# TABLE OF CONTENTS

1. Introduction and highlights ........................................................................................................... 1
2. Support to teaching: curricular advice, teaching materials and study tours .......................... 2
3. Professional development for research and teaching: online courses, workshops, fellowships and mentored research ................................................................................................................. 4
4. Networking and dissemination services ......................................................................................... 22

Annex: Vi member universities and think tanks (31 December 2014) .............................................. 25
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 year 2014 has been a very special year for the Vi as it celebrated its 10th anniversary. Created in June 2004 at the UNCTAD XI conference in São Paulo, Brazil, the programme grew from five founding members to 111 academic institutions in 54 countries around the world. In 2014 alone, the Vi membership grew by 17 per cent, with 15 new institutions joining the programme. Twelve new universities, from Belgium, Burundi, China (2), Colombia, Finland, India, Nigeria, the Russian Federation, Serbia, the United Republic of Tanzania, and Zambia, as well as three research institutes, from the Dominican Republic (2) and the United Republic of Tanzania, became Vi members in the course of the year.

Since its inception, the Vi has met with great success in the pursuit of its objectives. To support teaching, it has helped members enrich their academic offer through a palette of services and resources including curricular advice, teaching materials and their adaptation to local contexts, and study tours. In the past 10 years, the Vi has supported the launch of new Master's programmes in nine countries, and contributed to the development and/or upgrade of courses at universities in 15 countries. The original five Vi teaching materials have nearly tripled, and generated 30 adaptations to the contexts of 16 countries (including one in 2014), as well as translations into eight languages. The materials have been used to teach at least 33,000 students in 29 countries. The Vi has also kept members' libraries well stocked, distributing 25,500 trade-related publications, and provided training for nearly 1,500 students through its 53 study tours and visits, including eight for 251 students in 2014.

To help member institutions strengthen their research capacities, the Vi provided professional development through online courses, workshops, fellowships and mentored research projects. In its first 10 years of existence, 1,267 academics from 82 countries gained new skills and knowledge through 48 Vi
workshops and online courses, which also generated 16 mentored research projects by researchers in 15 countries. The network has also nurtured 64 budding researchers from 20 countries through Vi fellowships at UNCTAD.

In 2014 in particular, professional development was the main thrust of Vi activities. The Vi delivered two online courses - on trade and poverty and on non-tariff measures - successfully completed by 91 participants, and eight national professional development workshops for 187 researchers from Africa, Asia and Latin America. It also hosted seven fellows who worked on research and teaching projects with support from UNCTAD experts. The three-year Vi capacity-building project on trade and poverty reached its final phase, as the best graduates of the 2012 online course, with support from international experts, the Vi and national policymakers, completed papers on topical trade and poverty issues for their countries. The studies were published in a collection titled “Trade policies, household welfare and poverty alleviation: Case studies from the Virtual Institute academic network” and/or the Vi website, and presented to academic, policymaking and civil society audiences in Geneva and six developing countries.

The independent external evaluation of the project concluded that the project has met or exceeded all numeric targets set out in the project document, has been very relevant and effective, demonstrated a particularly high efficiency, and laid grounds for the sustainability of project activities at the Vi and in the work of participants and their institutions. The evaluator concluded that the use of the Vi university network to complement the other ways in which UNCTAD interacts with universities works well. He also considered the link between academics and policymakers in the Vi network to be very useful in making the research outputs policy relevant. In his view, the strategy of sequential teaching and research phases used in the project was very effective and should therefore be extended to new topics. Finally, he recommended that UNCTAD encourage and strengthen the Vi, and seek additional donors for the Vi to ensure the funding stability of the programme.

Since Vi's establishment, digital services have figured prominently in the programme's activities. The 71 Vi videoconferences organized so far have linked more than 3,200 participants from 13 countries with UNCTAD experts. The Vi website now has more than 4,500 registered users, and received nearly 20.9 million hits in 2014, up 55 per cent from 2013. The site also hosts a digital library with almost 1,400 publications, 70 curricula shared by the membership, 68 multimedia teaching resources, and 36 document sets derived from Vi study tours and workshops. In 2014 alone, five multimedia resources were added to the website and 434 students and lecturers learned about UNCTAD's research through eleven videoconferences.

As we celebrate our first decade, our gratitude goes to the governments of Canada, Finland, Japan, Norway and Spain, as well as the UN Department of Economic and Social Affairs and the One UN Fund for Tanzania, whose trust and financial support have allowed us to make the Vi a success.

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

In 2014, the Vi continued to assist member universities in strengthening their undergraduate and graduate programmes on trade and development topics by providing advisory services on the design of academic programmes, supporting the adaptation of its generic teaching 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 Master's programme in International Economics and Trade launched in October 2014 at Moi University, Kenya, and contributed to the development of proposals for a Bachelor's programme in International Economics and Trade at the University of Nairobi, Kenya, and a course in Global Value Chains Management for the Master’s programme in International Business at the Makerere University Business School in Uganda. The advice concerned the selection of courses to be included in the programmes, comments on their content, and recommendations of readings and other teaching resources, including those published by UNCTAD and the Virtual Institute.
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 localization, which usually takes the form of an additional teaching module, includes elements such as national/regional data, case studies and information about national policy frameworks. The localized materials serve as class readers, and contain review questions and activities for students.

In 2014, one localized version of the Vi teaching material on trade and poverty was completed by a lecturer from Université de Yaoundé II, Cameroon, Henri Ngoa, with support from Amelia Santos-Paulino, of UNCTAD’s Division on Africa and the Least Developed Countries (ALDC), and Vi economist, Cristian Ugarte. The localization was made possible by the contribution from the Government of Finland. The university intends to use the material as teaching support for trade-related courses in its Master’s in International Economics.

The material analyzes the trade-poverty link as it relates to Cameroon. The introduction puts the topic in the context of Cameroonian strategic policy documents aimed at increasing growth, creating employment and reducing poverty, and introduces the main concepts related to trade openness and poverty. The second chapter provides theoretical analysis, as well as empirical evidence, on the effects the opening of a country to trade may have on poverty, both at the macroeconomic and the microeconomic levels. The third chapter is specifically dedicated to Cameroon. It starts by reviewing the development of the country’s trade policy since its independence. It then explores macroeconomic evidence on the impact of trade liberalization on poverty by examining the link between trade liberalization and economic growth, and between economic growth and poverty reduction, including related topics such as gender inequality, in Cameroon. It then delves into microeconomic evidence on the effects of trade on poverty, focusing on the effect of changes in prices of agricultural products on household welfare, and the effect of trade on wage inequality in Cameroon. The material also contains discussion questions for students.

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 2014, the site hosted 12 generic Vi teaching materials and 30 localizations. It also offered 36 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.

As part of its support to teaching, the Vi organized four study tours for 121 students (84 women) from member universities in the Russian Federation, the Caribbean countries, the People’s Republic of China and Colombia, and four training sessions for 130 students (73 women) from the University of Barcelona (Spain), Universidad de la Salle and Universidad Sergio Arboleda (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 (WTO), the International Trade Centre (ITC), the World Intellectual Property Organization, the International Organization for Migration, the World Health Organization, the International Labour 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, exposed these future trade professionals to the environment of trade negotiations, and linked them with international experts and their national or regional representatives in charge of negotiations in Geneva.
### Virtual Institute study tours and study visits 2014

<table>
<thead>
<tr>
<th>Country</th>
<th>Universities</th>
<th>Dates</th>
<th>Number of participants/women</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Spain</td>
<td>University of Barcelona</td>
<td>25 February</td>
<td>33/20</td>
</tr>
<tr>
<td>2 Russian Federation</td>
<td>Moscow State Institute of International Relations, Higher School of Economics, St. Petersburg State University, North-West Institute of Management</td>
<td>7-11 April</td>
<td>48/35</td>
</tr>
<tr>
<td>3 Barbados</td>
<td>University of the West Indies</td>
<td>12-23 May</td>
<td>12/8</td>
</tr>
<tr>
<td>4 China</td>
<td>University of International Business and Economics</td>
<td>29 September-3 October</td>
<td>27/22</td>
</tr>
<tr>
<td>5 Colombia</td>
<td>Universidad de la Salle</td>
<td>7 October</td>
<td>26/17</td>
</tr>
<tr>
<td>6 Colombia</td>
<td>Universidad Sergio Arboleda</td>
<td>27 October</td>
<td>37/22</td>
</tr>
<tr>
<td>7 Colombia</td>
<td>Universidad EAFIT, Universidad EAN, Universidad de la Sabana, Universidad ICESI, Universidad Javeriana, Universidad Jorge Tadeo Lozano</td>
<td>17-21 November</td>
<td>34/19</td>
</tr>
<tr>
<td>8 Germany</td>
<td>University of Applied Sciences Berlin</td>
<td>7 November</td>
<td>34/14</td>
</tr>
</tbody>
</table>

**Feedback from Vi study tours**

“I was very much satisfied with the format of the study tour and I will take home a lot of new knowledge and an international experience.”

*Participant of the study tour for the Russian Federation*

“The highlight was the meeting with the ambassadors and other country delegates. This was specially related to the current issues that are being negotiated and the position of CARICOM economies.”

*Participant of the study tour for the Caribbean countries*

“I learned the differences between international organizations and now I have a better understanding of China’s role in the WTO and the current problems our economy faces.”

*Participant of the study visit for the People’s Republic of China*

“I learned that trade, development and foreign policy are three areas with a lot of linkages and that coherence among them provides the basis for good governance. I also learned that foreign trade provides immense opportunities for countries and enterprises in the developing world.”

*Participant of the study tour for Colombia*

### 3. Professional Development for Research and Teaching: Online Courses, Workshops, Fellowships and Mentored Research

**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 through an online forum and instant messaging. 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 2014, the Vi delivered two online courses - a second edition of its existing course on trade and poverty, and a newly developed course on non-tariff measures.

In response to the overwhelming success and scores of unmet requests for the 2012 edition, the Vi decided to offer a second edition of its trade and poverty course. Held from 3 February to 20 April, the course, whose aim was to train researchers on the empirical tools needed to assess the impact of trade and trade-related policies on poverty and income distribution, attracted 235 applications, out of which 45 candidates from 38 countries were selected to participate. Thirty-one participants (including nine women) from 27 developing and transition countries (including 17 LDCs) successfully completed the 11-week course consisting of six modules, related tests and hands-on exercises. The course was tutored by Vi economist, David Zavaleta.

In the end-of-course evaluations, all participants stated that the course had enhanced their knowledge of data sources, tools, methods and policy-relevant research questions on trade and poverty, with 71 per cent rating the course as having “extremely” or “very much” enhanced their knowledge in the areas covered. In addition, 89 per cent of the graduates felt ready to undertake policy-relevant research on trade and poverty independently or in partnership with a more experienced researcher, and/or instruct their students on the tools and methods used in the course. The course thus further contributed to the development of a pool of trade and poverty researchers in participating countries available to provide policy-relevant trade and poverty analysis to their countries’ governments.

Participants were also asked to provide specific examples of their plans to use the knowledge and skills gained from the course in their teaching, research and policy advice work.

With regard to teaching, 19 participants said that they would use the materials from the course in their university teaching of econometrics, international/agricultural trade, and international business at the undergraduate, graduate and PhD levels. Participants from Botswana, Zambia and Zimbabwe noted that they would also use their new knowledge to provide research guidance to students. The participant from the Gambia planned to organize a Stata software training workshop for his colleagues and the participant from Bangladesh to offer a course on the impact of trade on poverty for government officials. The Rwandan participant said that attending the course would assist him in developing his university's e-learning resources.

The bulk of examples provided by the participants, however, concentrated on research. The 33 participants who said that they would use the knowledge from the course in research mentioned 24 specific papers of relevance to their countries on which they would like to work.

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

“...I got to know of many useful data sources I did not know, especially for household surveys. The empirics lectures were very useful and gave me a good feel of the trade and poverty data analysis techniques. Importantly, they also covered interpretation of results as well as the possible policy implications.”

* Tichaona Pfumayaramba, University of Venda, Zimbabwe

“...I liked the good mix of theory - readings and additional readings - video lectures and the empirical applications. These facilitated learning and helped apply the gained knowledge independently and with some good level of ease.”

* Reboneng Makoa, Ministry of Development Planning, Lesotho

“...Given that I am working with a policy institution and have advanced training in economics at the PhD level, trade and poverty will be one of my research areas. This will help my institution improve its way of making policy as now it will...”
be coming up with evidence-based policies as a result of the research I am going to undertake collaboratively with other colleagues.”

Zarau Kibwe, Tanzania, currently PhD student, National Graduate Institute for Policy Studies, Japan

“I would like to go on studying and reading on the subject as well as to try to replicate the course for postgraduate students in my country. I have taken the course due to the recommendation of a colleague from Argentina, in order to develop a comparative research on commodities prices and the impact on Argentina and Uruguay.”

Adriana Peluffo, Universidad de la República, Uruguay

“I plan to teach my students how we can measure the gains from trade and what we can expect after our country joins the WTO.”

Ebaidalla Mahjoub Ebaidalla, University of Kassala, Sudan

“I will be able to assist the students whom I supervise on tools that are available to them for use in their analysis. I will also be a in a better position to evaluate/review papers on similar topics.”

Zibanani Kahaka, University of Botswana

“Thanks to this course, I feel more prepared to launch a big project to evaluate the impact of a reform of fuel subsidy on household welfare.”

Philippe Thadal, Ministry of Economy and Finance, Haiti

“The course has improved my capacity to conduct trade and poverty research. I expect to conduct a study on my country to analyze the impact of the liberalization of the cocoa and coffee sector in Côte d’Ivoire on poverty.”

Christian Aboua, Université de Cocody-Abidjan, Côte d’Ivoire

“The use of non-parametric regressions is a very useful complement to show relationships among the entire distribution, with emphasis on the tails. I plan to use it in my current research project on the impact of the rise of commodity prices on poverty and welfare.”

Ariel Alejandro Barraud, Universidad Nacional de Córdoba, Argentina

“Some of the information will be used for teaching a Bachelor’s course on international trade and international business.”

Zoya Podoba, St. Petersburg State University, Russian Federation

“I will be submitting my MPhil dissertation next month. This course has helped me to delve deeper into micro-level studies at the household level.”

Gaurav Bhattacharya, Jawaharlal Nehru University, India

In cooperation with the Trade Information Section (TIS) of UNCTAD’s Division on International Trade in Goods and Services and Commodities (DITC), the VI developed a new online course on non-tariff measures (NTMs). 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 their countries face 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.

The first edition of the course, held from 1 September to 19 October, admitted 83 participants from 48 countries, after receiving an unexpectedly high number of applications - 455 from 99 countries. Tutored by TIS experts, the course awarded 60 participants from 43 countries the UNCTAD Non-Tariff Measures Data Collector Certificate. The graduates, from academic institutions and governments in 43 countries, are now part of the UNCTAD NTM Data Collector Roster.

Post-course evaluation questionnaires confirm that the course increased participants’ understanding of NTMs - for 55 per cent, “extremely” (the highest rating) and for 42.5 per cent, “very much” (the second highest rating). All participants stated that the course helped them better understand policy issues faced by their countries in international trade and that they intend to pursue concrete research, teaching and data collection projects in their countries.
The research issues proposed concern regional studies (on East Africa, West Africa, and MERCOSUR) and national case studies (on Brazil, Costa Rica, Lesotho, Cameroon, Ghana, and trade between Russia and the United States). Some of the projects will focus on specific sectors, such as agriculture, the food industry, the textile industry or medicines.

Participants also found that NTMs is a topic that needs to be better covered in university teaching and policymaker training in their countries, in particular in courses on international trade, trade theory and policy, and international economic relations. Finally, the participants from government ministries and agencies or regional organizations felt that the course would support them in the collection of NTM data and the advice they are asked to provide in the discharge of their functions.

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

"After the shift in trade policy instruments from tariffs to NTMs, this course is very relevant. It has immensely enhanced my understanding of policy implications of these measures."

"I immensely enjoyed the course. It has been thought-provoking from the start until the end. It sort of changed my way of thinking with regard to the subject matter."

"The modules come together to tell an important story. This course has provided me with a comprehensive background to the work I am currently doing on standards."

"(I intend to) specifically use my knowledge on NTMs in my research on the ASEAN Economic Community, particularly the business implications of NTMs for AEC 2015."

"With the resources and tutorials I received from the course instructors, I am planning to start a small project on collecting NTMs and sharing the findings with my students. This, I believe, will add a practical component to my teaching."

"(The course) will greatly assist me to explain to my international trade students what non-tariff measures really are and how they affect our export potential as a country."

"This course will help me in the collection, classification and tabulation of NTMs, as we have to report regularly to our WTO mission regarding these trade policy measures, for onward submission to the WTO Secretariat."

"As a member of national committees on trade I am now better placed to give sound advice/guidance when discussing issues related to non-tariff measures. For instance, the knowledge gained in this course has already helped me in a workshop that we had last week on the WTO Trade Facilitation Agreement."

"Part of my job includes provision of research and trade information to SMEs and this course will assist me greatly in doing this job. It will also assist in the evaluation of similar work done by consultants."

"It was my first Vi e-learning course and it was very successful. The combination of reading material, multimedia lectures and tests was excellent to absorb and understand the content properly. I look forward to other Vi courses."

"The course was very welcome and I would recommend any interested person to take the next edition."

### Vi professional development workshops

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.

In 2014, the Vi organized eight national professional development workshops which trained 187 academics (72 women) from Africa, Latin America and Asia. Two of these workshops were delivered in cooperation with DITC, one in cooperation with ALDC, and one in cooperation with the Special Unit on Commodities (SUC). The workshop organized for the Open University of Tanzania was funded by the One UN Fund for Tanzania, the cost of the workshops for the Gambia, Nepal and Kenya was covered by
the Government of Finland, while the workshops for Latin America and Asia were co-sponsored by the United Nations Department of Economic and Social Affairs and the Government of Finland.

### Vi national professional development workshops 2014

<table>
<thead>
<tr>
<th>Country</th>
<th>Hosting institution(s)</th>
<th>Topic</th>
<th>Resource person</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tanzania</td>
<td>Open University of Tanzania</td>
<td>Empirics of trade and trade policy</td>
<td>Marco Fugazza, DITC</td>
<td>2-5 June</td>
</tr>
<tr>
<td>Gambia</td>
<td>University of the Gambia</td>
<td>Empirics of trade and trade policy</td>
<td>Marco Fugazza, DITC</td>
<td>12-15 August</td>
</tr>
<tr>
<td>Nepal</td>
<td>Mid-Western University</td>
<td>Development policies in the post-2015 context</td>
<td>Rolf Traeger, ALDC</td>
<td>30 October-1 November</td>
</tr>
<tr>
<td>Peru</td>
<td>Pontificia Universidad Católica del Perú/Ministry of Trade and Tourism</td>
<td>Analysis of the impact of trade and trade-related policies on household welfare</td>
<td>Cristian Ugarte, Vi</td>
<td>4-6 November</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>INCAE Business School</td>
<td>Analysis of the impact of trade and trade-related policies on household welfare</td>
<td>Cristian Ugarte, Vi</td>
<td>11-13 November</td>
</tr>
<tr>
<td>Kenya</td>
<td>University of Nairobi</td>
<td>Food security and international trade</td>
<td>Samuel Gayi, SUC</td>
<td>24-25 November</td>
</tr>
<tr>
<td>Vietnam</td>
<td>Centre for Analysis and Forecasts, Vietnam Academy of Social Sciences</td>
<td>Analysis of the impact of trade and trade-related policies on household welfare</td>
<td>Cristian Ugarte, Vi</td>
<td>2-4 December</td>
</tr>
<tr>
<td>Philippines</td>
<td>University of Asia and the Pacific</td>
<td>Analysis of the impact of trade and trade-related policies on household welfare</td>
<td>Cristian Ugarte, Vi</td>
<td>9-11 December</td>
</tr>
</tbody>
</table>

The workshops on the empirics of trade and trade policy for Tanzania and the Gambia, as well as the workshop on development policies in the post-2015 context for Nepal, were the first activities organized by the Vi for these member universities. The trade empirics workshops introduced the participants to trade policy analysis and the use of the Stata software for the analysis of bilateral trade, taking into account its various determinants. A combination of lectures and practical examples presented the use of the gravity model in research, in particular in the context of the WTO and regional trade agreements. Participants also had the opportunity to practice the use of the gravity model through hands-on exercises using the Stata software. The first workshop, held from 2 to 5 June in Dar es Salaam, was attended by 17 participants from the Open University of Tanzania, the University of Dar es Salaam Business School, the Prime Minister's Office, the Ministry of Agriculture and the Tanzania Revenue Authority. The second workshop, which took place in Banjul from 12 to 15 August, was attended by 27 participants from the University of the Gambia's School of Business and Public Administration, the Management Development Institute and the Ministry of Trade.

The workshop on development policies in the post-2015 context for the Mid-Western University, Nepal, held from 30 October to 1 November, gathered 47 participants (19 women) - students of the university's Master in International Cooperation and Development and participants from research institutes and national and international NGOs. It was complemented by a policy dialogue on Millennium Development Goals (MDGs) and the least developed countries, attended by 30 participants from the government and...
academia. The workshop presented the rationale, origins and structure of MDGs, and analyzed their impact and the shortcomings in their formulation and implementation. It then assessed the progress towards the MDGs in developing and the least developed countries and particularly Nepal, and looked into domestic and international policies that would address priority needs of LDCs in the area of economic development, and how these needs could be reflected in the Sustainable Development Goals (SDGs). Participants also had the opportunity to apply their knowledge in practical group exercises on measures and policies which Nepal has put in place to pursue MDGs, and on the development priorities for Nepal in the post-2015 context.

The workshop on food security and international trade, which took place at the University of Nairobi, Kenya, from 24 to 25 November, was attended by 16 university lecturers and post-graduate students (5 women) from the University of Nairobi, Egerton University, Kenyatta University and the Ministry of Agriculture. On the first day, the participants were taken through the four dimensions of food security, and participated in an exercise on the gender dimensions of food security. The second day was dedicated to the relationship between international trade and food security and to group work on the causes of food insecurity in Kenya and the policy measures that could be proposed to the government to address the situation.

The workshops on the analysis of the impact of trade and trade-related policies on household welfare for Latin American and Asian countries were organized to train researchers on the methodology used in the country case studies developed in the framework of the Vi trade and poverty project. The three-day workshops, delivered by Vi economist, Cristian Ugarte, provided an introduction to the analysis of the impact of trade on poverty using micro-data from household surveys. The programme included theoretical and hands-on practice sessions using data and findings from recent research papers. The workshop in Peru, held from 4 to 6 November at the Ministry of Foreign Trade and Tourism, was attended by 19 (six women) researchers from academia and practitioners working in various units and services of the Peruvian government. The workshop in Costa Rica, hosted by the INCAE Business School from 11 to 13 November, trained 10 primarily academic participants (including two women). Twenty-eight participants (21 women) from six universities (Foreign Trade University, Vietnam National University, National Economics University, Academy of Finance, RMIT University, Vietnam Maritime University), four research institutions (the hosting Vietnamese Academy of Social Sciences, as well as the Development Policies Research Centre, the Mekong Development Research Institute, and the Institute for Labour Science and Social Affairs) and the United Nations Development Programme attended the workshop in Hanoi, held from 2 to 5 December. Finally, the audience of the workshop in Manila (9-11 December) consisted of 23 participants (15 women) from the hosting University of Asia and the Pacific, the Ateneo de Manila University, the Export Marketing Bureau of the Department of Trade and Industry, and the Congressional Planning and Budget Office. The workshops served to expand national pools of researchers knowledgeable of the method used in the studies, and drew the attention of policymakers to its availability and potential use in support of national policymaking.

The participants of Vi workshops enrolled with the expectation of enhancing their knowledge and skills on the topics covered. According to end-of-workshop questionnaires, these expectations were fully met or
exceeded and the knowledge was enhanced for all participants. On a scale from 5 (considerably enhanced the knowledge) to 1 (did not at all enhance the knowledge), the workshop in Tanzania received an average rating of 3.7, the workshops in the Gambia and Nepal a rating of 4.2, and the workshop in Kenya an average rating of 4.4. The workshops in Peru, Costa Rica, Viet Nam and the Philippines were rated 4.3, 4.5, 4 and 4.8, respectively.

Participants of all the workshops said that they intended to use the knowledge and skills gained from the workshops, and gave concrete examples of such use in their future teaching or studies, research, and work with policymakers. For instance, the participants of the workshop for Tanzania wish to use the knowledge from the workshop in teaching international business and logistics, international finance and research methodology, while those who attended the workshop for the Gambia plan to use workshop skills in teaching courses on econometrics, economics and international negotiations, and undertake research to develop country-relevant case studies or analyze topics such as the effects of ECOWAS RTAs on economic growth, Chinese FDI in Africa, and trade between WAEMU countries. The participants of the workshop for Kenya intend to enrich their teaching of agricultural policies and management, international economics, agricultural development and policy analysis, and engage in research on productive employment in the avocado sector, policies to fight national food insecurity, investment and food insecurity in urban areas, gender-based food insecurity, social targeting, and agricultural finance. Participants of the workshops on the analysis of the impact of trade and trade-related policies on household welfare plan research projects on the impact of NAFTA on households; agricultural units and non-agricultural firms in Peru; the impact of trade openness on income distribution and development in rural areas; and the effects of programmes developed along different agricultural (coffee, maize, beans) value chains on the beneficiaries’ welfare in Costa Rica. The participants also unanimously expressed the wish to see more Vi workshops on trade-related matters organized for academics in developing countries in the future.

### On the workshops and the intended use of workshop knowledge

“The workshop was rich in learning materials including empirical data and practical sessions. As academics, we expect that the knowledge, skills and competencies will improve the university’s capacity and interest in teaching, researching and consulting in the area of international trade, as well as in the current debate in country’s regional economic integration endeavours.”

* A participant of the workshop for Tanzania

“I intend to incorporate the gravity model when teaching econometrics to undergraduate students.”

* A participant of the workshop for the Gambia

“I would like to concentrate on the different PTAs and RTAs the Gambia has with different countries and how they could have influenced our overall trade balance. Also to look at whether we are efficiently using these PTAs and what could be done in order to improve them.”

* A participant of the workshop for the Gambia

“I now have the knowledge about the SDGs and find that the SDG targets are much more interesting than the MDGs because they are much clearer and focused, and target almost all social and environmental issues.”

* A participant of the workshop for Nepal

“I intend to use the workshop knowledge in my research, in particular with regard to setting priorities for Nepal in the post-2015 world.”

* A participant of the workshop for Nepal

“Samuel Gayi’s grasp of food security and trade issues was outstanding. He took us on a mental journey, encouraging us to be strategic about public policy in matters of agriculture and international trade.”

* A participant of the workshop for Kenya

“I gained insight into current issues and trends in the food security debate and the role of international trade in promoting food security in Africa.”

* A participant of the workshop for Kenya
“It was interesting to learn about different case studies from different countries, and how they were developed.”

A participant of the workshop for Peru

“I will look at how to link models and macroeconomic variables with micro economic problems, such as well-being of smallholders depending on changes in the prices of their production factors and a dynamic trade policy”.

A participant of the workshop for Costa Rica

“I am teaching statistics and international trade so now I have more insight in the theory.”

A participant of the workshop for Peru

“I will seek research ideas using this methodology to investigate the relationship between trade and agriculture in Viet Nam.”

A participant of the workshop for Peru

“The discussion on the trade and poverty mechanism will be a good input for my lectures in microeconomics and macroeconomics classes. The examples and results of the studies presented will also help me substantiate my class discussions”.

A participant of the workshop for the Philippines

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 2014, seven fellows came to work at UNCTAD on research and teaching projects of interest to their universities and their own professional development. The fellowship for Colombia was funded by the fellow’s university, while those for the academics from Cameroon, the Gambia, Kenya, Senegal, Uganda and Zimbabwe were sponsored by the Government of Finland. All the fellows benefited from mentoring by experts from UNCTAD and/or other organizations working in their fields of study.

**Vi fellowships 2014**

<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>
</thead>
<tbody>
<tr>
<td>Cameroon- Université de Yaoundé II</td>
<td>Manfred Kouty</td>
<td>12 May- 20 June</td>
<td>Determinants of trade costs in African countries (research)</td>
<td>Marco Fugazza, DITC</td>
</tr>
<tr>
<td>Zimbabwe- University of Zimbabwe</td>
<td>Voronica Mufudza</td>
<td>12 May- 20 June</td>
<td>FDI and economic transformation in Southern Africa: Quantifying TNCs’ spillovers in the SADC region (research)</td>
<td>Kalman Kalotay, Astrit Sulstarova, DIAE; David Zavaleta, Vi</td>
</tr>
<tr>
<td>Senegal- Université Cheikh Anta Diop</td>
<td>Marème Ndoye</td>
<td>16 June- 18 July</td>
<td>La demande mondiale et la spécialisation de l’économie sénégalaise (research)</td>
<td>Piergiuseppe Fortunato, GDS</td>
</tr>
<tr>
<td>Colombia- Universidad del Norte</td>
<td>Silvia Rozas</td>
<td>23 June- 25 July</td>
<td>Textbook on international integration</td>
<td>Noelia Garcia Gabra, Nicole Moussa, Kalman Kalotay, DIAE; Marco Fugazza, DITC; Angelo Silvy, Eugenia Lizano, WTO; Matias Urrutigoity, ITC</td>
</tr>
<tr>
<td>Country</td>
<td>University</td>
<td>Name</td>
<td>Dates</td>
<td>Project Description</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td>------</td>
<td>-------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Gambia</td>
<td>University of the Gambia</td>
<td>Momodou Mustapha Fanneh</td>
<td>21 July-29 August</td>
<td>Impact of RTAs and FDI on bilateral trade in manufactured products (research)</td>
</tr>
<tr>
<td>Uganda</td>
<td>Makerere University Business School</td>
<td>Timothy Esemu</td>
<td>22 September-31 October</td>
<td>Development of a course on global value chains management (teaching)</td>
</tr>
<tr>
<td>Kenya</td>
<td>University of Nairobi</td>
<td>Tabitha Kiriti-Nganga</td>
<td>6 October-14 November</td>
<td>Development of a curriculum for a Bachelor's programme in international economics and trade (teaching)</td>
</tr>
</tbody>
</table>

The researcher from Cameroon, Manfred Kouty, with support from Marco Fugazza, of DITC, worked on a paper measuring and analysing trade costs in Africa. The first objective was to determine whether higher trade costs faced by African countries are responsible for the weak performance of the continent in both intra-African trade and trade with the rest of the world. The second objective was to break down the trade costs into their different components, and identify those that are the most detrimental to African trade. Based on a database listing trade costs for 177 countries developed during his fellowship, the researcher concluded that the costs of African trade with the rest of the world are higher than those of regions with higher customs efficiency and better maritime connectivity. With regard to intra-African trade, he identified distance and the high costs of setting up a business as the main factors that push up the costs. The presentation for a group of UNCTAD experts of the first draft of his paper, which he intends to submit for publication, highlighted the importance of his work, given the scarcity of research on this issue on Africa and its importance for setting governments’ policy direction. Since his return to Yaoundé, the fellow has used the documents gathered during his stay in Geneva to deliver a 25-hour course on trade facilitation and trade negotiations to Master’s students at his university, and provided training on the gravity model to researchers at the Research Centre on Economics and Management.

With support from Kalman Kalotay and Astrit Sulstarova, of UNCTAD’s Division on Investment and Enterprises (DIAE), and Vi economist David Zavaleta, the fellow from Zimbabwe, Voronica Mufudza, developed a paper analyzing the spillover effects of foreign direct investment (FDI) in Africa. Such effects are attributed to factors such as the spread of technology used by multinational companies (MNCs) to local companies, and the transfer of production and managerial skills and methods through mobility of staff originally employed by MNCs. Analyzing spillovers across the primary, secondary and tertiary sectors, Mufudza found that technological spillovers of FDI within all sectors in sub-Saharan Africa are weak and negative. Productivity spillovers are positive in the secondary sector and negative in the primary sector (which attracts the majority of MNCs to Africa) and in the services sector, possibly due to limited linkages between MNCs and domestic firms in the primary sector. Mufudza therefore recommends policies to foster the linkages between MNCs and domestic firms within the primary sector and between MNCs in the primary sector and domestic firms in other sectors, in particular industry. During the final
presentation of her work, experts stressed the novelty of her research in terms of the sectoral impact of FDI, which has not yet been researched in Africa, and its link with policymaking, underpinning the need for sectoral policies to enhance the effect of FDI in Africa. Following her stay in Geneva, she finalized the paper - which will serve as the first of the three papers for her PhD thesis - and submitted it to the Research Council of Zimbabwe (RCZ) which agreed to publish it. She also completed two other papers regarding the role of trade policy in harnessing the gains from FDI in Zimbabwe, and the economic implications for Zimbabwe of joining the Tripartite Free Trade Area. She will present the findings of two of the papers at the RCZ International Research Symposium in February 2015.

The fellow from Senegal, Marème Ndoye, worked with Piergiuseppe Fortunato, of UNCTAD's Division on Globalization and Development Strategies (GDS), on a paper titled "World demand and specialization of the Senegalese economy". The aim of Ndoye's research was to identify sectors in the Senegalese economy which have potential to create value added, and contribute to growth and poverty reduction. Using the methodology Fortunato had co-developed for a case study on Ethiopia, she aimed to identify export products in Senegal whose technological level and factor endowment are close to the current export basket of the country, and which hold promise in terms of value added and exports. Her preliminary analysis identified more than 100 such products, in particular in the chemical industry and the recycling of organic waste, which could receive government support. In addition to direct support, she pointed out the necessity for the government to provide indirect support to strengthen the private sector, facilitate access to finance, develop infrastructure, and support education and research in the targeted sectors. During the fellowship she completed a first draft of her paper, which she plans to submit to her university for review and eventually publication in an academic journal. She also plans to use it as input in the professional Master’s courses she currently teaches.

The first teaching project of the year - development of a textbook on international integration theory and practice - was undertaken by Silvia Rozas, a lecturer from Virtual Institute Colombian member, Universidad del Norte. The VI facilitated meetings for her with experts at UNCTAD, WTO and ITC who provided her with up-to-date information about the topics to be covered in her book. These included trade policy reviews, the gravity model of international trade, foreign direct investment, small and medium-sized enterprises in Latin America, and trade logistics and facilitation. The fellow also met with the representatives of the permanent missions of Colombia to the UN and the WTO. Her stay in Geneva helped her complete the literature review and structure of the book, which she plans to publish in English in 2015, and to build a professional network of contacts for her future work. UNCTAD also benefited from her expertise, as she contributed a presentation on a virtual platform for scientific, technological and management innovation aimed at improving the operational efficiency of the Colombian logistics system to an UNCTAD expert group meeting on transport, trade logistics and trade facilitation.

The fellow from the Gambia, Momodou Mustapha Fanneh, Head of the Department of Economics at the University of the Gambia, came to Geneva to work on a paper investigating the impact of regional trade agreements (RTAs) and FDI on bilateral trade in manufactured products within regional agreements and with countries outside these groupings. With assistance from Marco Fugazza, of DITC, and VI’s Cristian Ugarte, he analyzed the impact observed in four major regional trade agreements - ECOWAS, NAFTA, the EU and ASEAN - of trade in 28 manufacturing industries during the period 1995-2004. While most authors so far have only focused on the effect of RTAs on trade or the impact of FDI on trade separately, Fanneh’s study is novel in that it investigates the combined effect of RTAs and FDI on trade which may result, for instance, from the higher level of investment made possible by increased incentives due to
economic integration. His analysis, using an augmented gravity model, shows that the RTAs had a significant and positive trade-creating effect on the intra-regional trade of ECOWAS, NAFTA, EU and ASEAN countries, while FDI fostered trade with countries outside the blocs. This suggests that the incoming FDI was more efficiency-seeking, and consequently export-oriented, than market-seeking (i.e. aiming to sell the products within the groupings). During his stay in Geneva, the fellow produced a first draft of his paper, which he finalized and presented at the University of the Gambia Lecture Series upon return to the country. Based on the information and discussions during the fellowship, he also advanced on the preparation of another paper analyzing the relationship between trade and FDI in Africa.

The second 2014 fellow working on a teaching project, Timothy Esemu, Academic Head of the Department of Marketing and International Business at the Makerere University Business School, Uganda, proposed to develop a new course on Global Value Chains (GVC) Management, to be included in the Master's in International Business currently offered by his university. He benefited from the support of Rashmi Banga, of GDS, and DIAE’s Axèle Giroud and Fulvia Farinelli. He also held discussions with several experts from ITC, and attended several GVC-related meetings at UNCTAD, the WTO and ITC. The first part of the course he developed addresses theoretical and conceptual issues that underpin relationships between the main actors in modern GVCs. The second provides students with the tools to measure and evaluate participation in GVCs. The third part looks at the participation of developing country small and medium-sized enterprises (SMEs) in GVCs, the challenges they face, and the policies that could help them become more competitive, and move up to higher levels of value addition in GVCs. Upon his return to Kampala, the fellow planned to prepare the course for delivery in February 2015, and to develop shorter courses on GVCs for the private sector and policymakers, as well as research projects on how SMEs in Uganda could minimize the risks and maximize the benefits of participating in GVCs. Michael Wamai, First Secretary at the Permanent Mission of Uganda in Geneva, with whom the fellow discussed the results of his work, considered the course very timely and useful in providing tools to the government trade negotiating team. He emphasized the need to create linkages between researchers and policymakers in his country, and provided concrete ideas with regard to possible training for the government and a contribution from the university to the country’s inter-institutional trade committee.

The third teaching project was carried out by a fellow from Kenya, Tabitha Kiriti Nganga, of the School of Economics at the University of Nairobi, who worked on the development of a curriculum for a new Bachelor's programme in International Economics and Trade. The purpose of the programme is to educate qualified graduates to work in government and the business sector, and to create a critical mass of students with a trade background for the existing Master's in International Trading Systems. During her stay at UNCTAD, she held consultations with the Vi team about the overall thrust of the programme and the courses that could be included. She also had access to examples of programmes in similar areas at Vi member universities, and met with a number of UNCTAD experts to discuss the content of individual courses, in particular those on agricultural policies, trade facilitation, regional integration, competition policy, trade negotiations, gender, and e-commerce. These meetings helped her fine-tune the content of the courses, and provided suggestions of possible readings for the students. The curriculum will be discussed at the School of Economics of the fellow's university, a
stakeholders’ meeting, and the academic board of the College of Humanities and Social Sciences, before being submitted to the senate. The intention is to open the programme to a first intake of students in 2016. The fellow also explained her project to Fredrik Matwang’a, Counsellor at the Permanent Mission of Kenya, who appreciated the policy orientation of the programme, and called for closer links between the university and the government in his country. According to him, a mechanism at the institutional level should be established to help foster the cooperation between the University of Nairobi and the government.

In the end-of-fellowship feedback questionnaires, all the 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 access to data/databases and literature; advice and support from UNCTAD experts; contacts with international experts which may potentially result in future collaboration; the possibility to fully concentrate on research, and advance with the development of the research methodology; better knowledge and understanding of UNCTAD and its work; and the opportunity to experience the “work and life” of the international community.

On fellowships

“I managed to achieve my initial goal and much more. I came with just one ultimate objective of using the expertise and resources available in UNCTAD to develop a ‘state-of-the-art’ research proposal in my field of investment and development. Today, at the end of the six weeks fellowship, I have the proposal and a pilot project/paper, the first draft of which I managed to present to a panel of experts from UNCTAD, and will be ready for a second review by the University panel in Zimbabwe.”

Voronica Mufudza, University of Zimbabwe

“In my country, I would not have had access to data, documentation and the support through the supervision of Marco Fugazza, especially on the use of the gravity model.”

Manfred Kouty, Université de Yaoundé II, Cameroon

“The fellowship largely met my expectations. I was able to conduct the literature review, obtain the first results from the application of the methodology, and write a first draft of my research paper.”

Marème Ndoye, Université Cheikh Anta Diop, Senegal

“With the help of the Vi, I was able to obtain valuable information to enrich the book, I determined the topics to be covered, and included new issues such as trade facilitation, which despite not being one of the topics traditionally presented in textbooks, is a wonderful contribution to the publication, as this is and will be a hot topic for negotiations of international and multilateral agreements.”

Silvia Rozas, Universidad del Norte, Colombia

“I achieved a lot while at UNCTAD. I completed a paper and almost finished another. (The mentors) and their critiques helped me improve the paper.”

Momodou Mustapha Fanneh, University of the Gambia

“(The fellowship) has helped me to widen my multidisciplinary approach to the teaching of GVC management, especially the nexus between theory, practice and policy. Through the Vi, I was able to expand my network of contacts with leading professionals working on GVCs in different contexts.”

Timothy Esemu, Makerere University Business School, Uganda

“The course is very timely and could provide useful tools to the government trade negotiating team, in particular for the current discussions at the WTO and in the Enhanced Integrated Framework.”

Michael Wamai, First Secretary, Permanent Mission of Uganda, during the discussion with Vi fellow, Timothy Esemu

“I have met with a lot of help from everyone that I interacted with, and the curriculum is 100 per cent complete. The experts that I met gave me a lot of reading material and expert advice.”

Tabitha Kiriti-Nganga, University of Nairobi, Kenya
During our studies, we learn economics on academic subjects. There is a missing link in how we connect this academic perspective with policies. The proposed programme will be useful in this regard.

Fredrik Matwang’a, Counsellor, Permanent Mission of Kenya, during the discussion with Vi fellow, Tabitha Kiriti-Nganga

A major component of the Vi’s work in 2014 involved mentoring researchers from developing and transition countries working on papers on trade and poverty issues of specific policy interest to their countries in the framework of a three-year capacity building project sponsored by the UN Department of Economic and Social Affairs and the Government of Finland. Building on the achievements of the first two years of implementation (year 1: online training of researchers in developing and transition economies on the knowledge and tools necessary to conduct empirical analyses of the effect of trade on poverty so that they may assist national policymakers in the design of pro-poor trade policies, and year 2: e-mentoring and face-to-face coaching of selected researchers developing, in cooperation with national policymakers, country case studies on trade and poverty issues of policy interest to their countries), the third year of the project focused on the finalization of the studies and the dissemination of their findings.

In the first part of the year, the Vi worked with the 12 selected researchers who submitted first drafts of their studies in 2013, with a view to finalizing the studies so that they could be published by the United Nations. Ultimately, all 11 studies were finalized. Eight studies (see the list below) were included in the Vi publication titled “Trade policies, household welfare and poverty alleviations: Case studies from the Virtual Institute academic network”.

<table>
<thead>
<tr>
<th>Country</th>
<th>Author</th>
<th>Title of the study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Argentina</td>
<td>Paula Calvo, Universidad de San Andrés</td>
<td>Welfare impact of wheat export restrictions in Argentina: Non-parametric analysis on urban households</td>
</tr>
<tr>
<td>2 China</td>
<td>Dahai Fu, Central University of Finance and Economics</td>
<td>The consumption effect of the renminbi appreciation in rural China</td>
</tr>
<tr>
<td>3 Costa Rica</td>
<td>Carlos Umaña-Alvarado, Academia de Centroamerica</td>
<td>Welfare effects of a change in the trade policy regime for rice in Costa Rica</td>
</tr>
<tr>
<td>4 Former Yugoslav Republic of Macedonia</td>
<td>Marjan Petreski, University American College Skopje</td>
<td>Increasing the welfare effect of the agricultural subsidy programme for food crop production in the former Yugoslav Republic of Macedonia</td>
</tr>
<tr>
<td>5 Nigeria</td>
<td>Olayinka Idowu Kareem, European University Institute, Italy</td>
<td>The welfare impact in Nigeria of the ECOWAS Common External Tariff: A distributional effects analysis</td>
</tr>
<tr>
<td>6 Peru</td>
<td>Carmen Cecilia Matta Jara, Ana Maria del Carmen Vera Ganoza, Ministry of Foreign Trade and Tourism</td>
<td>Estimation of the pass-through and welfare effects of the tariff reduction for yellow corn in Peru between 2000 and 2011</td>
</tr>
<tr>
<td>7 Philippines</td>
<td>George Manzano, University of Asia and the Pacific</td>
<td>Distributional impact of the 2008 rice crisis in the Philippines</td>
</tr>
<tr>
<td>8 Viet Nam</td>
<td>Ngoc Quang Pham, International Labour Organization Country Office for Viet Nam</td>
<td>Household welfare and pricing of rice: Does the Large-Scale Field Model matter for Viet Nam?</td>
</tr>
</tbody>
</table>
Increased integration of developing countries into the global economy has sparked a debate in academic and policy circles about the relationship between trade liberalization and poverty. Do the poor benefit as trade liberalization exposes domestic markets to increased import competition?

Households can be affected as a result of national trade-related policies (elimination of import tariffs, introduction of export quotas, implementation of the appreciation of a currency), or international trade-related factors, like changes in global prices of specific commodities (such as the price boom during the 2008 food crisis). The studies collected in this publication use a methodology based on data from household-level surveys to examine the short-term effects of these factors on household consumption, production and labour income, and, subsequently, on household welfare and poverty. They thus aim to answer questions about the impact of these factors on different groups of the poor, such as male- and female-headed households or rural and urban households. The analysis then feeds into the formulation of recommendations for policy measures that would minimize adverse effects while maximizing the positive impact of trade and trade reforms on the poor.

The studies yield several insights about the relationship between changes in trade policies or commodity prices and poverty. Most importantly, they provide additional support for the conclusion that it is not possible to generalize about how higher consumer or producer prices affect the poor, and that the effects of price changes on poverty are case-specific. In fact, welfare changes depend on the exposure of poor households to price fluctuations as producers and consumers of the good, the exposure of these households to price shocks through their labour incomes, and the magnitude of the price changes. For example, while the rural poor tend to be harmed by increases in the price of rice in the Philippines, they benefit from an increased price of maize in the former Yugoslav Republic of Macedonia. This difference stems from the fact that the rural poor in the Philippines tend to be net consumers of rice, while the rural poor in the former Yugoslav Republic of Macedonia are net producers of the commodity that experienced a large price increase. Similarly, poor households in Nigeria, which spend a large portion of their budget on agricultural products, benefit from the availability of cheaper imported goods following the reduction of import tariffs, while producers of the same products suffer reductions in welfare as a result of increased import competition.

The welfare analysis developed in some of the case studies may be particularly useful for *ex-ante* evaluation of a price or policy change and short-term household welfare responses to price fluctuations. Such *ex-ante* assessments provide a useful policy tool that can use information from existing household-level surveys to better understand the potential short-term effects of policy changes on the distribution of income as is done in the study on Costa Rica, for example, which examines the potential effects of the Dominican Republic-Central America-United States Free Trade Agreement (CAFTA-DR) prior to its full implementation.

Several studies also conclude that transmission of price or policy changes to consumer or producer prices depends on the structure of commodity markets, the local supply chain, the distance from the border and the development of market institutions, among other factors. The studies on Viet Nam and Argentina, for instance, suggest that poor farmers or poor consumers may not necessarily always be the main beneficiaries of policies intended to reduce poverty. The middlemen or intermediaries are at times better positioned to capture benefits from price changes. The studies therefore underline the need to explore institutional characteristics that affect price transmission throughout the supply chain in order to enhance the potential positive impact of trade liberalization on poverty.
<table>
<thead>
<tr>
<th>Country</th>
<th>Author</th>
<th>Title of the study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Argentina</td>
<td>Maria Priscila Ramos, Universidad Argentina de la Empresa</td>
<td>Trade liberalization in environmental products: Who benefits in Argentina – poor or non-poor households?</td>
</tr>
<tr>
<td>2 Benin</td>
<td>Didier Yélognissé Alia, PhD candidate, University of Kentucky, United States</td>
<td>Heterogeneous welfare effects of cotton pricing on households in Benin</td>
</tr>
<tr>
<td>3 Democratic Republic of the Congo</td>
<td>Christian Otchia, PhD candidate, Nagoya University, Japan</td>
<td>Distributional and poverty effects of agricultural trade liberalization: The case of the Democratic Republic of Congo</td>
</tr>
</tbody>
</table>

In an effort to facilitate the access of policymakers and other interested stakeholders to the findings of the studies, each of them was complemented with a four-page brief, summarizing its findings in less technical language, and focusing on the understanding of the context and policy implications of the findings contained in the studies. Furthermore, the briefs relating to Spanish- and French-speaking countries were translated into these languages.

All the studies and their related briefs are available at [http://vi.unctad.org/tap](http://vi.unctad.org/tap).

Throughout the drafting process, participating researchers benefited from e-mentoring and peer review by international experts, face-to-face feedback at a mid-way workshop in June 2013, cooperation with national policymakers, and coaching/assistance from the Vi team. To ascertain the quality and usefulness of the different elements of support they received, participating researchers were asked to rate them on a scale from 5 - most effective - to 1 - least effective.

The results show that the mid-way workshop, rated 4.7 on average, was the most effective means of support, closely followed by coaching by the Vi team, which was rated 4.6, and mentoring from experts, which gathered an average rating of 4.5. The average rating of the usefulness of the cooperation with national policymakers was 3.9, meaning that the cooperation was still effective but to a somewhat lesser extent.

The publication of the studies and briefs was followed by systematic dissemination efforts aimed at making the findings of the studies better known and facilitating their use in policymaking and academic research. The main dissemination event was the international seminar on trade and poverty, held in Geneva from 8 to 10 September, where the findings of each of the 11 studies were presented in detail by the tandems of researchers and cooperating national policymakers. During the seminar, on 8 September, the book was officially launched before an audience of approximately 70 representatives from Geneva-based permanent missions, academia, international organizations and NGOs. The book's editor, Nina Pavcnik, presented the publication, and comments were made by a panel consisting of Petko Draganov, Deputy Secretary-General of UNCTAD; Richard Kozul-Wright, Director of UNCTAD's Division on Globalization and Development Strategies; Zhu Hong, Deputy Permanent Representative at the Permanent Mission of
China to the WTO; Kent Wilska, Commercial Counsellor at the Ministry for Foreign Affairs of Finland; Marion Jansen, Chief Economist at the International Trade Centre; Marcelo Olarreaga, Head of the Department of Economics at the University of Geneva; and Vlasta Macku, Chief of the UNCTAD Virtual Institute.

The seminar attracted a large and varied audience, and thus helped effectively disseminate the findings of the project case studies. In addition, participating researchers were asked which benefits the seminar provided besides allowing them to present their research findings and policy recommendations to a wide international audience. According to 12 of them, the greatest benefits were the international nature of the seminar, which gave added credibility to their research work and professional competence, and the opportunity to make contacts with fellow researchers, international experts and policymakers, which extended their professional network. The third most popular benefit mentioned by 10 participants was the possibility to discuss with policymakers, which helped them gauge the applicability of their policy recommendations. Eight researchers also benefited from the feedback from peers and policymakers and felt that it sparked new directions for their research on this topic. Lastly, seven researchers answered that presenting before a wide international audience improved their skills in communicating their research in a concise and clear manner.

According to the feedback collected, the seminar was also considered useful by the participating national policymakers. Among the main benefits derived from their participation were learning about the problems and experiences of other countries on trade and poverty issues, and the possibility to learn more about the interaction between researchers and policymakers.

The outreach of the publication was further increased by the organization of six national launches held in Colombia, Costa Rica, the Dominican Republic, Peru, the Philippines and Viet Nam. The launch in the Dominican Republic, organized by Vi think tank member, FUNGLODE, was led by César Dargam, Deputy Foreign Minister for Economic Affairs and Trade Negotiations, and included representatives from the ministries of environment and natural resources, and industry and trade, the ambassador of the Presidential Commission for the Mesoamerica Project for the Dominican Republic, and other officials. In Colombia, the book was presented by Vi core university member coordinator, Maria-Alejandra Gonzalez-Perez. The event, organized by Universidad EAFIT in Medellin, and the Trade, Investment and Development Observatory, attracted an audience of students and lecturers, and was streamed over the Internet to Vi affiliate university members, Universidad Sergio Arboleda and Universidad EAN in Bogota.

Later in the year, the Vi took the publication to some of the countries whose researchers contributed case studies, for national launches of the book. The aim was threefold: to present the work and conclusions of the researchers trained by the project to their national or regional audiences; to increase awareness about the local research capacities available in developing countries; and to draw attention to the importance of applied economic research. Two launches were held in Latin America - in Peru and Costa Rica - and two in Asia - in Viet Nam and the Philippines. In addition to the Vi team, which introduced the project and the book, the launches included presentations by the authors of the studies concerning the region. The first launch, held on 7 November in Lima, Peru, was organized in cooperation with Vi member, Pontificia Universidad Católica del Perú, and transmitted over the Internet. The second one, on 10 November in Alajuela, Costa Rica, was hosted by the INCAE Business School. In Asia, the Vietnam Academy of Social Sciences organized the launch of the publication in Hanoi on 5 December, while the University of Asia and the Pacific arranged for the launch in Manila on 8 December.

As the Vi capacity building project on trade and poverty was completed at the end of 2014, the Vi undertook an evaluation of its impact on the participants using feedback questionnaires, and commissioned an independent external evaluation of the project.
Project participants approached for feedback were the researchers - authors of the final 11 trade and poverty studies - as well as the national policymakers who cooperated with them in the development of the studies. The intention was to gather their views about the project - which could then be reflected in the design of future projects of similar kind - and to gauge the impact of the project on the participants' future work and hence, the sustainability of project activities beyond the life span of the project.

**About the design of the project**

“Everything was actually very useful. Collaboration with my policymaker was very good and he was very committed to the project from the very beginning. I hope that this experience will foster further collaboration with him and other policymakers and that this will lead to the application of my proposals. Coaching from the Vi team was remarkable and the possibility to participate in the two seminars was very useful for my work since it helped to improve my skills and extend my professional network.”

Paula Calvo, Universidad de San Andrés, Argentina (researcher)

“I feel that the whole project was very useful in advancing capacity to do policy research. The research support, mentoring and the publication were critical in the successful outcome.”

Marjan Petreski, University American College Skopje, Former Yugoslav Republic of Macedonia (researcher)

“The Vi trade and poverty project is an experience to remember and to value during all of our professional lives. The course was easy to use and practical, the team was very helpful and the reviewing and coaching was just excellent.”

Christian Otchia, Democratic Republic of the Congo, currently PhD candidate, Nagoya University, Japan (researcher)

“The goal and direction of this Vi project is right and important and I hope the Vi will continue this strategy.”

Shantong Li, Development Research Centre of the State Council of China (policymaker)

“I found this project very rich in lessons to be learnt. The proposed methods must be used much more widely in African research centres.”

Epiphane Adjovi, CAPOD-BENIN (policymaker)

“I am very satisfied with the way the Virtual Institute encourages researchers and policymakers to work together with a view to promoting trade and eradicating poverty.”

Raúl Alberto Auger, National Senate of Argentina (policymaker)

With regard to the sustainable impact of the project on their work, the participants were asked to specify the two most important benefits they had derived from it, and how they intended to use each in their work within the next 6-12 months. Ten of the researchers mentioned that they would use the skills in future research, either by extending their current research or by doing new research on the same topic. Four specified that they planned to present and publish the current paper in different journals or seminars. Five of the researchers said they would use this knowledge in teaching, and one in his PhD dissertation. With regard to the policymakers, the main benefits of their participation in the project related to: (a) the implementation of ideas and suggestions voiced at the seminar as inputs for policymaking; (b) the importance of researcher-policymaker cooperation, and (c) the usefulness of learning about experiences of the other countries which participated in the seminar.

**About the future use of the project**

“Due to this project, I have got financial support from the National Social Science Fund of China, which allows me to continue my research. All the methodology I have learned in this project will be applied in the subsequent research. Moreover, this project made me more confident in international cooperation and conferences. Also, I am now teaching trade-related courses at undergraduate and graduate levels and will teach a special topic on trade and poverty in my class. The students will learn how to study the welfare effects of trade policy that I have learned from this project.”

Dahai Fu, Central University of Finance and Economics, China (researcher)

“I hope to be able to incorporate trade and poverty issues into my teaching activity and thus create awareness of the dynamics of trade and well-being of the society through my classes.”
George Manzano, University of Asia and the Pacific, the Philippines (researcher)

“The first most important benefit is the policy discussion based on empirical analysis. The project helped me to clearly transform my findings into policy recommendations and an action plan to improve the applicability of government policy. I will use these skills for my PhD dissertation within the next year.”

Christian Otchia, Democratic Republic of the Congo, currently PhD candidate, Nagoya University, Japan (researcher)

“Just perfect! People in my country are really interested in my study. Last week I received an invitation to write a technical proposal with regard to my topic that will be presented to the Ministry of Economy. The paper is released at a good time.”

Carlos Eduardo Umaña-Alvarado, Academia de Centroamérica, Costa Rica (researcher)

“I would like to incorporate the comments received in the workshops and improve my paper next year. I will also consider to apply the same methodology to other products and to include the income effect. In this sense, the most important benefit received from the Vi trade and poverty project is the knowledge and new skills I will apply in the development of my work.”

Carmen Cecilia Matta Jara, Ministry of Trade and Tourism, Peru (researcher)

“I have increased my capabilities of presenting a paper in a concise and clear way to policymakers and to a non-academic audience.”

Ana Maria del Carmen Vera Ganoza, Ministry of Trade and Tourism, Peru (researcher)

“I find that this project is very helpful to strengthen researchers’ capacity to undertake academic analyses and also to foster the cooperation with policymakers. This is a very important project for the university and our centre.”

Shantong Li, Development Research Centre of the State Council of China (policymaker)

“The results of the study, especially with regard to the distributional impact, can be recommended for consideration in policymaking.”

Jerome D. Bunyi, Permanent Mission of the Philippines to the WTO (policymaker)

“I will recommend the research about environmental goods to our ministry that does a similar study to use the results in the national position in the current negotiations at the multilateral level.”

Henry Benavides, Ministry of Foreign Trade, Costa Rica (policymaker)

“(My participation in the project) confirmed the importance of a constructive collaboration between researchers and policymakers. I will continue to contribute to this idea as I have been doing until now.”

Raúl Alberto Auger, National Senate of Argentina (policymaker)

The independent external evaluation of the Vi trade and poverty project was undertaken by Christopher Stevens, Senior Research Associate at the Overseas Development Institute, London. The evaluator, who was tasked with assessing the project’s relevance, effectiveness, efficiency and sustainability, as well as with developing relevant recommendations, concluded that the project has met or exceeded all numeric targets set out in the project document.

In addition, the evaluator found that the project was very relevant as “the MDGs attest to the consensus that trade has an impact on poverty and that trade policy can alter this impact (for the better if it is well designed). There is a growing understanding that more ‘bottom-up’ original research is needed to improve the design of poverty-reducing trade policies. The advanced micro-economics skills and data analysis techniques taught under the project (through the course and the ‘learning-by-doing’ offered in the phase 2 research) address areas where original research is required. Linking directly the supported researchers to policy makers addressed the issue that research too often is left on the bookshelf as it does not appear to policy makers to address their most pressing challenges in an accessible way”.

The evaluation also judged the project to have been effective in both narrow terms (whether the project’s objectives had been achieved) and more broadly (whether its objectives had been set at an appropriate level given the resources deployed and the prior skills of the course and research participants). According to the evaluator, it is the combination of three main project features - direct
teaching/research support, a focus on academics, and strong mentoring - that has allowed the Vi “to operate very effectively in its niche market”.

Efficiency was assessed on two counts: narrowly, by comparing results of the implementation with commitments made in the project document, and more broadly, in terms of the resources utilized to achieve the project’s value added. On all counts the evaluator concluded that the “efficiency of the project has been particularly high in relation to: hitting targets, the absolute resources (human and financial) available to do this, and the positive and negative indicators of participant satisfaction”.

Within the context that academic research invariably needs public and/or private support, the evaluator was of the view that the project has contributed to sustainability as it has supported Vi’s building of “critical mass”. He saw in particular the second delivery of the online course on trade and poverty, which was implemented at marginal resource cost, as an indicator of sustainability further reinforced by the development of new online trade courses in cooperation between the Vi and other divisions at UNCTAD.

The evaluator concluded that “the use of the Vi’s university network to complement the other ways in which UNCTAD interacts with universities works well”. In his view, the project has provided a particularly valuable catalyst for creative interaction between UNCTAD professionals. He also found that the link between academics and policymakers in the Vi network has been useful in making the research outputs policy relevant. He considered the project strategy of sequential teaching and research phases to be a good one, and therefore recommended extending it to new topics. Finally, he recommended that UNCTAD encourage and strengthen the Vi and seek additional donors for the Vi to ensure funding stability of the programme.

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 research from UNCTAD and other international organizations 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 new Master’s programme in International Economics and Trade at Moi University. The idea emerged in June 2013 when Moi’s Vi member coordinator, Mark Korir, Head of the Department of Economics, then a Vi fellow, and Bethuel Kinuthia from the University of Nairobi, then a participant in the Vi project on trade and poverty, met in Geneva. It was then agreed that Kinuthia would teach courses on International Trade in Goods and Commodities, and on International Trade in Services, in this upcoming Master’s programme. The two courses, which provided both theoretical concepts and practical examples, were delivered from 3 to 7 November and from 10 to 14 November, respectively. Kinuthia shared his notes with the students after every lecture, gave them daily assignments, and set the exams for the two courses. The students and lecturers at Moi University considered this teaching cooperation very important as their Master’s in International Economics and Trade curriculum was new, and they did not yet have adequate capacity to deliver all the courses. On his side, Kinuthia also evaluated the cooperation in positive terms, and suggested that it should be continued.

The Vi also continued assisting its members by acting as a channel to disseminate their calls for papers, scholarships and teaching opportunities. Eighteen e-mail alerts containing approximately 50 academic opportunities went out to the network. The calls related to learning opportunities included discounts on
tution fees for Master’s programmes at The Graduate Institute, Geneva, Switzerland, the Foreign Trade University, Vietnam, and the University of Barcelona, Spain. Another set of calls invited members to submit papers or articles for contests, conferences or publications.

The Vi website (http://vi.unctad.org) was at the heart of the Vi dissemination efforts. By the end of 2014, 4,508 individuals from 171 countries had registered as users of the site. In 2014, the site recorded 20,898,190 annual hits (an increase of 13,473,009 hits from 2013) from 379,776 visitors. Nearly 1,400 resources – articles, papers, reports, presentations and briefs related to trade and development – were available to Vi members and other interested users in the Virtual Institute's digital library at the end of 2014. 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.

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 4’000 publications were shipped to Vi member institutions in 2014. These publications are placed in university/faculty/department libraries for use by researchers, university teachers and students.

In 2014, the Vi also developed five 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 2014

<table>
<thead>
<tr>
<th>Title</th>
<th>Resource person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Cloud computing: Regulatory storms?</td>
<td>Scarlet Fondeur Gil, DTL</td>
</tr>
<tr>
<td>2 Tapping intra-African trade for economic growth</td>
<td>Rashmi Banga, ALDC</td>
</tr>
<tr>
<td>3 FDI flows shift: Developing countries now top winners (in English, Spanish and French)</td>
<td>Astrit Sulstarova, Nicole Moussa, Noelia Garcia-Nebra, Axèle Giroud, DIAE</td>
</tr>
<tr>
<td>4 Mainstreaming gender in trade policy</td>
<td>Simonetta Zarrilli, Pavel Chakraborty, Irene Musselli, Mariangela Linoci, Elizabeth Jane Casabianca, DITC</td>
</tr>
<tr>
<td>5 Focus on wages and domestic/regional demand key to emerging from crisis</td>
<td>Alex Izurieta, GDS</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 are also invited to participate. Some videoconferences are filmed and made available on the Vi website as multimedia teaching resources. Eleven videoconferences presenting UNCTAD's research were offered to the Vi membership in 2014, reaching a combined audience of 434 (235 women) students and lecturers.

Vi videoconferences 2014

<table>
<thead>
<tr>
<th>Country</th>
<th>Universities</th>
<th>Topic</th>
<th>Date</th>
<th>Resource persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Belarus</td>
<td>Belarus State Economic University</td>
<td>Information Economy Report 2013</td>
<td>17 March</td>
<td>Scarlett Fondeur Gil, DTL</td>
</tr>
<tr>
<td>2 Colombia</td>
<td>Universidad EAN</td>
<td>Review of Maritime Transport 2013 (in Spanish)</td>
<td>17 March</td>
<td>Jan Hoffmann, DTL</td>
</tr>
<tr>
<td></td>
<td>Country</td>
<td>Institution</td>
<td>Report/Study</td>
<td>Date</td>
</tr>
<tr>
<td>---</td>
<td>------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>3</td>
<td>Morocco</td>
<td>Université Mohammed V-Souissi</td>
<td>World Investment Report 2013 (in French)</td>
<td>11 April</td>
</tr>
<tr>
<td>4</td>
<td>Colombia</td>
<td>Universidad EAFIT</td>
<td>Trade and Environment Review 2013</td>
<td>26 May</td>
</tr>
<tr>
<td>5</td>
<td>Russian Federation</td>
<td>Moscow State Institute of International Relations, St. Petersburg State University, North-West Institute of Management</td>
<td>Trade and Development Report 2014</td>
<td>15 October</td>
</tr>
<tr>
<td>6</td>
<td>Argentina</td>
<td>FLACSO</td>
<td>Trade and Development Report 2014</td>
<td>23 October</td>
</tr>
<tr>
<td>7</td>
<td>Tanzania</td>
<td>University of Dar es Salaam Business School, Open University of Tanzania</td>
<td>Trade and Development Report 2014</td>
<td>10 November</td>
</tr>
<tr>
<td>8</td>
<td>Colombia</td>
<td>Universidad EAFIT</td>
<td>Trade and Development Report 2014 (in Spanish)</td>
<td>10 November</td>
</tr>
<tr>
<td>9</td>
<td>Peru</td>
<td>Pontificia Universidad Católica del Perú</td>
<td>Trade and Development Report 2014 (in Spanish)</td>
<td>19 November</td>
</tr>
<tr>
<td>10</td>
<td>Belarus</td>
<td>Belarus State Economic University</td>
<td>Trade and Development Report 2014</td>
<td>2 December</td>
</tr>
<tr>
<td>11</td>
<td>Russian Federation</td>
<td>St. Petersburg State University, St. Petersburg State University of Economics, North-West Institute of Management</td>
<td>World Investment Report 2014</td>
<td>10 December</td>
</tr>
</tbody>
</table>

For the past five years, Vi members have been conducting national launches of UNCTAD’s flagship reports, in particular the Information Economy Report and the World Investment Report, in their countries. In 2014, the Least Developed Countries Report was launched for the first time by Vi members in Kenya and Uganda. In Kenya, the launch was conducted at the Ministry of Foreign Affairs and International Trade by Vi Kenyan member coordinator, Tabitha Kiriti-Nganga, who was approached by the LDC Report team while on a Vi fellowship in Geneva. The launch benefited from the participation of Cabinet Secretary Amina Mohammed and Principal Secretary Karanja Kibicho. The launch in Uganda was organized by Vi fellow, Timothy Esemu, at the Makerere University Business School. The report was presented by Joseph Muvawala, Executive Director of the National Planning Authority.

Throughout the year, the Vi also continued maintaining an active “News” section on its site, publishing 64 news items. In addition, it produced four quarterly electronic newsletters which kept member institutions 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 more than 7,100 recipients.
<table>
<thead>
<tr>
<th>Country</th>
<th>University/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
<td>Facultad Latinoamericana de Ciencias Sociales (FLACSO)</td>
</tr>
<tr>
<td>Azerbaijan</td>
<td>Azerbaijan State University of Economics (ASEU)</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>Jagannath University (JnU)</td>
</tr>
<tr>
<td>Barbados</td>
<td>University of the West Indies (UWI)</td>
</tr>
<tr>
<td>Belarus</td>
<td>Belarus State Economic University (BSEU)</td>
</tr>
<tr>
<td>Belgium</td>
<td>College of Europe</td>
</tr>
<tr>
<td>Benin</td>
<td>Université d’ Abomey-Calavi (UAC)</td>
</tr>
<tr>
<td>Botswana</td>
<td>University of Botswana (UB)</td>
</tr>
<tr>
<td>Brazil</td>
<td>University of Campinas (UNICAMP)</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>University of National and World Economy (UNWE)</td>
</tr>
<tr>
<td>Burundi</td>
<td>Université du Burundi (UB)</td>
</tr>
<tr>
<td>Cameroon</td>
<td>Université de Yaoundé II (UYII)</td>
</tr>
<tr>
<td>Canada</td>
<td>Carleton University</td>
</tr>
<tr>
<td>Chile</td>
<td>Universidad de Chile</td>
</tr>
<tr>
<td>China</td>
<td>University of International Business and Economics (UIBE)</td>
</tr>
<tr>
<td>Colombia</td>
<td>Universidad EAFIT</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>Metropolitan University Prague (MUP)</td>
</tr>
<tr>
<td>Egypt</td>
<td>Cairo University (CU)</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>Addis Ababa University (AAU)</td>
</tr>
<tr>
<td>Finland</td>
<td>University of Jyväskylä (JYU)</td>
</tr>
<tr>
<td>France</td>
<td>Université Pierre-Mendès-France (UPMF)</td>
</tr>
<tr>
<td>Gambia</td>
<td>University of the Gambia (UTG)</td>
</tr>
<tr>
<td>Germany</td>
<td>HTW Berlin - University of Applied Sciences</td>
</tr>
<tr>
<td>Ghana</td>
<td>University of Cape Coast (UCC)</td>
</tr>
<tr>
<td>India</td>
<td>Jawaharlal Nehru University (JNU)</td>
</tr>
<tr>
<td>Islamic Republic of Iran</td>
<td>School of International Relations (SIR)</td>
</tr>
<tr>
<td>Italy</td>
<td>Università Bocconi</td>
</tr>
<tr>
<td>Jordan</td>
<td>University of Jordan (UJ)</td>
</tr>
<tr>
<td>Kenya</td>
<td>University of Nairobi (UoN)</td>
</tr>
<tr>
<td>Mauritius</td>
<td>University of Mauritius (UoM)</td>
</tr>
<tr>
<td>Mexico</td>
<td>Instituto Tecnológico Autónomo de México (ITAM)</td>
</tr>
<tr>
<td>Morocco</td>
<td>Université Mohammed V-Souissi (UM5S)</td>
</tr>
<tr>
<td>Mozambique</td>
<td>Universidade Eduardo Mondlane (UEM)</td>
</tr>
<tr>
<td>Nepal</td>
<td>Mid-western University (MU)</td>
</tr>
<tr>
<td>Nigeria</td>
<td>University of Nigeria (UNN), Nsukka</td>
</tr>
<tr>
<td>Peru</td>
<td>Pontificia Universidad Católica del Perú (PUCP)</td>
</tr>
<tr>
<td>Russian Federation</td>
<td>Higher School of Economics (HSE)</td>
</tr>
<tr>
<td>Senegal</td>
<td>Université Cheikh Anta Diop (UCAD)</td>
</tr>
<tr>
<td>Serbia</td>
<td>University of Belgrade</td>
</tr>
<tr>
<td>South Africa</td>
<td>University of Pretoria (UP)</td>
</tr>
<tr>
<td>Spain</td>
<td>Universitat de Barcelona (UB)</td>
</tr>
<tr>
<td>Switzerland</td>
<td>World Trade Institute (WTI)</td>
</tr>
<tr>
<td>The Former Yugoslav Republic of Macedonia</td>
<td>University American College Skopje (UACS)</td>
</tr>
<tr>
<td>Togo</td>
<td>Université de Lomé (UL)</td>
</tr>
<tr>
<td>Uganda</td>
<td>Makerere University Business School (MUBS)</td>
</tr>
<tr>
<td>Ukraine</td>
<td>Kyiv National Economic University (KNEU)</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>School of Oriental and African Studies (SOAS), University of London</td>
</tr>
<tr>
<td>United Republic of Tanzania</td>
<td>University of Dar-es-Salaam (UDSM)</td>
</tr>
<tr>
<td>Uruguay</td>
<td>Universidad de la República (UDELAR)</td>
</tr>
<tr>
<td>Vietnam</td>
<td>Foreign Trade University (FTU)</td>
</tr>
<tr>
<td>Zambia</td>
<td>Copperbelt University (CBU)</td>
</tr>
<tr>
<td>Zimbabwe</td>
<td>University of Zimbabwe</td>
</tr>
</tbody>
</table>
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)

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

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

ETHIOPIA
Jigjiga University (JJU)

INDIA
Indian Institute of Foreign Trade (IIFT)

KENYA
Moi University

NIGERIA
Covenant University

RUSSIAN FEDERATION
Moscow State Institute of International Relations (MGIMO)

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

BELGIUM
European Policy Centre (EPC)

BRAZIL
Centro Brasileiro de Análise e Planejamento (CEBRAP)

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 (CMSR)

SOUTH AFRICA
North-West University (NWU)

SWITZERLAND
Graduate Institute of International and Development Studies (IHEID)

UNITED REPUBLIC OF TANZANIA
The Open University of Tanzania (OUT)

VIET NAM
Diplomatic Academy of Vietnam (DAV)

ZAMBIA
Zambian Open University (ZAOU)

THINK TANK MEMBERS (16)

INTERNATIONAL CENTER FOR PROMOTION OF ENTERPRISES (ICPE)

THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA
Finance Think

UNITED REPUBLIC OF TRANZANIA
East African Research Capacity Development Foundation (EARCDF)