Food and Agriculture Organization of the United Nations

FAO e-learning: major achievements for 2023

Strengthening capacity to face global challenges

FAO elearning ACADEMY

FAO e-learning: major achievements for 2023

Strengthening capacity to face global challenges

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FAO e-learning achievements

91
N E W
e-learning courses published in 2023

+Academy

The FAO multilingual Academy published **91 new certified e-learning** courses, developed in collaboration with more than **500 partners worldwide**.

Certification

So far, **over 40 000 professionals** have been granted a digital badge certificate of competencies, thus supporting inclusion in the professional market worldwide.

Impact

By the end of 2023, the FAO reached over **1 million learners** through the FAO elearning Academy and **40 000 professionals** worldwide were certified.

A surge in demand for learning

The year 2023 was marked by global challenges. The world had emerged from the COVID-19 pandemic, but its impacts on agrifood systems were felt long afterwards. On a backdrop of conflicts and crises, global hunger is still far above pre-pandemic levels.

In 2022, we noted that despite the challenges, there had been a surge in the demand for e-learning worldwide, and in 2023 the numbers continued to soar.

The FAO elearning Academy has issued **40 000 digital badges** and in 2023 **welcomed 300 000** new learners, **meaning we have now crossed the threshold of 1 million users**.

With **91 new courses** added to the FAO elearning Academy in 2023, the catalogue of possibilities is broader than ever, helping to develop capacities across the entirety of FAO's mandate, as well as competencies that are essential in our collective pursuit of the Sustainable Development Goals.

Marcela Villarreal
Director of the Partnerships and United Nations Collaboration Division, FAO

The year **2023** was an exceptionally productive and successful year for FAO's e-learning goals. The FAO elearning Academy has now had over **1 million learners** join from across the world since our foundation, and more than **91 FAO multilingual certified e-learning courses** were published in 2023 and offered free of charge, as a global public good.

The FAO elearning Academy is the result of a huge collaborative effort involving over **500 partners** throughout the world.

In 2020, the FAO elearning Academy adopted the **digital badges certification system** to certify the acquisition of competencies, progress talents and increase employment opportunities.
So far, **over 40 000 professionals** have been granted a digital badge certificate of competencies, thus supporting inclusion in the professional market worldwide.

The FAO elearning Academy organized a series of successful international technical webinars in 2023, with over **3 000 participants** and in collaboration with more than 50 partners worldwide. Last year, the FAO elearning Academy contributed to multiple events and conferences, and was very dynamic in its outreach strategy. Over **1 000 communication products** were disseminated through various media and channels, including **videos, press releases, articles, newsletters and publications**.

I would like to express my gratitude to Ms **Marcela Villarreal**, FAO Director of the Partnerships and United Nations Collaboration Division, and **Andrew Nadeau**, senior FAO capacity development officer, for their trust, constant support and appreciation of the efforts and energy devoted daily to strengthening the capacities of Member Nations in their progress towards sustainability.

Cristina Petracchi
Leader of the FAO elearning Academy

91 FAO e-learning courses published in 2023

The Organization offers **over 600 multilingual e-learning courses via the FAO elearning Academy**, free of charge as a global public good, and is the result of a collaborative effort involving more than **500 partners** across the world. The FAO elearning Academy has now reached a global audience of more than **1 million users**, and the courses are fully aligned with the **United Nations Sustainable Development Goals (SDGs)** and cover thematic areas such as: climate-smart agriculture, sustainable food systems and nutrition, sustainable forestry and fisheries, water management, soils restoration, food safety, food losses, sustainable management of natural resources and responsible governance of tenure.

FAO e-learning course title	Link to website	SDGs
Farm machinery and equipment for harvest, post-harvest and storage	https://elearning.fao.org/course/view.php?id=906	SDG 8, 9 and 12
Governance in small-scale fisheries	https://elearning.fao.org/course/view.php?id=907	SDG 2, 5 and 14
Agripreneurship 101	https://elearning.fao.org/course/view.php?id=908	SDG 1, 2 and 8
Understanding RIMA – An introduction to the Resilience Index Measurement and Analysis (**SPANISH**)	https://elearning.fao.org/course/view.php?id=910	SDG 1, 2 and 10
Bivalve mollusc sanitation: Growing area risk profile (**FRENCH**)	https://elearning.fao.org/course/view.php?id=913	SDG 2, 3 and 14
Climate change negotiations for agricultural stakeholders	https://elearning.fao.org/course/view.php?id=932	SDG 13, 15 and 17
Biosafety measures for olive oil value chain operators (**ITALIAN**)	https://elearning.fao.org/course/view.php?id=917	SDG 2, 3 and 12
Developing bankable business plans for sustainable forest-based enterprises	https://elearning.fao.org/course/view.php?id=931	SDG 8, 12 and 15
Resilient rivers: Watershed-based management of forests, freshwater and inland fisheries	https://elearning.fao.org/course/view.php?id=944	SDG 2, 6 and 15
Empower youth to engage in responsible investment in agriculture and food systems (**FRENCH**)	https://elearning.fao.org/course/view.php?id=914	SDG 1 and 2
Biosafety measures for olive oil value chain operators (**ARABIC**)	https://elearning.fao.org/course/view.php?id=922	SDG 2, 3 and 12
Transforming dryland forests and agrosilvopastoral systems	https://elearning.fao.org/course/view.php?id=945	SDG 2, 6, 13, 14 and 15
World Trade Organization Agreement on Agriculture	https://elearning.fao.org/course/view.php?id=938	SDG 9, 11 and 17
Non-Tariff Measures in agriculture and related World Trade Organization agreements	https://elearning.fao.org/course/view.php?id=939	SDG 9, 11 and 17
Agriculture in Regional Trade Agreements	https://elearning.fao.org/course/view.php?id=940	SDG 9, 11 and 17
Real water savings in agricultural systems	https://elearning.fao.org/course/view.php?id=947	SDG 1, 2 and 12
Using EX-ACT to estimate the mitigation potential of agricultural interventions	https://elearning.fao.org/course/view.php?id=950	SDG 1, 12, 13 and 15

The FAO elearning Academy is fully aligned with the **United Nations 2030 Agenda for Sustainable Development**, and contributes to its implementation through its advocacy and capacity development activities and initiatives.

FAO e-learning course title	Link to website	SDGs
Course 4: Codex collaboration at regional level	https://elearning.fao.org/course/view.php?id=937	SDG 1, 2, 3, 8, 12 and 17
Empower youth to engage in responsible investment in agriculture and food systems (**ARABIC**)	https://elearning.fao.org/course/view.php?id=948	SDG 1, 2 and 8
SDG Indicator 2.4.1 Sustainable agriculture (**RUSSIAN**)	https://elearning.fao.org/course/view.php?id=919	SDG 1, 2 and 10
Ecosystem approach to fisheries - Planning	https://elearning.fao.org/course/view.php?id=933	SDG 1, 2 and 14
Pesticide Registration Toolkit	https://elearning.fao.org/course/view.php?id=936	SDG 3, 12 and 15
Bivalve mollusc sanitation: Growing area assessment and review (**FRENCH**)	https://elearning.fao.org/course/view.php?id=971	SDG 2, 3 and 14
SDG Indicator 2.1.1 Prevalence of Undernourishment (**ARABIC**)	https://elearning.fao.org/course/view.php?lang=ar&id=847	SDG 1 and 2
SDG Indicator 2.1.2 Using the Food Insecurity Experience Scale (**RUSSIAN**)	https://elearning.fao.org/course/view.php?id=916	SDG 1 and 2
SDG Indicators 2.3.1 and 2.3.2 Labour productivity and income of small-scale food producers (**RUSSIAN**)	https://elearning.fao.org/course/view.php?id=918	SDG 1 and 2
Examples of anticipatory actions	https://elearning.fao.org/course/view.php?id=882	SDG 2, 3 and 11
Early warning indicators	https://elearning.fao.org/course/view.php?id=883	SDG 2, 3 and 11
Estimating methane emissions from enteric fermentation using Tier 2 method (**FRENCH**)	https://elearning.fao.org/course/view.php?id=964	SDG 7 and 13
Introduction to trade, food security and nutrition	https://elearning.fao.org/course/view.php?id=961	SDG 9, 11 and 12
Trade policy supportive of food security and nutrition	https://elearning.fao.org/course/view.php?id=962	SDG 9, 11 and 12
Governance of trade, food security and nutrition	https://elearning.fao.org/course/view.php?id=963	SDG 9, 11 and 12
SDG Indicator 6.4.2 Level of water stress (**ARABIC**)	https://elearning.fao.org/course/view.php?id=975	SDG 1, 2 and 6
Focus on governance for more effective policy and technical support	https://elearning.fao.org/course/view.php?id=974	SDG 1, 2, 10 and 16
Course 3: Science and risk analysis in Codex	https://elearning.fao.org/course/view.php?id=943	SDG 1, 2, 3, 8, 12 and 17

FAO e-learning course title	Link to website	SDGs
Introduction of the e-learning series "Making agricultural investment and supply chains work for women and men"	https://elearning.fao.org/course/view.php?id=973	SDG 2, 5 and 8
Building a gender-responsive policy and legal framework for agricultural investment and supply chains	https://elearning.fao.org/course/view.php?id=968	SDG 5, 8 and 16
Securing women's land rights in the context of agricultural investment	https://elearning.fao.org/course/view.php?id=896	SDG 2, 5 and 8
Enabling women producers' successful engagement in agribusiness	https://elearning.fao.org/course/view.php?id=894	SDG 2, 5 and 8
Fostering decent wage employment for women and men	https://elearning.fao.org/course/view.php?id=895	SDG 2, 5 and 8
Institutionalization of forest data	https://elearning.fao.org/course/view.php?id=977	SDG 1, 13 and 15
Agrifood system pathways to healthy diets: a stepwise approach	https://elearning.fao.org/course/view.php?id=976	SDG 1, 2, 3, 10, 12, 13, 14 and 15
Pathway to aquaculture biosecurity: managing disease risks in the value chain	https://elearning.fao.org/course/view.php?id=979	SDG 2, 5 and 14
Mitigating the impact of irrigation infrastructure on fish migration	https://elearning.fao.org/course/view.php?id=982	SDG 2 and 14
Understanding antimicrobial resistance in food and agriculture (**RUSSIAN**)	https://elearning.fao.org/course/view.php?id=987	SDG 2, 12 and 15
Course 4: Codex collaboration at regional level (**SPANISH**)	https://elearning.fao.org/course/view.php?id=981	SDG 1, 2, 3, 8, 12 and 17
Course 4: Codex collaboration at regional level (**FRENCH**)	https://elearning.fao.org/course/view.php?id=980	SDG 1, 2, 3, 8, 12 and 17
Bivalve mollusc sanitation: Growing area monitoring	https://elearning.fao.org/course/view.php?id=990	SDG 2, 3 and 14
Farm machinery and equipment for harvest, post-harvest and storage (**FRENCH**)	https://elearning.fao.org/course/view.php?id=983	SDG 8, 9 and 12
Introduction to trade, food security and nutrition (**SPANISH**)	https://elearning.fao.org/course/view.php?id=984	SDG 9, 11 and 12
Trade policy supportive of food security and nutrition (**SPANISH**)	https://elearning.fao.org/course/view.php?id=985	SDG 9, 11 and 12
Governance of trade, food security and nutrition (**SPANISH**)	https://elearning.fao.org/course/view.php?id=986	SDG 9, 11 and 12
Developing bankable business plans for sustainable forest-based enterprises (**FRENCH**)	https://elearning.fao.org/course/view.php?id=988	SDG 8, 12 and 15
Planning seed and seedling supply for forest and landscape restoration	https://elearning.fao.org/course/view.php?id=998	SDG 11, 13 and 15

FAO e-learning course title	Link to website	SDGs
Minimum dietary diversity for women	https://elearning.fao.org/course/view.php?id=909	SDG 2, 3 and 5
The Multilateral System of Access and Benefit-sharing	https://elearning.fao.org/course/view.php?id=999	SDG 2, 12 and 15
SDG Sub Indicator 12.3.1.a Food loss index (**SPANISH**)	https://elearning.fao.org/course/view.php?id=920	SDG 2 and 12
SDG Sub Indicator 12.3.1.a Food loss index (**FRENCH**)	https://elearning.fao.org/course/view.php?id=921	SDG 2 and 12
Integrated Food Security Phase Classification protocols for acute food insecurity (**ARABIC**)	http://ipcinfo.org	SDG 2
International trade in fisheries and aquaculture products	https://elearning.fao.org/course/view.php?id=949	SDG 9, 11, 14 and 17
Institutionalization of forest data (**FRENCH**)	https://elearning.fao.org/course/view.php?id=1003	SDG 1, 13 and 15
Institutionalization of forest data (**SPANISH**)	https://elearning.fao.org/course/view.php?id=1005	SDG 1, 13 and 15
Why a national forest inventory?	https://elearning.fao.org/course/view.php?id=1001	SDG 6, 7, 11, 13 and 15
Preparing for a national forest inventory	https://elearning.fao.org/course/view.php?id=1011	SDG 6, 7, 11, 13 and 15
Introduction to sampling	https://elearning.fao.org/course/view.php?id=1012	SDG 6, 7, 11, 13 and 15
Introduction to fieldwork	https://elearning.fao.org/course/view.php?id=1013	SDG 6, 7, 11, 13 and 15
Data management in a national forest inventory	https://elearning.fao.org/course/view.php?id=1014	SDG 6, 7, 11, 13 and 15
Quality assurance and quality control in a national forest inventory	https://elearning.fao.org/course/view.php?id=1015	SDG 6, 7, 11, 13 and 15
Elements in data analysis	https://elearning.fao.org/course/view.php?id=1016	SDG 6, 7, 11, 13 and 15
National forest inventory results: Reporting and dissemination	https://elearning.fao.org/course/view.php?id=1017	SDG 6, 7, 11, 13 and 15
Course 2: Engaging in Codex (**SPANISH**)	https://elearning.fao.org/course/view.php?id=1022	SDG 1, 2, 3, 8, 12 and 17
Social analysis for inclusive agrifood investments – Introduction	https://elearning.fao.org/course/view.php?id=992	SDG 1, 2 and 10
Social analysis for inclusive agrifood investments - Managers	https://elearning.fao.org/course/view.php?id=993	SDG 1, 2 and 10
Social analysis for inclusive agrifood investments - Practitioners	https://elearning.fao.org/course/view.php?id=991	SDG 1, 2 and 10
Social analysis for inclusive agrifood investments - Field Experts	https://elearning.fao.org/course/view.php?id=994	SDG 1, 2 and 10
Fish loss assessment methods	https://elearning.fao.org/course/view.php?id=1031	SDG 2 and 14
Course 2: Engaging in Codex (**FRENCH**)	https://elearning.fao.org/course/view.php?id=1023	SDG 1, 2, 3, 8, 12 and 17
Introduction: Achieving gender equality in climate change and agrifood systems	https://elearning.fao.org/course/view.php?id=1043	SDG 5, 2, 13 and 17

FAO e-learning course title	Link to website	SDGs
Course 1: Addressing gender equality in climate change adaptation and mitigation in agriculture	https://elearning.fao.org/course/view.php?id=1044	SDG 5, 2, 13 and 17
Course 2: Building equitable and inclusive food systems	https://elearning.fao.org/course/view.php?id=1045	SDG 5, 2, 13 and 17
Course 3: Gender-responsive budgeting for agriculture and climate policies	https://elearning.fao.org/course/view.php?id=1046	SDG 5, 2, 13 and 17
Developing an anticipatory action system (NEW EDITION)	https://elearning.fao.org/course/view.php?id=632	SDG 2, 3 and 11
Bivalve mollusc sanitation: Growing area risk profile (SPANISH)	https://elearning.fao.org/course/view.php?id=911	SDG 2, 3 and 14
Measurement, reporting and verification for environmental integrity: Introduction	https://elearning.fao.org/course/view.php?id=1053	SDG 11, 13 and 15
Estimating methane emissions from enteric fermentation using Tier 2 method (SPANISH)	https://elearning.fao.org/course/view.php?id=1030	SDG 7 and 13
Agripreneurship 101 (FRENCH)	https://elearning.fao.org/course/view.php?id=1029	SDG 1, 2 and 8
World Trade Organization Agreement on Agriculture (SPANISH)	https://elearning.fao.org/course/view.php?id=1038	SDG 9, 11 and 17
Non-Tariff Measures in agriculture and related World Trade Organization wagreements (SPANISH)	https://elearning.fao.org/course/view.php?id=1039	SDG 9, 11 and 17
Agriculture in regional trade agreements (SPANISH)	https://elearning.fao.org/course/view.php?id=1040	SDG 9, 11 and 17
Bivalve mollusc sanitation: Growing area assessment and review (SPANISH)	https://elearning.fao.org/course/view.php?id=912	SDG 2, 3 and 14
Geotech4Tenure - Combining geospatial technology and participatory methods for securing tenure rights	https://elearning.fao.org/course/view.php?id=1054	SDG 1, 2 and 5

The Organization's online courses are available through the FAO elearning Academy web portal.

Interested in our course offerings?

Check the FAO elearning Academy Course Catalogue! Also accessible on mobile.

https://rise.articulate.com/share/fc0siRAD5L24ArhsMjNkay0R1jzZrHM4

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Welcome to the FAO elearning Academy

Strengthening capacity to face global challenges

Join for free

What would you like to learn about?

LATEST COURSES

Social analysis for inclusive agrifood investments - Managers

NOVEMBRE 2023   4 h

Social analysis for inclusive agrifood investments – Field experts

NOVEMBRE 2023   3 h 15 m

Why a national forest inventory?

OTTOBRE 2023   1 h

Preparing for a national forest inventory

OTTOBRE 2023   1 h 20 m

Introduction to sampling

OTTOBRE 2023   1 h 30 m

Introduction to fieldwork

OTTOBRE 2023   1 h 20 m

Data management in a national forest inventory

OTTOBRE 2023   1 h

Quality assurance and quality control in a national forest inventory

OTTOBRE 2023   1 h

Elements in data analysis

OTTOBRE 2023   2 h

National forest inventory results: Reporting and dissemination

OTTOBRE 2023   1 h 20 m

International trade in fisheries and aquaculture products

OTTOBRE 2023   1 h 35 m

The Multilateral System of Access and Benefit-sharing

OTTOBRE 2023   3 h

Minimum dietary diversity for women

SETTEMBRE 2023   2 h

Planning seed and seedling supply for forest and landscape restoration

SETTEMBRE 2023   2 h

Bivalve Mollusc Sanitation: Growing Area Monitoring

SETTEMBRE 2023   2 h 30 m

Mitigating the impact of irrigation infrastructure on fish migration

SETTEMBRE 2023   2 h 30 m

A wide range of **thematic areas** covered by the FAO e-learning courses

The FAO e-learning courses are designed and developed through a collaborative process, involving a number of partners worldwide. The courses are aligned with specific competencies, are certified and cover **26 thematic areas**.

Thematic areas

Agricultural risk management and resilience	Integrated Food Security Phase Classification
Carbon footprint and greenhouse gas emissions	Livestock, animal health and production
Child labour and youth employment	Mechanization
Climate change and environment	Migration
Communication and capacity development	Monitoring and evaluation
Decent rural employment	Plant health, pre-breeding and crop improvement
Farmer field schools	Responsible governance of tenure
Fisheries and aquaculture	Responsible investments in agriculture
Food and nutrition security, and health	Rural poverty reduction
Food losses and waste	Soils and water management
Food safety	Sustainable Development Goal indicators
Forests and landscape restoration	Sustainable food systems
Gender and social protection	Trade and markets

Gender and geographical distribution from 2021 to 2023

TYPE OF ORGANIZATION

Other **6%**
Government **13%**
Individual **25%**
22% University and research centre
Intergovernmental **2%** organization
International **10%** organization
Private sector **9%**
13% Non-governmental organization and civil society

GEOGRAPHICAL DISTRIBUTION

Latin America and the Caribbean **8%**
Europe **15%**
North America **8%**
Oceania **2%**
23% Asia
44% Africa

GENDER DISTRIBUTION

Non-binary/Undisclosed **1%**
Women **39%**
60% Men

+300 000 NUMBER OF COURSE LOGINS FROM 2021 TO 2023

The most widely consulted courses between 2021 and 2023

THEMATIC AREA: Food and nutrition security, and health

Nutrition, food security and livelihoods: Basic concepts
SDG: 2, 5 and 11

This course explains the concepts of food and nutrition, malnutrition, food security and livelihoods. Understanding these concepts is important to assess the nutrition situation and design and implement programmes, investments and policies that address nutrition problems and evaluate the nutritional outcomes of programmes and investments.

▶ *https://elearning.fao.org/course/view.php?id=194*

1

THEMATIC AREA: Sustainable food systems

Sustainable food systems: An introduction
SDG: 1, 2 and 12

This course is part of a series of three e-learning courses on Sustainable Food Systems (SFS), designed to equip you with the knowledge and tools required to apply systems thinking to complex food systems challenges in an integrated manner.

▶ *https://elearning.fao.org/course/view.php?id=736*

2

THEMATIC AREA: Food and nutrition security, and health

Food composition data
SDG: 1, 13 and 15

This course explains the importance of food composition tables and databases, food description (selection and nomenclature) and food components, and covers aspects of quality and food biodiversity, as well as compilation principles.

▶ *https://elearning.fao.org/course/view.php?id=191*

3

Introduction to forest and landscape restoration

Agripreneurship 101

Introduction to climate-smart agriculture

Course 1: Introduction to Codex

Monitoring forest and landscape restoration

Introduction to the Farmer Field School approach

Understanding antimicrobial resistance in food and agriculture

Course 1: Collecte participative des données et planification d'investissements sur le terrain

Developing a monitoring and evaluation plan for food security and agriculture programmes

Sustainable financing of forest and landscape restoration

Nutrition, sécurité alimentaire et moyens d'existence : concepts de base

Introduction to Sustainable Development Goal indicators under FAO custodianship

Climate-smart soil and land management

Sustainable food systems: Concept and framework

Migration and climate change

SDG Indicator 2.1.2 - Using the Food Insecurity Experience Scale

RuralInvest - An introduction

A number of **multilingual** and **certified series** of e-learning courses

FAO offers a number of **multilingual** and **certified series** of e-learning courses on various thematic areas related to social analysis, national forest inventories, gender-sensitive agriculture investments, agriculture in trade agreements, business planning and many others.

The course series are on the FAO elearning Academy portal and offer certification.
The user will receive the digital badge after passing a final exam, which includes questions based on the content of all eight courses of the cycle, with a score of at **least 75 percent**.

©Codex Alimentarius

©FAO/David Mansell-Moullin

©FAO/CGIAR Climate

©FAO/Sebastian Liste

Course series 2023

Effective participation in Codex work
▸ *https://elearning.fao.org/course/view.php?name=Codex-series-en*

Business planning with RuralInvest
▸ *https://elearning.fao.org/course/view.php?name=Ruralinvest-series-en*

Agriculture in international trade agreements
▸ *https://elearning.fao.org/course/view.php?name=AITA-series-en*

National forest inventory
▸ *https://elearning.fao.org/course/view.php?name=NFI-series-En*

Social analysis for inclusive agrifood investments
▸ *https://elearning.fao.org/course/view.php?name=SA-series-en*

Making agricultural investment and supply chains work for women and men
▸ *https://elearning.fao.org/course/view.php?name=GRAI-series-En*

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©FAO/Indonesia /Harriansyah

E-learning series: National forest inventory

https://elearning.fao.org/course/view.php?name=NFI-series-En

6 CLEAN WATER AND SANITATION

7 AFFORDABLE AND CLEAN ENERGY

11 SUSTAINABLE CITIES AND COMMUNITIES

13 CLIMATE ACTION

15 LIFE ON LAND

THEMATIC AREA: Forests and landscape restoration

The national forest inventory (NFI) e-learning series consisting of eight courses provides an overview of the key phases of an NFI, from planning to implementation, and from data gathering to reporting.

The series consists of the following courses:

➡ Course 1 - **Why a national forest inventory?**

©Pexels/Tom Fisk

This course describes the goals and purpose of a national forest inventory and explores how NFIs inform policy- and decision-making in the forest sector. It then explores the importance of data in forest-related decision-making and evaluates the contribution of NFIs in national, international and climate change data reporting mechanisms.

➡ Course 2 - **Preparing for a national forest inventory**

©Modern Afflatus/Ash

This course describes the planning and preparation phase of a national forest inventory.

➡ Course 3 - **Introduction to sampling**

©UN-REDD

This course covers the general aspects of sampling in forest inventories and aims to introduce the basic concepts and characteristics of a sampling study, as well as provide an overview of the most important components of a national forest inventory.

➡ Course 4 - **Introduction to fieldwork**

©UN-REDD

This course lays down the considerations for fieldwork and discusses plot-level variables as well as tree-level measurements.

©FAO/Indonesia /Harriansyah

Audience

This course is primarily intended for people who are involved in NFIs but can be taken by anyone with an interest in the subject. Specifically, this course targets:

▶ Forestry technicians
▶ National forest monitoring teams
▶ Foresters and forestry students
▶ Forest data analysis practitioners
▶ Decision-makers planning investments for implementing NFIs

▶ Data managers and NFI team leaders
▶ Data technicians responsible for data analysis
▶ Academicians
▶ Youth and new generations of foresters
▶ Students, as curriculum material in forestry schools
▶ NFI planners

➜ Course 5 - Data management in a national forest inventory

©UN-REDD

This course provides an overview of information gathering and data management for national forest inventories.

➜ Course 6 - Quality assurance and quality control in a national forest inventory

©UN-REDD

This course provides an overview of Quality Assurance (QA) and Quality Control (QC) procedures in forest inventory data collection and management.

➜ Course 7 - Elements in data analysis

© Unsplash/Markus Spiske

This course offers guidance on the typical approaches and calculations used in forest data analyses and related topics.

➜ Course 8 - National forest inventory results: Reporting and dissemination

©Pexels/Felix Mittermeier

This course covers national forest inventory reporting in detail and establishes the importance of reporting in the context of REDD+ actions.

Depending on the interest of learners, the self-paced course series can be completed as a whole, or as individual courses taken independently. Throughout the course series, references are made to specific courses or lessons where certain subjects are covered more extensively.

E-learning series:
Social analysis for inclusive agrifood investments

https://elearning.fao.org/course/view.php?name=SA-series-en

1 NO POVERTY

2 ZERO HUNGER

10 REDUCED INEQUALITIES

THEMATIC AREA: Responsible investments in agriculture

The course series is designed to provide a diverse audience with the approaches, methods and tools necessary to integrate social dimensions into the design, implementation, monitoring and evaluation of agrifood investments.

The series consists of the following courses:

➜ Introductory course
   Social analysis for inclusive agrifood investments – Introduction

©FAO/Ida Christensen

This introductory course provides an overview of social analysis and describes its importance in understanding the root causes of poverty, vulnerability and the risks of social exclusion in the context of global efforts to achieve the Sustainable Development Goals. It also discusses the challenges of making investments in agrifood systems more sustainable, inclusive and resilient. Finally, it illustrates how the series of courses is organized, by providing an overview of the contents covered by each course.

➜ Course 1 - **Social analysis for inclusive agrifood investments – Managers**

©FAO/Ida Christensen

This course covers the management aspects of social analysis and aims to sensitize managers to the role and importance of social analysis in the design of agrifood projects and programmes. It also provides guidance on how to integrate social analysis effectively into the investment process.

©FAO/CGIAR Climate

Audience

The series is aimed at learners who engage in the design, implementation and evaluation of public investments strategies, programmes or projects related to sustainable agrifood systems. It is also aimed at learners who work with governments, national financing institutions, technical partners, non-governmental organizations (NGOs), farmer organizations and international development agencies, such as the United Nations, international financing institutions and bilateral agencies. The course series can also be consulted by private companies with social responsibility programmes, impact funds or foundations.

➜ Course 2 - Social analysis for inclusive agrifood investments – Practitioners

©CCAFS/C. Schubert

This course provides guidance to practitioners on how to conduct social analysis to enhance the inclusiveness of agrifood investments. It describes the conceptual framework, the methodology, the tools and the concrete tasks for conducting the analysis and incorporating its findings into investment projects.

➜ Course 3 - Social analysis for inclusive agrifood investments – Field experts

©FAO/Fabrice Edouard

This course aims to assist social analysts/field practitioners in generating primary data and using qualitative methods that can help to draw a detailed picture of the local social context where investments are being planned or implemented. It also explains what information would typically need to be collected through field visits at district and community levels, and how to collect and analyse it to meet the immediate needs of a mission's objectives.

Depending on the interest of learners, the self-paced course series can be completed as a whole, or as individual courses (or lessons) taken independently. Throughout the course series, references are made to specific courses or lessons where certain subjects are covered more extensively. Each course takes the learner step-by-step through real-life scenarios using interactive screens, and is complemented by exercises and links to additional material and websites for further reading.

E-learning series:
Making agricultural investment and supply chains work for women and men

https://elearning.fao.org/course/view.php?name=GRAI-series-En

2 ZERO HUNGER | **5** GENDER EQUALITY | **8** DECENT WORK AND ECONOMIC GROWTH | **16** PEACE, JUSTICE AND STRONG INSTITUTIONS

THEMATIC AREA: Gender and social protection
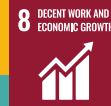
This series of five e-learning courses is designed to provide guidance to a wide range of stakeholders on how to consider and address the diverse needs and priorities of rural women and men, so that both can participate in and benefit from primary agricultural investment and agrifood supply chains on an equal basis.

The series consists of the following courses:

➜ Introductory course
Making agricultural investment and supply chains work for women and men

©CIMMYT

This introduction clarifies the rationale and scope of the e-learning series, the target audience it was designed for and the different courses that make it up.

➜ Course 1 - **Enabling women producers' successful engagement in agribusiness**

© CIAT/G. Smith

This course looks closely at the gender issues that are central to the substantially lower rate of engagement of women farmers, compared with men, in inclusive agribusiness. It provides direction on gender-responsive and transformative approaches to ensure that women and men access and benefit from profitable markets and business opportunities in equal measures along agrifood supply chains.

Depending on the interest of learners, the self-paced course series can be completed as a whole, or as individual courses (or lessons) taken independently. Throughout the course series, references are made to specific courses or lessons where certain subjects are covered more extensively. Each course takes the learner step-by-step through real-life scenarios using interactive screens, and is complemented by exercises and links to additional material and websites for further reading.

©FAO/Sebastian Liste

Audience

- ▶ Donors and financial institutions
- ▶ Government
- ▶ Supply chain actors
- ▶ CSOs, NGOs, grassroots organizations

- ▶ Producer organization representatives
- ▶ Private company directors
- ▶ NGO employees
- ▶ Government representatives and policy advisors

→ Course 2 - **Fostering decent wage employment for women and men**

©FAO/ Believe Nyakudjara

This course analyses gender issues that should be addressed to foster gender-equitable decent wage employment in agriculture. It provides concrete guidance on approaches and measures that companies should adopt to create a gender-equitable workplace.

→ Course 3 - **Securing women's land rights in the context of agricultural investment**

©FAO Americas/Luís Sáncez Diaz

This course focuses on gender and land issues in the context of agricultural investment. It provides concrete guidance on strategies, approaches and measures that can be adopted to enhance women's land rights. This on one hand can foster women's active involvement in agricultural investment, while on the other hand can prevent agricultural investment from negatively impacting women's land rights.

→ Course 4 - **Building a gender-responsive policy and legal framework for agricultural investment and supply chains**

©FAO/Seyllou Diello

This course focuses on gender issues and the policy and legal framework for agricultural investment and supply chains. It provides concrete guidance on actions required to create a policy and legal framework that increases the likelihood of women and men benefiting equally from agricultural investment and supply chains.

Certification using the digital badges system

FAO adopted the digital badges certification system to certify the acquisition of competencies, advance talents within organizations and increase employment opportunities. Certification is granted through the digital badges system, which certifies the acquisition of specific competencies through performance assessments.

The FAO grants certification to those who have completed an FAO elearning Academy course with a final scenario-based performance evaluation of 75 percent or higher.

The FAO e-learning courses offer certification for professionals in Member Nations!

+40 000
BADGES ISSUED TO DATE

Digital badges:

→ offer community approval based on recognized competencies and skills;

→ offer new pathways of lifelong learning separate from traditional, formalized academic pathways;

→ build pathways for individuals to work towards learning goals;

→ provide employment opportunities;

→ allow talent to advance within organizations as an innovative way to identify talent based on competency and attitude;

→ allow individuals with non-traditional experiences to better match their skills with relevant employment opportunities;

→ motivate engagement and collaboration;

→ improve retention and flexibility in targeted skills development;

→ offer alternative ways to get validation for skills acquisition and achievements;

→ are free and open, as any organization can use this standard to create, issue and verify open digital badges;

→ are transferable, since badges from multiple sources can be collected, on and offline, into a backpack;

→ enable the display of skills and achievements on social networking profiles, job sites, LinkedIn, e-portfolios and websites;

→ are stackable, as badges build upon each other and can be stacked to illustrate professional profiles; and

→ are evidence-based, since metadata links back to the issuer, criteria and verifying evidence.

Partnerships and collaborations

Given the challenges of strengthening technical capacities and contributing to the SDG 2030 Agenda, working collaboratively and in partnerships is crucial for FAO. One key instrument in supporting this effort is the FAO elearning Academy.

It strategically and actively engages with various types of partners such as United Nations agencies, development agencies, international and intergovernmental organizations, the private sector, academic and research institutions, civil society organizations (CSOs), non-governmental organizations and others in order to:
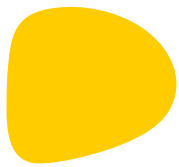
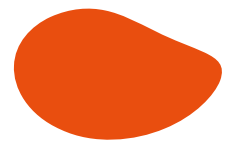| exploit the comparative advantages and strengths of each institution for the benefit of all; | strategically develop capacities and share resources, expertise, scientific literature and innovations; | jointly work on areas of common interest for the same goals and face the global challenges humanity is confronted with; and | create an enabling environment that contributes to the sustainable economic and social advancement of Member Nations. |

These institutions share similar goals as FAO, which are:

1) the promotion of innovation;

2) multilingualism; and

3) capacity development and free, accessible education, offering the most current and cutting-edge content that integrates new ideas, methodologies, practices and technologies.

Together with its partner organizations, FAO seeks to promote collaboration in gender and culturally sensitive capacity development programmes, which are by nature interdisciplinary and international.

Universities, academic institutions and research centres

African Center for Food Security (ACFS), University of KwaZulu-Natal

Agence Universitaire de la Francophonie (AUF)

Alberta Innovates – Bio Solutions

Animal and Plant Health Agency (APHA)

Bibliotheca Alexandrina

Center for International Forestry Research (CIFOR)

Center of Agricultural Biotechnology, Kasetsart University

Central American Integration System (SICA)

Centre de coopération internationale en recherche agronomique pour le développement (CIRAD)

Centre for Development and Environment (CDE), University of Bern

Centre for Environment, Fisheries and Aquaculture Science (CEFAS)

Centre for Plant Genetics and Breeding, University of Western Australia

Centro de Excelencia Virtual en Monitoreo Forestal

Charles Sturt University, Australia

Chinese Academy of Agricultural Sciences (CAAS)

Columbia Center on Sustainable Investment (CCSI)

Conference of Italian University Rectors (CRUI)

Universities, academic institutions and research centres

Consiglio dell'Ordine Nazionale dei Tecnologi Alimentari

Consultative Group on International Agricultural Research (CGIAR)

Council for Agricultural Research and Economics (CREA), Italy

Doorways

Duke University, North Carolina, the United States of America

EU Science Hub – Joint Research Centre

Food Security – Canada

France Université Numérique (FUN)

French training and research alliance for agriculture, food, environment and global health (Agreenium)

FutureWater

Galilee International Management Institute – Israel

Geo-Information Science and Earth Observation Faculty of the University of Twente (ITC)

Häme University of Applied Sciences, Finland

Indian Institute of Science (IISc)

Institut de Recherche pour le Développement (IRD)

Institut des sciences et industries du vivant et de l'environnement (AgroParisTech)

Institut national d'études supérieures agronomiques de Montpellier (SupAgro), France

Institut national de recherche pour l'agriculture, l'alimentation et l'environnement (INRAE), France

Institute of Biological, Environmental and Rural Sciences, Aberystwyth University

Institute of Development Studies (IDS)

Institute of Hydrology, Meteorology and Environmental Studies (IDEAM)

Instituto Nacional de Bosques (INAB), Guatemala

Inter Islamic Network on Information Technology (INIT)

International Rice Research Institute

International Center for Biosaline Agriculture (ICBA)

International Centre for Advanced Mediterranean Agronomic Studies (CIHEAM)

International Centre for Agricultural Research in the Dry Areas (ICARDA)

International Crops Research Institute for the Semi-Arid Tropics (ICRISAT)

International Development Research Centre (IDRC)

International Livestock Research Institute (ILRI)

International Potato Center

Johnson & Wales University, Rhode Island, United States

Kenya Agricultural and Livestock Research Organization (KALRO)

Kenya Institute for Public Policy Research and Analysis (KIPPRA)

Korea Maritime Institute (KMI)

Leuphana University of Lüneburg, Germany

LUISS Guido Carli University, Italy

Makerere University, Uganda

Mann Library – Cornell University

Margaret A Gilliam Institute for Global, McGill University

Marondera University of Agricultural Sciences and Technology, Zimbabwe

Massachusetts Institute of Technology, Massachusetts, United States

Mediterranean Agronomic Institute of Zaragoza (CIHEAM Zaragoza)

Mediterranean Universities Union (UNIMED)

Mohammed V University in Rabat, Morocco

Mutah University, Jordan

National Centre for Science Information (NCSI) at IISc

National Food Technology Research Centre (NFTRC)

Natural Resources Institute (NRI)

Neapolis University Pafos, Cyprus

Open University of Catalonia (UOC)

OpenMed

Partnership for Child Development (PCD), Imperial College London

Sapienza University of Rome, Italy

Swedish University of Agricultural Science (SLU), Sweden

The Association of Universities of Latin America and the Caribbean (UDUAL)

The Regional Universities Forum for Capacity Building in Agriculture (RUFORUM)

UniLaSalle, Beauvais, France

Universidad Complutense de Madrid, Spain

Universities, academic institutions and research centres

Universidad de la Guajira, Colombia

Università di Parma, Italy

Université Virtuelle Environnement et Développement Durable (UVED)

University of Cape Town, South Africa

University of Göttingen, Germany

University of Pretoria, South Africa

University of Rome Unitelma Sapienza, Italy

University of Tor Vergata, Italy

University of Zimbabwe

Wageningen University & Research, the Kingdom of the Netherlands

World Fish

World Resources Institute (WRI)

United Nations agencies, development agencies and regional organizations

AGRHYMET Regional Centre

Asian Development Bank (ADB)

Association of Southeast Asian Nations (ASEAN)

Australian Government, Department of Foreign Affairs and Trade (DFAT)

Australian Agency For International Development (AUSAID)

The Australian Water Partnership

Belgian Development Cooperation (BTC)

Department for Energy Security and Net Zero (DESNZ)

Department of National Park, Wildlife and Plant Conservation of Thailand (DNP)

European Bank for Reconstruction and Development (EBRD)

European Civil Protection and Humanitarian Aid Operations (ECHO)

European Commission for the Control of Foot-and-Mouth Disease (EuFMD)

European Union (EU)

Federal Ministry of Food and Agriculture of Germany (BMEL)

Foreign, Commonwealth & Development Office (FCDO)

Forest Department of Bangladesh

Forest Science and Technology Centre of Catalonia (CTFC)

Forestry Commission of Ghana

Forestry Development Authority of Liberia

German Agency for International Cooperation (GIZ)

German Federal Foreign Office (GFFO)

German Federal Ministry for Economic Cooperation and Development (BMZ)

German Humanitarian Assistance

Helvetas Swiss Intercooperation

Inter-American Institute for Cooperation on Agriculture (IICA)

Intergovernmental Authority on Development (IGAD)

International Atomic Energy Agency (IAEA)

International Federation of the Red Cross and Red Crescent Societies (IFRC)

International Food Policy Research Institute (IFPRI)

International Fund for Agricultural Development (IFAD)

International Institute for Sustainable Development (IISD)

International Labour Organization (ILO)

International Land Coalition (ILC)

International Maize and Wheat Improvement Center (CIMMYT)

International Maritime Organization (IMO)

International Medical Corps

International Organization for Migration (IOM)

International Plant Protection Convention (IPPC)

International Policy Centre for Inclusive Growth (IPC-IG)

International Training Centre of the International Labour Organization (ITCILO)

Inter-agency Social Protection Assessments (ISPA)

Inter-Organization Programme for the Sound Management of Chemicals (IOMC)

Irish Aid

Italian Agency for Development Cooperation (AICS)

United Nations, development agencies and regional organizations

Netherlands (Kingdom of the)

Luxemburg Development Cooperation Agency (LuxDev)

Ministry of Agriculture, Forestry and Fisheries of Japan (MAFF)

Ministry of Agriculture Jihad of the Islamic Republic of Iran

Ministry of Environment and Sustainable Development of the Democratic Republic of Congo

Ministry of Foreign and European Affairs of Luxembourg

Ministry of Oceans and Fisheries of the Republic of Korea

Ministry of Water and Environment of Uganda

Montpellier Université d'Excellence (MUSE)

Natural Resources and Watershed Management Organization

New Partnership for Africa's Development (NEPAD)

Norway's International Climate and Forest Initiative (NICFI)

Norwegian Agency for Development Cooperation (NORAD)

Office of the United Nations High Commissioner for Human Rights (OHCHR)

Overseas Development Institute (ODI)

Papua New Guinea Forest Authority (PNGFA)

Permanent Inter-State Committee on Drought Control in the Sahel (CILSS)

Spanish Agency for International Development Cooperation (AECID)

Swedish Forest Agency

Swedish International Development Cooperation Agency (Sida)

Swiss Agency for Development and Cooperation (SDC)

Technical Centre for Agricultural and Rural Cooperation (CTA)

UK Aid Direct

UN SDG:Learn

UNESCO Chair on World Food Systems

UN-Habitat

One United Nations Climate Change Learning Partnership (UN CC:Learn)

International Organization for Migration (IOM)

United Nations Volunteers

United Nations Children's Fund (UNICEF)

United Nations Department of Economic and Social Affairs (UNDESA)

Department of Peace Operations (DPO)

Department of Political and Peacebuilding Affairs (DPPA)

United Nations Development Coordination Office (UNDCO)

United Nations Development Programme (UNDP)

United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP)

United Nations Educational, Scientific and Cultural Organization (UNESCO)

United Nations Environment Programme (UNEP)

Executive Office of the Secretary-General of the United Nations (EOSG)

United Nations Framework Convention on Climate Change (UNFCCC)

Office of the United Nations High Commissioner for Refugees (UNHCR)

United Nations Institute for Training and Research (UNITAR)

United Nations Office for Disaster Risk Reduction (UNDRR)

Office for the Coordination of Humanitarian Affairs (OCHA)

United Nations Population Fund (UNFPA)

United Nations REDD Programme

SDG Help Desk

Scaling Up Nutrition (SUN) Movement

United Nations Statistics Division (UNSD)

Sustainable Development Solutions Network – SDG Academy

United Nations Entity for Gender Equality and the Empowerment of Women (UN Women)

United States Department of Agriculture (USDA)

United States Agency for International Development (USAID)

Defense Threat Reduction Agency of the United States of America (DTRA)

Veterinary Medicine Directorate of the United Kingdom of Great Britain and Northern Ireland (VMD)

World Bank Group

World Food Programme (WFP)

World Health Organization (WHO)

World Meteorological Organization (WMO)

World Organisation for Animal Health (WOAH)

World Overview of Conservation Approaches and Technologies (WOCAT)

World Trade Organization (WTO)

Non-governmental and civil society organizations

Access Agriculture

Appui au Développement Autonome (ADA)

Association for Progressive Communications (APC)

Association humanitaire contre la faim dans le monde (Action Against Hunger)

Bellanet International Secretariat

CARE International

Center for People and Forests (RECOFTC)

Consortium to Guarantee Quality Extra Virgin Olive Oil (CEQ)

Des ressources pour l'évaluation, Des repères pour l'action (F3e)

Farm Radio International

FISH Safety Foundation (FSF)

Full Circle Associates

Future Food Institute (FFI)

Humentum

Information Training & Outreach Centre for Africa (ITOCA)

International Medical Corps and Concern Worldwide (IMCCW)

International Union for Conservation of Nature

NNEdPro Global Institute for Food, Nutrition and Health

OXFAM International

Professionals for Fair Development (GRET)

Save the Children

Stockholm International Water Institute (SIWI)

Sulá Batsú

Welthungerhilfe

Women in Law and Development in Africa (WILDAF)

Winrock International

Women Thrive Alliance

World Vision International

Private sector and donors

Balancing Act – Telecoms, Internet and Broadcast in Africa

Bill & Melinda Gates Foundation

Costa Rican Gastronomy Foundation (FUCOGA)

Danone

Wetlands Foundation

Global Crop Diversity Trust

Quadrant Conseil

Rabobank

Rockefeller Foundation

Telefónica

Western Silk Road

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International networks and global initiatives

African Forum for Agricultural Advisory Services (AFAAS)

Alliance of Bioversity International and CIAT

Atingi

BMJ Nutrition, Prevention & Health

China Chamber of Commerce of Import and Export of Foodstuffs, Native Produce and Animal By-products (CFNA)

Coastal Fisheries Initiative (CFI)

eLearnAfrica

European Union International Partnerships Academy

Family Farming Knowledge Platform (FFKP)

Famine Early Warning Systems Network (FEWS NET)

FAO e-Agriculture

FAO Flexible Multi-Partner Mechanism (FMM) Resource Partners

Food Security Cluster

Forest, Climate, and Livelihood research network (Focali)

Forum for Agricultural Risk Management in Development (FARM-D)

Freshfel Europe

Gender and Water Alliance (GWA)

Global Alliance for Improved Nutrition (GAIN)

Global Child Nutrition Foundation (GCNF)

Global Environment Facility (GEF)

Global Farmer Field Schools (FFS) Platform

Global Forum on Agricultural Research and Innovation (GFAR)

Global Forum for Rural Advisory Services (GFRAS)

Global Forum on Food Security and Nutrition (FSN Forum)

Global Landscapes Forum (GLF)

Global Network Against Food Crises (GNAFC) Partnership Programme

Global Network of Institutions for Statistical Training (GIST)

Global Strategy to Improve Agricultural and Rural Statistics (GSARS)

Global SDG Integration

International Academy of Nutrition Educators (IANE)

International Center for Tropical Agriculture (CIAT)

International Chamber of Commerce

International Knowledge Application Network Hub in Nutrition (iKANN)

International Network for the Availability of Scientific Publications (INASP)

International Ocean Institute – Southern Africa (IOISA)

International Trade Centre

International Union for Conservation of Nature (IUCN)

International Year of Rangelands and Pastoralists 2026

Joint Competence Development (Learn4Dev)

Swedish Chemicals Agency (KEMI)

Magma UNESCO Global Geopark

Nutrition Education Training and Skills

Nutrition Education Virtual Learning Environment

One Ocean Hub

One Planet network's Sustainable Food Systems (SFS) Programme

Partnership for Child Development (PCD)

Partnership on Research and Innovation in the Mediterranean Area (PRIMA)

Platform for Agricultural Risk Management (PARM)

Rotterdam Convention

Southern Hemisphere Association of Fresh Fruit Exporters (SHAFFE)

Union for the Mediterranean (UfM)

WANA Institute

Contributions to United Nations initiatives and networks

The work of the FAO elearning Academy is fully aligned with the **UN 2030 Agenda for Sustainable Development**, and contributes to its implementation through its advocacy and capacity development activities and initiatives.

Through the FAO elearning Academy, the FAO contributes with courses, capacity development initiatives and strategies, advocacy and more to a number of **United Nations initiatives** and networks.

→ **UN SDG:Learn**
supported by the UN Deputy Secretary-General to share the FAO SDG Indicator courses.
▸ *https://unsdglearn.org*

→ **United Nations Statistics Division** (UNSD) **Global Network of Institutions for Statistical Training** (GIST) to share the FAO nutrition and food security courses, as well as the FAO SDG Indicator courses.
▸ *https://unstats.un.org/gist*

→ **UN network for Scaling Up Nutrition Movement**
to contribute to their capacity development strategy, share the FAO nutrition and food security courses and coordinate advocacy activities related to nutrition.
▸ *https://scalingupnutrition.org*

→ **UN Common Guidance on Helping Build Resilient Societies**
▸ *https://unsdg.un.org/resources/un-common-guidance-helping-build-resilient-societies*

→ **UN SDG Help Desk**
to share the FAO nutrition and food security courses as well as the FAO SDG Indicator courses.
▸ *https://sdghelpdesk.unescap.org*

→ **UN elearn group**
to share experiences on innovative pedagogical models and adult learning strategies.

→ **Learn4dev international network of development organizations including the UN**
to collaborate on nutrition and food security capacity development initiatives.
▸ *https://learn4dev.eu/*

→ **United Nations Global Alliance for Improved Nutrition** (GAIN)
to share the FAO nutrition and food security courses.

→ **Global Panel on Agriculture and Food Systems for Nutrition** (GLOPAN)
to share the FAO nutrition and food security courses.

→ **The One UN Climate Change Learning Partnership** (UN CC:Learn)
to share FAO e-learning courses and contribute to joint events.

In addition,
every year since 2014, the FAO
has organized an open, practical and
interactive session through the
FAO elearning Academy

– **Knowledge Networking and Engagement with United Nations Agencies** – as part of the **Online Educa Berlin conference**.

The objective of the UN-wide session is to create a space for **sharing experiences**, **best practices**, **approaches**, **pedagogical models**, **advice**, **tips** and **lessons learned** related to e-learning.

Online Educa Berlin is the biggest international conference on e-learning. It fosters exchange on the most important developments and trends shaping the future of e-learning in the corporate, education and public service sectors.

Events and conferences

As part of FAO's mission to strengthen global capacities through e-learning, the FAO elearning Academy contributed to a number of events and conferences.

→ Second edition of the Women Empowerment Learning Programme: "**Women's Accelerator in Africa**" to support and enable women for successful engagement in agribusiness, organized jointly by FAO and the International Agri-Food Network (IAFN), November 2023.

→ Tropical Agriculture Platform Partner Assembly: **"Strengthening Capacities to Innovate towards Agrifood System Transformation"**, organized by the European Union and FAO, November 2023.

The FAO elearning Academy participated to further FAO e-learning goals

→ Harnessing innovation and technology for empowering women in agriculture and science, organized by the **International Center for Biosaline Agriculture (ICBA)**, 8 March 2023
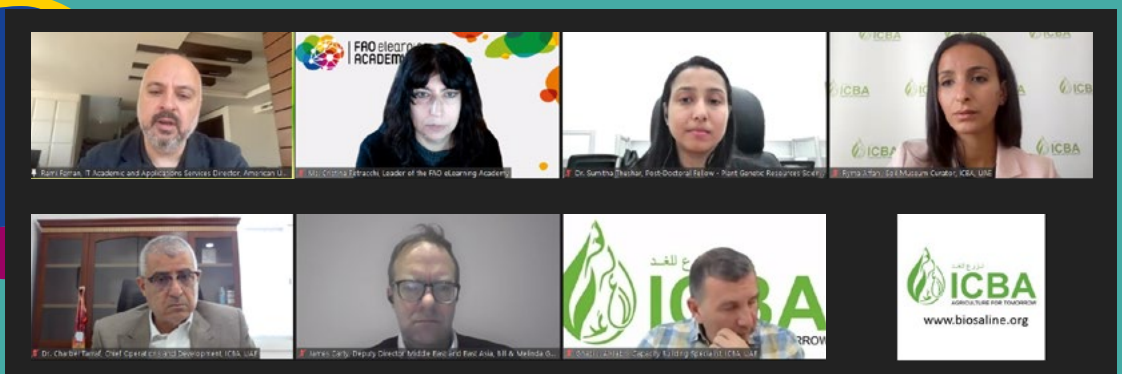
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→ African Agribusiness Incubators Conference, organized by the African Union, African Business Incubators Network, Agripreneurship Alliance and Africa Projects Development Centre, 26 June 2023.

©Luiss University

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→ Round table **"Innovations in learning technologies, pedagogies, and strategic partnerships to ensure a sustainable management education"**, organized by the Future of Management Education (FOME) alliance. This global alliance includes, among others, the LUISS Guido Carli University; BI Norwegian Business School; Johns Hopkins Carey Business School; EDHEC Business School; ESMT Berlin; HKUST Business School; Ivey Business School; Imperial College Business School; Vlerick Business School; the University of Melbourne; SMU Lee Kong Chian School of Business; ESADE; and Rotterdam School of Management, Erasmus University. The event took place 5 December 2023 and was facilitated by **Andrew Jack**, global education editor at the *Financial Times*.

→ **UN SDG:Learn Retreat - 2023 Steering Group meeting on "Transforming sustainable development learning on the way to the summit of the future"**, involving UN Women, UNITAR, UN System Staff College, UNAIDS, UNDP, UNWTO, UNFCCC, UNIDO, World Bank, UNU, IOM and others. One of the key expectations from the summit was around transformation of education and a new vision for the creation of learning societies, "with education and life-long learning universally recognized as a global public good". The event was organized by UNITAR and took place 8 December 2023, in Geneva, Switzerland.

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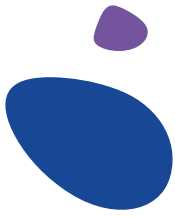
UN SDG:Learn Retreat
"Transforming sustainable development learning on the way to the summit of the future"

Article: *UN SDG:Learn Retreat (2023 Steering Group meeting)*

©UN SDG:Learn

8 December 2023, Geneva, Switzerland - To celebrate a milestone of the partnership and to strategize the way forward, UN SDG:Learn partners gathered for a retreat on "Transforming sustainable development learning on the way to the summit of the future". The retreat was hosted by UNITAR and organized in a hybrid format.

In preparation for the "summit of the future", partners conducted a comprehensive review of the accomplishments from 2019-2023 and discussed the strategic pathways for the parternship. The focus was on identifying areas where collective efforts could address emerging challenges and capitalize on new opportunities to achieve the Sustainable Development Goals. In line with the summit's core expectations centred on reshaping education and envisioning learning societies, with education and lifelong learning acknowledged as global public goods, partners engaged in collaborative brainstorming sessions on how to champion this agenda leading up to the summit.

Mr Nikhil Seth, UNITAR's executive director, emphasized in his opening address the need for a strategic approach to support the creation of learning societies, and underscored the importance of globally recognizing education and lifelong learning as public goods.

Experts from the partner organizations enriched the strategic discussions by offering insights into key areas. Mr Georg Boch, head of Content Production at Ubiquity University, delved into the potential of AI in learning; Ms Lourdes Rodriguez, Global Hub director at Teach the Future, explored meaningful youth engagement; Mr Hannes Mac Nulty, manager of the Green Industry Platform at Green Growth Knowledge Partnership (GGKP), focused on purpose-driven companies; Mr Raphael Dard, head of the SME Trade Academy at ITC, discussed resistance to change; and Dr Rachel Bennett, senior lecturer at the University of Gloucestershire, addressed challenges related to growing inequalities.

The retreat also featured high-level guest speakers, including Ms Anja Kaspersen, senior fellow at Carnegie Council of Ethics and International Affairs, and director

for Global Markets Development, Frontier Technologies at the Institute of Electrical and Electronics Engineers. Ms Kaspersen shared valuable insights into the ethical and security aspects of utilizing AI for learning. Additionally, Gary Marcus, professor emeritus of psychology and neural science at New York University, highlighted challenges associated with deploying AI for learning from human and cognitive perspectives.

Through in-depth discussions and strategic foresight, various collaborative pathways were identified, such as addressing the learning needs of vulnerable groups, SMEs and businesses; fostering meaningful engagement with AI; promoting youth involvement; and ensuring inclusivity.

The Joint Secretariat is preparing a comprehensive report that will serve as a roadmap for advancing the identified strategic pathways as the partnership progresses towards the future.

South African wishing Tree

Research and development

The Organization, through the FAO elearning Academy is now exploring the possibility of using virtual reality for the development of leadership and interpersonal skills and competencies, the **ethical use of artificial intelligence** for the design of e-learning courses and **inclusion of disability criteria** to increase accessibility.

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Official video – the FAO elearning Academy: a rich offer of free multilingual certified e-learning courses

This video describes what the FAO elearning Academy offers and its role in transferring knowledge, skills and competencies to professionals worldwide.

Through the FAO elearning Academy, the FAO offers multilingual certified e-learning courses, free of charge, for professionals working in food and nutrition security, social and economic development, and sustainable management of natural resources, and is the result of a collaborative effort involving over **500 partners** throughout the world.

The overall objective is "universal education" offered as a global public good, to anyone, at anytime and anywhere in the world, thus promoting gender and social equality in the access to education, with the overall goal of strengthening the capacity of Member Nations to achieve the 2030 Agenda for Sustainable Development.

The FAO has adopted the **digital badges** certification system to certify the acquisition of competencies in order to progress talents within organizations and increase employment opportunities.

https://youtu.be/S7-chJWL6VE?si=3jF5xcA16R-6uEl4

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Artificial intelligence and virtual reality

Through the FAO elearning Academy, the FAO will be assessing the opportunities offered by virtual reality for the development of:

1. leadership and interpersonal skills and competencies;

2. decision making processes; and

3. strategic thinking approaches.

Artificial Intelligence has many limitations. However, its ethical and cautious use for the design of e-learning courses can offer advantages, especially while adopting scenario-based approaches.

The FAO elearning Academy will be exploring the opportunities offered by artificial intelligence in the coming months, in collaboration with many partners sharing common interests on this matter.

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Accessibility in practice
Properly built content: Layout

Avoid wall to wall text and allow adequate white space on a page

BUTTON

Use information design to analyze and divide content in additional pages, infographics, interactions, and media

Accessibility in practice
Properly built content: Fonts

d

14

Avoid serif fonts

Use a minimum font size of 14 pt

Do not use color coding for functionality – such as the blue text for a link.

Accessibility in online learning

An estimated **15 percent** of the world's population have a disability, according to UNICEF. **This percentage triples** when considering only people **over 60**.

Disabilities can be transitory or definitive, more or less mild and recognized. They mainly concern the visual, auditory, cognitive and motor spheres, but they can also be caused by external factors, such as a poorly lit or noisy environment, or a slow internet connection.

Many accessibility requirements actually end up benefiting all learners, and FAO has always paid attention to properly building accessible content or implementing features that can help learners access content.

Properly built content in terms of format means the use of plain text over image of text, a clear structure of headings and sub-headings and an organized layout that incorporates simple and high contrast graphics on a white background and clear reading direction (left to right and top to bottom). Helpful built-in features we adopt are captions or transcripts in videos and audio, options to modify the size of the text or alt-text descriptions for images.

Besides these essential usability components, the big challenge is creating courses that people with visual, auditory or mobility disabilities can use just as effectively as people without disabilities.

This is why the FAO elearning Academy uses an authoring tool that works with common assistive technology (AT) such as screen readers, which identify and interpret what's on the screen and then present it to learners using text-to-speech, sound icons or braille output devices. Testing FAO courses on these tools is essential to comply with accessibility guidelines.

The FAO elearning Academy is now defining a set of **quality criteria for visual impairments and disabilities**:

1. a basic set of criteria to systematically integrate in courses/learning programmes; and

2. a set of more complex criteria to adopt for heavier disabilities.

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International technical webinars

Webinars are an opportunity to share experiences and lessons learned, discuss challenges, and propose innovative solutions and models.

The FAO elearning Academy webinars aim to provide a holistic and comprehensive view of current trends in thematic areas related to global challenges by combining development, research and innovation perspectives.

FAO's main objective is to give practitioners the opportunity to interact with international experts, United Nations officers, university professors, researchers and fellow participants across the world.

https://elearning.fao.org/local/searchwebinar/

+3 000 PARTICIPANTS

International technical webinars 2023

1. **Rethinking agripreneurship**
1 February 2023, 14.30–16.00 (UTC +1)

2. **Transforming Dryland Forests and Agrosilvopastoral Systems**
29 March 2023, 10.00–11.30 (UTC +2)

3. **Developing bankable business plans for sustainable forest-based enterprises**
27 September 2023, 14.30–15.30 (UTC +2)
▸ *https://newsletters.fao.org/q/16vtrMjEib3/wv*

4. **Forest monitoring for climate action**
15 November 2023, 14.00–15.00 (UTC +1)
▸ *https://newsletters.fao.org/q/16vuawSvKiX/wv*

5. **Fostering parliamentary action towards gender equality and women's empowerment in agrifood systems**
4 December 2023, 14.00–15.00 (UTC +1)
▸ *https://newsletters.fao.org/q/16vujkwBT3B/wv*

6. **E-learning series: Social analysis for inclusive agrifood investments**
13 December 2023, 15.00–16.30 (UTC +1)

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Rethinking agripreneurship

International technical webinar
Wednesday, 1 February 2023, 14.30–16.00 (UTC +1)

WEBINAR RECORDING
https://youtu.be/rGhq9WPZPHI?si=6Dbo2h1Bwss3l5ji

Speakers

Mr **David Phiri** (Subregional Coordinator for Eastern Africa and Representative to the African Union, FAO)
Mr **Erdin Beshimov** (Director of Experiential Learning at MIT Open Learning and Lecturer at Massachusetts Institute of Technology)
Mr **Michael Frese** (Professor, Asia School of Development and Leuphana University of Lüneburg)
Ms **Nomathemba Mhlaga** (Agribusiness Officer and Programme Manager, FAO)
Ms **Sandra Ejang** (Co-founder and CEO, Western Silk Road)
Ms **Cristina Petracchi** (Leader of the FAO elearning Academy)

Objectives of the session:

▶ introduce the e-learning course "Agripreneurship 101" and share experiences of similar courses;

▶ showcase relevant evidence in entrepreneurship and personal initiative training; and

▶ discuss the main findings of the evaluation conducted.

TYPE OF ORGANIZATION

7% Government
11% University and research center
United Nations **17%**
2% Non-governmental organization and civil society
Individual **24%**
20% Private sector
Intergovernmental **2%** organization
17% International organization

GEOGRAPHICAL DISTRIBUTION

Europe **16%**
Latin America and the **2%** Caribbean
6% Asia
76% Africa

GENDER DISTRIBUTION

Women **24%**
76% Men

Transforming Dryland Forests and Agrosilvopastoral Systems

International technical webinar
Wednesday, 29 March 2023, 10.00–11.30 (UTC +2)

Speakers

Mr **Abasali Nobakht** (Ministry of Agriculture and Head of the Natural Resources and Watershed Management Organization, Islamic Republic of Iran)

Mr **Mohsen Abdolhoseini** (Head, Natural Resources and Watershed Management Organization, Islamic Republic of Iran)

Mr **Anders Malmer** (Chairperson, Committee on Forestry Working Group on Dryland Forests and Agrosylvopastoral Systems)

Mr **Igshaan Samuels** (Co-chair, International Year of Rangelands and Pastoralists 2026)

Ms **Fidaa F. Haddad** (Forestry Officer, FAO)

Ms **Fiona Flintan** (Senior Scientist, Rangelands and Pastoralism, International Livestock Research Institute)

Ms **Bora Masumbuko** (Senior Programme Officer, Forest and Grassland Team Centre for Conservation Action, International Union for Conservation of Nature)

Mr **Ali Nazaridoust** (National Programme and Partnership Development, FAO Representation in Iran)

Ms **Malgorzata Buszko Briggs** (Senior Forestry Officer and Secretary of the Committee on Forestry, FAO)

Dr **Vahid Jafarian** (General Director for Desert Affairs)

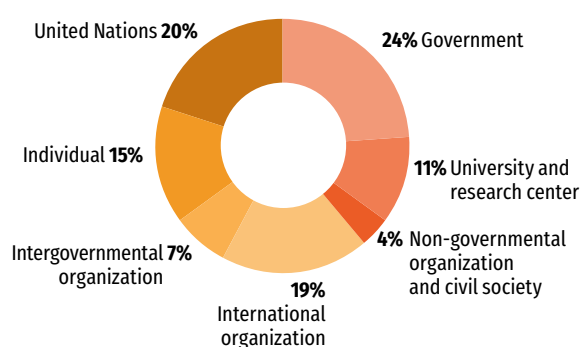Ms **Cristina Petracchi** (Leader of the FAO elearning Academy)

©FAO / Marco Perri

▶ **WEBINAR RECORDING**
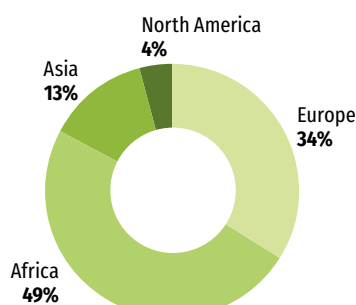*https://youtu.be/6TSc3oojj8o?si=ZTLY8c05KTCZJ3ao*

Objectives of the session:

▶ present the e-learning course "Transforming Dryland Forests and Agrosilvopastoral Systems: An approach to sustaining and developing food production in drylands under change";

▶ share experiences and lessons learned of dryland experts and partners on how to plan for and assess transformational change in dryland production systems taking the social, economic and environmental sustainability pillars into consideration; and

▶ launch the call for applications for the Commitee on Forestry's Working Group summer school.

TYPE OF ORGANIZATION

United Nations **20%**

24% Government

11% University and research center

Individual **15%**

4% Non-governmental organization and civil society

Intergovernmental **7%** organization

19% International organization

GEOGRAPHICAL DISTRIBUTION

North America **4%**

Asia **13%**

Europe **34%**

Africa **49%**

GENDER DISTRIBUTION

43% Women

Men **57%**
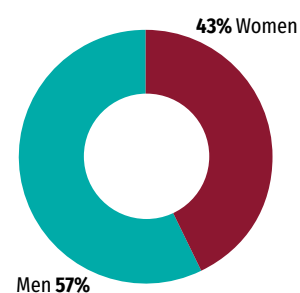
©Axel Fassio / CIFOR

Developing bankable business plans for sustainable forest-based enterprises

International technical webinar
Wednesday, 27 September 2023, 14.30–15.30 (UTC +2)

WEBINAR RECORDING
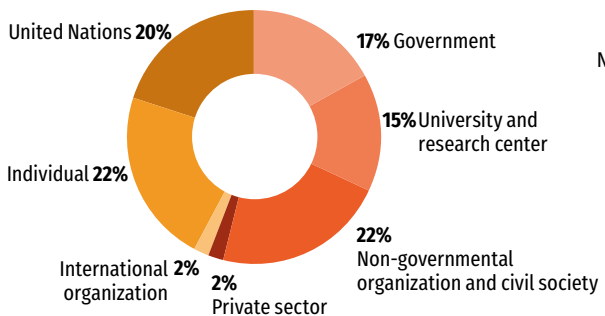*https://youtu.be/BcqJbjdXDM8?si=4ijbU4cQ7WCc9IPX*

Speakers

Mr **Christophe Besacier** (Forestry Officer, FAO)
Mr **Marco Boscolo** (Forestry Officer, FAO)
Mr **Elijah Mboko** (Business Development Specialist, FAO)
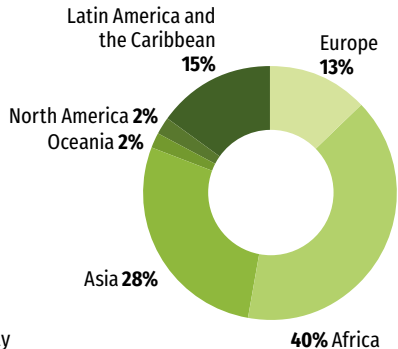Ms **Cristina Petracchi** (Leader of the FAO elearning Academy)

Objectives of the session:

▶ understand how to develop forest-based bankable businesses and how they can be used by forest-based enterprises to mobilize finance;

▶ assist forest producers and their organizations in creating investment proposals and support restoration practitioners in turning their ideas into feasible business plans; and

▶ provide an overview of other relevant e-learning courses developed by the Forest and Landscape Restoration Mechanism team.
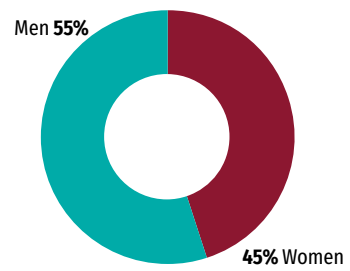
TYPE OF ORGANIZATION

United Nations **20%**

17% Government

15% University and research center

Individual **22%**

22% Non-governmental organization and civil society

International **2%** organization

2% Private sector

GEOGRAPHICAL DISTRIBUTION

Latin America and the Caribbean **15%**

Europe **13%**

North America **2%**
Oceania **2%**

Asia **28%**

40% Africa

GENDER DISTRIBUTION

Men **55%**

45% Women

©UN-REDD

Forest monitoring for climate action

International technical webinar
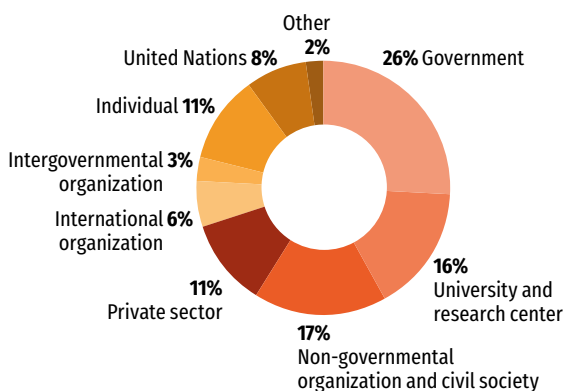Wednesday, 15 November 2023, 14:00–15.00 (UTC +1)

Speakers

Mr **Zhimin Wu** (Director, Forestry Division, FAO)
Ms **Tiina Vähänen** (Deputy Director, Forestry Division, FAO)
Ms **Rocío Cóndor Golec** (Forestry Officer, FAO)
Ms **Julian Fox** (Senior Forestry Officer, FAO)
Mr **Fiona Stringer** (REDD+ Programme Lead, UK Department for Energy Security and Net Zero, DESNZ)
Ms **Alejandra Guevara** (FAO Ecuador)
Mr **Jacob Amoako** (Forestry Commission of Ghana)
Ms **Cristina Petracchi** (Leader of the FAO elearning Academy)

Objectives of the session:

▶ launch the multilingual forest monitoring series of courses;

▶ share testimonials from users who took the various courses of the series; and

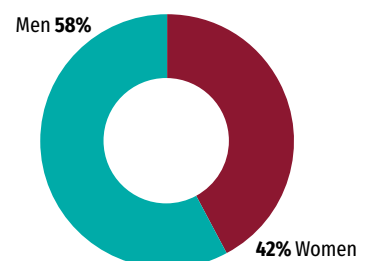▶ describe the future forest monitoring learning opportunities offered by FAO.

TYPE OF ORGANIZATION

Other **2%**
United Nations **8%**
26% Government
Individual **11%**
Intergovernmental **3%** organization
International **6%** organization
11%
Private sector
16% University and research center
17% Non-governmental organization and civil society

GEOGRAPHICAL DISTRIBUTION

Latin America and the Caribbean **14%**
Europe **20%**
North America **6%**
Oceania **1%**
Asia **15%**
44% Africa
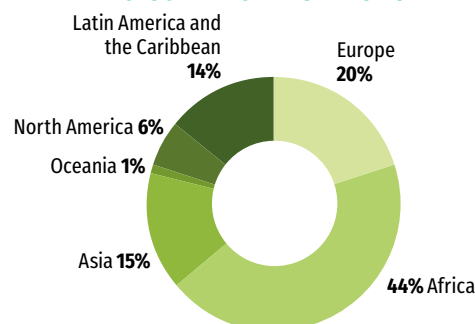
GENDER DISTRIBUTION

Men **58%**
42% Women

©ITCILO

Fostering parliamentary action towards gender equality and women's empowerment in agrifood systems

International technical webinar
Monday, 4 December 2023, 14.00–15.00 (UTC +1)
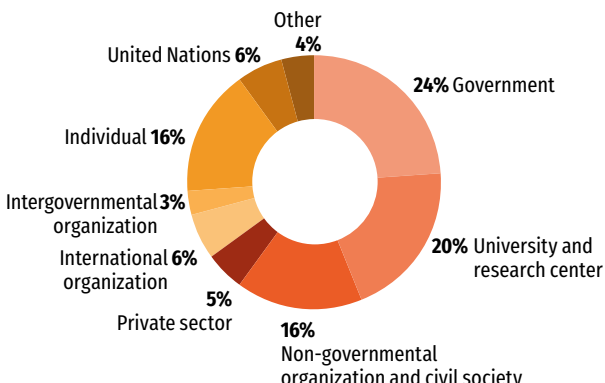
WEBINAR RECORDING
https://youtu.be/z8Ob5W9eteA

Speakers

Mr **Benjamin Davis** (Director, Inclusive Rural Transformation and Gender Equality Division, FAO)
Ms **Jean-Leonard Touadi** (Special Coordinator for Parliamentary Networks, FAO)
Hon. **Neema Lugangira** (Member of Parliament and National Food Systems Champion for the Ministry of Agriculture, the United Republic of Tanzania)
Hon. **Francoise Uwumukiza** (Member of Parliament at the East African Legislative Assembly, Rwanda)
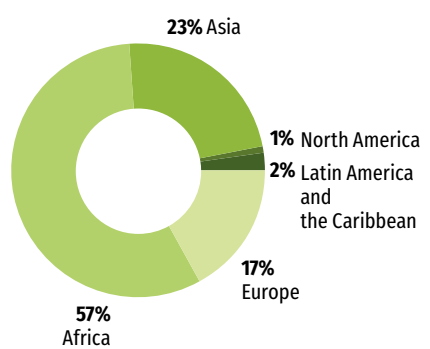Ms **Cristina Petracchi** (Leader of the FAO elearning Academy)

Objectives of the session:

▶ strengthen the knowledge and skills of parliamentarians for designing policies, legislations and investments that support gender equality and women's empowerment in response to climate change;

▶ explore strategies for building equitable and inclusive agrifood systems that help in overcoming structural barriers to gender equality and women's empowerment; and

▶ become familiar with gender-responsive budgeting and planning in the context of agricultural and food security policies, fostering an inclusive and equitable approach.
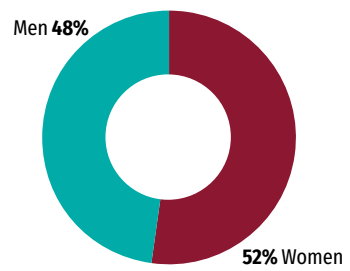
TYPE OF ORGANIZATION

Other **4%**
United Nations **6%**
24% Government
Individual **16%**
Intergovernmental **3%** organization
20% University and research center
International **6%** organization
Private sector **5%**
16% Non-governmental organization and civil society

GEOGRAPHICAL DISTRIBUTION

23% Asia
1% North America
2% Latin America and the Caribbean
17% Europe
57% Africa

GENDER DISTRIBUTION

Men **48%**
52% Women

©Luis Tato

E-learning series: Social analysis for inclusive agrifood investments

International technical webinar
Wednesday, 13 December 2023, 15:00–16.30 (UTC +1)

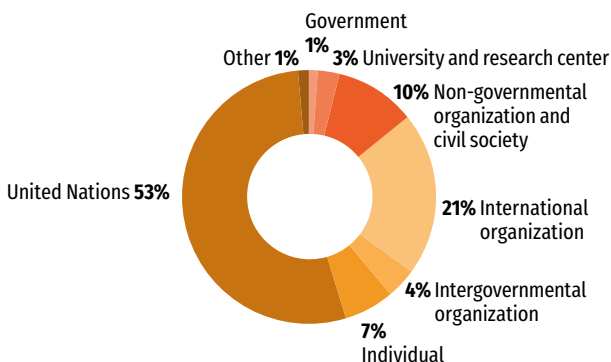## Speakers

Mr **Giovanni Munoz** (Chief, East and Southern Africa Service, FAO Investment Centre)
Mr **Mohamed Manssouri** (Director, FAO Investment Centre)
Ms **Ida Christensen** (Senior Rural Sociologist, FAO Investment Centre)
Ms **Monica Romano** (Poverty and Inclusion Specialist, FAO Inclusive Rural Transformation and Gender Equality Division)
Ms **Cristina Petracchi** (Leader of the FAO elearning Academy)
Mr **Chriss Brett** (Lead Agribusiness Specialist, World Bank)
Mr **Adriano Campolina** (FAO Senior Policy Officer)
Ms **Beatrice Gerli** (Senior Gender and Targeting Specialist, International Fund for Agricultural Development)
Ms **Annah Rutebuka Muja** (Senior Social Safeguards Specialist, African Development Bank)
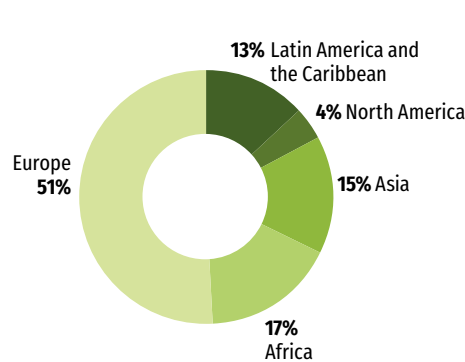Ms **Francesca Russo** (Senior Social Development Specialist, European Investment Bank)

Objectives of the session:

▶ offer introductory insights into the contents of three social analysis guides and e-learning courses;

▶ outline the relevance of the guidance materials for improving the quality of agrifood investment strategies and operations; and

▶ describe how FAO and international financial institution partners can use the guides and e-learning courses and disseminate them through their networks.
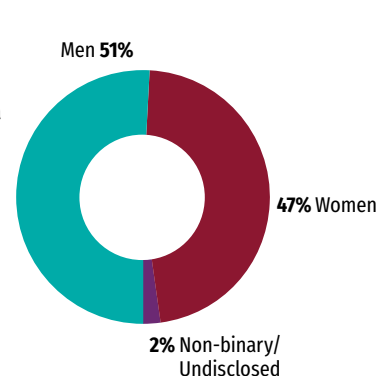
TYPE OF ORGANIZATION

Government 1%
Other 1%
3% University and research center
10% Non-governmental organization and civil society
United Nations 53%
21% International organization
4% Intergovernmental organization
7% Individual

GEOGRAPHICAL DISTRIBUTION

13% Latin America and the Caribbean
4% North America
15% Asia
Europe 51%
17% Africa

GENDER DISTRIBUTION

Men 51%
47% Women
2% Non-binary/ Undisclosed

Massive Open Online Courses, online facilitated or tutored courses, and university master's degree programmes

FAO supports Member Nations through capacity development interventions and e-learning courses to ensure the transfer of knowledge, skills and competencies using different methodologies.

These include the FAO elearning Academy's Open Online Courses (MOOCs), online facilitated or tutored courses, and university master's and postgraduate degree programmes.

→ **MOOCs and online facilitated or tutored courses** are extremely powerful capacity development interventions that **facilitate scaling-up of quality learning experiences** to enable skills and competencies acquisition and the shaping of more competitive professional profiles.

→ **MOOCs and online facilitated or tutored courses are designed in a modular manner** and have a clear purpose and realistic objectives that are measurable through knowledge tests and a final evaluation that certifies the acquisition of competencies.

→ **MOOCs and online facilitated or tutored courses aim to provide wide access to education worldwide**, including to geographically dispersed and marginalized individuals and gender-biased communities.

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FAO blended learning programmes are always designed to be aligned with regional or national policy and/or legal frameworks that need to be implemented – or higher-level conventions or treaties to which a country needs to adhere.

The overall aim is to strengthen the capacities of targeted professionals and allow them to acquire specific competencies to facilitate the implementation of policy and legal frameworks and decision-making processes, while addressing local- and regional-level challenges.

Blended learning interventions are the result of a preliminary, thorough **multistakeholder** and **multidisciplinary collaborative learning needs assessment**, involving local government and institutions, field practitioners and target audience representatives.

Sharing the experience on "Forest and land monitoring for climate action – SEPAL" facilitated course

A course was adapted from the experience of the first edition of the online facilitated course "Forest and land monitoring for climate action – SEPAL" that was delivered simultaneously from 24 March to 7 May 2023 in English, Spanish and French.
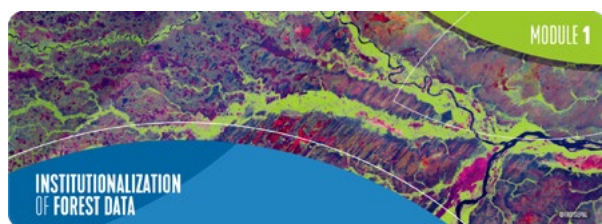
The adapted course was made available in asynchronous mode to share the content and associated resources that were developed for it, offering a comprehensive learning experience.

This version of the course enables users to achieve a digital badge upon successfully passing the final test.

Course structure
The course is composed of five learning modules:

▶ **Module 1: Institutionalization of forest data**
▶ **Module 2: Introducing SEPAL for forest and land monitoring**
▶ **Module 3: High-integrity measurement, reporting and verification**
▶ **Module 4: Monitoring of forest and ecosystem restoration**
▶ **Module 5: Peatland mapping and monitoring**

https://elearning.fao.org/course/view.php?id=965
https://elearning.fao.org/course/view.php?id=966 (SPANISH VERSION)
https://elearning.fao.org/course/view.php?id=967 (FRENCH VERSION)

→ FAO has supported several countries in their development of national forest monitoring systems (NFMS), namely through the production of guidelines and resources, such as Open Foris, a set of free and open-source tools that facilitates flexible and efficient data collection, analysis and reporting.

→ Part of Open Foris, the System for Earth Observation Data Access, Processing and Analysis for Land Monitoring (SEPAL) is a free, open-source, online platform that enables autonomous processing of geospatial data for customized forest and land monitoring by anyone, anywhere in the world.

→ SEPAL empowers users to process satellite data, create maps, and detect land cover and land-use change. It provides many other functions critical to effective land management without the need of coding skills.

→ The course also provides an overview of select functionalities and applications of the SEPAL platform, as well as of specific frameworks, systems and processes for forest and land monitoring for climate action.

Overall objective
The overall objective of this course is to support knowledge and skills development to operationally apply high-resolution satellite imagery to critical forest and land monitoring in tropical forest countries. More specifically, the course focuses on how the SEPAL platform can support land and forest monitoring for climate action.

Target audience
The course is designed for staff in governmental and implementing agencies, but also for anyone who might be interested in the topic. In particular, remote-sensing experts from academia, civil society and the private sector, who can contribute to further development and transparency of national forest and other ecosystems monitoring.

Each module includes a set of training materials such as handouts, presentations and additional resources.
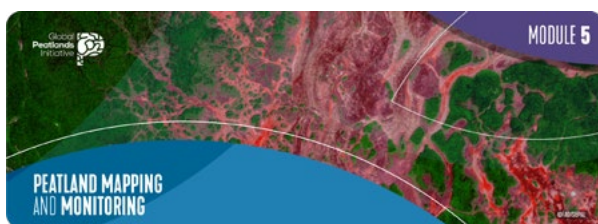
Upon completion of the activities of all five learning modules, you are encouraged to attempt the final test to earn the **digital badge**.

▶ **Delivery date:** 24 March to 7 May 2023
▶ **Language:** English, Spanish and French
▶ **Number of enrolled participants:** 2 270 – of which **1 220** were in the **English** session, **380** in the **French** and **670** in the **Spanish** session.
▶ **Designed and developed:** By the FAO and funded by Norway's International Climate and Forests Initiative (NICFI) and DESNZ.

Online tutored courses

Agricultural and rural finance (FAR) blended training programme – Edition 2023

The programme was organized by the NGO Appui au Développement Autonome (ADA), the Ministry of Foreign and European Affairs of Luxembourg (MAEE) and FAO.

Description:
Agricultural markets are growing fast, especially in developing countries. Many agricultural value chain actors, including rural households and smallholder families, demand various financial services that help them pursue business opportunities in these markets. This global trend makes agriculture an increasingly attractive sector for financial institutions.

This e-learning phase of the course offered a unique forum to explore, reflect and exchange ideas and strategies for financing the rural and agricultural sector, focusing on Africa. It introduced the participants to:

→ key market assessment principles and tools that can help financial institutions to tailor their products to the needs of smallholder farmers;

→ digital financial services customized to the needs of smallholder families;

→ different risk management strategies for the agricultural sector; and

→ the agricultural insurance landscape, including one of the most innovative products – index-based agricultural insurance.

▶ **Delivery date:** 27 March to 21 April 2023
▶ **Language:** English and French
▶ **Number of enrolled participants: 148**, of which 69 participants were in the English session and 79 participants in the French one.

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Master's and postgraduate degree programmes in 2023

SHAFFE, FAO, Universidad Complutensede Madrid and the China Chamber of Commerce

The global produce industry is a complex and fragmented supply chain, with food being distributed across the world and current trade representing billions of dollars annually. In an uncertain trading environment characterized by cost hikes, supply chain disruptions and limited capacity development opportunities in commercial and management areas, formal education has become more relevant than ever.

In this context, the **Master's Degree in International Communication, Marketing and Management** (second edition in 2023)**,** jointly created by SHAFFE, FAO, Universidad Complutense de Madrid and the China Chamber of Commerce, and specifically designed for fresh produce industry professionals, seeks to strengthen competencies, skills and knowledge in an array of topics that are key to understanding the ever-changing global fresh produce industry.

LUISS Guido Carli University and FAO elearning Academy

LUISS Guido Carli University in close collaboration with the FAO elearning Academy created and delivered a joint **master's degree programme on food law** (fourth edition in 2023).

The Open University of Catalonia and FAO elearning Academy

The Open University of Catalonia in close collaboration with the FAO elearning Academy created and has been regularly delivering a joint master's degree programme in nutrition and health.

Face-to-face capacity development interventions
Training of trainers on the Ecosystem Approach to Fisheries and the Implementation Monitoring Tool

©FAO / Deborah Catena

65%
OF THE TRAINING INVOLVED HANDS-ON PRACTICE

▶ **Language:** French
▶ **Delivery place:** Dakar, Senegal
▶ **Delivery date:** 13 September - 22 September 2023
▶ **Number of enrolled participants: 30 participants** from **11 countries**
▶ **In collaboration with:**
EAF-Nansen Programme of the FAO and Institut Universitaire de Pêche et d'Aquaculture of the Université Cheikh Anta Diop de Dakar.

©FAO / Robin Maxime

For this intervention, the FAO elearning Academy collaborated with the EAF-Nansen Programme, which supports regional- and country-specific efforts to improve food and nutrition security through sustainable fisheries management systems.

The objective of this specific course was to train participants on the Ecosystem Approach to Fisheries and Implementation Monitoring Tool (EAF-IMT), available training packages and tools, so that they can lead future courses on these topics.

The training received excellent feedback by the participants and included:

➜ **a refresher on training best practices;**

➜ **a workshop for participants to familiarize themselves with the contents; and**

➜ **simulations for them to practice.**
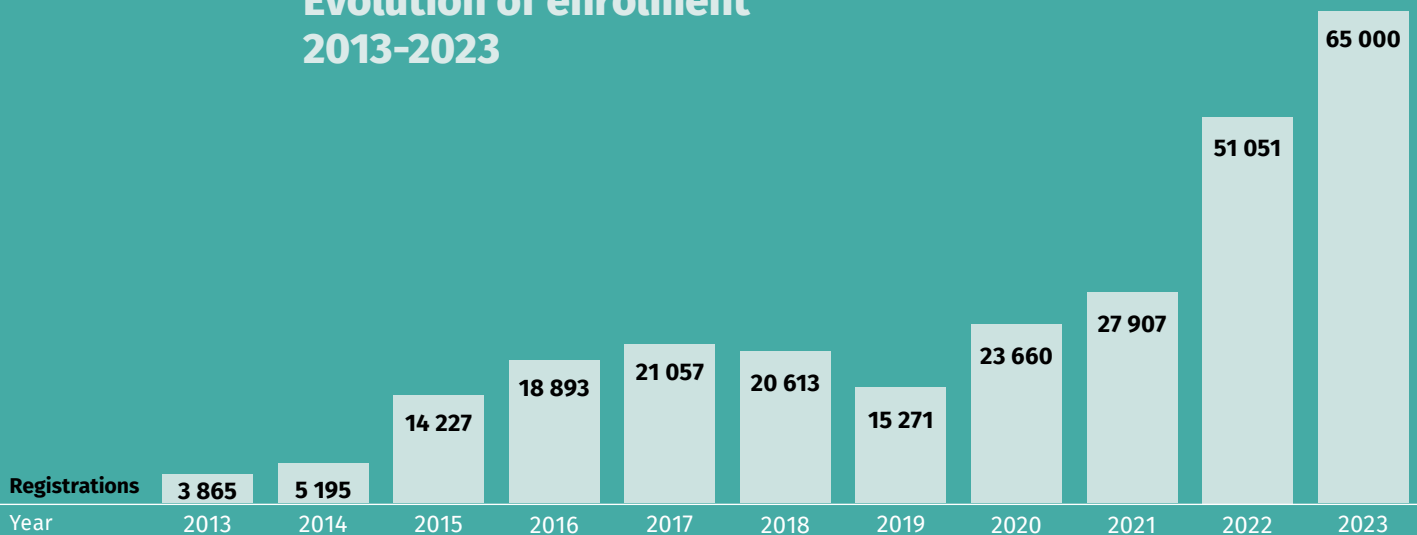
Course enrolment in Latin America and the Caribbean

In the last decade, capacity development initiatives in Latin America and the Caribbean reached **more than 265 000 people who enrolled in courses and trainings**.

Today, FAO Capacitación offers more than **60 virtual courses**. Working closely with the FAO elearning Academy and the technical areas of the Organization, FAO Capacitación responds to the demands of projects and programmes in the region, with capacity developed courses and activities tailored for the needs of countries and partners.

©FAO

Evolution of enrolment 2013-2023

Registrations	3 865	5 195	14 227	18 893	21 057	20 613	15 271	23 660	27 907	51 051	65 000
Year	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023

Evolution of enrolment 2013-2023

→ More than **265 000 users** in **324 courses** and **face-to-face and virtual activities** in **10 years**.

→ Almost **37% of users** have **an academic background**.

→ Since 2019, **women have been the majority** of enrollees.

→ More than **13%** of **enrolled** are from **Indigenous or Afro-descendant Peoples**.

→ Collaboration with **41 partners** from academia, government, cooperation agencies and NGOs.

→ Courses in **4 languages** (Spanish, English, Portuguese and French)

NEW CHALLENGES
FAO Campus

Towards a new regional programme for capacity development, innovation and agrifood systems transformation

In 2024, the Organization will expand the scale of the FAO elearning Academy's actions with FAO Campus, a new regional programme to boost FAO's technical assistance to countries in Latin America and the Caribbean. FAO Campus is proposed as a new platform and partnership mechanism to facilitate the exchange of experts and lessons learned between countries and partners. We seek to strengthen our links with universities and teaching and research institutes, and promote diplomas, master's degrees, research, academic events and internships in the region. Also, we aim to expand advice to countries on capacity development matters to guarantee the quality, sustainability and scalability of the training processes in the region, and ensure that they comply with social and environmental standards. In addition, FAO Campus will develop massive campaigns and audio-visual pedagogical materials, especially designed for educational institutions, ministries and other partners. We want FAO Campus to be a space to build the future of rural youth in Latin America and the Caribbean.

FAO Campus Goals for 2034

→ **1 million course** enrolments.

→ **500 training activities**.

→ **Boost partnerships** with university networks to promote master's and doctoral programmes.

→ **Develop massive multimedia** annual campaigns and **pedagogical materials** for educational institutions.

Promotion through various communication channels

In 2023, FAO was highly dynamic in its e-learning outreach strategy, with **over 1 000 communication products** disseminated through various media and channels, including videos, interviews, press releases, articles, newsletters and publications.
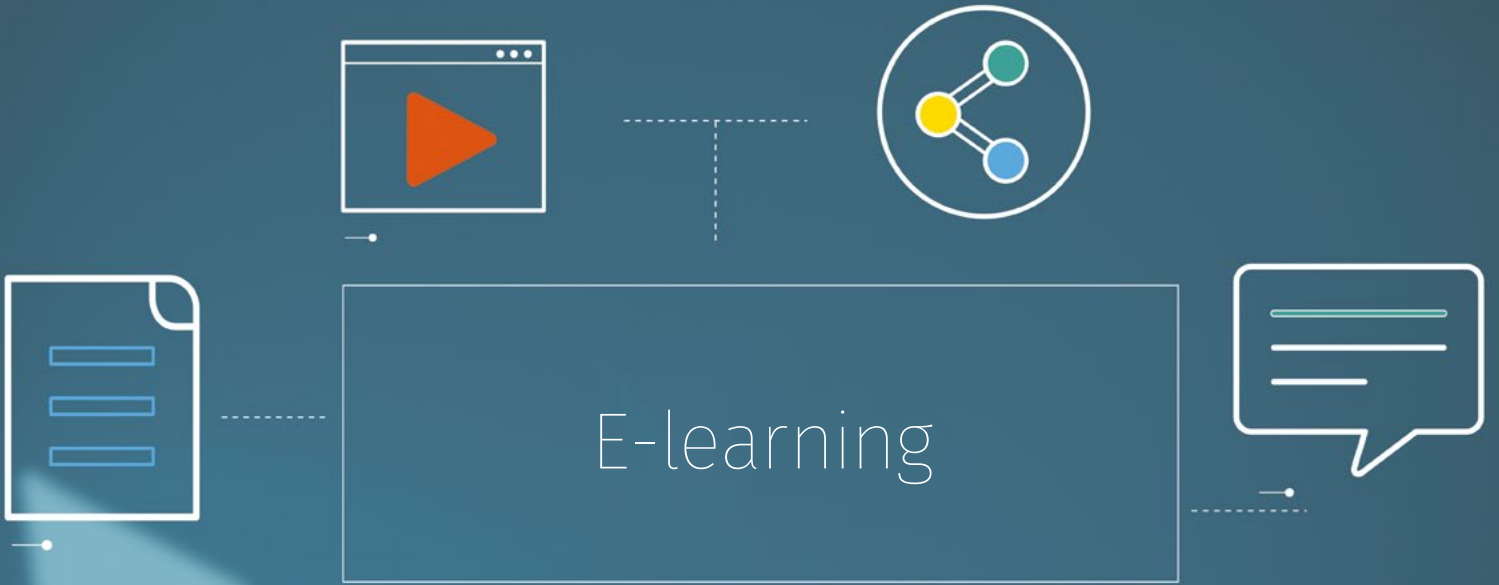
| Videos | Publications | Articles | Newsletters | Press releases |

1 000
COMMUNICATION PRODUCTS

E-learning

Videos

Videos

**The FAO elearning Academy:
a rich offer of free multilingual
certified e-learning courses**
▶ *https://youtu.be/S7-chJWL6VE?si=KnylJhFqGvA4Hn-I*

Playlist

▶ *https://youtube.com/playlist?list=PLzp5NgJ2-dK4zSqONA_TBFdyxe0iZiWP9*

This playlist includes all the educational videos created by the FAO elearning Academy, either as part of e-learning courses available at the platform **https://elearning.fao.org**, or as standalone products. It also includes all the recordings of the international technical webinars organized by the FAO elearning Academy with the support of UNESCAP, Future Food Institute and Agreenium.

To date there are **53 videos**.
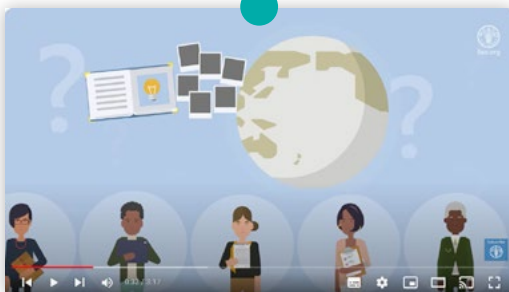
**The role of knowledge management
and learning for emergency and
resilience programming**
▶ *https://youtu.be/CCR_Iarl7wM?si=4A2uPwTePt4MeEyM*

This educational video is part of a series of e-learning resources on knowledge management and learning to support emergency and resilience programming, developed by the the FAO with the support of the European Union within the framework of the Global Network Against Food Crises Partnership Programme.
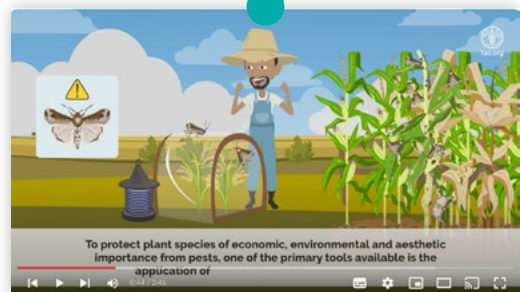
**What are National Plant Protection
Organizations (NPPOs) and why are they
important?**
▶ *https://youtu.be/K-5HFT8TL60?si=ZFlCZQZFvixr_kMq*

This educational video aims at raising awareness about the role of National Plant Protection Organizations (NPPOs) as the responsible bodies for safeguarding the agricultural, natural and environmental resources in their countries, contributing to enhanced food security and improved trade opportunities.

The video is the result of collaborative efforts involving the FAO elearning Academy and the International Plant Pest Convention (IPPC).

Pest risk analysis: Why do we do it and why is it important?

▶ *https://youtu.be/MXtQ9zVUqI0?si=9Fg5wq1W3ulKr0No*

This educational video is aimed at raising awareness on pest risk analysis as an important tool for agriculture, trade, food security and the environment. It is the result of collaborative efforts involving the FAO elearning Academy and the International Plant Pest Convention.

Antimicrobial resistance and the environment

▶ *https://youtu.be/1uxUm3n7jg0?si=1zxKs1SlKY0g-BRB*

This educational video, developed by FAO with the support of the Veterinary Medicines Directorate (VMD); the Centre for Environment, Fisheries and Aquaculture Science (CEFAS); and the Animal and Plant Health Agency (APHA), aims at explaining the relationship between antimicrobial resistance and the surrounding environment.
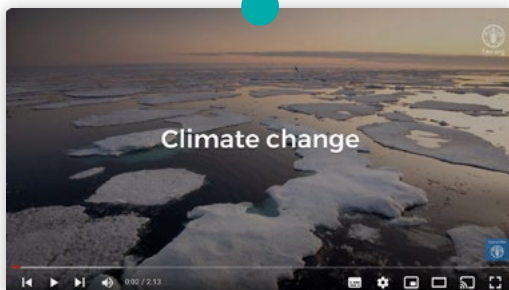
Managing climate risks through social protection

▶ *https://youtu.be/XeOOCqzu_r0?si=HCf0pQ3C9OMHM7Tc*

Climate change poses significant challenges to the goal of eliminating poverty and hunger, and achieving sustainable development. The 2030 Agenda for Sustainable Development has prioritized the need to promote integrated climate risk management approaches that tackle the underlying causes of climate vulnerability, while also addressing drivers of chronic poverty and food insecurity.

Social protection can support smallholders in the face of climate change and related risks through, first, reducing poverty and vulnerability and increasing coping capacity ahead of shocks; second, providing a stepping stone towards climate-resilient livelihoods; and, third, supporting inclusive disaster preparedness, anticipatory action, and disaster response and recovery.

Turning the tide with the ecosystem approach to fisheries

▶ *https://www.youtube.com/watch?v=UaX_kT-e-6I*

This video was made by the EAF-Nansen Programme, which is contributing to food and nutrition security by improving fisheries management in line with the ecosystem approach to fisheries (EAF), strengthening the capacities of fisheries institutions and generating scientific knowledge on marine resources and ecosystems. It is supporting partner countries to achieve the Sustainable Development Goals and the objectives of the UN Decade of Ocean Science, as well as FAO's vision for Blue Transformation of aquatic food systems for better production, better nutrition, a better environment and a better life for all.

The EAF-Nansen Programme is executed by FAO in close collaboration with the Institute of Marine Research (IMR) in Norway, and funded by the Norwegian Agency for Development Cooperation (Norad).

Publications

©Shutterstock

Interested in understanding FAO's e-learning methologies?

Check the FAO elearning Academy Guide!
Also accessible on mobile.

https://www.fao.org/3/i2516e/online/i2516e.html#/

Publications

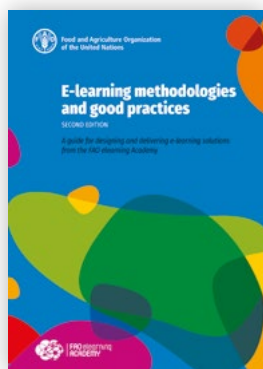## E-learning methodologies and good practices

**A guide for designing and delivering e-learning solutions
from the FAO elearning Academy**

The publication provides guidance on designing and developing e-learning-based solutions for trainers and instructional designers who are new to e-learning design. The guide also provides basic concepts and information on the processes and resources involved in e-learning development, which may be of interest to human resource and capacity development managers.

The content of this guide is based on consolidated instructional design models and learning theories, and incorporates more than 15 years of experience of the FA0 elearning Academy, including work practices, standards and quality criteria adopted for the delivery of learning programmes and self-paced e-learning courses in development contexts.

The publication is available in **English**, **French** and **Arabic**.
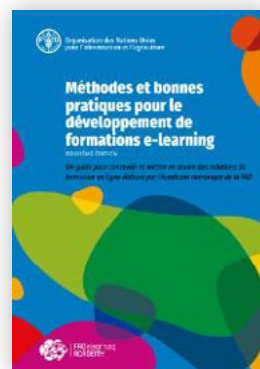The **Spanish** version will be available in 2024.

ENGLISH VERSION

▶ *https://doi.org/10.4060/i2516e*

ARABIC VERSION

▶ *https://doi.org/10.4060/i2516ar*

FRENCH VERSION

▶ *https://doi.org/10.4060/i2516f*

Social media outreach

Through the FAO elearning Academy, the FAO promoted its various learning activities and initiatives through its vast networks of partner institutions.

+250

TWEETS

+10 000

POST VIEWS

+110 000

WATCHES ON YOUTUBE

+1 000 000

FOLLOWERS

Number of professionals reached worldwide, through FAO corporate social media channels and networks of partner institutions.

ENROLLED ON FAO E-LEARNING ACADEMY MAILING LIST

+115%

Percentage increase of subscribers from the implementation of the FAO Data Protection and Privacy Policy in 2022 to December 2023.

+300

POSTS AND ARTICLES SHARED BY PARTNERS

+30

PARTNERS WHO ARE ACTIVELY ENGAGED IN OUR PROMOTIONAL ACTIVITIES

The FAO elearning Academy portal: a global public good for anyone, anytime, anywhere...

Through the FAO multilingual elearning Academy, the FAO offers:

▶ free courses, including certification, to Member Nations in English, French, Spanish, Chinese, Arabic and Russian;

▶ learning opportunities for professionals working in food and nutrition security, social and economic development, and sustainable management of natural resources, with the overall goal of strengthening capacity of Member Nations to achieve the 2030 Agenda for Sustainable Development;

▶ free access to content on a variety of topics of global interest, which is available in a range of formats, including e-learning courses for self-paced learning, blended learning programmes, Massive Open Online Courses, technical webinars, online tutored courses, mobile learning, face-to-face training workshops, as well as university master's degree programmes and postgraduate degrees;

▶ certification for most courses for the acquisition of competencies, granted by FAO through the digital badges system when passing the final scenario-based performance evaluation with a minimum score of 75 percent; and

▶ courses closely aligned with the SDGs and FAO strategic programmes, and that are peer reviewed to ensure content accuracy, quality and coherence.