

## 5. Review of Training in World Bank Projects in Tunisia

### 5.1 Country Overview

3. Tunisia is making significant progress in economic and social development.<sup>1</sup> Sustained structural reform efforts since the early 1990s, prudent macroeconomic policies, and deeper trade integration into the global economy have created an enabling environment for growth of the private sector and improved the competitiveness of the economy. Growth has been resilient, reaching 5.5 percent in 2003. This has fostered positive social achievements in health, education and social protection, placing Tunisia ahead of countries at similar income levels, and in a good position to achieve the Millennium Development Goals. Only 4 percent of the Tunisian population was living below a minimum consumption expenditure level population in 2000 (equivalent to some 400,000 people), down from about 8 percent in 1995. Similarly, the share of those living below the upper poverty line fell from 17 percent in 1995 to 10 percent in 2000.<sup>2</sup> Tunisia has made substantial progress in closing gender gaps in education, reducing fertility, and reinforcing legal rights for women. Finally, according to the recent MENA Governance Report,<sup>3</sup> Tunisia scores significantly higher than the average of lower middle-income countries in the world on the quality of its public administration, reflecting the capability of the administration to formulate and implement sound policies, and the respect for institutions that govern interactions between citizens and government.

#### 5.1.1 Country Assistance Strategy

4. The World Bank's most recent CAS for Tunisia (June 2004) identified three priorities for World Bank assistance.

- Strengthen the business environment to support the development of a more competitive, internationally integrated private sector and improve the competitiveness of the Tunisian economy. World Bank support is directed to achieve six CAS outcomes that are essential to raise the rate of private sector investments: (1) an improved incentive framework and increased transparency and predictability of the regulatory framework; (2) reduced transaction costs for firms, leading to increased production and exports; (3) improved delivery/efficiency of infrastructure services by public and private firms; (4) improved competitiveness of agriculture while ensuring that social and environmental concerns are properly addressed; (5)

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1 The World Bank. 2004a. *Country Assistance Strategy for the Republic of Tunisia*. Report No. 28791-TUN. Washington, D.C.: The World Bank, OED. The World Bank. 2004b. *Tunisia Country Assistance Evaluation*. Washington, D.C.: The World Bank, Report No. 29669.

2 World Bank Poverty Update Report, August 2003.

3 World Bank. 2003. *Better Governance for Development in the Middle East and North Africa: Enhancing Inclusiveness and Accountability*. Washington, D.C.: The World Bank, MENA Development Report.

greater responsiveness of banking sector to the needs of the private sector; (6) more dynamic local public and private financial markets.

- Enhance skills and employability of graduates and labor force in a knowledge economy. World Bank support is devoted to: (1) improving the quality and relevance of all levels of the education system; (2) improving the financial sustainability of the education system; and (3) improving linkages between research, higher education, and the market place in order to catalyze innovation by and the competitiveness of firms.
- Improve the quality of social services through enhanced efficiency of public expenditures. Three CAS outcomes have been identified: (1) increased budget flexibility and better fiscal mobilization to reduce public debt; (2) performance budgeting and monitoring and evaluation is made operational in key line ministries; and (3) improved coverage, quality, and financial sustainability of health, social protection, and pension systems.

5. Tunisia does not have the overarching or deep-seated capacity problems found in other middle-income countries. For example, all the recent World Bank assessments of Tunisia's procurement, financial accountability, and environmental performance find Tunisia's fiduciary and safeguard procedures to be well designed and its laws and capacities to be of high quality.<sup>4</sup> The good performance of the World Bank's portfolio in Tunisia also attests to strong implementation capacities at the level of the ministries. Since FY00, the quality of the portfolio has remained consistently high and above average for the Middle East and North Africa (MENA) region. The Independent Evaluation Group<sup>5</sup> found that the performance of the current portfolio is good and compares favorably with the MENA region and the World Bank as a whole.

## 5.2 Training Overview

6. This study examines fourteen training programs financed through five World Bank projects. Ratings have been given to each program individually, although the discussion that follows on training often refers to the projects as a whole, rather than to their individual component training programs.

7. Further details on all of these training programs and their ratings can be found in the matrices attached to this chapter.

### 5.2.1 Higher Education Reform Support Project

8. This project began in March 1998, and closed in December 2004. It included two training programs that were reviewed for this study: training of university managers, and training of faculty for *Instituts superieur d'etudes technologiques* (ISETs) in a 2-year professional Master's degree program. The first training program offered training to university managers for subject matter examinations that would allow them to graduate and

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4 Ibid. 2004b; World Bank. 2004. *Tunisie—Etude d'Evaluation de la Gestion des Finances Publiques*. Washington, D.C.: The World Bank, Report No. 30149.

5 Ibid. 2004b.

be placed in a position in a university. University managers were also required to defend a practically oriented thesis. Four hundred managers received training. The training program consisted of 6 months of courses stressing practical skills required for positions that trainees would be filling, 1 month in a Tunisian university evaluating the managerial aspects of that institution, another 6 months of courses, a 2-month apprenticeship at a foreign university to evaluate the management models of foreign universities with an analysis of the implications of their observations to Tunisian institutions. The second training program focused on the training of 610 ISET faculty members for admission in the 2-year professional Master's degree program. Students received training scholarships, with entry to the second year of training contingent on successful completion of the first year. Graduates were accepted as part of the ISET teaching staff only if they earned the 'aptitude certificate' at the end of the training cycle.

### **5.2.2 Second Training and Employment Project**

9. This project began in June 1996 and closed 8 years later. The objective of this project was to support the government's strategy to modernize training services in order to increase the competitiveness of the Tunisian economy. Two training programs financed by the project were reviewed: Training of "trainers": employees in small and medium-sized enterprises (SMEs) received training in pedagogic and supervisory skills to coach apprentices, and training for employees in SMEs in the skills and qualifications relevant to the needs of enterprises for their competitiveness and to individuals for their employability. The first training program targeted trainers, apprenticeship counselors, and tutors. One hundred trainers, 1,350 counselors, and 554 tutors were trained. Trainers (coaches) were expected to improve the insertion rate of apprentices under their tutelage. Fifty-six trainers also attended a specialized session in the design of training techniques. The second training program focused on employees working in SMEs and targeted 12,000 employees in 2,500 firms.

### **5.2.3 Export Development Project**

10. This project began in May 1999 and closed in September 2004. Four training programs financed by the project were reviewed:

- A 2-year development program for international trading companies (SMEs) trained 700 SMEs in 16-day courses on topics associated with exporting.
- A 2-year development program for technical assistance vendors ("export advisors") for international trading companies; in all, 310 export consultants (TA vendors) received training. The consultants had a 2-year training cycle, with 16 days of training on 16 topics. There were also three special sessions on how to find information about international markets.
- The development of teams of experts in international trade fairs (a subset of "export advisors") trained 10 export advisors on international trade fairs.
- Trade facilitation study tours have taken 10 participants for a tour to Singapore.

#### 5.2.4 Agricultural Support Services Project

11. The project began in January 2002 and is expected to close in June 2007. The project supported five training programs with the following objectives: (1) strengthening producers' organizations and facilitating their access to the services and markets; (2) strengthening interprofessional organizations to help them identify and develop new local and export niches for Tunisian produce and to develop and promote norms and standards for local and international consumers; (3) improving plant protection services to better protect Tunisian produce from plant diseases and pests and protect consumers from pesticide residues and thereby increase the value and market access of produce; (4) reforming research, training, farming advice, and livestock services. Specifically the following training programs were reviewed:

- *Support for agricultural producers to improve their product quality and expand exports.* This training program involves 30 pilot SMEs with export potential. The objective of the training is to create and test a training program that will help exporting producers of any of nine commodities to improve the quality of their products and increase exports.
- *Study tours and workshops for quality "engineers".* Training built the capacity of 20 quality engineers who had been engaged as part of the project form "quality teams". The purpose of these teams was to provide advice within the integrated chain from producer to consumer.
- *Study tours for plant protection and seed and plant certification.* The objective of this training program was to observe standards that other countries use for plant protection and means they used to meet those standards. Training targeted laboratory staff and plant technicians.
- *Local and international training for livestock and animal health.* This training program was designed to build the capacity of veterinarians in how: (1) to establish a national identification system (e.g., number of animals tagged); (2) to establish surveillance networks and better diagnostic ability; and (3) to improve quality standards to set up a certification system and obtain international accreditation of laboratories.
- *Local and international training for plant protection and seed/plant certification.* This training program was designed to build extension and plant protection staff capacity for: (1) effective phytosanitary controls at the border; (2) modern pesticide regulatory framework and laboratory testing; and (3) efficient seed and plant certification operating on a full cost-recovery basis.

#### 5.2.5 Education Quality Improvement Program (EQIP I)

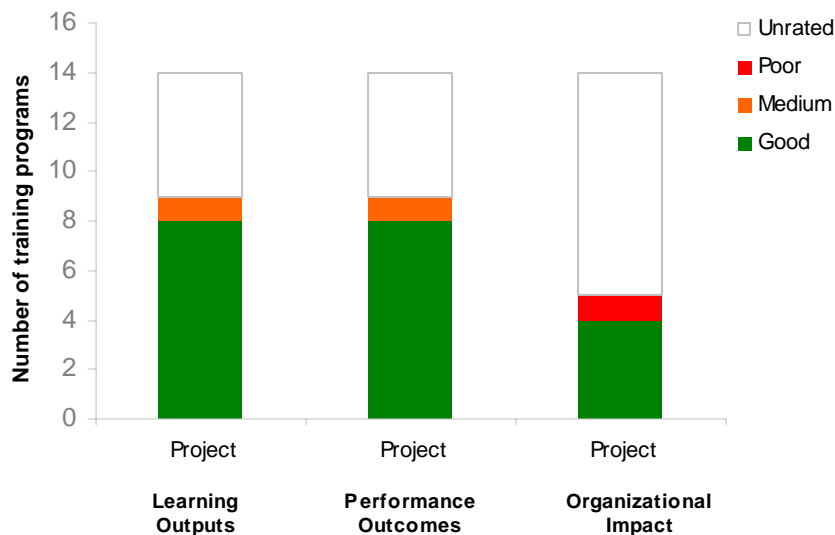
12. This project began January 2001 and closed August 2006. It supported the government's goal of having 80 percent of Grade 9 students pass the *diplome de fin d'etudes d'enseignement de base* (i.e., the basic school-leaving certificate) by 2004 by promoting excellence in teaching and learning. The training targeted trainers (consisting of inspectors, pedagogic advisors, master teachers, and pedagogic assistants) who were in turn expected to train 160,000 education personnel in the new competency-based curriculum and child-centered pedagogy. Competency profiles, including required skills and knowledge were defined for different types of trainers, and training was based on these profiles. The training

occurred in two phases; Phase 1 consisted of seminars and practice, and Phase 2 was distance learning and e-learning.

### 5.3 Training Results

13. Training results were rated for learning outputs, individual workplace performance outcomes, and development impact (Figure 10). Results of training programs associated with the Agriculture Support Project were unrated due to the lack of available evidence on results in this ongoing project. All but one of the training programs in which it was possible to rate learning received “good” ratings. In five training programs, learning outputs were unrated because no information was available on the extent to which learning objectives were achieved. Eight project-based training programs received good ratings on workplace performance outcomes. While only four received good ratings on impact, this was largely due to difficulties in directly attributing impact to the effects of training rather than to other project-related interventions.

**Figure 10: Training Results**



14. The training program targeting the faculty for ISETs in the Higher Education Reform Support project received a good rating on learning outputs, performance outcomes, and impact. ISET students have higher pass rates and lower repetition rates than students in traditional academic programs, and graduates of ISETs and professional programs have greater success rates than other undergraduates in finding employment, suggesting better teaching of ISETs. This result was partly attributed to the training received.

15. The Export Development Project showed positive performance outcomes and development impact. The training and other capacity building interventions in the program produced the following results: (1) customs appraisal times for imported goods has dropped from an average of 8 days to 3 days; (2) customs clearance time is 10 minutes for a declaration not requiring technical control instead of 3 days as it was in 2000; (3) manifest

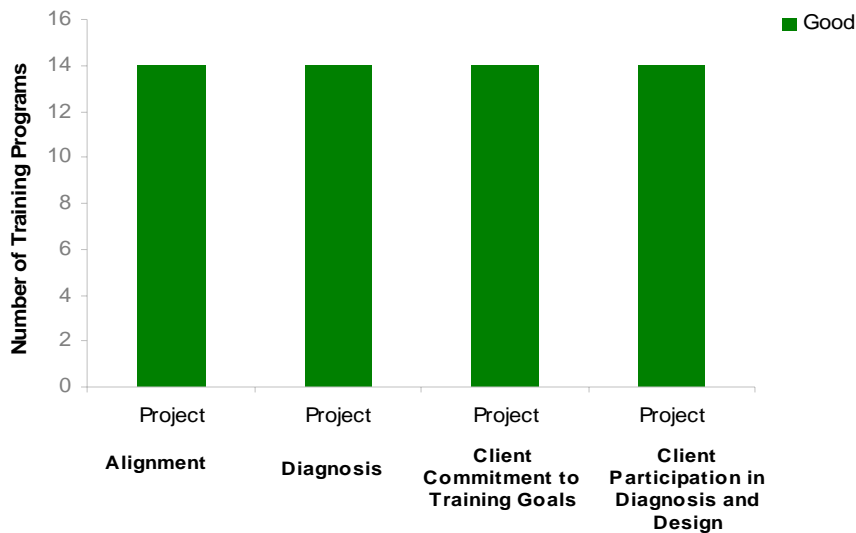
processing time was reduced from 2 days in 2000 to 1 day; and (4) the percentage of merchandise inspected declined from 50–80 percent to 10 percent.

16. The Education Quality and Improvement Program received a poor rating on impact. Managers of the training-of-trainers program found the training insufficient to bring about major changes in trainers’ teaching practices. For example, pedagogic assistants visited each teacher once a week, but they still failed to display an approach to teaching that focused the students’ learning on problems to be solved and the teachers’ role on facilitation.

### 5.3.1 Training Relevance

17. All training programs received good ratings on all four relevance criteria of alignment with CAS goals, diagnosis of capacity gaps, client commitment to training objectives, and client involvement in diagnosis and design of training (Figure 11). Consistently strong performance on these indicators was found to be linked to high Tunisian government capacity and high overall levels of ownership of World Bank–financed project goals and implementation. Tunisia uses 5-year plans to set clear and realistic development objectives that reflect the interdependencies of the sectors and to specify action plans that elaborate how the objectives will be achieved. This has significantly enhanced the relevance of training investments.

**Figure 11: Training Relevance**



### 5.3.2 Alignment and Diagnosis

18. Alignment of training with CAS goals was uniformly strong, reflecting the Tunisian government’s strong ownership of both training investments and CAS goals. The projects also had uniformly strong diagnosis of capacity gaps, consequent training needs, and other capacity building interventions. For example, the Higher Education Reform project included a component to train university managers. Tunisia’s higher education council identified the

problem: higher education institutions lacked professionally trained staff to manage administrative functions, a need that was becoming acute as universities were given more autonomy. The solution adopted was two-pronged: 1) create a well-trained cadre with practical and specialized skills in several different administrative functions: procurement, financial management, accounting, planning, enrollment management, library management, human resource management; and 2) increase universities' demand for more skilled managers by increasing the states' delegation of managerial responsibilities to them.

### **5.3.3 Client Ownership of Training Objectives and Involvement in Diagnosis and Design**

19. Training was assessed for the extent to which clients were involved in the diagnosis and design of training, and were committed to the achievement of training objectives. Client ownership of training objectives and involvement in diagnosis and design was uniformly high. Tunisia scrutinizes loans and grants for how well they support national and sector-specific objectives, rejecting even "free" opportunities that do not seem to promise a return relative to these objectives. The Government of Tunisia manages the international donor community to eliminate duplication and to ensure that investments complement each other. As donors in Tunisia report: "The Tunisian government controls the donors. They have the framework and fit the donors in where they want." Thus, for example, donor coordination is effective in the domain of border control because the government official in charge of this domain effectively manages all related donor activities. Similarly, in the domain of animal surveillance (e.g., diseased animals, avian flu), the government official in charge of this domain maintains a database of the governorates' training needs for veterinarians. Whenever a funding opportunity appears, he matches the funding to these needs.

20. Client commitment to training objectives was sometimes enhanced by the need to meet international standards. For example, in the Agricultural Support Services project, the Government of Tunisia recognized that meeting standards of the World Trade Organization (WTO) and the European Union required that Tunisia find ways to assure quality, detect disease in plants and animals, and trace disease back to its source. It needed capacity in the form of changed standards, organizational processes and equipment, and different technical skills among relevant operational staff, such as veterinarians and laboratory technicians.

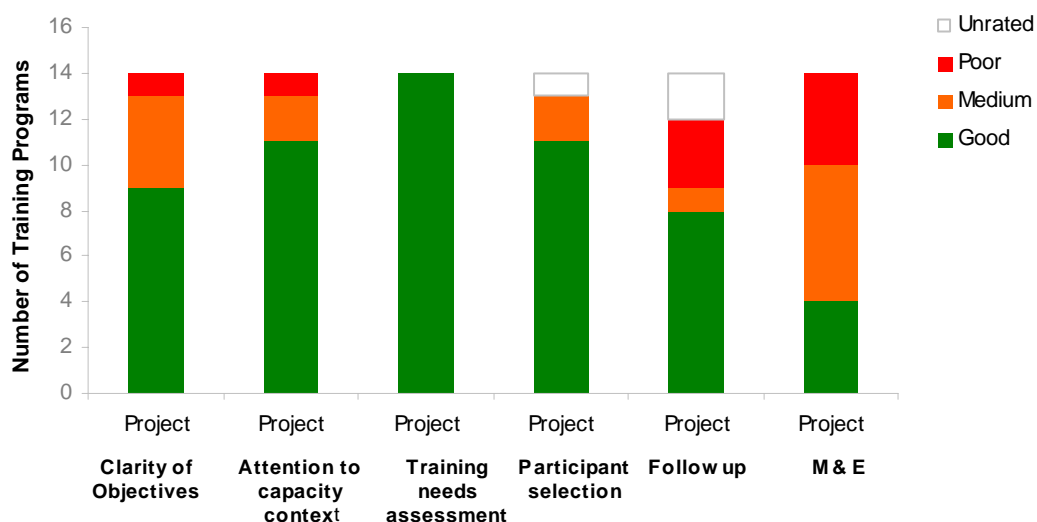
### **5.3.4 Effectiveness of the Training Process**

21. To assess the effectiveness of the training process, criteria were used that examined the extent to which training was designed and implemented in a way that was likely to lead to organizational changes. Those criteria are clarity and specificity of training objectives, attention to capacity context, adequate assessment of training needs, strategic participant selection, quality of curriculum/pedagogy,<sup>6</sup> follow-up, and monitoring and evaluation (Figure 12). Although most training programs received good ratings on most criteria, more variation was found in the quality of the training process than in the overall relevance of the training.

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<sup>6</sup> Quality of curriculum/pedagogy was noted, but not rated. This was due to difficulties with making an accurate overall assessment of this indicator in most projects reviewed as part of this evaluation given inadequate available information on curriculum design and teaching methods used.

**Figure 12: Effectiveness of the Training Process**



### 5.3.5 Clarity and Specificity of Training Objectives

22. All projects adequately specified the skills and knowledge that trainees were expected to learn. However, in only 9 of the 14 training programs were the performance changes that should occur as a result of the training and key performance indicators adequately specified. For example, although the Export Development project specified clear and measurable outcomes (e.g., 350 enterprises were expected to become new exporters or to enter new export markets), three components contained only vague statements about the performance changes that should occur and only inadequate or no indicators of these changes.

### 5.3.6 Attention to Capacity Context

23. Training programs were assessed to determine the extent to which (1) adequate resources and incentives existed for the implementation of learning in the workplace context; (2) where adequate resources and incentives did not exist, training was accompanied by properly sequenced interventions to address these capacity gaps; and (3) the sustainability of training was secured, where relevant, by building local training capacity. Eleven out of fourteen training programs adequately addressed the capacity context. The Education Quality Improvement Program received poor ratings on this indicator, due to a government policy that created disincentives to train and to use training: The government tried to get teachers to train on their own time. This policy triggered a strike and a 4-year fight between the teachers and the government and impaired the ability of trainers to conduct training. As a senior official in the Ministry of Education said, “Teachers are now in a bargaining position. No matter how good the in-service training, it won’t make much difference because teachers are resisting change.”

24. Training in four of the five projects did combine training with other properly sequenced capacity building interventions. For example, training of faculty for the new ISETs began by obtaining legal and regulatory agreements, which changed ISET incentive structures. ISETs have the legal status of *Etablissement Public a Caractere Scientifique et Technologique* to give them greater financial and administrative autonomy to manage their own resources, include employers in their management boards, charge fees for services, hire teachers on fixed-term contracts, offer in-service training programs, sign contractual agreements to promote technology transfers, and in general, to give them the flexibility to adapt their programs and pedagogy to the needs of the workplace. ISET professors have a different status than university professors. Their recruitment, career possibilities, and service conditions were designed to encourage the recruitment of specialists and to promote links with industrial firms, especially for purposes of technology transfer and in-service training.

25. All projects did a good job of managing the sustainability of training. The Government of Tunisia uses local trainers or uses project investments to build the capacities of competent local training providers to save on the costs of international training and technical assistance and prevent the risks of “brain drain” associated with sending Tunisians abroad for training. Sometimes, creating domestic capacity has been a slow process. For example, two training components of the Agricultural Support Services project involved training veterinarians and laboratory technicians in livestock and animal health, and plant protection and seed/plant certification. Few international experts have the specialized skills to teach these courses, and it will take some years to build local training capacity.

### **5.3.7 Training Needs Assessment**

26. Performing a needs assessment is a fundamental component of good training design. Once a diagnostic exercise has identified human capacity gaps that need to be addressed, a training needs assessment should determine the present abilities of training participants relative to capacity building goals and the teaching and learning that must occur to close any gaps that are found. All training programs performed good training needs assessments. A particularly good one was conducted to identify teachers’ and therefore trainers’ skill and knowledge requirements in preparation for the training activities in the Education Quality Improvement Program project. The Government of Tunisia recognized that for Tunisia to compete in global markets its labor force needed skills and knowledge that were not being taught in the Tunisian education system. Given this, the government determined the sequence of actions that had to be taken in order to achieve the ultimate objective of an education system capable of creating a globally competitive workforce. It used various sources of expertise and data to craft the broad framework for education reform, institutionalizing this reform in the Law of 2002 (*Loi d’orientation sur l’éducation et l’enseignement scolaire*). It used international experts from countries (Canada, France, and the United Kingdom) whose education systems stressed the pedagogy required to produce the desired skills to set new benchmarks for staff in the system. It then analyzed Tunisian students’ results on international learning assessments (PISA 2003 and Third International Mathematics and Science Study [TIMSS] 1999 and 2003) to identify their competency gaps and the ways in which the prevailing curriculum and pedagogy were failing to address these gaps. The action plan for 2002–2007 (*Tomorrow’s Schools*) specified the implications of the legal framework and these special analyses for curricular reform, textbook reform, and new

skill and knowledge requirements for teachers and thus for trainers. In preparation to retrain the teachers and to train the trainers to conduct the retraining, the government's in-service training organization, *Centre regional de formation continue* (CREFOC, or Regional In-Service Teacher Training Center), also conducted a large number of school visits to observe what kinds of training staff needed relative to the new benchmarks. Although it reviewed inspection reports that diagnosed problems, it used these cautiously because inspectors tended to reflect old standards.

### **5.3.8 Strategic Selection of Participants**

27. The extent to which participant selection was linked to the organizational objectives of training was examined. Eleven out of 14 training programs possessed a generally high caliber of participant selection strategies. Participants in the training of university managers in the Higher Education Reform project were selected through a highly competitive process. To apply, candidates had to have at least a B.A. degree in economics, law, or the human sciences. Applicants with the requisite education took a written examination organized around the topics that trainees would have to master in a 2-year M.A. program. The top 80 scorers were selected to take an oral examination in the presence of a jury to assess their communication skills, on the assumption that university managers would have to persuasively define and defend their ideas to faculty and students. A final 40 trainees were selected; however, before entering training, these finalists undertook "immersion initiation training" in universities for 1 month to experience what working in university management entailed. A few dropped out at this point, concluding they were unsuited for these managerial positions.

28. To select agricultural producers for training and technical assistance under the Agricultural Support Services project, the Ministry of Agriculture first advertised the opportunity in newspapers for several days and posted it on a Web site that producers use. It sent letters directly to select farmers from a database of 40,000 farmers. It then selected potential trainees from 70 applications on the basis of education level (applicants had to have had at least 2 years of postsecondary education), experience, and the farmer's potential for export.

### **5.3.9 Curriculum/Pedagogy**

29. Content closely reflected the training needs assessments that all five projects had conducted, and the pedagogy balanced theory, application, and practice in all projects. For example, training of farmers for the Agricultural Support Services project included a 3-day workshop on producing for export that was followed by a 1.5-day study tour to a farm to assess producers' processes and conditions, ending with another 3-day workshop on other export issues such as marketing and contracting.

### **5.3.10 Post-training Follow-up**

30. Research has found that access to post-training mentoring or on-the-job technical assistance has a significant impact on the correct application and sustainability of skills acquired in training. Eight of the training programs reviewed received good ratings, one received a medium rating, and two received poor ratings on this indicator. The Higher Education Reform Support project did not provide follow-up support to university managers

even though their jobs involved specifics that could not possibly be addressed in the Master's degree program and they had to seek advice. The lack of post-training follow-up in the Education Quality Improvement Program project led to trainers having problems in applying new concepts in their work, which with follow-up support, could have been caught and immediately corrected.

31. In contrast, the training programs for ISET faculty used the period between the conclusion of the training and the start of the school year to integrate the new teachers into the teaching team; helping them prepare classes and practical work, including them in the end-of-the-school-year juries and admissions panels, and setting up intern visits and contacts with industry representatives the faculty. The Export Development project also successfully supported trainees, in this case by creating a local export consultant market that SMEs could access for post-training assistance. Upon submission and acceptance of an export business plan, the Export Market Access Fund (EMAF) subsidized up to 50 percent of the cost of consultant services that enterprises could use to help them enter export markets.

### **5.3.11 Monitoring and Evaluation**

32. The final training process criteria assessed the extent to which the training design included M&E of course quality, learning, and the effect that training had on workplace behavior as well as the extent to which M&E findings were used to shape future training, where that was applicable. Only training programs in the Export Development project and the SME training program of the Second Training and Employment project performed systematic workplace performance evaluations. In the former case, independent specialist advisors to the Tunisian organization that managed the three export development training components of that project conducted impact assessments throughout project implementation. These assessments captured the near-term effects on export-related business strategy, skills, practices, partnerships, and capacity ("export culture") of export subprojects. They also measured the likely dimensions of economic impact. In addition, the project team that wrote the implementation completion report conducted a post-project beneficiary survey and focus group.

## **5.4 Conclusions**

33. This field study highlighted several conditions that were found to facilitate successful training in Tunisia. Those that were generally present in training programs reviewed are followed with an asterisk.

- The country has clear and realistic capacity building objectives and action plans that elaborate how the objectives will be achieved.\*
- The country has an effective public administration that significantly increases the chances that training activities will be well implemented.\*
- The government only borrows and accepts grants for objectives that it wants to achieve. "Ownership" of training investments is by definition in play because loans and grants are tightly connected to what the government has decided it needs and wants. Training is deeply demand-driven from the client side.\*

- The government manages the international donor community to eliminate duplication and to ensure that investments complement each other.\*
- There are international standards—for example, those associated with the terms of the European Union–Tunisia Free Trade Agreement—that a country must meet if it is to obtain what its leaders want.\*
- Training activities are not pursued as stand-alone activities, but are embedded in a package of capacity development initiatives that enhance the value and utility of the training. The Government of Tunisia tends to take a systems approach to change. Thus, its training investments tend to be embedded in parallel activities that support them—for example, the legal basis for change, organizational resources, and incentives.\*
- Training is based on careful assessments of specific skill/knowledge needs of the relevant organizations (public or private sector), and training plans are based on these assessments.\*
- Training participants are strategically selected to maximize the value of the investment in them. Tunisian interviewees stressed that who gets selected for training significantly affects the value that can be expected from the investment. Whenever possible and relevant, Tunisia selects participants on the basis of merit-based competitions.\*
- Training balances theory and application.\*
- Training content is focused on specific knowledge and skills to be acquired because the training objective is better workplace performance, not general knowledge or awareness. In other words, training is undertaken for instrumental purposes and is tightly connected to the functions that participants must perform. Interviewees repeatedly stressed the importance of highly specific training targeted on specific problems that have to be solved.\*
- Training is reinforced by giving participants access to post-training technical assistance, which increases the chances they will correctly apply their learning. Projects varied on this dimension. Where follow-up was missing, payoffs from training that otherwise had been well conducted were reduced. In growing recognition of the importance of follow-up, the Government of Tunisia increasingly insists that projects with significant training also include post-training technical assistance or other forms of follow-up.
- Assessment of effectiveness of training. Although the projects reviewed had some monitoring and evaluation, this dimension of effective training is much less on Tunisia's radar screen than is desirable.

## 5.5 Matrix Rating of World Bank Training Programs in Tunisia<sup>7</sup>

Evaluative Dimension	Higher Education Reform Support Project	
	Training of University Managers	Training of Faculty for ISETs in 2-year Professional Master's Degree Program
<b>1. Training Results</b>		
	<p>400 trained.</p> <p>Each trainee had to pass subject matter examinations and successfully defend a practically-oriented thesis in order to: (1) graduate, and (2) be placed in a position in a university.</p> <p>University heads who were interviewed noted the significant improvement in the management performance of those trained in the university management M.A. program, in comparison with that of the prior, untrained occupants of these positions.</p>	<p>610 ISET faculty members under the Higher Education Restructuring project. The total number trained for ISETs under the Higher Education Reform Support project is not known because there is no information on ISETs alone in the implementation completion report.</p> <p>Training and post-training employment are organized so as to constantly monitor learning outputs and thus ensure learning achievements. Entry to the second year of training being contingent on successful completion of the first year. Graduates are accepted as part of the ISET teaching staff only if they earn the "aptitude certificate" at the end of the training cycle.</p> <p>The positive results noted in impacts could be attributed simply to selection bias in terms of the types of students attracted to the ISETs. However, it is likely that the curriculum and pedagogy of the ISETs <u>as delivered by the faculty trained under this component</u>, accounted in part for these results.</p> <p>ISET students have higher pass rates and lower repetition rates than students in traditional academic programs, and the 2004 tracer study showed that graduates of ISETs and professional programs have greater success rates than other undergraduates in finding employment (94% as opposed to the average 86%).</p>
1.1 Learning outputs		
	Good	Good
1.2 Performance outcomes		
	Good	Good

<sup>7</sup> **Rating Scale:** Green = Good; Orange = Medium; Red = Poor.

Evaluative Dimension	Higher Education Reform Support Project	
	Training of University Managers	Training of Faculty for ISETs in 2-year Professional Master's Degree Program
1.3 Development impact	N/A	N/A
<b>2. Relevance</b>		
2.1 Alignment		
	<p>This project is consistent with the 1996 CAS for which human resource development is a cornerstone, and with the 2000 CAS that identified the need to professionalize higher education management in order to create the conditions for greater autonomy of higher education organizations.</p>	<p>In 1992, achieving higher rates of growth in a global market environment was the priority for the Government of Tunisia for the medium term, with the free trade agreement (FTA) between the European Union and Tunisia establishing a time frame within which the government had to take specific measures to open up the economy. The focus of the draft CAS was therefore on private sector development. The government saw training as one of the central pieces of a strategy to improve competitiveness, the overall development plan being: (1) improving the institutional and regulatory environment for private enterprises; (2) accelerating the privatization of public enterprises; and (3) bringing training in line with the needs of enterprises and retraining of workers of restructuring enterprises. To achieve its training objectives, the government decided to establish a system of higher technical institutes—the <i>Institut Supérieur Technique</i> (ISET). Setting up this system required training faculty that had practical, not just academic, strengths.</p>
2.2 Diagnosis		
	<p>Tunisia's higher education council conducted a very careful diagnosis. The problem to be solved was clearly identified: lack of professionally trained staff to manage administrative functions of higher education institutions, a need that was becoming acute under conditions of their increasing autonomy. The solution was seen as multipronged: (1) creating a well-trained cadre with practical and specialized skills in several different administrative functions: procurement, financial management, accounting, planning, enrollment management, library management, human resource management; and (2)</p>	<p>Unmet demand by the private sector for technical and managerial graduates and the focus of universities on academic knowledge led to the policy decision to build a system of technical institutes at the higher education level (ISETs). ISETs needed specialized professors who combine high-level theoretical and technological qualifications with a good knowledge of modern industrial practice. Because these specialized professors did not then exist in Tunisia and the existing institutes of higher education were not staffed or equipped to produce them, Tunisia had to train new faculty. To avoid the risk of "brain drain" attendant on training new faculty abroad, the Tunisian</p>

Evaluative Dimension	Higher Education Reform Support Project	
	Training of University Managers	Training of Faculty for ISETs in 2-year Professional Master's Degree Program
	increasing delegation of managerial responsibilities to individual institutions, creating demand for more skilled managers.	government elected to conduct this training internally.
2.3 Client participation in diagnosis and design of training		
	At the request of the Ministry of Higher Education, Tunisia's Enterprise Management Institute and a steering committee (national advisory and executive) conducted the diagnosis and design of training.	The Ministry of Higher Education set up a small unit charged with the design, coordination, and monitoring of ISET faculty training in the Preparatory Institute for Science and Technology ( <i>Institut Preparatoire aux Etudes Scientifiques et Technologiques</i> ).
2.4 Client commitment to achievement of training objectives		
	Country director and task team leader noted and IEG confirmed that the government of Tunisia "owns" their projects. The government has invested heavily in human capital for 50 years, with strong attention to training. Both components evaluated for this project were instrumental to the government's achievement of two larger goals: 1) creating the capacities that universities needed to manage increased autonomy and accountability of universities; and 2) creating a faculty skilled in meeting the unique objectives of the ISET tertiary system.	
<b>3. Effectiveness of Training Process</b>		
3.1 Clarity of objectives		
	Good	Good
3.1.a. Specification of knowledge and skills to be gained		
	Good	Good
3.1.b. Specification of performance change to be gained		
	Good	Good
3.1.c. Specification of performance indicators		
	Good	Good
3.2 Attention to capacity context		
	Training to professionalize the administrative management of universities has occurred in parallel with policy reforms to increase universities' financial and administrative autonomy.	1. ISETs have the legal status of <i>Etablissement Public a Caractre Scientifique et Technologique</i> to give them greater financial and administrative autonomy to manage their own resources, include employers in their management boards, charge fees for services,

Evaluative Dimension	Higher Education Reform Support Project	
	Training of University Managers	Training of Faculty for ISETs in 2-year Professional Master's Degree Program
		<p>hire teachers on fixed-term contracts, offer in-service training programs, sign contractual agreements to promote technology transfers, and in general, to give them the flexibility to adapt their programs and pedagogy to the needs of their environment.</p> <p>2. ISET professors have a different status than university professors. Their recruitment, career possibilities, and service conditions have been designed so as to encourage the recruitment of specialists, promote links with industrial firms especially regarding technology transfer and in-service training, involve teachers in the professional orientation of students, and reducing training by monitoring their success and achievements. ISET faculty members receive higher pay and more attractive career prospects than university faculty in return for more teaching and counseling hours.</p> <p>In 1992, the Government of Tunisia carefully divided training of ISET faculty into three types.<sup>8</sup> It relied wherever possible on local training providers. Where it had to use foreign trainers, they were expected to prepare for their own gradual replacement by specially selected Tunisian teachers. By 1998, training had become almost entirely internalized.</p>
3.3 Training needs assessment (TNA)		
	<p>Those in charge of designing the training identified administrative positions required to manage a university and used international and local experts to define the detailed skill sets required by each position.</p>	<p>Assessments were based on consultation with employers and international and Tunisian subject matter and pedagogic experts.</p>

<sup>8</sup> Type 1. Training fully subcontracted to local institutions for disciplines that are relatively well developed in Tunisia: English, French, mathematics, law, chemistry, and civil and mining engineering. Type 2. Training partially subcontracted to local institutions. Foreign experts would team with Tunisian faculty at local institutions. They would: a) serve as the driving force for each discipline concerned; b) provide guidelines for training and establish monitoring procedures; c) streamline the programs put in place to match the objectives and needs of the labor market; and d) prepare for their own gradual replacement by specially selected Tunisian teachers. Type 3. Training subcontracted abroad. This training will be given in areas that are not yet well developed in Tunisia because they are relatively new, such as marketing, administration and office technology, internal and external business communication, and modern documentation and information systems.

Evaluative Dimension	Higher Education Reform Support Project	
	Training of University Managers	Training of Faculty for ISETs in 2-year Professional Master's Degree Program
3.4 Strategic participant selection		
	<p>The selection process was highly competitive: 1. Entry criteria: at least a strong B.A. degree in economics, law, or human sciences. 2. Written examination organized around the topics that trainees would have to master in a 2-year M.A. training, with the top 80 scorers who passed the examination selected. 3. Oral examination in the presence of a jury to assess the candidate's communication skills, given that university managers must define and defend ideas persuasively to faculty and students. 4. Final 40 trainees selected. 5. "Initiation training" in universities for 1 month to immerse selected trainees in their future environment. Some dropped out at this point ("Not for me").</p>	<p>Participants were selected from the following groups: (1) individuals with Master's degrees in relevant disciplines (baccalaureate + 4 years) or engineering (baccalaureate + 6 years) studying in Tunisia or abroad; (2) professionals from industry and services; and (3) staff currently employed to teach at the ISETs.</p>
3.5 Curriculum/pedagogy		
	<p>The program consists of: (1) 6 months of courses that stress practical skills required by positions that trainees will be filling; (2) 1 month in a Tunisian university evaluating the managerial aspects of that institution; (3) a second 6 months of courses; (4) a 2-month apprenticeship at a foreign university (Canada, Belgium, France, Switzerland) to evaluate the management models of foreign universities, with an analysis of the implications of their observations to Tunisian institutions; and e) a practical thesis (e.g., how would you design the procurement of a networked computer system for your institution) that has to be defended in front of experts.</p>	<p>The training program has four components: 1. <u>General and technological training</u> (8 months), using during the first 5 years of the program international experts in industry (mechanical engineering, electro-technology, electronics, and management) and services (marketing, administration and office technology, internal and external business, communication, modern documentation and information systems) with confirmed experience in higher technological education. 2. <u>Pedagogic and practical training</u> (3 months) abroad (Europe, or at CEGEP in Quebec), with the trainee participating in the department relevant to his/her profile—classes, seminars, and practical work. 3. Internship in industry (3 months) offered by Tunisian companies and intended for future ISET professors with no practical business experience. 4. Gradual insertion into the school environment by using the period between the end of training and the start of the school year to prepare the teachers to take up their duties at the ISET to which they are assigned: integration into the teaching team, preparation of classes and practical work, participation in end-of-year juries and admissions panels, intern visits, and contacts with industry.</p>

Evaluative Dimension	Higher Education Reform Support Project	
	Training of University Managers	Training of Faculty for ISETs in 2-year Professional Master's Degree Program
3.6 Training follow-up		
	<p>No post-training arrangements. Participants noted their jobs involve specifics that cannot be addressed in formal training. They would have found post-training access to specific technical assistance helpful.</p>	<p>Gradual insertion into the school environment by using the period between the end of training and the start of the school year to prepare the teachers to take up their duties at the ISET to which they are assigned: integration into the teaching team, preparation of classes and practical work, participation in end-of-year juries and admissions panels, intern visits, and contacts with industry.</p>
3.7 Monitoring and evaluation		
	<p>Placement in a university depended on successful completion of the M.A. program that in turn required trainees to demonstrate mastery of content and skills taught in the training.</p> <p>A year after the training, the program organizers hold a 3-day seminar to evaluate the training. They use the feedback to improve its relevance to what graduates are finding in their jobs.</p>	<p>Medium</p>

Evaluative Dimension	Second Training and Employment Project	
	Training of the “Trainers”: Employees in Companies Trained to Coach Apprentices	Training of Employees in Small and Medium-Sized Enterprises
<b>1. Training Results</b>		
	<p>100 trainers, 1,350 apprenticeship counselors, and 554 tutors were trained; 56 participants attended a specialized session in the design of training techniques.</p> <p>Coaches were expected to improve the insertion rate of apprentices under their tutelage.</p> <p>1. In the evaluation of 1996 graduates in 2000, the overall insertion rate for participants was 62% for the participants. Growth of earnings was 55% for students who received training compared with 17% for those who did not.</p> <p>2. In the 2002 evaluation of 1998 graduates, the insertion rate was 84%. There was a gain in earnings of 18% for students receiving training.</p>	<p>Between 1996 and 2002 the number of SMEs using in-service training programs for their employees doubled from 700 to 1,400. By 2004, this number had increased to about 4,000 enterprises.</p> <p>1. In the evaluation of 1996 graduates in 2000, a 100% increase in training expenditures generated a 2.5% increase in value added for the enterprises, with a 3% increase in earnings for the workers.<sup>9</sup></p> <p>2. In the 2002 evaluation of 1998 graduates, a 100% increase in training expenditures generated an 8.4% increase in enterprises value added, with a 5.6% increase in earnings.</p>
1.1 Learning outputs		
	Good	Good
1.2 Performance outcomes		
	Good	Good
1.3 Development impact		

<sup>9</sup> The implementation completion report for this project notes that these results must be treated cautiously because aspects of the methodology used in the Tunisian evaluations raise questions about the validity of the findings: (i) the size of the samples; (ii) the methods used to draw the control group samples; (iii) the estimation procedures; (iv) the consideration of potential deadweight, substitution, and displacement effects in the results; and (v) the comparability of data between the two rounds of impact evaluations.. The implementation completion report notes that because of the questionable reliability of results from the 2000 and 2002 evaluations, the third round was cancelled by agreement with the government. At the same time, the Ministry of Vocational Training and Employment showed initiative in introducing monitoring and evaluation into the system. In fact, Tunisia is one of the few countries in the Middle East and North Africa region that has begun using impact evaluations. As a result of the attempts to conduct impact evaluations in this project, the country now sees the positive benefits of impact evaluations and understands the technical methodological requirements of such evaluations better. After the project closed the World Bank ran workshops on the technical dimensions of impact evaluations for Maghreb countries, including Tunisia. Using this new technical knowledge, in 2006 the ministry started a 36-month tracking study of 3,500 students, 50 percent being graduates of the dual system and 50 percent without this training.

Evaluative Dimension	Second Training and Employment Project	
	Training of the “Trainers”: Employees in Companies Trained to Coach Apprentices	Training of Employees in Small and Medium-Sized Enterprises
	N/A	N/A
<b>2. Relevance</b>		
2.1 Alignment		
	<p>This project was a response to the government’s strategic decision to increase growth rates by further integrating the Tunisian economy into the global economy and by preparing for the free trade agreement with the European Union in 2007. A national upgrading strategy (<i>mise à niveau</i>) was adopted and consisted of two main parts: (1) integrating the Tunisian economy into the global economy and (2) developing the Tunisian human capital base. The World Bank’s CAS supported the government’s <i>mise à niveau</i> strategy and included this project as one of its interventions. Within the <i>mise à niveau</i> strategy, the reform of the vocational training system that began in 1993 evolved into the second phase with a program named MANFORME (<i>Upgrading of vocational training and employment</i>). MANFORME’s goal was to develop a partnership with the private sector in order to establish a demand-oriented training system that would provide the skills and qualifications relevant to the needs of enterprises for their competitiveness and to individuals for their employability.</p>	
2.2 Diagnosis		
	<p>Given the government’s objective of integrating the Tunisian economy into the global economy, training was an appropriate initiative as part of a package of responses. This project was organized around the recognition that the system that delivered training had to be changed if training was to be effective and if enterprises were to begin to invest in their employees’ continuous learning that meeting global competition required.</p>	
2.3 Client participation in diagnosis and design of training		
	Good.	Good.
2.4 Client commitment to achievement of training objectives		
	<p>Tunisia’s government operates carefully within its Five-Year Development Plans, borrowing money or accepting grants only as this supports the country’s ability to achieve specific elements of its current plan. This project was designed under Tunisia’s IXth Five-Year Development Plan that focused on integrating the Tunisian economy into the global economy, in part through developing the country’s human capital base. There was strong support for the training objectives of this project—broadly across government and specifically at the responsible implementing agency, the Ministry of Vocational Training and Employment.</p>	
<b>3. Effectiveness of Training Process</b>		
3.1 Clarity of objectives		

Evaluative Dimension	Second Training and Employment Project	
	Training of the “Trainers”: Employees in Companies Trained to Coach Apprentices	Training of Employees in Small and Medium-Sized Enterprises
	<p>A competency-based model was used to design all training courses, and the competencies to be mastered in the training were clearly specified.</p> <p>Trained coaches were expected to increase the insertion rates of apprentices trained under them.</p>	<p>A competency-based model was used to design all training courses, and the competencies to be mastered in the training were clearly specified.</p> <p>Specific performance changes were not identified. However, the <u>effects</u> of these changes were specified in the key performance indicators.</p> <ol style="list-style-type: none"> <li>1. Wages of employees trained were expected to increase relative to those for untrained comparators.</li> <li>2. Training was expected to increase the value-added of the firms whose employees were trained.</li> </ol>
3.1.a. Specification of knowledge and skills to be gained		
	A competency-based model was used to design all training courses, and the competencies to be mastered in the training were clearly specified.	
3.1.b. Specification of performance change to be gained		
	Good	Medium
3.1.c. Specification of performance indicators		
	Good	Good
3.2 Attention to capacity context		

Evaluative Dimension	Second Training and Employment Project	
	Training of the “Trainers”: Employees in Companies Trained to Coach Apprentices	Training of Employees in Small and Medium-Sized Enterprises
	<p>The government and the World Bank recognized that if training was to achieve its objectives for its beneficiaries (enterprises and individuals), the system itself had to change from a supply-driven to a demand-driven system. To this end, the project supported several changes in the delivery system: (1) from skill needs defined by the government manpower projections to ones defined through partnerships with the private sector; and (2) from public provision of training to enterprise-based training. Simultaneous with training, the project funded reforms such as: (1) the creation of a labor market information system to improve the efficiency of training and the performance of labor markets; (2) an information dissemination system; (3) government capacities to conduct tracer studies and small surveys; and (4) production of a periodic bulletin that provided decision-making tools for individual firms making training decisions based on market signals.</p> <p>But trainers/coaches do not have incentives to provide coaching for employees within their companies because they get no recognition from their companies for these services.</p>	<p>Enterprises have incentives to send employees for training: 1) Firms pay a vocational training tax (1% of payroll for manufacturing firms and 2% for nonmanufacturing firms). They receive a partial rebate if they finance training audits and/or training of their employees. 2) Because the training tax that firms (especially SMEs) pay is small and would only partially cover the costs of in-service training, the government subsidized their training.</p> <p>The government and the World Bank recognized that if training was to achieve its objectives for its two beneficiaries (enterprises and individuals); the system itself had to change from a supply-driven to a demand-driven system. To this end, the project supported several changes in the delivery system: (1) from skill needs defined by the government manpower projections to ones defined through partnerships with the private sector; and (2) from public provision of training to enterprise-based training. Simultaneous with training, the project funded reforms such as: (1) the creation of a labor market information system to improve the efficiency of training and the performance of labor markets; (2) an information dissemination system; (3) government capacities to conduct tracer studies and small surveys; and (4) production of a periodic bulletin that provided decision-making tools for individual firms making training decisions based on market signals.</p>
3.3 Training needs assessment (TNA)		
	<p>Training programs were developed using a competency-based approach, based on partnership with the private sector. Professional organizations and enterprises were involved in analyzing and validating competencies before they were adapted to training programs.</p>	
	<p>Supervisors for the CENAFFIF were trained to analyze the production and training environment in preparation for training firm-based “coaches.”</p>	
3.4 Strategic participant selection		

Evaluative Dimension	Second Training and Employment Project	
	Training of the “Trainers”: Employees in Companies Trained to Coach Apprentices	Training of Employees in Small and Medium-Sized Enterprises
	Firms selected individuals to be trained as coaches according to certain criteria. However, it is uncertain how well these criteria were honored.	Employers selected employees for specific training courses.
3.5 Curriculum/pedagogy		
	It was assumed that coaches had the technical skills they needed. Training focused on developing their pedagogic and supervisory skills.	CENAFFIF, professional organizations, and enterprises worked collaboratively to develop training programs in the major economic sectors (60/154 were project-funded).
3.6 Training follow-up		
	N/A	N/A
3.7 Monitoring and evaluation		
	Medium. Effects of training on workplace behaviors of coaches were measured via effect on apprentices’ insertion rates.	Good

Evaluative Dimension	Export Development project I <sup>10</sup>			
	Two-Year Development Program for International Trading Companies (SMEs)	Two-Year Development Program for TA Vendors (“Export Advisors”) for International Trading Companies	Development of a Team of Experts for International Trade Fairs (Subset of “Export Advisors”)	Trade Facilitation Study Tours
<b>1. Training Results</b>				
	<p>700 firms participated in training.</p> <p>1. 595 enterprises became new exporters or entered new markets. 2. More than half of the firms assisted entered 57 new export markets that extended far beyond Tunisia’s traditional 4 European markets, 40% became new exporters, and 6% developed new export products. 3. Impact surveys and beneficiary surveys showed that more than half of participants adopted export strategies of good or better quality. 4. Participating firms having a unit responsible for export business rose from 10% to 37%.</p> <p>1. EMAF-related exports are estimated at \$418 million and a PV of net economic</p>	<p>(ICR): 300 export consultants trained; (TTL): about 10 firms created.</p> <p>There is increasing demand by firms for consultants’ services and increasing willingness of firms to pay full market price for these services.</p> <p>Results of ICR stakeholder workshop: 60% of firms are ready to cover the full costs of export consultants.</p>	<p>First round: 10 trained, followed by training of a second team.</p> <p>The initial trade fair team that EMAF trained is in so much demand for work on trade fairs that EMAF has had to recruit and train a second team.</p>	<p>Study tours showed what was possible in terms of performance standards and the means to achieve these. For example, participants used the tours to design the highly effective TTN (<i>Tunisie Tradenet</i>), a single window, automated computer-based network to expedite handling and clearances of cargos.</p> <p>The total package of activities, including the study tours, produced these results: 1. Imported goods can now be cleared in an average of 3 days, compared with an average of 8 days at appraisal. 2. Customs clearance time is 10 minutes for a declaration not requiring technical control, as opposed to 3 days in 2000. 3. Manifest processing time (through TTN) was reduced from 2 days in 2000 to 1 day. 4. Percent of</p>

10 **Rating Scale:** Green = Good; Orange = Medium; Red = Poor.

Evaluative Dimension	Export Development project I <sup>10</sup>			
	Two-Year Development Program for International Trading Companies (SMEs)	Two-Year Development Program for TA Vendors (“Export Advisors”) for International Trading Companies	Development of a Team of Experts for International Trade Fairs (Subset of “Export Advisors”)	Trade Facilitation Study Tours
	benefits of US\$286 million (63% above appraisal estimates). 2. Based on comparable past export and employment data for Tunisia, participants are estimated to have created about 4,000 new jobs among micro and SMEs over 2000–2004. 3. Impact assessments found that firms’ knowledge of export markets rose substantially.			merchandise inspected declined from 50–80% to 10%.
1.1 Learning outputs				
	Good	Good	Good	Good
1.2 Performance outcomes				
	Good	Good	Good	Good
1.3 Development impact				
	Good	Good	Good	Good
<b>2. Relevance</b>				
2.1 Alignment				
	<p>The project was consistent with 1996 CAS and Government of Tunisia priorities:</p> <ol style="list-style-type: none"> <li>1. <u>CAS</u>: It addresses this CAS objective: enhancing the ability of enterprises to compete on an equal footing with foreign companies and modernizing services that improve trade efficiency.</li> <li>2. <u>Government priorities</u>: Exports are critical for Tunisia’s growth and job creation. In 1997, the Superior Export and Investment Council, presided over by President Ben Ali, was created, reflecting the government’s awareness that trade liberalization—in the form of the phase-out of the Multi-fiber Agreement that would become due in 2005, the Association Agreement with the EU, and the</li> </ol>			

Evaluative Dimension	Export Development project I <sup>10</sup>			
	Two-Year Development Program for International Trading Companies (SMEs)	Two-Year Development Program for TA Vendors (“Export Advisors”) for International Trading Companies	Development of a Team of Experts for International Trade Fairs (Subset of “Export Advisors”)	Trade Facilitation Study Tours
	adherence to the WTO—is key to economic growth. The government has been very selective in accessing IBRD financial assistance and has determined that export development is a high priority where World Bank assistance would be beneficial.			
2.2 Diagnosis				
	<p>Tunisia had set high growth targets in its IXth Development Plan, calling for enhanced internal and external competitiveness and increased market shares abroad, existing export-oriented sectors and in new activities, including services. However, (1) the success of the offshore sector exports was being undermined by intense competition from other emerging economies in Tunisia's traditional markets; and (2) the onshore sector had not developed export production and marketing capabilities and would soon be exposed to severe competition from imports due to the free trade agreement with the EU.</p> <p><u>Need for export production and marketing assistance:</u> (1) onshore firms seriously undervalued production and marketing assistance to help them establish contacts with export outlets and conclude export sales; (2) firms had made little investment in entering export markets (product quality, marketing, etc.); (3) firms, especially SMEs in the onshore sector, had very limited export experience and needed assistance with information on potential markets and appropriate market segments, quality and price standards in these market segments, and potential supply chain intermediaries; (4) there was a weak overseas buyer connection, with the majority of exports being to a single buyer, usually through subcontracting arrangements; and (5) there was a weak exporter link to domestic producers. Entering export markets entails large up-front costs—costs involved in finding information on export markets, upgrading product design and quality, adapting packaging and labeling to export markets, and establishing marketing channels. It has been found that once these market entry costs are met, firms exhibit a sustainable commitment to export markets as long as operating costs are covered. Training firms in export issues, creating a technical export consultant market available to exporting firms, and training a team expert in organizing trade fairs, constituted a demand-based attack on this market failure.</p> <p><u>Need to simplify export and import procedures:</u> multiple procedures and steps were involved in trade activity. It took an average of 7 to 8 days (sometimes as long as 18 days) for customs clearance of goods for a company that was a partial exporter. A competitor in France, supplying the same goods and services, could complete customs clearance within hours. The Singapore study tour was the “kick off” event to help policymakers “see” alternative ways to organize customs clearance.</p>			
2.3 Client participation in diagnosis and design of training				
	The Tunisian government (specifically EMAF) managed all training. Tunisian public and private sector stakeholders participated extensively in the project's design through (1) working groups and (2) firm-level surveys of exporters and nonexporters to identify the key constraints to export development and the potential demand for the each component of the project.			
2.4 Client commitment to achievement of training objectives				
	This project and its components had commitment at the highest level of government, including the involvement of the Minister of			

Evaluative Dimension	Export Development project I <sup>10</sup>			
	Two-Year Development Program for International Trading Companies (SMEs)	Two-Year Development Program for TA Vendors (“Export Advisors”) for International Trading Companies	Development of a Team of Experts for International Trade Fairs (Subset of “Export Advisors”)	Trade Facilitation Study Tours
	Commerce, and the supervision of the President as chairman of the Superior Export and Investment Council, a cross-ministerial committee.			
<b>3. Effectiveness of Training Process</b>				
3.1 Clarity of objectives				
	Good. 350 enterprises were expected to become new exporters or to enter new markets.	Firms were expected to find expert technical consultants to be of sufficient value to hire them (1) initially at 50% subsidy and (2) subsequently at full market price.	Good	The results expected were very general: (1) a change in participants’ perceptions of Tunisia’s customs clearance performance against standards met by competitor nations, and (2) the ability to bring feasible alternatives to the work of redesigning Tunisia’s customs clearance processes and standards.
	Good	Good	Good	Good
3.1.a. Specification of knowledge and skills to be gained				
	Good	Good	Good	Good
3.1.b. Specification of performance change to be gained				
	Good	Good	Good	Medium
3.1.c. Specification of performance indicators				
	Good	Good	Medium	Poor
3.2 Attention to capacity context				
	Participating firms were required to have export business plans approved by	Government decree gave export consultants a one-time exemption from taxes. A 50%	Training enabled participants to enter a specialized technical niche with multiple	Implementing agency felt that a criterion for participating in the tours should have been the

Evaluative Dimension	Export Development project I <sup>10</sup>			
	Two-Year Development Program for International Trading Companies (SMEs)	Two-Year Development Program for TA Vendors (“Export Advisors”) for International Trading Companies	Development of a Team of Experts for International Trade Fairs (Subset of “Export Advisors”)	Trade Facilitation Study Tours
	<p>the EMAF. The export business plan had to answer these questions: 1) Why this commodity? 2) Why this country? 3) What actions will the SME take to reach its objectives? Steering Committee received 50% subsidy for hiring export consultants.</p> <p>Training well-sequenced with other interventions. The creation of a local market of export and trade fair experts constitutes a sustainable supply of training services to firms.</p>	<p>subsidy of firms’ use of export consultants helped create demand for export consultants’ services.</p> <p>Well-sequenced.</p>	<p>opportunities to make domestic and international private sector contacts.</p> <p>Well-sequenced.</p>	<p>strategic dissemination of their results. This would have placed participants more in the role of change agents, as well as consolidating their learning.</p>
	<p>The Tunisians (specifically EMAF) managed all training. Initially it teamed local Tunisian trainers with foreign consultants who helped frame the training programs and resolve problems that arose during implementation. Tunisia is rapidly becoming self-sufficient in local training capacity for export issues.</p>			
3.3 Training needs assessment (TNA)				
	<p>1. A 1998 survey of firms identified their training and technical assistance needs.</p> <p>2. The EMAF management team (EMT) worked continuously with Tunisian firms, observing and eliciting training needs. The EMT consisted of: (1) a director/coordinator with experience in international trade management, and (2) a group of experts, including two international consultants with substantial experience in export development, export market requirements, and management of matching grants aimed at promoting exports and competitiveness, and two Tunisian consultants with substantial knowledge of private enterprise development, export market requirements, and industrial subsectors.</p>			<p>The Tunisian team that worked with the World Bank in preparing the project determined that key policymakers needed to see: (1) that other countries performed customs clearance significantly more efficiently than Tunisia—</p>

Evaluative Dimension	Export Development project I <sup>10</sup>			
	Two-Year Development Program for International Trading Companies (SMEs)	Two-Year Development Program for TA Vendors (“Export Advisors”) for International Trading Companies	Development of a Team of Experts for International Trade Fairs (Subset of “Export Advisors”)	Trade Facilitation Study Tours
	Canadian study tour helped identify needs.		EMAF analyzed the tasks that experienced trade fair organizers performed and the implications of these tasks for skill and knowledge requirements.	e.g., 25 minutes in Singapore versus up to 18 days in Tunisia, and (2) how more efficient clearance could be achieved— e.g., use of specific incentives, technologies, and organizational practices.
3.4 Strategic participant selection				
	Given international evidence that successful export development is based on demand, not supply, EMAF offered training and technical assistance subsidies in response to firms’ self-selection. More than 1,100 firms requested assistance.	Competitively selected according to criteria.	EMAF selected the first team to be trained in organizing trade fairs and in service exports from the pool of local export consultants that EMAF had trained. Criteria for selection: (1) 35–40 years of age; (2) English speakers; and (3) at least 4 years of postbaccalaureate education.	Ministries involved in export development nominated participants. This was not optimal. Those in charge of the tour now recognize that they should have had a competitive process, selecting younger individuals more likely to be change agents, rather than ones of high rank.
3.5 Curriculum/pedagogy				
				Content of study tours was well-defined to expose participants to performance measures of customs clearance process and the means by which superior performance was achieved. These tours were set up as a benchmarking exercise.
3.6 Training follow-up				

Evaluative Dimension	Export Development project I <sup>10</sup>			
	Two-Year Development Program for International Trading Companies (SMEs)	Two-Year Development Program for TA Vendors (“Export Advisors”) for International Trading Companies	Development of a Team of Experts for International Trade Fairs (Subset of “Export Advisors”)	Trade Facilitation Study Tours
	1. Project created a local export consultant market that SMEs could access for post-training help. 2. Upon submission and acceptance of an export business plan, EMAF subsidized up to 50% of the cost of consultant services to help enterprises enter export markets.	The local and international export experts based in the EMAF management team advised and coached local export consultants during and after training.	The local and international export experts based in the EMAF management team provided coaching during and after training.	There was no systematic follow up, although study tours created a “college of colleagues” that interacted informally together after the tours.
3.7 Monitoring and evaluation				
	Throughout project implementation, various impact assessments were conducted by independent specialist advisors to EMAF. These assessments: (1) captured near-term effects on export-related business strategy, skills, practices, partnerships, and capacity (“export culture”) of export subprojects; and (2) determined the likely dimensions of economic impact. These assessments included a midterm review (March 2002); balance of Fonds d’Accès aux Marchés d’Exportation (FAMEX) I and orientation of FAMEX II (September 2003); FAMEX qualitative evaluation (end of 2003); Geomar International, Inc. report (April 2004); Sigma Conseil Survey (September 2004); FAMEX Impact Study, and ISTIS (April 2004). In addition, the implementation completion report team conducted a post-project beneficiary survey, focus group, and stakeholder workshop.			No M&E for study tours.

Evaluative Dimension	Agriculture Support Project <sup>11</sup>				
	Support Agricultural Producers to Improve Product Quality and Expand Exports	Study Tours and Workshops for Quality “Engineers”	Study Tours for Plant Protection and Seed and Plant Certification	Local and International Training for Livestock and Animal Health	Local and International Training for Plant Protection and Seed/Plant Certification
<b>1. Training Results</b>					
	Project still open. Pilot training with 30 SMEs with export potential.	20 quality engineers trained.		There is only anecdotal evidence of effects on workplace performance. This evidence is positive.	
1.1 Learning outputs					
	N/A	N/A	N/A	N/A	N/A
1.2 Performance outcomes					
	N/A	N/A	N/A	N/A	N/A
1.3 Development impact					
	N/A	N/A	N/A	N/A	N/A <sup>12</sup>
<b>2. Relevance</b>					
2.1 Alignment					
	Given the economic importance of the agricultural sector (13% of GDP), the challenges from liberalization and natural resource constraints, and the higher rural poverty rate (14% compared with 4% in urban areas), CAS priorities were to improve the competitiveness of agriculture, to support sector reforms in natural resource management, and to provide support to rural living standards. The Agricultural Support Services Project supported sustainable growth of incomes in rural areas through the development of producer organizations and of services to competitive agriculture during the period of transition to a less protected economy.				

<sup>11</sup> **Rating Scale:** Green = Good; Orange = Medium; Red = Poor.

<sup>12</sup> Officials at the Ministry of Agriculture noted that Tunisia does not yet have enough specialists trained for meeting WTO and EU standards, nor does it have enough fundamentally qualified staff members who can quickly absorb specialist training.

Evaluative Dimension	Agriculture Support Project <sup>11</sup>				
	Support Agricultural Producers to Improve Product Quality and Expand Exports	Study Tours and Workshops for Quality “Engineers”	Study Tours for Plant Protection and Seed and Plant Certification	Local and International Training for Livestock and Animal Health	Local and International Training for Plant Protection and Seed/Plant Certification
2.2 Diagnosis					
	The Government of Tunisia recognized that meeting standards of the WTO and FTA with the EU required that Tunisia find ways to assure quality, detect disease in plants and animals, and trace disease back to its source. It needed capacity building in the form of changed standards (incentives), organizational processes and equipment, and different technical skills among relevant operational staff, such as veterinarians and laboratory technicians.				
2.3. Client participation in diagnosis and design of training					
	Clients were heavily involved. The Government of Tunisia oversaw a thorough identification and preparation process (1998–2000) using government agencies, their consultants, the FAO Investment Center, and numerous workshops and seminars to frame the strategy, build consensus, and work out the specifics of the project. For example, the government insisted that training be combined with technical assistance—it did not want these two activities separated or to have one without the other. Consistent with the project’s demand focus, producers and producers’ organizations were particularly involved in the design of all project activities, including local level cooperatives and associations, the regional <i>chambres d’agriculture</i> , the regional and national producers’ union, and the quality engineer professional groups (GIPs).				
2.4 Client commitment to achievement of training objectives					
	There is broad agreement within the World Bank (country director, task team leader, and IEG) and among the development partners that the Government of Tunisia unequivocally “owns” its projects. Previous training in the agriculture sector had been grant-funded. The training in this project is the first time the government had borrowed money to train. The government examines grant-based training (especially loan-based training) with a very critical eye—it is the government’s money, and it wants to be sure that training is practical and useful.				
<b>3. Effectiveness of Training Process</b>					
3.1 Clarity of objectives					
	Medium	Medium	The tour was expected to: (1) change participants’ perceptions of Tunisia’s performance for plant and seed protection relative to standards met by potential	Good	Good

Evaluative Dimension	Agriculture Support Project <sup>11</sup>				
	Support Agricultural Producers to Improve Product Quality and Expand Exports	Study Tours and Workshops for Quality “Engineers”	Study Tours for Plant Protection and Seed and Plant Certification	Local and International Training for Livestock and Animal Health	Local and International Training for Plant Protection and Seed/Plant Certification
			customer nations; (2) suggest ways to improve Tunisia’s performance; and (3) introduce Tunisians into professional networks they could later access. Performance change: Not well specified, although participants could be expected to use what they had learned on the tour during their subsequent training sequence of courses + technical assistance follow-up.		
3.1.a. Specification of knowledge and skills to be gained					
	Good	Good	Good	Good	Good
3.1.b. Specification of performance change to be gained					
	Medium	Medium	Medium	Good	Good
3.1.c. Specification of performance indicators					
	Poor	Medium	Poor	Good	Good
3.2 Attention to capacity context					
	To reinforce training and technical assistance for SMEs with export potential, the project	Good	Good	The project financed the purchase of equipment (e.g., for laboratories) that participants needed if they were to use new skills and knowledge.	

Evaluative Dimension	Agriculture Support Project <sup>11</sup>				
	Support Agricultural Producers to Improve Product Quality and Expand Exports	Study Tours and Workshops for Quality “Engineers”	Study Tours for Plant Protection and Seed and Plant Certification	Local and International Training for Livestock and Animal Health	Local and International Training for Plant Protection and Seed/Plant Certification
	<p>simultaneously: 1) strengthened the capacity of local and regional producer organizations (e.g., cooperatives) to demand, manage, and provide services; 2) helped develop national “interprofessional organizations” (GIPs) to improve product quality and develop new markets and brand images for Tunisian produce; and 3) strengthened the supply of and producer access to research, training, and farming advisory services. All training of SME producers was conducted by local trainers.</p>			<p>Skills required to train for these two functions are scarce internationally and minimal in Tunisia. The Government of Tunisia prefers to internalize training for these functions, but recognizes that it will take some years to build the skill base required to create local training capacity.</p>	
	<p>The Government of Tunisia deliberately selected a sector investment lending instrument because it wanted to conduct sectoral reforms and investment simultaneously.</p> <ol style="list-style-type: none"> <li>1. The WTO and EU have set standards that Tunisian export producers and those public agencies responsible for supporting exports understand they have to meet if they are to maintain, let alone expand, their export shares.</li> <li>2. The government’s agricultural reform reorients agricultural policy toward the private sector and is demand-based. It will ultimately shift the government’s role from provision and financing to policy formulation, planning, regulation and control, and monitoring and evaluation.</li> </ol>				
3.3 Training needs assessment (TNA)					
	<p>A TNA of producers’ knowledge and skill needs and of their support service needs was completed during preappraisal.</p>	<p>World Bank staff and Ministry of Agriculture conducted a TNA for the study tours.</p>	<p>1. World Bank staff and Ministry of Agriculture conducted a preliminary TNA. 2. French firms contracted for training and TA came to Tunisia to conduct a thorough training needs</p>		

Evaluative Dimension	Agriculture Support Project <sup>11</sup>				
	<b>Support Agricultural Producers to Improve Product Quality and Expand Exports</b>	<b>Study Tours and Workshops for Quality “Engineers”</b>	<b>Study Tours for Plant Protection and Seed and Plant Certification</b>	<b>Local and International Training for Livestock and Animal Health</b>	<b>Local and International Training for Plant Protection and Seed/Plant Certification</b>
				assessments—e.g., they analyzed Tunisian border control operations and laboratory processes, comparing them to those required for state-of-the-art assurance of food safety or veterinary control of epidemiology.	
3.4 Strategic participant selection					
	Appropriately competitive: 1. Advertised in newspapers for several days. 2. Posted on Agricultural Investment Promotion Agency Web site. 3. Letters sent directly to selected farmers from database of 40,000 farmers. 4. Selected from 70 applications on basis of education level (must have at least 2 years of postsecondary education), experience, producer for export.	Competitive selection among professionals with specified educational backgrounds.	N/A	1. All participants had to be qualified veterinarians. 2. Ministry department for animal health collects proposals from each governorate for training; prioritizes needs among governorates and uses database of profiles of vets for each governorate to match their specialization with the training focus.	French firms identified specific individuals who needed training (whether technician or a high-level member of the lab), their specific training needs, and where they should be trained (Tunisia or France).
3.5 Curriculum/pedagogy					
	Training program has three pieces. Trainers: (1) run a 3-day workshop for 30 farmers in the program on producing for export	Training consisted of (1) 10-day tour abroad to track products from point of origin to market and to observe	Agenda of study tour was designed to expose participants to: (1) the controls that Tunisia’s	Training focused on animal surveillance, combining theory and practice. Vets trained	French firms developed training programs using both classroom training

Evaluative Dimension	Agriculture Support Project <sup>11</sup>				
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	(e.g., standards); (2) visit each farm for 1.5 days to assess producers’ procedures and conditions; (3) run a second 3-day workshop for 30 producers on export topics such as marketing and contracting.	quality procedures that ports of Tunisia’s foreign customers applied; (2) technical workshops in Tunisia.	customers placed on plant products; (2) other countries’ standards for plant protection; and (3) means that they used to meet standards.	to recognize symptoms of animal and bird diseases, to perform autopsies, and to submit uncontaminated samples to laboratories for testing.	and on-the-job training. Technical training conducted in Tunisia either by French or Tunisian experts. When high-level expertise had to be developed, participants went to France for training.
3.6 Training follow-up					
	Producers had post-training access to local producer organizations (e.g., cooperatives); “interprofessional organizations” that focus on improving product quality and developing new markets and brand images for Tunisian produce; and research, training, and farming advisory services.	No formal follow-up, but the engineers work in “quality teams” <sup>13</sup> that provide informal follow up opportunities.	1. The tour let participants create new international professional relationships that they continue to contact periodically. 2. After the tour participants entered training with TA backup. (See local and international training for plant protection and seed/plant certification.)	1. Contracts with French firms required a combination of training and technical assistance over a 2–3 year period. The TA consisted of some on-the-job TA and annual workshops for all of those trained. 2. The Government of Tunisia watched for donor or World Bank funding that could be	Good. Training was followed by technical assistance that helped participants apply new knowledge and skills.

13 A “quality team” of young professionals is set up and trained as the basis for a “quality network” to provide advice within the integrated chain from producer to consumer.

Evaluative Dimension	Agriculture Support Project <sup>11</sup>				
	<b>Support Agricultural Producers to Improve Product Quality and Expand Exports</b>	<b>Study Tours and Workshops for Quality “Engineers”</b>	<b>Study Tours for Plant Protection and Seed and Plant Certification</b>	<b>Local and International Training for Livestock and Animal Health</b>	<b>Local and International Training for Plant Protection and Seed/Plant Certification</b>
				used to buy additional training that would reinforce initial training.	
3.7 Monitoring and evaluation					
	Poor	Poor	Poor	Medium. Tests of acquired skills and knowledge.	Medium

Evaluative Dimension	Education Quality Improvement Program (EQIP I) <sup>14</sup>
<b>1. Training Results</b>	
1.1 Learning outputs	
	The learning objectives were partially achieved.
1.2 Performance outcomes	
	Although pedagogic assistants visit each teacher once a week, they are still not systematically displaying a reflective practice approach to teaching.
1.3 Development impact	
	Serious problem with incentives at the teacher level that impaired the effects of training. Director of the Regional In-service Teacher Training Center regarded the training as necessary, but not sufficient, to change trainers' training practices adequately or to have the desired impact at the school level.
<b>2. Relevance</b>	
2.1 Alignment of organizational strengthening goals with World Bank and government priorities	
	The project's development objective is broadly aligned with the April 2000 CAS, and its organizational strengthening goals are aligned with the project's development objective. The project contributed directly to the CAS goal of "consolidating long-term development, mainly through human resource development, natural resources management, transport, rural development and municipal development" and indirectly to the CAS goal of "supporting economic reform to enhance competitiveness and increase employment."
2.2 Diagnosis	
	The Ministry of Education understood that improving educational quality and moving to a child-centered pedagogy were key to achieving their objectives of increasing completion rates of basic education and reducing repetition rates. Its action plan for reform specified a competency-based curriculum and reflective pedagogy, both of which required changes in the skills and knowledge of teachers. To start the process of changing teachers' practice, trainers had to be trained.
2.3. Client participation in diagnosis and design of training	

<sup>14</sup> **Rating Scale:** Green = Good; Orange = Medium; Red = Poor.

Evaluative Dimension	Education Quality Improvement Program (EQIP I) <sup>14</sup>
	There was a year-long dialogue on the <i>ecole de demain</i> , and the Ministry of Education led constant consensus building efforts over 18 months during project preparation. Initially, the ministry's efforts centered on its own officials at central, regional, and local levels, with invitations extended to relevant ministries as needed. Then this consultative process was expanded to include other Government of Tunisia actors, including all key ministries and nongovernmental entities (such as the Tunisian Organization for Education and Family). Finally, regional consultations were held in every governorate, involving all the stakeholders (including parents, students, teachers, and community leaders) who were invited to convey suggested changes in the project's reform activities, including its training activities.
2.4 Client commitment to achievement of training objectives	
	The Government of Tunisia gives high priority to education and the government's strategy for basic education is the basis for the design of the project, including its training components.
<b>3. Effectiveness of Training Process</b>	
3.1 Clarity of objectives	
	Competency profiles, consisting of required skills and knowledge, were defined for different types of trainers, and training was based on these profiles.
3.1.a. Specification of knowledge and skills to be gained	
	Good
3.1.b. Specification of performance changed to be gained	
	No specification of direct effects of learning on performance. <sup>15</sup>
3.1.c. Specification of performance indicators	
	None
3.2 Attention to capacity context	

<sup>15</sup> The effects that training is expected to have on students, via the use of this training to bring about changes in the teachers of these students, are clearly specified:

1. Eighty percent of Grade 9 students pass the end-of-year *diplome de fin d'etudes d'enseignement de base* (basic school leaving certificate).
2. Continued reductions in repetition rates: Baseline: 15.9 percent in Grades 1–6 and 20.7 percent in Grades 7–9 in 1998/1999. Target: <5.0 percent in Grades 1–6 and <15.0 percent in Grades 7–9 by 2005/2006.
3. Continued reductions in dropout rates: Baseline: 3.2 percent in Grades 1–6; and 10.1 percent in Grades 7–9 in 1998/1999. Target: <1.5 percent in Grades 1–6 and <5.0 percent in Grades 7–9 by 2005/2006.

Evaluative Dimension	Education Quality Improvement Program (EQIP I) <sup>14</sup>
	<p>1. Serious incentive problems afflicted the training and were not resolved. The Government of Tunisia tried to get teachers to train on their own time. This policy triggered a strike and a 4-year fight between the teachers and the government and impaired the ability of trainers to conduct training. “Teachers are now in a bargaining position. No matter how good the in-service training, it won’t make much difference because teachers are resisting change. For example, when they are confronted with low PISA learning outputs, they blame either the means or the students.” The reasons seemed to be (1) inconsistencies within the action plan; and (2) the time it takes for individuals to integrate multiple changes into their practice.</p> <p>2. When trainees have to integrate multiple changes into their practice, training itself is not sufficient, but there was no systematic follow-up to the training.</p> <p>3. Although sequencing was generally good, complementary changes at the school level that were required to maximize trainers’ efforts were still coming “on line”—e.g., establishing teacher councils to create a team approach.</p>
3.3 Training needs assessment (TNA)	
	<p>1. Law of 2002 (<i>Loi d’orientation sur l’éducation et l’enseignement scolaire</i>) established the framework for the education reform.</p> <p>2. Tunisian students’ results on international learning assessments (PISA 2003; TIMSS 1999 and 2003) were analyzed to identify their competency gaps and the ways in which the prevailing curriculum and pedagogy were failing to address these gaps.</p> <p>3. Action plan for 2002–2007 (<i>Tomorrow’s Schools</i>) specified the implications of the legal framework and special analyses for curricular reform, textbook reform, and new skill and knowledge requirements for teachers and thus for trainers.</p> <p>4. CREFOC used international experts from education systems that stressed reflective practice (Canada, France, and UK) to set new benchmarks for staff in the system.</p> <p>5. CREFOC conducted a large number of school visits to observe staff training needs relative to new benchmarks. It also reviewed inspection reports that diagnosed problems, but used these cautiously because inspectors tended to reflect old standards.</p>
3.4 Strategic participant selection	
	Widespread, according to job profile. Participants consisted of occupants of one of four positions that provided training in the education system: inspectors, master teachers, pedagogic advisors, and pedagogic assistants.
3.5 Curriculum/pedagogy	
	Two-phase training, with Phase 1 being seminars and practice and Phase 2 being distance learning and e-learning. CREFOC used multiple materials and activities to train in the concepts and practice of the new competency-based curriculum and reflective pedagogy—lectures and active methods, including use of demonstrations of actual teaching.
3.6 Training follow-up	
	None
3.7 Monitoring and evaluation	
	Medium
3.7.a. Level 1	

Evaluative Dimension	Education Quality Improvement Program (EQIP I) <sup>14</sup>
	N/A
3.7.b. Level 2	
	Trainers were subject to end-of-course examinations and other measures of learning.
3.7.c. Level 3	
	None

## 5.6 Persons Interviewed for the Tunisia Case Study

### World Bank Staff

Country director, MNC01	Theodore Ahlers
TTL, Higher Education Reform Support Project (preparation)	Benoit Millot
TTL, Higher Education Reform Support Project (supervision)	Linda English
TTL, Second Training and Employment Project (preparation)	Guillermo Hakim
TTL, Second Training and Employment Project (supervision)	Dung-Kim Pham
TTL, Export Development Project (First Phase)	Hamid Alavi
TTL, Agricultural Support Services Project	Marie-Helene Collion
TTL, Education Quality Improvement Program (EQIP I)	Linda English
TTL, Natural Resource Management Project	Douglas W. Lister
Senior Natural Resources Management Specialist	Abdelkrim Oka

### Clients and Beneficiaries

Interlocutor between Tunisian Government and World Bank Director General, Multilateral Financial Cooperation, Ministry of Development and International Cooperation	Mr. Kamel Ben Rejeb
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### *Higher Education Reform Support Project*

Professor of University Management and President of Superior Council of Communication (now) Chair Director, Training Program for Young Professionals, Ministry of Education	Mr. Youssef Alouane
President, Commission of Quality Assurance Ministry of Higher Education	Mr. Heidi Zayem Ms. Alfa Kacem
Project Management Unit, Ministry of Higher Education	M. Abdallah Riahi
Director General, University Reform, Ministry of Higher Education	Mr. Mohamed Rached Boussema
Director General, Technological Studies, Ministry of Higher Education and Director, INSET de RADES	Mr. Ahmed Dhouib
INSET de RADES	Mrs. Rim Saied
INSET de RADES	Mr. Hassene Mamaai

### *Second Training and Employment Project*

Director, Projets Alternance et Approche par Competences, Ministry of Education and Training	M. Brahim Toumi
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### *Export Development Project (First Phase)*

Director of Coordination, Fonds d'Acces aux Marches d'Exportation (FAMEX)	Mr. Slim Chaker
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Deputy Director, FAMEX  
Director General, TUNI CODE

Mr. Marouane Abassi  
M. Karin Gharbi

***Agricultural Support Services Project***

Director General, Ministry of Agriculture  
and Water Resources

M. Abdallah Mallek

Project Coordinator, Ministry of Agriculture

Mr. Sadok El Amri

Director General, Agricultural Investment Promotion Agency (APIA)

Mr. Mohamed Gharbi

Director General, Veterinary Services, Ministry of Agriculture and Water Resources

Mr. Malek Zerelli

Director General, Protection and Quality Control of Agricultural Products, Ministry of  
Agriculture and Water Resources

Mr. Hasnaoui Zaidi

***Education Quality Improvement Program (EQIP I)***

Director, Teacher Training, Ministry of Education

Omrane Boukhari

Director General, CENAFFE

M. Mustapha Ennafer

Inspector General of Education, Project Coordinator, Ministry of Education

Mr. Abdelmalek Sellami

Director General, Department of Evaluation

M. Nejjib Ayed

Department of Evaluation

Madame Samira Helaoui

***Others interviewed***

Director General, Center of Research and Studies, Social Security

Mohamed Chaabane

Director, Department of Economic, Financial, and Actuarial Studies, Center of Research and  
Studies, Social Security

Khaled Sdiri

Deputy Director, Department of Economic, Financial, and Actuarial Studies, Center of  
Research and Studies, Social Security

Mounir Cherif

Charge de Programme Education, UNICEF

Moncef Moalla

Charge de Mission, Groupe Agence Francaise de Developpment

Ghislain de Valon

Adjoint Director

Dominique Logeay