E-learning from FAO
Capacity building needs:

- Field training activities
- Self study (e-learning, reference materials)
- Facilitated online training
- Face-to-face workshops
- Online Technical Fora to follow-up recently trained staff
- Awareness raising
Proposal

Development of e-learning courses

E-learning
- Training manual and training guides
- Online workshops
- Awareness materials

Envisage production of materials in English and French
Information and Knowledge Management:
- Management of Electronic Documents
- Digitization and Digital Libraries
- Investing in Information for Development
- Building Electronic Communities and Networks
- Networking for development

Food Security Information for Action

The Right to Food in Practice

Enhancing Participation in Codex Activities
Dissemination Scenarios

- CD-Rom
- Internet
- Distance Learning Content
- F2F Training Materials
- Online facilitated workshops
- Other Learning Systems
  - EuropeAid e-Campus
  - LearningWeb
Preparation of face to face materials and complementary resources in order to...

..reduce workshop preparation time and support train-the-trainer efforts

- PowerPoint slides
- Learner Notes
- Class activities
- Job Aids
- Training guides for instructors
Collaborative learning

- e-learning lessons used as part of synchronous courses delivered online
- Moodle (open source) learning management software to deliver courses online
- students working together in collaborative workspaces and “learn while doing”
- allowing participants from geographically dispersed locations to learn together
Partnership Contributions

- lead role in developing a course
- host / facilitate initial workshops
- subject matter expertise
- existing training materials
- tools and applications
- financial support
- translations and adaptations
- peer review and testing
- dissemination
- evaluation
A few numbers.....

As of October 1, 2008 our total number of e-learners is estimated at 93,500 users.

Online
18,500+ registered users
• 32% of these are active learners

CDs
75,000+ CDs delivered in total
• 56,500 delivered by FAO
• 18,500 delivered through Partners
What our learners are saying...

98% liked the learning style
83% recommended courses to others
93% gained new knowledge and skills
89% use information learned on the job

“...it is the most fantastic system for reaching large numbers of people.”

“...it was a perfect solid basis for introducing technical issues in an accessible and more simplistic way.”

“I have never seen such well organized, easy to use course”

“Has improved my teaching methods and research capabilities.”
# The IMARK Methodology

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A curriculum is proposed by a senior expert (curriculum coordinator) in consultation with FAO staff. The proposed curriculum is reviewed in a 3-day workshop by experts, field practitioners and members of the target audience.

The curriculum is then reviewed by the curriculum coordinator together with an instructional designer.
Curriculum Outline: Task Oriented Approach

Task/topic analysis consists in:

- identifying and analyzing working tasks
- identifying all the knowledge needed to learn a task

General objectives

Target audience analysis

Task/topic analysis

Specific objectives, tests, instructional strategies

DETAILED CURRICULUM

1.1 2.1 3.1 4.1 5.1
1.2 2.2 3.2 4.2 5.2
1.3 2.3 3.3 4.3 5.3
Defining learners profiles allows to integrate different learning paths in the same course:
The content is developed and peer reviewed by **subject matter experts** (authors) from around the globe.
The content is pedagogically restructured by instructional designers into lesson storyboards.

Storyboards are used:

- to develop the interactive Distance Learning lessons
- for translation
- to develop Face-to-Face materials