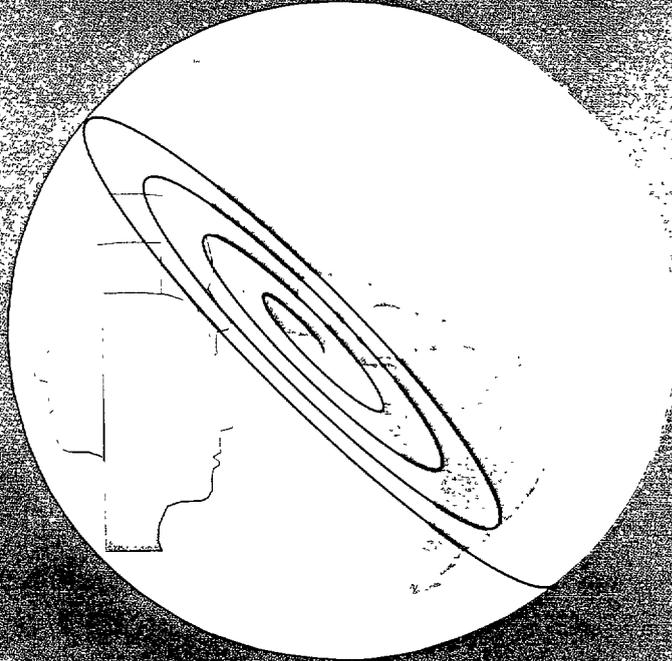


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**Trade Policy Education Resources  
in the Western Hemisphere:  
An Assessment of Demand and Supply**

*Luis A. Salicrup  
Gisela Vergara*



PN-ACK-898

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## Disclaimer

As part of this project, a Trade Education Database (TED) was built. Inclusion of trade education programs in the TED does not reflect any particular ranking or judgment of their quality; rather, programs are included based upon their regular availability and coverage of trade disciplines. Due to the time constraints of this project, the TED should be viewed as the first step in constructing a comprehensive source of formal education and training programs in trade policy available in the Hemisphere. The database is projected to be updated on a continued basis, with relevant new programs added to the existing inventory.

An Advisory Board of trade practitioners and academics, established for this project, helped in the initial identification of institutions and programs. Most programs were identified primarily using the Internet and catalogues.

Interviews for this study were conducted during March-August 1999 and programs for the TED were identified during the same period.

*d*

## FOREWORD

The comprehensive and far-reaching scope of modern trade negotiations as well as the implementation of regional and multilateral commitments have drastically redefined the areas and nature of technical assistance needs in trade policy.

The strengthening of trade policy knowledge and expertise is particularly important for the smaller economies of the Hemisphere. They have the most to gain from multilateral and regional trade rules but they also face the tightest budgetary, personnel and other capacity restrictions to participate fully in modern trade negotiations and to use modern trade rules to their advantage.

This study is part of a technical assistance project executed by the OAS Trade Unit and financed by the United States Agency for International Development (USAID) during 1999 to strengthen trade policy capacities in the Americas. The objective of the project was two-fold: to build the Trade Education Database (TED), containing an inventory of trade-related education programs offered in countries in the Hemisphere; and, to develop the study entitled “Trade Policy Education Resources in the Western Hemisphere: An Assessment of Demand and Supply.”

The present study (and the associated database) is, to our knowledge, the first systematic assessment of trade policy education resources and infrastructure in the Americas. It contains invaluable information on the trade policy education supply as well as on country trade-related needs and constraints. An important component of this study is an initial assessment of how well the supply serves the growing demand for training to improve trade capacity, given increased efforts by governments to pursue trade liberalization and economic integration.

The TED constitutes an important source of information for training and formal education programs in trade policy available to individuals from both the public and private sectors on a regular basis. It also serves to provide the donor community with a picture of the types of training available in the Hemisphere, allowing for a better allocation of resources and avoiding duplication of technical assistance efforts.

During the second semester of 1999, the TED was presented to the Chair of the Free Trade Area of the Americas (FTAA) process, at the

time under the responsibility of Canada, who in turn introduced it to the relevant FTAA decision-making bodies. Based on its perceived value for trade-related capacity building, the Trade Ministers decided to include the TED as part of the Business Facilitation package approved in their meeting in Toronto in November 1999. The TED is now available on the official FTAA website under the “Technical Assistance” heading.

I would like to thank the USAID for its financial and substantive support of this study and the construction of the associated database. I would also like to express my appreciation to Luis Salicrup and Gisela Vergara for their hard work and to recognize the invaluable contribution of the members of the Advisory Board, of the OAS-Trade Unit experts, and of university, regional, private sector and government representatives throughout the Hemisphere that dedicated time from their busy schedules to answer the questionnaires, participate in interviews, and contribute their knowledge to this effort.

José M. Salazar-Xirinachs  
Chief Trade Advisor  
Trade Unit  
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## ACKNOWLEDGEMENTS

Many people in the trade community contributed their time and experience to this project. Considerable gratitude is owed to the sponsor of the study, the Bureau for Latin America and the Caribbean of the U.S. Agency for International Development (USAID).

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The assistance of Alison Primo and Marcelo Mejía in the collection of information, data and identification of resources was valuable in making the TED as comprehensive as possible.

We would also like to thank the members of the Advisory Board: Rodolfo Quirós -Instituto Interamericano de Cooperación para la Agricultura (IICA), Costa Rica; Roberto Bouzas- Facultad Latinoamericana de Ciencias Sociales (FLACSO), Argentina; Juan José Taccone -Instituto para la Integración de América Latina y el Caribe (INTAL), Argentina; Jorge Grandi -Centro de Fomación para la Integración Regional (CEFIR), Uruguay; Liliana Canale - Corporación Andina de Fomento (CAF), Colombia office; Tymoon Stewart - Regional Negotiating Machinery and University of the West Indies (UWI)-Trinidad and Tobago; Francisco Prieto - U.N. Economic Commission for Latin America and the Caribbean (ECLAC), Chile; Mónica Araya -Sustainable Americas Project, Yale Center for Environmental Law and Policy, Connecticut; Alberto Valdés -World Bank, Washington D.C.; Jaime Granados -Inter-American Development Bank (IDB), Washington D.C.; John Becker -USAID, Washington D.C.; Donald Mackay and José Manuel Salazar- Organization of American States, Washington D.C..

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This study also benefited immensely from interviews with trade officials and negotiators as well as with representatives from multilateral and regional organizations, academia, and the private sector throughout the region.

Special thanks should also be extended to Professor Geza Feketekuty for his comments on the previous drafts of this study, to Ivonne Zúniga for her editorial revisions, and to Fernando de Souza for his cover design.

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## EXECUTIVE SUMMARY

There is consensus among the governments of the Western Hemisphere that technical assistance is crucial to advance the Free Trade Area of the Americas (FTAA) negotiations and to enable all countries, especially the smaller economies, to fully participate in the integration process.

Knowledge of the trade disciplines involved in the FTAA negotiations and practice of modern trade policy are limited in many countries in the Hemisphere. In light of the importance of strengthening trade policy capabilities for a successful integration movement, a study of the hemispheric trade policy education infrastructure and how it serves the demand for education and training was deemed necessary to better meet the technical assistance challenges posed by the FTAA.

The present study “Trade Policy Education Resources in the Western Hemisphere: An Assessment of Demand and Supply” is the product of an effort to appraise both the state of hemispheric trade policy education and the different trade policy needs stemming from trade liberalization. This study includes three different components: (i) an assessment of the existing trade policy education supply in the Americas; (ii) an assessment of the demand for trade policy education resources, identifying the existing gaps between supply and demand; and (iii) an expanded list of websites and education technology resources that can be used in trade education and distance learning programs.

### *(i) Assessment of Trade Policy Education Supply*

Pursuant to the assessment of the hemispheric trade policy education supply, the Trade Education Database (TED) was built.<sup>1</sup> The TED includes an inventory of 271 trade-related formal education and training programs, 266 of which are offered by international, regional, government, university, NGO, and private institutions in 22 countries of the Americas, and five of which are offered by multilateral organizations outside the Hemisphere.<sup>2</sup>

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<sup>1</sup> Upon completion of the TED, the chair of the FTAA Trade Negotiations Committee (TNC) was informed of the utility of the database in helping advance trade capacity building. The chair recognized the importance of the database as a source of information and proposed the TNC, in July 1999, to include it as a technical assistance measure in the Ministerial Declaration of Toronto. As established by the Ministerial Declaration of Toronto, in November 1999, the TED is now available on the FTAA Home page (<http://www.ftaa-alca.org/trt/searchted.asp>).

<sup>2</sup> Over 300 programs were considered in 22 countries of the hemisphere. Programs were included in the TED based on their curricular coverage of pertinent trade

In analyzing the content of the TED, it was found that trade policy programs are relatively new and their coverage of the different trade disciplines is uneven. About 75% of the trade policy offerings identified in the TED cover International Trade Negotiations<sup>3</sup> while 38% cover Market Access; 31% Intellectual Property Rights (IPR- 86% of the supply is in North America); 20% Dispute Resolution; 17% Services; 11% Agriculture; and 11% Antidumping, Subsidies and Countervailing Duties. In general, the coverage of the new issues is limited: 22% Investment; 7% Government Procurement; and 13% Competition Policy. Trade-related issues such as Labor and the Environment are covered in 6% and 12% of the programs, respectively.

In addition, the content of the inventory indicates that 64% of the trade policy offerings in the Caribbean, Central and South America are training activities as opposed to 36% of formal education programs.

Important constraints are affecting the efficacy of the trade policy education infrastructure and the most noticeable are: general unawareness by the academic community of the existing demand for trade policy education and training; lack of updated instructional materials and specialized professors and trainers in the trade field; lack of a practical approach in the learning methodologies, placing too much emphasis on theory; and lack of coordination among universities, the government and private sector.

*(ii) Assessment of the Demand for Trade Policy Education*

For the demand assessment, 42 government and regional trade officials and private sector representatives from 20 countries were asked to identify their country and regional needs and evaluate their current trade education infrastructure. They identified Market Access, International Trade Negotiations, and Agriculture as the three major areas of educational needs. Most interlocutors regarded their countries' trade policy education as either deficient or very poor. This assessment was most prevalent in Central America and the Caribbean.

Especially useful in assessing the trade policy needs was the trade officials' input in identifying both the bottlenecks affecting the trade policy education infrastructure and the existing gaps between demand and supply. The interlocutors consistently identified the following as the main bottlenecks affecting the current trade policy education supply: lack of continuity due to changes of governments; lack of a national strategy regarding trade policy, lack of coordination between universities, government, and private sector; and,

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disciplines and on their regular availability. Isolated courses (not offered on a regular basis) were excluded.

<sup>3</sup> For themes covered under International Trade Negotiations, see page 15.

scant access to updated information in the substantive trade disciplines. When describing the deficiencies of the trade policy education infrastructure, the majority of the interlocutors pinpointed the following gaps: lack of quality formal education programs; lack of trainers and training activities; and lack of funding.

After assessing the specific needs and the trade policy offerings in the Hemisphere, this study found that the gaps between supply and demand are larger in the Caribbean and Central American countries than in the other sub-regions considered. The results for these two regions indicate that the current supply of trade policy education does not match the increasing demand for trade education and negotiating capacities. Additionally, offerings in these countries are mainly in the form of one to three day training courses, which limits in-depth coverage of complex trade topics and interrupts the learning process. Most trade officials surveyed indicated that two-week seminars based on case study and simulation exercises are the preferred mode of delivery.

*(iii) Expanded List of Websites and Education Technology Resources*

An important component of this project is the creation of an expanded inventory of websites and education technology resources useful to trade specialists and academics, and to private sector, NGO, and government representatives interested in trade issues. This inventory is divided by type of organization, theme, general trade sites, and trade education networks, emphasizing on those which could be used on distance learning programs in trade policy.

### **Recommendations for Stakeholders**

In light of the results of this assessment, this study recommends a dual-track strategy for university, regional, international, government and private institutions to pursue: (1) *the creation and strengthening of alliances or partnerships in the context of regional and hemispheric integration* and (2) *the use of trade-related distance learning programs.*

#### *1. Creation and Strengthening of Alliances*

Serving the needs for hemispheric trade policy education requires the creation and strengthening of alliances between universities, the private sector, government, NGOs, regional, and international organizations. These alliances can address the existing gaps in trade policy education by establishing centers of excellence; providing guidance in the design and development of trade policy programs; cooperating in the planning and funding of a wide range of training activities; providing a system for continuing education for current negotiators and the private sector; conducting impact studies; creating a data base of experts in the different trade themes; and training a cadre of trade

experts. Centers of excellence could build upon existing alliance efforts undertaken by a few higher education and training institutions in the Hemisphere, which are already working together in partnerships to strengthen the international focus of their programs by expanding collaborations with government, private sector, regional, and multilateral organizations.

The recommendation of alliance-building in trade policy education is based on the knowledge of existing resources and funding available to pursue such effort. USAID University-Linkage Program and USIA College and University Affiliations Program are among the various sources providing financial support to partnerships such as those recommended in this study. These programs are providing financial support to alliances of various stakeholders for research in NAFTA topics, i.e., Labor and Environment, and their impact on economic and social development of member countries.

## *2. Use of Trade-Related Distance Learning Programs*

The use of information technologies can help close the communication gap among universities, the private sector and government, which was identified as a major bottleneck affecting trade policy education supply and demand. Video-conferences, video workshops, video courses, computer and Internet based modules are mechanisms that can promote better understanding of trade policy issues by facilitating education, training, and dialogue among the different stakeholders. The expanded inventory of websites and education technology resources created as part of this study could prove useful to trade specialists, academics, private sector specialists, NGOs, and government representatives interested in trade policy issues.

## **Recommendations for Donor Agencies**

### *Strengthening Information Sharing*

The donor community can address the FTAA technical assistance challenges by strengthening information sharing to avoid repetition and inefficiencies in technical assistance delivery. Information sharing among technical assistance providers and alliance-building among stakeholders would also maximize the utilization of the existing relatively scarce trade policy resources. Donors and stakeholders can advance the coverage of the priority trade disciplines and themes.

### *Creating Centers of Excellence*

In conjunction with local stakeholder alliances, donors can support trade-related technical assistance activities, including: (i) the creation of centers of excellence in trade policy and capacity-building in the different trading groupings; (ii) the development of instructional materials, including simulation exercises, case studies, best practices, and the updating of current academic and

training programs; and (iii) programs to train the trainers, using distance learning education programs and information technology resources.

**Recommendations for the Organization of American States (OAS)**

The OAS can address the need for an organized high-level dialogue among the different stakeholders by taking a pro-active role in promoting university-government-private sector dialogues and training courses. This would help integrate the private sector, trade officials, and universities in the analysis of trade issues as an input for better trade policy formulation and implementation.

The OAS can also take a leading role in using technology in distance learning by offering the OAS-WTO-Georgetown University course and the OAS regional workshop materials in the forms of video courses and Internet-based modules throughout the Hemisphere.

## I. INTRODUCTION

At the Second Summit of the Americas held in Santiago, Chile, in April 1998, the Heads of State and Government of the Western Hemisphere agreed to the formal launching of negotiations for the creation of the Free Trade Area of the Americas (FTAA). The hemispheric integration process is managed by the 34 participating countries with the assistance of a number of multilateral institutions. The negotiations themselves are supported logistically by a temporary Administrative Secretariat, while the Tripartite Committee provides technical and analytical support.

The Tripartite Committee is a mechanism by which the Organization of American States (OAS), the Inter-American Development Bank (IDB) and the United Nations Economic Commission for Latin America and the Caribbean (ECLAC) coordinate their activities in support of the FTAA process. In Santiago, government leaders called on the Tripartite Committee “to consider requests for technical assistance related to FTAA issues from member countries”, particularly from the smaller economies in order to facilitate their integration into the FTAA process.<sup>4</sup>

Since the First Summit of the Americas in 1994, the Heads of State fully recognized that the creation of the FTAA would be a “complex endeavor,” “particularly in view of the wide differences in the levels of development and size of economies existing in our Hemisphere.”<sup>5</sup> Size ranges from 9.8 million sq. km (United States) to 269 sq. km (St. Kitts and Nevis); gross national products (GNP) vary between US\$8.4 trillion (United States) and US\$500 million (Antigua, Dominica, and St. Lucia).<sup>6</sup>

Cognizant of the smaller economies’ constraints, in 1995 the Trade Ministers of the Hemisphere established the Working Group on Smaller Economies,<sup>7</sup> with the objectives of: (i) identifying and assessing the factors affecting the participation of smaller economies in the FTAA and the expansion of trade and investment; (ii) identifying and examining ways to facilitate their adjustment to the FTAA process, including the promotion and expansion of their trade, and providing recommendations on measures to be taken and issues to be taken into account in the negotiations of the FTAA; and

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<sup>4</sup> Plan of Action of the Second Summit of the Americas, Santiago, Chile, April 1998.

<sup>5</sup> Declaration of Principles, Miami Summit of the Americas, December 1994.

<sup>6</sup> Bernal, Richard, “CARICOM States and the FTAA: Adequacy of Preparation, Participation, and Negotiating Structures,” in *Small Caribbean States and the Challenge of International Trade Negotiations*, e.d. Anthony Peter Gonzales, Institute of International Relations, Trinidad and Tobago, 1996, p. 79.

<sup>7</sup> Joint Declaration of the first Trade Ministerial meeting, Denver, Colorado, June 1995.

(iii) requesting the OAS, IDB, ECLAC and other relevant institutions to provide pertinent information on their activities to facilitate the smaller economies' integration in the Hemisphere.

At the final meeting of the FTAA Working Group on Smaller Economies held in Mexico in October 1997, participants "stressed the critical role of technical assistance in the FTAA process and highlighted the importance of training on multilateral and regional trade issues. They agreed on the need to identify the specific requirements of the FTAA participants in this area and agreed to prepare an inventory of technical assistance needs."<sup>8</sup> The Tripartite Committee has completed two inventories of the smaller economies' needs based on country submissions to questionnaires. The August 1999 inventory identified cooperation needs related to areas such as: assistance in evaluation of trade-related technical assistance needs, human resources and administrative capacity, institutional reform, compliance with WTO commitments, and information and communication technology.<sup>9</sup>

The results of the August 1999 inventory indicate that the need for training of human resources is common in most of the smaller economies surveyed. This is particularly significant in light of the smaller economies' trade policy limitations as they strive for further trade liberalization at the regional, hemispheric and multilateral level.

The challenges of strengthening their trade policy capabilities for the FTAA and other negotiations and adapting their national laws to the World Trade Organization (WTO) commitments are issues of concern to the majority of the Latin American and Caribbean (LAC) countries. In trade debates throughout the Hemisphere, the need to strengthen human resources has been identified as a fundamental factor for improving countries' readiness to fully participate in the creation of the FTAA.

Despite efforts by international, multilateral, and regional organizations to offer training to trade officials in the different LAC countries, the region's negotiating capabilities and trade policy expertise remain very uneven. This holds especially true as regards the new issues emerging at the multilateral and hemispheric trade debates, *inter alia*: Investment, Services, Government Procurement, Intellectual Property Rights, Competition Policy, Dispute Resolution, as well as in the area of Electronic Commerce. Many of these trade items are not only at the core of the FTAA negotiations, but are expected to be addressed or reviewed in a new round of multilateral trade negotiations. Labor

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<sup>8</sup> FTAA Consultative Group on Smaller Economies, *Technical Cooperation Needs Assessment for Smaller Economies* (FTAA.sme/w/02/Rev. 4, Derestricted), August 15, 1999, p.1.

<sup>9</sup> *Ibid*, p.3

and the Environment are also emerging as important items in international trade discussions.

Knowledge of the complexity of modern trade policy practice and trade-related issues by the different countries is a critical component of any successful hemispheric integration movement. Trade negotiators acknowledge the importance of training and education in the substantive trade disciplines at the core of the FTAA negotiations to advance the integration process. Further trade liberalization and hemispheric integration require a clear understanding by all stakeholders (governments, private sector, academia, and civil society) of national trade laws and how they relate to the regional agreements, FTAA, and WTO rules.

Conscious of the need to strengthen institutional capabilities and public understanding of the hemispheric integration process in the LAC region, the United States Agency for International Development (USAID) and the OAS Trade Unit agreed to cooperate in a major study intending to assess the existing trade policy education and training infrastructure in the Western Hemisphere.

The Trade Education Database (TED), now available on the official FTAA website, is one of the products of that endeavor. In addition, the present study “Trade Policy Education Resources in the Western Hemisphere: An Assessment of Demand and Supply” was undertaken with a view to assess how well the supply serves the growing demand emerging from the increased efforts by governments to pursue trade liberalization and economic integration.

## **II. TERMS OF REFERENCE AND OBJECTIVES OF THE PROJECT**

### *A. Terms of Reference*

In January of 1999, USAID's Broad Based Economic Growth (BBEG) Team of the Bureau for Latin America and the Caribbean of the Office of Regional and Sustainable Development authorized a grant for the OAS Trade Unit to carry out an assessment of the existing trade policy education and training infrastructure in the Western Hemisphere relevant to advancing public understanding of trade policy issues. The term "public" encompasses all stakeholders within government, business, academia, and the broader non-government organization (NGO) communities.

The definition of the subjects to be covered under the heading of "trade policy education" was guided by the issues covered in the FTAA negotiating groups as well as by selected topics raised by multilateral and bilateral organizations, NGOs, and specialized institutes in the Hemisphere focusing on economic integration and other issues pertaining to trade talks.

### *B. Objectives*

The objectives of this assessment were to:

- i) develop an inventory (database) of different programs providing trade policy education and/or training throughout the Hemisphere;
- ii) evaluate how well the supply serves the demand in the different areas of trade policy education; and
- iii) provide recommendations to the donor community and the OAS regarding technical assistance to serve unmet needs or to strengthen the hemispheric trade education infrastructure.

### III. METHODOLOGY

The methodology applied in this study varied in each of the three components requested in the project:

- An inventory of the programs that provide formal education and/or training to advance public understanding of trade policy issues (Trade Education Database – TED)
- An assessment of the demand for trade policy resources, and
- An expanded list of websites and education technology resources on trade.

#### A. Inventory of Trade Policy Education Programs

An important objective of this activity was to construct a user-friendly database of the existing trade policy education resources in the Americas relevant to advancing hemispheric understanding of trade policy issues such as the implementation of the WTO obligations and the country-level reforms required to prepare for membership in the FTAA.

A questionnaire was designed to identify quality sources of trade policy education and/or training throughout the Hemisphere (see Annex A). This questionnaire was used as a standardized model to obtain the information needed for this inventory.

The data was collected using multiple approaches and sources, including literature review, examination of websites and catalogues, and telephone and face-to-face interviews in a limited number of countries. Interviews were conducted with program directors and university staff directly involved in the design, coordination, and implementation of the different educational and training activities. Face-to-face interviews were conducted in Argentina, Chile, Colombia, Costa Rica, El Salvador, Guatemala, Mexico, Trinidad and Tobago, and the United States (see Annex B).

Over 300 hundred programs were assessed in 22 countries of the Hemisphere. Information was gathered in each one of the following categories:

- Institutional Profile
- Mode of Delivery
- Trade Policy Education and/or Training Information
- Supply Infrastructure

The *Institutional Profile* section included contact information that will allow the users of this inventory to get additional knowledge about the programs offered. The items covered were: organization name, acronym, department or division responsible for the program, city and country, address, phone, fax, e-

mail, web page, contact person, program title, type of institution, targeted sub-region, and targeted population (government officials, private sector representatives and students, among others).

The variables considered under the type of institution included regional, bilateral, and multilateral organizations, university, research centers, NGOs, government, and private institutions. The targeted sub-region referred to the region to which the program is targeted and the variables here included the Andean Community, the Caribbean (including both English and Spanish speaking countries), Central America, North America (NAFTA countries), and the Southern Cone (MERCOSUR countries).

The *Mode of Delivery* section identifies whether the program offered formal education or training. The following were the variables included for each subcategory:

Formal education

- (a) Undergraduate-Associate Degree (AD)
- (b) Undergraduate-BA or BS (or equivalent)
- (c) Graduate-Masters Program
- (d) Graduate-Doctorate Program
- (e) Graduate-Certificate<sup>10</sup>

Training

- (a) Seminars
- (b) Workshops
- (c) Short courses
- (d) Diplomados (Certificate Programs)<sup>11</sup>

This section also includes a question about the preferred learning strategy, which aims at identifying the different instructional strategies such as lectures, case studies, simulations, internships, field studies, and research. In this section, the objective was to evaluate educational approaches used in trade policy programs, i.e., practical versus the traditional theoretical approach.

The *Supply Infrastructure* section gathered relevant information about each program such as cost, eligibility or admissions requirements and the availability of publications. It also inquired about years in trade education and/or training, total number of people trained and future plans concerning trade education or

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<sup>10</sup> This modality, common throughout Latin America, is a “hybrid” graduate degree, since it requires an undergraduate degree and research work. This type of study is not recognized as a master’s degree in the United States.

<sup>11</sup> Diplomados (certificate programs) are specialized intensive courses usually with a duration of one to three months, providing a certificate upon completion.

training. The objective of this section was to assess the accessibility and sustainability of the trade policy programs.

In the *Trade Policy Education and Training Information* section, the objective was to identify what trade policy themes were studied in each program. The frame of reference was the FTAA negotiating groups' themes: Market Access, Agriculture, Investment, Services, Government Procurement, Intellectual Property Rights (IPR), Subsidies, Antidumping (AD) and Countervailing Duties (CVDs), Competition Policy, and Dispute Resolution. It was considered important to also include coverage of Labor and Environmental issues in trade programs. Following recommendations made by this project's International Advisory Board (see Annex C), and due to its relevance, a thematic category called International Trade Negotiations was considered. Under this item, topics such as International Trade Institutions, Trade and Economic Integration, Free Trade Areas and Economic Groups, and Negotiation Strategies and Techniques were included.

Each trade discipline category was broken down into specific knowledge or sub-themes, considered as priority by the OAS Trade Unit specialists, as well as by the members of the International Advisory Board.

After the final revision and selection of programs, the TED was set up electronically using Microsoft Access and a user-friendly format was designed for the official FTAA web page. This database allows the user to identify the existing education infrastructure in the Hemisphere by country, institution, and trade discipline.

## **B. Assessment of the Demand for Trade Policy Education Resources**

To assess the demand for trade policy education in the LAC region, and as a first step, previous studies of technical assistance needs were reviewed.<sup>12</sup> Since these studies covered a broad range of technical assistance areas, it was deemed necessary to identify country needs pertaining only to trade policy education and training. Consequently, a questionnaire was designed to gather the necessary information to assess the specific trade disciplines where countries lacked education and/or training (Demand questionnaire is included in Annex D). Additionally, the questionnaire was used to inquire about the perceived gaps between the trade policy education demand and supply.

A total of 42 trade officials and negotiators of the LAC region responded the questionnaire,<sup>13</sup> with the number distributed in the following manner: *North*

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<sup>12</sup> The studies are cited in the Demand Assessment section.

<sup>13</sup> There is an uneven distribution of the number of officials consulted due to the limited number of country visits, access to trade representatives, and responses to the questionnaires from country officials.

*America:* Mexico (2); *South America:* Argentina (4); Brazil (1); Bolivia (1); Chile (2); Colombia (4); Peru (2); Uruguay (1); Venezuela (1); *Central America:* Costa Rica (8); El Salvador (2); Guatemala (4); Nicaragua (1); Panama (1); and the *Caribbean:* Barbados (1); Grenada (1); Guyana (1); Jamaica (1); St. Lucia (1); and, Trinidad and Tobago (3) (for names, see Annex E).

**Countries Surveyed in the Demand Assessment Study**

<b>Region/Country</b>	<b>Trade Officials Surveyed</b>
<b><i>Central America</i></b>	<b><i>16</i></b>
Costa Rica	8
El Salvador	2
Guatemala	4
Nicaragua	1
Panama	1
<b><i>The Caribbean</i></b>	<b><i>8</i></b>
Barbados	1
Grenada	1
Guyana	1
Jamaica	1
St. Lucia	1
Trinidad and Tobago	3
<b><i>South America</i></b>	<b><i>16</i></b>
Argentina	4
Bolivia	1
Brazil	1
Chile	2
Colombia	4
Peru	2
Uruguay	1
Venezuela	1
<b><i>North America</i></b>	<b><i>2</i></b>
Mexico	2
<b><i>Total</i></b>	<b><i>42</i></b>

Input was gathered through face-to-face interviews with trade ministers and vice-ministers, trade negotiators and officials in 8 countries, while officials from other countries sent responses to the questionnaires by fax. In some of the countries visited, there was greater access to key negotiators and trade officials than in others due to the region's busy trade agenda. Comments and opinions were also provided by officials from regional organizations such as the Secretaría de Integración Económica Centroamericana (SIECA), the Instituto Interamericano de Cooperación para la Agricultura (IICA), the Andean Community Secretariat, the Corporación Andina de Fomento (CAF),

and the Caribbean Regional Negotiating Machinery (RNM). The private sector also provided input in Colombia, Costa Rica, Guatemala, and Trinidad and Tobago. Although valuable information was gathered through the interviews and questionnaires, this is in no way a comprehensive review of the hemispheric demand for trade education.

The supply side questionnaire was used as the basis for the demand questionnaire. The demand questionnaire inquired about the same trade disciplines used in the supply questionnaire, with a view to identifying the existing gaps between the demand and the course offering in each trade discipline. The following structure was included in the questionnaire:

- Informant Profile
- Education and Training Resources Needs
- Mode of Delivery
- Trade Policy Education Infrastructure Supply
- Matching Demand vs. Supply

The *Informant Profile* section included all the pertinent information to identify the qualifications and experience of the interlocutors such as name, position, type of institution, city, country, address, and geographic region.

In *Education and Training Resources Needs*, the interlocutors were asked to give a ranking (one to three) of the major areas of educational needs in the country. The items given to choose from were International Trade Negotiations, Market Access, Agriculture, Investment, Services, Government Procurement, IPR, Subsidies, AD and CVDs, Competition Policy, Dispute Resolution, Labor and the Environment. Additionally, the questionnaire asked respondents to identify the specific knowledge or sub-themes of interest within each trade discipline.

In the *Mode of Delivery* section, interlocutors were asked to give their opinion as to the most effective tools for addressing existing needs regarding trade policy education. Country officials were given the following options: formal education, training, or both alternatives.

Under formal education, country officials were asked to choose two among:

- (a) Undergraduate degree
- (b) Graduate certificate
- (c) Masters
- (d) Doctorate programs

Under training, country officials could choose among the following options:

- (a) One to three day seminars and workshops
- (b) One week seminars and workshops
- (c) Two week courses
- (d) One month courses
- (e) Two to three month courses or “diplomados” (certificate programs)

Under preferred learning strategy, country experts were asked to choose the ones they considered most effective from the following:

- (a) Lectures
- (b) Trade negotiation simulations
- (c) Case studies
- (d) Research
- (e) Internships
- (f) Field studies
- (g) Other

In the *Trade Policy Education Infrastructure* section, the interlocutors were asked to categorize in general terms the existing trade policy educational infrastructure in their country and region among the following options:

- (a) Excellent
- (b) Good
- (c) Adequate
- (d) Deficient
- (e) Very poor

Additionally, if the answer was adequate, deficient or very poor, respondents could pinpoint the major problems or bottlenecks affecting the trade policy supply in their country and region.

In the *Matching Demand vs. Supply* section, the interlocutors were asked to select the existing gaps between the trade education supply and the demand in the different trade disciplines. Country officials were asked to select from the following options:

- (a) Lack of formal programs
- (b) Poor quality of existing formal programs
- (c) Lack of training activities
- (d) Lack of trainers
- (e) Lack of instructional materials
- (f) Lack of physical infrastructure
- (g) Lack of funding
- (h) Other, specify

In this section, country representatives were also asked to identify the most effective way to overcome the identified gaps. This was formulated as an open-ended question to allow for suggestions and recommendations from the different interlocutors.

### **C. Expanded Inventory of Websites and Education Technology Resources**

Another important component of this Trade Policy Education Resources Assessment project is an expanded inventory of websites and education technology resources useful to trade specialists, academics, private, NGO, and government individuals interested in trade issues. This inventory is divided by type of organization, theme, general trade sites, and trade education networks, emphasizing those which could be used in distance learning trade policy programs. (The complete inventory is included in Annex F).

#### **IV. ASSESSMENT OF THE DEMAND FOR TRADE POLICY EDUCATION**

The increased participation of the Western Hemisphere countries in bilateral, regional, and multilateral trade agreements has underscored the necessity for technical assistance to engage nations better in comprehensive and profitable trade negotiations. A large spectrum of the demand for technical assistance has been identified in previous studies on smaller economies, ranging from institutional reform needs to administrative and human resources capacities. Trade policy training has been at the core of many of the identified needs.

Several studies have been conducted to help identify the smaller countries' technical assistance needs in order to facilitate their participation in the FTAA process.

In 1997, the Centre for Trade Policy and Law (CTPL) and the Fundación del Servicio Exterior para la Paz y la Democracia (FUNPADEM) conducted a needs assessment of trade policy training in Central America<sup>14</sup> as part of the Canadian government's offer of trade policy technical assistance to the governments of the region. The study found that the training needs were truly massive if the region were to fully implement the WTO commitments, to update the CACM consistency with the WTO and to participate more proactively in the FTAA process. The study found that in-depth training was required "in virtually all aspects of trade policy formulation and implementation," with considerable emphasis placed by the interlocutors on the region's inability to participate effectively in trade negotiation processes.<sup>15</sup> After interviewing country and regional organization trade officials, the study concluded that to meet the Central American institutional needs and to support the integration process, "training should be offered on a regional basis, albeit with some elements delivered nationally, tailored to the differing needs of the individual economies."

The CTPL and FUNPADEM identified training needs in four substantive areas: (i) Agriculture and Phytosanitary Measures; (ii) Industrial Standards and other Technical Barriers to Trade; (iii) Dispute Resolution; and (iv) Services. CTPL also found that the development of negotiating skills (including the

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<sup>14</sup> Centre for Trade Policy and Law (CTPL) and Fundación del Servicio Exterior para la Paz y la Democracia (FUNPADEM), *Central American Trade Policy Training Needs Analysis*, September 1997.

<sup>15</sup> *Ibid*, p.1.

capacity to organize for negotiations, determine objectives, and develop and implement negotiating strategies) was an area of priority.

In 1999, the CTPL undertook an impact assessment of three training activities in Agriculture and Trade Negotiations it conducted in June and July 1998 as a follow up to the previous needs assessment study.<sup>16</sup> The objective was to appraise whether its training activities adequately addressed the specific training needs of Central America and to identify new training needs at the regional level.<sup>17</sup>

El Salvador, Honduras, Nicaragua, and Panama expressed the greatest value added from the seminars on Agriculture, while Costa Rica and Guatemala regarded them as useful but would have preferred deeper, analytical treatment of some of the issues covered. According to the impact assessment, the interlocutors urged that training exercises continue with in-depth treatment of specific areas of the WTO Agriculture Agreement, such as safeguards, domestic supports, and mechanisms for dealing with perceived onerous Sanitary and Phytosanitary (SPS) requirements. Another finding of the impact study was that, as a result of the workshop on Trade Negotiations, public-private sector consultative mechanisms were established across countries in the region. Additionally, trade policy formulation and negotiations have gained a high profile domestically.<sup>18</sup>

In a recent study produced for the OAS, Sidney Weintraub<sup>19</sup> analyzed the technical cooperation needs for hemispheric integration and proposed a framework that organizes the needs for technical assistance in three components:<sup>20</sup> development program needs, overall negotiating needs, and specific negotiating topics.

Regarding development program needs, the author identifies areas for cooperation in institutional evaluation, revenue-raising tax programs to compensate for the fiscal cost of tariff reduction, infrastructure and marketing facilities, regulatory systems and data management, among others. In the

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<sup>16</sup> CTPL, *Trade Policy Training for Central America: Impact Assessment and Recommendations for Further Cooperation*, 1999, p.1.

<sup>17</sup> A total of 90 trade and agriculture officials and private sector representatives attended the regional seminars in San Jose and Guatemala in June 1998. The July workshop in Ottawa involved 15 senior officials and business representatives.

<sup>18</sup> According to CTPL, all countries have recruited professionals to their negotiating teams and are starting to develop a cadre of negotiators. Inter-agency collaboration among the different government departments also benefited from the Ottawa workshop. In CTPL, pp. 3-4.

<sup>19</sup> Weintraub, Sidney, *Technical Cooperation Needs for Hemispheric Trade Negotiations*, Organization of American States, General Secretariat, 1999.

<sup>20</sup> Weintraub, p. 2.

overall negotiating needs, he identified the need for training in setting priorities, developing analytical techniques, coordination among public sector institutions and the private sector, and customs reform. As regards specific negotiating topics, Weintraub identified areas for technical cooperation in each of the nine FTAA Negotiating Groups and considered a wide spectrum of needs ranging from human resources training to setting up information systems, training of trade negotiators to the provision of equipment for relevant offices. For instance, when identifying the specific negotiating needs under Market Access, he stressed the importance of technical cooperation to help countries upgrade their computer equipment, master information management, establish data bases, and evaluate the effects of trade negotiations on their overall economic development and on trade and investment in those areas most important for their economies.<sup>21</sup>

Within the framework of the FTAA Consultative Group on Smaller Economies, a “Technical Cooperation Needs Assessment” was completed in August 1999 in response to the agreement, reached at the eighth meeting of the FTAA Working Group on Smaller Economies (WGSE), on the necessity to prepare an inventory of technical assistance needs to advance the FTAA process.<sup>22</sup> In the assessment, 15 countries answered questionnaires requesting the identification of technical assistance needs in the following categories: assistance in evaluation of trade-related technical assistance needs, human resources and administrative capacity (training), institutional reform, compliance with WTO commitments, and information and communication technology.<sup>23</sup>

In this assessment, country officials were asked to choose from the following specific areas of training: all FTAA issues, Rules of Origin, Customs Valuation, Safeguards, Standards, SPS Regulations, IPR and AD and CVDs. Thirteen (13) of the fifteen (15) countries expressed a need for training of human resources. Of these, nine (9) identified need for training of trade-related personnel and six (6) for training of negotiators.

In contrast with the previous studies, this new demand assessment of the present study not only covers trade policy training, but also the trade officials’ input in identifying the bottlenecks affecting the trade policy education infrastructure and the existing gaps between demand and supply.

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<sup>21</sup> Weintraub, pp.11-23.

<sup>22</sup> FTAA Consultative Group on Smaller Economies, *Technical Cooperation Needs Assessment for Smaller Economies* (FTAA.sme/w/02/Rev. 4, Derestricted), August 15, 1999.

<sup>23</sup> Ibid.

The following is a summary of the overall results gathered through the questionnaires and interviews. The priority ranking of trade disciplines varied among the different regions surveyed.

1) Market Access, International Trade Negotiations<sup>24</sup>, and Agriculture were identified as the three major areas of educational needs in the LAC region.

Within these three areas, country negotiators identified specific themes on which they have needs for training and education. Under Market Access, the following were specific and predominant areas of concern:

- (a) Technical regulations and standards
- (b) Rules of origin
- (c) Customs procedures, and
- (d) Market access issues in the WTO

Under International Trade Negotiations, country officials identified needs for training and education in:

- (a) Trade and economic integration
- (b) Negotiations strategies and techniques
- (c) Free trade areas and economic groups, and
- (d) International trade issues and institutions

Under Agriculture, the following were identified as sub-themes in which countries need training and education:

- (a) Sanitary and phytosanitary (SPS) regulations
- (b) WTO Agriculture Agreement
- (c) Agriculture and sub-regional agreements, and
- (d) Export subsidies

2) Other trade disciplines were regarded as important in terms of education and training needs. These were ranked in the following order: Services, Competition Policy, AD, Subsidies and CVDs, and Investment.<sup>25</sup>

Within Services, countries expressed need for training in the following sub-themes:

- (a) Understanding rules and disciplines of the General Agreement on Trade in Services (GATS)

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<sup>24</sup> For themes covered under International Trade Negotiations, see page 15.

<sup>25</sup> More than 60 bilateral investment treaties have been signed in the hemisphere. Maryse Robert and Theresa Wetter, "Toward an Investment Agreement in the Americas: Building on the Existing Consensus" in *Trade Rules in the Making*, ed. Miguel Rodríguez, Low and Kotschwar, Brookings Institution Press, Washington, D.C., 1999, p. 389.

- (b) Sector-specific knowledge and general rules needed for services sectors such as telecommunications, electronic commerce, transport, tourism, and financial services
- (c) Understanding services provisions in FTAs, and
- (d) Identification of trade barriers in services

Under Competition Policy, country officials expressed specific educational and training needs in the following sub-themes:

- (a) Market power and dominance
- (b) Anti-trust policy
- (c) Cross-border issues, and
- (d) Privatization and regulation

When identifying the specific themes under AD, Subsidies and CVDs, country representatives identified needs on:

- (a) WTO agreements
- (b) Antidumping legislation
- (c) Antidumping and sub-regional agreements, and
- (d) Countervailing measures and subsidies

Under Investment, country representatives expressed need in the following themes:

- (a) Definition of investment
- (b) Understanding of the rules and disciplines of the Trade-Related Investment Measures (TRIMs) and the GATS
- (c) Understanding of investment provisions in FTAs, and
- (d) Implications of Bilateral Investment Treaties (BITs)

3) Government Procurement, IPR and Dispute Resolution were also identified as important but not as priority areas.

4) Labor and the Environment were not identified as priority areas. Most of the interlocutors do not deem these items as priority because, quite independently of their value as policy areas, they do not consider these subjects as trade disciplines.

5) Most interlocutors regarded their country trade policy education infrastructure as either deficient or very poor. These answers were more prevalent among Central American and Caribbean officials.

6) The interlocutors considered the main bottlenecks to be lack of continuity due to changes of governments, lack of vision and national strategy regarding trade policy, lack of coordination among universities, governments, and the private sector, and scant access to updated information in the substantive trade disciplines.

7) Most interlocutors indicated that the gaps between trade policy education supply and demand are the result of the lack of quality formal education programs, lack of trainers and training activities, and lack of funding.

8) Most interlocutors identified the training of a cadre of experts (“train the trainers program”), a greater interaction and cooperation among government, private and university institutions, and the strengthening of ties with trade bodies as the most effective ways to overcome the gaps between trade policy education supply and demand. Additionally, countries mentioned other alternatives such as distance learning programs, technical assistance to help universities update their trade programs, and more funding to offer scholarships to negotiators and students in the trade field.

9) Most interlocutors indicated that formal education and training in the form of graduate certificate and two-week courses would be the preferred mode of delivery for trade policy training and education. The preferred methodologies for teaching trade policy were selected in the following order: trade negotiations simulations, case studies, internships (that include rotations and field work), and lectures.

The following sections provide a more detailed breakdown of the information provided by the trade officials surveyed about the demand for trade policy education in their sub-regions.

#### **A. CACM**

As the CACM countries take a more active role in regional, hemispheric and multilateral trade negotiations, trade policy expertise has become an issue of concern to the region’s negotiators. The Central American countries joined the GATT/WTO in the 1990s with the exception of Nicaragua that joined in 1950. Consequently, the rules of the multilateral trading regime are relatively new to most countries in the region. This presents a challenge to the Central American countries that are trying to deepen regional integration and participate actively in hemispheric and multilateral negotiations.

Trade policy education plays a critical role in achieving these goals, especially in bringing Central American countries’ national laws in line with WTO obligations and in promoting their interests at the regional, hemispheric and multilateral levels. The sixteen (16) Central American trade negotiators surveyed identified the following priorities for more specialized and in-depth training: Market Access, Agriculture, and Services. Also stressed as important were: International Trade Negotiations, IPR, AD, Subsidies and CVDs, Competition Policy and Dispute Resolution.

When asked to identify the specific sub-themes under Market Access, the interlocutors indicated need for education in technical standards and regulations, rules of origin, customs procedures, tariff and non-tariff measures, and market access issues in the WTO. Country officials also expressed a need for trade education in Agriculture in order to understand the WTO Agreement on Agriculture (AoA), export subsidies, and sanitary and phytosanitary regulations. For most of the Central American countries, agriculture is a leading sector of economic activity, thus, the sanitary and phytosanitary regulations have become a major area of concern in bilateral, regional,

hemispheric and global trade negotiations. The AoA is to be negotiated multilaterally and the Central American countries are concerned about their ability to effectively participate in these negotiations.

CACM countries are also concerned about their effectiveness in ongoing regional and hemispheric negotiations in Services, which generates between 40 and 60% of the Central American jobs. Under this trade discipline, country negotiators expressed need for education and training in the rules of the GATS, in understanding services provisions in the FTAs, as well as in sector-knowledge and general rules needed for services such as telecommunications, electronic commerce, transport, tourism and financial services.

Even though country officials were required to identify only three major areas of needs, they also expressed lack of trade education resources in other major trade disciplines, especially in IPR. The Central American countries are all signatories of the TRIPs Agreement and are expected to abide by it by the year 2000. This raises concerns related to the possibilities for IPR disputes with other nations.

Investment was also identified as an area where training is needed, as the Central American countries have signed fifteen (15) bilateral investment agreements with countries in North and South America. Competition Policy is also receiving greater attention due to the tendency towards privatization of state-owned enterprises and the likelihood of future multilateral negotiations in this area.

The interlocutors did not express need for trade education in the areas of Government Procurement, Labor, and the Environment. The Central American countries are not signatories of the Plurilateral Agreement on Government Procurement, while in the areas of Labor and the Environment, the interlocutors generally expressed concerns about the inclusion of labor and environmental obligations within the scope of trade negotiations. However, it should be noted that a limited number of training courses cover these areas, mainly in Costa Rica.

When asked to classify their native country's trade policy education supply, twelve (12) of the sixteen (16) trade officials surveyed indicated that it was deficient or very poor. Regarding their perception of the region's trade policy education supply, fourteen (14) interlocutors ranked it as deficient. The interlocutors indicated that the gap between supply and demand for trade policy resources is the result of the poor quality of existing programs, lack of trainers with practical experience, lack of training activities, and lack of funding.

The main reasons identified for the deficient level of trade policy education were lack of interdisciplinary programs, lack of people trained in

trade policy, and problems of continuity when governments change. Country representatives also identified the following bottlenecks: lack of knowledge of national rules and international obligations, lack of knowledge of competitive advantages, and budget constraints.

In order to deal with these constraints, Central American trade officials indicated that university programs need to be reformed to include a practical, multidisciplinary approach with the participation of the private sector and government. Emphasis was placed on the need for more interaction among trade negotiators, the private sector and academia. The need for a “train the trainers program” with scholarships available for trade officials and university students was identified as an important factor in improving the level of trade policy negotiations in the region.

## **B. CARICOM**

Most of the Caribbean states<sup>26</sup> are members of the CARICOM. The FTAA negotiations have posed particular challenges to the small CARICOM countries due to lack of financial and human resources.

Lack of adequate expertise to cover all the FTAA trade disciplines has also been expressed by the members of CARICOM. Nonetheless, according to trade officials from the Caribbean Regional Negotiating Machinery, the level of preparedness for hemispheric negotiations at the national level varies among the CARICOM countries, ranging from adequate preparation in some areas to no preparation in others.

When asked to assess their countries’ education and training needs, the eight (8) Caribbean trade negotiators surveyed<sup>27</sup> identified Services, International Trade Negotiations, and Market Access as the main FTAA areas of concern. The region’s economies rely heavily on the Services sector and as a result, they have a lot at stake in the hemispheric Services negotiations. Under Services, the trade negotiators surveyed expressed need in the identification of trade barriers in this sector, as well as in understanding sector-specific knowledge and general rules needed in areas such as telecommunications, electronic commerce, transport, tourism and financial services. Most of the interlocutors also indicated a need for training and education on the GATS Agreement.

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<sup>26</sup> CARICOM members: Antigua and Barbuda, Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, Haiti, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Suriname, and Trinidad and Tobago. CARICOM observers: Anguilla, Aruba, Bermuda, the Cayman Islands, Colombia, Dominican Republic, Mexico, Netherlands Antilles, Puerto Rico, and Venezuela.

<sup>27</sup> Responses were received from trade negotiators from Barbados, Grenada, Guyana, Jamaica, St. Lucia, and Trinidad and Tobago.

The Caribbean countries are becoming more active in bilateral and regional negotiations. In recent years, CARICOM countries have signed bilateral agreements with Venezuela and Colombia. However, trade negotiators identified many limitations affecting their negotiating capabilities. The interlocutors expressed need for education and training in negotiating strategies and techniques, free trade areas and economic groups, and in trade and economic integration. The interlocutors also identified Market Access as one of the areas lacking expertise, and more specifically, they mentioned areas such as market access issues in the WTO, rules of origin, customs procedures, tariff and non-tariff measures, and market access in sub-regional agreements.

When asked to rank each country's trade policy education supply, seven (7) of the eight (8) trade officials surveyed indicated that it was deficient, and a similar number of interlocutors considered the Caribbean region's trade policy education supply as either deficient or very poor.

The main bottlenecks affecting the supply of trade policy education identified by Caribbean negotiators were: lack of trained people, lack of expertise, and lack of multidisciplinary programs. In order to deal with these constraints, Caribbean trade officials indicated the need for a "train the trainers program" coordinated by regional and international organizations. They indicated the need to establish institutions or liaisons with existing trade bodies in the region to teach at the local level, combined with scholarships, rotational internships, and distance learning programs.

The interlocutors indicated that the gap between the trade policy education infrastructure supply and demand lies in the lack of formal education programs in trade policy, lack of trainers with practical experience, lack of training activities, and lack of funding.

### **C. Andean Community**

The Andean Community countries (Bolivia, Colombia, Ecuador, Peru, and Venezuela) have deepened their integration in recent years and have initiated negotiations with other regional trading groups such as MERCOSUR. Andean Community countries have also individually signed bilateral trade agreements and free trade agreements with Mexico, Chile, and the Central American countries. Colombia and Venezuela have preferential non-reciprocal trade agreements with CARICOM.

Because of their longer history in the multilateral trading system, the Andean Community countries have developed some expertise in trade policy. The eight (8) trade negotiators surveyed in this region, however, identified important needs for training and education. Competition Policy, International Trade Negotiations and Market Access were identified as the three priority

areas needing education and training. Other areas identified were Agriculture, Investment and Dispute Resolution.

Under Competition Policy, the interlocutors expressed need for training and education in market power and dominance, privatization and regulations, cross-border issues, and competition policy in sub-regional agreements. In International Trade Negotiations, the interlocutors were more concerned about learning negotiation strategies and techniques, as well as about the different aspects of trade and economic integration. The specific areas of need identified under Market Access were technical standards and regulations, tariff and non-tariff measures, and market access issues in the WTO.

When asked to characterize their own country's trade policy education supply, five (5) of the eight (8) trade officials surveyed indicated that it was deficient, and three (3) classified it as good. Regarding the trade education supply in the region as a whole, four (4) of the eight (8) interlocutors considered it as either good or adequate, while the rest considered it deficient. The interlocutors indicated that the gaps between the trade policy education supply and the demand are the result of the lack of formal education programs, lack of trainers with practical experience, and lack of funding.

The main bottlenecks identified by the Andean Community interlocutors were lack of flexibility in the universities' academic programs, lack of expertise, and lack of communication and coordination among universities, the government, and private sector. According to trade officials belonging to the Andean Community, these gaps can be overcome with formal education and training programs offered by experts in the main trade disciplines of the FTAA. Trade negotiators also indicated that the Tripartite Committee can be instrumental in providing funding or technical assistance and sharing knowledge and expertise with universities and research centers. National and international internships were also identified as factors that can help overcome the gaps between the supply and demand for trade policy education.

#### **D. MERCOSUR and Chile**

The MERCOSUR countries and Chile have been active participants in the multilateral trading system. The MERCOSUR countries have broadened and deepened integration in the last five years. Even though the MERCOSUR countries have important resources in trade policy formulation, trade negotiators identified need for training and education in International Trade Negotiations, Market Access, and Services. Agriculture, Investment and Competition Policy were also identified as areas requiring training and education.

The eight (8) country officials surveyed expressed need for education and training in negotiating techniques and strategies, in trade and economic

integration, and in free trade areas and economic groups. Under Market Access, educational needs were identified in technical standards and regulations, market access in the WTO, and in rules of origin. In the area of Services, the interlocutors indicated need for education and training in the GATS, sectoral knowledge, and the understanding of regulatory issues and pertinent sectors. Although Competition Policy and Investment were not mentioned among the three most important areas, trade officials expressed need for training in these trade disciplines as well.

In light of the MERCOSUR countries and Chile's greater access to trade education and training, five (5) of the eight (8) trade officials surveyed ranked the supply infrastructure between adequate and good. When asked to rank the region as a whole, six (6) interlocutors classified the trade policy education as deficient. The interlocutors indicated that the gaps or deficiencies in the trade policy education infrastructure result from the lack of formal education programs, lack of trainers with practical experience and training activities, and lack of funding.

When identifying the bottlenecks affecting trade policy education, MERCOSUR officials mentioned the lack of updated courses in the substantive trade themes, lack of a practical approach in the mode of delivery, and lack of coordination among the relevant stakeholders (universities, government and private sector).

In order to deal with these constraints, MERCOSUR trade officials indicated the need to create new university programs and training activities with a practical focus, in particular, more technical assistance focusing on transferring "know-how" and making available human resources from regional and multilateral trade institutions. Emphasis was placed on the need to include university professors and people involved in trade education as participants of the OAS-WTO-Georgetown University courses. Additionally, countries emphasized the need for a coordinated effort among donor agencies in order to fund institutions willing to offer quality programs.

#### **E. NAFTA (Mexico)**

For purposes of this demand needs assessment, Mexico was the only NAFTA country surveyed. While negotiating NAFTA, Mexico developed expertise, especially in negotiations and in the specific trade disciplines incorporated in this regional agreement. However, the Mexican trade negotiators surveyed indicated the need for education and training in International Negotiations, Market Access and Services.

Partly due to its proximity to the United States and Canada, which possess the largest trade policy education infrastructure in the Hemisphere, Mexican negotiators have more access to these resources. The trade policy education

infrastructure in Mexico, however, is limited and regarded as very poor by the negotiators surveyed. Mexican officials mentioned that they would like to have greater access to trade policy education and training through local institutions.

## **V. ASSESSMENT OF TRADE POLICY EDUCATION INFRASTRUCTURE**

As mentioned earlier, this study built up a Trade Education Database (TED). This database encompasses 271 trade-related formal education and training programs, 266 of which are offered by universities, NGOs, private and government agencies, as well as bilateral, regional and international institutions in 22 countries<sup>28</sup> of the Hemisphere; the remaining five are offered by multilateral organizations based outside the Americas.

Over 300 programs were considered in 22 countries of the Hemisphere. Programs were included in the TED based on their curricular coverage of pertinent trade disciplines and on their regular availability. In general, the selection of programs was inclusive rather than exclusive. However, isolated courses (offered only once) were excluded. TED is available on the FTAA website: (<http://www.ftaa-alca.org/trt/searchted.asp>).

The TED offers information about the trade disciplines<sup>29</sup> and specific knowledge covered in the different programs. The TED also allows the identification of formal education and/or training programs, as well as their frequency, duration, target audience, and instructional methodologies, i.e. lectures, case studies and negotiation simulations.

An important value of the TED is that it allows multiple variable searches to identify the offerings in the different countries or regions and to assess the state of the trade policy education infrastructure in the Hemisphere. Useful information about the accessibility of the programs (cost and admission requirements) and sustainability (years in trade education) is also contained in the TED.

The following sections summarize major findings of the hemispheric and regional offerings contained in the TED.

### **A. Hemispheric Assessment**

Tables 1 and 2 present the breakdown of the number and type of programs entered in the database by country and region. The TED contains 142 offerings in the NAFTA countries, 77 in the MERCOSUR/Andean Community countries, 29 in the CACM and 18 in CARICOM countries, including the Spanish Caribbean countries. Additionally, five programs

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<sup>28</sup> Due to the smaller countries' Internet access constraints and to the financial and time limitations of this project, there is limited information on some Caribbean and Central American countries.

<sup>29</sup> The trade disciplines entered in the database are the ones discussed in the nine FTAA negotiating groups. Programs covering Labor and the Environment were also included in the TED.

provided by multilateral organizations such as the World Trade Organization (WTO), United Nations Conference for Trade and Development (UNCTAD), World Intellectual Property Organization (WIPO), and World Customs Organization (WCO) are part of this inventory.

Based on an analysis of the results gathered from the database, important findings and tendencies can be highlighted in the areas of trade policy education coverage and the state of the supply infrastructure.

**TABLE 1**  
**Hemispheric Trade Policy Education Programs**  
**Distribution by Country**

<b>COUNTRIES</b>	<b>Formal Education</b>	<b>Training</b>	<b>Total</b>
Argentina	10	9	19
Brazil	3	2	5
Canada	4	5	9
Chile	5	11	16
Colombia	9	10	19
Costa Rica	4	12	16
Dominican Republic	1	2	3
Ecuador	2	0	2
El Salvador	2	1	3
Guatemala	2	4	6
Guyana	0	1	1
Honduras	0	2	2
Jamaica	1	3	4
Mexico	8	2	10
Nicaragua	0	1	1
Panama	1	0	1
Peru	2	2	4
Puerto Rico <sup>30</sup>	0	3	3
Trinidad and Tobago	1	6	7
United States	90	33	123
Uruguay	0	3	3
Venezuela	2	7	9
<b>TOTAL</b>	<b>147</b>	<b>119</b>	<b>266</b>

<sup>30</sup> For purposes of this study, Puerto Rico's offerings were considered as part of the Caribbean region.

**TABLE 2**  
**Hemispheric Trade Policy Education Programs**  
**Distribution by Region**

<b>REGION</b>	<b>Formal Education</b>	<b>Training</b>	<b>Total</b>
Central America	9	20	29
The Caribbean	3	15	18
North America	102	40	142
South America	33	44	77
International*	0	5	5
<b>TOTAL</b>	<b>147</b>	<b>124</b>	<b>271</b>

\* Multilateral programs located in Europe, offering technical assistant to LAC.

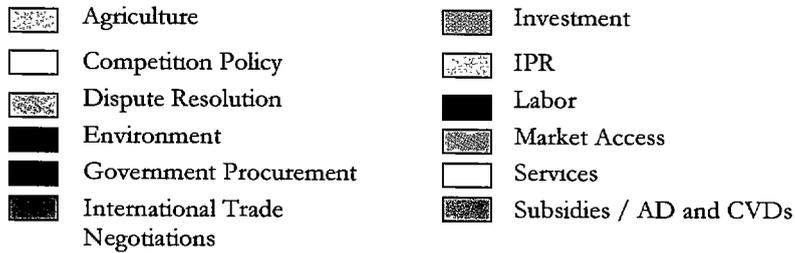
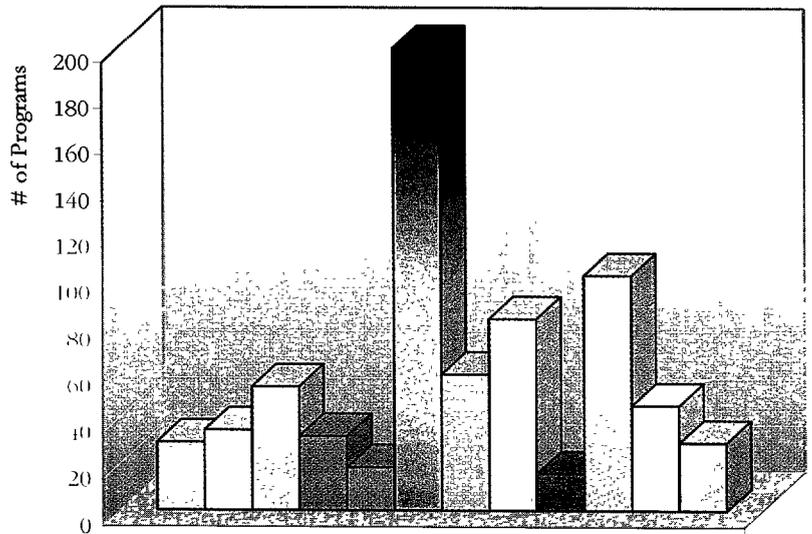
*Trade Policy Education Coverage*

Chart 1 shows some imbalance in the coverage of the different trade disciplines. There is a relative limited number of offerings in Agriculture, AD, Subsidies and CVDs, as well as in new trade disciplines such as Government Procurement, Investment and Competition Policy. New issues such as Labor and Environment are also among the least covered areas in the LAC trade policy offerings. In North America, specifically in the United States and Canada, the relationship between trade and the environment is covered as part of the Law and Public Policy programs.

As the trade agenda becomes more complex with the inclusion of new items, trade policy education and training is bound for constant change. Nonetheless, a large percentage of the trade policy education supply in the Hemisphere is not changing at the same pace. About 75% of the trade policy education supply covers International Trade Negotiations, while 38% covers Market Access; 31%, IPR (86% of the supply is in North America); 20%, Dispute Resolution; 11%, Agriculture; 17%, Services; and 11%, AD, Subsidies and CVDs. The coverage of new trade issues such as Government Procurement, Investment Competition Policy is 7%, 22%, and 13%, respectively. Issues such as Labor and the Environment are covered in 6% and 12% of the programs, respectively.

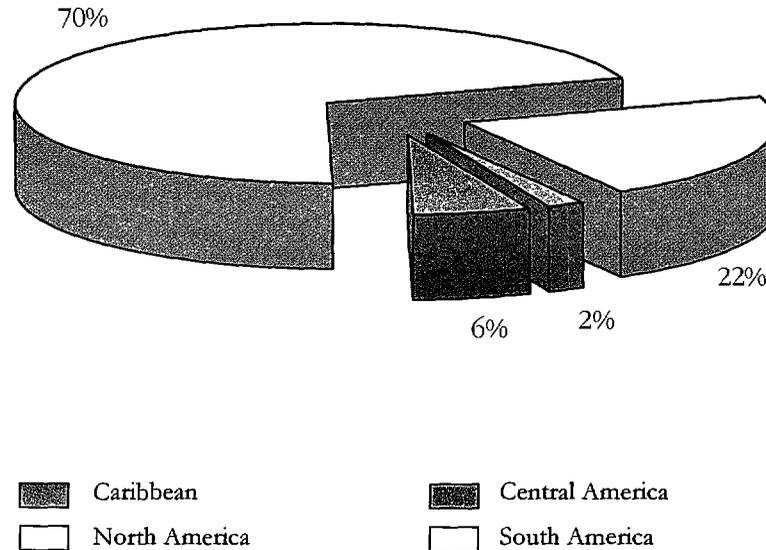
Geographically, most of the current supply of formal trade policy education is concentrated in North America and South America, the first region providing 70%, and the second providing 22% of the formal education programs included in the database (see Chart 2). Similarly, training offerings are mostly concentrated in North and South America (see Chart 3). The smaller economies' supply of formal education and training programs is limited, which has prompted the movement of trade professionals to receive instruction in trade education centers in North and South America.

**CHART 1**  
**DISTRIBUTION OF TRADE DISCIPLINES**  
**COVERED IN PROGRAMS INCLUDED IN TED**  
 Total: 266 Programs



**CHART 2**  
**DISTRIBUTION OF TRADE POLICY FORMAL EDUCATION**  
**PROGRAMS IN THE WESTERN HEMISPHERE**

Total: 147 Programs

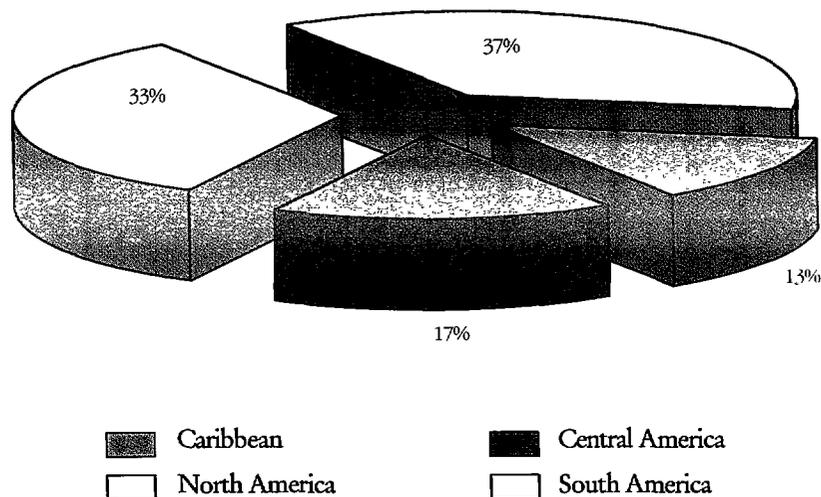


It is important to emphasize the increasing tendency towards the use of training activities, especially in those countries with a limited supply of university degrees or courses in trade. The information in the inventory indicates that 79 of the total 124 offerings in the Caribbean, Central America and South America are training activities. This is especially true in the Central American and Caribbean countries, where 35 of the 47 programs offered in these two regions are in the form of training.

Universities are becoming more involved in trade policy training, especially in North and South America, providing 48 of the 119 training programs identified in the Hemisphere. There is also a tendency of the private sector, NGOs, government, and regional organizations to become involved in trade policy training, making up for 15, 22, 10, and 13 of the total training offerings, respectively. The remaining training programs are offered by bilateral and multilateral organizations.

**CHART 3**  
**DISTRIBUTION OF TRADE POLICY TRAINING**  
**PROGRAMS IN THE WESTERN HEMISPHERE**

Total: 119 Programs



Regional organizations are taking a more active role in trade education through their different offices, such as the OAS, SIECA in Guatemala, CARICOM in Guyana and Trinidad and Tobago, Andean Community in Peru, and ALADI in Uruguay. The IDB also provides trade policy support through the Instituto para la Integración de América Latina y el Caribe (INTAL) in Argentina.

Additionally, international organizations such as the World Bank (WB) and FAO have offices coordinating trade support programs in Costa Rica (CORECA) and Chile, respectively. UNCTAD, WTO, WIPO and WCO also provide training courses (seminars, workshops, briefings and legal assistance) for trade officials in the LAC region and in their headquarters in Europe, albeit on a non-permanent basis.

The WTO, UNCTAD, the International Trade Center (ITC), the United Nations Development Program (UDP), the WB, and the IMF have established an integrated framework for trade-related technical assistance to least developed countries (LLDCs). The integrated framework aims at strengthening trade policy capacity through institution building, development of think-tanks, and creation of an adequate trade and investment regulatory framework.

However, in the LAC region, only Haiti qualifies for this type of technical assistance.

### *Supply Infrastructure*

The most noticeable constraints of the supply infrastructure are lack of updated instructional materials and specialized professors and trainers in the trade field. This is especially predominant in the Central American and Caribbean countries, where there is a limited number of trade specialists or experts engaged in academia. Furthermore, many of the trade programs lack a practical approach in the teaching methodologies, placing too much emphasis on theory. Lack of coordination among universities, the government and private sectors was also identified as a generalized constraint that affects the supply and quality of trade policy education throughout Latin America and the Caribbean.

Some of these deficiencies stem from the fact that trade policy education in the modern sense of trade negotiations is a relatively new field of study in the Hemisphere. Furthermore, due to the multidisciplinary nature of trade policy (encompassing areas such as economics, public policy, law, and politics), a limited number of formal education programs integrating all these broad range of areas of trade policy were identified. In Latin America and the Caribbean, no formal education degrees in trade policy per se were identified in part because these regions' educational systems do not have a tradition of multi-disciplinary academic programs. The few multidisciplinary formal education programs on trade policy at the level of master's degree were identified in U.S. and Canadian universities, and they date back only as far as five years.<sup>31</sup> In Latin America and the Caribbean, this study found that the supply infrastructure in trade policy consists of isolated courses with a theoretical rather than practical emphasis.

Because the demand for this field of study is relatively small compared to other traditional disciplines, universities have limited degree offerings in International Trade per se and have incorporated trade-related courses into major areas of study, such as Law and International Economics. Nonetheless, there is an increasing tendency and expressed interest by the different stakeholders (universities, government and private sectors) to provide specialized training and courses in International Trade and in the new trade

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<sup>31</sup> It is important to make a distinction between two categories of offerings: (i) multi-disciplinary trade education programs covering most areas of modern trade policy (masters in international trade); and (ii) isolated courses on a trade discipline as part of a Law or International Economics program. Multidisciplinary trade education programs are relatively new and limited. Most offerings are in the United States and Canada.

disciplines. In Colombia, Nicaragua and El Salvador, for instance, trade negotiators and university representatives have held meetings in order to coordinate the redesign of their academic programs and to ensure more offerings of trade-related courses.

It is important to note that sustainability is an issue to consider when examining the existing trade policy education supply. Government, regional, and international organizations finance 29% of the identified training programs in the Hemisphere. The financial support to trade policy education shows the interest and commitment of donor agencies, but at the same time raises the issue of sustainability, since many of these programs could be reduced under budget constraints. Furthermore, most of the financed programs are not provided on a permanent basis, interrupting the continuity of the programs. A more detailed review of the findings in this area is provided in the analysis by region in the next section. About one quarter of the identified training activities in trade policy are offered upon request, which interrupts the availability of offerings and, consequently, affects trade capacity building.

The following sections contain an assessment of the supply infrastructure by region, focusing on the coverage of trade disciplines and sub-themes, mode of delivery, and accessibility of existing programs.

## **B. Regional Assessment**

### *Central America*

The Central American countries have a limited supply of courses in trade policy; this is particularly the case in Honduras, Nicaragua, El Salvador and Panama. The database shows that Costa Rica and Guatemala have a more developed trade policy education infrastructure, offering 22 of the 29 (76%) trade policy programs identified.

Of the 266 programs identified in the Hemisphere, twenty-nine (29) were located in Central America, of which nine (9) were formal education programs while twenty (20) were training activities. The distribution by country of the formal education offerings is as follows: four (4) in Costa Rica, two (2) in El Salvador, two (2) in Guatemala and one (1) in Panama. The increased importance of trade policy training may be explained by the lack of formal education programs. Table 3 shows condensed reports of the different formal education and training offerings identified in Central America. A detailed report of the offerings is contained in the database.

**TABLE 3**  
**Offerings in Central America<sup>32</sup>**

Organization Name	Type of Institution	Program Title
<b>COSTA RICA</b>		
Instituto Centroamericano de Administración de Empresas (INCAE)	University	Negotiation Techniques Program (Training)
Fundación para el Desarrollo	NGO	Training in Trade Issues
Facultad Latinoamericana de Ciencias Sociales (FLACSO)	University	Training Program
Instituto Interamericano de Cooperación para la Agricultura (IICA)	Regional Organization	Policy Development (Training)
Universidad para la Cooperación Internacional	University	Master in Commercial Law
Universidad para la Cooperación Internacional	University	Master in Environmental Legislation
Consejo Regional de Cooperación Agrícola	Regional Organization	Institutional Capacity Program (Training)
Instituto Centroamericano de Administración Pública	Regional Organization	Regional Negotiations Training
Fundación para el Desarrollo del Comercio Internacional	NGO	International Commerce Training
Instituto Centroamericano de Administración Pública (ICAP)	Regional Organization	Graduate Certificate in International Negotiations
Universidad de Costa Rica	University	Trade Negotiation in Central America (Training)
Universidad Nacional	University	Continuing Education Program (Training)
Universidad Nacional	University	Master in Economic Policy
Cámara de Industrias de Costa Rica	Private	Ad-hoc training
Confederación de Cooperativas del Caribe y Centroamérica	NGO	Ad-hoc training
Fundación de Servicio Exterior para la Paz y la Democracia	NGO	Modernization of Labor Ministries of Central America, Panama and Belize for the FTAA
<b>EL SALVADOR</b>		
Fundación Salvadoreña para el Desarrollo Económico y Social	NGO	Product Development (Training)
Universidad de El Salvador	University	MBA with Trade emphasis
Fundación Salvadoreña para el Desarrollo Económico y Social	NGO	Training Program

<sup>32</sup> Because many of the offerings identified in the Hemisphere are based upon request, some programs do not have specific names. For a detailed report of the programs' contact information, frequency, cost, and trade discipline coverage, see the database.

Organization Name	Type of Institution	Program Title
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#### GUATEMALA

Comisión Empresarial de Negociaciones Comerciales Internacionales	Private	Training in conjunction with the Ministries of Economics and Agriculture, Chamber of Industry, and SIECA FUNDESA and OAS (Ad-hoc training)
Asociación Gremial de Exportadores de Productos No Tradicionales	Private	Training Office
Universidad Francisco Marroquín	University	B.A. in International Relations with specialization in International Commerce
Secretaría de Integración Económica Centroamericana	Regional Organization	Training Assistance to Central America in the FTAA Process
Escuela de Loyola	University	Trade and Commerce Training
Universidad Rafael Landívar	University	Master in Industrial Administration

#### HONDURAS

Zamorano Pan American School	University	Workshop on Sanitary and Phytosanitary Regulations (Training)
Programa de Formación de Recursos Humanos para Centroamérica (PROFICA)	Regional Organization	Training and Technical Cooperation

#### NICARAGUA

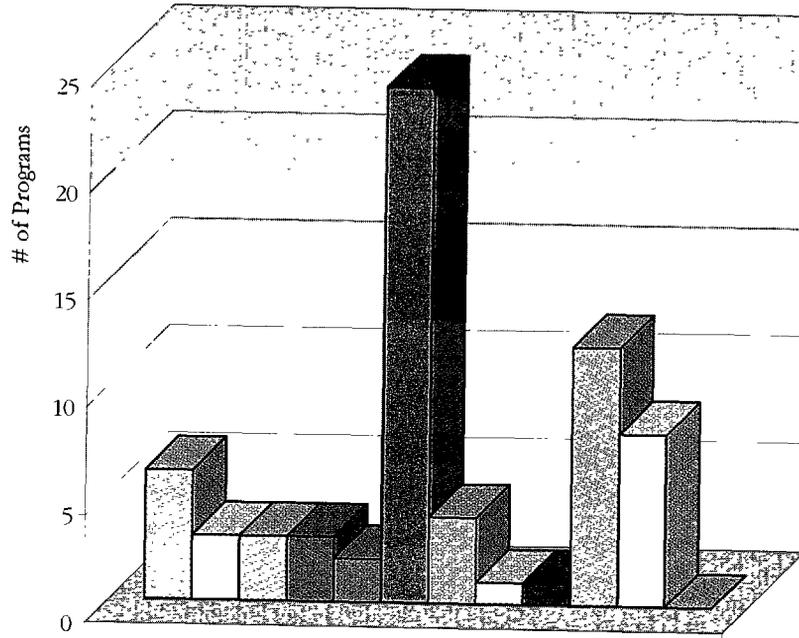
INCAE / Georgetown University	University	Legal Aspects of Trade (Training)
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#### PANAMA

Universidad de Panamá	University	MBA with a Specialization in International Trade
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International Trade Negotiations, Market Access, and Services are the trade disciplines most covered in trade policy education (see Chart 4). Concurrently, International Trade Negotiations and Market Access were among the priority trade disciplines identified by trade negotiators as areas in need for training and formal education. This situation shows a gap between the current offerings and the need for trade policy training and education, which may be explained by an increasing demand for in-depth training in the different trade disciplines incorporated in bilateral, regional, and multilateral negotiations.

**CHART 4**  
**DISTRIBUTION OF THE CENTRAL AMERICAN**  
**SUPPLY BY TRADE DISCIPLINES**  
 Total: 29 Programs



- |  |   |
|--|---|
|  Agriculture                      |  Investment              |
|  Competition Policy               |  IPR                     |
|  Dispute Resolution               |  Labor                   |
|  Environment                      |  Market Access           |
|  Government Procurement           |  Services                |
|  International Trade Negotiations |  Subsidies / AD and CVDs |

Only Costa Rica is offering a limited number of training activities in new areas such as Government Procurement, IPR, and in issues such as Labor and Environment. No course offering was identified in the region on AD, Subsidies and CVDs.

It is important to note that 11 of the 20 training programs offered consist of 1-3 week seminars. Furthermore, nine (9) of the training activities are financed by bilateral, regional and multilateral organizations, which risks the sustainability of the seminars if changes were to occur in these agencies' priorities. Additionally, the continuity and sustainability of five (5) of the 20 training activities are at stake since they are not offered on a permanent basis.

### *The Caribbean*

For purposes of this study, Puerto Rico<sup>33</sup> and the following Caribbean countries were considered: Barbados, Dominican Republic, Guyana, Jamaica, and Trinidad and Tobago. The smaller economies have the most limited trade education infrastructure in the Hemisphere. It is important to note that many constraints were encountered in the search for trade education and training programs in this region due to both the lack of responses by university representatives and the scarce availability of information in the universities' websites.

In the Caribbean region, 18 trade-related programs were identified, half of which are offered in Trinidad and Tobago. Table 4 shows the different formal education and training offerings identified in the Caribbean. More information is contained in the TED.

The trade disciplines most covered in trade education are in the following order: International Trade Negotiations, Market Access, and Agriculture. It is important to note that although the Caribbean economies rely heavily on the Services sector, no formal education programs and only two (2) training offerings were identified in the region on this subject (see Chart 5). Training needs in Services were identified by the trade officials surveyed as one of the three priority areas.

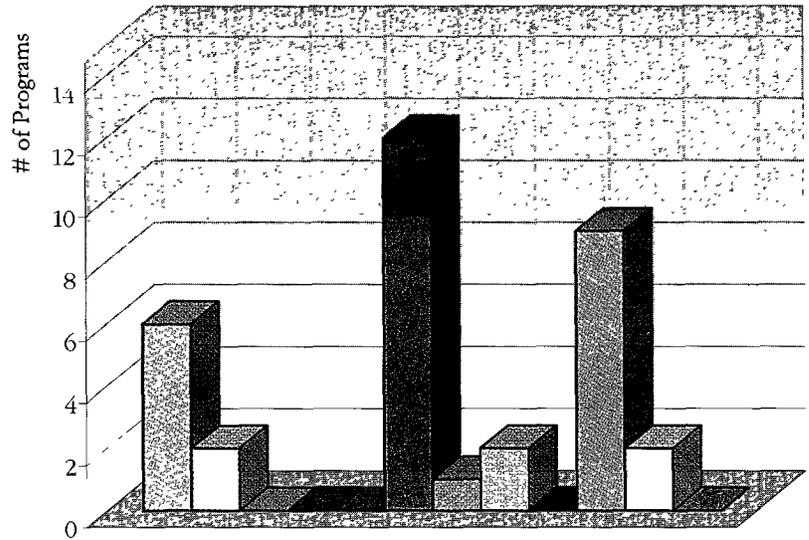
Trinidad and Tobago has half of the trade policy programs in the Caribbean, while Dominican Republic, Guyana, Jamaica, and Puerto Rico have isolated courses within their academic programs. In the Caribbean, no course offering was identified on Government Procurement, AD, Subsidies and CVDs, Dispute Resolution, Labor, or the Environment. A limited course offering in the form of training was identified in Investment, Services, and IPR.

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<sup>33</sup> For purposes of this study, Puerto Rico's offerings were considered as part of the Caribbean region.

**CHART 5**  
**DISTRIBUTION OF THE CARIBBEAN SUPPLY**  
**BY TRADE DISCIPLINES**

Total: 18 Programs



- |  |   |
|--|---|
|  Agriculture                      |  Investment              |
|  Competition Policy               |  IPR                     |
|  Dispute Resolution               |  Labor                   |
|  Environment                      |  Market Access           |
|  Government Procurement           |  Services                |
|  International Trade Negotiations |  Subsidies / AD and CVDs |

**TABLE 4**  
**Caribbean Offerings**

Organization Name	Type of Institution	Program Title
<b>DOMINICAN REPUBLIC</b>		
Centro de Investigación Económica para el Caribe	NGO	Public Training and Outreach
Instituto Tecnológico de Santo Domingo	University	Foreign Trade and International Economics (Formal education)
Cámara de Comercio de Santo Domingo	Private	Trade Training
<b>GUYANA</b>		
Caribbean Community	Regional Organization	Training
<b>JAMAICA</b>		
Ministry of Foreign Trade and Foreign Affairs	Government	Ad-hoc training
Jamaican Chamber of Commerce	NGO	Ad-hoc training
Jamaican Exporters Association	Private	Ad-hoc training
University of the West Indies	University	International Relations Program (Formal education)
<b>PUERTO RICO</b>		
Universidad de Puerto Rico	University	Hemispheric Trade Cooperation Program (Training)
Universidad de Puerto Rico	University	Center for Hemispheric Cooperation in Research and Education in Engineering and Applied Sciences (Training)
Universidad de Puerto Rico & IICA	University	Training in Sanitary and Phytosanitary regulations
<b>TRINIDAD AND TOBAGO</b>		
University of the West Indies	University	Regional Program for the Transformation of Agriculture (Formal education)
University of the West Indies	University	International Commerce (Training)
University of the West Indies	University	Trade Policy (Ad-hoc training)
University of the West Indies	University	Continuous Education Program (Training)
Caribbean Council for Agricultural Cooperation	Research Center	Agriculture Collaborative Program (Ad-hoc training)
Caribbean Association of Industry and Commerce	NGO	Trade Services (Ad-hoc training)
Trinidad and Tobago Manufacturers' Association	Private	Ad-hoc training

Of the 18 programs identified, three (3) were formal education programs and 15 were training activities. The increasing use of training activities in the region is partially due to the government, private sector, regional and multilateral organizations' response to the lack of formal education programs to prepare negotiators for their efficient participation in trade talks.

Training also plays an important role in trade policy education in the Caribbean countries, where 12 of the 15 training programs offered consists of 1-3 day seminars. Only three (3) are financed by bilateral, regional or multilateral organizations, limiting the participation of candidates and possibly the courses' efficacy since they are restricted to 1-3 day duration. The majority of the officials surveyed expressed that two-week seminars were more effective for addressing their trade educational needs.

The continuity and sustainability of the seminars depends largely on donor agencies' funds. About six (6) of the course offerings are ad-hoc or based upon request, which affects the continuity of the topics covered.

However, the prospects for training activities in the region are expected to improve through the CARICOM Trade Project (CTP) of the Regional Negotiating Machinery (RNM).<sup>34</sup> The CTP is the result of an agreement between the U.K. Department for International Development (DFID) and the RNM. The DFID committed 1.2 million pounds over two years in order to assist in building the institutional capacity of the RNM to deliver its negotiating mandate.

According to officials interviewed, the project's main components deal with formal and informal training activities, which are aimed at the development of sustainable capacity in the region by recruiting a number of research associates, whose selection and management would be administered in conjunction with graduate directorates of the regional universities. Another component of the Trade Project is technical expertise for trade negotiations, whereby specialized and highly experienced trade negotiators are made available to the RNM to provide short-term inputs to its preparation for negotiations; and a partnership strategy whereby a mechanism will be fashioned for on-going participation of stakeholder groups. Additionally, the Trade Project plans to implement a communication strategy to facilitate the flow of information between the RNM and its stakeholders, which include governments, the private sector, trade unions and other non-governmental bodies.

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<sup>34</sup> The RNM is mandated by the Heads of Government of CARICOM countries to devise and implement a strategy for the region's participation in hemispheric, regional and multilateral trade negotiations.

*South America*

The South American countries have the second largest supply of trade policy programs identified in this study, consisting of 77 programs; 33 are formal education programs, and 44 are training activities. Table 5 shows a condensed report of the different formal education and training offerings identified in the Andean Community countries. More complete information of the offerings in both the Andean and MERCOSUR countries is also contained in the TED.

Most of these offerings focus on the following trade disciplines: International Trade Negotiations (55), Market Access (27), Investment (10), and Services (18). The importance of other areas such as Agriculture, AD, Subsidies, and CVDs is reflected in a relatively good coverage of these themes compared to the Central American and Caribbean regions (see Chart 6). Dispute Resolution is covered in at least 10 of the 77 programs offered in the region.

However, the results indicate that areas such as Government Procurement, IPR, Competition Policy, Labor and the Environment have limited coverage in educational and training programs.

The results of the inventory also highlight that South America relies more heavily on training activities than formal programs to obtain trade policy education, and most of the identified offerings (70%) are in Chile, Colombia and Argentina. In addition to the important role of regional trade organizations, university institutions are increasingly involved in training activities through their continuous education divisions. This tendency was not as noticeable in Central American and Caribbean universities.

According to the inventory, 29% of the 44 training programs are financed by government, regional and multilateral organizations, and 25% are ad-hoc offerings.

**TABLE 5**  
**Andean Community**

Organization Name	Type of Institution	Program Title
<b>COLOMBIA</b>		
Pontificia Universidad Javeriana	University	Master in International Relations
Pontificia Universidad Javeriana	University	Certificate in Regional Integration (Training)
Pontificia Universidad Javeriana	University	Integration Studies Program
Pontificia Universidad Javeriana	University	Graduate Certificate in Conflict Resolution
Universidad Externado de Colombia	University	Integration Trade Courses (Training)
Universidad Externado de Colombia	University	Training on Intellectual Property Rights
Universidad Externado de Colombia	University	Graduate Certificate in Intellectual Property Rights (Formal education)
Universidad Externado de Colombia	University	Maritime Law Specialization (Formal education)
Instituto Colombiano de Comercio Exterior	Government	Training in Foreign Trade
Proexport	Government	Exports and International Trade (Training)
Universidad de los Andes	University	International Relations and Negotiation (Formal education)
Universidad de los Andes	University	Training in Regional and International Issues
Colciencias	Government	Intellectual Property Rights (Ad-hoc training)
Universidad Jorge Tadeo Lozano	University	International Relations Specialization (Formal education)
Asociación Nacional de Exportadores	Private	Exports and International Commerce (Training)
Universidad Jorge Tadeo Lozano	University	International Negotiation Management Program (Formal education)
Universidad Jorge Tadeo Lozano	University	B.A. in International Trade
Universidad Jorge Tadeo Lozano	University	International Relations Program (Training)
Corporación Andina de Fomento	Regional Organization	Technical Assistance (Ad-hoc training)
<b>ECUADOR</b>		
Universidad de Cuenca	University	Master in Latin American Regional Integration
Universidad de San Francisco de Quito	University	Master in International Relations

Organization Name	Type of Institution	Program Title
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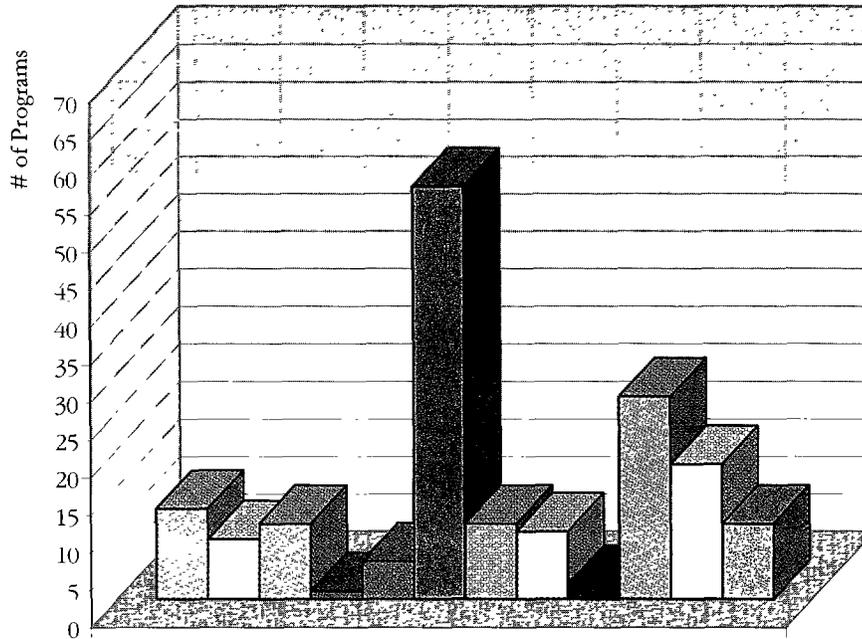
Asociación Peruana de Negociación, Arbitraje y Conciliación	NGO	Training on Negotiation and Conciliation Techniques
Centro Académico de la Asociación de Exportadores	University	International Business Administration (Formal education)
Centro Académico de la Asociación de Exportadores	University	International Trade Specialization (Formal education)
Centro Académico de la Asociación de Exportadores	University	Intensive Training on International Commerce

**VENEZUELA**

Comisión Panamericana de Normas Técnicas	Regional Organization	Standardization and Quality Policy –ISO- COPANT-ICONTEC (Training)
Asociación Venezolana de Exportadores	NGO	Basic Program in International Trade (Training)
Asociación Venezolana de Exportadores	NGO	Advanced Program in International Trade (Training)
Asociación Venezolana de Exportadores	NGO	Management Program in International Trade (Training)
Universidad Simón Bolívar	University	Master in Foreign Trade
Universidad de Los Andes	University	Graduate Certificate in Intellectual Property
Latin American Economic System	Regional Organization	Technical Assistance (Training)
Instituto de Estudios Superiores de Administración	University	International Trade Training
Universidad Metropolitana	University	Basic Program of Foreign Trade Management (Training)

**CHART 6**  
**DISTRIBUTION OF THE SOUTH AMERICAN**  
**SUPPLY BY TRADE DISCIPLINE**

Total: 77 Programs



- |  |   |
|--|---|
|  Agriculture                      |  Investment              |
|  Competition Policy               |  IPR                     |
|  Dispute Resolution               |  Labor                   |
|  Environment                      |  Market Access           |
|  Government Procurement           |  Services                |
|  International Trade Negotiations |  Subsidies / AD and CVDs |

### *North America*

In the analysis of this section, the trade policy programs from Mexico, Canada, and the United States were included. This region has the greatest supply of educational and training programs in trade policy, providing good coverage of most of the trade policy disciplines. Of the 142 offerings included in the TED, 102 are formal education programs and 40 are training activities. Most of the region's trade policy programs were identified in the United States (90 formal education offerings and 33 training activities). The identified offerings concentrate on items such as International Trade Negotiations and IPR (see Chart 7).

In the North American formal education supply, the inventory results indicate that International Trade Negotiations, IPR, and Market Access are the areas most covered. It is important to highlight that most of these programs are taught in Law, International Relations, and Economics schools, and some of the courses are targeted to the Latin American region.

Other trade disciplines that have important coverage in formal education programs are Investment, Competition Policy, and Dispute Resolution. In contrast, Agriculture<sup>35</sup>, Government Procurement, and Labor are the least covered areas, according to the inventory.

Even though North America has the lion's share of the offering, cost becomes an issue for non-U.S. residents. Furthermore, 72% of the North American supply is in the form of formal education, whose average cost ranges between US \$18,000 and \$25,000 per academic year.

Most of the training offerings consist of 1-3 day seminars, and their costs range between US\$200 and \$4,000. Only seven (7) of the 40 training programs are financed by government and international organizations. In contrast with other regions, universities in North America are involved in a large number of the training programs (19), which are offered on a permanent basis.

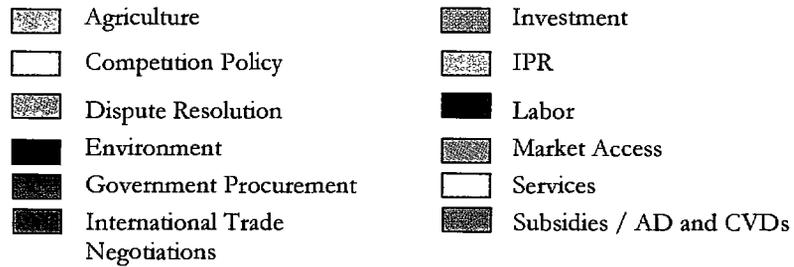
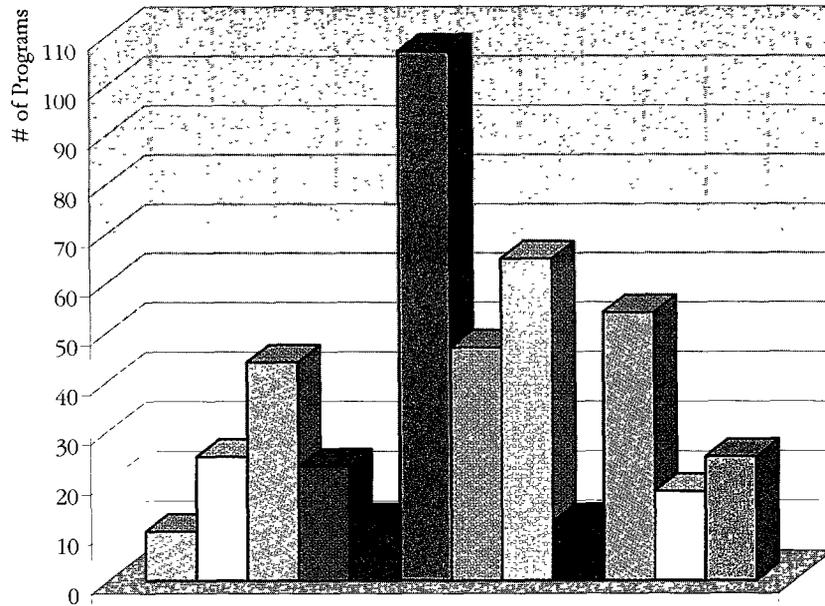
North American universities are increasingly becoming involved in distance learning programs. This modality is expected to grow in importance as more and more trade policy education resources are available on the Internet. In the list of Internet resources created as part of this study, four (4) distance learning programs dealing with trade policy issues and trade disciplines were identified (three (3) in the United States and one (1) in Mexico), making trade expertise available to negotiators, academics, and private sector representatives throughout Latin America. In addition, the list includes three (3) institutions that provide assistance in the use of the Internet as a distance learning tool.

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<sup>35</sup> While reviewing the North American programs in Agriculture, many offerings were identified, but not many focused on trade policy.

**CHART 7**  
**DISTRIBUTION OF THE NORTH AMERICAN**  
**SUPPLY BY TRADE DISCIPLINES**

Total: 142 Programs



### C. General Conclusions on Trade Disciplines' Coverage

#### *The Most Covered*

*International Trade Negotiations.* As part of this item, the topics considered include international trade issues and institutions; trade and economic integration; free trade areas and economic groupings; and negotiation strategies and techniques. Knowledge of these wide range of areas of International Trade Negotiations has become especially important to the LAC region, whose trade policy agenda is presently undergoing changes resulting from sub-regional, bilateral, hemispheric and multilateral negotiations.<sup>36</sup> This increased emphasis on International Trade Negotiations has boosted the supply of courses throughout the Americas. About 201 of the total trade policy courses identified in the Hemisphere cover this area (24 in Central America, 12 in the Caribbean, 55 in South America, and 107 in North America). Three other programs are provided by multilateral organizations in Europe. Nonetheless, it is worth noting that a high percentage of the courses offered in Latin America cover only the theoretical aspects of trade and negotiations and only a few include negotiation techniques and strategies. Only a limited number of programs conduct negotiations simulations as part of the teaching methodology.

*Market Access.* Despite the fact that this is one of the most covered trade disciplines in the hemispheric offering, Market Access is identified by most trade negotiators as a priority area in need of more training and education. 105 trade policy programs on Market Access issues were identified in the region: 12 in Central America, 9 in the Caribbean, 27 in South America, and 54 in North America (three other programs are offered by multilateral organizations). Nonetheless, it is worth noting that a high percentage of the course offerings in Latin America covers only technical regulations and standards, rules of origin, and customs procedures. Market access issues in the WTO and in sub-regional agreements, as well as safeguards, are not appropriately covered, according to the trade negotiators interviewed.

#### *Areas of Weakness*

*Agriculture.* Despite the weight of agriculture in the economies of the Hemisphere, this area is among the least covered in trade policy programs, after Government Procurement. Due to the multi-faceted nature of Agriculture and the complex nature of the Agreement on Agriculture, a high percentage of countries signaled a clear need for training and education in this area. Furthermore, as a result of the Uruguay Round Agreement on Agriculture, the

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<sup>36</sup> UNCTAD, *Country-specific study on the implementation of the Uruguay Round Agreements, the built-in agenda and new issues*. Report based on issues discussed at the ad-hoc expert group meeting of the Secretary-General of UNCTAD, 21 and 22 September 1998.

Latin American countries had to bring their agricultural sector under a new set of multilateral trade rules. Nonetheless, the supply of formal education programs and training in this area is limited (only 29 programs were identified in the Hemisphere), particularly in themes such as agriculture policy reform and export subsidies.

*Services.* Services is the most dynamic growth sector in the countries' trade balance and GDPs. Trade in Services is growing 60% faster than trade in goods.<sup>37</sup> However, the inclusion of Services within the scope of the multilateral trade regime is recent, and as a result, most of the universities and training programs lack courses in this area. A total of 46 courses in Services were identified in the Hemisphere, of which 18 are in South America, 18 in North America, 8 in Central America, and 2 in the Caribbean.

*Labor and the Environment.* The relationships between trade and Labor and trade and the Environment have limited coverage in the hemispheric trade education and training programs. North America makes up most of the offering in the Environment, while Labor has almost no coverage throughout the Hemisphere (only 15 offerings). This lack of coverage may be explained by the recent emergence of these issues in the context of the international trade debate and by the strong concerns of the Latin American countries and some groups in the United States and Canada about the inclusion of Labor and the Environment within the scope of trade agreements.

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<sup>37</sup> Stephenson, Sherry M., *Services Trade in the Western Hemisphere: Liberalization, Integration, and Reform*, Sherry M. Stephenson ed., Brookings Institution Press, Washington, D.C., 2000, pp. 2-3.

## **VI. IDENTIFICATION OF EXISTING GAPS BETWEEN SUPPLY AND DEMAND**

Based on the assessment of the country specific needs and the supply infrastructure available in the Hemisphere, this study finds larger gaps between the trade education supply and the demand in the Caribbean and Central American countries. In these two regions, the assessment indicates that the current supply of trade resources does not match the increasing demand for trade education and negotiating capacities. Of the 24 trade officials surveyed in the Central American and Caribbean regions, 18 deemed their countries' trade education and training supply as deficient or very poor.

Additionally, there is a notable gap in the financing of trade policy training offered by regional and multilateral trade institutions. Much of the training offered consists of 1-3 day courses, which limits in-depth coverage of complex trade topics and interrupts the learning process, in contrast with programs where the supply is structured on a continuous basis. In addition, the 1-3 day seminars are generally taught in lecture format without the involvement of participants in analysis of case studies or simulation exercises. The lecture format and the 1-3 day duration were not identified as the most effective ways to address existing needs in trade policy education by the officials surveyed. Negotiators and officials indicated that the two-week courses are the preferred mode of supply to address the trade educational needs in more depth.

In terms of the priority areas for the different trading groups, there is a limited number of programs addressing the specific areas of concern located within their region. For instance, the Caribbean countries, which are highly dependent on Services, do not have sufficient programs addressing the GATS obligations and sector-specific knowledge in Services.

Countries need to define national policies to improve their services infrastructure and competitiveness, particularly in areas such as telecommunications (including electronic commerce), tourism, finance, insurance, and transportation. It is precisely in these sectors where the current training is lacking. Additionally, due to the FTAA negotiations and current WTO negotiations on Services, countries need to increase their level of preparedness in order to undertake commitments and to develop capabilities to strengthen regulatory frameworks in their transition to more liberalized services sectors.

The identification of national and international strategies to strengthen countries' competitiveness is especially challenging for the Caribbean and Central American countries, due to the insufficient supply of educational

resources in Services. Of the 46 offerings in the Hemisphere that covered Services, a few focus on sector-knowledge, identification of trade barriers in Services and understanding of Services provisions in the FTAs. The United States and Canadian supply is also limited in these areas.

Other areas where gaps were noticeable are International Trade Negotiations and Market Access. Even though these areas are generally the most covered in the Latin America and the Caribbean supply, the course offerings do not address the specific areas of concern identified by the trade negotiators surveyed. For instance, the offering in International Trade Negotiations concentrates on economic integration and free trade area theories and lacks emphasis on more pragmatic aspects of negotiation strategies and techniques. Negotiations encompass multiple factors that range from developing negotiation strategies to analyzing negotiation proposals. The coverage of these factors in academic or training courses is limited and the teaching methodology emphasizes a theoretical rather than a practical approach, i.e. negotiation simulations, case studies, and internships.

In Market Access, the course offerings focus on subjects such as regulations and standards, rules of origin, and customs procedures. However, specific needs were identified in market access issues in the WTO and in sub-regional agreements. Country officials pointed out weaknesses in Market Access, especially in the areas of Agriculture and Services, as well as in the identification of current or potential barriers in these and in other sectors of export interest.

Latin American and Caribbean trade negotiators are concerned about bringing their laws and regulations into conformity with the TRIPs Agreement by the year 2000. Important gaps were identified in the area of IPR. The supply of formal programs and training in IPR in the Caribbean, Central and South America is very limited, it consists of 13 programs, and the majority are not offered on a permanent basis. The hemispheric supply of education and training in this area is mainly concentrated in the United States. Most of the IPR offerings in the United States are in formal education programs which have Law degrees as admission requirements. This represents a constraint in the access to IPR training and formal education, particularly to practicing negotiators who cannot take leave for a long period of time and who are not trained as lawyers.

Other gaps identified by the interlocutors surveyed are the following:

1. *Relevance of subject matter.* The current formal education and training programs in trade policy are not focusing enough on the analysis of issues, the evaluation of experiences, and the lessons for the formulation of sound negotiation proposals in the different trade disciplines. Country officials regard

these elements as crucial in addressing the disparate levels of preparedness and expertise across the different regions.

2. *Insufficient supply of training.* Training activities are the most common mode of delivery of trade policy education in Latin America and the Caribbean. However, the demand for this training is higher than the quantity/quality supplied. Approximately 23% of the training in the LAC region is based upon request and this is higher in the Caribbean and Central American countries.

3. *Lack of specialized trainers.* There is an important gap resulting from the lack of specialized trainers. There are not many trade specialized professionals in Latin America and the Caribbean, and the few existing ones are actively negotiating the Hemisphere's busy trade agenda. Thus, universities also face important constraints dealing with a limited supply of trade expertise.

4. *Outdated instructional materials and teaching methodologies.* There is also a gap between the offerings and need for updated instructional materials and teaching methodologies to prepare negotiators to effectively deal with complex trade issues at the national and international level.

These results provide a frame of reference for the major gaps between the supply infrastructure and the demand regarding trade policy education in the Hemisphere. At the same time, these findings could help the donor community to better focus their technical assistance in trade policy. In the next section, a variety of recommendations of a general and specific nature are presented for the consideration of donor agencies and other technical assistance providers.

## VII. CONCLUSIONS AND RECOMMENDATIONS

### A. Main Conclusions

- Evident throughout this study is the outstanding need to step-up efforts to improve trade-related education and training in the LAC region. What follows are conclusions based on key findings resulting from this demand and supply assessment study.
- When it comes to trade policy education, universities and training institutions in the Americas are confronting one of their biggest challenges: meeting the needs arising from the expanded and ambitious trade agenda of the Western Hemisphere. With a few exceptions, higher education and training institutions in the region have not yet identified and met this demand.
- Both formal education and training programs need to be upgraded to provide trade officials with the skills required for the analysis of issues, the evaluation of negotiating proposals and positions, and the formulation and implementation of sound trade policy. When addressing the educational needs, in terms of the trade disciplines, the priority areas identified by trade officials in this study provide useful guidance.
- To address this non-traditional demand for educational resources, the majority of the universities in the countries of the Hemisphere need to deal more effectively with constraints such as lack of flexibility of programs and outdated teaching methodologies and instructional materials.
- The current formal and non-formal trade policy educational offerings do not reflect the government and private sector's needs, which make up most of the demand. A more effective coordination is required among all stakeholders.
- Central American and Caribbean countries have the most incipient trade policy education infrastructure. Therefore, these two regions would need the most technical assistance in revamping their current formal education and training programs.
- International Negotiations, Market Access, Services, and Agriculture are areas in need of major in-depth treatment both in formal education and training programs. New issues such as Investment, Government Procurement and Competition Policy, which are not receiving enough coverage, need to be integrated in more academic and training programs.

### B. Recommendations for University, Government, and Private Sector Organizations

The LAC countries need a more structured approach to trade policy education consistent with the increasing training demands stemming from the busy trade negotiating agendas. At the same time, a coordinated effort from

university, private sector, and government representatives is needed to enhance the trade policy resources and the level of public understanding of trade-related issues. A joint effort could better help countries prepare for the opportunities and challenges associated with trade liberalization.

To strengthen trade policy education, university, training, government, and private sector institutions can pursue a two-track strategy: (1) the creation and empowering of alliances in the context of regional and hemispheric integration, and (2) the use of trade-related distance learning resources.

#### *Creation and Empowering of Alliances*

Serving the needs for hemispheric trade policy education requires the creation and strengthening of alliances between university, private sector, government, NGOs, regional, and international organizations. These alliances can develop strategies to work with donors in order to address existing gaps in trade policy formulation and implementation and increase public understanding of the trade-related issues.

Stakeholder-donor alliances can work together to establish regional centers of excellence for trade education in the different trading groupings in Latin America and the Caribbean. Centers of excellence could build upon existing alliance efforts undertaken by a few higher education and training institutions in the Hemisphere, which are already working together in partnerships to strengthen the international focus of their programs by expanding collaborations with government, private sector, regional, and multilateral organizations. The Inter-American Organization for Higher Education, comprised of 380 universities in the Western Hemisphere, has developed an alliance known as the College of the Americas to coordinate formal education and training in trade and integration, Market Access, IPR, and Environment. University institutions, the IDB, and the Canadian government fund this partnership effort.

The University of Santiago formed an alliance with the Chilean Agency for International Cooperation (AgCI), the OAS, and various universities from Central America with the objective of strengthening the negotiating capabilities of Central American trade officials.

The Latin American Trade Network is a partnership of various universities and research centers established to exchange trade research information and to provide training activities with the support of the International Development Research Council (IDRC). In addition, MERCOSUR's Economic Research Network was established to advance the integration process among this trading group's countries. Other multidisciplinary partnerships include the Center for Hemispheric Cooperation in Research and Education in Engineering and Applied Sciences, which is a

partnership between universities, governments and the private sector of 15 countries in the continent. This partnership was created to both identify countries' needs in trade and technology and to enhance human resources capabilities in the Caribbean, Central American and Andean regions.

These new forms of collaboration may serve as promising models for mobilizing resources and expertise for the establishment of regional centers of excellence. Institutions like these can also help promote faculty and student exchange, research and education, create innovative training modules and instructional materials, identify financial resources, and advise national and regional governments as well as the private sector in addressing specific problems related to the development and implementation of trade policy.

By establishing regional centers of excellence for trade negotiations, the alliances could do the following:

- ❑ Provide a system for continuing education for trade negotiators and the private sector
- ❑ Develop a mechanism for “train the trainers programs”
- ❑ Offer updated information to train negotiators
- ❑ Provide guidance in the design and development of trade policy education programs
- ❑ Develop impact studies
- ❑ Create a database of experts in the different trade themes

The recommendation of alliance-building in trade policy education is based on the knowledge of existing resources and funding available to pursue such effort. USAID University-Linkage Program and USIA College and University Affiliations Program are among the various sources providing financial support to partnerships such as those recommended in this study. These programs are providing financial support to alliances of various stakeholders for research in NAFTA topics, i.e., Labor and Environment, and their impact on economic and social development of member countries.

#### *Use of Trade-Related Distance Learning Programs*

It is necessary to overcome the idea that the use of advanced technology in education represents an elitist, expensive and complex option to be considered. Not only is technology becoming more accessible, but the use of modern technology has become essential for the development of more efficient and innovative services.

Technologies that could radically change process, content, and forms of teaching and learning ought to be considered particularly where the local trade-related infrastructure is weak. Video-conferences, video workshops, video courses, computer and Internet based modules are under-utilized mechanisms

in trade policy education. Information technology resources can promote better understanding of trade policy issues by facilitating education, training, and dialogue between the different stakeholders and key experts within and outside the continent. The use of technology can help close the communication gap among university, private sector and government representatives, which was identified as a major bottleneck affecting trade policy education supply and demand.

The lack of instructors, trainers, facilitators, and expertise can be addressed by using point and multi-point<sup>38</sup> video conferences, allowing for live and interactive question and answer sessions by phone, fax, and e-mail. The concern of confidentiality posed by trade officials can be addressed by coordinating the establishment of satellite receiver sites in Trade ministries or government offices.

The San Diego State University International Training Center (ITC) has been developing a distance learning network in collaboration with UNCTAD. ITC uses technology in distance education and training programs through video conferences, video workshops, video courses and multimedia. The ITC's video conference programs, designed as two-hour long keynote presentations, are on various topics related to global competitiveness, trade and development and are transmitted live to 13 countries in Latin America and the Caribbean.<sup>39</sup> ITC also provides technical assistance to government agencies, private companies and educational institutions in the transfer of technologies for individualized computer based instructions, multimedia and other formats of innovative learning.

With sufficient funding, videotapes can be reproduced in order to disseminate valuable information to trade officials in the Hemisphere. Video courses can also be an alternative to address frequent financial limitations related to travel and lodging when courses are conducted abroad.

Additionally, the Instituto Tecnológico y de Estudios Superiores (ITESM) de Monterrey has a long tradition in the use of technology in distance learning throughout Mexico and various countries in Latin America. This institution, which is in partnerships with reputable universities in the Hemisphere, has distance learning infrastructure and "know-how" that can be used in trade policy education.

Computer and Internet technology can be used to provide training through the development of modules, addressing the lack of trainers and

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<sup>38</sup> Satellite technology allows for one point transmission to many points simultaneously.

<sup>39</sup> In addition to the United States, countries receiving ITC programs include Argentina, Bolivia, Brazil, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, Mexico, Panama, Paraguay, Peru, and Venezuela.

instructional materials. These materials can be updated and delivered more easily and economically than through the traditional training and education programs.

### **C. Recommendations for Donors**

There are important disparities in the supply of trade policy education and training throughout the Hemisphere. Nonetheless, there are centers with the appropriate infrastructure to provide a broader and multidisciplinary approach to serve the demand in specific countries as well as regions.

Donor agencies such as USAID, Canadian International Development Agency (CIDA), IDRC, AgCI, and many other bilateral, regional and international organizations could assist in improving the efficacy, efficiency, accessibility and sustainability of existing trade programs by promoting alliances and/or partnerships that address needs identified in this study in each of the regions of the Hemisphere. Donor agencies can strengthen information sharing to promote efficiency in identifying and delivering technical assistance.

#### *Information Sharing*

This approach will help improve coherence among donor and technical assistance providers in their capacity-building efforts for a more efficient participation of countries in hemispheric integration and further trade liberalization. By sharing information, technical assistance providers can maximize the opportunities for technical assistance, particularly if they respond to the needs presented by identified alliances of stakeholders (university-private sector-government). The donor-stakeholder work can expand the coverage of the priority trade disciplines, especially in countries in the Caribbean and Central American regions.

Information sharing among technical assistance providers and alliance-building among stakeholders will maximize the utilization of existing trade policy resources by promoting the participation of a broad array of interrelated educational and training institutions, applied research centers, NGOs, regional organizations, government and private institutions. This consolidated effort can strengthen the regional and national capacity of universities and government and private sector institutions to address pressing educational needs and the identified gaps and bottlenecks affecting the continuity between the existing supply and demand, i.e., lack of flexibility in the universities' academic programs, lack of expertise, lack of communication and coordination among the different stakeholders, and lack of funding.

#### *Centers of Excellence*

In conjunction with local stakeholder alliances, donors can support trade-related technical assistance activities, including: (i) the creation of centers of

excellence in trade negotiations in the different trading groupings; (ii) the development of instructional materials, including simulation exercises, case studies and the updating of current academic and training programs; and (iii) programs to train the trainers, using distance learning education programs and information technology resources.

The following are models of possible alliances that can help advance the creation of centers of excellence. Other institutions could be considered in this alliance-building model of stakeholders.

In *Central America*, the Institute of Economic Research of the University of Costa Rica, SIECA, BCIE, IICA, CORECA, Fundación para el Desarrollo del Comercio Internacional, Comisión Empresarial de Negociaciones Comerciales Internacionales, Cámaras de Industrias, and the International Negotiations Training Program for Central America at the University of Santiago.

In the *Caribbean*, the RNM, Institute for International Relations of the University of the West Indies, the Hemispheric Trade Development Institute of the University of Puerto Rico, the Caribbean Association of Industry and Commerce, and the Jamaican Private Sector Organization.

In the *Andes*, Facultad de Ciencias Políticas y Relaciones Internacionales de la Universidad Javeriana, the International Negotiation Program at the Universidad de los Andes in Colombia, the Intellectual Property Programs at the Universidad de los Andes in Venezuela, Secretaría General de la Comunidad Andina, Corporación Andina de Fomento and SELA.

The donor community could support specific activities to be pursued by the centers of excellence such as:

- Train the trainers programs
- Design and development of new trade policy programs
- Develop instructional materials, including simulation exercises and case studies
- Update current academic and training programs
- Establish an ongoing consultancy service for negotiators
- Promote the use of distance learning education programs and information technology resources
- Enhance the access to trade policy information
- Development of impact/sectoral studies
- Promote public understanding of trade-related issues

In addition, the strengthening of alliances can help regional and multilateral organizations involved in supporting trade policy, such as OAS, IDB, ECLAC, UNCTAD, WB, and WTO in maximizing and avoiding duplication efforts in the provision of technical assistance.

### *Role of the OAS*

The OAS-WTO-Georgetown University course *Multilateral and Regional Trade Issues for the Americas: Advanced Training Program for Government Officials* and the Trade and Integration Workshops, financed by the OAS Inter-American Agency for Cooperation and Development and conducted by the OAS Trade Unit in different countries of the LAC region, are deemed as “excellent” initiatives by the majority of the trade officials interviewed. Nonetheless, they identified some constraints resulting from the limited number of participants as well as the frequency of the courses. These efforts have proved useful in providing trade negotiators with updated information on different trade disciplines and issues and support for such courses should continue. In many of the interviews, university and private sector representatives expressed interest in participating in the OAS-WTO-Georgetown University effort and in the OAS workshops.

This study has also highlighted the need for an organized high-level dialogue to promote academia and private sector understanding of trade policy throughout the Hemisphere. In addressing this necessity, the OAS can take an active role in promoting university-government-private sector dialogues and training courses. This would help promote public understanding of trade issues by integrating the private sector, trade officials, and universities in the analysis of trade issues, as well as in trade policy formulation and implementation. Due to the intricacies of trade policy and the direct impact on businesses, country officials have expressed some reluctance to including other sectors in the OAS-WTO-Georgetown University courses. Nevertheless, they are sensitive to the importance of public understanding of key trade-related issues and its role in development.

The OAS can also take a leading role in using technology in distance learning by offering the OAS-WTO-Georgetown University course and the regional workshop materials in the forms of video courses and Internet-based modules throughout the Hemisphere.

Training sessions for the different stakeholders can also be organized through new alliances for trade policy education, which can include the universities of the region, the OAS, the WTO and some of the regional organizations such as SIECA, CARICOM Secretariat, Andean Community, and MERCOSUR.

Another possible role for the OAS regarding trade policy education and training is to become a facilitator of the trade-related technical assistance dialogue. This effort could include providing trade-related technical assistance know-how to alliances of stakeholders, as well as guidance in the production of instructional materials, and in the analysis of best practices.

#### **D. Final Comments**

Since the Miami Summit of the Americas, the need to strengthen human resources in trade-related areas was identified as a top priority by the Heads of State. Studies have shown the need for database building, networking of trade policy practitioners, training of trade negotiators and of formal and non-formal programs to enhance negotiating capacities and the public understanding of trade policy.

This study developed an initial inventory of the hemispheric and multilateral institutions involved in the supply of trade-related education and training, as well as a list of websites with potential use in distance learning and in the analysis of trade policy issues. This information could contribute to the alliance-building efforts and to the strengthening of current negotiating capabilities and trade policy knowledge.

The results of this study and especially the database should be made available in the Internet and through other OAS-IDB-ECLAC<sup>40</sup> network resources to promote alliance-building and the identification of potential trade policy education and training institutions. This inventory should be updated to ensure that trade negotiators, NGOs, private sector, and universities have access to the most current information and trade network.

##### *Further Studies*

In order to mobilize support at all levels for strengthening trade capacities, further studies are recommended to identify a cadre of trade policy experts who can serve the trade needs identified by country officials in the Hemisphere. Additionally, this inventory can be complemented by:

- ❑ Evaluation of distance learning infrastructure in the Hemisphere
- ❑ Benchmarking of effective trade education alliances in the Hemisphere and in other continents.
- ❑ Proposal of models for the establishment and financing of centers of excellence in trade education, including possible alliances of local stakeholders, donors, and multilateral organizations.

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<sup>40</sup> The TED has been posted on the FTAA website.

**ANNEXES**

## **ANNEX A**

### **Trade Policy Education Resources Assessment (Supply-Side Questionnaire)**

#### **Part I. Institution Profile**

- 1) Name of the organization providing trade policy education and/or training:
- 2) Type of Institution:
  - a) Regional Organization
  - b) Bilateral Organization
  - c) Multilateral Organization
  - d) Government
  - e) University (Please specify if a Community College)
  - f) Research Center
  - g) NGO
  - h) Private (Commercial Basis)
- 3) Contact Person
- 4) Mailing Address:
- 5) Phone and Fax:
- 6) E-Mail and Website Address:
- 7) Indicate geographical region of your target audience:
  - a) Andean Community
  - b) Central America
  - c) Caribbean
  - d) Southern Cone (MERCOSUR countries and Chile)
  - e) North America (NAFTA countries)
- 8) Target Audience
  - a) Government Officials (Please specify level)
  - b) Private Sector Representatives (Please specify sector)
  - c) Students
  - d) Other (Please specify)\_\_\_\_\_

**Part II. Mode of Delivery**

- 9) If you are a formal education provider, please specify the type of education provided:
- a) Undergraduate-Associate Degree (AD)
  - b) Undergraduate-BA or BS (or equivalent)
  - c) Graduate-Masters Program
  - d) Graduate-Doctorate Program
  - e) Graduate-Certificate

*For training programs only, questions 10 to 12*

10) Type of Training:

- a) Seminars
- b) Workshops
- c) Short Courses
- d) Diplomados (Certificate Programs)
- e) Other (Please specify)\_\_\_\_\_

11) Do you offer a Certificate?

- a) Yes\_\_\_ (Please indicate what type of Certificate)\_\_\_\_\_
- b) No\_\_\_

12) Please specify the frequency of training sessions (every month, every 6 months, annually, etc).

13) Please specify the average length or duration of the program

- a) One year
- b) Two years
- c) Three years
- d) Four years
- e) *If Training*, indicate number of days of the training sessions

14) Indicate learning strategies used in your program(s):

- a) Lectures
- b) Case Studies
- c) Simulations
- d) Internships
- e) Field Visits
- f) Research
- g) Other\_\_\_\_\_

**Part III. Trade Policy Education and Training Information**

- 15) Indicate which of the following trade disciplines are covered in your formal education or training program:
- a) International Trade Negotiations
  - b) Market Access
  - c) Agriculture
  - d) Investment
  - e) Services
  - f) Government Procurement
  - g) Intellectual Property Rights
  - h) Subsidies, Antidumping and Countervailing Duties
  - i) Competition Policy
  - j) Dispute Resolution
  - k) Labor
  - l) Environment
- 16) Please indicate the specific topics or themes covered under each of the disciplines indicated above:
- a) International Trade Negotiations:
    - International Negotiation
    - Trade and Economic Integration
    - Free Trade Areas and Economic Blocks
    - International Trade Issues and Institutions
    - Negotiation Strategies and Techniques
  - b) Market Access:
    - Market Access in WTO
    - Market Access in Sub-regional Agreements
    - Tariff and Non-tariff Measures
    - Rules of Origin
    - Technical Regulations and Standards
    - Custom Procedures
    - Safeguard Regimes
  - c) Agriculture:
    - WTO Agriculture Agreement
    - Agriculture and Sub-regional Agreements
    - Sanitary and Phytosanitary Regulations
    - Agricultural Policy Reforms
    - Exports Subsidies
    - Internal Supports

d) Investment:

- Understanding of the Rules and Disciplines of the TRIMs Agreement and the GATS
- Understanding of Investment Provisions in Free Trade Agreements
- Implications of Bilateral Investment Treaties (BITs)
- Definition of Investments
- Dispute Settlement
- Definition of Expropriations
- Compensation for Losses
- Nature of Exceptions and Reservations
- Other \_\_\_\_\_

e) Services:

- Understanding Rules and Disciplines of GATS
- Understanding Services Provisions in Free Trade Agreements
- Schedule of Commitments
- Understanding of Regulatory Issues on Pertinent Sectors
- Sector-specific Knowledge and General Rules needed for Services such as: Telecommunications, Electronic Commerce, Transport, Tourism, and Financial Services
- Identification of Trade Barriers in Services
- Other

f) Government Procurement:

- WTO and Government Procurement
- Government Procurement and Sub-regional Agreements
- Approaches to National Systems of Government Procurement

g) Intellectual Property Rights:

- Rights and Obligations of International Agreements and Conventions on Intellectual Property Rights
- Rights and Obligations of the WTO Trade-related Aspects of Intellectual Property Rights (TRIPs) including Implementation Issue
- Intellectual Property Rights in Sub-regional Agreements
- Issues Related to Emerging Technologies and their Impact on the Protection of Intellectual Property Rights
- Comparative Studies on Intellectual Property Regimes
- Issues Pertaining to the Administration of Intellectual Property Offices
- Substantive Issues on Intellectual Property Rights such as:
  - General Topics on Intellectual Property
  - Copyright and related rights
  - Industrial Property including Patents and Trademarks
  - Biotechnology Products

- Issues Associated with the Enforcement of IPR such as:
  - Judicial and administrative aspects
  - Customs and Border Measures

h) Antidumping and Countervailing Duties:

- WTO Agreements
- Antidumping and Sub-regional Agreements
- Antidumping Legislation
- Countervailing Measures and Subsidies

i) Competition Policy:

- Competition Policy and WTO
- Competition Policy and Sub-regional Agreements
- Market Power and Dominance
- Anti-trust Policy
- Merger Analysis
- Cross-border Issues
- Privatization and Regulation

j) Dispute Resolution:

- WTO Dispute Settlement Mechanism
- Dispute Resolution in Sub-regional Agreements
- Environmental Regulations

k) Labor and Trade

- Labor Laws and WTO
- Regional Labor Laws and WTO

l) Environment and Trade

- International Environmental Regulations
- Regional Environmental Regulations

**Part IV. Supply Infrastructure**

- 17) Indicate the eligibility requirements to participate in the program
- 18) Indicate program cost (per participant)
- 19) Do you develop documents or publications for each training session? If the answer is yes, please indicate if they are available for sale?

- 20) How many years have you been involved in trade policy education and/or training?
- 21) How many people have you trained in your program?
- 22) If your Institution is not currently involved in any type of trade policy education and/or training, will you consider providing this service in the future?
- a) Yes   b) No
- 23) If your answer is yes on question 22, please specify the type of training that you are considering and also the disciplines or themes that you will include in your program.

## ANNEX B

### Interviews for the Assessment of Trade Policy Education Supply

NAME	TITLE	ORGANIZATION
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#### ARGENTINA

Verónica Toscani	Coordinadora de Capacitación	Inter-American Development Bank
Juan José Taccone	Director	INTAL, Inter-American Development Bank
Roberto Bouzas	Director	Facultad Latinoamericana de Ciencias Sociales
Miguel Lengyel	Subdirector Red Latinoamericana de Comercio	Facultad Latinoamericana de Ciencias Sociales
Diana Tussie	Directora Red Latinoamericana de Comercio	Facultad Latinoamericana de Ciencias Sociales
Blas Laterza	Director de Normalización	Instituto Argentino de Normalización
Julio Berlinski	Investigador Jefe	Instituto Torcuato Di Tella
Alejandro Gómez	Secretario División Postgrados Facultad de Derecho	Universidad de Buenos Aires
Carlos Correa	Director Programa Propiedad Intelectual	Universidad de Buenos Aires
Alejandro Fargosi	Director Programa de Derecho	Universidad de Buenos Aires
Zulema Wilde	Directora Programa Resolución de Conflictos	Universidad de Buenos Aires
Josué Berman	Director de la Carrera de Comercio Exterior y de la Integración	Universidad de Buenos Aires
José D'Alessio	Coordinador Maestría en Relaciones Internacionales	Universidad de Buenos Aires
Mónica Pinto	Profesora Maestría en Relaciones Internacionales	Universidad de Buenos Aires
Delia Tesoreiro	Directora Escuela de Comercio Exterior	Fundación Bank Boston
Daniel Chudnovsky	Director	Centro de Investigación para la Transformación

#### CHILE

Julio Paz	Jefe Rama de Asistencia en Políticas	Food and Agriculture Organization
José Luis Cordeau	Oficial Principal de Capacitación	Food and Agriculture Organization
Pilar Romaguera	Directora Académica, Master en Gestión y Política Pública	Universidad de Chile
Patricio Meller	Profesor Instituto de Economía Aplicada	Universidad de Chile
Heraldo Muñoz	Subdirector Instituto de Relaciones Internacionales	Universidad de Chile
Raul Opitz	Subdirector, Departamento de Comercio Exterior	Ministerio de Agricultura
Manuel R. Agosin	Profesor Facultad de Economía	Universidad de Chile
Enzo Barra Almagia	Director Programa Negociación Internacional	Universidad de Santiago de Chile
Carol Pinto	Jefe del Departamento de Recursos Humanos y Becas	Agencia de Cooperación Internacional de Chile

Sergio Gómez	Jefe Departamento de Cooperación Horizontal	Agencia de Cooperación Internacional de Chile
Juan Hernández	Coordinador Programa de Comercio Internacional	Universidad de Santiago
Vivian Ventura	Directora Unidad de Comercio Internacional	Economic Commission for Latin America and the Caribbean
Francisco Prieto	Consultor	Economic Commission for Latin America and the Caribbean

### COLOMBIA

José Vicente Guzmán	Director Programa de Integración	Universidad Externado de Colombia
Marta Patricia Avila	Coordinadora de Capacitación	Asociación Nacional de Exportadores
Javier Samin	Decano Facultad de Ciencias Políticas y Relaciones Internacionales	Pontificia Universidad Javeriana
Claudia Dangond	Directora Programa de Integración	Pontificia Universidad Javeriana
Jorge Jaramillo	Director Centro de Estudios Comerciales	Universidad Externado de Colombia
Ramiro Bejarano	Especialista Propiedad Intelectual	Universidad Externado de Colombia
Patricia Tovar	Coordinadora de Capacitación y Adiestramiento	Instituto Colombiano de Comercio Exterior
Mynam Tibavisky	Directora de Capacitación	Instituto Colombiano de Comercio Exterior
Vanessa Pretelt	Directora de Capacitación	Proexport
Arlene Tickner	Directora Especialización de Relaciones Internacionales y Negociaciones	Universidad de los Andes
Rafael Aramendiz	Subdirector Programa de Propiedad Intelectual y Biotecnología	Colciencias
Alvaro Mendoza	Director General	Colciencias
Miguel Bermúdez	Profesor de Acuerdos y Tratados Internacionales	Universidad Jorge Tadeo Lozano
Ciro Arevalo	Profesor de Integración Comercial	Universidad Jorge Tadeo Lozano
Martha Lucía Morales	Directora Pregrado de Comercio Exterior	Universidad Jorge Tadeo Lozano
Hugo Villarril	Decano Facultad de Comercio	Universidad Jorge Tadeo Lozano
Jorge Oviedo	Coordinador Académico	Universidad Jorge Tadeo Lozano
Libana Canale	Directora Oficina de Colombia	Corporación Andina de Fomento
Fernando Barberi	Director Especialización Facultad de Economía	Universidad del Rosario

### COSTA RICA

Rafael Trejos	Especialista en Modernización Internacional	Instituto Interamericano para la Cooperación de la Agricultura
Rodolfo Quirós	Director	Instituto Interamericano para la Cooperación de la Agricultura
Carlos Manavella	Director de Postgrado	Universidad para la Cooperación Internacional
Andrea Ballesteros	Coordinadora Programa de Capacitación para el Desarrollo	Universidad para la Cooperación Internacional

Tania López	Coordinadora de Proyectos	Consejo Regional de Cooperación Agrícola
Fremi Mejía	Coordinador Área de Gestión de Políticas Internacionales	Instituto Centroamericano de Administración Pública
Edwin Aguilar	Consultor de Adiestramiento	Instituto Centroamericano de Administración Pública
Carlos Burgos	Consultor de Educación Continuada	Instituto Centroamericano de Administración Pública
Carlos Muñoz	Director Ejecutivo	Fundación para el Desarrollo del Comercio Internacional
Anabelle Ulate	Directora Instituto de Investigaciones en Ciencia Económica	Universidad de Costa Rica
Gerardo Jiménez	Director Programa de Maestría en Política Económica	Universidad Nacional
Eduardo Gitli	Coordinador Programa de Comercio, Integración y Finanzas Internacionales	Universidad Nacional
Leiner Vargas	Coordinador Programa de Comercio, Integración y Finanzas Internacionales	Universidad Nacional
Laura Rodríguez	Consultora	Cámara de Industrias de Costa Rica
Felix Crstia	Director Ejecutivo	Confederación de Cooperativas del Caribe y Centroamérica
Cecilia Cortez	Directora Ejecutiva	Fundación de Servicio Exterior para la Paz y la Democracia
Ernesto Ayala	Director Centro de Políticas	Instituto Centroamericano de Administración de Empresas (INCAE)
Manuel Araya	Director	Facultad Latinoamericana de Ciencias Sociales
Jorge Monge	Presidente	CODETI
José León Desontu	Gerente General	FUNDES
Carlos Chunchilla	Coordinador Desarrollo de Producto	FUNDES

### EL SALVADOR

Francisco Sorto	Jefe Sección Microeconomía	Fundación Salvadoreña para el Desarrollo Económico y Social
Roberto Sorto	Coordinador de Proyectos Internacionales	Universidad José Matías Delgado
José Arellana	Decano de Facultad de Ciencias Económicas	Universidad de El Salvador

### GUATEMALA

Enrique Lacs	Coordinador Técnico	Comisión Empresarial de Negociaciones Comerciales Internacionales (CENCIT)
Irma Calvillo	Gerente Departamento de Capacitación	Asociación Gremial de Exportadores de Productos no Tradicionales
María Eugenia Mases	Directora Centro de Estudios Políticos y Relaciones Internacionales	Universidad Francisco Marroquín
Alvaro Sarmiento	Coordinador General Proyecto de Participación de Centro América en el ALCA	Secretaría de Integración Económica Centroamericana

Ana María Martínez	Gerente General	Escuela de Loyola
Eduardo Camey	Gerente de Planeación	Escuela de Loyola
Carlos Alvarado	Director Departamento de Economía	Universidad Rafael Landívar
Eugenio Balladares	Coordinador Programa de Comercio Internacional	Universidad Rafael Landívar

### **MEXICO**

Guillermo Farfan	Director	Facultad Latinoamericana de Ciencias Sociales
Alicia Puyana	Profesora Investigadora	Facultad Latinoamericana de Ciencias Sociales
Celia Toro	Directora Centro de Estudios Internacionales	Colegio de México
Yolanda Mejía	Directora del Diplomado en Comercio Internacional	Instituto Tecnológico de Monterrey
Francisco Medina	Director Centro de Estudios Estratégicos	Instituto Tecnológico de Monterrey
Jorge Mendoza	Coordinador del Programa de Comercio Internacional	Instituto Tecnológico de Monterrey
Carlos Mendizábal	Coordinador del Educación a Distancia	Instituto Tecnológico de Monterrey
Alicia Lebrija	Coordinadora del Programa de Relaciones internacionales	Instituto Tecnológico Autónomo de México
Sergio López Ayllon	Director Postgrado de Derecho Comercial	Universidad Autónoma de México
Ruperto Patino	Profesor Facultad de Derecho	Universidad Autónoma de México
José Luis Solleiro	Investigador Propiedad Intelectual y Biotecnología	Universidad Autónoma de México
Horacio Sobarzo	Director Centro de Estudios Económicos	Colegio de México

### **TRINIDAD AND TOBAGO**

Winston Rajpausingh	Director of Management and Trade Program	University of West Indies
Felipe Noguera	Executive Director	Caribbean Association of Industry and Commerce
Paul Compton	Executive Secretary	Caribbean Agricultural Research and Development Institute
Anthony Peter Gonzales	Senior Lecturer and Consultant, Institute of International Relations	University of the West Indies
Anselm Francis	Director of Institute of International Relations	University of the West Indies
Lester Henry	Lecturer, Department of Economic	University of the West Indies

### **UNITED STATES**

Henry Selby	Director of Academic Programs, Institute of Latin American Studies	University of Texas at Austin
William Glade	Director of the Mexican Center, Institute of Latin American Studies	University of Texas at Austin
Charles Jamarain	Executive Director, Summit of the Americas	Florida International University
María Urbina	Director University & Colleges Alliance and NAFTA Program	U.S. Information Agency (USIA)

## ANNEX C

### International Advisory Board Members

*Monica Araya*

Sustainable Americas Project, Yale Center for Environmental Law and Policy  
New Haven, Connecticut

*John Becker*

U.S. Agency for International Development (USAID)  
Washington, D.C.

*Roberto Bouzas*

Facultad Latinoamericana de Ciencias Sociales (FLACSO)  
Argentina

*Liliana Canale*

Corporación Andina de Fomento (CAF)  
Colombia

*Jaime Granados*

Inter-American Development Bank (IDB)  
Washington, D.C.

*Jorge Grandi*

Centro de Formación para la Integración Regional (CEFIR)  
Uruguay

*Donald Mackay*

Organization of American States (OAS)  
Washington, D.C.

*Francisco Prieto*

U.N. Economic Commission for Latin America and the Caribbean (ECLAC)  
Chile

*Rodolfo Quirós*

Instituto Interamericano de Cooperación para la Agricultura (IICA)  
Costa Rica

*José Manuel Salazar*

Organization of American States (OAS)  
Washington, D.C.

*Tymoon Stewart*

Regional Negotiating Machinery (RNM) and University of the West Indies (UWI)  
Trinidad and Tobago

*Juan José Taccone*

Instituto para la Integración de América Latina y el Caribe (INTAL)  
Argentina

*Alberto Valdés*

World Bank  
Washington, D.C.

## **ANNEX D**

### **Trade Policy Education and Training Resources Needs Assessment (Demand-Side Questionnaire)**

#### **Part I. Informant Profile**

- 1) Name:
- 2) Type of Institution:
  - a) Regional Organization
  - b) Bilateral Organization
  - c) Multilateral Organization
  - d) Government
  - e) University (Please specify if a Community College)
  - f) Research Center
  - g) NGO
  - h) Private (Commercial Basis)
- 3) Title or Position:
- 4) Mailing Address:
- 5) Phone and Fax:
- 6) E-Mail:
- 7) Country
- 8) Indicate Geographical Region where you are located:
  - a) Andean
  - b) Central America
  - c) Caribbean
  - d) Southern Cone (MERCOSUR countries)
  - e) North America (NAFTA countries)

#### **Part II. Education and Training Resources Needs**

- 9) Indicate which of the following trade disciplines constitute, in your opinion, the three major educational needs in your country. Please do your ranking in order of

priority using one for the most important. Mark the following boxes with the numbers 1, 2, and 3:

- International Trade Negotiations
- Market Access
- Agriculture
- Investment
- Services
- Government Procurement
- Intellectual Property Rights
- Subsidies, Antidumping and Countervailing Duties
- Competition Policy
- Dispute Resolution
- Labor
- Environment

10) Please indicate the three major trade themes (using the above list) that in your opinion are the most important trade educational needs for your region:

- International Trade Negotiations
- Market Access
- Agriculture
- Investment
- Services
- Government Procurement
- Intellectual Property Rights
- Subsidies, Antidumping and Countervailing Duties
- Competition Policy
- Dispute Resolution
- Labor
- Environment

11) For the three priority trade disciplines selected in question 9 please check in the following boxes the three subdisciplines, which in your opinion would contribute the most to strengthening your country or region's trade negotiating capabilities:

a) International Trade Negotiations:

- International Negotiation
- Trade and Economic Integration
- Free Trade Areas and Economic Blocks
- International Trade Issues and Institutions
- Negotiation Strategies and Techniques

b) Market Access:

- Market Access in WTO
- Market Access in Sub-regional Agreements
- Tariff and Non-tariff Measures
- Rules of Origin
- Technical Regulations and Standards
- Custom Procedures
- Safeguard Regimes

c) Agriculture:

- WTO Agriculture Agreement
- Agriculture and Sub-regional Agreements
- Sanitary and Phytosanitary Regulations
- Agricultural Policy Reforms
- Exports Subsidies
- Internal Supports

d) Investment:

- Understanding of the Rules and Disciplines of the TRIMs Agreement and the GATS
- Understanding of Investment Provisions in Free Trade Agreements
- Implications of Bilateral Investment Treaties (BITs)
- Definition of Investments
- Dispute Settlement
- Definition of Expropriations
- Compensation for Losses
- Nature of Exceptions and Reservations
- Other \_\_\_\_\_

e) Services:

- Understanding Rules and Disciplines of GATS
- Understanding Services Provisions in Free Trade Agreements
- Schedule of Commitments
- Understanding of Regulatory Issues on Pertinent Sectors
- Sector-specific Knowledge and General Rules needed for Services such as: Telecommunications, Electronic Commerce, Transport, Tourism, and Financial Services
- Identification of Trade Barriers in Services
- Other \_\_\_\_\_

f) Government Procurement:

- WTO and Government Procurement

- Government Procurement and Sub-regional Agreements
- Approaches to National Systems of Government Procurement

g) Intellectual Property Rights:

- Rights and Obligations of International Agreements and Conventions on Intellectual Property Rights
- Rights and Obligations of the WTO Trade-Related Aspects of Intellectual Property Rights (TRIPs) including Implementation Issue
- Intellectual Property Rights in Sub-regional Agreements
- Issues Related to Emerging Technologies and their Impact on the Protection of Intellectual Property Rights
- Comparative Studies on Intellectual Property Regimes
- Issues Pertaining to the Administration of Intellectual Property Offices
- Substantive Issues on Intellectual Property Rights such as:
  - General Topics on Intellectual Property
  - Copyright and related rights
  - Industrial Property including Patents and Trademarks
  - Biotechnology Products
- Issues Associated with the Enforcement of IPR such as:
  - Judicial and administrative aspects
  - Custom and Border Measures

h) Antidumping and Countervailing Duties:

- WTO Agreements
- Antidumping and Sub-regional Agreements
- Antidumping Legislation
- Countervailing Measures and Subsidies

i) Competition Policy:

- Competition Policy and WTO
- Competition Policy and Sub-regional Agreements
- Market Power and Dominance
- Anti-trust Policy
- Merger Analysis
- Cross-border Issues
- Privatization and Regulation

j) Dispute Resolution:

- WTO Dispute Settlement Mechanism
- Dispute Resolution in Sub-regional Agreements
- Environmental Regulations

k) Labor

- Labor Laws and WTO
- Regional Labor Laws and WTO

l) Environment and Trade

- International Environmental Regulations
- Regional Environmental Regulations

**Part III. Mode of Delivery**

12) Which of the following Modes of Delivery do you believe will be more effective in addressing existing needs regarding trade policy education in your country or region:

- a) Formal Education
- b) Training
- c) Both of the above

13) In the case of Formal Education, please specify preferred level (Select no more than two)

- a) Undergraduate Degree
- b) Graduate Certificate (Postgrado)
- c) Masters
- d) Doctorate

14) In the case of Training please indicate the best way of delivery (Select no more than two)

- a) One to three day Seminars and Workshops
- b) One-week Seminars and Workshops
- c) Two-week Courses
- d) One-month Courses
- e) Two to three month Courses or “Diplomados” (Certificate Programs)

15) Which of the following learning strategies would you consider the most effective regarding trade policy education and/or training (Select no more than three)

- a) Lectures
- b) Trade Negotiation Simulations
- c) Case Studies
- d) Research
- e) Internships or “Pasantías”
- f) Field Visits
- g) Other \_\_\_\_\_

**Part IV. Trade Policy Education Infrastructure**

16) How would you categorize the existing trade policy educational infrastructure available in your country? (Select only one)

- a) excellent
- b) good
- c) adequate
- d) deficient
- e) very poor

17) How would you categorize the existing trade policy educational infrastructure available in your region? (Select only one)

- a) excellent
- b) good
- c) adequate
- d) deficient
- e) very poor

18) If your answers for questions 16 and 17 were *adequate, deficient or very poor* please indicate what are the major problems or bottlenecks.

**Part V. Matching Demand vs. Offering (Gaps)**

19) Please indicate which, in your opinion, are the existing gaps regarding education and training of trade policy in your country or region (Select only three)

- a) Lack of enough formal programs
- b) Poor quality of existing formal programs
- c) Lack of training activities
- d) Lack of trainers
- e) Lack of instructional materials
- f) Lack of physical infrastructure
- g) Lack of funding
- h) Other, Specify\_\_\_\_\_

20) What in your opinion would be the most effective way to overcome these gaps?

## ANNEX E

### Trade Officials Surveyed in the Needs Assessment Study (Demand)<sup>41</sup>

NAME	TITLE	ORGANIZATION
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#### ARGENTINA

José Benito Rabor*	Director de Asuntos Económicos Multilaterales	Ministerio de Relaciones Exteriores y Culto
Alicia Borgu*	Asesora Area de Servicios	Secretaría de Comercio Exterior
Carlos Mosquera*	Asesor Area de Tratados Comerciales	Secretaría de Comercio Exterior
Carlos Basco*	Director Nacional de Mercados Agropecuarios	Secretaría de Agricultura, Ganadería y Pesca

#### BARBADOS

Angela Phillips	Senior Economist	Ministry of Foreign Affairs and Trade
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#### BOLIVIA

Ana María Solares	Viceministra de Relaciones Económicas e Integración	Ministerio de Relaciones Exteriores y Culto
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#### BRAZIL

Francisco Carlos Soares	First Secretary	Brazilian Embassy
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#### CHILE

Carlos Vladinich*	Ministro de Agricultura	Ministerio de Agricultura
Alicia Frohmann*	Jefe Departamento Alca y América del Norte	Ministerio de Relaciones Exteriores

#### COLOMBIA

Alberto Arroyabe*	Coordinador de Integración y Expansión Comercial	Ministerio de Comercio Exterior
Juanita Borrero	Asesora del Viceministro de Comercio Exterior	Ministerio de Comercio Exterior
Angela Montoya	Directora	PROEXPORT (Miami)
Liliana Canale*	Representante en Colombia	Corporación Andina de Fomento

#### COSTA RICA

Silvia Salazar*	Asesora de Propiedad Intelectual	Secretaría Permanente del Tratado General de Integración Económica de Centroamérica
Rafael Trejos*	Especialista en Política y Modernización Institucional	Instituto Interamericano para la Cooperación de la Agricultura (IICA)
Anabel González*	Viceministra de Comercio Exterior	Ministerio de Comercio Exterior (COMEX)

<sup>41</sup> Names and job titles of trade officials by March-August 1999.

Roberto Echandi*	Director de Negociaciones Comerciales Internacionales	Ministerio de Comercio Exterior (COMEX)
Sara Morales*	Asesora de Inversiones y Miembro del Equipo de Negociación	Ministerio de Economía
Johnny Jiménez*	Analista de Integración Centroamericana	Ministerio de Economía
Adolfo Solano*	Consultor de Comercio Exterior	Ministerio de Agricultura y Ganadería
Laura Rodríguez*	Consultora	Cámara de Industrias

### EL SALVADOR

Alma Sonia Nuala*	Directora División Acceso a Mercados	Ministerio de Economía
Francisco Peña*	Subdirector de Política Comercial	Ministerio de Economía

### GRENADA

Gregory Renwick	Director of Economic Affairs	Ministry of Foreign Affairs and Trade
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### GUATEMALA

Guillermo Castillo	Viceministro de Economía	Ministerio de Economía
Enrique Lacs*	Coordinador Técnico	Comisión Empresarial de Negociaciones Comerciales Internacionales (CENCIT)
Alvaro Sarmiento*	Coordinador del Proyecto ALCA	Secretaría de Integración Económica Centroamericana (SIECA)
Ernesto Torres Chucó*	Director General de Políticas Comercial Externa	(SIECA)

### GUYANA

Neville Totaram	FTAA Vice-Minister and Coordinator	Ministry of Foreign Affairs
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### JAMAICA

Pamela Hamilton*	Technical Advisor	Caribbean Regional Negotiating Machinery
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### MEXICO

José Barrera*	Director General de Organismos Americanos y del Caribe	Subsecretaría de Negociaciones Comerciales Internacionales (SECOFI)
Norma Mora*	Subdirectora de Organismos Americanos y del Caribe	Subsecretaría de Negociaciones Comerciales Internacionales (SECOFI)

### NICARAGUA

Sonia Somarriba	Directora General de Comercio Exterior	Ministerio de Fomento Industrial y Comercio
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### PANAMA

Laura Flores	Viceministra de Comercio Exterior	Ministerio de Comercio e Industrias
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### PERU

Víctor Rico Frontaura	Director General	Comunidad Andina
Alfredo Ferrero	Viceministro de Integración	Ministerio de Comercio Exterior

**ST. LUCIA**

Earl Huntley	Permanent Secretary	Ministry of Foreign Affairs and International Trade
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**TRINIDAD AND TOBAGO**

Felipe Noguera*	Director	Caribbean Association of Industry and Commerce
Tamoon Stewart*	VP- FTAA- Competition Policy Group	Caribbean Regional Negotiating Machinery (RNM)
Bernard Sylvester	Senior Economist	Ministry of Trade, Industry and Consumer Affairs

**URUGUAY**

Elbio Rossell	Director General para Asuntos de Integración	Ministerio de Relaciones Exteriores
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**VENEZUELA**

Juan Valentín Canelón	Economista Especialista Tributario Aduanero	Ministerio de Comercio Exterior
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\* Face-to-face interviews

## ANNEX F

### Expanded List of Websites and Education Technology Resources on Trade \*

#### 1) Multilateral Organizations

*ILO/OIT - International Labour Organization*

Standards and fundamental labor principles and rights at work.

<http://www.ilo.org/>

*International Monetary Fund*

Information on the international monetary system, the role of the IMF, stand-by arrangements, technical assistance, reports on capital movements, commodity prices, sound banking practices, etc.

<http://www.imf.org>

*International Organization for Standardization (ISO)*

Introduction to ISO technical committees, structure, ISO meeting calendar and members world-wide.

<http://www.iso.ch>

*International Trade Web Resource Pages*

Links all over the web relating to international trade.

<http://www.autonomy.com/trade.htm>

*ITC – International Trade Center (UNCTAD/WTO)*

ITC is the focal point in the United Nations system for technical cooperation with developing countries in trade promotion. ITC works with developing countries and economies in transition to set up effective trade promotion programmes for expanding their exports and improving their import operations.

<http://www.intracen.org/>

*ITIS – International Trade Information System*

Search engine about the Caribbean, Central America, Mexico and South America.

<http://lanic.utexas.edu/>

*Multilateral Project: Trade and Commercial Relations*

Trade and Commercial Relations: General Agreement on Tariffs and Trade (GATT), current GATT documents via USDA gopher.

<http://www.tufts.edu/departments/fletcher/multi/trade.html>

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\* Please bear in mind that some websites change frequently.

*OIML – International Organization of Legal Metrology*

Information on legislative, administrative, and technical procedures related to official controls, trade, health, safety and the environment.

<http://www.oiml.org/index.html>

*Organization for Economic Cooperation and Development (OECD)*

Information on OECD activities in the trade area, information on sub-sectors such as regulatory reform, trade and environment, etc. Also links to other trade sites, and trade publications.

<http://www.oecd.org>

*U.N. Commission on International Trade Law (UNCITRAL)*

Information on international trade law, conventions, treaties.

<http://www.un.org/law>

*U.N. Conference on Trade and Development (UNCTAD)*

Information about the organization's work program, technical cooperation, events & meetings.

<http://www.unctad.org/>

*UNEP – United Nations Environment Program*

This page provides links to all of the UNEP programs and secretariats that are located in Geneva.

<http://www.unep.ch/>

*UNTPDC – U.N. Trade Point Development Center*

One of the largest trading information sites on the Internet.

<http://www.untpdc.org/>

*WCO – World Customs Organization*

Information on customs matters.

<http://www.wcoomd.org/>

*World Bank*

Summaries of World Bank activities in Latin America & the Caribbean & regional economic information.

<http://www.worldbank.org>

*World Bank/WTO Trade and Development Centre*

Information on trade as it relates to social & economic development (case studies, initiatives, papers, forums, and training).

<http://www.itd.org>

*World Chambers Network*

Information on Chambers of Commerce world-wide, trade resources, e-commerce, news & research.

<http://www.worldchambers.com>

*World Intellectual Property Organization (WIPO)*

Information & publications on intellectual property, copyright & neighboring rights, texts of WIPO-administered treaties, international protection, etc.

<http://www.wipo.org>

*World Trade Centers Association*

Information on World Trade Centers, trade databases, world business directory, news briefs, etc.

<http://www.wtca.org>

*World Trade Organization (WTO)*

Resources on trade including trade policy reviews, information on the Uruguay Round, publications, links to related resources.

<http://www.wto.org>

## **2) Regional Organizations**

*APEC – Asia Pacific Economic Cooperation Forum*

Information about Asia-Pacific Economic Cooperation (APEC) which was established in 1989 in response to the growing interdependence among Asia-Pacific economies.

<http://www.apecsec.org.sg/>

*Asociación Latinoamericana de Integración (ALADI)*

Contains news, studies, publications and electronic consulting services on Latin American integration issues.

<http://www.aladi.org>

*Association of Eastern Caribbean States (ACS)*

<http://www.acs-aec.org>

*BCIE- Banco Centroamericano de Integración Económica*

The BCIE has become one of the largest and best capitalized financial institutions in Central America. The objective of this regional Bank is to attract financial resources to Central America from the world's capital markets.

<http://www.cabei.org/>

*CAF – Corporación Andina de Fomento*

The Corporación Andina de Fomento (CAF) is a multilateral financial institution whose mission is to promote the sustainable development of its shareholder countries and regional integration.

<http://www.caf.com>

*Caribbean Association of Industry & Commerce (CAIC)*

<http://www.trinidad.net>

*Caribbean Development Bank*

Information about the CDB's members, projects, policies, economic development.

<http://www.caribank.org>

*Caribbean Environment and Sustainable Development*

Caribbean countries, organizations, networks, donors and development agencies.

Caribbean themes, events and meetings.

<http://isis.uwimona.edu.jm/cesd/index1.html>

*Caribbean Export Development Agency (CEDA)*

CEDA began operations on January 1, 1996, and has been established to assist selected Caribbean exporters and manufactures increase their exports.

<http://www.caribnet.net>

*CARICOM*

Program information, press releases, member states, reports, information on regional institutions in CARICOM.

<http://www.caricom.org>

*CEC- North American Commission for Environmental Cooperation*

The CEC was established by the United States, Canada and Mexico to address regional environmental concerns, help prevent potential trade and environmental conflicts, and to promote the effective enforcement of environmental law.

<http://www.cec.org/>

*Comunidad Andina*

Information about the Andean Community, whose members are Bolivia, Colombia, Ecuador, Peru and Venezuela.

<http://www.comunidadandina.org/>

*COPANT – Pan American Standards Commission*

The Pan American Standards Commission, known as COPANT, is a civil, non-profit association. It has complete operational autonomy and is of unlimited duration.

<http://www.copant.org/>

*Eastern Caribbean Central Bank*

It is the monetary authority for Anguilla, Antigua and Barbuda, Commonwealth of Dominica, Grenada, Montserrat, St. Kitts and Nevis, St. Lucia, and St. Vincent and the Grenadines.

<http://www.eccb-centralbank.org/>

*INTAL-Inter-American Development Bank (IDB)*

Institute for Integration of the Americas and the Caribbean. Contains information on trade and integration agreements in Latin America and the Caribbean as well as in other non-regional blocs. The website also is used to disseminate databases as part of the DATAINTAL SYSTEM.

<http://www.iadb.org/intal/>

*Inter-American Development Bank (IDB)*

IDB Project in and economic papers on Latin America and the Caribbean, and development information.

<http://www.iadb.org>

*Latin American Economic System (SELA)*

<http://www.sela.org>

*Mercosur/Mercosul – Administrative Secretariat of Mercosur*

Information about Mercosur in Spanish and Portuguese.

<http://www.mercosur.org.uy/>

*NADBank – North America Development Bank US-Mexico*

This web site was created by the North American Development Bank (NADB) to provide the public with a reference tool for accessing the Bank's services. The site provides periodic updates on the changes and developments in NADB programs and projects.

<http://www.nadbank.org/>

*NAALC – North American Commission for Labor Cooperation*

Information about the Commission for Labor Cooperation. It has a mailing list, site search, NAALC's publications and an info center.

<http://www.naalc.org/>

*NAFTA/TLCAN/ALENA Secretariat of the North American Free Trade Agreement*

The NAFTA Secretariat is a unique organization, established by the Free Trade Commission. It is responsible for the administration of the dispute settlement provisions of the agreement.

<http://www.nafta-sec-alena.org/>

*OAS Foreign Trade Information System (SICE)*

Information technology arm of the Trade Unit of the OAS. Information available on the FTAA process, trade agreements, compendium of trade and integration arrangement in the Americas.

<http://www.sice.oas.org/>

*Organization of Eastern Caribbean States (OECS)*

This site is an extensive source of information about the countries of the OECS with data concerning trade investment and services such as finance and tourism.

<http://www.caribisles.org/home.htm>

*SAC Sistema Arancelario Centroamericano*

This web site contains investment incentives' information, treaties and agreements, international affairs, institutions, exchange rates, bulletins, etc.

<http://www.lsalvadortrade.com.sv/tratadoshtml/sac.html>

*SICA Sistema de Integración Centroamericano*

SICA is an international organization comprised by El Salvador, Honduras, Nicaragua, Guatemala, Costa Rica and Panama. SICA executes and coordinates the mandates of the Summits of the Central American Presidents and the decisions of the Council of the Foreign Affairs Ministers.

<http://www.sicanet.org.sv/>

*SIECA*

This site provides information about the Central American integration process.

[www.sieca.org.gt](http://www.sieca.org.gt)

*United Nations Economic Commission for Latin America and the Caribbean (UN-ECLAC)*

ECLAC publications & projects, statistics, research & studies, information systems.

<http://www.eclac.cl>

### 3) FTAA

*Caribbean/Latin America Action (C/LAA)*

C/LAA promotes private-sector generated economic development in the Caribbean Basin countries, site includes FTAA position papers by sector (agribusiness, tourism, telecom, etc.) and other FTAA information.

<http://www.claa.org>

*Center for the Study of Western Hemisphere Trade*

<http://www.lanic.utexas.edu>

*North-South Center, University of Miami*

Contains economic and political information on Latin America and the FTAA process.

<http://www.miami.edu/nsc>

*Official Home Page of the Free Trade Area of the Americas (FTAA)*

Information on the nine negotiating groups, the Trade Negotiations Committee, official documents and databases of the FTAA process.

<http://alca-ftaa.org>

*Summit of the Americas Center*

Internet site for summit-related information.

<http://lacc.fiu.edu/centers/soac/index.html>

### 4) LOME

*ACP Secretariat*

Information on ACP institutions, meeting reports, Lome Convention, press releases, etc.

<http://www.oneworld.org/acpsec>

*Department of International Development, UK Overseas Development Agency (ODA)*

Information on ODA projects, publications, statistics.

<http://www.dfid.gov.uk>

*European Centre for Development Policy Management*

Information on international cooperation, development policy, ACP-EU relations.

<http://www.ecdpm.org>

*European Network on Debt and Development (EURODAD)*

EURODAD coordinates the activities of NGOs working on the issues of Third World debt, structural adjustment, and financial markets. Site contains publications, information sheets, activities.

<http://www.oneworld.org>

*European Union-Development Corporation*

Official website for the EU's bilateral and development cooperation with ACP countries; Lome Convention.

<http://Europa.eu.int>

*Forum on Europe's International Cooperation*

Information on development cooperation, full-text sources, and information on members.

<http://www.oneworld.org/euforic>

## 5) Trade Education Networks

The following are some networks dedicated to research and information exchange among academic institutions in the Hemisphere.

*Centro de Formación para la Integración Regional (CEFIR)*

Network of experts working on integration issues.

<http://www.cefir.org.uy>

*Centro de Investigaciones para la Transformación (CENIT)*

Focus on MERCOSUR countries.

<http://www.fund-cenit.org.ar>

*Colegio de las Américas*

A network of over 300 universities from Latin America and the Caribbean. The headquarters are at the University of Montreal in Canada. Its web page is under construction. You can find some information in this web-site.

<http://www.oui-iohe.qc.ca/ABOUT/es-seminarca.htm>

*Latin America Trade Network (LATN)*

It has representatives from universities in the Southern Cone, the Andean region, Central America and Mexico. The headquarters are in FLACSO Argentina.

<http://latn.org.ar>

*Red Mercosur*

An alliance of researchers working on trade integration issues pertaining to Mercosur.

<http://www.Redmercosur.com>

*UNCTAD Trainfortrade*

A network active in Central America and the Caribbean working on the development of training packages.

<http://www.unctad.org>

*United Nations Institute for Training and Research (UNITAR)*

Provides training to assist member states, conducts research to explore innovative training and capacity-building approaches.

<http://www.unitar.org/>

*USLA Colleges and University Alliances Program*

This program provides support and maintains a network of universities working on NAFTA related issues.

<http://usinfo.state.gov/>

## **6) Education Technology Resources**

*Academic and Professional Program for the Americas (LASPAU)*

LASPAU has a new program to provide technical assistance on the uses of Internet resources in education to Latin America and Caribbean universities.

<http://www.laspau.harvard.edu/>

*Hispanic Education Telecommunications System (HETS)*

An alliance of 14 universities in the United States and Latin American countries that promotes the optimal use of telecommunication in higher education institutions.

<http://mtsnmc.unm.edu>

*Institute for Hemispheric Trade*

Provides information on hemispheric trade and integration issues to students, faculty, government and private sector representatives from the Caribbean, Central American and the Andean countries.

<http://www.upr.clu.edu/trade/trade.htm>

*Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)*

Recognized center with distance learning infrastructure throughout Latin America.

<http://www.sistema.itesm.mx/>

*International Commercial Diplomacy Project (ICDP)*

The ICDP web page contains instructional materials on trade and commercial diplomacy. These include information about curricula and courses, instructional modules, case studies, simulations, operational documents reflecting best professional practice, and a guide to resources available elsewhere.

<http://www.commercialdiplomacy.org/>

*San Diego State University, International Training Center (ITC)*

Provides distance education and training programs on trade and global issues to 13 countries in Latin America

<http://www-rohan.sdsu.edu/dept/extstd/itc.miss.html>

*The Global Distance EducationNet (DistEdNet)*

It is a knowledge guide to distance education designed to help clients of the World Bank and others interested in using distance education for human development.

<http://www.globaldistancelearning.com/>

*Virtual Center at the Institute for Caribbean Studies*

Transmits teleconferences and symposia in deferent themes including trade for all Caribbean universities.

<http://pw1.netcom.com/~hhenke/>

## 7) General Trade Sites

*AmericasNet*

Summit of the Americas Center, Florida International University.

<http://Americas.fiu.edu>

*Big Emerging Markets (BEMS) Home Page*

Latest trade data from the U.S. government, university and private sector sources. It gives detailed information about the BEMs, including a discussion on the most promising sectors in each market. The BEMs include Mexico, Brazil, and Argentina.

<http://www.stat-usa.gov>

*Biz.edge*

Biz.edge International business provides sources that foster international trade and provide vital information on exporting, trade leads, financing, markets and investment.

<http://www.sprintbiz.com/textonly/eedge/eintlbus.html>

*Business Horizons of the Americas, Inc.*

Business, Education, Cultural Exchange.

<http://www.bha.org>

*Caribbean Online*

Directory for the Caribbean includes listings for business, embassies, consulates, government, etc.

<http://www.caribbeanonline.com/bonaire/bonaire.html>

*ChileTrade.cl – NAFTA*

International Trade and NAFTA- commentary and related material.

<http://www.beachnet.org/chiletrade/nafta.htm>

*CommerceNet*

A consortium of technology-oriented organizations whose charter is to facilitate the use of an open Internet-based electronic marketplace.

<http://www.commerce.net>

*Customs and Dispute Resolution Information Center*

<http://www.ecel.uwa.edu.au/ecel>

*Export USA*

<http://www.exportusa.com/resources.htm>

*GATT World Trade Directory Index*

World Trade Resource Directory.

<http://www.gatt.org/>

*Global Export Market Information System (GEMS) Home Page*

The GEMS home page is operated and maintained by the Department of Commerce's International Trade Administration. This on-line service offers reports, market research and other data in a format instantly accessible to the business community. In particular, the GEMS home page offers links to NAFTA Online.

<http://rs6.loc.gov/glin/x-gem-lk.html>

*IBNet: International Organizations*

Acronyms and expansions of major international trade organizations.

<http://www.ibnet.com/>

*IMEX Exchange Home Page*

Listings of companies wishing to export, government information and marketing databases.

<http://www.imex.com>

*International Business Links*

NSCC International Business Diploma Program, Canadian Exporter Assistance.

<http://142.227.43.9/>

*International Links*

Massachusetts Office of International Trade and Investment, related organizations and websites.

<http://www.magnet.state.ma.us/>

*International Trade*

Resources for exporters trade leads, export regulations, foreign directories, trade agreements, regional information, transportation, international tools.

[http://www.cedar.ca.gov/business/inter\\_tr.html](http://www.cedar.ca.gov/business/inter_tr.html)

*International Trade Administration*

U.S. Department of Commerce agency promotes U.S. participation in international trade.

<http://www.ita.doc.gov>

*International Trade Notes*

<http://www.ces.ncsu.edu/>

*International Trade Services Home Page*

<http://www.i-trade.com/dir09>

*Jamaica Exporters Association*

JEA is a non-profit organization that promotes the interests of non-traditional exporters by providing proactive technical assistance, training, export market, etc.

<http://www.exportjamaica.org/>

*Latin American and Caribbean Center*

Publications: Summits' documents, annual report on trade, Caribbean integration report; calendar of events.

<http://www.fiu.edu/~lacc>

*LATINET*

<http://www.latinet.com>

*Laurensius Research Center*

<http://Seattle.unl.edu/doc2/students/ong/res/res.htm>

*NAFTA Watch Bulletin*

<http://www.aescon.com>

*National Association of Export Companies (NEXCO)*

Provides information about different type of exports.

<http://www.imex.com>

*National Law Center for Inter-American Free Trade (NAFTA)*

<http://www.natlaw.com/>

*National Trade Data Bank*

<http://www.stat-usa.gov/BEN/Services/ntbhome.html>

*North American Free Trade Agreement*

Reports available on the National Trade Data Bank, a one-stop source for export promotion and international trade data.

<http://www1.whitehouse.gov/WH/Publications/html/nafta.html>

*Red Empresarial para la Integración Hemisférica*

The Business Network for Hemispheric Integration

<http://www.netcom.com/~tofull/latinoamerica.htm>

*Rexco's Global Lead Sources*

Links to free and paid for sources of trade leads from around the globe.

<http://www.rexco.com/rexco/buysell.htm>

*Rexco's International Trade Resources*

Provides value added information services for individuals and commercial organizations.

<http://www.tradehere.com/>

*Stat-USA Home Page*

Source on the Internet for economic and business information produced by the Federal Government.

<http://www.stat-usa.gov>

*Trade Compass*

World trade analyses, regulations & compliance info, trade leads, e-commerce, import/export info.

<http://www.tradecompass.com>

*UNTPDC-UN Trade Point Development Centre*

Brings together providers of services, provides coordination, and shares information.

<http://www.unicc.org/>

*USDOC, International Trade Administration Source*

<http://www.ita.doc.gov/>

*U.S. State Department Economic Policy and Trade Reports*

Economic policy, trade reports, and issues in the news.

[http://www.state.gov/www/issues/economic/trade\\_reports](http://www.state.gov/www/issues/economic/trade_reports)

*U.S. Trade and Development Agency (TDA)*

<http://www.tda.gov>

*U.S. Trade Representative*

Contains information on U.S. trade policy, reports, news, statistics.

<http://www.ustr.gov/reports/>

## 8) Agricultural Sites

*Agroinfo Americas*

Information on agricultural markets and policies, aglinks, trade and tariff database, trade leads, commodity prices.

<http://www.agroinfo.org>

*Caribbean Agricultural Trade Policy (CATP) Project- NCFAP*

Trade policy studies, food safety, smaller economies and trade, WTO & FTAA processes.

<http://www.ncfap.org>

*Caribbean Basin Agricultural Trade Office (USDA)*

Country information, Caribbean food sector reports and news links.

<http://www.cbato.fas.usda.gov/>

*FAO Chile*

Technical assistance and the Uruguay Round Agreement.

[http://apps.fao.org/lim500/agri\\_db.pl](http://apps.fao.org/lim500/agri_db.pl)

<http://www.fao.org/>

*Inter-American Institute for Cooperation in Agriculture (IICA-Canada)*

Information on agriculture & agribusiness, economy and finance, sectoral and statistical data.

<http://www.iicacan.org/>

*USDA Foreign Agricultural Service*

Information on world agricultural markets, commodity info., import/export data, ag-Reports.

<http://www.fas.usda.gov>

*World Agricultural Information Center (WAICENT)*

International information center for agricultural sciences and technology and on-line database for current agricultural research information system.

<http://www.fao.org/>

## 9) Telecommunication Sites

### *ASETA*

Association of companies operating telecommunication services in the Andean Community.

<http://aseta.org.ec>

### *CARITEL*

A web page on Caribbean telecom issues.

<http://inaccs.com.bb/CARITEL/top.html>

### *Comisión Técnica Regional de Telecomunicaciones (COTELCA)*

Provides links to news about telecommunications in Central America and the world.

<http://servidor.comtelca.hn>

### *InfoAmericas 2000*

An information resource for the Americas on telecommunications and information technology and the laws, regulations and political debates that govern them.

<http://www.infoamericas.com/>

### *International Telecommunications Union*

<http://www.itu.int/TIES/>

### *OAS/ Inter-American Telecommunication Commission (CITEL)*

The OAS telecom organization's official site.

<http://www.oas.org/>

### *Telecom Information Resources on the Internet*

A University of Michigan resource page.

<http://www.spp.umich.edu/>

## 10) Financial Services

### *Center for Latin American Development bank*

Contains information on technical assistance activities on issues related to private sector participation in sectors such as infrastructure investment and management.

<http://www.iadb.org/sds/ifme.cfm>

### *Center for Latin-American Monetary Studies (CEMLA)*

Its objective is to promote better understanding of monetary and banking matters in Latin America.

<http://www.cemla.org>

## 11) Trade and Regulations

### *International Trade Law Monitor*

Includes information on ITL treaties, conventions, model laws, rules and other relevant trade instruments.

[http://ananse.irv.uit.no/trade\\_law/nav/trade.html](http://ananse.irv.uit.no/trade_law/nav/trade.html)

### *U.S. Census Bureau-Foreign Trade Division*

Classification Schedules.

<http://www.census.gov/ftp/pub/foreign-trade/www/schedules.html>

## 12) Standards

### *LAAC – Inter-American Accreditation Co-operation*

It is a co-operation of accreditation bodies, of certification, inspection bodies, testing and calibration laboratories and other interested parties whose objective is to facilitate commercial exchange among their nations or blocs of nations in the American regions through a system of conformity assessment bodies.

<http://www.ibpintsp.com.br/iaac/>

### *International Electrotechnical Commission*

<http://www.iec.ch/>

### *International Standards Organization (ISO)*

<http://www.iso.ch/welcome.html>

### *National Institute for Standards and Technology*

<http://www.nist.gov>

### *Organization of American States*

<http://www.redhucyt.oas.org/>

### *Pan-American Standards Commission*

<http://www.copant.org/>

### *World Standards Services Network*

<http://www.wssn.net/WSSN/>

## 13) Sanitary and Phytosanitary Measures

### *Instituto Interamericano para la Cooperación de la Agricultura (IICA)*

Provide information on Sanitary and Phytosanitary Measures.

<http://www.iicacan.org/>

*Pan-American Health Organization*

<http://www.paho.org>

*USDA Agro Inspection Service*

<http://www.aphis.usda.gov/>

*USDA Foreign Agricultural Service, FAS Online*

U.S. Tariff Schedule, tariff-rate quotas, import requirements, SPS measures.

<http://www.fas.usda.gov>

*U.S. Food and Drug Administration*

<http://www.fda.gov>

*World Health Organization*

<http://www.who.org>

## **14) Tariffs**

*DATAIntal Hemispheric External Trade Database*

This site contains international trade data for exports and imports by partner for countries of the Western Hemisphere.

<http://database.iadb.org/inatalweb/scripts/intal.exe>

*FAS Online- Harmonized Tariff Schedule*

The US Harmonized Tariff Schedule.

[http://www.fas.usda.gov/dlp/tr\\_links.html](http://www.fas.usda.gov/dlp/tr_links.html)

<http://www.tradeinfo.net/hts>

<http://www.census.gov/foreign-trade/schedules/b>

*FAS Online – Import/Export Requirements*

<http://Ffas.usda.gov/>

*IDB Statistics and Quantitative Analysis Unit*

Statistics of the Inter-American Development Bank.

<http://www.iadb.org/int/sta/ENGLISH/staweb/index.htm>

*Tariff Affairs and Related Matters*

<http://www.usitc.gov/>

*U.S. Customs Automated Export System*

Provides information to the U.S. Customs Export community.

<http://www.customs.ustreas.gov/imp-exp/auto-sys/aes.htm>

*U.S. Foreign-Trade Zones Board*

<http://www.ita.doc.gov/>

*World Tariff Rates*

World tariff customs duty and tax information.

<http://www.worldtariff.com/>

## 15) Customs

*Customs Informed Compliance Strategy*

<http://www.customs.ustreas.gov/imp-exp1/comply/ma-incmp.htm>

*U.S. Customs Service*

<http://www.customs.ustreas.gov/>

*World Customs Organization (WCO)*

Inter-governmental worldwide organization competent in Customs matters.

<http://www.wcoomd.org/frmpublic.htm>

## 16) Libraries and Resource Centers on Trade

*Department of State- Country Commercial Guides*

[http://www.state.gov/about\\_state/business/com\\_guides/index.html](http://www.state.gov/about_state/business/com_guides/index.html)

*GATTS-Global Access to Trade and Technology Server*

Comprehensive resource for information on global trade and technology, broken down by categories such as banking and currencies, list servers on trade, electronic news on trade, etc.

<http://www.cbs.curtin.edu/UNITS/EF/ATFin301/RelatedSites.html>

*Global Business Forum*

Online services to promote the export or import of products in the global marketplace.

[W4.pragmatix.com/gbf/intro.htm](http://w4.pragmatix.com/gbf/intro.htm)

<http://globalbusiness.about.com/>

*Global Group Export Trading Company*

Full service export trading company with links to export trading services, procurement services, consulting services, etc.

<http://www.iac.net/~globalys>

*Internet Tradeline*

Global trading services with direct links between buyers and sellers. Subscribers have access to company color catalogs, on-line product or services search, bulletin boards, contract negotiation assistance, etc.

<http://www.internet-tradeline.com/>

*Overseas Development Institute-Trade Publications*

<http://www.oneworld.org/>

*Trade and Environment Database*

Archive of information on cases related to trade and environment.

<http://Gurukul.ucc.american.edu/>

*TradeNet World Service*

Free Service providing access to products offered by members in a variety of categories such as consumer hard goods, industrial raw materials, etc, as well as a service directory.

<http://www.TradeNet.org/>

*Tradeport*

Free service providing access to information on how to export, trade directories, trade news and newsgroups, and trade assistance.

<http://Tradeport.org/ts/>

## Acronyms

AoA	Agreement on Agriculture
AgCI	Agencia Chilena de Cooperación Internacional
AD	Antidumping Duties
BITs	Bilateral Investment Treaties
CACM	Central American Common Market
CAF	Corporación Andina de Fomento
CARICOM	Caribbean Community Common Market
CEFIR	Centro de Formación para la Integración Regional
CGSE	Consultative Group on Smaller Economies
CIDA	Canadian International Development Agency
CoHEMIS	Centro para la Cooperación Hemisférica en Educación en Ingeniería y Ciencias Aplicadas
CVD	Countervailing Duties
ECLAC	Economic Commission for Latin America and the Caribbean
FDI	Foreign Direct Investment
FTA	Free Trade Agreement
FTAA	Free Trade Area of the Americas
GATS	General Agreement on Trade in Services
GATT	General Agreement on Tariffs and Trade
GNP	Gross National Product
IDB	Inter-American Development Bank
IDRC	International Development Research Council
IICA	Inter-American Institute for Cooperation on Agriculture
IMF	International Monetary Fund
INTAL	Institute for Latin American and Caribbean Integration
IPR	Intellectual Property Rights
ITC	International Trade Center
LAC	Latin America and the Caribbean
MERCOSUR	Common Market of the South
NAFTA	North American Free Trade Agreement
OAS	Organization of American States
OECD	Organization for Economic Cooperation and Development
SELA	Latin American Economic System
SICE	Sistema de Información al Comercio Exterior
SIECA	Secretaría de Integración Económica Centroamericana
SPS	Sanitary and Phytosanitary Standards
TC	Technical Cooperation
TRIMs	Trade-Related Investment Measures
TRIPs	Trade-Related Aspects of Intellectual Property Rights
UNCTAD	United Nations Conference on Trade and Development
UNDP	United Nations Development Program
USAID	United States Agency for International Development

WGSE  
WIPO  
WTO

Working Group on Smaller Economies  
World Intellectual Property Organization  
World Trade Organization

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## The Organization of American States

The Organization of American States (OAS) is the world's oldest regional organization, dating back to the First International Conference of American States, held in Washington, D.C., from October 1889 to April 1890. The establishment of the International Union of American Republics was approved at that meeting on April 14, 1890. The OAS Charter was signed in Bogotá in 1948 and entered into force in December 1951. Subsequently, the Charter was amended by the Protocol of Buenos Aires, signed in 1967, which entered into force in February 1970; by the Protocol of Cartagena de Indias, signed in 1985, which entered into force in November 1988; by the Protocol of Managua, signed in 1993, which entered into force in January 29, 1996; and by the Protocol of Washington, signed in 1992, which entered into force on September 25, 1997. The OAS currently has 35 Member States. In addition, the Organization has granted Permanent Observer status to 44 States, as well as to the European Union.

The basic purposes of the OAS are as follows: to strengthen peace and security in the Hemisphere; to promote and consolidate representative democracy, with due respect for the principle of non-intervention; to prevent possible causes of difficulties and to ensure the pacific settlement of disputes that may arise among the Member States; to provide for common action on the part of those States in the event of aggression; to seek the solution of political, juridical and economic problems that may arise among them; to promote, by cooperative action, their economic, social and cultural development, and to achieve an effective limitation of conventional weapons that will make it possible to devote the largest amount of resources to the economic and social development of the Member States.

**MEMBER STATES:** Antigua and Barbuda, Argentina, The Bahamas (*Commonwealth of*), Barbados, Belize, Bolivia, Brazil, Canada, Chile, Colombia, Costa Rica, Cuba, Dominica (*Commonwealth of*), Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, St. Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago, United States, Uruguay and Venezuela.