

## **Committee on Development and Intellectual Property (CDIP)**

**Fourteenth Session**  
**Geneva, November 10 to 14, 2014**

### **EVALUATION REPORT ON THE PILOT PROJECT FOR ESTABLISHMENT OF START-UP NATIONAL IP ACADEMIES - PHASE II**

*prepared by Ms. Lois Austin, Consultant, London, United Kingdom*

1. The Annex to this document contains an external independent Evaluation Report on the Pilot Project for Establishment of “Start-Up” National IP Academies – Phase II, undertaken by Ms. Lois Austin, Consultant, London, United Kingdom.

2. *The CDIP is invited to take note of the information contained in the Annex to this document.*

[Annex follows]

## Table of Contents

Executive Summary .....	2
Acronyms and Abbreviations .....	7
1 Introduction .....	8
2 Project Background .....	8
3 Evaluation purpose and objectives .....	9
4 Evaluation methodology .....	10
5 Key findings.....	10
6 Conclusions.....	22
7 Recommendations .....	23

Appendix I	Evaluation Terms of Reference
Appendix II	Evaluation Inception Report
Appendix III	List of stakeholders interviewed
Appendix IV	Key documentation reviewed

## EXECUTIVE SUMMARY

This document sets out the Final Evaluation Report for the project evaluation of the pilot project for the Establishment of “Start-up” National IP Academies – Phase II.

The project was approved during the ninth Session of the Committee on Development and Intellectual Property (CDIP) in May 2012. The project aimed to achieve the following by the end of 2013:

- (a) Assist the six selected countries (Colombia, Dominican Republic, Egypt, Ethiopia, Peru, and Tunisia) to establish self-sustainable IP training centres able to deliver at least two regular training programmes on emerging issues in IP;
- (b) Build critical human resources able to develop and deliver IP training programmes taking into consideration national development challenges, priorities and local needs and a fair balance between IP rights and public interest;
- (c) Develop a set of tools and guidelines to be used as a reference for other interested Member States in creating their own training institutions;
- (d) Contribute to the creation of a forum of discussions on the use of IP for social and economic development at the national and regional levels.

The project was implemented under the supervision of a Project Manager (the Director of the WIPO Academy) with the support of a dedicated Programme Officer. Phase I of the project was undertaken between April 2009 and October 2011.

This evaluation has been undertaken by an independent consultant applying the following methodology:

- Interviews with key stakeholders from the project team, the WIPO Secretariat, Member States and academies supported via the project;
- Key document review of relevant documentation;
- Incorporation of factual clarifications from the WIPO Secretariat into the final evaluation report.

The evaluation’s objectives are to understand what worked well within the project and what did not by assessing the project design framework; project management; measuring results achieved to date; and assessing the likelihood of sustainability of results achieved.

### Key Findings

Key findings are presented within each of the three focus areas of the evaluation:

- Project design and management;
- Project effectiveness;
- Sustainability of the project.

### **Project design and management**

**Key Finding 1:** *The Phase II project documentation and approach is detailed in nature and has taken on board some, but not all, of the recommendations emanating from the Phase I evaluation.*

**Key Finding 2:** *A number of potential internal and external risks were foreseen within the project documentation that may stand in the way of project implementation and fulfilment.*

**Key Finding 3:** *The role of some of the WIPO Regional Bureaux in Phase II of the project has been limited in spite of their important role as custodian of national level IP strategies. The WIPO Academy made attempts to collaborate with the Bureaux but engagement differed between regions.*

**Key Finding 4:** *Within the project duration of 20 months three countries experienced implementation delays primarily for reasons outside the project's control. In two of the countries some activities were completed outside the project timeframe and for the third country only limited activities were implemented. Palliative measures were taken in order to address these delays. No budget extensions were requested.*

The project documentation allows for a comprehensive overview of the achievements of Phase I of the project and the delivery strategy for Phase II. The documentation takes on board recommendations from the Phase I evaluation, for example through the removal of some of the initially confusing project terminology. The documentation foresees a number of potential risks (some of which were faced during Phase II) and strategies to overcome those risks. A number of steps were put in place by WIPO to mitigate risks associated with the project in the form of ensuring that a set of basic conditions needed to be met before cooperation moved forward.

The timing of the project has been important for a number of the Member States involved as implementation has coincided with national measures being put in place to promote IP-related issues. This can be seen in Egypt, Peru and the Dominican Republic where plans were already in place to try and establish an IP training centre.

The project has been managed by the WIPO Academy but has required some inputs from other WIPO sectors. The other key actor has been the Regional Bureaux whose role has changed depending upon the region and the phase of implementation. The Phase I evaluation noted that increased involvement of the Bureaux would be beneficial but this has only been realised to a degree in Phase II. For example, the Latin America and Caribbean (LAC) Bureau was involved in the initial stages with regard to facilitating contact between the WIPO Academy and key national level stakeholders but has had little or no involvement during implementation. This decreased level of involvement has not necessarily been as a result of lack of collaborative effort by the Academy as some efforts to further engage the Bureaux have not always been positively responded to. The Bureau for Arab Countries was less involved in the beginning but did provide inputs when countries supported in their region faced implementation delays due to political insecurity. The Bureaux have however been informed and consulted on conceptual matters concerning the development of cooperation strategies. Another contributor has been the WIPO Project for a Depository Library which has been responsible for supporting the provision of relevant IP publications for the start-up training centres.

The project ran for 20 months from May 2012 until December 2013. There were delays in three of the supported countries – in Egypt and Tunisia due to the political context, and in Ethiopia due to lack of available infrastructure to host the planned training centre. Although the training of trainers programme was delayed for Ethiopia and Egypt, other training activities such as

training of academic coordinators, provision of scholarships, and purchase of books were still implemented. The delays were foreseen among the potential risks to the project and palliative measures were taken by providing scholarships to key trainers for international Masters' in IP Law. Implementation delays did not however result in a budgetary extension to the project as activities were undertaken without financial implications either after the project deadline or alternatively, for Ethiopia, a reduced number of activities were implemented.

### **Effectiveness**

**Key Finding 5:** *There are limited indicators within the project documentation as to what constitutes a self-sustainable training centre. The indicators that are included focus on outputs and not on outcomes. WIPO reports that three of the six countries supported have created self-sustainable start-up training centres within Phase II of the project whilst three are in the process of doing so. Two of the centres are providing regular IP-related training programmes.*

**Key Finding 6:** *A total of 86 trainers have been certified as qualified for the provision of onwards training as a result of the project although there are challenges in ensuring that their skills are utilised. The trainers have been evaluated by the academies to assess their training skills.*

**Key Finding 7:** *Four national academy Coordinators have completed training for the management of the training centres which is 67% of the total number envisaged through the project.*

**Key Finding 8:** *The Wikispace which hosts the training materials created through Phase II of the project has no moderator and has not been launched (although it is available on the WIPO website). This has hindered the dissemination of the materials produced for the benefit of other countries aiming to establish IP training centres.*

**Key Finding 9:** *No guidelines on the relevant steps and processes required to create an IP training institution have been developed within the project timeframe*

In order to achieve the objectives of the project a number of common key activities were envisaged as follows:

- Implementation of Training of Trainers (ToT) programmes;
- Implementation of training of academic coordinators;
- Support for the development of curricula;
- Assistance in the establishment of an IP library.

The results against each of the activity areas are varied with some countries having undertaken all the activities and others having only limited success (often for factors outside the project's control). Five of the six supported countries completed ToT programmes resulting in the certification of 86 trainers who are assessed by the training centres themselves to be in a position to provide onwards training on IP-related issues. Training of academic coordinators was carried out in all countries involved in the project although certificates will only be presented in four countries. WIPO was requested to provide support to the development of curricula in Colombia and in the Dominican Republic in line with projected activities but in Peru the trainers and the academy are developing curricula themselves. In Tunisia and Egypt there are delays and in Ethiopia this work has not yet started.

Support for the establishment of a library within each training centre was underway in each of the six countries within the project timeframe but each country is still in the process of

purchasing further reference materials, so this activity is ongoing beyond the project duration. Two of the six countries (Colombia and the Dominican Republic) are providing at least two regular IP-training courses but the other four countries are not.

Whether the WIPO support has been effective in helping to create a self-sustainable training centre in each of the six countries therefore differs from location to location. The WIPO Academy's own assessment is that the centres are sustainable in Colombia, Dominican Republic and Peru and that they are en route to being sustainable in Egypt, Ethiopia and Tunisia. The lack of clear outcome indicators for measuring self-sustainability has prevented this evaluation from making a clear assessment in this regard.

The project has achieved some very positive results. A total of 8,484 people have been certified with training delivered by 71 of the 86 certified trainers and coordinated by the five academy directors trained via the project. Some 60.5% of the trained trainers are women. In addition, training modules on recent developments of the WIPO Development Agenda and on teaching methodologies have been compiled to a web space which is open to the general public and a total of six regular IP training programmes have been developed.

### **Sustainability**

**Key Finding 10:** *There are limited indicators within the project document in order to measure sustainability. Given the implementation status of the different training centres it is too early to make a judgement on the sustainability of each centre.*

One of the core objectives of the project has been to create self-sustainable training centres once WIPO support ceases. There is however an absence of clear criteria against which to measure sustainability of the centres and at the same time it is relatively early to make such an assessment (particularly in those countries which suffered implementation delays).

The recent inclusion of assistance to national IP academies within the regular WIPO budget should however allow for more flexible timelines than experienced in the current project and should also allow for the six pilot countries to be further assisted by WIPO if there remains a need for future financial cooperation and this may support the training centres sustainability.

### **Recommendations**

In order to respond to the Key Findings of this evaluation, six recommendations for future action are proposed.

#### **A *Project design and management***

##### **Recommendation 1**

(Relevant Key Finding 1)

Following project evaluations WIPO should consider developing action plans or management plans to address each evaluation recommendation. Such plans would allow for a documented approach as to why specific recommendations are accepted or not accepted by WIPO; would designate a named person or team responsible for follow-up on each recommendation; and should encourage the attribution of a timeframe for recommendation implementation.

##### **Recommendation 2**

(Relevant Key Finding 3)

In future similar projects, whether funded as a special project or through WIPO's regular budget, the role of the Regional Bureaux should be strengthened throughout project duration. Input could be provided at the development stages of the project in order to ensure their buy-in which

should also assist in ensuring sustainability. The Bureaux are in a position to provide advice on where a start-up academy is best located (e.g. whether in the national IP office or in a relevant government Ministry) as well as advise on the governance structures at national level. The Bureaux are also in a position to support the inclusion of the training centres within national IP strategies.

## ***B Effectiveness***

### **Recommendation 3**

(Relevant Key Findings 5 and 10)

In coordination between the WIPO Academy and the Regional Bureaux, indicators for measuring whether or not a self-sustainable training centre has been created should be developed, particularly in light of the fact that this activity is now included as a regular part of WIPO's budget.

The indicators should be SMART (Specific, Measureable, Attainable, Relevant, Time-bound) and should be both output and outcome focused.

### **Recommendation 4**

(Relevant Key Finding 6)

In order to support the newly established training centres, the WIPO Academy, in coordination with the relevant Regional Bureau should develop an assessment format to be shared with the centres for adaptation and use in evaluating whether the trained trainers have sufficient skills and capacity to undertake onwards training. This would ensure WIPO buy-in beyond the completion of the training. The independent consultants used to develop the projects could be employed to undertake independent assessments of those trained in order to check whether the training modules and model adopted are achieving objectives in terms of building human resources able to develop and deliver IP training programmes.

In addition, future project design should include a plan for how trained trainers will utilise their skills, whether in-country or internationally, to ensure that the training is relevant, useful and used. This element of the project design requires input from the WIPO Regional Bureaux given their broader understanding of national, regional and international contexts and opportunities.

### **Recommendation 5**

(Relevant Key Finding 8)

The project Wikispace should be officially launched by WIPO and promoted to Member States. A moderator for the Wikispace should be identified in order to develop and monitor discussions and inputs on the creation of IP training institutions and the training undertaken within them.

### **Recommendation 6**

(Relevant Key Finding 9)

The project team, in close coordination with the Regional Bureaux, should swiftly finalise the set of guidelines that is currently being developed on the processes required to create a self-sustainable IP training centre.

The guidelines should be developed with an associated dissemination plan and promoted amongst Member States.

## **ACRONYMS AND ABBREVIATIONS**

CDIP	Committee on Development and Intellectual Property
DA	Development Agenda
IP	Intellectual Property
LAC	Latin America and the Caribbean
LDC	Least Developed Country
ToR	Terms of Reference
ToT	Training of Trainers
WIPO	World Intellectual Property Organization



## 1 INTRODUCTION

This document is the evaluation report for the evaluation of the World Intellectual Property Organization (WIPO) Phase II pilot project for the establishment of “start-up” national intellectual property (IP) academies (DA Recommendation 10).

Development Agenda Recommendation 10 proposes the following:

*“To assist Member States to develop and improve national IP institutional capacity through further development of infrastructure and other facilities with a view to making national institutions more efficient and promote a fair balance between IP protection and the public interest. This technical assistance should also be extended to sub-regional and regional organizations dealing with IP.”*

The first phase of the project was undertaken between 2009-2012.

## 2 PROJECT BACKGROUND

The Pilot Project for the Establishment of “Start-Up” National IP Academies – Phase II was approved during the ninth session of the Committee on Development and Intellectual Property (CDIP) held in Geneva in May 2012. Project implementation started in May 2012 and was primarily completed by December 2013 with a non-budgetary extension of some activities in three host countries into 2014.

The project aimed to strengthen national and regional institutional and human resource capacity through further development of infrastructure and other facilities. The project proposed the following:

- (i) To assist Colombia, Dominican Republic, Egypt, Ethiopia, Peru and Tunisia to establish self-sustainable IP training centres able to deliver at least two regular training programmes on emerging issues in IP as agreed upon with beneficiary countries;
- (ii) Build critical human resources able to develop and deliver IP training programmes taking into consideration national development challenges, priorities and local needs and a fair balance between IP rights and public interest;
- (iii) Develop a set of tools and guidelines which may be used as a reference for other interested Member States in creating their own training institutions;
- (iv) Contribute to the creation of a forum of discussions on the use of IP for social and economic development at the national and regional levels.

The project follows on from a first phase of support (under project DA\_10\_01) to establish “start-up” national IP academies, approved by the CDIP in 2009, which aimed to strengthen the capacity of the developing and least developed countries (LDCs) to use and participate in the international IP system by enhancing the institutional infrastructure at national and regional level.

The model adopted requires a strong commitment from Member States as well as minimum access to infrastructure and locally engaged staff. The WIPO Academy has been responsible for the provision of the initial “seed resources” which include:

- Training of trainers;
- Didactic materials;
- Assistance in curricula development;
- Training to relevant administrative staff;

- Assistance in the establishment of a library;
- A network for ongoing collaboration between similar training institutions.

The project envisaged that the Member States or regional offices would independently operate the “Start-Up” IP training institution after an initial period of two years from the signing of a cooperation agreement with WIPO. Cooperation agreements were signed prior to Phase II. WIPO experienced a high demand for inclusion in the project. Although initially foreseen for four pilot Member States, by February 2012 the project had received official requests for inclusion from 20 countries and one regional office to explore possible cooperation. According to the initial project approach one pilot beneficiary Member State from each region would be selected based on internal WIPO coordination. However, based on lessons from Phase I the project team followed DA Recommendation 1<sup>1</sup>, to react to demands from requesting Member States based upon receipt irrespective of regional distribution. This approach entailed an assessment of national needs in terms of IP education, national interest and commitment to participate in the project and adequacy to the basic project conditions. As a result, WIPO signed cooperation agreements with six Member States (Colombia, Dominican Republic, Egypt, Ethiopia, Peru and Tunisia) of which four had inaugurated their national IP academies by the start of Phase II.

The second phase of the project is based on recommendations provided from an evaluation of Phase I of the project as follows:

- Development of tailor-made implementation strategies and training of internal human resources (training of trainers – ToT) involved in the establishment of local IP training centres;
- Provision of training programmes adopted to specific local needs, which will contribute to the development of local IP skills with a focus on social and economic development;
- Contribution to access to training materials to be used or adapted to local needs for the undertaking of training programmes at national or regional level;
- Provision of specialised consulting for the creation of an implementation strategy for the training institution;
- Provision of administrative and managerial tools (including training of academic coordinators) to contribute to the self-sustainability of the training centre;
- Development of guidelines for wider use on the establishment of local training institutions; and
- Contribution to the creation of a virtual environment for access and sharing of training materials developed within the project.

The project was implemented under the supervision of a Project Manager (the Director of the WIPO Academy) with the support of a dedicated project officer.

### **3 EVALUATION PURPOSE AND OBJECTIVES**

This evaluation focuses on assessing the project as a whole rather than on individual activities undertaken. The evaluation concentrates on the project’s contribution to assessing the needs of Member States and identifying the resources or the means to address those needs, its evolution over time, its performance including project design, project management, coordination, coherence, implementation and results achieved.

---

<sup>1</sup> “WIPO technical assistance shall be, inter alia, development-oriented, demand-driven and transparent, taking into account the priorities and the special needs of developing countries, especially LDCs, as well as the different levels of development of Member States and activities should include time frames for completion. In this regard, design, delivery mechanisms and evaluation processes of technical assistance programs should be country specific.”

The evaluation's objectives are twofold:

- **Learning from experiences** during project implementation: what worked well and what did not work for the benefit of continuing activities in this field. This includes:
  - Assessing the project design framework;
  - Appraising project management including monitoring and reporting tools;
  - Measuring and reporting on the results achieved to date; and
  - Assessing the likelihood of sustainability of results achieved.
- **Providing evidence-based evaluation information** to support CDIP's decision-making process.

#### 4 EVALUATION METHODOLOGY

The evaluation was undertaken by an independent consultant and was participatory in nature. Information was gathered from the following sources:

- **Stakeholder interviews**<sup>2</sup>: interviews were held with the project team, senior WIPO managers, representatives of Member States and representatives from the academies.<sup>3</sup>
- **Documentary review**: key documentation was reviewed and examined to identify data relating to performance, project design, project management, results and implementation.<sup>4</sup>

Data collected was analysed and a draft evaluation report written which was submitted to WIPO on 30 July 2014. Factual clarifications provided by the WIPO Secretariat were included in order to produce the Final Evaluation Report.

As part of the evaluation the consultant is required to present the Final Evaluation Report during the fourteenth session of the CDIP to be held in November 2014.

#### 5 KEY FINDINGS

This section, in which the key findings are presented, is organized on the basis of the three evaluation areas as set out in the evaluation Terms of Reference (ToR) – project design and management, effectiveness and sustainability. Each evaluation question is answered directly under the relevant heading of each area.

##### 5.1 PROJECT DESIGN AND MANAGEMENT

**Key Finding 1:** *The Phase II project documentation and approach is detailed in nature and has taken on board some, but not all, of the recommendations emanating from the Phase I evaluation.*

**Key Finding 2:** *A number of potential internal and external risks were foreseen within the project documentation that may stand in the way of project implementation and fulfilment.*

---

<sup>2</sup> See Annex 3

<sup>3</sup> Attempts were made to reach country level representatives from each of the countries involved and due to availability stakeholders from Colombia, Egypt, Peru and the Dominican Republic were interviewed..

<sup>4</sup> See Annex 4

**Key Finding 3:** *The role of some of the WIPO Regional Bureaux in Phase II of the project has been limited in spite of their important role as custodian of national level IP strategies. The WIPO Academy made attempts to collaborate with the Bureaux but engagement differed between regions.*

**Key Finding 4:** *Within the project duration of 20 months three countries experienced implementation delays primarily for reasons outside the project's control. In two of the countries some activities were completed outside the project timeframe and for the third country only limited activities were implemented. Palliative measures were taken in order to address these delays. No budget extensions were requested.*

### **Appropriateness of project documentation**

The original project documentation<sup>5</sup> is comprehensive in nature and provides a solid overview of achievements made in Phase I of the project as well as objectives and approaches for the second phase. The proposal follows standard WIPO project proposal formats. The project document clearly states the criteria that need to be met for establishing the start-up academy and outlines the work completed in Phase I of the project.

The Phase II project document has taken on board a number of the recommendations provided in the Phase I evaluation including the following:

- The confusing terminology which was included in the project documentation for Phase I had been remedied in the Phase II documentation where the phrase "training centres" was more frequently used than in Phase I;
- Reduction from four phases to two, with the second phase focusing on implementation of capacity building plans immediately after signature of the Cooperation Agreement;
- Initiation of work on a set of tools and methodologies for use by Member States (this is still in progress);
- The inclusion of the activity as a permanent programme within the WIPO Academy.

The project documentation and approach has not managed to take on board the following recommendations from the Phase I evaluation:

- Redefining and strengthening the role of the Regional Bureaux in the coordination and implementation of the project;<sup>6</sup>
- Developing a strategy of building synergy with UN Agencies in countries where the IP Academy projects are being implemented;
- Creating a coordination mechanism to open up the pilot projects for use by all areas of WIPO that is providing training to the beneficiaries countries.<sup>7</sup>

### **Needs identification (Coherence)**

A number of countries expressed an interest in submitting formal requests for support to WIPO within the realm of this project. Needs assessments were undertaken in all these countries in order to identify those able to meet the conditions required for establishing a start-up academy and best placed to implement the project.

---

<sup>5</sup> The project proposal document was submitted to the ninth session of the CDIP in May 2012.

<sup>6</sup> Feedback received on the draft evaluation report noted that efforts were made to consult with the Bureaux when possible with some collaboration being closer than others.

<sup>7</sup> Feedback received on the draft evaluation report noted that it may be too early to implement this recommendation, as Member States have not yet fully exited cooperation.

Needs assessments were undertaken during Phase I of the project in order to validate the information provided and assist host countries to clarify questions relating to the project. The needs assessments were undertaken by a consultant following which a project proposal was developed and cooperation agreements signed. Following the Phase I evaluation WIPO took on board comments to fine-tune the needs assessment methodology.

In addition, the National IP Academy project team undertook assessment missions to four of the countries (Colombia, Dominican Republic, Peru and Tunisia) prior to the start of Phase II in order to check whether the project criteria were being met.

All of the countries involved in the project already had plans to establish an IP training institution or national strategic plans foresaw such training centres being established and so the project objectives were clearly linked with existing priorities in these cases.

### ***Initial identified risks (Coherence)***

The original project documentation foresees a number of potential risks or factors that may stand in the way of project delivery as well as identifying risk mitigation strategies to address these risks as follows:

*Table 1: Risk and mitigation strategy*

	<b>Foreseen risk</b>	<b>Proposed mitigation strategy</b>
i	Lack of domestic funding for the local IP training institution beyond the period of WIPO cooperation which could compromise long-term sustainability.	Participant countries have been encouraged by WIPO to identify donors. Training in fundraising skills for local IP training institution coordinators has been undertaken within specialised training programmes. The training institutions have also been encouraged to join the Global Network of IP Academies in order to identify horizontal cooperation and synergies. Encouragement of creation of national legal frameworks, dedicated budgets and organograms for the national IP training centres.
ii	Insufficient numbers of trainers are identified and provide a long term commitment to be involved with the IP training institution.	The requesting member State should put in place efficient measures to ensure the attendance of at least 80% of the identified trainers to the ToT programme.
iii	National institutional restructuring and political instability causing project interruptions and shifting priorities.	Adoption of a revised timeline to provide for a more extended period for the preparatory and feasibility phases of the project (prior to signing a cooperation agreement) to allow in depth research and analysis by the Member State of its needs and the feasibility of the project.

The risk factors are a combination of internal factors specific to the start-up academies as well as external factors over which they have little (if any) influence or control.

One of the risks identified in the project document which did occur during project implementation was the resignation or reassignment of coordinators which posed a problem and caused project delays in one country. In addition, for country the ToT programmes could only be delivered towards the end of the project lifetime thereby jeopardising the project output of having a minimum of five key trainers trained. In order to overcome this, the project granted scholarships (which were offered to all participating countries) to identified key trainers of IP Masters programmes.<sup>8</sup>

Whilst not necessarily a risk, a lesson learned from the first phase of the project was the time taken between the submission of a needs assessment report and the identification of priority actions. As a result, the project document proposes that more time be given to the development of the feasibility phase in future similar projects involving increased participation of national stakeholders in order to benchmark and identify best practice. The approach would appropriately shift more responsibility for project deliverables onto the national stakeholders.

As a result of the political context in one of the participating countries which resulted in UN precautionary measures restricting travel, the programme of training was delivered by national experts to the extent possible.

In addition, learning from Phase I of the project showed that a number of issues needed clarification. This included the use of the word “academy” which was understood by some Member States to refer to graduate and post graduate studies and research which is not the case for this project. The nature of WIPO’s contribution to the project also required clarification as WIPO was not providing support for basic infrastructure but more for local institutional capacity strengthening.

A further series of steps have been put in place by WIPO in order to mitigate risks associated with the project in the form of basic conditions that need to be in place before cooperation commences. These include:

- Legal framework for the establishment of the local training institutions within the requesting IP office or university;
- Pressing needs for a specialised training institution which could be reflected in the inclusion of IP education and awareness in national development plans;
- Strong support from the government;
- At least one full-time staff member to be in charge of the administrative work of the local IP training institution;
- Pre-selected group of core local trainers with substantive knowledge of IP and availability to undertake a complete ToT programme within the cooperation period;
- Minimum infrastructure for the correct delivery of IP training programmes (training facilities, including furniture, equipment etc.); and
- Ability to partner with other institutions, including the Global Network of IP Academies and to deliver training programmes within one or two years following its establishment.

---

<sup>8</sup> During entire project implementation (2009-13) the allocation of scholarships per country was: Colombia 4; Peru 3; Dominican Republic 2; Egypt 5; Ethiopia 4.

The identification of potential risks and the mitigation strategies put in place to overcome those risks has ensured, for the most part, that for those Member States that faced these challenges they were able to overcome them.

### ***Responsiveness to emerging trends (Coherence)***

In a number of countries involved in the project, the timing of WIPO support has been critical. For example, Egypt has had an IP policy for two years established by a dedicated committee within the Ministry of Foreign Affairs. In spite of some project implementation delays, the need for an IP training centre is in line with the national IP policy and is supported by relevant ministries who have provided facilities and infrastructure to support the project. All countries supported through the project had for example, already planned to establish an IP training centre before WIPO support came on board, so WIPO's involvement has been timely and in line with emerging trends at national level.

### ***Contribution of entities within the WIPO Secretariat (Coordination)***

The WIPO Academy has been responsible for designing and implementing the project and the main inputs have been provided by the Academy.

A number of other internal WIPO sectors have also been involved in the delivery and implementation of the project. The Phase I evaluation noted that the WIPO Regional Bureaux could have been better involved in order to identify resources and liaise with national and local authorities given their existing knowledge of the regions and their role as the custodians of the countries' IP strategies. The role of the Regional Bureaux has changed throughout the life of the two-phased project and has been different for each of the different relevant bureaux. For the Latin America and Caribbean (LAC) Bureau their initial input was to provide contacts and support the building of a relationship between the country offices and the WIPO Academy personnel and consultants. However, during Phase II this coordination role was not necessary and although the Bureau received information on the project there was no clear ongoing role.

The Academy did make attempts to engage the Bureaux but these were not always taken up.

The Bureau for Arab Countries was less involved in the early stages (with the exception of Tunisia where the Bureau assisted in the appropriate appointment of the ad hoc consultant) but became more involved when countries within the region were facing challenges in implementation. The Academy reported that having approached them at the initial stages of the project, not all Bureaux were sufficiently collaborative to allow for close coordination on the specific training needs of pilot countries. The Regional Bureaux were informed and consulted on conceptual matters concerning the development of cooperation strategies.

The WIPO Project for a Depository Library has been a key contributor to the project through assisting in setting up initial library structures within the supported academies by providing relevant IP reference materials and publications to assist host countries in the creation of their own libraries.

### ***Involvement of Member States (Coordination)***

Involvement of the Member States has been an essential element of project implementation in order to ensure ongoing support for the establishment of the training centres. Member State involvement has been necessary throughout the five different stages of the project – preparatory, feasibility, project development, implementation and exit.

At the start of Phase II all six national projects had completed the preparatory and feasibility stages of the project and were in the implementation stage. At the beginning of Phase II each of the six countries were at slightly different stages of implementation thereby requiring different activities in order to move forwards.

Representatives of the Member States spoken to during this evaluation were extremely positive about the project and its results.

### ***Project timeframe***

The project duration was 20 months running from May 2012 to December 2013. There have been some delays in envisaged implementation for three of the countries involved – Egypt and Tunisia - as a result of the political context and in Ethiopia primarily as a result of infrastructure issues.

For Ethiopia, the focus during the project timeframe has been on training the management staff of the national IP academy but staff turnover in this area caused some delay. However, three officials did participate in the management training (without completing the minimum attendance of 128 hours) by the end of 2013 and were granted scholarships for Masters' programmes. The actual office of building where the Ethiopian academy will be situated is under renovation and this has been another cause of project delay. However, a number of activities were completed within the project timeframe<sup>9</sup> and funds have been utilised in spite of the delays experienced.

With regard to Egypt, by December 2013, Egypt was missing one module for the conclusion of the ToT programme and this has caused a delay in setting up the training centre. The remaining module was held in March 2014 (outside the project timeframe) and 16 Egyptian trainers received certificates as a result.

Tunisia experienced delays due to the national political situation which delayed the development of national synergies and approval of the proposed legal instrument for the establishment of an independent national IP academy. As a result the academy is not yet fully up and running. However, the Academy is currently being managed by a Coordinator/Director who has completed the relevant training on management techniques.

## **5.2 EFFECTIVENESS**

***Key Finding 5:*** *There are limited indicators within the project documentation as to what constitutes a self-sustainable training centre. The indicators that are included focus on outputs and not on outcomes. WIPO reports that three of the six countries supported have created self-sustainable start-up training centres within Phase II of the project whilst three are in the process of doing so. Two of the centres are providing regular IP-related training programmes.*

***Key Finding 6:*** *A total of 86 trainers have been certified as qualified for the provision of onwards training as a result of the project although there are challenges in ensuring that their skills are utilised. The trainers have been evaluated by the academies to assess their training skills.*

---

<sup>9</sup> Conclusion of ad hoc consulting for the first year of cooperation; funding of three scholarships for Masters' in IP programmes; participation of four officials in two modules of training for academic coordinators; training on tutoring and customizing the WIPO Academy General Course on IP; hiring of services for the customisation of the WIPO general distance learning course on IP according to Ethiopian legislation; purchase of books.



**Key Finding 7:** *Four national academy Coordinators have completed training for the management of the training centres which is 67% of the number envisaged through the project.*

**Key Finding 8:** *The Wikispace which hosts the training materials created through Phase II of the project has no moderator and has not been launched (although it is available on the WIPO website). This has hindered the dissemination of the materials produced for the benefit of other countries aiming to establish IP training centres.*

**Key Finding 9:** *No guidelines on the relevant steps and processes required to create an IP training institution have been developed within the project timeframe.*

Effectiveness is considered to be a measure of the extent to which a project is meeting the objectives for which it was established. This evaluation is not designed to assess individual project activities but more broadly the project as a whole and its contribution to assessing the needs of Member States. Specifically, effectiveness will consider:

- How useful the project has been in assisting the six selected countries to establish self-sustainable IP training centres able to deliver at least two regular training programmes on emerging issues in IP;
- Whether critical human resource have been built in order to develop and deliver IP training programmes;
- Whether tools and guidelines have been developed which can be used as a reference for other Member States wanting to create their own training institutions;
- The contribution the project has made to discussion forums on the use of IP for social and economic development at national and regional levels.

In order to achieve the above objectives the project encompassed a number of common key activities for implementation as follows:

- **Implementation of ToT programmes** to result in a core group of committed experts with developed teaching skills able to create and deliver training programmes on emerging issues of IP. National authorities were expected to identify a group of at least ten national IP experts with a substantive knowledge of IP to undergo some 200 hours of training. National authorities were expected to commit that the group of trainers would be available to participate in all training modules and contribute to the local IP training institution for a minimum period after completing of training;
- **Implementation of training of academic coordinators programmes.** National authorities were expected to designate an academic coordinator at an early stage of project development in order to have a focal point between WIPO, the *ad hoc* consultant and national stakeholders and to undertake the operational activities to ensure the long-term self-sustainability of the local IP training institution. The training would encompass project and human resources management and fundraising skills;
- **Support for the development of curricula for detailed and tailor-made IP training programmes;**
- **Assistance in the establishment of an IP library within the local IP training centre** by liaising between the local IP training institution and the WIPO Depository Libraries Program for the provision of relevant publications; and
- **Launch of two pilot ongoing training programmes on IP** taking into account the curricula developed and using the human resources and facilities of the local IP training institution.

The table below provides an overview of activity implementation at the time of writing this evaluation.<sup>10</sup>

*Table 2: Overview of activities by country*

	<b>Colombia</b>	<b>Peru</b>	<b>Dom. Rep.</b>	<b>Egypt</b>	<b>Tunisia</b>	<b>Ethiopia</b>
<b>ToT delivered</b>	Yes: 24 trainers certified	Yes: 12 trainers certified	Yes: 19 trainers certified	Incomplete: one module was delivered in March, 2014- 15 trainers certified	Yes: 16 trainers certified	Not initiated yet
<b>Training of Academic Coordinators<sup>11</sup></b>	Yes: two coordinators should be certified	Yes: one coordinator should be certified	Yes: one coordinator should be certified	Yes: one coordinator should be certified	Yes: coordinators should not receive certificates due to turnover in the middle of the training program	Yes: participants did not accumulate sufficient hours to be eligible to a certificate
<b>Support provided by WIPO for the development of curricula</b>	Yes, for the diploma course offered in cooperation with Sergio Arboleda University. Other curricula were developed by the trainers with no assistance from WIPO	No. Peruvian trainers and coordinators of the IP Academy are developing curricula by themselves	Yes.	In course	To be initiated in the second semester of 2014.	In course: Assistance provided in the development of customized contents for the WIPO general distance learning course on IP. To be finalized on initiation of ToT.
<b>Support to establish an IP library within the training centre</b>	Partially - still pending purchase of more reference materials	Partially - still pending purchase of more reference materials	Partially - still pending purchase of reference materials	Partially - still pending purchase of more reference materials	Partially - still pending purchase of more reference materials	Partially - still pending purchase of more reference materials
<b>Self-sustainable training centre created</b>	Yes	Yes	Yes	In process	In process	In process.

<sup>10</sup> Source: Information provided by the Phase II WIPO project officer.

<sup>11</sup> Certificates have not yet been issued for the training of academic coordinators

	<i>Colombia</i>	<i>Peru</i>	<i>Dom. Rep.</i>	<i>Egypt</i>	<i>Tunisia</i>	<i>Ethiopia</i>
<i>Two regular training programmes delivered</i>	Yes	In process	Yes	In process	In process	Not at this stage.

The Phase I project evaluation noted the following had been undertaken prior to the onset of Phase II:

- Four of the host countries had already launched national IP academies;
- Two countries had established WIPO Depository IP libraries with the support of the project;<sup>12</sup>
- ToT programmes had been initiated for four countries;
- Training of academic coordinators had been initiated;
- A number of trainers had completed the WIPO-University of Turin LLM programme;
- Two countries had joined the Global Network for IP Academies;
- Adaptation of the WIPO Academy distance learning had been initiated in two countries.

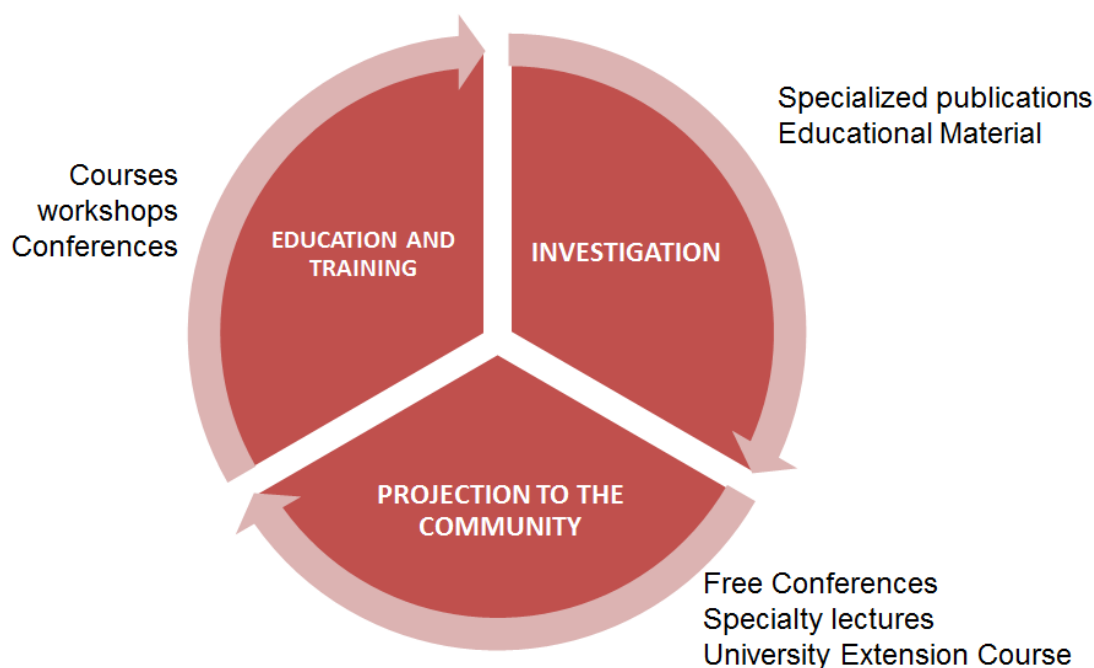
The academies aim to deliver training programmes to external users such as the general public but also to national entities such as chambers of commerce, bar associations and small-medium size enterprises.

A total of 8,484 people have been certified with training delivered by 71 of the 86 certified trainers and coordinated by the five academy directors trained via the project. Some 60.5% of the trained trainers are women. In addition, training modules on recent developments of the WIPO Development Agenda and on teaching methodologies have been compiled to a web space which is open to the general public and a total of six regular IP training programmes have been developed.

### ***Establishment of self-sustainable IP training centres***

As there are limited clear indicators within the project documentation as to what constitutes a self-sustainable IP academy, this evaluation has relied upon information provided by stakeholders to evaluate the effectiveness of WIPO support in this area. Those indicators that are included in the project document focus upon outputs and not measurable outcomes. For the Dominican Republic, Peru and Colombia the results reported to this evaluation are positive as there is now an IP academy and an agreement between the IP office and the academy with support in terms of infrastructure. An example of the lines of action implemented by the academies created through the project can be seen in Figure 1 below which emanates from Peru:

<sup>12</sup> During Phase I of the project the Academy facilitated the adhesion of Peru and the Dominican Republic to the National IP Depository Libraries Project. During Phase II Colombia joined. Egypt, Tunisia and Ethiopia were already part of the IP Libraries Project before cooperation was initiated with them in Phase I.



**Figure 1: Project lines of action - Peru**

The situation is different with the other three countries which experienced delays in their projects either due to the political context during the project timeframe or as a result of not having sufficient infrastructure in place to support implementation during the envisaged timeframe. The creation of self-sustainable training centres is considered to be in process for Tunisia and Egypt but for Ethiopia, until there is a building available to house the academy this outcome is not currently achievable.

#### ***Delivery by training centres of at least two regular training programmes***

Two of the six countries supported – Colombia and the Dominican Republic - are reported to be offering two regular IP-related training programmes in line with this objective although each is going about it in a context-specific way. Peru, Egypt and Tunisia have been offering specialized training programmes but not yet on a regular basis. There is currently no common curriculum or fixed programme for what regular training should be delivered.

Ethiopia has not yet started with the ToT and instead WIPO has provided scholarships for a Masters' programme and distance learning in the Amharic language. WIPO has assisted in the development of a customized version of the course for Ethiopia in English. The Ethiopian IP Office will launch a pilot of the course before translating into Amharic and are currently seeking local partnership with universities in order to pilot the course. To date four with have completed the Masters programme and two more will take the course this year which is a significant achievement. For the remaining three countries, work is still ongoing on ensuring that the training centres are able to regularly deliver two IP training courses per year.

#### ***Building of critical human resources***

Creating and maintaining sufficient human resources has been an important asset that the project has worked towards. As a result, a specific 200 hour training course was developed and participant countries were asked to identify a group of 10-30 people with IP knowledge and a commitment to convert that knowledge through onwards training for a period of two to three years. An important element of the 200 hour course has been the inclusion of a module on the Development Agenda to ensure that there is a consciousness about how IP can be useful for national and social economic development.

The project has supported training of trainers and training of academic coordinators in order to create a core group of trainers and coordinators with the relevant and appropriate tools for teaching and management. To this end, a group of 83 trainers have received training and certification on pedagogical aspects of IP education in five of the six countries supported. It is difficult for this evaluation to assess the capacity of the trainers to go on and deliver future training but the academies themselves have evaluated the trainees at the end of the training prior to certification. The challenge has been more in allowing them to utilise their skills as it has been found that national IP is not sufficiently structured to allow all the trainers to give regular training.

National academy Directors have participated in a training programme specifically for training coordinators although a key challenge is the high turnover of academy coordinators. The aim was to have six coordinators trained by the end of the project but this target has not quite been reached with four (more than 50%) having completed the training to date.

### ***Developed tools and guidelines to help the creation of training institutions***

All the training materials that have been developed specifically for this project are available on the project Wikispace<sup>13</sup>. However, although the Wikispace is available on the WIPO website it has not yet been formally launched so its use and awareness of it are limited.

No additional guidelines have been created to assist other interested Member States in creating their own training institutions and the project manager has requested an extension until the end of 2014 to produce such guidelines in order to undertake further research into other potential practices, particularly in relation to the training of academy coordinators and the development of project documents for cooperation.

### ***Contributed to the creation of a discussion forum***

At a national level the ToT and academic coordinators training programmes are assessed to have contributed to the facilitation of a critical mass on IP (stated in the project evaluation for Phase I).

Representatives from the start-up academies have been invited to participate in the Global Network of Intellectual Property Academies which is a specialised forum for discussions on IP education among national authorities in an effort to bolster continued discussions. All six pilot academies are members of this network.

In order to promote discussion amongst the countries involved as well as on a broader level, the WIPO Secretariat created a Wikispace to try and encourage discussion and experience-sharing amongst involved countries. Although the Wikispace is populated with relevant documentation (such as the training materials that have been developed under the project), as mentioned above, the Wikispace has not been officially launched and nobody has been designated to moderate its use making it difficult to access and promote discussions.

It has also been difficult to ensure dissemination and awareness-raising of the importance of IP and the protection of innovation and creative action beyond capital cities. However, discussion forums have been created in certain countries as a result of the creation of the academies. For example, in Egypt the national IP Committee meets every three months and the Director of the Academy is involved in these meetings.

---

<sup>13</sup> <https://www3.wipo.int/confluence/display/ppenipa/Start-Up+National+IP+Academies>.

### **Monitoring and use of data**

WIPO has not requested any specific monitoring and reporting from Member States during Phase II of the project but has accessed regular information from them in order to be able to fulfil WIPO's own monitoring and progress reporting commitments. Two detailed progress reports were completed by the project team during the project's duration. The reports provide a comprehensive overview of ongoing results by each country as well as a synopsis of key lessons and successes across the project. The WIPO standard progress reporting tends to be activity-oriented with a focus on outputs rather than outcomes. However, learning from the evaluation of Phase I of the project has been fed into this second phase. In addition, the project team completed the project self-evaluation as well as sharing mission reports with WIPO management.

The external consultants attributed to each of the countries involved in the project provide WIPO with an annual report on progress and activities completed.

### **5.3 SUSTAINABILITY**

**Key Finding 10:** *There are limited indicators within the project document in order to measure sustainability. Given the implementation status of the different training centres it is too early to make a judgement on the sustainability of each centre.*

One of the core objectives of the project focuses on the sustainability of the IP academies once WIPO support ceases. However, there is an absence of criteria within the project documentation against which to assess how sustainability is measured. At the same time, with the project only having finished in recent months, it is perhaps too early to make judgements about sustainability.

The countries involved have put in place different mechanisms to try and ensure sustainability of the academies and indeed, all are functioning (in terms of providing training) at the time of this evaluation, some seven months after WIPO support has been withdrawn. Activities to enhance sustainability include offering courses for which participants have to pay.

An increased involvement of the WIPO Regional Bureaux may assist in ensuring sustainability by for example, ensuring visibility through cooperation with an international organisation and identifying linkages between the work of the academies and the national IP strategies (where they exist).

In addition, after the finalisation of Phase II of the project, the WIPO budget allocated for the assistance to national IP academies has become an activity within the regular budget of the WIPO Academy and is no longer coming from special funds. It is understood that this will allow for more flexible timelines according to national needs. For the six pilot countries assisted through Phase II of the project this means that they may be assisted by WIPO in activities where financial cooperation may still be needed for the establishment of the self-sustainable centres.

## 6 CONCLUSIONS

Phase II of the Pilot Project for the Establishment of “Start-up” National IP Academies aimed to have achieved the following by the end of 2013:

- (a) Assisted the six selected countries to establish self-sustainable IP training centres able to deliver at least two regular training programmes on emerging issues in IP;
- (b) Built critical human resources able to develop and deliver IP training programmes taking into consideration national development challenges, priorities and local needs and a fair balance between IP rights and public interest;
- (c) Developed a set of tools and guidelines to be used as a reference for other interested Member States in creating their own training institutions; and
- (d) Contributed to the creation of a forum of discussions on the use of IP for social and economic development at the national and regional levels.

The project has delivered successfully against a number of the planned outputs. Challenges were faced in some countries as a result of factors outside of WIPO’s control and this has resulted in implementation delays. In order to address the delays WIPO took palliative measures by for example, offering scholarships to key trainers for international Masters’ in IP Law. At the same time, the limited inclusion of outcome monitoring indicators and defined monitoring processes to measure outcomes has made it difficult to assess how effective the project has been in achieving its objectives.

In terms of results, a total of 86 trainers have been trained to deliver IP-related training in five of the six countries involved in the project and one academic coordinator in each of the countries has been trained (with four of them awaiting certification). All the training centres have been supported by WIPO in order to develop their own libraries through the provision of reference materials. It is estimated that three of the six countries have established self-sustainable training centres within the project’s lifetime. A total of 8,484 people have been certified with training delivered by 71 of the 86 certified trainers and coordinated by the five academy directors trained via the project. Some 60.5% of the trained trainers are women. In addition, training modules on recent developments of the WIPO Development Agenda and on teaching methodologies have been compiled to a web space which is open to the general public and a total of six regular IP training programmes have been developed.

The Member States and academies involved in the project are extremely appreciative of WIPO’s inputs, seeing the project as important in terms of further developing IP capacity in-country but also valuing the international cooperation with WIPO. It is understood from the WIPO Academy that the Member States have identified that providing technical assistance to the creation of national IP training centres is a new and outstanding priority.

## 7 RECOMMENDATIONS

In order to respond to the Key Findings of this evaluation, six recommendations for future action are proposed.

### **A *Project design and management***

#### **Recommendation 1**

(Relevant Key Finding 1)

Following project evaluations WIPO should consider developing action plans or management plans to address each evaluation recommendations. This should be led by the CDIP with the cooperation of the Secretariat. Such plans would allow for a documented approach as to why specific recommendations are accepted or not accepted by WIPO; would designate a named person or team responsible for follow-up on each recommendation; and should encourage the attribution of a timeframe for recommendation implementation.

#### **Recommendation 2**

(Relevant Key Finding 3)

In future similar projects, whether funded as a special project or through WIPO's regular budget, the role of the Regional Bureaux should be strengthened throughout project duration. Input could be provided at the development stages of the project in order to ensure their buy-in which should also assist in ensuring sustainability. The Bureaux are in a position to provide advice on where a start-up academy is best located (e.g. whether in the national IP office or in a relevant government Ministry) as well as advise on the governance structures at national level. The Bureaux are also in a position to support the inclusion of the training centres within national IP strategies.

### **B *Effectiveness***

#### **Recommendation 3**

(Relevant Key Findings 5 and 10)

In coordination between the WIPO Academy and the Regional Bureaux, indicators for measuring whether or not a self-sustainable training centre has been created need to be developed, particularly in light of the fact that this activity is now included as a regular part of WIPO's budget.

The indicators should be SMART (Specific, Measureable, Attainable, Relevant, Time-bound) and should be both output and outcome focused.

#### **Recommendation 4**

(Relevant Key Finding 6)

In order to support the newly established training centres, the WIPO Academy, in coordination with the relevant Regional Bureau should develop an assessment format to be shared with the centres for adaptation and use in evaluating whether the trained trainers have sufficient skills and capacity to undertake onwards training. This would ensure WIPO buy-in beyond the completion of the training. The independent consultants used to develop the projects could be employed to undertake independent assessments of those trained in order to check whether the training modules and model adopted are achieving objectives in terms of building human resources able to develop and deliver IP training programmes.



In addition, future project design should include a plan for how trained trainers will utilise their skills, whether in-country or internationally, to ensure that the training is relevant, useful and used. This element of the project design requires input from the WIPO Regional Bureaux given their broader understanding of national, regional and international contexts and opportunities.

**Recommendation 5**

(Relevant Key Finding 8)

The project Wikispace should be officially launched by WIPO and promoted to Member States. A moderator for the Wikispace should be identified in order to develop and monitor discussions and inputs on the creation of IP training institutions and the training undertaken within them.

**Recommendation 6**

(Relevant Key Finding 9)

The project team, in close coordination with the Regional Bureaux, should swiftly finalise the set of guidelines that is being developed on the processes required to create a self-sustainable IP training centre.

The guidelines should be developed with an associated dissemination plan and promoted amongst Member States.

[Appendix I follows]

## APPENDIX I

### TERMS OF REFERENCE

<b>Title of Assignment:</b>	<b>Project Evaluation: A Pilot Project for Establishment of “Start-Up” National IP Academies – Phase II</b>
<b>Name of unit/sector:</b>	<b>Development Agenda Coordination Division (DACD) Development Sector</b>
<b>Place of Assignment:</b>	<b>Evaluator’s place of residence/duty</b>
<b>Expected places of travel (if applicable):</b>	<b>During your assignment, you will undertake two missions to WIPO Headquarters, Geneva, Switzerland (date to be determined)</b>
<b>Expected duration of assignment:</b>	<b>From June 15 to November 15, 2014</b>

#### 1. Objective of the assignment

The present document represents the Terms of Reference (TOR) for the evaluation of the Pilot Development Agenda Project for Establishment of “Start-Up” National IP Academies – Phase II, approved during the ninth session of the Committee on Development and Intellectual Property (CDIP), held in Geneva, in May 2012. The project document for this project is contained in document CDIP/9/10 Rev. The project implementation started in May 2012 and was completed in December 2013. The project consists of assisting five developing countries to establish self-sustainable IP training centers, build critical human resources able to develop and deliver IP training programs, develop a set of tools and guidelines which may be used as a reference for other interested Member States, and contribute to the creation of a forum of discussions on the use of IP for social and economic development.

The project was implemented under the supervision of a Project Manager, Mr. Marcelo Di Pietro, Director of the WIPO Academy.

This evaluation is intended to be a participative evaluation. It should provide for active involvement in the evaluation process of those with a stake in the projects: project team, partners, beneficiaries, and any other interested parties.

The main objective of this evaluation is two-fold:

1. Learning from experiences during project implementation: what worked well and what did not work well for the benefit of continuing activities in this field. This includes assessing the project design framework, project management, including monitoring and

reporting tools, as well as measuring and reporting on the results achieved to date and assessing the likelihood of sustainability of results achieved; and,

2. providing evidence-based evaluative information to support the CDIP's decision-making process.

In particular, the evaluation will assess the extent to which the project has been instrumental in:

- (a) Strengthening national and regional institutional and human resource capacity in the selected countries; and
- (b) meeting national development priorities and goals and the increasing local demand from IP specialists, professionals, government officials and other stakeholders.

To this end, the evaluation, in particular, will focus on assessing the following key evaluation questions:

Project Design and Management:

- (i) The appropriateness of the initial project document as a guide for project implementation and assessment of results achieved;
- (ii) the project monitoring, self-evaluation and reporting tools and analysis of whether they were useful and adequate to provide the project team and key stakeholders with relevant information for decision-making purposes;
- (iii) the extent to which the project document has responded to recommendations made during the evaluation of its Phase I;
- (iv) the extent to which other entities within the Secretariat have contributed and enabled an effective and efficient project implementation;
- (v) the extent to which the risks identified in the initial project document have materialized or been mitigated; and
- (vi) the project's ability to respond to emerging trends, technologies and other external forces.

Effectiveness:

- (i) The usefulness of the project in assisting the six selected countries to establish self-sustainable IP training centers able to deliver at least two regular training programs on emerging issues in IP as agreed upon with beneficiary countries;
- (ii) the effectiveness of the project in building critical human resources able to develop and deliver IP training programs taking into consideration national development challenges, priorities and local needs and a fair balance between IP rights and public interest;
- (iii) the effectiveness of the project in developing a set of tools and guidelines which may be used as a reference for other interested Member States in creating their own training institutions; and

- (iv) the effectiveness of the project in contributing to the creation of a forum of discussions on the use of IP for social and economic development at the national and regional levels.

### Sustainability

The likelihood for continued work on establishment of “Start-Up” National IP Academies in WIPO and its Member States.

### Implementation of Development Agenda (DA) Recommendations

The extent to which the DA Recommendations 35 and 37 have been implemented through this project.

In addition, the project time frame considered for this evaluation is 20 months (May 2012 – December 2013). The focus shall not be on assessing individual activities but rather to evaluate the project as a whole and its contribution in assessing the needs of Member States and identify the resources or the means to address those needs, its evolution over time, its performance including project design, project management, coordination, coherence, implementation and results achieved.

In pursuance to the abovementioned objective, the evaluation methodology is aimed at balancing the needs for learning and accountability. To this end, the evaluation should provide for active involvement in the evaluation process of those with a stake in the project: project team, senior managers, Member States and national intellectual property (IP) offices.

The external evaluation expert will be in charge of conducting the evaluation, in consultation and collaboration with the project team and the Development Agenda Coordination Division (DACD). The evaluation methodology will consist of the following:

- (i) Desk review of relevant project related documentation including the project framework (initial project document and study), progress reports, monitoring information, mission reports and other relevant documents;
- (ii) interviews at the WIPO Secretariat (project team, other substantive entities contributing to the project, etc.); and,
- (iii) stakeholder interviews.

## 2. Deliverables/services

The evaluator will deliver:

- (a) An inception report which contains a description of the evaluation methodology and methodological approach; data collection tools (including eventual surveys of beneficiaries and stakeholders); data analysis methods; key stakeholders to be interviewed; additional evaluation questions; performance assessment criteria; and evaluation work plan;
- (b) draft evaluation report with actionable recommendations deriving from the findings and conclusions;

(c) final evaluation report which includes an executive summary and structured as follows:

- (i) Description of the evaluation methodology used;
- (ii) summary of key evidence-based findings centered on the key evaluation questions;
- (iii) conclusions drawn based on the findings;
- (iv) recommendations emanating from the conclusions and lessons learned.

(d) comprehensive executive summary of the final evaluation report.

This project evaluation is expected to start on June 15, 2014, and be finalized on September 15, 2014. The reporting language will be English.

### 3. Reporting

The Consultant will be under the supervision of the Director of the Development Agenda Coordination Division (DACD). In addition, the evaluator shall:

- (a) Work closely with the Development Agenda Coordination Division (DACD) and the WIPO Academy. You shall also coordinate with the relevant Program Managers in WIPO as required; and
- (b) ensure the quality of data (validity, consistency and accuracy) throughout the analytical reporting phases (inception report and final evaluation report).

### 4. Profile

Significant experience in designing, implementing, reviewing and evaluating projects at a both policy and practical level, as well as a proven track record in data collection and analysis, program and people management.

### 5. Duration of contract and payment

The contract will start on June 15, 2014 and will finish in November 15, 2014. During this period, the following schedule should be followed:

The inception report should be submitted to WIPO by July 1, 2014. WIPO's feedback shall be communicated to you by July 8, 2014. The draft evaluation report shall be submitted to WIPO by August 20, 2014. Factual corrections on the draft will be provided to you by August 30, 2014. The final evaluation report shall be submitted by September 5, 2014. The final version of the evaluation report containing a management response in an annex shall be considered by the fourteenth session of the CDIP, to be held from November 10 to 14, 2014. You will be required to present the evaluation report during that CDIP session.

[Appendix II follows]

## APPENDIX II

### INCEPTION REPORT

#### 1. INTRODUCTION

*This document is the inception report for the evaluation of the WIPO Phase II pilot project for the establishment of “start-up” national intellectual property (IP) academies. (DA Recommendation 10\_02).*

*This document outlines the purpose, objectives, methodology implementation plan and timeframe of the evaluation. The final report will be based on this inception report, pending approval from the client. A proposed structure for the final report is detailed in Annex 1.*

#### 2. PURPOSE AND OBJECTIVES

The main evaluation objective is two-fold:

- (i) To learn from experiences gained during project implementation: what worked well and what did not work well for the benefit of continuing activities in this field. This includes assessing:
  - (a) the project design framework;
  - (b) project management including monitoring and reporting tools;
  - (c) the results achieved to date;
  - (d) sustainability of results achieved.
- (ii) To provide evidence-based information to support CDIP’s decision-making process.

The evaluation will assess the extent to which the project has been instrumental in:

- Strengthening national and regional institutional and human resource capacity in the selected countries; and
- Meeting national development priorities and goals and the increasing local demand from IP specialists, professionals, government officials and other stakeholders.

#### 3. EVALUTAION METHODOLOGY

The evaluation will be participatory in nature and allow for the involvement of relevant stakeholders including the project team, partners, beneficiaries, National IP offices, Member States and other interested stakeholders. Accessing these key informants will be dependent upon WIPO’s ability introduce the evaluator to them and on their willingness and availability to be interviewed.

Information will be gathered from a range of sources using different research methods (predominantly interviews with stakeholders and documentary review) allowing for triangulation and cross-referencing of the data gathered.

The project timeframe considered for this evaluation is 20 months (May 2012- December 2013). The focus will not be on assessing individual activities but the project as a whole and its contribution in assessing the needs of Member States and the resources or the means to address those needs, its evolution over time, its performance including project management, coordination, coherence, implementation and results achieved.

### 3.1 KEY EVALUATION QUESTIONS

The following table outlines the key evaluation questions and proposed methodology for evaluating against those questions. The methodology is organised on the basis of three key evaluation themes – Project Design and Management; Effectiveness; and Sustainability.

Theme	Key Questions	Proposed Indicators	Data Collection Tools	Information Sources
<b>Project Design and Management</b>	How appropriate was the initial project document as a guide for project implementation?	Extent of appropriateness of Project Document	Document review Interviews	Documentation WIPO Secretariat
	To what extent has the project document responded to the recommendations made during the Phase I evaluation?	Extent of inclusion of recommendations in the Phase II Project Document	Document review Interviews	Documentation WIPO Secretariat
	To what extent have other entities within the Secretariat contributed and enabled effective and efficient project implementation?	Level of contribution of different entities	Document review Interviews	WIPO Secretariat
	To what extent have the risks identified in the initial project document materialized and/or been mitigated?	Extent of risks arising and being mitigated	Document review Interviews	Documentation WIPO Secretariat
	How has the project responded to emerging trends, technologies and other external forces?	Levels of flexibility and ability to respond change	Document review Interviews	Documentation WIPO Secretariat Member States
	What project monitoring, self-evaluation and reporting tools are in place? How have they been used?	Presence and usage of monitoring and reporting tools	Interviews Document review	WIPO Secretariat Documentation

Theme	Key Questions	Proposed Indicators	Data Collection Tools	Information Sources
	What project monitoring has been undertaken? How is the monitoring data used? Was it useful for the project team and key stakeholders to enable decision-making?	Extent of monitoring and usage of monitoring data	Document review  Interviews	Documentation  WIPO Secretariat
	What project reporting has been in place? Was it useful for the project team and key stakeholders to enable decision-making?	Extent and usage of reporting	Document review  Interviews	Documentation  WIPO Secretariat
<b>Effectiveness</b>	How useful has the project been in assisting the six selected countries to establish self-sustainable IP training centers able to deliver at least two regular training programs on emerging issues in IP as agreed upon with beneficiaries countries?	Establishment of six self-sustainable IP training centers  Delivery of a minimum of two regular training programs on relevant issues by each center	Document review  Interviews	Documentation  WIPO Secretariat  Partners  Beneficiaries
	How effective has the project been in building human resources able to develop and deliver IP training programs?	Presence of capable human resources in each center  Delivery of relevant training programmes by training center staff	Document review  Interviews	Documentation  WIPO Secretariat  Partners  Beneficiaries
	How effective has the project been in developing tools and guidelines which may be used as a reference for other interested Member States in creating their own training institutions?	Availability of a set of relevant tools and guidelines  Use of tools and guidelines by other Member States to date	Document review  Interviews	Documentation  WIPO Secretariat
	How effective has the project been in contributing to the creation of a forum for discussions on the use of IP for social and economic development at the national and regional levels	Existing of a discussion forum	Document review	Documentation



Theme	Key Questions	Proposed Indicators	Data Collection Tools	Information Sources
		Activity of the discussion form	Interviews	WIPO Secretariat Partners
<b>Sustainability</b>	What is the likelihood of continued work being undertaken on the establishment of “Start-Up” National IP Academies in WIPO and its Member States?	Planned creation of start-up academies  Number and type of steps towards sustainability  Constraints and limitations	Interviews	WIPO Secretariat  Member States  Other stakeholders
<b>DA Recommendation Implementation</b>	To what extent have DA Recommendation 10 ha been implemented through this project?	Extent of implementation of recommendation	Document review  Interviews	Documentation  WIPO Secretariat  Member States

### 3.2 RESEARCH TOOLS

The proposed research tools – document review and semi-structured interviews - will be used for each of the different themes and throughout all the relevant questions. The following table provides further information on these tools and how they will be deployed.

<b>Tool</b>	<b>Description</b>	<b>Information source</b>
<i>Document review</i>	Review of key documentation	WIPO documentation
<i>Interviews</i>	Approximately 10-15 semi-structured telephone interviews	<ul style="list-style-type: none"> <li>- WIPO Secretariat (project team and other entities)</li> <li>- Member states</li> <li>- National IP offices</li> <li>- Partners</li> <li>- Beneficiaries</li> </ul>

The focus will be upon gathering qualitative data using iterative and comparative processes where the design and findings of each step impact the structure and approach of subsequent review phases. Data gathered will be compared and analysed on the basis of the three main evaluation themes.

### 4. IMPLEMENTATION PLAN, DELIVERABLES AND TIMEFRAME

USING THE TERMS OF REFERENCE AS A BASIS, FIVE DIFFERENT PHASES OF THE EVALUATION ARE ENVISAGED:

#### **Phase 1 - Inception phase**

In designing the Inception Report, the evaluator aims to meet/discuss with key stakeholders including WIPO Secretariat staff. These interactions are considered as an informal clarification and discovery process to: identify key issues in the evaluation design; confirm the full group of stakeholders involved; agree upon outputs; and ensure a well-targeted methodology.

#### **Phase 2 - Documentation review**

The desk review provides an objective entry point for the evaluation, and serves as a broad survey of existing data and information related to the project.

#### **Phase 3 - Stakeholder interviews**

Based on the outcomes of the desk review, an interview guide will be created (using the key questions as a basis) and stakeholder interviews will be undertaken. The evaluator will undertake detailed interviews with an agreed set of key informants. The evaluator will work closely with WIPO to develop and refine this list of informants to ensure a nuanced understanding of the subject matter. Interviews will be conducted by telephone. Interviews will focus on qualitative data collection.

#### **Phase 4 - Report Production**

Data collected through the desk study and stakeholder interviews will be analysed and triangulated in order to produce the key findings and linked recommendations in the final

evaluation report. An initial draft report will be provided and client comments incorporated where appropriate.

### Phase 5 - Evaluation Presentation

The evaluation will be presented at the thirteenth session of the CDIP in May 2014.

	<i>Key steps and timeline</i>	1 July 2014	Mid July 2014	Mid-July - 4 August 2014	8 August 2014	30 August 2014	5 Sept 2014	Mid-Nov 2014
Phase 1	Creation and approval of inception report							
Phase 2	Research tool creation & desk review							
Phase 3	Data collection & analysis							
Phase 4	Delivery of draft report							
Phase 4	Client comments on report							
Phase 4	Delivery of final report							
Phase 5	Evaluation presentation							

#### DELIVERABLES:

The following key deliverables are foreseen for this evaluation:

- Inception report
- Draft evaluation report
- Final evaluation report

In addition, the author will present the findings of the evaluation during the CDIP session of November 2014.

## DRAFT STRUCTURE FOR FINAL REPORT

1. Executive summary
2. Introduction (with background to the project)
3. Description of the project objectives evaluated
4. Overview of evaluation objectives & methodology
5. Key findings:
  - Project design and management;
  - Effectiveness;
  - Sustainability
6. Conclusions & recommendations
7. Annexes:
  - Key informants;
  - List of documents/publications consulted;
  - Research instruments used (interview guidelines);
  - Inception report;
  - Mini-bio on the author of the report.

[Appendix III follows]

**APPENDIX III**

**Stakeholder List – Pilot Project for the Establishment of “Start-up” National IP Academies – Phase II evaluation**

Discussions were held with the following stakeholders as part of the evaluation:

	Name		Organisation	Position	Interview/ Discussion date
1.	Mr Amer Abdelaziz		WIPO	Counsellor, Regional Bureau for Arab Countries, Development Sector	15 July 2014
2.	Mrs Maya Katherina	Bachner	WIPO	Acting Director and Head, Program Management and Performance, Resource Planning, Program Management and Performance Division, Administration and Management Sector	15 July 2014
3.	Mr Marcello Di Pietro		WIPO	Director, Office of the Director of the Academy, Development Sector	15 July 2014
4.	Ayalivis Garcia			Trainer – Dominican Republic	In writing
5.	Mr Georges Ghandour		WIPO	Senior Program Manager, DACD, Development Sector	15 July 2014
6.	Mr Oswaldo	Girones	WIPO	Counsellor, Regional Bureau for Latin America and the Caribbean, Development Sector	15 July 2014
7.	Ms Dalilla Hamou		WIPO	Director, Regional Bureau for Arab Countries, Development Sector	15 July 2014
8.	Mr Jose Luis	Jerez Rosania	Coordinador - Grupo de trabajo de formación	Oficina de Servicios al Consumidor y de Apoyo Empresarial	22 July 2014
9.	Mr Luis	Mayaute	Permanent Mission of Peru	Consejero	15 July 2014
10.	Mr Geoffrey	Onyeama	WIPO	Deputy Director General, Development Sector	15 July 2014
11.	Ms. Isabella	Pimentel	WIPO	Program Officer, Academic Institutions and Executive Program, Development Sector	11 July 2014 and 15 July 2014
12.	Mr Juan Camilo	Saretzki	Permanent Mission of Colombia	First Secretary	15 July 2014
13.	Mr Juan Antonio	Toledo Barraza	WIPO	Senior Director, Regional Bureau for Latin America and the Caribbean, Development Sector	15 July 2014
14.	Dr Mona	Yahia	Egyptian Patent Office	Head of Technical Information and International Relations Department	18 July 2014

[Appendix IV follows]

## APPENDIX IV

The following provides an overview of the **key documents** reviewed as part of this evaluation:

- (1) Country bi-annual reports;
- (2) Country Progress Report for Year 1;
- (3) Needs assessment reports for pilot countries;
- (4) Peru Evaluation;
- (5) Phase I Evaluation; and,
- (6) Project workplans for pilot countries

[End of Appendix IV and of document]