



Agrimonitor: Agricultural Policy in the Caribbean’s Participant's Guide

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GENERAL FEATURES OF THE COURSE

1. 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.

2. PARTICIPANT PROFILE AND REQUIREMENTS

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

- Public officials of Latin America and the Caribbean at national, regional and municipal levels.
- Private sector and civil society organizations in Latin America and the Caribbean.
- Citizens of Latin America and the Caribbean 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, it is required:

- Computer with Internet access. We also recommend having the updated versions of one of the following browsers: Chrome, Firefox, Safari or Edge.
- It is also possible to access the course through your mobile device, downloading the edX application from Google Play or Apple Store.

3. COURSE’S REGISTER MODES

Remember that you can take the course under one of the following modalities:

- **Audit track:** Having limited and free access to the course material. With this option you will not get a verified certification at the end of the course, and you will not have access to the graded assessment questionnaires.
- **Verified Certificate:** in this option you can obtain an official certificate issued by the IDB and edX that you can share on your CV and on LinkedIn.

Throughout the course, you will be informed when your access expires. Take the opportunity to review or download the materials of your interest before that day. Remember to check the customized schedule in this [link](#).

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

1. Pass the course, obtaining at least 65% of the total points.
2. Pay \$ 25 dollars, which is the minimum cost of issuing certificates that edX establishes
3. Complete identity verification in edX undergo [identity verification in edX](#).

If you wish to obtain the certificate of the course, you must opt for the verified certificate mode.

Also, if you registered yourself as an audit track without a certificate and decide to obtain it, you can change the modality by making the respective payment. Review the dates and complete the graded assignments required to earn the certificate. EdX has [financial assistance](#) for students who need it. If you opt for this alternative, you can download [the tutorial with the steps to obtain the verified certificate](#).

3.1 FINANCIAL AID

1. IDBx program help: If you complete 80% of the course and meet certain requirements related to the specific training needs or access to resources of certain IDB audiences, you will be able to obtain your IDBx scholarship to achieve your verified certificate and digital badge.
2. edX aid: EdX has [financial assistance](#) for students who need it. If you opt for this alternative, you can download the tutorial with the steps to obtain the verified certificate.

4. DURATION AND COURSE DEDICATION

The duration of the course is 5 weeks, and it will be open from September 10, 2021, to December 3, 2021, until 11:59 PM, Washington D.C. time

We estimate that you should dedicate around 6-8 hours per content module to the course to complete all activities.

In each module you must meet specific objectives that will help you to successfully carry out this task. In the unit [How does the course work?](#) you will find the list of specific objectives per module. You will also find the specific objectives at the beginning of each module.

Remember that, if you chose to take the course in its assistant mode, you will have free access to course material such as videos, readings, forums, additional resources and unqualified practical exercises. However, you will not have access to the graded evaluation questionnaires. For more information, visit the unit [How does the course work?](#)

We recommend that you consider the release dates of each module:

Module 1	September 10
Module 2	September 17
Module 3	September 24
Module 4	October 1
Module 5	October 8

4.1 IMPORTANT DATES

The most important dates you should keep in mind are the following

- September 10, 2021: course becomes available
- November 24, 2021: deadline to apply for the verified certificate
- December 3, 2021: end of the available period and the course becomes archived.

Remember to check the personalized schedule in the [first page](#) of the course or the right or in the ["dates"](#) tab.

● Fri, Sep 10, 2021

Course starts

● Fri, Oct 15, 2021

Audit Access Expires

You lose all access to this course, including your progress.


● Wed, Nov 24, 2021

Verification Upgrade Deadline

You are still eligible to upgrade to a Verified Certificate! Pursue it to highlight the knowledge and skills you gain in this course.

● Fri, Dec 3, 2021

Questionario: Questionnaire 1.1 due 11:00 PM EST 

Questionario: Questionnaire1.2 due 11:00 PM EST 

Questionario: Questionnaire 2.1 due 11:00 PM EST 

Questionario: Questionnaire 2.2 due 11:00 PM EST 

Questionario: Questionnaire 3.1 due 11:00 PM EST 

Questionario: Questionnaire 3.2 due 11:00 PM EST 

Questionario: Questionnaire 4.1 due 11:00 PM EST 

Questionario: Questionnaire 4.2 due 11:00 PM EST 

Questionario: Questionnaire 5.1 due 11:00 PM EST 

Questionario: Questionnaire 5.2 due 11:00 PM EST 

Course ends

After the course ends, the course content will be archived and no longer active.

In the dates tab you will find a suggested schedule according to the modality you have chosen and the date on which you have registered.

Course	Progress	Dates	Discussion	Participants Guide	Readings	Open Resources	General FAQs	Technical FAQs	Participant Support
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Data for Effective Policy Making

If you are enrolled in the verified certificate track, the edX platform will show you in this space a suggested schedule, these are customized dates to help you plan and control the pace of your studies.

If you can't send a quiz, notice that an assignment is overdue, or read a message that you haven't met the suggested deadline, don't worry as you can change the suggested dates at any time until the course closes (**December 3, 2021**).

You can change the due dates by clicking on the button "Shift due dates" to update the calendar. This process will not affect the progress you have made in the course so far.

Important Dates

It looks like you missed some important deadlines based on our suggested schedule. To keep yourself on track, you can update this schedule and shift the past due assignments into the future. Don't worry—you won't lose any of the progress you've made when you shift your due dates.

Shift due dates

Keep in mind that this button will not be activated when the suggested date has not expired, also it will not be possible to change the expiration date of any open response evaluation and the end of course date is not modifiable.

5. IMPORTANT CONSIDERATIONS

To complete this course, you will need:

- A computer with Internet access. We also recommend having updated versions of one of the following browsers: Chrome, Firefox, Safari or Internet Explorer (version 9 onwards).
- You can also access the course through your mobile device or tablet, downloading the edX application from Google Play or Apple Store.

If this is your first edX course, we recommend that you start by viewing the [demo course](#)¹ before you start, to learn how to navigate the platform. If you are already familiar with edX, you can review the first section of the course, "Start here", where you will find all the information you need to successfully complete this MOOC.

This MOOC does not have tutors. Therefore, the forums will not be moderated by the course team. However, we will be monitoring and intervening to highlight contributions and take action if that is not consistent with the participation criteria in the forums.

¹ Until December 2020, the demo course is only available in English with Spanish subtitles.

6. LEARNING GOALS

The duration of the course is 5 weeks, and it will be open from September 10, 2021, to December 3, 2021, until 11:59 PM, Washington D.C. time

We estimate that you should dedicate around 6-8 hours per content module to the course to complete all activities.

In each module you must meet specific objectives that will help you to successfully carry out this task. In the unit How does the course work? You will find the list of specific objectives at the end of the course you will be able to:

- Identify the importance of agricultural policy and its influence on the economy.
- Use the Producer Support Estimate (PSE) Methodology, EAP and the AGRIMONITOR platform to compare the agricultural policies used in the region.
- Compare commercial policies and competitiveness strategies, using AGRIMONITOR.
- Identify the relationships between agricultural policies and food security.
- Identify the relationships between agricultural policies and climate change.

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

7. CONTENT STRUCTURE AND SPECIFIC LEARNING GOALS

The course content is structured in 5 content modules plus an introductory module and a closing module, which pursue specific objectives aligned with the general objectives that you have just seen. Below, you will see the objectives of each module, the learning resources they contain, the indication in parentheses of the objective to which they refer, their time of dedication and the weighting of the graded activities:

7.1 DESCRIPTION AND OBJECTIVES OF EACH MODULE

The first resource of each module consists of a page that contains the description, learning objectives, activities and evaluations that will be carried out in it. We recommend that you carefully review this initial page so that you are aware of the activities that you must carry out to complete the module successfully and the approximate time that you will have to dedicate to it.

MODULE START HERE

Learning Objectives

- Become familiar with the edX platform and identify how to access learning resources.
- Identify the rules of participation and the guidance and help resources contained in the course.
- Identify the evaluations of each module and distinguish the types of questions that you will find in the questionnaires.
- Identify the general objective of the course and the tasks that must be carried out to pass it.

Unit	General Description of the activities	Activity Type	%Final Grade.
0.1 Welcome to the course	0.1.1 Welcome to the course	Reading	N/A
	0.1.2 Meet your instructors and course team.	Reading	N/A
	0.1.3 – Contest: Research with AGRIMONITOR	Reading	N/A
0.2 How the course works	0.2.1 How to navigate this course	Reading	N/A
	0.2.2 How does the course work?	Reading	N/A
	0.2.3 How will I be evaluated?	Reading	N/A
0.3 Tell us about yourself	0.3.1 Introduce yourself to your classmates	Word cloud and Forum	N/A
	0.3.2 Tell us about yourself	Poll	N/A

MODULE 1: What are Agricultural Policies?

Learning Objectives

- A. Describe the types of agricultural support policies and their instruments.

B. Identify the influence of agricultural policy on the performance of the agricultural sector and the economy.

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

Unit	Learning Objective	General Description of Each Activity	Activity Type	% Final Grade
Introduction of the Week	N/A	Reading: Introduction to week 1	Text on screen	
	N/A	Introductory Video	Video	
	N/A	What is Agrimonitor?	Video	
Types of Agricultural Support Policies and their Tools	A	Why do governments get involved in Agricultural Production?	Video	
	A	Agricultural production in the context of Covid-19	Reading	
	A	What are Farm Policies?	Reading	
	A	Main Agricultural Policy Tools	Video	
	A	Identifying, Distinguishing and Classifying Agricultural Policies (OCDE)	Reading	
	A	Interaction among Agricultural Policies and Trade Policies	Video	
	A	Agricultural and Trade Policies in Haiti.	Video	

	A	The Role of Information on Good Decision-Making and Improved Policies.	Video	
	A	Drafting Agricultural Policies in Uruguay	Video	
Questionnaire 1.1	A	Questionnaire Week 1 Unit 2	Questionnaire	10%
Contest: Vote-Share and Post for your Best News	A	Contest: Vote-Share and Post for your Best News	Interactive Contest.	
The influence of Agricultural Policies on the Economy.	B	Agricultural Policy Evaluation	Video	
	B	Public Expenditures, Impact Evaluations and Agricultural Productivity.	Reading	
	B	Impact Evaluation in Bolivia	Video	
	B	Key trends in trade policy and implications for LAC	Reading	
	B	Agricultural Policy Reforms in Peru	Video	
Questionnaire 1.2	B	Questionnaire 1.2	Questionnaire	10%
Conclusion	A & B	Module Conclusion	Video	

MODULE 2: AGRIMONITOR AND PSE METHODOLOGY

Learning Objectives

- C. Describe the methodology of Producer Support Estimates (EAP)
- D. Show the usefulness of the EAP in the analysis of agricultural policy.
- E. Compare the agricultural policies used in the region using the AGRIMONITOR database.

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

Unit	Learning Objective	General Description of Each Activity	Activity Type	% Final Grade
Introduction of the Week	N/A	Reading: Introduction to week 2	Reading	
	N/A	Introductory Video	Video	
The PSE Methodology and Agricultural Policy Assessment	C	The OECD and the PSE Methodology's Origins	Video	
	C	Overview of the OECD Indicators of Agricultural Support.	Reading	
	C	Main Indicators and Sources of the PSE Methodology, Focused on Argentina.	Video	
	G	Practical Activity: Week 2, Unit 2, Number 1	Practical Activity	
	C	PSE Methodology's Limitations and Complementary Approaches	Video	
Questionnaire 2.1	C	Questionnaire 2.1	Questionnaire	10%
The PSE Methodology and Agricultural	E	Agrimonitor's Structure and Resources	Video	
	E	Practical Activity: Week 2, Unit 3, Number 1	Practical Activity	

Policy Assessment	D	Analysis of Agricultural Policy in Uruguay in the Period 2014-2016	Reading	
	E	Practical Activity: Week 2, Unit 3, Number 2	Practical Activity	
	D	Using Indicators to Monitor Domestic Policy Changes	Video	
	E	Practical Activity: Week 2, Unit 3, Number 3	Practical Activity	
	D	PSE Study in Suriname	Video	
	E	Practical Activity: Week 2, Unit 3, Number 4	Practical Activity	
Questionnaire 2.2	D	Questionnaire 2.2	Questionnaire	10%
Contest: Winners of the Best Posted News	C	Contest: Winners of the Best Posted News	Text on screen	
Conclusion	C & D	Module Conclusion	Video	

MODULE 3: TRADE, COMPETITENESS, AND AGRICULTURAL POLICES

Learning Objectives

- F. Explain the usefulness of the EAP methodology to compare trade policies.
- G. Explain the usefulness of the EAP methodology to compare competitiveness strategies for key products in selected countries.

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

Unit	Learning Objective	General Description of Each Activity	Activity Type	% Final Grade
Introduction of the Week	N/A	Reading: Introduction to week 3	Reading	
	N/A	Introductory Video	Video	
Using AGRIMONITOR to Compare Trade Policies	F	Agriculture in Regional Trade Agreements	Video	
	F	The Treatment of Agriculture in Regional Trade Agreements in the Americas	Reading	
	F	Practical Activity: Week 3, Unit 2, Number 1	Practical Activity	
	F	Latin American Agriculture in a World of Trade Agreements	Reading	
	F	PROCAMPO in Mexico	Video	
	F	Using AGRIMONITOR to Analyze Trade Policies	Video	
	F	Poultry in the Caribbean	Video	

	E	Practical Activity: Week 3, Unit 2, Number 2	Practical Activity	
	F	The Possible Benefits of Increased Trade within the Region	Reading	
Questionnaire 3.1	F	Questionnaire 3.1	Questionnaire	10%
Contest: Vote-Share and Post for the Best Photos	C	Contest: Vote-Share and Post for the Best Photos	Interactive Contest	
Using AGRIMONITOR to Compare Competitiveness Strategies	G	How Agricultural Performance Evolved in Latin America and the Caribbean Between 1980 and 2012	Reading	
	G	Agricultural Policies and Competitiveness in Colombia	Video	
	G	The Case of Sugar in Belize	Reading	
	G	Direct Support and Improved Productivity in Paraguay	Video	
	G	Impact Evaluation Studies in Guatemala and Paraguay	Video	
	E	Practical Activity: Week 3, Unit 4, Number 1	Practical Activity	
	G	The Role of General Services Regarding the Promotion of Productivity and Competitiveness	Video	

	E	Practical Activity: Week 3, Unit 4, Number 2	Practical Activity	
	G	Agricultural Health in Peru	Video	
	G	Land management in Haiti and Belize	Video	
Questionnaire 3.2	G	Questionnaire 3.2	Questionnaire	10%
Conclusion	F & G	Module Conclusion	Video	

MODULE 4: FOOD SECURITY AND AGRICULTURAL POLICIES

Learning Objectives

- H. Identify the influence of agricultural policies on food security.
- I. Show the potential of AGRIMONITOR to study the influence of agricultural policies on the food security of a country.

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

Unit	Learning Objective	General Description of Each Activity	Activity Type	% Final Grade
Introduction of the Week	N/A	Reading: Introduction to week 4	Reading	
	A	Introductory Video	Video	
The Influence of Agricultural	H	Food Security: Dimensions, Situation in LAC, and Multisectoral Coordination	Video	

Policies on Food Security	H	The IDB Food Security Sector Framework	Reading	
	H	Factors that Affect Food Security	Video	
	H	Practical Activity: Week 4, Unit 2, Number 1	Practical Activity	
	H	Impact of Agricultural Programs on Food Security in Nicaragua and Bolivia	Video	
	H	Food Security and Productivity: Impacts of Technology Adoption in Small Subsistence Farmers in Bolivia	Reading	
	H	Food Security in a Regional Trade and Integration Context	Video	
	H	The Next Global Breadbasket: How LAC Can Feed the World	Reading	
Questionnaire 4.1	H	Questionnaire 4.1	Questionnaire	10%
Using AGRIMONITOR to Study the Influence of Agricultural Policies on Food Security	I	Using AGRIMONITOR to Analyze Food Security and the Case of El Salvador	Video	
	I	Practical Activity: Week 4, Unit 3, Number 1	Practical Activity	

	I	Regional Overview of Food Insecurity: Latin America and the Caribbean	Reading	
	I	Food Security in Brazil	Video	
	I	Practical Activity: Week 4, Unit 3, Number 2	Actividad práctica	
Questionnaire 4.2	I	Questionnaire 4.2	Questionnaire	10%
Winners of the Contest	N/A	Winners of the Contest	Interactive Contest	
Conclusion	H & I	Module Conclusion	Video	

MODULE 5: CLIMATE CHANGE AND AGRICULTURAL POLICIES

Learning Objectives

- J. Identify the influence of agricultural policies on climate change.
- K. List the potential of AGRIMONITOR to study the influence of agricultural policies on climate change.

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

Unit	Learning Objective	General Description of Each Activity	Activity Types	% Final Grade
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Introduction of the Week	N/A	Reading: Introduction to week 5	Reading	
	N/A	Introductory Video	Video	
The Influence of Agricultural Policies on Climate Change	J	Agriculture and the Environment	Video	
	J	Agriculture and Cattle Farming Activities Associated with Greenhouse Gas Emissions	Video	
	J	The FAOSTAT Database on Greenhouse Gas Emissions from Agriculture	Reading	
	J	Week 5, Unit 2 Practical Activity	Practical Activity	
	J	Discussing the Climate Change Mitigation and Adaptation Policy Framework	Video	
	J	Adaptation and Mitigation Strategies in Agriculture	Reading	
Questionnaire 5.1	J	Questionnaire 5.1	Questionnaire	10%
Using AGRIMONITOR to Study the Influence of Agricultural Policies on Climate Change	K	Week 5, Unit 3 Practical Activity	Reading	
	K	Actividad práctica semana 5 unidad 3	Practical Activity	
	K	Greenhouse Gas Emissions and PSE Study in Jamaica	Video	

	K	Mitigation and Adaptation Policies	Video	
	K	From Appropriate Mitigation Measures to Low Carbon Emissions for Agricultural Development	Reading	
Questionnaire 5.2	K	Questionnaire 5.2	Questionnaire	10%
Conclusions	J & K	Module Conclusions	Video	

MODULE COURSE CONCLUSION

*Note: This module does not have evaluations.

Learning Objective

- L. The general objective of this section is to present the conclusions of the course and the main ideas discussed.

In the following table you can see the learning resources of the module and in parentheses () the learning objective (s) to which they refer.

Unit	Learning Objective	General Description of Each Activity	Activity Type
Course Conclusions	L	International Consortium on Agricultural Policy Monitoring and the role of AGRIMONITOR	Video
	L	CIAT's role in EAP studies in the region	Video

	L	Main ideas discussed in the course	Video
	L	Course Conclusions	Video

8. METHODOLOGY

In the design of this 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 active participation.

8.1 LEARNING RESOURCES

Each section or module is divided into subsections within which you will find various types of components or learning resources:

- **Theoretical and case videos:** the main learning resource in which our instructors comment on the most relevant contents of the course, using simple and direct language.
- **Theoretical and case readings:** each module includes short readings that go into depth or show you examples of the key concepts covered in each section.
- **Practical guides:** to guide you on how to navigate the AGRIMONITOR platform, we have prepared a series of step-by-step guides on how to search and compare data from the different countries of the region. These guides will be very useful for you to carry out the practical activities.
- **Interactive activities (contests):** the interactive activities give space to group construction among the classmates, around different questions and challenges that arise during the course. They are privileged opportunities to exchange ideas and learn about the positions of others. They are based on carrying out activities, sharing the results with colleagues and voting on those that you liked the most.
- **Practical activities:** throughout the course activities are proposed where you will have the possibility of applying the knowledge acquired to specific situations using AGRIMONITOR and other databases or applications of interest. These activities are

multiple choice questionnaires that you must answer once you have solved a practical exercise using AGRIMONITOR and they will allow you to learn from experience.

- **Evaluation questionnaires (evaluated resource):** several tests of around 10 questions whose objective is to measure the learning gain of each module. Its completion is mandatory if you want to apply for the verified course certificate. The questions that you will find are of the multiple-choice type. For more information see the section "[How will you evaluate me?](#)".
- **Additional resources:** list of publications, blogs and other resources of interest that you will find at the end of each module, with which you will be able to delve into the topics covered. These resources are optional and therefore are not evaluated. You will see the complete list of all the optional resources open in the corresponding tab of the course.

8.2 EVALUATION CRITERIA

Throughout the MOOC you will find two types of activities:

- **Non-qualified exercises:** all participants, regardless of the track they chose, will have access to the non-qualified exercises (usually 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.
- **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.

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.

9. INSTRUCTORS

9.1 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.

9.2 C. 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.

9.3 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.

9.4 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.

9.5 †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.

9.6 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.

9.7 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.

9.8 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.

10. PARTICIPANT SUPPORT SERVICES

As the course unfolds, the following services will be available:

10.1 EDX HELP CENTER

In the edX Help Center, you will find answers to frequently asked questions about starting the course, basic edX information, certificates and other related topics.

10.2 PARTICIPANT SUPPORT

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

- [General FAQ](#): here you will find answers to general course topics, such as deadlines or the format of assessment questionnaires.
- [Technical FAQ](#): here you will find answers to technical questions, such as the visualization of resources on computers or mobile devices.
- [Technical assistance form](#): if you do not find an answer to your question in both pages bellow, at the top menu, in Participant support tab, you will find a form through which you can request personalized technical assistance. The response time is less than 24 hours from Monday to Friday and up to 48 hours on weekends.

11. GENERAL POLICIES

11.1 IDBX ACCESSIBILITY POLICY

Since we use the edX platform to deliver the course, we have adopted the edX [accessibility policy](#).

11.2 ACADEMIC INTEGRITY POLICY

Since the edX platform is used to deliver the course, academic integrity issues are addressed through the [edX honor code](#).

11.3 PRIVACY POLICY

Since the edX platform is used to deliver the course, privacy issues are addressed through the [edX privacy policy](#).

11.4 LATE DELIVERY POLICY

If you opt for the verified certificate, the deadline for completing all the graded activities is the last day of the course. After the deadline, assessment options will be disabled.