

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.

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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 Anto 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

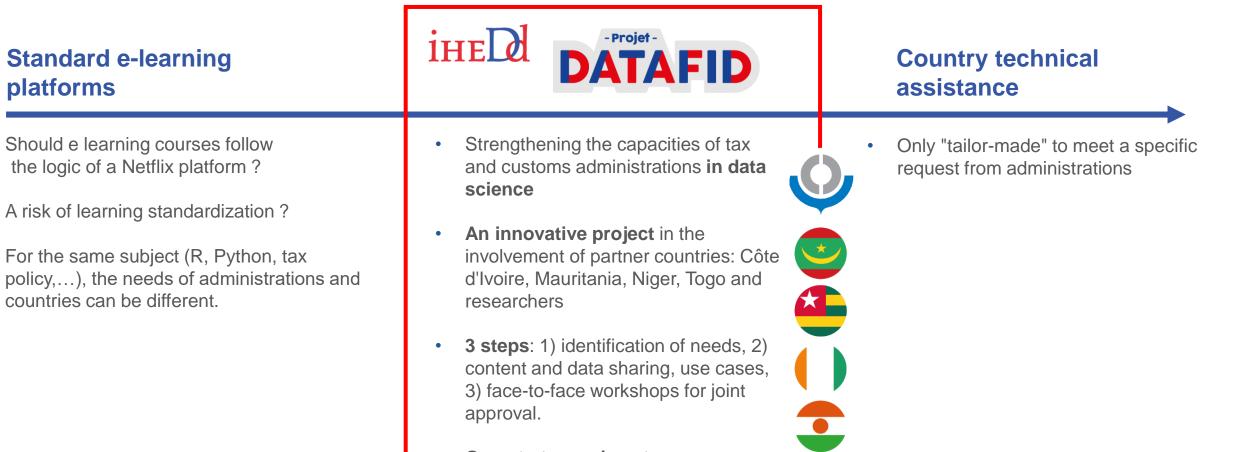
Challenge 3. The appropriate use of distance learning

Challenge 1. The distance learning format

	Massive Open Online Course	iHED Small Private Online Course	Visio conference
•	Since 2005	 Asynchronous to adapt to the internet connection constraints of developing 	Usual since the Covid
•	Asynchronous - 5 weeks - 1 video + 1 quiz	countries	 Live session via video conferencing systems
•	Each school and university has its own MOOC	 Webinars with experts for experience sharing 	 Several hours - black screen - exhausting
•	70% of those registered do not show up 90% of those present drop out	 Small groups a community of learners better cooperation after the training 	Low success rate
•	Those certified often have a university degree	g and a second sec	 Not everything can be easily taught this way

• MOOC = Promotional tools

Challenge 2. The adaptation of contents



 Open to tax and customs administrations as of 2022

The co-constructed online courses



Introduction to data science for customs



Data for mirror analysis



Data to fight against corruption and measure performance



DATAFID

Data for transfer prices



Data and tax expenditure



Coding - basics





Exploratory data analysis



Data visualization and reporting





Advanced techniques 1 : statistics and use cases





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).

 \rightarrow 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