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1. INTRODUCTION AND HIGHLIGHTS

The UNCTAD Virtual Institute (Vi) works with academic institutions in developing and transition countries to strengthen their teaching and research capacities on trade and development, and increase the policy relevance of their work. It does so by: (a) providing support to university teaching, (b) offering professional development opportunities for academics, (c) promoting cooperation among the members of its global network and disseminating the research of UNCTAD and other international organizations to academic audiences. The Vi supports UNCTAD in its role as a knowledge-based institution by serving as a channel for a two-way exchange with academia, and providing the organization with the opportunity to contribute to developmental thinking and the education of future decision-makers in developing and transition countries.

The Vi membership grew by 11 per cent in 2015, with 12 new institutions and 7 new countries joining the programme. Eleven new universities, from Bosnia and Herzegovina, Burkina Faso, Chad, Cameroon (2), Ecuador, Georgia, the Philippines (2), the Russian Federation, and Tunisia, as well as a research institute from Ukraine, became Vi members in the course of the year. The Vi network thus expanded to include 123 academic institutions in 61 countries.

In 2015, the Vi continued to support academic institutions in developing and transition countries. In addition to providing curricular development advice, it published one new teaching material (on trade and gender), and supported the adaptation of its teaching materials on trade and gender, trade policy analysis, regional trade agreements, and commodities production and trade to the contexts of Nepal, Kenya, Cameroon, Ethiopia, Nigeria and Zimbabwe. It also delivered three online courses for 175 participants from developing and transition countries; held one regional and 5 national professional development workshops for 191 African and LDC academics; hosted two fellows who worked on research and teaching projects with support from UNCTAD experts; and organized nine study tours and visits to Geneva-based international organizations for 214 students from member universities. The Vi also continued its efforts to make UNCTAD’s research better known to academic audiences through the organization of 13 presentations via videoconference for 606 students and academics, and used its networking function to foster exchange of information and cooperation among Vi members.
Vi activities in 2015 benefited from financial support from the Government of Finland and the One UN Fund for Tanzania. A number of them, in particular study tours, workshops, and videoconferences were co-funded by Vi members. As UNCTAD's programme of cooperation with academia, Vi activities were undertaken with support of UNCTAD's divisions and programmes - the Division on Globalization and Development Strategies (GDS), the Division on Investment and Enterprise Development (DIAE), the Division on International Trade in Goods, Services and Commodities (DITC), the Division on Technology and Logistics (DTL), the Division for Africa and Least Developed Countries (ALDC), and the Special Unit on Commodities (SUC).

2. SUPPORT TO TEACHING: CURRICULAR ADVICE, TEACHING MATERIALS AND STUDY TOURS

In 2015, the Vi continued to assist member universities in strengthening their academic programmes on trade and development topics by providing curricular advice, developing generic teaching materials on topical trade and development issues, supporting the adaptation of such materials to the context of beneficiary countries, and organizing study tours to Geneva-based institutions for Vi member university students.

The Vi provided advisory and curricular support to the development of a proposal for a Master's programme in International and Development Economics at Université du Burundi. The advice concerned the identification of the audience for the programme, the selection of courses to be included, comments on their content, and recommendations of readings and other teaching resources, including those published by UNCTAD and the Virtual Institute.

With regard to the development of teaching materials, the Vi published a two-volume teaching material on trade and gender developed jointly with the Trade, Gender and Development Section (TGDS) of DITC. The material is the outcome of the first phase of a joint capacity-building project funded by the Government of Finland. Closely following the successful three-phase model of the earlier Vi project on trade and poverty completed in 2014, the trade and gender project includes the development of teaching materials (phase 1), training of academics and practitioners through an online course and a regional professional development workshop (phase 2), and mentoring of researchers as they undertake original research on the topic (phase 3). The ultimate goal is to equip academics, government officials and civil society with the knowledge necessary to analyze the two-way relationship between trade and gender, and to produce gender-aware policy recommendations.

Volume 1 of the material titled "Unfolding the links" explores the consequences of trade for women's economic empowerment and well-being and the impact of gender inequality on trade, and is aimed at students and lecturers/researchers of economics or social studies, and a generalist audience of stakeholders interested in the topic. Module 1 introduces the concepts, definitions and analytical frameworks related to gender and trade. After presenting the economy as a gendered structure, it delves into the definitions of gender/gender inequality on the one hand and trade on the other hand before bringing the two concepts together to examine the trade-gender relationship. The module concludes by introducing the notion of "mainstreaming gender in trade". Module 2 focuses on the impact of trade liberalization (removal of tariff and non-tariff barriers to the free flow of goods and services) and trade expansion (due for instance to improved trade logistics) on women's economic empowerment and well-being. It analyzes the effects of trade on women in the different roles they play in the economy and society - as wage workers, producers, traders, consumers and tax payers - as these effects will vary based on the respective women's roles. Module 3 examines the ways in which gender-specific inequalities impact export competitiveness and trade performance. First, it investigates how gender inequality has been used to enhance export competitiveness and economic growth, i.e. how women engaged in low-wage, low value-added jobs in labour-intensive manufacturing have become a "source of competitive advantage" for export-oriented firms. Second, it examines how gender inequalities prevent
female entrepreneurs and traders from achieving export competitiveness, i.e. how women have become "underachievers of competitive advantage". The material illustrates trade-gender links by using country case studies and reviewing relevant research papers in this area, and contains exercises and discussion questions for students.

Volume 2 titled "Empirical analysis of the trade and gender links" is aimed at economists with experience in applied research and analysis of international trade and familiarity with the statistical software Stata which is used in research on trade and gender. Module 1 reviews the three principal methodologies used for the quantitative analysis of the link between trade and gender inequality: the microeconomic approach, the macroeconomic approach and the sectoral approach, and introduces data sources and Stata commands. Module 2 looks into the gender effects of trade policies and shocks using household survey data in a two-step methodology studying first how trade policies and trade shocks affect prices of goods and factor remuneration, and then assessing the welfare impact of those price changes. The module provides a literature review of studies that have applied the microeconomic approach, the intuition behind the methodology, and the basics of non-parametric regression techniques used to explore how trade-led price changes can influence household welfare. Module 3 focuses on the macroeconomic approach to analyze the link between trade openness and gender outcomes in terms of improving women's economic, political and social status. It summarizes the macroeconomic literature on trade and gender, provides the intuition behind the methodology, and reviews a collection of panel data techniques. Module 4 introduces the methodologies used to investigate the effects of trade on gender at the sectoral level, i.e. the effects on women engaged in specific sectors and industries of the economy. It provides a summary of studies on trade and gender using the sectoral approach, including the literature on global value chains, and provides the intuition behind some of the methodologies applied. Each module concludes with hands-on applications explaining step by step how to replicate the estimations from selected studies on trade and gender. The application files are available online and on a CD attached to the hard copy of the material.

As Vi teaching materials are generic – they are produced for a general developing/transition country audience – they do not contain detailed information and data about each particular country in which they may be used. In order to make them country specific, the Vi provides grants and expert advice/peer review for their adaptation ("localization") by academics from Vi universities to their countries' local conditions. The localizations, which usually take the form of additional teaching modules, include elements such as national/regional data, case studies and information about national policy frameworks, and discussion questions and exercises for students, are used as class readers.

In 2015, six localized versions of Vi teaching materials - on trade and gender (2), trade and trade policy analysis, regional trade agreements (2), and the economics of commodities production and trade - were completed by lecturers from Nepal, Kenya, Cameroon, Ethiopia, Nigeria and Zimbabwe, with financial support from the Government of Finland.

Two universities - the Mid-Western University in Nepal and the University of Nairobi in Kenya - localized the Vi material on trade and gender. In the case of Nepal, the localization involved translation by Bishnu Khatri of volume 1 of the material into Nepalese. The localization for Kenya, drafted by Tabitha Kiriti-Nganga, consisted of an additional module on trade and gender in Kenya which analyzes the trade-gender link as it relates to the country. The material, which benefited from comments by DITC's Simonetta Zarrilli and the Vi team, first reviews the structure of Kenya's economy and trade, as well as the evolution of the country's trade policy. It then draws a gender profile of Kenya - going from the role of women, through the sectors where they are concentrated, to the analysis of the gender gaps in access to and control over resources. To illustrate the topic in greater detail, the author chose to conclude the material with a case study on the impact of trade liberalization on women retailers in Kenya. After providing an overview of women in retail trade, she analyzes the impact of trade liberalization on different retail trade activities, such as tailoring and dressmaking; small grocery stores and open air markets; import retail trade; and cross-border trade.
The joint WTO-UNCTAD book “A practical guide to trade policy analysis” published by the Vi was adapted by Manfred Kouty from Université de Yaoundé II to the context of Cameroon, with comments provided by DITC's Marco Fugazza and the Vi team. It first reviews the different consecutive stages of the country's trade policy and outlines its potential future evolution. The author then analyzes trade performance of the country using standard indicators which measure trade openness, market access, terms of trade, real exchange rate and the cost of transport. He then examines the sectoral composition of Cameroonian exports, the country's revealed comparative advantage, its export concentration and diversification, as well as the geographical orientation of its exports. The next chapter is dedicated to the analysis of intra-regional trade of Cameroon with members of the Economic and Monetary Community of Central Africa, using indicators of intensity and complementarity of this trade. Given the importance of enterprises for the development of trade, the author looks into the characteristics and performance of export-oriented enterprises in Cameroon. To incorporate additional economic, socio-cultural and geographic factors into the analysis, the material concludes with an application of the gravity model to analyze the determinants of the country's trade.

Two universities - Addis Ababa University in Ethiopia, and the Covenant University in Nigeria - decided to localize the Vi teaching material on regional trade agreements (RTAs). The localization for Ethiopia, undertaken by Martha Belete Hailu and peer reviewed by DITC’s Luisa Rodriguez and the Vi team, analyzes the relationship between the treaties establishing regional blocs, in particular the Common Market for Eastern and Southern Africa (COMESA), and the domestic legal system of Ethiopia. After briefly reviewing the current state of regional integration efforts on the continent, the author introduces the two main ways in which regional integration treaties interact with national laws and legal systems of the signatories - direct applicability in national legal systems, and incorporation into national systems through domestic legislation. The material then looks in greater detail into specific trade-related issues featured in RTAs in general and COMESA in particular. Among them are market access, trade remedies, competition law, rules of origin, trade facilitation, and dispute settlement. While analyzing these topics, the author pays a particular attention to the comparison of their treatment in the COMESA treaty/community law and the legal system of Ethiopia. The material concludes by outlining some of the challenges faced by regional integration in Africa, including those of a legal nature such as the overlapping membership of various regional economic communities.

The adaptation of the material to the context of Nigeria was undertaken by a group of lecturers from the Covenant University led by Evans Osabuohien. The material, which benefitted from comments by DITC’s Alessandro Nicita and the Vi team, focuses on the assessment of regional integration within the Economic Community of West African States (ECOWAS). Despite several protocols and agreements signed by ECOWAS member countries, the progress in the development of trade and economic relations within the sub-region has not been very satisfactory. After an introductory chapter about the history and institutional architecture of ECOWAS, the material therefore identifies constraints affecting trade flows within the region, among them customs procedures and non-tariff barriers, infrastructural challenges, preferential access to markets outside ECOWAS and insufficient development of the financial sector in the region. In this context, the authors examine trade performance in ECOWAS, namely intra-regional trade flows, trade patterns and partners, and selected indicators of trade performance such as trade similarity, trade complementarity and trade concentration indexes. The material concludes with an extensive analysis of the factors that affect intra-regional trade which uses the augmented gravity analytical framework.
One university - the University of Zimbabwe - chose to localize the Vi material on the economics of commodities production and trade. The material, developed by Albert Makochekeanwa with comments from GDS's Pilar Fajarnés and the Vi team, analyzes the role of the mining sector in the economy of Zimbabwe. It introduces the reader to basic facts about the production and trade of three minerals, namely diamonds, gold and platinum, which constitute more than 90 per cent of the country's total mineral exports, and examines the evolution of international prices for these minerals over the last one to three decades. It also assesses the contribution of mining to the country's gross domestic product, export revenues, employment and growth, and investment. An analysis of case studies of successful mineral development in other African countries which have significant mining activities in diamonds, gold and platinum is presented together with the lessons learnt from these case studies. In its last chapter, the material provides suggestions for policies that could enhance the contribution of minerals to economic development both in Zimbabwe and in the African context in general.

The electronic versions of Vi teaching materials, as well as their local adaptations, are available to all Vi member institutions on the Vi website. At the end of 2015, the site hosted 13 generic Vi teaching materials and 37 localizations. It also offered 40 sets of training materials emanating from Vi professional development workshops and study tours, which can serve as teaching resources in support of members' courses on trade and development issues.

The universities which localized the above materials intend to use them or have already used them in teaching of students of international cooperation and development (Nepal), international economics and trade (Kenya, Cameroon, Zimbabwe), international trade law (Ethiopia), and economics and international relations (Nigeria). The lecturers from Kenya and Zimbabwe plan developing short courses based on these materials, including for government officials from the Ministry of Trade and Commerce and the Ministry of Mines and Mineral Development in the case of Zimbabwe. The Kenyan author also presented a paper based on the localization at an event organized by the International Centre for Trade and Sustainable Development in Nairobi in June 2015. Additionally, the localization of the Vi teaching material on trade and poverty undertaken by Université de Yaoundé II, Cameroon, in 2014, was used to teach a course on trade and regional integration to 50 African students from 25 countries enrolled at the Institute for Governance, Humanities and Social Studies affiliated to the university. The material also served for the preparation of an article titled "The Impact of South-South and North-South Trade on Industrialization in Africa". The article was presented at the African Economic Conference organized by the African Development Bank and published by Palgrave Macmillan in a book titled "Regional Integration and Trade in Africa."

As part of its support to teaching, the Vi organized four study tours for 114 students (79 women) from member universities in the Russian Federation, the Caribbean countries, the People's Republic of China and Colombia, and five training sessions for 100 students (53 women) from Universidad Sergio Arboleda (Colombia-2), the Graduate Institute (Switzerland), Universidad EAFIT (Colombia), and the University of Applied Sciences Berlin (Germany). The students attended tailored training programmes of up to two weeks, delivered by experts from all UNCTAD divisions and Vi partner institutions – the World Trade Organization, the International Trade Centre, the World Intellectual Property Organization, the International Organization for Migration, the World Health Organization, the Advisory Centre on WTO Law and the Commonwealth Small States Office - as well as the permanent missions of participants’ countries in Geneva. The study tours provided students with an overview of the current international trade and development agenda, and exposed these future trade professionals to the environment of trade negotiations and government work, including through a simulation exercise on international investment delivered by DIAE's Kalman Kalotay and DTL's Michael Lim. The study tours also
linked the students with international experts and national or regional representatives of their countries in charge of negotiations in Geneva.

Virtual Institute study tours and study visits 2015

<table>
<thead>
<tr>
<th>Country</th>
<th>Universities</th>
<th>Dates</th>
<th>Number of participants/women</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Colombia</td>
<td>Universidad Sergio Arboleda</td>
<td>9-10 March</td>
<td>10/8</td>
</tr>
<tr>
<td>2 Russian Federation</td>
<td>Moscow State Institute of International Relations, Higher School of Economics, Russian Foreign Trade Academy, St. Petersburg State University, St. Petersburg State University of Economics</td>
<td>20-24 April</td>
<td>41/28</td>
</tr>
<tr>
<td>3 Barbados</td>
<td>University of the West Indies</td>
<td>11-22 May</td>
<td>20/14</td>
</tr>
<tr>
<td>4 Switzerland</td>
<td>Graduate Institute</td>
<td>24 June</td>
<td>29/15</td>
</tr>
<tr>
<td>5 China</td>
<td>University of International Business and Economics, Central University of Finance and Economics</td>
<td>5-9 October</td>
<td>37/27</td>
</tr>
<tr>
<td>6 Colombia</td>
<td>Universidad EAFIT</td>
<td>9 October</td>
<td>10/6</td>
</tr>
<tr>
<td>7 Colombia</td>
<td>Universidad Sergio Arboleda</td>
<td>19 October</td>
<td>15/6</td>
</tr>
<tr>
<td>8 Colombia</td>
<td>Universidad EAFIT, Universidad de la Sabana, Universidad ICESI</td>
<td>16-20 November</td>
<td>16/10</td>
</tr>
<tr>
<td>9 Germany</td>
<td>University of Applied Sciences Berlin</td>
<td>26 November</td>
<td>36/17</td>
</tr>
</tbody>
</table>

Feedback from Vi study tours

“From this study tour, I gained a lot more information and experience than I expected. I learned about the issues that are going on at the UN and other organizations, which was very useful because you cannot get such practical experience elsewhere. I am very grateful for the opportunity to be part of it.”

Participant of the study tour for the Russian Federation

“Small states, particularly the Caribbean, must create new paths for development. The aim upon returning home is to contribute towards the creation of such path.”

Participant of the study tour for the Caribbean countries

“This study tour was an important learning experience; the opportunity to meet and interact with individuals from institutions we have studied before was priceless.”

Participant of the study tour for the Caribbean countries

“The sessions were very informative and we could have access to knowledge that is not available at the university. The study tour was very practical and I loved it.”

Participant of the study tour for the People’s Republic of China

“My expectations were exceeded; now I know more about the UN organizations and I really believe this will be useful for my professional career. The study tour is a way to encourage students to consider working for these organizations. It gives us the opportunity to understand some of the problems in our country and find solutions to them while visiting a new country and making new friends.”

Participant of the study tour for Colombia

“First of all, I learned the importance of being aware of what is happening in the world, especially in the area of trade and trade policies because it has a huge impact on my country and its economy. And that organizations such as the UN, WTO, ILO work to help emerging economies to improve their linkages with the global economy.”

Participant of the study tour for Colombia
Vi online courses exploit information and communication technologies (ICTs) to train researchers and university teachers on specific trade and development topics. The courses consist of reading materials, multimedia lectures (videos of expert presentations integrated with PowerPoint) and other resources. The courses are tutored by experts in the relevant fields and allow participants to communicate with the tutor and among themselves through an online forum, instant messaging and newly also via web-based videoconferences. To overcome the connectivity problem faced by a number of developing and in particular the least developed countries, course materials are also provided on DVD. An Internet connection is thus only required for communicating with course tutors and peers, and to perform course tests and exercises. The use of ICTs for training allows a wider outreach for the course, the ability to train a larger number of participants at a time, and cost efficiency, given that no travel or physical training facilities are necessary and that the significant up-front investment in course development is offset by the ability to conduct subsequent editions at much lower cost. For the learners, the advantage is that online courses provide more flexibility with regard to the use of their time and while a certain number of hours per week are still required to follow the course, participants can schedule course activities around their regular work.

In 2015, the Vi delivered three online courses - the first edition of a new course on trade and gender, a second edition of an existing course on non-tariff measures, and a third edition of the course on trade and poverty.

Part of phase 2 of the Vi trade and gender project, the three-module course on trade and gender developed in cooperation with TGDS is based on the first volume of the Vi teaching material on trade and gender titled "Unfolding the links". The course combines readers, multimedia lectures and current literature to introduce concepts and analytical frameworks; explore the effects of trade on women’s well-being and economic empowerment; and explain how gender-based inequalities affect trade performance. Its first edition which took place from 19 January to 8 March 2015 was tutored by TGDS's Sheba Tejani and graduated 66 participants, including 42 women, from 40 countries.

All participants agreed that the course had met or exceeded their expectations and enhanced their knowledge of the trade-gender links, with a number of them noting that the relationship between trade and gender was new for them, and that the course helped them learn more about it. According to the feedback received, the course succeeded in preparing them to conduct their own research on the topic, and/or incorporate trade and gender concepts into their teaching and policy-related work.

Participants were asked to provide 2 examples of how they will apply what they have learned in their teaching, research and/or policy advice or advocacy work in the next 6-12 months. Most of them - 61 examples - planned to use course knowledge in their research. The second most intended use of course knowledge was in policy formulation and advice; the 31 examples provided by the participants related to contributions to specific policies or policy-related projects, as well as awareness-raising about trade and gender for policymakers. Finally, course participants proposed 27 ideas of potential use of course knowledge in their teaching, in particular in classes on economics, international trade, development economics, international trade law, trade policy, or agricultural economics.

### About the trade and gender course and the use of course knowledge

"Trade and gender is currently at the heart of development thinking, since incorporating gender into economic analysis allows us to capture the social and cultural aspects of our economy. This is critically needed for inclusive growth.

_Elias Bagumbe, Ministry of East African Cooperation, United Republic of Tanzania"

"The course was successful in explaining how to examine the gender profile of an economy by looking at the economy through a gender lens, thus making visible the unpaid household-based work of caring for others that is..."
important for continued functioning of the market-oriented economy and also identifying how gender inequality affects women in the multiple roles they play in the economy.

Paul Macaulay, Organization for Gender, Civic Engagement and Youth Development, Cameroon

“The recommendations of the course about improving female workers’ capacity when the economy shifts from labour-intensive production to one with more technological content will be considered from now on in my studies about the changes in Vietnamese economic structure and type of production.”

Nguyet Vu, Ministry of Industry and Trade, Viet Nam

“In terms of research, I intend to conduct a study on how gendered is cross-border trade between Tanzania and neighbouring countries, Kenya, Zambia and Malawi in particular. I witnessed how women struggle when it comes to adherence to customs regulations for legal trade and illegal trade (smuggling) which is the mainstay for a number of women in the vicinity of the border.”

Zara Kibwe, United Republic of Tanzania, currently National Graduate Institute for Policy Studies, Japan

“I will be lobbying the Zimbabwe Statistical Agency to disaggregate trade data by sex to enable researchers to carry out more informed studies on how men and women are impacted differently by trade.”

Evengelista Mudzonga, Zimbabwe Economic Policy and Research Unit

“(I will use the knowledge from the course in) preparatory work on the Bangladesh Seventh Five-Year Plan (2016-2020). Being the head of the policy wing of my organization, I will work to incorporate gender issues into the trade and industry section of this important document.”

Md-Mamunur Rahman, Ministry of Industry, Bangladesh

“I am taking part in the preparation of country reports (for example, the periodic report of Azerbaijan on the CEDAW Convention). This course will help me to professionally analyze the economic part of the reports, including the gender component. I will also propose to organize training on trade and gender in my country.”

Kamala Hagverdiyeva, State Committee for Family, Women and Children Affairs, Azerbaijan

“I have already incorporated this topic into the teaching syllabus for my MPhil Economics students and hope to teach them some of the concepts in the coming weeks.”

Daniel Sakyi, Kwame Nkrumah University of Science and Technology, Ghana

“I am going to include the gender issues in the list of topics suggested to our students for elaboration of Master's theses.”

Paskai Zhelev, University of National and World Economy, Bulgaria

First evidence from the 6-month-after-the-course feedback suggests that participants were already able to implement some of their plans and apply course knowledge in their work. For instance, Salamat Ali (from Pakistan, at the University of Nottingham, United Kingdom at the moment of taking the course) contributed to including the topic of gender and trade in a Commonwealth publication on international trade. Nicholine Azirh, of the Regional Maritime University, Ghana, conducted research on “Women merchant mariners: empowering West African women to choose seafaring careers”. The paper, which is currently being peer reviewed, is planned for publication in the university's academic journal in 2016. Christian Kamala Kaghoma, of Université Catholique de Bukavu, Democratic Republic of the Congo, started preparing a paper on "Gender and small and medium-sized enterprises' propensity to export: evidence from the Democratic Republic of the Congo", as he believes that placing trade and gender relationship in the entrepreneurship context may provide input to policymakers in his country to address youth unemployment. Maria Priscila Ramos, of Universidad de la Empresa, Argentina, included the trade and gender topic in her undergraduate course on international trade, and co-supervised a Master's thesis on the wage gap between men and women in the services sector in Argentina. Kwami Ossadzifo Wonyra, of Université de Lomé, Togo, developed a seminar on trade and gender which he will offer to his Master's students of international economics in the first term of 2016. Evengelista Mudzonga, of the Zimbabwe Economic Policy Analysis and Research Unit, has been receiving new work assignments related to regional integration and gender issues at her work place following successful completion of the Vi course.
From 1 June to 19 July 2015, the Vi held a second edition of its online course on classification and collection of non-tariff measures (NTMs). Developed in 2014 in cooperation with the Trade Information Section (TIS) of DITC, the five-module course aims to enhance participants’ knowledge and skills necessary to identify, classify, collect and report information about NTMs, as well as their understanding of NTM-related policy issues faced by their countries in international trade. The training was designed to support an international effort led by UNCTAD to improve access and increase transparency with regard to these measures.

Fifty-eight academics and trade practitioners, including 25 women, from 39 countries successfully completed the course tutored by TIS experts, and received the UNCTAD Non-Tariff Measures Data Collector Certificate. All participants said that their understanding of NTMs has increased as a result of the course, and 96 per cent stated that the course helped them better understand policy issues faced by their countries in international trade. The 28 non-academic graduates – trade practitioners from government, private sector and international organizations – said the course prepared them to collect, classify and analyze NTMs in their countries. Graduates from academia intended to use their new knowledge in future teaching and research activities. Such projects included the use of course knowledge in teaching courses on international economics, trade facilitation, international trade, multilateral trade regulation, and marketing. Researchers also put forward ideas for new papers covering NTM-related issues in Bangladesh, the People’s Republic of China, Ghana, Ethiopia, India, Nepal, Tunisia, Latin America and BRICS, as well as the East African Community, the Southern African Customs Union, the Economic Community of West African States, the West African Economic and Monetary Union, and the South Asian Association for Regional Cooperation.

<table>
<thead>
<tr>
<th>About the NTM course and the use of course knowledge</th>
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<tbody>
<tr>
<td>“This is my first online course and I must say that I am greatly impressed. The course preparation, coordination and delivery were just flawless!”</td>
</tr>
<tr>
<td>Tigrun Manaye Mandefro, Ministry of Trade, Ethiopia</td>
</tr>
<tr>
<td>“As I am in charge of the NTM programme in Lao PDR, this course will help me do better collection, identification and classification of NTMs.”</td>
</tr>
<tr>
<td>Vilavong Southanilaxay, Ministry of Industry and Commerce, Lao PDR</td>
</tr>
<tr>
<td>“As an NTM desk officer I knew the basics about NTMs but by participating in this course I have gained extra knowledge about NTMs which will be valuable while monitoring NTMs in my country.”</td>
</tr>
<tr>
<td>Tshering Lhaden, Bhutan Chamber of Commerce &amp; Industry</td>
</tr>
<tr>
<td>“I will initially use the knowledge as part of raising the awareness. I am planning to meet with some government authorities (e.g. customs department, meteorology and standards organization, and agriculture ministry) and present general background on the NTMs and data collection based on this course.”</td>
</tr>
<tr>
<td>Kamal Al-Khameeri, Ministry of Industry and Trade, Yemen</td>
</tr>
<tr>
<td>“I intend to use the knowledge on non-tariff measures from the course in my research paper entitled NTMs on food products and their impact on international trade: The case of Ghana.”</td>
</tr>
<tr>
<td>Nicholine Azirh, Regional Maritime University, Ghana</td>
</tr>
<tr>
<td>“The overall aim of my thesis is to quantify the impact of SPS and TBT measures on the food trade of ECOWAS countries. This course has helped to clearly identify the content of the SPS and TBT measures.”</td>
</tr>
<tr>
<td>Hodabalo Bataka, Togo, currently Université Cheikh Anta Diop, Senegal</td>
</tr>
<tr>
<td>“I am a university teacher in marketing and trade, and am currently writing a paper on &quot;Market potential of Chinese fruit in the EU market&quot;, for which the course enlightened me on collecting NTM data. I would also like to use some of the course materials in my course on international agricultural trade.”</td>
</tr>
<tr>
<td>Xiaofeng Zhao, Northwest A&amp;F University, People's Republic of China</td>
</tr>
</tbody>
</table>
"At the ministry, (I will use the course knowledge) for analysis of trade negotiations and possible opportunities for international cooperation. At the university, (I will use it) for the implementation of a module on NTMs in my economy of international relations class, as well as a possible paper on the impact of NTMs on trade relations of Ecuador."

Ryan Cobey, Ministry of International Trade, Ecuador

In response to the success of the previous two editions in 2012 and 2014, the Vi decided to offer a third edition of its trade and poverty course. Held from 14 September to 29 November 2015 with financial support from the Government of Finland, the course aimed at providing participants with the empirical tools needed to assess the impact of trade and trade-related policies on poverty and income distribution, and thus support governments in the design of pro-poor trade policies conducive to the attainment of Sustainable Development Goals. The 6-module course tutored by Vi economist Julia Seiermann gave the participants the opportunity to practice the manipulation of data and the use of econometric tools in individual modules and the final hands-on exercise on the impact of trade on gender.

Fifty-one researchers, including 14 women, from 30 countries successfully completed the course. In the end-of-course evaluation questionnaires, 88 per cent of graduates said that the course had "extremely" (highest of the 5 ratings) or "very much" (second highest of possible ratings) enhanced their knowledge in the area covered by the course; and all of them stated that they could now independently, or in partnership with a more experienced researcher, undertake policy-relevant research on trade and poverty, and/or teach their students about the tools and methods used in the analysis of trade and poverty.

When asked for specific examples of intended use of course knowledge in their teaching, research and policy advice work, 47 participants came up with examples relating to research, mentioning 38 specific papers of relevance to their countries on which they would like to work. Sixteen intentions were formulated in more general terms, such as wishes to undertake trade and poverty research, or replicate the methods or papers presented during the course. Three participants (one from Nigeria and two from Viet Nam) stated that the course will help them in the work on their PhD dissertations. With regard to teaching, 18 participants said that they would use the materials from the course in teaching undergraduate, graduate and post-graduate courses in the area of trade, and econometrics. Participants from Ethiopia and Zimbabwe plan to share the knowledge from the course with their colleagues. Participants from India, Malawi and South Africa intend to motivate their students to undertake research on trade and poverty issues.

About the trade and poverty course and the use of course knowledge

"I was very happy with the way the course had been structured, particularly the division of course content into theoretical and empirical aspects. Very often, courses have difficulty teaching empirical aspects, especially in long-distance settings. I think this course is an exception and had done very well."

Andre Wirjo, Indonesia; currently Asia-Pacific Economic Cooperation Secretariat, Singapore

"The course enhanced my knowledge on trade and poverty-related concepts, tools, data, methods, econometric applications of economic theories and current global research. The theoretical part of the course taught us the theories behind the economic policy, and the empirical part helped us infer policy recommendations from the empirical results."

Khaleda Akhter, Centre for Policy Dialogue, Bangladesh

"I will investigate what household survey and price elasticity data are available in South Africa. From there I will plan future research articles/projects in this field together with one or two of my colleagues who have attended the Vi trade and gender training earlier this year."

Ernie Steenkamp, North-West University, South Africa

"Zimbabwe is experiencing a serious surge of imports mainly because of the depreciated rand against the USD which is the currency Zimbabwe is using. It might be critical to analyse how these changes in import prices have affected poverty levels in the country. Furthermore, as the economy is believed to be highly dependent on remittances, it would be critical to analyse how these have also impacted on poverty levels in the ten provinces of the country and provide the best policy advice to the government."

James Hurungo, Reserve Bank of Zimbabwe
"First, the course gave me a clear idea of what should be taken into account when analyzing the poverty influence of trade and trade policy in Belarus. Thus, it will be much easier for me to perform policy analysis concerning the outcomes of Belarus accession to the Eurasian Economic Union, and the prospective accession to the WTO. Second, next year, using the knowledge from the course I am planning to write a paper concerning the influence of trade policy on poverty and income distribution in Belarus’s regions."

Aleah Mazol, Belarusian Economic Research and Outreach Center

"The Economic Community of West African States will apply a new common external tariff from 2016; this course will be useful for me to estimate the impact of this new tariff on household welfare based on the recent household survey of the country."

Arouna Sow, National Institute of Statistics and Demography, Burkina Faso

"I intend to use some of the material in teaching, particularly to graduate students. In my experience, there is little exposure to empirical studies and practical exercises when we teach courses on development economics and international trade. Unfortunately, the students are taught courses that solely focus on the theories without giving them the opportunity to implement the theories empirically in order to understand whether the theories hold for all cases. Therefore, when such students get employment in government jobs as well as research institutes, they fail to aptly apply their theories or develop good policies. I believe that the materials from this course provide an opportunity to expose my students to the empirical analysis and give them a hands-on approach in researching for the best policies."

Aadil Nakhoda, Institute of Business Administration, Pakistan

"I am going to adjust the international trade and policy course which I teach for 6-7 weeks so that I can bring in a section to deal with trade and poverty issues in South Africa. I am also going to propose a topic for the Honours research project to deal with trade and poverty in the Eastern Cape which is the poorest province in South Africa."

Tsitsi Effie Mutambara, Zimbabwe; currently Rhodes University, South Africa

Vi professional development workshops aim to enhance the knowledge and research skills of participating academics on specific trade and development topics and analytical tools, including those covered by Vi teaching materials. The goal is to transfer this knowledge and skills to university teachers and researchers in developing and transition countries so that they can progressively take on the teaching and undertake the research themselves.

As part of the second phase of its trade and gender project sponsored by the Government of Finland, the Vi organized a face-to-face regional workshop on trade and poverty analysis for selected graduates of its online course from sub-Saharan Africa who had rated the best in the workshop entry test on Stata. A joint undertaking between the Vi and TGDS, the workshop was hosted by a Vi member in South Africa, the North-West University, at their Potchefstroom campus from 15 to 19 June 2015. Twenty-five researchers, including 12 women, from universities, research centres and government agencies in 16 countries (Botswana, Burkina Faso, Cameroon, the Democratic Republic of the Congo, Ethiopia, Ghana, Kenya, Lesotho, Mauritius, Nigeria, Senegal, South Africa, Tanzania, Togo, Uganda and Zimbabwe) attended the training. The programme was delivered by experts who had contributed to the preparation of the second volume of the Vi teaching material on trade and gender titled "Empirical analysis of the trade and gender links" on which the workshop was based: Elizabeth Jane Casabianca (currently at Università Politecnica delle Marche, Italy) and David Zavaleta (currently with Universidad Católica Boliviana, Bolivia). The aim was to equip participants with the knowledge needed to run their own analysis of the two-way relationship between trade and gender and ultimately produce gender-aware policy recommendations. Participants were trained on the state-of-the-art empirical methodologies on trade and gender (macroeconomic, microeconomic and sectoral) and learnt about the sources, data and indicators used in empirical applications in this area. In addition to theoretical
explanations and replications of existing research papers, they had the opportunity to engage in hands-on practice using the Stata software.

In their feedback, all participants stated that the workshop had exceeded or even considerably exceeded their expectations. Furthermore, they said that they would use the knowledge and resources distributed at the workshop in their teaching, research and/or work with or as policymakers. Eighteen participants would use them in their graduate and undergraduate teaching, particularly courses on international trade, agricultural policy, econometrics, development economics, as well as training on Stata and data management, and in providing guidance and reviewing the work of their students. Twenty-four participants wished to use the course knowledge in their future research work - PhD and Master’s dissertations, as well as work on concrete research projects on Burkina Faso, Cameroon, Ghana, South Africa, and Zimbabwe. Sixteen participants planned to use the course knowledge in their work for or as policymakers. The studies which the researchers plan to develop for policymakers cover trade and gender analysis for a regional government in South Africa, trade integration and diversification in Cameroon, and the impact of sugar production on women in Kenya.

About the regional trade and gender workshop and the use of workshop knowledge

“I have learnt about the theoretical link which exists between trade and gender and also how to analyze it in practice.”

Belmondo Tanankem Vouko, Ministry of Economy, Planning and Regional Development, Cameroon

“Lectures were informative, applied sessions enlightening, and hands-on exercises fascinating.”

Angela Kiconco, Uganda Bureau of Statistics

“The combination of the empirical tools I got through this workshop with the theoretical elements from the online course will be an exceptional input for my seminar on microeconomic development. This will provide a great opportunity for the students to leave the university with good knowledge on gender issues, something I did not have myself at that level.”

Christian Kamala Kaghoma, Université Catholique de Bukavu, Democratic Republic of the Congo

“I am planning to conduct my PhD studies in the area of gender and development and come up with research that might help address the problems of developing countries. I am going to use microeconomic analysis to connect trade and gender in my country.”

Dawit Desta, Aksum University, Ethiopia

“I have started working on a paper on climate-related changes in economic activities for men and women, with a special focus on women. The tools I have gotten from this workshop have given me a clear picture of how to go about the gender analysis in this paper.”

Hellen Adzo Seshie-Nasser, University of Ghana

“My country is at the moment in the process of implementing the Economic Partnership Agreement with the European Union. With the knowledge acquired in the workshop, I will be in a position to advice my minister on the best options to envisage in the framework of this agreement with regard to gender.”

Belmondo Tanankem Vouko, Ministry of Economy, Planning and Regional Development, Cameroon

“I am doing a consultancy on analyzing trade integration and diversification for development in Cameroon, and can now insert a part showing how structural transformation (shift) of trade from low-technology intensity exportations to high-technology intensity exportations may affect women.”

Françoise Okah-Efogo, Université de Yaoundé II, Cameroon
In 2015, the Vi organized five national professional development workshops which trained 166 academics, including 42 women, from the Least Developed Countries in Africa and Asia. Two of these workshops were delivered in cooperation with DITC, two in cooperation with ALDC, and one in cooperation with the co-author of the Vi online course on trade and poverty. The workshop for the United Republic of Tanzania was funded by the One UN Fund for Tanzania, the cost of the workshops for Burundi, Bangladesh, the Gambia and Nepal was covered by the Government of Finland.

### Vi national professional development workshops 2015

<table>
<thead>
<tr>
<th>Country</th>
<th>Institution(s)</th>
<th>Topic</th>
<th>Dates</th>
<th>Resource person(s)</th>
<th>Resource person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burundi</td>
<td>Université du Burundi</td>
<td>Trade and development</td>
<td>5-8 January</td>
<td>Marco Fugazza,</td>
<td>DITC</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>Jagannath University, Centre for Policy Dialogue, Bangladesh Foreign Trade Institute</td>
<td>Trade and poverty</td>
<td>29 March-1 April</td>
<td>Nicolas Depetris,</td>
<td>Geneva School of Business Administration</td>
</tr>
<tr>
<td>United Republic of Tanzania</td>
<td>The Open University of Tanzania, University of Dar es Salaam, East African Research Capacity Development Foundation, University of Dodoma, Zanzibar University, other academic institutions, government ministries and agencies, and the private sector</td>
<td>Economic analysis of non-tariff measures</td>
<td>1-4 June</td>
<td>Marco Fugazza,</td>
<td>DITC</td>
</tr>
<tr>
<td>The Gambia</td>
<td>University of the Gambia</td>
<td>Policies to enhance domestic resources mobilization in Africa</td>
<td>8-10 June</td>
<td>Laura Paez,</td>
<td>Bineswaree Bolaky, ALDC</td>
</tr>
<tr>
<td>Nepal</td>
<td>Mid-Western University</td>
<td>Harnessing remittances and diasporas for development</td>
<td>2-4 November</td>
<td>Rolf Traeger,</td>
<td>ALDC</td>
</tr>
</tbody>
</table>

The workshops on trade and development, trade and poverty analysis, and economic analysis of non-tariff measures focused on quantitative methods that can be used to research the impact of trade or trade policy measures on development, poverty or trade flows. The workshop on trade and development held from 5 to 8 January 2015 in Bujumbura was the first Vi activity for Université du Burundi. It was attended by 25 participants from the university’s Faculty of Economics and Management, as well as the Ministry of East African Community Affairs, the Ministry of Finance, Economic Development and Planning, the Ministry of Trade, Industry, Posts and Tourism, and TradeMark East Africa. Aimed at training the participants on the analysis of the impact of different trade policy instruments, WTO and regional trade agreements, the four-day workshop combined lectures with practical examples on the use of the gravity model in trade policy research. Trainees learnt how to build a dataset for the gravity model, participated in hands-on exercises applying the model to measure the impact of membership in the World Trade Organization and regional trade agreements, and familiarized themselves with trade costs and firm data evidence. The resource person is Marco Fugazza, of DITC, who delivered a trade and development workshop in Burundi.
The Vi workshop on economic analysis of NTMs trained 24 participants from academia, government and the private sector. A person also contributed a presentation to the conference on Market Access and Export Performance: Case study of Burundi organized by the university on the last day of the workshop.

The workshop on trade and poverty analysis for Bangladesh hosted by the Jagannath University, Dhaka, from 29 March to 1 April 2015, was a second capacity building activity organized by the Vi for its members in Bangladesh. In the audience were 23 participants, including 4 women, from several of the university's departments, as well as staff of other Vi members (the Bangladesh Foreign Trade Institute and the Center for Policy Dialogue), the Ministry of Commerce and the Bangladesh Institute of International and Strategic Studies. The workshop aimed to provide participants with the empirical tools needed to assess the impact of trade and trade-related policies on poverty and income distribution, and thus enable them to contribute to the design of pro-poor trade policies in their countries. The topics covered included introduction to trade and poverty methodologies and data analysis; microeconomic foundations of household welfare evaluation and first-order impacts; wage-price and cross-price elasticities for non-traded goods; and second-order effects and further extensions. Morning sessions were dedicated to the theoretical aspects, while the afternoons were spent on hands-on applications using the Stata software. The theoretical material and empirical applications for the workshop came from the Vi online course on trade and poverty.

A pilot training using the new Vi teaching resources developed in cooperation with DITC's TIS, with funding from the One UN Fund for Tanzania, the workshop on economic analysis of non-tariff measures (NTMs) took place in Dar es Salaam from 1 to 4 June 2015. The event hosted by the Open University of Tanzania was attended by 24 participants, including 2 women, from academic institutions (Open University of Tanzania, University of Dar es Salaam, East African Research Capacity Development Foundation, University of Dodoma, Zanzibar University, Centre for Foreign Relations), government ministries and agencies (Ministry of Agriculture, Food Security and Cooperatives; Ministry of Livestock and Fisheries Development; and National Bureau of Statistics) and the private sector. The workshop provided participants with the empirical tools needed to assess the impact of NTMs on trade, with the goal of enabling them to contribute to the design of trade-supporting policies in their countries. It began with an introduction to the empirics of trade, particularly the gravity approach to the determinants of bilateral commerce. Participants then looked at the empirical strategies that can be implemented to identify the impact of NTMs on trade at the product and firm levels. As the pedagogical approach used in the workshop emphasized data manipulation and the use of econometric tools, in particular the Stata software, participants practiced their newly acquired knowledge through hands-on exercises based on datasets from current literature.

The fourth workshop of the year, and the second one organized for the University of the Gambia (UTG) since it became Vi member, on policies to enhance domestic resources mobilization in Africa, was held in Banjul from 8 to 10 June 2015. Organized jointly with the Africa Section of ALDC, it was attended by 58 participants, including 16 women, from several of the university's Faculties/Schools, as well as the Management Development Institute, the Ministry of Finance and Economic Affairs, the Ministry of Trade, Industry, Regional Integration & Employment and the UNDP office in Banjul. The workshop introduced the participants to ways in which domestic resources mobilization could help foster economic development in African countries. The topics covered included domestic financial resources in Africa; ways of increasing public revenue and fiscal space in Africa;
financial sector reform and promotion of productive investment; and remittances and capital flight. Lectures were accompanied by discussion sessions, and the workshop concluded with a joint press briefing by the UNCTAD team, UTG and the Coordinator of the Enhanced Integrated Framework National Implementation Unit.

Nepal is the third country in the world in terms of its dependence on remittances sent in by its nationals working abroad. In view of the importance of the topic for the country, the VI member in Nepal, the Mid-Western University, requested the VI to organize a national professional development workshop on “Harnessing remittances and diasporas for development”. Held from 2 to 4 November 2015, the workshop attracted 36 participants, including 15 women - students of the university's Master in International Cooperation and Development, as well as representatives of civil society and mass media. After introducing the types, causes and patterns of migration, the training reviewed the trends and impacts migration can have on both the home and host countries. International migration generates financial flows in the form of remittances sent by migrants to their home countries. The diasporas migrants create abroad can be harnessed in support of national development, but home countries may be left to grapple with brain drain - the departure of qualified human capital. The workshop therefore addressed policies the home countries can adopt in order to maximize the contribution of remittances and diasporas to their economic and social development, and also looked at international policies for migration. Two group activities allowed participants to address the topic from the point of view of their country by engaging in discussions on the impact of migration on Nepal, and on Nepalese programmes and policies for migration.

The participants of VI national professional development workshops enrolled with the expectation of enhancing their knowledge and skills on the topics covered. According to the end-of-workshop questionnaires, these expectations were fully met or exceeded and the knowledge was enhanced for all participants. Participants also found their new knowledge useful for their teaching or studies, research, and work with policymakers. For instance, participants of the workshop for Burundi planned to use the acquired skills in their teaching of international economics and international trade, and their future research, be it Master and PhD dissertations, or papers about the impact of EAC agreements on Burundi, trade between China and Africa, or in more general terms, research undertaken by the University Centre for Trade and Economic and Social Development. The workshop was also considered useful for the work with policymakers, in the area of promotion of EAC integration through trade. The plans by the participants of the workshop in Bangladesh were related to the use in teaching courses on econometrics, microeconomics, empirical analysis of trade policy, research methodology, international economics and trade, supervision of students working on their Master's theses, and drafting papers about the impact of RTAs/FTAs on welfare, or the impact of trade policies on poverty in Bangladesh. In Tanzania, workshop knowledge was to be used in studies on the impact of sanitary and phytosanitary measures on trade in livestock products and live animals, impact of NTMs on export performance of Tanzanian firms, or teaching trade policy in international economics courses. The Gambian participants specified that the workshop would help them better link theory with practical applications in their teaching, and undertake research projects on industrial policy in the Gambia, and a PhD thesis on migration economics, with a focus on the role of remittances in rural development in the Gambia.

On the national workshops and the intended use of workshop knowledge

“I was not aware that the gravity model theory is linked to WTO membership and RTA. This training comes at a time when our institution, TradeMark East Africa, is trying to help East African Community (EAC) country members. It will help me to understand and analyze the dynamics of trade flows among EAC members.”

A participant of the workshop for Burundi
“The hands-on exercises resolved all my technical barriers to use Stata. In the near future, my plan is to use the knowledge from this workshop to evaluate the impact of the South Asian Free Trade Area on its member’s poverty reduction status. After completing the workshop, I personally feel more technically equipped to handle the measurement issues regarding poverty and trade dynamics.”

A participant of the workshop for Bangladesh

“The workshop provided me with current knowledge which may be incorporated in international economics courses in general, and on NTMs in particular. I am going to use the estimation techniques both in the area of NTMs and other trade areas, especially on trade flows between Tanzania and its trading partners.”

A participant of the workshop for Tanzania

“The facts and figures presented in the workshop materials are useful in setting trade policies as well as defensive and offensive positions in trade negotiations.”

A participant of the workshop for Tanzania

“I got a clearer picture of the state of least developed countries, the Gambia inclusive. I also had the opportunity to know how the Gambia is performing in terms of GDP and debt service, and how domestic resource mobilization could help solve the major challenges Africa is faced with.”

A participant of the workshop for the Gambia

“This will be shared with my students, who will become in the future leaders of this continent.”

A participant of the workshop for the Gambia

“As I am in the legal profession and active politically, I will definitely utilize this knowledge in policy discussions.”

A participant of the workshop for Nepal

Launched in 2006, the Vi fellowship programme provides support to developing and transition country academics seeking to develop their research skills, prepare new courses for their institutions, and access the expertise of UNCTAD and other Geneva-based international organizations. In 2015, two fellows came to work at UNCTAD on research and teaching projects of interest to their universities and their own professional development. Both fellowships were funded by the Government of Finland and their holders benefited from mentoring and consultations with UNCTAD experts working in their fields of interest.

Vi fellowships 2015

<table>
<thead>
<tr>
<th>Country and university</th>
<th>Name of fellow</th>
<th>Dates</th>
<th>Areas of work during the fellowship</th>
<th>Resource persons</th>
</tr>
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<tbody>
<tr>
<td>Senegal-Université Cheikh Anta Diop</td>
<td>Adama Sow Badji</td>
<td>14 September-23 October</td>
<td>Impact of non-tariff measures on exports of Senegalese firms to the European Union (research)</td>
<td>Marco Fugazza, DITC</td>
</tr>
<tr>
<td>Burundi-Université du Burundi</td>
<td>Willy-Marcel Ndayihwayko</td>
<td>26 October - 4 December</td>
<td>Proposal for a Master’s programme in International and Development Economics (teaching)</td>
<td>Vlasta Macku, Vi; Alfredo Calcagno, Igor Paunovic, GDS; Cecilia Viscarra, DTL; Hafiz Mirza, Kalman Kalotay, DIAE; Janvier Nkurunziza, Special Unit on Commodities; Marco Fugazza, Taisuke Ito, Martine Julsaint, Yves Kenfack, DITC</td>
</tr>
</tbody>
</table>

The researcher from Senegal, Adama Sow Badji, supported by DITC’s Marco Fugazza, worked on a paper assessing the impact of NTMs, in particular sanitary and phytosanitary measures and technical barriers to trade, on exports of Senegalese firms. Specifically, she expected that her analysis would identify the firms and products that were (positively or negatively) affected by NTMs, i.e. entered or exited the EU market as
A result of the NTMs. During her stay at UNCTAD, she completed her database, gathering firm-level data from the World Bank and the World Integrated Trade Solution on approximately 3,000 Senegalese enterprises, and conducted the empirical analysis, performing estimations in Stata. She felt that the fellowship helped reorient her project in a more interesting direction than her original plan, deepen her knowledge in the field, and suggest recommendations to policymakers in order to improve competitiveness of Senegalese firms. According to Fugazza, the paper could be useful for the government's negotiations of NTMs, in particular mutual recognition or preferential treatment of Senegalese products with regard to NTMs. The usefulness of the research was confirmed during the presentation of Sow Badji's research to the representatives of the permanent mission of Senegal in Geneva who felt that the identification of products affected by NTMs could help the mission in negotiations with the European partners, for example, on trade preferences. Sow Badji plans to submit her paper for publication early 2016.

In order to provide an opportunity to undergraduate students of international economics at his university to pursue a graduate degree in this area, and attract professionals interested in acquiring specialized knowledge of international economics, the fellow from Burundi, Willy-Marcel Ndayitwayeko, developed a proposal for a new Master's programme in International and Development Economics for his university. During his fellowship, he held consultations with the Vi chief about the overall thrust of the programme, the courses to be included and suitable readings for the students, and consulted information about programmes in similar areas offered by Vi member universities. He also met with experts from all UNCTAD divisions to discuss the content of individual courses, in particular those on commodities production and trade, trade and trade policy analysis, foreign direct investment, trade facilitation and logistics, globalization, regional integration and South-South cooperation, competition policy, and trade negotiations. The stay in Geneva also gave him an opportunity to hold discussions with experts from the University of Geneva, the Graduate Institute and the Geneva School of Business Administration, and the Vi member in Germany, the University of Applied Sciences Berlin, about the possibility for them to share some of their teaching materials and to establish broader academic cooperation. Ndayitwayeko left Geneva with a full-fledged proposal of the Master's programme, including the description and scope of the studies, and the list of courses to be included, together with the description of their content and related readings. His fellowship project was highly appreciated by the ambassador of Burundi to the United Nations in Geneva, H.E. Mr. Pierre Claver Ndayiragije who received him at the end of his stay in Geneva. Upon his return to Bujumbura, Ndayitwayeko submitted the proposal to the rector of the university. He also plans to share materials and electronic links to suggested readings with colleagues and students, identify resource persons to deliver individual courses, and help purchase textbooks for the programme which are not freely accessible.

In the end-of-fellowship feedback questionnaires, both fellows said that the fellowships had exceeded their expectations, and that they had strengthened their capacity in the areas covered by their fellowship projects. Among the main benefits unavailable to them in their countries, the fellows listed advice and support from UNCTAD experts, and access to data/databases and literature.

On fellowships

"During the fellowship, I gained more than I expected, and for my institution, deepening my knowledge in trade and development is a further asset which will be shared through the courses I will teach, and in the field, while taking part in panels at seminars and conferences."

Adama Sow Badji, Université Cheikh Anta Diop, Senegal
Vi 2014 fellows also reported progress in the implementation of their fellowship projects. For instance, Marème Ndoye, of Université Cheikh Anta Diop, Senegal, has extended the scope of her research to "Diversification of the Senegalese economy". Her paper is currently undergoing a review at the university before being submitted for publication. She also used the methodology of her fellowship project to enrich her course on project analysis and evaluation to identify sectors susceptible to generate economic growth. The PhD proposal developed by Voronica Mufudza, of the University of Zimbabwe, during her fellowship was approved by the University Research Committee in July 2014. She also wrote four articles using the materials and the database developed during her stay at UNCTAD, all of which were published nationally. The article on "Trade and investment nexus in Zimbabwe" was published in the proceedings of the 10th Zimbabwe International Research Symposium (February 2015); the article on "FDI and economic transformation in Africa: quantifying multinational companies’ spillovers in the SSA region" in the university journal; and the papers on "FDI and economic transformation in Sub-Saharan Africa: an interrogation of literature", and on "Trade and growth nexus in Zimbabwe: quantifying the economic implications of joining the Tripartite Free Trade Area", in the proceedings of the conference on Economic Integration, Entrepreneurship and Sustainable Development (October 2015). The papers were also shared with the Ministries of Macroeconomic Planning and Investment Promotion, and the Ministry of Industry and Commerce from which the author received encouraging feedback.

Timothy Esemu, of the Makerere University Business School, used the course on global value chains management he developed during the fellowship to teach students of the Master's in International Business at his university, and integrated parts of the course materials into the agricultural marketing and commodity trade course for his students of the MSc in Marketing. In addition, he worked with the Ministry of Industry, Cooperatives and Trade through the Uganda Exports Promotions Board in developing the new Uganda Export Development Strategy which would mainstream the value chain concept into trade and export development policy. He reports that the strategy had a huge impact on the way policymakers in the government and representatives of the private sector view export development in Uganda. To enhance skills on global value chains management among the private sector, he is also developing short courses at the Makerere University Business School under the Program on Enterprise Competitiveness and Export Performance Improvement.

In 2015, the Vi continued to provide support to individual researchers through mentored research projects. As a follow-up to the 2012-2014 capacity-building project on trade and poverty, the Vi provided coaching to Mesia Ilomo, of Dar es Salaam University Business School, graduate of the second (2014) edition of the Vi online course on trade and poverty, in the development of a research paper related to the topic. Co-funding by the One UN Fund for Tanzania and the Government of Finland allowed to successfully complete the paper, titled "Welfare effect of cereal export bans in the United Republic of Tanzania", which thus joined the 11 already existing case studies developed under the Vi trade and poverty project.

As existing research on the issue provided mixed results, the paper aimed to complement it by looking in greater detail into the impact of maize export bans on different regions of the country. Depending on their level of integration into the East African Community (EAC), the main export market for Tanzanian maize, Ilomo categorizes regions into EAC border regions and peripheral regions. His analysis uses a non-parametric approach and draws on data from the 2007 Household Budget Survey of the Tanzania Bureau of Statistics, and price data from the Ministry of Industry and Trade and the World Food Programme. He
first tries to find out whether the transmission from international to domestic prices is affected by the level of integration into the EAC market, and concludes that the level of price transmission is higher in regions bordering the EAC and more limited in regions far from the EAC border. He then shows that the export ban is associated with an increase in price in most EAC border regions and a decrease in price in most peripheral regions. Finally, he estimates the welfare effect of the export ban on maize on consumers in Tanzania. At the national level, the ban led to a household welfare loss of approximately 1.5 per cent, with female-headed households suffering more than male-headed households. At the regional level, consumers in most of the EAC border regions lost from the export ban, while those in most peripheral regions experienced a welfare gain; this can be partly explained by the fragmentation of domestic markets. Findings of the paper contribute to the debate about the appropriateness of non-tariff measures in trade policy, and provide additional insights, particularly regarding the heterogeneous effects of policy measures, which might encourage targeted, location-specific interventions.

After having trained researchers on trade and gender through an online course and a face-to-face workshop under the second phase of the trade and gender project, the Vi and TGDS initiated the project's third phase which consists of mentoring researchers who work on the development of research papers on trade and gender issues of policy relevance for their countries. The call for proposals yielded 11 proposals, of which four - from Cameroon, Ghana, Nigeria and the United Republic of Tanzania - were selected for support. Mentored by one of the two the resource persons of the workshop, David Zavaleta, the papers should be finalized in 2016.

4. NETWORKING AND DISSEMINATION SERVICES

To complement its activities in the area of capacity building and networking, the Vi continued to facilitate cooperation among Vi members, and to disseminate UNCTAD's research to academia.

With funding from the Government of Finland, the Vi facilitated teaching cooperation between its two member universities in Kenya, whereby a lecturer from the University of Nairobi delivered two trade-related courses in the second edition of the Master's programme in International Economics and Trade at Moi University developed during the 2013 Vi fellowship of the then Moi's Vi member coordinator, Mark Korir. For a second year in a row, Kinuthia thus taught two courses at Moi University, on International Trade in Goods and Commodities (9-13 November 2015), and on International Trade in Services (16-20 November 2015). Kinuthia shared his notes and other materials with the 11 students in the group and gave them numerous assignments. He praised the quality and commitment of this year's students and also met with the students he had taught last year, a number of whom chose trade issues for their Master's theses. The feedback from students rated Kinuthia as "exemplary and competent". The students particularly appreciated him teaching trade using case studies and practical examples relevant to the Kenyan economy. In the words of the Vi coordinator at Moi, Simeon Kiptarus Nganai, "I attended the starting sessions of his courses and he was excellent. The courses were well organized, the outlines clear and helpful, the reading materials very current, the syllabus was taught to completion, and the tests issued and returned as scheduled".

The Vi also continued assisting its members by acting as a channel to disseminate their calls for papers, scholarships and teaching opportunities. Twenty-nine e-mail alerts containing 48 academic opportunities went out to the network. The calls related to applications to members' academic programmes; professional development opportunities (courses, workshops, summer programmes) offered by the Vi; its partners and members; student exchanges; invitations to conferences, presentations or series of videoconferences organized by members; opportunities for fellowships or visiting professorships; and publication opportunities (calls for papers for journals, publications, or conferences; essay awards). These calls at times resulted in academic exchanges or cooperation, or publications by Vi members, such as the recent inclusion of a paper by Watson Munyanyi and Campion Chiromba on "Tax incentives and investment expansion: evidence from Zimbabwe's tourism sector" in the AD-Minister journal (No. 27/2015) of Universidad EAFIT, Colombia.
The Vi website (http://vi.unctad.org) was at the heart of the Vi dissemination efforts. By the end of 2015, 5,207 individuals from 170 countries had registered as users of the site. In 2015, the site recorded 14,140,145 hits coming from 322,206 unique visitors in 2015. Nearly 1,300 resources – articles, papers, reports, presentations and briefs related to trade and development, some of which in multiple languages – were available to Vi members and other interested users in the Virtual Institute's digital library at the end of 2015. These documents, emanating from UNCTAD, the Vi membership and Vi content partners – WTO, the World Bank, the South Centre, ICTSD, and UN regional commissions – can be browsed by thematic category, author, title and year of publication. The library also includes a full-text search engine and an e-mail alert system to which members can subscribe according to their topics of interest.

A new version of the Vi website was launched in June 2015. While efforts were made to keep the look of the site similar to the version the users had got accustomed to, the five-year-old site required major upgrade of the content management system, many third-party functionalities and migration of legacy data. True to the Vi philosophy, free and open source software was used in this process. The site is now easier to browse in mobile phones, tablets and/or computer screens, thanks to a new responsive template framework. For Vi members requesting content in different languages, the site now provides automatic translation into a wide range of languages. It also contains an agenda, which not only lists Vi events, courses and workshops, but includes important dates related to Vi academic opportunity e-mail alerts. The old content rating system was replaced with “like” buttons, and easy sharing through LinkedIn, Facebook and Twitter accounts was added to the site’s functionalities.

In addition to disseminating UNCTAD's research in electronic format, the Vi also sent hard copies of UNCTAD publications to enrich Vi member libraries with up-to-date policy-oriented research reports. Nearly 2,100 publications were shipped to Vi member institutions in 2015. These publications are placed in university/faculty/department libraries for use by researchers, university teachers and students.

In 2015, the Vi also developed eight new multimedia teaching resources for its members, as a means of disseminating UNCTAD's research. These resources attracted more than 3'000 hits during the year.

### Vi multimedia teaching resources 2015

<table>
<thead>
<tr>
<th>Title</th>
<th>Resource person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TDR 2015: Making the international financial architecture work for development</td>
<td>Elissa Braunstein, Alfredo Calcagno, GDS</td>
</tr>
<tr>
<td>FDI flows to developing countries on the rise: Five economies among top 20 recipients</td>
<td>Astrit Sulstarova, Noelia García-Nebra, Mohamed Chiraz Baly, DIAE</td>
</tr>
<tr>
<td>Consumer to business e-commerce brings opportunities for developing countries</td>
<td>Torbjörn Fredriksson, Scarlett Fonteur Gil, DTL</td>
</tr>
<tr>
<td>LDC Report 2014: LDCs battleground for SDGs</td>
<td>Rolf Traeger, ALDC</td>
</tr>
<tr>
<td>Local actors must play role in SDG implementation</td>
<td>Rolf Traeger, ALDC</td>
</tr>
<tr>
<td>TDR 2014: Policy space key for tackling sluggish recovery</td>
<td>Alfredo Calcagno, GDS</td>
</tr>
<tr>
<td>TRIPS flexibilities and anti-counterfeit legislation in East Africa: Implications for generic producers</td>
<td>Christoph Spennemann, DIAE</td>
</tr>
<tr>
<td>World Investment Report 2014: Russia moves up FDI host list</td>
<td>Kalman Kalotay, DIAE</td>
</tr>
</tbody>
</table>
Vi videoconferences aim to disseminate the findings of UNCTAD research, in particular its flagship reports, to the staff and students of Vi member institutions. Videoconferences feature an expert from the authoring division, who presents the report’s findings, relates them to the country/region of the Vi member institution and answers questions from academics and students. Representatives from Geneva permanent missions at times also participate. Some videoconferences are filmed and made available on the Vi website as multimedia teaching resources. Thirteen videoconferences presenting UNCTAD’s research were offered to the Vi membership in 2015, reaching a combined audience of 606 (including 325 women) students and lecturers. Additionally, a presentation of the Trade and Development Report 2015 to TradeMark East Africa, by GDS’s Elissa Braunstein, was organized on 5 November 2015.

### Vi videoconferences 2015

<table>
<thead>
<tr>
<th>Country</th>
<th>Members</th>
<th>Topic</th>
<th>Date</th>
<th>Resource person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Colombia</td>
<td>Universidad EAFIT, Universidad EAN, Universidad de La Salle, Universidad Santo Tomás</td>
<td>Least Developed Countries Report 2014</td>
<td>23 February</td>
<td>Rolf Traeger, ALDC</td>
</tr>
<tr>
<td>2 Belarus</td>
<td>Belarus State Economic University</td>
<td>Least Developed Countries Report 2014</td>
<td>24 February</td>
<td>Rolf Traeger, ALDC</td>
</tr>
<tr>
<td>3 Belarus</td>
<td>Belarus State Economic University</td>
<td>World Investment Report 2014</td>
<td>24 March</td>
<td>Kalman Kalotay, DIAE</td>
</tr>
<tr>
<td>4 Colombia</td>
<td>Universidad EAFIT, Universidad Sergio Arboleda</td>
<td>Information Economy Report 2015</td>
<td>1 June</td>
<td>Scarlett Fondeur, DTL</td>
</tr>
<tr>
<td>5 Brazil</td>
<td>Institute for Applied Economic Research</td>
<td>World Investment Report 2015</td>
<td>26 August</td>
<td>Astrid Sulstarova, DIAE</td>
</tr>
<tr>
<td>6 Colombia</td>
<td>Universidad EAFIT, Universidad EAN</td>
<td>World Investment Report 2015</td>
<td>29 September</td>
<td>Noelia Garcia Nebra, DIAE</td>
</tr>
<tr>
<td>7 Russian Federation</td>
<td>Moscow State Institute of International Relations, St. Petersburg State University, St. Petersburg State University of Economics, North-West Institute of Management</td>
<td>World Investment Report 2015</td>
<td>6 October</td>
<td>Kalman Kalotay, DIAE</td>
</tr>
<tr>
<td>8 Colombia</td>
<td>Universidad EAFIT</td>
<td>Trade and Development Report 2015</td>
<td>20 October</td>
<td>Alfredo Calcagno, GDS</td>
</tr>
<tr>
<td>9 Peru</td>
<td>Pontificia Universidad Católica del Perú</td>
<td>World Investment Report 2015</td>
<td>6 November</td>
<td>Noelia Garcia Nebra, DIAE</td>
</tr>
<tr>
<td>10 South Africa</td>
<td>North-West University</td>
<td>Trade and Development Report 2015</td>
<td>12 November</td>
<td>Alex Izurieta, GDS</td>
</tr>
<tr>
<td>11 Peru</td>
<td>Pontificia Universidad Católica del Perú</td>
<td>Trade and Development Report 2015</td>
<td>19 November</td>
<td>Edgardo Torija Zane, GDS</td>
</tr>
<tr>
<td>12 Philippines</td>
<td>Ateneo de Manila University</td>
<td>Trade and Development Report 2015</td>
<td>23 November</td>
<td>Ebru Voyvoda, DGS</td>
</tr>
<tr>
<td>13 Morocco</td>
<td>Université Mohammed V-Souissi</td>
<td>World Investment Report 2015</td>
<td>7 December</td>
<td>Mohamed Chiraz Baly, DIAE</td>
</tr>
</tbody>
</table>

Throughout the year, the Vi also continued maintaining an active “News” section on its site, publishing 57 news items. In addition, it produced four quarterly electronic newsletters which kept member institutions informed.
and individuals up to date on network activities, research and teaching opportunities, and newly available resources, web links and publications. The newsletter was distributed by e-mail to all registered Vi website users, former Vi and UNCTAD workshop participants, Geneva missions, Vi partners and other contacts. The Vi e-distribution list currently contains almost 8,000 recipients.
ANNEX: VI MEMBER UNIVERSITIES AND THINK TANKS (31 DECEMBER 2015)

CORE UNIVERSITY MEMBERS (59)

ARGENTINA
Facultad Latinoamericana de Ciencias Sociales (FLACSO)

AZERBAIJAN
Azerbaijan State University of Economics (ASEU)

BANGLADESH
Jagannath University (JnU)

BARBADOS
University of the West Indies (UWI)

BELARUS
Belarus State Economic University (BSEU)

BELGIUM
College of Europe

BENIN
Université d’ Abomey- Calavi (UAC)

BOSNIA AND HERZEGOVINA
University of Sarajevo (UNSA)

BOTSWANA
University of Botswana (UB)

BRAZIL
University of Campinas (UNICAMP)

BULGARIA
University of National and World Economy (UNWE)

BURKINA FASO
Institut Panafirican pour le Développement - Afrique de l’Ouest et le Sahel (IPD-AOS)

BURUNDI
Université du Burundi (UB)

CAMEROON
Université de Yaoundé II (UYII)

CANADA
Carleton University

CHAD
Université de N’Djaména

CHILE
Universidad de Chile

CHINA
University of International Business and Economics (UIBE)

COLOMBIA
Universidad EAFIT

CZECH REPUBLIC
Metropolitan University Prague (MUP)

ECUADOR
Universidad Católica de Santiago de Guayaquil (UCSG)

EGYPT
Cairo University (CU)

ETHIOPIA
Addis Ababa University (AAU)

FINLAND
University of Jyväskylä (JYU)

FRANCE
Université Pierre-Mendès-France (UPMF)

GEORGIA
University of Georgia (UG)

GERMANY
HTW Berlin - University of Applied Sciences

GHANA
University of Cape Coast (UCC)

INDIA
Jawaharlal Nehru University (JNU)

ISLAMIC REPUBLIC OF IRAN
School of International Relations (SIR)

ITALY
Università Bocconi

JORDAN
University of Jordan (UJ)

KENYA
University of Nairobi (UoN)

MAURITIUS
University of Mauritius (UoM)

MEXICO
Instituto Tecnológico Autónomo de México (ITAM)

MOROCCO
Université Mohammed V-Souissi (UMSS)

MOZAMBIQUE
Universidade Eduardo Mondlane (UEM)

NEPAL
Mid-western University (MU)

NIGERIA
University of Nigeria (UNN), Nsukka

PERU
Pontificia Universidad Católica del Perú (PUCP)

PHILIPPINES
Ateneo de Manila University (ADMU)

RUSSIAN FEDERATION
Higher School of Economics (HSE)

SENEGAL
Université Cheikh Anta Diop (UCAD)

SERBIA
University of Belgrade

SOUTH AFRICA
University of Pretoria (UP)

SPAIN
Universitat de Barcelona (UB)

SWITZERLAND
World Trade Institute (WTI)

THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA
University American College Skopje (UACS)

THE GAMBIA
University of the Gambia (UTG)

TOGO
Université de Lomé (UL)

TUNISIA
Tunis Business School (TBS)

UGANDA
Makerere University Business School (MUBS)

UKRAINE
Kyiv National Economic University (KNEU)

UNITED KINGDOM
School of Oriental and African Studies (SOAS), University of London

UNITED REPUBLIC OF TANZANIA
University of Dar-es-Salaam (UDSM)

URUGUAY
Universidad de la República (UDELAR)

VIET NAM
Foreign Trade University (FTU)

ZAMBIA
Copperbelt University (CBU)

ZIMBABWE
University of Zimbabwe
ARGENTINA
Universidad Nacional de Córdoba (UNC)

BRAZIL
Institute for Applied Economic Research (IPEA)
São Paulo State University (UNESP)
Universidade Federal do Rio de Janeiro (UFRJ)
Universidade Federal de Viçosa (UFV)
University of São Paulo (USP)

CAMEROON
Institut Panafricain pour le Développement - Afrique Centrale (IPD-AC)
Pan African Institute for Development West Africa (PAID-WA)

CHINA
Central University of Finance and Economics (CUFE)
East China Normal University (ECNU)
Shanghai University of Finance and Economics (SUFE)
Shanghai University of International Business and Economics (SUIBE)

COLOMBIA
Academia Diplomática Augusto Ramírez Ocampo
Fundación Universitaria Konrad Lorenz
Institución Universitaria Politécnico Grancolombiano

BANGLADESH
Bangladesh Enterprise Institute (BEI)
Bangladesh Foreign Trade Institute (BFTI)
Centre for Policy Dialogue (CPD)
Research Centre (HDRC)

BELGIUM
European Policy Centre (EPC)
Leuven Centre for Global Governance Studies

BRAZIL
Centro Brasileiro de Analise e Planejamento (CEBRAP)

AFFILIATE UNIVERSITY MEMBERS (47)

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Universidade Federal de Viçosa (UFV)
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Research Centre (HDRC)

Belgium
European Policy Centre (EPC)
Leuven Centre for Global Governance Studies

Brazil
Centro Brasileiro de Analise e Planejamento (CEBRAP)

Think Tank Members (17)

Canada
North-South Institute (NSI)

Dominican Republic
Empirica - Centro de Aplicaciones Económicas
Fundación Global Democracia y Desarrollo (FUNGLODE)

Germany
German Development Institute (DIE)
Kiel Institute for the World Economy (IFW)

Slovenia
Centre for International Cooperation and Development (CMR)

International Center for Promotion of Enterprises (ICPE)

The Former Yugoslav Republic of Macedonia
Finance Think

Ukraine
Institute for Economics and Forecasting (IEF)

United Republic of Tanzania
East African Research Capacity Development Foundation (EARCDF)