

AID-FOR-TRADE CASE STORY

WTO'S INSTITUTE FOR TRAINING AND TECHNICAL COOPERATION (ITTC)

ITTC CASE STORY ON TRADE CAPACITY BUILDING IN THE WTO

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I. INTRODUCTION

1. With the launch of the Doha Development Agenda (DDA) in November 2001, followed by the creation of the WTO's Institute for Training and Technical Cooperation (ITTC) in spring 2003, the WTO Secretariat's trade capacity building programmes have been provided with a very strong platform from which they are implemented. The WTO Secretariat, in close consultation with the Members, designs and implements Biennial Technical Assistance (TA) Plans. These TA Plans provide a firm premise aiming to ensure that WTO's trade capacity building programmes are meeting the specific needs of the developing countries and their delivery are structured, sound and coherent in order to have the desired impact on the ground. In turn, specific priorities are established for LDCs and African countries, which are the most in need of WTO's technical assistance and trade-related technical assistance at large. In order to finance the activities, the DDA Global Trust Fund (DDAGTF) was established in February 2002 and in accordance with its Terms of Reference, WTO Members are committed to providing the Secretariat with around CHF 24 Million annually as well as some CHF 6 Million from the regular budget. Thus, nearly 80 per cent of the TA delivery depends on extra budgetary financing, i.e. through voluntary contributions of Members, with the remaining 20 per cent of the activities being financed from the regular budget.

2. Under the Doha Development Agenda mandate, Trade-Related Technical Assistance (TRTA) and capacity building are core elements in the Multilateral Trading System (MTS). In parallel, trade capacity-building is also a key delivery component of the Aid-for-Trade work programme as delineated in the Recommendations of the WTO Director-General's Task Force on Aid for Trade.¹ WTO's TRTA activities and programmes are geared towards sustainable trade capacity-building in beneficiary countries. Complementing the overarching objectives of the international trade and development community at large, WTO's TRTA activities are based on a core set of principles that are essential prerequisites in realizing the developmental goals that help provide an enabling environment for poverty reduction by strengthening human and institutional capacity. The activities provide direct support to beneficiary countries in enhancing their human and institutional capacities to help developing countries and in particular the least-developed countries to integrate into the MTS by dealing with the challenges.

3. Following consultations with Members, the WTO Secretariat will introduce two innovative features in the next Biennial TA Plan, consisting of integrating Results Based Management (RBM) in the planning cycle and consolidating the Progressive Learning Strategy (PLS). The RBM mechanism is designed to better assess the outcome and impact of trade capacity building programmes and to permit better monitoring and evaluation tools in the design and implementation phase of its activities. The PLS is meant to ensure the incremental learning approach, thus gradually building and enhancing capacity. This case story will start by taking a closer look at some of the Secretariat's global trade capacity building programmes and how they have been beneficial to Members and then apply some of the elements of the RBM as an evaluation tool. Following this, it discusses how the WTO's trade capacity building programmes have contributed to capacity building in beneficiary countries and highlighting some of the main outcomes.

¹ Aid-for-Trade Task Force Recommendations: WT/AFT/1

4. The intention, thus, is to apply the evaluation tools available under the RBM, i.e. consider some activities, their outputs and outcomes, over a short to medium term period and test these outcomes with indicators and means of verification. It is well understood that RBM normally requires the setting of objectives, outputs and outcomes prior to the activities themselves, followed by analysis of how the change was achieved as a result of the logical approach. Nevertheless, this case story will look at some activities and programmes and in a way 'test' the RBM approach retrospectively.

5. The case story is structured as follows: it starts with a brief explanation of the rationale behind RBM and its main features. It then takes a closer look at the Secretariat's trade capacity building programmes since the creation of the ITTC, number of officials trained and more specifically how the programmes have resulted in specific outcomes. This will be illustrated with a few specific examples in the field of SPS, Government Procurement and Reference Centres. It then explains how the PLS is gradually being put into effect based on the experience with the E-Learning Programmes, the RTPCs and finally the Intern Programmes. Some insights are provided into the WTO's TA Databases, which were developed and enhanced in recent years, and which provide the basis for the selection of participants under the PLS and act as a tool for the effective coordination of TRTA.

II. RESULTS BASED MANAGEMENT IN THE WTO

6. The WTO is highly committed to the RBM process in alignment with the monitoring and evaluation framework under the Aid for Trade programme. The concept of RBM will gradually be incorporated into the design, management and delivery of WTO's trade capacity building programmes, thus, streamlining activities and permitting an evaluation of the impact of these activities. Having a results framework and an adequate reporting mechanism, woven into the TA plan will assist in determining whether a positive contribution has been made to building the capacity of beneficiary countries in trade policy matters and helping them to derive significant benefits from the MTS. The RBM approach is supporting the WTO in its continuous efforts towards improvement in results-orientation, focus, efficiency and accountability. The process of developing and maintaining RBM in WTO will be an iterative process internally amongst the various Divisions as well as among Members and partner organizations.

7. It is recalled that the Paris Declaration on Aid Effectiveness² committed donors and developing countries to change the way technical cooperation is delivered and managed, so as to improve the effectiveness of available assistance and make progress towards achievement of the Millennium Development Goals (MDGs). One of the five core principles in the Paris Declaration focused on "managing for results" (Annex I). By calling on donors and partner countries to direct resources to achieving results, and using information on results to improve decision-making and programme performance, it highlighted the importance of indicators as a tool for this purpose. The 3rd Aid for Trade Global Review, scheduled to take place on 18-19 July 2011, will focus on the evaluation of the results and impact of Aid for Trade projects and programmes through the analysis of case stories.

8. The RBM strategy requires all the actors involved in the implementation of the projects or programmes to set clear objectives. This fits well with the main objective of WTO's trade capacity building programmes: The Biennial TA Plan 2012-2013 is geared towards providing direct support to beneficiaries with a view to enhancing their human and institutional capacities to take full advantage

² The Paris Declaration on Aid Effectiveness (2005) has been endorsed by some 114 countries and 25 international organizations. It sets out a roadmap of practical commitments to promote ownership, alignment, harmonization, managing for results and mutual accountability, organized around five key principles, each of which has a set of indicators of achievement.

of the rules-based multi-lateral trading system (MTS): The *modus operandi* is to empower them with the knowledge and skills to deal with the challenges emerging from the MTS, including enforcing their rights and obligations, enhancing their participation in the current DDA negotiations in terms of facilitating the preparation of negotiating papers and positions, based on full knowledge and an understanding of the issues at stake.

9. Needs assessments are essential to establish what is lacking in beneficiary countries and to draw up targeted programmes to address the identified shortcomings and establish the expected outcomes. Thus, if a country has had some difficulties in complying with its notification obligations, the programme should be designed in such a way that after its completion the country would be in a position to fulfil its notification obligations. There should be hands-on training and practical exercises to ensure that the participants are able to apply what has been taught by the WTO resource persons. Following this, it should be possible to verify the change it has brought about and whether new notifications have been submitted by the beneficiary country.

10. The basic tools used in RBM include establishing a baseline at the starting point and prior to the activity, i.e. what were levels of knowledge prior and after the activity, which can be measured through quizzes, exams etc. Identify the right indicators to measure the output, which can again be done through exams, quizzes, and questionnaires following the delivery of the activity, internal and external evaluations, which would all need to be reflected in the Back to Office Reports (BTORs) and inputted into the relevant databases.

11. The next level of analysis addresses the outcomes, which could be assessed through data collection and analysis of the TRTA results to answer the basic question as to how the TRTA results were used and translated into action. The indicators in that regard could be the improvement in notifications, textual proposals by delegation in the DDA negotiations, the number of focal points in the Ministries, the number of coordinators in Geneva, their active involvement in the negotiations and the meetings, defending their countries' and regions interests. The analysis of the data would allow for a collective appreciation by the Secretariat, the donors and beneficiaries of the outcomes of the trade capacity building efforts in terms of impact, i.e. results and ultimately 'change', which is the final and longer term objective of the RBM. The systematic data collection and analysis will also help the Secretariat to identify and make effective use of the capacities created with the beneficiaries.

12. The current Performance Evaluation Forms (PEF) and the Back To Office Reports (BTORs) used by the WTO Secretariat act as a useful tool for capturing the expected output, as it requires resource persons, inter alia, to state the objectives of the activity right from the beginning and also make a qualitative assessment of the activity, based on the responses of the participants to the questionnaire and on their own experiences as to whether it was a success. However, it does not provide guidance with regard to the "outcome" and the ultimate change to be obtained, i.e. the impact of the TRTA provided. Also, outcomes are not associated with activities per se, but rather with programmes, e.g. Netherlands Trainee Programme (NTP)/Mission Internship Programme (MIP), which go beyond the individual action.

13. Unlike outputs which can be ascertained shortly after an activity, outcomes which "flow from a collection of outputs and describe the unleashing of potential", can only be assessed sometime after the implementation of an activity or a programme. To ascertain the possible outcomes of WTO's TACB activities, it would be necessary to have systematic data collection and analysis. Possible outcomes can also be gauged from the participation of the country in the work of the WTO, its contributions at WTO meetings, notifications and TPRs.

14. As regards the long term impact of TACB activities, 'change', it is the expectation of the WTO that such activities would facilitate the full integration of beneficiary countries into the MTS. Countries should not only be able to participate more effectively in the work of the WTO in all areas including negotiations, monitoring and dispute settlement, but also be able to use their rights and implement their obligations to derive significant benefits from the MTS. This would require effective follow-up and the cooperation of beneficiary countries. Arguably, the development of indicators would have to take several points into consideration, including how the beneficiary country is complying with its WTO obligations, the written and oral contributions received from the country on issues of importance to it, participation in meetings, and whether trade capacity is contributing to the economic growth and development of the country. A holistic view has to be adopted in assessing whether the TACB activities of the WTO have facilitated the integration of the beneficiary country into the MTS.

15. In line with the considerations mentioned above, restraints and features of RBM at this stage and given that there has not been any systematic data gathering, this case story will review some of the practical examples by way of illustration of how TRTAs outcomes can be measured.

III. WTO TRADE RELATED TECHNICAL ASSISTANCE PROGRAMMES AND HOW THEY HAVE CONTRIBUTED TO CAPACITY BUILDING?

16. Looking back at nearly 10 years of WTO's trade capacity building programmes, there is increasing evidence of how they have worked and how they have had a beneficial effect on the beneficiaries. While it is difficult to assess and quantify the effect of the training per se and the impact and the change it may lead to, in particular as these training events are part of a learning process, the independent evaluations that have been conducted in the past on various programmes, confirm the overall usefulness of the programmes. Here again, and in line with the RBM logic, there are various stages in the learning cycle where results can be measured, i.e. immediately following the activity, as well as in the longer run, when the knowledge gets translated into action. To measure the immediate output of the training, the Secretariat has various tools at its disposal that are used during the training events, e.g. quizzes, (simulation) exercises, question and answers, which are considered helpful to get a better indication of the information retained. Most training events have an increasingly large part of hands-on training, rather than simply teaching and learning. It is felt that basic knowledge can mostly be gathered by other means, i.e. through the E-Learning mode, Introduction Days etc. and is now gradually becoming a prerequisite prior to the face to face training. All WTO staff is required to prepare BTORs following the conduct of an activity, which provide further insights in each of the training events, how it was conducted and rated. Finally, the Technical Cooperation Audit Unit (TCA) undertakes field visits to assess the quality and relevance of the events in which they interview participants and officials. All of this information is documented and used as a basis for reporting to Members in the Secretariat's annual reports.

17. While in this way a general appreciation is obtained, it still provides little information on measurable i.e. quantifiable outcomes. Other sources of information may provide information on the outcomes and perhaps impact. These include oral feedback from the participants, beneficiaries and delegates, following the conduct of the event, but also a broader appreciation that is given by beneficiaries at meetings of the Committee on Trade and Development (CTD), visiting high level delegations in meetings with WTO's management, etc. Most of the feedback remains largely anecdotal, and is not really quantifiable or measurable, hence the need to introduce RBM in the planning cycle. This is in many ways understandable, as knowledge and human capacity building efforts are largely intangible and it is not always obvious how the acquired knowledge can and/or is translated into policy action. Some of the feedback does go beyond the anecdotal observations and point in the direction of tangible outcomes. This is what the case story will illustrate, through some examples provided of successful TRTA, with identifiable and tangible outcomes.

18. Before doing so, it may be useful to take a quick look at the number of officials that have been trained, as well as those that benefit annually from the Secretariat's training programmes. In order to track the number of officials trained by the WTO Secretariat, considerable efforts were made to develop a solid Trade Related Technical Assistance Database (TRTA Database), as well as the Global Trade Related Technical Assistance Database (GTAD), which is geared towards enhancing the coordination of trade capacity building programmes upfront. The Databases don't provide information on the outcomes, although it is intended to review the TRTA Database for reporting purposes as part of the RBM. However, it is not limited to providing information on the number of participants trained in the various events, but also is actively used as a tool to perform the PLS, by verifying the participants to courses prior to their selection. The main features of the TRTA Database and GTAD can be found in Annexes 2 and 3 respectively.

19. The WTO Secretariat has trained some 30,000 officials since the creation of the Institute in 2003, which means an average of nearly 4,000 officials per year. This includes over 10,000 officials since the launch of the E-Learning Programmes in 2005, with an average of 2600 participants for each of the last three years. A total of 2,810 participants were trained through Geneva based training courses since 2002 with an average of 157 participants trained annually in the last three years. This represents a sharp decrease from the 264 between 2002 and 2008, which is explained by a reduction of Geneva based courses. The RTPCs, covered training of nearly 1,000 officials since its launching early 2004. On average, some 100 participants were trained annually between the years 2008-2010. Since 2003, over 15,000 participants have been trained through field based regional-based training events. In the last three years, 1,900 officials were trained annually.

20. It is reassuring to note that, in the preparation of the Biennial TA Plan 2012-2013, a series of intensive consultations were held with all regional grouping, during which many delegations indicated that they, as well as their colleagues at the permanent missions, were 'products' of the WTO Secretariat's trade policy courses, as well as various intern programmes. Their human capacities and WTO knowledge had been built through WTO training, which largely explained their presence in Geneva. As they pointed out, this training had put them in a much better position to actively engage in the Committee work as well as in the negotiations. It facilitated their access to information, to WTO experts and a better understanding of the issues as well as the decision making process in the WTO. As will be discussed further, many trainees under the NTP and the MIP either stay in or return to Geneva as delegates. Some of them explicitly return to Geneva to set up their Permanent Mission and/or stayed on subsequently as a delegate. According to many BTORs, many delegates that have participated in training events return to Geneva as delegates and actively engage in the DDA negotiations. Numerous quotations can be provided from former participants to WTO training programmes in all geographical regions, including through the intensive trade negotiations skills, supporting the evidence that the training has helped them in assuming their duties either in capital, or as a Geneva based delegate (Box 1).

BOX 1

Examples of how WTO Training has benefited Paraguay, Ghana and the DR of Congo

Results show benefits for Paraguayan trade policy officials

In 2010, the Latin America and Caribbean desk of the WTO Institute for Training and Technical Cooperation received an official from the Paraguayan Foreign Ministry as a trainee under the Netherlands Trainee Programme. He is part of Paraguay's diplomatic service, and worked in the Directorate of Multilateral Economic Bodies, responsible for WTO-related matters. His main area of activity had been the agriculture and services negotiations.

During his ten months of attachment to the Latin American and Caribbean Desk of the ITTC, the official performed various tasks, including the preparation of periodic reports on the economic situation in the different Latin American and Caribbean countries and the status of WTO technical assistance to those countries; preparation of support materials for technical assistance activities implemented during the year; support and bibliographical research for studies conducted by the LAC desk; and most importantly, participation in the preparation of the Aid for Trade chapter of the Secretariat report for the Trade Policy Review of Paraguay. The latter task required him to join a WTO delegation that visited Paraguay, specifically for the purpose of talking to the Paraguayan authorities about their trade policies and gathering material for the drafting of the WTO Secretariat report.

The training was of great and tangible benefit, as the official gained familiarity with the mechanics of meetings in Geneva and was also able to work very closely with his country's Mission. Following his return to Paraguay, the former participant in the Netherlands Trainee Programme was appointed as the head of the economic bureau for the United Nations and promoted to the rank of Second Secretary, making him eligible to be appointed to serve in his country's Mission in Geneva.

Results show benefits for Ghanaian trade policy officials

WTO technical assistance and capacity building programmes have proved indispensable in building the capacity of Ghanaian trade policy officials. Almost all the senior officials have benefitted from the three-month Trade Policy Course offered in Geneva and in the regions and also several workshops and seminars on a range of subjects. Quite a few have also benefitted from WTO internship programmes. According to the Ghanaian trade policy official, who was attached to the ITTC under the Netherlands Trainee Programme in 2009, the programme tremendously enhanced his knowledge not only about the WTO Agreements, but also on how the organization functions in practice. He worked mainly on notification issues and has since returning back to Ghana worked with colleagues from the Ministry of Trade and Industry and other Government Departments in fulfilling Ghana's notification obligations under various agreements. With the training that he acquired he can now assist desks officers in other West African countries to prepare and submit the required notifications to the WTO Secretariat. Since he returned to Ghana, the numbers of notifications have been increased from an average of one notification in recent years to already three in 2011.

Results show benefits for Congolese trade policy officials

Following the period of political instability in the Democratic Republic of Congo (DRC), the country has begun participating actively in WTO's technical assistance and capacity building programmes with a view to enhancing the knowledge of its trade policy officials and playing a greater role in the MTS. In 2010, a Congolese trade policy official benefitted from the Netherlands Trainee Programme. She worked principally on trade policy issues and notifications requirements under the various WTO Agreements. Since returning to the Democratic Republic of Congo, she has been promoted as the Deputy Coordinator of the Enhanced Integrated Framework, Ministry of Trade, Small and Medium Enterprises and assigned greater responsibilities in the implementation of Congo's new trade policy. She was part of the team that drafted the Government's Report which is included in the Trade Policy Review Report on the DRC. She credits the Netherlands Trainee Programme for her career progression and requests the WTO to continue supporting the DRC and other African countries.

21. Another way of addressing the issue is by taking a closer look at the text proposals in specific areas of the negotiations, e.g. NAMA and Agriculture, TRIPs, Rules, Services etc. It can be observed that a considerable amount of the text proposals presented and inputs made in the negotiating process are made by LDCs, Small and Vulnerable Economies, Recently Acceded Members and Developing Countries more generally, and sometimes of a highly complex and technical, which testifies of high levels of knowledge and skills. The same holds true for the negotiations per se, with a noticeable, very high level of commitment and active engagement from the side of developing countries, who make concrete inputs in the discussions, take positions and defend their interests better than any time in the history of the GATT/WTO multilateral trade negotiations. It would be reasonable to assume that perhaps some of these skills and the human capacity can at least in part be attributed to the trade capacity building efforts of the Secretariat, in combination with the efforts undertaken by other agencies. It is often observed that this much higher engagement in the DDA negotiations is directly related to the skills and knowledge acquired.

22. In order to move from the anecdotal part to some more concrete evidence of the outcomes of the Secretariat's Trade Capacity building efforts, a few examples are presented Box 2. The first one relates the SPS Agreement and illustrates how the Dominican Republic took direct advantage of the knowledge it had acquired during various training events and translated into action. This will be followed by a second example relating to Armenia, a recently acceded Member that as part of its accession commitments to the WTO had to understand and implement the Government Procurement Agreement (GPA). The third example relates to the reference centres and how they have assisted beneficiaries, including LDCs and non-residents benefiting from training and information on the MTS.

BOX 2

Examples of how WTO Training has benefited Dominican Republic, Armenia, Zimbabwe, Honduras and Vietnam.

Dominican Republic: Sanitary and Phyto-sanitary Measures

In October 2009, three Dominican Republic government representatives participated in the WTO Secretariat's 5th SPS Advanced course. This three-week course comprised a series of sessions and practical exercises related to the implementation of the SPS Agreement. Each participant was required to elaborate an action plan with the assistance of coaches that addressed at least one or two implementation and/or market access challenges encountered in their countries.

Two of the three participants' action plans related to strengthening the National SPS Committee: a) Strengthening communication and interaction mechanisms of public institutions that make up the National SPS Committee and the private sector; and b) for the National SPS Committee to achieve financial independence to consolidate the development of institutional capacities in the SPS field both nationally and internationally. The third participant's action plan dealt specifically with domestic pork production issues.

Following the participation of these three government representatives, in June 2010, the WTO Secretariat delivered a three day National SPS/TBT seminar in the Dominican Republic. During this event, the WTO officials noted that the Dominican Republic had a well-functioning coordination mechanism for its National SPS Committee and found it to be exemplary model for developing countries to follow. Government officials also presented the National SPS Committee's newly

developed website which was very impressive.³ There was a significant amount of media coverage and a perceived strong political backing for the work being done in the SPS area.

At the end of 2010, the SPS National Committee for the Dominican Republic released the first edition of its newsletter. The publication was prepared by the Office of Agricultural Trade Agreements under the Ministry of Agriculture in order to broaden the dissemination of information and to gain greater recognition of the National SPS Committee at the local level. This first newsletter was produced with funding from the European Commission.

Prior to 2009, the Dominican Republic had only submitted 4 SPS notifications. The total number of SPS notifications as of the end of April 2011 was 69. Dominican Republic has also recently become an active Member in the SPS Committee and was one of the 30 Members that participated in the ad hoc working group on SPS Private Standards. The Dominican Republic is an excellent example of a well-functioning national SPS coordination mechanism. Although its progress in this area has been a result of its own initiative, it has clearly been supported by WTO trade related technical assistance in that it has helped to politically elevate SPS issues at the national level as well as present best practices in terms of transparency and national coordination.

Armenia: Government Procurement

Sometimes, the outcome of a workshop or other TA event can be measured in very concrete terms. This was the case with two national seminars for Armenia on the WTO Agreement on Government Procurement (GPA), one presented in Armenia's capital, Yerevan, in 2009 and one early in 2011. These two seminars resulted, respectively, in: (i) submission of Armenia's application to join the GPA, and its initial coverage offer; and (ii) submission of its final GPA-compliant national procurement legislation, which paved the way for Armenia's acceptance as a full Party to the Agreement.

Armenia acceded to the WTO in February 2003. As part of its WTO accession protocol it undertook a commitment to accede to the WTO Agreement on Government Procurement (GPA). Subsequently, in July 2004, it became an observer in the Committee on Government Procurement. In February 2009, the Secretariat presented, at the request of Armenia, a two-day national seminar on the GPA for the benefit of its senior government officials. The seminar was designed as a fairly standard overview of the Agreement, and the modalities for accession to it. However, mid-way through the activity, at the request of the Armenian officials, a practical session was added in which the specific contents of an initial offer to join the Agreement were discussed, and a draft offer by Armenia was "marked up". Subsequently, following further discussion and elaboration of the offer in capital, in September 2009, Armenia formally submitted its application for accession and initial offer. The offer was well received by the GPA Parties and, in October 2010, following discussion and minor adjustments, was approved as the basis for Armenia's coverage commitments under the Agreement.

At the end of January 2011, at the request of Armenia, a second seminar was presented for senior government officials in Yerevan, this time focusing on issues concerned with implementation of the GPA by Armenia, and Armenia's related national legislation and institutions. Suggestions were provided for formal submission of Armenia's new national procurement law for review and approval by the Committee on Government Procurement. The Chairman of the Committee on Government Procurement was also present for this event. Ten days later, Armenia submitted its national legislation with all necessary supporting information. On this basis, in March 2011, the GPA

³ <http://www.cnmsf.gob.do/>

Committee approved Armenia's legislation and cleared the way for Armenia to deposit its instrument of accession to the Agreement. The Agreement will take effect for Armenia 30 days after the deposit of its instrument of accession.

WTO REFERENCE CENTRES

(a) WTO Reference Centre at the Department of Economics, University of Zimbabwe:

Academic staff at the University of Zimbabwe stated that the Reference Centre installed at the University is a crucial tool assisting professors and students in their research of topical trade issues of interest to Zimbabwe and other African countries. In the context of streamlining and improving the internal coherence of its technical assistance and training activities, the WTO Secretariat has combined existing programmes in order to enhance their impact in beneficiary countries. Its establishment has enabled the Economics Department to cover the following key trade topics that will play a key role in assist Zimbabwe's integration into the MTS; Trade Facilitation; Trade in Services and an analysis of the impact of Non-Tariff Barriers on African trade.

(b) WTO Reference Centre in Honduras Executive Directorate of Revenue:

The Director of the WTO Reference Centre, Honduras has highlighted that the WTO Reference Centre has acted as a key facilitator in raising awareness of WTO-related information. Conferences to raise awareness are held all over the country prioritizing major business zones such as San Pedro Sula, to sensitize the business community, members of the public sector and academic circles. Nearly 95 per cent of participants found the activity to be directly relevant to their responsibilities.

(c) Vietnam Institute for Trade-Ministry of Industry and Trade

The Vice-Minister of Industry and Trade in Vietnam, expressed gratitude and indicated that this Reference Centre will primarily work as a WTO national enquiry point coordinated by the Ministry of Trade and Industry as well as a national window through which the country would access WTO documents. The Authorities ensured that relevant stakeholders are kept abreast of developments in the multilateral trading system. The beneficiaries indicated that this Reference Centre was a successful initiative as a way to optimise technical assistance provided by different beneficiaries, for example, the European Union sponsorship of the Multilateral Trade Assistance Project, in line with the Paris Declaration.

IV. PROGRESSIVE LEARNING STRATEGY

23. This part of the case story will develop further some of the main elements and findings resulting from the PLS. It will discuss E-Learning (level 1 and 2), followed by an example relating to the intermediate level of training, and i.e. through a discussion of the RTPC conducted in Singapore and finally the Intern Programme. It is noted that the Advanced Trade Policy Course (ATPC), corresponding to the level 3 training is not discussed, as it is still in the early stages of implementation.

24. The notion of gradual and progressive learning, through a multi-modular approach will be a main element of the new Biennial TA Plan. This is not new, but it is expected that the enhanced approach would contribute to even more sustainable human and institutional capacity-building, to strengthening inter linkages between programmes, to building synergies, assuring coherence and cost-effectiveness in the delivery of TRTA. The programmes are more than ever designed in ways, to ensure that the beneficiaries are gradually moving to higher levels of learning. While it certainly is an objective to maintain a gender balance in the conduct of activities, the reality is determined by nominations by Governments.

25. It is recalled that the notion of progressive learning refers to the introduction of changes in the sequencing of products in order to improve the delivery of TRTA, with a view to gradually and progressively moving to higher levels of learning. The first stage in the learning process consists of E-Learning, where levels of knowledge of participants can be enhanced, tested and synchronized. The next level is achieved through E-Learning (general or specialized level 2 courses) or the Regional Trade Policy Courses (RTPCs), which address WTO issues from a regional perspective. Emphasis is put on interactive learning, case studies and sharing of knowledge and experiences between participants at the regional level. Once these two initial steps have successfully been completed, the participants are eligible for the highest level of learning, i.e. advanced thematic courses on particular topics (e.g. dispute settlement, trade-related aspects of intellectual property rights (TRIPs), sanitary and phytosanitary measures (SPS), agriculture, rules) as well as the comprehensive Geneva-based advanced trade policy course (ATPC), which is currently being designed so as to fulfil this purpose.

BOX 3

WTO's PLS consolidates training paths to strengthen sustainability of TA efforts

The Progressive Learning Strategy is an essential complement to the introduction of RBM in the WTO as both the PLS and RBM are part of the machinery working towards enhancing the sustainability of WTO's TA by accommodating the participants' needs at various levels. These needs could be at the individual issue-specific level or more general level, and at the national, regional or global level.

Each stage of the PLS is geared towards strengthening the absorption capacity for the training at the next tier to be more efficient and effective, and to promote the development of participants' confidence and autonomy to conduct WTO-related work. RBM and the PLS are counterparts in a framework that further equips the WTO with the essential direction and structure for ensuring that the targeted results are achieved during the various levels. Hence, the needs of developing countries to effectively participate in the work of the WTO are met, enabling them to integrate into and more fully benefit from the MTS.

The three tiers of the PLS (levels 1, 2 and 3) with their two track methodology, i.e. the generalist and the specialist paths are governed by the principle of sequencing. Thus, not only laying down a healthy foundation for the initial development, but also safeguarding further growth and eventual sustainability of capacity to deal with WTO-related work.

V. WTO'S E-LEARNING COURSES

A. OBJECTIVES

26. The WTO provides a unique opportunity for participants to strengthen their understanding of the WTO from anywhere at any time through its E-Learning courses. This allows participants to combine learning with their daily work. Registration for all courses is open all-year-round. Participants can start their E-Learning course at their convenience and enjoy access to the course for a three-month period, within which they are free to organize their study pace according to what fits them best. The learning materials include theoretical explanations as well as practical examples, case studies, illustrating tables and visual aids. They are supplemented by support documents, hyperlink references and multimedia files. For a regional distribution of E-Learning activities from 2005-2010, see Annex 5.

27. The concept of progressive learning has been implemented in E-Learning since its establishment. For example, the successful completion of the online course "Introduction to the WTO" (level 1) is a pre-requisite for participation in advanced and specialized E-Learning courses (level 2). At present, the online courses are integrated in the WTO training paths. Participants are provided with technical and substantive support; (i) a trainer, whose role consists in answering substantive questions and who is responsible for monitoring participants' progress and motivation as well as moderating interactive activities and (ii) an online Help Desk taking care of technical hurdles.

28. WTO E-Learning aims to give participants a homogeneous and strengthened understanding of the MTS; enhanced understanding of the basic principles of the WTO and the legal structure of the WTO Agreements; an in-depth knowledge of specific Multilateral Trade Agreements; and improved capability to interpret relevant information and documents on WTO-related issues, as well as to use the WTO legal texts and legal background material. The online training material is continuously improved and updated to include latest information and developments. In addition, the WTO E-Learning platform provides possibilities for establishing networks with colleagues working on WTO-related issues around the world and their WTO trainers.

B. OUTPUTS

29. The E-Learning courses cover the main WTO related issues and are operational in the three official languages English, Spanish and French. The training materials include theoretical explanations as well as practical examples, case studies, illustrating tables and visual aids. They are supplemented by supporting documents, hyperlink references and multimedia files. Registration to the E-Learning courses allows participants to benefit not only from the E-Learning materials prepared by WTO experts, but also from the continued monitoring of trainers who will respond to any enquiries they may have on the courses or on the WTO subjects treated in the courses. The E-Learning course consists of three levels. Level 1 is an 'Introduction to the WTO', level 2 is the Generalists path, covering the Multilateral Trade Agreements and level 2 also has a Specialists path with the following components; Trade in Services in the WTO; Sanitary and Phytosanitary Measures; Technical Barriers to Trade; Trade Remedies and the WTO; Trade-related aspects of intellectual Property Rights; Trade and Environment; Agriculture in the WTO; and, Non-Agricultural Market Access in the WTO.

30. In order to arrive at the desired results, the participants are requested to study the courses modules and submit the end-of-the module exams. The participants have also the advantage to take part in discussions and live chat sessions with their fellow participants and WTO experts organized regularly around a specific subject (e.g. on specific WTO Agreements or the Doha negotiations).

31. Since its beginnings in 2005, a key and overarching output has been that over 10,000 government officials of WTO Members and Observers enhanced their knowledge on WTO issues by completing WTO's E-Learning courses. Participants have benefited from the direct contact with WTO experts. Participants appreciated the 24 hours availability of this training as the course could be attended even though being committed to their daily work or being on mission and participants could be in contact with their trainers. Notably, Kiribati's Ministry of Commerce Industry and Cooperatives, has highlighted: "The WTO E-Learning courses, "are very important for countries far away from WTO Headquarters and LDCs."

32. Feedback and evaluations show that the E-Learning courses provide the necessary tools to trade diplomats in order to help them in their work. Box 4 encompasses examples of comments received from a number of online participants.

33. LDCs have constantly increased their participation in the WTO online programme. Statistics pointed out that the number of participants from LDCs significantly increased from 2005 and that LDC participation accounted for more than 20 per cent of the total participants in 2010. WTO E-Learning has taken into account the possible low internet connection of some countries and has designed a special website. In addition, the WTO E-learning material is available in a downloadable version (word and pdf), to avoid the necessity to be online to be able to read and attend the course. Internet connection is only necessary to download the material, participate in discussions and chat sessions and take and submit the exams. Questions of Chat sessions can also be sent beforehand to ensure everyone's participation.

C. OUTCOMES

34. Throughout the years, participants have commended WTO's effort to offer and extend the WTO online programme as they have witnessed important results at the outcome level. Each participant of the online courses is asked to provide feedback on the course delivery by the trainers and its interactive tools as well as on the website. The course content as well as the website is being constantly revised and updated taking into account suggestions and ideas of participants.

35. Feedback showed that WTO E-Learning is relevant to the participants' work responsibilities and that WTO E-Learning courses were recommended to their colleagues. Participants were very pleased to have the opportunity to have access to WTO experts while attending the E-Learning courses. They appreciated the possibility to contact their trainers through email to clarify trade concepts or WTO Agreements. The chat sessions and discussions gave participants the opportunity to discuss with WTO experts and fellow participants working around the globe and furthermore to build a worldwide network of experts working on the same issues.

36. Participants that passed the end-of-the module exams and obtained a WTO certificate are eligible to move up the Progressive learning ladder of the ITTC and can apply for TA activities at level 2 and 3.

BOX 4**WTO's E-Learning courses achieve widespread recognition**

Government officials from across all the regions have expressed their satisfaction of the WTO's E-Learning course, notably on its content and ability to reach out to those groups that do not have the resources to physically leave their capitals. Below are some comments and feedback received from participants:

A Brazilian Government Official highlighted that; "This course is an absolute necessity for every diplomat who needs to be familiar with WTO. This course not only filled but also surpassed my initial expectations."

An Officer from the Ministry of Commerce and Industry of India wrote: "I would like to encourage the new entrants to join WTO E-Learning course especially on the areas with which they are concerned while performing their official duties to the full satisfaction of their higher officers."

A Senior Officer, of the Trade Ministry (Dubai Customs) of the United Arab Emirates expressed that "this course enabled the participant and in turn the Ministry to enhance awareness of the importance of SPS issues so much so that they are thinking to issue a section dedicated to SPS matters."

A trade official from the Ministry of Trade and Industry in Botswana stated: "This is an eye opening course and I hope our colleagues should enrol and learn. The interaction with other passengers is very important because we learn from each other."

V. REGIONAL TRADE POLICY COURSES**A. OBJECTIVES**

37. The WTO's Regional Trade Policy Courses (RTPCs) are three-month courses conducted in partnership with an institution of higher learning in different regions of the world. They are co-delivered by officials from the WTO Secretariat and academics from the beneficiaries' region. WTO officials provide informed explanations of WTO provisions and the workings of the institution, and specialists from the specific region provide a regional perspective on the issues of particular interest and concern to the region. This dual-delivery approach, which highlights the regional relevance and context of the knowledge transferred, is a unique element of RTPCs.

38. The specific objectives of the RTPC partnerships are twofold: i) to provide participating government officials with solid basic knowledge of the WTO agreements and an understanding of the issues confronting the MTS, including in the context of negotiations, while also providing a regional dimension and perspective to the topics covered; and ii) to increase collaboration and cooperation with regional institutions.

39. The overall architecture of the RTPC programme is organized into three interrelated pillars. The first segment, which comprises the early weeks of the activity, is characterized by an in-depth analysis of trade policy from a regional perspective. It focuses on underlying theories and concepts relevant to the conduct of trade policy. The second pillar of the RTPC focuses on the study of the WTO Agreements and their evolution in the context of the DDA negotiations, with special emphasis on topics of particular interest for the region. The content of this segment builds on the material already covered by the RTPC participants in the E-Learning introduction to the WTO course, which is a pre-requisite for participation in the RTPC. The third pillar, aims to enhance the participants'

capacity to apply the knowledge acquired during the RTPC through various activities i.e. a workshop on communication skills, simulation exercises on trade negotiations and dispute settlement.

40. This section of the case story focuses on the WTO Partnership with the National University of Singapore (NUS) for the delivery of Regional Trade Policy Courses for the Asia-Pacific between 2007-2010, as an illustration of the natural complementarity between the WTO and regional expertise which renders the RTPC a comprehensive programme tailored to local needs.

B. OUTPUTS

41. The RTPC addressed the need to enhance the capacity of government officials from developing and least developed countries in the Asia Pacific region to assist their countries to actively participate in WTO work and benefit from the MTS by adapting the system to their specific needs. Thirty academics and specialists from the region co-delivered the course together with WTO Secretariat officials. Immediate outputs of the WTO-NUS partnership resulted in the active participation of 100 government officials in the four RTPCs who gained much exposure to the theory and practice of WTO rules and regulations, and had the opportunity to exchange information and share experiences with participants from other countries. Below are key outputs accomplished by the RTPC in Singapore:

(i) Greater synergies created amongst the key actors in the international trade community: Networking links were created among, and between, participants and trainers as the co-lecturers were drawn from institutions of higher learning throughout the region. This enabled academics from Asia-Pacific developing and least-developed countries to enhance their knowledge of the WTO through their involvement in the RTPC and to enhance networking between those academics and WTO officials to synergise and share ideas.

(ii) Academic community equipped with new skills: The RTPC developed WTO-specific expertise within the academic community in 20 countries within the region. This will enable academics to pursue their familiarization with WTO-related matters by promoting their specialization on specific WTO topics and discussions. According to the NUS Law Faculty members involved in the delivery of the RTPC, NUS made a significant gain in trade law and policy knowledge, particularly regarding the details of processes and operations that are less well publicized. In their view, too often academics focus on the well-publicized areas such as the outcomes of the WTO Ministerial meetings, the negotiations and the Panel or Appellate Body Reports. The RTPC package of law and policy knowledge was appreciated as being more refined and nuanced. One academic made the point that her appreciation of WTO law and practice had developed tremendously as a result of the interaction and discussions with WTO and regional trainers. Other key areas appreciated were Trade and Climate Change and the Transparency Mechanism.

(iii) Enhanced networking with WTO Secretariat staff: Through co-delivering the RTPC, the Asia-Pacific academics considered that they had formed relationships with some people in the WTO whom they would feel more confident to approach on specific issues.

(iv) Intensified interaction and autonomy through the application of a virtual classroom: While the Singapore RTPC had always used the NUS virtual learning site (IVLE) as a tool for storing the RTPC training material, in 2010 the RTPC minimised the use of paper and used the virtual classroom to manage and disseminate all training material. This allowed participants to access and manipulate the training material more easily, enabling them to cover a wide spectrum of issues that would facilitate greater integration into the work of the WTO.

(v) **Enhanced efficiency of the co-training methodology:** The autonomous aspect of the virtual classroom reinforced the need for trainers to prepare a clear, structured programme for their modules. This resulted in the WTO and regional co-trainers working more closely together for the 2010 RTPC and clearly defining each other's role. Consequently, the RTPC Academic Coordinator saw a great improvement in efficiency of the co-training delivery and said that for 2010 "the result was generally a much better level of coordination and complementarity between the WTO and regional resource persons".

(vi) **Strengthened co-operation with regional institutions:** Throughout the partnership, regional institutions such as the World Bank, UNESCAP, and the Asia Development Bank, as well as over 20 regional academic institutions all participated as regional trainers in the delivery of the RTPC. In addition, government officials (from Singapore and Thailand) who had been former delegates to the WTO all participated as regional trainers.

(vii) **Exposure to the private sector dimension in the MTS:** As a result of contributions from the International Trade Centre (UNCTAD/WTO) to the RTPC, participants were exposed to the opportunities for the private sector and the vital role played by the private sector in the region to participate in the MTS.

(viii) **Exposed to the practicalities related to Trade Facilitation:** The RTPC took advantage of Singapore's position as a strong trading centre to have a private sector representative provide the regional perspective on trade facilitation. Participants were provided with real-life, practical information on getting the goods from producers and exporters to the consumers around the world.

C. Outcomes

42. Trainers and the RTPC Academic Coordinator, as well as the participants themselves have affirmed the positive impact of the RTPC. The RTPC Academic Coordinator stated that the participants to the fourth RTPC were the best of the four years: "At the outset they had a relatively sound working knowledge of WTO and trade policy matters, which facilitated their active participation throughout the course." NUS and WTO have both confirmed the mutual benefits of the four year partnership which both parties hope to consolidate and develop.

43. Since the Singapore RTPC has only been completed a year ago, it is yet to capture the full array of results at the outcome level. However, a number of outcomes have already followed resulted from the course. Some example are highlighted below in Box 5:

BOX 5

WTO's Regional Trade Policy Courses build capacity for trade negotiators

It is evidenced that a large number of former RTPC participants posted in Geneva have greatly benefited from the training undertaken. One delegate stated that the RTPC "opened the gate" for her posting.

The RTPCs enhanced the networking between regional academics, participants, WTO Secretariat staff and other key players which it is hoped will have a domino effect in improved participation in further WTO-related work. This is evident when taking into account that regional academics pointed to their enhanced knowledge of the WTO and to their improved relations with individual WTO officials as a result of their involvement in the RTPCs.

Many former participants of the RTPCs have gone on to participate in the WTO Netherlands Trainee Programme or Mission Intern Programme as well as in the WTO Advanced Trade Policy Course in Geneva. It is noted that the RTPC and/or ATPC are a prerequisite for these internship programmes.

VI. WTO TRAINEE AND INTERNSHIP PROGRAMMES

A. OBJECTIVES

44. The WTO Secretariat implements the following three main internship programmes that fall under the 'Trainee and Internship Programmes' umbrella heading; i) Netherlands Trainees Programme (NTP), ii) Mission Internship Programme (MIP), and iii) WTO Regional Coordinator Internship (RCI).⁴ The core objective of these programmes is to respond to the trade-related needs of developing countries and especially LDCs to strengthen the trade-related knowledge base, negotiation capacity and national trade policy. Hence, in line with the International mandate under the Millennium Development Goal number 8b - addressing the special needs of the least-developed countries. In an effort to achieve this, the WTO Trainee and Internship Programmes provide an opportunity for beneficiary countries to gain exposure to the MTS at large and more specifically the work of the WTO; its functions, principles and practices.

45. Therefore, the programmes act as key instruments serving to bridge the gap between international trade theory and practice. The programmes also aim to enhance the participants' knowledge of MTS and strengthen their capacities to participate in the work of the WTO. In the case of MIP and RCI, the programmes also aim to directly support the work of the missions that they are housed in as well as participants' own capacity. Moreover, these programmes play a key role in building a path towards greater sustainability of other WTO technical assistance initiatives and TRTA at large by creating a greater absorption capacity.

(a) Netherlands Trainees Programme (NTP)

46. Trainees under this programme are housed in the WTO Secretariat for a period of 10 months. The aim of the NTP is to assist in the economic and social development of LDCs, low income countries and poor small and vulnerable economies in areas related to trade policy and to provide essentially junior public officials with an opportunity to learn about matters dealt with in the WTO, under the direction of staff members of the WTO Secretariat staff.

(b) Mission Internship Programme (MIP)

47. This Programme has a similar objective as the NTP, for the benefit of Geneva-based missions. The candidates work in their own country Mission in Geneva for a period of 10 months, financed by the WTO Secretariat, and can represent their country in the various bodies within the WTO. This Programme is available primarily to missions of LDCs and small and vulnerable economies. Preference is given to countries with the least number of staff in Geneva. For this Programme, interns are selected by the ITTC and the Human Resources Division (HRD), together with the Mission concerned on the basis of a list of detailed CVs and possible telephone interviews.

⁴ Since the launch of the intern programmes, a total of 210 interns have been recruited, 83 trainees under the NTP, 79 interns have benefited from the MIP, and 48 officials have benefited from the RCI programme. Thanks to the generous contributions of the Netherlands (NTP), France and Ireland (MIP). The RCI programme is financed by the Doha Development Agenda, Global Trust Fund.

(c) WTO Regional Coordinator Internship (RCI)

48. In the WTO Regional Coordinator Internship Programme, the Mission of a rotating coordinator a group is eligible to have an intern, paid by the WTO, for a period of six-months, without extension. At the end of six-months, the system will rotate to the next designated group coordinator of the nine identified groupings (groups select their rotating coordinators). Interns under this system are paid by the WTO from Doha Development Agenda, Global Trust Fund.

B. OUTPUTS

49. Overall, the participants have had specific training on a variety of WTO issues, including on the operation of the WTO Reference Centres, on the Integrated Database, enhancing their knowledge on tariffs and schedules, worked on their countries' TRTA needs assessment etc. The interns gain exposure to the whole range of functions performed by the various Divisions within the WTO Secretariat, as many work on a variety of topics with other Divisions, including Accessions, on Standards and Trade Development Facility, the Enhanced Integrated Framework, Trade Facilitation, Services, Agriculture, NAMA and on the Trade Policy Reviews. They have worked on their countries' TRTA needs assessment. It is an integral part of the programmes to follow the DDA negotiations, attended the General Council and committee meetings, as well as interacted with their regional groups and provided support in terms of briefs and analysis.

50. Trainees also have the opportunity to interact with other Geneva based bodies outside the WTO Secretariat, working on trade issues to support developing countries. For example, they are also exposed to the work of the International Trade Centre (UNCTAD/WTO) and UNCTAD meetings by attending their training sessions. Another example is their interaction with the Advisory Centre on WTO Law (ACWL), which provides advice to developing countries and LDCs on WTO law. Many trainees have sought advice from them.

Key outputs achieved for the trainees through the internship programmes, as highlighted in a recent independent evaluation.

Netherlands Trainees Programme

- Undertook preparatory work associated to WTO notifications to enabling them to prepare reports and inputs for notifications.
- Participated in WTO meetings & Research on TRTA Needs Assessment and prepared various issue specific reports i.e. on TF needs assessments, WTO Reference Centres & Group meetings.
- Prepared reports and inputs for: Trading rights and pricing policy, TPRs, Country Profiles, policy submissions
- Prepared
- Undertook technical assistance (development of manuals, monitoring of activities, drafting of briefing notes).
- Performance of simulations (Tariff reduction).
- Analysis and review of documents (NAMA negotiation framework, BTORs, Proposals on NTBs, Trade policies).
- On Accessions: the trainees attended formal and informal meetings with delegates.
- Trainees attended training activities (courses, seminars, workshops, etc.).

- Presented on specific issues (orally, with support of computer tools).
- Participated in activities of other organisations: UNCTAD, ICTSD, IDEAS.

Mission Internship Programme

- Provided technical support to Missions or Group coordinators.
- Attended and prepared meetings at WTO & other international organisations (WIPO, UNCTAD).
- Data collection & analyses, drafted reports, proposals and statements.
- Provided administrative assistance and support to internal work.
- Participated in and made responsible for various areas of negotiation.
- Undertook training and gained first hand insight into WTO negotiations and agreements.
- Established contacts and networking with partners. Facilitated information sharing on WTO issues with the capitals.
- Exposure to all subjects under the DDA negotiations.

WTO Regional Coordinator Internship

- Undertook duties as defined by the missions according to their specific needs, ranging from research on a specific topic to attending meetings and reporting back to the mission and in many cases back to the capital.
- Main tasks performed were the follow-up of negotiations and participation in other international organisations' meetings.
- Attended training activities on WTO-related issues (courses, seminars, workshops, etc.).

C. OUTCOMES

51. Independent evaluations have confirmed that since their introduction, the WTO Trainee and Internship Programmes have had a two-fold longer term impacts; firstly, they have made a substantial contribution in enhancing the knowledge on MTS issues, and secondly, strengthened their capacity to participate in the work of the WTO. It has been reported that this WTO assistance has enhanced the MTS knowledge of beneficiaries while providing essential assistance enabling their country to increase participation in the work of the WTO. These conclusions have been reached based on the application of various quantitative and qualitative performance indicators. For example, interviews with former participants and Ambassadors, assessments of participation in key WTO meetings and surveys.

Netherland's Trainee Programme

Enhanced knowledge of MTS issues

- Trainees (both past & present) reported improvement in their MTS related knowledge. Notably, former trainees reported to have strengthened several skills, such as analytical, critical thinking, communicative and collaborative skills.
- Trainees reported that the exposure to WTO trade negotiations acted as useful training tool to equip future delegate for their country.

Strengthened capacity to participate in the work of the WTO

- Several former NTP trainees participated in the 7th WTO Ministerial Conference as part of their country's delegation.
- Trainees found that they gained expertise on WTO matters that enabled them to better handle their responsibilities in their capitals. Notably, on these issues; accessions process, formulation of positions, drafting of laws and regulations & implementation of WTO commitments.

Mission Internship Programme

Enhanced knowledge of MTS issues

- All MIP interns who replied the questionnaire have been appointed to a new position or assigned new responsibilities afterwards, primarily as a consequence of their participation in the programme.

Strengthened capacity to participate in the work of the WTO

- Interviewed Ambassadors stated that the presence of the interns enabled the mission greater coverage of issues & attendance in meetings. Also, an increased ability to digest WTO documents allowing them to be sent to the capital. This increased visibility in certain WTO committees.

Regional Co-ordinator Internship

Enhanced knowledge of MTS issues

- Former RCI interns assumed new positions or responsibilities - mainly due to their participation in the RCI – where they had acquired or reinforced the specific WTO-related knowledge and skills.

Strengthened capacity to participate in the work of the WTO

- The tasks performed by the interns enhanced the participation of their mission in WTO activities, helping them to absorb the significant amount of extra work generated by their role as coordinator.
- Ambassadors affirmed that their country would not have been in a position to accept this role, had the mission not been reinforced by an intern, to attend most of WTO meetings and to organise coordination meetings, in addition to its ordinary work.

BOX 6**Strengthened capacity to participate in the the WTO Accessions process for Vanuatu.**

Former intern under the Netherland's Trainee Programme that went on to become Ambassador of Vanuatu, Mr. Roy Mickey Joy talks of his experience:

"Thanks to the Netherland's Trainee Programme, which I participated in during 2006, Vanuatu has been in a much stronger position to fully engage in the accession process. As a former intern, my presence in Geneva strengthened my capacity to become better acquainted with all the technical WTO-related issues. Simultaneously, it enabled me to advance on all aspects of the accession negotiations, both at bilateral and multilateral level. This would have been much harder to accomplish from Port Villa."

BOX 7**Burkina Faso benefits from enhanced knowledge of specific WTO-related issues.**

The WTO Secretariat has provided particular support to Burkina Faso as one of the original proponents of the Cotton Initiative that had emerged as a key element in the DDA negotiations at the Cancun Ministerial Conference in 2003. Since then, the Cotton Four countries have actively engaged in the negotiations and come forward with specific cotton related proposals calling an end to export subsidies and the elimination of production-related domestic support.

Former intern (NTP and MIP) from Burkina Faso highlights his experience:

"Usefulness and necessity of this course are beyond doubt. Specifically this course has enhanced my knowledge and experience both as regards the substance that the process of conducting a trade policy at the international level. What I probably ensured today in my Mission in Geneva responsibilities related to WTO issues, particularly those on the cotton case, therefore, contribute to give more visibility to the file."

52. The results presented above for the WTO internship programmes are based on the findings of a recent independent evaluation of the intern programme.⁵ Below are additional other examples of how the WTO NTP and MIP have witnessed the desired results. Box 8 highlights areas in which there have been noticeable patterns of increased notification submissions to the WTO Secretariat from its TA beneficiaries.

- **Sustainable TRTA:** Under the Netherlands Trainee Programme national officials trained on WTO issues, gained exposure to certain issues and strengthening knowledge in other issues. These trainees then trained other government staff in their capitals.
- **Strengthening capacity on WTO issues:** Ambassadors have considered the Mission Internship programme, in combination with the three-month courses which equip interns with the required minimum knowledge and skills, as the most useful WTO Technical Assistance activities.

⁵ Evaluation (dated April, 2010) covered the period 2001-2009 for the MIP, 2005-2009 for the RCI and 2006-2009.

- **Enabling greater participation in WTO:** Ambassadors that hosted RCI interns, made it very clear that their country would not have been in a position to accept the role of coordinator, without the support of an intern. It enabled them to participate in regular WTO work as well as to tasks related to servicing coordination meetings.

Box 8

Examples of noticeable increases in notifications to the WTO

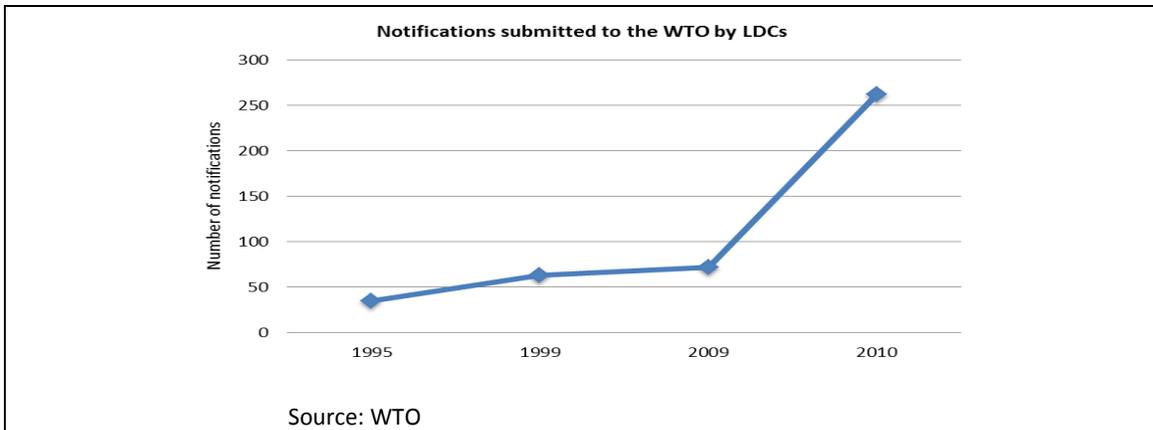
One of the many ways in which the effect of WTO's technical assistance programmes in terms of assisting developing countries to increase their participation in the work of the WTO can be illustrated through the number of notifications submitted by Members. It is recalled that work associated to WTO notifications is an inherent part of key programmes like the NTP and the MIP. As will be illustrated below, there has been a dramatic increase in notifications in recent years, both by developing and Least-developed Members. There appears to be a positive correlation between the countries participation in the WTO's NTP and the MIP and the submission of notifications that followed upon return to their capitals.

Figure 1 shows the overall trend in notifications submitted by LDCs in 1995, 1999, 2009 and 2010. It reveals that there has been a substantial increase in the number of notifications submitted by LDCs over the years. In 1995 the first year of the entry into force of the WTO, only 35 notifications were submitted, but this number increased rapidly in recent years and in 2010 the LDC Members submitted approximately 262 notifications. A large number of LDCs went from zero notifications in recent years to come forward with one or several notifications (e.g. Burundi, Burkina Faso, Central African Republic, Djibouti, the Gambia, Guyana, Madagascar, Malawi, Rwanda, Togo, etc.). It is noted that in nearly all cases, these countries had benefited from the intern programmes (NTP, MIP). Some cases stand out, as in 2010, e.g. Uganda submitted 144 notifications. Cambodia, since it acceded to the WTO in 2004, went from zero submissions to 17 in 2010. Furthermore, Burkina Faso has over the years increased the number of notifications to 12 and Tanzania made 24 notifications in 2010.

In other cases, there was a noticeable escalation of notifications by developing countries and sometimes a doubling or even more significant increases, for example Dominican Republic, Fiji, Ecuador, Namibia, Nigeria, Oman, Paraguay, Qatar, Trinidad and Tobago, Saint Vincent and Grenadines, Saint Kitts and Nevis, United Arab Emirates, Vietnam and many others. In the past two to three years, over two dozen developing countries have notified for the first time.

Given this positive experience and the evidence, the current 2011 interns (NTPs and MIPs) are collectively working on their outstanding notification requirements and have benefited from 5 different notification presentations. They are expected to follow-up subsequently and provide the outstanding notifications.

Figure 1. Number of notifications submitted by LDC Members in 1995, 1999, 2009 & 2010.



VII. CONCLUSION

53. In conclusion, as this case story has tried to highlight and underscore through some specific examples, the WTO Secretariat's efforts to build capacity in beneficiary countries are bearing fruit. Over 30,000 officials have been trained since 2003 meaning that about 4,000 officials are trained every year. Not only a considerable number of officials from all continents have benefited from the training programmes and technical co-operation activities, more importantly, they have been able to put their acquired skills and expertise to use. Many officials return at some point in their career to Geneva in a capacity of trade negotiator or delegate at the Permanent Missions to the WTO and some, having convinced their governments of the importance of active involvement in the MTS, opened their Permanent Mission, many have attended the Ministerial meetings, several have achieved higher responsibilities in their departments following the training received, many now have a strengthened capacity to undertake tasks that were previously left unattended (e.g. notifications), several have been able to support and/or accelerate the accession process of their countries, draft and implement legislation, prepare papers and make specific inputs on sometimes highly complex issues in the DDA negotiations, and more broadly ensure an active engagement and commitment of the beneficiary in the WTO.

54. The PLS ensures in a sense the 'locking in' effect of the officials and participants to the courses, as they are mostly required to fulfil certain prerequisite training before being invited to a face to face training. Thus, not only ensuring continuity in the training, but also building a more effective relation between the WTO Secretariat and the officials. At the national level, this encourages the authorities to retain officials in their functions, as they gradually build knowledge and will, hence, be in a better position to perform their duties. The PLS encourages and motivates particularly those officials, who are keenly interested in building their knowledge on the MTS and also those who would like to benefit from the NTP and/or MIP, so as to get first hand exposure to the WTO and take part in the DDA multilateral trade negotiations.

55. Finally, it is expected that the introduction of RBM in the planning cycle will reinforce the trade capacity building programmes and provide the basis for measuring their outcomes. Obviously, for RBM to be effective, this requires the full commitment from the WTO Secretariat, beneficiaries and partner institutions associated with the preparation and implementation of the TA activities. It also requires the continued full commitment from the donors' side in terms of ensuring timely and predictable funding, thus, facilitating the adequate planning of the activities.

ANNEX IThe Paris Principles on Aid Effectiveness, 2005

Ownership	Partner countries exercise effective leadership over their development policies and strategies and coordinate development actions.
Alignment	Donors base their overall support on partner countries' national development strategies, institutions and procedures.
Harmonization	Donors' actions are more harmonized, transparent and collectively effective.
Managing for results	Managing resources and improving decision-making for results.
Mutual accountability	Donors and partners are accountable for development results.

Source: Paris Declaration on Aid Effectiveness. Available at:

<http://www.oecd.org/dataoecd/11/41/34428351.pdf>

ANNEX II

The Trade-related Technical Assistance database

The TRTA database has enabled the conversion from ad hoc information gathering to an organized data registration and reporting system.

The rise in the number of WTO trade-related technical assistance and training activities in the past 10-15 years required the introduction of a comprehensive, reliable information management tool. The increased need to plan, organize, follow-up on activities, participants, and expenditures led the Institute for Training and Technical Cooperation, ITTC, in charge of coordinating the implementation of all WTO TA programmes, to centralize the information, and to combine data on activities and participants in the same interface. Detailed information on participation in past events is now available at Secretariat level, and the follow-up and selection of candidates for future events enabled. In addition, monitoring and evaluation are thus facilitated.

The TRTA DB now includes over 5,300 records of individual activities, for which participants data exceed 50,000 registered individuals (from Government officials, to members of the academic community and parliamentarians), of whom 33,000 have completed at least one workshop , online course or Geneva-based event. This set of data is invaluable for the implementation of the new PLS and the RBM approach.

It is foreseen that future developments in the TRTA database will include the online registration of participants to TA events, as well as consultants in the roster. In addition, the channels of communication between WTO actors involved in the planning, budgeting and implementation of projects will have to be fully integrated, so that ITTC, Budget and Control Section, the Travel Unit, WTO Divisions and others may share the interface. Finally, it is the intention to enhance the Database, so as to include elements specifically targeted at the indicators currently being developed in the framework of the RBM, so as to become a centralized and reliable data source at Secretariat level, to perform accurate and comprehensive evaluations and analysis of impact.

In addition to its internal use at the level of the WTO, the TRTA DB serves as the source of information to share data with external stakeholders, through the GTAD.

ANNEX III

The Global Trade-related Technical Assistance Database

The establishment of the Global Trade-related Technical Assistance Database has enhanced inter-agency coordination and coherence in the delivery of TRTA programmes.

It has long been recognized that the efficient delivery of TRTA and capacity-building programmes strongly relies on an extensive and regular sharing of information between stakeholders, both at the institutional and at the human levels. With a view to enhance this communication as well as the visibility of the different, individual initiatives, it was noted that the development of a centralized, but forward-looking information tool, would represent a comparative advantage, thus facilitating the coordination of efforts, and ensuring the coherence of approaches in programmes for activities delivered in the regions. The GTAD was set up to fill this gap and was launched in November 2010 at the WTO, by Director-General Pascal Lamy, in the presence of several agencies. A pilot phase was started in early 2010, with three agencies cooperating to upload their projects in the GTAD, namely the EIF, the STDF and the WTO. At the time of the launch, the number of partners had doubled (including ITC, UNIDO and UNCTAD).

Recognizing the value added of the GTAD to promote a better coherence in the design and implementation of TRTA programmes with partner agencies and beneficiaries alike, other institutions are actively working towards joining the effort in 2011. The main innovative feature of the GTAD, its forward-looking aspect, has clearly set a precedent, and the database now includes close to 300 future projects. In addition to those, records on past activities, which are not removed from the database after implementation, have started to create an unintended, but most useful reporting data source. This would, eventually, become an integral part of the RBM process.

Ownership of the GTAD includes all partner agencies, so as to share responsibility, continued cooperation, but also to increase the number of opportunities to advertise this information tool, so as to address the largest possible audience involved in trade-related capacity-building. Steering Committee meetings are scheduled annually, and in addition, the Secretariat takes every opportunity to present the GTAD to key players in beneficiary countries.

The usefulness of GTAD can be illustrated by some comments made by partner agencies:

ITC: "The GTAD is an important forward-looking instrument to enhance collaboration on a daily basis. "

UNCTAD: "...recognized GTAD as an example on how to improve cooperation in TRTA, and a valuable source of information that would be used in the cluster joint programming of activities. The next steps would be developing more coherence among policies and social means, trade rules and business priorities and, in the national development goals, ensuring convergence of TA providers to move from cooperation and coordination towards coherence."

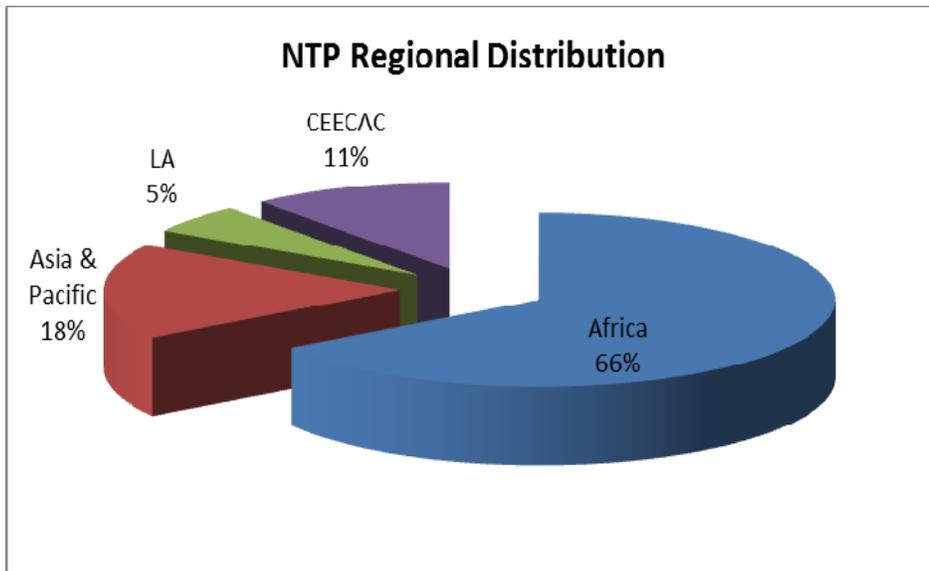
OIF: "GTAD is a successful initiative which enhanced predictability and contributes to reducing duplication. The OIF believes in the value of the GTAD for planning purposes."

ANNEX IV

Geographical coverage of the Internship Programmes

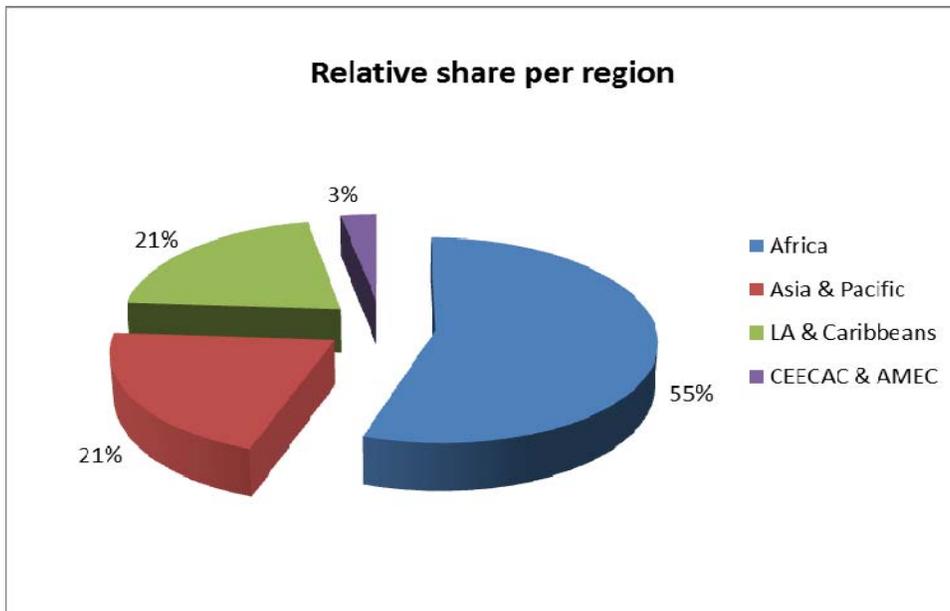
The graphs below illustrate the coverage of the Internship Programmes by region. It is evident that the sample of recipient economies are among the poorest in the world and those that require the greatest need for the TRTA.

WTO Netherland's Trainee Programme, Regional Distribution 2003-2010



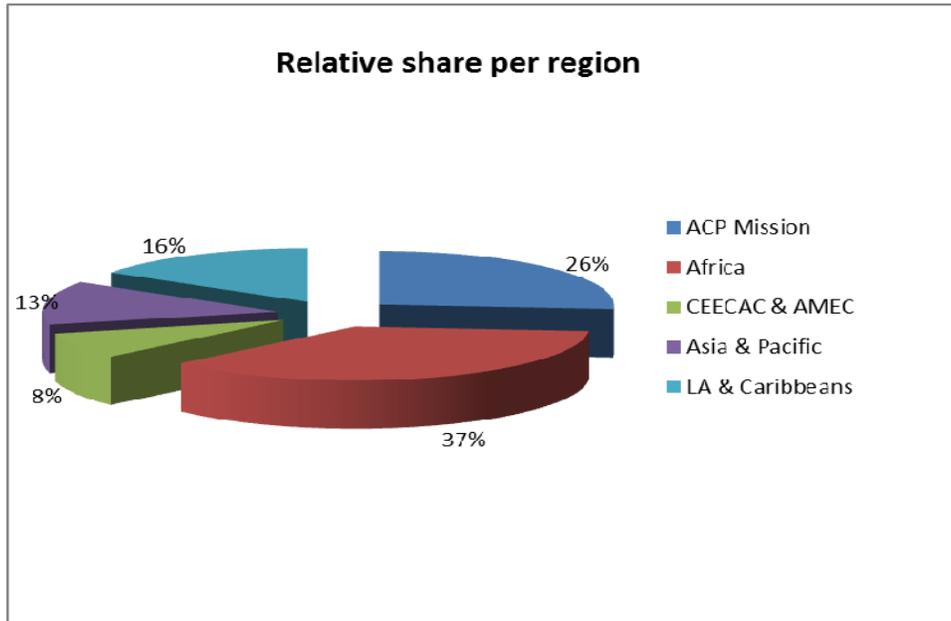
Source: WTO, ITTC

WTO Mission Intern Programme, Regional Distribution 2003-2010



Source: WTO, ITTC

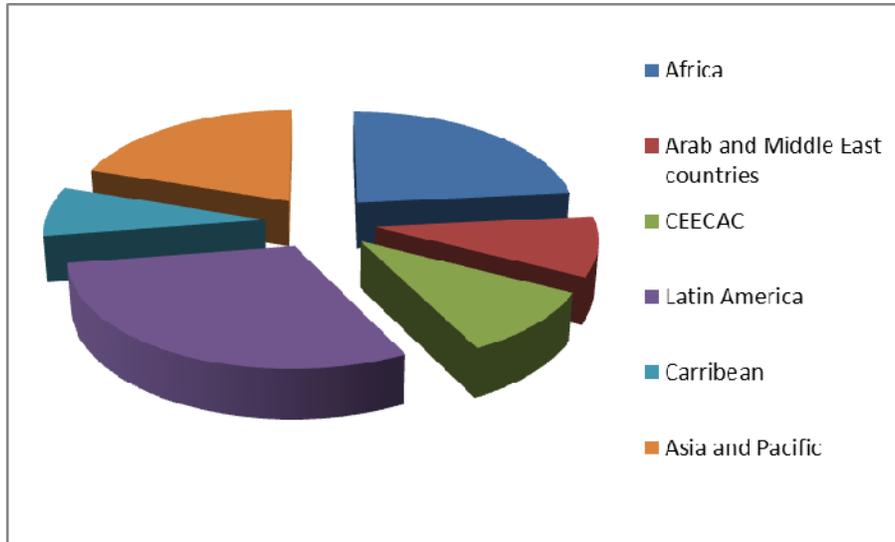
WTO Regional Coordinator Internship, Regional Distribution 2005-2010



Source: WTO, ITTC

ANNEX V

WTO E-Learning, Regional Distribution 2005 – 2010



Source: WTO, ITTC