



Specification: Knowing and understanding the IPPC - plant health or protection officer training curricula (2017-054)

Status box

This status box is not an official part of the Guide and will be modified by the IPPC Secretariat	
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Title	Knowing and understanding the IPPC - plant health or protection officer training curricula (2017-054)
Type of implementation resource	IPPC curricula
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Current document stage	Approved specification
Major stages completed	<p>2019-04: Added this topic to List of Implementation and Capacity Development Topics; priority 2 (GPM-14)</p> <p>2020-11: Implementation and Capacity Development Committee (IC) lead identified (Lalith KUMARASINGHE (NZ))</p> <p>2021-01: IC changed the priority from 2 to 1</p> <p>2021-06: draft Specification approved for consultation by IC (2021_eIC_14)</p> <p>2021-07: 2021 IPPC Consultation</p> <p>2021-11: Specification approved by the IC (IC_VM17)</p>
Implementation and Capacity Development Committee (IC) lead	2020-11: IC Lalith KUMARASINGHE (NZ)
IPPC Secretariat lead	<p>2021-02: IFU Brent LARSON</p> <p>2021-09: IFU Lois RANSOM</p>
Working Group experts	
Notes	<p>2021-11: IC agreed to change the title from <i>Plant health or protection officer training curricula with regards to the IPPC</i> to <i>Knowing and understanding the IPPC - plant health or protection officer training curricula</i></p> <p>2021-12: Edited</p>

1. Title

Knowing and understanding the IPPC - plant health or protection officer training curricula (2017-054)

2. Type of implementation resource

Curricula

3. Convention articles, ISPMs and CPM recommendations to be addressed by the proposed implementation resource

International Plant Protection Convention, all Articles

ISPMs: All

CPM Recommendations: All

4. Purpose and scope

The purpose of the training curricula is to assist national plant protection organizations (NPPOs), regional plant protection organizations (RPPOs) and the IPPC Secretariat to identify and develop appropriate training programmes that establish a baseline knowledge and common understanding of the International Plant Protection Convention and the systems and processes for its implementation by officers who are involved in plant health or protection roles or functions. Some of these roles and functions are described in the IPPC guide “Establishing a National Plant Protection Organization”. These curricula may be used as the basis for training plant health or protection officers working in NPPOs, RPPOs, in the IPPC Secretariat or as facilitators accredited by the IPPC Secretariat (e.g. PCE facilitators), as well as members of the Commission on Phytosanitary Measures (CPM) subsidiary bodies and related groups.

Developed by phytosanitary experts under the guidance of pedagogical experts, the curricula will provide the lessons, assessment and reference materials that help ensure plant health and protection officers have the essential knowledge of the IPPC and its implementation as a foundation for carrying out their work.

In summary, the curricula:

- are education programmes that provide an outline of the common baseline knowledge needed to have an understanding of the IPPC and how to implement its ISPMs and CPM Recommendations;
- are designed as a training element for anyone who contributes to achieving the IPPC Mission, including NPPO, RPPO and IPPC Secretariat staff and members of the IPPC community;
- provide a standard syllabus and assessment outcomes against agreed competency criteria so that students achieve “proof of learning” that is globally recognized;
- identify a suite of teaching approaches and standard content that is available to training organizations to use;
- can be integrated with function-specific training of plant health or protection roles;
- are reviewed and, as necessary, revised to ensure their relevance and currency.

5. Background

Over the years, several educational institutions have requested input from the IPPC Secretariat to participate and deliver components of phytosanitary training courses. Phytosanitary experts from around the world have participated in these training courses, including those offered at degree-granting institutions (both bachelor’s and master’s level) and shorter, one to two-week courses offered by colleagues or training institutes. Several years ago, the IPPC Secretariat also developed and

delivered a course to train PCE Facilitators. These courses have targeted all levels of plant health and protection officers working in a wide range of phytosanitary roles and functions.

In a recent “design-thinking study” conducted by the Secretariat, both of the NPPOs interviewed identified the need to have an “onboarding” course for their plant health officers, especially new employees.

Also, with the high turnover of staff in the IPPC Secretariat and the large number of “in-kind” contributions of NPPO staff that are loaned to the Secretariat as plant health officers, there is a basic need to bring new staff up to speed on the activities of the IPPC Secretariat, the CPM and related subsidiary bodies and groups. These types of training curricula might also be helpful for new members of the CPM’s subsidiary bodies.

6. Content for the proposed implementation resource

a. Identification of essential roles and functions requiring IPPC training (target audience):

- a. Working with NPPOs;
- b. Working with RPPOs;
- c. Working with the IPPC Secretariat, CPM subsidiary bodies and related groups;
- d. IPPC Secretariat-accredited facilitators including Phytosanitary Capacity Evaluation (PCE) and Beyond Compliance facilitators;
- e. Capacity development organizations including donors, providers – including the Standards and Trade Development Facility and other World Trade Organization (WTO) bodies; AID and other organizations; the Centre for Agriculture and Biosciences International (CABI), the Europe–Africa–Caribbean–Pacific Liaison Committee (COLEACP), etc.

b. Develop the IPPC knowledge requirements with reference to the roles and functions identified in 6.a.

- a. Define the knowledge needs relevant to the roles and functions outlined above. This should consider the IPPC rights and obligations, action and resources relevant to activities carried out by plant health or protection officers occupying different positions. This might be assisted by analysing work situations, etc., through analysis, discussions, consultations, literature searches for existing job descriptions, interviews, etc. For NPPOs, this process also needs to consider the functions identified in the IPPC guide on “Establishing a National Plant Protection Organization” and any additional roles and functions identified through discussions, consultations and interviews with NPPOs.
- b. Develop descriptions of roles and functions identified by the target audience. These could include but are not limited to:
 - purpose of the role;
 - principal responsibilities/key results areas
 - education, skills and experience:
 - **Education:** identify essential education (e.g. in agriculture or related field)
 - **Experience and knowledge:** (e.g. at least two years’ experience in a relevant specialist area such as entomology, taxonomy, pathology, agronomy)
 - **Skills:** identify essential and desired skills (e.g. good written and verbal communication skills, presentation skills)
 - **Common capabilities:** identify essential and desired soft skills (e.g. result-focused, self-directed learner, judgement and decision-making capability, communication with impact).

c. Determine/develop the process of linking role and function descriptions developed in 6.b with a particular training curriculum. The process could include, but is not limited to:

- a. assessing the context and identifying the target audience – could consider grouping similar positions/skill requirements;
- b. defining the purpose of the training and learning objectives;
- c. collating/identifying, adjusting and reviewing existing training material.

d. Develop the training curricula for the roles and functions identified in 6.a using the process developed in 6.c. In this process, consider the standard structure of a curriculum including:

- a. a purpose statement that defines the need that is fulfilled;
- b. outcome statement with the official list of goals;
- c. essential resources;
- d. strategy framework outlining the teaching approach;
- e. verification method;
- f. Standards alignment around competency criteria;
- g. course syllabus;
- h. proof of learning.

The following should be considered as relevant:

- a. Developing induction and training plans, including monitoring and evaluation processes, formative and summative assessment components, and prioritizing the elements of the training curricula.
- b. Developing staff up-skilling framework (i.e. develop training curricula for new and experienced staff) of a particular role. For example, develop a training curriculum for those who are aspiring to become a plant health or protection officer; foundational training curricula for those who are new to their role; and more advanced training curricula for experienced staff who perform complex tasks.
- c. How best to use “off-the-job training” including lectures, e-learning, special study, films, television conferences or discussions, case studies, role playing, simulation, programmed instruction, laboratory training related publications, social media and “on-the-job training”, which can be delivered to employees while they perform their regular jobs, including considerations for mentoring/coaching, internships, job rotation, apprenticeships, etc.
- d. Developing a process or criteria for evaluating the ongoing quality of the training material.
- e. Developing a system of recognition or certification for an individual’s successful completion of learning.

7. Financial and in-kind contributions

This e-learning course will be supported through a contribution to the IPPC Multi-donor Trust Fund by the Republic of Korea.

8. Selection criteria for working group experts

The IPPC Secretariat and the Implementation and Capacity Development Committee support equity, diversity, and inclusiveness and encourage all interested experts to submit their candidature to participate in the working group that will be tasked with developing this IPPC Guide or training material.

The members of the working group will be selected based on their technical and practical expertise in the subject matter. Geographical representation from both developing and developed countries will also be considered to ensure that the material developed is globally applicable and reflects best practices from all over the world.

The following criteria should be used for selecting working group members:

1. practical expertise and deep knowledge related to a phytosanitary system;
2. pedagogical expertise in developing curricula and in course design and assessment;
3. practical expertise developing, implementing and supervising phytosanitary training programmes;
4. practical expertise managing phytosanitary training programmes;
5. good understanding of the IPPC, International Standards for Phytosanitary Measures and CPM Recommendations;
6. practical expertise in the use of IPPC Guides and training materials, including e-learning materials;
7. experience in conducting PCEs and participating in the PCE Facilitator training;
8. experience in the development, preparation and delivery of distance-learning content and programmes (distance tutoring, self-study courses, online collective training);
9. experience in blended learning (e.g. combining e-learning and traditional face-to-face teaching);
10. experience in monitoring and integrating post-certification achievement into the curriculum;
11. a deep understanding of national phytosanitary systems;
12. strong working knowledge of English and ability to formulate ideas and write clearly in English.

9. References and supporting materials

InforMEA (United Nations Information Portal on Multilateral Environmental Agreements). 2018. *Introductory Course to the International Plant Protection Convention: Course Syllabus*. https://www.ippc.int/static/media/uploads/syllabus_-_ippc.pdf

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