organization, GIZ, the Jordan Enterprise Development Corporation and the Economic Research Forum/University of Minnesota.

B. Keynote lecture

Dr Ragui Assaad, Professor of Planning and Public Affairs at the Humphrey School of Public Affairs at the University of Minnesota and Fellow at the Economic Research Forum, opened the forum with a keynote lecture on "*Gender and Labour Markets in the Arab World*".



Professor Assaad started by noting that one of the key barriers to empowerment often cited in the literature is women's access to education and improved skills. The narrative on the topic prescribes that increased investment in female education will bring about transformation of economies as educated young women have better chance to find better work. Rural women can break the chain of poverty by educating themselves, becoming more autonomous and moving out of domestic or farm related duties to more productive jobs. Unfortunately, the narrative is not playing out in reality. In the Middle East and North Africa region,

where gender gaps in the youth labour force participation rate are the highest in the world, the share of young women with a tertiary degree now outnumbers that of men in some countries. Levels of education among young women in the region have been increasing fast over the past three decades and, overall, gender gaps in educational attainment almost disappeared. Researchers and policy-makers have labelled this phenomenon the "MENA paradox".

In fact, MENA is the region with the lowest youth female labour force participation rate, at about 16 percent. Arab countries also have the highest female youth unemployment rates – just below 45 per cent – in the world. This makes young women in MENA around twice as likely to be unemployed than their male counterparts, which is another disheartening global record. Finally, youth unemployment in most MENA countries for young women is increasing, rather than decreasing with education. In rural areas, work done by women is often unpaid and being stuck in these work-arrangements is one of the most important factors constraining their access to paid work in rural settings. For example, unpaid work on family agricultural enterprises accounts for an astonishing 85 percent women's informal employment in Egypt (compared with 10 percent for men).

One of the main reasons driving the MENA paradox is the restructuring of Arab economies away from state-led growth strategies, Professor Assaad explained. In particular, the shrinking of a once booming public sector has substantially altered opportunity structures for women as the formal private sector only replaced a fraction of lost jobs. Consequently, jobs prospects deteriorated in

particular for women for whom informal private sector employment often does not represent an acceptable alternative. Especially women in rural areas lack mobility and tend to be “trapped” in local labour markets that offer few opportunities for them. Moreover, married women find it very hard to reconcile domestic responsibilities with private wage employment and therefore oftentimes leave such employment at marriage.

As the central argument in his presentation Professor Assaad argued that low female labour force participation rates and high unemployment rates are the result of a lack of job opportunities that meet “reservation working conditions”, which means opportunities that are considered appropriate for women given prevailing gender norms. In countries like Jordan, Egypt and Tunisia, this implies that work places must do the following: preserve women’s sexual and reputational safety; prevent contact with male clients or owners and bosses in non-public spaces; be geographically accessible without excessive commuting; and be located inside fixed establishments, protected from passers-by. Generally, this means larger workplaces with many other women present.

As a consequence, Professor Assaad continued, educated women in the Arab World are seeking higher rates of market work if such work can meet their reservation working conditions. However, when good employment opportunities decline, the fallback position for women is to leave the workforce rather than to accept lower quality informal jobs. These dynamics are also observed in rural setting where young women today are more educated and increasingly unwilling to engage in traditional agriculture work. Still, limited mobility in combination with only a few formal (public or private) jobs in their local labour markets, leads them to stay unemployed or withdrawing from labour force altogether.

Professor Assaad concluded his lecture with a few recommendations for policy-makers. On the macro level, policies that encourage labour intensive industries with workplaces that hire large number of employees can help boost female employment. In rural areas, work in post-harvest processed and related downstream industries linked to export markets, can provide attractive and acceptable work opportunities for young women. Moreover, incentivizing employers to offer shorter workdays, low-cost transportation for employees, telecommuting and flexible and part-time work arrangements can help meet women’s “reservation working conditions”.

C. Panel session: What works in women’s empowerment and rural employment?”

Moderator: Nathalie Bavitch, Regional Evaluation Officer, ILO

Panel members:

- **Dr Samia Akroush**, Project Director, Rural Economic Growth and Employment Project, Jordan Enterprise Development Corporation
- **Mr Sameer Al-Attar**, Senior Coordinator Local Development & Enhancing Productivity Programme, MOPIC
- **Dr Ragui Assad**, Professor University of Minnesota
- **Dr Michaela Baur**, GIZ Country Director, Jordan and Lebanon
- **Dr Maha Kattaa**, Migration Specialist, Response coordinator Syrian Refugee Crisis, ILO

Summary of key questions and responses:

What is rural employment and what are the main decent work deficits which characterize rural employment for women?



Rural employment includes farming, self-employment working in trade, small enterprises providing goods and services, wage labour in these and wage labour in agriculture. Rural decent work deficits for women include a large wage gap, labour market segregation, high shares of unremunerated female family workers, increasing casualization of agricultural labour, longer working hours and higher levels of poverty.

As for the wage gap, it certainly exists in the private sector but not in all public sector jobs. In the private sector, the problem is more with sector segregation than with levels of wages, as low productive sectors are often overcrowded with women, which causes the wage gap. So the challenge is less a matter of discrimination by employers than the type of work.

What are key elements of an employment policy that is responsive to the needs of rural women?

A multifaceted and comprehensive framework is needed which promotes rural empowerment and addresses the root causes of gender gaps that are in line with international labour standards. This would include:

- Urgent need to better acknowledge the important economic functions of unpaid activities and to implement measures for reducing and redistributing the burden of housework
- Tackling occupational segregation, including challenging gender stereotypes and supporting women's representation, participation and leadership in decision-making
- Introducing policies for work-family balance including parental and social protection
- Promoting equal conditions for work of equal value for reducing wage gaps
- Tackling discrimination, violence and harassment against women and men
- Advancing flexible working arrangements and reintegration to ease domestic work and family responsibilities
- The development of efficient training approaches, including agriculture related education in new technologies with a concentration in sustainability and organic agriculture
- Facilitating access to productive resources by advocating for agrarian reforms and regulations granting women access to land and through land sharing schemes; and stimulating group lending and collateral

On this issue of wage policy, a minimum wage should be established at the hourly level instead of the monthly level. A monthly level signals to the employer that he/she must maximize the working hours of the worker. Specifying the minimum on an hourly basis would solve that problem and make it possible for women to work part time. However, this decision depends on the bargaining power of employers vs workers.



The issue of childcare is also a problem for the employer. The current policy sets a minimum number of female employees to require an employer to set-up a daycare facility. This only encourages employers to keep the number of women employed below this minimum level. There is urgent need to study the policies that would create a better environment for women and not de-incentivize employers.

What are examples of policy or programme design that has proven to work for rural women?

The Government of Jordan's Local Development and Enhanced Productivity Programme (EPP) was launched in 2002, it aims to improve economic and living standards for Jordanians, especially women less developed areas, by increasing productivity and participation to achieve sustainable local development. EPP is supervised by MoPIC which sets and designs programs, track implementation and coordination among all partners and implementing entities. EPP program/projects are implemented through Government and Non-Governmental Organizations, as well as Private Sector



GIZ is working on several approaches through its Jordan Employment Promotion Programme. One approach is working on awareness for women and their families, and another on awareness for companies, making the case that hiring women is for the benefit of the companies. GIZ also works on improving the attractiveness of TVET, with the goal of reducing the skills gap. The approach is to embed women in all occupations, whether currently dominated by women or by men. One example is the Water Wise Women Plumber. Due to traditional

social values in the Jordanian society, a male plumber cannot enter the house to fix leakages or repair broken taps and pipes in the absence of a male family member. GIZ's programme is building a mechanism of awareness raising that leads change in water related behaviour at the level of household by training, promoting and providing business opportunities to women plumbers.

The ILO supports the Jordanian government in applying the policy on childcare facilities. Article 72 of the country's Labour Law stipulates that any firm which employs at least twenty female workers who together have at least ten children under the age of four, should provide a day care facility at the workplace. The main problem has been turning this law into action. As of 2016, there were only six workplace nurseries in Jordan.

Significant efforts have also been made to provide work permits for Syrian refugees in Jordan who currently can only work in the informal sector. To help deliver on this commitment, the government of Jordan has amended work permit procedures and regulations and has agreed to issue permits for Syrian refugees free of charge for a set time period. As a result of these and other measures, between December 2015 and December 2016, the number of Syrians with work permits grew from approximately 4,000 to 40,000.

Why are impact evaluations important in improving the evidence on the effects of policies and programmes for rural women?

The common practice of implementing agencies is to monitor outputs and outcomes at the project level. This practice could be improved by applying the principles of a counterfactual which will

enable establishment of attribution by comparing programme outcomes to the situation had the programme not been implemented. However, randomized controlled trials have an issue of external validity (what applies to a specific group might not be similar when the policy is implemented on the national level), and a problem of displacement effects (the people who are placed in jobs might have displace others). So one has to compare national level micro data from representative surveys, which has only become available in recent years, but it is still not the norm.

Good M&E is crucial, but the overlapping of projects and initiatives makes difficult to identify where the successes or failures are coming from. Support is needed from international organizations to build capacity in this area.

D. Discussion

Following the panel session, a discussion between panel members and the audience was held. Several audience members questioned the logic of GIZ’s Women Plumbers programme, claiming that the model was not sustainable and that the programme was sending the wrong message. GIZ defended the model as a demonstration project intended to break-down gender stereotypes.

Other audience members supported the proposition that the main cause of low female labour market participation is workplace discrimination and harassment. Jordanian women feel unsafe in the workplace and complaints of abuse are commonplace. The speaker placed the fault on employers for not enforcing safe workplace policies.



Another audience member agreed with the importance of public sector jobs for female employees. A public sector job provides stable income and allows women to maintain childcare and domestic duties. The audience member appealed for an elimination of the hiring freeze in government.

Working to change the mindset of little girls was suggested as a way to reduce hardship and subsistence

linked to work in rural regions. Parents often encourage work in professions such as doctors and engineers as much more attractive than work in farms and with animals. We should start signaling that farm work could be as rewarding as professional work, not something to be forced into.

The session ended with Professor Assad calling for employers and government to work together to improve working conditions and social security for women workers including offering shorter work days, lowering the cost of transportation, and offering telecommuting, flexible and part-time work opportunities. He also asked that cost of employment insurance (such as maternity leave) shift away from employers (and workers) to the national social insurance system.

PART 3: EVALUATING LABOUR MARKET PROGRAMMES - EXECUTIVE COURSE

2 – 6 July 2017



A. Course content

The ILO Executive Evaluation course builds on a strong model of experiential learning that has been used by the ILO since 2009. The structure of the course is to combine theory and practice. Evaluation experts deliver lectures that introduce participants to key concepts for designing results measurement system and developing impact evaluations. The content of the lectures is then applied and further explored through learning exercises in small groups of eight to ten people under the supervision of an evaluation expert. Moreover, each working group is assigned a “live case study” – a planned or ongoing labour market intervention – for which the group plans the steps in the design of an M&E concept which is presented to all participants at the end of the course.

Overall, the roughly 25 hours of course work were split in equal parts of lectures and group work (learning exercises and “live case studies”). Apart from the keynote speech and high-level policy panel on morning of the first day, 17 course sessions were delivered from Sunday to Thursday afternoon (2 sessions on Sunday, 4 each on Monday to Wednesday and 3 on Thursday). Eight sessions were dedicated to lectures, of which 3 contained learning exercises in groups, one sessions was a case study (long learning exercise) and 6 sessions were reserved for working on the “live case studies” (see below).

Key concepts discussed during lectures and group work:



Lecture 1: Measuring results of gender focused employment programmes introduces results-based M&E and why measuring results is important for employment projects, also pointing to the large existing evidence gaps on “what works”, in particular in the MENA region. It explains the theory of change approach to M&E discussing how to construct result chains from inputs to higher-level outcomes. Moreover, the lecture focus on integrating gender

mainstreaming into M&E processes, explaining why gender aspects need to be addressed throughout the program cycle and provides advice how to tackle challenges that could lead to gender-biased results.

Lecture 2: Selecting decent work indicators for gender focused labour market interventions describes how to select valid and reliable indicators based on a results measurement plan. It introduces participants to the concept of SMART indicators (specific, measurable, attributable, realistic, targeted) and uses practical examples to illustrate how to best choose indicators for typical labour market interventions. The lecture then turns to decent work indicators, in particular measurement of employment outcomes, such as (un)employment, rural employment, entrepreneurship and informality. Participants discussed strength and weaknesses of different youth employment measures, such as unemployment and NEET (not in employment, education or training).

Lecture 3: Collecting quantitative data – surveys first contrasts qualitative and quantitative data collection methods before introducing participants to several concepts of measurement error and biases that can occur when conducting surveys. It discusses several methods for mitigating biases and provides in-depth advice on how to design questionnaires

(including how to use open-ended questions, ranking questions, closed-ended questions). Finally, the lecture explains different practical methods for both probability and non-probability sampling of survey participants.

Lecture 3 learning exercise (working groups): “The impact of microcredit in rural Morocco” familiarized participants with a financial access programme (group-liability loans) delivered by a Moroccan bank from 2006 onwards. In their working groups, course participants were asked to develop key questions for a survey they would want to administer with programme beneficiaries to evaluate the intervention. Building on lectures 2 and 3 the exercise encouraged participants to first envision the theory of change before developing questions suitable for measuring related indicators. A key learning that emerged in the group discussion was the importance of tracking results step-by-step along the results chain rather than “simply” asking participants about their perceived impact of the programme.

Lecture 4: Collecting and analysing qualitative data highlights when and where to employ qualitative data collection methods (and how to combine them with quantitative tools in a mixed method approach) and interactively discusses strength and weaknesses. The lecture then describes the most common approaches, namely focus group discussions, field missions, participatory observations and key informant interviews placing a special emphasis on the importance of appropriate selection of participants (sampling). The lecture concludes by advising on how to store and analyse qualitative data, for example using “content analysis” techniques.



Lecture 4 learning exercise (working groups): “Planning focus group discussions and key informant interviews for a rural empowerment intervention” introduces participants to a fictitious case study with the task to evaluate a women’s empowerment intervention through qualitative methods. Participants are encouraged to discuss who to interview and what questions to ask but also to reflect on the merits and shortcomings of the chosen approach. Due to an extensive plenary discussion at the end of lecture 4, this exercise was skipped in this

course.

Lecture 5: Women’s empowerment in employment interventions defines the notion of “empowerment” in development interventions and highlights the link between women’s empowerment and the Sustainable Development Goals. It makes the case for integrating gender mainstreaming in the design, implementation and evaluation of employment projects. Course participants discussed the importance of obtaining gender-sensitive results through appropriate results measurement and highlighted the need (but also limitations) of disaggregating existing indicators. The lecture then turned to an introduction to the Women’s Empowerment in Agriculture Index (WEAI), explaining the main dimension of the Index (production, resources, income, leadership, time use), its composition/calculation as well as a recent adaption of the index to measure women and youth empowerment in Tunisia.

Lecture 5 learning exercise (working groups): “Integrating empowerment of women and men in your results measurement frameworks” asks participants to work on their live case to refine the results measurement system and in particular, to discuss how to include empowerment measures for both women and men. The exercise starts by identifying a key desired outcome of the intervention (for example: “full time employment”) and discussing

enabling conditions for women and men to reach this outcome and fully benefit from it (for example: “access to training site”, “participation in household decision making processes”, “social norms in local communities”). Participants also debated whether and how to include additional “empowerment indicators”.

Case study 1 (working groups): Stimulating Rural Microenterprise Growth illustrates different evaluation methods (before vs. after comparison, participants vs. non-participants comparison, difference-in-differences, multivariate regression) using the example of a skills training programme. 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 developing an intuitive understanding of how different impact evaluation methods estimate programme effects. Participants are invited to discuss how these methods try to estimate the counterfactual (“what would have happened to programme beneficiaries in the absence of



the programme?”). Throughout the case study participants explore challenges of causal inference, for example when and how selection bias arises and how comparison groups are only as good as their ability to get rid of selection bias.

Lecture 6: Introduction to impact evaluation starts by discussing different evaluation approaches and highlighting that impact evaluation focus on answering cause and effect questions. Through an interactive quiz, it introduces participants to the concept of the “counterfactual”. The lecture gives tips for identifying a

comparison group to obtain a credible estimate of the counterfactual situation and provides examples when a comparison group is likely to lead to biased results and why. It also details when and where to do an impact evaluation given the sizable resources that are typically needed.

Lecture 7: Impact evaluation methods introduces participants to a menu of non-experimental, quasi-experimental and experimental impact evaluation methods. This starts with simple before and after comparisons, focuses then extensively on different forms of randomized control trials and mentions quasi-experimental methods that rely more heavily on statistical methods. The lecture intuitively explains how each method provides an impact estimate and under which conditions this estimate can be seen as credible. Together with course participants, advantages and disadvantages of each methods are discussed to further develop an understanding for when which method is most appropriate.

Lecture 8: Monitoring and evaluating employment effects of German Development Cooperation – Employment Promotion Programme Jordan (EPP)

– documents steps that GIZ has taken in monitoring and evaluating employment effects of its EPP in Jordan. GIZ presented its key indicators for employment promotion (focusing on both employment quantity and quality) as well as a systematic framework for measuring employment impacts, including through rigorous monitoring, tracer studies and an impact



evaluation using quasi and experimental approaches. The lecture provided a link between the

key M&E concepts covered throughout the course and labour market interventions currently implemented in Jordan by GIZ together with local partners.

B. Live Case Studies

When applying for the course, participants were asked to provide detailed information about an active labour market programme they were currently designing or rolling out. Subsequently, course organizers selected seven projects to serve as “live case studies” in the working group sessions. The main goal of the working group sessions was to apply key M&E in a realistic setting to a labour market programme from the region and to design step-by-step a results measurement system and (impact) evaluation plan. Each working group consisted of six to ten course participants and one M&E expert (see annex) who accompanied the group throughout the week to moderate discussions, ensure that learning objectives were met and provide technical advice and inputs. Two to three persons in each group were working on the project that served as live case study and briefed all other group members on the intervention during the first working session.

During six sessions, working groups applied key concepts presented in the lectures and discussed during learning exercises (description of intervention and theory of change; main indicators for outputs and outcomes, with a focus on women’s empowerment; qualitative and quantitative data collection tools; evaluation questions and impact evaluation methods). In each group, participants worked on a presentation to be delivered during the last day to the all participants and experts. This provided an opportunity to illustrate learnings, encourage peer review and receive feedback from the entire course faculty.



Mixing project staff – that presented “their” live case – and other participants proved beneficial for the discussions of all seven working groups. Project members acted as experts describing their intervention while other participants brought up new perspectives and ideas. This allowed participants to encounter and address typical issues that arise when designing M&E systems given financial, technical and political constraints – for

example small number of beneficiaries, delayed timelines, difficulties collection sensitive data. It appears that working with an existing project has the advantage of avoiding the often times artificial set-up of fictitious case studies. On the other hand, a few “live cases” already had some M&E tools developed and working groups faced the challenge integrating new ideas into an already set framework.

Moreover, most groups consisted of both participants with no or little knowledge of the building blocks of M&E and some participants with substantial amount of prior work experience on the subject. In many groups, participants with a stronger M&E background supported the experts from the course faculty in helping others. Generally, the discussion in the working groups reflected the variety of backgrounds that people came from. Some were from operational and program teams/departments, some had more experience conceptualising active labour market programmes and others had an M&E or research background. An important learning that emerged was that results measurement in labour market programmes is a task too important to leave to a few M&E specialists. Instead, the whole team working on the respective project (whether in an NGO or

government institutions) needs to be involved when both designing and implementing M&E frameworks and tools. The group work was well suited to promote this much-needed exchange between operational and M&E personnel.

Brief description of live case studies and M&E systems:

- a. **Jordan Enterprise Development Corporation (JEDCO), Rural Economic Growth and Employment Project:** The goal of the IFAD sponsored Rural Economic Growth and Employment Project (REGEP) is the containment and reduction of poverty, vulnerability and inequality in rural areas through creation of productive employment and income generating opportunities for the rural poor and vulnerable, especially youth and women. Among other things, REGEP offers technical as well as financial support to MSME and saving and credit groups and associations. Participants designed a three-layered M&E system to monitor outputs (e.g. MSMEs benefiting from business mentoring schemes), outcomes (e.g. increase in value of sales for MSMEs) as well as to conduct an impact assessment on the household, community and association level. The impact assessment will be based on random assignment of study participants to treatment and control groups.

Comments from experts:

- The overall evaluation questions seem inclusive and wide-ranging and the indicators very comprehensive. Yet, the indicators could be linked more directly to the overall research questions in a way that allows understanding how precisely the indicators aim to respond to the evaluations questions posed.
- Are qualitative methods sufficient to select the eligible villages (treatment and control) that will participate in the project? For example, did the project carry out qualitative methods in all villages of all governorates targeted? If not, probably the project could double check the eligibility decided through these qualitative results using censuses or national household surveys available even if old. If villages were already selected where focus groups were carried out, this may imply selection bias, which may invalidate the randomization they plan to do on the eligible villages.

- b. **Berytech Foundation, Lebanon, Smart Agri-food Innovation Hub (Agrytech)** project was conceptualized by the need to create jobs and opportunities for youth and women to create start-ups and spin offs to improve competitiveness in the Agri-Food sector and related value chains in Lebanon. Agrytech conducts business development sessions for entrepreneurs in the sector, provides incubation services, including funding for start-ups and holds regular networking events. The M&E systems foresees both quantitative (sales and profits; new and existing jobs) and qualitative (focus group discussions with entrepreneurs at various stages of business development) evaluation tools. The group intensively discussed the possibility of an impact evaluation and suggested a matching or random assignment design to be used if the programme is scaled up in the future.

Comments from experts:

- In terms of the assessment, the project is based on a palette of activities, which means that the particular effects will only appear when looking at the heterogeneity between the different groups participating in different activity mixes. By measuring only the net effects there is the risk that positive effects of some activities are cancelled out by negative effects of other activities, which would mean that the assessment will not allow them to learn too much about the effects of the programme.

- Related to that, the number of participants seems very low. It is understood that an impact evaluation is not possible in this situation, but even for the overall implementation of the project, it can be asked if it would be better to simplify the services provided (better to know something about a couple of activities than not too much about many activities).
- One of the objectives is to “create more jobs”, there needs to be a better definition of this measurement indicator – full time equivalent? What is the criteria to determine what a job is?
- There needs to be a better determination of sectors and value chains of focus.

- c. **Training for Rural Economic Empowerment (TREE), ILO Cairo:** As part of the “Decent Jobs for Egypt’s Young People” project, the TREE intervention is based on the identification of employment and income-generating opportunities at the community level, focused on rural areas. Appropriate training programs will be delivered by local providers following a competitive call for proposals. During the group working sessions, participants decided to focus on a results measurement system that allows to closely track implementation of TREE. At the same time, baseline and follow-up surveys (tracer studies) will monitor livelihood outcomes at the level of ultimate beneficiaries. Data collection will be implemented in close collaboration with local service providers. In addition, the project teams will commission focus group discussion six months after the intervention to understand whether and how programme beneficiaries managed to diversify their income sources.

Comments from experts

- Participants mentioned two baseline surveys that will be implemented. Probably they mean one baseline and one follow-up survey?
- One of the outcomes of the TREE project is to improve the vocational skills for young people. However, it appears that this outcome is not supported by the indicators to measure it appropriately? They explained during the presentation that the reason for this is that at the end they will probably not provide vocational skills training. This may be a bit confusing, so probably is better only to include outcomes that they know they want to measure.
- Impact of TREE on beneficiaries after 6 months of training (vocational skills) may not be strong enough. Consider also impact after 12 or 18 months.
- Why DiD is selected/preferred? What prevents a randomized experiment? A control group of 300 non-beneficiaries can also be added, with random assignment to TREE training.

- d. **Business development support programme, National Agency for the Support of Youth Employment (ANSEJ), Algeria.** ANSEJ manages a large-scale entrepreneurship programme supporting youth-owned start-ups, including through business plan development, management training, and financial assistance (interest free loans, tax exemptions). The working group conceptualised an evaluation of the overall impact of the programme on decent job creation among youth. To this end, the M&E system includes a range of gender-sensitive indicators related to business creation, business performance (paying back loans, profits, survival) and job creation. Data collection will draw on large administrative records of ANSEJ and other government agencies and will be supplemented through a survey among young entrepreneurs. Quality of services provided and satisfactions of young entrepreneurs will be further evaluated through focus group discussions with beneficiaries.

Comments from experts

- One of the aims of the programme is to assess the impact on ANSEJ on sustainable and decent job creation among youth. To achieve this, they mention different sources of data, one of which is social security data. It was however not totally clear how the programme will use the social security data (e.g. merging with the other data? To measure different indicators? To select treated and control populations?).
- Impact evaluation strategy suggested: DiD with matching. Matching techniques are particularly problematic in microenterprise-support-type programmes because we know that people who self-select into these programmes are different in unobservable characteristics (not everyone is an entrepreneur), which is exactly what matching techniques cannot resolve.
- DiD could indeed take account of the unobservable heterogeneity that is time invariant, but no solution for the time variant unobservable heterogeneity. Still this is an acceptable method provided there is good reason to believe that there is no such time variant unobservable heterogeneity. The question is how is this DiD going to be implemented? Are they planning sufficient data collection points?

- e. **Agriculture vocational education and training for vulnerable youth, Association of Volunteers in International Service (AVSI) Foundation, Lebanon.** To address the marginalization of vulnerable youth, primarily in rural areas, AVSI implements a wide-ranging set of interventions, including support through vocational training adapted to the agriculture and agro-food sectors, basic literacy and numeracy programmes, life skills courses and access to internships as well as entrepreneurship training. The working group designed a quasi-experimental impact evaluation to assess the impact from graduating from TVET schools on job quantity and quality in the agricultural sector. This will rely on administrative data and on a follow-up survey conducted 6 months after programme completion. The evaluation will also include youth empowerment indicators on the community level. The working group also discussed and addressed various challenges for implementing the M&E system, including tracking (mobile) beneficiaries.

Comments from experts

- Outcomes seem mostly focused on the participation of the young people in the activities provided, while the final objective is to improve livelihoods of youth. This may mean that there is a disconnect since the final objective of the programme and the measurements available to reach this objective of improved livelihoods are different (except for number of enterprises implemented and increased incomes).
- Likewise, the objective of the impact evaluation will be to achieve “Better jobs and higher incomes in the agricultural sector”. Therefore, the indicators that will be measuring these better jobs need to be more clearly specified (e.g. what is the definition of better jobs?).
- In terms of the methodology for the impact evaluation (DiD), they had planned to collect information at two points in time, while for a DiD approach they will need a pre-baseline data collection point so they can test the common trends assumption.

- f. **Al-Hussien Youth Camps, the Ministry of Youth, Jordan:** Al-Hussien Camps will start in 2017 to target 40,000 youth participants aged between 12 and 24. Three and five days courses for young people aim to provide basic civic education through experiential teaching where youth realise small projects together (including life skills courses, technical skills such as handicraft, fitness, conflict resolution). The M&E system participants designed will focus on answering the question to what extent the program contributed to encouraging young

people to serve the community. This will mainly be achieved through administrative records provided by Al-Hussien Camp and focus group discussions with youth who attended the camp in the past. The working group also intensively discussed roles and responsibilities regarding M&E realising that all departments involved in planning and implementing the Youth Camps need to collaborate (for example by providing data and feedback at various stages of the project cycle).

Comments from experts

- The impact questions relate to community service, and “good citizenship” (participation in elections, protection of the environment, knowledge of duties and responsibilities, and absence of racial differences). These are long/medium term behavioral changes (when is the next election?) whereas the data collection is limited to one month only, the month of the camp.
- Information on community service and citizenship is much more reliable from observed behavior than from opinion polls.
- No data on non-camp participants or prior data on camp participants are available.

- g. **Egyptian Women: Pioneers of the Future, Sawiris Foundation for Sustainable Development, Egypt:** The project, implemented in partnership with UN Women, the French Ministry of Foreign Affairs and the National Council for Women, aims to promote gender empowerment through training and placement of women in private sector jobs. Beneficiaries will come from marginalized areas in Cairo and will be offered training on writing and communication skills, as well as personal development. Subsequently, programme participants will be placed in private sector jobs (e.g. administration, accounting, sales). The projects M&E system will track training implementation, job placements and importantly also job quality (through social security records). Moreover, the working group suggested conducting a follow-up survey 6-12 month after the intervention to analyse women’s empowerment indicators (decision-making at the household level, time use, and impact of increased income on family wellbeing).

Comments from experts

- The project aims at qualifying women and placing them in decent jobs and the indicators chosen look very specific and sufficiently well-defined to achieve the outcomes set up.
- Very nice that they suggest a cost-efficiency analysis. However, do they mean a cost-effectiveness analysis or is this something different?



C. Course applications & participants

The application period for the ILO Executive Evaluation Course started at the end of April 2017 and was accompanied by a broad advertisement and dissemination campaign of ILO Taqeeem and all involved partner organizations (IFAD, OECD, GIZ, 3ie, ERF). Participants could register through online application forms available in Arabic and English. Until closure of the application period at the end of May, over 300 applications were received of which 230 came from individuals from NENA countries and 80 have been submitted in Arabic. This underscores the substantial demand for M&E trainings for development programmes in the region and beyond.

In total, course organizers accepted 65 applicants of which 58 confirmed and enrolled at the first day of the course. Only 3 persons dropped out of the course and 55 graduated from the course, meaning they attended at least four out of five days of the course (46 participants were present during all five days), and received course certificates at the end of the training. There were 28 women (48 per cent) amount the 58 participants, meaning that the group was almost gender-balanced. Unsurprisingly, the majority of participants (34, 59 per cent, see Figure 1) came from Jordan. Taken together, eight countries from the Near East and North Africa were represented. Figure 2 displays the type of employer of participants and shows that the largest group, around a third, were government representatives, with international organizations and NGOs accounting for each around another quarter. There were also a few participants from universities, foundation and private sector companies.

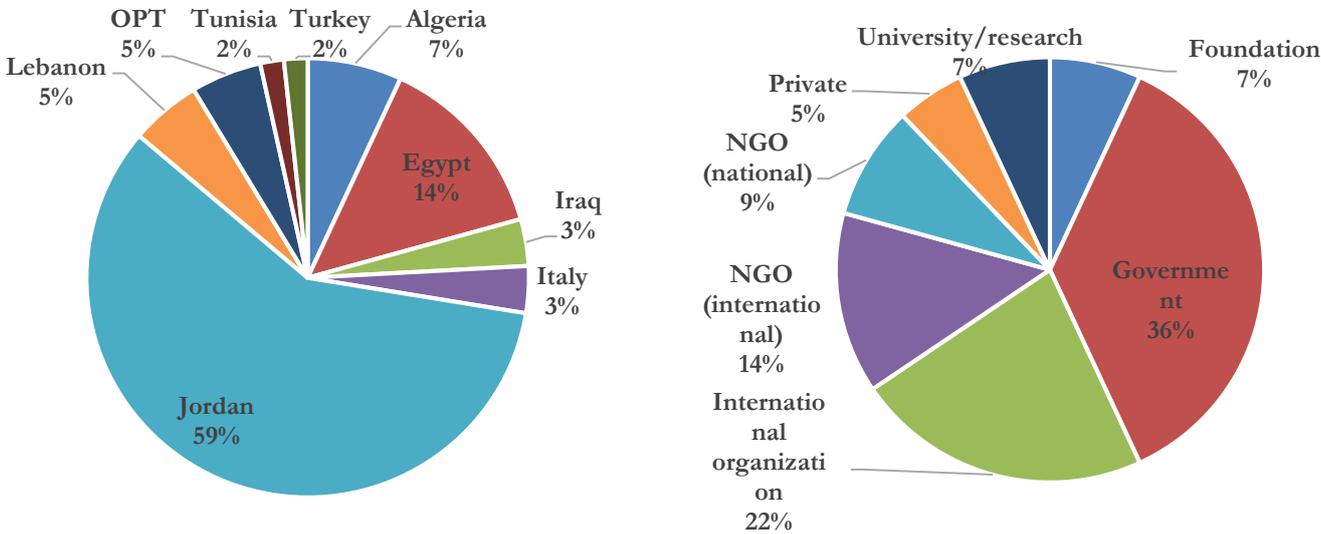


Figure 1a: Country of residence of course participants (100 per cent = 58 participants)
Figure 1b: Type of employer of course participants (100 per cent = 58 participants)

D. Course Assessments & Evaluation

Pre- and post-course assessment

To measure what participants learned during the course, participants completed a pre- and post-assessments. The tests covered major concepts through multiple choice and open-ended questions. The tests were administered on the first and last day of the course and participants were given around 35 minutes each time. 53 participants completed the pre-course assessment and 47 took part in the post-course assessment. The following analysis focus on 42 participants for whom it was possible to link pre- and post-test through a unique – yet anonymous – identifier.¹ This is to ensure that differences between the two assessments are not influenced by composition effects.²

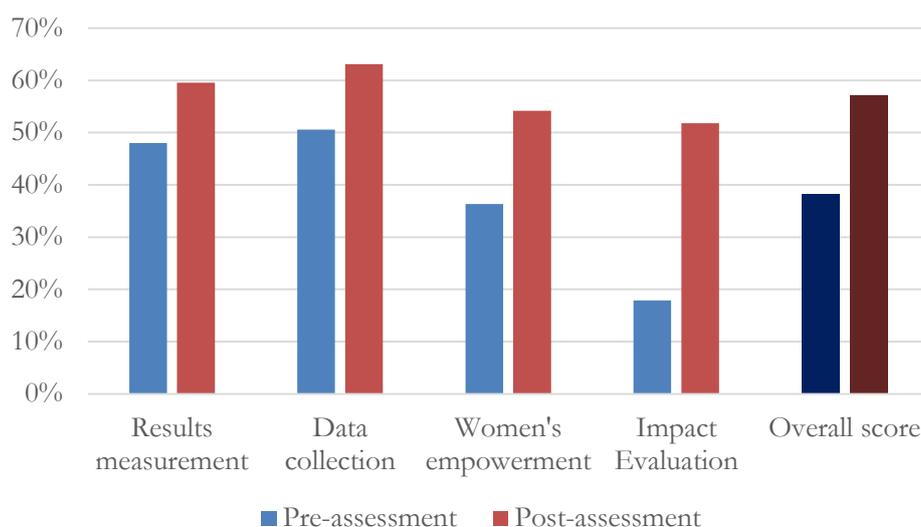
The assessments focused on four key themes: *results measurement* (lectures 1-2), *data collection* (lectures 3-4), *women's empowerment* (lecture 5) and *impact evaluation* (case study 1, lectures 6-7). Figure 2 shows pre- and post-assessment averages across the four categories as well as an overall score, the average of the four categories. Participants substantially expanded their knowledge during the course as their overall test scores improved by 19 percentage points (from 38 per cent to 57 per cent). These gains are driven by large improvements in the scores relating to *women's empowerment* (+18 percentage points) and *impact evaluation* (+34 percentage points). Important concepts covered in the assessments were discussing strengths and limitations of disaggregating data by gender (women's empowerment) and developing an intuitive understanding of what constitutes a valid comparison group in impact evaluation and when selection bias arises.

To a lesser extent, participants also showed increased performance in the areas of *results measurement* (+12 percentage points) and *data collection* (+13 percentage points). Figure 1 also shows *women's empowerment* and *impact evaluation* are the areas participants had less knowledge at the outset of the course when compared with the more standard themes of *result measurement* principles and *data collection* tools that were covered during the first lectures of the course.

¹ Pre-course tests carried a unique number that participants were asked to retain and write on their post-course assessments at the end of the course. Pre-course tests were randomly distributed, meaning it was not recorded which participants received which number. This procedure made it possible to link pre- and post-tests without identifying individual participants.

² A composition effect would introduce a positive (negative) bias to the results if less (more) knowledgeable participants were more likely not to take the post-course assessment. Restricting the sample to those participants who took both pre- and post-course assessments eliminates any composition effects.

Figure 2: Pre- and post-course assessment (N=42)³



Course evaluation

Together with the post-course assessment, participants also filled out a course evaluation, covering questions from preparation and course organization, satisfaction with learning materials and methods to an estimate how valuable the course will prove in their future work. Participants could answer each question on a 1 (strongly disagree/not satisfied) to 5 (strongly agree/very satisfied) scale. Participants also had the opportunity to comment on what aspects of the training they thought worked best, which elements could be improved and how and leave some general comments (open-ended questions).

As shown in Table 1, participants were overall very satisfied with the training with an average satisfaction score of 4.11 (84 per cent answers in category 4 or 5). In particular, participants were pleased with the training's contents and materials as well as with the logistics. Moreover, nine out of 10 participants agreed that gender issues have been adequately integrated into the training. This is perhaps a reflection of the fact that in addition to a full module on women's empowerment and the Women's Empowerment in Agriculture Index (WEAI) advice on gender-sensitive result measurement techniques have been mainstreamed in lectures and learning exercises more generally.

Participants were also overwhelmingly satisfied with the contribution of resource persons on both lectures (4.33) and group work (4.13). Learning methods used were deemed appropriate by a vast majority of participants but received below average ratings, which is in particular the case for the learning methods used in working group sessions (score of 3.87, 69 per cent answers in category 4 or 5). However, in the open-ended feedback questions section participants most often named "working groups" as the element of the course that worked best. Taking a close look at the feedback provided and consulting with resource persons underlined that participants highly appreciated having working sessions in smaller groups during which they could apply concepts presented in lectures. In their feedback forms, many participants highlighted the linkages between lectures and working groups as highlight of the course. Still, in some groups it was a challenge to

³ Differences between pre- and post-assessment are statistically significant at the 5 per cent level for all categories except *results measurement* (p-value: 0.13). When instead conducting the analysis with all 53 and 47 participants who completed the pre- and post-course assessments, results are very similar and differences are: 15 (instead of 12) percentage points for *results measurement* (45 to 60 per cent, p-value: 0,03), 13 (unchanged) percentage points for *data collection* (50 to 63 per cent, p-value: 0,03), 21 (instead of 18) percentage points for *women's empowerment* (34 to 55 per cent, p-value < 0,01) 33 (instead of 34) percentage points for *impact evaluation* (19 to 52 per cent, p-value < 0,01).

progress at a speed appropriate for everyone given huge differences in M&E knowledge and experience. A suggestion for future courses is to even more clearly define learning objectives for each group work session as well as consider establishing some more basic and some more advanced groups.

While the overall structure of the course was well received, some participants would have liked to see a stronger emphasis on impact evaluation and a shorter first part where basic M&E building blocks (theory of change, indicators, data collection tools) are introduced. In fact, course organizers expected that some participants would have a stronger interest in results measurement and others in impact evaluation. Live case studies were selected with the expectation that some would work on an M&E framework and some would design an impact evaluation. In future courses when introducing the live cases it might be important to highlight broad goals for each case so that participants can better self-select according to their interests.

Finally, participants stated that they were highly likely to apply what they have learned in their ongoing and future work (95 percent “very likely” or “likely”). While concrete progress will need to be verified in the future, this is a very encouraging finding also once more highlighting the significant demand for M&E focused trainings in the region. Course organizers will follow-up with all project teams from the selected case studies to monitor whether and to what extent plans conceptualised during the course have been implemented in practice. One key learning for many participants was the importance to involve both operational and M&E project staff in the design and implementation of results measurement system. As a direct result of the training, participants from one working group requested resources from their employer to conduct internal M&E sessions to train their colleagues on some of the key concepts of the course.

Table 1: Course evaluation

	% 4&5	Average (Scale: 1-5)	St. Deviation
Average evaluation score	84%	4.11	0.69
Are you satisfied with the overall quality of the activity?	84%	4.07	0.96
How appropriate were the training's contents?	82%	4.00	0.93
Were the materials used during the training appropriate?	82%	4.18	0.91
Have gender issues been adequately integrated?	91%	4.30	0.85
Enough info to understand if training could meet learning needs?	89%	4.02	0.72
Were the logistics of the training were well organized?	91%	4.34	0.83
Were learning methods in the lectures appropriate?	78%	3.87	1.12
How satisfied with resource persons in lectures?	89%	4.33	0.74
Were learning methods in group work sessions appropriate?	69%	3.67	1.26
How satisfied with resource persons in group work sessions?	82%	4.13	1.06
Did your group of participants contribute to your learning?	69%	3.93	1.12
How likely that you will apply some of what you have learned?	95%	4.44	0.67
How likely that your employer will benefit from training?	93%	4.30	0.76

Annex 1: Agenda

Day 1: Course Opening and High-Level Policy Forum

Sunday, 2 July 9:00 am – 12:30 pm

8:30 – 9:00

Registration and Coffee

9:00 – 10:30

Welcoming Remarks

Mr Farouq Hadidi, Secretary General, Ministry of Labour
Mr. Patrick Daru, International Labour Organization
Ms. Nerina Muzurovic, International Fund for Agricultural
Development

Keynote Lecture:

Labour market participation and empowerment of women in MENA

Dr Ragui Assad, *Professor University of Minnesota*

10:30 – 11:00

Coffee Break

11:00 – 12:30

High Level Policy Panel:

What works in rural economic growth and employment

Dr Samia Akroush, *Project Director, Rural Economic Growth and
Employment Project, Jordan Enterprise Development Corporation*

Mr Sameer Al-Attar, *Senior Coordinator Local Development & Enhancing
Productivity Programme, MOPIC*

Dr Ragui Assad, *Professor University of Minnesota*

Dr Michaela Baur, *GIZ Country Director, Jordan and Lebanon*

Ms Maha Kattaa, *Migration Specialist, Response coordinator Syrian Refugee
Crisis, ILO*

12:30

Lunch

Agenda: ILO Executive Evaluation Course, 2-6 July 2017, Amman, Jordan

	Sunday 2 July 2017	Monday 3 July 2017	Tuesday 4 July 2017	Wednesday 5 July 2017	Thursday 6 July 2017
8:30 – 9:00	Registration/Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:00 – 10:30	<p>Welcoming remarks: Ministry of Labour ILO, IFAD</p> <p>Keynote lecture: Labour market participation and empowerment of women in MENA Prof. Ragui Assaad, University of Minnesota</p>	<p>Lecture 2: Selecting decent work indicators for labour market interventions Jonas Bausch, ILO Pablo Suarez Robles, OECD Development Centre</p>	<p>Lecture 4: Collecting qualitative data & analysis Linda Sabbarini, M&E Manager</p> <p>Learning exercise</p>	<p>Case study: How to evaluate a rural youth business training programme</p>	<p>Group work on presentation: Finalising presentations</p>
10:30 – 11:00	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break
11:00-12:30	<p>Panel discussion: What works in rural economic growth and employment?</p>	<p>Group work on presentation: Building results framework, selecting decent work indicators</p>	<p>Lecture 5: Women’s empowerment in employment Micheline Goedhuys, UNU-MERIT</p> <p>Learning exercise</p>	<p>Lecture 7: Impact evaluation methods Verónica Escudero, ILO</p>	<p>Post-course assessment Feedback survey</p> <p>Group presentations</p>
12:30 – 14:00	Lunch	Lunch	Lunch	Lunch	Lunch
14:00-15:15	<p>Pre-course assessment Lecture 1: Measuring results of gender focused employment programmes Drew Gardiner, ILO</p>	<p>Lecture 3: Collecting quantitative data – surveys</p> <p>Learning exercise</p>	<p>Group work on presentation: Women’s empowerment and qualitative data collection</p>	<p>Group work on presentation: Evaluation strategies</p>	<p>Group presentations Course certificates Closure</p>
15:15-15:45	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break
15:45-17:00	<p>Group work on presentation: Theory of change, results measurement strategies, and evaluation questions</p>	<p>Group work on presentation: Quantitative data collection tools</p>	<p>Lecture 6: Introduction to impact evaluations Samer Kherfi, AUS</p>	<p>Lecture 8: Planning and managing M&E systems and IEs GIZ, RWI</p>	

Annex 2: Course participants

No.	First name	Last name	Organization	Country
1	Abudllah	Al-Kloub	Jordan Enterprise Development Corporation (JEDCO)	Jordan
2	Ahlam	Alrahamneh	Ministry of Youth	Jordan
3	Ahmad	Abu Ameerah	United Nations Development Programme (UNDP)	Jordan
4	Ahmad	Albadareen	Orient Sky for TVET	Jordan
5	Ahmad	Tawil	Ministry of Youth	Jordan
6	Ali	Souag	University of Mascara	Algeria
7	Amal	Abu Jeries	Friedrich Ebert Stiftung	Jordan
8	Anthony	Pusatory	Ministry of Planning and International Cooperation	Jordan
9	Ayman	Girgis	Oxfam	Iraq
10	Bodoor	Al Taq	Business Development Center (BDC)	Jordan
11	Dana	Abdelhadi	Jordan Education for Employment (JEFE)	Jordan
12	Dany	El Haddad	AVSI	Lebanon
13	Hamzeh	Mherat	Ministry of Youth	Jordan
14	Heba	AlNasser	The World Bank Group	Jordan
15	Heba	Rashed	ILO Cairo	Egypt
16	Ibrahim	Abul Ghanam	Business Development Center (BDC)	Jordan
17	Jamal	Abu Hantash	Business Development Center (BDC)	Jordan
18	Jawdat	Istatieh	The Palestinian Fund for Employment and Social Protection for Workers	OPT
19	Jumana	Shahzadeh	Queen Rania Foundation for Education and Development	Jordan
20	lana	Qudah	E-TVET Fund World Bank	Jordan
21	Lauren	Emerson	International Rescue Committee	Iraq
22	Layla	Hussein	Ministry of Youth	Jordan
23	Maher	Al Jamal	Employment -Technical and Vocational Education and Training Fund	Jordan
24	Mai	Elian	Consultant	Jordan
25	Maisaa	Khleifat	Employment -Technical and Vocational Education and Training Fund	Jordan
26	Majdi	Saan	Ministry of Labour	Jordan
27	Manal	Husein	USAID	Jordan
28	Megi	Cullhaj	International Centre for Agricultural Research in the Dry Areas (ICARDA)	Italy
29	Melissa	Yammine	Berytech Foundation	Lebanon
30	Mohamed	Sayed	ILO Cairo	Egypt
31	Mohammad	Al-Rawashdeh	Ministry of Youth	Jordan
32	Mohammad	Alshorman	Employment -Technical and Vocational Education and Training Fund	Jordan

33	Mohammad	Alanakrih	United Nations Development Programme (UNDP)	Jordan
34	Mohammed	AbedelFattah Younes	Sawiris Foundation for Social Development	Egypt
35	Mona	Jaradat	Interdisciplinary Reserach Consultants	Jordan
36	Moundir	Lassassi	Center for Research in Applied Economics for Development (CREAD)	Algeria
37	Muath	Subbah	Ministry of Youth	Jordan
38	Muneer	Abedrabuh	The Palestinian Fund for Employment and Social Protection for Workers	OPT
39	Nahed	Yousry	Sawiris Foundation for Social Development	Egypt
40	Nora	Baldoni	International Center for Agricultural research in the Dry Areas (ICARDA)	Italy
41	Oğuz Kağan	Nariçi	General Directorate of Forestry	Turkey
42	Perihan	Tawfik	ILO Cairo	Egypt
43	Raed	Tailakh	UNRWA	Jordan
44	Rasha	Al-Qimish	Ministry of Labour	Jordan
45	Reem	El Refaie	The Center for Development Services (CDS)	Egypt
46	Roland	Sarton	ILO Algeria	Algeria
47	Saliha	Bestani	Ministry of Labour	Algeria
48	Samar	Khalil	AVSI	Lebanon
49	Samia	Akroush	Jordan Enterprise Development Corporation (JEDCO)	Jordan
50	Samia	Archella	ILO Cairo	Egypt
51	Sana	Ben Salem	Tunisian Evaluation Network	Tunisia
52	Sara	Taraman	Economic Research Forum	Egypt
53	Sawsan	Al-Zatari	Queen Rania Foundation	Jordan
54	Shihab	Daana	International Palestinian Youth League (IPYL)	Occupied Palestinian Territory
55	Tareq	Shqerat	Ministry of Youth	Jordan
56	Yasser	Ali	UNRWA	Jordan
57	Zaid	Abu Awad	Ministry of Planning and International Cooperation	Jordan
58	Zaid	Al Nsour	Jordan Enterprise Development Corporation (JEDCO)	Jordan

Annex 3: Biographies of panellists

<p>Samia Akroush</p> <p>Project Director Rural Economic Growth and Employment Project (REGEP) Jordan Enterprise Development Corporation (JEDCO)</p>	<p>Samia Akroush is currently the director of the Rural and Economic Growth and Employment project at JEDCO, funded by IFAD. She served as Director of Socioeconomic Studies Directorate/National Center for Agricultural Research and Extension (NCARE), and has led research studies concerning economic and financial analysis and evaluation of projects and formulation of questionnaires and field surveys, conducting benefits-cost analysis, econometric, and feasibility studies. Samia has a PhD in Agricultural Economics from Aleppo University, Syria, in collaboration with the International Center for Agricultural Research in the Dry Area.</p>
<p>Sameer Al-Attar</p> <p>Senior Coordinator Local Development & Enhancing Productivity Programme Ministry of Planning and International Cooperation</p>	<p>Sameer Al-Attar, PMP, MA. is a local development practitioner, with over 15 years of experience in the field of community, currently working for the Ministry of Planning and International Cooperation (MoPIC) in Jordan as a senior coordinator, responsible for designing, funding, implementing, and maintaining programs and working on policies that reflect the needs of Jordanian youth. Sameer received his Bachelor of Business Administration at University of Jordan and a Masters in Community and Youth Work at Durham University.</p>
<p>Ragui Assad</p> <p>Professor at University of Minnesota and EFR Fellow</p>	<p>Ragui Assaad researches labour policy and labour market analysis in developing countries with a focus on the Middle East and North Africa. His current works focuses on inequality of opportunity in education, child health, and labour markets, transitions from school-to-work, employment dynamics, and informality. Assaad is a Research Fellow of the Economic Research Forum in Cairo, Egypt and serves as its thematic director for Labour and Human Resource Development. He is also Research Fellow at the Institute for the Study of Labour (IZA) in Bonn, Germany.</p>
<p>Michaela Baur</p> <p>GIZ Country Director, Jordan and Lebanon</p>	<p>Michaela Baur holds a PhD in Political Science from the Free University Berlin. Along with her foci on Labour Market Policy and Technical and Vocational Education and Training, she is experienced in Gender issues, economic policy, private sector development, and regional structural policy. She has worked in the fields of applied science, consultancy and technical cooperation until 2002 when she joined the GTZ, which later formed the GIZ. In 2008 she led the “TVET and Labour Market” section in the Sectoral Department of GIZ’s headquarters. She became GIZ’s Country Director for Jordan and Lebanon in 2015.</p>
<p>Maha Kattaa</p> <p>ILO Response coordinator Syrian Refugee Crisis</p>	<p>Maha Kattaa joined the ILO in 2009. She has experience at the Syrian State Planning Commission and in managing projects with the EU and UNDP. Holding a PhD in International law and a Master degree in International Economic Relations, she was an associate professor at Aleppo University and the Higher Institute of Business administration at Damascus University during the period of 2004-2013. She participates annually in delivering social security courses at ITC/ILO. She is now working as an advisor at the Ministry of Labour on Jordan Compact and work permits for Syrian refugees and is leading the ILO Response to Syrian Refugee Crisis in Jordan.</p>

Annex 4: Biographies of lecturers



Jonas Bausch
ILO

Jonas works in the Youth Employment Programme of the International Labour Organization (ILO). He conducts research on impact assessments of youth employment programmes and analyses of labour market policies. He also supports ILO constituents and other youth-serving organizations in improving their result measurement systems and serves as lecturer and facilitator in related trainings and workshops. Jonas holds a research master in economics from the Tinbergen Institute in Amsterdam (Netherlands) and studied economics and social sciences in Cambridge (UK) and Erfurt (Germany).



Verónica Escudero
ILO

Verónica joined the ILO Research Department as an Economist in 2008 and since 2014 works as a Senior Economist within the team of Policy Evaluation. Prior to this, she was a Research Officer at the International Organization for Migration in Geneva and Analyst at the Macroeconomic and Financial Consulting firm Multienlace in Ecuador. She has worked on economic and labour market subjects such the effect of fiscal consolidation on employment, the drivers of youth labour markets and the effects of active labour market policies. Today, her research interests are centred on the impact evaluation of labour market policies. She holds a MSc. in Economics from the Pontifical Catholic University of Ecuador and a MSc. in International Economics from the University Pierre-Mendès France in Grenoble (France). Currently, she is a Ph.D. candidate at Paris School of Economics.



Dina Fassbender
GIZ

Dina is working in the Sector Project Employment Promotion in Development Cooperation at Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). She focuses on the assessment of employment effects and has advised projects in Central America, Colombia, Jordan and Kyrgyzstan. She studied Cultural and Business Studies at Universität Mannheim and Economics at Universidad Nacional de Colombia, where she also worked as an assistant teacher for research methodology.



Drew Gardiner
ILO

Drew is a Youth Employment Specialist with the ILO's Youth Employment Programme. He also manages ILO's partnership with IFAD, "Taqeem Initiative: What Works in Youth Employment", a regional programme to build the evidence base for effective design and implementation of youth employment interventions. Drew is the principal investigator and author of several impact evaluation studies on active labour market programmes. He is also an accomplished trainer and speaker on results measurement strategies. Before joining ILO, Drew led youth and child development projects in Zambia and Senegal as well as authored several case studies and publications on the role of business in international development. He has an MBA from the Ecole des Hautes Etudes Commercial at the University of Geneva.



Micheline Goedhuys
UNU-MERIT

Micheline is a senior research fellow at the United Nations University (UNU-MERIT) in Maastricht, The Netherlands. Micheline is an expert on entrepreneurship, SME development, innovation and growth in the MENA region and Sub-Sahara Africa. She has published in various high-ranked internationally peer reviewed journals including the Journal of Development Economics and World Development and has served as a guest-editor of three special issues on these topics in the European Journal of Development Research, Structural Change and Economic Dynamics and the Eurasian Business Review. She holds a Ph.D. in Economics from the University of Leuven in Belgium and has held previous positions at the ILO in Tanzania, the University of Antwerp and the University of Leuven.



Linda Sabbarini
M&E Manager

Linda is an economist at heart, an educator in spirit and is passionate about her work in the field of development. After starting her career as an educator, she joined the field of development work ten years ago and has worked as a Monitoring and Evaluation Manager alongside inspiring people in Jordan, Egypt, Palestine, Iraq, Yemen and Lebanon.



Lobna Kassim
ILO

Lobna is the Impact Research and Knowledge Management officer of the “Taqeem Initiative: What Works in Youth Employment”, a regional initiative of the ILO that aims to improve labour market outcomes of young people in the Middle East and North Africa by strengthening results measurement and evidence-based policies and programmes. She is interested in studying the success and growth determinants of SMEs in the MENA region. She has a Master’s in Applied Labour Economics for Development and is enrolled in the IEGD PhD Programme in UNU-MERIT, starting 2017/2018.



Esmat Khattab
GIZ

Esmat Khattab is M&E coordinator of the Employment Promotion Program Jordan at Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). She previously worked as an advisor for the Returning Experts Program of the Center for International Migration and Development (CIM). She studied Computer Science in Germany.



Samer Kherfi
AUS

Samer is an Associate Professor of Economics at the American University of Sharjah, where he teaches Middle East economics, international economics, labor economics, and econometrics. His current research interest focuses on education and labor market outcomes in the Middle East. He has served as an economic and statistical consultant to a number of national and international organizations. He holds a Ph.D. degree in Economics from Simon Fraser University, Canada.



Jonathan Stöterau
RWI

Jonathan is a researcher and economist in the Berlin office of RWI – Leibniz Institute for Economic Research. His research focuses on the effectiveness of active labor market programs and impact evaluation methods for development interventions. Prior to joining RWI in 2014 he worked as a consultant for several international development agencies and think tanks, including the United Nations International Development Organization (UNIDO), the German International Cooperation (GIZ), the Hertie School of Governance, the World Bank and the International Labor Organization (ILO). He studied Economics at Humboldt University of Berlin (Germany), Seoul National University (Korea) and New York University (USA).



Pablo Suarez Robles
OECD Development
Centre

Pablo is an economist at the Social Cohesion Unit of the OECD Development Centre. He is currently working on the EU-OECD Youth Inclusion Project, and he previously contributed to the Social Cohesion Policy Review of Viet Nam. Before joining the OECD, Pablo worked at the International Training Centre of the ILO, first as a French associate expert and then as a programme officer. He also carried out consultancy and short-term assignments for the ILO Department of Statistics, the World Bank and the French Development Agency. He holds a PhD in economics from the University Paris-Est, and a Magistère from the University Paris I Panthéon-Sorbonne.