



UNITED NATIONS

# UNITED NATIONS CONFERENCE ON TRADE AND DEVELOPMENT

NEW TECHNOLOGIES, TRAINING AND CAPACITY BUILDING BRANCH  
DIVISION FOR SERVICES INFRASTRUCTURE FOR DEVELOPMENT AND TRADE EFFICIENCY



TRAINFORTRADE

## TRAINING AND CAPACITY- BUILDING ACTIVITY REPORT 2005



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**TRAINING  
AND CAPACITY-BUILDING  
ACTIVITY REPORT 2005**



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## INTRODUCTION

The individual and collective ability of people in a country to sustain themselves and make progress depends critically on the quality and performance of their institutions and organizations at all levels of society.

Many developing countries, particularly the least developed and landlocked, have difficulties facing the current challenges on the economic agenda, partly because they lack the skills, knowledge and understanding necessary to find, analyse, elaborate, and apply relevant information for policy formulation, particularly in relation to trade and development.

These countries have a pressing need for competent decision makers who can define and implement efficient trade and investment strategies for economic and social development. The increased complexity of multilateral trade negotiations makes it vital for vulnerable countries to have well-trained negotiators defending their interests. The UNCTAD secretariat is therefore implementing technical assistance programmes that offer concrete solutions to these needs, and have a proven ability to achieve positive results in the field of human resources development.

These training and capacity-building programmes - the UNCTAD Virtual Institute on Trade and Development, the Training Course on Key Issues on the International Economic Agenda, and TRAINFORTRADE - play a key and growing role in building the capacities of developing countries around the world by strengthening their human resource base and capacity to pursue their own trade and development objectives.

These programmes have recently been strengthened and aligned to provide a more coherent and complementary solution to the many needs of beneficiary countries in the field of human resources development. The pedagogical expertise of these programmes has been placed at the heart of UNCTAD's training and capacity-building efforts. Synergies among these programmes, and between them and other substantive UNCTAD programmes, boost the efficiency of the organization's work in this area.

This report, which presents the activities carried out by these programmes in 2005, is intended to give the reader a global view of the aims and results of their training and capacity-building work for developing countries, particularly the least developed ones.





## 1. A DISTINCT BUT COMPLEMENTARY APPROACH

UNCTAD's Training Course on Key Issues on the International Economic Agenda, the Virtual Institute on Trade and Development (Vi) and TRAINFORTRADE are three complementary programmes that, by developing human resources, seek to build national and regional capacities to formulate, negotiate and implement policies, and to strengthen trade-related skills. Their ultimate objective is to maximize the benefits of globalization for developing countries, particularly for the least developed countries (LDCs), thereby contributing to the implementation of the eighth UN Millennium Development Goal calling for a global partnership for development.

The three programmes have succeeded in offering distinct but complementary capacity-building services for the development of human resources:

- they operate in the fields of international trade, trade-related services, investment, tourism and port management, and create a network of expertise in developing countries, thereby reinforcing South-South cooperation;
- they draw upon UNCTAD's analytical work in the areas of globalization and development, trade and development, infrastructures for trade development, and investment and development. UNCTAD's knowledge, expertise, insights and analysis are transmitted to key actors in developing countries, by means of networking and pedagogical capability;
- the three programmes make extensive use of information and communication technologies (ICTs) to disseminate information, exchange experiences and network with trainers and trainees in different parts of the world. The technology chosen for these activities has proved effective even in the least developed countries.

The three programmes all reach out to decision makers involved in formulating and implementing trade-related policies. The Training Courses on Key Issues on the International Economic Agenda and TRAINFORTRADE courses are attended by middle and senior representatives of the public and private sectors. The Virtual Institute, on the other hand, works with universities that educate current and future decision makers and provide policy advice to governments on how to design trade and development policies for efficient integration into the world economy.



The **Virtual Institute**<sup>[1]</sup> supports a global network of institutions of higher learning whose teaching and research programmes are concerned with international trade and development.

The Institute:

- promotes cooperation between universities and facilitates the exchange of best practice in trade research and training;
- fosters professional development opportunities for academic staff;
- provides teaching materials, research and other resources from UNCTAD and member universities;
- encourages dialogue between the trade policy community and academia;
- provides updated information and specialized resources that universities can use in their teaching and research.

[1] The mandate of the Virtual Institute on Trade and Development was established in 2004 by UNCTAD XI (São Paulo Consensus, TD/410, § 114 and Annex, § 9-11)





The **Training Course on the Key Issues of the International Economic Agenda**<sup>[2]</sup> builds upon UNCTAD's expertise in international economic issues to:

- enhance the capacity of developing countries to analyse the challenges posed by liberalization and globalization and the increasing integration of those countries into the global economic system, and to formulate appropriate national policies accordingly;
- increase awareness of the conditions that developing countries need to create to be competitive, and participate effectively in the rapidly changing global economic environment.

Six months after the end of each course, the UNCTAD secretariat requests all participants and their supervisors to gauge the impact of this course on their professional development and job performance. The majority of participants and their supervisors so far have indicated that their knowledge of key international economic issues improved substantively as a result of the course.



**TRAINFORTRADE's**<sup>[3]</sup> training and capacity building strategy is based on four elements:

- a technical cooperation approach that includes training needs analysis, tailor-made course development and delivery, training of trainers and institutional strengthening to increase impact and facilitate sustainability at the national and regional levels;
- a rigorous training methodology that provides for the development and continuous updating of pedagogical material;
- the use of distance-learning tools through customised technical solutions for developing countries (including the LDCs);
- the networking of countries and training institutions participating in the programme.

Because of the complex nature of the issues being taught, a great deal of attention is paid to the development and delivery of training material. Evaluations carried out by independent experts acknowledged the quality of the material, the effectiveness of the hybrid approach that includes distance learning and face-to-face activities, and the value of adapting training methods to local and regional contexts. ■



[2] The mandate of the Training Course on the Key Issues of the International Economic Agenda stems from UNCTAD X in 2000 (Bangkok Plan of Action, TD/386, § 166) and was confirmed by UNCTAD XI in 2004 (São Paulo Consensus, TD/410, § 109)

[3] TRAINFORTRADE WAS LAUNCHED IN 1990. ITS MANDATE WAS CONFIRMED BY UNCTAD X (BANGKOK PLAN OF ACTION, TD/386, § 159-160) AND UNCTAD XI (SÃO PAULO CONSENSUS, TD/410, § 4 AND 95)



## 2. ADVISORY GROUP ON THE STRENGTHENING OF UNCTAD'S TRAINING CAPACITIES AND HUMAN RESOURCES DEVELOPMENT

### OBJECTIVES

The Advisory Group on the Strengthening of UNCTAD's Training Capacities and Human Resources Development was established in 2001 following a recommendation of the UNCTAD Working Party on the Medium-Term Plan and the Programme Budget. Its objectives are:

- to examine the evolution of UNCTAD's training and capacity-building activities in order to determine elements to be strengthened, developed or modified in the context of UNCTAD's mandate and policies;
- to put forth proposals to improve UNCTAD's work in this area and its access to financial resources for the development of technical cooperation projects on training and capacity building, particularly for the LDCs.

### THE 2005 MEETING

In February 2005, the third meeting of the Advisory Group reiterated the value of distance learning activities in the work carried out by the UNCTAD's training and capacity-building programmes. It also called on other UNCTAD divisions and programmes to increase their cooperation with the New Technologies, Training and Capacity-Building Branch (NTTCB)<sup>[4]</sup> to implement training and capacity-building technical assistance projects over the long-term.

Developing the capacities of beneficiary countries and institutions requires training of trainers, distance learning, training of IT tutors and systematic support to the strengthening of teaching and research in academic institutions. These enhancements are facilitated by the use of new ICT tools and the continuous improvements made in the TRAINFORTRADE distance learning platform and in the Vi's and Training Course's websites.

The Advisory Group requested UNCTAD to inform the donor community, the potential beneficiary countries and regional organizations of the coherent approach taken by the branch's training and capacity-building programmes. The group also emphasized the need for more predictable funding to sustain ongoing development of activities, particularly in the LDCs, and support networks of exchange and best practices among the beneficiaries. ■

[4] This branch, formerly known as the Information and Training Branch, is part of the UNCTAD's Division for Services Infrastructure for Development and Trade Efficiency.



### 3. ACTIVITIES OF THE VIRTUAL INSTITUTE ON TRADE AND DEVELOPMENT

During its first year of operation, the Virtual Institute (Vi) increased its membership from the original six founding members to the current thirteen<sup>[5]</sup>. In order to better serve the membership the number of new members will be limited to a maximum of twenty within the coming two to three years. This strategy will then be reviewed and adapted, if required, based on the lessons learnt in the first three years of cooperation.

The swift growth in membership shows that the Virtual Institute initiative responded to a genuine need. In the words of Rosemina Nathoo, coordinator of the Vi project at the Canadian Carleton University's Centre for Trade Policy and Law, joining the Vi presented "an opportunity to broaden our network of expertise and establish partnerships with other institutions around the world who share similar goals, namely, to exchange information and resources, design and deliver high quality research and training programs relevant to member countries and promote local capacity-building".

The first annual meeting of the Virtual Institute brought together eleven member universities who met face-to-face for the first time in July 2005. The meeting provided a platform for Vi members to share experiences, exchange ideas and identify teaching and research opportunities in UNCTAD-related areas. Five pilot areas of work were agreed upon for 2005-2006 to test the impact and effectiveness of the network. These areas are: the development and exchange of teaching materials; joint research, including peer review and feedback on work in progress, and subsequent publications; exchange of professors/students; strengthening the content and use of the Vi website; and mutual advice and support.

The participants in the Vi meeting particularly appreciated the exchange of experiences among themselves. As one of the participants said: "I learnt about the wide diversity of educational systems and approaches to teaching, the innovative teaching methods used in other places and the issues of interest in other places." Another participant confirmed: "I learnt what is a good structure of training or teaching resources. I'm especially impressed by the investment module."

A new Vi website (<http://vi.unctad.org>) was launched in July 2005 to better address the interests and needs of universities and researchers working in trade-related subjects. The new website was conceived to encourage collaboration among, and debates between, Vi members. It provides easy access to more than two hundred trade-related teaching and research resources, and allows members to customize them by creating their own portfolio of materials.

Seven issues of the Vi newsletter have been published since its launch in July 2004. Appearing on a quarterly basis, the newsletter is disseminated to members and to other individuals interested in teaching and research on trade and development issues. The aim of the newsletter is to provide information about the current activities and future projects of the Virtual Institute, recent UNCTAD publications and Vi and member teaching materials, as well as links to other trade and development related sites.



[5] They are the Latin American School of Social Sciences (FLACSO), Buenos Aires, Argentina; the University of Campinas, Brazil; the Carleton University of Ottawa, Canada; the University of International Business and Economics of Beijing, China; the University Pierre Mendès France of Grenoble, France; the Jawaharlal Nehru University of New Delhi, India; the School of International Relations of Tehran, Iran; the University of Jordan; the University of Mauritius; the University Cheikh Anta Diop of Dakar, Senegal; the University of Dar-es-Salaam, Tanzania; the Foreign Trade University, Vietnam, and the University of the West Indies.





### 3. ACTIVITIES OF THE VIRTUAL INSTITUTE ON TRADE AND DEVELOPMENT



The Vi organized two study tours to Geneva for around sixty postgraduate students. The first two-week study tour took place in February 2005 for twenty-seven postgraduate students of Economic Diplomacy from the University of Campinas, Brazil.

At the end of the visit, one of the Brazilian students remarked that the study tour had been "a unique opportunity to learn more about international trade organisations; it gave us the chance to network, and to see how what we had learnt in theory actually works in practice".

In May 2005, a second three-week tour was organized for thirty postgraduate students of the Masters' Course on International Trade Policy from the University of the West Indies. Planned and implemented in close cooperation with UNCTAD experts, the WTO Institute for Training and Technical Cooperation and the International Trade Centre UNCTAD/WTO, students were able to visit Geneva-based international organizations; the visits also included interactive simulation exercises, lectures and presentations from experts on a wide range of issues relevant to international trade, investment and development.

Since the autumn of 2004, Vi members have been exchanging information and teaching resources via the Virtual Institute website. To date, the universities of Campinas (Brazil), Mauritius, Jordan and Pierre Mendès France (France) have shared some of their resources.



Examples include: the University of Campinas provided resources on the WTO Agreements on Sanitary and Phytosanitary Measures and Technical Barriers to Trade, and the University Pierre Mendès France shared syllabi of two masters courses on Governance of Organizations for International Development and International Economy and Politics.

A new teaching material on competitiveness and development was designed by the Virtual Institute in 2005. This material is intended for use by university teachers to complement existing graduate courses or to help develop new courses. Additional pedagogical material made available in 2005 includes a simulation exercise based on WTO agricultural negotiations. This material was conceived as an introduction to basic negotiating techniques; it gives students an excellent practical opportunity to extend and deepen their knowledge of the WTO Agreement on Agriculture.

Two new Vi projects on international commodity trade and international investment agreements were prepared last year. These projects seek, with the participation of universities, academics and researchers, to broaden the base of contributors to policy discussions in Asian and African LDCs. Undertaken jointly with the UNCTAD's Commodities Branch and with the International Investment Agreements Programme, the



### 3. ACTIVITIES OF THE VIRTUAL INSTITUTE ON TRADE AND DEVELOPMENT



materials developed by the projects are intended for use as the basis for two regional seminars. The first of these seminars on the Economic and Legal Aspects of International Investment Agreements was held in Bangkok, Thailand, from 28 November to 2 December 2005. The workshop was attended by teachers and researchers from universities and research institutions in eleven Asian countries involved

in building knowledge, understanding and skills on economic and legal issues related to investment. Several universities now plan to use the materials to strengthen their existing courses, and participants at the workshop also envisage new research projects on investment.

Participants in the workshop appreciated its focus on the special needs of university teachers and researchers. In the words of Naazima Kamardeen of the University of Colombo, Sri Lanka, "I was very pleased with the workshop as it was the first for me that addressed the issue of teaching and was structured with this in mind. As a university teacher, this made the focus very appropriate for me." Many, as Khondaker Moazzem, from the Centre for Policy Dialogue of Bangladesh, expressed their satisfaction about the usefulness of the workshop: "It was a great opportunity to hear the in-depth overview and critical assessment on FDI and TNCs. The suggestions to young researchers made at the workshop will be guiding principles for future mode of actions." An example of future use of the materials came from Vadsana Chanthanasinh, National University of Lao PDR: "I found the workshop really useful for the new subject on Economics of International Investment that I will teach next year. I am working on the preparation of a handbook for this course and therefore the training manual, papers, presentations and information from the participants will be a great material to support my work."

Finally the Virtual Institute helped develop personalized curricula of several members universities. In particular, it assisted the Masters Programme in International Trade at the University of Dar-es-Salaam, Tanzania, through curriculum advice, feedback from UNCTAD substantive experts and contribution to a professional development programme for teachers. ■



## 4. ACTIVITIES OF THE TRAINING COURSE ON KEY ISSUES ON THE INTERNATIONAL ECONOMIC AGENDA

In February-March 2005, a regional course was held in Havana, Cuba for seventeen participants from eight developing Latin American and Caribbean countries. So far, one hundred and ninety-four trade officials and academics from developing countries and countries in transition, including forty-nine LDCs, have been trained under this programme<sup>[6]</sup>.

[6] Prior to the 2005 course, two general and six regional Training Courses on Key Issues on the International Economic Agenda were organized twice in Asia (Bangkok, November 2002, and Hanoi, November 2004), once in Latin America (Santiago de Chile, March 2003), once in Western Asia (Beirut, June 2003), once in Africa (Mauritius, January 2004), and once in Eastern Europe (Prague, July 2004). In most of these courses, UN regional commissions participated in the delivery of presentations and in discussion groups.



In July 2005, a one-day short course was organized for Geneva-based diplomats and attended by twenty-three ambassadors and representatives of permanent missions. Its objective was to familiarize participants with key economic and policy implications of the development of information and communication technologies.

An evaluation and renewal of the Training Course website (<http://p166.unctad.org>) were conducted in 2005; a newly designed website should be operational in early 2006.

### INDEPENDENT EXTERNAL EVALUATION OF THE TRAINING COURSE

In 2005, an independent team presented its evaluation report of the project to the UNCTAD Working Party on the Medium-Term Plan and Programme Budget. The three-person evaluation team considered that the record of the training course was very positive and that it was an innovative product on the market for capacity-building services in trade policy and development matters. Qualitative evidence indicated positive impacts on some members' institutional capacity building in public agencies, research institutions and universities associated with foreign trade matters.

The training courses' unique characteristics and well-defined methodological approach made them stand out compared with other trade-related courses. The target audience of policy makers and negotiators from developing countries and countries with economies in transition, as well as representatives of critical civil society sectors, requested these courses.

The evaluation team called for ongoing production of high-quality training materials and recommended additional support for the training activities: for example, the granting of institutional incentives to the staff involved, and the establishment of appropriate in-house and external partnerships for the development of teaching materials. ▶▶▶

#### 4. ACTIVITIES OF THE TRAINING COURSE ON KEY ISSUES ON THE INTERNATIONAL ECONOMIC AGENDA

UNCTAD itself was the direct beneficiary of some of the long-term spillovers of the training courses because of:

- the multiplying effects associated with the dissemination of UNCTAD's institutional knowledge, which can be seen in developing country members' requests for more specialized and custom-designed technical assistance;
- the dynamic learning process inside UNCTAD, resulting in the exchange of viewpoints, enhanced cooperation among divisions and better knowledge of regional/local conditions from participant's feedback and the sharing of their own country-specific experience with presenters;
- the greater policy coordination among UNCTAD divisions – including for the policy contents of flagship reports. This has become a priority for the Secretariat in order to ensure effective dissemination of UNCTAD's message.

The evaluation team stressed that the training courses – given UNCTAD's well-known expertise in trade and development matters – should continue to aim at building sustainable institutional and societal capacities through initiatives which have multiplier effects at these levels. ■





## 5. ACTIVITIES OF THE TRAINFORTRADE PROGRAMME

### 5.1 COURSE DEVELOPMENT

This past year saw the launch of an introductory TRAINFORTRADE training course on Sustainable Tourism for Development; its aim is to provide trainees with relevant instruments to assess the opportunities and impact of well-mastered tourism as a tool for generating economic and social development.

Twenty-one representatives from the public and private sectors, as well as from the civil society, participated in the validation of one of the course's specialized modules on Information and Communication Technologies (ICTs) and Tourism for Development which took place in Bamako, Mali in September 2005.

This module on ICTs and Tourism for Development, developed in cooperation with the UNCTAD E-Services for Development Section and the ICT and E-business Branch, has two main objectives:

- making public and private stakeholders aware of opportunities and challenges offered by ICTs in the field of tourism;
- underlining the various responsibilities and challenges for partners wishing to implement an e-tourism initiative at the national level.

The TRAINFORTRADE programme pays a great deal of care to course design. Course material is developed through a rigorous methodology used by many UN agencies. Training packages contain a handbook for participants, a guidebook for instructors, audiovisual aids, exercises, case studies, and platform/online material. Evaluations are conducted throughout the course deliveries to make sure that the materials are suitable to the needs of participants and well understood by them.

### 5.2 COURSE TRANSLATION AND UPDATE

In 2005, the distance learning adaptation of Module 5c on Port Computerization and Electronic Data Interchange of the Port Training Programme was completed in French and Portuguese. English versions of modules 4, 5 and 6 of the Port Training Programme were completed, while those of modules 7 and 8 are undergoing finalization.

Pedagogical material of the port certificate course in French and Portuguese was updated. Existing training material on modern port management has been improved by converting videos to DVDs which were distributed to each port in the network<sup>[7]</sup>.

The distance learning course for negotiators of international investment agreements has been updated and adapted to various regions in collaboration with the UNCTAD International Investment Arrangements section. The course, which consists of five modules, is now available in English, French, Portuguese and Spanish. Each module includes a manual, audio-visual presentations, case studies and online assessments to support the participant. An online self-study version has been developed in Portuguese.

Additionally, five modules of the validated TRAINFORTRADE course on the Legal Aspects of E-commerce have been adapted for use in distance learning in cooperation with the UNCTAD ICT and E-business Branch.

In Cambodia and Lao PDR, local adaptations and translations into Khmer and Lao of some courses began in 2005.



[7] See chapter 5.4 on the Port Training Programme



Table 1. Available training material

Pedagogical Material	Distance learning component	Offered in			
		English	French	Spanish	Portuguese
1 - Course Developers' Workshop		✓	✓	✓	
2 - Instructors' Workshop	✓	✓	✓	✓	✓
3 - Distance Learning Tutors' Workshop	✓	✓	✓		
International Trade and Trade-related Services	Distance learning component	Offered in			
		English	French	Spanish	Portuguese
1 - Trade, Environment and Development	French version only	✓	✓		
2 - Formulation of a Competition Law and Policy	English and French	✓	✓	✓	✓
3 - Implementation of a Competition Law and Policy	English and French	✓	✓	✓	✓
4 - International Trade Financing Procedures			✓		
5 - Practice of E-commerce			✓		
6 - Legal Aspects of E-commerce	✓	✓			
7 - Multilateral Trade Negotiations on Services	✓	✓	✓		
8 - Multilateral Trade Negotiations on Agriculture	✓	✓	✓		
Sustainable Tourism for Development	Distance learning component	Offered in			
		English	French	Spanish	Portuguese
1 - Sustainable Tourism for Development			✓		
2 - ICTs and Tourism for Development			✓		
Investment	Distance learning component	Offered in			
		English	French	Spanish	Portuguese
1 - Intensive Training for Negotiators of International Investment Agreements	✓	✓	✓	✓	✓
2 - Third Generation Investment Promotion, Investor Targeting		✓	✓		
Logistics and Ports	Distance learning component	Offered in			
		English	French	Spanish	Portuguese
1 - Modern Management of Ports - Certificate of Port Management for Middle Managers	✓	✓	✓		✓
2 - Multimodal Transport and Logistics			✓		



## 5. ACTIVITIES OF THE TRAINFORTRADE PROGRAMME

### 5.3 COURSE DELIVERY

In 2005 nine distance learning and twenty-three face-to-face workshops were held by TRAINFORTRADE in cooperation with UNCTAD substantive divisions. Nearly eight hundred representatives of ministries in charge of trade, industry, and foreign affairs, as well as of the private sector, academic institutions and non-governmental organizations, followed these courses. The courses were delivered in English, French, Portuguese and Spanish.

In particular, seven hundred and eighty-two people were trained over the year, including forty instructors and thirteen technical tutors. Eight new training centres for the delivery of distance learning sessions were identified, six of which in LDCs (Central African Republic, Chad, Democratic Republic of Congo, Equatorial Guinea, São Tomé and Príncipe and Senegal).

New training relationships were established in 2005, including with the Secretariat of the Economic and Monetary Community of Central African States (CEMAC). During the TRAINFORTRADE mission undertaken in March, the CEMAC Secretariat requested the delivery of the distance learning course on multilateral trade negotiations on agriculture to the Secretariat and CEMAC Member States, as well as to São Tomé and Príncipe. The course, delivered in September, was followed by ninety-one participants from seven countries. The objective of the course was to strengthen the capacities and understanding of decision makers and commercial negotiators in charge of multilateral trade negotiations on agriculture and their implications for national development policies.



## 5. ACTIVITIES OF THE TRAINFORTRADE PROGRAMME

**Table 2. Deliveries of TRAINFORTRADE courses in 2005**

Course	Countries	Number of deliveries	Number of trainees
Negotiators of International Investment Agreements	Albania, Algeria, Benin, Burkina Faso, Burundi, Cameroon, Central African Republic, Chad, Comoros, Democratic Republic of Congo, Djibouti, Egypt, Guinea, Lebanon, Madagascar, Mali, Mauritania, Mauritius, Morocco, Niger, Senegal, Togo, Tunisia.	1 distance learning course	75
	Brazil, Cambodia, China, Lao PDR, Morocco, Rumania	1 distance learning course	19
	Cambodia, Lao PDR	1 regional workshop	25
Investment Promotion	Cambodia, Lao PDR	2 national workshops	74
Multilateral Trade Negotiations on Agriculture and on Services	Cambodia, Cameroon, CEMAC secretariat, Central African Republic, Chad, Democratic Republic of Congo, Equatorial Guinea, Gabon, Lao PDR, São Tomé and Príncipe	3 distance learning courses	134
	Cambodia, Lao PDR	4 national workshops	46
Competition Law and Policy	Antigua, Barbados, CARICOM Secretariat, Guyana, Jamaica, Malaysia, Montserrat, St Lucia, Surinam, Trinidad	1 distance learning course	33
	Cambodia	2 national workshops	60
Legal Aspect of E-commerce	Cambodia, Lao PDR	1 regional workshop	27
ICT and Tourism for Development	Mali	1 national workshop	21
Modern Management of Ports; Certificate of Port Management for Middle Managers	Cambodia, Cameroon, Cape Verde, Guinea, Guinea-Bissau, Senegal, Togo, Tunisia	8 national deliveries	130
EDI in Ports	Cameroon, Cape Verde, Guinea, Guinea-Bissau, Senegal, Togo, Tunisia	3 distance learning courses	85
Instructors' Workshop	Algeria, Benin, Cambodia, Cameroon, Guinea, Lao PDR, Senegal, Togo, Tunisia	2 regional workshops	30
Distance Learning Tutors' Workshop	Guinea	1 national workshop	13
Port Instructors' Workshop	Cambodia	1 national workshop	10
<b>TOTAL</b>		<b>32</b>	<b>782</b>





## 5. ACTIVITIES OF THE TRAINFORTRADE PROGRAMME



### • IMPROVEMENTS IN DISTANCE LEARNING TECHNIQUES

Advances in ICTs and the reach of the Internet in developing countries have made TRAINFORTRADE distance learning deliveries more effective. The Internet provides both a channel to deliver courses and material, and a way to network among participants. A key component in most training packages is for trainees to participate in online group discussions or 'chats' to exchange ideas and validate the knowledge they have acquired.

Continuous improvements are made to enhance course delivery and the learning experience of trainees on the TRAINFORTRADE platform (<http://learn.unctad.org>). Tests can now be edited and graded online, and UNCTAD experts can rapidly give feedback to participants in distance learning sessions. Among the new platforms and software applications introduced in 2005 is the adoption of a new FOSS (Free Open Source Software) content management tool, an Apache web server and a Linux operating system. A lighter design and web pages with fewer images are being used to facilitate the use of training material by participants in LDCs.

### ■ 5.4 PORT TRAINING PROGRAMME

A tripartite meeting of the Port Training Programme (PTP) was held in La Goulette, Tunisia on 1 and 2 December 2005. Member port communities of the PTP African network - Benin, Cameroon, Cape Verde, Guinea, Senegal, Togo and Tunisia - reported on their activities in 2005 and defined the objectives and plan of action for the coming year. Participants renewed their commitment to launch new promotions and continue funding their participation in the programme<sup>[8]</sup>. The Autonomous Port of Pointe Noire (Republic of the Congo) participated in the meeting as observer and declared its intention to join the PTP.



Since December 2004, the TRAINFORTRADE Port Training Programme has undertaken other activities as follows:

#### • FRENCH-SPEAKING NETWORK:

A Training of Trainers' Workshop was held in the Port of Marseille (France) between 12 and 23 September 2005. The workshop was organized in cooperation with the French Institut de Formation et d'Echanges Portuaires, and received the support of the Regional Council of the French Provence-Alpes-Côte d'Azur region. Fifteen participants from Benin, Cameroon, Guinea, Senegal, Togo, Tunisia - and Algeria, although not yet a formal member of the PTP - attended the workshop. The training objective was to allow each participant to plan and implement training courses based on the PTP training material. Participants exchanged views on the problems they encountered in the course of their training programmes and the possible solutions to these problems, particularly with the support of the network of port training centres.

Two Distance Learning Tutors' Workshops on managing distance learning sessions were held in 2005. The first of these was organized between 10 to 13 May 2005 in the



[8] One of the unique features of the Port Training Programme is that most of the training costs are paid for by the beneficiary ports or in combination with national port authorities. Partner ports in developed countries also contribute to network activities at their own expense.



## 5. ACTIVITIES OF THE TRAINFORTRADE PROGRAMME

training centre of the Administração dos Portos do Douro e Leixões, in Portugal. Thirteen participants from Benin, Cameroon, Cape Verde, Senegal, Togo, Tunisia attended the course. The second workshop was held from 8 to 12 August 2005 in Conakry, Guinea, for four tutors from the Conakry Autonomous Port.

At the national level, the fourth promotion of the PTP in Senegal was launched on 22 March 2005, with the participation of thirteen port agents. The 250-hours, eight-module course on Modern Management of Ports was delivered twice a week until September 2005.

The third promotion of the Programme for Cameroon is underway with twenty-three participants.

Guinea, Togo and Tunisia have all launched their second promotions in the course of the year with respectively eleven, eighteen and twelve participants.

Participants from Cameroon, Guinea and Senegal are currently preparing their final theses in order to obtain the TRAINFORTRADE Certificate, while those from Togo and Tunisia have already presented theirs. Eleven Tunisian participants (including six women) out of twelve have obtained their certificate, as well as seventeen out of the eighteen participants from Togo.

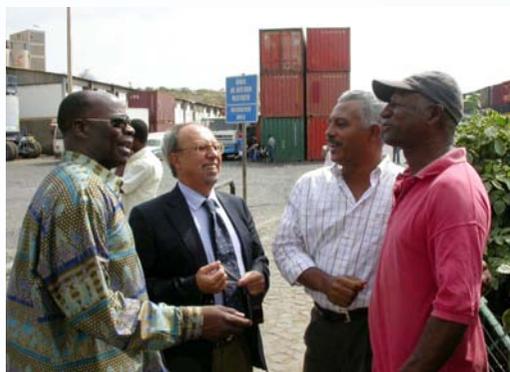
All of these network countries have used the distance learning version of the module 5c on Port Computerization and Electronic Data Interchange.

### • ENGLISH-SPEAKING COUNTRIES:

Cambodia has continued to implement its first promotion of the PTP. A total of nine participants from Sihanoukville Autonomous Port and nine other participants from Phnom Penh Port have been trained since 2004. Ten of these participants were selected to attend a Training of Trainers' Workshop, which was held in Phnom Penh from 28 November to 7 December 2005. These newly trained instructors will be able to co-deliver, with international experts, the eight modules of the Port Training Programme using both English and Khmer materials.

### • PORTUGUESE-SPEAKING NETWORK:

Cape Verde has completed a full cycle of national training for thirty-seven participants, including four from Guinea-Bissau. In December 2005, a total of nineteen participants from Mindelo and twenty-one from Praia obtained the Port Certificate after defending their theses before a jury of Portuguese-speaking port experts<sup>[9]</sup>.



[9] Two participants from the previous promotion who failed to obtain their Certificate in 2004, successfully presented their thesis again in 2005.



## 5. ACTIVITIES OF THE TRAINFORTRADE PROGRAMME

### 5.5. REGIONAL COOPERATION AND NETWORKING

In February 2005 the Advisory Group on Human Resources Development stressed the importance of a regional approach for the sustainability of activities, as highlighted at the 2004 interregional conference of Las Palmas de Gran Canaria (Spain) on International Trade, Investment and Human Resources Development: the Role of Regional Integration Groupings<sup>[10]</sup>.

Deployment of training activities within regional integration groupings can more effectively support the integration efforts of beneficiary countries, in particular the least developed ones, by improving the efficiency of operations, and reinforcing synergy among institutions. This collaboration can cover different aspects, including training of trainers and the establishment of expertise-sharing networks.

Working with these groupings is therefore a high priority for the TRAINFORTRADE programme.

#### • TRAINING ACTIVITIES IN LATIN AMERICA

In 2005 TRAINFORTRADE expanded its network and activities to Latin American countries, with the support of the Latin American Integration Association (ALADI). An UNCTAD mission to the ALADI Secretariat took place in October 2005 to explore possible areas of cooperation with TRAINFORTRADE and the Virtual Institute. The mission also visited governments and institutions in Colombia, Ecuador and Uruguay.

In the course of these visits, regional and national plans of action were prepared to identify the training and capacity-building activities that could be undertaken as of 2006. Before and after the mission, intense consultations had been held with the permanent missions of Latin American and Caribbean countries in Geneva. Four national and one regional project proposals for training and capacity building were then prepared. An annex to the existing Memorandum of Understanding between the ALADI Secretariat and UNCTAD was also prepared to include new fields of cooperation based on the results of the mission.

[10] See the TRAINFORTRADE Activity Report, August 2003-December 2004, UNCTAD/SDTE/TIB/2004/5



## 5. ACTIVITIES OF THE TRAINFORTRADE PROGRAMME

### • TRAINING ACTIVITIES IN AFRICA

A number of steps were taken in 2005 to develop and reinforce regional activities in Africa. TRAINFORTRADE advisory missions visited various African countries to develop existing links with key actors in governments and institutions, and explore new ways to



address the training and capacity-building needs of these countries. In the course of the year, a number of regional integration groupings, including the Economic and Monetary Community of Central African States (CEMAC), the Economic Community of West African States (ECOWAS), the West African Economic and Monetary Union (UEMOA), the Common Market for Eastern and Southern Africa (COMESA), the Southern African

Development Community (SADC) and the Arab Maghreb Union (UMA) requested UNCTAD's assistance in developing joint training and capacity-building programmes in key areas of trade and investment.

### • TRAINING ACTIVITIES IN ASIA

TRAINFORTRADE'S activities in Asia were intensified in 2005. The presence of two UNCTAD experts in Cambodia and Lao PDR has facilitated the delivery of courses, as well as the establishment of contacts with regional organizations such as the Asia-Pacific Economic Cooperation (APEC) and the Association of Southeast Asian Nations (ASEAN), and with the Asia-Pacific Research and Training Network (ARTNeT) initiative of the United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP).

#### - Regional Project for Cambodia and Lao PDR

The TRAINFORTRADE Regional Project for Cambodia and Lao PDR on Training and Capacity building in the Field of International Trade was launched in Vientiane on 17 November 2003 for Lao PDR and in Phnom Penh on 23 January 2004 for Cambodia. This four-year project funded by the Government of France aims to build up the capacity of Cambodian and Laotian officials, as well as representatives from the private sector and academia.





## 5. ACTIVITIES OF THE TRAINFORTRADE PROGRAMME



### How TRAINFORTRADE helps countries

UNCTAD helps developing countries overcome capacity constraints in certain areas. Cambodia is a particularly notable example as it was the first LDC to become a member of the World Trade Organisation (WTO) through a negotiating process. It benefited from UNCTAD's advisory services along the way. The TRAINFORTRADE project started immediately after accession, when the Ministry of Commerce expressed its intention to focus on competition law and policy, one of the key commitments contained in the Cambodian WTO accession package. UNCTAD's TRAINFORTRADE Programme and Competition and Consumer Policies Branch, in association with the Royal University of Law and Economics and the European Commission, partnered and started working together to make this commitment a reality.

In Cambodia, newly introduced international rules coupled with domestic legal changes has meant increased pressure on investment officials, in both the capital and provinces, to learn new rules and acquire much needed skills to attract foreign investment and target the right investors. The Cambodia Development Council and the Cambodia Investment Board therefore requested TRAINFORTRADE to organize long-term capacity-building activities, using a combination of standardized training materials and distance learning tools, mainly for the benefit of provincial offices (while most assistance received so far was only geared towards Phnom Penh). To this end, TRAINFORTRADE has worked in cooperation with several programmes of the UNCTAD's Division on Investment, Technology and Enterprise Development. The lessons learnt in Cambodia have then been used in neighbouring Laos.

In its second year of activities the TRAINFORTRADE project for Cambodia and Lao PDR focused on the development of resources to ensure the sustainability of the project. The regional steering committee meeting in Cambodia in January 2005 called for:

- the adaptation and translation into local languages of the training packages;
- the delivery of courses on subjects of interest to the steering committee members, particularly trade negotiations, investment and competition;
- the training of more local tutors who are needed to enhance local ownership of the project;
- the integration of a greater regional emphasis, both in terms of training and research/studies, into the courses delivered under the project.

In order to respond to these recommendations, seven Laotian and eight Cambodian instructors were trained in topics they will deliver or co-deliver in 2006, and the terms of reference and selection of local experts for a regional study on Cambodia/Laos cross border trade were prepared.

In Cambodia, the following TRAINFORTRADE packages were translated and adapted to local conditions in the course of 2005:

- Formulation of a Competition Law;
- International Investment Agreements;
- Legal Aspects of E-commerce;
- Third Generation Investment Promotion, Investor Targeting;
- Modules 3-5 of the Port Training Programme.



## 5. ACTIVITIES OF THE TRAINFORTRADE PROGRAMME

In Lao PDR, translations or adaptations were made of the following packages:

- International Investment Agreements;
- Third Generation Investment Promotion, Investor Targeting;
- Legal Aspects of E-commerce;
- Multilateral Trade Negotiations on Agriculture.

The following courses were held in Cambodia in 2005<sup>[11]</sup>:

- Instructors' Workshop for Port Training Programme Trainers;
- Port Training Programme, Modules 6 and 7;
- Competition Policy: Part 3;
- Multilateral Trade Negotiations on Agriculture;
- Multilateral Trade Negotiations on Services;
- International Investment Agreements;
- Investment Promotion, Investor Targeting.

The following courses were held in Lao PDR in 2005<sup>[12]</sup>:

- Multilateral Trade Negotiations on Agriculture;
- Multilateral Trade Negotiations on Services;
- Legal Aspects on E-commerce;
- International Investment Agreements;
- Investment Promotion, Investor Targeting.

In addition to project activities, TRAINFORTRADE's regional experts provided support and inputs to several UNCTAD projects, both in Cambodia (Investment Bluebook, World Investment Report, as well as missions on behalf of the UNCTAD's Technical Cooperation Section), and in Lao PDR (Investment Bluebook, new competition policy framework and competition law, as well as representation of UNCTAD in the Integrated Framework process, and the Common Country Assessment/United Nations Development Assistance Framework) and in the region (relationships with UNESCAP's network ARTNet). The regional experts also represented UNCTAD in a number of local government-donor fora. ■



[11] See table 2 for delivery details.

[12] See table 2 for delivery details.



## 6. COOPERATION WITH INSTITUTIONS FROM DEVELOPING AND DEVELOPED COUNTRIES

In 2005 the Virtual Institute on Trade and Development, the Training Course on Key Issues on the International Economic Agenda and TRAINFORTRADE pursued existing partnerships with developing and developed countries' institutions and other United Nations agencies.

### Belgium:

- The cooperation agreement between TRAINFORTRADE and the **Port of Ghent** continues on all technical aspects related to port training. The Port provided support for the update of training material both in French and in English, and for the delivery of distance learning modules of the Modern Port Management course.

### France:

- Under the cooperation agreement between UNCTAD and the **Port Authority of Marseille**, the updating of TRAINFORTRADE pedagogical material and the distance learning delivery of the port training cycle has continued.

A successful two-week TRAINFORTRADE Training of Trainers' Workshop was held in Marseille for port operators in September 2005, with the support of the **Provence-Alpes-Côte-d'Azur (PACA) Region**. TRAINFORTRADE is currently exploring the possibility to carry out other joint training activities for Mediterranean developing countries.

- TRAINFORTRADE has also continued to cooperate with the **Dunkirk Port Authority** for the delivery of the legal aspects of the port training cycle.

### Italy:

- Discussions have been held to revamp the memorandum of understanding signed in 2001 between TRAINFORTRADE and the **Italian Institute for Foreign Trade (ICE)** for the implementation of joint training activities.

### Portugal:

- TRAINFORTRADE has a memorandum of understanding with the **Universidade Aberta** for cooperation in the area of distance learning in several African countries. In 2005, a faculty member was detached to the UNCTAD Secretariat for four months.
- TRAINFORTRADE established cooperation with the **Administração dos Portos do Douro e Leixões** for the training of port trainers and for the provision of support to distance learning for African countries with Portuguese as the official language. A Distance Learning Tutors' Workshop was organized in Leixões in May 2005.

### Spain:

- TRAINFORTRADE and the **Port Authority of Valencia** have agreed to sign a Memorandum of Understanding to implement training activities in the field of port management.





**International organizations:**

• The course on Key Issues on the International Economic Agenda, benefited from the support of the **UN Regional Commissions for Africa (UNECA), Asia (UNESCAP) and Europe (UNECE)**, as well as the **International Labour Organization**, the **International Trade Centre UNCTAD/WTO (ITC)**, the **United Nations Research Institute for Social Development**, the **United Nations Development Programme**, the **World Health Organization**, the **World Intellectual Property Organization** and the **World Trade Organization (WTO)**.

• The Virtual Institute has established cooperation with the **WTO's Institute for Training and Technical Cooperation, ITC and UNESCAP**.

• In some instances, the Vi and **WTO** have joined forces to provide support to the University of Dar-es-Salam and the University of the West Indies. The Virtual Institute has also contributed to the 2005 WTO Trade Policy Course.

• **WTO** and **ITC** cooperated with the Vi in the organization of study tours for post-graduate students of Vi member universities.

• Vi and **UNESCAP** worked together in building capacities for trade and investment research. For instance, several members of ARTNeT, an UNESCAP research network, attended the Vi workshop on teaching and research on international investment agreements in November-December 2005 in Bangkok, Thailand. ■





## 7. SUPPORT OF DONORS FOR TECHNICAL ASSISTANCE ACTIVITIES AND MEETINGS

### **Belgium**

- continued to fund a pilot project for the application of distance learning techniques in the field of trade negotiations and international investment agreements.

### **Canada**

- helped to fund the launch and first meeting of the Virtual Institute, and the development of the Vi website.

### **France**

- continued to fund the TRAINFORTRADE Team in Geneva, as well as the regional project for Cambodia and Lao PDR. France has also been funding an associate expert based in Lao PDR since August 2004.

### **Germany**

- funded an associate expert based in Geneva, as well as an intern at the Virtual Institute.

### **Japan**

- provided funds to develop Vi teaching materials and related workshops for academics in African and Asian LDCs on commodity trade, and International Investment Agreements.

### **Portugal**

- funded support activities to build capacities through training in African countries with Portuguese as the official language.

### **The United Nations**

- has been making available funds from the Development Account for the UNCTAD Training Course on Key Issues in the International Economic Agenda since 2002. ■

## 8. PRIORITIES AND CHALLENGES FOR 2006

The priorities for 2006 are in line with the ongoing work of the three programmes, and within the framework of the mandate set by UNCTAD XI. These priorities also take into account specific requests submitted by developing countries on key issues on the international economic agenda.

In this context, further strengthening of the cooperation between the Virtual Institute, the Training Course and TRAINFORTRADE will be pursued in 2006 in order to better respond to the needs of developing countries in the area of training and capacity-building. Interdivisional cooperation within UNCTAD must also be reinforced so as to allow the work to be better performed.

The programmes will pursue their efforts to respond to the increasing requests of developing countries by:

### **Technical assistance activities**

- Expanding the reach of the programmes to new geographic and linguistic regions;
- Consolidating national training and capacity-building activities by fostering networking and a regional approach;
- Reinforcing inter-university cooperation to comply with the programme adopted by the Virtual Institute at its first annual meeting.

### **Development and updating of training and teaching material**

- Developing new training material and update existing courses;
- Continuing the adaptation of existing courses into distance learning;
- Preparing further teaching material on themes related to international commerce for Vi member universities.

### **Regional and interregional cooperation:**

- Organizing two regional sessions of the Training Course on Key Issues on the International Economic Agenda, and reinforce the programme's activities in light of the recommendation of the recent external evaluation.
- Gathering stakeholders to jointly define a plan of action to implement regional training and capacity building strategies in South-East Asia and/or Sub-Saharan Africa. ■









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