Food and Agriculture Organization
of the United Nations

# FAO elearning Academy and alignment with SDG Agenda 2030

**Cristina Petracchi**

FAO elearning ACADEMY

# Challenges to which humanity is confronted

- Food Insecurity
- Food Losses and Food Waste
- Food Systems Sustainable inclusive, integrated, performant and for enhanced nutrition
- Climat Change, extreme weather events and natural disasters
- Governance of Tenure and Management of Natural Resources
- Gender inequalities and discrimination (access to food, education, financial resources, services, decision making)
- Child Labor and Youth unemployment
- Human and animal diseases

# FAO elearning Academy

SDGs

Anyone
Anytime
Anywhere

600,000
learners
throughout the
world

Transfer skills
and
competences

Global
Public
Good

Multilingual

Over 200
partners
worldwide

Free
of
charge

elearning.fao.org

# A broad offering of a unique series of courses

Food and Nutrition Security

Sustainable Development Goal Indicators

Gender

M&E and Impact Assessment

Climate Change

Nutrition and Food Systems

Responsible Governance of Tenure

Social Analysis

Trade, Markets & Investments

Child Labour

Communication

Information Management & Knowledge Sharing

# A broad offering of a unique series of courses

Social Protection and Resilience

Agricultural Statistics

Rural Employment, Decent Work and Migration

Capacity Development

Right to food

Crop Improvement

Responsible Investment in Agriculture & and Food Systems

Humanitarian coordination

Food safety

Animal Production and Health

Geospatial data for Land Monitoring

Agricultural Risk Management & Resilience

# Uptake, impact and scaling up capacity development for sustainability

## UN and Development Agencies

UNICEF
UNITAR
UNHCR
WFP
EU
COMESA
CILSS
BMZ
IICA
UNU
ITC-ILO
UN-OCHA
IAEA
UNDP
NEPAD
ECOWAS
PRIMA
CIHEAM
IFRC

**Supporting staff development**

## Universities and Academic Institutions

FFI, UNIMED, CRUI,
LUISS University
IGNOU, LaSapienza,
AVU, COL, RUFORUM
Open University of
Catalonia, UDUAL
University of Pretoria
Anhalt University

**Enhancing University Curricula**

## NGOs and CSOs

LINGOS
GRET
APC
IFRC
Action Aid
World Vision Int.
Welthungerhilfe
INIT

**Enriching capacity development activities**

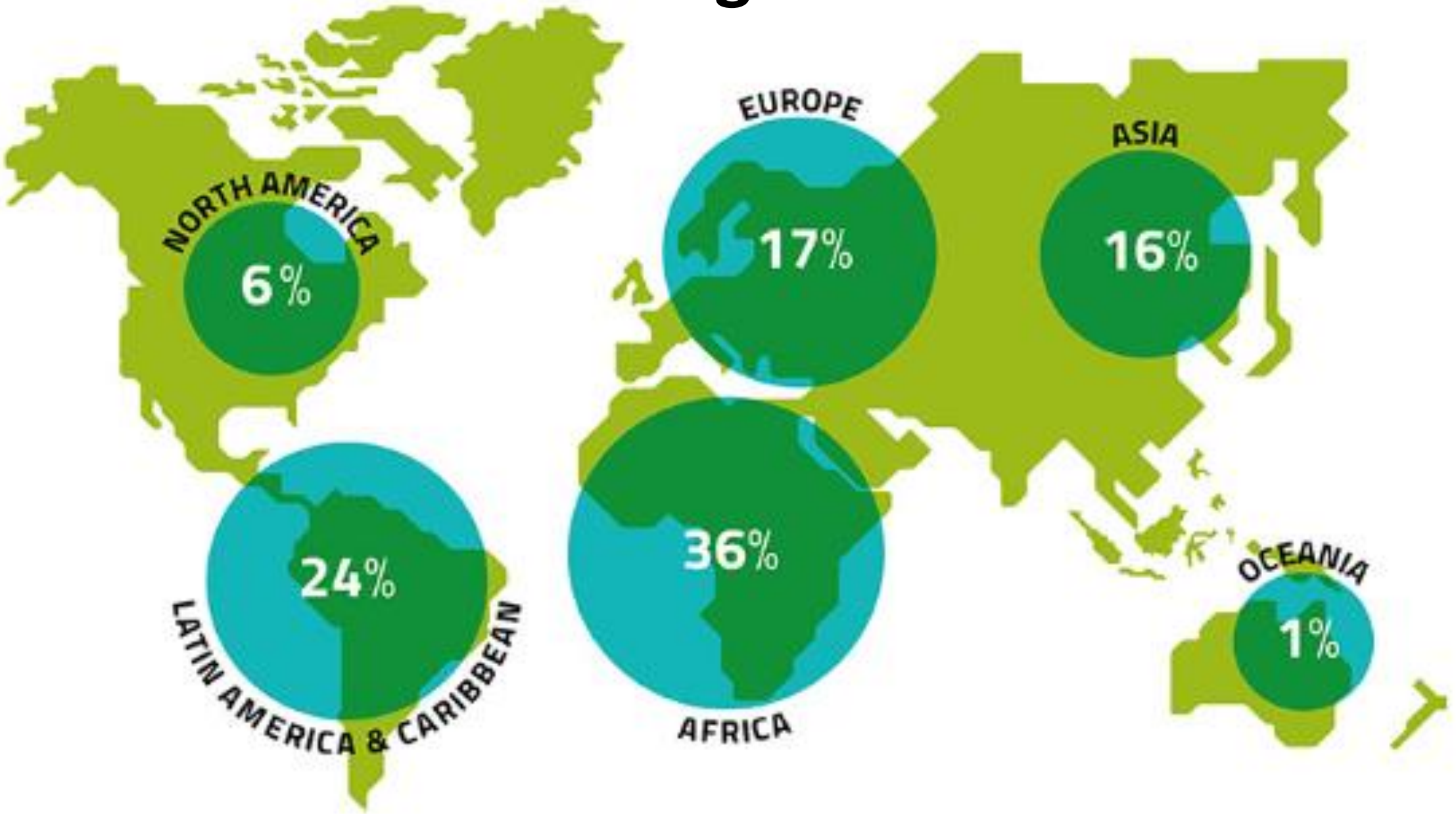
## Private Sector

RaboBank
Coldiretti
Telefonica
Orange
Coca Cola
Danone
Unilever
IKEA
Eataly
Google
Rockefeller
ENI
Mars
Bill & Melinda
Gates
IFA
Thompson
Reuters
Foundation

**Compliance**

**e-learning content**

# FAO learners' regional distribution

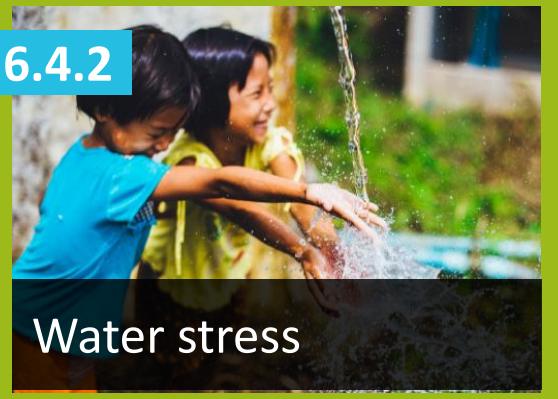


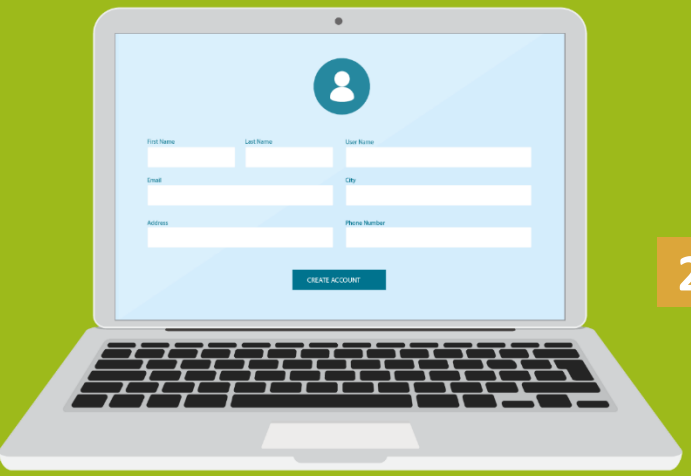
# FAO learners’ affiliated institutions

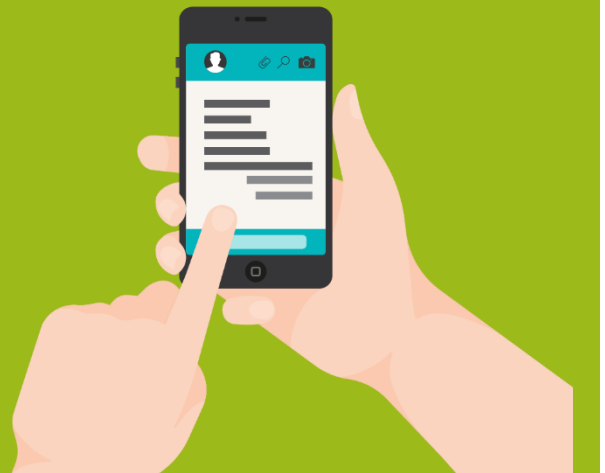
# Diversified Delivery Methods and Pedagogical Models

# FAO SDG Indicators elearning courses

Introduction to SDG Indicators



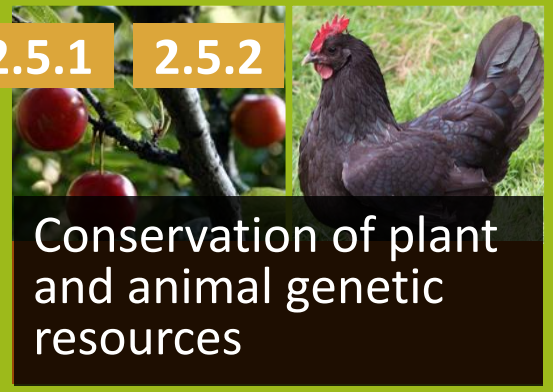




# FAO SDG Indicators elearning courses

2.3.1 2.3.2

Productivity and income of small-scale food producers



2.5.1 2.5.2

Conservation of plant and animal genetic resources

14.4.1

Fish stocks sustainability

2.4.1

Agricultural sustainability

6.4.1

Water use efficiency

14.7.1

Value added of sustainable fisheries

12.3.1

Global food losses

15.1.1 15.2.1

Forest area and sustainable forest management

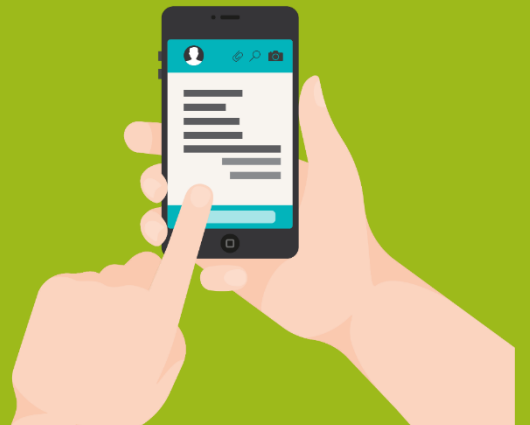
**Other capacity development methodologies used for indicators:**

14.6.1

Illegal, unreported and unregulated fishing

15.4.2

Mountain Green Cover



# FAO elearning Academy Alignment with the Agenda 2030 for Sustainable Development

17 SDG goals
169 targets
230 indicators
21 SDG Indicators under FAO custodianship

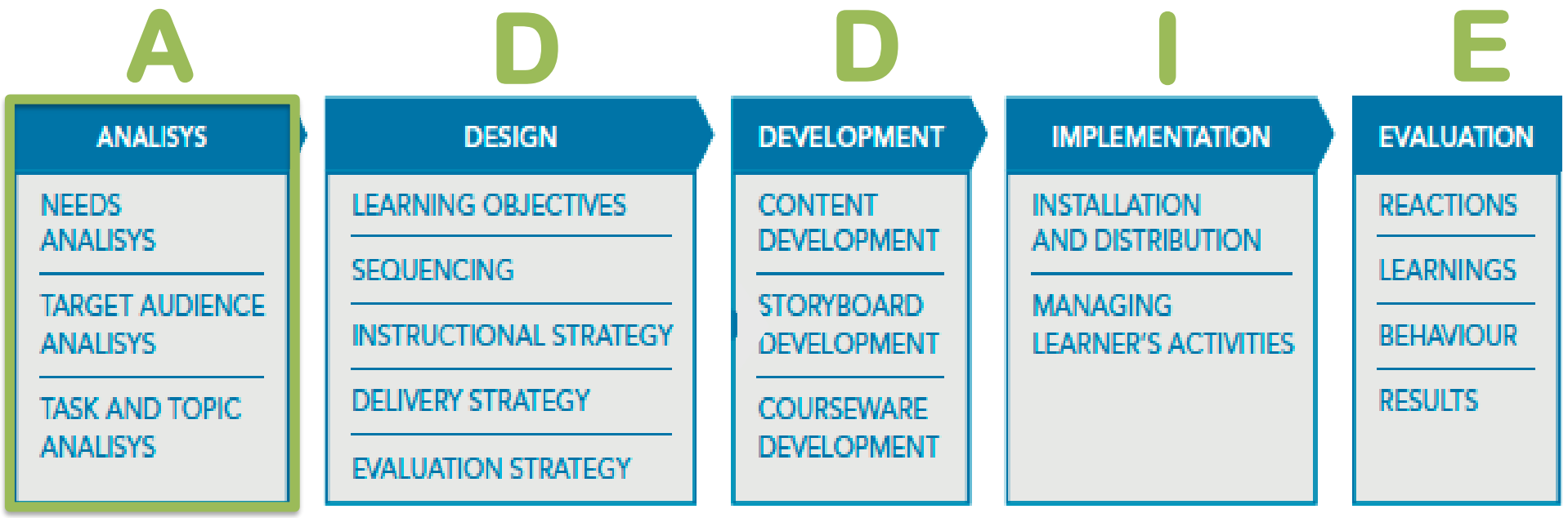
Monitoring the 2030 Agenda for Sustainable Development: the role of FAO

https://youtu.be/CiaUQ1N08P0

# Learning Needs Assessment and Curriculum Design

To design an effective learning intervention you can adapt existing models to match your needs: **ADDIE** model.

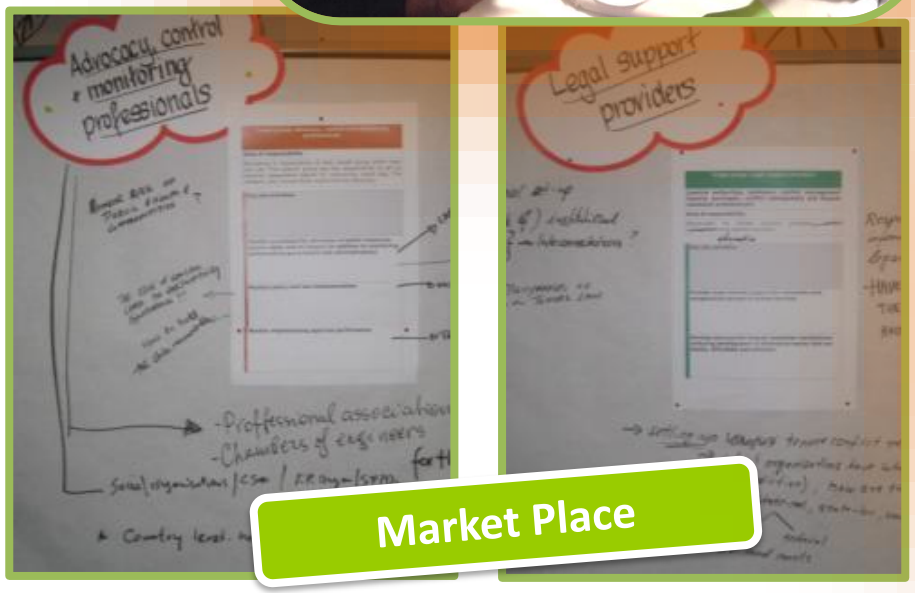
A sound **preliminary analysis and needs assessment** is critical **for any type of learning intervention**.



# FAO: curriculum design collaborative process

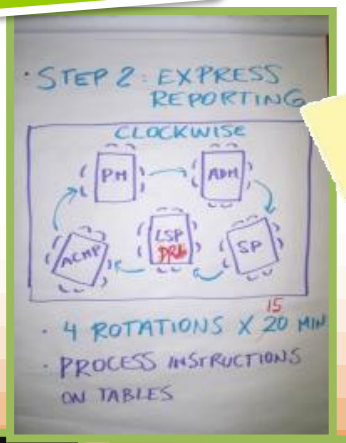
Workshop participants include field practitioners and target audience representatives.

Participatory approach




Market Place

World Café




learner-centered design

Job-oriented approach

# Who are the courses for? What competences are targeted?

Farmers, farmer organizations & communities

Policymakers, planners, & government officials

Service providers & intermediaries dealing with agricultural risk management services

## Job Tasks

- Assess the risk, uncertainty events and contributing factors relevant to farm operations.
- Evaluate alternatives to reduce/mitigate risk including all available options/solutions both traditional and modern.
- Manage risk by adopting appropriate solutions, lobby and facilitate policy changes.

## Competencies, skills and knowledge

- Identification and characterization of risks, including the probability of occurrence and consequences
- What is impact on farm income and food security
- Impact of risk on farmers' production, revenues and household security and national food security

# Target Audience Analysis

## Example: SDG Indicator 14.b.1 - Securing sustainable small-scale fisheries

**Policy-makers or advisors**, responsible for using the reported data to inform subsequent decisions on national policies and interventions.

**National fisheries administration officials**, responsible for supporting SSF data and information generation and sharing.

**Small-scale fishing community members/organization**, responsible for participating in management efforts.

**Representatives from NGO, regional organization, academia/research, donor community** , participating in the reporting process.

### Job Tasks related to Indicator 14.b.1

- Gathering of sector-disaggregated SSF data
- Promoting the application of the SSF guidelines
- Supporting inclusion of women in policy dialogue

### Knowledge, Skills and Competences

- Definition of SSF at national level
- SSF guidelines and related information needs
- Sector-disaggregated data collection methods (participatory)
- …

# Target Audience – Topic and Task Analysis

## Who is our target audience?

- Professional profiles
- Roles
- Responsibilities

| Audience | General areas of responsibility | Nutrition-related responsibilities |
|---|---|---|
| **Policy formulators**<br>• Independent consultants<br>• Government officials | Responsible for: identification of needs and priorities in country/region, collaboration across ministries and sectors, drafting or revising policies coherent with national and global development agendas in-line to meet commitments and goals. | Identification of nutritional needs, preferences and emerging problems such as non-communicable diseases s in the country/region, nutrition and dietary trends, collaboration across ministries and sectors, drafting or revising policies coherent with national and global nutrition-related frameworks in-line to meet nutrition commitments and goals. |
| **Investment planners**<br>• Development partners<br>• International consultants<br>• Government officials | Responsible for: assessment of needs and priorities in the country/region, investment design, collaboration across sectors and ministries matching policy objectives with funds, alignment with national policy framework, program review, and reporting. | Assessment of nutritional needs in the country/region, nutrition and dietary trends, nutrition-sensitive investment design, collaboration across sectors and ministries matching nutrition policy objectives with funds, alignment with national policy framework, program review, and reporting. |
| **Project managers and designers**<br>• Development partners<br>• Ministerial officers | Responsible for: assessing local needs and capacities, program design, implementation, staff coordination and management, M&E, and impact assessment. | Assessment of local nutritional situation and needs, nutrition-sensitive program design, implementation, staff coordination and management, M&E, and nutrition impact assessment. |

# Topic and Task Analysis

What are the **job tasks** and **activities** the various target audience has to perform?

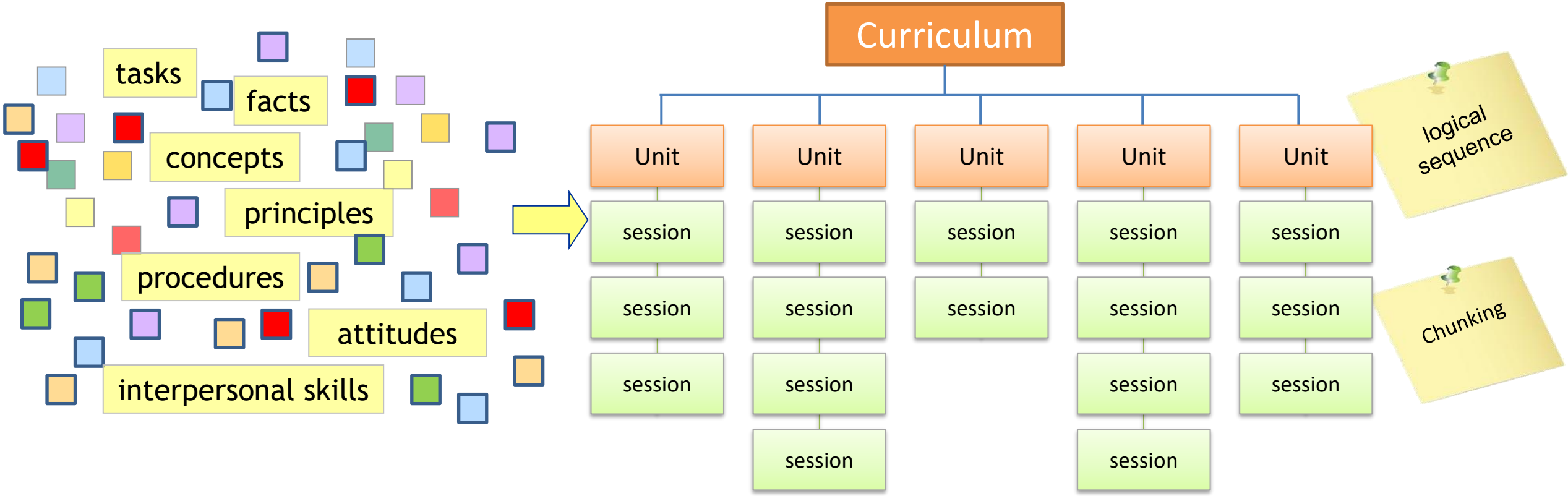
What are the **knowledge**, **skills** and **competences** they need to acquire to better perform their job tasks?

What are the competences we are targeting?

| Functions | Activities | Knowledge/ Skills needed to perform activities |
|---|---|---|
| **Function 1 – Assess political and nutrition context** | • Evidence-based assessment of nutrition situation<br>• Assess policy framework and align with national/global commitments and initiatives on nutrition<br>• Assess nutrition-enhancing good practices, what has been done before<br>• Collaborate across sectors and ministries for nutrition | Knowledge needs<br>• Awareness of regional/national/global nutrition-related policy framework and initiatives<br>• Key notions of nutrition and its drivers to interpret nutrition information<br>• Where to access reliable secondary information on nutrition situation<br>Skills needed<br>• Advocate - how to communicate key nutrition messages and priorities to various sectors (costs/benefits of enhancing nutrition)<br>• How to collaborate across Ministries and sectors (e.g. identify and/or establish nutrition governance mechanisms - which Ministry 'hosts' nutrition agenda; which collaboration mechanisms across ministries) |
| **Function 2 – Formulate Policy** | • Identify priority actions based on gap analysis and set realistic nutrition-sensitive and specific objectives<br>• Ensure ownership of process across ministries<br>• Monitor dietary consumption patterns and access to safe, diverse, and nutritious foods<br>• Interpret results of M&E of interventions and translate into recommendations | Knowledge needs<br>• What are (realistic) nutrition objectives given timeframe, budget, commitment<br>• Importance of monitoring and which measures to use<br>• Basic knowledge of impact pathways – both positive and negative (theory of change) and ways to mitigate harmful impacts<br>Skills needed<br>• How to conduct gap analysis, situation assessment in different contexts<br>• How to interpret M&E findings<br>• How to create incentives for nutritious foods through production, trade, and distribution |

# Curriculum design: learning objectives and sequencing

Content is organized into a logical structure: **curriculum outline**, for the development of the content for the learning intervention.



# The importance of identifying the type of content

## Facts (Who? When? Where?)

For example

- Percentages
- Lists of existing data
- Dates and places

## Concepts and Processes to understand (What is?)

For example

- Informal tenure rights
- The participatory process
- Potential impacts of natural disasters on recorded data

## Principles and Procedures to apply (How to?)

For example

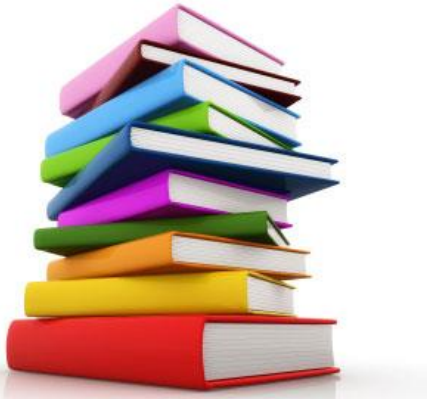
- Stakeholders analysis methodology
- How to identify potential beneficiaries
- Measures to support vulnerable and marginalized people

## Content that can influence attitudes

For example

- Benefits of using a participatory approach
- Consequences of lack of transparency of a given process

**Different learning startegies for each type of content**



# Blended learning Programmes

The learning programmes provided a continuous learning opportunity over several months using "**blended learning**".

The blended learning programmes consist of **4 main components**:

**Learning needs assessment**

**Online collaborative workshop**

**Face 2 face workshop**

**Post-workshop online mentoring**

# Blended Learning Programmes

Food and Agriculture Organization of the United Nations

Federal Ministry of Food, Agriculture and Consumer Protection

giz

Improving the abilities of Regional Organizations to develop, implement and monitor food security training programmes

The project has supported 3 regional organizations in designing, developing and delivering learning programmes to strengthen capacities of food security professionals in their member states.

**ASEAN - Association of Southeast Asian Nations**
**FSIS**

**10 Countries:**
Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Viet Nam

# Blended Learning Programmes

Food and Agriculture Organization of the United Nations

Federal Ministry of Food, Agriculture and Consumer Protection

giz

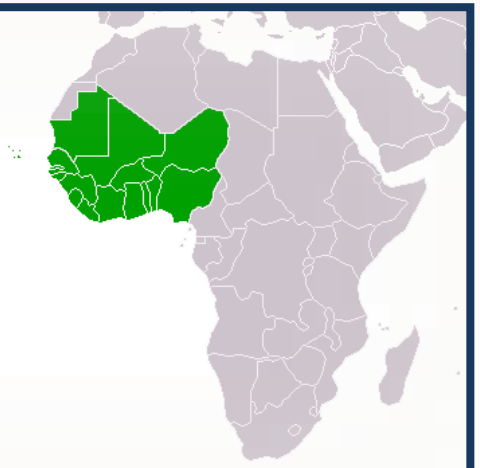
Improving the abilities of Regional Organizations to develop, implement and monitor food security training programmes

**COMESA - Common Market for Eastern and Southern Africa**

**19 Countries:**
Burundi, Comoros, Democratic Republic of the Congo, Djibouti, Egypt, Eritrea, Ethiopia, Kenya, Libya, Madagascar, Malawi, Mauritius, Rwanda, Seychelles, Sudan, Swaziland, Uganda, Zambia and Zimbabwe

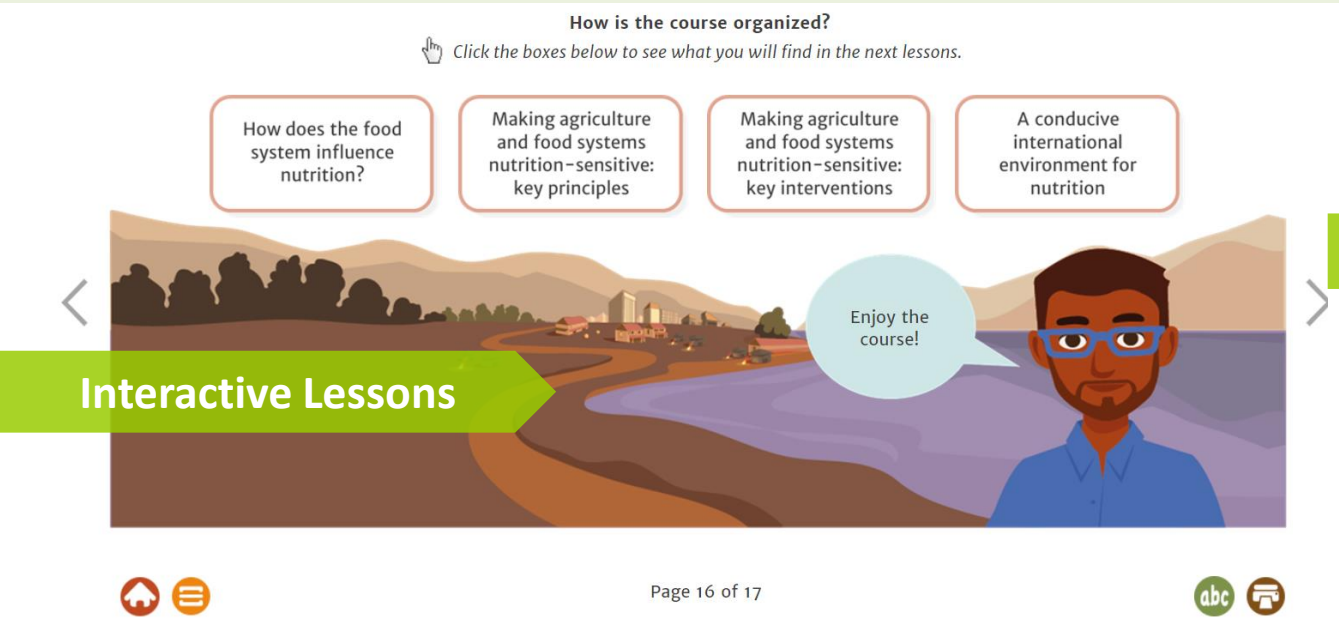
**CILSS – Permanent Inter-State Committee for Drought Control in the Sahel**
**ECOWAS – Economic Community of West African States**

**17 Countries:**
Benin, Burkina Faso, Cape Verde, Chad, Côte d'Ivoire, Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Mauritania Niger, Nigeria, Senegal, Sierra Leone and Togo

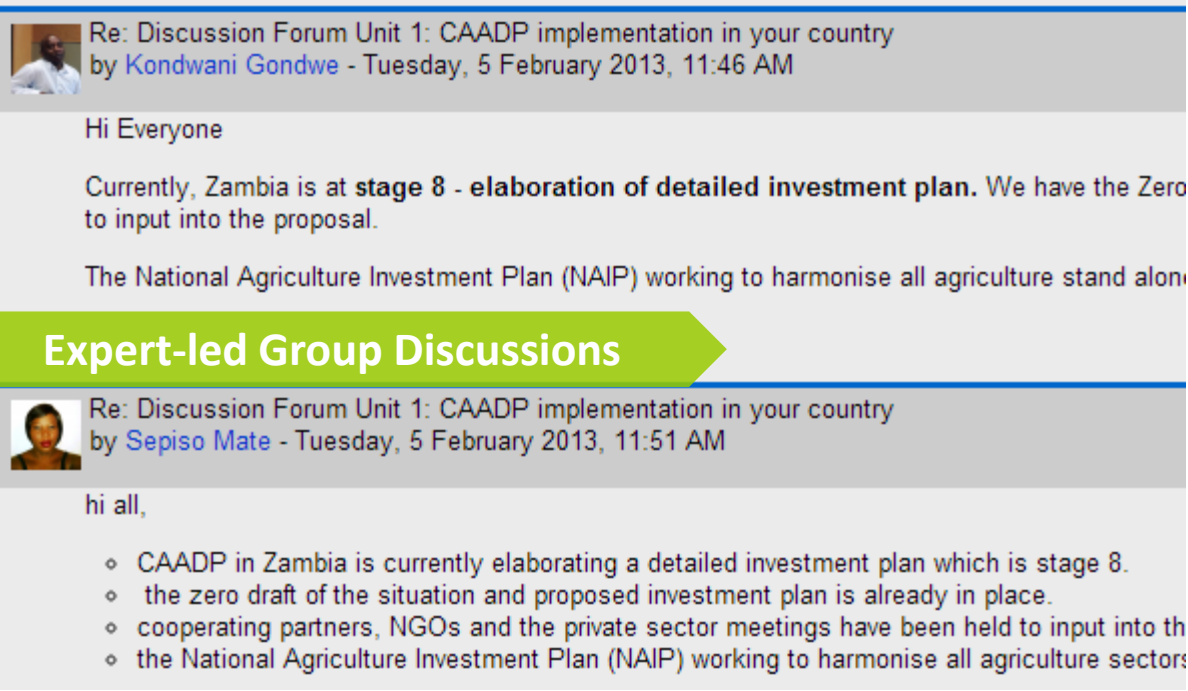


# Learning Programmes: Capacity Development intervention

## Online workshop – collaborative learning




**Interactive Lessons**



Re: Discussion Forum Unit 1: CAADP implementation in your country
by Kondwani Gondwe - Tuesday, 5 February 2013, 11:46 AM

Hi Everyone

Currently, Zambia is at **stage 8 - elaboration of detailed investment plan.** We have the Zero to input into the proposal.

The National Agriculture Investment Plan (NAIP) working to harmonise all agriculture stand alone

**Expert-led Group Discussions**

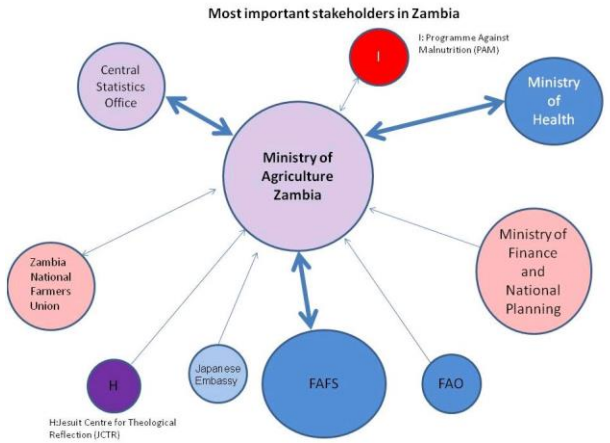


Re: Discussion Forum Unit 1: CAADP implementation in your country
by Sepiso Mate - Tuesday, 5 February 2013, 11:51 AM

hi all,

- CAADP in Zambia is currently elaborating a detailed investment plan which is stage 8.
- the zero draft of the situation and proposed investment plan is already in place.
- cooperating partners, NGOs and the private sector meetings have been held to input into th
- the National Agriculture Investment Plan (NAIP) working to harmonise all agriculture sectors

## Country Mapping Exercise

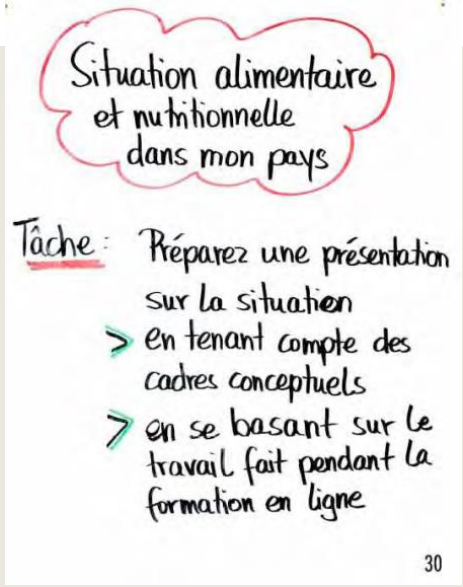


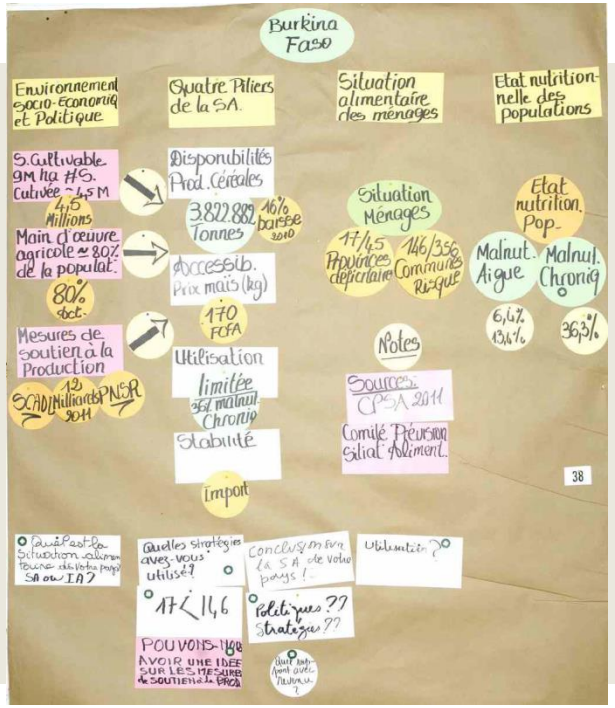

| Name of Stakeholder/Organisation | Type of Stakeholder/ Organisation | Kind of data concerning food security they collect | What kind of report do they publish |
|---|---|---|---|
| Ministry of Finance & National Planning | Public | Gross Domestic Product Contribution, Sector Growth | Country Economic Performance Report |
| Agribusiness & Marketing Department | Public | Agricultural Commodity Prices Agricultural Producer Prices (inputs) | Market Bulletins |
| National Food and Nutrition Commission | Autonomous body under Ministry of Health | -National Nutritional Status(statistics on stunting levels,micronutrient deficiencies) -Food consumption patterns | -Annual food and nutrition report - Nutrition Surveillance reports -Recommended daily food pyramids -Nutrition assessment reports |
| Food Reserve Agency | Autonomous body | Grain Reserves | Strategic Food Reserves for |

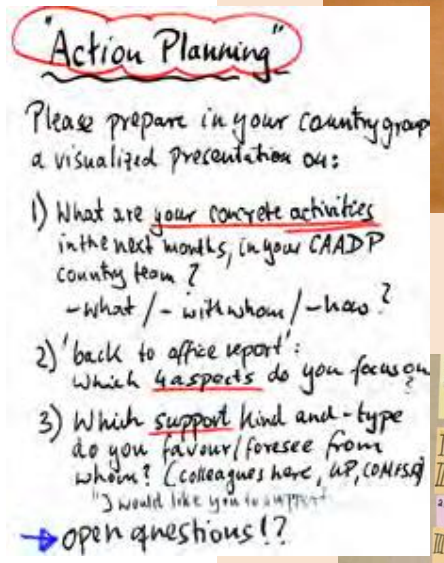
# Learning Programmes: Capacity Development intervention

## Face-2-face workshop

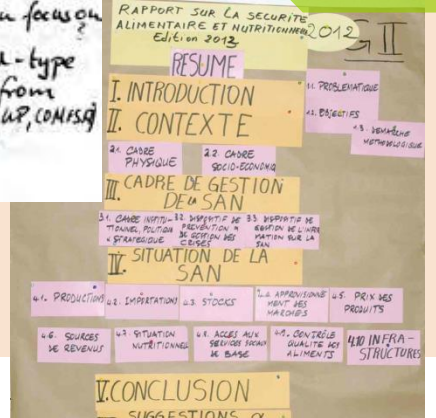
Soft Skills
(advocacy, facilitation)




Action Planning and Reporting



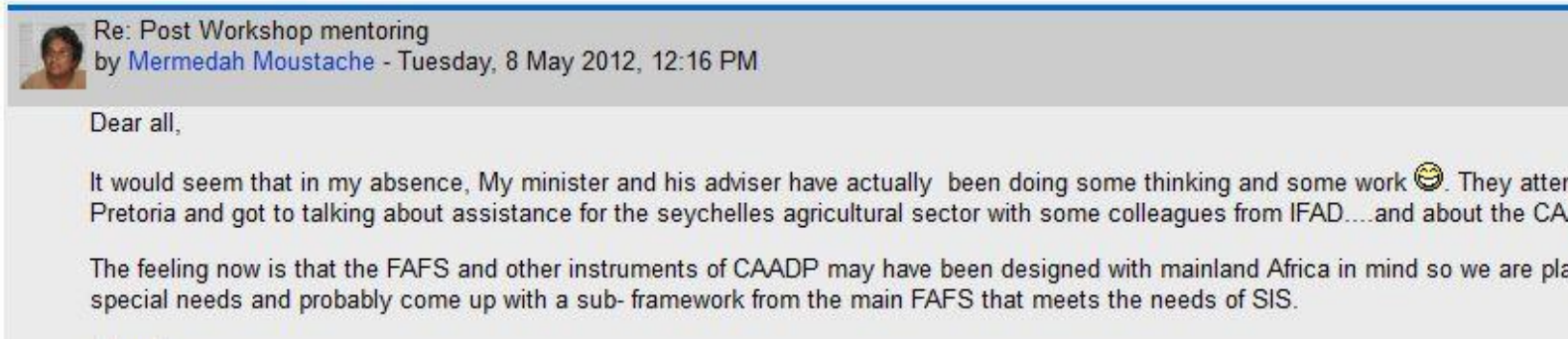

Country level FNS analysis

# Post Workshop online mentoring: a continuous learning exoerience

- 3-months online mentoring by subject-matter experts provided **continuous support** after the face-to-face workshop

- **Guidance** and **follow-up** on action plans

- Participants **exchanged** experiences and reports with other countries

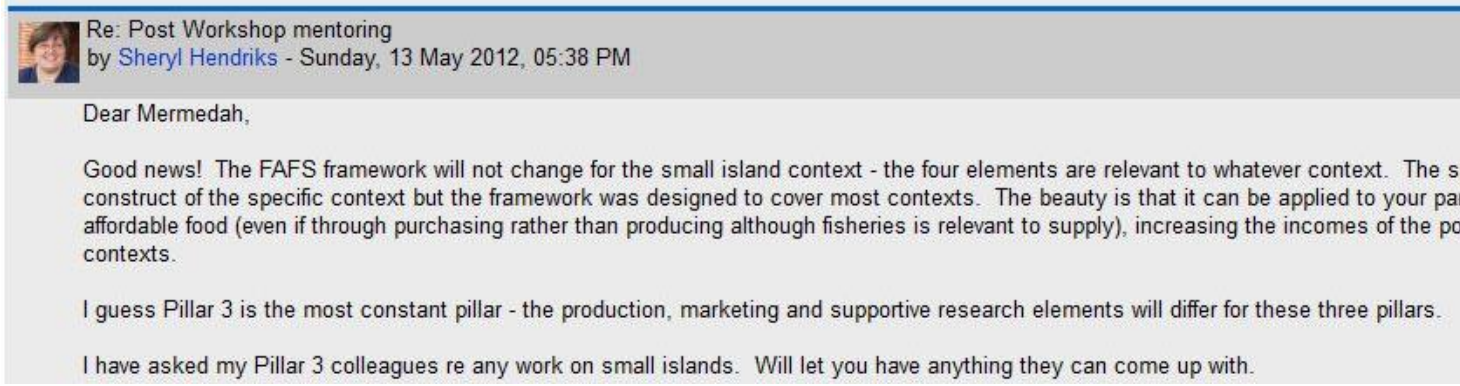


Re: Post Workshop mentoring
by Mermedah Moustache - Tuesday, 8 May 2012, 12:16 PM

Dear all,

It would seem that in my absence, My minister and his adviser have actually been doing some thinking and some work 😂. They atter
Pretoria and got to talking about assistance for the seychelles agricultural sector with some colleagues from IFAD....and about the CA

The feeling now is that the FAFS and other instruments of CAADP may have been designed with mainland Africa in mind so we are pla
special needs and probably come up with a sub- framework from the main FAFS that meets the needs of SIS.



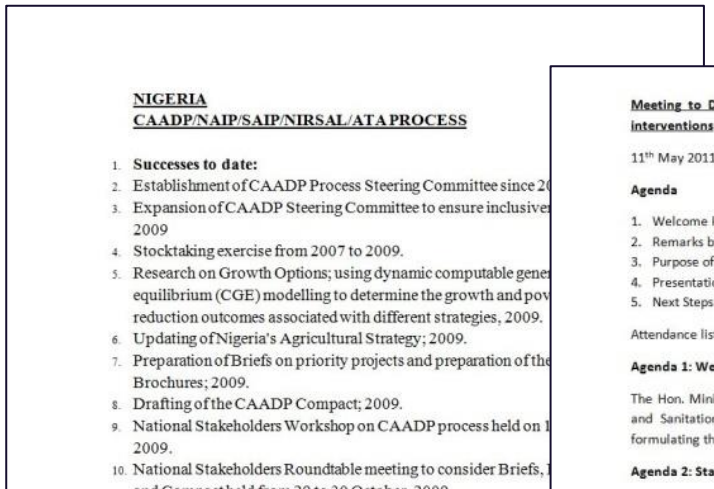
Re: Post Workshop mentoring
by Sheryl Hendriks - Sunday, 13 May 2012, 05:38 PM

Dear Mermedah,

Good news! The FAFS framework will not change for the small island context - the four elements are relevant to whatever context. The s
construct of the specific context but the framework was designed to cover most contexts. The beauty is that it can be applied to your pa
affordable food (even if through purchasing rather than producing although fisheries is relevant to supply), increasing the incomes of the po
contexts.

I guess Pillar 3 is the most constant pillar - the production, marketing and supportive research elements will differ for these three pillars.

I have asked my Pillar 3 colleagues re any work on small islands. Will let you have anything they can come up with.



**NIGERIA**
**CAADP/NAIP/SAIP/NIRSAL/ATA PROCESS**

1. **Successes to date:**
2. Establishment of CAADP Process Steering Committee since 20
3. Expansion of CAADP Steering Committee to ensure inclusive
2009
4. Stocktaking exercise from 2007 to 2009.
5. Research on Growth Options; using dynamic computable gene
equilibrium (CGE) modelling to determine the growth and pov
reduction outcomes associated with different strategies, 2009.
6. Updating of Nigeria's Agricultural Strategy; 2009.
7. Preparation of Briefs on priority projects and preparation of the
Brochures; 2009.
8. Drafting of the CAADP Compact; 2009.
9. National Stakeholders Workshop on CAADP process held on 1
2009.
10. National Stakeholders Roundtable meeting to consider Briefs,

**Meeting to Discuss Coordination mechanism for Scaling Up Food and Nutrition Se**
**interventions**

11th May 2011 at the MAFFS conference room

**Agenda**

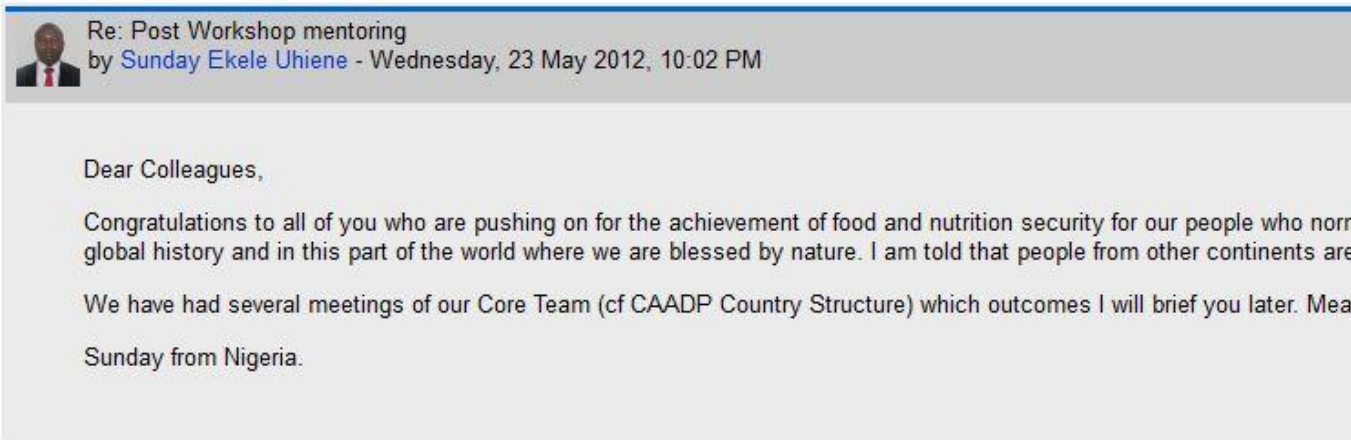
1. Welcome Remarks by Minister MAFFS
2. Remarks by Minister MOHS
3. Purpose of the meeting
4. Presentation
5. Next Steps

Attendance list: See below

**Agenda 1: Welcome Statement by the Minister- MAFFS**

The Hon. Minister of Agriculture, Forestry and Food Security welcomed the Minister of H
and Sanitation and all participants to the meeting. He thanked all those responsib
formulating the policy implementation plan, which he recognized as an arduous task.

**Agenda 2: Statement by the Minister- MOHS**



Re: Post Workshop mentoring
by Sunday Ekele Uhiene - Wednesday, 23 May 2012, 10:02 PM

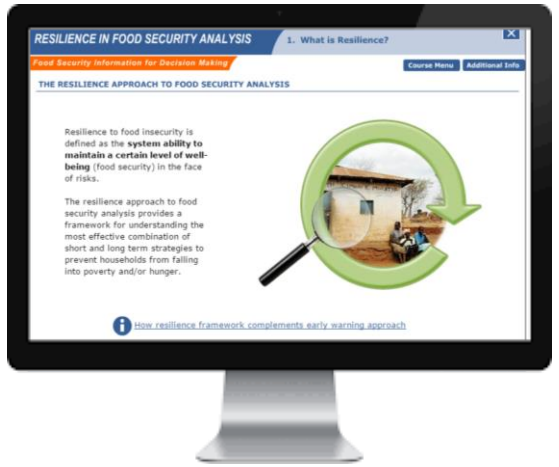
Dear Colleagues,

Congratulations to all of you who are pushing on for the achievement of food and nutrition security for our people who norr
global history and in this part of the world where we are blessed by nature. I am told that people from other continents are

We have had several meetings of our Core Team (cf CAADP Country Structure) which outcomes I will brief you later. Mea

Sunday from Nigeria.

# Mobile-based learning




FAO has started developing “responsive” e-learning courses which are  accessible through computers, tablets and smart phones.

## Mobile performance support tools

- help professionals involved in field-based activities
- quick access to hands-on information and guidance

## Video-based learning

- series of videos for awareness, scenarios or techniques
- micro-learning nuggets, available through multiple devices

# What are online badges?

- **Community approval** based on recognized competences and skills
- **New pathway of lifelong learning** separate from the traditional, formalized academic pathway
- Build pathways for individuals to work towards **learning goals**, provide **employment opportunities**
- **Progress talent** within organizations: new way to **identify talent** based on competency and attitude
- Better **match** individuals with non-traditional experiences to relevant **employment** opportunities.
- Motivate **engagement** and **collaboration**

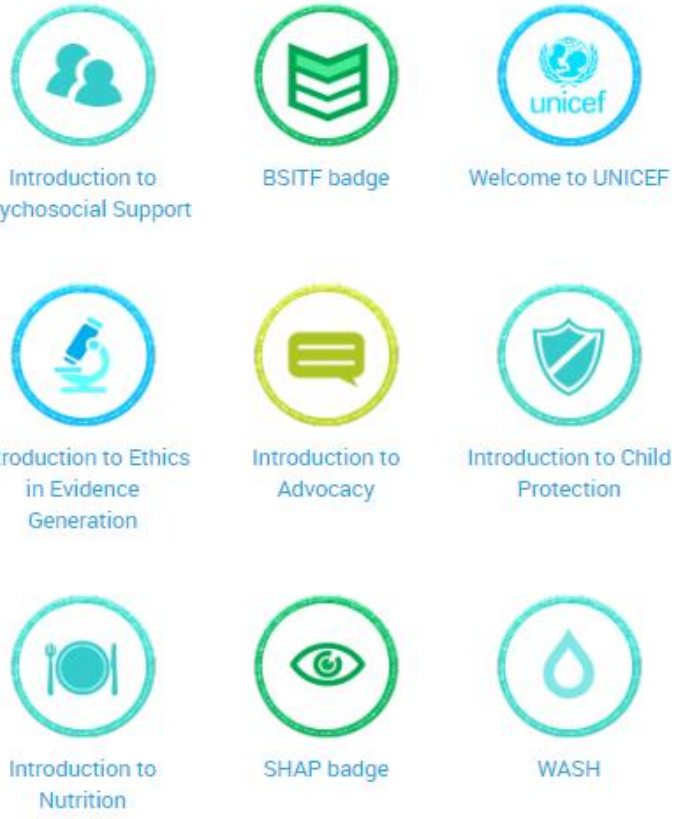
- **Improve retention** and **flexibility** in skills development that are targeted
- Allow alternative way to get **validation for skills acquisition and achievements**.
- **Free and open** any organization can use this standard to create, issue and verify open digital badges.
- **Transferable**: collect badges from multiple sources, on and off line, into a backpack.
- Display your skills and achievements on **social networking profiles, job sites, e-portfolio, websites**.
- **Stackable** build upon each other and be stacked to describe professional
- **Evidence-based**: metadata that links back to the issuer, criteria and verifying evidence.

# Private Sector: Industry uses digital badges to promote learning and to recognize employee skill development

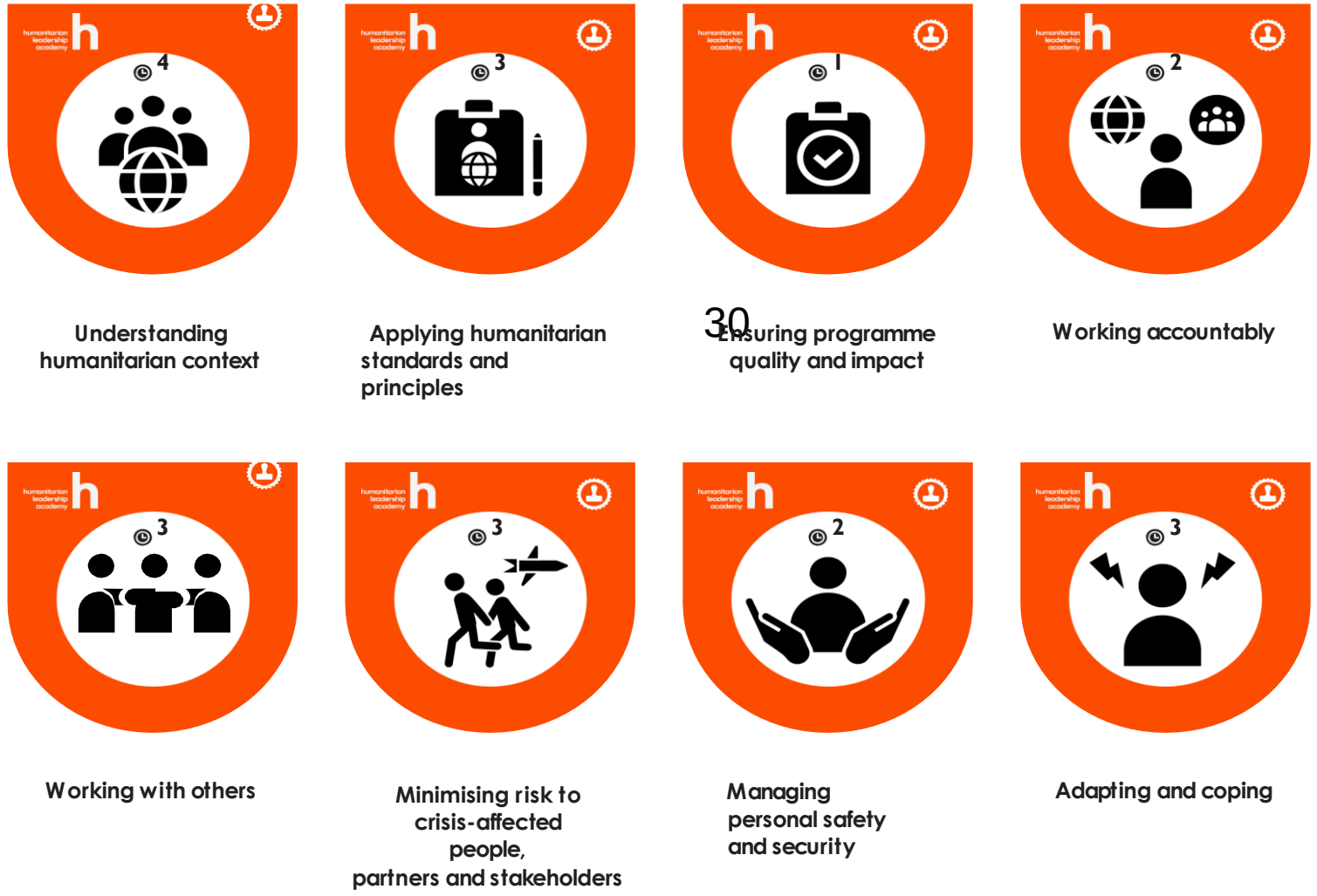
| Company | Type of learning accredited with badges | Examples | Audience | How employees are assessed |
|---|---|---|---|---|
| salesforce | ▪ Uses badges to drive interest in its blended learning program and to help demonstrate competency for workers completing the associated tasks<br>▪ An experiential learning approach was setup for individuals in sales | | ▪ Internal | ▪ In person or virtual presentations shared with peers for feedback and with managers for coaching and final scoring |
| IBM | ▪ IBM launched an external website in 2015 called cognitiveclass.ai/ where employees, or other interested parties, can take courses free of charge<br>▪ Individuals can work through courses like Big Data 101 or Machine Learning 101 and go on to earn an IBM badge | | ▪ Internal & External | ▪ Several mechanisms: 700-plus single exam certifications |
| DELL EMC | ▪ Uses badges for its Dell EMC Proven Professional Program<br>▪ The badges contain metadata describing employees qualifications and credentials, including how they were earned | | ▪ Internal & External | ▪ Online exams (through digital signature and picture control) |
| ORACLE | ▪ Uses digital badges for credentials from its Oracle University collection, for IT certifications | | ▪ External | ▪ Online or in-person exams |
| hp | ▪ Badges are part of the HPE Education services to help prove technology skills (big data, Cloud, Data Center, IT service management, Networking, Security, Storage, etc. | | ▪ External | ▪ Online learning courses |
| Microsoft | ▪ Primary used at sales oriented topics and tools for employees | | ▪ Internal & External | ▪ Online exams, course completion, completing specific tasks |
| vmware | ▪ Provides badges for certifications, skills or achievements on IT solutions | | ▪ External | ▪ Online exams, course completion, completing specific tasks |

# UN Agencies:
# UNICEF Badges

Badges from AGORA:




# NGOs: Humanitarian Leadership Academy



## WHAT IS THE VALUE OF A DIGITAL BADGE?

It shows the world the knowledge and skills you demonstrated to achieve your certificate from a respected, credible source.

It helps you publicize your accomplishments on social media, on your website and in your email signature.

It demonstrates that your knowledge is up to date.

## WHO WILL NOTICE?

- Clients
- Employers
- Prospective clients
- Colleagues

## WHERE CAN I USE A DIGITAL BADGE?

- Twitter
- Facebook
- LinkedIn
- Website
- Email Signature

# Digital badges

## Authentication Data

Final
Scenario-based test
Competency-based test

**Digital Badge**
**Database Driven**
**Metadata**

- Name
- Course title
- Issuer
- Issue date
- Competencies

# FAO elearning Academy Digital Badges

# Badges SDG Indicators

# FAO elearning Academy Publications

http://www.fao.org/3/ca7622en/ca7622en.pdf

http://www.fao.org/3/ca9208en/ca9208en.pdf

ES: www.fao.org/3/a-i2516s.pdf
EN: www.fao.org/3/a-i2516e.pdf
FR: http://www.fao.org/3/i2516f/i2516f.pdf

cristina.petracchi@fao.org