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COURSE OVERVIEW AND GENERAL INFORMATION

1. COURSE DESCRIPTION

Welcome to the course **AGRIMONITOR: Agricultural Policy in the Caribbean**, offered by the Inter-American Development Bank (IDB) through the edX platform.

The Inter-American Development Bank (IDB or the Bank) developed the AGRIMONITOR platform, which gathers Producer Support Estimate (PSE) methodology indicators for Latin American and Caribbean countries and makes them available throughout the region. The methodology was originally created by the Organization for Economic Co-operation and Development (OECD) to monitor several agricultural policies implemented by different countries.

PSE indicators and their applications reflect the interaction among agricultural public policies, farmers, consumers, and taxpayers in the economy, in order to measure the incentives or transfers (or support) provided to the agricultural sector and evaluate their impact on other stakeholders and other factors, such as food security and climate change.

Using AGRIMONITOR you will be able to study agricultural policies in the region, as well as compare indicators in different countries and analyze what type of policy has been given priority over others.

The contents of the course have been prepared by a group of Inter-American Development Bank experts, based on the Bank's experience in the sector through its work on policies and projects over the past 50 years. Contents have been developed especially for this Massive Open Online Course (MOOC).

The course also includes practical examples described by experts from the Bank and other organizations, such as FAO and the OECD, which will help you understand agricultural policies' key tools and concepts.

The course **AGRIMONITOR: Agricultural Policy in the Caribbean** consists of 5 content modules. The modules will sequentially present the following content: what are agricultural policies, kinds of agricultural policies, and the relationship among these policies and national and international economies (module 1); what is the Producer Support Estimate (PSE) methodology, and how it helps us analyze public support to a country's agricultural sector (module 2); what is the relationships among agricultural and trade policies, what is the importance of trade agreements and how they affect agriculture and how agricultural policies influence the competitiveness of certain products in the international market (module 3); what food security is and what is its relationship with agricultural policies (module 4); how agriculture and climate change are closely related, and what role agricultural policies play or can play in reducing emissions (module 5).

Keep in mind that the modules are composed of instructional videos, readings, exercises, activities and evaluated questionnaires. During the modules you will also have to carry out exercises with the IDB AGRIMONITOR database. There you will find data and graphs on the indicators of the methodology for Latin America and the Caribbean. In addition to the 5 content modules, you will find an introduction and closing module.

You can take the course under one of the following modes: audit track or verified track.

- **Audit track:** You will have free access to the course material for a limited time. By choosing this option, you will not obtain a certification at the end of the course and you will not have access to the qualified evaluation questionnaires.
- **Verified track:** You will be eligible to obtain a certification issued by the IDB and edX, to share in your CV and LinkedIn.
To obtain the course verified certificate, you must meet three conditions:
 - 1- Pass the course, by obtaining at least 65% of total points
 - 2- Pay \$25 dollars, which is the minimum issuance cost for certificates established by edX
 - 3- Perform [identity verification](#) in edX***If you want to obtain the course certificate, choose the verified track mode.**

This MOOC starts on Friday, September 06, 2019, and ends on October 18, 2019. It has no prerequisites and is openly available to all those interested in learning more about agricultural policy, food security and climate change.

To complete the course, you will only need a computer or device with an Internet connection.

If this is the first time you take a course in edX, we suggest you take the [Demo Course](#), in which you will learn to navigate the edX platform. If you have previously done edX courses, you can go directly to the first course section, “Start Here”. You will find all the information you need to successfully complete this MOOC.

To complete all the learning resources, it is estimated that you will have to dedicate around 6-8 hours per content module.

In addition, we invite you to introduce yourself in the Coffee Forum. Consider that this course does not have tutors, therefore, this forum will not be moderated by the course team.

2. LEARNING OBJECTIVES

By the end of this course, you will be able to:

- Identify the importance of agricultural policies and their influence on the economy.
- Use the Producer Support Estimate (PSE) methodology and the AGRIMONITOR platform.
- Compare trade policies and competitiveness strategies using AGRIMONITOR.
- Identify the relationships among agricultural policies and food security.
- Identify the relationships among agricultural policies and climate change.

*To achieve each general objective, in each module you will have to fulfill specific objectives.

2.1 COURSE STRUCTURE AND SPECIFIC LEARNING OBJECTIVES

The course is free and consists of 5 content modules (which in this course we will sometimes call "Weeks"), plus an introductory module, which have the following specific objectives:

MODULE 0: START HERE

- Know the edX platform and identify how to access the learning material.
- Identify the rules of participation, and the guidance and help resources in the course.
- Identify the evaluations of each module and distinguish the types of questions you will find in the questionnaires.
- Identify the general objective of the course, and which tasks to complete for course approval.

MODULE 1: THE IMPORTANCE OF DATA IN DECISION-MAKING

Learning Objectives

- Describe types of agricultural support policies and their tools
- Identify the influence of agricultural policies on the yields of the agricultural sector and the economy as a whole

In the following table you will see the learning resources of the module:

Unit	Learning Objectives	Activity Nbr.	General Description of Each Activity	Type of Activity	Assessment
Introduction	A	19	Introduction to the Module	Text on screen	
	A	20	Introductory Video	Video	
Types of Agricultural Support Policies and their Tools	C	21	Why Do Governments Get Involved in Agricultural Production and Markets?	Video	
	C	22	What Are Farm Policies?	Reading	
	C	23	Main Agricultural Policy Tools	Video	
	C	24	Identifying, Distinguishing and Classifying Agricultural Policies (OCDE)	Reading	
	C	25	Interaction Among Agricultural Policies and Trade Policies	Video	
	C	26	Agricultural and Trade Policies in Haiti	Video	
	C	27	The Role of Information on Good Decision-Making and	Video	

			Improved Policies		
	C	28	Drafting Agricultural Policies in Uruguay	Video	
Questionnaire 1.1	C	29	Week 1, Unit 2 Questionnaire	Questionnaire	10%
Contest: Vote-Share and Post for your Best News	C	30	Contest: Vote-Share and Post for your Best News	Contest	
The Influence of Agricultural Policies on the Economy	D	31	Agricultural Policy Evaluation	Video	
	D	32	Public Expenditures, Impact Evaluations and Agricultural Productivity	Reading	
	D	33	Impact Evaluation in Bolivia	Video	
	D	34	Trade Policies: Key Trends and Implications for the Caribbean and Latin America	Reading	
	D	35	Agricultural Policy Reforms in Peru	Video	
	D	36	Week 1, Unit 4 Questionnaire	Questionnaire	10%
	C & D	37	Conclusions for the Module	Video	

	N/A	38	Objective Achievement - Week 1	Survey	
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MODULE 2: CONVERTING CONCEPTS INTO MEASURABLE PARAMETERS

Learning Objectives

- Describe the Producer Support Estimate (PSE) methodology
- Show the PSE's usefulness regarding agricultural policy assessment
- Compare agricultural policies applied in the region using the AGRIMONITOR database

In the following table you will see the learning resources of the module:

Unit	Learning Objectives	Activity Nbr.	General Description of Each Activity	Type of Activity	Assessment
Introduction	A	39	Introduction to the Module	Reading	
	A	40	Introductory Video	Video	
The PSE Methodology and Agricultural Policy Assessment	E	41	The OECD and the PSE Methodology's Origins	Video	
	E	42	Overview of the OECD Indicators of Agricultural Support	Reading	
	E	43	Main Indicators and Sources of the PSE Methodology, Focused on Argentina	Video	
	G	44	Week 2, Unit 2, Number 1 Practical Activity	Practical Activity	
	E	45	PSE Methodology's Limitations and	Video	

			Complementary Approaches		
Questionnaire 2.1	E	46	Questionnaire 2.1	Questionnaire	10%
The Influence of Agricultural Policies on the Economy Week 2	G	47	AGRIMONITOR's Structure and Resources	Video	
	G	48	AGRIMONITOR's PSE Database and Its "Countries" and "Report Center" Pages	Video	
	G	49	Week 2, Unit 3, Number 1 Practical Activity	Practical Activity	
	F	50	Analysis of Agricultural Policy in Uruguay in the Period 2014-2016	Reading	
	G	51	Week 2, Unit 3, Number 2 Practical Activity	Practical Activity	
	F	52	Using Indicators to Monitor Domestic Policy Changes	Video	
	G	53	Week 2, Unit 3, Number 3 Practical Activity	Practical Activity	

	F	54	PSE Study in Suriname	Video	
	G	55	Week 2, Unit 3, Number 4 Practical Activity	Practical Activity	
Questionnaire 2.2	F	56	Questionnaire 2.2	Questionnaire	10%
Contest: Winners of the Best Posted News	C	57	Contest: Winners of the Best Posted News	Text on screen	
Week 2 Thematic Forum	E & F	58	Conclusions for the Module	Video	
	N/A	59	Objective Achievement - Week 2	Survey	

MODULE 3: UNDERSTANDING DATA ANALYSIS

Learning Objectives

- Explain the PSE methodology's usefulness when comparing trade
- Explain the PSE methodology's usefulness when comparing competitiveness strategies for key products in selected countries

In the following table you will see the learning resources of the module:

Unit	Learning Objectives	Activity Nbr.	General Description of Each Activity	Type of Activity	Assessment
Weekly Introduction	A	60	Introduction to the Module	Reading	
	A	61	Introductory Video	Video	
Using AGRIMONITOR to Compare Trade Policies	H	62	Agriculture in Regional Trade Agreements	Video	
	H	63	The Treatment of Agriculture in Regional Trade Agreements in the Americas	Reading	
	H	64	Week 3, Unit 2, Number 1 Practical Activity	Practical Activity	
	H	65	Latin American Agriculture in a World of Trade Agreements	Reading	
	H	66	PROCAMPO in Mexico	Video	

	H	67	Using AGRIMONITOR to Analyze Trade Policies	Video	
	H	68	Poultry in the Caribbean	Video	
	G	69	Week 3, Unit 2, Number 2 Practical Activity	Practical Activity	
	H	70	Possible Benefits of Increasing Trade within the Region	Reading	
Questionnaire 3.1	H	71	Questionnaire 3.1	Questionnaire	10%
Contest: Vote-Share and Post for the Best Photos	C	72	Contest: Vote-Share and Post for the Best Photos	Contest	
Using AGRIMONITOR to Compare Competitiveness Strategies	I	73	How Agricultural Performance Evolved in Latin America and the Caribbean Between 1980 and 2012	Reading	
	I	74	Agricultural Policies and Competitiveness in Colombia	Video	
	I	75	The Case of Sugar in Belize	Reading	

	I	76	Direct Support and Improved Productivity in Paraguay	Video	
	I	77	Impact Evaluation Studies in Guatemala and Paraguay	Video	
	G	78	Week 3, Unit 4, Number 1 Practical Activity	Practical Activity	
	I	79	The Role of General Services Regarding the Promotion of Productivity and Competitiveness	Video	
	G	80	Week 3, Unit 4, Number 2 Practical Activity	Practical Activity	
	I	81	Agricultural Health in Peru	Video	
	I	82	Land Management in Haiti and Belize	Video	
Questionnaire 3.2	I	83	Week 3, Unit 3 Questionnaire	Questionnaire	10%

Conclusions	H & I	84	Conclusions for the Module	Video	
	N/A	85	Objective Achievement - Week 3	Survey	

MODULE 4: DISPLAYING THE RESULTS

Learning Objectives

- Identify the influence of agricultural policies on food security.
- Show AGRIMONITOR's potential when studying the influence of agricultural policies on a country's food security

In the following table you will see the learning resources of the module:

Unit	Learning Objectives	Activity Nbr.	General Description of Each Activity	Type of Activity	Assessment
Weekly Introduction	A	86	Introduction to the Module	Text on screen	
	A	87	Introductory Video	Video	
The Influence of Agricultural Policies on Food Security	J	88	Food Security: Dimensions, Situation in LAC, and Multisectoral Coordination	Video	
	J	89	The IDB Food Security Sector Framework	Reading	
	J	90	Factors that Affect Food Security	Video	
	J	91	Week 4, Unit 2, Number 1 Practical Activity	Practical Activity	
	J	92	Impact of Agricultural Programs on Food Security in Nicaragua and Bolivia	Video	
	J	93	Food Security and	Reading	

			Productivity: Impacts of Technology Adoption in Small Subsistence Farmers in Bolivia		
	J	94	Food Security in a Regional Trade and Integration Context	Video	
	J	95	The Next Global Breadbasket: How LAC Can Feed the World	Reading	
Questionnaire 4.1	J	96	Questionnaire 4.1	Questionnaire	10%
Using AGRIMONITOR to Study the Influence of Agricultural Policies on Food Security	K	97	Using AGRIMONITOR to Analyze Food Security and the Case of El Salvador	Video	
	K	98	Week 4, Unit 3, Number 1 Practical Activity	Practical Activity	
	K	99	Regional Overview of Food Insecurity: Latin America and the Caribbean	Reading	
	K	100	Food Security in Brazil	Video	

	K	101	Week 4, Unit 3, Number 2 Practical Activity	Practical Activity	
Questionnaire 4.2	K	102	Questionnaire 4.2	Questionnaire	10%
Photo Contest - Winners	N/A	103	Photo Contest - Winners	Contest	
Conclusions	J & K	104	Conclusions for the Module	Video	
	N/A	105	Objective Achievement - Week 4	Survey	

MODULE 5: CLOSING THE LOOP: FROM DATA TO PLANNING

Learning Objectives

- Identify the influence of agricultural policies on climate change
- Specify AGRIMONITOR's potential when studying the influence of agricultural policies on climate change

In the following table you will see the learning resources of the module:

Unit	Learning Objectives	Activity Nbr.	General Description of Each Activity	Type of Activity	Assessment
Weekly Introduction	A	106	Introduction to the Module	Reading	
	A	107	Introductory Video	Video	
The Influence of Agricultural Policies on Climate Change	L	108	Agriculture and the Environment	Video	
	L	109	Agriculture and Cattle Farming Activities Associated with Greenhouse Gas Emissions	Video	
	L	110	The FAOSTAT Database on Greenhouse Gas Emissions from Agriculture	Reading	
	L	111	Week 5, Unit 2 Practical Activity	Practical Activity	
	L	112	Discussing the Climate	Video	

			Change Mitigation and Adaptation Policy Framework		
	L	113	Adaptation and Mitigation Strategies in Agriculture	Reading	
Questionnaire 5.1	L	114	Questionnaire 5.1	Questionnaire	10%
Using AGRIMONITOR to Study the Influence of Agricultural Policies on Climate Change	M	115	Ways to Incorporate Greenhouse Gas Data into AGRIMONITOR	Reading	
	M	116	Week 5, Unit 3 Practical Activity	Practical Activity	
	M	117	Greenhouse Gas Emissions and PSE Study in Jamaica	Video	
	M	118	Mitigation and Adaptation Policies	Video	
	M	119	From Appropriate Mitigation Measures to Low Carbon Emissions for Agricultural Development	Reading	

Questionnaire 5.2	M	120	Week 5, Unit 3 Questionnaire	Questionnaire	10%
Conclusions	L & M	121	Conclusions for the Module	Video	
	N/A	122	Objective Achievement - Week 5	Survey	

3. PARTICIPANT PROFILE AND PREREQUISITES

The course **AGRIMONITOR: Agricultural Policy in the Caribbean** is aimed at:

- Public officials of the Caribbean and Latin America at national, regional and municipal levels.
- Private sector and civil society organizations in Latin America and the Caribbean.
- Citizens of the Caribbean and Latin America interested in agricultural policy, food security and climate change.

The access to the course non-evaluated material is free for all students, for a limited time.

To participate in the course you will need:

- A computer or mobile device with Internet access. The course is optimized for the latest version of Google Chrome, Mozilla Firefox or Internet Explorer (version 9 or up). You can also access the course through your mobile device by downloading the edX app from Google Play or Apple Store.

4. COURSE METHODOLOGY

In the design of the course we have combined passive learning resources, such as the review of videos and readings, with active learning resources, in which your participation and commitment are the basis of learning.

It is important that you keep in mind that learning is what happens after a conscious effort to investigate, analyze, reflect and share the topics of interest, therefore, we invite you to get the most out of the course through your participation.

4.1 DESCRIPTION AND OBJECTIVES OF EACH MODULE

The **first resource** of each module is a page that contains the description, learning objectives, activities and evaluations that will be carried out in it. We recommend you to carefully review this initial page so that you keep in mind the activities you must do to complete the module successfully and the approximate time you will have to devote to it.

4.2 LEARNING RESOURCES

Each section or module is divided into **subsections**. There you will find various types of **components** or learning resources:

- **Videos of presenters:** main learning resource in which our instructors' comment on the most relevant contents of each course, with a simple and direct language.
- **Theoretical and Case Videos:** Through short videos, experts - with extensive experience in the subject and a career in data analysis - explain the theoretical content of the course, occasionally including practical cases, according to the learning objectives established for each module. In the course, you will also find videos that focus on the application of the concepts covered in the course into real cases in the of the region. These cases promote a reflection on the reality faced by Latin America and the Caribbean regarding the topics covered in the course.
- **Theoretical and Case Readings:** The readings will allow you to expand your understanding of the concepts explored in the course. In addition, some of the readings are based upon real cases in the region, which allow a contextualization of the theoretical elements of the course to the reality of the use of data in planning and public management in Latin America and the Caribbean.
- **Practical Activities:** Throughout the course there will be activities in which you will be able to apply the knowledge you have acquired to concrete situations, using AGRIMONITOR and other relevant databases or applications. These activities will enable you to learn from experience.
- **Practical Guides:** To guide you on how to navigate the AGRIMONITOR platform, we have developed a series of step-by-step guides on how to find and compare data from different countries in the region. These guides will prove very useful when you carry out practical activities.
- **Interactive Activities:** Interactive activities enable course participants to work in groups to answer questions and complete challenges that are posed during the course. These are privileged opportunities to exchange ideas and learn other participants' viewpoints. They involve performing activities, sharing results with other participants, and voting for those you like best.
- **Questionnaires (Evaluated):** In each module, you will find questionnaires that includes multiple-choice questions associated with the topics presented in the videos and

readings. The questionnaires aim to reinforce learning and assess the achievement of the learning objectives for the module. You have two opportunities to answer each question. For more information, please review the subsection [Evaluation and Certification](#).

- **Open Resources (Optional):** If you wish to review additional information regarding the topics covered in the course, we recommend you view the [Open Resources page. It is not mandatory to review these resources.](#)

4.3 DURATION AND TIME OF DEDICATION

The duration of the course is **5 weeks** and, for those who opt for the **verified certificate modality**, the course will be open **from September 06, 2019 to October 18 2019, at 11:59 PM, Washington time D.C. (October 19, 03:59 UTC).**

In each module you will have to meet specific objectives that will help you to complete the course successfully. In the [Course Structure and Content](#) unit you will find the list of specific objectives by module. You will also find the specific objectives at the beginning of each module.

Remember that, if you chose the audit track, you will have free access to course material such as videos, lectures, forums, additional resources and practical exercises that are not qualified. However, you will not have access to the qualified evaluation questionnaires. For more information, visit the unit [Course Modes](#).

In addition, we recommend you to keep in mind the [Important Dates](#).

4.4 EVALUATION CRITERIA

Throughout the MOOC you will find 2 types of activities:

- **Qualified evaluation questionnaires:** tests of around 10 questions whose objective is to measure the learning gain of each module. The questionnaires will only be accessible to participants who chose the verified track.
- **Non-qualified exercises:** all participants, regardless of the track they chose, will have access to the non-qualified exercises (normally consisting of multiple-choice questions) in which you can check your understanding of the most important concepts of each module. These exercises do not count towards the percentage needed to pass the course.

To pass the course, you will have to answer all the qualified evaluation questionnaires and obtain an average equal to or greater than 65% among all the qualified activities.

To verify your course progress (percentage of course approval), go to the [“Progress”](#) that you will find in the top menu of the platform.

4.5 VERIFIED CERTIFICATE

To obtain the course verified certificate, you must meet three conditions:

- **Pass the course, by obtaining at least 65% of total points**
- **Pay \$25 dollars, which is the minimum issuance cost for certificates established by edX**
- **Perform [identity verification in edX](#)**

You have until **October 8, 2019 at 6:30 a.m. Washington D.C. (October 8, 2019, 11:59 pm UTC)** to opt for the verified certificate, that is, you can start the course in audit track and if the content and methodology meet your expectations, change the track, considering the requirements mentioned here and the deadline to make this change. If you opt for this alternative, download the [tutorial with the steps to obtain the verified certificate](#).

4.6 IMPORTANT DATES

These are the most important dates you should keep in mind:

- **September 06, 2019:** Course starting date
- **October 08, 2019 at 6:30 pm, Washington D.C. time. (October 08, 2019, 11:59 pm UTC time):** Deadline to apply for the verified certificate
- **October 18, 2019 at 11:55 pm, Washington D.C. time. (October 19, 2019, 03:59 am UTC time):** End of the course

5. COURSE INSTRUCTORS

5.1 PEDRO MARTEL. RESPONSIBLE FOR WEEK 1

Mr. Martel, a citizen of Honduras, holds a PhD in Agricultural Economics from Michigan State University and a BS in Agriculture from the University of San Pedro Sula, Honduras.

He joined the Inter-American Development Bank in 1998 as a Research Assistant in the Natural Resources and Environment Division serving Central America, Mexico and the Dominican Republic.

In 2001 he started working as a project economist for the Southern Cone Region of the Bank in the Natural Resources and Environment Division. From 2005 to 2013, Mr. Martel has worked in the Bank's country offices of Paraguay and Guatemala as an agriculture and rural development specialist, designing and supervising investment projects.

In 2013, Mr. Martel was transferred to IDB Headquarters in Washington DC, where he worked as a lead agricultural economist. On March 1, 2016, he was appointed Chief for the Environment, Rural Development and Disaster Risk Management Division.

5.2 CARMINE PAOLO DE SALVO. RESPONSIBLE FOR WEEKS 2 AND 3

Paolo, an Italian national, studied at University of Bologna and holds a MSc in Economics from the London School of Economics.

Paolo is a Rural Development Specialist at the Inter-American Development Bank, where at the moment he works on policy and investment loans in the agricultural sector in Haiti, Suriname, and Peru.

In addition, Paolo leads the AGRIMONITOR initiative, which aims to monitor agricultural public policies in Latin America and the Caribbean, using the Producer Support Estimate (PSE) methodology.

Before joining the IDB, Paolo worked in the Agriculture and Rural Development Division of the World Bank and as an ODI Fellow Economist at the Ministry of Finance and Economic Affairs in Zanzibar, Tanzania.

5.3 CÉSAR FALCONI. RESPONSIBLE FOR WEEK 4

César Falconi, a Peruvian citizen, is the IDB Representative in Suriname. Previously, he worked as Principal Economist in the Environment and Natural Disasters Division. He has been with the Inter-American Development Bank since 2000.

Previous assignments at the Bank include working as Rural Development Unit Chief, and Principal Project Economist in the Environment and Natural Resources Management Division, Regional Operations Department of Andean countries and the Caribbean. Mr. Falconi has lead projects around Latin America in the areas of agriculture and rural development. Mr. Falconi holds a Ph.D. in Agricultural Economics from the University of Minnesota.

His previous work assignments include serving as Chief of the Latin America and East Asia Division of the Investment Center of FAO in Rome, Italy; Principal Officer of the International

Service of National Agricultural Research in The Hague, The Netherlands, and an Economist of the Office of the Minister of Economics and Finance in Lima, Peru.

5.4 AMAL-LEE AMIN. RESPONSIBLE FOR WEEK 5

Amal-Lee is Chief of the Climate Change and Sustainability Division at the Inter-American Development Bank. Her return in August 2015 follows a previous two year role leading on design and implementation of the Climate Investment Funds from 2008 – 2010.

Having worked at the heart of the UK Government developing strategy and policy on climate change and sustainable energy between 2001-11 achievements include: design of a new Green Investment Bank; successfully engaging developing countries on the UK's G8 and EU Presidencies; leading EU negotiations under the UNFCCC and; development of high profile partnerships between the UK/EU and developing countries.

From 2011-2015 Amal-Lee was Associate Director at E3G leading a program on international climate finance within Africa, Asia and Latin America, including launch of a high-level dialogue on China's Green Finance Pathway to 2030.

International roles included member of the Private Sector Advisor Group to the Green Climate Fund; facilitator of OECD DAC task team on tracking environmental finance and advising the UNFCCC and private sector initiatives on climate finance.

Amal-Lee's PhD focused on policies and institutions for increasing private sector investment in renewable energy within developing countries, with case studies of India and South Africa.

5.5 TIMOTHY E. JOSLING. RESPONSIBLE FOR COURSE CONTENTS

Tim Josling was a Professor, Emeritus, at the (former) Food Research Institute at Stanford University; a Senior Fellow by courtesy at the Freeman Spogli Institute for International Studies; and a faculty member at FSI's Europe Center.

His research focuses on agricultural policy and food policy in industrialized nations; international trade in agricultural and food products; and the development of the multilateral trade regime.

Before working at Stanford in 1978 Josling taught at the London School of Economics and the University of Reading, England.

His academic background includes a B.Sc. in Agriculture from the University of London (Wye College), a M.Sc. in Agricultural Economics from the University of Guelph, Canada, and a Ph.D. in Agricultural Economics from Michigan State University.

Josling is a member of the International Policy Council on Food and Agricultural Trade and former Chair of the Executive Committee of the International Agricultural Trade Research Consortium. He holds a Visiting Professorship at the University of Kent, in the United Kingdom, and is a past President of the UK Agricultural Economics Association.¹

5.6 RACHEL BOYCE. EXTERNAL EXPERT

Rachel Boyce is a Consultant in the Environment, Rural Development and Disaster Risk Management Division of the IDB where she works on Agricultural Policy Research and Analysis and coordinates the AGRIMONITOR Initiative which enables policy makers and policy analysts to track agricultural policies and to assess and measure the composition of the support to agriculture.

She previously worked in the Agriculture and Rural Development (LAC) Division of the World Bank where she started her work on Agricultural and Food Security in the region. She got her Master's Degree in International Relations at the University of the West Indies (Mona, Jamaica), where she focused on Economic Diversification in the Caribbean.

She also holds a Law degree from the University of London, where she focused her research on Property and Land Rights and a Bachelor's in International Relations. Barbadian born, Rachel is also a vegetarian which allows her passion for agriculture and rural development to transcend beyond its professional domain.

5.7 JUAN JOSÉ EGAS. COLLABORATOR IN THE CURRENT COURSE ACTUALIZATION AND WINNER OF THE FIRST AGRIMONITOR CONTEST 2016

Juan José Egas is from Ecuador and holds a master's degree in Rural Development from Ghent University in Belgium. He won the competition related to AGRIMONITOR's first edition in Spanish, and this is why he works at the IDB today and joined the AGRIMONITOR team.

In addition, he has worked in areas of agricultural market research, agricultural policies, food security and reducing undernourishment.

5.8 JAVIER MADRUGA - MODERATOR FOR THE GENERAL FORUM

He has worked as an International Trade Specialist in the Commercial Office of the Spanish Embassy in the United States. Where, he led commercial relations between Spain and the United States, including relations of Spanish companies with development banks located in Washington, D.C., mainly in the sectors of agriculture, environment and climate change.

Also, he has worked in the private sector as an International Marketing Policy Consultant. Javier has a master's degree in Business Management, with specialization in International Trade. Javier studied in Spain, the United States, and Denmark. He is passionate about agriculture and the environment, he seeks to contribute to projects related to climate change.

6. PARTICIPANT SUPPORT

During the course you will have at your disposal the following services:

6.1 EDX HELP CENTER

In the [edX Help Center](#), you will find answers to frequently asked questions about how to start your course, basic edX information, certificates and other related topics.

6.2 FREQUENTLY ASKED QUESTIONS AND PARTICIPANT SUPPORT

In the [Participant Support](#) tab you will find a series of resources that you can use according to your needs:

- [General FAQs](#): here you will find answers to general and administrative topics of the course, such as deadlines or questions about the format of the evaluation questionnaires.
- [Technical FAQs](#): here you will find answers to technological topics.
- [Technical assistance form](#): if you do not find an answer to your question, on the “[Participant Support](#)” page you will find a form through which you can request personalized technical attention. The response time is less than 24 hours from Monday to Friday and up to 48 hours on weekends.
- [General Forum](#): ask here questions about the topics/content of the course. Please, do not use this tool to ask information about deadlines or administrative questions of the course.

8. COURSE POLICIES

8.1 IDBX ACCESSIBILITY POLICY

When we talk about accessibility, we refer to the ability to present the contents of our website to people who have physical disabilities that prevent them from using the information available in a traditional manner, and which means they must employ technical aids.

The purpose of this paragraph is to explain the IDBX accessibility policies, in order to give all interested persons access to our learning environment.

Currently the content of our courses operates accessibility criteria to the majority of learning resources within the components of edX, its application focuses on the following elements:

1. Word and PDF documents
2. HTML code on platform
3. Links on platform
4. Color contrast in platform and documents
5. Video transcriptions

Therefore, its application is limited to learning resources and not to navigation components or the edX platform that, for the moment, we cannot manipulate to achieve total accessibility of our courses.

The objective of the IDBX is to ensure that the entire training offer, activities, and materials used to achieve the learning objectives of our courses, fit people with some type of disability. Although there is no specific law in this area, the IDBX has a strong commitment of not excluding anyone or denying access to our courses because of a disability that may be sustained, so that the technology and development of our online courses allows us to reach any user.

Since we use several providers, we address accessibility issues through the software used:

- [edX](#)
- [Adobe Acrobat](#)
- [MS Office](#)
- [YouTube](#)

8.2 ACADEMIC INTEGRITY POLICY

As we use the edX platform to deliver the course, we address issues of academic integrity through the [edX Honor Code](#).

8.3 PRIVACY POLICY

As we use the edX platform to deliver the course, we address privacy issues through the [edX Privacy Policy](#).

8.4 LATE SUBMISSION POLICY

If you chose to opt for the verified identity certificate of this course, you must complete the activities and answer the questionnaires before the [given deadlines](#). After the deadlines, the option to perform the evaluations will be disabled.