

MEASURE-BiH

July 2 – 13, 2018

Program Evaluation Learning Resources

[Human Development Index \(HDI\)](#)

The HDI was created to emphasize that people and their capabilities should be the ultimate criteria for assessing the development of a country, not economic growth alone. The HDI can also be used to question national policy choices, asking how two countries with the same level of GNI per capita can end up with different human development outcomes. These contrasts can stimulate debate about government policy priorities. The HDI is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and have a decent standard of living. The HDI is the geometric mean of normalized indices for each of the three dimensions.

Recommended News Articles and Blog Posts

[Family Planning: Investing in Women's Health and Empowerment to Build Human Capital](#)

[Can Impact Evaluations Help Deliver Projects?](#)

[Promoting Program-Evaluation Competency Through Doctoral Dissertations](#)

[Project-Based Learning](#)

[The Definition of Insanity](#)

[Leveraging Emerging Technologies to Produce Efficient Evaluation Practices](#)

[Use of Program Evaluation Standards](#)

[What is This Thing Deemed "Value-Added"?](#)

[Saying Yes](#)

[Evaluator as Translator](#)

[Can Information Reduce Anti-Immigration Biases?](#)



USAID
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Upcoming Events

October 1

[European Evaluation Conference 2018: Evaluation for More Resilient Societies, Thessaloniki, Greece](#)

October 22

[The Global Evidence and Implementation Summit 2018, Melbourne, Australia](#)

October 28

[American Evaluation Society 2018 Conference: Speaking Truth to Power, Cleveland, Ohio, USA](#)

Useful Sites

[International Criminal Tribunal for the former Yugoslavia](#)

[UN Security Council](#)

Examples of Evaluation Projects

[Impact Evaluation of the Western Cape Emergent Literacy Intervention in South Africa, USAID, June 2018](#)

[Forest Incomes for Environmental Sustainability Midterm Performance Evaluation, USAID, June 2018](#)

Relevant Publications

[Skills and Europe's Labor Market by World Bank](#)

This report attempts to assess to what extent an increasing labor market divide is occurring in the European Union, and which underlying factors affect these trends.

According to the report findings, technological development is one important dimension that determines labor and skill demand, in combination with economic development, globalization, and demographic trends. Rather than simply replacing jobs, new technology has tended to redefine jobs in ways that demand higher skills. Globalization and offshoring of production can produce gains (and add jobs) in countries where production is relocated, but they also take away jobs, particularly among the lowest-wage workers.

Clear continuing trends in the past two decades has been the transition to service activities of more educated workers, simultaneous with a shift away from more routine and manual work toward jobs that are non-routine and inter-personal or non-routine and analytical. With some country exceptions, occupations that are manual, such as many in the agriculture and construction sectors, are declining across the EU.

For several decades, demand has been steadily rising for high-skilled workers, those who can perform non-routine cognitive work that is not easily replaceable by machines, which includes both professional and technical positions complementary to ICT and automation. The most common trend in Europe concerning task content is, in fact, de-routinization, which is increasing the demand for jobs at the top of the professional and wage ladder and decreasing demand for middle-skilled jobs.

On the supply side of skills in the labor market, the strong rise in educational attainment of the workforce is considered to have played a strong role in the changes in task content of jobs. Since the 1970s, many EU countries have transformed their education systems, greatly expanding access to universities. This has resulted in major increases in the share of workers with college degrees, from 20 to 30% between 2000 and 2015.

In all EU countries, flexible forms of employment like temporary contracts are more prevalent among workers with lower levels of education. Lastly, the effect of migration on labor market outcomes is complex, and a review of available research found no consistent pattern of the impacts of migrants on the local economies they work in.



Recommended Reading

[Europe 2020 Indicators – Poverty and Social Exclusion by Eurostat](#)

Almost every fourth person in the EU is still at risk of poverty or social exclusion, experiencing at least one of its three forms. Monetary poverty is the most widespread form of poverty, affecting 17.3% of the EU population in 2016. 7.5% are affected by severe material deprivation, while very low work intensity concerns 10.5% of the population aged 0 to 59. On average, monetary poverty is lower in the EU at 17.3% than in most other advanced economies. In most non-European OECD countries, this value was roughly between 20 and 25%. Having a job is not always enough to avoid poverty: in 2016, 7.8% of the working EU population were at risk of poverty even though they were working full time. The share of women at risk of poverty or social exclusion was 1.9 percentage points higher than the corresponding share of men in 2016.