

## How to Use This Module

The Learning Module, Law and Policy of Relevance to the Management of Plant Genetic Resources, first published in 2003, was revised and published in 2005 together with the new component, Review of Regional Policy Instruments, Developments and Trends, which contains one-day modules for four regions: Latin America; Sub-Saharan Africa; Central and West Asia and North Africa; and the developing countries of Asia, the Pacific and Oceania. The additional learning plans for the regional modules were developed to complement the base learning module and to increase its relevance and usefulness at the regional and national level. This Learning Module is intended as a tool to assist plant genetic resource (PGR) managers and those with policy-making responsibilities in understanding a complex and continuously evolving international policy and legal environment, which directly affects their daily activities.

The module will enable PGR managers to operate, take practical decisions and have responses available regarding the management of genetic resources, whilst complying with international, regional and national rules governing access to and use of genetic resources and a wide range of related issues, including benefit sharing, IPRs, traditional knowledge and biosafety.

The module provides a very detailed, step-by-step capacity-building plan to ensure the best use of time and human resources. In this regard, it offers trainers and trainees with all of the instructions, materials and information needed to successfully implement a five-day intensive learning workshop—six days when combined with one of the regional learning plans.

The learning module is structured to assist trainers in implementing every step of the learning workshop. One part of the module addresses the learning methodology. It includes instructions for trainers for the preparation, delivery, evaluation and follow-up of the workshop, based on the Participant Action Plan Approach (PAPA), which in turn, relies on participatory and active learning as the ideal approach to ensuring that PGR managers effectively and critically internalize messages and lessons learnt throughout the application of the module. An understanding of the adult learner, the role of the trainer as a facilitator and the experiential learning cycle are important aspects of this approach. The learning methodology is carefully explained in the sections on ‘Overview of the Module’, ‘Learning Approach’, ‘Learning Plan’ and ‘Pre-Workshop’.

A second part of the module focuses on content delivery and involves presentation and discussion of selected themes, group work, solving hypothetical cases or exercises, role playing and reflecting on the lessons learnt and the actual learning cycle. All of this is based on materials and information that is made available to trainees.

The base module is divided into 13 sessions, organized into a five-day schedule, (six, with a regional learning plan) and includes the following:

- Session 1: Introduction to the Workshop
- Session 2: History and Development of Law and Policy Related to Plant Genetic Resources and the FAO Global System
- Session 3: Centres of Origin, Movement and Value
- Session 4: Convention on Biological Diversity: Making Access Decisions

- Session 5: The FAO International Treaty on Plant Genetic Resources for Food and Agriculture
- Session 6: IPRs I: An Introduction to the TRIPS Agreement, UPOV 1978 and 1991 and WIPO-Administered Treaties
- Session 7: IPRs II: How Intellectual Property Rights Can Affect Daily Management of PGRFA
- Session 8: Participatory Plant Breeding and Property Rights
- Session 9: Cross-Cutting Issues
- Session 10: Phytosanitary and Biosafety Measures
- Session 11: The Changing Structure of Agricultural Research and Its Implications for PGR
- Session 12: Developing Goals, Priorities and Strategies for Plant Genetic Resources for the Republic of Tanzania: A Hypothetical Case
- Session 13: Participatory Action Plan Approach (PAPA) and Workshop Evaluation

Sessions flow from a general context regarding international policy, and legal instruments and issues affecting the management of plant genetic resources to more specific but equally important themes and issues such as IPRs and biosafety, among others.

Each of these successive and interrelated sessions in the base module, which are scheduled for a five-day learning workshop, include a handout of instructions for trainers; a set of information/background documents for each theme covered by the session; a set of Power Point overheads broadly summarizing the content of the information documents and serving to support presentations; group exercises, which propose practical, hypothetical cases to be addressed using information and elements learnt and provided throughout the session; key reference materials that support the sessions and a bibliography. Exercises also include a Practical Considerations handout, to be distributed after exercises have been completed, which includes some of the critical legal and policy elements and considerations.

Note, the Reference Materials section includes a local copy of key binding international laws, non-binding international guidelines and codes and other relevant literature. These documents should be available to the participants as reference materials during the training workshop. Both the list of Reference Materials and the Bibliography should be distributed to the participants as handouts.

*Annexee 1: Review of Regional Policy Instruments, Developments and Trends* is divided into four regional learning plans for the following regions: Latin America; Sub-Saharan Africa; Central and West Asia and North Africa; and developing countries of Asia, the Pacific and Oceania. Trainers should allow one day for a regional exercise. The approach, format and components are very similar to the base module. Note that the regional learning plan is intended to be used together with the base learning module. This is ideal for the effectiveness of the learning process. However, the module is also a flexible tool that will allow regions and countries to focus their attention on specific sessions (or issues within them) if they so wish. Sometimes, groups will simply not have six full days available to go through a comprehensive learning workshop. In other circumstances, regions or countries may have more specific thematic needs and interests. In this event, the module sessions can be either adapted and/or combined to suit these needs, or used independently from one another depending on the level of understanding (and interests) countries and regions have.

For example, for those countries or regions wishing to concentrate on issues most related to access and benefit-sharing, Sessions 2 through 5, 9 and 11 cover the main provisions and implications of the International Treaty and the CBD; they can be done in two and a half to three days. For those wishing to focus on issues of intellectual property rights, Sessions 6 through 8 address the TRIPS Agreement, UPOV, pertinent WIPO treaties, general trends in intellectual property rights and participatory plant breeding, and can be covered in slightly less than two days. These sessions also provide participants with information to keep current with new developments in IP law and policy. Phytosanitary measures and biosafety are addressed in Session 10, which can be covered in a couple of hours. Session 12 requires half a day, is an excellent summary exercise to bring all issues together, and can also be used for training workshops where only parts of the five-day agenda are covered. This may be the case where participants already have substantial knowledge in some areas covered in the module. Session 13 is the wrap-up session and includes the development of a follow-up action plan by the participants (PAPA). PAPA is introduced in the very first session and updated daily until this final action-planning session.

Each session contains a ‘Story Line’ at the beginning that gives the scope of the session and orients the participant on how the session relates to previous or subsequent sessions.

The amount of time allocated to each session and exercises can also be adapted to more specific circumstances. However, it should be noted that the module has been carefully evaluated and tested for a complete five-day learning workshop as an ideal scenario. If a regional learning plan is added, trainers should plan for an additional day.

Finally, it is important to note that the module has been developed based on the use of the Participant Action Plan Approach (PAPA) as the underlying learning approach. In this regard, it is recommended that even if specific sessions are chosen and proposed timeframes adjusted to country or regional needs, the PAPA approach should be utilised in order to reinforce learning, along with the impact and benefit of the learning effort.

### **Web Links**

While the internet is a tremendous source of information, it is always changing. Sites shift from year to year—or even month to month—and may no longer be active. The information posted on them may not be available. In revising these training materials, we have done our best to ensure that all links cited were current as of the first half of 2005.

### **Tips on Word Files**

The module files have been done in MSWord, and users are encouraged to tailor the text to meet the needs of their own learning programmes. Here we have included some tips to facilitate this process.

### ***Printing separate sessions***

To make it easier to access and print the individual sessions, the files have been broken up and included as separate PDF files. Because these files are in PDF format, they cannot be modified.

Printing individual sessions or parts of sessions will be easier to do from the individual files. Note that because the page numbers continue sequentially through the document (across days), it can be confusing to print out a selection of pages from a complete module. Word counts the pages in two ways. If you look at the bottom left-hand corner of your computer

screen, you should see ‘Page xx Sec x xx/xx’ (where *x* is any number). For example, this page could read as ‘Page xvii1 Sec 6 18/51’. This means that the page number indicated at the bottom of the printed page will be ‘xvii’. The files are broken into ‘sections’ (see below) and this page occurs in section 6 of this file. The number 18/51 indicates that this is page 18 (as counted from the first page of the file—*not* of the document) out of a total of 51 pages in this file.

When you want to print specific pages from a file, you should use the page number indicated in the last set of numbers. For example, if you wanted to print the beginning of the table on page 4 in the *Overview* section that follows, you would indicate page 22 on the printer menu. If you go to page 4 of the *Overview* and look at the bottom left-hand corner of your screen, you should see ‘Page 4 Sec 8 22/51’.

### ***Headers and footers***

‘Headers and footers’ are the lines of text that run across the top (head) and bottom (foot) of every page. In these modules, the footers include the page numbers and the headers indicate the type of material in that section (i.e., overview, instructions for trainers, handouts, etc.).

Changing headers and footers in documents with section breaks is not as straightforward as it might seem and is *not* recommended.

### ***Section breaks***

As mentioned above, the files are divided into sections. This is done whenever the heading at the top of the page is changed. For example, the heading for this section is *How to Use This Module*; the heading in the following section is *Overview*.

Section breaks and page breaks are invisible in the normal document view, and it is very easy to delete them inadvertently. If they are deleted, a number of unfortunate things can happen to your page formatting, including loss of headers and footers and loss of page numbers.

You can make the breaks visible on-screen by going to the **Tools** menu and selecting **Options** then **View** then clicking on **All**. This will make all formatting marks (spaces, paragraph returns, etc.) visible on your screen. **You are strongly advised to do this before attempting to make any changes in the Word files.** When you can see the breaks, you can safely make changes without worrying about deleting them. They look like this:

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Section Break (Odd Page)

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Whenever section and page breaks have been inserted, we have tried to put several paragraph returns between them and the preceding text. Where formatting is tight on a page, this has not always been possible and the break might be hidden behind the text (tables, especially) or might be part of the end of the text. Again, caution is advised when making changes in these files.

### ***Combining and breaking up files***

Be very careful when combining or breaking up files. Because of the way section breaks work in Word, a number of things can go wrong (as mentioned above). If you must break a Word file apart, be very careful to check the headers and footers afterwards. Combining files can also cause problems with headers and footers, especially in maintaining the odd-numbered pages where a new section starts on a right-hand page.

### ***Images of overheads***

The images of the overheads included in the summaries of overheads have been ‘unlinked’ from PowerPoint in order to keep the file size of the modules manageable. The disadvantage of doing this is that the images are more difficult to edit—they are ‘objects’ rather than linked PowerPoint slides.

If you need to make changes in the overheads and want to insert the new slides into the summary of overheads, you can first click on the image in the Word file that you want to replace, and then delete it. The cursor will remain in that spot and you can insert the new slide image into the same spot. Enlarge the image to 70% by going to the **Format** menu and selecting **Object** (at the bottom of the menu) and **Size**. Change the size to 70%.

To ‘unlink’ the image, press Control+Shift+F9.