

Education, Training and Knowledge-Sharing on Migration in Tunisia

EX-POST EVALUATION

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International Organization for Migration (IOM)
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IOM Development Fund
DEVELOPING CAPACITIES IN MIGRATION MANAGEMENT

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EXECUTIVE SUMMARY

Following the 2013 baseline¹ assessment's recommendations on the need to address migration policy relevant knowledge gap among policy makers and influencers, IOM Tunisia and its Government partners implemented the project "Education, Training and Knowledge-Sharing on Migration in Tunisia" between 2015 and 2017. This ex-post evaluation examined the project efficacy in triggering the desired changes in response to the above-mentioned gap. The evaluation applied a combination of qualitative and quantitative data collection methods to assess the project performance and achievements. Below summarized are the findings according to evaluation criteria:

Relevance: The greatest attribute observed across all evaluation data was the fact that the project was designed and implemented through a participatory approach, a necessary precondition for sustainability according to project Theory of Change (ToC) described in the main section of the report. The summer school appeared to be the most effective strategy for educating and sensitizing policy makers and influencers on complex migration issues compared to the usual awareness raising and information sessions.

Effectiveness: Overall, the findings pointed to the effectiveness of project and its delivery strategies in triggering changes in key national stakeholders' perceptions and attitudes and, ultimately, in the way they approach migration management in Tunisia. Data from all sources indicated that, through the summer school and series of roundtables on prevailing salient migration topic in the country, the project slowly informed a constructive public discourse on migration.

Efficiency: Whereas there was no systematic cost-efficiency analysis done by this evaluation, there was good qualitative evidence suggesting project efficiency, catalyzed and inspired a number of valuable and sustainable off-spring project ideas around migration management that would otherwise not have happened.

Impact: The evaluation shows that migration governance in Tunisia has slowly begun to change from a security approach towards more comprehensive development and human rights-based approaches. Many evaluation respondents believed that the project's systematic and constructive dialogue and education of key stakeholders through its combination strategy was one of the preconditions for the observed changes. Some pointed out that the project contributed to the increased proliferation of networks of organizations advocating for migration-inclusive development agenda. The evaluation stakeholders acknowledged, however, that such headways may experience a relapse if the systematic education through initiatives such as the summer school is to be discontinued due to the current high staff turnover in institutions responsible for migration governance.

¹<https://reliefweb.int/sites/reliefweb.int/files/resources/Baseline%20Study%20on%20Trafficking%20in%20Persons%20in%20Tunisia.pdf>

Sustainability: Various forms of sustainable initiatives the project set in motion were observed. These include the launch of a master's degree programme on international migration and the establishment of a muni-library which is expected to grow into a solid reference library on migration related expert publications. Respondents consistently reported that the summer school itself has become an instrumental partnership and collaboration hinge for governments, academia and other institutions which would not have happened without it. No solid evidence of resources available for the key partners to take ownership of the project beyond the current funding albeit many respondents emphasizing the need to continue the project aspects such as the summer school.

One way to nurture the sustainability will be to ensure that the above project off-spring initiatives either by the Government, IOM or other players intentionally incorporate this evaluation's recommendations summarized below:

1. **Broaden and strengthen IOM-INTES partnership** by redefining the scope beyond the current summer school, with the aim to support the development and operationalization of INTES long term vision for its newly launched master's degree Programme on International Migration in line with the Tunisian Government's migration governance priorities.
2. **IOM should make a case with IDF and other donors** for follow up funding to continue implementing the project until knowledge, information and awareness on migration has reached a threshold among all migration policy makers and influencers towards evidence-driven longer-term desired changes. IOM should also work with Government partners to explore resource mobilization opportunities to complement the existing resources to support initiatives the project put in motion.
3. **Conduct a full participatory revision of the project's result framework** by mapping out what success would look like in the short, medium and long term. The revised result framework should include quality indicators for measuring progress towards this goal in potential project follow-up phases or similar projects. Ideally, the revision should follow a participatory design, involving strategic partners representing both the government, academia and relevant development partners.
4. **Strengthen Monitoring and Evaluation system** embedded into the Summer School programme to document changes and lessons among programme participants. This will include keeping updated project participant locator information and undertaking periodic follow up surveys among the Summer School cohorts to assess the application of the knowledge gained and identify further training and support needs.
5. **Review the project Scientific Committee (SC) working modalities** to enhance transparency and streamline the process. The review should start with the revision of the project Scientific Committee (SC)'s ToRs based on lessons learnt from the past summer school events.

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LIST OF ACRONYMS

CSO – Civil Society Organization

GCM – Global Compact on Migration

GDP – Gross Domestic Product

IDF – IOM Development Fund

INES – Institut National de la Statistique

INTES – Institut National du Travail et de l'Education Social (INTES)

KAP – Knowledge Attitude and Practice

NCE – No Cost Extension

OECD-DAC - Organization for Economic Cooperation on Development – Development Assistance Committee

ONM – Observatoire National de la Migration

SC – Scientific Committee

SDG – Sustainable Development Goal

ToC – Theory of Change

1. INTRODUCTION

The geopolitical position of Tunisia has shaped its migration patterns since its independence in 1952. The Tunisian and Libyan² revolutions that happened almost simultaneously in 2011 weakened the border controls and surveillance systems, permeating irregular migrants mainly from Sub-Saharan Africa as well as asylum seekers from Libya. These two revolutions together with the general civil unrest and armed conflicts in the Arab world referred to as “the Arab uprising” heightened the irregular mix and complex migration challenges in Tunisia. This increase in irregular mix migration patterns made the Tunisian Government realize that the country was not just an emigration country but, increasingly, a destination and transit country for migrants attempting to reach Europe³.

Improving the understanding of the contemporary migration phenomenon, its causes, consequences and its importance within the framework of the Global Compact on Migration (GCM) and SDGs is an important priority for Tunisia. Yet, for many policy-makers and influencers, useful and reliable migration policy-relevant information about the good practices to inform their migration policy decisions and advocacy remain hard to obtain. The constant challenging question has been how to generate and deliver the much-needed good quality end-user ready information that policy makers and influencers need to push for evidence-based migration policy development in an era where migration related information sources are prone to inaccuracies and political sensitivity. The baseline study undertaken by IOM in 2013 revealed that although migration was one of the government’s imperatives, mechanisms for effective migration management were weak due to the following challenges:

- ❖ Knowledge on migration issues among key actors; affected and interested stakeholders was limited.
- ❖ While there is a good number of actors on migration management in the country, there is a limited collaboration and streamlined communication between different government sectors, development actors and civil society structures.
- ❖ Lack of clarity regarding long-term strategy on migration governance;

Between 2015 and 2017, IOM Tunisia supported the Tunisian Government in responding to the above described challenges through the implementation of the IOM Development Fund (IDF)-funded project entitled: “*Education, Training and Knowledge Sharing in Tunisia*”. This 200,000 USD project responded to the real information and knowledge gaps among national migration management stakeholders. It aimed, primarily, at creating a pull of champions/advocates of development-driven and human-right based migration governance policies and programmes in Tunisia. To achieve this, the project thrived to create platforms and enabling environment for high quality educational opportunities,

² <https://www.migrationpolicy.org/article/revolution-and-political-transition-tunisia-migration-game-changer>

³ http://cadmus.eui.eu/bitstream/handle/1814/45144/MPC_PB_2016_o8.pdf

knowledge and information sharing on migration and development discourse prevailing in Tunisia. It targeted all key migration policy makers and influencers including, Civil Society Organizations (CSOs), the media, the academia, international development actors as well as immigrants and former migrants in Tunisia.

This ex-post evaluation assessed the project performance against its overall objective of improving knowledge and understanding of migration and ultimately equipping policy makers with migration policy relevant knowledge and skills towards evidence-based migrant inclusive policies in Tunisia. The evaluation was co-commissioned by IOM Development Fund and IOM Tunisia.

The report is structured as follows: the next section describes the background, purpose, criteria and overall methodological approach to the evaluation followed by a section describing the project, its context and ToC. Section four presents and discusses the main evaluation findings. The last section presents conclusions and recommendations and implications for future programming followed by relevant annexes.

2. EVALUATION BACKGROUND

2.1. Evaluation purpose

The purpose of this ex-post evaluation was to provide a comprehensive analysis of project performance on all project components covering the whole implementation from 2015 to 2017. It specifically assessed the extent to which the project achieved its set targets and benefits and/or activities it set in motion continued or have the potential to continue beyond the project lifecycle.

The findings are expected to inform the consolidation of the potential next project phases and/ off-spring initiatives either by IOM Tunisia or partner institutions, as well as other similar or related initiatives. The evaluation therefore responded to both accountability and learning purposes. The target audience for the evaluation includes therefore IOM Development Fund management team and Member States who are interested to know how the funds have been used, what has been achieved, what worked and under what circumstances it worked for potential replicability.

2.2. Evaluation criteria

To meet the expectations stated in the evaluation ToR, the evaluation assessed the overall project performance on the set results against [OECD-DAC](#) criteria of relevance, effectiveness, efficiency, impact and sustainability. Key aggregate questions the evaluation responded to as reflected in the ToRs include:

- To what extent did the project respond to and was aligned to current national priorities and the needs on the ground in the country? [[Relevance](#)]
- To what extent did the project ensure the participation and ownership of project activity design and implementation by key stakeholders? [[Relevance](#)]

- To what extent did project activities translate into short, medium term and long term planned results? [Effectiveness]
- To what extent was the project design and implementation strategy cost-effective and worth funding? What could have been done differently to ensure the project was more efficient in delivering planned results? [Efficiency]
- What is the observed negative, positive, intended or unintended outcomes of the project? [Outcome and/or impact]
- To what extent did the project design, planning and implementation ensure sustainability of the benefits and results from the outset? [Sustainability] and
- To what extent the benefits and initiatives the project put in motion continued beyond the project life cycle? [Sustainability]

2.3 Evaluation Methodology

A combination of qualitative and quantitative data collection tools was used to gather data necessary to respond to the above principal evaluation questions. Data collection involved the **review of existing literature** on migration and its policy context in Tunisia. The literature reviewed included government policy documents related to migration accessible on the internet to have a better understanding of the socio-economic and political context in which the project was embedded. A **desk review** was undertaken focusing on key project related documents such as project proposal as well as project outputs or information products including progress reports, publications and project-specific webpage. It also included project operations documents such as work plans, training material, narrative and financial reports to have a good understand of what the project was, did and achieved. The information collected from desk and literature review informed key evaluation questions to be considered in the **key informant interview** (KII) and online survey. Key informants were identified based on issue category and were interviewed either face-to-face, through skype or telephonically. The aim was mainly to get qualitative information to compare what they believed the project was expected to achieve and what actually happened. An additional **online survey instrument** using a semi-structured question was administered to collect data needed to assess the extent to which knowledge and skills among beneficiaries improved following their participation in the project training, knowledge and information sessions and to ascertain the extent to which they have applied this knowledge. The total sample was 30 including government officials, Academics, CSO representatives,

Participant category	n
Government officials	10
IOM staff	4
Academia	11
Civil Society Organizations	4
Students	1
Total	30

postgraduate students and IOM staff. The distribution of the sample is shown in the table above.

2.3.1. Sampling

A purposeful and link tracing sampling technique was used to identify Key Informant from project participants. To ensure a representative picture about the programme's intentions, design and results, the sample included informants from key project leadership and developers with mastery of its background. An additional sample was purposefully selected from the project participants' records to complement KIIs.

2.3.2. Limitations

Project staff turnover: At the time of evaluation, key staff who were involved in the development and implementation of the project have left the mission which made it difficult to locate key project records particularly related to the early beneficiaries and information products. The evaluator relied on convenient purposeful and link tracing sampling of informants.

Inaccessibility of potential respondents: Some of the respondents were last in contact with the project activities over more than two years and no updated early project participant locator information was available at the time of the evaluation. Hence, many of the potential identified informants/respondents could not be reached neither by phone nor by email. To respond to this challenge, an adjustment was made on data collection methodology to include an online outcome survey in the format of a Knowledge, Attitude and Practice (KAP) survey, targeting the project participants selected from project records to encourage participation. The responses obtained yielded useful information about the extent to which the project participants applied their learned knowledge and skills in their respective workplace.

Poor baseline information on target outcomes and weak indicators: Although there was some information on baseline, it was difficult to use it to assess progress against these as the indicators used for measuring outcomes did not have the characteristics of an outcome indicator. The evaluator used qualitative feedback from project stakeholders collected through retrospective open-ended questions based on the project logic unpacked during key informant interviews, to identify key domains of changes and to reconstruct baseline status.

2.3.3. Data analysis

Atlas.ti was used to analyze the qualitative data. Specifically, the information was classified and analyzed according to a relevant thematic rubric aligned to the evaluation questions and criteria outlined in the terms of reference. During the data analysis process relevant text segments were assigned to their respective codes and used to substantiate the findings

in the narrative description of the findings. The survey data was analyzed using Excel. Data from the key informants, survey, document and literature review were triangulated to consolidate evidence to support the conclusions drawn about the project performance.

3. PROJECT BACKGROUND

3.1 Project description

The project entitled “*Education, Training and Knowledge-Sharing on Migration in Tunisia*” and funded by IOM Development Fund⁴ with a total budget of 200,000 USD was implemented between 2015 and 2017. The project was designed and implemented through a participatory approach in close collaboration and partnership with INTES and the Ministry of Social Affairs. The project targeted relevant migration governance policy makers and influencers ranging from government, media, CSO and academia, as well as international development actors and experts. The project’s overall objective as per the project document, was to “*enhance accessibility and use of contextualized knowledge on migration flows in Tunisia and the broader Mediterranean region, with a view to strengthen the capacities of Tunisian professionals and students’ response to the increasingly complex migration challenges while ensuring migrants’ rights are upheld in the country*”. Theoretically, this overarching goal was expected to be achieved through the realization of the following interdependent short-term outcomes:

1. Government and civil society actors and researchers demonstrate increased knowledge of the migration context in and around Tunisia to better respond to migration challenges the country is faced with;
2. The improved availability of locally-generated research evidence to inform evidence-based response to migration challenges in Tunisia.

To achieve the above outcomes in a way that would potentially trigger the realization of its overall objective, the project implemented a multi-fold strategy comprising the following four components:

Summer school: As per its ToC, the project opted for a summer school on migration in Tunisia as the main strategy, as opposed to the usual awareness raising and sensitization workshop in partnership with relevant government Ministries, academia and CSO actors targeting different sector influential actors in Tunisian society. Participants were selected by a multisectoral scientific committee (SC) based on pre-defined qualification criteria in line with the project logic and target short, medium and long-term results. The SC’s role was quality assurance, not just at the time of screening of participants, but throughout the organization and execution of the summer school and its overall delivery strategy.

⁴ This funding is dedicated for catalytic projects targeting priority migration-related challenges and priorities identified by member states

Multi-sectoral roundtables: The project included series of multi-sectoral roundtables (5 in total) on prevailing salient migration policy-related issues in line with national priorities to complement the summer school in imparting knowledge and information among targeted project participants. The roundtables intentionally targeted key national and international development actors, policy makers and influencers, ultimately aiming at defining the research and training needs and drafting migration policy relevant papers and practical recommendations in this field.

Master/PhD student sponsorship: The original idea was to support students to do their Master and/or PhD dissertation on topics related to migration and, ideally, to do their empirical work on migration. The sponsorship was envisaged as one of the effective ways for piloting a fully-fledged master's degree Programme on international migration that INTES was thinking of initiating to prepare a generation of young scientists expected to mature into expert researchers on migration. These are researchers who would later produce much needed analysis of the migration phenomenon to inform migration policy decisions in Tunisia.

Targeted dissemination and Publication of project products: Other important project feature was the targeted dissemination and publication of project information products to a wider audience using diverse media such as Facebook, project-webpage, production and publication of newsletters, etc. to keep stakeholders' engagement going.

The confluence of these four components was expected to ensure effective sensitization and education of key migration governance stakeholders in Tunisia, improving their knowledge and understanding on the importance of migration in the national development agenda. The components also served as collaboration spaces among target stakeholders and effective information, knowledge, experience sharing platform.

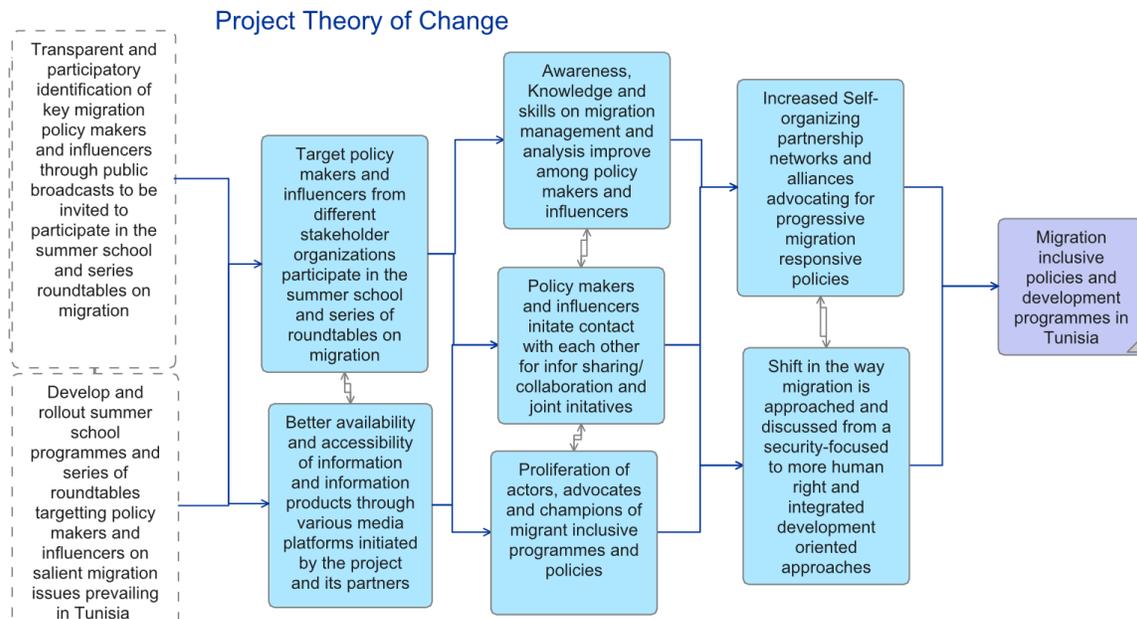
3.2. The Project Theory of Change (ToC)

The ToC was elucidated based on information from KIIs with key project staff and partners and from the document and general literature review about how knowledge, information and education programme archetypes are understood to produce expected outcomes. It is anchored on Everett Rogers' Diffusion Theory (1995)⁵ which posits that change occurs when innovative ideas are invented, diffused, adopted or internalized thereby leading to some form of change. The key assumptions underlying this project theory of change include: a) that the right 'influential' individuals will be identified and will be willing to attend the summer school on one of the wide ranging thematic areas and thematic roundtables; and b) then these individuals will acquire new knowledge and skills that challenges their long-held beliefs and perceptions, enhancing their confidence to effectively to advocate, champion and/or trigger the desired change process towards better migration governance

⁵ Diffusion is defined as a process by which an innovation or information is communicated through well-defined channels overtime among targeted individuals, networks of individuals and groups comprising a social system. For more on this see Professor Patricia Rogers and Funnell (2009): Purposeful Program Theory

in the country. Part of the theory of action is that instead of a small group of individuals monopolizing the attendance of all the summer school and thematic areas, the project encouraged key stakeholders from different backgrounds to attend thematic sessions relevant to their respective work to ensure the spread of knowledge across all sectors.

The Theory of Change below illustrates how the project short, medium and long-term results were expected to come about through the above outlined project strategies.

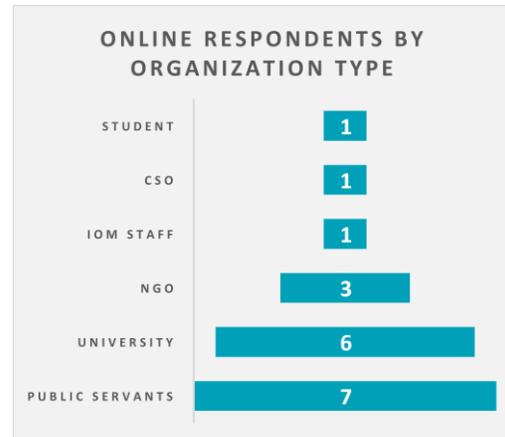


Key assumptions for triggering the desired changes at all levels included a participatory transparent process to identify ideal project participants, profile of participants (already influential individuals), profile of lecturers (expertise on the subject matter and delivery methods), the salience of the topics as well as the quality of project information products. Other important intervening variables include the positive effect of other initiatives either by IOM or other actors in the country as well as the prevailing enabling political environment. Sectoral diversity of participants was described in the project theory of action as a key feature for triggering expected sustainable change.

4. ANALYSIS OF EVALUATION FINDINGS

4.1. Participants' reaction to the project content and delivery strategies

Thirty-two per cent of online survey participants were female (32%). As it can be seen on **graph one** on the left, majority were government officials, followed by academics. Since the goal was to improve knowledge and skills of practitioners to respond effectively to migration challenges in the country, the project targeted specific profiles of already influential participants who, after the training, were expected to go back and influence their respective spheres of work. Overall, their feedback on the project intervention contents and their delivery strategy was very positive.



The summer school effect: According to most of KIIs, the summer school was the best option to impart migration policy relevant knowledge among the key stakeholders, and to bridge the gap between civil society, government, media and academia. That the attendance was sponsored was part of the incentives for active participation and ultimate utilization of the knowledge and skills gained. Members of the SC who were involved in the preparation of the summer school reported that each year they received far more applications (an average of 250 applications) than the space available. Participants came from all relevant sectors including government, academia, the media, civil society, as well as international development actors.

Selection of project participants, lecture themes and lecturers: The screening of qualified scholarship applicants, the choice of the theme or summer school topics, the choice of the lecturers was done in a transparent manner following rigorous pre-defined qualification criteria, by the SC established at the beginning of the project, comprising of representatives from relevant government ministries, academia, IOM and civil society. This was to make sure that the process responded to priority needs in the country. However, few informants questioned the level of transparency in the scholarship grant selection process because the qualification criteria were not embedded in the call for applications.

Roundtables: Only eight out of 19 online evaluation survey participants were involved in the project roundtables organized in 2016 and 2017. The majority of these attended both events. The roundtables tackled salient migration issues prevailing in Tunisia, including migration, development and sectoral policies, South-South cooperation and psychosocial assistance to vulnerable migrants in Tunisia. Overall, participants were very satisfied with the roundtable proceedings and found it very useful as it generated pertinent recommendations towards the betterment of migration management in Tunisia.

Reaching out to the wider audience: From conversations with key informants, the strategy for increasing awareness about the programme was found effective because, in addition to the main events (summer school and roundtables), the project used a combination of

targeted dissemination strategies, including social media, a project summer school specific website⁶ and the publication of newsletters and consolidated reports on the major project events. The success of the project outreach was influenced by the fact that the school attracted high profile speakers from within the government and academia, as well as those representing the African Union and well-known international experts on migration.

The sub-section below presents and discusses the evaluation findings on project achievements against the OECD-DAC evaluation criteria outlined above. The analysis looks at the project design adequacy, the efficacy of implementation strategies and identifies key achievements and a description of key project features associated with observed success or lack thereof. The analysis pays particularly attention on the sustainability of programme features, the benefits and initiatives it has set in motion since its inception in 2015.

4.2. Evaluation findings in relation to the OECD-DAC evaluation criteria

Relevance

The major problem that gave rise to the project was the fact that different stakeholders interested and/or affected by migration challenges did not necessarily know much about the issue. Thus, the project aimed to address this gap by creating a pool of multisectoral champions with a good command of knowledge on prevailing migration phenomenon, challenges and solution scenarios and who would act as change agents for better migration governance in respect to the SDGs in Tunisia.

Some of the good evidence identified demonstrating the relevance of the project include:

- 1) *Needs-based intervention*: The project design was informed by the information needs and knowledge assessment that IOM conducted in 2013 in Tunisia. The assessment found that knowledge and capacity to address migration governance challenges in the country were limited;
- 2) *Participatory approach to design and implementation*: The project was designed through a participatory approach. The civil society, relevant government ministries and Tunisian higher education institutions actively participated in the development of the key project components. The SC designed the summer school curriculum, selected appropriate topics, define the criteria for selecting scholarship grantees, and select expert lecturers/speakers across the country and beyond. The primary purpose of the SC was to ensure that the curriculum and its execution responded to the salient migration issues faced by Tunisia and to encourage ownership of the issues from the outset and the solution co-creation.

Alignment to national strategies: The project responded to the national priorities related to migration management outlined in the draft national strategy on migration (2017-2022). The summer school is mentioned in the strategy as one of one of the key mechanisms for the implementation of some of the priority actions under this national strategy once it has been adopted. Key informants reported that the summer school came at the perfect time because it was something that they were all looking for. The first summer school undertaken in 2015 was intentionally broad and focused on migration statistics and their interpretation, migration and related terminologies, legal and policy framework. Subsequent topics were selected based on the migration

⁶ <https://www.ecole-ete-migration.tn/ecole/presentation-2018/#>

challenges prevailing in the country through a consultative process. For example, the second summer school was on migration and development to keep the momentum of the SDGs which were launched later the same year to ensure migration dimension is brought to the forth.

The project was delayed for over a year due to unanticipated major changes in political leadership within the project strategic partner institutions. Interestingly, it was found that such delay was a strategic opportunity for working with partners to re-imagine the project vision and to adapt the implementation strategies in line with the changing political context and emergent opportunities and priorities.

Lessons learnt from no cost extension (NCE): The project's NCE of nearly thirteen months triggered several sustainable results. Such results could not have happened if the delayed was not incurred and strategically maximized upon by the project team to engage new leadership to redefine project vision and delivery strategies addressing prevailing and emerging migration management priorities. It is for example during the NCE period that the idea of a summer school clearly emerged and, later, consolidated into the foundation for development of a full master's degree programme in international Migration that INTES launched during the last quarter of 2018. This Master degree programme could, all assumptions held true, positively shape the way national institutions and development actors' approach and address migration dimension in the national development agenda in the coming years.

Effectiveness

To be successful in achieving intended behavior change among target participants, improved knowledge, skills and understanding are necessary but not a sufficient condition for the desired overall behavior change (outcomes) to follow⁷. For the designed change to follow, knowledge and education programmes must carefully identify those behaviors to be changed and to ensure that the knowledge and education/training and/or campaign strategies are credible, sufficiently interesting and of high quality to challenge the long-held beliefs and attitudes. Furthermore, it is important to use the feedback about success arising from the previous project activities to reach out and recruit new programme participants (reinforcing feedback loop). This section discusses the extent to which the project interventions translated into planned short-and long-term outcomes.

Project design

Project result framework: It was especially interesting that all stakeholders were exactly on the same page in terms of how the desired success would look like. This was partly because the project design followed a participatory approach, involving key stakeholders not as passive beneficiaries but as partners. This approach, however, was not well articulated in the project results framework. The evaluation found an incongruency between what the

⁷ Sue C. Funnell and Rogers P.J. 2011. Purposeful Program Theory: Effective Use of Theories of Change and Logic Models, 2011

project team and stakeholders described as the expected success and how it is described in the project results framework. The overall goal of the project as described in the project document “to *enhance knowledge-based migration policy development...*” was somewhat ambitious and relatively prescriptive and some informants were aware of that.

Moreover, the result statements and indicators were not formulated using results language. This made it difficult for the evaluator to identify credible cues against which the project performance could be compared particularly at outcome level. The examples below illustrate the above weaknesses:

While the project overall goal mentioned above is well formulated, the proposed indicator to measure success on it “*number of participants to the summer school from different backgrounds*” does not reflect the expected change “*enhanced knowledge-based migration policy*”. An alternative indicator based on this expected change could be for example “*number of migration policy documents reviewed/developed by the government to conform with international standard*”.

Outcome 1: *Government, civil society actors and researchers demonstrate increased knowledge of the migration context in Tunisia to better enable them to develop appropriate responses to migration challenges in Tunisia.*

The domain of change for this outcome is “*demonstrated change in knowledge on migration context among different actors*”. However, the proposed indicator “*number of students who graduated from the summer school on migration*” is relatively too low level and too specific to measure project performance on the outcome. It only captures a small aspect in terms of scope and doesn’t measure the success factor in the above whole outcome statement. The evaluation utilized the following alternative indicator to assess success on the above outcome (see graph below): “*percentage of target beneficiaries who demonstrate improved understanding of migration context in Tunisia*”. In addition, the evaluation used qualitative questions to collect qualitative evidence on project performance on the domain of changes reflected in the outcome statement.

Graph two below shows change in knowledge among participants by comparing pre to post summer school knowledge assessment scores

Migration challenges & opportunities	Pre test (%)	Post test (%)	Direction of the change
No knowledge	7.7	0.0	▼
Limited knowledge	15.4	25.0	▲
Good knowledge	76.9	58.3	▼
Expert knowledge	0.0	16.7	▲
Migration and SDGs	Pre test	post test	
No knowledge	0.0	0.0	▬
Limited knowledge	42.9	23.1	▼
Good knowledge	42.9	46.2	▲
Expert knowledge	14.3	30.8	▲
Migration and health	Pre test	post test	
No knowledge	15.4	8.3	▼
Limited knowledge	53.8	25.0	▼
Good knowledge	15.4	33.3	▲
Expert knowledge	15.4	33.3	▲
Migrants integration in host communities	pre test	post test	
No knowledge	0.0	0.0	▬
Limited knowledge	53.8	25.0	▼
Good knowledge	30.8	58.3	▲
Expert knowledge	15.4	16.7	▲

As it can be seen in the above graph from the online survey participants' pre and post training assessment scores, there has been a significant increase in knowledge among participants. With many moving from low knowledge to feeling they have mastery of the subject matter. There was also some evidence of outcome level changes among project participants expressed as part of their personal action plans and priorities identified during their participation in the project activities based on the priorities in their spheres of work. Several observed outcome level changes include project participants' subsequent initiatives such as the publications of articles on migration. Some reported having embarked on new perspectives in terms of partnership opportunities on scientific research on migration that they did not envisage before. **Table two** below presents the analysis of the achievements on outcome 1 indicators as per project document.

RESULT/INDICATOR	Target result	Analysis of progress towards achievement on the target	RECOMMENDATIONS
Indicator: Number of students who graduated on	The target was 50 students, but the project was able to reach almost	94 participants from different sectors of Tunisian society including government officials, postgraduate students, including PhD fellows, media professionals as well as	There is a need for IOM and partners to establish feedback mechanisms to keep the connection with graduates of the summers school to

migration during the Summer School	double 94, 41% of which were females	members of civil society graduated from the 2015, 2016 and 2017 one-week summer schools. Many participants reported that they are now able to read and comprehend and apply existing data on migration in their daily work	document how they are applying the knowledge and skills learnt and whether these are contributing to the desired change of improving knowledge-based migration policy development.
Output 1.1: Summer school on migration is established	The summer school was established and three one-week summer schools on different but related migration thematic areas were successfully run. The summer school website and training modules, social media platforms were developed, launched and used.	The project did a good job delivering planned outputs and more with limited funding. Not only was the summer school established but also the platform for ensuring that stakeholders continued to share information and to keep abreast and engage in the discourse on migration were developed. These include a Facebook page and the project specific website as well as production and dissemination of information material to a diverse audience.	IOM should continue to work with its direct partners to organize the summer school and make sure that the master's degree programme launched by INTES uses the platform to keep abreast with practical and theoretical debates in the field of migration.

Outcome 2: *The improved quality and availability of locally-developed research allows for the development of more effective, evidence-based responses to current migration challenges in Tunisia.*

There are several on-going initiatives at different institutions to improve the production of quality migration-policy relevant research that will be useful to inform future policy decisions in the country. These include the above-mentioned master's degree programme on international migration and publications on migration by a few summer school participants as well as several research projects on migration that were under way by the summer school participants from different universities in Tunisia. One of the participants developed a theory on migration⁸. **Table three** below analyzes the indicator-based performance on outcome 2 as per the project document.

⁸ It is accessible here: https://www.researchgate.net/profile/Djelti_Samir.

RESULTS	ACHIEVEMENTS RELATED TO RESULTS <i>(achieved results)</i>	ANALYSIS OF EFFECTIVENESS <i>(Analysis of progress towards achievements)</i>	RECOMMENDATIONS
<p>Indicator:</p> <p>Number of academic studies produced through the project's financial support</p>	<p>Out of 5 students identified for scholarship grants, three received grants and two out of the three have completed their master's dissertation. The PhD student is still working on the dissertation as it takes longer to complete.</p>	<p>The indicator is limiting in terms of deeper analysis into the process of undertaking the thesis on migration and the evaluator was not able to secure face-to-face interviews with scholarship grantees to get deeper insights on their successes and challenges and, especially, to learn about their prospects regarding their aspiration as migration researchers.</p>	<p>IOM Should involve M&E officers in reviewing project design particularly the development of project result measurement framework, including the identification of quality indicators and assumptions. This will provide good foundation for identification of lessons and good practices about what works and the circumstances under which they work.</p>
<p>Output 2.1</p> <p>New, locally-produced, targeted research is available, through research grants provided by the Summer School</p>	<p>Out of 5 post graduate students who received scholarship to undertake Master/PhD dissertation on the migration topic, two shared their master's degree thesis during the life of the project.</p>	<p>Key informants from involved academic institutions indicated that the students lacked adequate coaching and exposure to methodologies for conducting sound research on migration. No additional resources were available for such additional support.</p>	<p>IOM and INTES should strengthen and redefine their partnership to identify opportunities for additional training on migration research methods and approaches, especially for those students doing research on international migration (i.e. sponsoring their attendance of migration-relevant scientific conferences) to exposure them to the plethora of methodologies as young researchers on migration.</p>

<p>Output 2.2</p> <p>Recommendations are produced to identify and address knowledge gaps, ensure quality research methodology and assess training needs in the field of migration research</p>	<p>Working with government partners, the project successfully delivered five multi-sectoral roundtables which tackled salient migration topics of the moment in Tunisia. Over 54 recommendations were generated.</p>	<p>Project expert partners who responded to the evaluation as key informants highlighted some weaknesses related to the lack of mechanisms for following up on the recommendations that emanated from the roundtable discussions and the summer school.</p>	<p>IOM should continue working with its strategic partners to develop mechanisms for monitoring and following up on the implementation of the recommendations emanating from the roundtables, summer school proceedings as well as other recommendations from evaluation.</p>
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Efficiency

The project was implemented using a combination of carefully chosen cost-effective strategies to develop a mechanism to trigger transformative multi-sectoral engagement on salient migration issues in the country within the framework of SDGs. Whereas there was no systematic cost-benefit analysis or value for money done by this evaluation, qualitative evidence pointed to worth noting efficiency including the catalytic effects of this project highlighted in the examples below:

- *One-week only summer school but continued engagement and learning at no extra cost:* The key attribute was the fact that one-week only summer school took place once a year, but subsequent stakeholder engagement continued throughout the year using various media including publication of newsletters, project-specific website, social media such as Facebook and other media platforms without necessarily incurring extra-cost. Although the production of various messaging and information products required a good budget, the project’s publication and targeted dissemination strategy is a good example of cost-efficiency as it reached its goal of ensuring that stakeholders’ access to and/sharing of information and learning continued throughout the year mostly at minimal cost.
- *Self-reinforcing feedback loop:* The various media platforms acted as a mechanism for creating awareness raising on the subsequent summer school without additional budget. The use of the website and social media as a platform to sustain the continued engagement with the wider multi-sectoral audience on issues that transpired during the summer school throughout the year is a commendable efficiency attribute of such a low budget knowledge and education project archetype.
- *Participatory approach:* Through its participatory approach to design, planning and implementation, the project has inspired several valuable and sustainable off-spring project ideas around migration and development that would otherwise have not have happened without it as reported in detail below under the sustainability subsection.

Impact

Although the impact was included in the evaluation criteria, it was beyond the scope of the project results framework and overall long-term vision. Nevertheless, as per the ToRs, the evaluation included some questions to identify early intended or unintended signs of impact at institutional and individual levels (outcomes) resulting from knowledge and skills gained from the project.

Below are the findings related to intended/unintended outcome level changes:

Strengthened network of advocates for migration-responsive agenda within relevant Ministries and other national institutions. These institutions or, at least some technical representatives who participated in the project activities either as participants or co-creators, are slowly becoming advocates of migrants-inclusive Tunisian national development programmes, strategies, and policies, as well as research agenda. Concretely, some influenced, pushed and supported the drafting of the Tunisia national migration health strategy which is awaiting adoption.

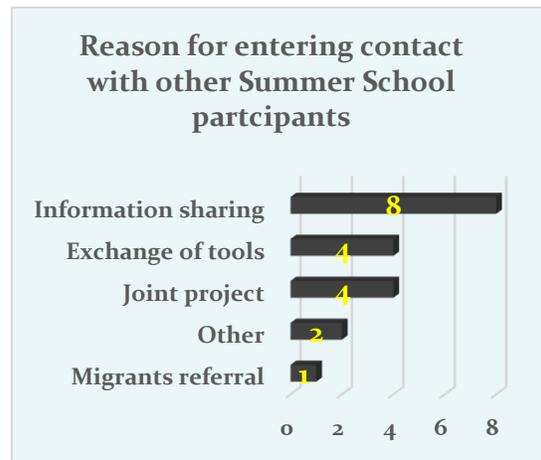
“...me for example, in every thematic meeting I go to I always want to talk about migration and SDGs, inclusive growth. we are currently trying to see how to help children born in Tunisia to migrant parents that is not security approach but social approach, public health approach (access to minimum care)...developmental approach, etc. (Senior Government Official

Changing migration governance approach in Tunisia: There is an evident proliferation of a network of organizations advocating for a migration inclusive development agenda in many sectors which, according to informants, have positively shaped the approach to migration governance in the country. Some reported that in recent years, migration governance in Tunisia is slowly changing from a security approach towards more comprehensive, development and human rights-based approaches. This has of course also been influenced by improved freedom of speech under the current democratic dispensation allowing civil society activists more space to advocate for human rights of Tunisians living abroad as well as the rights of immigrants in the country. With the help of the summer school, the multiple roundtables and the targeted dissemination of relevant knowledge and information and awareness raising, alongside other on-going programmes as intervening factors, migration is increasingly discussed in a more constructive way, both in the media and in the government circles, compared to a few years ago. Moreover, there is a general belief that, although it is not the only contributor, the project helped establish many of new network of advocates of migrants’ rights currently seen in Tunisia.

Strengthening coordination and network of actors: One of the key gaps that the project aimed to address was the limited collaboration, coordination and streamlined communication between different government sectors, development actors and civil society structures on migration governance in Tunisia. According to the project’s ToC, one of the ways to utilize knowledge and information gained is through forging partnership with likeminded individuals and/or organizations for collaboration on migration issues. Many informants described the summer school as a favorable multisectoral mechanism for information and knowledge exchange within Tunisia. As such, it has contributed to the

coordination among stakeholders and the creation of useful self-organizing independent networks of like-minded institutions, organizations and individuals, as well as government sectors pushing for progressive migration responsive policies. It has helped them to discover the interdependence of their respective mandates and has created incentives for jointly pursuing bilateral collaboration beyond the confines of the one-week summer school.

Through the online survey, the evaluation assessed how participants reached out to other participants or others beyond the summer school to forge partnerships (see **graph 3**). The survey result shows that all the 19 respondents-initiated contacts with other organizations. Reasons for reaching out included mainly exchange of information, working tools as well as initiating joint projects addressing migration challenges. All roundtables' participants indicated it provided the opportunity to exchange information and work-related tools, as well as orientation and referral for migrants in need. Although this was clear during the discussion with the project staff as one of the important intended improvement, it was not reflected among the target desired changes described in the project document nor in subsequent progress reports.



Sustainability

The section discusses the findings related to the extent to which the initiatives the project put in motion and associated benefits are likely to continue beyond the project life cycle. It specifically identifies project features that were continued in their original form or in the form of other initiatives implemented by project partners or stakeholders. Below presented are the key findings in relation to the project's sustainability:

Master's degree programme on International Migration: Informants attributed the establishment of this master's degree programme to the project as they believed it would not have happened in the absence of the project particularly the summer school on migration. Some informants from the project strategic partner institutions reported that the summer school was a critical path to the development of a fully-fledged Master Programme on international migration by serving as a favorable testing ground for the steps in the programme development processes. One such step was the **introduction of the master thesis sponsorship to pilot the feasibility of the programme on migration**. The full programme was launched in 2018 with the first cohort of students starting in September 2018.

Informants were very proud of this progress and were confident that this programme, through innovative research on migration, will positively shape public perceptions and discourse on migration not just in Tunisia but in the Arab region as well in the coming years. They also indicated an intention of mobilizing resources to ensure that INTES has the

capacity and adequate partnerships to develop its own summer school programme. However, they stressed the need for more support from IOM before they get there. To strengthen the students' skills on migration research approaches and methodologies, there is a need for joint migration research with IOM to expose students to the practical and methodological issues of migration research while producing the much-needed evidence to inform migration governance in Tunisia and the region. Some informants, especially those in academia, aspire to add even a winter and spring school to **expedite the desired sustainable impact**.

The library on migration: Through the project, IOM has helped INTES to establish a small library comprising of research and practitioner publications on migration. This is expected to evolve into an important go-to library, critical especially for the first cohort of students enrolled in the Master Programme on International Migration and other migration researchers. The vision of INTES's leadership is to see this library expand and evolve with updated quality publications to make sure it serves the above-mentioned purpose.

Self-sustaining partnerships between programme participants:

All the partners consistently reported that the summer school, albeit being held for only one week each year, has been an **instrumental partnership hinge** for the different actors that have participated over the years. For example, informants from the

...I remember even when we were preparing our session for the last summer school, we spoke to ONM requesting to share with us recent data on migration and INES which presented statistics on the indicators on outmigration by reason for migration. This was very useful, and we need to keep this partnership going as we find it useful that the Ministry of Labour has enormously exploited. We have also retained contact with national and international universities through their experts who presented at the summer school (Government official).

Government indicated that it is through the summer school that they learned about the existence of ONM and have been using their statistics to inform their programmes. Some of them indicated that it is through the summer school that they learned about the valuable statistics on the various dimensions of migration and migration flows that the INS produce. These informants also indicated that they have since been exploiting these statistics to inform their planning. Furthermore, informants from academia indicated that the summer school has helped them to expand their network with experts on international migration which has been very helpful.

Summer school curriculum: Other noteworthy example for sustainability is the summer school curriculum that was developed with about 22,000\$ but which is going to be used for several similar initiatives either by IOM or partner institutions in Tunisia and potentially in the region. Some informants, especially academia wished to see the summer school scaled

up to the regional level to amplify its effects on stakeholders' understanding about the effects of migration on the region.

Other elements of sustainability of the summer school lies in the fact that IOM Tunisia's approach has been to sell this model based on what is happening in the country and region. This has increasingly made **the summer school the center of gravity**, something that was still much needed at the time of evaluation particularly when it comes to the discourse related to migration governance in Tunisia and increasingly, in the region.

3. CONCLUSIONS AND RECOMMENDATIONS

*Recommendations are not presented in order of priority

5.1. *Relevance*

That the project was designed and implemented through a participatory approach using diverse strategies is a great feature observed across all the data gathered about its relevance. The summer school appears to be the most preferred and effective strategy for educating and sensitizing national stakeholders on salient migration issues compared to the usual awareness raising workshops. Because of the value it brings, most of the evaluation participants stressed the need for the annual one-week summer school on migration to continue and even be scaled up to the regional level. However, there were concerns regarding the cumbersome scholarship selection process, as the criteria were not adequately articulated in the call for scholarship application.

Recommendation 1: IOM and its strategic partners to develop a guide outlining the summer school application procedures. The guide should also define the process for selecting topics, the lectures, and more importantly, the broader vision of the school in line with the national migration priorities and prevailing needs on the ground.

Recommendation 2: Review the SC working modalities to enhance transparency and streamline the process. The review should start with the revision of the SC ToRs based on lessons learnt from the past summer school events. This will ensure that members of the SC remain actively engaged and are on the same page in terms of expected transparency levels and long-term aspirations of the school and related initiatives in line with Tunisian government priorities on migration.

5.2. *Effectiveness*

The project was found to be an effective mechanism for improving knowledge migration policy makers and influencers in Tunisia given the politicized nature of migration in the country. Overall, the evaluation evidence showed that, in confluence with other intervening processes including the enabling political context, the project has had positive effect on the public discourse and perceptions and slowly formed a favorable opinion on migration in

Tunisia. However, there is still much to be done before impactful knowledge spread reaches a tipping point.

Recommendation 3: Strengthen Monitoring and Evaluation system embedded into the Summer School programme to document changes and lessons among programme participants. This will include keeping updated project participants locator information and undertaking periodic follow up surveys among the Summer School cohorts to assess the application of the knowledge gained. It will also include the identification of additional support and training needs and intentional documentation of value for money and identification of further resource mobilization opportunities.

Recommendation 4: Broaden and strengthen IOM-INTES partnership by redefining the scope beyond the current summer school towards the optimum support of the newly launched master's degree Programme and related initiatives. This would not only improve the quality of the research outputs but also effectively help reaching more audience with the much-needed migration policy relevant information and knowledge.

5.3. Efficiency

Despite the delays resulting from external factors such as the change in leadership in key partner government Ministries and institutions, this low budget project used carefully selected efficient strategies to catalyse a number of off-spring initiatives that represented a good value for money.

Recommendation 5: Explore resource mobilization opportunities to complement the existing resources to support several initiatives the project put in motion. This could, potentially, create avenues for sustainability of the various benefits and activities set in motion by the project. The implementation of this recommendation will involve making a strong case to relevant donors about the importance of the summer school for providing impactful stakeholder education on migration governance challenges and solutions. IOM should strengthen further the synergies between the summer school and other related projects to reach a more diverse audience with the necessary information and education on migration.

5.4. Impact

Although no systematic analysis of project impact was undertaken, qualitative evidence from different sources note good signs towards desirable impact. For example, evaluation respondents reported a perceived increase in the proliferation of a network of organizations advocating for an inclusive migration and development agenda in many sectors which, in their opinion, has positively shaped the migration discourse in the country. Some reported further that, in recent years, migration governance in Tunisia has begun to change from a security approach towards more comprehensive development and human rights-based approaches. However, it was also acknowledged that such headways may experience a relapse if the systematic education through initiatives such as the summer school is to be

abruptly discontinued due to high turnover in institutions dealing with migration and the overall change in the political dynamics surrounding migration in Tunisia.

Recommendation 6: IOM should make a case with IDF and other donors for follow up funding to continue implementing the project until knowledge, information and awareness on migration has reached a threshold among all migration governance stakeholders in the country to trigger knowledge and information-driven longer-term desired changes.

5.5. Sustainability

Whereas many stressed the need for the continuation of the summer school for its valuable contribution in educating stakeholders on migration governance, no evidence of financial capacities among key partners to take ownership was noted. Also, there was no evidence of alternative funding for the summer school to continue in the absence of IOM support.

Recommendation 7: Support INTES in the development of a long-term vision for its newly launched Master Programme on International Migration and in devising a strategy for its successful implementation within the broader Tunisian Government's migration governance framework. The strategy should include innovative ideas for strengthening the programme and a branding and resource mobilization strategy.

5.6. Project design

It was observed that there is incongruity between what strategic partners perceive as the project's overall aspirations and ultimate success and what the project result framework describes as desired results. This is partly because the project output and outcome statements and indicators of success were not formulated using a result-based language. Moreover, the project required an NCE due to a delay of 13 months. While this NCE provided a strategic opportunity for IOM and partners (particularly the new leadership in the Government) to refine the project's intervention package, the results framework was not revised accordingly to reflect the new vision during the same period.

Recommendation 8: Conduct a full participatory revision of the project's result framework by mapping out what success would look like in the short, medium and long term. The revised result framework should include quality indicators for measuring progress towards this goal in potential project follow-up phases or similar projects. Ideally, the revision should follow a participatory design, involving strategic partners representing both the government, academia and relevant development partners.

6. ANNEXES

Annex 1: Evaluation Terms of Reference

Annex 2: List of documents reviewed

1. The original project proposal
2. The summer school scientific committee meeting minutes (all available proceedings' minutes)
3. Summer School Publications – Newsletters
4. End of project reports
5. Summer School Action Compilation reports (2016)
6. Summer School Action Compilation reports (2017)
7. IOM Tunisia Newsletters on the Integration of Migration in the National Development strategy (2015)
8. Project financial reports
9. Report of the 3rd edition of Summer School on Migration and Health (2017)
10. 3rd Edition of the Summer School on Migration and Health
11. The Report of the Summer School post-evaluation report (2015)

Annex 3: Data collection instruments

INTERVIEW GUIDE FOR ACADEMIC INSTITUTIONS

Thank you for accepting to be part of this evaluation of the above-mentioned project. As an important stakeholder to the project, we would like to ask you a few questions to gain some insights about your experience about the project. Your participation is of course voluntary. You are one of the students that benefited from a scholarship towards the finalization of your master's Thesis on Migration and we would like to ask you set of question regarding your experience with the Summer School and about your thesis.

	Guiding Question(s)	Response	Notes
1.	Could you please introduce yourself and tell me how you developed an interest in doing research on migration?		
2.	What are the major migration challenges that the Tunisian Government is faced with?		
3.	As you know IOM worked with the INTES and other important stakeholders such as academia to establish the summer school on migration? What do you think of the Summer School and what was your experience having attended?		
4.	Please tell me how you were identified as one of the scholarship beneficiaries? What has been the experience?		
5.	How has the participation in the summer school benefit you as a postgraduate student and as a Tunisian citizen?		
6.	To what extent has the experience shaped your views on migration?		

7.	How did you find the summer school from design, process to impact? Your overall judgement of it? Do you believe the right target participants attended? What has been the main reaction from participants overall?		
8.	To what extent do you believe this Summer School and its activities such as sensitization of different actors and the civil society have influenced the public and government perception of migration in Tunisia?		
9.	Tell me about your scholarship towards the finalization of your master's degree thesis on migration? How were you identified? And what has the experience been like overall? What has been the biggest challenge?		
10	What is your next big thing regarding research on migration?		
11.	In your view what has been the biggest contribution of the Summer School in addressing migration challenges in Tunisia? (probe more)		
12	As a participant to Summer School and as a beneficiary of its sponsorship? What would you suggest to the organizers to improve the quality of the programme and its operations?		
13	Would you recommend other students to pursue a master's degree in international migration? Why?		
14	Would you please recommend another student I can speak to get their experiences?		

Thank you for your time and participation!

*The online survey instrument accessible [here](#):

Annex 4: List of Key Informants Interviewed

	Name	Institution	Title
1	Prof Lassaad Labdi	INTES/ Université de Carthage/Tunisie	Professeur de l'Enseignement Supérieur
2	Ms Lorena Lando	IOM Tunisia	Chief of Mission
3	Mr Taher Ben Hassine		Postgraduate
4	Prof Lotfi BENNOUR	University of Carthage	Director of INTES
5	Mr Ali Belhaj	INTES/University of Carthage, Tunisia	Lecturer at INTES
6	Ms Raoudha Jaouani	Ministry of Development, Investment and International Cooperation	Director
7	Mr Abdallah Zribi,	Ministry of Professional Training and Employment	Assistant Director
8	Ms Helen Legoff	IOM Tunisia	Project Development Officer
9	Mr Boubakry	University of Sousse	Member of the Summer School Scientific Committee
10	21 Anonymous participants including 19 online survey respondents		