
IHEDD : A bridge between research and development actors

Picard Conference

Brussels, December 10, 2021



1. Who are we ?

2. What do we do ?

3. 3 challenges
related to Covid

1. Who are we?



The Institute for Advanced Studies in Sustainable Development :

An academic consortium approved "Institute of Excellence in Development Economics" by the French government. Its purpose is to support capacity building of development actors based on research results.



A university center: the CERDI - Since 1976, **one of the best European university** centers for research in development economics / 40 researchers and 90 PhD students



A foundation recognized as a public utility: FERDI - Since 2003, 122nd think tank in the world - aims to promote the results of research among development actors / 64 associated researchers - 9 themes.



An independent research institute: IDDRI specialized in sustainable development and international relations.



Depending on the projects, the institute can rely on partnerships with :



- **Northern universities:** University of Clermont Auvergne - Columbia University (CCSI) - University of Berkeley...
- **Southern universities:** Mohamed VI University in Rabat, Cheikh Antio Diop University in Dakar, International University of Ivory Coast in Abidjan...



- **International institutions:** World Bank, IMF, African Development Bank, UNDP, and of course the WCO..., or **regional:** WAEMU, CEMAC and **national:** AFD, GIZ, Ministries...



And on a network of alumni who are now active in the economic development sector.

2. --- What do we do? ---



The trainings themes are directly related to the research themes of the associated institutions...

Sustainable development trajectories: health, households, environment...

Financing development: macroeconomics, budget, monetary policy, fiscal policy...

- The performance of tax and customs administrations
- Measuring the tax effort
- Reduction of tariff barriers
- Mobilization of domestic public resources (MRIP)
- Tax expenditures

Integration of developing countries into the global economy: international trade, migration, foreign direct investment, etc., and regional integration issues in **WAEMU** and **CEMAC**.



... and nourished by field experience - technical assistance in developing countries - to produce **trainings that are anchored in the reality organizations and administrations.**



The proposed trainings are policy oriented: the major economic challenges and the mastery of the analytical tools.

2 masters degrees delivered by the University of Clermont Auvergne :



Master's degree in “ Economic Policy Management” - created **26 years ago**.
Scholarship programs **of the World Bank – of the French government and of African ministries**.



Master "MODEV" for project managers -since **2008** - co-produced with **the French Development Agency**.



Short certification courses for directors, managers and analysts.



In order to meet the different needs and availabilities, these trainings are **organized in France, in developing countries or online**.

3. Issues, challenges, good practices and lessons learned relating to distance learning in the context of COVID-19 pandemic.

Challenge 1. The distance learning format

Challenge 2. The adaptation of contents

Challenge 3. The appropriate use of distance learning

Challenge 1. The distance learning format

Massive Open Online Course

- Since 2005
- Asynchronous - 5 weeks - 1 video + 1 quiz
- Each school and university has its own MOOC
- 70% of those registered do not show up
90% of those present drop out
- Those certified often have a university degree
- MOOC = Promotional tools

iHEDd Small Private Online Course

- Asynchronous to adapt to the internet connection constraints of developing countries
- Webinars with experts for experience sharing
- Small groups
= a community of learners
= better cooperation after the training

Visio conference

- Usual since the Covid
- Live session via video conferencing systems
- Several hours - black screen - exhausting
- Low success rate
- Not everything can be easily taught this way

Challenge 2. The adaptation of contents

Standard e-learning platforms

- Should e learning courses follow the logic of a Netflix platform ?
- A risk of learning standardization ?
- For the same subject (R, Python, tax policy,...), the needs of administrations and countries can be different.



- Strengthening the capacities of tax and customs administrations **in data science**
- **An innovative project** in the involvement of partner countries: Côte d'Ivoire, Mauritania, Niger, Togo and researchers
- **3 steps:** 1) identification of needs, 2) content and data sharing, use cases, 3) face-to-face workshops for joint approval.
- **Open to tax and customs administrations as of 2022**



Country technical assistance


- Only "tailor-made" to meet a specific request from administrations

The co-constructed online courses




Tutorat

Introduction to data science for customs




Tutorat

Data for mirror analysis





Tutorat

Data to fight against corruption and measure performance





Tutorat

Data for transfer prices







Tutorat

Data and tax expenditure






Tutorat

Coding – basics




Tutorat

Exploratory data analysis






Tutorat

Data visualization and reporting



Tutorat

Advanced techniques 1 : statistics and use cases



Tutorat

Advanced techniques 2 : geospatial analysis



Challenge 3. The appropriate use of elearning

Today, the development financial partners take into account **the need to invest in elearning.**

- Digital technology can **improve the teaching quality by complementing face-to-face teaching** according to the subjects covered, especially if the audience is heterogeneous (adaptation to the pace of each participant, according to their availability).
- The modules can make it possible to train trainers.
- It is **not a substitute for face-to-face training**: it is important to have informal exchanges - to share experiences - to **create communities of learners** that can then continue at distance.

Thank you for your attention
