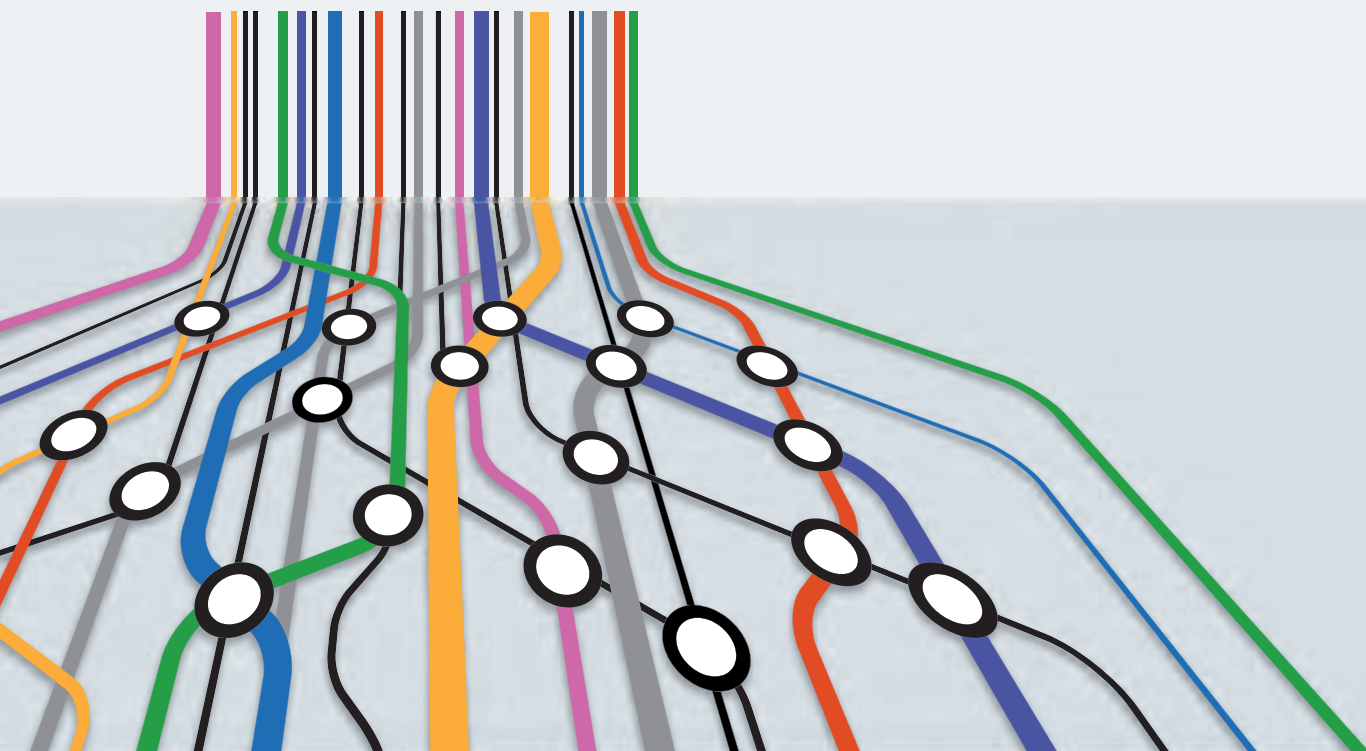


UNITED NATIONS TRADE



FACILITATION IMPLEMENTATION GUIDE



Training Manual



UNITED NATIONS

UNITED NATIONS ECONOMIC COMMISSION FOR EUROPE

United Nations Trade Facilitation Implementation Guide



United Nations
New York and Geneva, 2015

Note

Symbols of United Nations documents are composed of capital letters combined with figures. Mention of such a symbol indicates a reference to a United Nations document.

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ABOUT THE TRADE FACILITATION IMPLEMENTATION GUIDE

A TOOL FOR SIMPLIFYING CROSS-BORDER TRADE

Welcome!

Trade facilitation creates a reliable, fast and cost-effective trade environment that benefits all countries and businesses, especially small and medium-sized enterprises (SMEs). It's a collaborative effort by governments and traders to cut the costs of doing trade, reduce delays at borders, and make public agencies dealing with trade more efficient. Multiple information requests and document formalities are managed better and trade rules made more transparent, whilst procedures are simplified and redundancies eliminated.

HOW THE GUIDE CAN HELP

If you are implementing trade-facilitation reform, whether you come from the public or private sector, the Guide will help you identify, examine and select available solutions and possible paths for your policy objectives. It does so by introducing trade facilitation and its benefits, and the main steps that need to be taken to put it into place. It presents a variety of concepts, standards and recommendations that can simplify trade throughout the international supply chain, and sets out implementation approaches and methodologies. The available instruments for applying the facilitation measures under discussion at the World Trade Organization are also introduced.

A WEB-BASED TOOL

The Guide is a publicly available web-based interactive tool. Through multiple entry points and cross-links you can navigate different areas and instruments — at various levels of information and detail. Navigation paths help you explore the linkages and dependencies between issues and solutions. The Guide therefore gives you a holistic rather than a sectorial or organizational approach.

USING THE TF IMPLEMENTATION GUIDE

The TF Implementation Guide is a collection of self-contained “virtual documents” organized in a structured set of trade-facilitation domains, itineraries, instruments and organizations. These are the entry points to the contents of the Guide, which you can access according to your needs and objectives. A free search tool allows you to find specific information.

COMPLEMENTARY MATERIALS

A Train the Trainers manual and a set of Case Studies on trade-facilitation efforts around the world complement the Guide.

ABOUT THE GUIDE

It was developed by the United Nations Economic Commission for Europe (UNECE), with contributions from its UN Centre for Trade Facilitation and Electronic Business (UN/CEFACT), and financial support from the Swedish International Development Cooperation Agency (Sida). A large team of high-level experts from different technical areas and parts of the world were involved in its preparation.

It is available at www.unece.org/trade/tfig

TRAINING

The Trade Facilitation Implementation Guide (TF Implementation Guide) is complemented by a training manual. This manual has been developed for handling workshops based on the contents of the the Guide. It provides Guidelines and tools for a three-day workshop on the Guide. It helps trainers to prepare for their sessions, shows them how to structure the training, and gives pedagogical and didactical Guidelines for achieving the participants' learning objectives.

TARGET AUDIENCE

The manual is aimed at experts/trainers who will train policy makers and managers, from both the public and private sectors, involved in the conceptualization and implementation of trade facilitation programmes and measures.

LEARNING OBJECTIVES

The manual equips trainers with a set of competencies and tools that allows them to:

- analyse the learning needs of the target audience,
- develop a three-day workshop on the use of the TF Implementation Guide,
- share knowledge and methodologies to facilitate and conduct the workshop, and
- evaluate the learning results achieved by the target audience and to track the impact of the workshop.

CONTENTS OF THE TRAINING MANUAL

The manual contains practical guidelines on how to organize, run and evaluate a workshop on the Guide. A number of tools have been included in the manual:

- a three-day agenda for the workshop,
- a tool for analysis of learning needs,
- a checklist for the trainer,
- a set of power-point presentations that support the different learning activities,
- a set of workshop evaluation tools.

A SPECIFIC LEARNING APPROACH



This manual incorporates a specific learning approach which can be summarized as follows:

PARTICIPATORY AND LEARNER CENTRED

The activities that the trainer facilitates will enable participants to make use of the Guide in their own reform context and effort. The training approach progressively passes initiative and knowledge development from the trainer to the learner. This is achieved in an interactive and participatory way.

CONTEXT BASED AND FLEXIBLE MODULAR DESIGN

Specific learning paths have been developed to discuss key issues and challenges for trade facilitation and to describe relevant tools and solutions. Through these learning paths, participants are given a contextualized approach to the Guide contents, which they can relate to concrete reform scenarios. They are modular. They allow the trainers to build around the learning needs and interests of the particular target audience being trained.

PRACTICAL CONTEXTUALIZED LEARNING

The learning activities are not merely theoretical descriptions and presentations of trade facilitation implementation issues. They stimulate active involvement and encourage the participants to reflect on their own context and experiences.

Standards of excellence for future trade facilitation implementation trainers

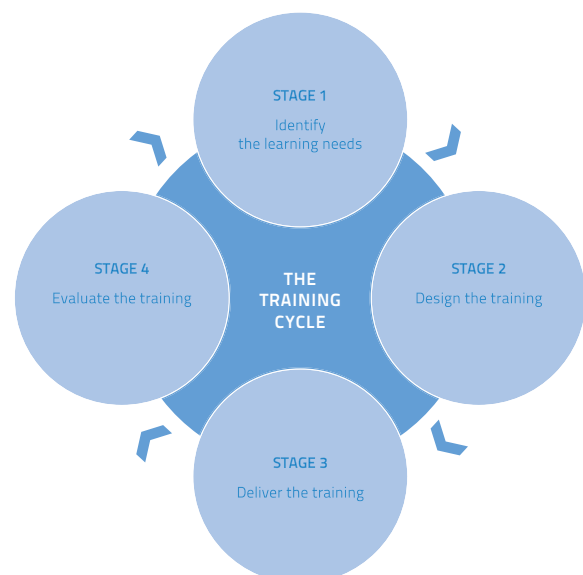
The selected trainer must:

- display good overall thematic knowledge of the different trade facilitation implementation issues, and
- have experience in delivering training workshops for government officials.

In addition, he/she should:

- have good facilitation skills and understand what adult learning is all about,
- respect diversity as a core value in the training process, and
- be able to facilitate group dynamics.

For trainers with limited training and facilitation experience, we recommend additional pedagogical tools that can serve as background information throughout this training manual, see <http://www.compass.itcilo.org>



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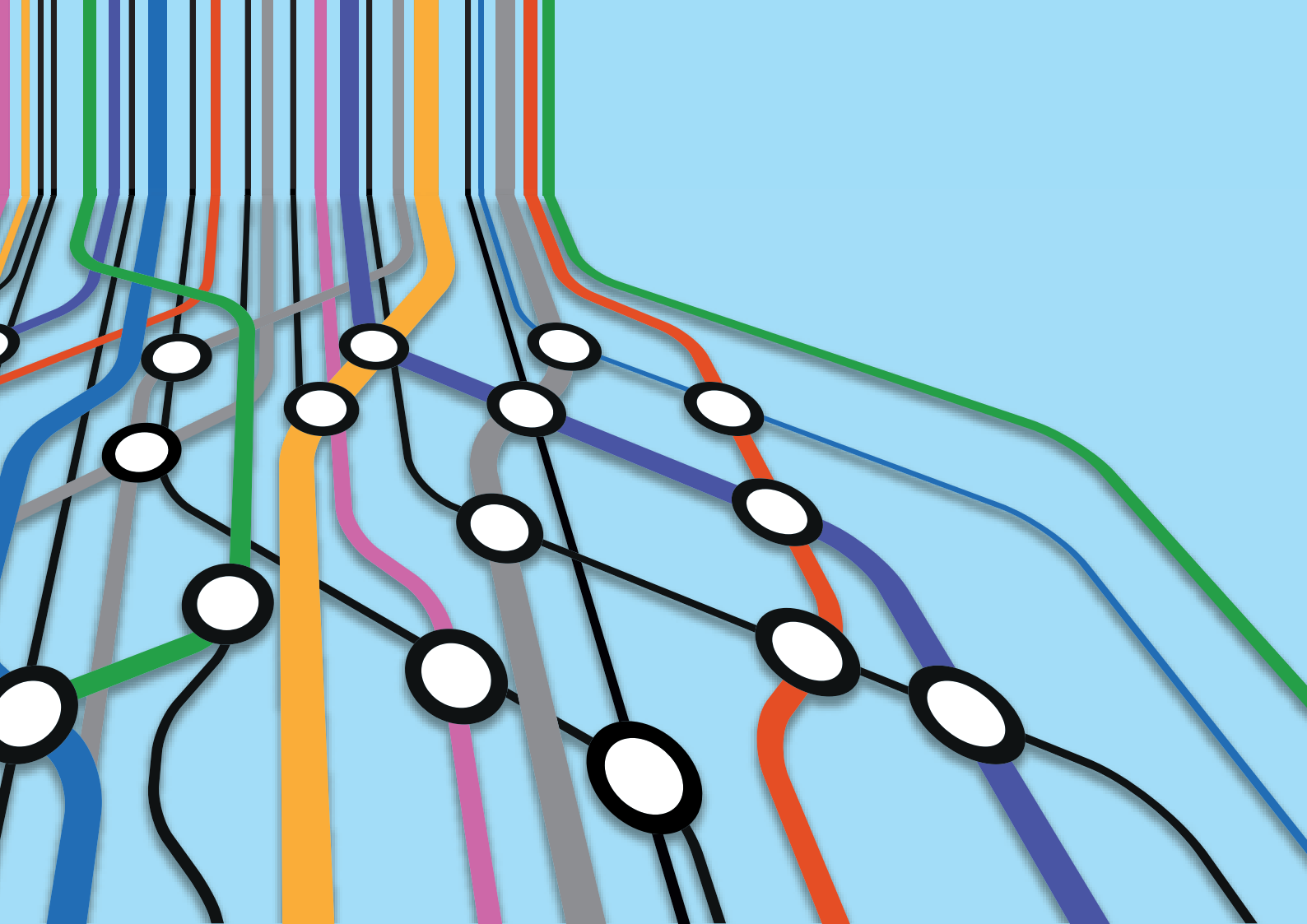
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PHASE 1
BEFORE THE WORKSHOP

Before the workshop the following questions will be addressed:

- Who should attend this workshop?
- How to assess the learning needs of the target audience?
- How to review the learning objectives and the workshop agenda based on the needs assessment?

1. THE TARGET AUDIENCE

Workshop participants should be policy makers and managers, from both the public and private sectors, involved in the conceptualization and implementation of trade facilitation programmes and measures.

It is useful to reflect upon ideal Guidelines for the participant selection that should be based on the

ARE IN approach.

The participant needs:

- A** Authority (decision-making and implementation power)
- R** Resources (allocation of human and financial contributions)
- E** Expertise (Expertise or Experience, recognized competencies)
- I** Information or insight (knowledge of subject details)
- N** Need (directly affected by processes or subject outcomes)

To make a selection of the right participants based on the aforementioned criteria you need to have access to specific data about the participant. We recommend including the following items in the registration form for the training course.

Groups are usually diverse and heterogeneous if you take all the criteria into account. Diversity is an important element that you need to consider when delivering the training. Different learning styles, nationalities, backgrounds, preferences and educational levels necessitate a need to integrate a diverse training approach that accommodates the different needs.

2. ASSESSING THE PARTICIPANTS' LEARNING NEEDS

Once participants have been identified, it is advisable to obtain more information of their prior knowledge of trade facilitation, and experience with implementing trade facilitation reforms. It is also useful to explore what their specific needs and work related challenges are. This training package provides you with a simple survey option which allows the capture of this information. It is advisable to send this questionnaire to the participants three weeks before the workshop. In this way you can still adjust your training based on the information you can extract from this questionnaire. You can find the learning needs questionnaire in Annex 1.

Data about the participant	Data about the organization	Participant's needs and expectations
Name	Type of organization	Interest in the workshop Expected benefits
Contact information	Expected benefits for the organization	Particular needs related to trade facilitation implementation
Job title		Intended actions in using newly acquired competencies
Gender		
Age		
Educational level		
Prior training on this subject		
Current function within the Organization		
Current work responsibilities		
Preferred language for training		

3. THE LEARNING OBJECTIVES, CURRICULUM AND WORKSHOP AGENDA

These are the following categories of learning objectives that we want to achieve through this workshop:

3.1. INTRODUCTION TO TRADE FACILITATION AND TO ITS GENERIC IMPLEMENTATION APPROACH

- to introduce participants to the trade facilitation principles and benefits,
- to outline the generic approach for implementation of trade facilitation reforms,
- to identify existing TF instruments covered in the Guide and their relevance, and
- to identify intergovernmental organizations that are involved in work related to trade facilitation.

3.2. INTRODUCTION TO THE GUIDE CONCEPT AND STRUCTURE (WHAT IT IS AND HOW IT WORKS)

- to explain what the “TF Implementation Guide” is about and how it differs from existing Guides, and
- to use the Guide and explain its relevance.

4. OVERVIEW OF THE CURRICULUM AND LEARNING ACTIVITIES

Based on the learning needs analysis and the specific context of the training, the trainer can select specific modules from the training package. In the following framework, you will find an overview of the different sessions that the trainer can choose from. We have organized them with a specific flow. Depending on the needs, a workshop can take from one to two full days.

Session 1 <ul style="list-style-type: none"> ▪ Welcome and Opening Objectives and structure of the TF Guide ▪ Needs and Expectations 	Choose the itineraries that are relevant for your specific training can compose your modular menu	Session 5 <ul style="list-style-type: none"> ▪ Relevance of the TF Guide and further capacity building
Session 2 <ul style="list-style-type: none"> ▪ Introduction to Trade Facilitation 	Session on <ul style="list-style-type: none"> ▪ WTO negotiations 	Session 6 <ul style="list-style-type: none"> ▪ Evaluation and closure
Session 3 <ul style="list-style-type: none"> ▪ Domains 	Session on <ul style="list-style-type: none"> ▪ Creating trusted partnerships 	
Session 4 <ul style="list-style-type: none"> ▪ Trade Facilitation Instruments and Organizations 	Session on <ul style="list-style-type: none"> ▪ Reducing border delays 	
	Session on <ul style="list-style-type: none"> ▪ Document simplification 	
	Session on <ul style="list-style-type: none"> ▪ Single Window 	

5. STRUCTURE OF A LEARNING ACTIVITY

The learning sessions that you will find in this training package are structured into session sheets in the following way: At the start of each session you will find the following grid:

Title of the learning session	Description of the session in one sentence
Objective of the learning session	<i>What will participants be able to do at the end of the session?</i>
Link with the relevant content section of the TF Implementation Guide	<i>Where do I find the materials in the TF Implementation Guide?</i>
Learning materials	<i>Which specific training materials do I need for this session?</i>
Timing	<i>How much time will this session take?</i>



6. IMPORTANT CHECKLISTS FOR THE TRAINER

As a trainer you have plenty of things to prepare before the workshop starts. Therefore it might be handy to consult some important training checklists so you do not forget anything before you enter the training room.

Stationery and materials checklist

Review if you have the following items available in the training room:
<input type="checkbox"/> TF Implementation Guide power-point presentations
<input type="checkbox"/> Computer, printer and effective speakers (access to)
<input type="checkbox"/> Projector and screen (or white wall)
<input type="checkbox"/> Paper supplies [white, coloured and large poster], markers/pens (coloured & black), writing pads, notebooks, flip-chart (or Poster) paper]
<input type="checkbox"/> Stationery (scissors, string, glue, sticky adhesive ('blu-tac'), hole-puncher)
<input type="checkbox"/> Facilitator's props (clock or watch, bell)
<input type="checkbox"/> Name tags
<input type="checkbox"/> Photocopier (access to)
<input type="checkbox"/> Laptops with on-line access to the TF Guide
<input type="checkbox"/> TF workshop agenda
<input type="checkbox"/> Evaluation questionnaires

Implementation preparation checklist

Prior to implementation	During first session	Throughout the entire workshop
<ul style="list-style-type: none"> Review materials 	<ul style="list-style-type: none"> Introduce with icebreakers 	<ul style="list-style-type: none"> Remember facilitation roles, tips and challenges
<ul style="list-style-type: none"> Share briefing notes with participants 	<ul style="list-style-type: none"> Clarify expectations and learning objectives 	<ul style="list-style-type: none"> Record all the results and document as much as possible
<ul style="list-style-type: none"> Confirm roles and responsibilities 	<ul style="list-style-type: none"> Review the agenda and the methodologies Establish ground rules Set up feedback mechanisms 	<ul style="list-style-type: none"> Reflect and wrap-up

Facilitator's notes checklist

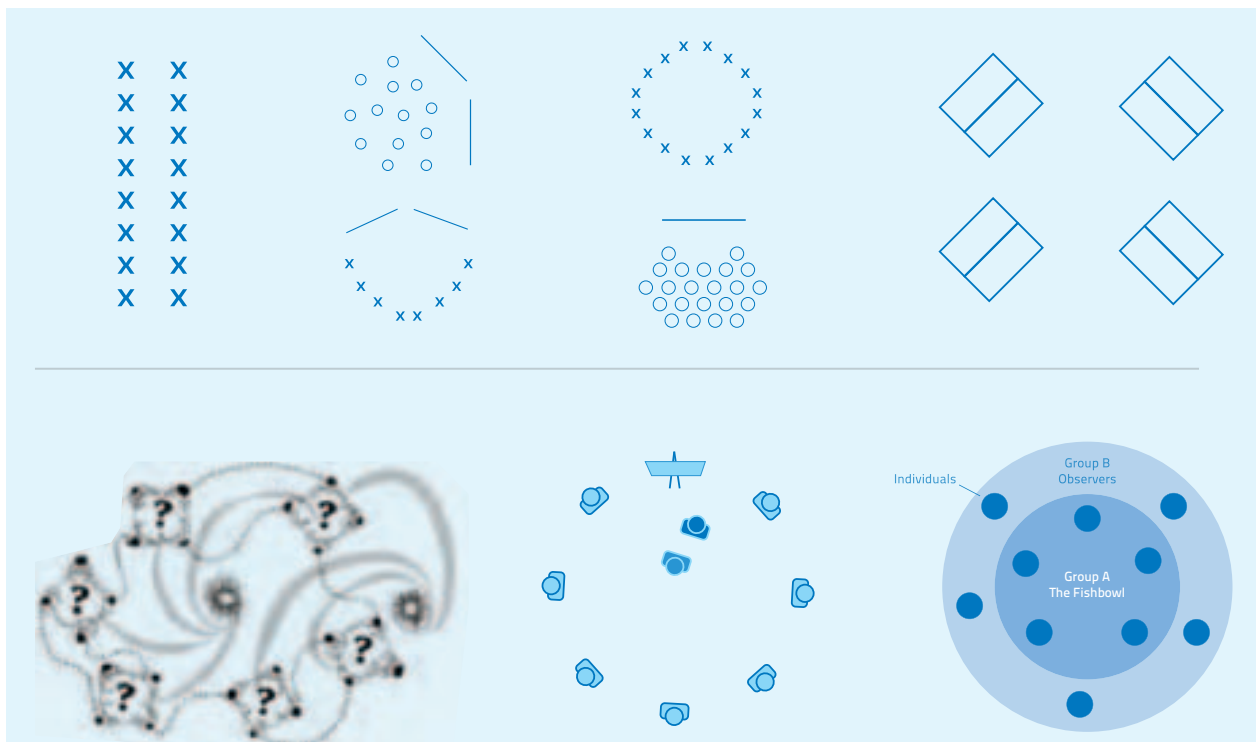
- **Present/Explain/Make the point:** The trainer will present, explain all the different steps of each session (learning objectives, methodology, presentations). The trainer is also asked to elaborate his or her points with own examples and experiences.
- **Ask participants.** They are experienced and bring along their own professional contexts. The trainer asks questions on a regular basis to elicit specific examples from the participants.
- **Work in groups.** The trainer gives clear instructions when participants have to divide themselves into working groups. The instructions can be found in the different sessions. It is important to clarify the roles of group members and explain the procedure and objective of the session.
- **Facilitate group feedback.** The trainer asks one group to present their work and the others to add perspectives not already discussed by the first group to spur further thinking and explore the various approaches and perspectives of the different groups, i.e. through comparing the findings of the whole group.
- **Display overhead/projector/power-point.** It is important to use the visual materials in the TF Implementation Guide and the different presentations that are included in the training package. Have them at your disposal at all times.
- **Distribute hand-outs.** The trainer will give each participant a hand-out. Make sure the hand-out is clear, short, readable and to the point.
- **Refer to other material.** The trainer will refer participants to additional reading and resources, i.e. specific sections in the TF Guide, website and additional online resources.

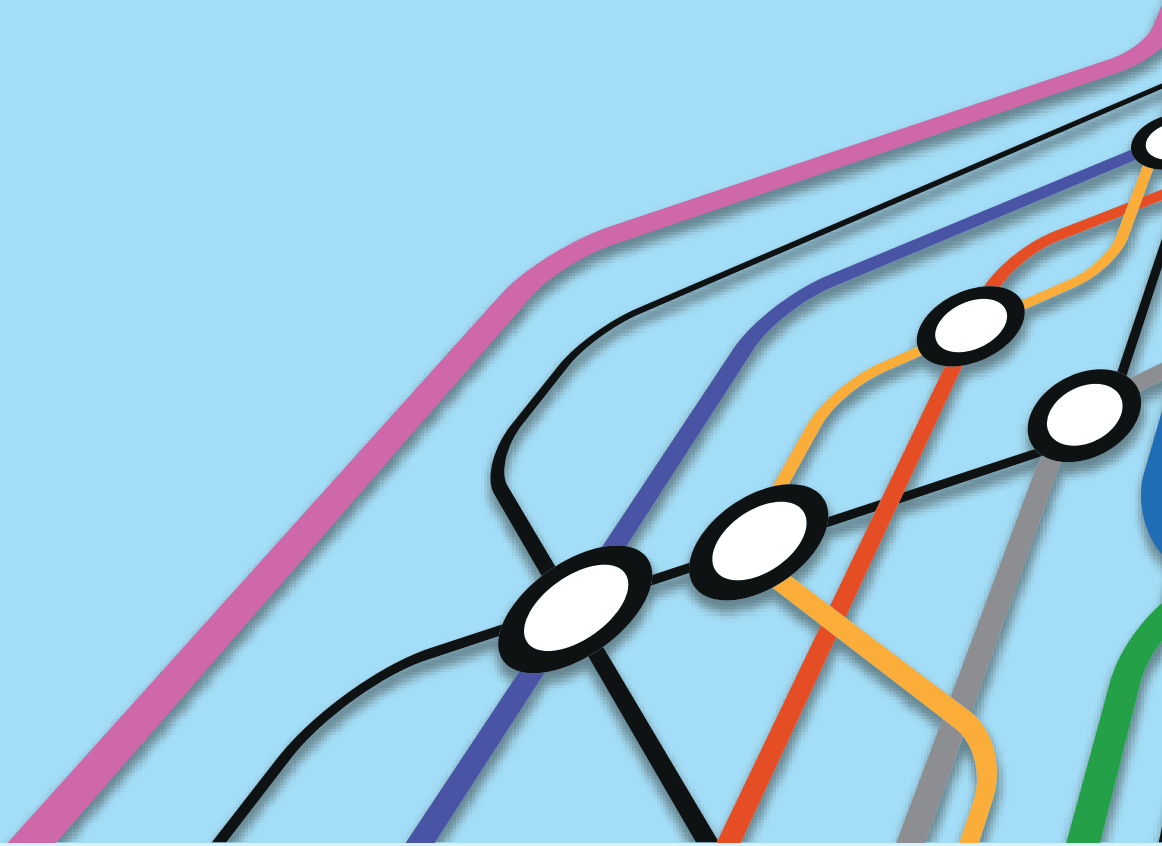
Facilitating workshops is a competency that can be acquired only through extensive experience. We recommend you to read the 100 facilitation tips that can give you practical suggestions on what you need to pay attention to as a future trainer: <http://itcilo.wordpress.com/2010/09/06/100-facilitation-tips/>

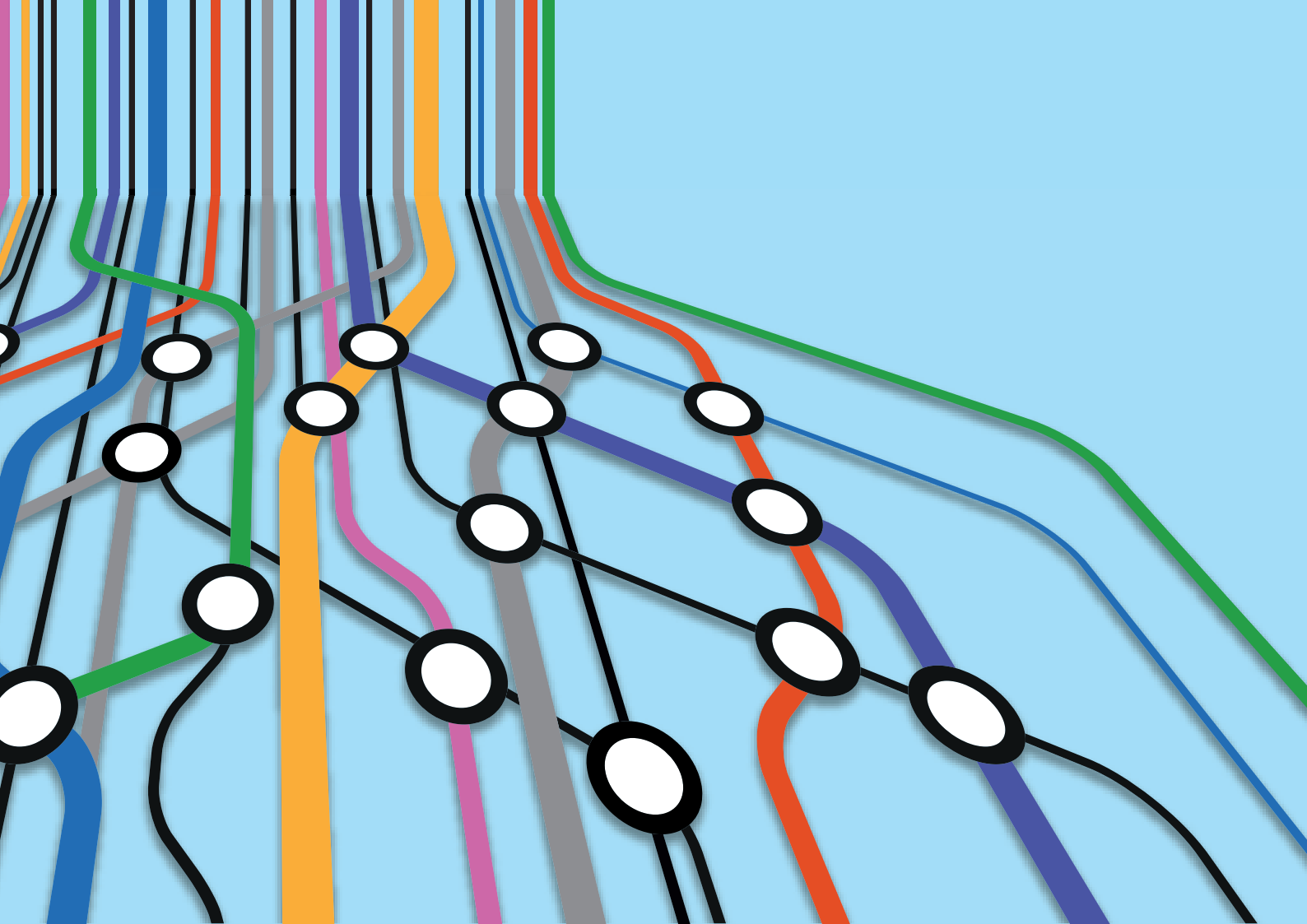


Room layouts

In the different sessions you will find different room layouts. Below you will see room structures that can be used.







PHASE 2 DURING THE WORKSHOP

SESSION 1: OPENING AND WELCOME

LEARNING OBJECTIVES

- to welcome the participants and officially open the workshop
- to introduce the objectives and the methodology of the workshop
- to explain the objectives of the TFIG

TRAINING MATERIAL

- presentations: 1a About the workshop, 1b About TFIG.
- agenda hand-out
- yellow and green post-its
- flipchart paper
- pencils and markers

TIMING - 45 min

- Welcome and opening: **20 min**
- Breaking the ice: **20 min**

METHODOLOGY

WELCOME AND OPENING (20 MIN)

The trainer welcomes the participants and introduces the objectives and structure of the TF Implementation Guide workshop. The objectives as stated in the introduction part of the training manual are shared with the participants together with a hand out of the official workshop agenda.

BREAKING THE ICE (20 MIN)

After the official welcome and opening of the course, the trainer sets up an icebreaking session to engage the group dynamics and to introduce the participatory methodology that is characteristic of the entire workshop. The icebreaking exercise focuses on introducing the participants. Different exercises can be used and should be selected keeping an eye on cultural customs.

The following presents one exercise:

The trainer divides the group of participants in equal groups of 5-6. Every participant of each group will be asked to fill in the following quadrant on a large flip chart:

NAME	
Years of TF experience	Current professional position and relationship to Trade Facilitation Implementation

Participants have 5 min to fill in the two quadrants and, once finished, display the flip chart somewhere in the workshop room. Every group selects one speaker to introduce the group members to the plenary using the flip chart.

SESSION 2: INTRODUCTION TO TRADE FACILITATION

LEARNING OBJECTIVES

- to reach a shared understanding of trade facilitation and its objectives
- to present and apply a generic approach to trade facilitation reforms

RELEVANT SECTIONS OF THE TF GUIDE

Introduction to trade facilitation:

- <http://tfig.unece.org/details.html>

The generic approach to TF implementation:

- <http://tfig.unece.org/contents/generic-approach-TF-implementation.htm>

TRAINING MATERIAL

- presentation 2: TF Principles & Benefits
- access to 4 computers/laptops with the electronic TF Guide
- flip charts
- markers
- paper and pen for each participant
- large post-it notes or coloured paper

TIMING - 1h 00

- Brainstorming about non-tariff trade barriers: **30 min**
- Introduction presentation: **15 min**
- Plenary discussion: **15 min**

METHODOLOGY

BRAINSTORMING ABOUT NON-TARIFF TRADE BARRIERS

The trainer invites the participants to write down what comes to their mind when thinking about steps that need to be taken when importing and exporting goods. While the participants answer this question, the trainer documents the many different steps on a flipchart.

The trainer stops the brainstorming exercise once it is clear

that there are many different steps for facilitating import and export procedures and that various actions need to be undertaken. The trainer briefly points out the different steps on the one hand (payment, transport, Customs, clearance etc.) and relevant actions and documentary requirements on the other (paying duties, filling out documents, etc.). The purpose of this brainstorming exercise is mainly to raise awareness about the complexity of the trade transactions. After this exercise the trainer starts with the first general introduction presentation which encompasses:



- Why TF?
- The four pillars of TF
- The generic approach to TF implementation
- Identification of possible barriers
- Introduction to the Buy-Ship-Pay (BSP) model



It is important for the trainer not to do the presentation in one run. After each topic it is advisable that the trainer asks the participants questions.

WHY TRADE FACILITATION?

What is trade facilitation about and what are the benefits for its key stakeholders?

FOUR PILLARS OF TRADE FACILITATION

Can they identify practical examples of each of the four pillars (transparency, simplification, harmonization, standardization). What do they mean and how do they help?

THE GENERIC APPROACH TO TRADE FACILITATION IMPLEMENTATION

What experience do participants have with needs assessments and other steps in the generic approach?

IDENTIFICATION OF POSSIBLE BARRIERS

Which barriers can the participants identify based on their own experience?

INTRODUCTION TO THE BSP MODEL

How does this model reduce complexity?

SESSION 3: THE STRUCTURE OF THE TFIG

LEARNING OBJECTIVES

- to explain the structure of the TFIG

RELEVANT SECTIONS OF THE TF IMPLEMENTATION GUIDE

- About: <http://tfig.unece.org/domains.html>

TRAINING MATERIAL

- presentation 3: Navigating TFIG

TIMING - 0h 10

The trainer uses the TFIG and the presentation to show the different structuring elements of the TFIG. Once the presentation is finished allow for questions. This session provides a good link to the following session.



SESSION 4: TRADE FACILITATION DOMAINS

LEARNING OBJECTIVES

- to let participants explore the guide and find specific information
- to give an overview of the main trade facilitation domains in the Guide

RELEVANT SECTIONS OF THE TF IMPLEMENTATION GUIDE

- see the different trade facilitation domains:
<http://tfig.unece.org/domains.html>

TRAINING MATERIAL

- presentations
- coloured post-it cards
- pencils and markers
- flipcharts
- relevant case stories

TIMING - 1h 30

- Introduction to the session: **20** min
- Group work based upon domain: **30** min
- Presentations of the different group results: **40** min

METHODOLOGY

Overview of the different trade facilitation domains / instruments/organisations.

The trainer starts the session with the presentation that explains the domains, instruments and organisations covered in the TFIG. Following the presentation the trainer introduces the group exercise. Participants are divided into groups of 4-5 participants. Each group gets one domain or approach.

Every group gets 30 min to review the content of the guide about their specific domain and tries to answer the following questions:

- What is the domain about?
- What are the key challenges?

- What are the relevant instruments and respective organizations?
- Do the instruments and organizations point out any recommendation or solutions?

One spokesperson of each group has 5 - 10 min to answer these questions in plenary. Following this session the entire group should have a good overview of what the different trade facilitation domains are about and more specifically their relevance for trade facilitation.

It's important that the trainer refers on a regular base to the existing case stories that are integrated in the TF Implementation Guide: <http://unece.itcilo.org/case-stories.html>

For this particular session, the trainer can refer to the following case stories:

- Business Process Analysis in Cambodia (BPA)
- Customs Modernization in Jordan (Domain: Customs and border management)
- National Trade and Transport Facilitation (NTTF) Committees as effective mechanisms for implementing trade facilitation measures in Pakistan (Domain: Consultation and Cooperation)
- A road towards paperless trade. Senegal's experience (Domain: e-business)
- Interagency collaboration for Single Window implementation. Thailand's experience (Domain: Consultation and Cooperation)



SESSION 5: INTRODUCTION TO TRADE FACILITATION INSTRUMENTS AND ORGANIZATIONS

LEARNING OBJECTIVES

- to introduce the participants to existing trade facilitation instruments
- to analyse the different fields of application of the trade facilitation instruments
- to explore the different trade facilitation organizations and their relevance to trade facilitation

RELEVANT SECTIONS OF THE TF IMPLEMENTATION GUIDE

- trade facilitation instruments
<http://tfig.unece.org/instruments.html>
- trade facilitation organizations
<http://tfig.unece.org/organizations.html>

TRAINING MATERIAL

- presentations
- four laptops with access to the electronic TF Implementation Guide
- four flipcharts
- pencils and markers
- large coloured post-its (two different colours)
- large coloured post-its (two different colours)
- the different logos of the trade facilitation organizations

TIMING - 1h 00

- Analysis of trade facilitation instruments: **30 min**
- Analysis of trade facilitation organizations: **30 min**

TRADE FACILITATION INSTRUMENTS

Comparative analysis of the instruments

METHODOLOGY

STEP 1: TRADE FACILITATION INSTRUMENTS

The trainer introduces the topic by stressing the importance of trade facilitation instruments. These international

instruments or best practices are given to provide additional guidance to participants and serve as a source of inspiration.

After the initial introduction, the trainer divides the groups and has two different options.

Option 1: The division in groups remains the same as in Session 3 and the groups will be invited to explore instruments relating to the domain they have chosen.

Option 2: The division into groups is based on the categories that you will find in the TF Implementation Guide.

Group 1: Conventions:

<http://tfig.unece.org/contents/conventions.htm>

Group 2: Recommendations and standards:

<http://tfig.unece.org/contents/recommendations-and-standards.htm>

Group 3: Guidelines and Guides:

<http://tfig.unece.org/contents/Guidelines-and-Guides.htm>

Group 4: Compilations, cases and best practices:

<http://tfig.unece.org/contents/case-studies.htm>

Each group has 30 min to investigate its own category and work out a structured synthesis of what exactly belongs to each category. The trainer should encourage participants to explore the pages for which instruments are relevant.

The trainer can give some guiding questions that they can use during this investigation period:

- What kind of instruments do you find in your category?
- How are they structured?
- Why are they useful?

Instruct the groups to identify someone to take notes, and someone to keep time. This will ensure that the activity is recorded and that all the questions are covered within the time limit.

The spokesperson for each group has exactly 5 min to explain to the other groups what the category is about, what information it explains and why it is useful.

After the debriefing, the trainer opens the floor to plenary discussion.

STEP 2: TRADE FACILITATION ORGANIZATIONS

The trainer continues the exercise to introduce the part of the manual on organizations. Based on the choice in Step 1, the trainer continues to follow either:



Option 1: The trainer explores in depth the organizations relating to the chosen domains and instruments based on the general question on what the organizational relevance is for trade facilitation.

Option 2: The trainer divides the logos of the organizations among the participants and asks the following two questions:

1. What is the organization known for (focus on main outcomes)? (yellow cards or post-its)
2. Describe the work that the organization does that is relevant to trade facilitation? (green cards or post-its)

The trainer asks the participants to map the logos on a wall, together with the yellow and green cards.

Once the mapping exercise is done, the trainer makes sure the following aspects are covered:

- Descriptions of the trade facilitation organizations are clear (where needed, point them to the TF Implementation Guide where a full description is available).
- The relevance for trade has been clearly explained.
- Where possible, draw connections and lines between trade facilitation organizations to identify organizational connections.

SESSION 6 SPECIFIC TRAINING: ON ITINERARIES



SESSION ON: WTO AGREEMENT ON TF

LEARNING OBJECTIVES

- to describe the Agreement on Trade Facilitation and tell the obligations it entails
- to establish relationships between the Agreement and other existing instruments
- to illustrate the implementation mechanism of the Agreement

RELEVANT SECTIONS OF THE TF IMPLEMENTATION GUIDE

- WTO Agreement on Trade Facilitation
<http://tfig.unece.org/contents/itinerary-01-start.html>

TRAINING MATERIAL

- presentation
- computer on-line access to the Guide
- flipcharts
- markers and pencils
- hand-outs (if no Internet connection is available)

TIMING - 1h 30

- Intro: presentation WTO negotiations: **10 min**
- Group work: **20 min**
- Group work: **40 min**
- Presentation: **10 min**
- Group work: **10 min**

METHODOLOGY

STEP 1

Introduction and context (30 min).

The trainer starts the session with a general presentation (cf. Presentation WTO Negotiations, Trade Facilitation) to address the first learning objective. The objective of the presentation is to place the Agreement in its historical and institutional context. After clarifying the role of the WTO, the Doha round and the negotiating process, the trainer interrupts the



presentation with the first group work.

The objective of the group work is to allow participants to become familiar with the Agreement and to use the information in the TFIG to better understand the Agreement.

The participants are divided in groups of 4-5 participants. Each group works on the same task. The task is the following: Describe the structure and content of the Agreement. Starting point is the WTO Agreement itinerary. Having introduced the task, the trainer should start the group work with showing the itinerary's first page.

Note: the participants have to consult the original text on the WTO web site. The text can be accessed from the Agreement's page in the TFIG. If there is no internet connection, the Agreements' text should be distributed electronically – part of the hand out.

The trainer allows for 10-15 min for this group work. Following this time, the trainer debriefs by asking one group to present its results. In the debriefing it is important to highlight the following elements :

- The Agreement is structured in two parts.
- Section 1 contains the substantive obligations (in total 12 Articles)
- Section 2 addresses the implementation related aspects or the so-called Special and Differential Treatment provision

STEP 2 (40 MIN)

As the participants now have a good overview of the Agreement and know where to find the document, they can turn to the second group work. Here the focus lies on relating information in the guide with the Agreements text. A key tool for this is the WTO map in the TFIG. The trainer can therefore start the exercise by showing and explaining the WTO map . The groups then work on the following task:

- From the Agreement's text select two provisions, Articles or sub-articles.
- Explain what exactly the provisions require Members to do
- Identify other instruments that are similar to the provisions or that can complement the provisions.

Note: depending on the group of participants and their level of engagement, selecting the provisions can take too much time. In this case, pre-select some provisions. It is not a problem if groups work on the same provisions.

STEP 3 (20 MIN)

The remaining time of the session is used for the last learning objectives. The trainer returns to the presentation to present the implementation framework. The trainer asks the participants to illustrate the implementation framework and timetable from the perspective of their respective countries.

For this exercise, participants should group by country. They have 5 min to answer the question. Depending on how much time remains for the session, one or several groups/ countries are asked to report.



SESSION ON: CREATING TRUSTED PARTNERSHIP

LEARNING OBJECTIVES

- to describe the benefits of consultation and cooperation
- to compare consultative approaches
- to be able to explain and conduct a SA (option 2)

RELEVANT SECTIONS OF THE TF IMPLEMENTATION GUIDE

- Consultation and cooperation
<http://tfig.unece.org/contents/intro-domain-consult.htm>

TRAINING MATERIAL

- copies of the Case Study
- presentation
- flipcharts
- markers and pencils
- different post its – large rectangular ones, round ones

TIMING - 1h 30

- Case story: **20** min
- Presentation: **10** min

Option 1:

- Group work: **60** min

Option 2

- Group work: **60** min

METHODOLOGY

For this session the trainer can choose between two different training methodologies.

OPTION 1

The trainer starts the session with the case study a “Strike is blocking regional Customs office”. A copy of the case study is given to each participant. They have 10min to read the case and answer the question individually. The trainer then debriefs the case study focusing on the description of the current situation. The objective is to pave the way for a reflection of the benefits of consultation and cooperation. (20 min)

After this debriefing the trainer shows the presentation and lead to the group work (option 1) or to the group work (option 2) (10 min).

OPTION 2

The objective of the group work is to let participants discuss the different consultation mechanism and the effect and benefits they have. The trainer gives a list of different methods. The task of the groups is to

1. Order to the examples of consultation / cooperation mechanisms
2. Explain the criteria you used for the order
3. Share your experiences

To explain the exercise, the trainer prepares one flipchart in advance to show an example of how the result of the ordering can look like. Each group is given 15 -30 min to finish the exercise. Once all groups have finished their exercise, each group presents its results. Depending on the available time, selected participants can be invited to present their country experience in detail.

This debriefing will be used by the trainer to close the session with a conclusion on the variety of methods and forms and point to the advantages of setting up national trade facilitation bodies and the information one can find in the TFIG on these groups, including to the relevant case study: “NTTF Committees as effective mechanisms for implementing trade facilitation measures in Pakistan”, which can be retrieved from:

<http://tfig.unece.org/case-stories.html> (1h)

OPTION 3

This option can replace the group work above or be added. The main objective is to become familiar with the technique of stakeholder analysis and apply it to a specific trade facilitation context.

The trainer introduces the topic by mentioning the importance of stakeholders and having the right stakeholders consulted and participating in a topic or political process. The central questions are:

1. How to identify these stakeholders?
2. How to effectively deal with them?

Once the trainer has posed one of the above questions, he gives room for another group work. The groups should review the TFIG guide stakeholder analysis page and answer the following questions.

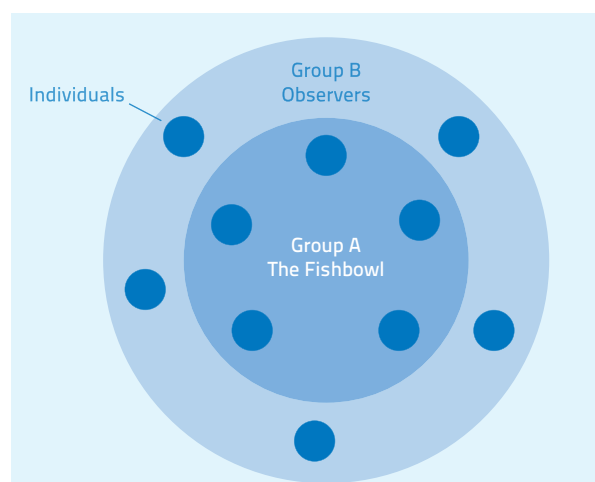
1. Who are typical TF stakeholders?
2. Do they have the same interests and what are their interests/missions?

In addition, each group is given a topic or area in which they should identify stakeholders to be consulted and at what level, using their acquired knowledge of a stakeholder analysis. Recommended topics are pre-arrival clearance, border agency cooperation/Coordinated intervention/ Single Window. Each group should fill out the flip chart

1. In your project who are the stakeholders?
2. Identify the positions/interests of the stakeholders to the project
3. Assign a role to each stakeholder, leader, advisor, follower, multiplier

One group is invited to present its results for the first two questions. Other groups are asked to complete where necessary. Following this, each group presents its SA for the given project. The trainer closes the session by showing an example of the SA map as a way to document the results of a SA. (1h).

Case stories help to contextualize the content.





SESSION ON: REDUCING DELAYS AT BORDER CROSSING

LEARNING OBJECTIVES

- to understand the different causes of delay
- to explore the different procedures that apply at border crossings in a general manner
- to evaluate solutions

RELEVANT SECTIONS OF THE TF IMPLEMENTATION GUIDE

- Reducing delays at border crossings
<http://tfig.unece.org/contents/itinerary-03-start.html>

FREQUENTLY ASKED QUESTIONS

- What can be done to reduce delays at border crossings?
- Who should be involved?

TRAINING MATERIAL

- presentation
- case story "Customs modernization in Jordan"
- 3 large flip charts
- large post-its
- markers

TIMING - 2h 00

- Introductory presentation: **20 min**
- Causes for border delays: **20 min**
- Group discussion: **60 min**
- Conclusion: possible solutions : **20 min**

METHODOLOGY

The trainer starts with an introductory presentation about the itinerary (cf. presentation Reducing Border Delays) (20 min). After this presentation the trainer asks the participants what the potential causes are for border delays (20 min). The stories and cases from the participants should be classified in the categories that appear in the TF Implementation Guide:

1. Infrastructure limitations and inefficiencies
2. Slow processing for release
3. Opening hours

Stories are mapped out on large post-its and are classified in the three categories on three large flip-charts in front of the class room.

After this initial mapping exercise the trainer divides the participants into three different groups (60 min).

Group 1: Cross border requirements

<http://tfig.unece.org/contents/goods-specific-requirements.htm>

Group 2: Transit

<http://tfig.unece.org/contents/transit-transport-operation.htm>

Group 3: Port controls

<http://tfig.unece.org/contents/port-control.htm>

Each group has access to the relevant link of the Guide and tries to come up with summary answers to the following two questions:

1. What is your topic about?
2. Why is it important for trade facilitation?

Additional guidelines: Try to illustrate your points with concrete cases/examples from your own experience. When possible the trainer can also refer to the case story which is integrated in the TF Implementation Guide: "Customs modernization in Jordan":

<http://tfig.itcilo.org/case-stories.html>

One spokesperson per group makes a summary presentation of the answers the group came up with. The trainer provides additional feedback when needed.

The session concludes with an evaluation of possible solutions (25 min). The trainer makes an inventory of the general and more specific solutions that are pointed out in the TF Implementation Guide and illustrates where possible with concrete examples. The trainer can make use of the following link in the Guide:

<http://tfig.unece.org/contents/border-crossing-delays.htm> .



SESSION ON: RATIONALIZE TRADE DOCUMENTS AND DATA REQUIREMENTS

LEARNING OBJECTIVES

- to get an understanding of what trade documents are about and what they are used for
- to know how to identify redundant and obsolete requirements
- to reduce and harmonize data requirements and documents

RELEVANT SECTIONS OF THE TF IMPLEMENTATION GUIDE

- Rationalize trade docs and data requirements
<http://tfig.unece.org/contents/itinerary-05-start.html>

FREQUENTLY ASKED QUESTIONS

- What are trade documents and what are they used for?
- How do you identify obsolete and redundant requirements?
- How do you reduce and harmonize data requirements and documents?

TRAINING MATERIAL

- presentation
- case study: BPA in Cambodia
- 4 large flip-charts or sheets of brown paper
- cards
- pencils and markers
- on-line access to the Guide

TIMING – 2h 00

- Definition and use of trade documents: **30 min**
- Identifying simplification procedures: **1h 15 min**
- Final debriefing: **15 min**

METHODOLOGY

STEP 1

Definition and use of trade documents (30 min)

The trainer asks every participant to write down a definition of what a “trade document” is. After 5 min he/she asks the participants to pair up in buzz groups and compare

their definitions. Buzz groups are simply small impromptu groups of two or three participants formed to discuss this topic for a short period. Some groups will be invited to present their joint definition on a flip-chart and, after this initial round, the trainer projects the definition as stated in the TF Implementation Guide and checks whether this is in line with what the participants have found, and verifies the examples of trade documents the participants have come up with. After this the trainer constructs a list of different uses of trade documents related to the different origins of the examples that were chosen by the participants.

STEP 2:

Identifying simplification procedures (1h30)

The trainer explains that the complexity of documentary and data requirements causes multiple delays and costs for traders and government alike. The Guide points out several opportunities for the simplification of document and data flows. The participants will be seated at four different tables, each table containing a written statement.

Table 1: BPA methodology

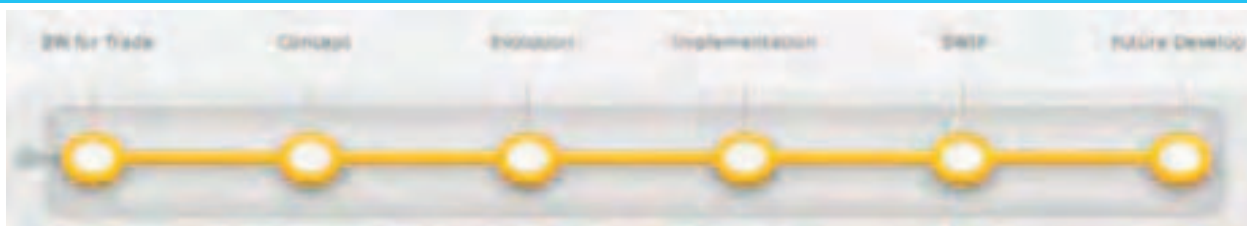
Written statement: *In order to find opportunities for simplification, process analysis can help with documenting the current documentary process. Business process analysis therefore provides the basis for simplification, harmonization and standardization of data, documents, and requirements*

Table 2: Document alignment

Written statement: *Harmonization of data and document requirements is a useful step in reducing the complexity of cross-border trade. It leads to the aligning of documents and data, and ideally the use of existing standards, thus making cross-border exchange more efficient.*

Table 3: Single Windows for Trade

Written statement: *One of the objectives of Single Windows for Trade is to offer a platform for the submission of trade documents and data. It aims at avoiding duplication by exchanging the data amongst its participating parties. There are therefore less contact points, and time and location independent platforms for trade data interchange.*



Every table is covered with a flip-chart or brown paper. Participants discuss how the different solutions contribute to the identified problems. Participants are allowed to consult the Guide. Every table appoints one moderator, one note taker and one timekeeper. The moderator encourages every participant to note down their contributions on the paper, to ask additional questions and to elaborate in-depth on the proposed solution. This round of conversation will take approximately 15 min, after which the participants move to the next table (except the moderator). Once they have arrived at the new table, the existing moderator welcomes them, briefly explains what the previous group has discussed and invites them to add new thoughts and contributions to the identified solution. After four rounds the trainer asks every moderator to come up with the key learning points for each solution. The key points should reflect a valid answer on the second and third learning objective of this particular session.

Optional: Where possible the trainer can refer to the BPA case study in Cambodia which can be retrieved here: <http://tfig.unece.org/case-stories.html>

SESSION ON: ESTABLISHING A SINGLE WINDOW

LEARNING OBJECTIVES

- to understand the relevance of Single Windows for trade facilitation
- to learn about key components of a Single Window implementation project and the relevant tools
- to become familiar with best practice for Single Window implementation and future developments

RELEVANT SECTIONS OF THE TF IMPLEMENTATION GUIDE

- Establishing a Single Window
<http://tfig.unece.org/contents/itinerary-02-start.html>

FREQUENTLY ASKED QUESTIONS

- What to keep in mind when planning for a Single Window?
- How best to approach a Single Window Project?

TRAINING MATERIAL

- presentation
- TF Implementation Guide
- information of upcoming Single Window training
- case studies: Interagency collaboration for Single Window implementation in Thailand, A road towards paperless trade - Senegal's experience, Single Window implementation in Mozambique, BPA in Cambodia

TIMING - 1h 30min

- Introduction presentation: **20** min
- Group discussion: **45** min
- Plenary debriefing: **25** min

METHODOLOGY

The trainer explains the itinerary covering in general items that can be retrieved from the Guide (see Single Window Presentation) (20 min). The trainer makes sure the following question is answered throughout the presentation.

1. What to keep in mind when planning for a Single Window?

After this initial opening presentation, the trainer divides the entire group into five different working groups. Each working group will focus on one of the components of a Single Window implementation project. The guiding question for each subgroup is “*How to best approach a Single Window Project?*”

Group 1:

Policy and institutional aspects

Group 2:

Legal and regulatory framework

Group 3:

Business Process Analysis

Group 4:

Document simplification and information exchange

Group 5:

ICT requirements

PLENARY DEBRIEFING:

Each group presents the main results of the group discussion in plenary and the trainer makes a synopsis of the learning objectives. After this, the trainer refers to some specific case studies that show aspects of the Single Window Itinerary in practice. The case studies can be retrieved from: <http://tfig.unece.org/case-stories.html>

- Case: Interagency collaboration for Single Window Implementation, Thailand's experience
- Case: A road towards paperless trade, Senegal's experience
- Case: Single Window implementation in Mozambique
- Case: BPA implementation in Cambodia

SESSION 7: RELEVANCE OF THE TF IMPLEMENTATION GUIDE AND FURTHER CAPACITY BUILDING

LEARNING OBJECTIVES

- to identify areas in which further capacity building on thematic areas of the Guide is needed
- to state the relevance and the added value of the TF Implementation Guide

RELEVANT SECTIONS OF THE TF GUIDE

- The entire TF Implementation Guide

TRAINING MATERIAL

- presentations of the different trade facilitation domains
- colored post-its
- pencils and markers
- flip-charts

TIMING - 1h 30min

- Step 1: identifying learning needs: **45 min**
- Step 2: identifying strengths of the Guide: **45 min**

METHODOLOGY

STEP 1

The trainer gives each participant three empty cards. Every participant has 20 min of preparation time to review the entire TF Implementation Guide on-line using the following guiding question:

Throughout this workshop you had the possibility to explore different domains, instruments, itineraries and organizations. The workshop had the objective of orienting you in the use of the Guide and bringing you to the specific contents that are relevant for you. After this workshop, which areas would you like to learn more about in-depth?

The trainer collects the different interest areas for further capacity development and clusters them in front of the class room.

Learning Needs	Existing capacity building
Cluster 1: [e.g. Single Windows]	Training package on Single Windows
Cluster 2:	
Cluster 3:	
Cluster 4:	

A collective debriefing is held by the trainer to see where the existing gaps between needs and training offers can be identified.

STEP 2

After the initial round, the participants go back to the on-line Guide and get three new guiding questions:

1. According to you, what are the strengths of this on-line Guide and what makes it different?
2. What are possible suggestions for improvement?
3. How do you think you can use this Guide for your work?

The trainer collects the answers on the questions and clusters the results again in front of the classroom.

Strengths of TF Implementation Guide	Suggestions for improvement
Cluster 1:	Cluster 1
Cluster 2:	Cluster 2
Cluster 3:	Cluster 3
Cluster 4:	Cluster 4

A collective debriefing is held by the trainer, who identifies what the unique position of the Guide is and summarizes ways in which it could be improved.

SESSION 8: WRAP UP AND EVALUATION

LEARNING OBJECTIVES

- to evaluate the satisfaction of the workshop participants
- to review what has been learned so far
- to reinforce knowledge and awareness

RELEVANT SECTIONS OF THE TF IMPLEMENTATION GUIDE

- The entire TF implementation Guide

TRAINING MATERIAL

- 3 flipcharts
- 3 markers
- prize for the winning group
- evaluation questionnaire

TIMING - 1h 30

- Step 1: What did we learn? **60 min**
- Step 2: Evaluation of the workshop: **15 min**
- Step 3: Final closure **15 min**

METHODOLOGY

STEP 1: *What did we learn in the workshop?*

Participants divide themselves randomly in three sub-groups. Groups review the sessions of the three days and generate a list of five challenging questions for the other groups (questions can be about anything covered during the plenary sessions). Questions must be clearly formulated and written down (e.g. on flip- charts)

The other groups are invited to answer the questions from one group; the suggesting team validates the responses and/or provides additional information.

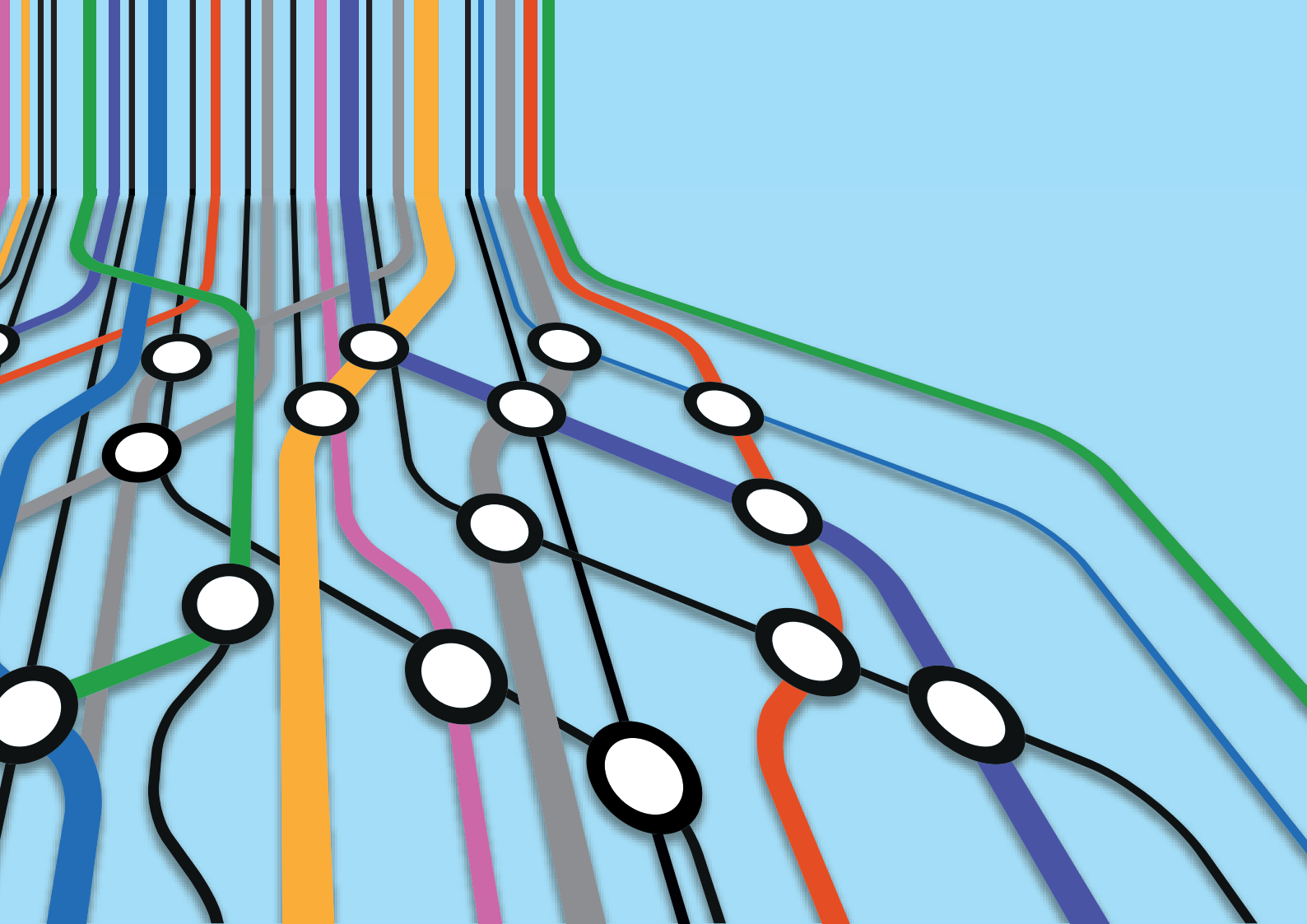
Competition between sub-groups: the winner is the team that generates the highest number of unanswered questions.

STEP 2: *Evaluation*

Participants receive the trade facilitation evaluation questionnaire and take about 20 min to complete the questionnaire in silence.

STEP 3: *Closure*

The trainer ends the course with the most significant conclusions of the last three days and asks every participant to come up with one sentence that best describes their learning throughout the past three days.



PHASE 3
AFTER THE WORKSHOP

This training package contains an elaborate evaluation strategy on how to measure the impact of the workshop at three different levels. The evaluation strategy is an integral part of the workshop activity so that timely evaluation information is available for decision-making and to ensure that the organiser of the workshop is able to demonstrate accountability to stakeholders.

OFFICIAL TRADE FACILITATION WORKSHOP EVALUATION INSTRUMENTS INCLUDED IN THE TRAINING PACKAGE

LEVEL 1:

As a trainer you can have access to a standard questionnaire. Its objective is to assess the participants' satisfaction in order to improve the perception of the quality of learning about the TF Implementation Guide. (see Annex 3)

LEVEL 2:

In a second stage you can question the participants at the end of the workshop through a series of standard questions in order to assess whether the participants have learned what they were supposed to learn. This will give us additional information on whether the learning objectives were achieved or not. (see Annex 2).

LEVEL 3:

Finally a short follow-up survey is included in the package to send out 6 months after the workshop. This information will provide us with more detail about the effective implementation of the lessons learned based on the Guide (see Annex 4). To understand the picture, you will recognize the first three levels that were explained before. For each of these three levels you have instruments to measure the impact of the TF Implementation Guide workshop (cf. Annexes 2, 3 and 4). Level 4 and level 5 require more complex instruments to measure impact and are not included in the scope of this manual. To conduct impact assessment studies on these two levels, additional separate resources and instruments are needed.

In addition to the instruments we advise for these three levels, we suggest that the trainers undertake an after-action review right after the training, together with the participants and the resource persons. Apart from the more structural feedback through the different questionnaires, the results of the after-action review can be used to adjust and optimize the workshop for the next round.

AFTER-ACTION REVIEW

The after-action review by the participants involved in the workshop is a structured facilitated process that can be used to debrief the workshop to analyse what happened, why it happened, and how it can be made better.

1. What were our intended results?	3. What caused our results? (Why did it happen?)
2. What were our actual results? (What really happened?)	4. What will we retain? Improve? (What can we do better next time?)

These four steps need to be completed in small groups. In the first step, you review the learning objectives of the workshop. In the second step, you discuss what you have achieved throughout the entire workshop. In the third step, you analyse the achieved results in more depth and look for causes of the achieved successes and failures. In the last and fourth step, you see what you could do better and improve and decide on what needs remain.

1. Hold the AAR immediately after the workshop. AARs are carried out immediately while all the participants are still available, and their memories are fresh.
2. Create the right climate. The ideal climate for an AAR to be successful is one of openness and commitment to learning. Everyone should participate in an atmosphere free from the concept of seniority or rank. AARs are learning events rather than critiques.
3. Ask 'what was supposed to happen?' The facilitator should start by dividing the event into discrete activities, each of which had (or should have had) an identifiable objective and plan of action. The discussion begins with the first activity: 'What was supposed to happen?'
4. Ask 'what actually happened?' This means the team must understand and agree facts about what happened. Remember, though, that the aim is to identify a problem not a culprit.
5. Now compare the plan with reality. The real learning begins as the team or teams compare the plan to what actually happened in reality and determines 'Why were there differences?' and 'What did we learn?' Identify and discuss successes and shortfalls. Put in place action plans to retain the successes and to improve upon the shortfalls.

6. Record the key points. Recording the key elements of an AAR clarifies what happened and compares it to what was supposed to happen. It facilitates sharing of learning experiences within the organizing team and provides the basis for further improvement of the workshop.

TRAINING REFERENCES

Title: TRAINING OF TRAINERS: A FACILITATION SKILLS PROGRAM FOR POTENTIAL TRAINERS/FACILITATORS
Corp. Auth: UNITED NATIONS OFFICE AT NAIROBI. DEVELOPMENT AND TRAINING UNIT
Published: NAIROBI: UNITED NATIONS, 2007
Description: 86 P
Location: ONLINE / 3020 / Electronic document -/
Link full text: www.box.net/shared/o6z8sfgnzu
Link Org/Pub: www.unon.org

Title: HOW TO ORGANIZE AND RUN LEARNING WORKSHOPS
Corp. Auth: UNSSC; UNESCO
Published: UNICEF, 1987
Description: 78 P
Location: ONLINE / 3020 / Electronic document -/
Link full text: www.undp.org/oslocentre/docs08/learning/how_to_run_workshops_UNICEF_and_UNSSC.pdf
Link Org/Pub: www.unicef.org

Title: TRAIN THE TRAINER: TRAINING FUNDAMENTALS: INSTRUCTOR'S REFERENCE MANUAL
Corp. Auth: UN ECONOMIC AND SOCIAL COMMISSION FOR ASIA AND THE PACIFIC (ESCAP)
Published: NEW YORK: UNITED NATIONS, 2001
Description: 117 P
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Link full text: www.unescap.org/ttdw/common/TFS/FFModalTx/TOT.pdf
Link Org/Pub: www.unescap.org

Title: TRAINING CONTRACTORS FOR RESULTS: A GUIDE FOR TRAINERS AND TRAINING MANAGERS
Author: HERNES T; MILES D (ED.)
Corp. Auth: ILO
Published: GENEVA : INTERNATIONAL LABOUR OFFICE, 1988
Description: 111 P
ISBN: 92-2-106253-8

ENG.Thesaurus: ILO pub trainer training programme management development construction industry Guide
Location: MDC / 1000 / 34752-A -/
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Author: CHEGE R; PATEL A (ED.)
Corp. Auth: AFRICAN WOMEN'S DEVELOPMENT AND COMMUNICATION NETWORK
Published: NAIROBI: AFRICAN WOMEN'S DEVELOPMENT AND COMMUNICATION NETWORK
Description: 48 P
ENG.Thesaurus: teaching and training material training of trainers gender mainstreaming gender equality women's rights ;
Location: ONLINE / 0080 / Electronic document -/
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Title: 12 HABITS OF SUCCESSFUL TRAINERS

Author: BIECH E; NAUGHTON J

Corp. Auth: AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT (ASTD)

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ISBN: 1-56286-396-7

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Author: RUSSELL L

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Published: ALEXANDRIA, VA: AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT, 2000

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Author: BURNARD P

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Author: DUPONT G; REIS F

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Published: BERLIN: CEDEFOP, 1990

Description: 42 P

ISBN: 92-826-3424-8

Location: MDC / 3020 / 24258-A -/-

Title: TRAINER BASICS A COMPLETE HOW-TO GUIDE TO HELP YOU: UNDERSTAND WHAT A TRAINER DOES AND WHY; DEVELOP KEY MUST-HAVE SKILLS FOR SUCCESS; APPLY YOUR KNOWLEDGE TODAY

Author: PISKURICH GM

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ISBN: 1-56286-350-9

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Location: MDC / 2020 / 15861-A -/-

Link Org/Pub: www.astd.org

Title: FACILITATION BASICS: A COMPLETE HOW-TO GUIDE TO HELP YOU: ENHANCE YOUR SKILLS AS A FACILITATOR; CREATE SUPPORTIVE AND EFFECTIVE LEARNING ENVIRONMENTS; ENSURE LEARNING IS TRANSFERRED TO THE JOB

Author: MCCAIN DV; TOBEY DD

Published: ALEXANDRIA, VA: AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT, 2004

Description: 170 P

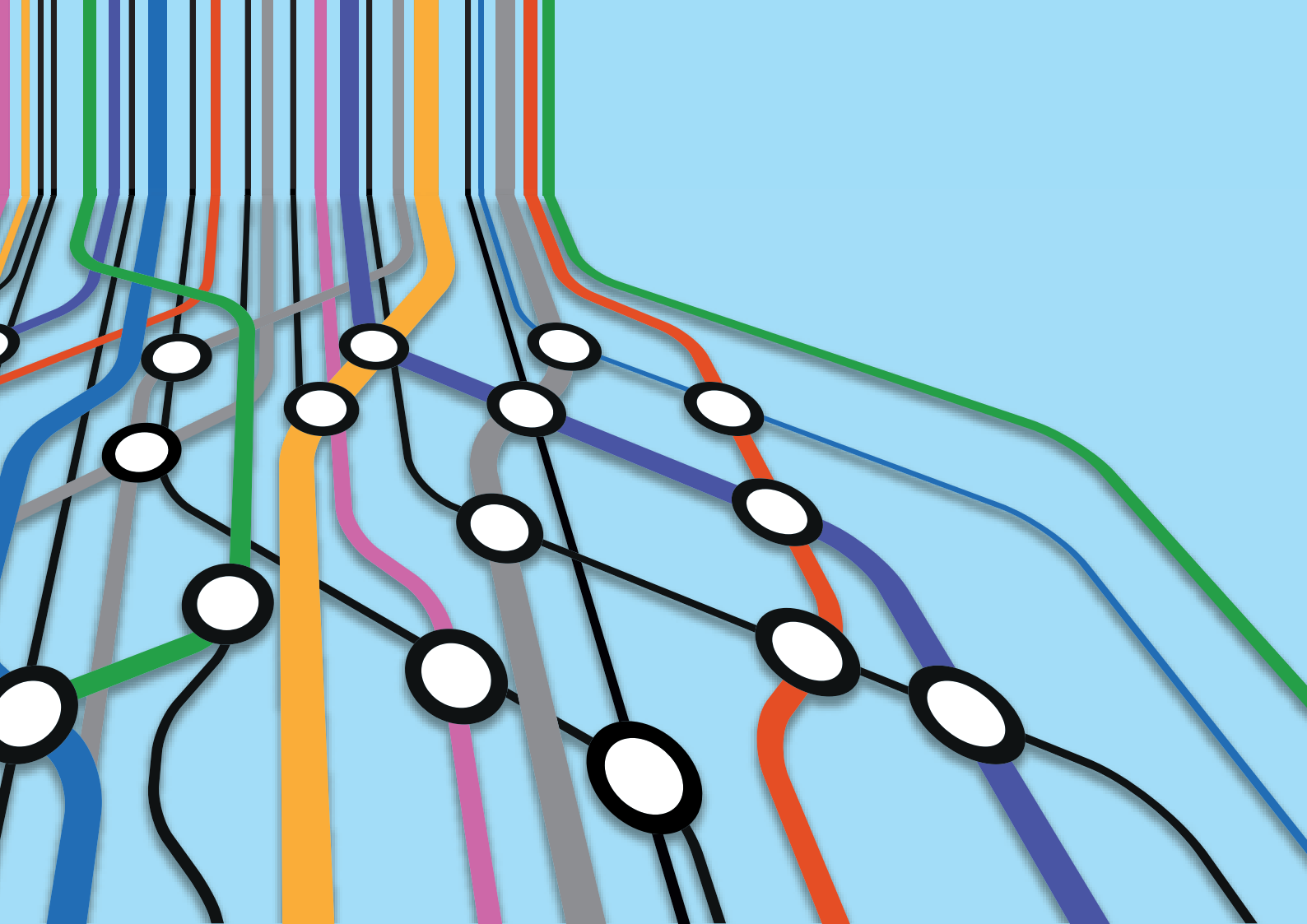
ISBN: 1-56286-361-4

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Annex 1: Pre-training survey. Learning needs analysis



ANNEXES

ANNEX 1

PRE-TRAINING SURVEY: LEARNING NEEDS ANALYSIS

1. INTRODUCTION

Dear participant,

We invite you to fill in this pre-training survey in relation to the upcoming Trade facilitation implementation Guide workshop. This information will allow us to adapt the workshop better to your learning needs and expectations.

2. RESPONDENT'S DETAILS

1. SEX:

- ☐ Female
☐ Male

2. AGE:

- ☐ Less than 30
☐ 30-39
☐ 40-49
☐ 50-59
☐ More than 60

3. COUNTRY YOU WORK IN:

.....

4. TYPE OF INSTITUTION YOU WORK FOR:

- ☐ Workers' organization
☐ Employers' organization
☐ Government/public administration
☐ Non-governmental organization
☐ Private enterprise
☐ International organization
☐ Other (please specify)

5. YOUR CURRENT POSITION:

Job title:

Main responsibilities:

Main field of work:

6. YOUR WORKING EXPERIENCE IN "TRADE FACILITATION IMPLEMENTATION":

- ☐ More than 5 years
☐ 2-5 years
☐ 1-2 years
☐ Less than 1 year
☐ No experience

7. IF YOU HAVE WORKING EXPERIENCE, PLEASE BRIEFLY DESCRIBE IT:

.....
.....
.....

8. AS A PARTICIPANT, HOW CAN YOU CONTRIBUTE TO THIS COURSE TO MAKE IT AN ENRICHING EXPERIENCE FOR ALL? PLEASE BE SPECIFIC.

.....
.....
.....

9. HAVE YOU PARTICIPATED IN OTHER TRAINING INITIATIVES ON "TRADE FACILITATION IMPLEMENTATION" IN THE LAST FIVE YEARS?

- ☐ Yes
☐ No

10. IF SO, PLEASE BRIEFLY DESCRIBE THEM (TITLE, YEAR, TRAINING ORGANIZATION, ETC.)

.....
.....
.....

11. DOES YOUR JOB REQUIRE YOU TO TRAIN OTHER PEOPLE?

- ☐ Yes, very often
☐ Yes, sometimes
☐ Yes, but very rarely
☐ No

3. PREFERENCES CONCERNING MODALITY AND TIMING

1. What is the maximum time you are ready to devote to a face-to-face course?
 - ☐ 1 to 3 days
 - ☐ Up to 1 week
 - ☐ Up to 2 weeks
 - ☐ More than 2 weeks
2. Please indicate your preference for the timing of the courses:
 - ☐ January - March
 - ☐ April - June
 - ☐ July - September
 - ☐ October - December

4 LEARNING EXPECTATIONS

1. What are your main expectations from this course?
.....
.....
.....
2. Please indicate three learning objectives that you would like to achieve through this course
 - 1.
 - 2.
 - 3.
3. Please indicate three skills that you expect to acquire through this course
 - 1.
 - 2.
 - 3.
4. How do you intend to use the knowledge and skills acquired from the course in your current job?
.....
.....
.....
5. Are you participating in this course on your own initiative or by the decision of your organization?
☐ On my own initiative
☐ By decision of my organization

6. What are the main expectations of your organization from your participation in the course?

ANNEX 2

PRE- AND POST-SELF-EVALUATION

INTRODUCTION TO THE TRADE FACILITATION IMPLEMENTATION GUIDE

Venue.....

Dates

ENTRY SELF-EVALUATION

UNECE will evaluate the effectiveness of the training activity that you are attending. To help us, we ask you kindly to complete this self-evaluation form. As well as this form, we will ask you to complete another one at the end of the training.

Your answers to all questions are anonymous. However, so that we can group your evaluation forms together while maintaining your anonymity, we would like you to create a code and use it on every form.

To create your own personal, confidential evaluation code, please write the following:

The first letter of the town where you were born:

The first letter of your mother's first name:

The year that you were born:

For example, a participant born in Lusaka to a mother named Vivien in 1960, would have the code L-V-1960.

The items on the next sheet cover the main contents of the upcoming training sessions. For each item, you will find a short question and a scale on which you can indicate your level of knowledge about specific topics. Please take your time to answer each question and then, on the scales that follow, use an X to indicate what, in your opinion, is your level of knowledge about the specific topic.

If you don't know the answer to a question, please leave it blank. The purpose of this questionnaire is not to test you, but to evaluate our effectiveness in providing you with quality training.

1. Trade Facilitation Implementation	
1. What is your general knowledge about Trade Facilitation Implementation?	
<hr/>	
	<i>About the topic on the left, I consider my knowledge...</i>
General knowledge about trade facilitation implementation	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
Insert specific content/topics	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong

2. Trade Facilitation instruments	
1. What level do you consider is your knowledge of trade facilitation instruments?	
<input type="text"/> <input type="text"/> <input type="text"/>	
	<i>About the instruments on the left, I consider my knowledge...</i>
Insert specific instruments	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong

3. Which organizations are relevant for Trade Facilitation Implementation?	
1.	
2.	
3.	
	<i>About the organizations on the left, I consider my knowledge...</i>
	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong

4. Trade Facilitation Domains	
1. What is your knowledge about the different trade facilitation domains?	
<input type="text"/> <input type="text"/> <input type="text"/>	
	<i>About the domains on the left, I consider my knowledge...</i>
Insert specific domain	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
Insert specific domain	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
Insert specific domain	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong

5. Trade Facilitation generic approach and methodologies	
1. Are you familiar with the generic trade facilitation approach?	
2. Are you familiar with the BPA methodology?	
<input type="text"/> <input type="text"/>	
	<i>About the topics on the left, I consider my knowledge...</i>
Insert specific content/topics	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
Insert specific content/topics	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong

INTRODUCTION TO THE TRADE FACILITATION IMPLEMENTATION GUIDE

Venue

Dates

FINAL SELF-EVALUATION

Please write in the box below the code that you had written on your first questionnaire:

The first letter of the town where you were born: _____
 The first letter of your mother's first name: _____
 The year that you were born: _____

For example, a participant born in Lusaka to a mother named Vivien in 1960, would have the code L-V-1960.

The items on the next sheet cover the main contents of this workshop. For each item, you will find a short question and a scale on which you can indicate your level of knowledge about specific topics. Please take your time to answer each question and then, on the scales that follow, use an X to indicate what, in your opinion, is your level of knowledge about the specific topic.

If you don't know the answer to a question, please leave it blank. The purpose of this questionnaire is not to test you, but to evaluate *our* effectiveness in providing you with quality training.

1. Trade Facilitation Implementation	
1. What is your general knowledge about Trade Facilitation Implementation?	
<hr/> <hr/> <hr/>	
	<i>About the topics on the left, I consider my knowledge...</i>
General knowledge about trade facilitation implementation	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
Insert specific content/topics	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong

2. Trade Facilitation instruments	
1. What level do you consider is your knowledge about trade facilitation instruments?	
<hr/> <hr/> <hr/>	
	<i>About the instruments on the left, I consider my knowledge...</i>
Insert specific instruments	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong

3. Which organizations are relevant for Trade Facilitation Implementation?	
1.	
2.	
3.	
	<i>About the organizations on the left, I consider my knowledge...</i>
	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong

4. Trade Facilitation Domains	
1. What is your knowledge about the different trade facilitation domains?	
	<i>About the domains on the left, I consider my knowledge...</i>
Insert specific domain	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
Insert specific domain	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
Insert specific domain	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong

5. Trade Facilitation generic approach and methodologies	
1. Are you familiar with the generic trade facilitation approach?	
2. Are you familiar with the BPA methodology?	
	<i>About the topics on the left, I consider my knowledge...</i>
Insert specific content/topics	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong
Insert specific content/topics	poor, weak <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> high, strong

Thank you for completing this evaluation form!

ANNEX 3

END OF WORKSHOP EVALUATION QUESTIONNAIRE

Trade Facilitation Implementation Guide workshop evaluation questionnaire

Venue.....

dates

Evaluation questionnaire

Instructions

Please complete the questionnaire below. This will help us to improve the workshop. Please be totally frank, as we are interested in your opinion, whether it is positive or negative, and we shall take it into account in planning future workshops.

This questionnaire is anonymous. To help us analyse the evaluation results, we have added a space for you to indicate your gender and the type of organization you work for. If you prefer not to provide such details, simply leave the space blank.

Please give each aspect of the course set out below a mark from 1 to 5, with 1 being the minimum and 5 the maximum. On this scale, the average mark is 3.

If you think that a question does not apply to you, or that you do not have the information needed to answer it, check the "no opinion" option.

You can give only one answer to each question.

Please indicate:

Sex

☐ Female ☐ Male

Type of organization

(Please indicate only one response. If you are involved in more than one type of organization, please select the one you are representing during this activity.)

- | | |
|---|---|
| <input type="checkbox"/> Government ministries/agencies | <input type="checkbox"/> Business organization |
| <input type="checkbox"/> Customs | <input type="checkbox"/> UN organizations |
| <input type="checkbox"/> Trade support services | <input type="checkbox"/> Intergovernmental organization |
| <input type="checkbox"/> Consulting firm | <input type="checkbox"/> Non-governmental organization |
| <input type="checkbox"/> Private enterprise | <input type="checkbox"/> Training/academic institution |
| <input type="checkbox"/> Trade association | <input type="checkbox"/> Trade union organization |
| <input type="checkbox"/> Financial institution | <input type="checkbox"/> Unemployed |
| <input type="checkbox"/> Other | |

I - INFORMATION RECEIVED BEFORE THE ACTIVITY

	1	2	3	4	5	No Opinion
1. Before participating in this activity, were you clear about its objectives, contents and methods?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II - THE WAY THE ACTIVITY WAS DELIVERED

Objectives						
2. Having participated, are you now clear about the objectives of the activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. To what extent were the activity's objectives achieved?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contents						
4. Given the course's objectives, how appropriate were the activity's contents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Given your level of prior learning and knowledge, how appropriate were the activity's contents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Have gender issues been adequately integrated in the training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methods						
7. Were the learning methods used generally appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource persons / Tutors						
8. How would you judge the resource persons' overall contribution?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group of participants						
9. Did the group of participants with whom you attended the activity contribute to your learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials/Media						
10. Were the materials/media used during the activity appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization						
11. Would you say that the activity was well organized?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Would you call the Secretariat efficient?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III - USEFULNESS OF THE ACTIVITY

13. Are you satisfied with the quality of the activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. How likely is it that you will apply some of what you have learned?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. How likely is it that your institution/employer will benefit from your participation in the activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. How would you suggest the resource persons improve the overall quality of their contribution? (You may name someone in particular if you wish.)

--

Please use the grid below if you wish to comment on a particular question.

Number of the question	Comments

SPECIFIC TF Implementation Guide-related questions:

1. What is your feedback on the usefulness of the TF Implementation Guide?
2. Specific expectations for additional support in the follow up phase:

Thank you for filling in this questionnaire!

ANNEX 4

FOLLOW-UP SURVEY

TF Implementation Guide Workshop Follow-up Questionnaire

This questionnaire has been designed to collect information about the impact of the TF Implementation Guide Workshop and to monitor your efforts in using the TF Implementation Guide in your organization.

The questionnaire looks at the ways in which you have applied what you learned to your job, the action you and/or your institution have taken to apply what was learned, and the constraints and the opportunities you faced in doing so.

To provide responses, you will need to reflect on the workshop activity and think about specific ways in which you have applied what you learned from it. In order to do that properly, it may be helpful for you to review the workshop programme and materials provided during the activity, together with any action plan that you drew up.

Please be as candid as possible in your answers.

Thank you very much in advance for taking the time to complete this questionnaire!

RESPONDENT'S INFORMATION

Please give the following information:

1. Name and surname (as given in your passport):

.....

.....

2. SEX:

- ☐ Female
- ☐ Male

3. COUNTRY you work in:

.....

.....

.....

4. Type of organization:

Please select the type of organization you represented during the training activity

- | | |
|---|---|
| <input type="checkbox"/> Government ministries/agencies | <input type="checkbox"/> Business organization |
| <input type="checkbox"/> Customs | <input type="checkbox"/> UN organizations |
| <input type="checkbox"/> Trade support services | <input type="checkbox"/> Intergovernmental organization |
| <input type="checkbox"/> Consulting firm | <input type="checkbox"/> Non-governmental organization |
| <input type="checkbox"/> Private enterprise | <input type="checkbox"/> Training/academic institution |
| <input type="checkbox"/> Trade association | <input type="checkbox"/> Trade union organization |
| <input type="checkbox"/> Financial institution | <input type="checkbox"/> Unemployed |

Other (please specify)

APPLICATION OF LEARNING

5. To what extent did your competencies improve as a result of your participation in the training activity?

- ☐ No improvement
☐ Slight improvement
☐ Moderate improvement
☐ Large improvement
☐ Very large improvement

6. Please select the competencies that you have improved the most as a result of your participation in the training activity:

- ☐ Analysing
☐ Synthesizing data and concepts
☐ Making decisions
☐ Identifying problems and providing solutions
☐ Researching
☐ Counselling
☐ Training others
☐ Communicating
☐ Establishing interpersonal relationships
☐ Networking
☐ Management
☐ Persuading and leading
☐ Negotiating
☐ Planning and organizing projects and/or people
☐ Observing, assessing and evaluating things and/or people

Other (please specify)

7. To what extent did your job performance improve as a result of your participation in the training activity?

- ☐ No improvement
☐ Slightly improvement
☐ Moderate improvement
☐ Large improvement
☐ Very large improvement

Please provide concrete examples, such as attitudes, tasks, activities, products and services:

8. Since the training activity, have you made use of:
 The training materials and documents distributed during the activity? 1 Never....5 always
 The networking opportunities you had during the activity?

9. Which activities have you engaged in as a result of your participation in the training activity?

Please provide concrete examples:

.....

10. What are the main factors, if any, that have contributed to the concrete use of the competencies you acquired?

- ☐ The general situation in my country
☐ The priorities within my organization
☐ Availability of financial resources
☐ Availability of human resources
☐ Support from my supervisors
☐ Support from my colleagues
☐ I had enough authority to influence consideration of ideas and their application
☐ No particular factor

Other (Please specify):

11. What are the main constraints, if any, that you have faced in using the competencies acquired during the training activity?

- ☐ I have NOT faced any constraints
☐ The general situation in my country
☐ The priorities within my organization
☐ Lack of financial resources
☐ Lack of human resources
☐ Lack of support from my supervisors
☐ Lack of support from my colleagues
☐ I had enough authority to influence the application of new ideas

☐ The course content proved irrelevant

Other (Please specify):

ORGANIZATIONAL IMPACT

12. To what extent has the performance of your organization improved as a result of your participation in the training activity?

- ☐ No improvement
☐ Slight improvement
☐ Moderate improvement
☐ Large improvement
☐ Very large improvement

.....

.....

.....

☐ Very small

☐ Medium

☐ Very large

.....

.....

- ☐ Networking
- ☐ Training
- ☐ Capacity building
- ☐ Human resources management
- ☐ Economic management
- ☐ Organization and processes
- ☐ Overall performance
- ☐ I have not detected a significant impact of the training

☐ Not at all

☐ Partly

☐ Moderate

☐ Mostly

☐ Completely

.....

.....

.....

[illegible][illegible]

UNITED NATIONS TRADE FACILITATION IMPLEMENTATION GUIDE

This publication was developed by the United Nations Economic Commission for Europe (UNECE), with the support of its UN Centre for Trade Facilitation and Electronic Business (UN/CEFACT), and other international organisations including the International Trade Centre, the UN Regional Commissions, the United Nations Conference on Trade and Development and the World Customs Organisation. It was funded by the Swedish International Development Cooperation Agency, Sida. A large team of high-level experts from different technical areas and parts of the world were involved in its preparation.



TF Implementation Guide - Training Manual

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