

EVALUATION OF THE TRAINMAR PROGRAMME

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Annex 1

CONCLUSIONS AND RECOMMENDATIONS FROM THE 1990 EVALUATION

Paragraphs 21 - 43 of TD/B/C.4/331, including Action Plan

Output of trained personnel

In general, a high proportion of the planned output has been achieved, as indicated in Table 1. In the case of training managers instructed, the planned output has even been exceeded. However, the average number of port and shipping managers trained per year in the later years in relation to the target for that period was less satisfactory. Now that the centres have been established and offer suitable courses, the output of trained personnel can continue to grow even without UNCTAD intervention.

Course development

While TRAINNAR has achieved widespread success in terms of effective course deliveries, less success has been achieved in course development and course adaptation. Both the level of new course development and the quality of more recent courses have been dropping. A high turnover of course developers has been observed in Asia and East Africa. However, greater stability has been perceived in West and North Africa. There is thus room for improvement with regard to the development and adaptation of courses. Various factors contributing to inadequacy in both quantity and quality may be identified, including the intellectual ability of course developers, their training, involvement of line managers and external quality control. Each of these factors could be improved but action would be needed at many levels, including Governments, top managers, training managers and the CST, with inputs from the substantive sections of the Division.

As regards the training of course developers, there is a need (1) to create conditions that will attract the right applicants and reduce the turnover rate through greater incentives in terms of status, salaries and other benefits including housing and career possibilities; (ii) to provide better and longer training, as well as selective on-the-job advice until self-sufficiency is achieved; (iii) to involve line managers more actively in training process, perhaps by providing training to them as well, so that they can recognize the benefits in terms of operational improvements that can result directly from training and take initiatives themselves to use training resources and training in an optimal manner. A good example of proper status and career conditions for trainers has been observed in the Abidjan Academy, which may be studied as a model for other TRAINMAR centres.

A small proportion of the courses developed (about 15 per cent) have not been of acceptable quality standards for international exchange. This underlines the need for more rigorous quality control which seems to be slackening recently, since the methodology alone cannot guarantee the development of first-class courses. There is also room for improvement in ms of developing a standard “house style” for the presentation of courses.

It should be noted that the experience has been a mixture of local and centralized course development. Some locally developed courses have met difficulties in terms of developing local capacity to identify operational and other deficiencies and to develop courses that are tailor-made to overcome such shortcomings, in addition to technical cooperation among developing countries in terms of the exchanges of experience, course materials and instructors. These objectives are worth supporting even if performance is not always up to an “ideal” standard. However, there may be instances where a management problem is so widespread that a “core” course dealing with the main elements of the problem may be developed first, to which local elements may be added later, or where a target population is so small as to render prohibitive the cost of locally developed courses.

Centres and networks

The great diversity in types of centres (from regional academies to local training departments) and the varied performances (from successful and active centres to languishing ones), as well as the varying potential among them, combined with the limited resources available to the CST, have led to the need to establish a new system of cooperation and support between the CST and the 23 centres which would ensure that help is available to all centres, but entailing different levels of direct support from the CST corresponding to the different levels of needs of the centres.

A total of 10 to 12 main centres would, at present, appear to be a practical limit for efficient cooperation with the CST. Course development and regional activities would be concentrated at these main centres. Other centres (associate centres), which should at least have a capacity to identify training needs and to deliver selected courses, would be members of TRAINNAR but would normally coordinate their activities through a main centre. Such a scheme of main and associate centres is in line with the proposals presented to a TRAINMAR review meeting held in Bremen (Federal Republic of Germany) in 1988 which envisaged an arrangement involving resource centres as well as full and associate members.

It would be necessary for main centres to be sufficiently motivated to undertake activities with regional or interregional rather than just local objectives. Some positive experience in this area has already been gained

through the established resource centres, including those in Madras, Johore and Mexico, which will have a key role to play, complementary to that of the CST, particularly in promoting technical cooperation among the centres.

Criteria for the choice of main centres are being developed. They should include a centre's ability to correct many of the problems already identified, such as the need for continuity of staff, interest and involvement on the part of line managers, etc. and factors such as physical facilities and the centre's status within the local maritime community.

Sufficient evidence is not yet available to indicate whether all the regional and subregional networks can sustain their activities without external support. However, it appears that, without a minimum level of continued regional assistance, the benefits of past efforts may be lost. Continued support for the development and strengthening of the networks is essential for the consolidation and sustainability of the TRAINMAR programme. This support should, in the long run, be organized through direct external finance or a range of cooperation activities involving richer, more experienced centres bringing their own sources of finance. It has been suggested that if TRAINMAR could pay some regional staff, such as regional coordinators, this would ensure better performance.

A distinct difference in the status and prestige of centres in anglophone and francophone countries has been noted. Attention should be given to the circumstances which have led to stability and success in the Abidjan centre in particular, including its ability to attract academically well-qualified persons. However, the need to associate academics with persons having practical experience at all levels should also be borne in mind.

As regards the involvement of training centres from industrialized countries, this can succeed only where a satisfactory incentive can be found for them. Further, the principle of collaborative ventures between more and less experienced centres will need to be examined closely. Such ventures would call for external financial support, but would provide inputs beyond the means of individual centres or where the benefits are too diverse or long-term to interest any single centre. This can perhaps be married to the interests of bilateral donors or the World Bank, and one aim of UNCTAD should be eventually to arrange for activities to be funded on a regular basis by such sources. The CST would need to play an important coordinating role in this regard.

It should remain a cornerstone of TRAINMAR that member centres be expected to pay the cost of local network activities and make a financial contribution to cover the costs of support provided on pedagogic and technical matters. However, this goal will be very difficult to achieve until there is a thriving network in which each centre can participate. In particular the CST,

together with the resource centres, will need to demonstrate the value of their support, by providing more on-the-spot services both to centres and to networks, and by bringing the benefits to the attention of national authorities. This might need support by UNDP-financed projects.

Role of CST

Many of the problems encountered in the implementation of TRAINMAR in the recent period were indicative of the need for greater support from the CST. Many centres had no resident expert and this was a cause of reduced activity and lowered standards. Hopes that momentum and quality would be maintained through regional cooperation arrangements have not been realized. Direct support from the CST, with full backing from UNCTAD, would seem to be needed more than ever before.

The role and structure of the CST will also need to match the evolving needs of the networks, including such duties as the management of networks, pedagogic support, programming assistance and the handling of administrative logistics. While steps have been taken to strengthen the CST (with three professionals to provide direct support and management and to cover the key complementary languages needed, plus three GS staff for non-technical backup), this is perhaps a minimum acceptable strength for the functions envisaged. The filling of various vacancies in the Division would obviously allow better support to be provided to the CST.

It is essential for the CST, as much as for the TRAINMAR centres, that posts be occupied by truly motivated individuals with the right aptitudes. Of particular importance is the post of Training Management Advisor which is the source of pedagogic support and which cannot be provided within the resources available to UNCTAD. All potential sources of finance need to be pursued in order to provide stability to this post as the CST would effectively cease to function without such pedagogic support.

Further, extra resources will be required for the reorganization of TRAINMAR along the lines indicated above during a period when routine demands on the CST will probably exceed its capacity. As such demands cannot be met from resources for technical cooperation, UNCTAD will have to request a further period of assistance from the interregional programme of UNDP.

Impact of TRAINMAR

The TRAINMAR programme, incorporating as it does a reliable methodology which can be widely applied, has demonstrated its effectiveness as perhaps the best possible means of helping developing countries to develop their own capacity for maritime management training. Despite various problems

observed, with contributory causes ranging from inadequate local support to insufficient quality control, TRAINMAR courses have tended to form the backbone of maritime management training in many countries.

Trainmar's impact can be judged by the fact that it has been instrumental in the establishment of training institutions and permanent maritime training capacity where none existed before in a number of countries, including Côte d'Ivoire, India, Mexico, Morocco and Mozambique, as well as in a number of regions, including the Arab region (Sharjah) and the Central American region (Managua). It has also contributed to the strengthening of existing institutions and capacities. There is also evidence of sustainability to the extent that most institutions are still functioning even without external assistance. Further, even if the training standards applied during the execution of the projects are not maintained, the standards still remain higher than before.

One example of sustainability is the experience in Malaysia, where a scheme of financial contributions by ports was drawn up for the running of the TRAINMAR programme, together with the establishment of a national training committee under the auspices of the Ministry of Transport, with coordination provided by the resource centre in Johore. Similar approaches have been adopted or are being applied for the financing of national training schemes in other countries, including Algeria, India and Morocco

TRAINMAR has also contributed to creating the conditions for "collective self-reliance" and technical cooperation among developing countries through the networks of cooperating TRAINNAR centres. This objective remains an important one, and will need to be pursued. As Mr. G. Tarr, a former member of the CST has observed, "The heart of the philosophy is the principle of harnessing local training resources in a cooperative network and hence obtaining multiple effect without losing specificity."

A number of unforeseen benefits have also been observed, in particular a clear increase in consciousness and professionalism throughout training, and an increased awareness of the importance of human resources development issues.

Action plan

Subsequent to the UNDP/UNCTAD evaluation conducted in 1989 (see footnote 2/), an action plan has been drawn up giving the future directions and detailing follow-up actions. This action plan is reproduced below.

ACTION PLAN

Prompt action should be initiated by UNCTAD in the following areas:

1. TRAINMAR strategy
 - 1.1 Review the current five-year plan; extend and revise it in the light of the evaluation so as to achieve a satisfactory stable position by 1992.
 - 1.2 Prepare an outline plan for operation and development of networks in each region over the period up to 1999.
2. Network organization
 - 2.1 Inform TRAINNAR centres of conclusions emerging from the evaluation.
 - 2.2 In consultation with the TRAINNAR centres, define the role of the main and associate centres (based on paper discussed at Bremen meeting), including outline operating procedures for global and regional networks.
 - 2.3 Prepare an inventory of TRAINNAR centres and their capabilities.
 - 2.4 Define criteria appropriate for main and associate centres and make a provisional classification among existing centres to include up to 12 main centres.
 - 2.5 Identify potential cooperating centres in industrialized countries.
 - 2.6 Organize meetings of representatives of centres with common interests.
3. Reinforcement of centres
 - 3.1 Prepare guidelines on centre staffing, management, and relationships with industry.
 - 3.2 Prepare recommendations on incentive schemes to retain competent course developers and instructors.
 - 3.3 Estimate resource needs (staff and operating budgets) for each centre.
 - 3.4 Visit centres and corresponding authorities to agree conditions of continued participation.
4. Course development
 - 4.1 Promote decentralized course development activities under overall management of the CST.
 - 4.2 Reinforce procedures for quality control through the CST's training management adviser.
 - 4.3 Develop the scope for a core course approach.
 - 4.4 Develop and expand the activities of human-resources development involving the TRAINMAR approach.

- 4.5 Define and promote collaborative ventures under overall coordination by the CST.
 - 4.6 Revise the two-course development workshops.
 - 4.7 Investigate supplements to current course development training, including apprenticeships and selected attendance at long courses (e.g. at the Turin centre).
 - 4.8 Develop a system of course certification and a house style for approved courses.
 - 4.9 Update the Couper-Couroux report on training needs of the maritime industry
 - 4.10 Outline the broad scope of course development for 1990-1992.
5. Consolidation of UNCTAD support
 - 5.1 Define the nature of support to be provided to TRAINMAR main centres, notably in the fields of training management, pedagogy, technical subjects, documentation, programme management and administration.
 - 5.2 Quantify the support to be provided by the CST, the Coordinator of Technical Cooperation and Training and technical staff of the Shipping Division, and UNCTAD's other advisory and support services.
 - 5.3 Ensure that the CST can cover satisfactorily activities conducted in at least the three languages: English, French and Spanish.
 - 5.4 Define managerial responsibility for TRAINMAR within UNCTAD in relation to broad-based support and cooperation, and in relation to immediate changes required in the context of the action plan.
 - 5.5 Develop a system of coordination of all UNCTAD's maritime training activities.
 - 5.6 Establish a steering committee to advise on TRAINMAR development.
 - 5.7 Prepare an information package explaining TRAINMAR to potential participants and donors.
6. Interagency cooperation
 - 6.1 Continue active cooperation in the Interagency Maritime Training Group convened between ILO, IMO and UNCTAD.
 - 6.2 Establish reciprocal cooperation arrangements for working level participation by IMO (including WMU), ILO, ITC, ITU, ICAO and others in regular meetings of TRAINMAR.
 - 6.3 Make every effort to participate, in the context of reciprocal cooperation arrangements, in the WMU Board of Governors' meetings.
7. Funding
 - 7.1 Eventually assume full responsibility for the financial support of the CST as a permanent part of UNCTAD.
 - 7.2 Ensure that UNCTAD regular resources continue to provide for the posts of TRAINMAR Coordinator, Materials Officer, Administrative Assistant and Secretary, and that the post of Junior Expert continues to be filled from these or extrabudgetary resources.

- 7.3 Pursue ways and means to cover the pedagogical post of Training Management Adviser (as agreed when INT/88/OOI was signed).
- 7.4 Seek UNDP regional support to ensure assistance at a minimal essential level to regional networks, or UNDP national support at key centres where appropriate.
- 7.5 Develop and promote proposals for widespread financing in the medium term of specific activities or support by potential donor countries, commercial organizations and interested institutions.
- 7.6 Request UNDP/DGIP for transitional funding to provide continuity of support while above measures are put into effect or conditions created for their implementation. The basis for this request would be a clear statement of the current position of the TRAINMAR network, an action plan up to 1992 and a strategy extending to 1999, together with the necessary supporting documentation arising from subsections 1.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.10, 5 and 7 above.

Annex 2

INTERVIEW GUIDELINES AND QUESTIONNAIRE

Organisation and governance

1. When did your organisation become a member of Trainmar?
2. Is your Centre currently (i.e. during 200/2001) active in the design and delivery of courses?
 - 2.1. Course design?
 - 2.2. Import of courses from other Centres?
 - 2.3. Course delivery?
3. How is your Centre organised?
 - 3.1. Incorporated as a company, for the specific purposes of training?
 - 3.2. Established as a foundation with byelaws, for the specific purpose of training?
 - 3.3. As a department of an educational institution?
 - 3.4. As a unit or branch of a port or port authority?
 - 3.5. As a unit or branch of a shipping company?
 - 3.6. As a unit or branch of other commercial organisation?
 - 3.7. Publicly owned?
 - 3.8. Privately owned?
 - 3.9. Recognised by national educational authorities as a formal part of the national educational system?
 - 3.10. Other? Pls. specify:
4. For the purpose of governance, is there:
 - 4.1. A council or board of governors?
 - 4.2. A board of directors?
 - 4.3. An academic council or similar body for the purpose of substantive and pedagogic quality control?
 - 4.4. A managing director or dean?
 - 4.5. Other? Pls. specify
5. Further points on organisation? Pls. specify:
6. What is the number of staff at your Centre?
 - 6.1. Permanent administrative staff?
 - 6.2. Permanent pedagogic staff, trainers and course designers?
 - 6.3. External faculty members who teach courses *ad hoc*?

Economy and finance

7. How large (in 1.000 US\$) is the current annual budget of the Centre - i.e. the direct costs of running the centre and administrative overheads, but NOT including the direct costs of specific courses?
8. How are the expenditures specified in 7. above financed (in percentages of total)?
 - 8.1. Overhead contributions from projects and courses
 - 8.2. Government contribution
 - 8.3. Contribution from parent organisation
 - 8.4. Contribution from other public and private enterprises
 - 8.5. Other
9. What were the aggregate annual revenues (in 1.000 US\$) from courses during 1998?
10. What were the aggregate annual direct costs (in 1.000 US\$) of course delivery during 1998?
11. What were the aggregate annual revenues (in 1.000 US\$) from courses during 1999?
12. What were the aggregate annual direct costs (in 1.000 US\$) of course delivery during 1999?
13. What were the aggregate annual revenues (in 1.000 US\$) from courses during 2000?
14. What were the aggregate annual direct costs (in 1.000 US\$) of course delivery during 2000?
15. What were the principal sources of revenue - in terms of % of the total - for courses delivered during 1998, 1999 and 2000?
 - 15.1. Course fees from participants and employers
 - 15.2. Contributions from the Centre
 - 15.3. Contributions from TRAINMAR projects
 - 15.4. Other

Curriculum

16. In which substantive subject areas is the Centre actively pursuing (through the design and delivery of courses) competence enhancement?
 - 16.1. Port management?
 - 16.2. Cargo handling technology and operations?
 - 16.3. Inland transport management?
 - 16.4. Ocean shipping management?
 - 16.5. Maritime law and contracts?
 - 16.6. Marine and trade insurance?
 - 16.7. International policies of trade and shipping?
 - 16.8. Public administration of shipping and ports?
 - 16.9. Marine safety and environmental protection?
 - 16.10. Customs services?

- 16.11. International trade and commercial management?
- 16.12. Supply chain management?
- 16.13. Other, pls. specify?

Strategy, relations with CST, and performance

- 17. What is the main component of your Centre's strategy?
 - 17.1. A comprehensive curriculum of open courses, delivered on a regular schedule?
 - 17.2. A set of courses that may be delivered when need arises?
 - 17.3. Developing and delivering courses on demand?
 - 17.4. Delivering courses if and when they are made available through central Trainmar support?
 - 17.5. Other, pls. specify
- 18. Did your Centre conduct analyses of training and educational needs related to personnel categories in your area? If yes, pls. specify
- 19. For the purpose of needs analyses, did you receive external support from
 - 19.1. The Trainmar CST?
 - 19.2. Other Trainmar Centres?
 - 19.3. Sources outside Trainmar?
 - 19.4. Other sources? Pls. specify
- 20. Which are the personnel categories that the Centre aims at?
 - 20.1. Company owners and chief executives (policy makers)?
 - 20.2. Middle management?
 - 20.3. Operational levels?
 - 20.4. Others? Pls. specify
- 21. Which is the typical duration of courses delivered by the Centre?
 - 21.1. Less than 5 days?
 - 21.2. 1 - 2 weeks?
 - 21.3. More than 2 weeks?
 - 21.4. Other? Pls. specify
- 22. Are the courses delivered by the Centre principally
 - 22.1. Its own design?
 - 22.2. Copied and adapted from other national Centres?
 - 22.3. Copied and adapted from a regional Centre?
 - 22.4. Obtained from sources outside Trainmar?
 - 22.5. Other? Pls. specify
- 23. To what degree does the Centre benefit from the use of Trainmar guidelines in the design and delivery of courses? (On a scale of 1 - 5, 5 = "high"/"best")

24. What are the typical modes in which courses are delivered?
 - 24.1. Class-room teaching
 - 24.2. Distance learning
 - 24.3. Distance learning with some common sessions
 - 24.4. Business and simulation games
 - 24.5. Study tours or visits
 - 24.6. Individual and group assignments
 - 24.7. Project and thesis work
 - 24.8. Other, pls. specify
25. Is there a need in your area for educational courses, which would provide formal credits within the national educational system?
26. Are your courses principally delivered by
 - 26.1. Internal (fully employed) faculty members?
 - 26.2. External (engaged *ad hoc* for particular courses) faculty members?
 - 26.3. Other, pls. specify
27. Among your permanent and external faculty members, how many (in %) have received
 - 27.1. Formal (university or school) *pedagogic* training?
 - 27.2. *Trainer development* by Trainmar CST?
 - 27.3. Other *trainer development*, e.g. in regional centre?
 - 27.4. Formal (university or equivalent) *substantive* education in their subject matter area?
 - 27.5. *Substantive* training by CST?
 - 27.6. *Substantive* training by regional centre?
28. Are the trainers in your Centre assessed by course participants?
 - 28.1. If yes, what is the general rating in regard to *pedagogic* (training) skills? (On a scale of 1 - 5, 5 = "high"/"best")
 - 28.2. If yes, what is the general rating in regard to *substantive* knowledge and *relevance* of their subject area?
29. What, on the average, is the length of substantive work experience of your trainers?
 - 29.1. Less than 2 years?
 - 29.2. 2 - 4 years?
 - 29.3. 4 - 6 years?
 - 29.4. More than 6 years?
30. Do participants evaluate courses? If yes, what is the general rating in regard to course relevance to participants' jobs? (On a scale of 1 - 5, 5 = "high"/"best")
31. What, on the average, is the percentage of women's participation in your courses?
 - 31.1. Less than 10%
 - 31.2. 10 - 20%
 - 31.3. 21 - 30%

- 31.4. 31 - 40%
 - 31.5. 41 - 50%
 - 31.6. More than 50%
32. Pls. list separately for 1988, 1999 and 2000, the number of courses, the total number of course duration days and the total number of participants in the courses that you have delivered.
33. How frequently (in terms of average number of contacts per month) does your Centre communicate with other national or regional centres, or with Trainmar CST?
- 33.1. Other national centres
 - 33.2. Your own regional centre
 - 33.3. Other regional centres
 - 33.4. The Trainmar CST
 - 33.5. Educational institutions outside Trainmar
34. How would you rate the benefits of your participation in the global Trainmar network? (On a scale of 1 - 5, 5 = "high"/"best")
35. How would you rate the benefits of your participation in your regional Trainmar network? (On a scale of 1 - 5, 5 = "high"/"best")
36. Would there be any merit, as far as your Centre is concerned, to include additional educational institutions in the Trainmar network - e.g. universities with maritime programmes? (On a scale of 1 - 5, 5 = "high"/"best")
37. Would you have any suggestions to increase the usefulness to your Centre of the Trainmar network?
38. Would you have any comments on the services given to your Centre by the UNCTAD Trainmar CST?
39. Would you have any comments in general on the importance or otherwise of continuing the Trainmar programme?

Annex 3

THE STRATEGIC ACTION PLAN FROM 2000

TRAINMAR – The Strategic Action Plan An overview

Introduction

In the summer of 2000, informal contacts among various TRAINMAR activists¹ led to suggestions for action to generate a new strategy. It was suggested that ideas from selected activists, representative of all regions, should be pooled in preparing the new strategy. Consultations showed wide support for the proposal and attracted an offer of support from GTZ².

The process known as the TRAINMAR SAP (Strategic Action Plan) was started immediately through consultations among the originators with coordination from Sven Callebaut of the CST³. Appropriate people in each region were invited to join the process, which started in earnest in September with a structured exchange of views over the Internet (coordinated through an Egroup). The process culminated in a workshop held at GTZ headquarters in Eschborn (Germany) from 11 to 13 October, and at which all but one of the contributors were present.

Background

Much academic work has been published with regard to what constitutes a strategy. The output is so varied, and ideas have changed so much with time, that it is probably safe to assume that neither the nature nor the substance of a strategy are too important. Yet it is beyond dispute that a venture needs a target, a plan to manage resources and create momentum, and measurement of progress; all of which are facilitated by having a strategy.

TRAINMAR is such a venture. It was started in 1980 with funding from UNDP, and the successive project documents provided the strategy until 1989. When the tap began to close on funding in 1988, UNCTAD began to take direct responsibility and an Action Plan was prepared by the CST, which constituted the continuing strategy. However, this was not renewed over the years during which, on the one hand, the situation regarding training needs

¹ Activists are persons, among the staff of TRAINMAR member institutes and other training specialists who have worked with TRAINMAR over the years, who take a constantly open and energetic view towards cooperation and new initiatives. This is only a loose term and does not correspond to any title or precise definition.

² GTZ stands for Deutsche Gesellschaft für Technische Zusammenarbeit GmbH

³ Central Support Team, based at UNCTAD headquarters to provide support for TRAINMAR actions. Being full-time members of UNCTAD personnel, team members do not work exclusively on TRAINMAR issues. Sven Callebaut had, in late 2000, special responsibility for TRAINMAR activities in the Caribbean, in Latin America and in Eastern Europe.

and training supply for maritime trade changed significantly, and on the other hand the initial assumptions regarding resources proved to be poorly founded. There were occasional reviews of the situation – globally at inter-regional meetings in 1992 and 1995, and more locally on other occasions – but whatever the attempts of the CST in Geneva to focus on rational targets, the network members undoubtedly felt progressively more uncertain about the way that TRAINMAR was developing, its status and its future. This feeling was echoed at various meetings and was evident from increasing frequency of independent action at centres or by regional networks that was contrary to what might be expressed as the common interest.

After a new TRAINMAR Association (ATAS) had been established in Latin America, a strategic planning process had been used to give it direction. This had been supported by GTZ, and the observed need for a global SAP led those who had seen it work to propose that a similar process be adopted, and led to key support from GTZ – which agreed to cover the costs of bringing key contributors from developing countries to the meeting in Germany, for a facilitator at the meeting and for general hosting arrangements.

The process and its outcome

Steps were taken by consensus, with neither the CST nor GTZ imposing specific conditions or direction. Sven Callebaut of the CST took a neutral role in consulting members and guiding the process. One person in each region was invited to join in the SAP, with the addition of three regular consultants to TRAINMAR and representatives of GTZ and UNCTAD. A series of tasks was given them, each requiring questions to be answered or ideas contributed in a systematic framework. After sharing of the responses from one task, and sometimes electronic debate, a new task was presented so that a common understanding of key issues began to emerge. The process started in August 2000 and continued until the SAP meeting from 11 to 13 October.

The essence of all prior exchanges was included in considerations at the SAP meeting. Each item was further clarified through a series of group exercises and discussions. Findings of the meeting are given in the following report by the facilitator: specific outputs were the mission statement, a SWOT analysis, and a list of activities to be undertaken in the Strategic Action Plan – for which a responsible person was designated and indicative timing given. In addition, the support expected from UNCTAD through the CST was spelt out by the members present.

One person who contributed to the preparatory exchanges was unable to attend the SAP meeting: this was Mr Weni Sola of the Magsaysay Institute of Shipping in the Philippines. Meanwhile Mr Bamba Sory, of the Académie Régionale des Sciences et Techniques de la Mer d'Abidjan, attended and contributed significant views to the meeting even though he had been unable to contribute to preparation. UNCTAD recognises the important contribution of all parties, but gives particular recognition to these persons and their employers.

Report



Workshop: Strategic Action Plan for TRAINMAR

October 11 - 13 2000

GTZ Headquarters, Eschborn, Germany

The workshop followed the agenda (see attachment: Agenda for TRAINMAR SAP Workshop see also: Photo documentation on CD).

The number of participants: 12 (see attachment: List of Participants)

- Steps:
1. Mission for TRAINMAR
 2. Stakeholders, Clients and Services
 3. SWOT Analysis for TRAINMAR
 4. Strategic Action Plan
 5. Role and Function of UNCTAD / CST

AGENDA FOR TRAINMAR SAP WORKSHOP

Date: October 11-13 2000

Venue: GTZ Headquarters, Eschborn, Germany

Participants n° 12

Moderator: Alfons L. Ims, Denkmodell

DAY 1 - OCT. 11

9.00 Arrival of Participants

9.30 Welcome Address (GTZ)

9.45 Presentation of Objectives of Workshop (UNCTAD)
Presentation of each participant

10.00 - 10.30 Presentation of Methodology by Moderator

Working Session

10.30 - 11.00 Break

11.00 - 12.30 Working Session

12.30 - 14.00 Lunch

14.00 - 15.30 Working Session

15.30 - 16.00 Break

16.00 - 17.30 Working Session

Evening

Informal Dinner

DAY 2 - OCT.12

09.00 - 10.30 Working Session

10.30 - 11.00 Break

11.00 - 12.30 Working Session

12.30 - 14.00 Lunch

14.00 - 15.30 Working Session

15.30 - 16.00 Break

16.00 - 17.30 Working Session

DAY 3 - OCT. 13

09.00 - 10.30 Working Session

10.30 - 11.00 Break

11.00 - 12.30 Conclusions and Resolutions

12.30 - 13.30 Lunch

13.30 - 16.30 Marketing of TRAINMAR

16.30 - 17.30 Closing Ceremony, Cocktail

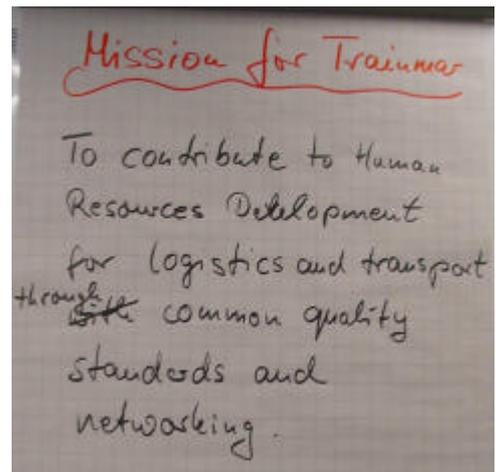
**Workshop SAP TRAINMAR
October 11 - 13 2000**

List of Participants:

- ?? Abou Bashar, (Egypt)
 - ?? Alfonso Breuillet, (Central America)
 - ?? Bamba Sory, (Cote d'Ivoire)
 - ?? Raymond Byl, (Caribbean)
 - ?? Rodrigo Garcia, (Chile)
 - ?? Tuan Hj. Abd. Rashid Salleh, (Malaysia)
 - ?? John Douglas, (Consultant)
 - ?? Luis Musolino, (Consultant)
 - ?? Uwe Breitling, (Consultant)
 - ?? Roland Haas, GTZ
 - ?? Michael Daunt, UNCTAD
 - ?? Sven Callebaut, UNCTAD
 - ?? Peter Fröhler, UNCTAD
-
- ?? Alfons L. Ims (Moderator), denkmodell

1st step: Mission for TRAINMAR

To contribute to Human Resources Development for Logistics and transport through common quality standards and networking.



2nd step: Stakeholder, Clients and Services

Region	Centres	Members	Coordination
ATAS	yes	yes	legal
Caribbean	yes	---	legal
Asia / Pacific	yes	---	mutual agreement
Central America	yes	---	legal
Black Sea	yes	---	---
Sub Sahara francophone Africa	yes	---	mutual agreement
East Africa	yes	---	---
Lusophone Africa	yes	---	---
North francophone Africa	yes	---	---
Western Europe	yes	---	---

Different Types of Centres

- ?? private Training Institutions or private Associations
- ?? Universities / public Education System
- ?? ILO / UNCTAD Training Centres = public Training Institutions
- ?? Private training enterprises - Member -
- ?? Non - Profit - Organisations
- ?? Semi private / public Training Institutions

Types of Services

- ?? Courses, Seminars, Workshops, Conferences, Training Events
- ?? Program Development
- ?? Consultancy: Training -, Industry - or Business Sector related
- ?? Institution Building
- ?? Training management
- ?? Manpower supply
- ?? internal co-op. services = Network co-op. services
- ?? Advisory Services

Types of Clients

- ?? Individuals
- ?? Public Institutions & Companies
- ?? International Organisations like GTZ, WB, ...
- ?? Public Education Institutions
- ?? Private Education Institutions
- ?? Private Institutions & Companies
- ?? Internal: Network Clients
- ?? National Ministries / Governments
- ?? Communities

Potential Clients:

- ?? Internet Service Provider
- ?? National Co-op. Agencies
- ?? International Consultancy Companies

3rd Step: SWOT Analysis for TRAINMAR

SWOT ANALYSIS FOR TRAINMAR	
<p style="text-align: center;">A. Strengths</p> <ul style="list-style-type: none"> ?? Systematic and Quality approach and methodology ?? Pool of expertise, capacities and capabilities ?? Useful links with UNCTAD and technical cooperation partners ?? Established regional networks with years of experience and the potential for a global network ?? Partnership and alliances with public and private organizations ?? Low cost of services ?? Flexibility in adaptation of products and services ?? Recognized credibility and reputation in the port, shipping and transport industry in a number of countries and regions ?? Stock of up to date training materials ?? High commitment and solidarity within regional networks ?? Community spirit at global level ?? Potential to transform TRAINMAR into a demand-driven provider of quality training services 	<p style="text-align: center;">Weaknesses</p> <ul style="list-style-type: none"> ?? Insufficient upgrading and updating of training materials: contents, procedures and techniques ?? Not keeping abreast of new techniques through Research and Development ?? Lack of effective support from UNCTAD to the network and to the CST due to lack of strategy ?? Different meaning of TRAINMAR worldwide (logo, interests) ?? Insufficient global coverage ?? Lack of coherence within UNCTAD ?? Lack of adequate institutional framework ?? Lack of professional recognition of CD in some networks ?? Unwillingness to adapt to a changing environment ?? Insufficient global, regional and local marketing policy ?? Lack of strategic planning for some regional networks and local centres ?? Lack of inter-network cooperation leading to communication gaps ?? Course Development and upgrading too long ?? Centres do not have quality certification yet
<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> ?? Increasing demand of up-to-date courses and methodology in transport logistics, shipping and port management ?? Globalization and privatization means new demands (topics and services) and new clients ?? ICT development offers new ways of developing and administrating networks 	<p style="text-align: center;">Threats</p> <ul style="list-style-type: none"> ?? Possible withdrawal of UNCTAD support and involvement ?? Competition is global and very aggressive ?? Privatization will lead to the disappearance of TRAINMAR hosting institutions in some cases ?? Reduction in governmental financing

?? Tax incentives for training and HRD ?? Globalization leads to a demand for global coverage ?? Increasing quality certification training demands ?? Changing organizational attitudes to learning ?? Opportunity for cooperation with higher education organizations	?? Diminishing importance of transport sector to donors
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4th Step: Strategic Action Plan

ACTIVITIES	ACTORS (RESPONSIBILITY FOR)	TIME	RESOURCES
ORGANISATION: TRAINMAR HAS A REALISTIC AND EFFECTIVE ORGANISATIONAL STRUCTURE THAT THRIVES ON ITS SOLIDARITY AND IS GLOBAL IN ITS OUTREACH.			
1. Review and update the TRAINMAR charter taking into consideration regional differences	UNCTAD CST (Sven C.) in co-operation with all network actors	First draft by 31 st .December 2000. Final version by end June 2001.	
2. Establish guidelines for inter-network co-ordination management and co-operation	Part of number 1		
3. Network co-ordinators subscribe to the TRAINMAR charter	Network co-ordinators	Second half 2001	
4. Network co-ordinators ensure that their members subscribe	Network co-ordinators	Second half 2001	
5. Define the role and function of UNCTAD towards TRAINMAR	UNCTAD (Peter F.)	Statement by 31 st . December 2000.	
6. The strategic action plan will be regularly updated (according to the charter)	UNCTAD CST (Sven C)		
7. Analyse and discuss different organisational structures for TRAINMAR such as a World TRAINMAR Federation	Raymond Rodrigo Uwe Sven C.	B. G. B.	End March 2001
8. By using the commitment to solidarity in TRAINMAR establish effective mechanisms to	Abou Basha	Proposals by end 2001	

ACTIVITIES	ACTORS (RESPONSIBILITY FOR)	TIME	RESOURCES
transfer resources and experiences to other parts of the network			
9. Work more actively towards global coverage	UNCTAD CST (Sven C.)	Continuously	
10. Find and establish mechanisms for a flexible approach to a changing world and to transform TRAINMAR into a learning organisation	Network co-ordinators	Proposals end March 2001	
METHODOLOGY: TRAINMAR HAS UNIFORM HIGH QUALITY TOOLS TO DEVELOP AND PROVIDE PRODUCTS AND SERVICES TO MEET AND ANTICIPATE THE DEMANDS OF THE MARKET			
1. Update Training Development Guidelines (TDG)	John Raymond B	D End October 2001	
2. Introduce a common quality control mechanism for training development for and by network actors	John Raymond B	D End October 2001	
3. Encourage certification of course delivery to ISO 9002 and ultimately course development to ISO 9001	Raymond Sven Alfonso Rodrigo G	B C B By end June 2001	
4. Promote the use of ICT tools for the products and services	John D	Continuously	
5. Adopt a more flexible approach to the delivery of training, e.g. distance learning, technology-based learning	John Kathy E	D 1 st . course available end March 2001	

ACTIVITIES	ACTORS (RESPONSIBILITY FOR)	TIME	RESOURCES
PRODUCTS & SERVICES: TRAINMAR WILL HAVE QUALITY PRODUCTS AND SERVICES THAT ANTICIPATE AND MEET THE MARKET REQUIREMENTS OF EACH REGION			
1. Compile an accessible, searchable database of resources, products and services	Sven C	Evaluation proposal by end March 2001	
2. Establish a TRAINMAR web site for marketing, information exchange and course delivery	Sven C	First version by end June 2001	
3. Carry out a technology watch function through a discussion forum	Sven John Uwe B	C D Continuously	
4. Review and update existing training materials	UNCTAD CST (Sven C.) & network co-ordinators	Review report by end June 2001	
5. Update the TRAINMAR offer to match the existing and anticipated demand	UNCTAD CST (Sven C.) & network co-ordinators	Continuously	
6. Create and establish marketing strategies at the global, regional and local levels	UNCTAD CST (Sven C.) & network co-ordinators	Continuously	
RESOURCES: ENHANCED INTERNAL RESOURCES AND STRENGTHENED RELATIONSHIP WITH STRATEGIC PARTNERS			
1. Define mechanisms for financial self-sufficiency	Raymond Rodrigo Alfonso B	B G Proposal by end July 2001	
2. Establish a mechanism to ensure professional standards of TRAINMAR actors	Luis John	M D Proposal by end July 2001	

ACTIVITIES	ACTORS (RESPONSIBILITY FOR)	TIME	RESOURCES
	Rodrigo G Rashid S		
3. Extend and deepen relationships with technical co-operation partners at all levels	UNCTAD CST (Sven C.) & network co-ordinators	Continuously	
4. Strengthen alliances with higher education establishments, professional associations and private entities	UNCTAD CST (Sven C.) & network co-ordinators	Continuously	

5TH STEP: ROLES AND FUNCTIONS OF UNCTAD / CST

1. Represent TRAINMAR interests in TRAIN-X to facilitate inter-networking
2. Organise support to the countries/areas in need through established TRAINMAR capacities and resources.
3. Negotiate on behalf of TRAINMAR members to obtain funds, agreements and rebates, on request
4. Monitor the SAP
5. Be responsible for the creation and maintenance of internal and external communication channels
6. Co-ordinate and communicate professional standards for TRAINMAR actors
7. Organise the periodic meeting of a global strategic council.
8. Contribute to a Technology watch
9. Facilitate inter-network co-operation
10. Identify and disseminate successful models
11. Design and maintain a web-site as part of a Global marketing strategy
12. Contribute to field activities
13. Update & deliver the pedagogic courses (course developers, instructors , training managers)

Annex 4

THE TRAINMAR CONSTITUTION

Constitution and Rules of TRAINMAR

The following text was approved by members in February 1992. It forms an annex to a membership agreement in which each centre expresses readiness to accept the obligations of membership and defines its choice with respect to any options foreseen in the text.

CONSTITUTION AND RULES OF THE UNCTAD/TRAINMAR NETWORK⁴

A. Background

The mission of the UNCTAD/TRAINMAR programme is to enable the maritime transport, ports and multimodal transport sectors of developing countries to meet their management training needs through co-operative action among the members of a network of training centres.

To carry out this mission, TRAINMAR enables local training centres which are active in these sectors to develop or strengthen their capacity through:

- the training of trainers;
- adoption of a well tried and standardized pedagogic methodology;
- cooperation in the decentralized development of high quality training materials;
- the exchange of training packages among training centres.

The TRAINMAR programme was started in 1980 by UNCTAD with the support of UNDP. In early stages of the programme, the basic ability of individual centres to conduct TRAINMAR activities was established through national projects, while cooperation among centres was developed progressively through several regional and interregional projects. These projects were funded by various donor organizations (especially UNDP) as well as the countries directly concerned. The programme was coordinated and its development guided by a Central Support Team funded by UNDP and based in UNCTAD'S Shipping Division.

A gradual withdrawal of donor organizations was expected, so a principal objective of UNCTAD from the outset was to establish autonomy of the network. In order to provide a sound basis for continued development of TRAINMAR, UNCTAD decided in 1988 to assume full responsibility for the Central Support Team.

⁴ "Nothing in these rules should be considered to constitute a limit to the rules, privileges and immunities of the United Nations".

This decision paved the way for a strategy to enable members to cooperate with growing autonomy. Nevertheless, UNCTAD has neither the resources nor a mandate to finance the cooperation among members, which must be funded by the participating countries themselves

Following an evaluation of the TRAINMAR programme undertaken in 1989, it was decided that cooperation with institutions in industrialized countries should be expanded, under suitable conditions, so as to benefit from their knowledge and experience. This responded also to proposals of developing countries expressed by their representatives at the TRAINMAR General Meeting held in Bremen, Germany, in 1988.

The new strategy, introduced in 1990, required a framework to be established, with the agreement of all members, whereby the training capacity established could be maintained and developed. Above all, this was to ensure that activities commenced with growing success could be continued - and in particular the exchange of training packages, updating existing courses, and sharing the effort of developing new courses - and to ensure that the pedagogical and substantive guidance of the UNCTAD Shipping Division, including the Central Support Team, would continue to be provided.

B. TRAINMAR Network Constitution and Rules

1. Purpose of the network

1.1 objectives

The TRAINMAR network has the broad objective of strengthening member institutions for the realization of community-oriented training in management of port, shipping and multimodal transport activities.

This objective is to be achieved, in particular, through:

- design and application of a common methodology and training management approach;
- updating, and when required creation, of methods, tools and approaches appropriate to a community-oriented human resource development system such as problem-oriented training, job-oriented training, and career development schemes;
- exchange of training material corresponding to agreed quality standards on a cost sharing basis;
- mutual support in the implementation of training programmes;
- inclusion in the network of additional institutions able to contribute to cooperation activities.

It is expected that:

- the human resources development approach and training development activities carried out within the TRAINMAR network will conform with standards described in current training documentation published by UNCTAD, such as the Training Management Reference Guide (TMRG) and the Training Development Guidelines (TDG);
- the training managers and teaching staff of member institutions will be trained in the use of TRAINMAR methods and standards;
- research programmes aimed at improving the training methods and pedagogical standards will be encouraged for the benefit of the community.

1.2 Benefits

Membership of the network helps centres towards professional performance so as to satisfy the local or national economies they serve. Thereafter, it increases the quantity and quality of training they can provide. As a matter of routine, each member of the TRAINMAR network benefits through:

- regional and inter-regional training in pedagogic methods; coordinated development of training courses;
- exchange of training materials;
- opportunities to participate in each others' course deliveries;
- access to pooled facilities for course preparation and reproduction;
- assistance and advice from, or arranged by, the TRAINMAR Central Support Team;
- Exchange of experience internationally.

2. Network constitution

2.1 Network co-ordination

The UNCTAD Shipping Division is a focal point for co-ordination of the TRAINMAR network and incorporates the TRAINMAR Central Support Team.

The primary role of the Central Support Team is to provide regular contact with network members, organize technical and pedagogic guidance for the programme, and facilitate network development. The Central Support Team maintains and extends a manual of network definitions and procedures. This manual, which records the nature, scope and methods of TRAINMAR cooperation, is subject to regular review by members during the consultation procedures set out in section 3.

The focal point will, inter alia, seek additional funding for network activities.

In its capacity, the focal point will not be liable to meet any obligations of the members of the network. The obligations of the focal point will be limited to those outlined in the present document.

2.2 Membership

There are two classes of member:

- full members, which participate in a wide range of activities of the network;
and
- associate members, which have an interest in certain aspects of TRAINMAR but do not wish, or are not ready, to participate in the range of activities.

2.2.1 Full members

Full membership is open to educational or training institutions for port, shipping and multimodal transport in developing countries. These must be engaged in implementation of community training or human resource development programmes, and be willing to apply TRAINMAR standards and co-operate with other institutions in the TRAINMAR network for the achievement of common objectives in order to share the benefits.

Each full member must:

- have a team of trained course developers, full or part time;
- adapt and/or develop courses in accordance with TRAINMAR procedures following a work plan agreed with other centres, and ensure that the courses are kept up-to-date;
- have a team of trained instructors and deliver TRAINMAR courses regularly;
- participate in regional TRAINMAR meetings;
- contribute financially to running of the regional and inter-regional networks.

Among the full members are a small number of resource centres. These are approved by the focal point to co-operate actively with the Central Support Team and to disseminate TRAINMAR products to other centres. Resource centres must:

- have full time course developers working on the development and upgrading of TRAINMAR courses;
- deliver TRAINMAR pedagogic workshops (training of trainers) and be ready to advise other centres on utilization of the TRAINMAR methodology;
- be capable, at least in the near future, of developing a policy for human resource development and offering advice in this field; be ready to reproduce and distribute TRAINMAR courses to other centres;

- have national approval and sufficient autonomy to cooperate readily with other centres and the Central Support Team.

Full membership is also open to training institutions or organizations in industrialized countries, or elsewhere, which have already established a reputation in maritime management training. Such members must accept the common objectives and be willing to make a definite commitment to contribute to TRAINMAR activities, even though they may not expect to benefit conventionally. They participate according to a workplan agreed with the Central Support Team, in which they adhere to TRAINMAR methods. In relation to this workplan, they may not seek commercial arrangements or financial support from the network. Such members may use the designation “supporting centre”.

Rights attached to full membership are:

- to benefit directly or indirectly from the activities initiated by the Central Support Team.
- to receive approved TRAINMAR courses for local use. The TRAINMAR materials are intended for the use only of network members.
- However, more extensive use of the materials for the benefit of countries not yet associated with TRAINMAR may be envisaged with specific approval of the Central Support Team.
- to participate in all TRAINMAR activities organized in its region or at inter-regional level (see section 1.2).
- to borrow instructors from other centres from time to time. to participate in regional TRAINMAR meetings.

Obligations incumbent on full members are:

- active involvement and cooperation in a selection of activities aimed at the realization of the network objectives;
- making available to the focal point, for the use of all members, course materials developed within the work programme;
- be ready to exchange relevant experience with other members;
- acceptance of course participants in reasonable numbers from other centres;
- loan of instructors from time to time without charge other than a small honorarium approved by the focal point;
- payment of the established membership fee.

All full members will be approved by the focal point, which will check, in particular, that appropriate conditions are fulfilled by resource centres and supporting centres.

2.2.2 Associate members

Associate membership is open to training institutions of developing countries, or other organizations with an interest in training, which are interested in the objectives of the network

and wish to play an active part in selected activities. They may do this through collaboration with full members, but must be able to contribute financially to network operating costs.

Associate membership may be acquired with a view to acquisition of full membership of the network at a later stage.

Rights of associate members are:

- participation in regional activities for the training of trainers;
- access to course deliveries by full members in the region;
- assistance on a cost recovery basis from resource centres in the implementation of TRAINMAR methods and courses;
- participation in regional network meetings.

The obligations attached to associate membership are:

- showing active interest in the activities of the network;
- payment at cost for services rendered by resource centres;
- payment of a membership fee.

2.2.3 Adhesion

Any organization wishing for membership should submit a written request to the network focal point in Geneva, indicating readiness to accept the rights and obligations of a specific class of membership as set out above. In addition, there should be a supporting recommendation based on a visit to the applicant by a network representative.

2.3 Cooperation among members

To facilitate cooperation, the TRAINMAR network is divided into regional networks.

Each member should be attached to one regional network only. However, a member may also participate in a sub-regional network and develop special cooperation arrangements with other members based on a common interest. In particular, sub-regional networks may be the main basis for cooperation activities, and members may formulate coordination arrangements complementing those described in section 3.

2.4 Membership fees

2.4.1 Full and Associate members

Each regional network will decide the subscription level applicable to full and associate membership on the basis of an agreed workplan.

Regional subscriptions will be collected under the supervision of the regional secretariat (see paragraph 3.1). These may include payments for special services by the Central Support Team.

The inter-regional workplan and related financial implications will be established by the Central Support Team in consultation with the Inter-regional Executive Committee (see section 3.4).

2.4.2 Supporting centres

The subscription due from each supporting centre will be established directly between the focal point in Geneva and the supporting centre concerned. Subscriptions will be paid direct to the focal point.

2.4.3 All members

Subscriptions are normally made in convertible currency and are due annually on 1 October each year. Acceptable means of payment will be defined by the focal point.

A centre which has not paid its subscription 12 months after the due date is suspended from membership, unless the focal point and the Inter-regional Executive Committee consider that there are special circumstances that excuse the non-payment of fees.

Developing countries which may have difficulties contributing foreign currency to join the network may also seek assistance from donors or from UNDP for currency conversion.

3. Cooperation arrangements

3.1 The Regional Secretariat

Each regional network will establish a secretariat to be the focal point for communications and exchange of information within the region and with other regions. Responsibility could be rotated periodically among resource centres or be shared among several full members.

Obligations of the regional secretariat include:

- receive and transmit information on behalf of members, the Central Support Team or the secretariat of another region;
- collect data concerning course development/delivery and any other topic relevant to the achievement of the network objectives;
- monitor annual programmes of regional/sub-regional training deliveries and coordinate short-term changes required by members;
- prepare and distribute documentation and information for the regional meetings, including assistance in preparing the reports thereof;

- supervise the collection of subscriptions;
- ensure that expenditure is consistent with decisions taken at the regional meetings.
- prepare the annual account.

3.2 The Regional Meetings

A regional meeting should be held at least once per year. This will be open to all full and associate members in the region as well as representatives of the UNCTAD secretariat, UN agencies with related programmes, and UNDP and other donors. Where desired, members of a sub-regional network may designate one or more representatives from the same region to represent them at the regional meeting.

- a) Define an annual work programme to satisfy all members and to be carried out on a regional or sub-regional basis - including reaching agreement on arrangements for cooperation in the development and adaptation of training material, the evaluation of training, and the design of human resource development schemes, as well as drawing up schedules of regional and sub-regional training deliveries to meet the needs of members;
- b) Prepare the regional budget to cover agreed regional activities;
- c) Propose measures for gathering funds for running the regional network.
- d) Designate a representative to the Inter-regional Executive Committee (see section 3.4).

Regional meetings should be held within the region and under the auspices member by invitation and common accord; such member will provide iat support and assist the regional secretariat in preparing the report.

The chairman of the meeting shall be selected by participants at the start meeting, and shall determine the procedures.

3.3 Regional Financial Resources

A large part of the membership contributions paid by the members of each region will be allocated to their regional network. Costs covered may include expenses of the regional secretariat and organization of the meeting.

Activities organized by the regional network at the request of individual members (or exceptionally non-members, see section 2.2.1) may give rise to a charge which will contribute to regional funds. The amount of such contribution must be approved by the focal point.

In addition to the resources provided through the membership contributions, the regional committees are invited to raise funds or to seek assistance in kind provided to their network by potential donors.

3.4 The Inter-regional Executive Committee

Inter-regional Executive Committee shall be appointed to meet at least year. The duties of the Executive Committee are as follows:

- define policy guidelines;
- prepare the General Meetings;
- monitor and facilitate implementation of decisions of the General Meetings;
- review the inter-regional workplan and budget presented by the Central Support Team;
- contribute to fund raising for the network and its activities.

The Executive Committee shall consist of representatives from the UNCTAD secretariat, UNDP and one full member from each of the regional networks. Respective costs should be covered by regional funds. Each meeting will be chaired by a member nominated by participants at the start of the meeting. The Chairman shall determine the procedures during the meeting.

3.5 General Meetings

The Executive Committee shall organize a General Meeting at least once every three years, and at a location where all members can participate. All full members and associate members will be invited. Observers may also be invited at the discretion of the Committee.

The General Meeting determines the general policies, new objectives, new orientations and development of the TRAINMAR network.

The Executive Committee shall prepare the agenda for each meeting.

Annex 5

LIST OF TRAINMAR CENTRES

June 2001

Angola

1994

LUANDA
Porto de Luanda
Direcção de Administração e Recursos Humanos
portoluanda@snet.co.ao
Directeur du Centre TRAINMAR
Mr. Augusto S. SEBASTIAO

Argentina

1992

BUENOS AIRES
Universidad de Belgrano
perrotto@ssdnet.com.ar
Mr. Jorge PERROTTO

Benin

1986

COTONOU
Conseil National des Chargeurs du Bénin
Centre de Formation du CNCB
cncb@intnet.bj
Directrice de la Formation et des Communications
Mme Claude OLORY-TOGBE

Brazil

1993

RIO GRANDE DO SUL
SANTOS
Companhia Docas do Estado de Sao Paulo (CODESP)
trainmar@fractal.com.br
Mr. Fernando GAZAL

Burkina Faso

1991

OUAGADOUGOU
Conseil National des Chargeurs Burkina Bé
E-mail not available
Directeur du centre TRAINMAR
Mr. Raphaël D. TOE

Chile

1992

VALPARAISO
Maritime University
hzuniga@udelmar.cl
Mr. Héctor ZUNIGA
VINA DEL MAR
Universidad Maritima
rgarcia@ctc-mundo.net
Mr. Rodrigo GARCIA

Colombia

1990

BUENAVENTURA,
BARANQUILLA,
SANTA MARTA
Regional Port Authorities
trainmar-oms@compunet.net.co
Mr. Orestes MARTINEZ

Costa Rica

1987/8

SAN JOSE
JAPDEVA, INCOP
cenfocap@racsa.co.cr
Mr. EDUARDO ALVARADO

Côte d'Ivoire

1982

ABIDJAN
Academie régionale des Sciences et Techniques de la mer d'Abidjan
ast@multimania.com
Directeur General
Mr. Sory BAMBA

Cuba

1992

LA HABANA
Ministry of Transport
TRAINMAR Cuba
trainmar@transnet.cu
Mrs Isabel JOVER

Dominican Republic

1990

SANTO DOMINGO
Port Authority
trainmarrd@hotmail.com
Mr. Jean SACREZ

Ecuador

2000

GUAYAQUIL
Port Authority
trainmar@impsat.net.ec
Mr. Eduardo GONZALEZ

Egypt

1982

ALEXANDRIA
Port Training Institute,
Arab Academy for Science & Technology & Maritime Transport
pti@aast.edu
Director
Eng. Ahmed ABOU BASHA

El Salvador

1987

Acajutla, SAN SALVADOR
C.E.P.A
personal.oc@cepasal.com
Mrs. Maria de los Angeles MORENO de MENDEZ

Georgia

2000

BATUMI
Batumi State Maritime Organization (BSMA)
trainmar@batumi.net
Mr Yuri KHOVOSTIN

Guatemala

1985

PUERTO BARRIOS,
PUERTO QUETZAL,
STO TOMAS DE CASTILLA,
CIUDAD DE GUATEMALA
Comision Portuaria Nacional
dircapac@mail.concyt.gob.gt
Mr. Alfonso CALLEJAS

Haiti

1987/8

PORT-AU-PRINCE
A.P.N
juliojulien@hotmail.com
Mr. Julio JULIEN

Honduras

1987/8

PUERTO CORTES
Empresa Nacional Portuaria de Honduras
Centro de capacitation marítimo Portuario
eenp.mis@gbm.hn
Mr. Joaquin ESPANA

India

1982

CALCUTTA 700 043,
Indian Institute of Port Management
iipm@cal.vsnl.net.in
Director
Mr. Subroto MUKHERJEE

India

1982

Chennai 600 119, MADRAS
National Institute of Port Management
Director
Mr. R.Jaya Mohan PILLAI

India

1985

Powai, MUMBAI 400 072
Maritime Training Institute
Shipping Corporation of India
a.gopalakrishnan@sci.co.in
Deputy General Manager
Mr. A. GOPALAKRISHNAN

Jamaica

1988

KINGSTON
Jamaican Maritime Institute
aanderson@jmi.edu.jm
Mrs Audrey ANDERSON

Kenya

1982

MOMBASA
Kenya Ports Authority
Bandari College
bandari@africaonline.co.ke
Principal
Mr. Gichiri NDUU

U.R.of Tanzania

1984

DAR-ES-SALAAM
Tanzania Harbours Authority
Bandari College
tha.bc@raha.com
Principal
Mr. K.R. CHAMSANA

Uruguay

1992

MONTEVIDEO
CENNAVE/A.P.N
khutten@mail.cennave.com.uy
Mr. Klaus HUTTEN

REGIONAL FOCAL POINT CENTRES

West Africa	Côte d'Ivoire - ABIDJAN Academie régionale des Sciences et Techniques de la mer d'Abidjan	1982-98
Caribbean	Guadeloupe - POINTE A PITRE Cuba - LA HABANA Red del Caribe bylmail@aol.com Regional expert Mr. Raymond BYL	1989-1999 2000-
East Africa	Kenya - MOMBASA Kenya Ports Authority Bandari College	1982-88
Asia and Pacific	Malaysia - JOHOR Human Resources and Port Safety Department Johor Port Berhad UNCTAD - CST	1982-99 2000 -
North Africa	Morocco - CASABLANCA Office d'Exploitation des Ports Institut de Formation Portuaire	1982-96
Lusophone countries Africa	Mozambique - MAPUTO Centre TRAINMAR Escola Portuaria de Mozambique	1994-96
Central America	Nicaragua - MANAGUA Comisión Centroamericana de Transporte Marítimo (COCATRAM) Red Trainmar CentroAmérica gecapaci@cocatram.org.ni Coordinador Mr. Mariano DIAZ	1985-
South America	Uruguay - MONTEVIDEO ATAS Red TrainmarAmérica del Sur atas@correo.cennave.com.uy Gerente Ejecutivo ATAS Mr. Rodrigo GARCIA	1996-

Annex 6

SUMMARY OF RESPONSE TO QUESTIONNAIRES AND INTERVIEWS

An extensive interview guideline and questionnaire was established in order to obtain systematic feedback from the Trainmar network of training centres, target groups and other organisations and authorities⁵.

For the same purpose the evaluation team visited Trainmar centres in 7 countries in Central and South America, (francophone) West Africa, South and South-east Asia, and Eastern Europe⁶.

During these visits more than 110 persons were interviewed: Trainmar centre management and trainers (internal and external faculty), employers in public and private sectors, and employers' organizations, trainees, UNDP officials and staff from other programmes, non-Trainmar educational and training organizations, officials from ministries of transport and education, and representatives of other agencies.

Questionnaires were sent or given to 43 Trainmar centres in accordance with address lists received from the secretariat. In addition, one response was obtained by telephone, making altogether 12 responses⁷ - a response rate of 27-28% of the given target population.

Among the centre addresses provided, 9 were unreachable by e-mail, thus reducing the target population to 35 centres, and increasing the response rate to 34%.

In statistical terms, a survey of 35 participants among a possible total of 44 would be considered representative, as would be a response rate of 28 or 34%.

In the present case, however, it is difficult to say whether the "missing" responses are due to no activity in the centres that did not respond, or whether they are due to other causes, e.g. language difficulties⁸.

In conjunction with interviews and documentary research by the evaluation team, it is considered that the feedback from the questionnaires provides representative and valid information on the Trainmar network.

Some of this feedback is specifically referred to in the body of the report. The remainder is summarized below:

⁵ See annex 2.

⁶ Costa Rica, Uruguay, Benin, Togo, India, Malaysia, Romania.

⁷ Cuba, Benin, Kenya, Egypt, Togo, Rumania, Trinidad and Tobago, Georgia, Thailand, Malaysia, India, Spain (telephone).

⁸ The recipients received complaints that the questionnaire was circulated in English only from French-speaking and Spanish-speaking centres. The omission of translations was due to a lack of language facilities in the UNCTAD secretariat within the (narrow) time limits of the evaluation.

ORGANISATION AND GOVERNANCE

1. *When did your organisation become a member of Trainmar?*

Entered for each centre in annex 5.

2. *Is your Centre currently (i.e. during 2000/2001) active in the design and delivery of courses?*

	<u>Yes</u>	<u>No</u>
2.1. <i>Course design?</i>	5	7
2.2. <i>Import of courses from other Centres?</i>	6	6
2.3. <i>Course delivery?</i>	10	2

3. *How is your Centre organised?*

	<u>Response</u>
3.1. <i>Incorporated as a company, for the specific purposes of training?</i>	2
3.2. <i>Established as a foundation with bylaws, for the specific purpose of training?</i>	1
3.3. <i>As a department of an educational institution?</i>	4
3.4. <i>As a unit or branch of a port or port authority?</i>	2
3.5. <i>As a unit or branch of a shipping company?</i>	1
3.6. <i>As a unit or branch of other commercial organisation?</i>	2
3.7. <i>Publicly owned?</i>	4
3.8. <i>Privately owned?</i>	3
3.9. <i>Recognised by national educational authorities as a formal part of the national educational system?</i>	1
3.10. <i>Other?</i>	

9 respondents are part of larger organisations, while 3 are registered as specific entities for the purpose of training.

Only 7 respondents indicated that they were privately or publicly owned. Among these 4 were publicly owned.

4. For the purpose of governance, is there:

	<u>Response</u>
4.1. A council or board of governors?	3
4.2. A board of directors?	5
4.3. An academic council or similar body for the purpose of substantive and pedagogic quality control?	5
4.4. A managing director or dean?	11
4.5. Other?	

1 respondent did not reply to this question.

5. Further points on organisation? Pls. specify:

No response

6. What is the number of staff at your Centre?

- 6.1. Permanent administrative staff?
- 6.2. Permanent pedagogic staff, trainers and course designers?
- 6.3. External faculty members who teach courses ad hoc?

Most respondents would have more than 2 administrative staff. Several had no permanent faculty, while 3 reported no external faculty as well. The response is not conclusive, since the larger part of the centres could not distinguish staff for Trainmar purposes specifically. Administrative and pedagogic staff would often have responsibilities that cover Trainmar as well as other activities.

ECONOMY AND FINANCE

The response to questions 7 - 15 is inconclusive, because only a few centres have available accounting facilities for distinguishing Trainmar activities from among other activities.

The general impression is that Trainmar activities, per se, in most cases do not show profit because fees are "subsidized" from general organization budgets and indirect costs are covered by organizational overheads.

In those cases where Trainmar activities are embedded among other activities, they seem to justify their position in the overall organizations.

There are large variations among centres as to commercial approach. Centres in the "advanced" networks are working towards maintaining Trainmar activities as commercially viable.

CURRICULUM

16. *In which substantive subject areas is the Centre actively pursuing (through the design and delivery of courses) competence enhancement?*

See summary in the body of the report, figure 6.

STRATEGY, RELATIONS WITH CST AND PERFORMANCE

17. *What is the main component of your Centre's strategy?*

	<u>Response</u>
<i>17.1. A comprehensive curriculum of open courses, delivered on a regular schedule?</i>	4
<i>17.2. A set of courses that may be delivered when need arises?</i>	2
<i>17.3. Developing and delivering courses on demand?</i>	3
<i>17.4. Delivering courses if and when they are made available through central Trainmar support?</i>	
<i>17.5. Other</i>	1

Four respondents did not reply to the question. Two indicated more than one main strategy. One replied "Company specific courses" under 17.5.

18. *Did your Centre conduct analyses of training and educational needs related to personnel categories in your area? If yes, pls. specify*

Yes: 8
No: 2
No reply: 2

The two respondents that replied in the negative claimed "no assistance from CST in spite of repeated requests" as the reason.

19. For the purpose of needs analyses, did you receive external support from

	<u>Yes</u>	<u>No</u>
19.1. The Trainmar CST?	1	2
19.2. Other Trainmar Centres?		1
19.3. Sources outside Trainmar?	3	
No response:	7	

20. Which are the personnel categories that the Centre aims at?

	<u>Response</u>
20.1. Company owners and chief executives (policy makers)?	9
20.2. Middle management?	12
20.3. Operational levels?	11
20.4. Others?	

21. Which is the typical duration of courses delivered by the Centre?

	<u>Response</u>
21.1. Less than 5 days?	7
21.2. 1 - 2 weeks?	5
21.3. More than 2 weeks?	2
21.4. Other?	

22. Are the courses delivered by the Centre principally

	<u>Response</u>
22.1. Its own design?	8
22.2. Copied and adapted from other national Centres?	2
22.3. Copied and adapted from a regional Centre?	2
22.4. Obtained from sources outside Trainmar?	5
22.5. Other?	

23. *To what degree does the Centre benefit from the use of Trainmar guidelines in the design and delivery of courses? (On a scale of 1 - 5, 5 = "high"/"best")*

Response: Average = 4

24. *What are the typical modes in which courses are delivered?*

	<u>Response</u>
24.1. <i>Class-room teaching</i>	12
24.2. <i>Distance learning</i>	
24.3. <i>Distance learning with some common sessions</i>	
24.4. <i>Business and simulation games</i>	5
24.5. <i>Study tours or visits</i>	8
24.6. <i>Individual and group assignments</i>	8
24.7. <i>Project and thesis work</i>	2
24.8. <i>Other, pls. specify</i>	

25. *Is there a need in your area for educational courses, which would provide formal credits within the national educational system?*

	<u>Yes</u>	<u>No</u>
	10	1
No response: 1		

26. *Are your courses principally delivered by*

	<u>Response</u>
26.1. <i>Internal (fully employed) faculty members?</i>	2
26.2. <i>External (engaged ad hoc for particular courses) faculty members?</i>	9
26.3. <i>Other</i>	

No response: 1

27. Among your permanent and external faculty members, how many (in %) have received

	<u>Aggregate Response</u>
27.1. Formal (university or school) pedagogic training?	50 - 70 %
27.2. Trainer development by Trainmar CST?	20 - 40 %
27.3. Other trainer development, e.g. in regional centre?	10 - 30 %
27.4. Formal (university or equivalent) substantive education in their subject matter area?	80 - 100 %
27.5. Substantive training by CST?	< 20 %
27.6. Substantive training by regional centre?	30 - 50 %

28. Are the trainers in your Centre assessed by course participants?

28.1. If yes, what is the general rating in regard to pedagogic (training) skills? (On a scale of 1 - 5, 5 = "high"/"best")

Average = 3.9

28.2. If yes, what is the general rating in regard to substantive knowledge and relevance of their subject area?

Average = 4

29. What, on the average, is the length of substantive work experience of your trainers?

	<u>Response</u>
29.1. Less than 2 years?	
29.2. 2 - 4 years?	1
29.3. 4 - 6 years?	2
29.4. More than 6 years?	9

30. Do participants evaluate courses? If yes, what is the general rating in regard to course relevance to participants' jobs? (On a scale of 1 - 5, 5 = "high"/"best")

Average = 4.5

31. What, on the average, is the percentage of women's participation in your courses?

Average: 20 - 30%

32. *Pls. list separately for 1988, 1999 and 2000, the number of courses, the total number of course duration days and the total number of participants in the courses that you have delivered.*

Inadequate response, because of difficulties in distinguishing Trainmar courses within wider portfolios. Several centres report no Trainmar activity, others list up to 20 per year.

33. *How frequently (in terms of average number of contacts per month) does your Centre communicate with other national or regional centres, or with Trainmar CST?*

- 33.1. *Other national centres*
- 33.2. *Your own regional centre*
- 33.3. *Other regional centres*
- 33.4. *The Trainmar CST*
- 33.5. *Educational institutions outside Trainmar*

In regard to CST answers range between nil and several times per month, averaging 1 - 2. Otherwise there are large variations - inconclusive.

34. *How would you rate the benefits of your participation in the global Trainmar network? (On a scale of 1 - 5, 5 = "high"/"best")*

Average = 2.3

35. *How would you rate the benefits of your participation in your regional Trainmar network? (On a scale of 1 - 5, 5 = "high"/"best")*

Average = 2.5

36. *Would there be any merit, as far as your Centre is concerned, to include additional educational institutions in the Trainmar network - e.g. universities with maritime programmes? (On a scale of 1 - 5, 5 = "high"/"best")*

Average = 4.2

37. *Would you have any suggestions to increase the usefulness to your Centre of the Trainmar network?*

In general terms, respondents claim the need for modernized materials and information on current developments.

38. *Would you have any comments on the services given to your Centre by the UNCTAD Trainmar CST?*

Comments range from nil to "none provided" to "important contribution".

39. *Would you have any comments in general on the importance or otherwise of continuing the Trainmar programme?*

Comments range: "nil" or irrelevant reply (7), "should continue" (1), "important if it can provide service and information on developments" (2), "give us means to do it ourselves" (2),

Annex 7

SECRETARIAT NOTE ON THE STAFFING OF CST

1. TRAINMAR Evaluation: Brief 3

B. Staffing of the Central Support Team

1. Introduction

TRAINMAR was conducted through its early years (1980-1988) by a project-funded Central Support Team (CST) consisting for most of the time of three persons: a Coordinator, a Maritime Training Adviser, and a Training Materials Adviser. Their role was to develop TRAINMAR concepts and to run field projects to institute these concepts in interested countries. It was practice at that time for UNCTAD to appoint a part-time project officer to supervise every project. The family of TRAINMAR projects was so extensive that a staff member assigned to supervise them eventually became full time in this role. In effect, there were four persons engaged in running TRAINMAR from Geneva.

When the principal donor, UNDP, announced in 1988 that its purpose in supporting the central functions of TRAINMAR had been fulfilled and it would withdraw its support, UNCTAD agreed to continue the role of the CST. Two project posts were discontinued in 1988, while UNDP continued momentarily to fund the post of Maritime Training Adviser (MTA); UNCTAD transferred a regular staff member as Coordinator to work alongside the MTA but the UNCTAD project officer was reassigned to other duties. Thus the four-person support became two almost overnight, of whom one had only temporary status.

While it was clear that the duties fulfilled by the team were changing, in particular from creation of a system to consolidation of that system, the support needed did not fall to match the resources available. The CST of two professionals was maintained in this way through 1989 while an action plan that would provide required support was prepared.

From 1990 to 1997, the CST was organised as an independent unit reporting to the Director of division – within the Shipping Division until 1993, and then within the new Services for Development Division created by enlarging the Shipping Division after UNCTAD IIX. From 1997, after UNCTAD IX, the CST was integrated into a new Human Resources Development (HRD) section, whose chief reported in turn to a Head of Branch under the Director of the Services Infrastructure for Development and Trade Efficiency Division.

General service support had always been provided from regular funds and the provision of an administrative assistant and a clerical assistant was maintained from 1990 until 1998 – since when relevant duties have been neglected or integrated with professional duties.

2. Role of the CST

The role of the team thus constituted was set out in the Action Plan Progress Report (1990), and is summarized in Box 1. However, two additional roles quickly became apparent and had to be pursued as a matter of priority. The first was to provide follow-up support to established centres; these centres had already benefited from project support and proved to need further assistance in order to take full advantage of the progress they had made through projects. The second was to secure extra resources and notably funding to maintain the role of the MTA that was indispensable to all progress. A third role became apparent later; this is inherent in all UNCTAD work and is a wider responsibility towards the developing world beyond the TRAINMAR users, and is discussed in a further briefing note: Brief – 5 “Costs and Benefits of the TRAINMAR programme”.

Box 1. Summary of specific objectives

- A global strategy in force for more controlled network membership, precise structure and qualitative objectives
- The network reorganized in a multi-tier manner that will enable CST support to be shared and to provide minimal project support for follow-up in each region
- Reinforced institutional arrangements at centres for effective training and cooperation
- Assured high quality in course development, and greater production and exchange of courses.
- Reinforced capacity within and through the CST in order that critical external support is available to member centres upon planned withdrawal of prior project support
- Established inter-agency cooperation with regard to maritime sector training

3. Competence of the CST

UNCTAD resources are expressed primarily as posts. A post is occupied by a person and it is the performance of that person that provides results. Unfortunately the people already in posts do not often have the competence required for new jobs and it quickly became apparent that the CST could not be reinforced as required by the simple transfer of current employees with their posts. In particular, the role of MTA could not be covered by anyone already in post. This was recognized by management and an undertaking given that a regular post would be made available for recruitment by 1992; meanwhile UNDP agreed to finance half of employment costs for the existing MTA until 1992, leaving a recurring need to obtain extra-budgetary funds for the remainder.

The Action Plan Progress Report indicated additional resources required, and to be obtained as part of the Plan.

4. Professional resources of UNCTAD's CST.

The following professional staff members were assigned to TRAINMAR during the period 1990-2001.

Michael Daunt – Transferred from Ports Section in 1988 to act as Coordinator. Remained in that role until 2001, although from 1997 he was also chief, HRD section..

Xavier Alphaize – Called to Geneva in 1989, from a field posting with TRAINMAR, to be MTA. Remained and retained this title until July 1997. However, little of the funding obtained prior to 1997 was dedicated to the MTA role, so he was required to conduct activities corresponding to the funding rather than the title. In mid-1997, not long after being assigned to a regular post, he was transferred with post to coordinate the TrainForTrade programme.

G.V. Raj – He had been assigned to a TRAINMAR field project in 1989, which was prematurely terminated and he was transferred to Geneva to complete the contract. He was assigned to the CST for a few months at the beginning of 1990 but could not be continued due to the absence of a post or funding.

Cy Chiang– Existing staff member assigned to the CST in September 1990. She was a regular staff member at level P2. She had no training or maritime experience but was keen to learn; having Spanish mother tongue she took specific responsibility for relations with the Latin America networks until her transfer to ECLAC (Chile) in October 1995. Although she had held a regular post, it was not possible to retain the post in the CST.

Isao Onuki – This new staff member was assigned to the CST in March 1991. He had extensive shipping experience in Japan but no training experience. He remained with the CST until 1993, performing support duties related to the technical content of courses, which is work that should alternatively be performed by other sections of UNCTAD; in 1993 he was transferred, with his post, to the Shipping Section of Shipping Division.

Jens Ramstadt – He joined the CST in September 1992 as a Norwegian associate expert. He had knowledge of training and of the maritime sector. He quickly made contributions to the CST and was assigned, in particular, to liaise with the Asia and Pacific network. He resigned from the post at the end of 1993 and could not be replaced.

Sven Callebaut –assigned to UNCTAD early in 1995. He participated part-time in TRAINMAR-related activities and took responsibility for liaison with Latin America networks after the departure of CY Chiang in October 1995. In June 1996 he continued these functions as a French associate expert for two years, after which he continued with ad hoc funding mobilized for this purpose.

Ulrich Cording – a long-standing regular staff member at level P4, with no knowledge of training or the maritime sector, was assigned to the CST in May 1996, where he undertook a number of general studies until being transferred to another section, then another division, about one year later.

Bismark Sitorus – a regular staff member at level P2, assigned to the CST at the end of 1996, when for a short time he took responsibility for liaison with the Asia and Pacific region. He was reassigned to other duties in the HRD section by mid-1998.

Dimo Calovski – A regular staff member at level P2, assigned to the HRD section in July 1997. He contributed to various activities, including efforts to create a European Training Partnership to work in conjunction with TRAINMAR and support efforts of the CST. He was not otherwise engaged in TRAINMAR activities and was transferred away from HRD section in early 1999.

Evelyn Benvenisti – A long-standing staff member of UNCTAD at level P3, Evelyn was assigned to work with TRAINMAR at the end of 1999. She was invited to initiate activities in liaison with African countries, on which she has worked until the present (March 2001).

Kathy Everlet – Kathy is not a professional staff member but has performed duties that provided outputs equivalent to those of a professional since mid-1998. Kathy was assigned to TRAINMAR as General Service staff for administrative support duties in June 1993. Since mid-1998 she has undertaken professionally-oriented tasks and has, in particular, been responsible for liaison with the Asia and Pacific network.

Table 1 shows the assignment of staff to professional roles in the CST and very crudely counting part time as half-time, gives the effective strength of the team over the years.

(a) *Table 1 - Summary of staff assigned to the CST*

Staff member	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
M Daunt	R	R	R	R	R	R	R	P-R	P-R	P-R	P-R
X Alphaize	X	X	X	X	X	X	X	P-R	-	-	-
GV Raj	P-X	-	-	-	-	-	-	-	-	-	-
CY Chiang	P-R	R	R	R	R	P-R	-	-	-	-	-
I Onuki	-	P-R	R	P-R	-	-	-	-	-	-	-
J Ramstadt	-	-	P-X	X	-	-	-	-	-	-	-
S Callebaut	-	-	-	-	-	P-X	X	X	X	X	X
U Cording	-	-	-	-	-	P-R	P-R	-	-	-	-
B Sitorus	-	-	-	-	-	-	-	R	P-R	-	-
D Calovski	-	-	-	-	-	-	-	-	P-R	-	-
E Benvenisti	-	-	-	-	-	-	-	-	-	-	R
K Everlet	-	-	-	-	-	-	-	-	P-R	R	R
Strength	3.0	3.5	4.5	4.5	3.0	3.5	3.5	3.0	3.0	2.5	3.5

Note : R = regular budget funded / X = extra-budgetary funding / P indicates only partially assigned to the CST role during the year

Annex 8

CONSULTANT CONTRACTS 1994 - 2000

Contracts issued 1994–2000

Name	Attachment	Project	Date
TRAINMAR Belgium		ROM/94/A25	07/94
TRAINMAR Belgium		INT/94/A54	06/95
TRAINMAR Belgium	Port of Ghent	INT/94/A54 [PMC]	01-04/96
TRAINMAR Belgium	Port of Ghent	ROM/95/A06	07/96
TRAINMAR Belgium		INT/94/A54 [PMC]	11/96-02/97
TRAINMAR Belgium			05-08/97
TRAINMAR France		ROM/94/A25	07/94
TRAINMAR France		INT/94/A54	06/95
TRAINMAR France	Port of Dunkirk	ROM/95/A06	06/96
TRAINMAR Portugal		ROM/94/A25	07/94
TRAINMAR Portugal	c/o Escuela Nautica Infante Henrique	INT/94/A54	06/95
TRAINMAR Portugal		INT/91/A15	09/95
TRAINMAR Portugal		INT/94/A54 [PMC]	10/96-03/97
TRAINMAR Spain		ROM/94/A25	07/94
TRAINMAR Spain		INT/94/A54	06/95
Arab Academy, Alexandria	TRAINMAR Egypt	INT/99/A54	01-06/01
IPEC	TRAINMAR Spain	INT/90/029	11-12/94
IPEC	TRAINMAR Spain	ROM/95/A06	07/96
IPEC	TRAINMAR Spain	RER/94/A04	07-09/96
IPEC	TRAINMAR Spain	ROM/94/A08	10/96-03/97
IPEC	TRAINMAR Spain	RER/94/A08	07-09/97
SEMA Group		INT/94/A54 [PMC]	09/96
N Alvarez Cerdo		INT/91/A15	06/95
Eduardo Alvarado		RLA/87/A07	09-10/96
Pascual Antonio		RAF/92/A07	07/95
Pascual Antonio		RAF/92/A07	03/96
Pascual Antonio		RAF/92/A07	04-05/96
B Arboleya		INT/91/A15	09/94
Arboleya		RLA/92/A41	07/95
P Bauchet	TRAINMAR France	ROM/94/A25	05/94
H Beizadea	TRAINMAR Romania	INT/91/A15	05/94
H Beizadea		ROM/94/A25	07/94
H Beizadea		ROM/95/A06	03-06/96
U Breitling	Adviser	RLA/92/A41	08/95
U Breitling		RLA/92/A41	10-12/95
U Breitling		RLA/92/A41	02-03/96
Eric Bubeer		MAR/98/A03	02/98
Joel Buger		INT/91/A15	03/95

Name	Attachment	Project	Date
A Busik-Nielsen	TRAINMAR Belgium	GAB/95/A61 [PMC]	01/97
Raymond Byl	Adviser	INT/94/A54 [PMC]	04/96
Raymond Byl		CAR/95/A65	01-12/97
P Cabanius	ex-UNCTAD	ROM/94/A25	05/94
P Cabanius		ROM/94/A25	07/94
P Cabanius		INT/90/029	10/94
José Cabral		RAF/92/A07	10/95-01/96
J Saraiva Cabral		RAF/92/A07	06/96
Jacques Cambon	ex-UNCTAD	CAR/92/A45	01-05/95
Jacques Cambon		INT/94/A54 [PMC]	12/96
Jacques Cambon		INT/94/A54 [PMC]	04-06/97
Jacques Cambon		INT/94/A54 [PMC]	02-10/98
J Campos		RLA/92/A41	08/94
J Campos		RLA/92/A41	04/94
John Chapman	Ex-adviser	CAR/92/A54	04-07/96
John Chapman		INT/94/A54 [PMC]	09/96
John Chapman		INT/94/A54 [PMC]	04-07/97
John Chapman		RAF/96/A49 [PMC]	11/97
John Chapman		RAF/96/A49 [PMC]	01-02/98
John Chapman		RAF/96/A49 [PMC]	09/98-02/99
Jean Chapon		INT/94/A54 [PMC]	12/95-01/96
Jean Chapon		INT/94/A54 [PMC]	03/96
Julio Coppola		RLA/92/A41	04/94
Julio Coppola		INT/91/A15	12/94
Jorgé Correa		INT/91/A15	04-06/95
L Correa Correa	ATAS	INT/91/A15	01-02/94
L Correa Correa		RLA/92/A41	03/94
L Correa Correa		RLA/92/A41	05-06/94
L Correa Correa		INT/90/029	06-09/94
L Correa Correa		RLA/92/A41	01-04/96
L Correa Correa		RLA/87/A07	05/96
L Correa Correa		RLA/87/A07	09-10/96
Leonardo Cossa		RAF/92/A07	10/95-01/96
John Douglas	Ex-adviser	RAF/92/A07	05/94
John Douglas		RAS/93/036	08-09/95
John Douglas		CAR/95/A65	07/97
John Douglas		INT/99/A51	02-09/00
P van Driessche		RAF/96/A49 [PMC]	05/98
Olman Elizondo	Ex-adviser	INT/91/A15	01/94
Olman Elizondo		RLA/92/A41	04-05/94
Olman Elizondo		INT/91/A15	08-11/94
Olman Elizondo		RAF/92/A07	12/94
Olman Elizondo		RAF/92/A07	03/95
Olman Elizondo		RAF/92/A07	01-07/96
Olman Elizondo		RAF/92/A07	10/96
José Esteves	TRAINMAR Portugal	RAF/92/A07	03-04/97

Name	Attachment	Project	Date
José Esteves		RAF/92/A07	09/94
José Esteves		RAF/92/A07	09-10/95
José Esteves		RAF/92/A07	11/95-07/96
José Esteves		RAF/92/A07	07/96
José Esteves	TRAINMAR Portugal	RAF/92/A07	09/97
Colin Evans		ROM/95/A06	10/96
Rodrigo Garcia	ATAS	INT/99/A54	02-06/01
Patrick Giraud		CAR/92/A45	04-07/94
R Gomez-Ferrer	TRAINMAR Spain	ROM/94/A25	05/94
Ramon Gomez	TRAINMAR Spain	ROM/95/A06	04-06/96
Ramon Gomez		ROM/95/A06	12/96
R Gomez Ferrer		ROM/95/A06	10-11/97
Enrique Gonzalez		RLA/92/A41	04/94
Eduardo Gonzalez		RLA/92/A41	06/94
J-F Gregoire		INT/94/A54 [PMC]	04-06/97
J-F Gregoire		RAF/96/A49 [PMC]	09/97
Klaus Hutten		INT/91/A13	01-03/94
Leonardo Jeremias		RAF/92/A07	04-05/95
Ashoke Joshi		RAS/93/036	11/94-01/95
Odette Julio		RAF/92/A07	08-09/95
M-A de Costa Lafayette		RAF/92/A07	01/95
Angela Lafayette		RAF/92/A07	02/96
Marilyn Langfield		INT/91/A15	12/99
Lurdes Leao		RAF/92/A07	08-09/95
P Lefèvre	DG I, CEE	RER/94/A08	11/94
P Léonard	TRAINMAR France	RER/94/A08	06-12/94
Pierre Leonard		INT/94/A54 [PMC]	02-04/96
H Saraiva Lima		RAF/92/A07	11/94
H Saraiva Lima		RAF/92/A07	04/96
Edmuno Lizarzaburu	ATAS	RLA/92/A41	01-03/96
H Lionel Marie		RER/94/A08	07/94-02/95
H Lionel Marie		RER/94/A08	09/97
Tong Makim		INT/90/029	03-06/94
Tong Makim		INT/90/029	12/95
Dominique Malsh		RAF/96/A49 [PMC]	05/98
O Martinez		CAR/95/A65	06-08/97
O Martinez		CAR/95/A65	10/97
Alberto Matlombe		RAF/92/A07	04-05/95
Enrique Maya		RLA/92/A41	06-07/94
Barry Metcalfe	Ex-adviser	NIR/95/A92	01/96
Chalate Mindu		RAF/92/A07	11/95-03/96
Dick Moore		ROM/95/A06	06/96
Bernado Moran		RLA/92/A41	01-04/96
R Nazimuddin		PAK/89/013	11/94
Kama Ndungo		RAF/92/A07	08/96

Name	Attachment	Project	Date
Aldomir Nevis		RLA/92/A41	03/94
Jorge Perrotto	ATAS	RLA/92/A41	05-06/94
Jorge Perrotto		RLA/92/A41	09/94
Jorge Perrotto		RLA/92/A41	10-11/94
Jorge Perrotto		RLA/92/A41	03/95
Jorgé Perrotto		RLA/92/A41	08/95
Jorgé Perrotto		RLA/92/A41	01-04/96
Jorgé Perrotto		RLA/92/A41	01-06/96
Vesna Polic Curcic		ROM/95/A06	05/96
Abilio Portimao		RAF/92/A07	12/95
Abilio Portimao		RAF/92/A07	04/96
J-M Proust	ex-CST	INT/90/029	03/94
J-M Proust		INT/90/029	04/94
J-M Proust		RER/94/A08	06-08/94
J-M Proust		RER/94/A08	07/95
J-M Proust		INT/94/A54 [PMC]	11/95-01/96
J-M Proust		INT/94/A54 [PMC]	04/96
Robert Rezenthel	TRAINMAR France	ROM/95/A06	05/96
M Roland		INT/94/A54 [PMC]	04/96
Diego Roqueor		INT/91/A15	09/94
A S Sebastio		RAF/92/A07	01/95
Perla Segovia		RAS/93/036	10-12/96
Ma Shuo	WMU	INT/94/A54 [PMC]	09-11/97
Martin Sgut	ATAS	INT/91/A15	01-02/98
José Solarzano		RLA/92/A41	05/94
Graham Tarr	Ex-CST	INT/99/A51	02-09/00
Brian Thomas		INT/90/029	12/94-02/95
Brian Thomas		RAS/93/036	10-12/96
K Vanroye	DG I, CEE	RER/94/A08	11/94
J L Vasquez		CAR/95/A65	06-09/97
J L Vasquez		CAR/95/A65	10/97
Antonio Venancio		RAF/92/A07	08/96
José Vidal		RAF/92/A07	10-12/95
José Vidal		INT/91/A15	03/97
Teresa Yeo	Ex-adviser	RAS/93/036	07-12/95
Teresa Yeo		RAS/93/036	08/96
Teresa Yeo		RAS/93/036	08-09/96
Teresa Yeo		RAS/93/036	11-12/96
Teresa Yeo		MAR/98/A03	01-02/98
Teresa Yeo		INT/99/A51	02-09/00
Hector Zuniga	ATAS	RLA/92/A41	09-10/94
Hector Zuniga		RLA/92/A41	01-03/96
Hector Zuniga		RLA/92/A41	05/96

Annex 9

THE ROLE OF UNCTAD (CST)

UNCTAD's role in TRAINMAR is pursued through the activities of programme staff and inputs they are able to organize through other services of UNCTAD. This role may be defined, therefore, in terms of the duties of programme staff; these were decided at the outset according to two criteria:

- their omission would lead to a serious decline of network and centre activity;
- no alternative source of such support could be identified.

The duties were considered in four categories as follows.

1. To maintain centre involvement and development

Advise Main Centres on their organization, trainer skills, course development and training programmes;
Maintain and supply pedagogic courses and manuals; supervise continued training of trainers;
Supervise the development and upgrading of courses; apply quality control procedures;
Approve and distribute new courses;
Issue documentation including newsletters and course catalogues; review technical and pedagogic information, and distribute relevant items to Main Centres;
Arrange or advise upon technical inputs; supply UNCTAD documentation;
Provide contacts with technical and trade bodies in matters relating to human resource development.

2. Network support

Advise members on regional arrangements and facilitate changes as from time to time agreed;
Advise each network secretariat on its role, including the issue of local newsletters, and coordination of data interchange and financial management, and supply each with regular information on TRAINMAR development;
Participate in annual network meetings to help to draw up meaningful programmes, develop strategies and coordinate with other networks;
Participate in selected course deliveries and in particular pedagogic workshops;
Help to seek funding for regional activities and arrange practical support through the Main Centres involved;
Promote with donors the concept of regional advisers; coordinate and support the work of regional advisers.

3. Programme development

Manage the execution of the Action Plan;
Propose short- and long-term plans for network development;
Design, promote and implement projects funded from external sources, including in

particular:

- partnership activities with industrialized countries;
- association with non-maritime institutes;
- development of special courses and use of new techniques;
- strategies for career development;
- expansion into new branches, countries and regions;

Encourage and promote cooperation with other international organisations.

4. Coordinate and promote UNCTAD technical activities with respect to human resource development

Organize UNCTAD inputs to assist course development and delivery at centres;
Assist non-programme staff in meeting commitments with respect to human resource development.

Annex 10

THE CURRICULUM - LIST OF TRAINMAR COURSES

<u>Trainmar Official Courses as per Catalogue 1998 (English version)</u>				
Code	Name	Origin	Availability	Latest Version
1.01	Course Development	Geneva	Geneva	1992
1.03	Instruction	Geneva	Geneva	
1.04	Management of Training	Geneva	Geneva	1993
2.01	Port Planning	Geneva	Johor	
2.02	Port Operations for Supervisors	Mombassa	Johor	
2.06	Management of Container Terminal Operation	Manila	Johor	
2.09	Management of Equipment Maintenance	Casablanca	Madras	
2.13	Improving Supervisory Management	Johor	Johor	
2.18	Spare Parts Management	Madras	Madras	
2.19	Port Management Information System	ESCAP		
2.20	Improving Port Performance and Operations - IPP.1	Geneva	Geneva	
2.21	Port Investment	Guadeloupe		
3.01	Legal Aspects of Commercial Shipping Operations	Abidjan	Johor	
3.02	Maritime Documentary Fraud	Plymouth Polytechnic	Manila	
4.02	Cost Control For Shipping Management	Bombay	Johor	
4.03	Use of Computerized Information System in Shipping Management	Geneva	Johor	
4.05	Finance for Non-Finance Shipping Executives	Sharjah	Manila	
5.02	Basic Freight Forwarding	Abidjan / ESCAP	Dunkirk and Johor	
5.04	Workshop for Potential Multimodal Transport Operators	Geneva	Geneva	
5.05	Multimodal Transport Workshop for Senior Management	Geneva	Geneva	
5.06	Intensive Workshop on Multimodal Transport for Top Policy Makers	Geneva	Geneva	
5.08	Conducting an Alternative Logistics Strategy	Europe	Valencia (Spain)	
9.01	Free Zone Procedures and Documentation	Johor	Johor	Nov. 1997

9.03	Documentation in Shipping Business	Merchant Marine Institute	Thailand	Jan. 1998
9.04	International Safety Management	Magsaysay Training Centre - Manila	Johor	
9.06	Preparing for Privatization	Malaysia		
9.09	Handling of Dangerous Goods in Port	Johor	Johor	

Annex 11

TRAINMAR PROJECT FUNDING 1990 – 2000

Project Identity	Annual Budget (US\$)			
	1990	1991	1992	1993
INTER-REGIONAL				
TRAINMAR Geneva (UNDP)	29,000	29,000	-	-
Action Plan (UNDP)	46,000	176,000	281,000	101,500
Course Dev. (Netherlands)	-	35,000	18,000	22,000
Contributions (Various)	-	55,000	105,000	80,000
TRAINMAR Geneva (Norway)	-	-	24,000	120,000
Course Dev. (Europe)	-	-	-	83,000
TRAINMAR Geneva (France)	-	-	-	30,000
REGIONAL				
Caribbean (France)	-	-	-	60,000
Arab States (UNDP)	102,000	25,000	-	-
Africa - Lusophone (UNDP)	23,000	14,000	36,000	-
Africa - West./Cent. (UNDP)	43,000	197,500	22,500	-
Asia (UNDP)	34,000	129,000	8,000	22,000
Latin America (UNDP)	54,000	35,000	-	-
Central America (EEC)	42,000	100,000	30,000	-
Caribbean (France)	19,000	8,000	13,000	-
Latin America (Germany)	-	-	39,000	360,000
NATIONAL				
Algeria (UNDP/Algeria)	24,000	57,000	16,000	-
Egypt (UNDP)	91,000	32,500	46,500	17,000
Guatemala (UNDP)	39,000	35,000	2,500	-
Madagascar (France)	-	35,000	-	-
Morocco (UNDP/Morocco)	242,000	63,000	97,000	-
Pakistan (UNDP)	94,000	89,000	102,000	89,000
Vietnam (France)	-	-	-	55,000
SUB-CONTRACTS				
ICAO	-	24,000	12,000	-
ILO	-	31,500	19,500	-
IMO	-	18,000	-	-

TRAINMAR project funding – 1994

Project	Description	Donor	Expenditure 1994 (\$)	European Commission (\$)	Other Europe (\$)
PAK/89/013	TRAINMAR national capacity development	UNDP	8,390	-	-
ROM/94/A25	TRAINMAR plan of action	European Com.	57,412	57,412	-
VIE/93/A08	TRAINMAR study	France	6,915	-	6,915
CAR/92/A45	TRAINMAR regional capacity development	France	17,641	-	17,641
RAF/92/A07	TRAINMAR regional capacity development	European Com.	227,694	227,694	-
RER/94/A08	TRAINMAR course (short sea)	Mixed	83,345	41,673	41,672
RLA/87/A07	TRAINMAR regional capacity development		52,186	46,000	-
RLA/92/A41	TRAINMAR regional support (Southern cone)	Germany	217,982	-	217,982
INT/90/029	TRAINMAR central support	UNDP	79,771	-	-
INT/91/A13	TRAINMAR course (port tariffs)	Netherlands	14,001	-	14,001
INT/91/A15	TRAINMAR general	Miscellaneous	78,749	-	30,625
INT/93/A41	TRAINMAR pedagogic support	France	26,393	-	26,393
Total	UNCTAD executed TRAINMAR projects in 1994		870,439	372,779	355,249

Notes:

Source: year end financial reports.

Other Europe includes public and private sources.

TRAINMAR project funding – 1995

Project	Description	Donor	Expenditure 1995 (\$)	European Commission (\$)	Other Europe (\$)
NIR/95/A92	TRAINMAR action plan	National	41,914	-	-
ROM/94/A25	TRAINMAR action plan (I)	European Commission	2,008	2,984	-
ROM/95/A06	TRAINMAR action plan (II)	European Commission	13,976	13,976	-
VIE/93/A08	TRAINMAR support	France	-	-	-
CAR/92/A45	TRAINMAR regional support (I)	France	46,351	-	46,351
CAR/95/A65	TRAINMAR regional support (II)	France	-	-	-
RAF/92/A07	TRAINMAR centre support for Angola & Mozambique	European Commission	389,166	389,166	-
RAS/93/036	HRD for ports of Asia	UNDP	53,232	-	-
RER/94/A08	TRAINMAR course in Europe (I)	Europe mixed:	40,194	20,097	20,097
RLA/87/A07	TRAINMAR regional support	National sharing	19,532	-	-
RLA/92/A41	TRAINMAR regional support (Southern cone)	Germany	285,648	-	285,648
INT/91/A13	TRAINMAR course (port tariffs)	Netherlands	383	-	383
INT/91/A15	TRAINMAR general	Miscellaneous	63,038	-	50,430
INT/93/A13	TRAINMAR course in Europe (II)	Europe mixed:	-	-	-
INT/94/A54	TRAINMAR support	Belgium	60,065	-	60,065
INT/96/A55	TRAINMAR Europe	European centres	-	-	-
Total	UNCTAD executed TRAINMAR projects in 1995		1,015,507	426,223	462,974

Notes:

1. RER/94/A08 & INT/93/A13 supported by EC for 50 per cent.
2. RAS/93/036 are estimates, otherwise source is year-end data sheets.
3. INT/91/A15 from voluntary contributions, say 80 per cent Europe.
4. Other Europe includes public and private sources.

TRAINMAR project funding – 1996

Project	Description	Donor	Expenditure 1996 (\$)	European Commission (\$)	Other Europe (\$)
GAB/95/A61	TRAINMAR action plan	National	14,904	-	-
NIR/95/A92	TRAINMAR action plan	National	-	-	-
ROM/94/A25	TRAINMAR action plan (I)	European Commission	2,984	2,984	-
ROM/95/A06	TRAINMAR action plan (II)	European Commission	70,603	70,603	-
VIE/93/A08	TRAINMAR support	France	182	-	182
CAR/92/A45	TRAINMAR regional support (I)	France	-	-	-
CAR/95/A65	TRAINMAR regional support (II)	France	43,310	-	43,310
RAF/92/A07	TRAINMAR centre support for Angola & Mozambique	European Commission	386,018	386,018	-
RAF/96/A49	Port certificate training	National sharing	-	-	-
RAS/93/036	HRD for ports of Asia	UNDP	53,232	-	-
RER/94/A08	TRAINMAR course in Europe (I)	Europe mixed:	12,529	6,265	6,264
RLA/87/A07	TRAINMAR regional support	National sharing	10,720	-	-
RLA/92/A41	TRAINMAR regional support (Southern cone)	Germany	-	-	-
INT/91/A13	TRAINMAR course (port tariffs)	Netherlands	11,710	-	11,710
INT/91/A15	TRAINMAR general	Miscellaneous	88,611	-	70,889
INT/93/A13	TRAINMAR course in Europe (II)	Europe mixed:	4,602	2,301	2,301
INT/94/A54	TRAINMAR support	Belgium	168,289	-	168,289
INT/96/A55	TRAINMAR Europe	European centres	-	-	-
Total	UNCTAD executed TRAINMAR projects in 1996		867,694	468,171	302,945

Notes:

1. RER/94/A08 & INT/93/A13 supported by EC for 50 per cent.
2. RAS/93/036 are estimates, otherwise source is year-end data sheets.
3. INT/91/A15 from voluntary contributions, say 80 per cent Europe.
4. Other Europe includes public and private sources.

TRAINMAR project funding – 1997

Project	Description	Donor	Expenditure 1997 (\$)	European Commission (\$)	Other Europe (\$)
GAB/95/A61	TRAINMAR action plan	National	32,950	-	-
NIR/95/A92	TRAINMAR action plan	National	-	-	-
ROM/94/A25	TRAINMAR action plan (I)	European Commission	-	-	-
ROM/95/A06	TRAINMAR action plan (II)	European Commission	13,614	13,614	-
VIE/93/A08	TRAINMAR support	France	330	-	330
CAR/92/A45	TRAINMAR regional support (I)	France	8,587	-	8,587
CAR/95/A65	TRAINMAR regional support (II)	France	66,430	-	66,430
RAF/92/A07	TRAINMAR centre support for Angola & Mozambique	European Commission	-	-	-
RAF/96/A49	Port certificate training	National sharing	60,747	-	15,187
RER/94/A08	TRAINMAR course in Europe (I)	Europe mixed:	10,168	5,084	5,084
RLA/87/A07	TRAINMAR regional support	National sharing	888	-	-
RLA/92/A41	TRAINMAR regional support (Southern cone)	Germany	-	-	-
INT/91/A13	TRAINMAR course (port tariffs)	Netherlands	-	-	-
INT/91/A15	TRAINMAR general	Miscellaneous	78,208	-	62,566
INT/93/A13	TRAINMAR course in Europe (II)	Europe mixed:	-	-	-
INT/94/A54	TRAINMAR support	Belgium	9,791	-	9,791
INT/96/A55	TRAINMAR Europe	European centres	2,958	-	2,958
INT/97/A04	Training of trainers	Spain	7,776	-	7,776
INT/97/X31	Associate expert	France	45,354	-	45,354
Total	UNCTAD executed TRAINMAR projects in 1997		337,801	18,698	224,063

Notes:

1. RER/94/A08 & INT/93/A13 supported by EC for 50 per cent.
2. RAF/96/A49 includes contribution from Belgium for 25 per cent.
3. INT/91/A15 from voluntary contributions, say 80 per cent Europe.
4. Other Europe includes public and private sources.
5. Source is year-end data sheets.

TRAINMAR project funding – 1998

Project	Description	Donor	Budget 1998 (\$)	European Commission (\$)	Other Europe (\$)
GAB/95/A61	TRAINMAR action plan	National	21,012	-	-
MAR/98/A03	Preparation of a training action plan for the port sector	National	67,800	-	-
NIR/95/A92	TRAINMAR action plan	National	28,207	-	-
ROM/94/A25	TRAINMAR action plan (I)	European Commission	13,505	13,505	-
ROM/95/A06	TRAINMAR action plan (II)	European Commission	45,633	45,633	-
VIE/93/A08	TRAINMAR support	France	445	-	445
CAR/92/A45	TRAINMAR regional support (I)	France	49	-	49
CAR/95/A65	TRAINMAR regional support (II)	France	36,210	-	36,210
RAF/96/A49	Port certificate training	National sharing	244,762	-	61,190
RAF/98/A04	TRAINMAR support for PALOP countries	Portugal	13,549	-	13,549
RER/94/A08	TRAINMAR course in Europe (I)	Europe mixed:	7,407	3,703	3,704
RLA/87/A07	TRAINMAR regional support	National sharing	1,170	-	-
RLA/92/A41	TRAINMAR regional support (Southern cone)	Germany	-	-	-
INT/91/A13	TRAINMAR course (port tariffs)	Netherlands	2,012	-	2,012
INT/91/A15	TRAINMAR general	Miscellaneous	84,554	-	67,643
INT/93/A13	TRAINMAR course in Europe (II)	Europe mixed:	325	163	162
INT/94/A54	TRAINMAR support	Belgium	127,236	-	127,236
INT/96/A55	TRAINMAR Europe	European centres	98,860	-	98,860
INT/97/A04	Training of trainers	Spain	14,750	-	14,750
INT/97/X31	Associate expert	France	72,628	-	72,628
Total	UNCTAD executed TRAINMAR projects in 1998		880,114	63,004	473,072

Notes:

1. RER/94/A08 & INT/93/A13 supported by EC for 50 per cent.
2. RAF/96/A49 includes contribution from Belgium for 25 per cent.
3. INT/91/A15 from voluntary contributions, say 80 per cent Europe.
4. Other Europe includes public and private sources.
5. Source is working documents, in which budget tends to exceed final expenditure.

TRAINMAR project funding – 1999

Project	Description	Donor	Budget 1999 (\$)	European Commission (\$)	Other Europe (\$)
NIR/95/A92	TRAINMAR action plan	National	-	-	-
ROM/95/A06	TRAINMAR action plan (II)	European Commission	27,504	27,504	-
CAR/95/A65	TRAINMAR regional support (II)	France	31,068	-	31,068
RLA/87/A07	TRAINMAR regional support	National sharing	-	-	-
RLA/92/A41	TRAINMAR regional support (Southern cone)	Germany	-	-	-
INT/91/A13	TRAINMAR course (port tariffs)	Netherlands	-	-	-
INT/91/A15	TRAINMAR general	Miscellaneous	17,277	-	-
INT/97/X31	Associate expert	France	42,697	-	42,697
INT/99/A61	TRAINMAR coordination	Germany	-	-	-
Total	UNCTAD executed TRAINMAR projects in 1999		118,546	27,504	73,765

Notes:

1. Other Europe includes public and private sources.
2. Source is working documents, in which budget tends to exceed final expenditure.
3. Range of projects truncated this year due to transfer of a number of activities to TrainForTrade programme.

TRAINMAR project funding – 2000 (Provisional)

Project	Description	Donor	Budget 2000 (\$)	European Commission (\$)	Other Europe (\$)
NIR/95/A92	TRAINMAR action plan	National	-	-	-
ROM/95/A06	TRAINMAR action plan (II)	European Commission	23,285	23,285	-
CAR/95/A65	TRAINMAR regional support (II)	France	30,068	-	30,068
RLA/87/A07	TRAINMAR regional support	National sharing	862	-	-
RLA/92/A41	TRAINMAR regional support (Southern cone)	Germany	-	-	-
INT/91/A15	TRAINMAR general	Miscellaneous	27,400	-	-
INT/97/X31	Associate expert	France	-	-	-
INT/99/A61	TRAINMAR coordination	Germany	35,422	-	35,422
INT/99/A51	Training of trainers for flexi-learning	Netherlands	59,221	-	59,221
INT/99/A54	CD-Rom course	Netherlands	17,000	-	17,000
Total	UNCTAD executed TRAINMAR projects in 2000		193,258	23,285	141,711

Notes:

1. Other Europe includes public and private sources.
2. Source is working documents, in which budget tends to exceed final expenditure.

TRAINMAR project funding – 2001 (Prior forecast)

Project	Description	Donor	Budget 2000 (\$)	European Commission (\$)	Other Europe (\$)
NIR/95/A92	TRAINMAR action plan	National	32,087	-	-
ROM/95/A06	TRAINMAR action plan (II)	European Commission	-	-	-
CAR/95/A65	TRAINMAR regional support (II)	France	80,198	-	80,198
RLA/87/A07	TRAINMAR regional support	National sharing	-	-	-
RLA/92/A41	TRAINMAR regional support (Southern cone)	Germany	-	-	-
INT/91/A15	TRAINMAR general	Miscellaneous	50,000	-	-
INT/99/A61	TRAINMAR coordination	Germany	35,422	-	35,422
INT/99/A51	Training of trainers for flexi-learning	Netherlands	57,058	-	57,058
INT/99/A54	CD-Rom course	Netherlands	60,000	-	60,000
Total	UNCTAD executed TRAINMAR projects in 2000		314,765	-	232,678

Notes:

1. Other Europe includes public and private sources.
2. Source is working documents, in which budget tends to exceed final expenditure.