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EVALUATION OF TECHNICAL COOPERATION ACTIVITIES

**In-depth evaluation of the training courses on key issues on the international economic  
agenda**

Annexes

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\* Reissued for technical reasons.

## Annex 1

### **TERMS OF REFERENCE: IN-DEPTH EVALUATION OF TRAINING COURSE ON KEY ISSUES ON THE INTERNATIONAL ECONOMIC AGENDA**

#### **A. Mandate**

1. At its twenty-fourth session in 1994, the Working Party on the Medium-term Plan and the Programme Budget of the Trade and Development Board decided to undertake, in the context of its annual review of technical cooperation activities of UNCTAD, an “in-depth study on a specific technical cooperation programme which would allow the Working Party to better evaluate the programme, recommend follow-up action and enhance UNCTAD’s comparative advantage.” In accordance with this decision, each year since 1995 the secretariat has conducted an in-depth evaluation for discussion by the Working Party. At its forty-first session in September 2004, the Working Party decided to undertake an in-depth evaluation of the technical cooperation programme on the Training Course on Key Issues on the International Economic Agenda for discussion at its session in 2005 dealing with technical cooperation activities.

#### **B. Training Course on Key Issues on the International Economic Agenda**

2. UNCTAD plays an important role as the focal point within the United Nations for the integrated treatment of trade and development issues and as a forum where consensus building for the formulation of policies in a globalizing world may take place. Dialogue facilitation, research and analysis are highlighted as means of achieving this mandate. UNCTAD's particular comparative advantage lies in helping developing countries, particularly least developed countries and countries with economies in transition, better understand how to design trade and development policies for efficient integration into the world economy.

3. At the tenth Conference in Bangkok in 2000, member States agreed that UNCTAD should strengthen its capacity building activities and adopted the following mandate in paragraph 166 of the Bangkok Plan of Action:

*UNCTAD’s existing capacity-building programme should be strengthened. This would enable officials and other individuals from developing countries and some interested countries with economies in transition to become better informed, through regular training courses in cooperation with the United Nations Staff College, of key issues on the international economic agenda, in particular with development dimensions within UNCTAD’s field of competence. These courses would draw on the expertise and policy analysis work of the UNCTAD secretariat, with the support of an advisory body to be established by the Trade and Development Board. In course delivery, cooperation and coordination would be assured with relevant research and academic institutions and with other relevant international organizations, taking into consideration the commitment of UNCTAD to the Integrated Framework for Trade-related Technical Assistance for the LDCs. The organization of the courses should be financed from UNCTAD’s existing regular budget resources and available*

*extrabudgetary resources. The Secretary-General of UNCTAD is invited to submit detailed costed proposals to the Working Party on the Medium-term Plan and the Programme Budget.*

4. In response to this mandate, the UNCTAD secretariat has established the programme of the Training Course on Key Issues on the International Economic Agenda, and defined its objectives as follows:

- Enhance the capacity of officials and other individuals from developing countries and some countries with economies in transition to identify issues, and the approaches adopted in their treatment in the current trade negotiations, in particular those with development dimensions within UNCTAD's field of competence;
- Increase awareness of the diverse policy and other conditions necessary for attaining competitiveness and participating effectively in the current global economic environment.

5. The courses organized under this programme use a multidisciplinary approach in tackling various aspects of trade and development issues, including monetary and exchange rate policies, trade in agriculture and commodities, manufactures, services, environment and infrastructure development. With this approach, the courses aim to address:

- The main features and trends that determine the international economic agenda from the point of view of development;
- The interfaces between trade, investment and development issues and their implications for the formulation and implementation of integrated development strategies with respect to the globalization of the trading system;
- Best practices in designing and implementing national, regional and international policies on trade and sustainable development.

6. The syllabus of the courses is designed to draw on UNCTAD's perspectives and expertise, and to disseminate and enhance the understanding of UNCTAD's analytical work as well as the lessons drawn from its technical cooperation activities. The contents of the courses are based on UNCTAD's knowledge of the topics involved, as well as on the competence and expertise of other relevant international organizations.

7. The courses are aimed primarily at government officers, at director or deputy-director level, ideally from the ministries of trade, industry or commerce, involved in the formulation and implementation of national trade and development policies.

8. The mandate for this programme was reaffirmed in the São Paulo Consensus adopted at the eleventh Conference of UNCTAD in June 2004.

### **C. Scope of evaluation**

9. The evaluation will cover training courses implemented since UNCTAD X in 2000 up to the next regional training course scheduled in February–March 2005. These include:

- 2001-2002: Two general courses in Geneva-Turin;
- 2002: 1<sup>st</sup> regional course in Bangkok (Asia and Pacific);
- 2003: 2<sup>nd</sup> regional course in Santiago (Latin America and Caribbean) and 3<sup>rd</sup> regional course in Beirut (Western Asia);
- 2004: 4<sup>th</sup> regional course in Mauritius (Africa), 5<sup>th</sup> regional course in Prague (economies in transition) and 6<sup>th</sup> regional course in Hanoi (Asia and Pacific)
- 2005: 7<sup>th</sup> regional course in Havana (Latin America and the Caribbean)

10. Materials for evaluation of past activities will be provided to the evaluator. These include assessments by the participants immediately after the courses and responses to the follow-up questionnaires sent to the participants and their supervisors after a certain period of time. In addition, the evaluator may conduct interviews of participants or other relevant parties with regard to the past courses.

#### **D. Evaluation criteria**

11. The evaluation should examine the following elements:

##### **(a) Relevance**

- Whether the project design and choice of beneficiary countries have properly reflected the needs and absorptive capacities of beneficiary countries.
- Whether UNCTAD has the most relevant expertise to offer the services provided by the programme and whether the role-sharing with regional commissions and other relevant academic institutions is the appropriate one.

##### **(b) Impact**

- To what extent the programme has had a tangible impact at the national level in terms of policy formulation, concrete initiatives, or design of national development plans.
- To what extent the programme has facilitated the effective participation of countries in regional and international economic relations, such as trade negotiations, investment agreements, and regional integration.

##### **(c) Sustainability**

- Whether the training courses have been designed and implemented in such a way as to ensure maximum sustainability of their impact, for example through follow-ups and aiming to build the capacity not only of individuals but also of institutions.

##### **(d) Effectiveness**

- Whether the programme has achieved stated objectives and produced results.
- Whether the scope of the training courses, both geographically and thematically, has been adequate in view of the existing resources and expertise.

- Whether funding conditions have impacted on the delivery of activities.

**(e) Efficiency**

- Whether the programme has used the most efficient means in delivering the courses, for example through the use of local resources when appropriate.
- Whether the programme has been managed efficiently with proper accounting of associated costs.

**(f) Other issues**

- To what extent the programme has taken into account wider objectives of the United Nations, such as poverty reduction and promotion of gender equality.

**E. Evaluation method**

12. The evaluation will be conducted by an independent and external evaluation team, composed of a professional evaluator who is responsible for the report and two experts who are familiar with UNCTAD's intergovernmental mandates and programmes and also with the views of donor and beneficiary countries respectively. The evaluation team will work under the methodological guidance of the Programme, Planning and Assessment Unit, Executive Direction and Management.

13. The evaluation activities will be composed of:

- (i) Study of relevant materials available;
- (ii) Collection and analysis of evidence;
- (iii) Interviews with direct beneficiaries of the projects;
- (iv) Interviews with representatives of member States at Geneva;
- (v) Interviews with secretariat personnel;
- (vi) Questionnaires as may be required.

14. It is planned that a field trip will be organized around the 7<sup>th</sup> regional course in Havana in February–March 2005 with a view to observing the training course in action and conducting interviews of participants. In addition, the evaluator is expected to be in Geneva for two periods of one week each. The total duration of the evaluation is envisaged to be equivalent to three months of full-time work.

**F. Outputs**

15. The final output of the evaluation is a report of approximately 16 pages, composed of three parts, namely: (a) introduction and brief description of the programme as necessary; (b) assessments according to the criteria listed in the scope of evaluation above; (c) recommendations drawn from the assessments. If necessary, the report may be accompanied by a supplement, detailing the findings of evaluation and/or supporting materials.

16. The deadline for the submission of the final report is 10 June 2005.

17. The evaluation team is required to present the report to the Working Party at its autumn session in 2005 (normally scheduled for September). This involves participation in the session for at least three hours but no more than one day.

## Annex 2

### DESIGN AND DELIVERY OF THE SUBSTANTIVE CONTENT OF TRAINING COURSES

#### Geneva-Turin courses 2001 and 2002

1. The syllabus of the first Geneva-Turin course in 2001 was described and discussed at length in a special report by the secretariat.<sup>1</sup> The 2002 course was built on the basis of this first experience with some minor changes:

- The 2002 edition had a reduced workload amounting to 111 hours and 30 minutes for classroom activities, compared to the 123 hours and 30 minutes for the 2001 edition;<sup>2</sup>
- The 2002 edition was more focused on trade and development issues than the first, which gave equal weight to the interface between various key aspects of the international economic environment (trade, investment, financing of development and external debt, technology etc.).

2. Module 1 was devoted in both editions to an introductory session where participants were presented with an overview of the functioning of UNCTAD and other Geneva-based institutions, including their technical cooperation activities. Together with the final section for evaluation of the training courses, they accounted for 19% of the total time allocated for classroom activities in 2001 and 17% in 2002.

3. Module 2 (Interdependence and Globalization) and Module 4 (Finance and Development) were designed in 2001 by the Division on Globalization and Development Strategies to open new perspectives for participants on current issues in economic development, showing the interface between various key aspects of the international economic environment (trade, investment, financing of development and external debt, technology, etc.) and the implications for national policies and competitiveness. In the 2002 edition, the same themes were delivered under Module 2 (Globalization and the developing countries in international trade: the *Trade and Development Report 2002*) and Module 3 (Trade, financial flows and macroeconomic management). They accounted for 27% of the total time for classroom activities in 2001 and 16% in 2002.

4. Modules 3 (International Trade and Development) and 7 (Simulation Exercise) were designed in 2001 by the Division on International Trade in Goods and Services and Commodities to highlight the importance of formulating a national trade policy and a corresponding negotiating strategy to match development needs, ensure beneficial insertion into the international trading system and take into account regional and

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<sup>1</sup> "Training Course on Key Issues on the International Agenda Pursuant to Paragraph 166 of the UNCTAD X Plan of Action" (TD/B/EX(28)/2 and annexes), 15 February 2002.

<sup>2</sup> Classroom activity means strictly lecture time. For the simulation exercise, the preparation/sharing of information, development of scenarios etc, among participants sometimes took place from the very first day and took extra time. Lecture time also does not take into account the preparation time of the participants.

subregional commitments. The same themes were delivered under Modules 5–7 plus Module 10 in the second edition. They accounted for 27% of the total time for classroom activities in 2001 and 41% in 2002.

5. Trade Facilitation and ICT/E-commerce, designed by the Division for Services Infrastructure for Development and Trade Efficiency, were delivered under Module 3 (International Trade and Development) in the 2001 edition and in Module 9 (Trade and the development of infrastructure) in the 2002 edition. They accounted for 5% of the total time for classroom activities in 2001 and 7% in 2002.

6. Module V (Investment and Development) and Module VI (National Development Strategies) were designed in 2001 by the Division on Investment, Technology and Enterprise Development to evaluate the role of foreign direct investment in trade and development strategies for a “networked economy”. They highlighted the interdependence between national development strategies, domestic and foreign investment and innovation processes in the context of a globalizing economy where production processes have grown in knowledge intensity. In 2002, the same themes were delivered under Module IV. They accounted for 22% of the total time for classroom activities in 2001 and 19% in 2002.

7. Overall, the design of the syllabus for the Geneva-Turin 2001 and 2002 courses gave a smaller role to the research and technical cooperation activities of the Division for Services Infrastructure for Development and Trade Efficiency, which was in charge of coordinating their delivery. The Division’s workload was distributed among the other three UNCTAD divisions, with a greater emphasis in the second edition on the issues under the responsibility of the Division on International Trade in Goods and Services and Commodities.

## **Regional courses**

### ***Bangkok, 2002***

8. The first regional course was delivered in Bangkok, Thailand, in 2002. It was a considerably shorter course (with a total of 58 hours and 30 minutes for classroom activities) and focused on trade and development issues. Regional experts from the Economic and Social Commission for Asia and the Pacific (ESCAP) participated intensively as presenters.

9. The Division on Globalization and Development Strategies was responsible for delivering Module 1 (Trade, financial flows and macroeconomic management in a globalizing economy) and Module 2 (Trade, financial flows and macroeconomic management), which accounted for 26% of the total time for classroom activities.

10. The Division on Investment, Technology and Enterprise Development delivered Module 3 (Trade, investment and technology: Development implications), which accounted for 17% of the total time for classroom activities.

11. The Division on International Trade in Goods and Services and Commodities delivered Module 3 (Trade and Development) and Module 6 (Simulation exercise on

negotiation of a multilateral trade provision on agriculture), which accounted for 47% of the total time for classroom activities.

12. The Division for Services Infrastructure for Development and Trade Efficiency delivered Module 5 (Infrastructures for trade development) on Trade Facilitation and ICT/E-commerce, which accounted for 10% of the total time for classroom activities.

13. Regional experts from ESCAP shared 26% of the total time allocated for classroom activities with UNCTAD staff.

### ***Santiago, 2003***

14. The second regional course was delivered in Santiago de Chile in 2003, with total classroom activities amounting to 68 hours. The course followed the Bangkok task division concerning themes and workload, focusing on trade and development issues, but it featured a larger presence of regional experts comprising presenters from the Economic Commission for Latin America and the Caribbean (ECLAC) staff and one invited academic from the University of Cambridge. In addition the UNCTAD staff that delivered the modules on trade was composed of former members of the Latin America Trade Network.

15. The Division on Globalization and Development Strategies was responsible for delivering Module 1 (Trade, financial flows and macroeconomic management in a globalizing economy), which accounted for 26% of the total time allocated to the course.

16. The Division on Investment, Technology and Enterprise Development delivered Module 3 (Trade, investment and technology: Development implications), which accounted for 18% of the total time.

17. The Division on International Trade in Goods and Services and Commodities delivered Module 3 (Trade and Development) and Module 5 (Simulation exercise on the negotiation of a multilateral trade provision on agriculture), which accounted for 43% of the total time.

18. The Division for Services Infrastructure for Development and Trade Efficiency delivered Module 5 (Infrastructures for trade development) on Trade Facilitation and ICT/E-commerce, which accounted for 10% of the total time.

19. The closing session in the Module 5 accounted for 3% of the total time.

20. Regional experts from ECLAC and one invited lecturer specializing in Latin America from the University of Cambridge shared 22% of the total time allocated to classroom activities with UNCTAD staff.

### ***Beirut, 2003***

21. The third regional course was delivered in Beirut, Lebanon, in 2004. The total classroom activities amounted to 55 hours, making it the shortest edition. The Division for Services Infrastructure for Development and Trade Efficiency more than doubled its

share in the total time allocated for classroom activities. The Division on Investment, Technology and Enterprise Development increased its share in the final output as well. On the other hand, the Division on International Trade in Goods and Services and Commodities made its shortest delivery in this edition. This means that the prior concentration on core issues of trade and development was not maintained.

22. The Division on Globalization and Development Strategies was responsible for delivering Module 1 (Trade, financial flows and macroeconomic management in a globalizing economy), which accounted for 25% of the total time.

23. The Division for Services Infrastructure for Development and Trade Efficiency delivered Module 2 (Infrastructures for trade development), which accounted for 20% of the total time.

24. The Division on International Trade in Goods and Services and Commodities delivered Module 3 (Selected issues of the international and regional trade) and Module 4 (Trade in Services and Accession to WTO), which accounted for 21% of the total time. Accession was introduced as a special issue.

25. The Division on Investment, Technology and Enterprise Development delivered Module 5 (Trade, investment and technology: Development implications plus a simulation exercise on an “Investment Policy Review”), which accounted for 30% of the total time.

26. The closing session in Module 5 accounted for 5% of the total time.

27. Regional experts from the Economic and Social Commission for Western Asia (ESCWA) shared 15% of the total time allocated to classroom activities with UNCTAD staff, reflecting a smaller role for the regional UN economic commission than in the two prior regional editions.

#### ***Mauritius, 2004***

28. The fourth regional course was delivered in Reduit, Mauritius, in 2004. Total classroom activities amounted to 77 hours. This edition again prioritized trade and development issues and had a strong component of regional participation, reflected in the presentations of many regional and local experts – from the Economic Commission for Africa (ECA) and from the Ministry of Foreign Affairs and International Trade, the Mauritius Sugar Authority, the National Productivity and Competitiveness Council and the University of Mauritius, all of them from the host country – and in the presentations of UNCTAD staff concerned with African issues.

29. The Division on Globalization and Development Strategies was responsible for delivering Module 1 (Trade, financial flows and macroeconomic management in a globalizing economy), accounting for 21% of total classroom time. This Module benefited from lectures by UNCTAD staff specializing in the interrelations between trade and finance and development and structural adjustment and poverty reduction strategies in Africa. For the first time, structural adjustment and poverty reduction strategies were directly addressed in the syllabus.

30. The Division for Services Infrastructure for Development and Trade Efficiency delivered Module 2 (Infrastructures for trade development) and a video-conference in Module 6, which accounted for 16% of the total classroom time.

31. The Division on International Trade in Goods and Services and Commodities delivered Module 3 (Selected issues of international and regional trade), Module 4 (Trade in Services) and Module 5 (Trade in Agriculture), which accounted for 31% of total classroom time. These Modules also benefited from presentations by UNCTAD staff specializing in Africa.

32. The Division on Investment, Technology and Enterprise Development delivered Module 6 (Trade, investment and technology: Development implications, plus a simulation exercise on an “Investment Policy Review”), which accounted for 29% of the total classroom time.

33. The closing session in Module 6 accounted for 3% of the total classroom time.

34. Regional and local experts shared 25% of the total time allocated to classroom activities with UNCTAD staff.

#### ***Prague, 2004***

35. The fifth regional course was delivered in Prague, Czech Republic, and focused on the particular interests of the economies in transition, including integration with the European Union and accession to the WTO. Classroom activities amounted to 71.5 hours. Regional experts – from the Ministry of Foreign Affairs and the Ministry of Finance of the Czech Republic, the United Nations Economic Commission for Europe (ECE), the University of Economics in Prague and the private sector – made contributions.

36. The Division on Globalization and Development Strategies delivered Module 1 (Trade, financial flows and macroeconomic management in a globalizing economy), which accounted for 15% of the total classroom time.

37. The Division on International Trade in Goods and Services and Commodities delivered Modules 2 (Selected WTO Agreements: an insight from the perspective of economies in transition and accession to the WTO), 3 (Accession to the WTO and Simulation of Multilateral Trade Negotiations: the Case of Services) and 4 (Regional trade agreement and the WTO: Integrating Eastern European countries into the world trading system), which accounted for 28% of the total classroom time. Accession was a special issue, and these Modules benefited from presentations by UNCTAD staff specializing in Eastern Europe.

38. The Division for Services Infrastructure for Development and Trade Efficiency delivered Modules 5 (Transport and Trade facilitation) and 6 (ICT and electronic commerce for development), which accounted for 23% of the total classroom time. Private sector representatives lectured on Module 6.

39. The Division on Investment, Technology and Enterprise Development delivered Module 7 (Trade, investment and technology: Development implications, plus a

simulation exercise on Competing for Foreign Direct Investment), which accounted for 30% of the total classroom time. This Module also benefited from presentations by UNCTAD staff specializing in Eastern Europe.

40. The closing session in the Module 7 accounted for 4% of the total classroom time.

41. Regional experts shared 15% of the total time allocated to classroom activities with UNCTAD staff.

#### ***Hanoi, 2004***

42. The sixth regional course was delivered in Hanoi, Viet Nam, in 2004. Total classroom activities amounted to 66 hours. It was less intensive in trade and development issues than any other regional edition. The emphasis was on investment and enterprise development. The division of lecture workload with local and regional experts was the lowest among the regional editions: there was acknowledged participation by presenters from the Prime Minister's Research Commission, the Ministry of Planning and Investment, and the Institute of World Economics and Politics of the Socialist Republic of Viet Nam, and token participation by ESCAP staff.

43. The Division on Globalization and Development Strategies was responsible for delivering Module 1 (Trade, financial flows and macroeconomic management in a globalizing economy), which accounted for 22% of the total classroom time. The performance of the regional and host economies was discussed with invited speakers.

44. The Division for Services Infrastructure for Development and Trade Efficiency delivered Module 2 (Transport and Trade facilitation) and Module 6 (ICT and e-commerce for development), which accounted for 27% of the total classroom time.

45. The Division on International Trade in Goods and Services and Commodities delivered Module 3 (Selected WTO Agreements: An insight from the perspective of Asia-Pacific countries and accession to the WTO) and Module 5 (Recent changes in the world commodity economy: Implications for international trade, development and poverty reduction). Accession and commodities were themes explored more intensively in this edition. These Modules accounted for 20% of the total classroom time.

46. The Division on Investment, Technology and Enterprise Development delivered Module 7 (Investment and Enterprise Development and the Simulation Exercise), which accounted for 31% of the total classroom time.

47. Regional and local experts shared 8% of the total time allocated to classroom activities with UNCTAD staff.

#### ***Havana, 2005***

48. The seventh regional course was delivered in Havana, Cuba, in 2005. Total classroom activities amounted to 78 hours. Unlike Santiago, there was no presence of ECLAC staff, and only Cuban officials and academics made presentations on the Cuban experience.

49. The Division on Globalization and Development Strategies was responsible for delivering Module 1 (Trade, financial flows and macroeconomic management in a globalizing economy), which accounted for 19% of the total classroom time.

50. The Division on International Trade in Goods and Services and Commodities delivered Module 2 (Transport and Trade Facilitation) and Module 5 (ICT and electronic commerce for development), which accounted for 22% of the total classroom time. This Module benefited from the presence of UNCTAD staff familiar with Caribbean transport problems.

51. The Division on International Trade in Goods and Services and Commodities delivered Module 3 (Selected WTO Agreements: an insight from the perspective of Latin American and Caribbean countries) and Module 4 (Trade, Environment and Development), which accounted for 27% of the total classroom time.

52. The Division on Investment, Technology and Enterprise Development delivered Module 6 (Investment & Enterprise Development), which accounted for 27% of the total classroom time.

53. The opening and closing sessions accounted for 5% of the total classroom time.

54. Cuban experts shared 19% of the total time allocated to classroom activities with UNCTAD staff.

### **Final comments**

55. The general conclusion drawn from this analysis is that the syllabuses of the courses were designed according to the mandate: to draw on UNCTAD's perspectives and expertise, and to disseminate and enhance the understanding of UNCTAD's analytical work, as well as the lessons drawn from its technical cooperation activities.

56. The analysis shows that the content of the training courses was not centred on trade and development issues per se, but was oriented towards giving a better understanding of interrelated issues in the areas of trade, investment, finance and technology and of the negotiations on new issues at the WTO and in other Geneva forums. The courses addressed the challenges posed by the ongoing processes of liberalization and globalization and the increasing integration of the countries concerned into the global economic system and increased awareness of the diverse policy and other conditions necessary for attaining competitiveness and participating effectively in the rapidly changing global economic environment.

### Annex 3

## EVALUATION OF THE HAVANA TRAINING COURSE

### 1. Evaluation by participants

#### *Module 1: Trade, Financial System and Macroeconomic Management in a Globalizing Economy*

1. Answering the question *to what extent has your knowledge been enhanced*, 12 participants gave higher ratings (6 and 5) as their answer, indicating that their knowledge had improved greatly. The most enthusiastic comments came from trade officials without a deep acquaintance with macroeconomics, who found particularly useful explanations of the interactions between trade and finance.
2. Answering the question *are the issues in this module relevant to the current situation in your country, or would they have an impact in the future*, all of the participants answered positively.
3. Answering the question *what did you find most interesting in this Module and why*, the issue of policy coherence between trade and finance and the presentation of different experiences of developing countries in their quest for adequate insertion into the global economy were often quoted.
4. Answering the question *what did you least like in the Module, and why*, participants pointed out that they would like greater emphasis on regional cases.
5. Answering the question *what other issues would you like to see addressed in this Module, or in what other manner could this module be improved*, participants from the Caribbean countries suggested that the case of their small economies was not dealt with properly.
6. Answering the question *to what extent was this Module logically sequenced*, participants approved the sequence.
7. On balance, between presentations, debates and group discussions, this Module was rated very good (grades 6 and 5) by 14 participants. No one disapproved the Module.
8. Just one of the four presenters, an UNCTAD staff member who participated in the course for the first time, did not receive a majority of “excellent” grades from the participants on knowledge of the subject; the presenter was rated “good”. A less satisfactory performance was pointed out with regard to style, organization of the session and responsiveness to the group for this presenter. The length of this Module was just right for the large majority.

### ***Module 2: Trade Facilitation***

9. Answering the question *to what extent has your knowledge been enhanced*, 15 participants gave higher ratings (6 and 5) as their answer, indicating that their knowledge had improved greatly.

10. Answering the question *are the issues in this module relevant to the current situation in your country, or would they have an impact in the future*, 16 participants answered affirmatively.

11. Answering the question *what did you find most interesting in this Module and why*, problems about the new trade security for developing countries, detailed information on what trade facilitation is, and ways in which standards and procedures can be harmonized were the most often quoted.

12. Answering the question *what did you least like in the Module, and why*, just half of the participants (eight) offered various comments, reflecting the newly acquired knowledge of the issues involved.

13. Answering the question *what other issues would you like to see addressed in this Module, or in what other manner could this module be improved*, five participants advanced suggestions, requesting more emphasis on the negotiations in the WTO in regard to trade facilitation and study of regional cases.

14. Answering the question *to what extent was this Module logically sequenced*, the participants approved the sequence.

15. On balance, between presentations, debates and group discussions, this Module was rated as very good (grades 6 and 5) by 11 participants. No one disapproved the Module.

16. The evaluation on the spot revealed that the majority of the participants considered the presenters “excellent” in respect of knowledge of the subject and organization of the section. One of the presenters received minor remarks on his style and responsiveness to the group. The majority indicated that the time for the Module was just right.

### ***Module 3: Selected WTO Agreements: An insight from the perspective of Latin American and Caribbean countries***

17. Answering the question *to what extent has your knowledge been enhanced*, nine participants gave higher ratings (6 and 5) as their answer, indicating that their knowledge had improved greatly. There was a replacement presenter for this Module (the original presenter could not make it to Havana), and the evaluations reflected this: the replacement was not familiar enough with many of the issues.

18. Answering the question *are the issues in this module relevant to the current situation in your country, or would they have an impact in the future*, all answered affirmatively, showing the importance that they attributed to the Module.

19. Answering the question *what did you find most interesting in this Module and why*, the state of the negotiations on agriculture, the Doha Round, and the discussion on the choices between multilateralism, regionalism and bilateral trade agreements were the most often quoted.

20. Answering the question *what did you least like in the Module, and why*, the short time allotted for the issues discussed and the lack of experience of the presenter with many issues involved were the most frequent answers.

21. Answering the question *what other issues would you like to see addressed in this Module, or in what other manner could this module be improved*, the lack of practical examples, the need for more time and the lack of a more experienced presenter were remarks often made.

22. Answering the question *to what extent was this Module logically sequenced*, the majority of the participants approved the sequence.

23. On balance, between presentations, debates and group discussions, this Module was not rated very good (grades 6 and 5) by the majority of the participants. No one disapproved the Module.

24. The evaluation revealed that the majority of participants considered UNCTAD's presenter and one invited presenter "good" on knowledge of the subject, organization of the session, style and delivery, and responsiveness to the group. The group graded the two other invited presenters "excellent" in these respects. The majority remarked that the time for the Module was too short.

#### ***Module 4: Trade, Environment and Development***

25. Answering the question *to what extent has your knowledge been enhanced*, 12 participants gave higher grades (6 and 5) as their answer, indicating that their knowledge had improved greatly.

26. Answering the question *are the issues in this module relevant to the current situation in your country, or would they have an impact in the future*, all answered affirmatively, showing the importance that they attributed to the Module.

27. Answering the question *what did you find most interesting in this Module and why*, the most frequently occurring responses concerned issues regarding the classification of environmental goods and environmental measures and market access, including the recommendation to negotiate environmental issues in an integrated way.

28. Answering the question *what did you least like in the Module, and why*, the English-speaking participants complained about slides in Spanish by the invited speakers.

29. Answering the question *what other issues would you like to see addressed in this Module, or in what other manner could this module be improved*, six suggestions were presented reflecting individual preferences.

30. Answering the question *to what extent was this Module logically sequenced*, the majority of participants approved the sequence.

31. On balance, between presentations, debates and group discussions, this Module was rated very good (grades 6 and 5) by the majority (15) of the participants. No one disapproved the Module.

32. The evaluation revealed that the majority of participants considered the presenters “excellent” on knowledge of the subject. No problems were pointed out with regard to style, organization of the session and responsiveness to the group. The length was considered to be just right.

### ***Module 5: ICT and Electronic Commerce for Development***

33. Answering the question *to what extent has your knowledge been enhanced*, all participants gave higher ratings (6 and 5) as their answer, indicating that their knowledge had improved greatly.

34. Answering the question *are the issues in this module relevant to the current situation in your country, or would they have an impact in the future*, all but one respondent answered affirmatively, showing the importance that they attributed to the Module.

35. Answering the question *what did you find most interesting in this Module and why*, free and open-source software (FOSS) and updated ITC trends received the majority of positive remarks. Many found everything interesting.

36. Answering the question *what did you least like in the Module, and why*, some found it too heavy to digest in just one day.

37. Answering the question *what other issues would you like to see addressed in this Module, or in what other manner could this module be improved*, more time for the Module and better data and information for developing countries were the most frequent suggestions.

38. Answering the question *to what extent was this Module logically sequenced*, the majority of the participants approved the sequence.

39. On balance, between presentations, debates and group discussions, this Module was rated very good (grades 6 and 5) by all of the participants.

40. The evaluation revealed that the majority of participants considered the presenters “excellent” on knowledge of the subject. No problems were pointed out with regard to style, organization of the session and responsiveness to the group. The length was considered to be just right by the majority.

### ***Module 6: Investment and Enterprise Development***

41. Answering the question *to what extent has your knowledge been enhanced*, 15 participants gave higher grades (6 and 5) as their answer, indicating that their knowledge had improved greatly.

42. Answering the question *are the issues in this module relevant to the current situation in your country, or would they have an impact in the future*, all answered affirmatively, showing the importance that they attributed to the Module.

43. Answering the question *what did you find most interesting in this Module and why*, some pointed out that only at the end of the module did they have all information needed to understand the simulation exercise in depth. The emphasis on FDI - its quality instead its quantity - for policy-making purposes (linkages, clusters, competitiveness issues) was praised by many. A high point of this evaluation was that many participants stated that the discussion on the relevance of FDI for economic development in developing countries covered some of the issues discussed before.

44. Answering the question *what did you least like in the Module, and why*, more time to digest the new information was the most frequent suggestion.

45. Answering the question *what other issues would you like to see addressed in this Module, or in what other manner could this module be improved*, more regional case studies could be presented was the predominant answer.

46. Answering the question *to what extent was this Module logically sequenced*, the majority of the participants approved the sequence.

47. On balance, between presentations, debates and group discussions, this Module was rated very good (grades 6 and 5) by all but one participant.

48. The evaluation revealed that the majority of the participants considered the presenters "excellent" on knowledge of the subject. The group was not completely satisfied with the style, organization of the session and responsiveness to the group of the invited speaker. The length was considered to be just right by the majority.

### ***Module 7: Simulation Exercise***

49. Answering the question *to what extent has your knowledge been enhanced*, 15 participants gave higher grades (6 and 5) as their answer, indicating that their knowledge had improved greatly.

50. Answering the question *are the issues in this module relevant to the current situation in your country, or would they have an impact in the future*, all answered affirmatively, showing the importance that they attributed to the Module.

51. Answering the question *what did you find most interesting in this Module and why*, respondents underlined the fact of joining all issues discussed in the course in a single exercise, the interaction within the group, the possibility of creating and thinking

on the basis of their expertise and projections, and the guiding questions and remarks from the investors' team (UNCTAD staff).

52. Answering the question *what did you least like in the Module, and why*, respondents suggested making available most of the relevant data well in advance to prepare for the exercise.

53. Answering the question *what other issues would you like to see addressed in this Module, or in what other manner could this module be improved*, no suggestions were made.

54. Answering the question *to what extent was this Module logically sequenced*, all but one of the participants approved the sequence.

55. On balance, between presentations, debates and group discussions, this Module was rated very good (grades 6 and 5) by all but one participant.

56. The evaluation revealed that the large majority of participants considered the moderators "excellent" on knowledge of the subject and on the conduct of the exercise. The length was considered to be just right by the majority.

### ***Groups' Final Evaluation***

57. The final evaluation is done by the participants in groups at the end of the modules. On the whole, the answers reflected the tone of the evaluation of the individual Modules as recorded above. The participants were highly satisfied with their acquired knowledge and rated as "very good" the overall balance of the course. Their main comments were the following:

- The small number of participants and countries on the course was regretted.
- As to the duration of the workshop, the participants felt that it could be extended to three weeks, considering that Thursday and Friday of the last week were lost anyway. In addition, half a day or even one day could be allocated to allow participants to prepare for the simulation exercise.
- Some participants felt that the workshop should have been more tailored to the needs/problems of the region (including statistical data and case studies on smaller countries).
- The relationship between trade and poverty was not dealt with. For the region, this is an issue that deserves special attention and should be included in the course.
- Participants pointed out the importance of sharing knowledge and lessons with officials at their level from other developing countries, recognizing the crucial role played by the relationship aspect in capacity building.

## 2. Evaluators' Evaluation

58. The evaluation team followed closely the implementation of the Havana edition of the paragraph 166 course on Key Issues of the International Economic Agenda in February–March 2005. The main evaluator was present for the last three Modules, the simulation exercise – where the participants are divided into groups - and the final oral evaluation of the course by the groups.

59. There were no complains from this group concerning administrative matters. The set of technical cooperation activities that can be implemented in cooperation with UNCTAD was presented in a special session, in accordance with a suggestion from prior evaluations. This presentation was well-received: it facilitates convergence towards greater coherence of capacity-building approaches between UNCTAD and participants' countries.

60. As far as content and presentation of the course are concerned, the first conclusion which emerges from the evaluation is that the course syllabus effectively introduced UNCTAD's perspectives and expertise, and enhanced understanding of UNCTAD's policy analysis. The course has made significant progress since its first editions in presenting international key issues through an integrated approach that the participants agree to be relevant to either the current or the future international outlook in their countries.<sup>3</sup> The affirmative answer to the pertinent question in the individual questionnaires was practically unanimous in all Modules.

61. The second conclusion is that UNCTAD's senior presenters, as a rule, excelled in their presentations as a result of their seniority, their experience in the prior editions and the valuable work of the focal points in the divisions to ensure a greater degree of integration among the presenters and their presentations.

62. The third conclusion is that, except for the WTO Module, the large majority of participants indicated that their knowledge of the international key issues improved "very much" in all the Modules, showing that their content was new and their delivery satisfactory.

63. The fourth conclusion is that the large majority of the participants rated the four Modules of the course – on balance between presentations, debates and group discussions – as "very good" (Trade, Financial System and Macroeconomic Management in a Globalizing Economy; Trade, Environment and Development; ICT and Electronic Commerce for Development; and Investment and Enterprise Development). The Simulation exercise attained the same classification.

64. Two Modules - Trade Facilitation and Selected WTO Agreements – did not excel for different reasons. The WTO Module was considered the weakest in terms of the knowledge added. The "lack of experience" of the replacement presenter – the scheduled UNCTAD presenter was unable to go – especially compared to the experienced presenters of the first two Modules, was the main reason given in the questionnaires to support this evaluation.

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<sup>3</sup> The main evaluator was a participant in the Geneva-Turin 2003 edition, and "significant progress" reflects his subjective opinion on the content and effectiveness of the delivery of the two courses.

65. On the other hand, Trade Facilitation excelled in terms of the knowledge added and on the quality of the presentations, though some participants felt that transportation issues were presented with an amount of technical details that far exceeded their current needs and interests.

66. Despite these reservations, the conclusion which emerges from the participants' evaluations is that, overall, the course met their expectations and was highly praised by them. UNCTAD's comparative advantage on trade-related training – the integral approach – was recognized by the participants, and they judged the content relevant to current or future negotiations of their countries.

67. The evaluation team concurs with these views, but it would like to stress its concern with two visible shortcomings that impaired the overall effectiveness of the course: the inadequate back-up arrangements for the WTO Module, and the absence of ECLA staff at this course.

## Annex 4

### ANALYSIS OF THE SIX-MONTH QUESTIONNAIRES

1. The low rate of response for the questionnaires from participants and supervisors of some editions of the course is regrettable: overall, 70% of the participants and only 49% of the supervisors answered the questionnaires for the first six editions (see table 1 for the number of answers by course). Moreover, the group evaluation of the Hanoi edition was also incomplete: just two of the four groups answered the evaluation.

**Table 1. Evaluation of Training Courses from 2001-2004**

Course venue	Date of course	No. of partic.	Six month evaluation return	
			From partic.	From superv.
<b>Geneva-Turin</b> (UN Staff College)	15 June–16 July 2001	<b>18</b>	<b>14</b>	<b>12</b>
<b>Geneva-Turin</b> (UN Staff College)	17 July–13 August 2002	<b>39</b>	<b>28</b>	<b>18</b>
<b>Bangkok</b> (International Institute for Trade and Development and UN Economic and Social Commission for Asia and the Pacific)	18–29 November 2002	<b>25</b>	<b>19</b>	<b>13</b>
<b>Santiago de Chile</b> (UN Economic Commission for Latin America and the Caribbean)	31 March–11 April 2003	<b>18</b>	<b>11</b>	<b>7</b>
<b>Beirut</b> (UN Economic and Social Commission for Western Asia)	16–27 June 2003	<b>16</b>	<b>14</b>	<b>7</b>
<b>Mauritius</b> (University of Mauritius and ECA)	26 January - 11 February 2004	<b>25</b>	<b>12</b>	<b>12</b>
<b>Total</b>		<b>141</b>	<b>98</b>	<b>69</b>

#### Evaluators' evaluation

2. An analysis of the six-month evaluation questionnaires (see the processed answers below), together with the answers to the questions put to group discussions in Prague (2004) and Hanoi (2004), provide the following picture of the impact of the training course in participants' professional capacity:

- All the 69 supervisors and all but three of the 98 participants who responded answered that the content and objectives of the training course organized by UNCTAD have direct relevance to their jobs.

- The supervisors, given the experience and knowledge gained by their staff at the training course, would recommend almost unanimously (66 out of 69) that other colleagues participate in future sessions of this course.
- The improvement of the participants' knowledge in international economic issues after attending the training course was substantial for 59% of the participants and 77% of the supervisors. Just one participant answered that the improvement has been marginal.
- All but two supervisors and 85% of the participants indicated that the training course has had a positive impact on participants' professional disposition towards their job.
- The participants have been able to apply the information and knowledge gained at the training course at least to a satisfactory extent for 96% of the supervisors and 93% of the participants.
- Participants (49% of them) rated their integration into the organizational structure and political strategy of their home Department since their attendance at the training course as very good, and their supervisors (62%) mostly agree with them.
- Participants (77% of them) answered that the information and knowledge gained at the training course have been recognized by their superiors at least to a satisfactory extent.
- According to almost all participants and supervisors, the participants' opinion has been sought (or given) at least occasionally on an approach to be taken or on a problem to be solved in their daily work, based on the knowledge and information gained during the training course.
- Participants and supervisors confirmed that the participants have had an opportunity to disseminate the information and knowledge gained on this training course to colleagues in their Department and/or other related Departments.
- Participants and supervisors envisage the staff participating increasingly in the following areas as a result of this particular training course: policy formulation, giving advice, and writing policy papers. But only a significant minority (around 20%) is expected to influence the decision-making process directly.
- An impressive percentage of participants (53%) declared that they have, in a very short period after their course, benefited from a change in their professional status, e.g. a promotion, or taken on additional new duties or responsibilities. More than two thirds of them reported that this change in their professional status was a result of their training at the course organized by UNCTAD.

3. We note that praise for the training greatly predominated in the comments from participants and supervisors (see boxes below). Participants point out additionally that the training course created a network of exchange of information and that exchanges with the trainers and other participants at the course and after is a unique opportunity for sharing knowledge and experiences.

4. Specifically on content, they praised their new knowledge derived from UNCTAD's integrated approach, and there were many suggestions to the effect that the course should train participants more extensively regarding negotiations at the WTO and for other regional economic integration agreements.

5. Based on the evaluations by participants and supervisors who responded, it can be said that the training courses were highly appreciated by them. Many considered their promotion to be a direct result of their participation in the courses. They further reinforced the conclusion from the Havana course evaluation, that the delivery of the training courses has met its objectives in terms of its effectiveness and relevance.

### **Processing the answers in the participants' evaluations**

6. An examination was made of the answers given by 98 participants from the following six courses: Geneva-Turin (2001 and 2002), Bangkok (2002), Santiago (2003), Beirut (2003) and Mauritius (2004). The frequency of Answers is shown between brackets.

- The improvement of their knowledge in international economic issues after attending the training course has been *substantial* [58] or *noticeable* [39] or *marginal* [1].
- The participant has been able to apply the knowledge and information gained at the training course *to a large extent* [37] or *to a satisfactory extent* [54] or *to an inadequate extent* [5].
- They think that the training course has had a *positive impact* [83] or *no change at all* [5] on their professional disposition [motivation, initiative] towards their job.
- They rate their integration into the organizational structure and political strategy of their home Department since their attendance to the training course as *very good* [48] or *good* [38] or *adequate* [5] or *insufficient* [1].
- The areas they feel that their integration has had an impact in their daily work was *decision-making* [27], *policy formulation* [41] *writing of policy papers* [36] and *giving of advice* [40].<sup>4</sup>
- Their opinion has been sought [or they have been able to offer] *frequently* [33] or *occasionally* [56] or *rarely* [1] or *not at all* [5], on an approach to be taken, or on a problem to be solved in their daily work based on the knowledge and information gained at the training course.
- They have been able to share *extensively* [39] or with *only some colleagues* [55] or *not at all* [1] the information and knowledge gained at the training course.
- In their opinion, the contents and objectives of the training course organized by UNCTAD have *direct relevance* [95] or *no direct relevance* [1] to their jobs.
- The information and knowledge gained at the training course have been recognized by their superiors *to a large extent* [29] or *to a satisfactory extent* [46] or *some recognition* [11] or *no recognition* [4].
- 52 participants reported that since the course they have *benefited from a change in their professional status*, e.g. they have obtained a promotion or they have taken on new additional duties or responsibilities.
- 35 participants stated that this change in their professional status was *a result of their training at the course organized by UNCTAD*.

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<sup>4</sup> This question was slightly different in the Geneva-Turin 2001 evaluation: the participants answered that they envisaged participating increasingly in decision-making in their Department *to a large extent* (9) or *to a limited extent* (6).

## Processing the answers in the supervisors' evaluations

7. An examination was made of the answers given by 69 supervisors of participants from the following six courses: Geneva-Turin (2001 and 2002), Bangkok (2002), Santiago (2003), Beirut (20003) and Mauritius (2004). The frequency of answers is shown between brackets.

- **62** supervisors stated that *they were familiar with the content and objective of the training course*.
- They stated that the improvement of the participant's knowledge of international economic issues after attending the training course can be rated as *significant* [44] or *noticeable* [18].
- The participant has been able to apply the information and knowledge gained at the training course to a *large* [30] or *satisfactory* [36] or *inadequate* [1] extent.
- They acknowledged a *positive* [67] impact on the participant's professional disposition towards his/her job [motivation, initiative] after attending the training course.
- They rated the integration of the **participant** into the organizational structure and political strategy of the Department after attending the course as *very good* [43] or *good* [22] or *adequate* [2].
- They answered that the participant applies the information and knowledge gained at the training course in his/her daily work *frequently* [45] or *occasionally* [22] or *not at all* [2].
- They have sought the opinion of the participant on an approach to be taken or on a problem to be resolved based on the knowledge and information gained at the training course *frequently* [26], *occasionally* [37] or *not at all* [4].
- The participant had an opportunity to disseminate the information and knowledge gained at this training course to colleagues in the Department and/or other related Departments *extensively* [37] or *to only some colleagues* [31].
- The supervisors stated that the **contents** and objectives of the training course have *direct relevance* [69] to the participant's job.
- They envisage the staff participating increasingly in the following areas as a result of this particular training course: *decision-making* [19], *policy formulation* [36] *writing of policy papers* [30] and *giving of advice* [31].<sup>5</sup>
- Given the experience and knowledge gained by the staff at the training course, they would recommend [66] that other colleagues participate in future sessions of this course.<sup>6</sup>
- They answered *positively* [40] when asked if, since the training course, the participant has benefited from a change in his/her professional status (e.g., a promotion or taken on new duties).
- Supervisors [17] stated that the participant's professional status change was the result of attendance at the training course.

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<sup>5</sup> This question was slightly different in the Geneva-Turin 2001 evaluation: the supervisors answered that envisaged the staff participating increasingly in decision-making in their Department *to a large extent* (11) or *to a limited extent* (2).

<sup>6</sup> Not available in the Geneva-Turin 2001 evaluation.

### Selected general comments by participants

8. A selection was made of some typical participants' comments that appeared in many forms and in many evaluations. Praise for the training greatly predominated in the comments:

- Well organized course, and well designed. Covered major issues concerning international economic agenda and what developing countries can do to achieve development. Presentations beyond expectations. Prior preparation and reading by participants necessary to effectively understand the course (*Geneva-Turin, 2001*).
- Course created a network of exchange of information amongst participants that is very informative (*Geneva-Turin, 2001*).
- More emphasis on issues affecting LDCs – market access, competition, investment and attraction of FDI (*Geneva-Turin, 2001*).
- More practical exercises, including field trips. Increase number of participants. Focus more on regions during group exercises (*Geneva-Turin, 2001*).
- More detailed lectures in the areas of subsidies, anti-dumping and intellectual property could have been incorporated (*Geneva-Turin, 2002*).
- I suggest follow-up communication with participants by sending them regular relevant reports and publications on the course topics (*Geneva-Turin, 2002*).
- The chat room on the web-site did not work after about two months. It should have provided an opportunity to stay in touch with others for knowledge and experience sharing (*Geneva-Turin, 2002*).
- Some very theoretical modules, the practical exercises were most useful (*Geneva-Turin, 2002*).
- My knowledge has improved greatly, especially in the fields of international economic issues and WTO-related affairs (*Bangkok, 2002*).
- Yes, benefited from the course, taking into account my area of responsibilities, international economic agenda, both directly and indirectly. Knowledge and up-to-date information obtained has strengthened my capability at work. However, the duration of the course may be more appropriate if longer than 2 weeks, since the content and structure of the course handles a great deal of information (*Bangkok, 2002*).
- The course should train the participants more extensively regarding the negotiations with WTO and other regional economic integration agreements (*Santiago, 2003*).
- A serious element was exposed, namely the language, therefore my recommendation would be for future courses to have simultaneous translation (*Santiago, 2003*).
- The course is very useful for all people working on international economic issues. You can obtain a lot of updated information and different opinions from experts. Furthermore, the exchange with other participants is a unique opportunity (*Santiago, 2003*).
- The most important thing about the course is to keep it up to date. The different changes that are occurring in the global economy and how these changes can help or not, in the different regions, will have to be included every time a course is

given. Also, within the different regions there exist different types of economies and during the course these differences have to be addressed (*Santiago, 2003*).

- The content of the course has been beneficial for me, because it has allowed me to have an integral vision of aspects and international tendencies in subjects of international trade and at the same time to know the position or situations of other countries of Latin America. Nevertheless, in spite of the immense content of the course, it lacked in certain areas, of great importance for our countries, such as access to markets and agriculture (*Santiago, 2003*).
- This was the first course that I have attended that was organized by UNCTAD, and I was pleasantly surprised at the organizational level and good preparatory work by UNCTAD. The information that I gained has given me the other side of liberalizations through the experiences of some countries (*Beirut, 2003*).
- In order to benefit more from the course, and taking into account that all participants are of Arab nationalities, I would suggest that the course has simultaneous translation into Arabic (*Beirut, 2003*).
- Follow-up sessions even in electronic format. Some materials in Arabic language and/or list of terms and concepts in both languages would have been very useful (*Beirut, 2003*).
- The course was very helpful to bring me up to the level of my colleagues as far as the current economic agenda is concerned (*Mauritius, 2004*).
- The course has helped me to formulate part of the memorandum of the foreign trade regime and enabled me to actively participate in other successive activities carried out in relation to my country's accession to WTO (*Mauritius, 2004*).
- I am in charge of all issues related to trade, foreign debt, investment and international cooperation. I gained a better comprehension and improved my ability to give advice and formulate policies (*Mauritius, 2004*).
- What we consider most important is that all issues addressed in the course were together making a very actual picture of how policies should be properly managed (*Group evaluation, Prague, 2004*).
- Yes, our understanding of international economic issues has improved although some of us feel that this question cannot be answered generally. We think that the course was well structured and contained the most important aspects of international trade. However, some modules were more interesting to some of us and some were less related to our work and to our country situation and thus less challenging. Also some modules were too much focused on developing and least developed countries. We missed more information related to this region (*Group evaluation, Prague, 2004*).
- We attended several courses but they were never set on such a broad and deep basis. This experience means widening our knowledge, especially on FDI, which was not a subject of the courses that we previously attended. There is indisputable quality of the lecturers in this module, as in the entire course (*Group evaluation, Prague, 2004*).
- We think that we have got a very good grasp of the issues involved in FDI. The format of the simulation was very interesting and practical. Almost all of us are involved in Government FDI policy in one way or the other. The knowledge which we have got from this course is definitely helpful toward that goal. We will report the salient lessons learnt from this course to our governments, and that we believe will be a good contribution (*Group evaluation, Hanoi, 2004*).

- Surely, there is great value added in this course (*Group evaluation, Hanoi, 2004*).

### **Selected general comments by supervisors**

9. A selection was made of some typical general comments that appeared in many forms and in many evaluations. Praise for the training greatly predominated in the comments:

- The course has enhanced the understanding of the officer of international trade and economic issues (*Geneva-Turin 2002*).
- The participant has had great benefit from all the contacts made during this course (*Geneva-Turin, 2002*)
- The participant has expressed his/her ideas more significantly (alternatively: there was a marked improvement on his/her ideas) on the issues related to the international economic agenda (*Geneva-Turin, 2002*).
- Negotiating skills have improved, more confident to take up greater challenges (*Geneva-Turin, 2002*).
- We look forward to future participation of our staff at this important course (*Geneva-Turin, 2002*).
- The course content was relevant in putting in context issues under discussion at the WTO and being able to formulate policy at the national level (*Geneva-Turin, 2002*).
- We recognize the importance of the international economic agenda that has become increasingly crucial to the global economy as well as to each individual country. Capacity building is one of the issues concerned in international cooperation and competition nowadays. This course has proved significantly beneficial in providing knowledge and up-to-date information, which not only enhanced the participants' competence but also the organization as well as the country as a whole. We look forward to seeing UNCTAD organizing further courses related to strengthening the DC and LDC capacity to cope with the present international economic situation (*Bangkok, 2002*).
- I recommended this programme to other colleagues in our Mission at Geneva (*Beirut, 2003*).
- Course is informative and trainers/resource persons are highly motivated to provide participants with current information, but I recommend that more practical information is provided, taking into account the diversity of African countries - more case studies (*Mauritius, 2004*).
- The training course has definitely enhanced the participant's knowledge and skills regarding globalization and trade in general. I expect the course to induce positive spillovers in the respective field of activity (*Mauritius, 2004*).