

# Training and Cooperation for Change in the MENA Region

The GIFT-MENA Network Annual Conference - 2012



## Acknowledgements

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# Training and Cooperation for Change in the MENA Region

The **GIFT-MENA** Network Annual Conference - 2012



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## Foreword

Dear reader,

The proceedings of the conference “**Training and Cooperation for Change in the MENA region**” are being published at a time when questions about the fundamental qualities of government are being raised.

Modernizing the state’s organization and civil service, building or rebuilding capacities, empowering new leadership and addressing resistance to change are policy challenges of critical importance. They are necessary for promoting peace building, strengthening citizens’ trust in government and for achieving a substantial impact on economic and social development. And on the shoulders of training institutes lays the responsibility of accompanying and facilitating change and instilling the values of public service, meritocracy, transparency, ethics and professionalism.

The fourth conference of the **GIFT-MENA** network, held in Tunis in October 2012, provided a platform for capacity development experts from around the world to contribute actively to the global policy dialogue and forward thinking on issues of capacity development, public administration, governance and cooperation in the MENA region. The present report brings to the forefront these critical issues. The participation of international experts and practitioners, the presentation of the latest countries’ experiences from the region and the exchange of know-how offered a rich base for dialogue and for providing genuine recommendations that would help shape the future of training and cooperation in the region.

The conference was also the occasion for all network’s members and partners to reiterate their commitment to promoting the **GIFT-MENA** network as a learning and successful model of South-South cooperation.

We hope this publication will be used as a reference by policymakers and senior public officials in charge of setting reform priorities as well as by experts, practitioners and the donor community that are striving to turn good practice into common practice.

**Lamia Moubayed Bissat**

Director - Institut des Finances Basil Fuleihan



# Introduction

The ferment for democracy and better governance has created unprecedented challenges for the governments of the Middle East and North Africa (MENA) region. The backdrops of the financial crisis that has swept the region's macro-economic landscape since 2007 have brought governments to rethink their strategic priorities in terms of macro-fiscal, social, economic, and public financial management. Moreover, the climate of widespread appetite for good governance, integrity and the rule of law has noticeably exerted a tremendous amount of pressure as citizens demand a more inclusive public sector that performs its role effectively, transparently, with integrity, and in the public interest. Even countries that have not witnessed popular uprisings are expected to meet similar demands and provide efficiency, performance and value-for-money in the delivery of their public service.

If the crises and challenges are of different nature in countries of the MENA region, all share one common goal: to generate a sustainable modernization process, based on the four pillars of democratic and good governance: neutrality, equality, performance and integrity. In light of such changes, all partners are mobilized: governments, ministries, public administrations, public training schools and institutes, donors, civil society organizations, and citizens. Within the context of the efforts invested by key stakeholders as well as by the donor community laid a key challenge in supporting the development of adequate country capacities as powerful catalysts for reform and modernization. As articulated in the 2005 Paris Declaration on Aid Effectiveness, development efforts can fail, even if supported with funding, should the development of sustainable capacity not be given greater and more

careful attention.<sup>1</sup> In practice, implementing reform and accompanying it with capacity development has proved to be challenging and often arduous. Training institutions have been pressured to overhaul their regulatory frameworks, internal structure, scope of work, and institutional networks in order to keep abreast with the challenge of supporting reform policies. Of equal importance is the fact that many countries in the region have or are now experiencing political instability and armed conflicts, the matter which further renders capacity development and cooperation initiatives as difficult as they are necessary. In that respect, training institutions, whether local, regional or international, are expected to play a central role in such transitional settings. They are expected to foresee, trigger and accompany change. It is in this challenging yet full of opportunities context that the GIFT-MENA network held its annual conference

on **“Training and Cooperation for Change in the MENA Region” in Tunis on the 9<sup>th</sup> and 10<sup>th</sup> of October 2012**. The conference offered a space for dialogue, experience-sharing and peer-to-peer learning for a better performing and more “democratic” civil service in the MENA region. The conference brought together **81 experts in capacity development representing 14 countries and 10 international organizations**. It offered a platform to debate a renewed vision of the state and civil service as well as the challenges of human capacity development, the role of public sector training institutions, the importance of adopting new models of development cooperation and to create synergies between international aid and training in countries of the MENA region. Drawing upon the lessons learned of various countries in accompanying reform at a time of crisis, the conference addressed 3 main themes:



- **Building Capacities in Times of Crises**, answering the questions: Has the crisis modified the vision of the civil service? What are the approaches and strategies to be privileged in post-conflict countries for recruitment and training? What are the current challenges of human capacity development?
- **Institutional and Regional Cooperation**, with an emphasis on the

ability of national training institutions to collaborate and create synergies to improve the delivery and impact of training programs at a national level.

- **Development Cooperation**, debating how can development cooperation and international aid better cope with emerging challenges in MENA countries. Will synergies between technical assistance and

training be created? What is the scope and prospects of South-South cooperation in the area of capacity development and knowledge transfer?

Highlights of the conference and lessons learned are reported in the following proceedings.

## List of acronyms

<b>ADETEF</b>	■	Agency for international technical cooperation of the Ministries of Economy, Finance and Sustainable Development
<b>CEF-IMF</b>	■	Center of Economics and Finance - International Monetary Fund
<b>ESCWA</b>	■	Economic and Social Commission for Western Asia
<b>GIFT-MENA</b>	■	Governance Institutes Forum for Training in the Middle East and North Africa
<b>HR</b>	■	Human Resources
<b>ICD</b>	■	Institute for Capacity Development
<b>IFID</b>	■	Institute for Financing Development in the Arab Maghreb
<b>IMF</b>	■	International Monetary Fund
<b>ITC-ILO</b>	■	International Training Center- International Labour Organization
<b>MENA</b>	■	Middle East and North Africa
<b>MDG</b>	■	Millennium Development Goals
<b>OECD</b>	■	Organization for Economic Cooperation and Development
<b>PFM</b>	■	Public Financial Management
<b>SIGMA</b>	■	Support for Improvement in Governance and Management
<b>TA</b>	■	Technical Assistance
<b>UNDP</b>	■	United Nations Development Program

<sup>1</sup>OECD, "DAC Network on Governance The Challenge of Capacity Development: Working Towards Good Practice", 1 Feb 2006.

# Opening Ceremony

The opening ceremony was held under the auspices of the Tunisian Minister of Finance and the General Committee for Civil Service. It addressed the core issues of civil service reform, talents' recruitment and training, institutional development and the need for countries of the region to enhance their cooperation in the areas of training and capacity development.



## Guest Speakers

### **Ms. Lamia MOUBAYED BISSAT**

Director of the Institut des Finances  
Basil Fuleihan, Lebanon

### **Ms. Habiba JELASSI ALAYA**

Director of the Ecole Nationale des  
Finances, Tunisia

“*State modernization in post conflict situations is both a challenge and a necessity. It is a prerequisite for economic growth, political stability and peace building*”

Habiba JELASSI ALAYA

“*We have established a successful model of cooperation between countries of the South. Our responsibility is to sustain it and further promote it on the scene of international cooperation*”

Lamia MOUBAYED BISSAT



# Plenary Session I

A Region in Transition and Calls for a New State Paradigm: What strategies and tools?  
Where does capacity development stand?



## Guest Speakers

### **Mr. Adib NEHMEH**

Chief of Governance and State Building section at the UN Economic and Social Commission for Western Asia (ESCWA)

### **Mr. Frank MORDACQ**

Ministerial Budget Auditor, Former Director of State Modernization, France

## Country Case

### **TUNISIA**

### **Ms. Amina BEN SALEM**

General Directorate of Human Resources Management, Ministry of Finance

## Moderator

### **Dr. Badr MALALLAH**

Director General, Arab Planning Institute, Kuwait



Mr. Adib NEHMEH

## Mr. Adib NEHMEH

Mr. NEHMEH is chief of Governance and State Building section at the UN Economic and Social Commission for Western Asia (ESCWA) based in Beirut. He worked with UNDP Beirut between 1995 and 2005 as Human Development expert and project manager for poverty reduction policies with the Ministry of Social Affairs. Then, he joined the regional UNDP office (SURF-As) as policy advisor for poverty reduction in 2005, before moving to ESCWA in July 2009. Lebanese national, born 1956, Mr. Nehmeh holds a DEA in Sociology, and a BA in Philosophy and Law and he is a registered lawyer.

He has very diversified working experience: consultancy and research in various social and developmental issues, National Dialogue and transition, MDGs, multidimensional poverty, training CSO activist, journalist.

He prepared or contributed to the preparation of national and regional reports and has many publications covering a broad variety of development topics.



Mr. Frank MORDACQ

## Mr. Frank MORDACQ

Mr. MORDACQ is a Civil and Ministerial Budget Auditor at the French Ministry of Defense. He is holder of a DEA in Public Law from the Institut d'Etudes Politiques of Paris and graduate of the French National School of Administration.

Before joining the Ministry of Defense, he was Ministerial Budget auditor at the Ministries of Economy and Finance, and previously Director General of

State Modernization and Director of Budget Reform.

He had started his carrier within the Directorate of Budget and played an important role in the setting and implementation of the French new budget law (LOLF).

"La LOLF: un nouveau cadre budgétaire pour réformer l'Etat" and "La réforme de l'Etat par l'audit" are two of his latest publications.

## Context and Challenges

In the past two years, people of the MENA region have clearly voiced their demands for a radical change in the way they are governed, asking for further democracy, equality, and public liberties.

Governments and financial institutions around the world were also in crisis management mode. They are now joining hands to contain and mitigate the impact of the economic and financial crisis and to put in place improved regulation mechanisms that would foster sustainable and inclusive growth.

More than ever before, public leaders worldwide are called upon to reinvent State institutions, create highly reliable and resilient organizations and redefine public values.

Will they be able to meet these challenges? Using which methods, relying on which strategies, getting

inspired by which experiences? Panel 1 chose to discuss the role of recruitment and training in fostering change and responding adequately to citizens' demands and expectations, as well as the most appropriate approaches, methods and tools to be adopted as catalysts of change, raising a number of questions:

- What is the role of training institutions in developing adaptive capacity and resilience, in helping maintain a positive working environment, conducive of change and innovation, and in instilling better governance practices?
- Which qualifications and profiles are we looking for, particularly in the field of public financial management to modernize the civil service in the aftermath of the crisis?

- How to effectively identify, attract, develop and retain talents for leveraging the full potential of human capital?
- How can we make diversity and merit prevail in the career development of civil servants?

Approaches and strategies to be raised in post conflict countries were inspired from international experience and practice.



## Lessons learned

### 1 State reform is a political, institutional and organizational process

- Following the recent uprisings in the Arab world, the calls for further democracy, transparency and accountability and the necessity to fight corruption and nepotism, the new elected governments, or those still in place, are called upon to restructure the State; A process that is expected to include a reassessment of public policies and of the State organization itself.
- A closer look at international experiences show that priority is to be given to the development of sound and resilient institutions as well as to effective governance mechanisms and procedures.
- Governments need to engage in a self-examination process and identify where and how they can intervene

or step back, in a concerted effort to re-engineer the country's overall governance system and public service. Such an initiative will give them the opportunity to introduce the concepts and practices that are more representative of democracy such as participatory governance, inclusiveness, private sector participation, etc. while anchoring national and local specificities in the reform process.

- The road to reform is also expected to reflect a shared vision of where the country is heading and be used as a vehicle to internalize a shared system of values and beliefs. The main challenge will not be to design new institutions but to make sure that civil servants adhere to agreed-upon rules, procedures and values.

### 2 Institutional building and capacity development are levers of change

- Public service is what connects the State to the citizens. As such, it is an incubator of trust or mistrust in government's institutions. To build trust, strong and capable institutions need to be put in place to respond to citizens' demands and needs. These institutions need to be inclusive and employ civil servants that are able to deliver public services in a timely manner and demonstrate capability, professionalism, ethics and integrity.
- Many factors need to be mobilized to ensure the success of the reform process such as but not limited to:
  - Political will and support at the highest level of government;
  - Leadership building
  - Communication

- Experimentation and the use of pilot projects or ministries, as it was the case in Tunisia that has gradually implemented performance-based budgeting; and
- The commitment to a clear calendar of actions.
- Capacity development remains one of the key pillars of the reconstruction process: the quality of civil servants in terms of knowledge, skills, ethics and attitudes is what can make or break confidence in the new governments in place. The cases of Tunisia and Egypt and the revolutions that have followed the elections of the first post-revolutionary governments are concrete examples of countries where the new governments in place were not able to restore trust in public administrations from the early recovery period.
- Capacity development is expected to be comprehensive and address a wide set of skills and behaviors including:
  - General knowledge including a thorough understanding of the political system in place, the role of the state and its functions, citizenship, etc.
  - Knowledge and skills related to international development and focusing on issues such as dealing with international organizations

and donors (that are usually heavily invested in post-conflict countries), dealing with regional actors (e.g. the Arab League, the Gulf Cooperation Council, etc.), building partnerships with other ministries and public administrations and establishing relationships with the private sector, civil society organizations and the citizens at large.

- Technical skills and knowledge related to legislation and regulations, languages, the use of information and communication technologies, administrative skills (planning, reporting, monitoring and evaluation), etc.

- Values such as serving the public interest, transparency, ethics, meritocracy, solidarity, etc.
- Capacity development can be further reinforced by the creation of networks, communities of practice and professional communication platforms; as well as by the organization of Train the trainer programs that allow the effective transfer of know-how and are able to create a multiplier effect.
- The media can also play a role in conveying the importance of capacity development and shed the light on promising or successful national initiatives.



Example of communication tools that helped promote the budget reform in France  
 Source: PowerPoint presentation entitled: "La modernisation de l'Etat et l'accompagnement de la réforme budgétaire", Mr. Frank Mordacq, presented at the conference "Training and Cooperation for Change in the MENA region", October 9, 2012, Tunisia.



### 3 Anticipate the challenges ahead

- There is no “one size fits all” solution in post-conflict countries. Each roadmap to reform shall reflect national specificities and take into consideration the legacy of “pre-conflict” institutions.
- Based on comparative analysis, a set of challenges can be anticipated and help governments of the region think ahead and foresee:
  - A “learning” period to help civil servants apprehend the new standards, procedures and rules at hand. Close coordination between the teams in charge of reforms and the training institutions in charge of building capacities would be able to effectively address resistance to change and facilitate the dissemination of new practices and administrative culture across the administration

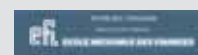
- That there may be an inadequacy between the resources needed for reform (financial, human, etc.) and the ones at hand
- That change is time consuming and involves hard work and complex coordination mechanisms with the various stakeholders engaged in the reform process
- The political challenge ahead: Politicians may have a different agenda than the leaders and technocrats that are designing and implementing the reforms. As such, lobbying and intensive awareness-raising may be necessary at the strategic and political level (e.g. at Parliament level)
- The administrative challenge of ensuring good coordination across centralized and decentralized public agencies
- The cultural challenge of moving from an administrative and

sometimes corrupted administration to a performance-oriented public administration.

### 4 Public finance reform is an efficient entry point for State modernization:

- Fiscal consolidation and restoring public finances can help governments streamline the state and make it more efficient.
- The French experience in conducting budget reform since the early 2000s is a relevant example of how concepts of transparency, performance and accountability were reinforced across the public administration and served to put in place “financial democracy” and improved governance mechanisms, to enhance service delivery to citizens and to improve the capability and performance of civil servants.

## A new approach to training: The case of the Ministry of Finance of Tunisia



In 2012, the Ministry of Finance of Tunisia, in collaboration with the Ecole Nationale des Finances, organized national consultations to rethink its delivery of training to civil servants. A set of recommendations were adopted and are currently being either tested or implemented by the Directorate of Human Resources at the Ministry:

- **Revise the legal framework for capacity building** in an effort to better regulate the overall approach to training and link it to the management of human resources and to improve the quality of material used as well as the conditions for selection and participation of beneficiaries.
- **Encourage continuous professional training** through the development of a national training strategy and the adoption of a sectoral/transversal approach to training, the development of technical training modules that are subject to review every 5 years, the establishment of partnership agreements with national universities for the organization of exams and the improvement of post training evaluation mechanisms.
- **Recognize the importance of induction training** by including it in the legal framework for training, linking it to job profiles and seeing it adopted and encouraged by direct line managers.
- **Support skills development** through the creation of individual training paths and of incentives for lifelong learning and through fostering mobility across the public sector according to individual competencies and track record.
- **Encourage the participation to training programs abroad** and in particular to certification and professional qualifications programs.
- **Improve collaboration across the various providers of training in the public sector** with the creation of professional communities of practice and the participation of all concerned stakeholders to the design of national human resources policies and strategies.
- **Strengthen the institutional framework** by ensuring the proper coordination mechanisms for the implementation of structural reforms, the creation of specialized committees in charge of scientific research and publications, the development of e-learning services, and by providing administrative and financial flexibility to training institutions and promoting the role of “pedagogic” advisors that would be in charge of quality control and training engineering.



# Plenary Session 2

Meeting the Challenges: Creating synergies and coherence among national training providers



## Guest Speakers

**Mr. Aderito SANCHES**

Consultant, EU-SIGMA

## Country Cases

### FRANCE

**Mr. Jean-Francois VERDIER**

Director General of Administration and Civil Service, France

### LEBANON

**Ms. Jinane DOUEIHY**

Director of Training, Institute of Finance Basil Fuleihan, Lebanon

## Moderator

**Mr. Mohamed Ahmed El OBEID**

Director of HR Planning & Development, Central Bank of Sudan



Mr. Aderito SANCHES

## Mr. Aderito SANCHES

Mr. SANCHES is an international consultant working in the areas of civil service reforms, human resource and institutional development, and good governance. He holds a doctorate in social sciences from the University of Nice, France, where he formerly ran the Department of Psychology.

Mr. Sanches has trained a great number of policy makers, government officials and Human Resource Management specialists from a large number of countries, and made contributions to several foreign universities, national schools of administration and international training institutions. He has coordinated a number of missions related to civil service modernization (for the World Bank, the European Commission, the ILO and other international organizations and governments) and has acquired an extensive professional field experience, with over 330 missions carried out in more than 120 countries.

## Mr. Jean-Francois VERDIER

Mr. VERDIER is a Graduate of the French National School of Administration in 1992. He started his carrier within the Local Government of the region of Poitou-Charentes.

He then joined the Cabinet of Jean-Pierre Raffarin, Minister of SMEs as chief of staff, and in 1995, joined the Office of the President of the National Assembly, Philippe Seguin.

In charge of the "Evaluation and modernization of the State" at the

General Plan with Henri Guaino, he was appointed Secretary General of the Prefecture of Haute-Corse between 1998 to 2001, then Deputy Director of the Ministry of Works, Transport and Housing, and later, Chief of Staff of the Minister of Family.

He heads the Directorate of Personnel of the Economic and Finance Ministries as of 2006, until he is appointed Director general of Administration and civil service in 2009.



Mr. Jean-Francois VERDIER

## Ms. Jinane DOUEIHY



Ms. Jinane DOUEIHY

Ms. DOUEIHY has been heading, since 2004, the training department at the Institut des Finances Basil Fuleihan, the training and communication arm of the Lebanese Ministry of Finance.

She conducts training needs assessments through direct consultation and in close collaboration with all concerned parties within the Ministry of Finance.

She supervises the training team and works in collaboration with the Institute's various departments to develop the annual training plan and closely follows the design and implementation of training modules in the fields of public finance and State Modernization, including identification, training and accompaniment of experts.

Specialized in adult learning and training engineering, Ms. Doueihy has over 15 years of experience in the fields of training, communication and technical cooperation. She holds a Masters degree in journalism and is currently pursuing a Masters degree in Political Science.

## Context and Challenges

The capacity of a national training apparatus to accompany reform and foster change depends to a large extent on the institutional capacities of training providers. It is further enhanced by the ability of those institutions to act in coherence and synergy while pursuing a set of clear goals defined within the framework of an overall capacity-building strategy for the civil service.

Furthermore, at times of crisis or transition, despite the scarcity of financial resources, the demand for training of civil servants tends to increase. Training providers are therefore called upon to pool their resources and benefit from their strengths and comparative advantages.

The capability of training providers to maximize the impact of their actions requires the continuous review of their management techniques as well as regular consultation with the various stakeholders.

Panel 2 discussed the pre-requisites to ensuring adequacy between the training demand and offer, raising a number of questions, notably:

- Where do civil service training schools and institutes in the MENA region stand vis-à-vis the design and implementation of a national training policy?
- How does the market deal with the multiplicity of training providers and the emergence of new training centers and institutes? Are the

coordination mechanisms in place enough and effective? How can they be enhanced?

- What is the role of donors and technical assistance providers? Do they contribute to the national consultation process? How can we work towards better donor coordination?
- And finally, does the regulatory framework provide an enabling environment for coordination?

## Lessons learned

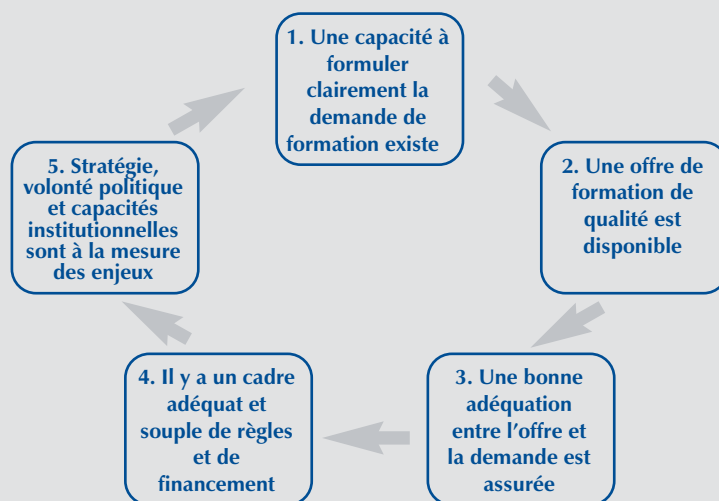
### 1 Conceptual frameworks can be used to assess the efficiency of national training apparatus:

- Though the overall methodology remains flexible, one appraisal framework is proposed by the OECD-SIGMA and based on 5 assessment pillars:

- Is the system demand-driven?
- Is the training offer well structured?
- Are the institutions in place (in charge of the training supply) able to respond to the training demand?
- Does the regulatory framework provide an enabling environment for learning and training and are

sufficient financial resources allocated to capacity development at the national level?

- Is capacity development supported at the highest level of government and is political commitment reflected in a national training strategy for the public sector?



Source: PowerPoint presentation entitled "Optimiser les contributions des appareils nationaux de formation", Mr. Aderito Alain SANCHES, presented at the conference "Training and Cooperation for Change in the MENA Region", October 9, 2012, Tunisia.

■ On the demand side, two main criteria can help assess the quality and efficiency of training:

- The quality of management, measured within one institution by its institutional capacity to engineer and manage training, from training needs assessments to impact measurement, its ability to link training to strategic workforce planning and its ability to assess training needs on a regular basis.
- The quality of coordination measured by the level of coordination performed by the national institution in charge of civil service HR development (e.g. the Civil Service Board), the quality of the dialogue in place between this

central institution and the training providers, as well as the quality of support mechanisms (such as standards, reference documents, practical guides, etc.) that are provided to ensure coherence among the various operators.

- On the offer side, the assessment focuses on the providers of training services that are expected to have the institutional capacity to identify training needs and organize needed programs, including initial and continuous training. They are expected to enjoy or be able to mobilize the needed technical expertise and propose a wide variety of services (training programs, conferences, round table discussions,

etc.) to cover the demand for competencies, different geographic locations and respond to the need of different institutions.

## 2 How can synergies be created?

The ability to create synergies will vary according to:

- The level of concertation and dialogue among training providers
- The level of concertation and dialogue with other stakeholders and beneficiaries
- The quality of dialogue with HR managers
- The ability to ensure national coverage in training delivery.

## The French experience in creating synergies across the Civil Service



As of 2010, the French Civil Service engaged in the process of modernizing recruitment and training. The initiative was led by the Directorate General of Administration and Civil Service - DGAFP.

### Modernizing recruitment

Actions included:

- A revision of the examination material
- The simplification and standardization of contracts (for contract-based recruitment)
- The organization of joint examinations across several ministries
- The organization of recruitments by specialized centers providing the logistical services.

### Modernizing training

Recommendations for induction training were based on the Le Bris report (2009) as well as on the conclusions of a joint commission between the Inspection General of Administration and the General Controller for Economy and Finance.

They included:

- Professionalizing training content and develop exchange platforms
- Providing shorter training programs
- Providing support and advice to newly recruited civil servants in their career development
- Reinforcing collaboration across ministries (a role to be played by the Directorate General of Administration and Civil Service - DGAFP)
- Studying the feasibility of merging a number of training providers to reduce costs and increase efficiency
- Developing and using performance indicators.

### At the level of continuous training

Further actions were implemented:

- Civil service training providers were brought together in a national network and their work streamlined according to an agreed-upon charter. The new structure in place promoted the exchange of good practices and has helped building bridges and dialogue across the public sector
- The training offer was standardized and an information system was put in place to manage registration and follow-up on training programs.

### 3 How can the adequacy between the offer and demand for training be enhanced at the national level?

- Through the creation of a national observatory that can link training needs to the offer
- Through the enactment of a legislative or normative framework that includes the roles, rights and

- obligations of each national training provider
- Through the allocation of sufficient budget resources to conduct training and ensure the proper monitoring of all training activities at the national level

- Through the development of a national training strategy that serves as a reference document to all providers and stakeholders
- Through the mobilization of effective commitment and support at the political level
- Through the creation of competent, well equipped and well staffed training institutions.

## Creating Synergies between National Training Providers: The Case of Lebanon



In 2011, the Institut des Finances Basil Fuleihan (IoF), training and communication center of the Lebanese Ministry of Finance, conducted, with the support of EU-SIGMA experts, a strategic assessment of its activities, national positioning and future prospects.

The strategic assessment revealed that urgent interventions were necessary to adequately respond to the training needs and demands of the Lebanese Public Administration, characterized by:

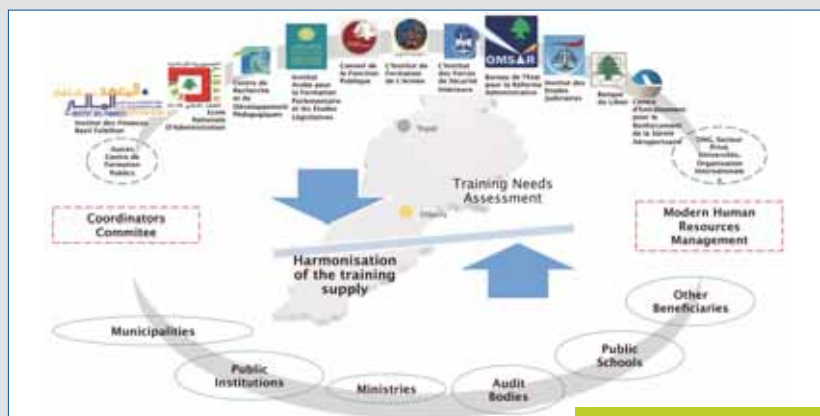
- A vacancy rate of 70% at the level of ministries and public administrations; and of 41% for leadership positions only at a central government level and at 70% across government
- An average age of 53 years across the civil service
- A Civil Service Wage Bill currently estimated at 9% of GDP and 26% of current expenditures
- A recruitment process that is not merit-based
- A normative framework (legislative, regulatory, statutory) that dates back to the year 1959 and needs to be modernized.

The assessment also identified a considerable number of training providers for public sector. The main public institutions providing training are the National School of Administration, the Institut des Finances and the Office of the Minister for Administrative Reform (OMSAR). Other specialized organizations are also operational in specific fields such as the Central Bank, the Parliament, the Ministry of Justice and the Airport in addition to training services delivered by international organizations and the private sector.

The assessment resulted in a series of recommendations that primarily focused on the necessity to work towards ensuring further adequacy between the demand for competencies, the training needs of the administration and the training services offered by the various providers; as well as to modernize the current framework of training and promote standards of pertinence, quality and consistency of the training offer.

In light of these recommendations, the Institut initiated a 3-level approach to improve its training services:

- At the individual level, it worked towards the promotion of a culture of training in the public sector and the provision of technical support to public administrations in identifying their training needs and building their training plans.
- At the institutional level, the Institut contributed to the development of practices and/or protocols of consultation and understanding, that would be able to create fruitful synergies between the different training operators;
- At the national level, it took part to the national dialogue that aims at creating linkages between training and Human Resources management in the public sector.





# Plenary Session 3

Meeting the Challenges: A new role for cooperation, technical assistance and international aid?



## Guest Speakers

### Mr. Carlos CONDE

Head of the MENA-OECD Governance Programme, OECD

### Dr. Abdelhadi YOUSEF

Director of the IMF Center for Economics and Finance

## Country Cases

### Mr. Basil RAMAHI

Financial and Administrative Director, Ministry of Finance, Palestine and

### Mr. Jan Robert SUESSER

Project Director at ADETEF

### Mr. Malik ELAMAIREH

Program Manager, The Arab World Integrity Education Network, TIRI

## Moderator

### Mr. Edouard Al DAHDAH

Senior Governance Specialist for the Middle East and North Africa, The World Bank



Mr. Carlos CONDE

## Mr. Carlos CONDE

Mr. CONDE is the head of the MENA-OECD Governance Programme since 2007. In this capacity, he has promoted policy dialogue on governance reform between MENA and OECD countries and supported the work of the networks of practitioners of the initiative. During this period, the Initiative has been successful in introducing in the MENA context the process of OECD peer review. Before joining the OECD, he was associate professor of political science and public policy in the University of Granada, Spain. In this position, Mr. Conde led several projects of academic co-operation and research, networking between Arab and European universities. He had visiting positions in Harvard University and Al Akhawayn University of Morocco, where he lectured between 2001 and 2003. Mr. Conde holds a PhD in Political Science and Public Administration from the Complutense University of Madrid.

## Dr. Abdelhadi YOUSEF

Dr. YOUSEF is the Director of the Middle East Center for Economics and Finance of the International Monetary Fund, established in Kuwait. He holds a PhD in Economics from the University of South Carolina.

Starting his carrier as assistant professor, researcher, trainer and visiting professor, he was appointed in 2002 advisor to the Ministry of Finance of Kuwait.

Between 1981 and 2011, Dr. Yousef occupied several positions within the Arabic and Middle Eastern division of the IMF institute, the last of which was division chief



Dr. Abdelhadi YOUSEF



Mr. Basil RAMAHI

## Mr. Basil RAMAHI

Mr. RAMAHI is the Director General of Administrative and Financial Affairs at the Palestinian Ministry of Finance for more than 15 years. He holds a BA in Economics and Political Science from Cairo University and a Higher Diploma in Administration and Planning issued by the Hebrew University of Jerusalem. Before serving the Ramallah Government Bureau for 3 years, he headed the Administration, Finance and Supplies Section of the Water Authority of the West Bank.

He is the author of numerous articles and research notes for the Ministries of Finance, Education and Higher Education, Health, Communication, Work, etc. of Palestine.



Mr. Jan Robert SUESSER

## Mr. Jan Robert SUESSER

Mr. SUESSER is the Senior Manager of the assistance project to the Palestinian Ministry of Finance Training Centre, mandated by ADETEF.

Graduate of the École Nationale de la Statistique et de l'Administration Économique (ENSAE) in 1977, he started his carrier at the INSEE, the French National Statistical Office, then moved to the French Treasury and the Ministry of Employment.

He was appointed in 2002 Director of ADETEF, where he was responsible for the overall organization and coordination of the activities of the agency and for relations with the political and administrative authorities of beneficiary countries and with multilateral donors.

As of the year 2012, he occupies a senior position within the Directorate General of Public Finance as Conservateur des Hypothèques at the Ministry of Economy, Finance and Foreign Trade.



Mr. Malik ELAMAIREH

## Mr. Malik ELAMAIREH

Mr. ELAMAIREH is a PhD in Computer Networks from Azerbaijan State Petroleum Academy in 1994. He joined Tiri in July 2010 as Program Manager of the Arab World Integrity Education Network.

He has over 25 years of professional experience in leading civil society organizations in the fight against corruption and the promotion of good governance in Jordan and the Middle East. He co-founded the Good Life

Studies Center and helped establish the Jordan Transparency Association, the Jordan Political Observatory, and the Jordan Relief Association, among many others.

Mr. Elamaireh was lead researcher and author of numerous publications. In addition to his anti-corruption work, he has been a professor at Amman Alahleyyah University and head of the Computer Science and Information Systems Department since 2006.

## Context and Challenges

The emergence of new cooperation models, in particular between countries of the South, has modified the international cooperation panorama. If these models have opened new prospects, they have also brought new challenges to the table of national training operators that are expected to collaborate with multiple donors and cooperation agencies that often have conflicting interests and promote their own developmental approach and assistance tools. Training operators are also expected to cope with the emergence of non-traditional regional and international aid providers, to conciliate between the recommendations of technical

assistance and related training needs and to take advantage of a multitude of training programs proposed by regional training centers.

In this changing operating environment, Panel 3 discussed the challenges of development aid and cooperation based on a number of regional and international experiences and tried to provide elements of response to the following questions:

- Can South-South cooperation effectively contribute to the transfer of expertise, knowledge and values of the public sector? Who are these new institutions and providers from the “South” that are joining

the development cooperation panorama? Are recipient countries able to fully reap the benefits of this new type of assistance?

Is promoting South-South cooperation a slogan or a reality?

- To which extent are technical assistance and the provision of training correlated? Can synergies be created while preserving the identity, mission and vocation of national training schools?
- What is the added-value brought by regional centers to the national training apparatus? How can the number of beneficiaries be extended?

## Lessons learned

### 1 Create better linkages between public policies and capacity development:

- Experience from the field in MENA countries shows a noticeable and relevant gap between the design of public policies and their sound application, in particular at the level of capacity development. Evidence points out to a number of

shortcomings related to training and capacity building that often cause to be less effective than expected in building the needed country capabilities. More systematic approaches linking international aid and capacity development to broad national policies will need to be sought to bridge the existing gap between modernization initiatives

and current results on the ground.

- How to retain talents in the public sector and how to ensure that knowledge and expertise are properly transferred to the youngest generations are two fundamental dilemmas that, if not addressed, will continue to undermine capacity development efforts in the region.

## The Deauville Partnership with Arab countries in transition



The Deauville Partnership is an initiative of the G8 and 5 partner countries from the MENA region (Egypt, Jordan, Libya, Morocco and Tunisia) that aims at enhancing Euro-Mediterranean cooperation. Launched in May 2011, it targets four key priority areas: stabilization, job creation, participation/governance, and integration. Civil service reform is covered under the “Participation/governance” pillar that supports reforms promoting transparency, accountability, and good governance and includes the provision of technical assistance, capacity building measures, training as well as the promotion of knowledge-sharing.

In September 2012 was launched the Training Center of Caserta (Italy) that contributes to the implementation of the Action Plan on Open Governance and Anticorruption of the Deauville Partnership (Governance Pillar). Run by the MENA-OECD Governance Programme and the Government of Italy, the center provides capacity building activities to enhance good governance reforms in key areas of the public sector, such as: public procurement, government information and knowledge economy, regulatory policy and administrative simplification for better business environment.

## 2 Make use of new and more innovative instruments to foster learning and knowledge transfer:

- A broad agreement has emerged around the necessity to adopt a broader vision for training that would embrace the concept of learning at large (individual and collective) - training being one component of the learning process.
- As such, in post-conflict and/or fragile environments, a number of tools and strategies need to be assembled to reinforce capacity development and would include among others: leadership coaching, staff exchange visits, learning workshops and peer-to-peer activities.
- For instance, peer learning, peer

advice and peer pressure are powerful instruments that are able to foster knowledge transfer and to jump-start the process of changing mindsets and deep-rooted practices in the public sector and to pave the way for a smoother implementation of reforms.

- Priority is to be given to national training providers (schools of public administration, institutes of finance, etc.) that often hold important knowledge about what works in local contexts and that are able to better promote acculturation to public service values, ethics and good practices through training and lifelong learning.
- Networking, exchange visits and cooperation programmes are additional tools that are able to enhance

the capacity development process. Conferring with professional counterparts from the region and beyond and getting a first-hand experience in different ways of implementing reforms allow to achieve quick learning and to build and enhance trust among the various actors, notably between national training providers and the donor community. They also provide a solid institutional base and incentives for training providers to further reinforce their capacities and role at a national level.

- Finally, launching labels or standards of quality in training is another way of enhancing the relevancy and adequacy of training provided and to secure that high quality programs are delivered to the beneficiaries.

## How is the IMF trying to align technical assistance to capacity development in the MENA region?



In May 2012, the International Monetary Fund launched the Institute for Capacity Development (ICD), following the IMF Management's decision to create a new department focused on institutional development and capacity building - knowing that funds allocated to technical assistance and capacity building constitute 25% of the IMF's annual budget. The ICD resulted from the merger between the IMF Institute (in charge of training) and the Office of Technical Assistance Management, with a sharper focus on developing a strategic approach to the two main instruments of the Fund's Capacity Building - TA and Training.

The creation of the ICD aimed at enabling stronger synergies and better coordination between IMF technical assistance, training, and other elements of capacity building, to better adapt to members' needs and priorities, and to facilitate fundraising. The provision of technical assistance and training by the ICD also aimed at ensuring that these activities are driven by member country demand, focused on the Fund's core macro (economic and financial) mandate, and integrated with its surveillance and program responsibilities.

For the MENA region, the ICD established the Center for Economics and Finance (CEF) as the main platform for training offered to Arab League countries in economic and financial management, in a way that is responsive to political, institutional and capacity constraint.

The work of the CEF is based on the Regional Strategy Note (RSN) that outlines short and medium-term TA priorities for a specific region, discusses country strategies for intensive TA users and provides a region-focused framework that helps the IMF to identify and balance the demand for its technical assistance and training. By setting up the medium-term regional TA strategy, the RSNs help harmonize cooperation with other TA providers and donors.

The CEF provides on average 35 programs per year, a number of which is offered in collaboration with partner organizations such as the WB and the OECD, hosting around 1,400 participants from Arab League countries annually.

Training is also complemented by other areas of capacity-building such as:

- Building networks of researchers and practitioners through cooperation with well-established research centers and academic institutions in the region.
- Hosting topical seminars of interest for the region, targeted to mid-to-high level officials for sharing experiences and successful lessons learned among peers on common themes and macro financial topics.
- Establishing a visiting scholars program to develop practical guides, toolkits and handbooks on topical issues in the region for use in training/ curriculum development.



### 3 Reinforce regional cooperation and provide the needed support to emerging cooperation models, especially from and in the South:

- The challenge of making TA more effective, especially in the MENA region, is one main challenge for modern development cooperation. For it to be successful, it was recommended to keep it demand-driven and aligned to the recipient country's capacity development strategies.
- International and regional organisations have an important role to play. They are expected to effectively assist the capacity building process by remaining sensitive to the local culture and tap into national expertise from the public sector whenever possible.
- Networking and cooperation in and to the region needs to be sustained and reinforced in spite of the financial crisis - which constitutes a

serious challenge for countries of the region as well as to the international community.

- Emerging South-South initiatives and models are showing that they are able to adequately complement the provision of traditional technical assistance. MENA countries are encouraged to take the lead in establishing new long-term partnerships and in offering technical assistance based on their experience and success stories. Collaboration among institutions from the South is increasing as well as constructive dialogue and exchange with partners from the Euro-Mediterranean zone.
- Joint initiatives between institutions from the North and the South are also turning into successful partnerships for learning and the transfer of knowledge and know-how: The Deauville Partnership for Arab countries in transition is one example of donors and southern countries joint commitment to modernization



in the Arab world.

- Regional training providers are working on substantially improving the quality of design and implementation of training programs. They are working on integrating their work in the broader policy framework. Successful new initiatives are starting to operate in the region such as the IMF Center for Economics and Finance.

## A good practice of Cooperation and Technical Assistance in the region: The partnership between ADETEF and the Palestinian Ministry of Finance

Supported by the French government through the International Cooperation Agency of the French Ministries of Economy and Finance ADETEF, the Palestinian Institute of Finance (PIF) was created in 2010 to build the capacities of the Ministry of Finance of Palestine and act as a focal point for regional and international organizations providing capacity development services in public financial management.

The creation of the PIF relied on multi-donor funding and coordination including support provided by the IMF, the WB and the UK agency for international development (DFID), that led to concrete achievements such as building and developing a financial system for the Palestinian national authority in compliance with international accounting standards, integrating aid funds in the budget, and effective cash management. In the area of taxation, the joint work of the Palestinians with the UNDP, WB and the Japanese International Cooperation Agency (JICA) contributed to create a pool of trainers able to deliver programs on public property management to civil servants and decentralized bodies in order to raise tax awareness and enhance the role of municipalities in local development.

The technical assistance provided helped enhancing the capacities of the Ministry of Finance and its newly established Institute at the individual and institutional levels. ADETEF in particular adopted an endogenous approach, aligning its provision of TA to the reform priorities of the Ministry of Finance as outlined in the State-Building Strategy of the Palestinian National Authority and tapped on local expertise to manage the PIF and to build its team of trainers. It also played a facilitation role with other donors.

Today, the challenges faced by the Palestinian Institute of Finance remain of many folds:

- Mobilizing the needed financial resources for the Institute's financial stability and sustainability
- Finalizing and adopting its legal statuses
- Recruiting and retaining talents.

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# Workshops and roundtables discussions

Three roundtable discussions were proposed in the afternoon of day one for participants to discuss the various tools that can help training institutions improve the quality and impact of their services.

## Workshop One

### Certification Programs: Creating pools of professional civil servants



#### Context and Challenges

The evolution of profiles and careers within the public administration has generated new expectations among civil servants and their employers. Both are looking for reliable sources of qualifications' recognition and for high quality standards in the delivery of training programs. Certification programs are able to provide for such a warranty as well as for the recognition of abilities and skills. They unleash the potential for job professionalization. The first roundtable discussion debated the following issues:

- Can qualification and certification programs effectively upgrade the profile and competencies of civil servants and enhance their career path development?

- What are the necessary conditions for the implementation of quality certification programs?
- What are the challenges and opportunities for countries of the MENA region?

The discussion was based on the presentation of a case study by the Chartered Institute for Purchasing and Supply (CIPS) on the provision of professional certifications in procurement in several regions of the world. At the end of the workshop, participants proposed a set of recommendations that would lead to the provision of professionalized training and help raise the profile of civil servants.

## Lessons learned

- Civil servants' professional development through certification shall be encouraged at both the individual and organizational levels:
  - At the individual level, professional development contributes to the improvement of their career prospects, increases performance and productivity, and fosters collective and peer learning.
  - At the organizational level, professional development can help enhance productivity and retain employees as well as develop the organization's overall capacity.
- A number of key requirements need to be put in place to create a successful path to professional development:
  - A structural professional development pathway at the institutional level
  - A training needs assessment to identify current knowledge, capability and competences
  - A competencies framework against which certification courses will be designed
  - The development of tailor-made short training courses that are able to answer the identified needs and are in line with the competencies framework.
- Adapt certified training programs to the local environment, practices and legislative framework and offer these programs in the local language.
- Create linkages between certified training programs and academic degrees since degrees such as Masters and Ph.D are still important factors for career development in the MENA region.
- Strive to secure the environmental conditions that will guarantee the success of the certification programs, among which but not limited to:
  - The political commitment of decision makers and high officials to provide the needed support to the implementation and recognition of certification programs
  - Assign a champion that would be able to lead the development of certification programs
  - Raise awareness at the highest levels of government on the strategic contribution of certification to the development of capacities at the individual and organizational levels and their ability to enhance performance, value-for-money and the delivery of public services.
- The commitment of all concerned stakeholders at the national level behind one vision towards certification.
- Set a clear recruitment and career development policy for the civil service before engaging into certification.
- Accompany training and certification by other capacity building tools such as coaching and mentoring of civil servants, networking and exchange.
- Work towards the creation of a demand-driven certification process.
- Develop mechanisms to accredit trainers, consultants and experts in an effort to increase the sustainability of the certification process.



# Workshop Two

## Training Evaluation and Impact Assessment: From theory to practice



### Context and Challenges

In their continuous strive to improve their services and standards, training institutions in the MENA region have recurrently expressed the need to better understand the methodology and tools used to conduct medium and long term training impact assessments. The vast majority of evaluation processes currently in place focuses on capturing the immediate satisfaction and feedback of participants. Essential dimensions such as performance improvement, streamlining of work procedures, and behavioral change at the office, among others, are still lacking good measurement. The second roundtable discussion focused on:

- The theories and approaches to training impact assessment
  - The stakeholders
  - The models, tools and financial implications of impact measurement
  - The challenges and opportunities for countries of the MENA region.
- The workshop offered a platform for experience-sharing by the International Training Center of the International Labor Organization (ITC-ILO) on the theoretical and practical approaches to training evaluation and impact assessment. Several methods and tools implemented at the ITC-ILO were exposed and subject to discussion.

## Lessons learned

- Impact evaluation models are able to help a training institution enhance the coherence and cost-effectiveness of its services and develop its institutional capacity. It can also help the institution improve its knowledge management mechanisms.
- To be credible and efficient, the monitoring and evaluation policy and function should remain independent, promote the development of methodological innovations and be adapted to the local environment. The design and use of such models require substantive resources and skills.
- Impact evaluation frameworks or feedback surveys need to rely on qualitative and quantitative indicators. These indicators are usually based on the programs' objectives and on the trainees' expectations. The process should also rely on the trainer's feedback who is expected to closely collaborate with the training institution for assessing both needs and impact.
- A number of models, such as the Kirkpatrick model or the Philips model, provide excellent

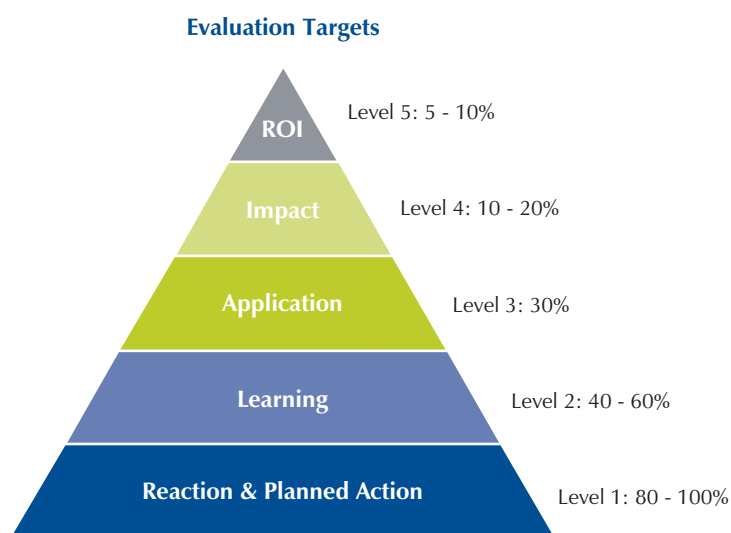
international benchmarks for any institution wishing to elaborate its own model for impact assessment.

- A number of criteria are expected to be included in any monitoring and evaluation model to make it more comprehensive and reliable. These are but not limited to indicators able to measure:
  - The trainee's satisfaction
  - Acquired knowledge or skills
  - Whether he/she is able to apply what was learned
  - The impact or effects on the

organization or environment

- Cost and financial return on investment

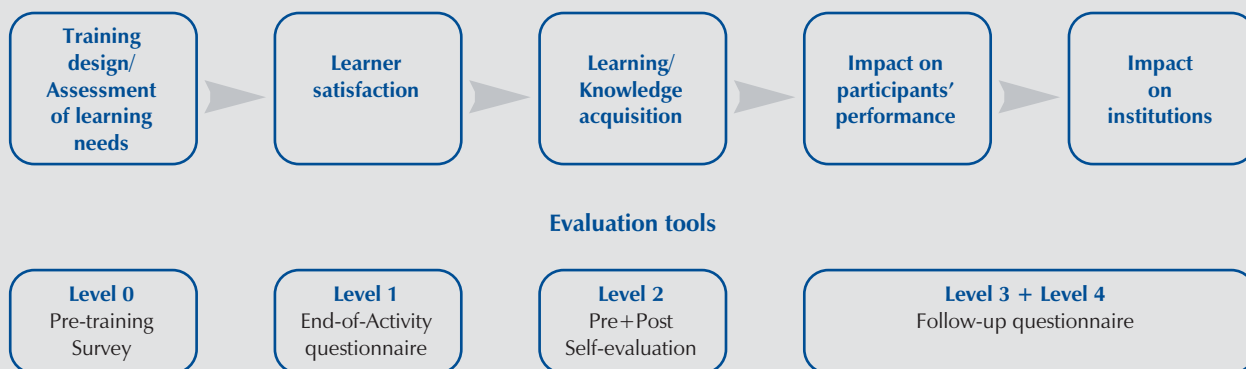
- A dialogue should also be created with direct line managers if accurate data wants to be collected concerning impact and potential change at the work place. This dialogue will help instill a "culture of evaluation" over time.
- Stakeholders need to be informed of the process since its early stages and it is preferable that feedback path be short.



Source: PowerPoint presentation entitled "Training evaluation and impact assessment: from theory to practice", Mr. Robin Poppe, presented at the conference "Training and Cooperation for Change in the MENA Region", October 9, 2012, Tunisia.

## The ITC-ILO Evaluation tools

### The training and learning results chain



Source: PowerPoint presentation entitled "Training evaluation and impact assessment: from theory to practice", Mr. Robin Poppe, presented at the conference "Training and Cooperation for Change in the MENA Region", October 9, 2012, Tunisia.



# Workshop Three

## Upgrading the Profiles of Trainers



### Context and Challenges

At the crossroads of being a teacher, a tutor, a facilitator, a consultant and a manager, being a trainer is a complex job; however, it is evolving into a recognized and regulated profession in many countries around the world. The third roundtable tried to analyze issues related to:

- Recruiting, retaining and developing the capacities of trainers.
- The role of experts from the private sector.
- The existing opportunities for capitalizing on local expertise and building on retirees' know-how.
- The possibility to develop accreditation systems for trainers

As well as ethics and the protection of intellectual property rights. The international experience of an international expert in governance from CIVIPOL Conseil-France provided the basis to discuss the emerging profession of the “trainer”, to assess its performance in a multitude of operating environments and to exchange practices, ideas and suggestions on the role of training institutions in developing the capacities of their trainers.

## Lessons learned

- Trainers are responsible for transferring knowledge and skills to beneficiaries, using various methods of intervention. To perform their job effectively, they deserve to be trained themselves: Taking part to Train the Trainers programs would help them keep their knowledge and methods up-to-date. In this perspective, the public sector can also capitalize on its retirees who can become excellent trainers once properly prepared and trained.
- Other capacity building tools such as peer learning and the exchange of expertise are important elements for the continuous development of trainers' capacities.
- The work of trainers can be further supported by the intervention of "pedagogical" advisers that would provide advice on how to streamline their methods, from the design to the evaluation of the training program, and better answer the needs of beneficiaries.
- The introduction and use of IT tools by a trainer is an important aspect of modernizing training delivery.
- When knowledge or experience about a specific topic is not available in the public sector, trainers from the private sector can be invited to deliver the training. However, it is recommended that the issue of remuneration be addressed in this regard and that a fair pay scale system be designed that would ensure there is no discrimination between both categories of trainers when it comes to remuneration.
- Laws and mechanisms need to be devised to ensure the protection of intellectual property rights of training materials.
- Finally, it is advised to develop an accreditation system, not only for trainers, but also for the training institution. This could help guarantee high standards and quality in the design and delivery of training programs for the public sector.



## Field Visit to the Institute for Financing Development in the Arab Maghreb (IFID)



As part of the exchange of experiences facilitated by the network, a field visit to the Institute for Financing Development in the Arab Maghreb (IFID) was organized on the second day of the conference, in cooperation with the National School of Finance in Tunisia. The visit consisted of a presentation of the center, its mission, governance structure, and training activities. A more detailed presentation focused on the evaluation process designed and implemented by the center to assess the quality and effectiveness of knowledge transfer, following training delivery.

The Institute for Financing Development in the Arab Maghreb (IFID) was established by the Tunisian and Algerian governments in 1981, to provide training for beneficiaries of both countries and allow them to obtain a post-graduate Masters degree in the fields of banking and insurance.

By providing a platform for exchange and dialogue, the IFID contributed to enhance the capabilities of human resources working in the banking and insurance sectors in both countries. It has also provided expertise in the field in Mauritania.

The IFID has trained to date more than 1385 participants spread over 27 promotions and provided on-demand training services to other economic sectors.

As outlined by the Institute's Director, the mission of the IFID is to:

- Provide high quality training programs to build the capacities of the banking and insurance sectors' staff and empower high profile decision-makers
- Facilitate promising career opportunities for enrolled students
- Facilitate the access to knowledge and skills through continuous follow-up and a well-equipped learning environment
- Contribute to cooperation between the Maghreb countries.

# Concluding Remarks

By  
the GIFT-MENA Secretariat

**Ladies and gentleman,  
Once again, the GIFT MENA network has offered its members and partners the opportunity to meet, share experiences and discuss issues of training and cooperation across institutions of the South.**

During these two days of fruitful work and exchange, we reflected on the challenges faced by Arab countries at a critical time of change and transition and on the role of training institutes in keeping pace with change, building needed capabilities and improving institutional and organizational performance. We now have a clearer vision of the potential contribution of civil service institutions in MENA and their partners from the international community to capacity development and of their contribution to the rehabilitation of the state and ability to respond to citizens' aspirations.

The following concluding remarks summarize the lessons learned out of the presentations and exchange of experiences and provide guidelines to enhance the work of the GIFT-MENA network:

We started the conference by asking ourselves a set of questions about possible democratic change in the Arab world, the role of the state and the economic and social models that our countries are striving to achieve. We thoroughly discussed the role of civil service training institutes in accompanying these changes. Many interventions highlighted the possible resistance to change that the public sector would face during transition times and laid emphasis on the central role played by training and communication in fostering modernization and providing the

means and tools to overcome cultural and technical deadlocks. The experience of Tunisia in implementing program budgeting in a number of ministries was an insightful example showing that political support and ownership is as important as training in conducting successful reform initiatives. Focusing more on training institutes and their role, we were provided with a list of 11 points which can be used to assess and improve a training institution's capacity and performance and streamline the work of training providers across the public sector. France shared with us its experience in this regard and revealed that entry points to better coordination consisted in modernizing and standardizing recruitment practices and instruments, redesigning training provision mechanisms and fostering the exchange of experiences and practices among practitioners. Lebanon and Tunisia also shared their country experiences in creating synergies in training across the public sector.

During the afternoon, the three workshops discussed and analyzed a number of new policies and tools such as certification programs, monitoring and evaluation and the role of trainers that could help training institutions improve the quality and impact of their services.

On the second day of exchange, we were introduced to the OECD projects in the MENA region and in particular to the launching of the regional training

center of Caserta that emphasized the importance of peer learning, networking and collaborative work in creating better capacities to implement public policies. We also listened to the IMF's experience in working to bridge the gap between technical assistance and capacity building by rethinking its capacity development policy and creating new tools, such as the Center for Economics and Finance (based in Kuwait) or the Middle East Technical Assistance Center - METAC - (based in Beirut), to provide TA and training services. The success of the CEF in Kuwait is one additional proof of the potential success of a well-thought and designed collaboration between a country of the South and a donor. From Kuwait to Palestine: We were provided with a second example of a fruitful collaboration between the Ministry of Finance and ADETEF in building the capacities of the Ministry of Finance, equipping it with a state-of-the-art training institute and integrating the intervention of donors into the national policy plan.

Finally, works ended on highlighting the importance of setting integrity and ethics standards in education and training and promoting them as core public service values.

# Conference Agenda

**Tuesday**  
**October 9, 2012**

9:30 - 10:00

**Inaugural Session**

## Keynote speeches

- **Ms. Lamia MOUBAYED BISSAT**,  
Director of the Institut des  
Finances Basil Fuleihan, Lebanon
- **Ms. Habiba JELASSI ALAYA**,  
Director of the Ecole Nationale des  
Finances, Tunisia

10:00 - 11:30

**Plenary session**

## **A Region in Transition and Calls for a New Paradigm: What strategies and tools? Where does capacity development stand?**

People of the MENA region have clearly voiced their demands for a radical change in the way they are governed, asking for further democracy, equality, and public liberties.

Governments and financial institutions around the world are in crisis management mode. They are joining hands to contain and mitigate the impact of the economic and financial crisis and to put in place improved regulation mechanisms that would foster sustainable and inclusive growth. More than ever before, public leaders worldwide are called upon to reinvent State institutions, create highly reliable and resilient organizations and redefine public values.

Will they be able to meet these challenges? Using which methods, relying on which strategies, getting inspired by which experiences?

This panel will discuss the role of recruitment and training in fostering change and responding adequately to citizens' demands and expectations. What approaches, methods and tools are the most appropriate catalysts

of change in the most critical areas that require reform?

What is the role of the training institutions in developing adaptive capacity and resilience, in helping maintain a positive working environment, conducive of change and innovation, and in instilling better governance practices?

Main issues to be raised:

- Capacity development approaches and strategies to be privileged in post-conflict countries: Lessons learned from international experience.
- Civil service in the aftermath of the crisis: Which qualifications and profiles are we looking for? Particularly in the field of public financial management.
- How to effectively identify, attract, develop and retain talents for leveraging the full potential of human capital?
- Will diversity and merit prevail in the career development of civil servants?
- What is the cost of a customer-oriented civil service in time of austerity budgets?
- The role of training institutions in equipping and mobilizing people around change and modernization.

## Guest Speakers

- **Mr. Adib NEHMEH**,  
Chief of Governance and State Building section at the UN Economic and Social Commission for Western Asia (ESCWA)
- **Mr. Frank MORDACQ**,  
Ministerial Budget Auditor, Former Director of State Modernization, France

## Country Cases

### TUNISIA

- **Ms. Amina BEN SALEM**,  
Director of the National School of Finance, Tunisia

### Moderator

- **Dr. Badr MALALLAH**,  
Director General, Arab Planning Institute, Kuwait

## Discussion

11:30 - 11:45 / **Coffee break**

11:45 - 13:15

**Plenary session**

## **Meeting the Challenges: Creating synergies and coherence among national training providers**

The capacity of a national training apparatus to accompany reform and foster change depends to a large extent on the institutional capacities of training providers. It is further enhanced by the ability of those institutions to act in coherence and synergy while pursuing a set of clear goals defined within the framework of an overall capacity-building strategy for the civil service.

Furthermore, at times of crisis or transition, despite the scarcity of financial resources, the demand for training of civil servants tends to increase. Training providers are therefore called upon to pool resources and benefit from each others strengths and comparative advantages. The capability of training providers to maximize the impact of their actions requires the continuous review of their management techniques as well as regular consultation with the various stakeholders. This is necessary

to ensure adequacy between the training demand and offer. Where do civil service training schools and institutes in the MENA region stand vis-à-vis the design and implementation of a national training policy? How to deal with the multiplicity of training providers and the emergence of new training centers and institutes? Are the coordination mechanisms in place enough? Are they effective and how can they be enhanced? What is the role of donors and technical assistance providers? Do they contribute to the national consultation process? And does the regulatory framework provide an enabling environment for coordination?

Main issues to be raised:

- Strengthening the capacities of the national training apparatus: cooperation and harmonization strategies, agreements and partnerships.
- Building institutional resilience: upgrading the capacities of national training providers.
- Modernizing the regulatory framework.
- Working towards better donor coordination.

### Guest Speaker

- **Mr. Aderito SANCHEZ**,  
Consultant, EU-SIGMA

### Country Cases

#### FRANCE

- **Mr. Jean-Francois VERDIER**,  
Director General of Administration and Civil Service, France

#### LEBANON

- **Ms. Jinane DOUEIHY**,  
Director of Training, Institute of Finance Basil Fuleihan, Lebanon

### Moderator

- **Mr. Mohamed Ahmed El OBIED**,  
Director of HR Planning & Development, Central Bank of Sudan

### Discussion

13:15 – 14:30 / Lunch

14:30 – 16:30

#### Workshops and roundtable discussions

*Three workshops are planned in the afternoon to discuss the various tools that can help training institutions improve the quality and impact of their services.*

### Workshop one

#### Certification Programs: Creating pools of professional civil servants

The evolution of profiles and careers within the public administration is generating new expectations among civil servants and their employers. Both are looking for reliable sources of qualifications recognition and for high quality standards in the delivery of training programs. Certification programs provide for such a warranty as well as for the recognition of abilities and skills. They unleash the potential for job professionalization.

Main issues to be raised:

- Can qualification and certification programs effectively upgrade the profile and competencies of civil servants and enhance their career path development?
- What are the necessary conditions for the implementation of quality certification programs? (Institutional capacity, organizational capacity, enabling regulatory environment, etc...).
- Challenges and opportunities for countries of the MENA region.

### Guest Speaker

- **Ms. Sheila WHITE**,  
Head of International Development, The Chartered Institute of Purchasing and Supply (CIPS)

### Workshop Two

#### Training Evaluation and Impact Assessment: From theory to practice

In their continuous strive to improve their services and standards, training institutions in the MENA region have recurrently expressed the need to better understand the methodology and tools used to conduct medium and long term training impact assessments. The vast majority of evaluation processes currently in place focuses on capturing the immediate satisfaction and feedback of participants. Essential dimensions are still lacking good measurement such as performance improvement, streamlining of work procedures, and behavioral change at the office among others.

Main issues to be raised:

- Theories and approaches to training impact assessment
- Who are the stakeholders?
- Impact measurement: Models, tools and financial implications.
- Challenges and opportunities for countries of the MENA region.

### Guest Speaker

- **Mr. Robin POPPE**,  
Chief of Learning and Communication, International Training Centre of the ILO



# Conference Agenda

## Workshop Three Upgrading the Profiles of Trainers

At the crossroads of being a teacher, a tutor, a facilitator, a consultant and a manager, being a trainer is a complex job; however, it is evolving into a recognized and regulated profession in many countries around the world.

Main issues to be raised:

- Recruiting, retaining and developing the capacities of trainers.
- Coping with trainers' diversified statuses and profiles.
- What role for experts coming from the private sector?
- Capitalizing on local expertise and building on retirees' know-how.
- Developing an accreditation system for trainers.
- Ethics and the protection of intellectual property rights.

## Guest Speaker

- **Ms. Anne AZAM-PRADEILLES**,  
International expert in governance,  
CIVIPOL Conseil, France

20:30 / Dinner

**Wednesday**  
**October 10, 2012**

9:00 - 10:30

## Presentation of the workshops' results and recommendations

This session will present and review the results of the three workshops and roundtable discussions and provide a platform for participants to agree on the conference's recommendations.

10:30 - 10:45 / Coffee break

10:45 - 12:15

## Plenary session

### Meeting the Challenges: A new role for cooperation, technical assistance and international aid?

The emergence of new cooperation models, in particular between countries of the South, is modifying the international cooperation panorama. If these models open new prospects, they also bring new challenges to the table of national training operators that are expected to collaborate with multiple donors and cooperation agencies having conflicting interests and promoting each its own developmental approach and assistance tools. Training operators are also expected to cope with the emergence of non-traditional regional and international aid providers, to conciliate between the recommendations of technical assistance and related training needs and to take advantage of a multitude of training programs proposed by regional training centers.

Main issues to be raised:

- Can South-South cooperation effectively contribute to the transfer of expertise, knowledge and values of the public sector? Shall we encourage its emergence? Who are these new institutions and providers from the "South" that are joining the development cooperation panorama?
- Are recipient countries able to fully reap the benefits of this new type of assistance?
- To which extent are technical assistance and the provision of training correlated? Can synergies be created while preserving the identity, mission and vocation of national training schools?

- Is promoting South-South cooperation a slogan or a reality?
- What is the added-value brought by regional centers to the national training apparatus? How can the number of beneficiaries be extended?

## Guest Speakers

- **Mr. Carlos CONDE**,  
Head of the MENA-OECD  
Governance Programme, OECD
- **Dr. Abdelhadi YOUSEF**,  
Director of the IMF Middle East  
Center for Economics and Finance

## Country cases

### PALESTINE

- **Mr. Basil RAMAHI**,  
Financial and Administrative  
Director, Ministry of Finance,  
Palestine and
- **Mr. Jan Robert SUESSER**,  
Project Director at ADETEF
- **Mr. Malik ELAMAIREH**,  
Programme Manager, The Arab World  
Integrity Education Network, TIRI

## Moderator

- **Mr. Edouard Al DAHDAH**,  
Senior Governance Specialist for  
the Middle East and North Africa,  
The World Bank

## Discussion

12:15 - 13:00

## Closing session

### General Conclusions of works The Way Forward

13:00 - 14:00 / Lunch

14:00 - 16:00

## Field visit

**Field Visit to the Institute for  
Financing Development in the  
Arab ([www.ifid.org.tn](http://www.ifid.org.tn))**