

**2026 IPPC Regional Workshop
Presenter and Organizer Instructions
Phytosanitary Capacity Evaluation (PCE)**

1. Session purpose

This session provides participants with a practical introduction to the Phytosanitary Capacity Evaluation (PCE).

Rather than explaining the full PCE methodology, the session allows participants to experience how the PCE helps countries move from different stakeholder perspectives towards a shared diagnosis, prioritization, strategy development and implementation.

The exercises are not tests. They are designed to stimulate discussion, demonstrate the value of stakeholder participation, and illustrate how the PCE supports evidence-based decision-making and national ownership.

2. Recommended timing

Total recommended duration: 20–25 minutes

Section	Slides	Time
Introduction and why the PCE exists	1–2	4 minutes
Challenge 1 – Prioritizing the main gap	3	4 minutes
Challenge 2 – Causes and consequences	4	6 minutes
From diagnosis to strategy	5–6	6 minutes
PCE in action	7	3 minutes
Closing messages	8–9	2 minutes

3. Materials needed

Challenge 1 – Prioritization

Organizers should prepare:

- Two voting dots per participant.
- If voting dots are not available, use coloured cards, show of hands or another simple voting method.
- One wall, flipchart or board where participants can place their votes or where results can be displayed.
- One facilitator to guide the exercise.

Challenge 2 – Causes and consequences

Organizers should prepare:

- One flipchart mounted on a wall or board where participants can easily approach it.
- One yellow sticky note per participant pair.
- One green sticky note per participant pair.
- Markers for participants.
- One marker for the facilitator.
- One rapporteur or note-taker.

Flipchart preparation

Before the session, prepare one flipchart with the following layout.

Centre

Delays in the certification of shipments are affecting trade.

Top section:

CONSEQUENCES

Bottom section:

CONTRIBUTING FACTORS

The rapporteur should be positioned to observe the discussion and capture the main findings.

4. Slide-by-slide instructions

Slide 1 — Title Purpose	Presenter instructions The presenter introduces the session as a practical demonstration of how the PCE supports countries in strengthening their phytosanitary systems. The presenter should explain that the session is not intended to teach the complete PCE methodology. Instead, it illustrates the overall logic of the PCE through one simplified example. Participants should understand that the exercises replicate, in a simplified manner, the same reasoning followed during an actual PCE. Key message The PCE is a structured process that helps countries move from different stakeholder perspectives towards collective action.
Slide 2 — Why does the PCE exist?	Purpose Introduce the rationale behind the PCE. Presenter instructions The presenter explains that many phytosanitary problems are visible symptoms of deeper institutional or organizational constraints. Examples include: • export delays; • pest outbreaks; • laboratory bottlenecks; • staffing shortages; • trade complaints. The presenter then explains that these visible challenges often originate from broader issues such as: • weak coordination; • outdated legislation; • insufficient planning; • inadequate resources; • unclear responsibilities. The presenter should emphasize that addressing only the visible symptoms rarely produces sustainable improvements. Key message The PCE helps countries understand the phytosanitary system as a whole rather than addressing isolated symptoms.
Slide 3 — The PCE journey	Purpose Explain the overall PCE process. Presenter instructions

	The presenter explains that the PCE is led by the NPPO and informed by stakeholders identified by the country. Stakeholder engagement is continuous throughout the process and helps build ownership of both the findings and the resulting strategy. The presenter briefly introduces the six stages: • shared diagnosis; • causes and consequences; • country-owned solutions; • national strategy; • implementation; • stronger phytosanitary systems. The emphasis should be on the progression from different stakeholder perspectives towards collective action. Key message The PCE is not simply an assessment. It is a facilitated process for building consensus, strengthening national ownership and supporting implementation.
Slide 4 — PCE Lab: Challenge 1	Purpose Introduce prioritization as the first step in moving from multiple concerns to a shared focus for analysis. Presenter instructions Participants should first read the Plantasia scenario and the four issues presented on the slide. The presenter explains that all four issues are important. However, countries rarely have sufficient resources to address every challenge simultaneously. Prioritization is therefore an essential step of the PCE. Each participant receives two voting dots and may either: • place both dots on one issue; or • distribute one dot across two different issues. Timing • 1 minute to review the scenario. • 2 minutes for voting. • 1 minute to review the results. Once voting is complete, briefly review the results with the group. Precise counting is not necessary unless the outcome is unclear. For consistency across all Regional Workshops, the facilitator should continue the exercise using the predefined example: Delays in the certification of shipments are affecting trade. This ensures that the following exercises and slides remain aligned regardless of the voting outcome. Presenter synthesis

	Different countries may prioritize different issues depending on their national context, available resources and stakeholder perspectives. The important learning point is that the PCE provides a structured process for moving from multiple concerns towards a shared priority for further analysis. Key message Prioritization creates focus and helps countries concentrate their efforts where they are likely to have the greatest impact.
Slide 5 — Challenge 2: Causes and consequences	Purpose Demonstrate how stakeholder perspectives contribute to understanding the underlying causes and consequences of a priority issue. Presenter instructions Explain that the group will now explore the priority issue selected for analysis: Delays in the certification of shipments are affecting trade. Participants should work in pairs. Each pair prepares: • one yellow sticky note describing one possible contributing factor; and • one green sticky note describing one possible consequence if certification delays continue. Timing • 2 minutes for discussion. • 2 minutes to prepare the sticky notes. • 1 minute to place the notes on the flipchart. • 1 minute for facilitator synthesis. Participants should place: • yellow sticky notes under Contributing Factors; • green sticky notes under Consequences. While participants place their notes, the presenter should begin clustering similar ideas together. Once all notes have been placed, briefly review the emerging themes with the group. Typical themes may include: • staffing and competencies; • inspection capacity; • diagnostic services;

	• coordination among institutions; • legislation and procedures; • infrastructure and equipment; • financial and human resources. The objective is not to identify the "correct" answers, but to illustrate that different stakeholders often identify different aspects of the same challenge. Presenter synthesis The exercise demonstrates that what initially appears to be a single operational problem may have multiple underlying causes and consequences. The value of the PCE lies in bringing together different stakeholder perspectives to build a shared understanding before discussing solutions. Rapporteur instruction The presenter or rapporteur should take a photograph of the completed flipchart before the sticky notes are removed. The workshop report should summarize the principal themes that emerged rather than listing every individual response. Key message Before identifying solutions, countries first need a common understanding of why a problem exists and why it matters.
Slide 6 — From analysis to strategy	Purpose Show how the PCE transforms diagnosis into planning. Presenter instructions The presenter explains that the analysis does not stop with identifying causes and consequences. Contributing factors help identify interventions, while consequences help define the desired future condition that the strategy seeks to achieve. The strategy is then organized into: • goal; • outcome; • outputs; • activities; • implementation tasks, responsibilities, timelines and resources. Participants are not expected to develop a complete strategy during this exercise. The objective is simply to illustrate how the PCE converts diagnosis into practical planning. Presenter synthesis

	The previous exercise showed how stakeholders build a shared understanding of a challenge. This slide demonstrates how that shared understanding becomes a practical implementation strategy. Key message The PCE converts diagnosis into practical, country-owned implementation plans.
Slide 7 — From one example to the full PCE journey	Purpose Relate the exercise to the complete methodology. Presenter instructions The presenter explains that the workshop followed only one issue. In a complete PCE, countries repeat the same process across selected modules. The presenter briefly reviews the six stages: 1. assess selected modules; 2. prioritize key gaps; 3. analyse causes and consequences; 4. define country-owned solutions; 5. develop the national strategy; 6. validate and implement. The presenter should emphasise that stakeholder participation continues throughout the process and that the resulting strategy becomes the basis for implementation and resource mobilization. Key message The PCE follows a structured process that turns evidence into ownership, strategy and action.
Slide 8 — PCE in action across regions	Purpose Demonstrate that the PCE has been successfully applied worldwide. Presenter instructions The presenter briefly highlights the examples shown on the slide. Rather than discussing each country in detail, the presenter should emphasise that the PCE has supported: • phytosanitary reforms; • national strategies; • legislative modernization; • investment planning; • resource mobilization; • stakeholder collaboration.

	These examples illustrate that the PCE is flexible and can be adapted to different national contexts and development priorities. Key message The PCE has helped countries across all regions translate agreed priorities into reforms, strategies, investments and action.
Slide 9 — Closing message	Purpose Conclude the session. Presenter instructions The presenter summarizes the learning journey. The two practical exercises demonstrated the first stages of a PCE: • countries begin with different perspectives; • priorities are identified collectively; • causes and consequences are analysed together; • solutions become national strategies; • implementation leads to stronger phytosanitary systems. Call to action Invite participants to reflect on the following question: What is one phytosanitary challenge in your country that could benefit from a structured PCE process? Encourage participants to discuss this question with colleagues after the workshop and consider how the PCE could support future national capacity development. Key message The value of the PCE lies in helping each country define its own pathway from challenges to coordinated action.