**Annex 1**: **Release date of the FAO SDG indicator e-learning courses**

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| **SDG****Indicator** | **Title** | **Language** | **Release****Date (MM/YY)** |
| SDG Intro | Introduction to SDG indicators under FAO custodianship (video)[https://e-learning.fao.org/course/view.php?id=359](https://elearning.fao.org/course/view.php?id=359) | EN | Feb-18 |
| 211 | SDG Indicator 2.1.1 - Prevalence of Undernourishment (PoU) [https://e-learning.fao.org/course/view.php?id=386](https://elearning.fao.org/course/view.php?id=386)  | EN | May-18 |
| Indicateur 2.1.1 des ODD – Prévalence de la sous-alimentation (PoU) [https://e-learning.fao.org/course/view.php?id=666](https://elearning.fao.org/course/view.php?id=666) | [FR](https://e-learning.fao.org/course/view.php?id=666) | Feb-21 |
| 212 | SDG Indicator 2.1.2 - Using the Food Insecurity Experience Scale (FIES) [https://e-learning.fao.org/course/view.php?id=441](https://elearning.fao.org/course/view.php?id=441)  | EN | Feb-18 |
| Indicador 2.1.2 de los ODS - Uso de la escala de experiencia de inseguridad alimentaria (FIES)[https://e-learning.fao.org/course/view.php?id=441](https://elearning.fao.org/course/view.php?id=441)  | ES | Dec-18 |
| Indicateur ODD 2.1.2 - Utiliser l'échelle de mesure de l’insécurité alimentaire vécue (FIES)[https://e-learning.fao.org/course/view.php?id=442](https://elearning.fao.org/course/view.php?id=442)  | FR | Dec-18 |
| 231- 232 | SDG Indicators 2.3.1 and 2.3.2 - Labour productivity and income of small-scale food producers [https://e-learning.fao.org/course/view.php?id=483](https://elearning.fao.org/course/view.php?id=483)  | EN | Sep-19 |
| Indicadores 2.3.1 y 2.3.2 de los ODS - Productividad laboral e ingresos de los pequeños productores de alimentos  [https://e-learning.fao.org/course/view.php?id=601](https://elearning.fao.org/course/view.php?id=601) | ES | Sep-20 |
| Indicateurs 2.3.1 et 2.3.2 des ODD - Productivité et revenus des petits producteurs alimentaires [https://e-learning.fao.org/course/view.php?id=593](https://elearning.fao.org/course/view.php?id=593) | FR | Aug-20 |
| 241 | SDG Indicator 2.4.1 - Sustainable Agriculture[https://e-learning.fao.org/course/view.php?id=503](https://elearning.fao.org/course/view.php?id=503)  | EN | Dec-19 |
| 251- 252 | SDG Indicators 2.5.1 and 2.5.2 - Plant and Animal Genetic Resources [https://e-learning.fao.org/course/view.php?id=392](https://elearning.fao.org/course/view.php?id=392)  | EN | Jul-18 |
| Indicadores 2.5.1 y 2.5.2 de los ODS -  Recursos genéticos de plantas y animales[https://e-learning.fao.org/course/view.php?id=452](https://elearning.fao.org/course/view.php?id=452)  | ES | Feb-19 |
| Indicateurs des ODD 2.5.1 et 2.5.2  - Ressources génétiques des plantes et des animaux [https://e-learning.fao.org/course/view.php?id=522](https://elearning.fao.org/course/view.php?id=522)  | FR | Dec-19 |
| 2a1 | SDG 2.a.1 - Agriculture orientation index[https://e-learning.fao.org/course/view.php?id=361](https://elearning.fao.org/course/view.php?id=361)  | EN | Feb-18 |
| [Indicador 2.a.1 de los ODS - el índice de orientación agrícola](https://elearning.fao.org/course/view.php?id=477) [https://e-learning.fao.org/course/view.php?id=477](https://elearning.fao.org/course/view.php?id=477)  | ES | Aug-19 |
| [Indicateur ODD 2.a.1 - Indice d’orientation agricole](https://elearning.fao.org/course/view.php?id=478) [https://e-learning.fao.org/course/view.php?id=478](https://elearning.fao.org/course/view.php?id=478)  | FR | Aug-19 |
| 2c1 | SDG Indicator 2.c.1 - Food price anomalies[https://e-learning.fao.org/course/view.php?id=362](https://elearning.fao.org/course/view.php?id=362)  | EN | Feb-18 |
| Indicador 2.c.1 de los ODS - Anomalías en los precios de los alimentos [https://e-learning.fao.org/course/view.php?id=443](https://elearning.fao.org/course/view.php?id=443)  | ES | Dec-18 |
| Indicateur ODD 2.c.1 - Anomalies des prix alimentaires [https://e-learning.fao.org/course/view.php?id=447](https://elearning.fao.org/course/view.php?id=447)  | FR | Dec-18 |
| SDG Indicator 2.c.1 - Food price anomalies in Russian [https://e-learning.fao.org/course/view.php?id=362](https://elearning.fao.org/course/view.php?id=362)  | RU | Dec-18 |
| 5a1 | SDG Indicator 5.a.1 - Equal tenure rights for women on agricultural land [https://e-learning.fao.org/course/view.php?id=363](https://elearning.fao.org/course/view.php?id=363) | EN | Feb-18 |
| Indicador 5.a.1 de los ODS - Igualdad de derechos de las mujeres a la tenencia de tierras agrícolas [https://e-learning.fao.org/course/view.php?id=505](https://elearning.fao.org/course/view.php?id=505)  | ES | Nov-19 |
| Indicateur ODD 5.a.1 - Égalité des droits fonciers entre les hommes et les femmes sur les terres agricoles  [https://e-learning.fao.org/course/view.php?id=504](https://elearning.fao.org/course/view.php?id=504)  | FR | Nov-19 |
| 5a2 | SDG Indicator 5.a.2 - Ensuring women’s legalrights to land ownership and/or control [https://e-learning.fao.org/course/view.php?id=364](https://elearning.fao.org/course/view.php?id=364)   | EN | Feb-18 |
| Indicateur 5.a.2 des ODD – Égalité des droits des femmes en matière d'accès à la propriété ou au contrôle des terres [https://e-learning.fao.org/course/view.php?id=600](https://elearning.fao.org/course/view.php?id=600) | FR | Sep-20 |
| Indicador 5.a.2 de los ODS - Igualdad de derechos de las mujeres a la propiedad o al control de las tierras [https://e-learning.fao.org/course/view.php?id=635](https://elearning.fao.org/course/view.php?id=635) | ES | Nov-20 |
| 641 | SDG Indicator 6.4.1 - Change in water-use efficiency over time[https://e-learning.fao.org/course/view.php?id=475](https://elearning.fao.org/course/view.php?id=475)  | EN | Aug-19 |
| Показатель ЦУР 6.4.1 - Динамика изменения эффективности водопользования – [https://e-learning.fao.org/course/view.php?id=592](https://elearning.fao.org/course/view.php?id=592) | RU | Jul-20 |
| 642 | SDG Indicator 6.4.2 - Level of water stress[https://e-learning.fao.org/course/view.php?id=365](https://elearning.fao.org/course/view.php?id=365)  | EN | Feb-18 |
| Indicador 6.4.2 de los ODS - Nivel de estrés hídrico [https://e-learning.fao.org/course/view.php?id=518](https://elearning.fao.org/course/view.php?id=518)  | ES | Dec-19 |
| [Indicateur ODD 6.4.2 - Niveau de stress hydrique](https://elearning.fao.org/course/view.php?id=519) [https://e-learning.fao.org/course/view.php?id=519](https://elearning.fao.org/course/view.php?id=519) | FR | Dec-19 |
| Показатель ЦУР 6.4.2 - Уровень нагрузки на водные ресурсы <https://e-learning.fao.org/course/view.php?id=588>  | RU | Jun-20 |
| 1231a | SDG Sub Indicator 12.3.1.a - Food Loss Index[https://e-learning.fao.org/course/view.php?id=605](https://elearning.fao.org/course/view.php?id=605) | EN | Sep-20 |
| 1441 | SDG Indicator 14.4.1 - Fish stocks sustainability[https://e-learning.fao.org/course/view.php?id=502](https://elearning.fao.org/course/view.php?id=502)  | EN | Nov-19 |
| 14b1 | SDG Indicator 14.b.1 - Securing sustainable small-scale fisheries [https://e-learning.fao.org/course/view.php?id=348](https://elearning.fao.org/course/view.php?id=348) | EN | Nov-17 |
| Indicador 14.b.1 de los ODS - Lograr la pesca sostenible en pequeña escala[https://e-learning.fao.org/course/view.php?id=433](https://elearning.fao.org/course/view.php?id=433)  | ES | Dec-18 |
| Indicateur ODD 14.b.1 - Assurer la durabilité de la pêche artisanale [https://e-learning.fao.org/course/view.php?id=434](https://elearning.fao.org/course/view.php?id=434)  | FR | Dec-18 |
| SDG Indicator 14.b.1 - ضمان استدامة مصايد الأسماك الصغيرة النطاق 14-ب-1  [https://e-learning.fao.org/course/view.php?id=560](https://elearning.fao.org/course/view.php?id=560) | AR | Dec-18 |
| SDG Indicator 14.b.1  Академия электронного обучения ФАО  [https://e-learning.fao.org/course/view.php?id=556](https://elearning.fao.org/course/view.php?id=556) | RU | Dec-18 |
| SDG Indicator 14.b.1 - 保障小规模渔业的可持续发展4.b.1 [https://e-learning.fao.org/course/view.php?id=548](https://elearning.fao.org/course/view.php?id=548) | ZH | Dec-18 |
| 1511- 1521 | SDG Indicators 15.1.1 and 15.2.1 - Forest area and sustainable forest management [https://e-learning.fao.org/course/view.php?id=446](https://elearning.fao.org/course/view.php?id=446)  | EN | Dec-18 |
| Indicateurs ODD 15.1.1 and 15.2.1 -  Superficie forestière et gestion durable des forêts  [https://e-learning.fao.org/course/view.php?id=522](https://elearning.fao.org/course/view.php?id=522) | FR | Dec-19 |
| Indicadores 15.1.1 y 15.2.1 de los ODS - Superficie forestal y gestión forestal sostenible [https://e-learning.fao.org/course/view.php?id=633](https://elearning.fao.org/course/view.php?id=633) | ES | Nov-20 |

**Annex 2: Examples of combination of various training modes and tools**

**a) SDG indicators 2.4.1 and 6.4.1/6.4.2**

2.4.1: Proportion of Agricultural Area under Productive and Sustainable Agriculture

FAO has invested heavily in a range of capacity development initiatives for these indicators since 2016, including training workshops, direct technical assistance, and the development of an e-learning course, with the aim of supporting countries in measuring sustainable and productive agriculture. In early 2020, the COVID pandemic and related restrictions compelled the respective technical teams to adapt their capacity development strategy accordingly.

As such, a series of virtual trainings were organized for 2.4.1, on the one hand, and 6.4.1/6.4.2 on the other hand. In the case of 2.4.1, the virtual trainings were attended by 29 countries and a total of 298 participants from all regions. In the case of 6.4.1/6.4.2, the virtual trainings were attended by 90 and a total of 1487 participants from all regions. The virtual trainings followed a modular approach consisting of a 2-hour virtual face-to-face seminar per week, reinforce with assigned readings and e-learnings in preparation for each session, as well as specific individual and/or group exercises after each session in order to put in practice the theoretical knowledge gained.

The virtual training modality proved to have several advantages. A key benefit was the possibility of involving many more participants from various backgrounds, i.e. not only the country institutions directly involved in SDG monitoring, but also the academia, development banks, NGOs/CSOs, thus catalyzing inter-institutional coordination and strengthening the overall enabling environment at country and regional level. The cost of the virtual training was much lower on a per-person basis compared to a conventional face-to-face training, whereas it also enabled a prolonged collaboration between participants within each country team when it came to completing the assigned weekly exercises. The blending of synchronous sessions with asynchronous exercises and readings also reduced cognitive load and further benefitted learning, whereas the availability of a complete training package for each lesson (including the recording) reinforced learning for those who attended the live sessions, but also enabled enrolled participants who did not participate in the live sessions to continue following the course.

Conversely, these virtual trainings arranged in weekly modules also had some shortcomings. The arrangement proved very demanding in terms of staff timeover the course of the entire 5 weeks of the training, considering that apart from the 2-hour live session, there was also almost continuous support provided to the interactive exercises, follow-ups, and general support to the participants. Interactivity is also limited by the delivery modality, allowing for less in-depth discussions, fewer opportunities for informal conversations and networking, and making collaboration within country teams highly dependent on the willingness and motivation of individual participants.

b) **Massive Open Online Courses on the use of Computer-assisted personal interviewing**

Massive Open Online Courses (MOOCs) are another example of blended training created to support official statistics that are gaining in popularity and show encouraging results. In early 2019, the Asian Development Bank (ADB) and the FAO Regional Office for Asia-Pacific developed and launched a series of annual MOOCs on the use of Computer Assisted Personal Interviewing (CAPI) using CSPro and Survey Solutions. In the latest 2021 edition, with participation statistics still being compiled, close to 3,000 registrations had already been confirmed.

In terms of impact, the first two MOOC CAPI trainings in 2019 and 2020 had completion rates almost three times the historical average for MOOC courses (35 percent in 2019 and 48 percent in 2020). MOOCs also proved to be extremely cost effective: with an initial investments of USD 50,000 to develop the courses and minimal recurrent costs to organize and conduct the training, ADB and FAO were able to train more than 5,000 official statisticians.

This success can be explained by various factors. First, Since MOOCs allow for unlimited participation and open access, the number of participants is no longer restricted by logistical considerations. Second, the format of the courses is well adapted to self-paced and time-zone-free distance learning. The course is spread over an 8-week period with an estimated effort needed from learners of 3 to 5 hours per week, that is easily integrated in a normal workweek. Each of the 8 training modules contain pre-recorded video lectures, readings, and problem sets which can be accessed at all time by learners. It provides an open user forum to support interaction between students, instructors and teaching assistants. Learning evaluations and feedback exercises are done through quizzes, assignments and personal projects, whereas to receive a course certification, participants must pass the test at the end of each module. Finally, these features were available in a single and easy-to-use learning management platform, maximizing the participants’ learning experience.