

# **CERTIFICATE TRAINING PROGRAMME IN INTERNATIONAL AGRICULTURE TRADE POLICY**

## **CONCEPT and COURSE DESCRIPTIONS**



**Monday, 17<sup>th</sup> -28<sup>th</sup> October, 2016**

**College of Agriculture (CAGRIC)  
University of Winneba  
Ashanti-Mampong Campus  
Ashanti-Region  
Ghana**



## **1. PARTNER UNIVERSITIES:**

- College of Agriculture Education, University of Education Winneba, Ghana
- Federal University of Agriculture Abeokuta, Abeokuta, Nigeria
- Njala Agriculture University, Sierra Leone
- University of Liberia, Monrovia, Liberia

## **2. DEPARTMENTS:** Agriculture

## **3. PROGRAMME TITLE:** Certificate Programme in International Agriculture Trade Policy

## **4. RATIONALE FOR THE PROGRAMME:**

Trade in agricultural products play a crucial role in stimulating economic growth, developing food markets, and reducing poverty and insecurity. Research results over several decades show that a one percent increase in the growth rate of agricultural exports increases the overall rate of economic growth by 0.04 to 1.83 percent. Furthermore, an incremental income increase of US\$1 from tradable agriculture goods was shown to generate additional income of between US\$1.50 and US\$2.50 in rural areas of selected African countries.

African countries cannot meet the growth and poverty-reduction objectives set under the NEPAD Comprehensive Africa Agriculture Development Program (CAADP) unless they improve their trade performance and reverse their decline in market shares in the agriculture sector. The loss of market share in regional and international agricultural export markets thus imposes substantial costs on African economies in terms of missed growth.

West African countries must therefore adopt effective agriculture strategies not only targeting international but also domestic and regional markets. They should be able to negotiate enhanced market access for their agriculture products not only to Europe but also within the ECOWAS sub-region. This calls for effective and robust trade negotiation capabilities amongst government officials, trade negotiators, private sector and non-state actors in the ECOWAS region to negotiate fair-terms of trade for enhanced access of the regions agriculture-exports whilst at the same time facilitating unhindered regional trade in agriculture products.

Capacity building of these stakeholders is therefore essential to enable them participate more effectively in trade negotiations and agreements which impacts significantly on the agriculture sector. Amongst others, these important negotiations and agreements include the World Trade Organization (WTO) Agreements, ECOWAS Trade Liberalization Scheme (ETLS), EU –

ECOWAS Economic Partnership Agreement (EPA) and the AU Continental Free Trade Area (CFTA) negotiations.

A critical dimension of the capacity-needs deficit in Africa relates to the lack of training and expertise on trade policy formulation, negotiation and implementation. This lack of capacity on trade policy formulation, development and implementation significantly affects the coordination and coherence of trade policies amongst and between these key stakeholders. Consequently, this also impacts on the ECOWAS regions' negotiations and implementation of trade agreements, including the competitiveness of the agriculture sector.

The curriculum is therefore designed to provide trade policy training on agriculture and trade-related agriculture policy measures to enhance capacities of government officials, private sector and non-state actors in the agriculture sector. Training would enable key stakeholders to understand international and regional trade agreements, particularly how they impact the agriculture sector whilst at the same time preparing them to effectively participate in future bilateral, regional (ECOWAS) or multilateral trade negotiations.

The curriculum, which shall be incorporated in the curricula of the four partner universities is a short-term Certificate training programme. This Certificate training programme is expected to develop limited trade negotiations, policy formulation and negotiations capacities in ECOWAS member countries to address the lack of knowledge, expertise and effective engagement on agriculture trade policy issues in the region.

## **5. PURPOSE AND OBJECTIVES OF PROGRAMME:**

The purpose of the Course is to develop participants' knowledge on international and regional trade agreements impacting on the Agriculture sector by:

- (i) Encouraging critical thinking to explore the linkages between the World Trade Organisation (WTO), Economic Partnership Agreement (EPA), Comprehensive Africa Agriculture Development Programme (CAADP), ECOWAS Common Agriculture Policy (ECOWAP) and the AU Continental Free Trade Area (CFTA) negotiations.
- (ii) Enhancing analytical and negotiating skills to engage in trade and agriculture policy formulation and implementation, monitoring and surveillance.

The objectives are to:

- i) Enhance participants knowledge in relation to World Trade Organisation (WTO), Economic Partnership Agreement (EPA), Comprehensive Africa Agriculture Development Programme (CAADP), ECOWAS Common Agriculture Policy (ECOWAP), and show how these could impact countries' agriculture policy negotiation, formulation and implementation;

- ii) Improve the analytical and negotiating skills of participants to monitor trade policy developments, explore policy options, manage trade disputes and participate effectively in WTO, EPA and ECOWAS discussions/negotiations;
- iii) Strengthen skills and capacity of participants to enable them access information and documentation on trade-related issues on the Internet, and to use WTO databases and analytical tools;
- iv) Strengthen participant's ability to work individually, in teams and in an international environment;
- v) Establish and/or strengthen a network of expertise to engage with each other and with trainers/experts from across the region; and

## **6. TARGET GROUPS/PERSONS:**

The course targets **government officials, private sector, agro exporters, farmers association, lecturers, students, civil society, Regional Institutions** who are directly involved with agriculture policy development and implementation, including officials working in business/trade support organizations, Local Government Authority that are periodically involved in the implementation of Government signed WTO, EPA, and ECOWAS trade agreements.

## **7. DURATION AND NATURE OF THE PROGRAMME:**

This is a short training course for a duration of (2) weeks with two intakes in the year. Both legal and economic aspects of the WTO, EPA and ECOWAS Common Agriculture Policy (ECOWAP) rules and disciplines will be examined in a series of interactive classroom sessions focusing on case studies, simulations and exercises. Roundtable discussions will provide a platform for practical exchanges, sharing of experiences and best practices as well as debating present-day trade and agriculture topics.

Participants will be given individual/group assignments and engage in simulation exercises in relation to their country's trade and agriculture policy by the end of the **2 weeks** course.

## **8. ENTRY REQUIREMENTS:**

- i) A Bachelors or HND or Masters Degree in Economics, Business, Political Science, Social Science, Agriculture, Law, or a Doctorate.
- ii) Some working experience with a government establishment, the private sector, NGOs, etc.
- iii) Participants should also possess an ability to communicate in English both orally and in writing.

## 9. MODE OF APPLICATION AND ADMISSION:

Letters of invitation, programme concept note and agenda, along with application forms, will be sent to the relevant stakeholder Ministries and organizations with twenty-five (25) places available per each training session. The participants will be selected based on the information submitted and the nature of their involvement in agriculture policy or trade-related activities.

## 10. ASSESSMENT:

At the end of each Course, there will be an assessment on Multiple Choice Questions (MCQ) basis. Participants must attend at least 80% of the lectures to be certificated.

## 11. LIST OF COURSES:

### MODULE ONE

Course Code	Course Title	T	P	C
IAPA 100	CAADP/ECOWAP and National Agriculture Policies	2	2	3
IAPA 101	Introduction to the WTO and the Agriculture Agreement	2	2	3
IAPA 102	WTO Sanitary and Phytosanitary Measures (SPS)	2	2	3
IAPA 103	Technical Barriers to Trade in the WTO (TBT)	2	2	3
IAPA 104	Trade-Related Aspects of Intellectual Property Rights (TRIPS) and the promotion of agro-exports from W/Africa	2	2	3
IAPA 105	Private Standards in International Trade Issues, Opportunities & Challenges for ECOWAS	2	2	3
IAPA 106	Rules of Origin	2	2	3

## MODULE TWO

<b>Course Code</b>	<b>Course Title</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>IAPA 200</b>	Introduction to the EU-ECOWAS Economic Partnership Agreement (EPA)	2	2	3
<b>IAPA 202</b>	Commercial Diplomacy	2	2	3
<b>IAPA 202</b>	Trade Facilitation Agreement	2	2	3
<b>IAPA 203</b>	Gender and Trade in Agriculture Policy	2	2	3
<b>IAPA 204</b>	Trade and Climate Change in Agriculture Policy	2	2	3

## **14. COURSE DESCRIPTIONS:**

### **MODULE ONE:**

#### **IAPA 100. CAADP/the ECOWAS Common Agriculture Policy (ECOWAP) and National Agriculture Policies**

##### **A. Course Objectives:**

The objective of the Course is to strengthen the capacity of students in understanding their National Agriculture Policies; the concepts of the ECOWAS Common Agriculture Policy (ECOWAP) and Comprehensive Africa Agriculture Development Program (CAADP); their incorporation or implementation in National and Regional Agriculture Policies or programmes; Students will get to understand the rationale for public intervention in agricultural and food markets and the functioning of the Regional Agricultural Investment Programme (RAIP) and its impact on the domestic economy, food security and intra-regional agricultural trade.

##### **B. Expected Outcomes**

At the end of the training, participants will be able to:

1. Have a broad knowledge of the various national policies and the areas of harmonization with regional policies;
2. Have a general understanding of the ECOWAP and CAADP and their impact on national agricultural development.
3. Effectively apply agricultural and trade policy tools to varying circumstances;
4. Understand the implication of customs and traditions in achieving agricultural development;

##### **C. Mode of delivery**

In-class interactive teaching supported by PowerPoint presentation will be delivered. At the end of the course, students will be expected to undertake a short in-class test or assignment (whichever is ideal) to assess their understanding of the subject on CAADP/The ECOWAS Common Agriculture Policy and National Agriculture Policies.

## D. Reading List

The following reading list is recommended:

- i. Ian Taylor (2005). *Towards Africa's Development or another false start*. Lynne Rienner Publisher, London
- ii. Miguel Urrutia and Setsuko Yukawa (1988). *Economic Development Policies in Resource rich countries*.
- iii. Peter Kenen (2010). *The International Economy*. Cambridge University Press
- iv. *Regional Partnership Compact for the Implementation of ECOWAP/CAADP*. (2009). ECOWAS Commission.
- v. Third World Network (2006). *The Impact of Globalisation and Liberalisation on Agriculture and Small Farmers in Developing Countries: The Experience of Ghana*.
- vi. *International Conference on Financing Regional Agriculture Policy in West Africa (ECOWAP/CAADP)*. 11-12 November, 2009. Hilton Hotel, Abuja, Nigeria. ECOWAS Commission.
- vii. Asuming-Brempong, S. (2010). *Aid for Trade: The Process of Identifying and Prioritising Trade-Related Support Measures in Agriculture*, Background paper 2, IEA/FAO Trade Mainstreaming Project, Ghana.
- viii. Egyir, I.S., Nimoh, P. & Yeboah, B.A. (2010) *Articulation of Appropriate Trade Policies*, Background Paper 1, IEA/FAO Trade Mainstreaming Project, Ghana.
- ix. Ramesh Sherma (2010). *Ghana – Mainstreaming Trade Policy*. Background Paper 9, IEA/FAO Trade Mainstreaming Project, Ghana.



## **IAPA 101. Introduction to the WTO and the Agriculture Agreement**

### **A. Course Objectives**

The objective of this course is to build knowledge and understanding of the World Trade Organization (WTO) and in particular provides an introduction to the WTO Agreement on Agriculture and its provisions. It will provide the implications the Agreement on Agriculture has for agricultural and trade policies, particularly in developing countries, providing students the ability to interpret the provisions of the Agreement on Agriculture and linkages to other Agreements of the WTO.

### **B. Expected Outcomes**

After successful completion of the course, students are expected to have achieved the following results;

1. Understand the legal framework of international trade by reviewing the main elements of the multilateral trading system and its associated agreements;
2. The Structure, mandate and functions of the WTO;
3. Develop an appreciation of the basic provisions of the WTO and its Agreements.
4. Develop an understanding of the importance of the Agreement on Agriculture, its administration and effect on policies in developing countries;
5. Basic understanding of how trade agreements are negotiated in the WTO and the politics of lobbying for specific issues.
6. The objective of the Agriculture Agreement and its three pillars (Market access, Domestic support and Export Subsidies);

### **C. Mode of Delivery**

In-class interactive discussion supported by PowerPoint presentation will be delivered. Students are expected to do prior reading before each class.

### **D. Reading List**

- i. **World Trade Organization; "Agreement on Agriculture"; Available at: [https://www.wto.org/english/docs\\_e/legal\\_e/14-ag.pdf](https://www.wto.org/english/docs_e/legal_e/14-ag.pdf) .**
- ii. World Trade Organization; “ The General Agreement on Tariffs and Trade”; **Available at: [https://www.wto.org/english/docs\\_e/legal\\_e/gatt47\\_e.pdf](https://www.wto.org/english/docs_e/legal_e/gatt47_e.pdf) .**
- iii. World Trade Organization; “Legal Texts”; Available at; **Available at: [https://www.wto.org/english/docs\\_e/legal\\_e/legal\\_e.htm](https://www.wto.org/english/docs_e/legal_e/legal_e.htm) .**
- iv. M.A. Crowley; (2003) “ An Introduction to the WTO and GATT”; Available at: <https://chicagofed.org/.../4qeppart4-pdf>.
- v. Gene M. Grossman; ( 2012), Why the WTO? An Introduction to the Economics of Trade Agreements, Available at: <http://www.econ-law.se/Papers/pdf>
- vi. Students are encouraged to obtain the following book:  
World Trade Organisation. 1999. *The Legal Texts. The Results of the Uruguay Round of Multilateral Trade Negotiations*. Cambridge University Press

## **IAPA 102. Sanitary and Phytosanitary measures (SPS)**

### **A. Course Objectives**

This course seeks to build knowledge and understanding of the Sanitary and Phytosanitary Measures and their application in the food value chain. This course will include providing basic knowledge of the principles and requirements of the WTO Agreement on the Application of Sanitary and Phytosanitary Measures, the role of the sister organizations being the International Plant Protection Convention (IPPC), World Organization for Animal Health (OIE) and the Codex Alimentarius. It will provide students with in depth understanding of SPS measures in the context of international and regional trade agreements.

### **B. Expected Outcomes:**

Upon completion of the course, students are expected to have achieved the following results;

1. Develop an appreciation of the basic provisions of the WTO Agreement on the Application of Sanitary and Phytosanitary Measures, its administration and issues for developing countries;
2. Understanding of the application of SPS measures in the context of Regional Trade Agreements (RTAs) and
3. Understanding of how SPS measures can impact market access for goods.

### **C. Mode of Delivery**

In-class interactive discussions supported by PowerPoint presentation will be delivered. Students are expected to do prior reading before each class. At the end of the course, students will be expected to undertake a short in-class test or assignment or simulation exercises (whichever is ideal) to assess their understanding of the subject.

### **D. Reading List**

The following reading list is recommended;

- i. **World Trade Organization; "Agreement on the Application of Sanitary and Phytosanitary Measures" at: [https://www.wto.org/english/docs\\_e/legal\\_e/15-sps.pdf](https://www.wto.org/english/docs_e/legal_e/15-sps.pdf)**
- ii. ZARRILLI, S., "WTO Sanitary and Phytosanitary Agreement: Issues for Developing Countries", in UNCTAD, A Positive Agenda for Developing Countries
- iii. UNCTAD/ITCD/TSB/10, p.309-338, New York and Geneva, 2000; Available at: [http://www.caribexport.com/obic/documents/WTO\\_Agreement\\_On\\_Sanitary\\_and\\_Phyto\\_sanitary\\_Measures.pdf](http://www.caribexport.com/obic/documents/WTO_Agreement_On_Sanitary_and_Phyto_sanitary_Measures.pdf)

- iv. JoãoMagalhães (2010); Standards and Trade Development Facility Report on Regional Sanitary and Phytosanitary Frameworks and Strategies in Africa (WTO, OIE, WHO, WB); Available at: <http://www.oie.int/doc/ged/D13277.PDF>.
- v. United Nations Conference on Trade and Development (2005); "Training Module on WTO Agreement on Sanitary and Phytosanitary Measures"; United Nations New York & Geneva; Available at: [http://unctad.org/en/Docs/ditctncd20043\\_en.pdf](http://unctad.org/en/Docs/ditctncd20043_en.pdf).  
European Commission; "Sanitary and Phytosanitary Issues"; Available at: [http://trade.ec.europa.eu/doclib/docs/2013/april/tradoc\\_150986.pdf](http://trade.ec.europa.eu/doclib/docs/2013/april/tradoc_150986.pdf)
- vi. **IAPA 103. Technical Barriers to Trade in the WTO (TBT)**

### A. Course Objectives

The objective of the Course on Technical Barriers to Trade (TBT) is to strengthen the capacity of students in understanding international trade from the dimension of how Non-Tariff Barriers (NTBs) impact on trade in goods in the context of Technical Barriers to Trade (TBT). This is against the background of proliferation of NTBs in international trade in the form of Technical Barriers to Trade and the inherent challenges of developing countries in meeting international TBT standards.

### B. Expected Outcomes

After successful completion of the course, students are expected to have achieved the following results;

1. General understanding of Non-Tariff Barriers (NTBs) to trade and how they restrict markets access for goods.
2. Understanding of what Technical Barriers to Trade (TBT) and their purpose/objectives and examples/types of TBT measures in terms of technical regulations and standards.
3. Understand the differences between Technical Barriers to Trade (TBT) and Sanitary and Phytosanitary Measures (SPS).
4. Understanding of the context and legal framework governing Technical Barriers to Trade (TBT) in the context of the multilateral trading system of the WTO.
5. Appreciation of the basic provisions of the Agreement on Technical Barriers to Trade (TBT Agreement).
6. Understanding of how Technical Barriers to Trade (TBT) have been impacting on trade in agriculture goods in Africa.
7. Appreciation of the challenges faced by developing countries including LDCs in meeting international technical regulations and standards.

### C. Mode of Delivery

In-class interactive teaching supported by PowerPoint presentation will be delivered. At the end of the course, students will be expected to undertake a short in-class test or assignment or simulation exercises (whichever is ideal) to assess their understanding of the subject of Technical Barriers to Trade.

### D. Reading List

To facilitate the achievement of the course objectives, students will be directed to publicly available online sources of information for more information on Technical Barriers to Trade. The following reading list is recommended;

- i. World Trade Organization (2014); “The WTO Agreements Series - Technical Barriers to Trade”; WTO Publications (Geneva); Available at: [https://www.wto.org/english/res\\_e/publications\\_e/tbttotrade\\_e.pdf](https://www.wto.org/english/res_e/publications_e/tbttotrade_e.pdf)
- ii. Agreement on Technical Barriers to Trade; Available at: [https://www.wto.org/english/docs\\_e/legal\\_e/17-tbt.pdf](https://www.wto.org/english/docs_e/legal_e/17-tbt.pdf)  
[https://www.wto.org/english/tratop\\_e/tbt\\_e/tbt\\_e.htm](https://www.wto.org/english/tratop_e/tbt_e/tbt_e.htm)

## **IAPA 104. Trade-Related Aspects of Intellectual Property Rights (TRIPS) and the promotion of Agro-exports from West Africa**

### **A. Course Objectives**

The purpose of this training module is for students to understand the complex relationship between intellectual property rights (IPRs) and trade and specifically key aspects relating to IPRs in the WTO Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS) from the dimension of how it promotes West Africa agro exports. This is against the background of exporting challenges of developing countries in order to meet their development needs.

### **B. Expected Outcomes**

After successful completion of the course, students are expected to have achieved the following results;

1. Understanding of the context and legal framework governing TRIPS in general in the context of the multilateral trading system of the WTO.
2. Understanding of the type of IPRs that apply to Agriculture, their purpose/objectives and examples/types within the framework of the TRIPS agreement.
3. General understanding of the WTO agreement on TRIPS and how its implementation restricts or promotes W/Africa agro exports.
4. Understanding the difference between Geographical indications, Appellation of origins, Breeder's rights, traditional knowledge and Trademarks as they apply to agro exports.
5. Understanding of how TRIPS have been developed and implemented within the context of regional trade agreements in W/Africa (ECOWAS, UEMOA).

### **C. Mode of Delivery**

In-class interactive teaching supported by PowerPoint presentation will be delivered. At the end of the course, students will be expected to undertake a short in-class test or assignment (whichever is ideal) to assess their understanding of the subject of TRIPS.

### **D. Reading List**

To facilitate the achievement of the course objectives, students will be directed to publicly available online sources of information for more information on TRIPS. The following reading list is recommended;

- i. World Trade Organization (2014); "TRIPS" Landing page; Available at: [https://www.wto.org/english/tratop\\_e/trips\\_e/trips\\_e.htm](https://www.wto.org/english/tratop_e/trips_e/trips_e.htm).
- ii. Agreement on TRIPS; Available at: [https://www.wto.org/english/tratop\\_e/trips\\_e/t\\_agm0\\_e.htm](https://www.wto.org/english/tratop_e/trips_e/t_agm0_e.htm).
- iii. Policy/legal Briefing on TRIPS; Available at: [https://www.iisd.org/trade/handbook/5\\_7\\_2.htm](https://www.iisd.org/trade/handbook/5_7_2.htm) and [here](#)

## **IAPA 105. Private Standards in International Trade Issues, Opportunities and Challenges for ECOWAS Countries**

### **A. Course Objectives**

The objective of the Course on Private Standards in International Trade is to enhance knowledge amongst students and strengthen the capacity of government officials and participants in understanding the role of Private Standards in the market-place, their possible implications for developing countries agriculture & forestry exports and possible pro-active policies which needs to be put in place to support Private Standards in the regional Agriculture sector. This is against the background of proliferation of Private Standards in international trade in the form of Technical Barriers to Trade and the inherent challenges of developing countries in meeting these Standards on Western markets.

### **B. Expected Outcomes**

After successful completion of the course, students and participants are expected to have achieved the following results;

1. General understanding of Private Standards in International Trade Issues and Opportunities they provide for West African Agro-Exports.
2. Understandings of what Private Standards are, their purpose/objectives and examples/types of Private Standards existing in the region or Partner countries.
3. Understanding of the context and legal framework governing Private Standards in the context of the multilateral trading system of the WTO and the Economic Partnership Agreement.
4. Relationship between Government Regulations and Private Sector Standards.
5. Key Case Studies of Private Sector Standards in the Fresh Fruit, Vegetables and Forestry Sectors in Ghana, Nigeria, Liberia and Sierra Leone.
6. Trade Implications of Private Standards.
7. Approaches and Benefits of National GAP Schemes.
8. Obstacles to GAP Implementation in Developing Countries.
9. Development aspect in Promoting National GAP Schemes.
10. The role of Government in Promoting GAP Implementation.
11. Facilitating EUREGAP Certification.
12. Issues related to EUREGAP Standard-Setting Process.
13. Harmonization of Standards and the EUREGAP benchmarking options.

### **C. Mode of Delivery**

In-class interactive teaching supported by PowerPoint presentation will be delivered. At the end of the course, students will be expected to undertake a short in-class test or assignment (whichever is ideal) to assess their understanding of the subject of Private Standards.

### **D. Reading List**

- i. MA. Casella, A. (2011). Product Standards and International Trade. Harmonization Through Private Collations?
- ii. Routledge. FSA (2011). Food Law Code of Practice (England). Food Standards Agency, London. Fulponi, L. (2005). Private Voluntary Standards in the Food System: The Perspective of Major Food Retailers in OECD Countries. *Food Policy*, 30(2): 115-128.
- iii. Henson, S.J. (2010). The Role of Public and Private Standards in Regulating International Food Markets. *Journal of International Agricultural Trade and Development*, 4(1): 52-66.
- iv. Global Supply Chains: Standards and the Poor. Wallingford: CABI Publishing. Unnevehr, L. (2009). Food Safety Issues and Fresh produce Exports from LDCs. *Agricultural Economics*, 23(3): 231-240. World Bank (2005). Food Safety and Agricultural Health Standards: Challenges and Opportunities for Developing Country Exports. Washington DC, World Bank. WTO (2007a) Private Standards and the SPS Agreement,
- v. Note by the Secretariat G/SPS/GEN/746, Geneva: WTO, Committee on Sanitary and Phytosanitary Measures. World Trade Organization, Geneva. WTO (2007b). Concerns Related to Private Standards.
- vi. Communication from Saint Vincent and the Grenadines 27 February 2007. G/SPS/GEN/766. World Trade Organization, Geneva.

## **IAPA 106. Rules of Origin**

### **A. Course Objectives**

The objective of the Course on Rules of Origin is to strengthen the capacity of students in understanding international trade from the dimension of Rules of Origin in the context of trade agreement preferences and how they can affect market access for goods including agricultural trade/exports.

### **B. Expected Outcomes**

After successful completion of the course, students will achieve the following results;

1. Understanding of what Rules of Origin are and the varieties of Rules of Origin, their purpose/importance and how they are administered.
2. Understanding of the legal framework governing Rules of Origin in the context of the multilateral trading system of the WTO.
3. Appreciation of the basic provisions of the Agreement on Rules of Origin.
4. Understanding of the application of Rules of Origin in the context of Regional Trade Agreements (RTAs) such as ECOWAS and EPAs.
5. Understanding of how existing Rules of Origin in RTAs may affect or impact on trade in goods (agriculture for example)

### **C. Mode of Delivery**

In-class interactive teaching supported by PowerPoint presentation will be delivered. At the end of the course, students will be expected to undertake a short in-class test or assignment (whichever is ideal) to assess their understanding of the subject of Rules of Origin.

### **D. Reading List**

- i. **World Trade Organization; "Agreement on Rules of Origin"; Available at:**[https://www.wto.org/english/docs\\_e/legal\\_e/22-roo.pdf](https://www.wto.org/english/docs_e/legal_e/22-roo.pdf)  
[https://www.wto.org/english/tratop\\_e/roi\\_e/roi\\_info\\_e.htm](https://www.wto.org/english/tratop_e/roi_e/roi_info_e.htm)
- ii. **World Customs Organization; "Rules of Origin – Handbook"; Available at:**  
<http://www.wcoomd.org/en/topics/origin/overview/origihandbook.aspx>,[http://www.wcoomd.org/en/topics/origin/overview/~/\\_media/D6C8E98EE67B472FA02B06BD2209DC99.ashx](http://www.wcoomd.org/en/topics/origin/overview/~/_media/D6C8E98EE67B472FA02B06BD2209DC99.ashx)
- iii. **Inama, S (2008); "Rules of Origin in International Trade"; Cambridge University Press;at:**<http://shcas.shnu.edu.cn/LinkClick.aspx?fileticket=zFLzaQcDDeg%3D&tabid=12805&mid=31236&language=zh-CN>.
- iv. **United Nations Conference on Trade and Development (2011); "Rules of Origin and Origin Procedures Applicable to Exports from Least Developed Countries"; United Nations Publication ISSN 1816-2878; Geneva; Available at:**  
[http://unctad.org/en/Docs/ditctncd20094\\_en.pdf](http://unctad.org/en/Docs/ditctncd20094_en.pdf).
- v. **United Nations Conference on Trade and Development and Trade Mark Southern Africa (2012); "Handbook on Duty-Free Quota-Free (DFQF) and Rules of Origin - Part II: Other Developed Countries' and Developing Countries' implementation of DFQF"; United Nations New York and Geneva, 2012; Available at:**  
[http://unctad.org/en/PublicationsLibrary/aldc2009d3\\_en.pdf](http://unctad.org/en/PublicationsLibrary/aldc2009d3_en.pdf)



## **IAPA 107. Trade Remedies**

### **A. Course Objectives**

This course give(s) participants an overview of WTO disciplines regarding trade remedies covering basic WTO disciplines related to anti-dumping, to subsidies and countervailing measures, and to general safeguard measures; and different procedures and investigations connected to anti-dumping, to subsidies and countervailing measures, and to general safeguards.

In addition, this course will cover the opportunities and challenges for LDCs in the utilization of the regulatory framework on trade remedies. The trade remedies within the ECOWAS regional trading arrangements and in particular the EU – ECOWAS EPA will also be discussed.

### **B. Expected Outcomes:**

Upon completion of the course, students are expected to have achieved the following results;

1. Develop an appreciation of the basic provisions of the WTO Agreements related to Anti-Dumping, Safeguards and Countervailing measures, their application and issues for developing countries;
2. Understanding of the application and procedures of trade remedies in the context of Regional Trade Agreements (RTAs) such as the EU – ECOWAS EPA and
3. Understanding of how trade remedies can impact market access and exports of agricultural goods.

### **C. Mode of Delivery**

In-class interactive discussion supported by PowerPoint presentation will be delivered. Students are expected to do prior reading before each class. At the end of the course, students will be expected to undertake a short in-class test or assignment or simulation exercises (whichever is ideal) to assess their understanding of the subject.

### **D. Reading List**

The following reading list is recommended;

- i. World Trade Organization; "Agreement on The WTO Agreements relating to anti-dumping measures, subsidies and countervailing measures and safeguards viewed at: [https://www.wto.org/english/thewto\\_e/whatis\\_e/tif\\_e/agrm8\\_e.htm](https://www.wto.org/english/thewto_e/whatis_e/tif_e/agrm8_e.htm)
- ii. Jean-Sébastien Roure., see <http://www.intracen.org/worldtradenet>

## **MODULE TWO:**

### **IAPA 200. Introduction to the EU-ECOWAS Economic Partnership Agreement (EPA)**

#### **A. Course Objectives:**

The course is designed to provide students with a basic understanding of the Economic Partnership Agreements (EPA), the historical background, structure of negotiations and current state of play. The course will first look at EPAs from an all-African Caribbean Pacific (ACP)-EU perspective to enable students understand the foundational issues including fundamental reasons for negotiating the EPAs relating to WTO compliance and strengthening economic development in ACP countries in general.

The course will then look at the state of play of the negotiations focusing on the EU-West Africa EPA. The course will review the signed EPA agreement and examine the key provisions in the EU-EPA agreement.

#### **B. Expected Outcomes:**

At the end of the course, participants would better:

1. Appreciate the foundational principles and objectives of negotiating EPAs between EU and ACP countries.
2. Understand the state of play of EPA negotiations in the six regional groupings (CARIFORUM, Central Africa, EAC, ESA SADC, Pacific and West Africa) .
3. Articulate the key provisions of the EU-ECOWAS EPA agreement signed on 14 July 2014 and
4. Appreciate the potential impact of the agreement in West Africa.

#### **C. Modes of Delivery**

Course will be delivered through face-to-face lectures. Students will be assessed through individual and group assignments as well as an end of course MCQ examination and simulations.

#### **D. Reading List**

- i. Antoine Coste and Erik von Uexkull, 'Benefits of the ECOWAS CET and EPA will outweigh costs in Nigeria, but competitiveness is the real issue' Africa Trade Policy Notes  
[https://openknowledge.worldbank.org/bitstream/handle/10986/21312/936420REPLACE\\_M00EPA0Policy0Note0V2.pdf?sequence=1](https://openknowledge.worldbank.org/bitstream/handle/10986/21312/936420REPLACE_M00EPA0Policy0Note0V2.pdf?sequence=1)
- ii. Economic Partnership Agreement between West Africa and the European Union available at <http://ec.europa.eu/trade/policy/countries-and-regions/regions/west-africa/>
- iii. Economic Partnership Agreement with West Africa - Facts and figures - [http://trade.ec.europa.eu/doclib/docs/2014/july/tradoc\\_152694.pdf](http://trade.ec.europa.eu/doclib/docs/2014/july/tradoc_152694.pdf)

- iv. Kone, Youssouf: Economic and Social Impacts of the Prospective EU-ECOWAS Economic Partnership Agreements: The Evidence from Côte d'Ivoire, 2008, available online at: <https://www.gtap.agecon.purdue.edu/resources/download/3876.pdf>
- v. Ramdoo, I. Comparing EAC, SADC and ECOWAS EPAs: what can ESA EPA draw from them? (ECDPM Presentation). Maastricht: ECDPM. 2014 <http://ecdpm.org/publications/comparing-eac-sadc-ecowas-epas/>
- vi. von Uexkull, Erik Jan; Njinkeu, Dominique; Maur, Jean-Christophe; Coste, Antoine; Shui, Lulu. 2014. ECOWAS economic partnership agreement with the EU and Nigerian trade and development. Washington, DC: World Bank Group. <http://documents.worldbank.org/curated/en/2014/09/23025209/ecowas-economic-partnership-agreement-eu-nigerian-trade-development>
- vii. William Mwanza, "The Legal Framework and State of Play of Economic Partnership Agreements between the EU and the African Regions," Tralac Trade Law Centre, Tralac Trade Brief No. S14TB12/2014, October 2014.
- viii. The European Parliament Fact Sheets: "Relations with the African, Caribbean and Pacific countries: from the Yaoundé and Lomé Conventions to the Cotonou Agreement". Available: [http://www.europarl.europa.eu/facts\\_2004/6\\_4\\_5\\_en.htm](http://www.europarl.europa.eu/facts_2004/6_4_5_en.htm)
- ix. Peter Draper , ECIPE Research Fellow,(2007): " EU-Africa Trade Relations: The Political Economy of Economic Partnership Agreement" - <http://www.oecd.org/dev/38780784.pdf>

## IAPA 201. Trade Facilitation Agreement

### A. Course Objectives

The objective of the course on trade facilitation is to strengthen the capacity of students in understanding the WTO Agreement on Trade Facilitation and in particular, the need for expediting the movement, release and clearance of agricultural goods including goods in transit. Outline recent developments in trade facilitation with a focus on the conflict between operational and institutional variables. Time delays at border crossings and lengthy clearance procedures and complex formalities causing unnecessary barriers to trade will be discussed and analysed.

### B. Expected Outcomes

After successful completion of the course, students are expected to have achieved the following results;

1. Understanding of the basic concepts of trade facilitation, its importance on international trade.
2. Understanding of the WTO Agreement on trade facilitation in the context of Regional Trade Agreements (RTAs) such as ECOWAS and EPAs.
3. Understanding of how trade facilitation in RTAs may affect or impact on trade in agricultural goods.
4. Understanding whether the current institutions concerned with trade policy have the necessary capabilities to apply themselves to operational issues adequately.

### C. Mode of Delivery

In-class interactive teaching supported by PowerPoint presentation will be delivered. At the end of the course, students will be expected to undertake a short in-class test or assignment (whichever is ideal) to assess their understanding of the subject of Rules of Origin.

### D. Reading List

- i. <https://wto.org/tradefacilitation>
- ii. Economic and social commission for Asia and the Pacific: Trade Facilitation Handbook for the greater Mekong Sub-region, United Nations, New York 2002, available at: <https://books.google.gm/books?isbn=9211201411>:
- iii. [http://www.oecd.org/tad/facilitation/OECD\\_Trade\\_Facilitation\\_Indicators\\_updated-flyer\\_October\\_2014.pdf](http://www.oecd.org/tad/facilitation/OECD_Trade_Facilitation_Indicators_updated-flyer_October_2014.pdf)
- iv. [www.worldcustomsjournal.org/.../customs and trade facilitation](http://www.worldcustomsjournal.org/.../customs_and_trade_facilitation)  
[ec.europa.eu/taxation\\_customs/customs/policy.../trade.../index\\_en.htm](http://ec.europa.eu/taxation_customs/customs/policy.../trade.../index_en.htm)
- v. [www.wcoomd.org/en/topics/.../wto-agreement-on-trade-facilitation.aspx](http://www.wcoomd.org/en/topics/.../wto-agreement-on-trade-facilitation.aspx)
- vi. [www.intracen.org/WTO-Trade-Facilitation-Agreement-for-web/](http://www.intracen.org/WTO-Trade-Facilitation-Agreement-for-web/)

## **IAPA 202. Commercial Diplomacy**

### **A. Course Objectives**

Commercial Diplomacy encompasses the management of policy issues that affect international trade, investments and the negotiation of international trade agreements leading to policy initiatives. Any organization affected by the actions of its own government or by foreign governments on trade issues has to be able to participate actively in formal and informal consultations that take place between the private sector and governments on the development of policies and negotiating objectives.

Managers or Farm Associations responsible for interacting with domestic and foreign government to advance the interests of their industry need a special set of Commercial Diplomacy skills, as do government officials responsible for formulating policies and negotiating agreements with other governments. An effective professional in the field of Commercial Diplomacy has to have the ability to analyze the commercial, macroeconomic, policy-related, political, and legal aspects of an issue, and to communicate and negotiate effectively with domestic and foreign stakeholders and governments.

This module-based program leads participants through the steps an accomplished professional in Commercial Diplomacy must follow in advancing the interests of the organization she/he represents in trade policy decisions, trade negotiations and the settlement of trade disputes.

### **B. Expected Results**

It is expected that at the end of the Course the Participants would acquire:

1. The analytical skills and research methods required for an in-depth understanding of policy issues that affect the Agriculture Industry, agro-businesses and investments in the Agriculture Sector;
2. The communication and consensus-building skills required for influencing national trade policy decisions and negotiating positions that may impact the agro-business sector positively or negatively; and
3. The negotiating and dispute settlement skills required for the development of international agreements and the resolution of international disputes.
4. The structure of the program provides a roadmap for individuals seeking to learn about Commercial Diplomacy or to strengthen their Commercial Diplomacy skills and knowledge acquired through practice.

**The Structure of the Course consists of the following:**

- i. **Understanding Commercial Diplomacy**
  - a. Understanding Commercial Diplomacy
  - b. Trade Policy Process

ii. **The Global Trading System**

- a. The World Trade Organization & Its Agreements
- b. ECOWAS, the EU and the Economic Partnership Agreement
- c. The US and the African Growth and Opportunity Act (**AGOA**)

iii. **Analyzing the Issues**

- a. Analytical Framework
- b. Defining a Trade Policy Issue
- c. Using Economic Data in Commercial Diplomacy
- d. Analyzing Trade-Related Domestic Agriculture Policy Issues
- e. Legal Analysis
- f. Political Analysis
- g. Developing a Research Strategy
- h. Completing Analytical Framework

iv. **Communicating the Message**

- a. Writing as a Professional Tool
- b. Effective Oral Communication
- c. Effective Data Presentation for Negotiations
- d. Writing a Decision Memorandum

v. **Negotiation and Consensus Building**

- a. Building Consensus and Managing the Politics of Trade
- b. Managing the Business/Government Relationship of Trade
- c. Negotiations

vi. **Dispute Settlement**

- a. The WTO/EU Dispute Settlement Process
- b. Alternative Dispute Resolution Mechanisms (ADRM<sub>s</sub>).

**C. Mode of Delivery**

The Mode of Delivery would be through Power Point Presentations, Manual Reading, exercises applied to specific case studies and Test Questions applying the skills covered to test participants comprehension of the topics covered.

#### D. Reading List

To facilitate the achievement of the course objectives, students will be directed to publicly available online sources of information for more information on Commercial Diplomacy. The following reading list is recommended;

- i. ABARE Research Report on Agriculture, ABARE (Australian Bureau of Agricultural and Resource Economics). 2011. "Reforming World Agricultural Trade Policies." Research Report 99, ACTPN Discussion Guide on Bio Technology  
[https://ustr.gov/sites/default/files/2015-Presidents-Trade-Agenda\\_2.pdf](https://ustr.gov/sites/default/files/2015-Presidents-Trade-Agenda_2.pdf)
- ii. Discussion Guide for 6/10/99 ACTPN Meeting.
- iii. Canada Paper on Trade and Developing Countries:  
[https://docs.wto.org/dol2fe/Pages/FE\\_Search/.../q/WT/GC/W676.pdf](https://docs.wto.org/dol2fe/Pages/FE_Search/.../q/WT/GC/W676.pdf)
- iv. Chiquita Brands Congressional Testimony  
[waysandmeans.house.gov/Legacy/trade/106cong/8-5-99/8-5wars.htm](http://waysandmeans.house.gov/Legacy/trade/106cong/8-5-99/8-5wars.htm)
- v. EU Position on World Trade <http://ec.europa.eu/trade/policy/eu-position-in-world-trade> ;
- vi. State of Play of the Free Trade Agreement on the EPAs  
[http://trade.ec.europa.eu/doclib/docs/2009/september/tradoc\\_144912.pdf](http://trade.ec.europa.eu/doclib/docs/2009/september/tradoc_144912.pdf)
- vii. Trade, Growth and Development Tailoring trade and investment policy for those countries most in need:  
[http://trade.ec.europa.eu/doclib/docs/2012/may/tradoc\\_149493.pdf](http://trade.ec.europa.eu/doclib/docs/2012/may/tradoc_149493.pdf)
- viii. Fact sheet on the interim Economic Partnership Agreements, West Africa, Ivory Coast & Ghana [http://trade.ec.europa.eu/doclib/docs/2009/january/tradoc\\_142191.pdf](http://trade.ec.europa.eu/doclib/docs/2009/january/tradoc_142191.pdf)
- ix. Proposal to amend the Market Access Regulation (1528/2007) regarding certain ACP countries and trade preferences:  
[http://trade.ec.europa.eu/doclib/docs/2011/october/tradoc\\_148257.pdf](http://trade.ec.europa.eu/doclib/docs/2011/october/tradoc_148257.pdf)
- x. How the EU is putting the CARIFORUM-EU EPA into practice  
[http://trade.ec.europa.eu/doclib/docs/2012/april/tradoc\\_149286.pdf](http://trade.ec.europa.eu/doclib/docs/2012/april/tradoc_149286.pdf)

## **IAPA 203. Gender and Trade in Agriculture Policy**

### **A. Course Objectives**

The objective of the course on trade and gender is to explore how trade affects gender equality and to examine the policy options that can be adopted at the national level to address the issue. Trade and trade liberalization in particular have significant consequences for gender equality. Hence, the gender dimension of trade has to be critically examined and addressed in order to ensure that women are not disproportionately affected and further constrains efforts to address poverty eradication and inclusive growth.

### **B. Expected Outcomes**

After successful completion of the course, students are expected to have achieved the following results;

1. General understanding of the relationship between trade and gender particularly in respect of trade in agriculture;
2. Greater dialogue between gender stakeholders and trade and agriculture stakeholders;
3. General understanding of the Agriculture negotiations underway in the WTO Doha Round and the potential impact of trade liberalization in agriculture on gender equality in West Africa;
4. General understanding of the agriculture provisions in the ECOWAS –EU EPA and potential impact on gender equality; and
5. Enhanced dialogue on how existing trade policies in the ECOWAS can take account of the gender dimension of trade in agriculture.

### **C. Mode of Delivery**

In-class interactive teaching supported by PowerPoint presentation will be delivered. At the end of the course, students will be expected to undertake a short in-class test or assignment (whichever is ideal) to assess their understanding of the topic on Trade and Gender.

### **D. Reading List**

The following reading list is recommended;

- i. Simonetta Zarrilli, Trade Policy and Gender - Unfolding the links, Journal of World Trade (February 2010)
- ii. The State of Food and Agriculture 2010-2011.
- iii. Women in Agriculture- Closing the Gender Gap for Development, FAO,
- iv. Barrientos S (2013). Gender production networks: Sustaining cocoa-chocolate sourcing from Ghana and India. Working Paper No.186. University of Manchester, Brooks World Poverty Institute. Available at:



[http://www.bwpi.manchester.ac.uk/medialibrary/publications/working\\_papers/bwpiwp-18613.pdf](http://www.bwpi.manchester.ac.uk/medialibrary/publications/working_papers/bwpiwp-18613.pdf)

- v. Vargas-Hill R and Vigneri M (2011). Mainstreaming gender sensitivity in cash crop market supply chains. ESA Working Paper No.11-08. United Nations Food and Agriculture Organization, Rome;
- vi. Tallontire A, Dolan C, Smith S and Barrientos S (2005). Reaching the marginalized? Gender value chains and ethical trade in African horticulture, *Development in Practice* 15 (3–4): 559–571.
- vii. Porto G, Depetris-Chauvin N and Olarreaga M (2011), *Supply Chains in Export Agriculture, Competition, and Poverty in Sub-Saharan Africa*, Centre for Economic Policy Research, London;
- viii. Barrientos S and Kabeer N (2004) Enhancing female employment in global production: Policy implications. *Global Social Policy* 4 (2): 153–169.

## **IAPA 204. Trade and Climate Change in Agriculture Policy**

### **A. Course Objectives**

This course will give participants an overview of legal and policy issues surrounding the linkages between trade and climate change issues. The course will focus on international and national institutions as well as legal and policy processes relating to the governance of trade as they increasingly relate to climate change.

### **B. Expected Outcomes:**

Upon completion of the course, students are expected to have achieved the following results;

1. Develop an appreciation of the impact of climate change on agriculture and agriculture trade policies;
2. Understanding of how Agriculture can play an important role in mitigating the negative effects of climate change;
3. Understanding of the role of trade and trade measures used to combat climate change;
4. Implications of climate change for land and water policies and management.

### **C. Mode of Delivery**

In-class interactive discussion supported by PowerPoint presentation will be delivered. Students are expected to do prior reading before each class. At the end of the course, students will be expected to undertake a short in-class test or assignment or simulation exercises (whichever is ideal) to assess their understanding of the subject.

### **D. Reading List**

The following reading list is recommended;

- i. Eva Ludi, Christopher Stevens, Leo Peskett and Lídia Cabral Overseas Development Institute: **Climate change and agriculture: Agricultural trade, markets and investment**, Draft, March 2007 viewed at: <http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/1884.pdf>
- ii. Climate change, Agriculture and Trade, viewed at: <http://www.ictsd.org/bridges-news/biores/news/climate-change-agriculture-and-trade-understanding-the-linkages>