



WCP Curricula Development Activities: Achievements 2014-June 2015- Phase II

**WTO Chair Programme
Annual Conference
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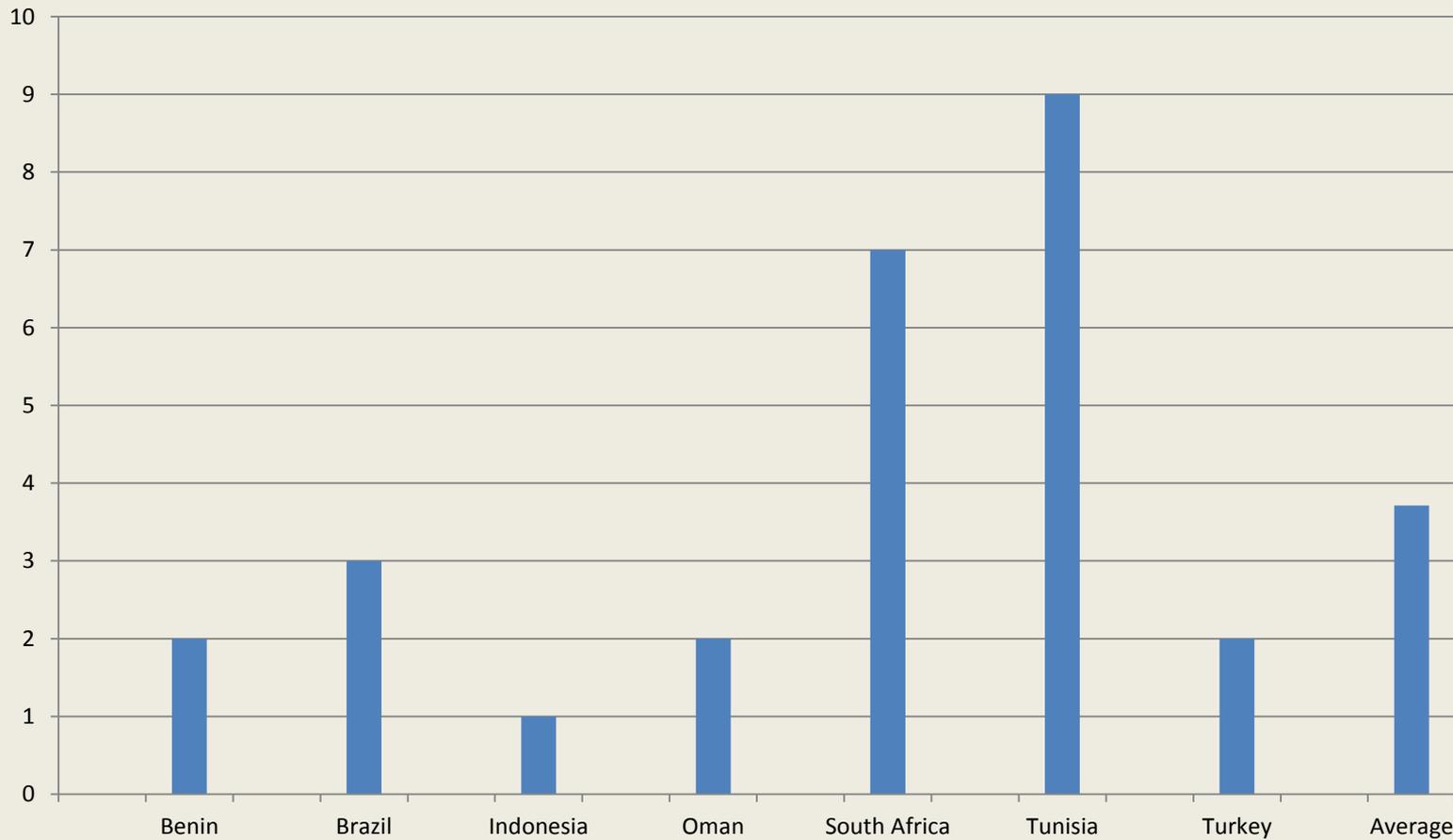
WTO CHAIRS
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Through this pillar the WCP seeks to support the introduction and updating of academic courses on WTO-related subjects, including through the provision of a grant.

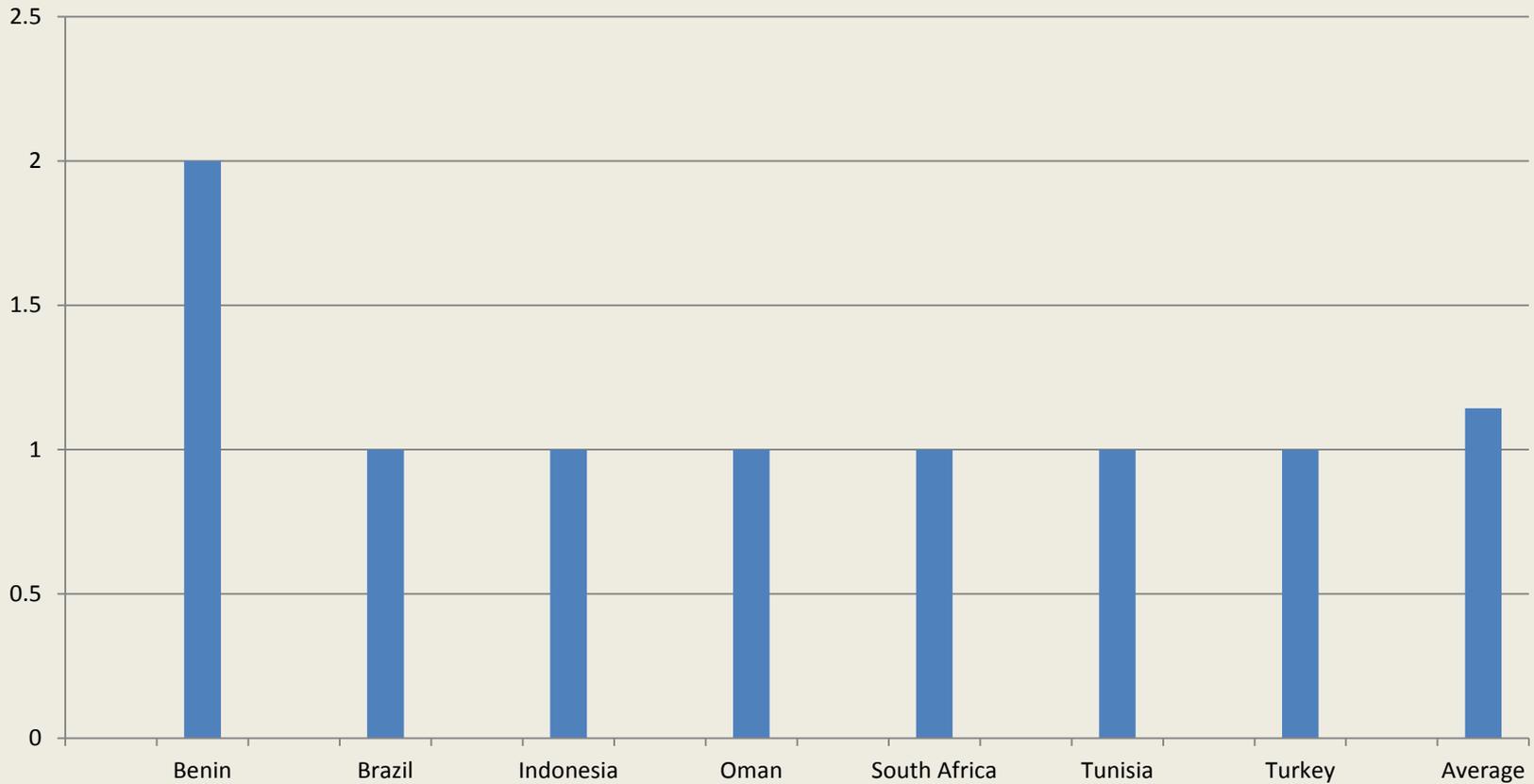
In the period under review, WCP Curricula Development activities aim at:

- Strengthening existing courses in international trade
- Developing new trade and WTO related programmes (courses), including on-line
- New partnership to develop/update courses materials
- WTO library and information centres

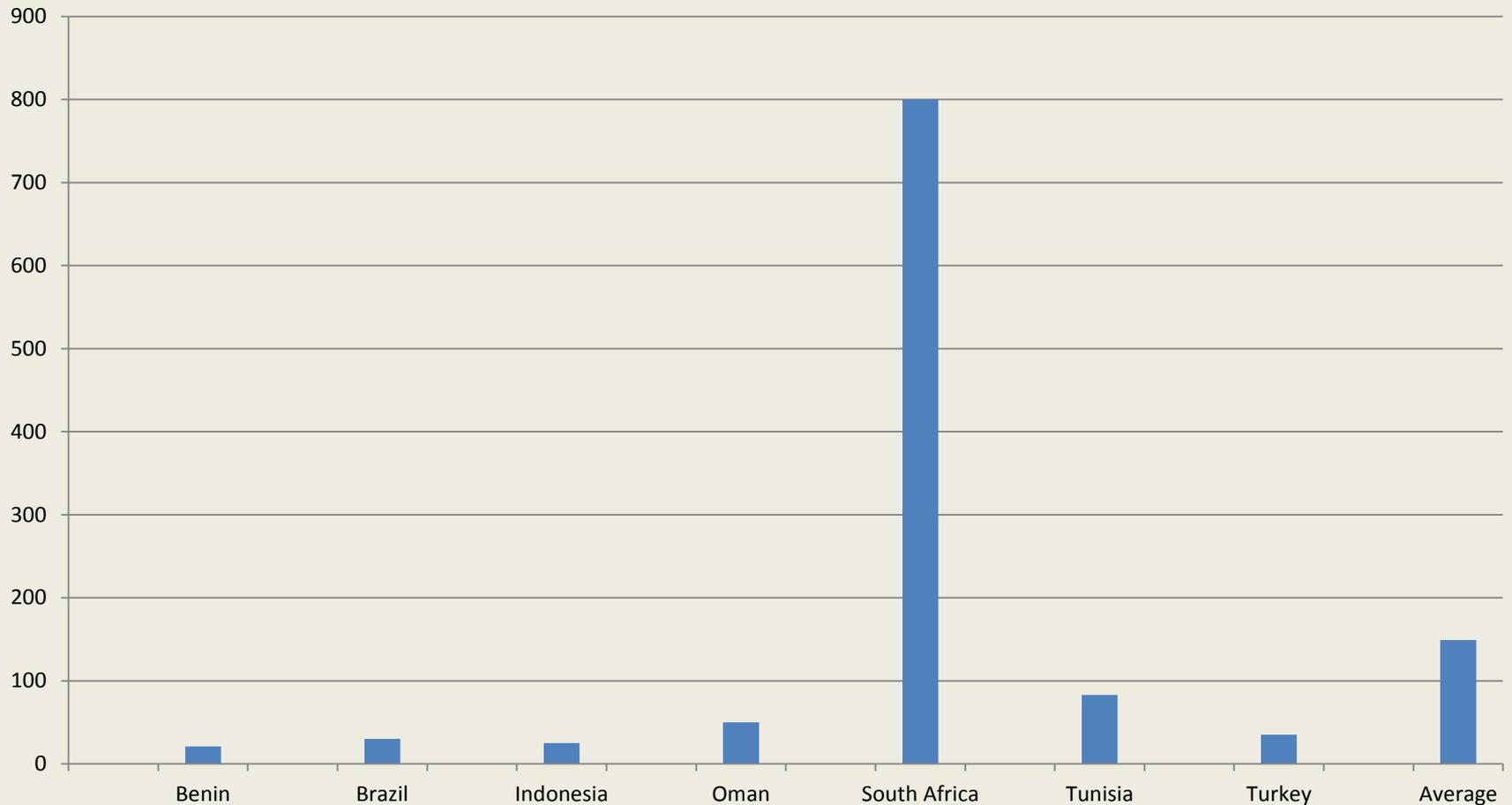
Number of new and updated courses Phase 2 Chairs



Number of new or updated diploma programmes Phase 2 Chairs



Number of students who participated in WCP-related courses and programmes





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The majority of curricula development activities were focused on strengthening developing existing courses, for example: (1)

- **Getulio Vargas Foundation, Brazil;**
 - One new online course on International Trade Regulation. (450 views);
 - One updated course on WTO Network implemented by WTO Chairs and other academic institutions (30 students participating);

- **Sultan Qaboos University, Oman;**
 - One updated course on Agriculture International Trade. 30 students enrolled in the course;
 - One training activity to graduate and undergraduate students in the Department of Natural Resource Economics with the objective to develop to develop a new Advanced Research Methodology Course on CGE analysis. 20 Students involved ;
 - Chair was the academic coordinator for the WTO RTPC for the Arab region in Oman which has contributed to enhance the pedagogical materials;



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The majority of curricula development activities were focused on strengthening developing existing courses, for example: (2)

➤ **North West University, South Africa;**

- One new course (Academic Writing Skills Course for Master's and PhD students). This was attended by 9 Master's and 2 PhD students;
- Six courses were updated by injecting WTO-related topics produced under the Chair. The courses were attended by more than 800 students;
- 11 course were up-dated and the program trained 970 students, through 12 modules, 6 of which now included material that was broadly WTO-related;

➤ **Tunis Business School, Tunisia;**

- 4 new courses created (intermediate macroeconomic theory, international trade theory, international political economy, international relations advanced level, 20 students);
- 4 updated courses (introduction to microeconomics, introduction to macroeconomics, intermediate microeconomics theory, international relations), 20 students;
- 1 new trade policy course for professionals composed from junior and senior researchers from Tunisian universities, officials from public think tank, ministries and national agencies, 23 participants; 83 students have participated in WTO related courses offered by the Chair;



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The majority of curricula development activities were focused on strengthening developing existing courses, for example: (3)

➤ **Istanbul Bilgi University, Turkey;**

- 1 new course (International Trade Law and Arbitration) has been introduced;
- 1 updated course has been modified (Unfair Trade and Competition) in preparation for the Master's degree in addition to the existing curriculum of the LL.M. in Business Law;
- However, the Chair reports difficulty of getting the approval for the new degree program;

➤ **University Pelita Harapan, Indonesia;**

- 12 week survey course Introduction to the Multilateral Trading System under preparation;
- 2 delivered effectively, 25 students have participated in WTO related courses offered by the Chair;



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New programmes (courses) were also developed and implemented such as:

- **University of Benin, Abomey Calavi;**
 - **Process to create 2 new masters on international trade and international trade negotiations;**

- **Getulio Vargas Foundation, Brazil;**
 - A new Master programme on International Trade Regulation has been developed and will be launched in 2016;
 - The Chair in Brazil is building a strong network of national academics, however prospects related to the creation of the Master on International Trade Regulation need more precisions about the feasibility;
 - Preparation of an on-line course in international trade regulation, with 18 different classes (ie 30 minute modules together with class materials);

- **Tunis Business School, Tunisia;**
 - 1 New major on global affairs created for the bachelor degree currently implemented- 20 students;



The Chairs are developing partnerships to develop their curriculum on international trade... some illustrations

- *For instance, the Chair in Tunisia has developed strong and efficient partnership with the **LSE** especially in didactics capacity building.*
- *The partnership with the Virtual Institute of **UNCTAD** has also certainly help the Chair to have access to a large source of new courses and innovative pedagogical materials, <http://vi.unctad.org>).*
- *The Chair from Oman has developed a partnership to enhance its pedagogical capacities with the Italian **Agriculture Economics Institute**, especially on CGE analysis*
- Both Chair in Oman and Turkey have successfully taken advantage of the **RTPC** organised in their respective region to revise and update their courses materials.
- The Chair from South Africa has developed its curriculum through the technical assistance granted by the **WTO** and ongoing partnership with **ITC**.
- The Chair from Brazil has established 19 working groups -- each with a specified coordinator -- across some 20+ institutions and specialists to form a network of trade policy scholars and practitioners able to deliver lectures on trade policy
- Etc...



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- **Chairs have developed collections in their respective library and e-learning centres through WCP direct support. This was especially but not exclusively the case at:**
 - **TBS library centre with access to documentation from the WTO, ITC, World Bank and modern IT facilities to be enrolled to e-learning;**
 - **University of Benin, dedicated resource centre features Chair-related publications on trade policy issues;**
 - **Bilgi University, development of a resource centre with access to a large size of publications and documentation;**



Lessons learnt and challenges ahead regarding the CD (1)

- **The WCP has contributed to the introduction of several new programmes and the updating of existing ones-**
 - **Work in progress for several Chairs and for some Chairs this need to be fully operationalised and implemented!**
- **The research pillar is very much interrelated with the CD.**
 - **New research outputs should be used as inputs when developing the course materials, this is not systematically done!**
 - **Chairs should involve more young researchers, to carry out more research and teaching work! Make full use of the team spirit. The Chairs Programme is first and foremost about building internal capacity;**
- **The WCP has also contributed to the development of new course materials**
 - **Challenge: to make all the products available and disseminated among Chairs;**



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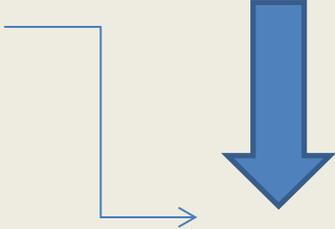
Lessons learnt and challenges ahead regarding the CD (2)

- **Necessity to provide systematically all the outputs produced under the pillar when reporting on CD- Mandatory**
 - **Efforts have been made through the RBM to better monitor the outputs;**
 - **Based on Advisory board comments, the WCP could request more precisions on the deliverables;**
 - **WCP team will request systematically all the outputs claimed to be produced under the Programme;**

- **Make the outputs produced available to the Chair network through knowledge platform, and enhance sharing of experiences**
 - **WCP team working on the platform to be operational in 2016;**

How to ensure efficiency and sustainability in the CD?

1. Importance of linkages between the research work conducted by the Chairs and the production of new courses materials
2. Rationale to updated/new courses or develop academic programmes as they contribute to the institutional sustainability of projects (courses/programmes are embedded in the academic offer of the university and therefore become a structural offer of the University).
3. Develop motivated teachers/lecturers at the Chair's university , role of the Chair Holder!



Since year 1 of the Programme, we keep insisting to the Chairs to think about making synergies among pillar and cross fertilization project!

Concluding remarks

In general terms, the annual reports submitted by Chairs indicate that the WCP has been a catalyst in generating a significant amount of activity under the CD.

Most activities were carried out according to the activity plan agreed with the WTO annually before funds were disbursed to Chair holders.

Several challenges: Provide systematically all outputs produced within the Pillar. And ensuring mutual benefits
Reporting systematically the number of students enrolled in the course

Important to recall that the Chairs are set up within the University to ensure institutional ownership and thus ensuring a joint commitment between the Chair holder and the University housing the Chair.



THANK YOU

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