WTO CHAIRS PROGRAMME

WORLD TRADE ORGANIZATION

WCP Curricula Development Activities: Achievements 2015-June 2016- Phase II

WTO Chair Programme

Annual Conference

14-16 November 2016

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MSJ1

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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.

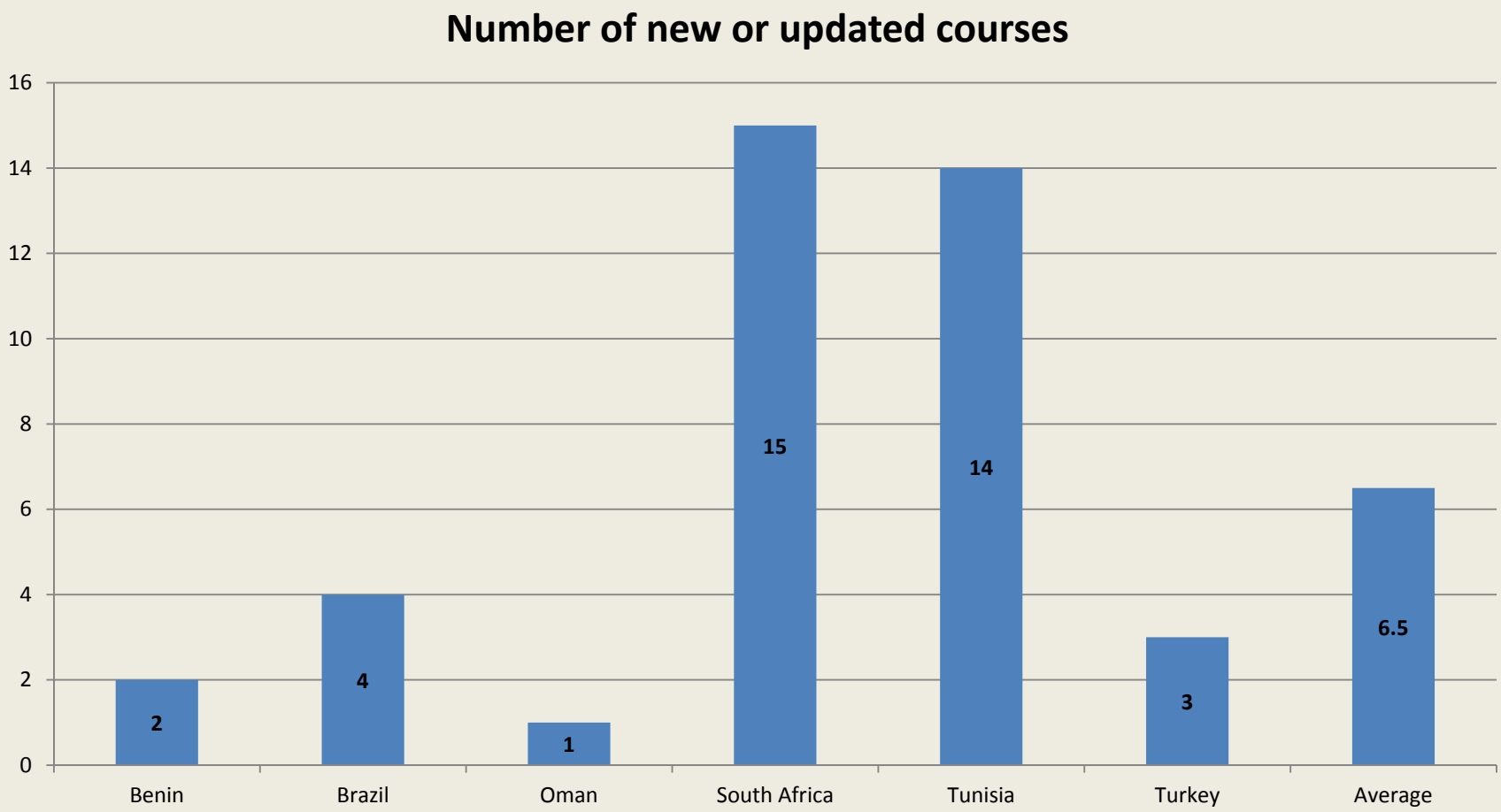
In the period under review, WCP Curricula Development activities aim at:

- Strengthening existing courses in international trade
- Developing new trade and WTO related programmes (courses), including on-line
- New partnership to develop/update courses materials and start creating the foundations for long term sustainability
- WTO library and information centres

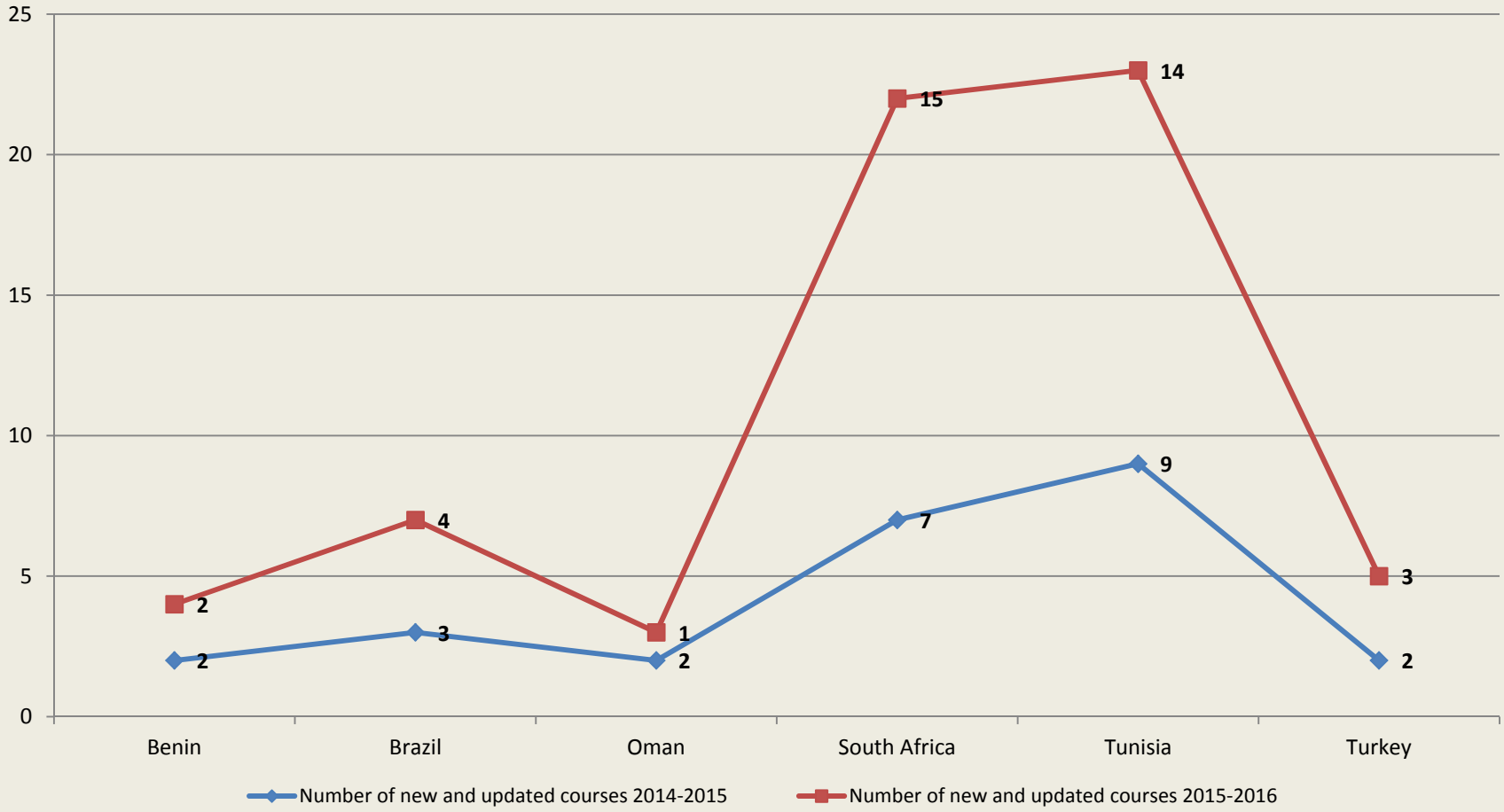
Slide 2

MSJ1 Sadni Jallab, Mustapha, 03/06/2013

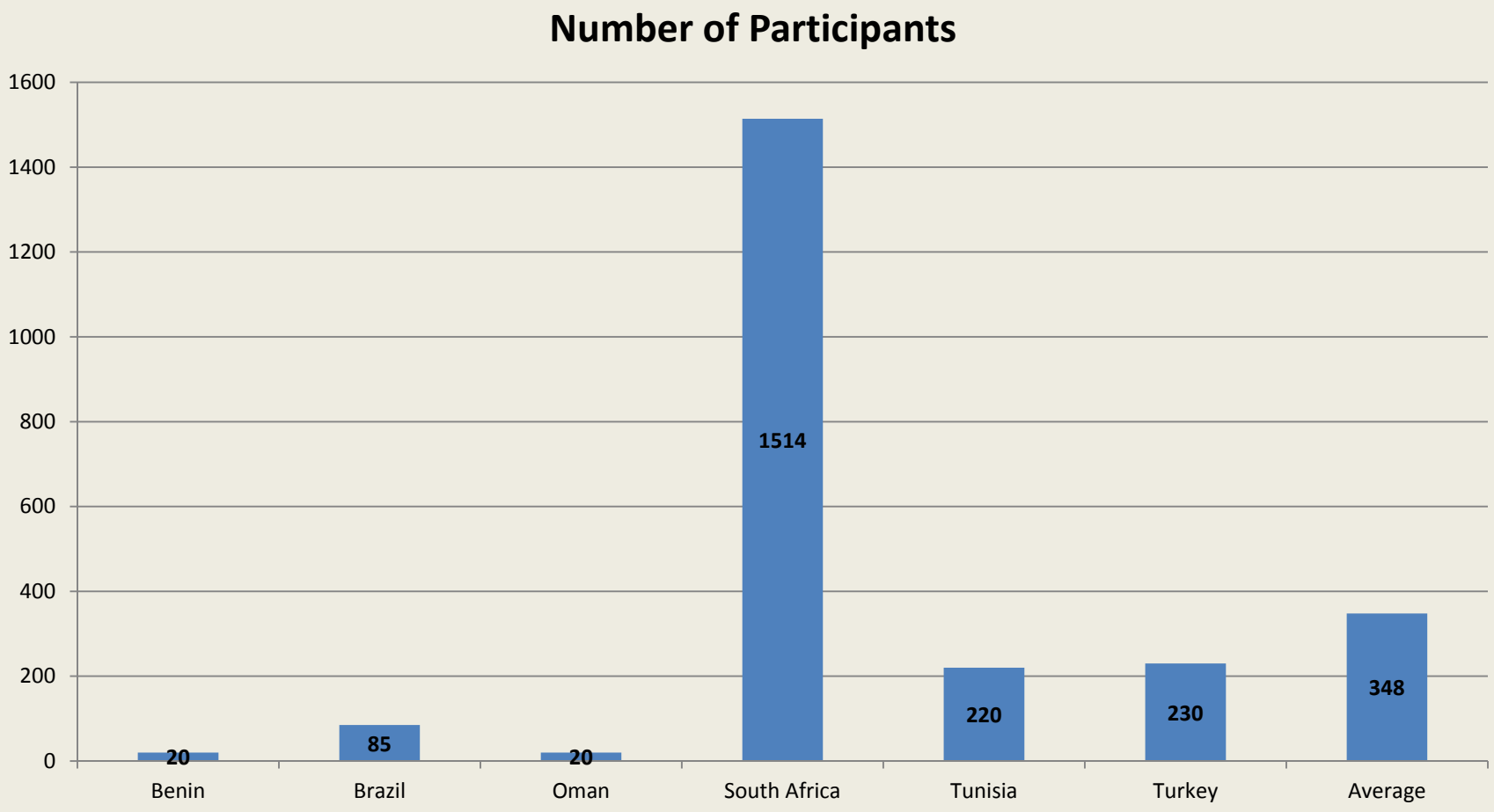
Number of new and updated courses Phase 2 Chairs



Evolution of new and updated courses Phase 2 Chairs



Number of participants in WCP-related courses and programmes



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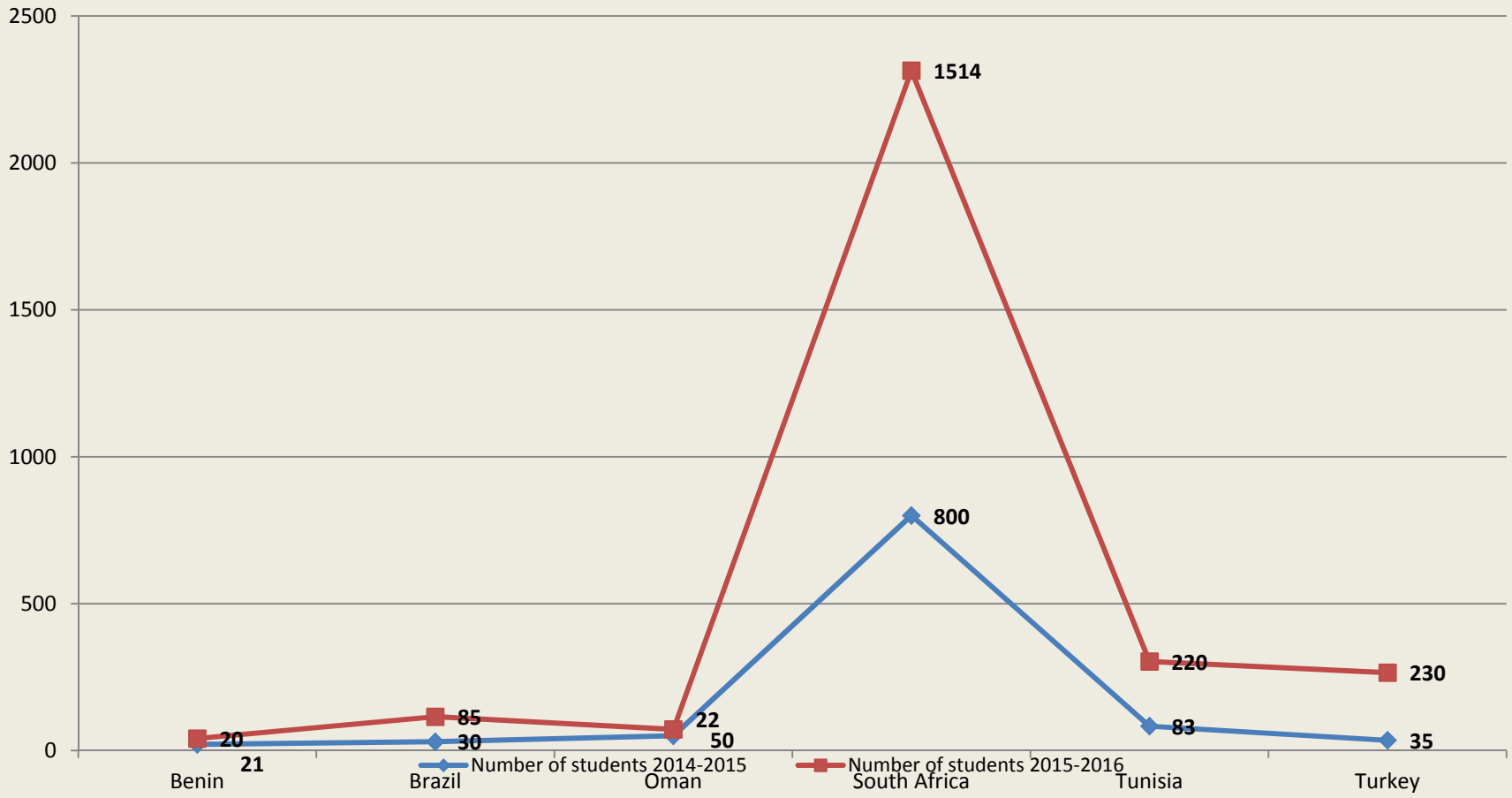

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The majority of curricula development activities were focused on creating or strengthening developing existing courses, for example: (1)

- **Tunis Business School**
  - Creation of a **new major on Global Affairs** which represents a new specialization for the Bachelor degree in business administration. Selection of a first cohort (11 students) was done and they shall receive their diplomas after two years of study in June 2017.
  - A **second cohort in September 2016** which shows that efforts to **sustain** this new major are under way and efficiently planned.
  - **Four new courses** (Intermediate Macroeconomic Theory, International Trade Theory, International Relations and Policy and Practice Seminar Series) were created and will continue to be taught during the next year.
  - **Four others courses** newly created shall be taught during the next year. This represents an enrolment of more than 200 students under the year.
  - The Chair has **updated five (5) others courses** (Introduction to Microeconomics, Introduction to Macroeconomics, Intermediate Microeconomic Theory, International Relations I, Introduction to Economics and Statistics I).
  - Training for policy makers in close collaboration with Ministry of Development Investment and international cooperation
  - **Approximately 40% of its budget** to develop activities and products related to the CD pillar

WTO CHAIRS PROGRAMME

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

- **North West University, South Africa;**
  - Upgrade ten (10) existing trade related modules by adding more elements related to WTO Agreements
  - The Chair organised a new tailored short course in Academic Writing Skills for new Master's and PhD students in Economics and International Trade.
  - A training course on trade analyses with STATA was also organised with the support of the WTO Secretariat and aims at enhancing the skills on the use of quantitative software's.
  - **11% of the budget** allocated during the year.

- **Sultan Quaboos University**
  - Training course on the use of futures prices and options to manage import price variability risk. The course was followed by graduate students
  - Hosting of the regional trade policy course for the Arab and Middle East region.
  - Chair holder also performed as academic coordinator and allowed him and his team to benefit from the expertise, pedagogical materials and resources documents disseminated during this eight weeks course.
  - Develop its internal capacities on CGE modelling as one PhD student was able to attend a tailored made training on this issue.
  - **17% of the total budget used by the Chair**.

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

- **Getulio Vargas Foundation, Brazil;**
  - Created five (5) new courses and updated one. This represents an attendance of about 550 students during the period.
    - (Master in Public Policy and Management); (ii) Governance of the International Economic System (Master in Public Policy and Management); and (iii) International Trade (Comércio Internacional), FGV Business School. All courses proposed involved around one hundred (100) students per session.
  - Enhanced the online course project with an intermediate course on topics of international trade regulation (with open access to the public).
    - The first session of this on line course has reached 3,500 views in 2016. The second session, launched in 2016, has proposed more complex topics on international trade such as trade remedies, trade in services, global value chains etc… A total of thirteen (13) sessions has been developed.
  - Development of a new course with the Business School at the undergraduate level and a course on Tax and Trade in partnership with the University of São Paulo.
  - The Chair has developed interactions with twenty eight (28) national universities or research centers
  - **14% of the budget** allocated during the year.

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The majority of curricula development activities were focused on strengthening developing existing course, for example: (4)

- **Bilgi University;**
  - Expand its curriculum in relation to **international trade and arbitration**
  - **Two others courses** have been updated,
    - one on International Trade and Business Law
    - and the course on unfair trade and competition, mainly at the graduate levels.
  - Creation and offer of **open educational resources and to develop distance learning course** in partnership with the WTO on "WTO Law and Basic Principles"
  - WTO Chair Holder acted as the Academic Coordinator of the RTPC 2015 for CEECAC,
  - **21% of the funds disbursed by the Chair**.

- **Chair from Abomey Calavi, Benin;**
  - Process of finalizing the creation of two masters with the revision of various modules and courses.
  - a grant and scientific support to one doctoral student who has visited the Chair in Senegal
  - Chair has developed its collection in its resource centre through access to documentation and new publications.
  - **5% of the funds disbursed by the Chair**.

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The Chairs have consolidated 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 Middle East Centre, Japan International Cooperation Agency (JICA), Knowledge Co-Creation Program Scholarship, as well as summer exchange programs (e.g. Columbia University)

- *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* Ministry of Agriculture and public authorities as well as The University of Paradeniya, Sri-Lanka (through Department of the Agricultural Economics and Business Management)

- 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 Brazil has developed interactions with twenty eight (28) national universities or research centers

- Etc…

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- Chairs have sustained 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 etc;**
- **University of Benin, dedicated resource centre features Chair-related publications on trade policy issues; new important aquisitions**
- **Bilgi University, sustain the development of the resource centre with access to a large size of publications and documentation;**
- **The development of the WCP campus platform should also sustain these initiatives.**

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Lessons learnt and challenges ahead regarding the CD (1)

- **The WCP has continued to update/create new courses**
  - All the Chairs have created new courses. Challenges remain in Turkey and Benin to have their respective masters fully operational.

- **The research pillar has been deeply used as inputs for CD.**
  - New research outputs were used as inputs when developing the course materials, this has improved a lot!
  - Chairs has involved more young researchers, to carry out more research and teaching work.
- **The WCP has also contributed to the development of new course materials**
  - South Africa (CGE, Gravity), Tunisia (Trade policy tools), Oman (AMA), Brazil (DSB)
  - Challenge: to make all the products available and disseminated among Chairs; Used of the WCP platform.

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Lessons learnt and challenges ahead regarding the CD (2)

- **All the outputs produced under the pillar when reporting on CD-<u>Mandatory Positive developments</u>**
  - **Efforts have been made through the RBM to better monitor the outputs;**
  - **WCP team had requested systematically all the outputs claimed to be produced under the Programme and make them available through the plateform as much as possible;**

- **Develop more cross cutting issues and also interaction among Chairs**
  - **Brazil and South Africa**
  - **Benin And Senegal**
  - **Morocco and Benin**

How to ensure efficiency and sustainability in the CD?

1. Continue to enhance the link beween the research work conducted by the Chairs and the production of new courses materials

2. Rationale to develop solid partnerships to ensure sustainability and embodied into regular programme the new courses offered

3. Continue to develop internal skills and enhanced the contribution of young academics and scholars.

Making synergies among pillar and cross fertilization project!

Develop joint curriculum projects

Role of the WCP plateform

Concluding remarks

The WCP has continued to generate significant amount of outputs under the CD.

Strong and enhanced the monitoring through regular videoconference

Reinforced the monitoring and support part of the WCP

More accurate reporting

Report only what is directly attributable to the Programme although it is not easy!

Importance to embodied the Chair into the University and make it visible at the national level

Need to make the courses relevant, dynamic and used more and more distance learning facilities

THANK YOU

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