



# Annual Report 2023





# Executive Summary

The year **2023** marked significant achievements for the Eastern and Southern Africa Management Institute's Trade Policy Training Centre for Africa (ESAMI-**trapca**). The report reflects on the Centre's accomplishments as per the approved 2023 Annual Work Plan and Budget, and the Program Document signed between Sida and ESAMI. The Centre successfully conducted 33 academic programs, encompassing 26 advanced courses, five advanced prerequisite courses, and 2 trade and gender courses, all funded under the Sida banner at USD 1,423,538. A total of 895 participants from 37 African countries, including 27 primary targets least-developed countries (LDCs), benefited from these programs. As of December 2023, the cumulative number of students trained since 2006 reached 12,810. Gender inclusivity remained a priority for the Centre, with a balanced distribution across the academic courses, comprising 48% female and 52% male participants. Notably, the Centre conferred 53 Master of Science in International Trade Policy and Trade Law degrees and 37 Post Graduate Diplomas (PGDA) in International Trade Policy and Trade Law in 2023. Among the 90 graduating students, 52% were female and 48% were male, with 59% of graduates being from Anglophone cohorts and 41% from Francophone cohorts. The main challenge experienced was the low uptake of enrolments offered to students to cover their training costs, especially with the Francophone students citing the inability to secure self-funding. This highlights the importance of resource mobilisation to boost the number of scholarships to students.

On the sustainability frontier, the Centre conducted nine executive courses, with 127 participants. One of these courses was a scheduled open course, while the other eight were on-demand tailor-made programs from trade-related institutions self-funded by the beneficiaries or their development partners. The on-demand programs are a result of active engagement with trade-related institutions and strategic partners. These initiatives underscore ESAMI-**trapca**'s commitment to enhancing trade policy capacity in Africa and regional integration, contributing significantly to the region's socio-economic development. As for the 2024 outlook, strategic partnerships will continue to be pursued during the year 2024 to also take advantage of the capacity deficit uncovered as part of the Economic Diplomacy Courses for South Sudan, Somalia as well as the AfCFTA in-country executive courses that were conducted in various African countries. The implementation of the AfCFTA Agreement and its related Protocols presents a very good opportunity for the Centre to build more capacities and enhance its sustainability. Further, building capacity for WTO-acceding countries like Somalia and South Sudan also presents the Centre with further opportunities. Working with RECs such as COMESA, EAC, ECOWAS and SADC also presents further opportunities. In this regard, the Centre is exploring the possibilities of an MoU with SADC and the possibilities of a joint course with ECOWAS. Lastly, being part of the WTO Chairs provides the centre with an opportunity for research and outreach.





The year 2023 marked the new implementation year for the new agreement between Sida and ESAMI. During the period under review, a financial audit by KPMG was undertaken as part of regular monitoring and governance activities and concluded that the financial statements and accounts presented a true and fair view of the situation as of 31st December 2023. Further, the Annual Review Meeting and the Academic Advisory Council were held.

Financially, the Centre received a total income of USD 2,657,265 in 2023, with USD 1,677,463 coming from Sida and USD 979,560 from ESAMI. Total expenditure for the period amounted to USD 2,069,259, including support costs for staff. Despite challenges, ESAMI-**trapca** remains committed to its mission of enhancing trade policy capacity and contributing to the socio-economic development of the region. The audited report recognised a differed income of USD 245,609 which resulted from savings on the respective budget lines. As per the approved 2023 annual work plan and budget, the amount spent on activities costs was as follows: 50% of the expenditure on training, 26% on personnel costs, 3% on monitoring and governance, and 3% on administration and asset acquisition costs. In addition, the Centre incurred 17% on sustainability interventions.

During the year under review, the Centre encountered a number of challenges both in the pre-requisite courses and the advanced courses. These included reduced completion rates in the pre-requisite courses and dropouts in the advanced courses. The main challenges included internet reliability for the online courses and a high dropout rate for the advanced courses mainly due to limited scholarships and the inability of the students to secure additional funding. It is important to highlight that some of the proposed solutions, such as early scholarship notifications, have proven ineffective due to various reasons and it is clear that the root cause is the limited number of scholarships and the inability of the students to secure funding for the courses. To this end, ESAMI complemented the Centre with the recruitment of the Resource Mobilisation Officer to support the Centre with the resource mobilisation efforts. The resource mobilisation strategy is being finalised to guide resource mobilisation to other funders.

***As of December 2023, the cumulative number of students trained since 2006 reached 12,810. Gender inclusivity remained a priority for the Centre, with a balanced distribution across the academic courses, comprising 48% female and 52% male participants.***



# Our Guiding Pillars

To be a Centre of excellence in Trade Policy and Trade Law in Africa



To build and enhance trade and trade-related capacities of African countries for effective economic integration at policy development, negotiations, implementation, and enforcement processes of international trade



#### **Independence:**

Remain neutral and independent to gain the trust of all our stakeholders



#### **Integrity and Professionalism:**

Serve with integrity and professionalism by being accountable and transparent in all dealings



#### **Teamwork:**

Foster team spirit, collaboration, and consultation to maximise synergy for improved service delivery



#### **Innovativeness and Creativity:**

Innovative and proactive in seeking better and more efficient methods of service delivery.

# What Our Alumni Say



**MR CHARLES OMUSANA,**  
Principal Economist, Investment and  
Private Sector Promotion, East African  
Community

The attainment of the MSc. International Trade Policy and Trade Law at ESAMI-**trapca** greatly contributed to my being offered the position of Principal Economist responsible for Investment and Private Sector Promotion at the East African Community Headquarters in Arusha, Tanzania.



**BARBARA MUKOKI,**  
Economic Counsellor, Zimbabwe  
Embassy, Ankara, Turkey

ESAMI-**trapca** gave me the confidence that I could obtain a Master's degree though I faced work and family related complications. The flexibility of classes and the relevant learning resources made me feel connected and confident



**DR. JOE E. ASSOUA,**  
Lecturer, University of Buea

ESAMI-**trapca** is a world-class training centre in Trade Policy and Trade Law. The M.Sc. programme in International Trade Policy and Trade Law is top-notch, bringing together scholars, practitioners, and policymakers with a great wealth of experience and knowledge on contemporary development issues. My training at ESAMI-**trapca** has been very instrumental in my career development and growth.

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## Statement of **Preparation**

The Annual Report has been prepared  
in line with article 8.1 of the Agreement  
between **Sweden** and **ESAMI**.

Signed for and on behalf of **trapca**:

**Dr Caiphas Chekwoti**  
Head of Centre

April 2024



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## Programme Results and Achievements

The ESAMI-trapca program for Sub-Saharan African countries aims to enhance regional integration and intra-African trade by strengthening capacity in Least Developed Countries (LDCs) and Low-Income Countries (LICs) in the region. This report documents ESAMI-**trapca**'s achievements in line with the 2023 Annual Work Plan and Budget, as outlined in the Programme Document between Sida and ESAMI. It covers the period from 1st January to 31<sup>st</sup> December 2023.

The main objective of the program is to build capacity in LDCs and LICs in Sub-Saharan Africa to develop more effective trade policies, trade laws, and trade facilitation measures, as well as emerging trade-related strategies. It also aims to support the implementation and enforcement of negotiated regional, continental, and multilateral trade agreements.

The year 2023 marked the first year of the new agreement for Eastern and Southern Africa's Trade Policy Training Centre for Africa (ESAMI-**trapca**), hereinafter referred to as "the Centre." This report highlights the Centre's achievements in 2023, assessing progress against the objectives set in the approved 2023 Annual Work Plan and Budget, as per the Programme Document between Sida and ESAMI.

## 1.1 Result Analysis Framework (RAF)

The Result Analysis Framework (RAF) targets the annual delivery of seven prerequisite short courses, including two on Trade and Gender (one in French and one in English). The remaining five courses lead to the advanced level, with two offered in French and three in English. The goal is to enroll at least 40 participants in each course, with a minimum of 30% being female.

Additionally, 23 advanced courses (10 in French and 13 in English) are delivered annually to 50 students per course. The target enrollment for each advanced course is at least 30 students, with 20 funded by Sida and the remaining 10 participating through self-financing. This results in a total of 895 students trained, surpassing the planned target of 800. Among the 25 students per course, at least 30% are expected to be female.

In 2023, ESAMI-**trapca** achieved significant milestones toward these objectives. A total of 895 participants were trained across 30 targeted academic programs, comprising 23 advanced courses, five advanced prerequisite courses, and two Trade and Gender courses, all funded by Sida and ESAMI. Participants came from 37 African countries, including 27 primary target Least Developed Countries (LDCs).

This brings the cumulative number of students trained from 2006 to December 2023 to 12,810. Table 1 summarizes the planned versus actual activities for the courses conducted by the center in 2023. The largest variance was in the number of students trained, with 95 more students enrolled than initially planned. This reflects the high demand for and effectiveness of ESAMI-**trapca**'s training programs in strengthening trade policy capacity in Africa.

The increasing visibility of ESAMI-**trapca** alumni has also generated significant interest across the continent, as evidenced by the high number of applications, leading to strong enrollment figures.

**Table 1: Planned Activities versus Actual Activities-Courses**

Courses	Planned	Implemented	Performance variance	Planned (total students)	Implemented (total students)	Student variance
Pre-requisite	5	5	0	200	243	43
Trade and Gender	2	2	0	80	86	6
Advanced	23	23	0	520	566	46
<b>Total</b>	<b>33</b>	<b>33</b>	<b>0</b>	<b>800</b>	<b>895</b>	<b>95</b>



Progress on these activities, as well as the relevant outputs and outcomes, is presented in the sections below. The gender distribution across academic courses was 48% female and 52% male participants. In 2023, the Centre awarded 53 Master of Science degrees in International Trade Policy and Trade Law and 37 Postgraduate Diplomas (PGDAs) in International Trade Policy and Trade Law. Of the 90 graduating students, 52% were female and 48% were male, with 59% from Anglophone classes and 41% from Francophone classes, as shown in Figure 1 below.

Regarding sustainability and in line with the business plan, ESAMI-**trapca** is pleased to report that significant efforts were made to achieve key sustainability targets. Management pursued these targets through the following initiatives:

- Requiring students to pay fees
- Encouraging students to cover their travel and accommodation costs
- Utilizing pro bono lecturers from UNCTAD
- Hosting the WTO Chairs
- Applying to host the WTO Regional Trade Policy Centre
- Bidding for cost-recovery training supported by EIF, UNDP, and GIZ
- Marketing joint cost-recovery executive courses to COMESA, UNECA, and trade-related institutions in African countries
- Establishing collaborative partnerships with the African Union Commission (AUC), Afreximbank, WTO, and the World Bank

ESAMI-**trapca** is pleased to report that these efforts yielded positive results. In 2023, the Centre conducted nine executive courses with a total of 127 participants, reaffirming its commitment to enhancing trade policy capacity in Africa and promoting regional integration. This, in turn, contributed significantly to the region's socio-economic development.

Student contributions towards travel and accommodation costs resulted in savings of USD 156,090 in the program budget. This highlights an increasing willingness among students to cover the costs of their participation.

Regarding governance, two key evaluations took place during the review period: the 2023 financial audit and the Academic Advisory Council meeting, which was held in Geneva in September 2023 alongside the WTO Public Forum.





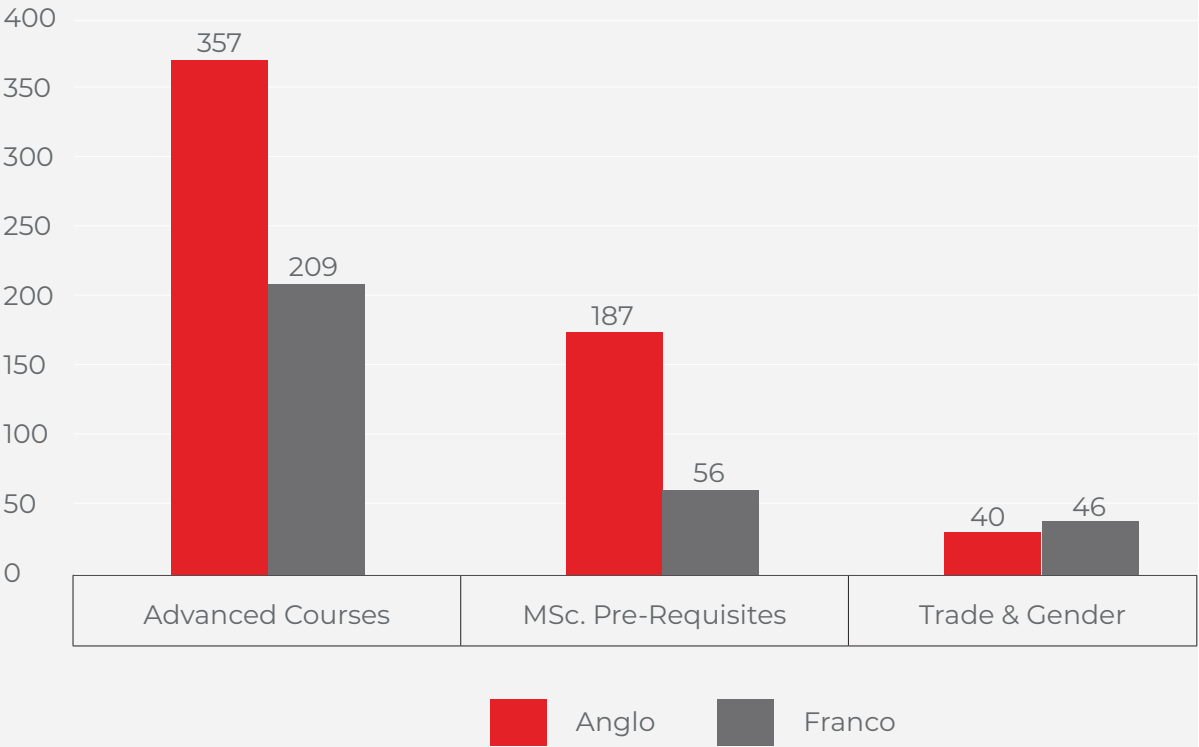
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## Academic Training Activities



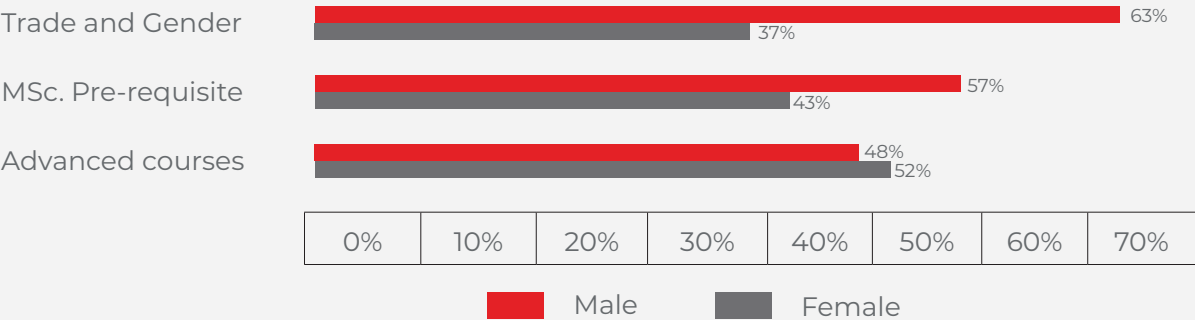
During the period from 1<sup>st</sup> January to 31<sup>st</sup> December 2023, ESAMI-**trapca** planned to conduct 33 academic courses, including five prerequisite courses, two Trade and Gender courses, and 26 advanced courses. Management is pleased to report that all 33 planned courses were successfully conducted, as detailed in the sections below. The courses were offered in both English and French, with a total of 895 participants completing them, as shown in Figure 1 below.

Figure 1: Number of Academic course participants



Of the 895 participants in the academic courses, **48%** were **female** and **52%** were **male**. Figure 2 below illustrates the gender distribution across the academic courses conducted during the year. As shown in Figure 2, similar to previous years, the advanced courses had strong female representation.

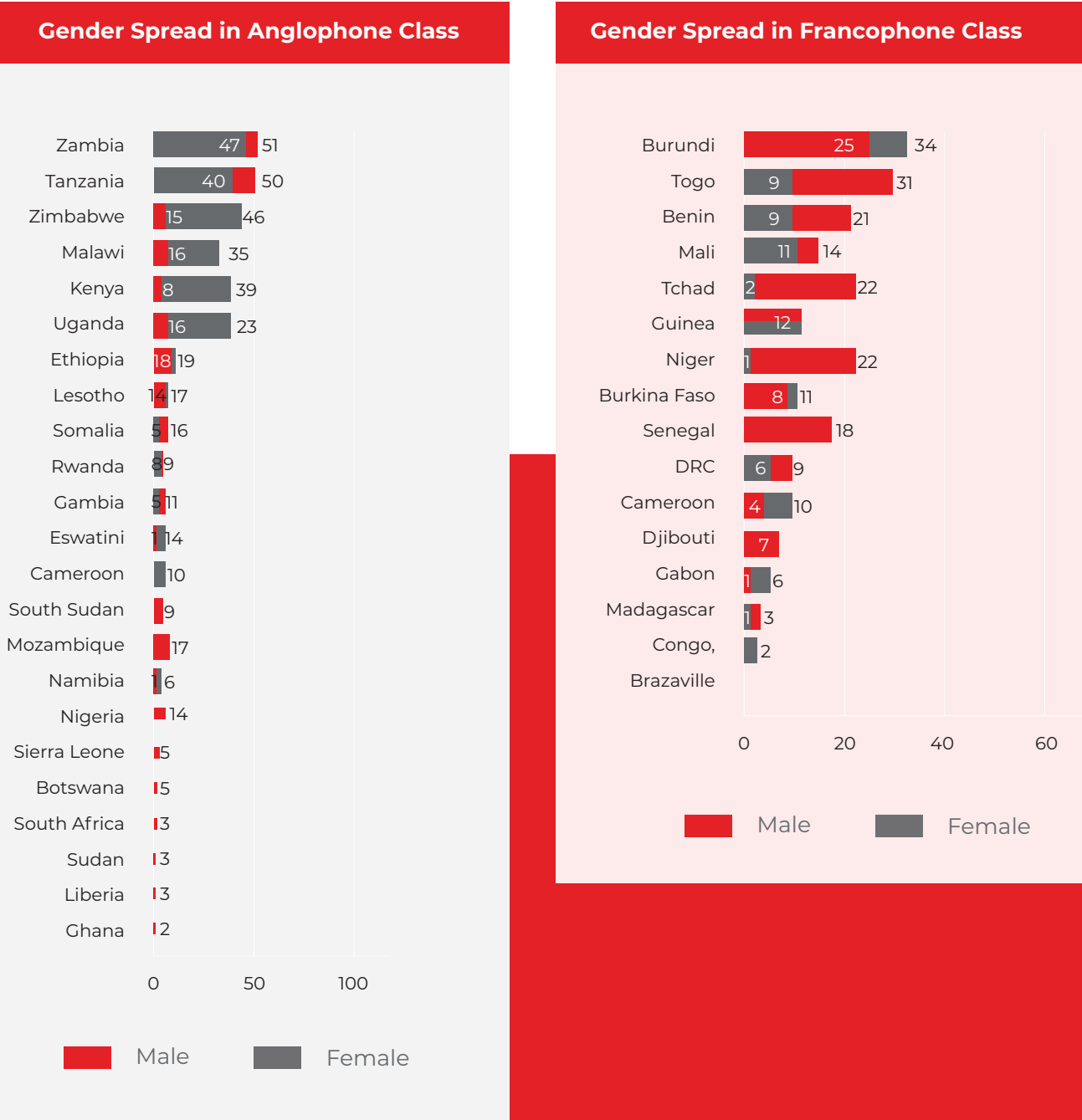
Figure 2: Gender Distribution in 2023 Academic Courses





In total, participants in the advanced courses were drawn from 38 African countries, 25 of which are classified as least developed. Anglophone participants came from 23 countries, while Francophone participants represented 15 countries, as shown in Figure 3 below. Cameroon had participants in both the Anglophone and Francophone classes.

Figure 3: Country Spread of pax





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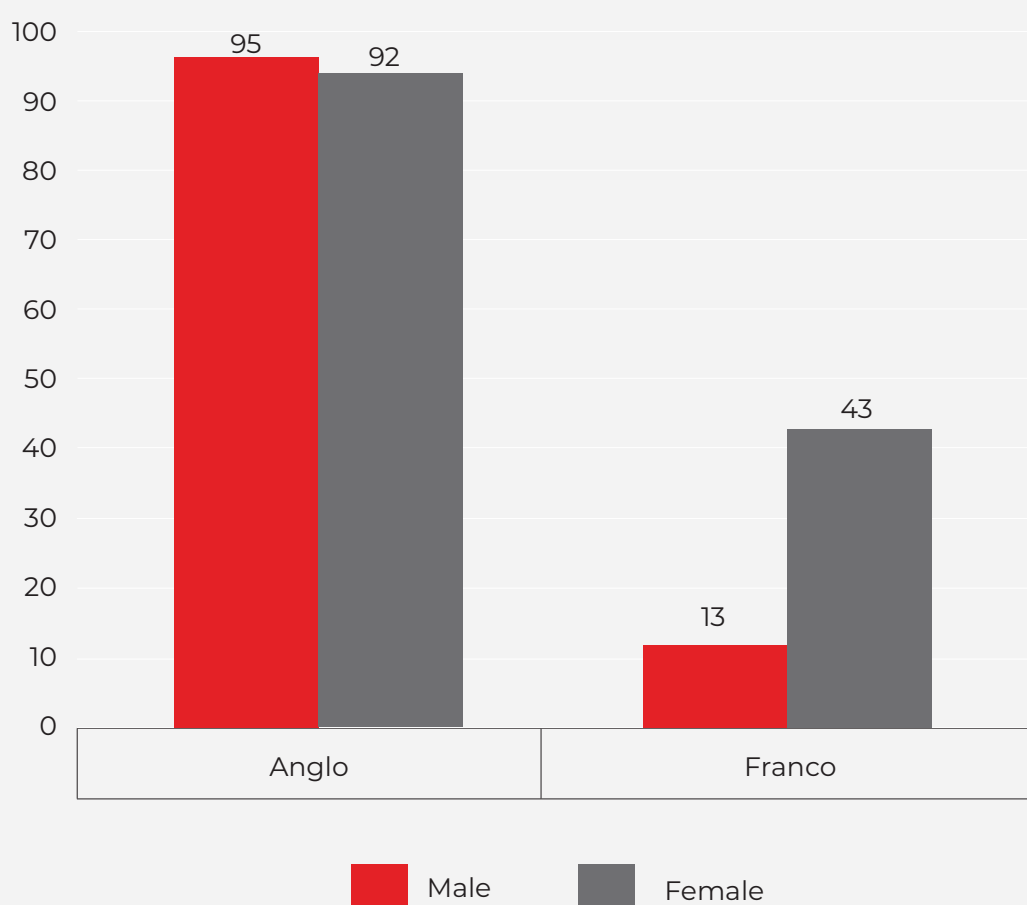
## MSc Pre-requisite Courses

ESAMI-**trapca** successfully conducted all five planned pre-requisite courses. As shown below, those who completed the courses demonstrated reasonably good performance. The total number of participants across the five courses was **243**, exceeding the planned **200 students**. Of these, **187** were enrolled in **three Anglophone classes**, while **56** attended the **two Francophone classes**.

### 3.1 Gender Representation in the Prerequisite Courses

As shown in Figure 4 below, female participants accounted for 49% in the Anglophone class and 23% in the Francophone class, compared to the overall course series average of 43% female representation, as depicted in Figure 3 above.

*Figure 4: Participants in Advanced Pre-requisite Courses*



All five courses were conducted virtually through the Centre's e-learning platform. Each course covered the foundational economic, legal, and quantitative aspects of international trade. As shown in Section 3.3 below, work-related commitments and internet accessibility in some target countries remain challenges. As a result, some students were unable to complete the assessments, while others, despite registering, could not pursue the course.

### 3.2 The country spread in prerequisite courses

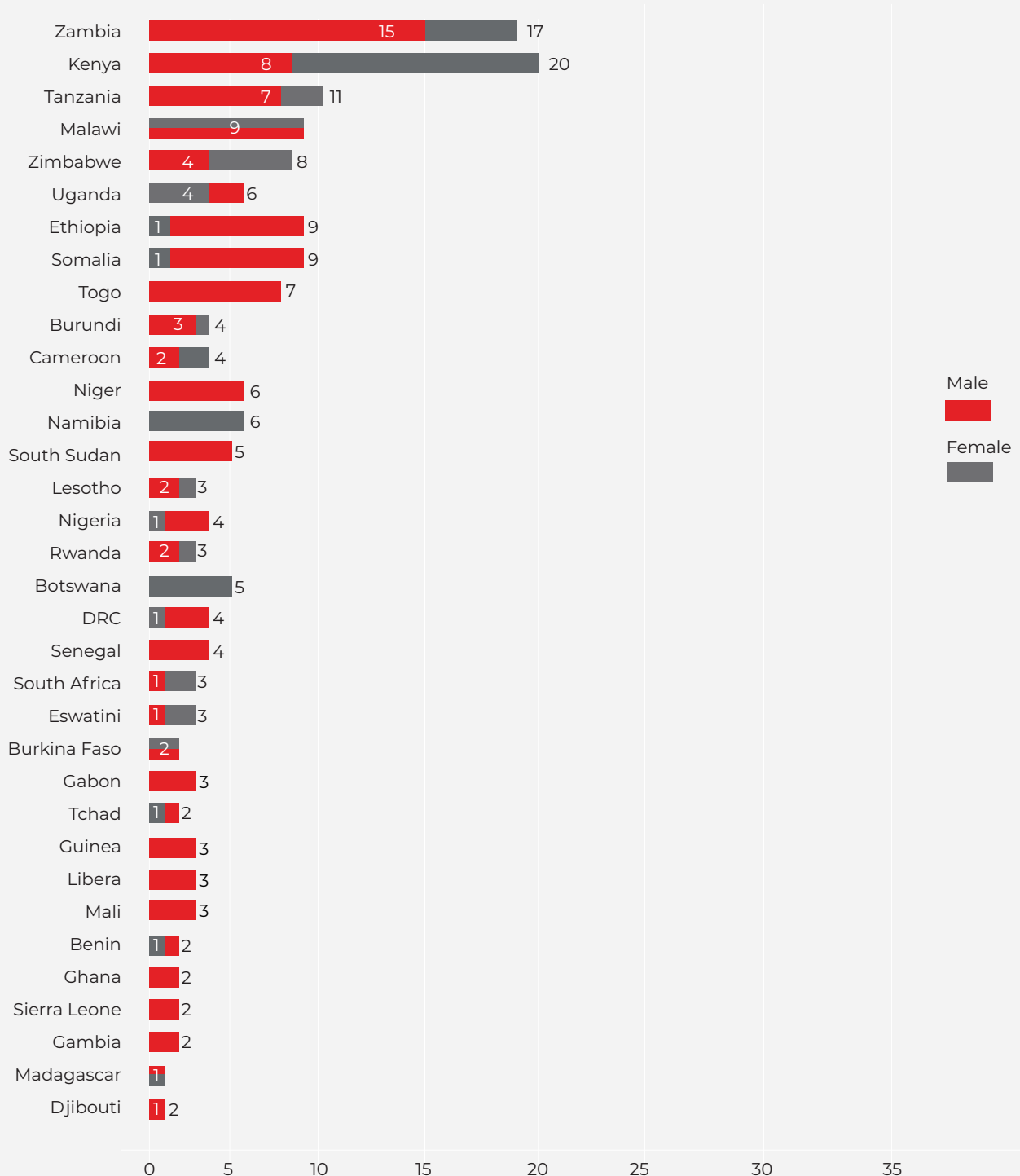
The 243 participants in the pre-requisite courses came from 34 African countries, with



Zambia having the highest number at 32, followed by Kenya with 28. In the French-speaking group, Togo and Burundi had the most participants. Countries with more vibrant alumni chapters benefit from stronger word-of-mouth testimonials and an increasing number of alumni being promoted to key roles in their ministries, RECs, and other development agencies, which in turn stimulates interest in the programs among their country fellows.

It is encouraging to see a growing number of participants from post-conflict countries such as Somalia and South Sudan. Given that these countries are on the WTO accession path, this presents an opportunity for ESAMI-**trapca** to contribute further to capacity building, which will be crucial for both the accession and subsequent implementation processes.

**Figure 5: Country spread in pre-requisites courses**



### 3.3 Participation and Completion Rate Pre-Requisite Courses

As shown in Table 2 below, there was a decline in participation numbers across all courses, as indicated by the first two rows on admission and participation. Notably, the Francophone September group saw a significant drop to 21 participants out of 54 admitted, while in the Anglophone group, only 44 participated in the November session compared to the 85 admitted. The majority of those who did not participate despite being admitted cited work-related commitments and internet access challenges.

Similarly, completion rates declined across all English-speaking courses, dropping further to 68% in the November class. However, the French-speaking course showed an improvement in the September class, with an 86% completion rate compared to 84% in the November 2022 class. These fluctuations were primarily attributed to internet access challenges and work-related commitments.

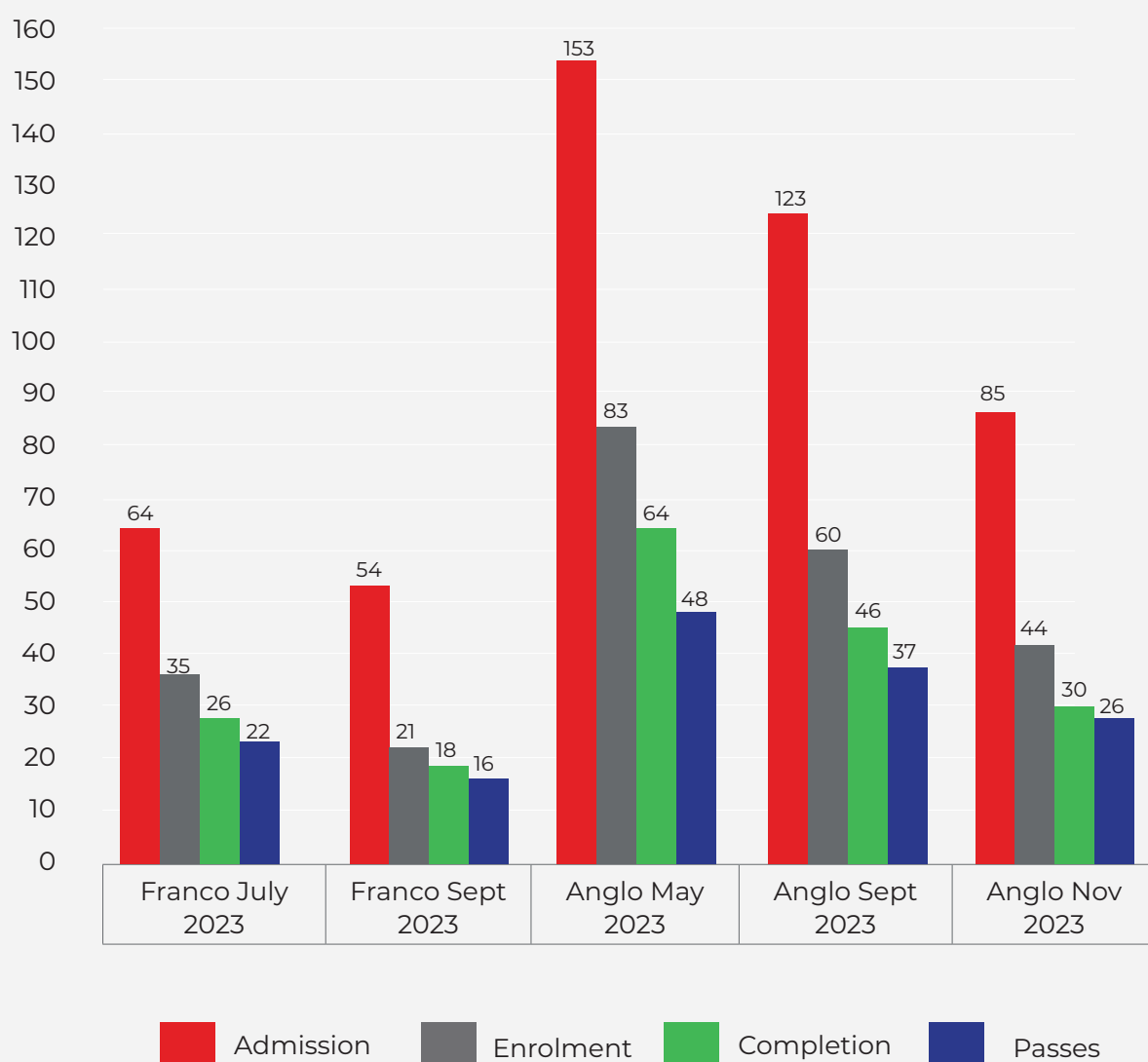
**Table 2: Completion and Pass Rates in Advanced Pre-requisite Course**

Details	Franco Aug 2022	Franco Nov 2022	Franco July 2023	Franco Sept 2023	Anglo April 2022	Anglo Aug 2022	Anglo Oct 2022	Anglo May 2023	Anglo Sept 2023	Anglo Nov 2023
Admission	77	52	64	54	73	84	61	153	123	85
Participation	44	31	35	21	49	47	34	83	60	44
Completion	40	26	26	18	38	36	31	64	46	30
Completion/Rate	91%	84%	74%	86%	78%	77%	91%	77%	77%	68%
Passes	32	21	22	16	31	27	19	48	37	26
Pass Rate	80%	81%	85%	89%	82%	75%	61%	75%	80%	87%



A total of 470 students were initially admitted into the five pre-requisite courses. However, 236 of them did not activate their enrollment on the e-learning platform and did not participate in the Zoom sessions. The reasons for this included work commitments, family obligations, and internet-related challenges.

**Figure 6: 2023 Prerequisites Admission, enrolment, completion and Passes**



An email was sent to request reasons for failure to participate or complete the prerequisite course and some of the responses cited reasons as follows:

- “My apologies for the non-participation in the last course that I had enrolled for, the course had coincided with our end-of-year commitments at work and it became difficult for me to balance as my immediate assistant was on leave as well, I work for a non-government organization where I serve as Executive Director ( Centre for Trade Policy and Development-Zambia), so towards the end of the year, there is always the rush in closing up on all projects that may be lagging, with most of these now out of the way and now with more support, I would be grateful to be granted one more chance for this programme, I commit to going all the way as this is a programme I have always wanted to pursue for a long time, largely



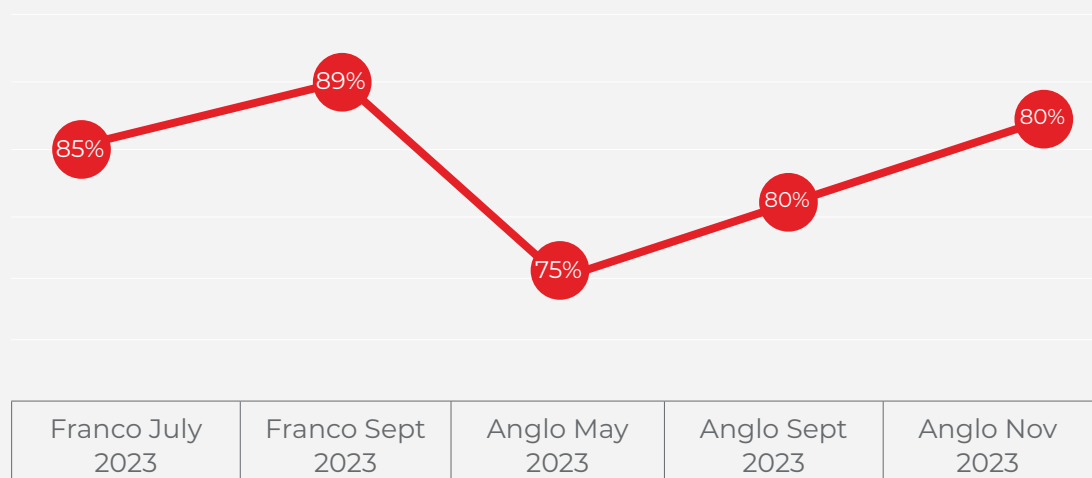
influenced by the policy work we do in Zambia”.

- “I did not finish the course because I was in a remote area. I faced internet barriers. But I am now ready to retake the course”.
- “Apologies I couldn’t commit fully to the course because of time constraints. but I am so much interested in completing the course this year in the next class”
- “I was unable to attend last year because, by the time the classes started, I had pregnancy complications later I was operated couldn’t attend classes. However, am attending classes in this intake ready to sit for my exam for week one”.
- “Good afternoon I was given a transfer and taken to a hardship area which had a poor network. Currently I am in Nairobi, and I won’t mind taking up the classes for this year so that I finish”.
- “It was very unfortunate that I did not complete it because I missed most of my classes. Sometimes work schedule clashed with my class schedules and because I was fairly new to the field of Economics I needed more time to study and revise and the schedule did not permit and /or afford me time to balance work, school and taking care of home chores. Nonetheless, I would be grateful if I was afforded another opportunity to do the course again. This time I will request leave days to afford myself 100% dedication”.

### 3.4 Pre-requisites pass rate

Of the 243 students enrolled in the five pre-requisite courses, 184 successfully completed them, resulting in a completion rate of 76%. In the two Francophone pre-requisite sessions, the pass rates were 85% and 89%, while the three Anglophone sessions recorded pass rates of 75%, 80%, and 87%, as shown in Figure 7 below.

**Figure 7: Advanced Prerequisite pass rates**



### 3.5 Summary of the Evaluations of the Lecturers for Prerequisite Courses

This section summarizes the comments left by participants in the evaluation section of the portal. Detailed lecture-specific evaluations are included in the evaluation report.

Each e-learning pre-requisite course comprised three modules: Trade Law, Economics of International Trade, and Quantitative Trade Policy Analysis.

- The first Anglophone course was taught by Thokozani Ngwira, Shylet Nyabeze, and Jehovaness Aikaeli.
- The second Anglophone course was taught as follows;

- The Trade Law module was jointly taught by Tsotetsi Makong and James Ngwira.
- The Economics module was taught by Shylet Nyabeze, Dr. Jehovaness Aikaeli, and Dr. Joe.
- The Quantitative Trade Policy Analysis module was taught by Dr. Senia Nhamo.
- The Francophone courses were taught by Dr. Robert Nkendah, Dr. Werner Hoeffner, and Dr. Francoise Okah-Efogo.

The course facilitators were evaluated by students, who generally commended them for their teaching methodology and the use of illustrations, which helped them grasp the course content effectively. Below are some of the comments left by students on the portal:

- He knew what he was teaching. Very knowledgeable
- she was excellent in delivering staff evidenced by her ability to answer questions when asked and provide guidance for further reading
- The lecturer was very knowledgeable
- Very, she knew what she was talking about
- She was knowledgeable, clear, and explained well considering that I have a science background.
- I enjoyed lectures because she listened carefully to each student and responded clearly to our questions. Every response was informative, and it was such a memorable learning experience. I enjoyed a lot learning about the Trade theories. She has urged that even if a particular trade theory may not necessarily be practised by a country, they can be “intertwined” for use in deciding evidence-based analysis of a given trade policy.
- The best, articulate and able to respond to questions effectively.
- The lecture materials were knowledgeable to the extent that my understanding of International Trade has been deepening considering the various principles, theories and models that were taught.
- extremely knowledgeable
- The lecturer had in-depth knowledge of trade policy analysis, including a strong understanding of trade theories, trade models, and quantitative methods used in analysing trade policies. The lecturer was also familiar with the latest research and developments in the field and was able to effectively convey this knowledge to the class.
- She knows what she is teaching the tip of Her fingers especially regressions, and other methods. learning level 503 with her is an asset to a learner.
- The lecturer demonstrated exceptional expertise, befitting her professorial status, and her adept use of visual aids and proactive recording of class sessions over the ten-day course period contributed significantly to the learning experience.

This marks the third year of conducting e-learning courses using a combination of Zoom and the Moodle interface through the ESAMI-**trapca** e-learning platform. Similar to 2022, students praised this approach as it facilitated easy interaction with lecturers.

Regarding areas for improvement, below is a summary of the key issues highlighted by participants:

- I think in the weekly test.... for me two hours are not enough for essay questions.
- Network connectivity was quite bad such that the classes kept being stalled
- lately, we have had an internet connectivity problem, I suggest that lecturers should have a pre-recorded lecture uploaded as a backup plan in case we have the same problem
- Reference materials are to be made available on the platform a week in advance so that the participants can familiarize themselves with the topic areas.
- I think 2 weeks is very small for a student to catch and understand everything on the topics especially as it involves much calculation.



**04**

## **Trade and Gender Course**



Two Trade and Gender courses (one in English and one in French) are offered annually to enhance ESAMI-**trapca** trainees' understanding of gender dimensions in trade. Both courses are conducted online, combining the e-learning platform with Zoom.

As shown in the table below, enrollment for 2023 stood at 86, exceeding the planned 60 for both classes. However, compared to 2022, there was a 62% decrease in total participation. This decline was primarily due to an overlap between the online Trade and Gender course and ongoing advanced onsite courses, such as TRP 500. Some admitted participants struggled to balance both courses, highlighting the need for better scheduling in the future to prevent such conflicts.

Additionally, other students cited internet connectivity challenges, as well as work and family commitments, as factors that made it difficult for them to fully participate in the Trade and Gender course.

**Table 3: Trade and Gender Course Participation Cohort (2022-2023)**

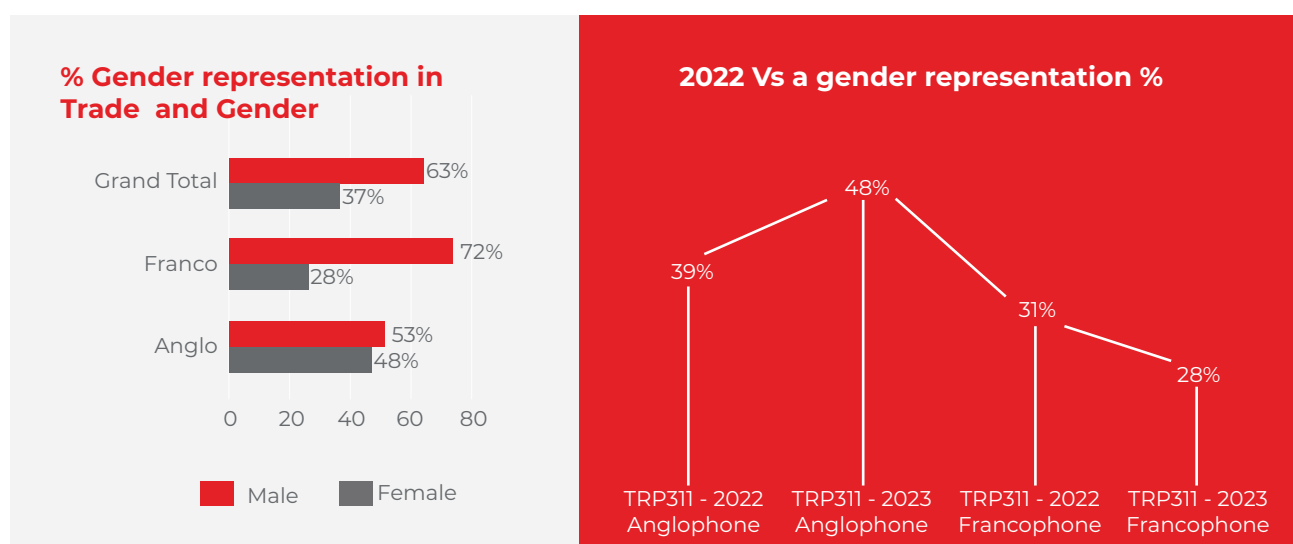
Trade and Gender	TRP311- 2022 Anglophone	TRP311- 2023 Anglophone	TRP311- 2022 Francophone	TRP311- 2023 Francophone
<b>Planned Enrolment</b>	30	30	30	30
<b>Actual Participation</b>	155	40	72	46
<b>Female</b>	61	52	22	18
<b>Female %</b>	39%	48%	31%	28%

## 4.1 Gender Representation in the Trade and gender course

Of the 86 participants in the 2023 Trade and Gender course, female participants accounted for 37%, the same percentage as in 2022. As shown in Figure 8 below, gender representation varied by class, with 48% female participation in the Anglophone class and 28% in the Francophone class.

Female participation tends to be lower, partly because the course is conducted online, and women in the region often face challenges balancing studies with family-related responsibilities as primary caregivers. Additionally, most participants in the Trade and Gender course have completed TRP 400, a category in which male enrollment is higher than female enrollment.

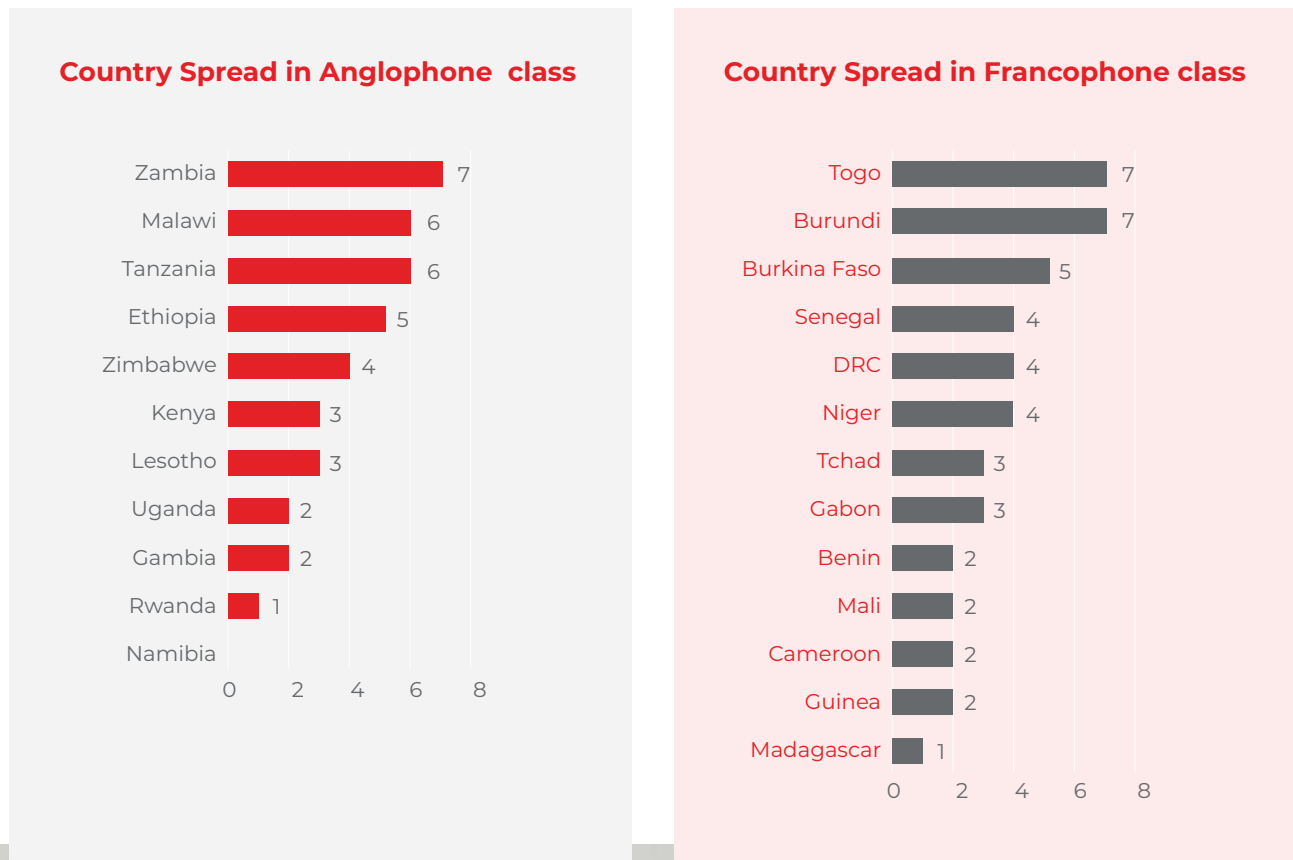
**Figure 8: Gender representation in the Trade and Gender course**



## 4.2 Country Spread in the Trade and Gender Courses

The 86 participants were drawn from 24 countries, with the Anglophone class representing 11 countries and the Francophone class covering 13 countries. Unlike in the pre-requisite courses, no single country had participants in both classes.

**Figure 10: Country Spread in the Trade and Gender**





05

## Advanced Courses



As previously stated, all 26 planned courses were successfully conducted in 2023, with a total of 566 students from 31 African countries. Details of the advanced courses offered, along with comparisons to previous courses, are presented in Table 3 below. Of these 26 courses, 10 were offered to French-speaking students, while the remaining 16 were conducted for English-speaking students.

## 5.1 Gender and Country Representation in the Advanced Courses

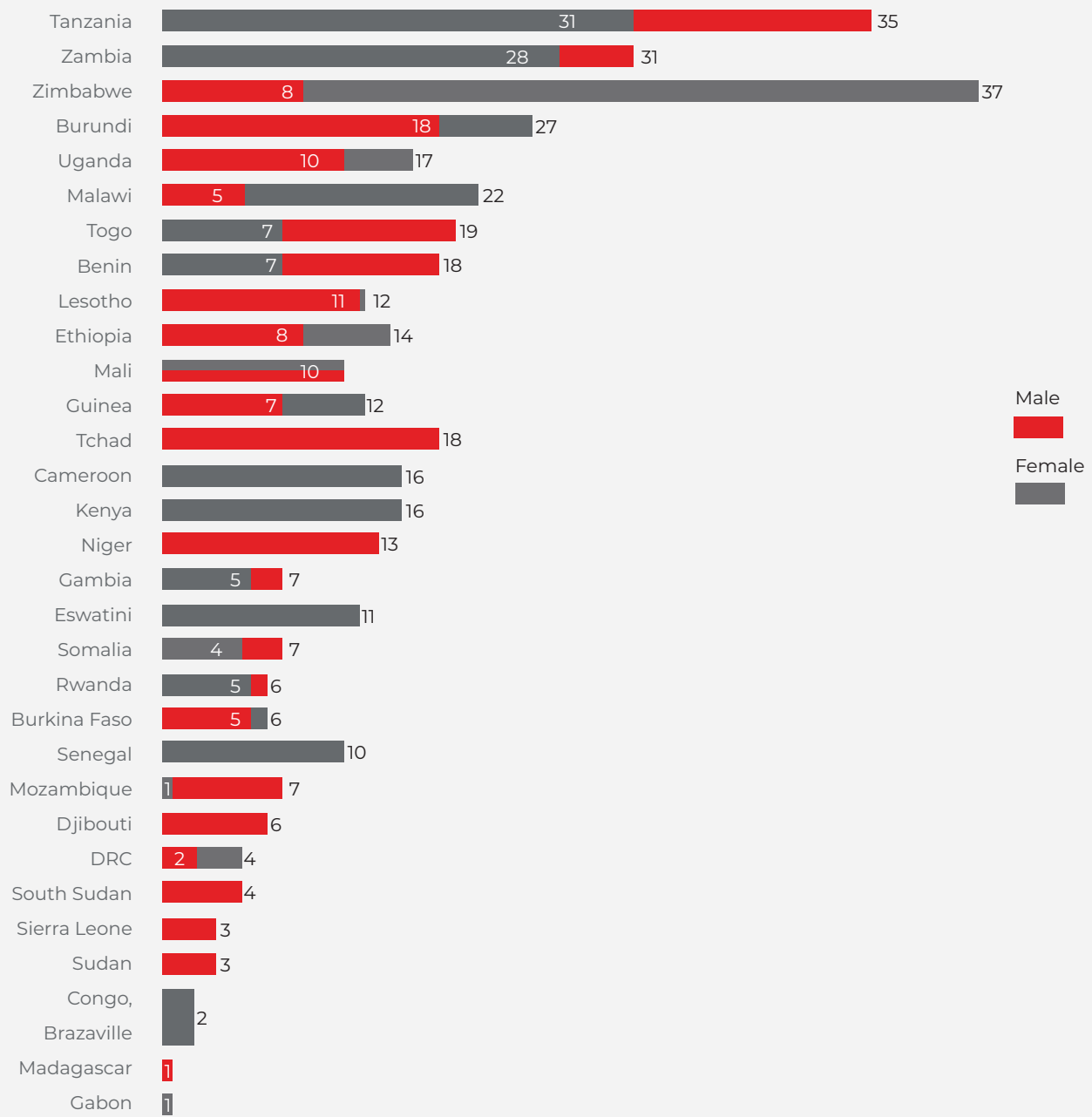
The gender distribution across countries showed an impressive 48% female representation among the total number of participants. Notably, countries such as Cameroon, Kenya, and Congo Brazzaville had only female participants, while Zimbabwe, Malawi, Burundi, Ethiopia, Guinea, and Burkina Faso recorded more than 50% female representation. This outcome is largely due to the preference for awarding scholarships to female participants, with some countries, such as Zimbabwe, not having any scholarships allocated to male students.

In terms of country representation, Tanzania, Zambia, Zimbabwe, Burundi, Uganda, Malawi, Togo, and Benin stood out. The strong presence of alumni in these countries may have contributed to the high number of qualified applicants. Additionally, students from these countries tend to be more willing to cover part of their course costs.

To enhance representation in other target countries, scholarship awards will be prioritized for underrepresented regions. Gender representation by country is illustrated in Figure 11 below.



**Figure 11: Gender and Country spread in Advanced courses**



## 5.2 Pass Rates

Tables 3 and 4 below show the performance of participants in the three core courses for both the Anglophone and Francophone groups over time, comparing the 2022 and 2023 performance in similar courses. The November 2023 group was confirmed by most facilitators as a very strong cohort, as reflected in the results; however, six students in this group had marginal passes. The ESAMI-**trapca** team has been providing pep talks to participants about the importance of hard work, emphasizing its impact on future scholarship awards due to the intense competition for full scholarships.

**Table 4: Pass rates in Anglophone Advanced Courses: TRP 501-TRP 503**

Ending Date	Course	Enrolment	Pass	Fail	Pass rate
March - 2023	TRP 501	28	22	6	79%
November - 2023	TRP 501(2)	22	22	0	100%
March - 2022	TRP 501	21	19	2	90%
June - 2022	TRP 501	19	19	0	100%
March - 2023	TRP 502	26	23	3	88%
November - 2023	TRP 502(2)	21	21	0	100%
March - 2022	TRP 502	23	19	4	83%
July - 2022	TRP 502	16	15	1	94%
March - 2023	TRP 503	28	23	5	82%
November - 2023	TRP 503(2)	21	18	3	86%
March - 2022	TRP 503	25	21	4	84%
July - 2022	TRP 503	21	19	3	90%

As shown in Table 4 above, compared to the previous year, there was a drop in the pass rate for the first TRP 501. However, one of those who failed did so because they only took one exam, while another received an incomplete grade. On the other hand, although there was a 100% pass rate in the second TRP 501, one participant was retaking the course.

Regarding TRP 502, like in 2022, there was generally very good performance in both the March and June 2023 courses, with pass rates of 88% and 100%, respectively. However, across the two years considered, TRP 503 remained a challenging course for students, with pass rates in the eighties, and some students passing on their second attempt.

Table 5 below presents an overview of the performance in the three core advanced courses.

**Table 5: Pass rates in Francophone Advanced Courses: TRP 501-TRP503**

Ending Date	Course	Enrolment	Pass	Fail	Pass rate
March - 2022	TRP 501	19	17	2	89%
March - 2023	TRP 501	22	17	7	77%
April - 2022	TRP 502	18	15	3	83%
March - 2023	TRP 502	22	20	2	91%
March - 2022	TRP 503	19	17	2	89%
March - 2023	TRP 503	23	20	3	87%



Table 5 above shows the pass rates for Francophone Advanced Courses (TRP 501 - 503) across the 2022 and 2023 academic years. TRP 501 saw a decrease in performance, with pass rates of 89% in 2022 and 77% in 2023. TRP 502, however, saw an improvement in 2023, with a 91% pass rate compared to 83% in 2022, although one student did not complete the assessments. Finally, TRP 503 showed a slight decrease in performance, with an 87% pass rate in 2023 compared to 89% in 2022.

Regarding the applied Advanced Courses (TRP 504 to TRP 510), a total of 14 courses were conducted—seven in English and seven in French. The performance in these courses is presented in Tables 6 to 8 below. To facilitate a time-series comparison, the presentation of performance is divided into three tables: the first focuses on TRP 504 - 507 for the English-speaking group, the second focuses on TRP 504 - 507 for the French-speaking group, and the third focuses on TRP 508-510 for both cohorts.

Overall, the Anglophone classes maintained a high pass rate across all courses throughout 2022 and 2023. TRP 504 and TRP 507 even achieved a perfect 100% pass rate in both years, though some participants passed on their second attempt. Notably, TRP 505 saw a slight decrease in the pass rate from 95% in 2022 to 92% in 2023, while TRP 506 saw a slight increase from 100% to 96%.

**Table 6: Performance in Anglophone TRP 504-507: 2021-2022**

Ending Date	Course	Enrolment	Pass	Fail	Pass rate
June - 2022	TRP 504	20	20	0	100%
June - 2023	TRP 504	29	29	0	100%
June - 2022	TRP 505	20	19	1	95%
July - 2023	TRP 505	26	24	2	92%
July - 2022	TRP 506	21	21	0	100%
July - 2023	TRP 506	24	23	1	96%
July - 2022	TRP 507	28	28	0	100%
October - 2023	TRP 507	41	40	1	98%

In 2023, ESAMI-**trapca**, now in its fifth year using the Tradelab study model as part of TRP 507, undertook pro-bono research projects for the East African Business Council (EABC). These projects focused on the implementation of the East African Community's (EAC) economic integration and the impact of the African Continental Free Trade Area (AfCFTA) on the EAC's private sector. Due to resource limitations, only five of the ten requested research areas were selected, including the relevance of the EAC Treaty in today's trade environment, full air transport liberalization within the EAC, service liberalization under AfCFTA within the EAC, the implications of the EAC's tariff offer to AfCFTA, and the implementation of the Trade Facilitation Agreement within the EAC.

On the other hand, as shown in Table 7 below, the French-speaking class generally exhibited excellent performance in the 2023 applied advanced courses compared to the previous year. Overall, the pass rates for all four courses for the Francophone class remained high in both 2022 and 2023. TRP 506 and TRP 507 even maintained a perfect 100% pass rate in both years. While there was a slight decrease in pass rates for TRP 504 and TRP 505 in 2023 compared to 2022, all courses still achieved a pass rate of at least 94%.

**Table 7: Participants Performance in Francophone TRP 504-507: 2022-2023**

Ending Date	Course	Enrolment	Pass	Fail	Pass rate
July - 2022	TRP 504	17	17	0	100%
June - 2023	TRP 504	16	15	1	94%
July - 2022	TRP 505	17	16	1	94%
July - 2023	TRP 505	18	17	1	94%
June - 2022	TRP 506	16	16	0	100%
July - 2023	TRP 506	22	22	0	100%
July - 2022	TRP 507	17	17	0	100%
October - 2023	TRP 507	18	18	1	100%

Apart from TRP 505: Intellectual Property Policy, Law, and Development, which was offered in 2023, all the other three applied courses achieved 100% pass rates. On the other hand, Table 8 below presents the performance of students in the last set of applied courses, namely: TRP 508 - Sectoral Trade Policies and Development, TRP 509 - Drafting and Interpretation of Trade Agreements, and TRP 510 - International Negotiations.

**Table 8: Participants Performance in TRP508 to TRP 510**

Ending Date	Language	Course	Enrolment	Pass	Fail	Pass rate
October - 2023	English	TRP 508	28	28	0	100%
October - 2023	English	TRP 509	32	31	1	97%
November - 2023	English	TRP 510	31	31	0	100%
October - 2023	French	TRP 508	23	21	2	91%
October - 2023	French	TRP 509	23	22	1	96%
November - 2023	French	TRP 510	22	21	1	95%

The performance details of students in the courses reflected in Table 8 above show high pass rates for both English and French classes. The English classes had a slightly higher average pass rate (98.96%) compared to the French classes (94.14%).

For the English classes:

- TRP 508: All 28 enrolled students passed, achieving a perfect 100% pass rate.
- TRP 509: 31 out of 32 students passed, resulting in a 97% pass rate, as one student failed.
- TRP 510: Similar to TRP 508, all 31 enrolled students passed, securing another 100% pass rate.

For the French classes:

- TRP 508: 21 out of 23 students passed, with two students failing, resulting in a 91% pass rate.
- TRP 509: 22 out of 23 students passed, with one student failing, resulting in a 96% pass rate.
- TRP 510: 21 out of 22 students passed, with one student failing, resulting in a 95% pass rate.

Overall, the performance in these final courses was very strong, with both English and French classes achieving high pass rates. Notably, the English classes had a slightly higher overall success rate compared to the French classes.

The exposure of students to the concepts cumulatively, from the prerequisite level to the first three advanced courses, seems to have provided a solid conceptual foundation for the course content. This may explain the observed higher pass rates in the applied advanced courses relative

to the first three core courses. Similarly, the high pass rates appear to result from the filtering mechanism implemented right from the prerequisite courses, which allows only students who pass to be enrolled in the advanced courses.

To ensure that the grades reflect students' hard work and grasp of the technical content, management will continually debrief faculty regarding quality assurance and monitor closely.

In line with academic regulations, students who complete five of the above advanced modules, including TRP 501: Economic Foundations of Trade and Trade Policy and TRP 502: Legal Foundations of Trade and Trade Policy, qualify for an award of an Executive Post Graduate Diploma in International Trade Policy and Trade Law at the Advanced level (PGDA). Those who complete all 10 advanced courses plus a thesis are eligible for an award of a Master of Science Degree. Section 7 below provides details of the students who attained these awards.

### **5.3 Summary of Evaluation of Lecturers in Advanced Courses**

Each advanced-level course is offered over two weeks, taught by two lecturers. Other than the purely economics courses, such as TRP 501 and TRP 503, or the purely legal courses, such as TRP 502 and TRP 509, the remaining courses are taught by a combination of lecturers with economics and legal backgrounds. A list of the lecturers who taught the 17 advanced courses is attached as Annex 10.2.

These lecturers were evaluated by the students at the end of each course. The evaluation includes assessments of subject coverage, organization, relevance to work or career, teaching slides, reading/reference materials, and teaching methodology. Overall, the evaluations by students showed positive outcomes, with students generally satisfied with the courses. However, there were areas identified for improvement, such as the need for clearer explanations, better organization of teaching materials, and improvements in teaching methodology. Suggestions for improvement included providing more practical examples, improving voice projection, and ensuring a balanced approach to teaching slides.

The evaluations are sent individually to the facilitators, who are advised and asked to address the issues raised by students. The feedback is captured in the evaluation reports, which provide guidance for future engagement with the lecturers. Any pending issues are resolved before future contracts are issued. Some of the comments are highlighted as follows:

- Subject coverage in depth and breadth (average rating: 4.1)
- Excellent knowledge of the subject matter
- Weaknesses in voice projection (71% of students found a facilitator not speaking clearly)
- Teaching methodology needs improvement (average rating: 3.7)
- Some students found teaching slides average (14%)
- Poor quality of teaching slides (average rating: 2.6)
- Lack of clarity and depth in explanations
- Disconnect between teaching materials and discussions
- Excellent overall presentation (100% of students rated it excellent)
- Comprehensive subject coverage (average rating: 4.8)
- Well-organized lectures with real-world applications (student comments)
- Knowledgeable and competent lecturer (student comments)
- Weaknesses: Students requested more time allocation for some of the subjects
- Excellent subject coverage, organization, and relevance (average rating: 4.6)
- Well-prepared and knowledgeable
- Clear and engaging teaching style





06

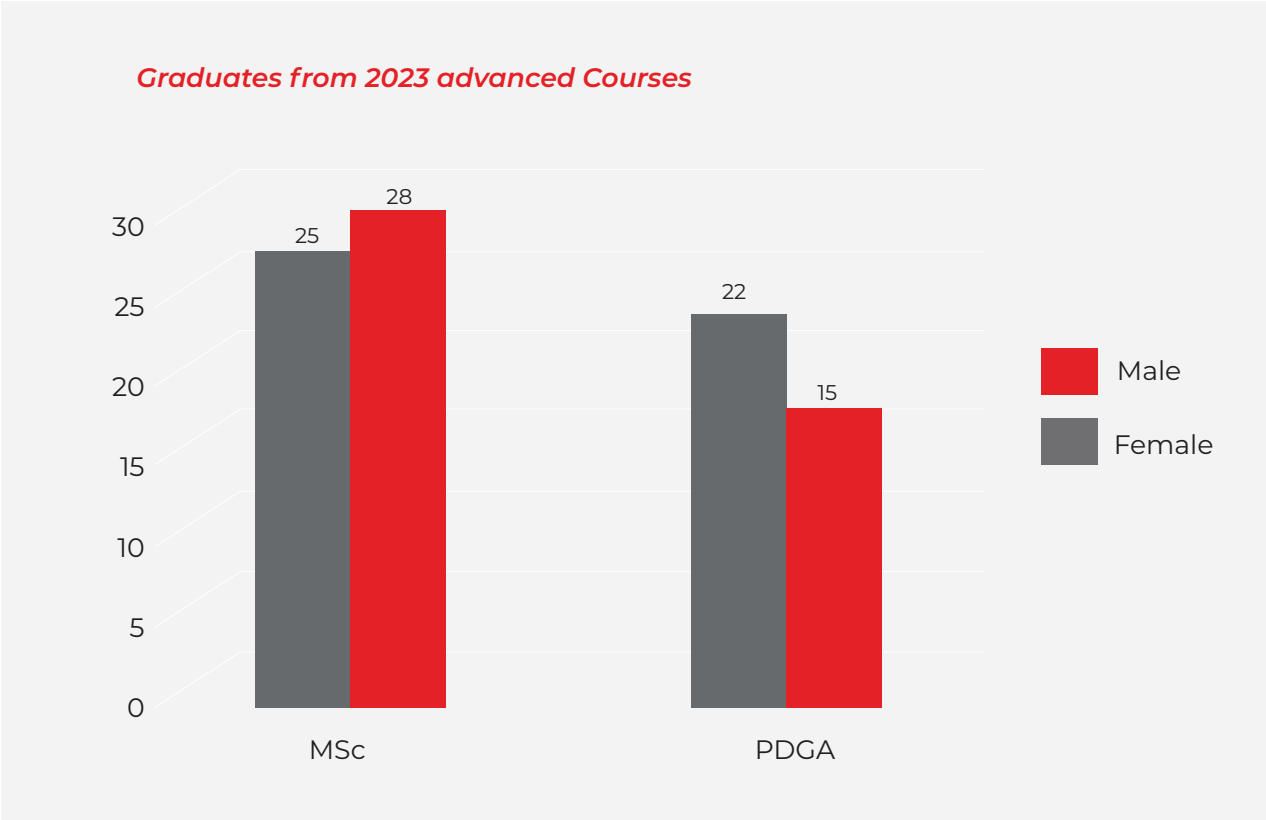
## Graduates from the 2023 Advanced Courses



This section documents the students who attained the two key ESAMI-**trapca** awards: the Post Graduate Diploma Advanced Level (PGDA) and the Master of Science in International Trade Policy and Trade Law (MSc).

ESAMI-**trapca** is pleased to report that on Saturday, 25<sup>th</sup> November 2023, a total of 90 students from 27 African countries graduated with these two awards. Additionally, ESAMI-**trapca** is proud to highlight that female students emerged as the top performers in both MSc classes.

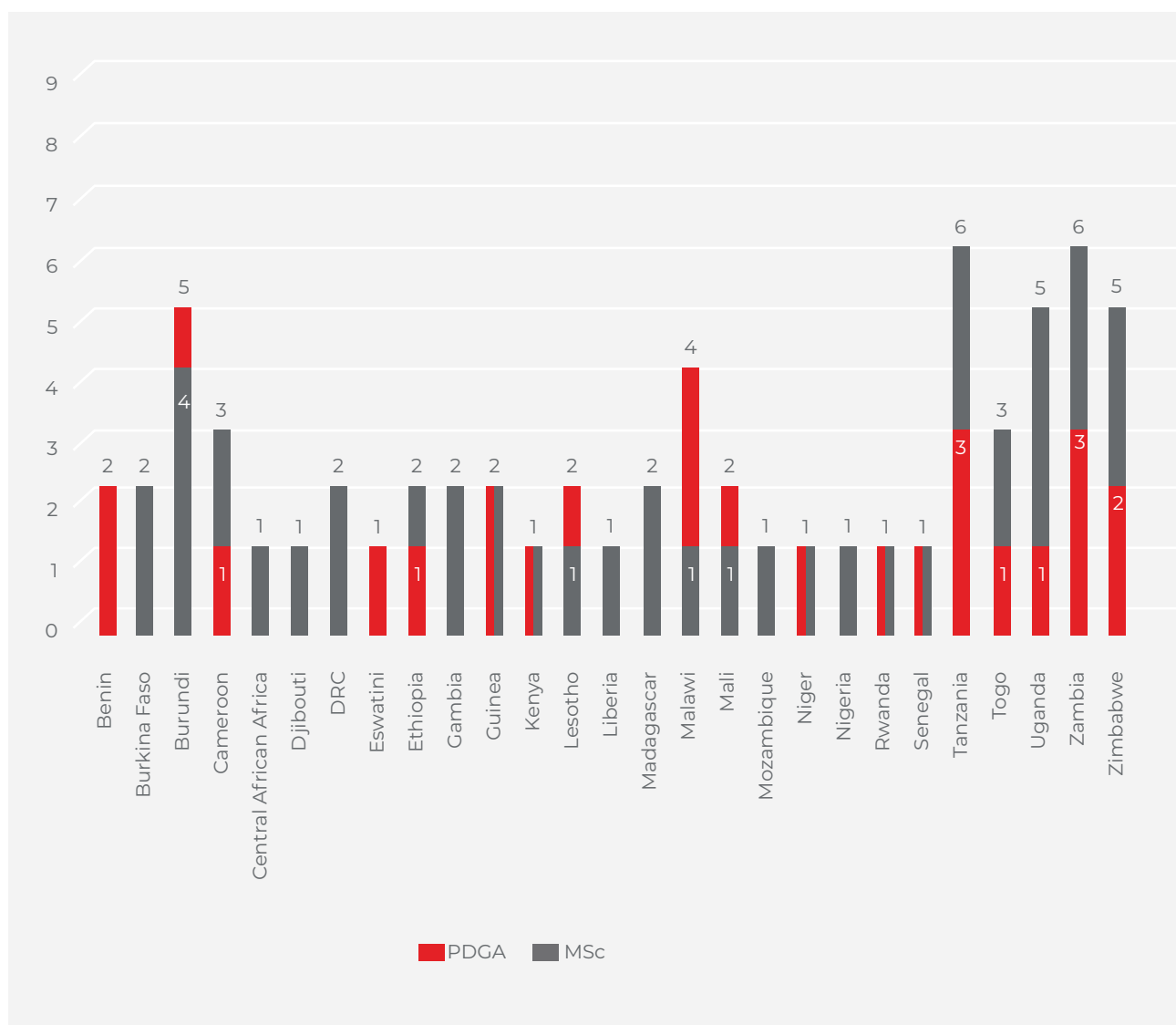
**Figure 12: 2023 Graduates from Advanced Courses**



## 6.1 Country Distribution of Graduates

ESAMI-**trapca** is pleased to report that out of the 90 graduating students, 37 were awarded a Post Graduate Diploma Advanced Level (PGDA) in International Trade Policy and Trade Law, while the remaining 53 received a Master of Science (MSc) in International Trade Policy and Trade Law. These students represented 27 African countries, as outlined below:

**Figure 13: Countries that 2023 Graduates Hail From**



## 6.2 Master of Science Degree Graduates

As highlighted above, 53 students attained the MSc degree award. Of these, 31 were from the Anglophone class, while the remaining 22 were from the Francophone class. The details of the candidates who received the two awards are provided in Tables 3 and 4. Regarding gender distribution, there was an increase in female representation compared to the previous year, as shown in Table 9 below.



**Table 9: Number of trapca MSc Graduates over Six Years**

Details	2018	2019	2020	2021	2022	2023
Total number of graduates	52	44	22	56	32	<b>53</b>
No Female graduates	14	15	9	22	10	<b>25</b>
Percentage of Females - Anglo	35%	43%	41%	56%	36%	<b>55%</b>
Percentage females - Franco	33%	34%	-%	17%	14%	<b>36%</b>

*It is pleasing to note that in both MSc classes, the top performers were female students in the Anglophone and Francophone categories, respectively.*

### 6.3 Post Graduate Diploma (Advanced)

ESAMI-trapca offers all ten master's modules as independent advanced courses, as outlined in Section 5 above. A Postgraduate Diploma (Advanced Level) requires the successful completion of five out of the ten master's courses, including TRP 501 and TRP 502. As of 25th November 2023, 37 students (22 Anglophone and 15 Francophone) successfully met the requirements for the award of the Postgraduate Diploma (Advanced Level).

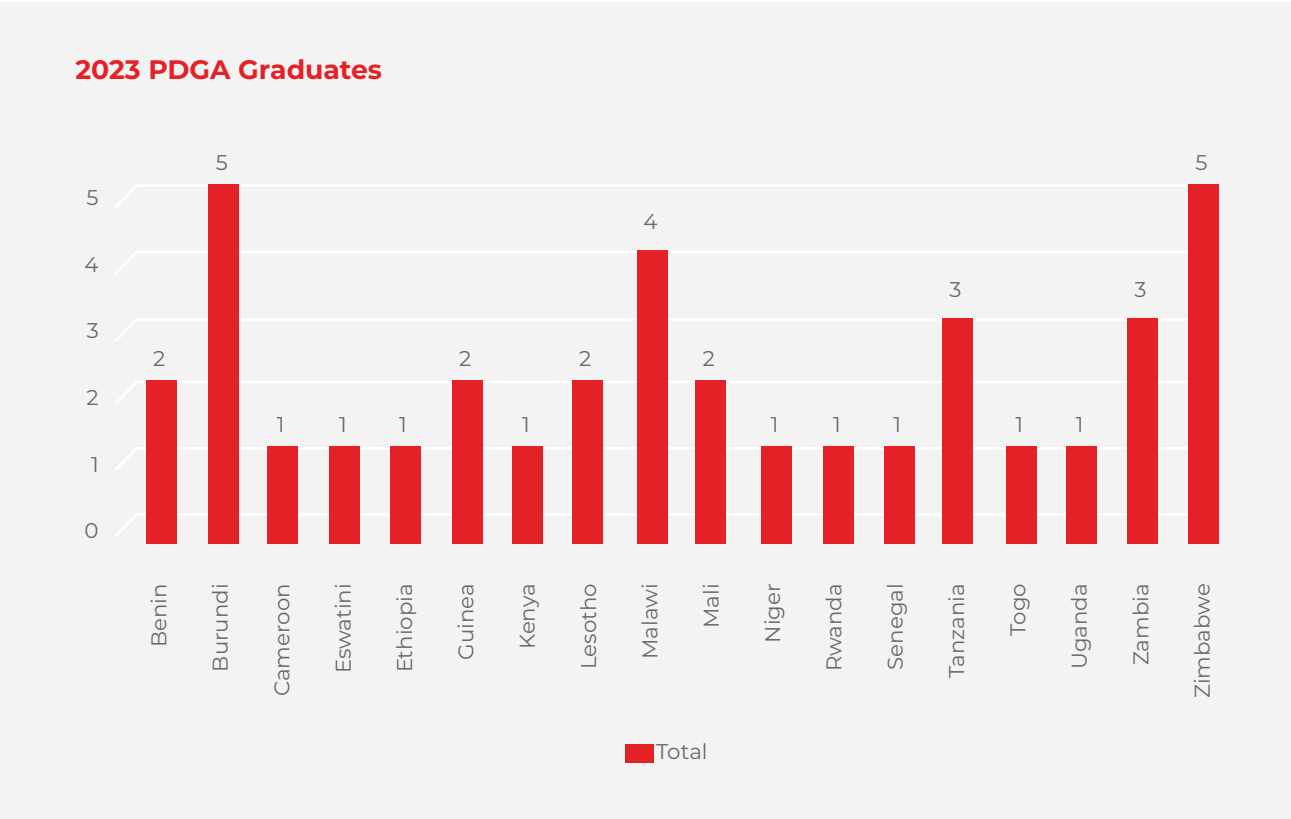
Compared to 2022, there was a significant improvement in the representation of female students. As shown in Table 10 below, the representation of female students in the 2023 PGDA class exceeded the target threshold of 30% by over 20% in both the Anglophone and Francophone cohorts.

**Table 10: Number of trapca PGDA Graduates over Six Years**

Details of PGDA	2018	2019	2020	2021	2022	2023
Total number of graduates	56	55	49	82	61	<b>37</b>
No Female graduates	18	16	19	27	30	<b>22</b>
Percentage of Females - Anglo	47	41	40%	41%	52%	<b>59%</b>
Percentage Females - Franco	9%	13%	-%	27%	40%	<b>60%</b>

*The 2023 PGDA graduating students were drawn from 18 African Countries as shown in the figure.*

Figure 14: Country Spread of PDGA graduates



It is expected that a good number of students who acquired the PGDA will most likely graduate with an MSc. degree in the year 2024. For the first time, ESAMI-**trapca** had students from Guinea and Madagascar graduating with a Master of Science Degree in International Trade Policy and Trade Law.





07

## Sustainability Activities and Executive Education Courses



Under the RAF, during the period under review, ESAMI-**trapca** was expected to implement several activities aimed at enhancing the Centre's sustainability. ESAMI-**trapca** is pleased to report that efforts were made to meet key sustainability targets set out in the business plan. Management pursued these sustainability goals through the implementation of the following activities:

- Requesting students to pay fees.
- Requesting students to cover their travel and accommodation.
- Utilizing pro bono lecturers from UNCTAD.
- Applying to host the WTO RTPC.
- Implementing the WTO Chair Program.
- Bidding for cost-recovery training supported by EIF, UNDP, and GIZ.
- Marketing joint partner cost-recovery executive courses to COMESA, UNECA, and trade-related institutions in African countries.
- Building collaborative partnerships with the African Union Commission (AUC), Afreximbank, WTO, and the World Bank.

**Table 11: Overview of Deliverables and Outputs**

S/N	Project Deliverable	Status	Comment
1.	Executive courses on the implementation of multilateral, AfCFTA, and REC Agreements.	Three executive courses were conducted	<ul style="list-style-type: none"> <li>• The Centre organized sessions on Negotiations of Investment Agreements, Economic Diplomacy for South Sudan, and Implementation of Regional Integration Obligations.</li> <li>• Furthermore, the Centre conducted a program on Somalia's WTO Accession Training, highlighting the importance of trade policy reforms for countries seeking to join the global trade body.</li> </ul>
2.	Tailored Executive courses conducted for officials from trade-related Government Institutions, RECs, Business Councils, and other Private Sector Players.	Partly achieved	<ul style="list-style-type: none"> <li>• Trade Policy and Trade Law specific to Ethiopia, addressing the country's unique trade challenges and opportunities.</li> <li>• The Centre also collaborated with GiZ to offer specialized training on Ethiopia's international agreements administration, emphasizing the importance of effectively managing and implementing such agreements for economic development.</li> <li>• The Centre also offered training in SPS for the Nigeria Plant Quarantine Organization.</li> </ul>
3	Case study research on implementation and enforcement of obligations from Regional, Bilateral, Continental and Multilateral Trade Agreements targeting funding from development partners.	Attained	Partnered with EABC under Tradelab and the WTO under the Chair Programme to prepare research outputs.

S/N	Project Deliverable	Status	Comment
4.	Development and/or like-minded partners' funded policy dialogue events focusing on emerging trade-related issues.	Partially achieved	Held a virtual policy dialogue on Intellectual property under the WTO Chairs.
5.	Number of partial and full self-funding students per advanced class	38 students paid for their accommodation	The drive to get students to fund themselves partially or fully for the courses is an important component of sustainability and will be maintained. The Anglophone students have positively embraced the request. However, there is a challenge for Francophone students who insist on full scholarships and if not offered they drop out.
6.	Engage AfCFTA Secretariat for ESAMI- <b>trapca</b> to play a role in the structuring of AfCFTA Academy and delivery of funded tailor-made and academic training	In progress	Direct engagement with the senior officials at the AfCFTA Secretariat whilst leveraging on the presence of Makong at the AfCFTA secretariat for inclusion of trapca as the Centre of the AfCFTA Academy.
7.	Engage Ministries of Trade and Trade Related Institutions to sponsor their officials in tailored trade-related courses	In progress	Engaged the focal persons for ministries of trade for the following countries: Angola, Botswana, Burundi, Comoros, DRC, Eswatini, Lesotho, Madagascar, Malawi, Mozambique, Namibia, Seychelles, Somalia, S. Sudan, Tanzania, Zambia and Zimbabwe.
8	Engage like-minded partners to offer sponsorship of at least 1 student under the ESAMI- <b>trapca</b> Advanced Courses;	In progress	Requested EIF and UNDP to sponsor pax from Somalia and South Sudan respectively.
9.	Engage like-minded partners to fund case studies and training aimed at assisting African countries to negotiate phase II issues such as investment, intellectual property, and digital trade	Partially attained	Training was done for EAC, and the Centre submitted a proposal to capacitate Malawi on digital traded
10.	Financial Sustainability activities conducted	Partially attained	<p>Paid consultancy work and paid executive courses conducted sponsored by GIZ and 2 pending sponsored by TMEA and World Bank</p> <p>A resource mobilisation strategy and plan is being developed to guide the engagement of new financing partners.</p>

S/N	Project Deliverable	Status	Comment
11.	Outreach to strategic partners	Partially attained	<ul style="list-style-type: none"> <li>Presented and marketed programs to the SADC secretariat and senior representatives from all 16 SADC member states. The meeting has culminated in a draft MoU now shared by SADC for finalisation during the first week of May 2024.</li> <li>Presented and marketed ESAMI-<b>trapca</b> programs to several development partners in an EAC secretariat-organized donor roundtable meeting.</li> <li>Held a meeting with the UNCTAD Commodities division team chaired by the director of the Division at UNCTAD in line with the existing MoU in which key sustainability activities were agreed upon and in progress. In addition, progress meetings are held with senior officials from the Trade Facilitation division for partners in ongoing trade facilitation activities in which the Centre will provide training.</li> <li>Held a meeting with senior officials of the Enhanced Integrated Framework (EIF) unit at the WTO. The outcome is an activity supported by EIF to complement previous training for the Federal Republic of Somalia on the WTO Accession process</li> <li>The Centre engaged ECOWAS and AfCFTA secretariat for formal meetings but was not able to secure meetings with key senior leadership. The follow-up will continue in 2024.</li> </ul>







**08**

## **Finance and Administration**

There were changes in staffing levels in 2023. The 2023 staffing levels were as follows:

- |                              |  |
|------------------------------|--|
| • Dr. Caiphas Chekwoti       | Trade Policy Expert/Head of Centre           |
| • Dr Mpafya Mutapa           | Principal Finance and Administration Officer |
| • Mr. Thokozani James Ngwira | Trade Law Expert                             |
| • Mr Tsotetsi Makong         | Trade Facilitation Expert                    |
| • Ms Bertha P. Maturo        | Accounts Clerk                               |
| • Mr Emil Karume             | Driver/Clerk                                 |
| • Ms. Pauline J Khamis       | Academic Support Clerk                       |
| • Ms. Anne Mrosso            | Office Assistant                             |
| • Ms. Chipaila Soboya        | Project Monitoring and Compliance officer    |

## 8.1 Monitoring and Governance

During the period under review, a financial audit was conducted as part of regular monitoring and governance activities. The auditors, KPMG, carried out the financial audit in March 2024 for the year ending 31st December 2023. The audit concluded that the financial statements and accounts presented a true and fair view of the financial position as of 31st December 2023.

Additionally, the Annual Review Meeting was held in May 2023. The most recent governance meeting was that of the Academic Advisory Council (AAC), which took place on 11th September 2023. During this meeting, members reviewed both academic performance and sustainability issues. The outcomes of the monitoring and governance activities are summarized in Table 12 below.

**Table 12: Planned activities versus actual activities (governance and monitoring)**

Programme	Planned	Implemented to date	Performance variance
<b>Governance and monitoring</b>			
Annual Review Meeting (ARM)	1	1	-
Academic Advisory Committee (AAC)	1	1	-
Audit (January to December 2023)	1	1	-

## 8.2 Summary of AAC Deliberations 2023

The 2023 Academic Advisory Council (AAC) Meeting took place on 11<sup>th</sup> September 2023 on the sidelines of the WTO Public Forum. In addition to reviewing the quality and outcomes of training activities, a key agenda item was the input of AAC members on curriculum development for academic courses.

The curriculum was reviewed in line with evolving trade dynamics and their impact on capacity gaps in target beneficiary countries. Significant changes were proposed, including the introduction of a new course on digital trade, reflecting its growing prominence. Additionally, two courses on intellectual property and competition were merged, and a new course on standards, the environment, and agriculture was introduced.

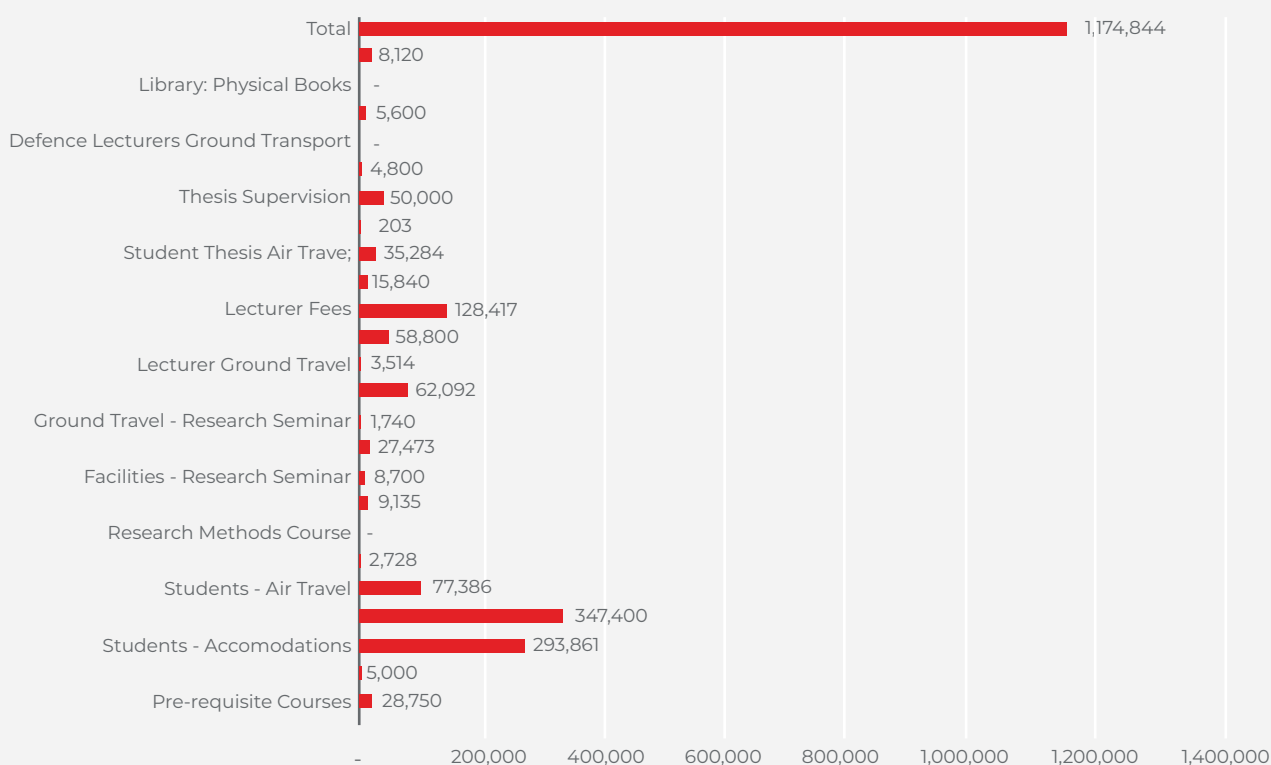
AAC members committed to assisting in identifying and recommending faculty within their networks. They also advised the Centre to incorporate qualitative feedback by administering questionnaires and tracking developments at national, regional, and continental levels to gain a broader perspective on the impact of training, in line with the outcomes of the Results Analysis Framework. Furthermore, the members recommended integrating income-generating activities in a manner that aligns with and supports the Centre's core mission and objectives.

### 8.3 Financial Report January to December 2023

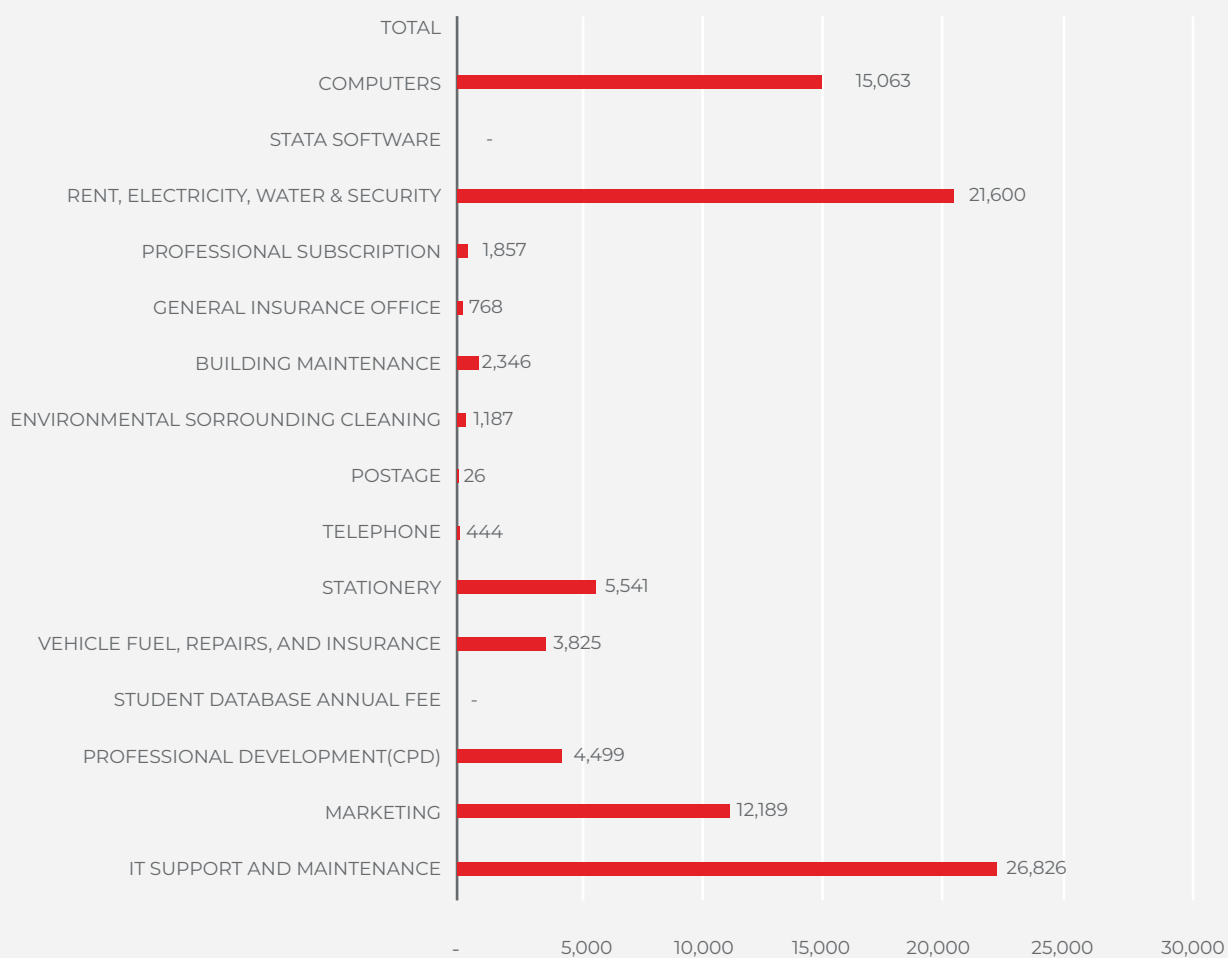
The year 2023 marked the beginning of the new implementation phase under the agreement between Sida and ESAMI. The Centre continued to encourage students to cover some of their training-related costs, primarily for travel and accommodation.

The audited report recognized a deferred income of USD 245,609, which resulted from savings on the respective budget lines. The figures below present the audited expenditure, as detailed in Annex 1. Additionally, this section highlights the audited comprehensive income and expenditure statement, as well as the financial position for the year ended.

**Figure 15: Training Costs**

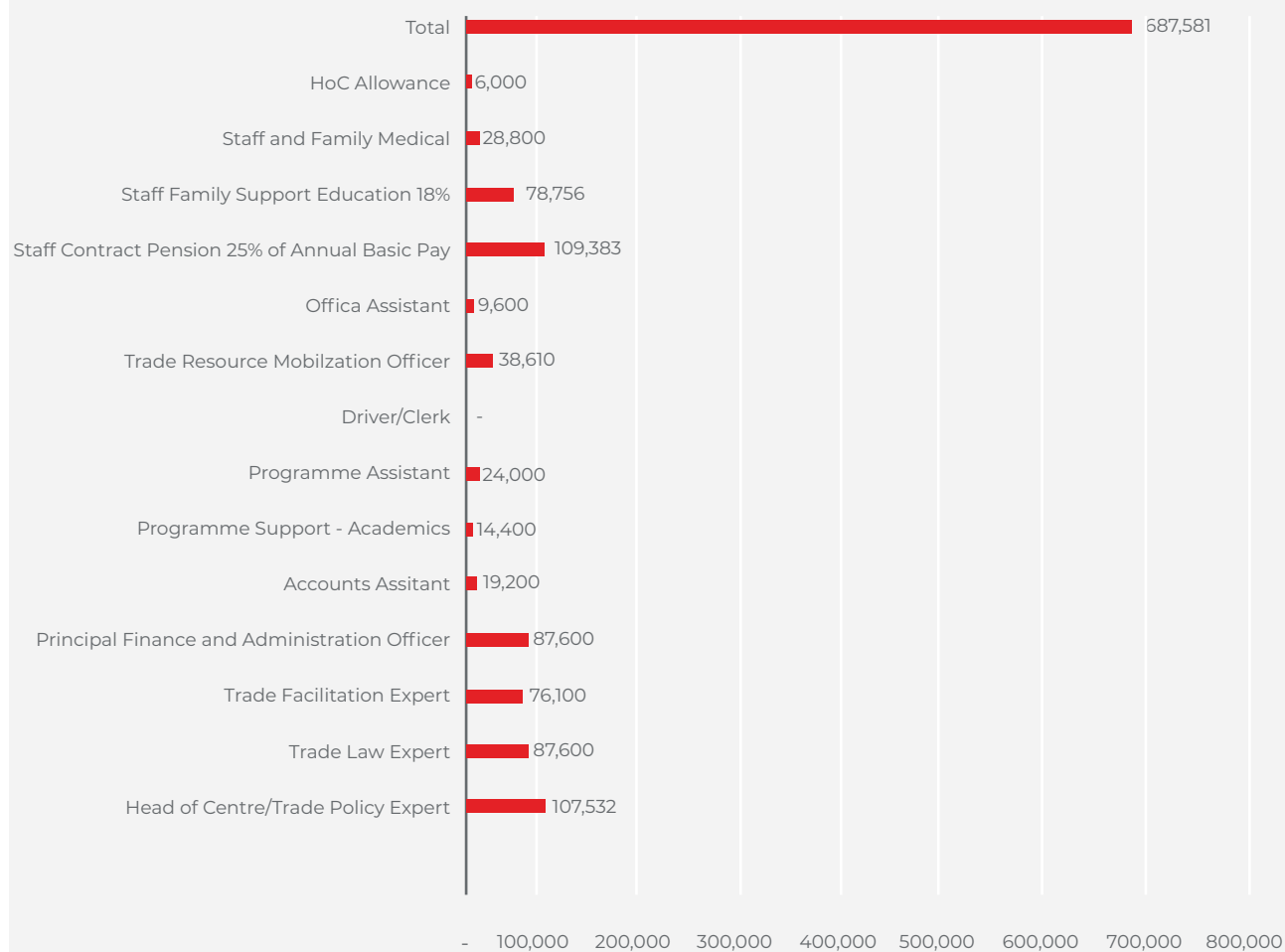


**Figure 16: Administrative Costs**

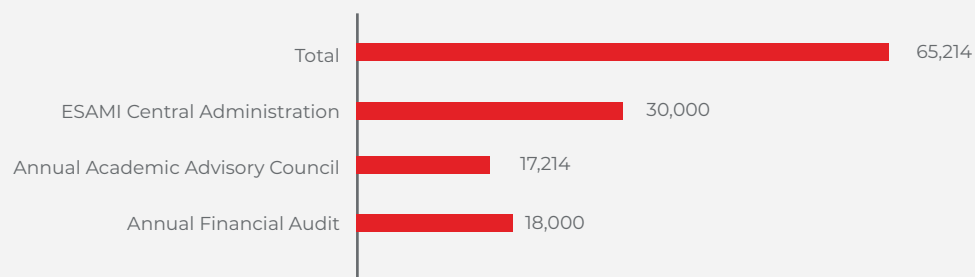




**Figure 17: Administrative Costs**



**Figure 18: Monitoring and Governance**



Management is pleased to report that, as of 31<sup>st</sup> December 2023, the Centre received a total of USD 2,657,265 in funding to cover the aforementioned expenses, as outlined below.

**Table 13: Summary of Revenue**

S/N	Details	Amount Budgeted in USD	Amount Received in USD
A	Sida	1,659,930	1,677,463
B	Interest	-	242
C	ESAMI	1,059,720	979,560
	<b>Total (Including ESAMI Sustainability activities)</b>	<b>2,719,650</b>	<b>2,657,265</b>

Annex 1 provides a detailed report on expenditure and revenue utilization, categorized by cost classification and presented on a cumulative basis for Sida-approved expenditures.

## 8.4 Financial Position as of 31<sup>st</sup> December 2023

Tables 14 and 15 below outline the financial position of the Centre as of 31<sup>st</sup> December 2023. In accordance with the agreement between Sida and ESAMI, and in line with the reporting requirements and approved audit Terms of Reference (ToRs), the narrative and detailed notes are presented in the audited financial statements accompanying this report.

**Table 14: Statement of Financial Position as of 31<sup>st</sup> December 2023**

Details	Notes	31 Dec 2023 USD	31 Dec 2022 USD
<b>Non-current assets</b>			
Property and equipment	14	22,381	10,132
		<b>22,381</b>	<b>10,132</b>
<b>Current assets</b>			
Trade and other receivables	15	59,296	20,465
Due from related parties	16	551,171	686,473
Cash and cash equivalents	17	513,622	452,427
		<b>1,124,089</b>	<b>1,159,365</b>
<b>Total assets</b>		<b>1,146,470</b>	<b>1,169,497</b>
Equity funds			
ESAMI contribution		635,735	756,305
Accumulated deficit		(49,100)	(57,794)
		<b>586,635</b>	<b>698,511</b>
<b>Non-current liabilities</b>			
Deferred capital grant	12	21,844	9,595
<b>Current liabilities</b>			

Details	Notes	31 Dec 2023	31 Dec 2022
Due to related parties	16	21,041	16,080
Deferred income	18	245,609	340,493
Other payables and accruals	19	271,341	104,818
		<b>537,991</b>	<b>461,391</b>
<b>Total liabilities</b>		<b>559,835</b>	<b>470,986</b>
<b>Total equity and liabilities</b>		<b>1,146,470</b>	<b>1,169,497</b>

**Note:** The notes indicated in the report for reference are detailed in the audited financial statements presented along with this report.

**Table 15: Statement of Comprehensive Income for The Year Ended 31 December 2023**

Details	Sida	ESAMI	Notes	Jan-Dec 2023	Jan-Dec 2022
				USD	USD
<b>Income</b>					
SIDA financing	1,419,847	-	6	1,419,847	1,446,950
<b>ESAMI contribution</b>	-	<b>490,231</b>	<b>7</b>	<b>490,231</b>	<b>374,920</b>
Consultancy	-	-		-	-
Executive courses	-	-	8	-	-
Student fees	-	8,670	8	8,670	43,350
Sundry Income	-	-	<b>8</b>	-	-
	<b>1,419,847</b>	<b>498,901</b>		<b>1,918,748</b>	<b>1,865,220</b>
<b>Operating expenses</b>					
Personnel cost	(503,567)	(203,102)	9	(706,669)	(197,888)
Programme cost	(818,744)	(356,100)	10	(1,174,844)	(1,515,276)
Other operating expenses	(94,722)	(51,600)	11	(146,322)	(102,034)
Amortization of intangible asset	-	-		-	-
Depreciation	(2,814)	-	<b>12</b>	<b>(2,814)</b>	<b>(6,672)</b>
	<b>(1,419,848)</b>	<b>(610,802)</b>		<b>(2,030,649)</b>	<b>(1,821,870)</b>
<b>Operating surplus/ (deficit)</b>	-	<b>(111,901)</b>		<b>(111,901)</b>	<b>43,350</b>
Finance income	-	25		25	(11)
<b>Operating deficit before tax</b>	-	<b>(111,876)</b>		<b>(111,876)</b>	<b>43,339</b>

Details	Sida	ESAMI	Notes	Jan-Dec 2023	Jan-Dec 2022
Taxation	-	-	13	-	-
<b>Net (Deficit)/surplus for the year</b>	<b>-</b>	<b>(111,876)</b>		<b>(111,876)</b>	<b>43,339</b>

*The detailed financial statements and notes for the year ended 31st December 2023 are presented separately in the audited financial report.*

## 8.5 Revenue and Expenditure for the period

As presented in Annex 6 on revenue, the Centre received a total of SEK 13,504,688, equivalent to USD 1,659,930, along with an additional USD 17,533 from transactional exchange gains. Therefore, a total of USD 1,677,463 is accounted for from Sida. ESAMI accounts for USD 979,560, bringing the total income for the period to USD 2,657,265.

The Centre incurred a total expenditure of **USD 2,069,259**, including support costs for the Trade and Resource Mobilisation Officer, in accordance with the Centre's operations and the approved 2023 budget. Sida accounted for 63% of disbursed revenue, while ESAMI accounted for 37%.

In pursuit of sustainability and efficient cost management, the Centre encouraged students to cover some training-related costs, resulting in unspent funds for Sida-funded training activities amounting to USD 188,191 - representing 77% of the total unspent/savings of USD 245,609 - while administration costs accounted for 13%. The savings/unspent funds primarily arose from training-related costs under the travel and accommodation budget lines.

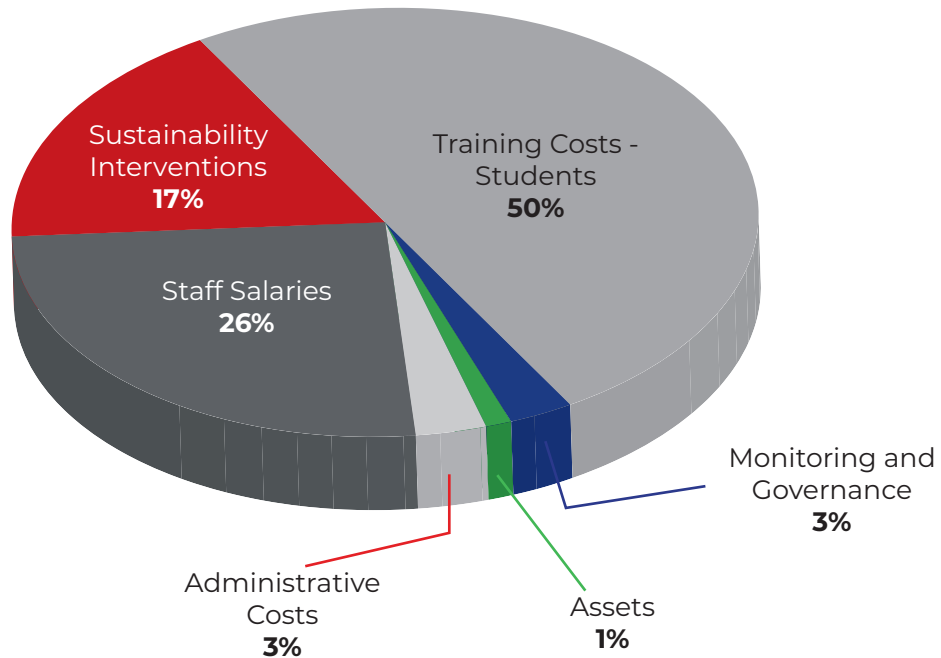
Table 14 and Figure 17 below elaborate on the budget lines against actual expenditures and expenditure proportions. Further details are provided in Annex 1 of the report.

**Table 16: Summary of Expenditure**

S/N	Details	Budget (USD)	Actual (USD)	Variance (USD)	Utilization
1	Training Costs Students	1,362,435	1,174,844	187,591	86%
2	Sustainability Interventions	475,015	64,972	410,043	14%
3	Staff Salaries	680,373	668,059	12,314	98%
4	Administrative Costs	117,413	81,108	36,305	69%
5	Assets	16,000	15,063	937	94%
6	Monitoring and Governance	68,414	65,214	3,200	95%
	<b>Total</b>	<b>2,719,650</b>	<b>2,069,260</b>	<b>650,390</b>	<b>75%</b>



**Figure 19: Expenditure Proportions**



As per the approved 2023 annual work plan and budget, the expenditure on activity costs was allocated as follows: **50%** on training, **26%** on personnel costs, **3%** on monitoring and governance, and **3%** on administration and asset acquisition. Additionally, the Centre allocated **17%** to sustainability interventions. The variance and related comments are included in Annex 6 of the report.





09

## Risk Analysis and Implementation Challenges.

## 9.1 Risk Analysis

This section of the annual work plan and budget aims to identify, assess, and prioritize risks to minimize, monitor, and control their probability and impact. Risk identification, monitoring, and mitigation will be an ongoing process throughout the implementation period. As shown in Table 17 below, the plan identifies 11 key risks that require close monitoring to reduce the likelihood of their occurrence and prevent any negative impact on implementation. Risk management will be carried out at both strategic and operational levels.

**Table 17: Enterprise Risk Management (ERM)**

S/N	Risk Identification	Probability of Occurrence (L, M, H)	Impact (L, M, H)	Effect on trapca	Mitigation Strategy	Post Probability of Occurrence (Low, Medium, High)	Post Impact (L, M, H)
1.	Covid-19 pandemic	High	High	<ul style="list-style-type: none"> <li>• This could delay the offering of some onsite courses.</li> <li>• This could lead to less than the targeted number of students per class.</li> <li>• This could affect the participation of some target countries.</li> <li>• This could affect the availability of some resource persons.</li> </ul>	<ul style="list-style-type: none"> <li>• Constant and continuous monitoring of developments</li> <li>• Preparedness to take immediate action.</li> <li>• Continue with offsite learning activities such as assignments, thesis write-up, and tradelab research.</li> <li>• Procure tickets with flexible change terms.</li> <li>• Further diversification of the pool of resource persons</li> </ul>	• High	• Medium
2.	Risk of Managing of Multi donor funds.	Low	High	<ul style="list-style-type: none"> <li>• Comingling of partners' funds and lack of clearly identified tasks and objectives</li> <li>• Differing project objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Upgrade pastel accounting software to manage and report on different portfolios of resources concerning different funders or revenue streams.</li> <li>• Allocate responsibilities to staff and schedule capacity-building courses to enable staff to manage projects.</li> <li>• As a future measure, employ project staff to support the existing structure.</li> <li>• Open separate Bank accounts for each partner unless operating a joint financing agreement.</li> <li>• Engage potential funders on trapca's core business</li> </ul>	• Low	• Low
3.	Lack of target beneficiary buy-in the project interventions	Low	High	The projected financing plan in the business case may not materialise	<ul style="list-style-type: none"> <li>• Marketing and outreach of the programmes on offer to relevant partners and the impact of interventions offered through the courses.</li> <li>• Engage target beneficiary institutions on institution-specific capacity needs to enhance ownership and buy-in.</li> </ul>	• Low	• Low

S/N	Risk Identification	Probability of Occurrence (L, M, H)	Impact (L, M, H)	Effect on trapca	Mitigation Strategy	Post Probability of Occurrence (Low, Medium, High)	Post Impact (L, M, H)
4.	Changes in donor priorities	Low	Medium	Reduction in resource envelope of resources, lack of commitment, change in strategy	<ul style="list-style-type: none"> <li>• Senior managers to engage like-minded partners and elaborate on the immediate key short-term objectives of the courses offered.</li> <li>• Proactive scoping of donor priorities to align with interventions.</li> <li>• Marketing of trapca courses to all potential students.</li> </ul>	• Low	• Low
5.	Poor economic conditions in target countries failed to pay for their education	High	High	This will significantly reduce the number of Pax and hence overall impact on <b>trapca's</b> contribution to improving LICs and LCDs on trade-related issues and reduced revenue projected on self-sponsored students.	<ul style="list-style-type: none"> <li>• Engage like-minded partners to provide support to students from LDCs, LICs and female students from Other African Countries who are unable to meet the cost of the courses offered.</li> <li>• Marketing of courses to trade and trade-related institutions to have a buy-in and support students on a block release basis.</li> </ul>	• Medium	• Low
6.	Increase in staff responsibilities to manage and meet multi-donor expectations	Medium	High	Staff stress and less productivity. This may fail to meet programme objectives and damage the brand's reputation.	<ul style="list-style-type: none"> <li>• Invest in Enterprise Resource Planning tools to help integrate tasks and reduce duplication of duties.</li> <li>• Employ project staff for specific projects that allow extra personnel in line with the budgets.</li> </ul>	• Medium	• Low
7.	Capacity to manage demand for both academic and tailor-made courses	Low	High	Failure to meet programme goals and objectives leads to a poor reputation for the centre.	<ul style="list-style-type: none"> <li>• Planning of courses to manage increased demand.</li> <li>• Publish the academic and executive courses calendar in good time for planning.</li> <li>• Provide course intakes for students' enrolment for academic courses.</li> <li>• Diversify product range to cater for different capacity needs of target beneficiaries</li> </ul>	• Low	• Low
8.	Financial mobilisation failure to meet projected revenues	Low	High	Failure to meet programme goals and objectives	<ul style="list-style-type: none"> <li>• Offer trade professional courses with certification on a commercial basis to target countries and institutions to raise funds.</li> <li>• Marketing executive courses on the ACFTA to different countries.</li> <li>• Reduce activities and align them according to the available resources.</li> </ul>	• Medium	• Low



S/N	Risk Identification	Probability of Occurrence (L, M, H)	Impact (L, M, H)	Effect on trapca	Mitigation Strategy	Post Probability of Occurrence (Low, Medium, High)	Post Impact (L, M, H)
9.	Student lack of commitment to studies	Low	Medium	<ul style="list-style-type: none"> <li>Poor students' performance</li> <li>Increase in attrition rate</li> <li>Late withdrawal from class attendance</li> </ul>	<ul style="list-style-type: none"> <li>Students are encouraged to give a motivation letter explaining why they want to study with trapca.</li> <li>Students are to pay a refundable commitment fee.</li> <li>Engage employers to minimise cases of students not being released for classes.</li> </ul>	• Low	• Low
10.	Other competitors offering similar courses	Low	Low	Programmes offered by <b>trapca</b> may be copied and offered at lower costs, though with lower standards. This would pose a serious threat to the <b>trapca</b> courses and costing model.	<ul style="list-style-type: none"> <li>Development of new competitive programmes both academic and executive courses.</li> <li>Use of marketing material that would not be prone to cannibalisation by competitors.</li> </ul>	• Low	• Low
11.	Unavailability of pro-bono Resource Persons	Low	Low		<ul style="list-style-type: none"> <li>Prepare and share the academic calendar in good time to engage Pro-bono Resource Persons</li> <li>Obtain commitments from Pro-bono lecturers in good time and minimize changes to calendars once commitments are secured.</li> </ul>	• Low	• Low

## 9.2 Challenges and Opportunities

During the year under review, the Centre encountered several challenges in both the pre-requisite and advanced courses.

In the pre-requisite courses, the main challenges were related to participation and completion rates. The online TRP 400 pre-requisite course experienced reduced pass rates due to incomplete components of the course modules and dropouts among enrolled participants. These dropouts were primarily attributed to work-related commitments and limited internet accessibility in some target countries. This issue was particularly pronounced among the Francophone group and one of the three Anglophone groups, posing a persistent challenge to the effective delivery of the online program.

A potential solution is to increase the number of TRP 400 course offerings beyond the current three for Anglophones and two for Francophones. This would ensure a larger pool of students completing the course, thus providing a sufficient number of candidates for consideration in advanced courses. Additionally, to enhance students' commitment, it is proposed that a small course fee be introduced. This financial contribution is expected to increase students' dedication to the program, given their investment in it.

Regarding internet connectivity, some participants faced challenges due to weak network infrastructure in their countries, while others relied on office internet. Many from the latter group reported that when assigned work duties outside their regular offices, accessing the internet became difficult, leading to incomplete course modules.

For the onsite advanced courses, the main challenge was low participation numbers, which

resulted in skewed country representation. The process of finalizing student enrollment involves multiple rounds and requires significant administrative time. In the April–May 2023 cohort for foundational modules (TRP 501–503), 180 students from 22 African countries (including 15 Least Developed Countries) applied for sponsorship under the Anglophone cohort. Of these, 158 were eligible for sponsorship, but due to limited resources, only 30 were awarded sponsorships.

As shown in the table below, out of the 30 sponsored students, 15 dropped out, citing either their inability to secure funding for expenses not covered by the scholarship or their employers' refusal to grant them leave to travel. To address this, 12 students were selected from a buffer list, but 7 of them also dropped out. An additional 12 students were recommended as replacements, but 4 of these later withdrew, citing last-minute challenges in securing travel permissions.

Some of the students who dropped out were from underrepresented countries. Given the limited time available for replacements, their spots were filled by applicants from neighboring countries who could afford to fund their own travel. This ultimately resulted in a final class of 26 students but contributed to the imbalance in country representation.

**Table 18: Student Confirmation Outcome**

	Anglophone			Francophone		
	Awarded	Dropped	Proportion	Awarded	Dropped	Proportion
Initial awardees	30	15	50%	31	21	68%
Students considered in the Buffer	12	7	58%	11	6	55%
An addendum list of awardees	12	4	33%	6	0	0%
Total students recommended	54	26	48%	48	27	56%
Total students who reported	26			21		
Total qualifying for scholarships	158			137		

In 2023, the Francophone TRP 501–503 courses had 144 admitted students from 16 countries, with 137 of them applying for scholarships. A total of 31 applicants were recommended for scholarship awards, of whom 11 received full scholarships and 20 were offered partial scholarships. Unlike the Anglophone courses, 21 of the 31 applicants declined the offer, citing their inability to secure self-funding. This issue was further compounded by late visa applications from some awardees and employer refusals to grant travel permission.

As a result, only 14 awardees had confirmed their participation one week before the courses commenced. Consequently, 11 students from the buffer list - mainly from countries that did not require deferred visas - were selected to replace those who could not attend. However, only five of these confirmed their participation, necessitating an addendum of six more students. This ultimately resulted in a class of 21 students from only 10 of the 16 originally represented countries. The primary challenge remains the limited availability of scholarships.

A similar situation was observed with the 2024 cohort for the first three advanced courses, as captured in the 2024 progress report. The average dropout rate per successive round was 68% for the Anglophone cohort and 73% for the Francophone cohort. The main reason cited by affected students was their inability to secure funding to cover course components not covered by partial scholarships.

As highlighted above, the main challenge in the advanced courses stream is the limited number of scholarships, capped at 20 per cohort. This constraint implies that additional funding is needed

for the majority of admitted applicants, who are required to finance their course participation either personally or through their employers and other sources. As part of its sustainability efforts, the Centre has encouraged admitted participants to fully fund their participation, covering tuition, travel, and accommodation. For those awarded partial scholarships, the Centre asks them to cover certain course costs. However, the response has been mixed—some students manage to fund their travel and accommodation, but very few cover their tuition.

Notably, more Anglophone students accept partial scholarships compared to Francophone students. The majority of Francophone students offered partial scholarships decline the opportunity, citing financial constraints. Last-minute withdrawals, particularly from Francophone students with partial scholarships and some Anglophone students, have made and will continue to make the admission process tedious. These challenges in the advanced courses stream contribute to skewed country and gender representation in the courses.

While early scholarship notifications have been proposed as a solution, they have proven ineffective for several reasons, including communication failures and the inability of the measure to address the underlying issues of student participation. It is evident that the root causes of the problem are the limited number of scholarships and students' inability to secure alternative funding for their studies.

Addressing this core issue—specifically, the lack of funding—requires a comprehensive strategy. This includes proactive engagement with potential funders through targeted marketing activities. By exploring avenues to secure additional resources, ESAMI-trapca can mitigate the issue of insufficient student enrolment and ensure the continued success of its programs. To this end, ESAMI has complemented the Centre's efforts by recruiting a Resource Mobilization Officer to support fundraising activities. A resource mobilization strategy is being finalized to guide these efforts, with a focus on four key areas:

- Engaging bilateral and multilateral donors – Seeking funding similar to the two-year support previously received from the EU through OACP. Potential donors include the EU, AfDB, France, Canada, Denmark, and the Netherlands.
- Marketing the academic program to Ministries, Departments, and Agencies (MDAs) – Encouraging MDAs, where students are employed, to fund training for their staff.
- Collaborating with regional and continental institutions – Leveraging their convening power to mobilize funding for officials from member states for training, particularly in the context of regional and continental integration initiatives.
- Engaging the private sector and industry associations – Showcasing the value of the training by highlighting the positive impact of alumni working in these associations.

The implementation of the resource mobilization plan is expected to attract additional funding to support students. In this regard, Sida's support in resource mobilization will be instrumental in addressing these challenges.

Beyond resource mobilization, management will continue pursuing an institutional approach by engaging students' employers to emphasize the value of the training and encourage employer support. This approach aims to reduce instances where students are unable to secure study leave. Management will also provide information on academic programs, including the course calendar, to allow institutions to incorporate these programs into their training plans and identify suitable participants in advance. Furthermore, this institutional approach facilitates employer-driven resource mobilization to support staff participation in the courses.

In addition to the challenges related to participation numbers, the Centre encountered an unfortunate incident involving a female student from Lesotho who suffered a stroke while attending a course in Arusha. The stroke, attributed to stress, required urgent medical intervention. Since the hospitals in Arusha were unable to adequately manage the case, the Centre had to arrange for the student's transfer to Nairobi for treatment. While the student eventually recovered, she was unable to continue with her studies due to the gradual recovery process.

This incident highlights the need to address potential medical emergencies affecting students, as there is currently no budget line for such unforeseen situations. To mitigate this risk, the Centre now requires all students to have medical insurance before traveling to Arusha for courses.



The implementation of the AfCFTA Agreement and its related Protocols presents a significant opportunity for the Centre to expand capacity-building efforts and enhance sustainability. Additionally, supporting WTO-acceding countries such as Somalia and South Sudan presents further opportunities. Collaborations with regional economic communities (RECs) such as COMESA, EAC, ECOWAS, and SADC also provide potential avenues for growth. The Centre is currently exploring the possibility of an MoU with SADC and a joint course with ECOWAS. Finally, being part of the WTO Chairs Program offers opportunities for research and outreach.





10

## Conclusion and Outlook for 2024



The year 2023 marked significant achievements for the Centre. This report reflects on the Centre's accomplishments in line with its objectives and the 2023 Annual Work Plan and Budget, as outlined in the Program Document between Sida and ESAMI.

Throughout 2023, the Centre successfully conducted 33 academic programs, comprising 26 advanced courses, 5 advanced prerequisite courses, and 2 trade and gender courses, all funded under the Sida banner. A total of 895 participants from 37 African countries, including 27 primary target least developed countries (LDCs), benefited from these programs. As of December 2023, the cumulative number of students trained since 2006 had reached 12,810.

Gender inclusivity remained a priority for the Centre, with a balanced distribution across the academic courses - 48% female and 52% male participants. Notably, the Centre conferred 53 Master of Science degrees in International Trade Policy and Trade Law and 37 Postgraduate Diplomas (PGDA) in International Trade Policy and Trade Law in 2023. Among the 90 graduating students, 52% were female and 48% were male, with 59% of graduates coming from Anglophone classes and 41% from Francophone classes.

Looking ahead to 2024, strategic partnerships will continue to be pursued to capitalize on the capacity deficits identified in the Economic Diplomacy Courses for South Sudan and Somalia, as well as the AfCFTA in-country executive courses conducted in various African nations. This includes ongoing collaborations with organizations such as UNCTAD, WB, ITC, EAC, COMESA, the African Development Bank, NEPAD, ACWL, GiZ, and WIPO. These strategic partnerships are expected to enhance the recruitment of pro-bono lecturers and facilitate the funding of joint training activities.



## 11 ANNEXURES

List of Full Titles of Courses offered at the Advanced Level;

- TRP 501: Economic Foundations of Trade Policy
- TRP 502: Legal Foundations of Trade Policy
- TRP 503: Tools for Trade Policy Analysis
- TRP 504: Economic and Legal Aspects of Trade in Services
- TRP 505: Intellectual Property Policy, Law, and Development
- TRP 506: Competition Policy, Law, and Development
- TRP 507: Regional Integration and Trade Facilitation
- TRP 508: Sectoral Trade Policies
- TRP 509: Drafting and Interpretation of Trade Agreements
- TRP 510: International Trade Negotiations.

### **Annexe 2: List of Lecturers Who Facilitated Advanced Courses 2023 Calendar**

S/No	Code	Activities 2023	Dates	Weeks	Venue	RPs
1	TRP 501	Economic Foundations of Trade and Trade Policy	17 - 28 Apr	2	Arusha	Wumi Olayiwola, Ahmed Ghonheim
2	TRP 502	Legal Foundations of Trade and Trade Policy	1 - 12 May	2	Arusha	Joan Apecu, Thokozani Ngwira
3	TRP 503	Tools of Trade Policy Analysis	15 - 26 May	2	Arusha	Jehovaness Aikaeli, Senia Nhamo
4	TRP 501	Economic Foundations of Trade and Trade Policy (Franco)	17 - 28 Apr	2	Arusha	Biao Barthelemy, Guidime Camille
5	TRP 502	Legal Foundations of Trade and Trade Policy (Franco)	1 - 12 May	2	Arusha	Ousenni Illy, Pietro Poretti
6	TRP 503	Tools of Trade Policy Analysis (Franco)	15 - 26 May	2	Arusha	WONYRA Kwami Ossadzifo, Francoise Okah
7		Research methods	5 - 16 Jun	2	Online	Caiphas Chekwoti, Fredrik Wilhelmsson, Makong Tsotetsi
8	TRP 400	MSc Pre-requisite trade policy and trade law (eLearning)	17 Apr - 26 May	6	E-platform	Thokozani Ngwira, Shylet Nyabeze, Jehovaness Aikaeli
9	TRP 400	MSc Pre-requisite trade policy and trade law (eLearning) Franco	17 Apr - 26 May	6	E-platform	Golo Nukunu, Falou Samb, Wonyra Ossadzifo
10		Write-up seminar (Students to arrive 24 Jul)	27 Jun - 1 Jul	1	Arusha	Therese Nilsson, Fredrik Wilhelmsson
11	TRP 507	Regional Economic Integration and Trade Facilitation	3 - 14 Jul	2	Arusha	Francis Omondi, Makong Tsotetsi
12	TRP 504	Economic and Legal aspects of Trade in Services	17 - 28 Jul	2	Arusha	Pierre Suave, Pietro Poretti
13	TRP 505	Intellectual Property Policy, Law and Development	31 Jul - 11 Aug	2	Arusha	Martha Bekele, Peter Munyi
14	TRP 506	Competition Policy, Law and Development	14 - 25 Aug	2	Arusha	Jehovaness Aikaeli, Tinashe Kondo
15	TRP 504	Economic and Legal Aspects of Trade in Services (Franco)	3 - 14 Jul	2	Arusha	Golo Nukunu, Falou Samb
16	TRP 505	Intellectual Property Policy, Law and Development (Franco)	17 - 28 Jul	2	Arusha	Nogaye Niang, Stephanie Mbo
17	TRP 506	Competition Policy, Law and Development (Franco)	31 Jul - 11 Aug	2	Arusha	Richard Makon, Charlemagne Igwe
18	TRP 507	Regional Economic Integration and Trade Facilitation (Franco)	14 - 25 Aug	2	Arusha	Manfred Kouty, Jacob Kotcho
19	TRP 400	MSc Pre-requisite trade policy and trade law (eLearning)	17 Jul - 25 Aug	6	E-platform	Makong Tsotetsi, Jehovaness Aikaeli, Yenkon Ngangjoh, Martha Bekele,
20	TRP 400	MSc Pre-requisite trade policy and trade law (eLearning) Franco	17 Jul - 25 Aug	6	E-platform	Robert Nkendah, Werner Hoeffner, Francoise Okah-Efogo
21	TRP 311	Trade and Gender (eLearning)	14 - 25 Aug	2	E-platform	Mary Mbithi, Tabitha Nganga



S/No	Code	Activities 2023	Dates	Weeks	Venue	RPs
22	TRP 311	Trade and Gender (eLearning) Franco	14 - 25 Aug	2	E-platform	Francoise Okah-Efogo, Edwige Some
23	TRP 400	MSc Pre-requisite trade policy and trade law eLearning	2 Oct - 10 Nov	6	E platform	Joe Assoua, Yenkong Ngangjoh, Senia Nhamo
24	TRP 501	Economic Foundations of Trade and Trade Policy	9 - 20 Oct	2	Arusha	Strike Mbulawa, Ahmed Ghonheim
25	TRP 502	Legal Foundations of Trade and Trade Policy	23 Oct - 3 Nov	2	Arusha	Henry Mutai, Edwini Kessie
26	TRP 503	Tools of Trade Policy Analysis	6 - 17 Nov	2	Arusha	Senia Nhamo, Eria Hisali
27	TRP 508	Sectorial Trade Policies and Development	9 - 20 Oct	2	Arusha	Patrick Low, Phiona Mpanga
28	TRP 509	Drafting and Interpretation of Trade Agreements	23 Oct - 3 Nov	2	Arusha	Joy Kategekwa Thokozani Ngwira
29	TRP 510	International Trade Negotiations	6 - 17 Nov	2	Arusha	Dickson Yeboah, Joan Apecu
30	TRP 509	Drafting and Interpretation of Trade Agreements (Franco)	9 - 20 Oct	2	Arusha	Christian Vidal, Werner Hoeffner
31	TRP 508	Sectorial Trade Policies and Development (Franco)	23 Oct - 3 Nov	2	Arusha	Janvier Nkrunziza, Christian Harberli
32	TRP 510	International Trade Negotiations (Franco)	6 - 17 Nov	2	Arusha	Malick Sane, Dickson Yeboah
33	TRP 511	MSc thesis defense	20 - 23 Nov		Arusha	Jehovanness Aikaeli, Dickson Yeboah, Joan Apecu, Pietro Poretti
34		Graduation	25 - Nov		Arusha	

### Annex 3: 2023 Post Graduate Diploma Awardees - Arusha (Anglophone)

S/N	First Name	Surname	Gender	Nationality	Exam ID	501	502	503	504	505	506	507	508	509	510	Average
1	Bonakele	Ndzinisa	Female	Eswatini	518702	62	65	54		61	68					62
2	Felix	kaitisha	Male	Zambia	520872	65	67	67	67	61	71	58		66	81	67
3	Lebusetsa	Pholosi	Male	Lesotho	521912	63	68	75	80	58	64	77				69
4	Getrude	Chipoka	Female	Zimbabwe	521929	67	65	78	67	67	68	79				70
5	Emiliana	Samson	Female	Tanzania	522975	66	60.5	64.9	68	54	70	54		70	80	65
6	Joan	Mukisa	Female	Uganda	522978	68	79.5	81.6	79	78	78	89				79
7	Svodai	Muzenda	Female	Zimbabwe	522980	70	60	75.9	77	67	79	84				73
8	Eden	Mzumara	Male	Malawi	5221000	76	73	83	74	62	84					75
9	Mahlet	Bekele	Female	Ethiopia	5221006	63	65	60.5	73	64	71	77				68
10	Leah	Kimotho	Female	Kenya	5221008	72.5	79	61.5	83	79	74	82				76
11	Mapaseka	Ntili	Female	Lesotho	5221009	66	85	78	84	70	77	78				77
12	Alice	Chidammodzi	Female	Malawi	5221011	75	75.5	80	81	72	73	76				76
13	Goldameir	Marobe	Female	Malawi	5221012	65	77	61	71	59	68	76				68
14	Manfred	Maguru	Male	Malawi	5221013	73	71	77	85	67	74	82				76
15	Zawadi	Erick	Male	Tanzania	5221015	66	70	66.5	77	63	64	77				69
16	Kazembe	Makunka	Male	Zambia	5221021	72.5	76	67.5	70	66	74	80				72
17	Sopani	Muzumara	Female	Zambia	5221022	69	76	80	81	69	72	85				76

S/N	First Name	Surname	Gender	Nationality	Exam ID	501	502	503	504	505	506	507	508	509	510	Average
18	Jane	Nyamandwe	Female	Zimbabwe	5221023	67	77	68	84	68	67					62
19	Wellington	Mandizvidza	male	Zimbabwe	5221024	74	81	79.5	73	76	78					77
20	Rita	Gonsaro	Female	Zimbabwe	5221025	66	70	70	72	63	78	78				71
21	Jonas	Munyurangabo	Male	Rwanda	5221026	85	76	65	83	72	70	76	86	76	83	77
22	Issa Gabriel	Edson	Male	Tanzania	5231030	82	65	72					69	73	73	72

#### Annex 4: Graduate Diploma Awardees - Arusha (Francophone)

S/N	First Name	Surname	Gender	Nationality	Exam ID	501	502	503	504	505	506	507	508	509	510	Average
1	Abdoulkader	Idi Wandara	Male	Niger	519755	73	57	66	69	70	78	76	67	73	77	71
2	Cisse	Baya	Female	Guinea	519769	58	54	66	61	68	77	68	61	74	69	66
3	Firdaws	Galadima	Female	Togo	521953	74	74	73	78	67	86	83	73	81	88	78
4	Grâce	Gbaguidi	Male	Bénin	5231054	71	63	76	65	70	76	67	64	76	77	71
5	Benita	Butoyi	Female	Burundi	5231057	65	60	74	76	62	80	65		72	75	61
6	Moise	Nzeyimana	Male	Burundi	5231059	67	85	75	84	80	87	83				80
7	Diane	Bukera	Female	Burundi	5231058	64	65	68	79	75	74	62				69
8	Zala	Nduwimana	Female	Burundi	5231060	65	63	67	71	74	80	75				71
9	Fanny	Messe	Female	Cameroon	5231061	63	61	69	69	62	80	68				67
10	Mariam	Diallo	Female	Mali	5231066	63	64	74	70	63	82	71	67	82	86	72
11	Sy Papa	About	Male	Senegal	5231067	69	72	70	78	68	85	80	69	79	77	75
12	Eni	Aoga	Female	Bénin	5231053	84	78	84		74	82	83				81
13	Sangare	Samba	Male	Mali	5231065	68	76	78		79	84	81	68	83	89	78
14	Melance	Habonimana	Male	Burundi	521946	68	73	61					63		69	67
15	M'ballou	Cece	Female	Guinea	521948	67	72	64	63	77	71	66	60	75	67	68

#### Annex 5: 2023 Graduates: Anglophone

S/N	First Name	Middle Name	Surname	Nationality	Gender	Exam Id	501	502	503	504	505	506	507	508	509	510	511	Average
1	Angela	Samwel	Mpema	Tanzania	Female	520870	51	61	66	58	68	62	68	79	68	72	56	63
2	Cleopatra		Kaunda	Zambia	Female	520884	72	82	76	65	76	80	73	80	81	84	55	73
3	Fridah	Ndulu	Mutua	Kenya	Female	520828	71	63	67	60	73	79	78	68	69	82	50	67
4	James	Henry	Mwela	Zambia	Male	520853	70	66	69	66	70	78	74	71	75	79	63	70
5	Joseph	Ayo	Okello	Uganda	Male	519778	68	65	71	66	64	73	64	67	75	82	63	68
6	Justina	Marie	Morris	Liberia	Female	519796	62	69	70	60	63	64	60	70	82	78	52	65
7	Leah John		Msaga	Tanzania	Female	519725	82	81	73	77	68	89	90	68	78	83	52	74
8	Marian	Musasiana	Muhomba	Zimbabwe	Female	519727	66	67	64	70	70	78	68	68	72	75	56	67

S/N	First Name	Middle Name	Surname	Nationality	Gender	Exam Id	501	502	503	504	505	506	507	508	509	510	511	Average
9	Molehe	Johannes	Mokone	Lesotho	Male	520829	60	63	67	57	71	67	63	60	55	75	62	63
10	Patience		Namubiru	Uganda	Female	519792	60	64	69	58	75	78	70	80	69	75	52	66
11	Simeon		UmuKoro	Nigeria	Male	520833	66	66	67	62	68	75	82	70	68	82	53	67
12	Sylvia		Nalwanga	Uganda	Female	520863	72	71	71	67	67	61	70	79	75	84	55	68
13	Delta		Uwase	Rwanda	Female	522968	71	62	79	77	78	84	77	72	67	80	63	72
14	Ermiyas	Yeshitla	Lemma	Ethiopia	Male	5221005	67	76	68	72	71	78	75	76	81	79	65	72
15	Frank	James	Dafa	Tanzania	Male	520841	69	68	69	65	71	78	73	70	72	79	53	68
16	Gimo	Delfim	Fumo	Mozambic	Male	522967	67	61	72	68	62	81	71	72	69	84	68	70
17	Kamuzhyu	Felistus	Mumba	Zambia	Female	521926	74	81	84	71	80	86	84	74	85	98	75	80
18	Kasonde		Chituta	Zambia	Male	522979	72	77	82	83	70	87	84	78	82	83	65	77
19	Kutubo		Jarju	Gambia	Male	520865	65	77	73	69	74	71	71	77	81	89	66	73
20	Madeleine	Mbambe	Jombe	Cameroon	Female	521911	62	63	72	67	63	78	78	74	75	83	68	70
21	Memory	Isabel	Ziwa	Zambia	Female	521925	75	79	74	70	73	79	80	72	78	87	72	75
22	Miranda	Vivian	Chikhosi	Malawi	Female	522966	65	70	74	87	69	84	82	73	70	85	56	72
23	Peter	Charles	Tillya	Tanzania	Male	521917	73	74	76	70	70	74	79	69	78	86	65	73
24	Pricilla		Zvidzayi	Zimbabwe	Female	522981	75	76	78	80	70	82	83	72	73	92	71	76
25	Victor	Valentine	Barweta	Tanzania	Male	521921	75	70	78	73	73	79	80	76	79	74	67	74
26	Elias	Peter	Bagumhe	Tanzania	Male	510468	75	84	69	72	58	64	62.9	81	73	58	55	67
27	Maggie	Banda	Kaunda	Zambia	Female	519794	67	84	65	76	79	72	80	63	80	94	60	73
28	Ndeye		Touray	Gambia	Female	519726	65	66	65	64	64	60	74	65	58	71	53	63
29	Edward		Kitonsa	Uganda	Male	521924	67	82	70	70	81	83	69	85	85	91	80	78
30	Brian		Kato	Uganda	Male	510640	61	87	71	71	82	80	63	85	66	84	53	71
31	Bethelhem	Gebre	Dagnachew	Ethiopia	Female	518700	63	89	62	80	84	93	84	82	72	86	62	76

## Annex 5: 2023 Graduates: Anglophone

S/n	First Name	Middle Name	Surname	Gender	Nationality	Exam Id	501	502	503	504	505	506	507	508	509	510	511	Average
1	Jean	Claude	Cibogoye	Male	Burundi	520888	73	72	73	79	87	83	80	73	78	90	51	74
2	Loharanosoa	Voninala	Ranaivo	Female	Madagascar	521949	80	83	78	80	80	83	85	81	79	89	81	81
3	Julio	Kunda	Muya	Male	DRC	522993	67	84	78	75	66	77	78	67	77	81	62	72
4	Clovis		Ahishakiye	Male	Burundi	519763	73	79	59	83	88	84	74	73	80	91	55	74
5	Hassan	Ali	Mohamed	Male	Djibouti	522992	65	70	80	69	66	72	82	74	66	79	68	71
6	Kpante		Lafia	Male	Togo	522997	72	78	83	84	79	83	80	87	82	91	67	79
7	Jean-Baptiste		Ouedraogo	Male	Burkina Faso	522983	83	80	83	83	82	89	84	76	72	84	81	81
8	Modibo		Keita	Male	Mali	522996	63	57	66	68	72	70	75	64	77	74	67	68
9	Brenda	Stessy	Ngono A Zong	Female	Cameroon	522990	69	61	80	79	68	80	79	61	70	82	58	70

S/n	First Name	Middle Name	Surname	Gender	Nationality	Exam Id	501	502	503	504	505	506	507	508	509	510	511	Average
10	Therese	Dimitri	Djodjo Tala Mboumegne	Female	Cameroon	522989	67	59	74	77	70	86	69	77	77	72	51	69
11	Rachel		Kahozzi	Female	DRC	522991	70	65	71	69	63	77	71	72	75	79	59	69
12	Soglignon Diamila	Marielle	Konate	Female	Burkina Faso	522984	75	75	80	80	78	80	85	77	83	91	61	77
13	Assimieu		Gande	Male	Togo	521952	64	70	68	68	82	77	73	68	76	77	62	70
14	Cynthia		Budoromyi	Female	Burundi	520896	72	79	73	81	85	82	80	74	73	86	51	73
15	Nouhan		Traore	Male	Guinea	521947	81	84	76	76	83	82	90	70	83	91	76	80
16	Mame	Fama	Fall	Female	Senegal	520901	69	71	73	79	76	76	69	65	76	84	53	70
17	Landry	Paterne	Gnilangba	Male	Central Africaine	520891	65	68	70	79	86	81	74	69	68	82	50	70
18	Tovo		Ratsimbazafy	Male	Madagascar	520894	71	78	65	83	72	76	74	67	70	66	55	69
19	Gono		Sagno	Male	Guinea	519812	74	82	73	85	84	90	79	78	80	79	76	79
20	Gertrude		Nizigiyimana	Female	Burundi	519808	69	59	69	76	76	76	78	65	74	72	50	67
21	Komi	Séna	Sewonu	Male	Togo	519810	65	83	82	79	80	78	82	62	68	68	62	72
22	Abdoul	Bassidou Mahaman	Yaou	Male	Niger	519766	73	59	75	76	84	81	72	69	78	83	75	75







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