

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

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### **EVALUATION REPORT OF THE PROJECT ON COOPERATION ON DEVELOPMENT AND INTELLECTUAL PROPERTY RIGHTS EDUCATION AND PROFESSIONAL TRAINING WITH JUDICIAL TRAINING INSTITUTIONS IN DEVELOPING AND LEAST DEVELOPED COUNTRIES**

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1. The Annex to the document contains an independent Evaluation Report of the Project on *Cooperation on Development and Intellectual Property Rights Education and Professional Training with Judicial Training Institutions in Developing and Least Developed Countries*, undertaken by Ms. Lois Austin, Independent Consultant.

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

[Annex follows]

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## **ACRONYMS AND ABBREVIATIONS**

CDIP      Committee on Development and Intellectual Property

DL        Distance learning

ICT        Information and communications technology

IPR        Intellectual Property Rights

LDCs      Least developed countries

ToR        Terms of Reference

WIPO      World Intellectual Property Organization

## EXECUTIVE SUMMARY

WIPO's recently completed project focusing on "Development and Intellectual Property Rights Education and Professional Training with Judicial Training Institutions in Developing and Least Developed Countries", was approved during the 17<sup>th</sup> session of the Committee on Development and Intellectual Property (CDIP) meeting in April 2016. The project ran from July that year and was completed at the end of December 2018.

The project responded to an identified need in judicial training and aimed to build capacity for the delivery of efficient and effective national intellectual property rights (IPR) education and training programmes for judges and other legal professionals. Benefiting four countries – Costa Rica, Lebanon, Nepal and Nigeria – the main deliverable of the project was a set of nationally-customised IPR Toolkits for Judges and a group of skilled and well-trained trainers who would train other judges in the area of IP.

Following completion of project implementation this project evaluation was initiated. It has been undertaken by an independent consultant and has been designed to learn from experiences gained with a focus on assessing:

- The project design framework
- Project management, including monitoring and reporting tools
- Results achieved to date
- Sustainability of results achieved

Data was collected through a review of key documentation and a series of semi-structured interviews with different stakeholder groups including the project team; other WIPO Secretariat staff; project partners; and beneficiaries.

Although it was too early to assess the longer-term sustainability of the project outputs this has not hindered the ability of the evaluation to confirm that all project deliverables were completed in a timely manner and that all objectives were achieved.

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

The project was designed with the involvement of and coordination with judicial training institutions from the four pilot countries from the outset. This included involving them in the initial needs assessment phase and throughout implementation. This participatory approach has been essential in ensuring that the project was designed in a way which responded to national needs and priorities, as set out in the project's objectives.

The establishment of a Panel of expert Judges<sup>1</sup> at the early stages of project implementation ensured the development of a relevant, coherent, and appropriate course structure and content. The Panel was able to share its expertise and knowledge of IP from around the globe, on the basis of which the generic distance learning (DL) and face-to-face training modules were created. The Panel also provided valuable advice on continuous education programs for judges and the requirements and qualifications needed for constituting a group

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<sup>1</sup> The Panel was composed of the following persons: Bassem Awad (Egypt), Judge at the Appeal Court, Deputy Director for Intellectual Property and Innovation, Toronto, Canada; Annabelle Bennett (Australia), Former Judge, Federal Court of Australia, Sydney, Australia; Luis Diez Canseco Núñez (Peru), Former President, Court of Justice of the Andean Community, Lima, Peru; Samuel Granata (Belgium), Judge, Court of Appeal, Antwerp, Belgium; Louis T.C. Harms (South Africa), Former Deputy President, Supreme Court of Appeal, Bloemfontein, South Africa; Maria Rowena Modesto-San Pedro (Philippines), Presiding Judge, Regional Trial Court, Manila, Philippines; Wang Yanfang (China), Judge, Intellectual Property Trial Division of the Supreme People's Court of China, Beijing, China.

of skilled and able trainers. Another important feature of the project was the appointment of National Coordinators. The role played by this group of individuals, with one in each country, was essential in order to ensure that the project addressed national priorities and development needs and that the project was implemented in a timely and appropriate manner. They also played a key role in contributing to project monitoring ensuring, that the Project Manager was aware of areas requiring adaptation.

Ensuring effective project implementation over the project timeframe required commitment and dedication from the WIPO Academy's Project Manager. This was highly valued by all those involved. Although supported by a number of WIPO staff and interns, particularly in the Academy, the increase in workload produced by the project was significant.

A combination of formal documented project monitoring and informal, oral monitoring feedback from the National Consultants to the Project Manager ensured that the Project Manager had a continuous oversight of what was working well and challenges that were being faced.

### **Effectiveness**

As noted above, all project outputs – contributing to the final version of the WIPO Toolkit for Continuing Education of Judges - were successfully delivered within the project implementation timeframe. This included developing and completing the following:

- a generic DL course on IPR;
- customisation of the generic course and materials for each of the project pilot countries;
- train-the-trainer programs;
- a group of skilled and well-trained trainers who would train other judges in the area of IP;
- free access to a global IPR court case database;
- access to national *fora* to support peer-to-peer learning;
- access to an international network on IPR to support international information exchange; and
- a customized instructor's manual for each country.

Successful completion of this number of diverse deliverables within the project timeframe and across four different countries and regions was due to the solid project design and the commitment of the WIPO Academy and the beneficiary countries.

Although too early to provide solid, documented evidence of the long-term achievement of objectives, key informants for this evaluation were extremely positive in relation to the extent that the project had enhanced the skills and capacities of those trained. Anecdotal evidence from representatives of all the countries covered emphasised that prior to participating in the training, knowledge on IPR had been limited in nature, and that the course had successfully provided insights into global level IPR issues as well as national level, thereby strengthening IPR knowledge and capacity.

The project ensured the successful training of 74 judges and legal professionals. Creating this pool of professionals with enhanced knowledge of IPR is an important foundational step in developing and strengthening a development-oriented culture in the judiciary of the participating countries. This in turn is likely to encourage local innovation and creativity in the future.

## ***Sustainability***

Based on the recognition that the training of the judiciary needs to be an ongoing exercise and due to the fact that IPR laws are ever-changing, the project aimed to prepare the ground for continuous delivery of training, combined with improved formal IPR training programmes and support to peer-to-peer learning.

In order to ensure this, the project was designed to ensure that the individuals and institutions who participated would be able to continue to benefit from the project beyond its lifetime. This entailed a number of steps including involving the judicial training institutions from the outset; tailoring key project outputs to national level needs; including local talent from the start; developing a pool of trained trainers; and facilitating access to national and international IP networks.

Ensuring the sustainability of the project was an important part of the project's design. As such, the project outcomes were prepared to ensure that new requests for assistance for continuing education for the judiciary, coming from other countries, could be positively responded to. Key elements of guaranteeing the ability to replicate the project in new countries included the development of the generic training module and facilitating access to the course via smartphones and tablets.

## ***Recommendations***

Based on the evaluation's key findings, a set of eight recommendations is provided.

### **Project design and management**

#### *1. Human resources*

Although a number of WIPO entities contributed to the design and implementation of the project, and some support was provided by short-term interns, overall responsibility was held by the designated Project Manager in the WIPO Academy. With an ongoing and unrelated workload, ensuring the successful implementation of the project resulted in a significant stretching of capacity.

#### Recommendation 1:

In future, engaging additional human resources to support project implementation for the life of the project is recommended. This would allow the Project Manager to maintain overall responsibility for and oversight of the project but relieve some of the pressure that has been associated with this project in terms of capacity to also undertake ongoing, non-project-related work.

#### *2. National level expertise*

The role of the National Consultants and their national-level knowledge was critical in the success of the project. In addition, having been selected by their national authorities was important in ensuring national level ownership.

#### Recommendation 2:

It is recommended that if future similar projects are implemented, the same approach of engaging National Consultants should be adopted in order to ensure the smooth-running of the project at country level.

## **Effectiveness**

#### *3. Blended learning*

Using a combination of distance learning and face-to-face tuition was highly valued by all participants. This approach ensured some flexibility for trainees to complete elements of the course when time allowed but also ensured the ability to be involved in more practical and in-person discussions with other trainees and expert tutors thereby enhancing their understanding and knowledge of the subject matters covered.

Recommendation 3:

It is recommended that future courses of this nature adopt the same blended learning approach as seen in this project. The combination of learning and teaching methodologies was considered appropriate for all countries and all participants and was therefore critical in enhancing skills and knowledge.

### **Sustainability**

#### *4. Continued investment*

Stakeholders from all groups spoken to in this evaluation emphasised the importance of providing continued support to those trained in this project.

Recommendation 4:

Advanced or refresher training should be provided for the judges that have benefitted from the project so far in order to ensure that they continue to be up-to-date with IPR developments and to support the momentum created by the project. An alternative could be to hold a conference to be attended by the trained judges in order to provide them with the opportunity to exchange with each other and be informed of new IP developments.

#### *5. Propagation*

A key element of sustainability is ensuring that new generations of judges within the countries who participated in the project, but also those from other countries, are able to benefit from this highly regarded project in order to further enhance skills and capacities.

Recommendation 5(a):

It is recommended that there is further engagement with and support for the four pilot countries to gauge their ability to provide onwards training for new sets of judges with the objective of ensuring a new generation of judges familiar with IP.

Recommendation 5(b):

Using the mapping of judicial training institutions that was undertaken as part of this project as a start point, it is recommended that there is further investigation of the extent to which:

- the already-developed modules and manuals could be used to benefit neighbouring countries
- the trained judges and legal professionals would be in a position to provide training in neighbouring countries.

WIPO's involvement and financial support in both the above recommendations is essential.

#### *6. Monitoring*

It is too early to monitor the impact of the training and how sustainable it has been in the longer-term. However, gaining an understanding of this is important to ensure that the design of future similar projects and courses can take this learning into account.

Recommendation 6:

In order to gauge longer-term impact, it is recommended that WIPO continues to undertake project monitoring with participants and judicial training institutions involved in the project,

over the next two to five years and use the data gathered to inform the design and implementation of future training courses.

7. Inclusion in discussion fora

In addition to continuing the training for those who have already benefitted, a number of stakeholders highlighted that maintaining the momentum of the project and building on the knowledge already gained through the course was important. This need not only be through additional or refresher training (as proposed in Recommendation 5) but could be facilitated in other ways as well.

Recommendation 7:

It is recommended that consideration is given to inviting the trained judges to participate in discussions on IP that are held by WIPO or asked for inputs when IP agreements are being revised. This will contribute to maintaining the momentum on the subject and ensure an ongoing invigoration of those who participated in the course.



## 1. INTRODUCTION AND BACKGROUND

The Intellectual property Rights (IPR) legal framework and system are specialised and complex; as are IPR disputes, especially those involving complex technologies, the information and communication technology (ICT) environment or cross-border trade. The increasing awareness of the economic benefits derived from effective use of IPRs has led to greater recourse to judicial settlement of IP disputes. However, many judicial officers in a number of developing and least developed countries (LDCs) are not well prepared as they are not taught IPR laws sufficiently during their university law degree programs. At the same time, in acknowledgement of the importance of formal judicial education and training to develop judicial competence and improve the quality of justice and the performance of the courts, a large number of countries now have national judicial training institutions. These institutions are critical in the provision of education and training for newly recruited judges and provide ongoing professional training for serving judges.

WIPO's provision of *ad hoc* IPR training services to the judiciary in developing and LDCs combined with a number of requests coming to WIPO indicated that judges would greatly benefit from specialised training in the area of IPR laws to help effectively adjudicate IPR disputes and develop judicial competence in this area.

In order to address this identified need and to be able to positively respond to the requests for support, the WIPO Academy developed a project focusing on IPR education and training with judicial training institutions in selected developing and LDCs. The project was submitted in line with the following Development Agenda recommendations:

*Recommendation 3* Increase human and financial allocation for technical assistance programs in WIPO for promoting, *inter alia*, a development-oriented intellectual property culture, with an emphasis on introducing intellectual property at different academic levels and on generating greater public awareness on intellectual property.

*Recommendation 10* To assist Member States to develop and improve national intellectual property institutional capacity through further development of infrastructure and other facilities with a view to making national intellectual property institutions more efficient and promote fair balance between intellectual property protection and the public interest. This technical assistance should also be extended to sub-regional and regional organizations dealing with intellectual property.

*Recommendation 45* To approach intellectual property enforcement in the context of broader societal interests and especially development-oriented concerns, with a view that “the protection and enforcement of intellectual property rights should contribute to the promotion of technological innovation and to the transfer and dissemination of technology to the mutual advantage of producers and users of technological knowledge and in a manner conducive to social and economic welfare, and to a balance of rights and obligations”, in accordance with Article 7 of the TRIPS Agreement.

The project's main objective was to **build capacity for delivery of efficient and effective national IPR education and training programs for judges**, including the creation of self-learning/reference “IPR Toolkits for Judges”. More specifically, the project aimed to **enhance the understanding of substantive IPR law and application of such IPR**

**knowledge by judges** through the development of coherent and logical thinking and critical analysis skills to ultimately enable the making of fair, efficient, well-informed and well-reasoned arguments and decisions concerning IPR disputes and IPR courts and tribunals.

In order to achieve these objectives, the project consisted of the following key components:

**(i) Selection of four pilot judicial training institutions**

Selection was undertaken on the basis of requests prepared by judicial training institutions and/or the relevant national authority in developing and LDCs. Using a common set of selection criteria, Costa Rica, Lebanon, Nepal and Nigeria were the four countries chosen to participate in the project.

**(ii) Needs assessment**

Needs assessments covering IPR education and the training needs of the judicial system in each selected country were undertaken in order to determine the nature and scope of the planned modular IPR education and training content and self-learning/reference IPR Toolkits for Judges. Here the project relied on the active participation of the judicial training institutions and all relevant national authorities involved in building capacities of the judiciary. The assessment involved structured consultations with stakeholders.

**(iii) Development of generic training modules**

Drawing on the expertise of a Panel of Judges representing different countries and different legal traditions, a set of generic IPR modules were created.

**(iv) Testing and adapting the IPR education and training content**

The training content was tested by delivering education and training programs and obtaining feedback to make improvements. The generic modules were then adapted to respond to the identified/assessed learning styles and needs; and institutional and national policies and priorities following translation into four languages (Arabic, English, French, and Spanish). The customized modules were made available to the participating countries and were used to form the basis for the country-specific training content.

**(v) Development of tailored and modular IPR education and training content**

The training content was aligned to the specific needs of judges. With WIPO's assistance, the judicial training institutions decided on the content that needed developing. WIPO assisted the pilot countries to:

- ⊙ assess the IP regime against its international commitments so that judges would be able to better comprehend and appreciate their own regime in the context of the international framework;
- ⊙ identify the specific national training needs on IP that correspond to their national development goals;
- ⊙ define learning objectives and outcomes in line with those development goals; and
- ⊙ decide on the content and training methodology to contribute to the attainment of those goals.

**(vi) Training of trainers**

A train-the-trainer program was developed for each country comprising special distance-learning and face-to-face continuing education sessions. The sessions were organized in coordination with the respective judicial training institutions and the assistance of

experienced international and national judges and professors. A total of 74 judges and other trainers, including 21 women, received an average of 120 hours of theoretical and practical continuing education sessions on IPR.

**(vii) Foster networking and partnerships amongst national judicial training institutions for regular sharing of experiences**

The project supported the establishment of networks and partnerships among the judicial training institutions to facilitate contacts and exchange of information and experience on case law and pedagogical approaches.

**(viii) Assistance for the acquisition of reference books and manuals**

Support for the acquisition of reference books and manuals was provided in order to build up the library of the beneficiary judiciary training institutions.

**(ix) Fact-finding survey**

Not specific to the pilot countries, but more global in nature, a general fact-finding survey on IPR training institutions and other training initiatives existing worldwide was undertaken. The objective of the survey was to learn, amongst other things, about existing practices in IPR education and training for the judiciary.

## **2. EVALUATION PURPOSE AND OBJECTIVES**

The main objective of this evaluation was to learn from experiences gained during project implementation with a focus on assessing the following areas:

- the project design framework
- project management including monitoring and reporting tools
- the results achieved to date
- sustainability of results achieved

This has involved an assessment of what worked well and the identification of any elements of the project that did not work well in order to provide evidence-based information to support the CDIP's decision-making process and for the benefit of continuing activities in this field.

## **3. EVALUATION METHODOLOGY**

The evaluation was undertaken by an independent consultant and was designed to be participatory in nature. The methodological approach adopted allowed for the involvement of relevant stakeholders including the project team, other WIPO Secretariat staff, project partners<sup>2</sup>, beneficiaries<sup>3</sup>, and other interested stakeholders<sup>4</sup>.

Data was collected through semi-structured stakeholder interviews and documentary review.<sup>5</sup> Information gathered was cross-referenced and triangulated in order to inform the evaluation's key findings.

A total of 25 interviews were undertaken with stakeholders from the four pilot countries involved in the project and with staff from the WIPO Secretariat.<sup>6</sup>

The evaluator consulted closely with the WIPO Academy Project Manager and the Development Agenda Coordination Division throughout the implementation of the evaluation.

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<sup>2</sup> Including representatives from the project training institutions and national focal points for the project

<sup>3</sup> Including representatives from the project training institutions and trainees

<sup>4</sup> For example, trainers and professors involved in the project

<sup>5</sup> Please see Annex 1 for a list of key documents reviewed

<sup>6</sup> Please see Annex 2 for a list of interviewees

### *Limitation*

A limitation of the evaluation is related to its timing. The project was completed in December 2018 and this evaluation took place in January-February 2019. As such, beyond the collection of anecdotal evidence, it has not been possible to undertake a detailed assessment of the longer-term objectives of the project. For example, it is too early to assess the extent to which the project has been instrumental in creating a development-oriented IP culture in the trained judiciary; making national IP dispute settlement institutions more efficient; and promoting fair balance between IPR protection and the public interest. Evaluating the effectiveness of the project in these areas requires ongoing monitoring and further future evaluation.

## **4. SCOPE**

The timeframe considered for this evaluation is from July 2016 – December 2018 (the project implementation period).

The focus of this evaluation was on 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. The focus was not on assessing individual project activities.

## **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 Findings**

**Key Finding 1** The involvement of and coordination with the judicial training institutions from the outset – in the needs assessment phase and throughout implementation - has been critical in order to ensure that the project was designed in a way to meet national needs and priorities, in accordance with project objectives.

**Key Finding 2** The establishment of a Panel of expert Judges at the early stages of project implementation was critical to facilitate and ensure the development of a relevant, coherent, and appropriate course structure and content.

**Key Finding 3** The appointment of National Coordinators was essential in order to ensure that the project addressed national education and development needs and that the project was implemented in a timely and appropriate manner. They also played a key role in contributing to project monitoring ensuring that the Project Manager was aware of areas requiring adaptation.

**Key Finding 4** Ensuring effective project implementation over the project timeframe required commitment and dedication from the Project Manager. This was highly valued by all those involved. Although supported by a number of

WIPO staff and interns, particularly in the Academy, the increase in workload produced by the project was significant.

**Key Finding 5** Different formats were required for each country's Cooperation Agreement and WIPO was able to adopt a sufficiently flexible approach to allow for this.

**Key Finding 6** The Project Document was universal, as were the National Coordinators' ToRs. All stakeholders confirmed that these were sufficiently clear to guide project implementation.

**Key Finding 7** A combination of formal documented project monitoring and informal, oral monitoring feedback from the National Consultants to the Project Manager, was established. This ensured that the Project Manager had a continuous oversight of what was working well and any areas of the training course that required adaptation.

#### *Project design and implementation*

The project was designed and implemented on the basis of three key principles:

- i) **Coordination:** All steps related to the design, planning and execution of the project were coordinated with the beneficiary countries. The appointment of National Consultants, designated by the countries themselves, was a key approach to ensuring continuous coordination.
- ii) **National needs:** The project responded to the continuing education and development needs of the pilot countries. This was assured through the initial needs assessments and regular coordination, primarily through the National Consultants.
- iii) **Sustainability:** The project was designed with a future-looking perspective, based on a train-the-trainer model in order to allow for future replication by the involved judicial training institutions.

Prior to embarking upon project implementation, it was necessary for the WIPO Academy to take a number of preliminary steps in order to ensure that the project was appropriately designed, based on the principles above, both holistically and for each country involved. This included:

- **Selection of pilot countries:** In coordination with the respective WIPO Regional Group Coordinators in Geneva, four pilot countries – Costa Rica, Lebanon, Nepal and Nigeria – were selected for the project. The selection process was finalised in the beginning of July 2016.
- **Identifying the most appropriate national partner with which to engage.** Whilst this would normally be the national IP Office, for this project, engagement with the judiciary was essential. In order to assess the most suitable approach to adopt, it was necessary to first meet with the Permanent Missions of the pilot countries in Geneva to provide an overview of the project and obtain their feedback on the best way to organise it in each country. These discussions were facilitated by the different WIPO Regional Bureaux.
- **Identifying National Consultants** in each pilot country (this was done by the project partners). The role of the National Consultants was crucial in order to ensure that the project objectives were achieved. This is covered further below.
- **Needs assessment missions** were undertaken in each country in order to identify priorities at country level and establish a solid ground for collaboration between WIPO and the project partners. The needs assessment missions provided valuable opportunities to further discuss the project objectives and outcomes with the relevant

national authorities and helped in the identification of national needs. these missions also facilitated the reaching of agreement on roadmaps, work plans and project implementation modalities and allowed for discussions with each judicial institution on how they would like their distance learning module to be developed.

Project implementation started on 15 July 2016 with the undertaking of the needs assessments. These were completed by the end of July with the next step being the finalization of the project documents in discussion with the pilot countries and the signing of Cooperation Agreements with them.

Defining the structure and the content of the training course were the first activities to be completed once the country-level Cooperation Agreements had been signed. Here, and in part based on the inputs from a specifically-created Panel of Judges, the WIPO Academy opted for the development of a generic distance learning (DL) course (output 1 of the project), which would then be adapted to the needs and priorities of each of the pilot countries (output 2).

The **Panel of Judges** was established by the WIPO Academy to provide inputs on the most appropriate training methods and the structure and content of the generic training modules. The Panel represented all regions and a number of legal traditions and so was able to bring its extensive experience to guide the development of the course, in particular the generic module. The Panel met in July 2017 to:

- ensure that the course was comprehensive as a teaching tool;
- ensure that the course contained clearly identified learning objectives;
- review and suggest relevant court cases and practical exercises to include in the course content; and
- discuss the appropriate methodologies for training judges.

The establishment of the Panel has been highly commended by all stakeholders spoken to for this evaluation. Stakeholders emphasised that the contribution of the Panel was critical to the development of a relevant curriculum and stressed that the ability of Panel participants to ensure the inclusion of landmark IP cases from around the world in the DL component of the generic training module was essential in ensuring practical examples covering different traditions.

One member of the Panel was appointed to tailor the generic modules to the needs of each pilot country. Here, liaison with the project's National Consultants who were engaged to support delivery of the project throughout its two-year timeframe was essential.

The **National Consultants** played a central role in the project in terms of providing orientation and guidance for the continuing education content and format of the course (the customised DL modules and the face-to-face training). Their responsibilities, which were outlined in clear ToR included:

- Participating in the initial needs assessment meetings between WIPO and the project partner;
- Designing and customising the tailored DL modules (using the generic modules as a basis), taking into account the training needs and priorities of the judiciary and the national development goals;
- Liaising with the Panel of Judges for guidance and support in relation to the development and completion of the customised DL course;
- Participating as a tutor in the pilot DL course to assess the course content;
- Facilitating the implementation of the train-the-trainers program

- Actively participating in and monitoring the project discussion forum and the worldwide network forum of judicial training institutions that was established through the WIPO e-Learning Center;
- Continuous monitoring of ongoing activities and outputs to ensure that the project was being implemented as planned; and
- maintaining regular feedback and communication with the WIPO Project Manager.

Whilst the Panel of Judges was an important feature of the project in terms of initial project design, the appointment of National Consultants was another important feature of the project throughout its lifetime. Working with the judicial institutions and the national authorities throughout the implementation of the project and ensuring direct and continuously open channels of communication with them was important to ensure that the project had a form of WIPO representation on the ground. This allowed for the WIPO Project Manager to be rapidly aware of any challenges being faced and provided the opportunity to make adaptations as required.

Whilst work was ongoing in developing the generic and customised DL modules, the WIPO Academy was preparing its electronic training platform (the WIPO e-Learning Center) in order to host activities planned under the project. This included the organisation of special training sessions for national trainers and the establishment of fora for exchange and peer-to-peer learning among the national judiciary and a network involving the judicial training institutions.

Project design and implementation fell under the responsibility of the WIPO Academy. Although supported by a number of WIPO staff and interns, particularly in the Academy, the Project Manager was responsible for all aspects of the project and this was in addition to an ongoing non-project related workload. Due to the dedication and commitment of the Project Manager, the project was implemented within agreed timelines and budgets. However, it did create significant additional workload.

#### *Initial project documentation*

The initial project document was helpful in order to guide the project and prepare the Cooperation Agreement for each country as well as the country-specific project outline and ToR for the National Consultants.

Due to the different approaches that were needed for each country (including the different institutions with which the project agreements needed to be signed)<sup>7</sup>, it was not possible to adopt a one-size-fits-all approach to the project Cooperation Agreements. Not being able to use one template across all countries and ensuring that the approaches adopted and content of the training were suitable for each country added to the complexity of the project. However, this flexibility was key to the project's success.

Although the national Cooperation Agreements were different, the ToR for the National Consultants and the activities they had to undertake were common across all pilot countries. The standard outcomes here were all drawn from the initial project document. Feedback from the National Consultants in relation to the project document, their ToR and the planned project implementation phases was positive, stating that the clarity of all these documents, as well as the regular liaison with the Project Manager, were helpful for them in fulfilling their assigned tasks and role.

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<sup>7</sup> For example, in Lebanon the project Cooperation Agreement was signed with the Ministry of Justice whereas in Nigeria it was signed with the National Judicial Academy and the National Copyright Commission.

### *Project monitoring, self-evaluation and reporting tools*

With the project being implemented slightly differently in each of the pilot countries, having a clear oversight of implementation progress and any challenges being faced was essential for the Project Manager in order to be able to make adaptations if and when required.

Here, a combination of informal and regular communication with the National Consultants (who were responsible for monitoring at national level) combined with more formal and documented project reporting were important for the Project Manager as this allowed him to gain a consolidated overview of overall project implementation. The National Consultants also played a key role in monitoring activity on the project's discussion forum and ensuring that when questions were asked on the forum, that they were all answered appropriately by the tutor.

In addition, all participants were asked to complete evaluation forms after each component of the training. This approach allowed the WIPO Academy to have a good understanding of elements of the project that were working well as well as those that required adaptation. At the end of the project a structured questionnaire was completed by participants and this was supplemented by an open-ended more qualitative assessment. As can be seen from Table 3 below (Section 5.2), the monitoring feedback provided by participants on the achievement of project objectives is extremely positive across all countries.

### *Contribution of WIPO Secretariat entities*

As has been noted, the project was managed by the WIPO Academy. Contributions to support project design and implementation were provided from both within the Academy as well as from other WIPO entities.

Within the Academy, inputs were sought from the Distance Learning Program to ensure that the content of existing WIPO DL courses and materials could be used as a base for the course developed within the project. This also allowed for the application of the already-established e-learning standards and the development of relevant course content (using the inputs from the Panel of Judges). The Academy's technology infrastructure was also used to support the training.

Outside the WIPO Academy, the WIPO Regional Bureaux were all involved from the outset in terms of initial discussions with the Permanent Missions of the countries involved and being invited to participate in the initial fact-finding missions. They also played a role in helping to identify the National Consultants. As the project reached the implementation phase, the Bureaux were kept updated on progress, but their actual involvement was limited in nature.

Inputs to ensure the effectiveness and coherence of the project were also sought from other WIPO entities as required. For example, the Building Respect of IP Division provided assistance in identifying judges for the Panel of Judges and provided comments on the needs assessment questionnaire.

All entities involved in the project provided extremely positive feedback in relation to the role of the Project Manager who ensured ongoing open dialogue throughout the project timeframe.

### *Risk identification and mitigation*

As outlined in Table 1 below, a small number of potential risks were identified in relation to effective project implementation. Measures to mitigate these risks should they arise were included in the initial project document.



**Table 1 - Identified risks and mitigation measures**

Potential risk	Mitigation measure/s	Evaluation comment
Difficulties in organizing continuous training for a busy judiciary.	<ul style="list-style-type: none"> <li>Ensuring the full engagement and endorsement of the judicial training institution and/or the relevant authorities at all phases of the project.</li> <li>Development of an on-line element to the courses.</li> </ul>	By the final report, implementation of the project had received full support from all the judicial training institutions and the relevant authorities of the respective beneficiary countries and therefore the envisaged risk did not materialise. Mitigation of this risk was managed in part by signing tailored Cooperation Agreements and with the appointment of National Coordinators who liaised regularly with the participating training institutions.
Conditions in a selected pilot country may impede the project, in which case due discussions should be pursued.	Should such discussions be unsuccessful, the project in the country may be suspended or postponed.	The conditions in selected countries remained favourable throughout project implementation.
The use of ICT may face limitations that exist in developing and LDCs, such as absence of or low-speed Internet.	A key mitigation measure to counter this high risk would be to ensure the print-publishing of the Judges IP Toolkit.	Although some participants noted that internet access was not always possible, this did not hinder their completion of the course. There were no serious limitations with respect to the use of ICT as training materials were made available in easily accessible and printable formats.

As can be seen in the table, the foreseen risks either did not materialise or the planned mitigation measures were sufficiently robust to ensure that there was no negative impact on project performance.

## 5.2 Effectiveness

### Key Findings

**Key Finding 8** All project outputs – contributing to the final version of the WIPO Toolkit for Continuing Education of Judges - were successfully delivered within the project implementation timeframe.

**Key Finding 9** The main deliverable of the project was the WIPO Toolkit for Continuing Education for Judges. The toolkit comprised a number of separate but inter-linked deliverables including the creation of a generic DL course on IPR; the customisation of the generic course and materials for each of the project pilot countries; the development of a train-the-trainer program; free access to a global IPR court case database; access to national *fora* to support peer-to-peer learning; access to an international network on IPR to support international information exchange; and a customized instructor’s manual for each country. All these deliverables were completed within the agreed project timeline.

**Key Finding 10** The project ensured the successful training of 74 judges and legal professionals. Creating this pool of professionals with enhanced knowledge of IPR is an important foundational step in developing and strengthening a development-oriented culture in the judiciary of the participating countries.

These trained judges and legal professionals would assume the role of trainers of other judges in the field of IP.

**Key Finding 11** Although it is too early to provide strong evidence as to the achievement of objectives, evidence gathered through participant evaluations and discussions held during this evaluation indicate that all project objectives have been successfully achieved, at least in the short-term.

**Key Finding 12** Key informants for this evaluation were extremely positive in relation to the extent that the project had enhanced the skills and capacities of those trained. Although anecdotal in nature, representatives from all countries covered emphasised that prior to participating in the training, knowledge on IPR had been limited in nature, and that the course had successfully provided insights into global level IPR issues as well as national level, thereby strengthening IPR knowledge and capacity.

Evaluating the effectiveness of a project requires an assessment of the extent to which project objectives have been met. In the case of this project, whilst it is too early to undertake a full assessment of the achievement of the longer-term objectives, it has been possible to gain an initial understanding of this through project documentation, project monitoring data and discussions with key stakeholders. It has also been possible to assess the extent to which the project outputs have been completed.

*Project outputs*

As can be seen in Table 2 below, all project outputs were successfully completed within the agreed timeframe.

**Table 2 – Evaluation of project outputs**

Project Outputs	Indicators of Successful Completion (Output Indicators)	Final evaluation comment (based on final report and stakeholder discussions)
A mapping of IPR training institutions and other training initiatives for the judiciary existing world wide	Mapping completed	Survey circulated and a preliminary analysis complete.
	Preliminary analysis made	
Customised IP training modules for judges and magistrates for each pilot project	Modules completed and endorsed by the relevant national or regional authorities	All four modules were customised, completed and endorsed by the national authorities.
	At least one training session (on-line, blended or on-site) organised in cooperation with each beneficiary training institution based on the newly developed modules, curricula and training technique for achieving the desired learning outcomes	More than one training session was organised for each pilot country in cooperation with the beneficiary training institutions based on the developed modules.
A group of judges, including potential trainer(s), trained based on the developed modules	Beneficiaries completed the training session	All judges and trainers from the four pilot countries were trained based on the developed modules.

A network connecting judicial training institutions established	At least two judicial training institutions indicated their wish to establish contacts and cooperate more closely in the area of specialised training	All judicial training institutions expressed their wish to establish contacts with other similar institutions and to cooperate more closely in the area of specialized training.
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As foreseen in the project document, the following deliverables which comprise the WIPO Toolkit for Continuing Education for Judges and which are linked to the project outputs, WERE COMPLETE BY THE END OF THE PROJECT IN DECEMBER 2018:

- ⊙ **Creation of a Generic Distance-Learning Course on IP for the Judiciary.** This was developed by the WIPO Academy with the assistance of the Panel of Judges who contributed to and reviewed the course content. The Panel included judges from Australia, Belgium, China, Egypt, Peru, Philippines and South Africa
- ⊙ Based on the generic DL course, **four national DL courses were translated, customised and reviewed** for the benefit of the pilot countries. The customisation process was undertaken in full coordination with the national experts selected by the beneficiary countries, taking into account the national needs, priorities and judicial contexts of each country.
- ⊙ A **multi-faceted train-the-trainer program** for each pilot country was developed. Special DL and face-to-face training sessions were organised for each pilot country in coordination with the respective judicial training institutions and with the assistance of experienced international and national judges and professors.
- ⊙ National judicial training institutions were given **free access to a database of more than 3.5 million court cases on IPRs** from more than 110 countries for three years. A contract was concluded with a specialized company in this respect.
- ⊙ The **WIPO Academy e-learning platform was made available** for use for continuing education purposes by the judicial training institutions of each pilot country.
- ⊙ Four **national closed fora on information sharing and peer-to-peer learning amongst the judiciary of each pilot country were established.** Participants were given access to create their profiles and use the communication tools available for the forum. The *fora* will remain open and accessible following the conclusion of the project.
- ⊙ An **international network amongst judicial training institutions existing worldwide for exchange of information and experiences on continuing education activities related to IP** is now being developed by the WIPO Academy. It will be based on the existing *fora* which were established for the pilot countries. Judicial training institutions existing worldwide will be invited to join the network.
- ⊙ The **WIPO Academy courses have recently become accessible through mobile devices** (smartphones and tablets) in order to facilitate access to courses. For the convenience of judges, the customized modules and the networks mentioned above will also be made available through those mobile devices.
- ⊙ A **survey for the mapping of existing judicial training institutions offering training in IPR** for the judiciary was made.
- ⊙ A **customized Instructor's Manual for each pilot country** intended to guide the trainers in their continuing education performance is also being developed.

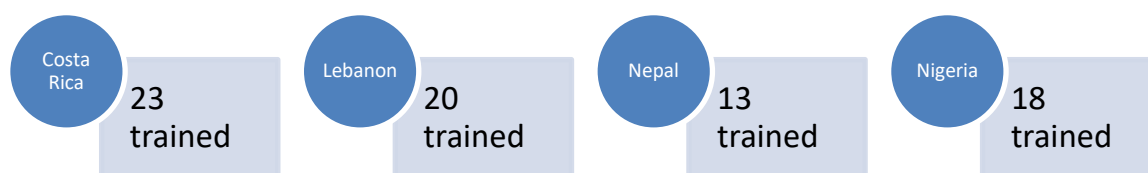
Most of the above project deliverables were completed by July 2018, as planned. A five-month extension was deemed necessary in order to undertake certain targeted activities in order to ensure the optimum quality of the project's outcomes.

At the national level, all country-specific activities listed above were implemented, in accordance with the Cooperation Agreements concluded with the Edgar Cervantes Villalta

School for the Judiciary (Escuela Judicial) in Costa Rica; the Ministry of Justice in Lebanon; the National Judicial Academy in Nepal; and the National Copyright Commission and the National Judicial Institute in Nigeria.

#### *Project objectives*

As can be seen in Figure 1 below, the project saw the successful training of 74 participants (of which 21 were women).<sup>8</sup> Each participant received some 120 hours of training. These participants constitute the core of the trainers that would conduct future training in the area of IP.



**Figure 1 – Number of trainees per country**

Successfully training this core number of judges and legal professionals in the four countries involved is considered to be a key foundational step in **developing and strengthening a development-oriented IP culture in the judiciary** – one of the project’s objectives. This in turn is likely to encourage local innovation and creativity as those involved in the creative industries will feel increasingly better-able to rely upon solid legal support in relation to IP matters. Discussions held in this evaluation and a review of project documentation revealed that most of those trained now understand the relationship between effective and efficient adjudication and local innovation and creativity. As can be seen from Table 3 below, 100% of respondents to the end of project survey felt that this objective had been achieved.<sup>9</sup>

**Enhancing the capacity and skills of magistrates, judges and prosecutors to adjudicate IP disputes efficiently and effectively** in cohesion with identified developmental needs. The agreed indicator for achievement of this objective was that at least 50% of those trained would acquire new skills for effectively and efficiently adjudicating IP disputes. Again, Table 3 shows that 100% of respondents to the end of project survey considered this objective to have been achieved. Judges spoken to for this evaluation and during project monitoring reported that, in line with the project’s objectives, the training had enabled them to acquire new skills for the effective and efficient adjudication of IP disputes. As already noted under section 5.1, throughout project implementation, participants highlighted their appreciation for the training. This has been supported in discussions undertaken during this evaluation with participants emphasizing that the training has permitted them to consolidate their knowledge on IP and, in the case of Nigeria, establish a core group of national resource persons ready to offer continuing education sessions to judges.

Course participants reflected that having a **two-fold approach to the training – DL and face-to-face – was optimal**. For some participants, dedicating time to the on-line training was challenging due to existing high workload. However, this did not prevent high levels of interaction and participation in the face-to-face training. Participants were keen to highlight that, in spite of some access issues due to poor internet connectivity, the DL element allowed them to participate at times that were most convenient for them with their already-

<sup>8</sup> The total number of planned participants was 76 but two were unable to complete the training for professional reasons and/or unavailability during the time of the face-to-face training.

<sup>9</sup> Table 3 highlights data gathered in the final project evaluation survey administered by WIPO and completed by the course participants. Out of the total of 74 participants who completed the course, 51 responded to the end of project survey.

busy lives. The face-to-face element allowed for increased interaction between them and knowledgeable IP professionals.

Participants and National Consultants emphasised that a key element which contributed to the effectiveness of the project was the **highly skilled and qualified trainers** that were commissioned by WIPO to deliver the training. Their ability to respond to questions of the trainees and the way in which they shared their knowledge was highly valued.

Training the judges to themselves be trainers was a central part of the project design. However, this required adaptation as the concept of training judges – already extremely knowledgeable in their field – was not comfortable in all pilot countries. In Nigeria for example, the project instead provided training to teachers and experts in order that they would provide the training to the judges in the second phase of the project. The role of the National Consultant in reviewing and designing the customised modules was critical here.

Ensuring **more efficient national IP dispute settlement institutions and ensuring a fair balance between IPR protection and the public interest** was the third project objective. As with the other objectives, it is too early to credibly evaluate the extent to which this has been achieved at this stage, but project reporting and monitoring are able to highlight that most of those trained (98% according to the end of project survey) acknowledge the correlation between adjudication and public interest and indicated that their dispute settlement skills had been improved. One concrete example was however highlighted in this evaluation relating to an IP dispute that took place at the beginning of 2019. One of the trained judges was able to positively report that, as a result of the training course, he had been able to make a judgement in relation to an IP case which would otherwise have been challenging. This highlights how the project has helped to ensure efficient national IP dispute settlement and enhance creativity as it provides a signal to artists and copyright holders that their rights will be upheld within an effective legal system as the judges and courts are now more knowledgeable of IP rights.

**Table 3 - Achievement of project objectives**

Project Objectives	Indicators of Success in Achieving Project Objectives	Performance Data				
		Costa Rica	Lebanon	Nepal	Nigeria	Total
Enhanced capacity and skills of magistrates, judges and prosecutors in developing and least developed countries to adjudicate efficiently and effectively IP disputes in cohesion with the identified developmental needs and priorities of the country.	At least 50% of beneficiary judges, magistrates and prosecutors report they acquired new skills for adjudicating efficiently and effectively IP disputes.	100%	100%	100%	100%	<b>100%</b>

A development-oriented IP culture in the judiciary that encourages local innovation and creativity as well as improves the environment for international collaboration, technology transfer and investment.	At least 50% of beneficiary judges, magistrates and prosecutors acknowledge the relationship between effective and efficient adjudication and local innovation and creativity.	100%	100%	100%	100%	<b>100%</b>
More efficient national IP dispute settlement institutions and fair balance between IPR protection and the public interest.	At least 50% of beneficiary judges, magistrates and prosecutors acknowledge the correlation between adjudication and public interest.	91.6%	100%	100%	100%	<b>98%</b>
More efficient national IP dispute settlement institutions and fair balance between IPR protection and the public interest.	At least 50% of beneficiary judges, magistrates and prosecutors indicate the training has improved their dispute settlement skills.	100%	100%	100%	100%	<b>100%</b>
A development orientation among the judiciary for creating a balanced, efficient and effective IPR dispute settlement system that supports local talent, innovation and creativity while incentivizing, rewarding and protecting, in an equitable, fair and balanced manner, the rights and interests of all IPR holders, IPR users and the public interest.	At least 50% of beneficiary judges, magistrates and prosecutors acknowledge the importance of balance between the rights and interests of IPR holders, IPR users and the public interest.	100%	100%	91.6%	91.6%	<b>96%</b>

The library of IPR books that WIPO donated to each institution involved will also contribute to the achievement project objectives in the longer term, as will the contract that WIPO negotiated on behalf of the institutions which allows them to have three-years' access to a library of on-line IPR-related court cases and judgements. In addition, all beneficiary judicial training institutions indicated that they would include IPRs in their regular continuing education programs using the recently developed modules for this purpose. Such a commitment is a strong assurance of the sustainability of the project at the national level.

The evidence above all contributes to the assessment that the main project objective - *“To build capacity for delivery of efficient and effective national IPR education and training programs for judges (magistrates, prosecutors and other members of the judiciary), including the creation of self-learning /reference “IPR Toolkits for Judges”* – has been successfully achieved.

Initial reports received from the pilot countries were very positive. A sign of this has been the requests from pilot countries for WIPO to continue to cooperate with them in order to

consolidate the results that were achieved. Some pilot countries reported that the benefits of the project surpassed their expectations. However, in order to gain an understanding of the longer-term effectiveness of the project, further monitoring will be required.

### 5.3 Sustainability

#### Key Findings

**Key Finding 13** The project was designed to ensure that the individuals and institutions who participated would be able to continue to benefit from the project beyond its lifetime. This entailed a number of steps including involving the judicial training institutions from the outset; tailoring key project outputs to national level needs; including local talent from the start; developing a pool of trained trainers; and facilitating access to national and international IP networks.

**Key Finding 14** Ensuring the sustainability of the project was an important part of the project's design. As such, the project outcomes were prepared to ensure that new requests for assistance for continuing education for the judiciary, coming from other countries, could be positively responded to. Key elements of guaranteeing the ability to replicate the project in new countries included the development of the generic training module and facilitating access to the course via smartphones and tablets.

#### *Continuation of the training programmes and related challenges*

The project aimed to develop structured and practical judicial educational and training programs on IPRs. As IPR laws are ever-changing however, IPR training of the judiciary needs to be an ongoing exercise. The project sought to prepare the ground for this continuous delivery and improvement of IPR formal training programs and foster peer-to-peer learning during and after the project timeframe in a number of ways. This included:

- ⊙ **Including the judicial training institutions from the outset** and ensuring that their priorities were included in the design of their country-focused training modules and manuals. This has been critical in terms of laying the foundations for sustainability.
- ⊙ **Tailoring key project outputs to the respective countries.** Having customised and nationally-relevant training modules will ensure that these outputs will remain firmly in the hands of the involved judicial institutions.
- ⊙ Ensuring that **the project has included local knowledge and talent from the start**, particularly with the involvement of the National Consultants, has also been a central element to guaranteeing sustainability.
- ⊙ **Developing a pool of trained trainers** in each country ensures that there is a cadre of professionals who are now in a position to provide further training to new sets and new generations of judges.
- ⊙ **Careful selection of the trainers to be trained** within the project was important to ensure sustainability. The decision to ensure that the trainers would primarily come from the pilot countries themselves (and not from other countries) has helped to contribute to the creation of a core of local judges, knowledgeable in IPR law.
- ⊙ **Developing a generic module** which can be adapted to new countries was not only cost-effective but has set the stage for its subsequent use in a larger number of beneficiary countries.
- ⊙ Access to the courses and their content will be made available through **smartphones and tablets** in order to facilitate access to information and learning by the judiciary.

As noted above, ensuring that the involved training institutions felt ownership for the project was not always easy. This was particularly the case when there was joint involvement from different bodies. In spite of some of these challenges, there are a number of examples of steps already taken by pilot countries to help ensure the sustainability of the project outputs. These include:

Country	Sustainability step
Costa Rica	Participants have started contributing to a database of IP judgements for their future reference.
Lebanon	There is a plan to call upon the trained judges to review current laws and ensure appropriate consideration of IP.
Nigeria	There is, in principle, agreement that judicial training institutions will include the WIPO training modules in their regular training programmes.

As a sign of the need and interest in the provision of this type of training on an ongoing basis, WIPO has already received a number of requests from Member States to continue with a similar model of cooperating with judicial institutions. These requests have come from 16 different countries and two regional groups.

## 6. CONCLUSIONS AND RECOMMENDATIONS

The CDIP “Development and Intellectual Property Rights Education and Professional Training with Judicial Training Institutions in Developing and LDCs” project was successfully implemented by the WIPO Academy between July 2016 and December 2018. Under the leadership of a WIPO Project Manager, the project was implemented in Costa Rica, Lebanon, Nepal and Nigeria. The project benefited from the involvement of an expert Panel of Judges to assist in identifying the most appropriate content and structure of the training program. Further and ongoing essential involvement of National Consultants in each of the participating countries helped to ensure that national priorities were always at the forefront of the project’s design and that implementation remained on track.

All project deliverables as foreseen in the project’s initial documentation were completed by the end of 2018 with key outputs being a generic DL course on IP for the judiciary; four national and customised DL courses; a multi-faceted train-the-trainer programme for each pilot country; free access to a global IP database for three years; the establishment of national information-sharing networks to facilitate ongoing peer-to-peer learning; and access to an international network between judicial training institutions for exchange of information.

All those spoken to as part of this evaluation were keen to highlight the positive results emanating from the project and the flexible and constructive way in which the project had been managed and implemented. Participating countries expressed an interest in continuing engagement with WIPO on the subject matter covered by the project and a number of other countries have expressed an interest in benefiting from the training courses developed through the project – both clear signs of how highly regarded the project and its results are.

Based on the 14 key findings of this evaluation a set of eight recommendations for consideration by WIPO are proposed below.

### **Project design and management**

#### 1. *Human resources*

Although a number of WIPO staff and interns, particularly in the Academy, contributed to the design and implementation of the project, overall responsibility was held by the designated



Project Manager in the WIPO Academy. With an ongoing and unrelated workload, ensuring the successful implementation of the project resulted in a significant stretching of capacity.

Recommendation 1:

In future, engaging additional human resources to support project implementation for the life of the project is recommended. This would allow the Project Manager to maintain overall responsibility for and oversight of the project but relieve some of the pressure that has been associated with this project in terms of capacity to also undertake ongoing, non-project-related work.

## 2. *National level expertise*

The role of the National Consultants and their national-level knowledge was critical in the success of the project. In addition, having been selected by their national authorities was important in ensuring national level ownership.

Recommendation 2:

It is recommended that if future similar projects are implemented, the same approach of engaging National Consultants should be adopted in order to ensure the smooth-running of the project at country level.

## **Effectiveness**

### 3. *Blended learning*

Using a combination of distance learning and face-to-face tuition was highly valued by all participants. This approach ensured some flexibility for trainees to complete elements of the course when time allowed but also ensured the ability to be involved in more practical and in-person discussions with other trainees and expert tutors thereby enhancing their understanding and knowledge of the subject matters covered.

Recommendation 3:

It is recommended that future courses of this nature adopt the same blended learning approach as seen in this project. The combination of learning and teaching methodologies was considered appropriate for all countries and all participants and was therefore critical in enhancing skills and knowledge.

## **Sustainability**

### 4. *Continued investment*

Stakeholders from all groups spoken to in this evaluation emphasised the importance of providing continued support to those trained in this project.

Recommendation 4:

Advanced or refresher training should be provided for the judges that have benefitted from the project so far in order to ensure that they continue to be up-to-date with IPR developments and to support the momentum created by the project. An alternative could be to hold a conference to be attended by the trained judges in order to provide them with the opportunity to exchange with each other and be informed of new IP developments.

### 5. *Propagation*

A key element of sustainability is ensuring that new generations of judges within the countries who participated in the project, but also those from other countries, are able to benefit from this highly regarded project in order to further enhance skills and capacities.

Recommendation 5(a):

It is recommended that there is further engagement with and support for the four pilot countries to gauge their ability to provide onwards training for new sets of judges with the objective of ensuring a new generation of judges familiar with IP.

Recommendation 5(b):

Using the mapping of judicial training institutions that was undertaken as part of this project as a start point, it is recommended that there is further investigation of the extent to which:

- the already-developed modules and manuals could be used to benefit neighbouring countries
- the trained judges and legal professionals would be in a position to provide training in neighbouring countries.

WIPO's involvement and financial support in both the above recommendations is essential.

## 6. Monitoring

It is too early to monitor the impact of the training and how sustainable it has been in the longer-term. However, gaining an understanding of this is important to ensure that the design of future similar projects and courses can take this learning into account.

Recommendation 6:

In order to gauge longer-term impact, it is recommended that WIPO continues to undertake project monitoring with participants and judicial training institutions involved in the project, over the next two to five years and use the data gathered to inform the design and implementation of future training courses.

## 7. Inclusion in discussion fora

In addition to continuing the training for those who have already benefitted, a number of stakeholders highlighted that maintaining the momentum of the project and building on the knowledge already gained through the course was important. This need not only be through additional or refresher training (as proposed in Recommendation 5) but could be facilitated in other ways as well.

Recommendation 7:

It is recommended that consideration is given to inviting the trained judges to participate in discussions on IP that are held by WIPO or asked for inputs when IP agreements are being revised. This will contribute to maintaining the momentum on the subject and ensure an ongoing invigoration of those who participated in the course.

[Appendix I follows]

## APPENDIX 1 KEY DOCUMENTS REVIEWED

This list provides an overview of some of the key documents that were reviewed as part of the evaluation process:

- Final reports of the National Consultants – Costa Rica, Lebanon, Nepal and Nigeria
- Initial Project Document (November 2015)
- Judicial Training Institution Project – Continuing Education Modules for the Judiciary – Draft Outline (January 2017)
- Needs Assessment Questionnaire
- Project assessment reports (various)
- Project Completion Report
- Project Cooperation Agreements
- Project Manager’s Oral Report to the 22<sup>nd</sup> Session of the CDIP November 19, 2018
- Project progress Reports (August 2016, June 2017 and September 2019)
- Project Proposal as submitted to the 16<sup>th</sup> Session of the CDIP November 9-13, 2015

[Appendix II follows]

## APPENDIX 2 STAKEHOLDERS INTERVIEWED

The table below provides a list of the key stakeholders interviewed during the course of this evaluation.

<b>WIPO OFFICIALS</b>		
1.	Mr. Sherif Saadallah	Executive Director, WIPO Academy
2.	Mr. Walid Abdelnasser	Director, Regional Bureau for Arab Countries
3.	Ms. Beatriz Amorim-Borher	Director, Regional Bureau for Latin America and the Caribbean
4.	Mr. Irfan Baloch	Director, Development Agenda Coordination Division
5.	Mr. Andrew Ong	Director, Regional Bureau for Asia and the Pacific
6.	Mr. Marc Sery-Koré	Director, Regional Bureau for Africa
7.	Mr. Xavier Vermandele	Senior Legal Counsellor, Building Respect of IP Division
8.	Mr. Mohamed Abderraouf Bdioui	Senior Counsellor, WIPO Academy - Project Manager
9.	Ms. Altaye Tedla	Head, Distance Learning Program, WIPO Academy
10.	Mr Mario Matus	Deputy Director General, Development Sector
11.	Mr. George Ghandour	Senior Program Officer, Development Agenda Coordination Division
<b>PILOT COUNTRIES</b>		
	<b>LEBANON</b>	
12.	Ms. Souheir Nadde	Intellectual Property and International Trade Law Consultant National Project Consultant
13.	Mr. Jad Maalouf	Judge - National focal point
14.	Ms. Rana El Khoury	First Secretary, Permanent Mission of Lebanon in Geneva
	<b>NEPAL</b>	
15.	Mr. Sajjan Bar Thapa	Senior Advocate - National Project Consultant
16.	Mr. Shreekrishna Mulmi	Director, National Judicial Academy, Nepal National focal point
	<b>NIGERIA</b>	
17.	Mr. John Asein	National Project Consultant
<b>RESOURCE PERSONS</b>		
18.	Judge Bassem Awad	Member of the Panel of Judges International Project Consultant
19.	Judge Luis Dies Canseco Nunez	Member of the Panel of Judges Dean, Faculty of Law and Human Sciences, University of Technology of Peru
20.	Prof. (Dr.) N.S. Gopalakrishna	Hon. Professor, Inter University Centre for IPR Studies, Cochin University of Science & Technology, Kerala, India
21.	Judge Ángel Galco Peco	Presidente de la Sección 28ª, de lo Mercantil Audiencia Provincial de Madrid
<b>TRAINED TRAINERS</b>		
22.	Judge Rola Abdallah	Lebanon
23.	Judge Antoine Tohme	Lebanon
24.	Judge Guillermo Guila	Costa Rica
25.	Judge Laura Soley Gutierrez	Costa Rica

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