



Food and Agriculture
Organization of the
United Nations

Empowering rural women to engage in responsible agricultural investments (RAI) in Sierra Leone

TRAINERS' MANUAL



Solidaridad

Empowering rural women to engage in responsible agricultural investments (RAI) in Sierra Leone

TRAINERS' MANUAL

By
Maud Oustry and Chiara Nicodemi

Food and Agriculture Organization of the United Nations
Freetown, 2024

Required citation:

Oustry, M. & Nicodemi, C. 2024. *Empowering rural women to engage in responsible agricultural investments (RAI) in Sierra Leone – Trainers' manual*. Freetown, FAO. <https://doi.org/10.4060/cc9463en>

The designations employed and the presentation of material in this information product do not imply the expression of any opinion whatsoever on the part of the Food and Agriculture Organization of the United Nations (FAO) concerning the legal or development status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries. The mention of specific companies or products of manufacturers, whether or not these have been patented, does not imply that these have been endorsed or recommended by FAO in preference to others of a similar nature that are not mentioned.

The views expressed in this information product are those of the author(s) and do not necessarily reflect the views or policies of FAO.

ISBN 978-92-5-138565-4

© FAO, 2024



Some rights reserved. This work is made available under the Creative Commons Attribution-NonCommercial-ShareAlike 3.0 IGO licence (CC BY-NC-SA 3.0 IGO; <https://creativecommons.org/licenses/by-nc-sa/3.0/igo/legalcode>).

Under the terms of this licence, this work may be copied, redistributed and adapted for non-commercial purposes, provided that the work is appropriately cited. In any use of this work, there should be no suggestion that FAO endorses any specific organization, products or services. The use of the FAO logo is not permitted. If the work is adapted, then it must be licensed under the same or equivalent Creative Commons licence. If a translation of this work is created, it must include the following disclaimer along with the required citation: "This translation was not created by the Food and Agriculture Organization of the United Nations (FAO). FAO is not responsible for the content or accuracy of this translation. The original [Language] edition shall be the authoritative edition."

Disputes arising under the licence that cannot be settled amicably will be resolved by mediation and arbitration as described in Article 8 of the licence except as otherwise provided herein. The applicable mediation rules will be the mediation rules of the World Intellectual Property Organization <http://www.wipo.int/amc/en/mediation/rules> and any arbitration will be conducted in accordance with the Arbitration Rules of the United Nations Commission on International Trade Law (UNCITRAL).

Third-party materials. Users wishing to reuse material from this work that is attributed to a third party, such as tables, figures or images, are responsible for determining whether permission is needed for that reuse and for obtaining permission from the copyright holder. The risk of claims resulting from infringement of any third-party-owned component in the work rests solely with the user.

Sales, rights and licensing. FAO information products are available on the FAO website (www.fao.org/publications) and can be purchased through publications-sales@fao.org. Requests for commercial use should be submitted via: www.fao.org/contact-us/licence-request. Queries regarding rights and licensing should be submitted to: copyright@fao.org.

CONTENTS

FOREWORD	v
ACKNOWLEDGEMENTS	vi
INTRODUCTION	1
Why a trainers' manual?	1
Who is this manual for?	2
What will you find in this manual?	2
TRAINING PROGRAMME OVERVIEW	3
The overall goal of the training programme	3
Specific learning objectives	3
Training programme methodology	4
Overall structure	6
GETTING PREPARED	9
The participants' selection	9
The invitations	10
The venue	11
The training materials	12
The stationery materials	12
HOW TO DELIVER THE RAI TRAINING PROGRAMME FOR RURAL WOMEN	13
Day 1 - Training event	14
Day 2 - Training event	21
Day 3 - Training event	27
Day 4 – Dialogue event	32
REPORTING AND MONITORING	36
Document	37
Share	37
Monitor	37
ANNEXES: TRAINING MATERIALS	39
Annex 1 – Illustrations	40
Annex 2 - Video interviews of key stakeholders	46
Annex 3 – Video episodes of Adama, Fatmata and Mariama's story	53
Annex 4 – Facilitation techniques	58

FOREWORD

Many factors have limited rural women in Sierra Leone from investing in agriculture and developing their agribusinesses. They have not benefited from the same opportunities as men regarding access to land, inputs, services, leadership positions or participation in decision-making processes.

This unequal situation may change as the Government of Sierra Leone pushes the gender agenda forward by recently passing unprecedented laws for women's rights. The Customary Land Rights Act and the Land Commission Act, both enacted in 2022, transform communities' ability to protect their land rights and guarantee women's equal rights and access to land. Furthermore, the ground-breaking Gender Equality and Women's Empowerment Act 2022, passed into law in January 2023, is an excellent opportunity to improve the broader socio-economic conditions for women and increase their representation in Sierra Leone.

Alongside these efforts, the Food and Agriculture Organization of the United Nations has been collaborating closely with key institutions and organizations to promote responsible agricultural investments in Sierra Leone that foster gender equality and women's empowerment.

Since 2022, FAO and Solidaridad West Africa have joined forces in designing and rolling out a training programme tailored to rural women's learning needs and constraints. It aims to raise awareness of rural women's rights, including the new landmark laws, and strengthen their capacities to identify solutions to their challenges and discuss them with local stakeholders. Over 50 trainers have already been trained in this participatory and inclusive methodology. They are now helping to expand the training programme in their respective districts, reaching more than 300 grassroots rural women and local stakeholders.

This trainers' manual is a practical guide to be used by any organization or institution supporting rural women in agriculture and wanting to be part of this remarkable initiative. It offers step-by-step guidance to prepare and deliver the training programme to grassroots rural women and contains all the necessary facilitation techniques and training materials.

This publication will provide helpful guidance for all Sierra Leonean actors to support rural women in agriculture by helping them voice their concerns and facilitate a genuine dialogue between grassroots rural women and local stakeholders for more responsible agricultural investments in Sierra Leone.



Mr Saeed Abubakar Bantie
FAO Representative
Sierra Leone

ACKNOWLEDGEMENTS

Based on the training and dialogue events organized by FAO and Solidaridad West Africa in Sierra Leone, this training manual was developed by Maud Oustry (FAO) and Chiara Nicodemi (FAO). The layout was created by Carolina Saiz.

The authors would like to express their sincere gratitude to Solidaridad, Nicholas Jengre and Andrew Morrison for the fruitful collaboration, and the brilliant training team comprising Aminata Bah, Kadija Jalloh and James Musa under the coordination of Lahai Tucker for their hard work and successful delivery of the training and dialogue events in the districts.

The authors extend their gratitude to Saeed A. Bancie, FAO representative in Sierra Leone and his team for the excellent collaboration and kind support provided throughout the authors' missions in the country.

The authors sincerely thank Theresa Dick, Deputy Minister of Agriculture, Forestry and Food Security, and Manty Tarawalli, former Minister of Gender and Children's Affairs for their inspiring remarks during the training of trainers and their forthright engagement of this initiative – especially from the early stages, starting in 2020 with the capacity assessment on responsible agricultural investment (RAI) and gender.

Jeneba Alharazin, Aruna Bangura, Baindu B. Braima, Berns K. Lebbie, Yatta Sama, Jobo Samba and Goodie Sowonie deserve special thanks for their dedication in providing crucial information to the trainees in their video interviews. An additional special thanks goes to Victor Bangura, Daniel Sesay and Abdulai Y. Bangura for participating in the training of trainers and for enlightening the future trainers on the current initiatives to empower women in RAI in Sierra Leone.

The authors would also like to sincerely thank Ishmael Bull, Mustapha Kamara, Teresa Lamas Menendez, Carolina Saiz, Laura Sciannimonaco, Darryl Vhungen for their contributions to the development of the training materials (illustrations, videos, scenario).

Finally, the authors would like to thank all the district-level trainers who replicated the training programme in their respective districts and communities as new ambassadors of RAI; as well as the grassroots rural women and local stakeholders who have participated in the events and committed to be actors of change towards more responsible agricultural investments that foster gender equality and empower women.

Cover and layout: Carolina Saiz

English copy editing: Alice Lloyd

Pictures: Aurélia Rusek and Mustapha Kamara

Illustrations (Annex 1): Ishmael Bull

Video interviews (Annex 2): Mustapha Kamara and Teresa Lamas Menendez

Video episodes (Annex 3): Maud Oustry (animation), Carolina Saiz (background illustrations), Darryl Vhugen (script)

Voices in Kryo: Mary Alpha, Aminata Bah, Kadija Jalloh, Mustapha Kamara, Diana Koroma, James Musa, Lucinda Musa and Lahai Tucker (recorded by Laura Sciannimonaco).

INTRODUCTION

Why a trainers' manual?

FAO developed this manual, in collaboration with Solidaridad West Africa, to support trainers in preparing and delivering the training programme “*Empowering rural women to engage in responsible agricultural investments (RAI)*”. The design of this training programme is based upon a specific methodology that meets the learning needs of rural women in Sierra Leone.

Building upon lessons learned from the first training and dialogue events piloted by FAO and Solidaridad West Africa in Bo, Bombali, Kenema, and Port Loko districts in 2022, the manual is a step-by-step guide which provides all the necessary materials for trainers to replicate the RAI training programme for rural women in Sierra Leone.

This manual aims to be a valuable tool for developing capacities on RAI at the grassroots level.



©FAO/Annie Spratt



Who is this manual for?

The intended users of this manual are primarily organizations or institutions working in the context of agricultural investments and for the empowerment of rural women - particularly those interested in the training of responsible agricultural investment designed for rural women. The manual targets training teams overseeing the organization and delivery of capacity development activities for rural communities.

What will you find in this manual?

The training manual is composed of the following sections:

Training programme overview

In this section, you will find a description of the learning objectives, the overall structure, and the methodology of the training programme.

Getting prepared

In this section, you will find practical information on the activities to be carried out before delivering the training programme.

How to deliver the training programme

In this section, you will find a step-by-step explanation of the way to carry out each session including the facilitation techniques and training materials to be used.

Reporting and monitoring

In this section, you will find suggestions on how to document, share and monitor the outcomes of the training and dialogue events.

Annexes: training materials

In the annexes, you will find all downloadable training materials including illustrations and videos. For each training material, you will find a short description of the key concepts and technical information you need to know before using it. You will also find a detailed explanation of the main facilitation techniques you will use during the training sessions, including posters templates.



TRAINING PROGRAMME OVERVIEW

In 2022, FAO and Solidaridad West Africa designed a training programme for grassroots rural women to strengthen their capacity to participate in policy dialogue and foster responsible agricultural investments that promote gender equality and women's empowerment.

The training programme aims to meet the priority learning needs of grassroots rural women regarding the knowledge and skills required to participate in the decision-making processes related to agricultural investments meaningfully. These learning needs were identified during the learning needs assessment workshop held in early 2022 in Freetown, Sierra Leone.

The overall goal of the training programme

The overall goal of the training programme is to enhance gender-responsive investments in agriculture and food systems, through rural women's active participation in decision-making processes and awareness raising of local men leaders.

The training programme is, therefore, tailored to grassroots rural women who seek to invest in agriculture and food systems and/or benefit from agricultural investments and to those who will participate in policy dialogue to foster agricultural investments that promote gender equality and women's empowerment.

Specific learning objectives

Through this training programme, the grassroots rural women will be able to:

1. understand the importance of responsible investment in agriculture and food systems for sustainable development;
2. understand the scope and content of the Principles for Responsible Investment in Agriculture and Food Systems (CFS-RAI Principles);
3. identify the multiple root causes of the challenges to invest and/or benefit from agricultural investments;
4. identify the actors of change that can contribute to addressing their challenges;
5. understand the importance of the national and local policy framework to foster their engagement in RAI;

6. identify concrete solutions to support their engagement in RAI; and
7. raise their voices and share their recommendations during a dialogue with key stakeholders, including local authorities and leaders.

Training programme methodology

The methodology combines different learning approaches to meet the priority learning needs of grassroots rural women while considering specific constraints (e.g. a low literacy level).

Participatory learning approach

Through group work and plenary sessions, trainees are actively involved in the learning process and engaged in critical thinking, problem-solving and decision-making in relevant context. This approach fosters mutual learning and collaboration.

"Participatory learning is (...) where learners are involved as actively in the learning process as possible."

Audiovisual learning approach

The training programme uses mainly audiovisual supports which aims to include all trainees disregarding their level of literacy. Instead of complex presentations and written documents, the training material combines short videos, pictures and illustrations. It also includes a specific visual vocabulary allowing trainees to draw simple icons instead of writing words.

"A picture is worth a thousand words."

Experiential learning approach

Through tailored practical exercises, trainees are invited to put the new knowledge acquired into practice. The learning of new concepts is facilitated as the trainees are 'learning by doing', reflecting and internalizing lessons from their own experience.

"Experiential learning is the process whereby knowledge is created through the transformation of experience." (Kolb, 1984)

Storytelling technique

The training programme uses the fictional story of three rural women - Adama, Fatmata and Mariama - to illustrate the key concepts and technical information in a specific context. It facilitates the learning by grounding the theory into specifics. Through the episodes, the trainees can connect with the characters, be inspired and reflect on their own experience.

"Tell me a fact and I will learn. Tell me a truth and I will believe. But tell me a story and it will live in my heart forever." (Native American proverb)


The combination of these learning approaches has shaped the methodology and instructional design of this training programme, which proposes a pedagogical pattern of three interconnected steps, repeated in each session:



Introduce the key concepts

The trainer introduces the topic and key concepts using, as support, audiovisual materials, illustrations and video interviews of key stakeholders. The trainer invites the trainees to reflect on the related topic through a participatory discussion.

The trainees strengthen their knowledge on the related topic through an episode of Adama, Fatmata and Mariama's story, which provides a concrete example of the key concepts in a context familiar to them. The trainer invites trainees to share individual reflections and personal experiences through guided questions.



Ground the key concepts into specifics through storytelling



Apply the learning to the trainees' situation

A group work exercise allows the trainees to apply what they have learned to their own context by analysing their situation and identifying gaps and solutions related to RAI.

The dialogue event methodology may vary based on the allocated time and category of stakeholders invited. Nevertheless, it should include facilitation techniques that foster inclusive and participatory discussion between all participants. The trainer should ensure that all participants feel comfortable raising their voices, listen actively to each other, and respect the opinions of others even if they differ from their own. These are the basis for creating a trusted environment and enabling a genuine dialogue between different stakeholders.

Overall structure

To cover the core elements and successfully achieve the learning objectives, a three-day training schedule is suggested. A half-day dialogue event should be organized back-to-back with the training event for rural women to share their recommendations and initiate a genuine dialogue with key local stakeholders.

Training event (three days)

- **Day 1** is an introductory day that allows the trainees to get to know each other, understand the objective and programme of the training, and share their expectations. In addition, this first day provides the trainees with an introduction to RAI, CFS-RAI Principles, and women's strategic role in agrifood systems. During the day, the trainees also identify the main challenges that they face to responsibly invest in or benefit from agrifood systems and start analysing the multiple root causes.
- **Day 2** focuses on identifying the key actors that can actively empower women to engage in RAI. It also illustrates the enabling environment for RAI, providing examples of key policies and laws that contribute to addressing rural women's challenges to engage in RAI. During the day, the trainees also analyse the importance of rural women's participation in RAI-related decision-making processes at different levels (e.g. household, organization, community, policy).
- **Day 3** is based on the work conducted in the previous days and aims to collectively identify potential solutions to address the main challenges for rural women to engage in RAI and RAI-related decision-making processes. It also provides the trainees with soft and advocacy skills to be better prepared to participate in a dialogue process and clearly express their concerns and needs. As a last step of the training programme, the trainees focus on formulating concrete recommendations to promote their participation in agricultural investments and related decision-making processes.

Dialogue event (half-day)

- **Day 4** is the dialogue event. It aims to provide a forum for the grassroots rural women to present the key challenges they identified during the training event and discuss their suggested solutions with key local stakeholders. After providing the necessary background information to the invited stakeholders, the representatives of the rural women present their results and recommendations, and the trainer facilitates a genuine dialogue toward agreement and potential commitment.

	DAY 1	DAY 2	DAY 3	DAY 4
MORNING	Preliminary sessions	The actors of change	Potential solutions	Preliminary sessions
	Introduction to RAI and CFS-RAI Principles	The national policy framework	The change journey	Rural women's recommendations Participatory dialogue with key stakeholders
AFTERNOON	Rural women's challenges to engage in RAI	Women's engagement in decision-making processes	Preparation for the dialogue event	



©FAO/Mustapha Kamara



GETTING PREPARED

The participants' selection

As the training and dialogue events are tailored for specific audiences, gathering the right people is critical for a successful delivery. The selection process should not be rushed; thus, identifying the potential participants at least one month before the training event is recommended.

Clear selection criteria should be defined when selecting the participants with adequate profiles. For instance:

For the training event:

- Be a grassroots rural woman.
- Be involved in agricultural activities.
- Have an interest in investing responsibly in agriculture and/or benefiting from agricultural investments.
- Be willing to participate in decision-making processes related to agricultural investments and food systems.
- Be available to attend the entire duration of the training programme.

Note: The level of literacy should not be a selection criterion, as the training methodology is adaptable for illiterate participants. However, when possible, we recommend having a few literate participants who can help the others during the group work sessions.



For the dialogue event:

- Be a representative of local authorities, including district directors from relevant ministries and institutions (e.g. Ministry of Agriculture, Ministry of Gender, Ministry of Land etc.), chairman of district councils, paramount chiefs, traditional and religious leaders; or a representative of other key stakeholders (e.g. private sector, financial institutions, NGOs etc.).
- Be a potential actor of change for women's engagement in responsible agricultural investments.
- Be willing to listen to rural women's recommendations and reflect on potential ways to support them.
- Be available to attend the entire duration of the dialogue event.

This training approach is for approximately 25–30 rural women. Remember to divide participants into four small groups during the group work sessions. Ideally, the groups should be big enough to collect inputs from several participants but small enough to allow equal participation from all its members. For the dialogue event, invite approximately 15 key stakeholders to join the discussion with the rural women.

The invitations

Once identified, officially invite the participants and stakeholders at least 15 days before the training and dialogue event. Adapt the invitation process to the targeted audiences and their specific constraints.

For the training event:

Provide the rural women with basic information about the training programme including:

- a short description of the training context and its objective;
- an overview of the training programme; and
- clear logistic and administrative information on the venue, date and time, accommodation, transport etc.

As some of the grassroots rural women have a low level of literacy, if you opt for a written invitation, it should be concise and easy to read. We also recommend reaching the rural women through visits and/or phone calls to explain orally the content of the invitation and monitor their confirmation of participation. The rural women should be aware of what the training programme will offer, what is expected from them, and where and how it will be organized. The timing and duration of the training programme should be shared in advance to allow them to plan for childcare, homecare, and work activities to facilitate their attendance at the training event.



For the dialogue event:

Provide the local stakeholders with basic information about the dialogue event, including:

- a short description of the dialogue event context and its objective;
- an overview of the dialogue programme; and
- clear logistic and administrative information on the venue, date and time, accommodation, transport, etc.

Attaching additional relevant information, such as a concept note, agenda, etc., with official written invitations through email is suggested. Moreover, the training team should engage with the stakeholders, in particular the representatives of local authorities, in preliminary meetings to explain in further detail the objective of the dialogue event and why their participation is crucial. Additional follow-up phone calls may be required to monitor the confirmation of their participation.

Note: When planning the training and dialogue events, consider the most suitable days and times for rural women (e.g. be flexible based on women's childcare and household responsibilities) and for local officials (e.g. avoid a period where other significant events are scheduled).

The venue

The venue plays a vital role in creating a conducive environment. Therefore, when searching for a venue, consider the following factors:

- **Capacity**

Book a space with a capacity closest to the expected attendance. It is essential to have a big room so the different groups can work without disturbing each other during the group work sessions.

- **Room setup**

The room setup and seating arrangement create an engaging and trusted environment for participants. As the training programme is highly participatory, avoid classic classroom, conference, or auditorium style arrangements. Instead, ask for a banquet-style configuration, which is a round table setup with participants facing each other like at a dinner table (e.g. four round tables of five to seven participants each). This setup fosters participant interaction and is suited to group discussions and exercises.

- **Equipment**

As the training programme uses audiovisual materials, ensure that the venue is adequately equipped with electricity, a video projector, and a screen. An alternative option is to upload all training materials on tablets to be used by participants (at least one tablet per group).

The training materials

As a first step, the training team should study, in-depth, the methodology and fundamental concepts. Then, as a second step, meet to prepare all training materials and adapt them to the target audience's needs and local context. Finally, translate all materials into the local language spoken by all participants.

This preparation is essential for the success of the training programme; it is recommended to dedicate adequate time to it.

In this manual, training materials to be used for each session, including animated videos for storytelling, video interviews of key stakeholders and illustrations, are found. Make sure to print (and ideally laminate) all the illustrated documents to be used by participants and/or trainers and upload all videos on tablets for participants or on your laptop for projection in plenary.

See [Annexes: Training Materials](#).

The stationery materials

The workshop's format and methodology foresee a series of stationery materials needed to conduct the sessions. You may use similar materials or adapt the list based on what is available.

Don't forget also to prepare a welcome package for participants when they arrive on the first day and register.

The welcome package can include, but is not limited to:

- a copy of the programme;
- a name tag; and
- a notebook and pen (if relevant).

**Stationery materials
checklist**



HOW TO DELIVER THE RAI TRAINING PROGRAMME FOR RURAL WOMEN

This section should be studied carefully by all training team members before conducting the training programme. For each session, assign clear roles and responsibilities to each member. Printing the facilitation plan and using it as a guide when delivering the training programme is recommended.

In this section, find a detailed explanation of how to conduct each session of the training programme, including:



TIMING: the estimated time needed for the session



GOAL: what the session is aiming to achieve



STEPS: the step-by-step procedure on how to run the session

MATERIALS:



Stationery materials for the trainers and/or participants



Posters and templates to be prepared prior to the training event



Training materials and resources



TIPS: Facilitation tips or suggestions for specific activities

The sessions follow a methodological pattern of three interconnected steps highlighted by the following colour code:



Introduce the key concepts



Ground the key concepts into specifics through storytelling



Apply the learning to the trainees' situation

DAY 1 - TRAINING EVENT

Registration of participants

🕒 30'



To provide time for the participants to arrive, register and settle.



1. Welcome the participants and provide them with the welcome package.
2. Ask them to sign (or X-mark) the attendance list.



Notebooks, pens,
name tags



List of participants,
agenda

Welcome and opening

🕒 30'



To welcome the participants and mark the formal opening of the training programme.



1. Brief the speakers beforehand on the context, target audience and objective of the training and provide indications in terms of timing.
2. Introduce the speakers who will deliver the welcome and opening speeches (e.g. representative of your organization and/or representative of local authorities).
3. The speakers deliver their speeches.



Briefing note for
the speakers

Training objectives and agenda

🕒 15'



To introduce the training objectives, provide an overview of the programme and clarify any eventual questions from trainees.



1. Explain the training objectives, methodology and structure.
2. Present the agenda of the day, giving a brief overview of the sessions.



Posters:
Training objectives,
methodology and
structure

Poster:
Agenda of day 1

Getting to know each other (Bingo game)

🕒 30'



To help trainees get to know each other in a fun and interactive way.



Printed Bingo cards



1. Hand out the bingo cards to the trainees, explain the meaning of the images on the card and show an example in plenary before starting the game.

Instructions:

- 1.1. Stand up and go meet someone with your bingo card and pen. Introduce yourself and ask if one of the images on the card applies to the person.
 - 1.2. If yes, ask the person to sign (or X-mark) the corresponding box.
 - 1.3. Continue to meet other persons until you have completed your card.
 - 1.4. As soon as the card is completed, shout "Bingo". The first one wins the game!
2. As soon as a trainee shouts Bingo, stop the game and check the winner's answers in plenary.

Ground rules

🕒 10'



To set standard rules for the workshop.



Poster:
Ground rules



1. Present the ground rules on a poster and ask trainees to add their own rules for the workshop (e.g. use of mobile phones, being on time, etc.). The poster will be kept in the room during the workshop.
2. Remember that the rules apply to everyone equally, including the trainers.

Visual vocabulary

🕒 15'



To set common visual vocabulary to understand each other.



1. Introduce the visual vocabulary poster and how it can be used by participants (instead of using words) all along the training event.

2. Ask the trainees if additional words/concepts need to be added to the poster.



The visual vocabulary poster can be used by trainees who struggle writing or reading. It consists of images or icons that stand for words or concepts. New words can be added to the poster at any time during the training event.



Poster:
Visual
vocabulary

Trainees' expectations

🕒 15'



To assess trainees' expectations in relation to the training's objectives.



1. Distribute cards and ask trainees to write down (or draw) what they expect from the training programme (one expectation per card).

2. Collect and regroup the cards by category on a flipchart.

3. Come back to the training objectives and clarify if some expectations cannot be satisfied by the training programme to avoid raising false expectations.

At the end of the workshop, return to the expectations and check with the trainees to see whether they are successfully achieved.



Flipchart paper
Markers
Cards

Introduction to RAI

🕒 30'



- To describe the need for increasing responsible investments in agriculture and food systems.
- To illustrate the benefits of responsible investments and the risks of non-responsible investments in agrifood systems.



1. Introduce the topic by explaining:

1.1. Why we need to increase investments in agrifood systems using illustration #1.

1.2. The concepts of agriculture and food systems using illustration #2.



Illustration #1
Illustration #2
Pictures of
investments
Illustration #3

2. Show the series of pictures illustrating some positive or negative effects of investments and ask participants “*What are the positive or negative effects of these investments?*”
3. After a brief discussion in plenary, show illustration #3 and conclude by explaining the differences between non-responsible and responsible investments.

Episode 1: Adama, Fatmata, Mariama and RAI 30'



- To illustrate the key concepts and technical information in a specific context through a narrative.
- To provide an appropriate space for reflection and sharing.



Video
episode #1



1. Play the video of episode #1.
2. After playing the episode, open the floor and ask trainees what they have understood from the episode. Use the guiding questions to stimulate the discussion.
3. Summarize the main points learned from this episode.

The CFS-RAI Principles 30'



- To illustrate the global instrument’s context and the objectives (CFS-RAI Principles).
- To describe the importance of RAI for rural women.



Illustration #4



1. Distribute the ten printed cards on each table, ask trainees to study the illustrations at their table and identify the main message behind each illustration.
2. Ask the first table to indicate a card and its message. If correct, pin the card on a board. If incorrect or incomplete, ask from other tables. Repeat for each card.
3. Summarize the main message of each principle and highlight principle #3 “Foster gender equality and women’s empowerment”.



Keep all cards pinned on the board or poster for the entire training programme.

Rural women's role and challenges in agriculture

🕒 20'



- To describe the important role that women play in agrifood systems and why it is key to empower them.
- To introduce some of the main challenges that women face to invest in or benefit from agricultural investments.



Illustration #5
Video interview #1



1. Introduce women's vital role and contribution in agriculture using illustration #5 and explain that despite their crucial role, women face challenges in benefiting from investment and/or invest in agriculture.
2. Play video interview #1, in which Yatta Sama introduces some of rural women's challenges.
3. After playing the video, open the floor and ask trainees what they have understood from the interview. Use the guiding questions to stimulate the discussion.
4. Summarize the main points learned from this interview.

Episode 2: A new investment project in the village

🕒 30'



- To illustrate the key concepts and technical information in a specific context through a narrative.
- To provide an appropriate space for reflection and sharing.



Video
episode #2



1. Play the video of episode #2.
2. After playing the episode, open the floor and ask trainees what they have understood from the episode. Use the guiding questions to stimulate the discussion.
3. Summarize the main points learned from this episode.

Brainstorming and prioritization of rural women's main challenges

🕒 40'



To collectively identify the main challenges that prevent women from engaging in RAI equally as men.



1. Referencing the previous video interview and episode, and their own experience, ask trainees to brainstorm in small groups at their table about the main challenges that prevent them from engaging in RAI equally as men.
2. Collect trainees' inputs on a flipchart.
3. Wrap up and check if any significant challenges still need to be added.
4. Then, distribute four sticky dots (or a marker) to each trainee. Ask trainees to place (or draw) their four dots next to the four challenges that, in their opinion, should be addressed in priority.
5. Count the dots for each challenge and highlight the four challenges that obtained more votes.



For more information on how to use the brainstorming and prioritization technique, see Annex 4.



Flipchart paper

Markers

Sticky dots



Poster:
Prioritization

Problem tree and root causes

🕒 30'



To identify the multiple root causes of women's challenges.



1. Divide the group into four groups and assign to each group one of the four priority challenges identified in the previous session and a problem tree poster.
2. Each group will discuss and identify the root causes of the assigned challenge and write them on cards (one root cause per card) and place them on the roots of the tree.



For more information on how to use the problem tree technique, see Annex 4.



Markers

Cards



Poster:
Problem tree (x4)

Group work restitution

🕒 30'



To share each group's work and learn from the other groups.



1. Ask the rapporteur of each group to present their results in a very concise way (in 5 minutes maximum).
2. Each group concisely presents its results using the problem tree poster. Carefully manage the time.
3. Wrap up the session, highlighting the key points.

Evaluation of the day (Moodometer)

🕒 10'



To collect feedback from participants on the training or knowledge gained so far.



1. Distribute a sticky dot (or marker) to trainees and ask them to place a dot along the "Moodometer" where it best reflects their actual mood after this first day of training programme:
 - 1.1. On top (smiley face): I feel good, I like this first day of training.
 - 1.2. In the middle (neutral face): I feel ok but I'm not fully engaged.
 - 1.3. At the bottom (sad Face): I do not feel good. I'm lost or I'm bored and I do not like this first day of training.
2. Have a quick look at the results in plenary.



Poster:
Moodometer



Markers or sticky
dots

Closing

🕒 10'



To give trainees a quick summary of what they learned during the day.



1. Thank trainees and sum up the key points touched during the day to make sure all trainees are on the same page.
2. Provide logistical information as needed and confirm the meeting time for the next day.

DAY 2 - TRAINING EVENT

Welcome and agenda of the day

🕒 10'



To welcome trainees and present the agenda.



1. Explain the agenda to the trainees, giving a short overview of what they will do during each activity.
2. Set the day's goal and explain the expected outputs at the end of the day.



Poster:
Agenda of day 2

Daily recap: Toss the ball

🕒 20'



To summarize the main activities and outputs of the previous day.



1. Toss a ball to a participant. The participant shares a key learning from the previous day when catching the ball. Then, the participant tosses the ball to another person.
2. Continue the game until everyone has caught the ball at least once and shared an important concept learned on the previous day. No repetition of topics is allowed.



A soft ball (it can be made of paper)

The actors involved, their roles, responsibilities and dialogue spaces

🕒 45'



- To provide an overview of the actors and their respective roles and responsibilities in empowering women to engage in RAI.
- To understand how these actors communicate with each other, in which dialogue spaces and coordination mechanisms at a local level.



1. Introduce to the trainees that different stakeholders can actively address the identified challenges and contribute to generating change.
2. Play the three videos:
 - video interview #2: Role of the government (Jeneba Alharazin);
 - video interview #3: Role of the private sector (Aruna Bangura); and
 - video interview #4: Role of the farmers and civil society organizations (Berns K. Lebbie).



Video interview
#2

Video interview
#3

Video interview
#4

3. After playing the video, open the floor and ask trainees what they have understood from the interviews. Use the guiding questions to stimulate the discussion.

4. Wrap up and add any key roles that may have been forgotten.

Mapping of key actors involved

🕒 45'



- To collectively identify the actors of change who can contribute to addressing the priority challenges.
- To identify their roles and responsibilities and discuss their level of interest and influence.
- To identify the existing communication channels/dialogue spaces available for the different actors.



Cards
Markers



Posters:
Stakeholder
mapping (x4)



1. Divide the participants into the same four groups and distribute a stakeholder mapping poster to each group.
2. Provide clear instructions to the groups:
 - 2.1. List all the actors /stakeholders who can contribute to addressing the priority challenge you are working on and write the names of the organizations/institutions on cards coloured by sector.
 - 2.2. Place each stakeholder card on the matrix according to their level of influence and interest in addressing the challenge.
 - 2.3. Discuss potential communication channels/dialogue spaces available for the different actors.



For more information on how to use the stakeholder mapping technique, see Annex 4.

Group work restitution

🕒 30'



To share each group's work and learn from the other groups.



1. Ask the rapporteur of each group to present their results in a very concise way (in 5 minutes maximum).
2. Each group concisely presents its results using its stakeholder mapping poster. Carefully manage the time.
3. Wrap up the session, highlighting the key points.

The national and local policy framework related to women in agriculture and food systems

🕒 40'



- To illustrate why an “enabling environment” is key to empowering women in RAI.
- To describe some of the main policies that empower women in RAI.
- To illustrate the importance of women’s meaningful participation in policy dialogue.



Video interview #5

Video interview #6



1. Introduce the video’s topic by explaining the importance of strong gender-responsive policies and laws to empower women to engage in RAI.
2. Play the video interviews:
 - video interview #5: The new Customary Land Rights Act (Jobo Samba); and
 - video interview #6: The Gender Equality and Women’s Empowerment Act (Goodie Sowonie).
3. After playing the video, open the floor and ask trainees what they have understood from the interviews. Use the guiding questions to stimulate the discussion.
4. Summarize the main points learned from the interviews.

Episode 3 - The new Customary Land Rights Act

🕒 30'



- To illustrate the key concepts and technical information in a specific context through a narrative.
- To provide an appropriate space for reflection and sharing.



Video episode #3



1. Play the video of episode #3.
2. After playing the episode, open the floor and ask trainees what they have understood from the episode. Use the guiding questions to stimulate the discussion.
3. Summarize the main points learned from this episode.

Women's engagement in decision-making processes at all levels

🕒 40'



- To describe the importance of women's participation in decision-making processes related to RAI at different levels.
- To identify the main elements guaranteeing women's meaningful participation in decision-making processes.



Video interview #7



1. Introduce the video's topic by explaining the different levels of decision-making processes (household, community, policy levels) and rural women's participation in such processes.
2. Play the video interview #7 in which Baindu Georgina illustrates some of the barriers women face in decision-making processes.
3. After playing the video, open the floor and ask trainees what they have understood from the interviews. Use the guiding questions to stimulate the discussion.
4. Summarize the main points learned from the interviews.

Episode 4 - We should be involved in making decisions!

🕒 30'



- To illustrate the key concepts and technical information in a specific context through a narrative.
- To provide an appropriate space for reflection and sharing.



Video episode #4



1. Play the video of episode #4.
2. After playing the episode, open the floor and ask trainees what they have understood from the episode. Use the guiding questions to stimulate the discussion.
3. Summarize the main points learned from this episode.

Drama plays on existing barriers to participate in decision-making processes

🕒 60'



To become aware of the barriers that women face to participate meaningfully in decision-making processes by developing and playing a short drama.



1. Divide the trainees into four groups and ask each group to create a short play of five minutes to illustrate the existing barriers at a specific level (to be assigned to each group):

- barriers at the household level;
- barriers at the organization/cooperative level;
- barriers at the community level; and
- barriers at the policy level.

2. Each group prepares a drama to illustrate the main barriers and how to address them.

3. Each group plays their short drama (5' per group).

4. Facilitate the feedback and wrap up on existing barriers and potential solutions.



First, invite trainees to think about the message they want to convey with the play. Then, ask them to have a clear structure with a beginning and an end. Ensure that each trainee has a clear role in the play and that the play not illustrates only the barriers but also gives ideas on potential solutions to overcome these barriers.

Evaluation of the day (Clap your hands)

🕒 10'



To collect feedback from participants on the training programme and the knowledge gained so far.



1. Ask trainees to clap their hands from quietly (did not like) to strongly (love it) to evaluate as a group the following:

1.2. First round of clap: identifying the key actors, their role, influence, and interest.

1.3. Second round of clap: learning about the policy and laws related to RAI.

1.4. Third round of clap: drama plays on the barriers to participating in decision-making processes.

1.5. Fourth round of clap: overall appreciation of the day.

Closing

🕒 10'



To give trainees a quick summary of what they learned during the day.



1. Thank trainees and sum up the key points touched during the day to make sure all trainees are on the same page.
2. Provide logistical information as needed and confirm the meeting time for the next day.



©FAO/Mustapha Kamara



©FAO/Mustapha Kamara



DAY 3 - TRAINING EVENT

Welcome and agenda of the day

 10'



To welcome trainees and present the agenda.



1. Explain the agenda to the trainees, giving a short overview of what they will do during each activity.
2. Set the day's goal and explain the expected outputs at the end of the day.



Poster:
Agenda of day 3

Daily recap: Calling numbers

 20'



To summarize the main activities and outputs of the previous day.



1. Divide trainees into two teams (A and B) and ask each team to form a line facing each other.
2. Distribute a number to each facing pair (e.g. the first person at the beginning of line A and the first person at the beginning of line B are facing each other and will both have number 1).
3. Hold a scarf in your hand and call a number. When you hear the number, the corresponding pair of trainees will run toward you to grab the scarf. The trainee who gets the scarf shares one key element from the previous day and, thus, allows his/her team to win a point. No repetitions of key elements are allowed.
4. Continue the game until all pairs are called. The winning team is the one who scored more points.



A scarf or
something similar



There are possible variations of the game. For instance, when calling a number, the corresponding pair must jump like a rabbit or walk like a crab etc.

Global recap

🕒 15'



To recap the entire process and results to prepare participants for the next steps.



1. Display in the room the posters from the previous sessions. Each group should be able to see its problem tree and stakeholder mapping posters.
2. Recap the process followed from the first day, which led the trainees to today's final step:
 - First, trainees identified and prioritized rural women's main challenges in engaging in RAI.
 - Second, trainees analysed why rural women face such challenges and understood that there is more than one cause to a complex challenge.
 - Third, they identified the multiple actors of change and assessed their level of influence and interest to address the challenges.
 - Fourth, trainees learned about the importance of gender-responsive policy and legal frameworks with a focus on the new laws passed in 2022.
 - Finally, trainees learned about the importance of women's participation in decision-making processes related to RAI.
3. Explain that, with the results of all these previous sessions, trainees are now ready to identify concrete solutions to address the challenges and formulate recommendations to the key actors of change.



Posters: Problem trees and stakeholder mapping from previous sessions

Episode 5 – A year after

🕒 30'



- To illustrate the key concepts and technical information in a specific context through a narrative.
- To provide an appropriate space for reflection and sharing.



1. Play the video of episode #5.
2. After playing the episode, open the floor and ask trainees what they have understood from the episode. Use the guiding questions to stimulate the discussion.
3. Summarize the main points learned from this episode.



Video episode #5

The solution tree: Identifying potential solutions to address rural women's main challenges

🕒 60'



To identify potential solutions from all actors to address women's priority challenges to engage in RAI as equally as men.



1. Divide the trainees into the same four groups. Based on all the previous work, ask each group to look back at their problem tree and identify potential solutions to address the challenge and its root causes.
2. Each group discusses and formulates solutions. Each solution is written on a card and placed on the branches of the tree. Ideally, a concrete solution should correspond to each root cause.



For more information on how to use the solution tree technique, see Annex 4.



Posters: Problem trees from previous sessions



Markers
Cards

Group work restitution

🕒 30'



To share each group's work and learn from the other groups.



1. Ask the rapporteur of each group to present their results in a very concise way (in five minutes maximum).
2. Each group concisely presents its results using its problem/solution tree poster. Carefully manage the time.
3. Wrap up the session, highlighting the key points.

Change journey (part I)

🕒 80'



To identify the desired changes over time.



1. Ask trainees first to close their eyes for a minute and imagine their desired situation (related to their engagement in RAI), then discuss it in their group (the same four groups).
2. Ask each group to draw the desired situation on the right side of their big poster using the visual vocabulary.



Markers
Cards



Poster: Change journey

3. Ask them to look back at their solutions tree and write (or draw) the short-term actions (e.g. in the next six months) and then the long-term actions (e.g. in one or two years) required to achieve the desired situation.



For more information on how to use the change journey technique, see Annex 4.

Change journey (part II)

🕒 80'



To formulate concrete recommendations for key stakeholders concisely.



1. Introduce the objective of the dialogue event, explaining that it is an opportunity to share their challenges and concrete recommendations with key stakeholders.

2. Going back to the change journey poster and referring to the previous stakeholder mapping, ask each group to identify for each proposed action (short and long term) who are the key stakeholders that need to be engaged.

3. Ask each group to regroup the key solutions per stakeholders and formulate clear and concise recommendations for each category of stakeholders.



4. For more information on how to use the change journey technique, see Annex 4.



Markers
Cards



Poster: Change
journey from
previous sessions

Prepare for the dialogue event

🕒 60'



To prepare for an effective dialogue with the other key stakeholders during the dialogue event.



1. Ask each group to identify a rapporteur and then rehearse their presentation as concisely as possible.

2. Each group presents their recommendations to the other groups in five minutes. Manage the time carefully.

3. Open the floor for trainees to discuss and exchange tips for improvement. Agree on the final recommendations for presentation during the dialogue event.



Poster: Change
journey from
previous
sessions with the
recommendations
from each group

Evaluation of the training programme

🕒 15'



To collect feedback from trainees on the training programme and knowledge gained during the three-day training programme.



1. Distribute five sticky dots (or a marker) to each trainee and present the evaluation poster comprising three columns (happy, neutral, sad face) and five lines with the following category to evaluate:

- the content of the training (what you have learned);
- the methodology of the training (how you have learned);
- the group of participants;
- the training team; and,
- the venue, logistics etc.

2. Ask trainees to put a dot in the corresponding column (or directly draw a happy/neutral/sad face) for each category.

3. Look at the results in plenary and ask for additional feedback and improvement. Take note of all feedback.



Add other categories that you judge relevant to evaluate.



Poster: Final evaluation



Markers or sticky dots

Formal closing of the training programme

🕒 10'



- To give trainees a recap of their learning and provide information on the next steps.
- To officially close the training event.



1. Thank trainees for participating, briefly recap what they have learned and provide information on the next steps.

2. Invite speakers to deliver the closing remarks.

DAY 4 - DIALOGUE EVENT

Registration of participants

🕒 30'



To provide time for the participants to arrive, register and settle.



1. Welcome the participants and provide them with an agenda, name tag, notebook, and pen (as relevant).
2. Ask them to sign (or X-mark) the attendance list.



Notebooks, pens
Name tags



List of participants,
agenda

Welcome and opening

🕒 30'



To welcome the participants and mark the formal opening of the dialogue event.



1. Brief the speakers beforehand on the context, target audience and objective of the dialogue event and provide indications in terms of timing.
2. Introduce the speakers who will deliver the welcome and opening speeches (e.g. representative of your organization and/or representative of local authority).
3. The speakers deliver their speeches.



Briefing note for
the speakers

Context, objective and agenda

🕒 20'



To introduce the context and objective of the dialogue event, provide an overview of the programme and clarify any eventual questions from participants.



1. Explain the context of the dialogue event and its objective.
2. Present the agenda of the day, giving a brief overview of the sessions.



Posters: Dialogue
event objectives,
and agenda

Getting to know each other

🕒 30'



To break the ice and give rural women and local stakeholders an opportunity to get to know each other in a fun way.



1. Ask all participants to stand up and form random pairs.
2. Give them one minute to introduce themselves by giving their name, organization (if relevant) and name their favourite fruit/food.
3. Clap hands and ask participants to form another pair and repeat.
4. Repeat several times as needed and based on the available time.



If you have a small number of local leaders, you may introduce them in a more classic way. Do not forget to add a short icebreaker, as this will contribute to setting the tone of the event.

Ground rules

🕒 10'



To set standard rules for the day.



1. Reuse the poster from the training and ask stakeholders who join the dialogue event if they also agree on these rules for the day.



Poster: Ground rules (same as for the training)

Introduction on RAI

🕒 20'



To raise awareness on the importance of RAI and rural women's empowerment to engage better in RAI.



1. Provide a brief presentation to the stakeholders on the importance of RAI; the CFS-RAI Principles, the critical role of women in agriculture and the fact that they face specific challenges to engage in RAI; the importance of rural women's active participation in dialogue and decision-making processes at all levels (household, organization, community, policy).
2. Allow some time for eventual questions or comments.



Illustration #4 (reuse the CFS-RAI cards pinned on a poster)

Overview of the training programme for rural women

🕒 20'



To give the stakeholders a brief overview of the training process so that they better understand the context and origin of the rural women's recommendations.



1. Present briefly what was the flow of the three-day training programme, the methodology used, and how the women came up with the results and recommendations that they will present (e.g. identification of challenges, root causes, identifying the key stakeholders and their roles, looking for solutions, formulating concrete actions and recommendations).
2. Allow some time for eventual questions or comments.



Posters: Training objectives, methodology and structure (same as for the training)

Presentation of the recommendations from rural women

🕒 30'



To allow rural women to present their recommendations to the key stakeholders.



1. Introduce the participants who will present the recommendations.
2. Participants are to present their prepared recommendations using the change journey poster.



Posters: Change journey from the training

Plenary discussion: Towards agreement and commitment

🕒 45'



To collect feedback from local stakeholders, discuss the recommendations and how the stakeholders could contribute to their implementation.



1. Open the floor for a first round of questions and eventual clarifications on the recommendations.
2. Facilitate a participatory discussion in plenary with a step-by-step approach including, for instance:
 - 2.1. Discuss if there is a general agreement on the recommendations or if some should be reformulated based on eventual new inputs.



Flipchart paper
Makers
Cards

- 2.2. Discuss which current or future initiatives can contribute to the recommendations.
 - 2.3. Discuss how the present stakeholders can contribute to the implementation of the recommendations.
 - 2.4. Discuss a possible prioritization of the recommendations and plan for their implementation.
3. Take note of the final recommendations, agreements, and eventual commitments from stakeholders.



If an agreement is not reached, please take note of the constraints mentioned or differences of opinion to identify how this could be resolved later.

Next steps

🕒 15'



To provide information to all participants on the next steps.



- 1. Summarize the agreements and eventual commitments from the local stakeholders and rural women to push forward these recommendations.
- 2. Explain the next steps and how the recommendations will be documented, shared with a broader audience, and monitored.



Consider summarizing the agreements/commitments, on a poster to capture and formalize these common achievements.



Flipchart paper
Markers
Cards

Formal closing of the dialogue event

🕒 10'



To officially close the dialogue event.



- 1. Thank all participants and introduce the speakers who will deliver the closing remarks.
- 2. The speakers deliver their closing remarks.

Training event
facilitation plan



Dialogue event
facilitation plan



REPORTING AND MONITORING

Delivering the training and dialogue events is the first step of a broader process aiming to empower rural women to participate meaningfully in decision-making processes related to RAI. During this training programme, you provide rural women with the knowledge and skills they need to analyse their challenges, understand the root causes, identify concrete solutions, and formulate their own recommendations to the local stakeholders. You also contribute to raise the awareness of local stakeholders on the strategic role that they can play to foster responsible agricultural investments that promote gender equality and women's empowerment.

After the delivery, it is necessary to assess the training programme's results. A first evaluation is generally conducted on the last training day to analyse the trainees' reactions. It assesses trainees' satisfaction with the content, material, and methodology. These immediate results serve to improve the training programme.

In addition, a second evaluation should be conducted six months to one year after the training programme to analyse trainees' learning and behavioural changes. It also aims to assess to which extent the recommendations raised from the training programme have been implemented. For instance, rural women and local stakeholders may put their learning into use after the training programme, their attitude towards women's engagement in RAI may change, and women's active participation in RAI and decision-making processes related to RAI may increase. These medium-long-term results are crucial to assess the impact of the training programme.

While identifying a potential impact, it is necessary to follow several steps including:

- **document** rural women's recommendations and the potential agreement and commitments from the local stakeholders;
- **share** the results with a broader audience, between districts and the national level; and
- continue to regularly engage with the local stakeholders and rural women to **monitor** the extent to which the recommendations are implemented and to identify eventual bottlenecks.

Document

It is essential to have a common framework to report the results of these training and dialogue events, particularly if you replicate them in several districts and/or communities. The common framework will allow you to consolidate and share the results with a broader audience systematically.

Documenting the process and its results implies that a member of the training team is responsible for taking notes and pictures of all posters from group work exercises and plenary discussions during the series of events.

Documenting the results of the following key sessions is recommended:

- the brainstorming on the rural women's challenges and their prioritization;
- the problem and solution trees for each priority challenge, with the identified root causes and suggested solutions to address them;
- the actors involved and their respective position (interest and influence) towards each priority challenge;
- the change journey for each priority challenge, including the ideal situation for rural women and the short-term and long-term solutions they recommend getting there; and
- the final recommendations, agreements, and commitments from stakeholders to address rural women's priority challenges.

A report documenting the process and consolidating all these results should be prepared in the weeks following the training and dialogue events.

Share

Documenting the recommendations and potential stakeholders' commitments will allow you to share these results with a broader audience. Through this process, you may be able to engage with other key stakeholders at the local level who were not initially identified or could not attend the dialogue event. You may also bring these results to the national level to engage with the national stakeholders who can contribute to the implementation of the rural women's recommendations. This may be particularly relevant if you organize a series of events in several districts and/or communities.

Monitor

One way to assess the impact of the training and dialogue events is to monitor if and how the rural women's recommendations are implemented and identify eventual bottlenecks. Thus, you should ideally follow up on stakeholders' commitment to address rural women's challenges by regularly engaging with them through focus group discussions or one-on-one meetings. Agreeing on a standard monitoring plan with the stakeholders will facilitate the process.

In addition, you may assess the impact of the training and dialogue events on the trainees themselves. You can develop a survey with specific guiding questions and organize focus group discussions to see if the rural women applied the learning and/or adopted a different attitude towards their engagement in RAI. For instance, they may have shared what they learned with others, taken specific actions to invest in RAI or increased their participation in decision-making processes related to RAI in their home, organization and/or community.

You should allow a certain period for changes to happen before starting the monitoring. It could start from six months to one year after the training and dialogue events.



©FAO/Mustapha Kamara

ANNEXES: TRAINING MATERIALS

This section of the manual contains all the training materials needed to deliver the RAI training programme for rural women, organized in four annexes.

Annex 1: Illustrations

Use the five illustrations as a support when introducing the key concepts of the sessions. Each illustration has an explanation of the key concepts to be conveyed when presenting the illustration to the trainees. Please study the background information of each illustration prior to the training programme and explain these key concepts in your own words to the trainees.

Annex 2: Video interviews of key stakeholders

Seven video interviews of key stakeholders provide technical information on the topic of the related session. Each video interview has a short description of the video's content and some background information to help introduce the technical information to the trainees before playing the video. Refer to the background information after playing the video to add further inputs and stimulate the plenary discussion using the suggested questions. Please study the background information of each video interview prior to the training programme and explain these key concepts in your own words to the trainees.

Annex 3: Video episodes of Adama, Fatmata and Mariama's story

Five video episodes narrate the fictional story of Adama, Fatmata and Mariama, three rural women from Sierra Leone. Use each episode to illustrate the sessions' key concepts in a context familiar to the trainees. For each episode, there is a brief description of its content, objectives, and questions to ask to help trainees reflect on the concept and share their personal experiences.

Annex 4: Facilitation techniques

This Annex contains detailed explanations of the main facilitation techniques used during the training programme. For each facilitation technique, there is the objective and description, what is needed to prepare before the session (including posters' templates), the detailed steps and some tips on how to use the facilitation technique. Please study the methodology of each technique and practice with the training team prior to the training. All posters should be prepared in advance before the sessions.

- All training materials are available for download through QR codes and web links (page 73).

ANNEX 1 - ILLUSTRATIONS

Illustration #1: Why must we increase investments in agriculture in Sierra Leone?

Key concepts to convey: The eradication of hunger and poverty is one of the most pressing challenges of our times, as recognized by the first two Sustainable Development Goals (SDGs). Agriculture plays a key role in the national economy by contributing to more than 57 percent of Sierra Leone's Gross Domestic Product (GDP), creating jobs, and producing food (World Bank, 2021).

However, 89 percent of Sierra Leoneans were still suffering from moderate or severe food insecurity, and 83 percent of Sierra Leoneans were unable to afford a healthy diet (approx. 2,330 Kcal/day) in 2021 (FAO, IFAD, UNICEF, WFP and WHO, 2023).

Multiple factors are exacerbating the challenges to end hunger and poverty in the country:

- The population growth (over 14 million people by 2050 (UN, 2022)) . There is an urgent need for more nutritious and safe food.
- The COVID-19 pandemic and its lockdown measures have severely affected the safety and health of agricultural workers, causing local disruption of food supply chains and local increases in food prices, especially perishable foods. This has aggravated the situation by increasing unemployment, home and job losses, and food insecurity. The pandemic's socio-economic effects particularly hit women.
- Climate change: It results in landslides, floods, droughts, and loss of biodiversity that severely impact food production.

Investing in agriculture and food systems is one of the most effective strategies to reduce hunger and poverty and generate economic growth. In Sierra Leone, USD 707 million additional annual investment in agriculture and rural development is needed to end hunger and poverty (SDG 1 and 2) by the year 2030 (FAO, IFAD and WFP, 2015) .

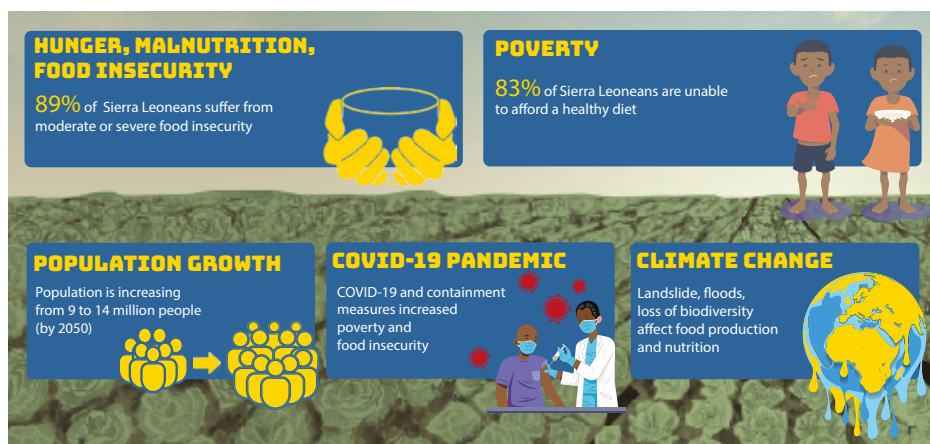


Illustration #2: Let us define some key concepts

Key concepts to define: Agricultural production refers to any goods that originate from agriculture, including food and non-food products, livestock, pastoralism, fisheries including aquaculture, and forestry. Food systems encompass the entire range of activities involved in the production, storage, processing, transportation, retail, and consumption of food. Food systems also involve a wide range of stakeholders, people, and institutions, as well as the socio-political, economic, technological, and natural environment where these activities occur.

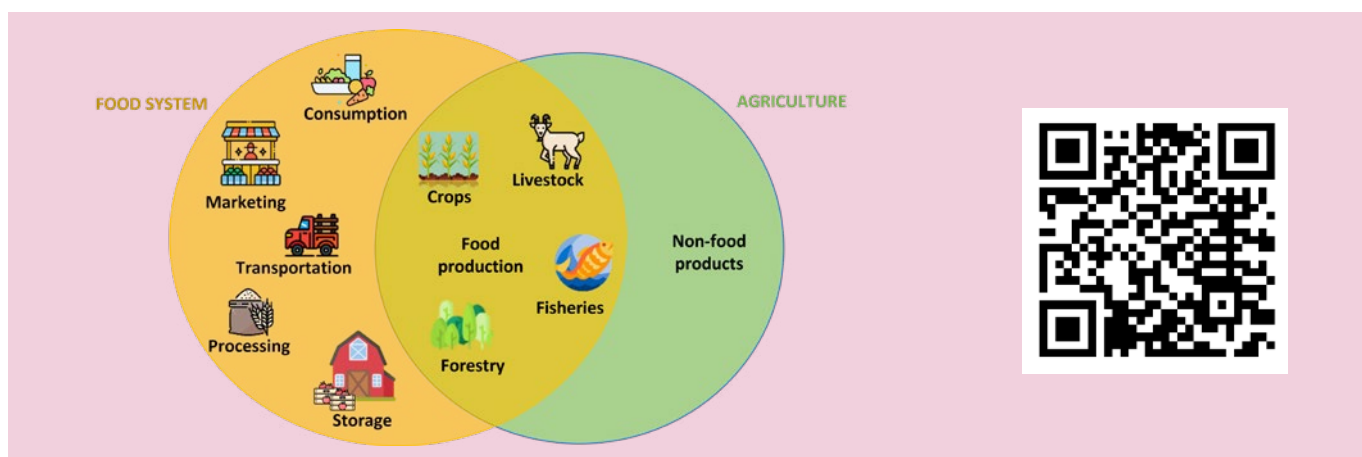


Illustration #3: Responsible versus non-responsible agricultural investments

Key concepts to convey: While there is a need for more investments in agriculture, not all kinds of investments contribute to ending hunger and poverty, and some may even be counterproductive. To generate sustainable benefits for all, it is vital to ensure not only more but also better investments. It is crucial to enhance and promote responsible investments.

Responsible investment in agriculture and food systems (RAI) contributes to sustainable development, enhances food security and nutrition, and respects human rights. It leads to a good outcome for all stakeholders.

Benefits of responsible investments: RAI significantly enhances sustainable livelihoods, particularly for smallholders and members of marginalized and vulnerable groups, including women and youth. It contributes, for instance, to creating decent work for all agricultural and food workers, enhancing food security, eradicating poverty, fostering social and gender equality, eliminating the worst forms of child labour, promoting social participation and inclusion, sustainably managing natural resources, boost economic growth, and thereby achieving sustainable development. The long list of benefits is detailed in the 10 CFS-RAI Principles.

Risks of non-responsible investments: Some investments that are not responsible can pose significant risks of adverse impacts such as increased food insecurity, environmental damage and severe deforestation, violation of human rights, child labour, unsafe work conditions, unfair wages, land grabbing or reduced access to land and natural resources, youth, and women marginalization etc.



Illustration #4: The CFS-RAI Principles

Key concepts to convey: The Principles for Responsible Investment in Agriculture and Food Systems (CFS-RAI) are a comprehensive international guidance instrument for responsible agricultural investments.

The CFS-RAI were developed by the Committee on World Food Security (CFS) through an inclusive multi-stakeholder negotiation process. The CFS endorsed it in October 2014.

The CFS-RAI aim to promote responsible investment in agriculture and food systems that contribute to food security and nutrition, thus supporting the progressive realization of the right to adequate food in the context of national food security.

This main objective can be divided into 3 primary purposes:

- The CFS-RAI seek to address the core elements of responsible investment in agriculture and food systems.
- The CFS-RAI aim to identify the key stakeholders and their roles and responsibilities regarding RAI.
- The CFS-RAI seek to serve as a framework that guides stakeholders' actions by defining 10 principles that promote responsible investment, enhance livelihoods, and guard against and mitigate risks to food security and nutrition.

Although the CFS-RAI can represent a high-level of consensus amongst a range of stakeholders, they are voluntary and non-binding. They should be interpreted in accordance with international and domestic laws.

In terms of scope, they are meant to be global and universally applicable. While they acknowledge the particular role and needs of small-scale producers, they cover all types of investments: small/big, public/private, along the whole value chain (all sets of activities involved in agriculture and food systems, not only agricultural production).

The CFS-RAI is a set of 10 principles:

- **Principle 1:** Contribute to food security and nutrition.
- **Principle 2:** Contribute to sustainable and inclusive economic development and eradication of poverty.
- **Principle 3:** Foster gender equality and women's empowerment.
- **Principle 4:** Engage and empower youth.
- **Principle 5:** Respect the tenure of land, fisheries, and forests, and access to water.
- **Principle 6:** Conserve and sustainably manage natural resources, increase resilience, and reduce disaster risks.
- **Principle 7:** Respect cultural heritage and traditional knowledge and support diversity and innovation.
- **Principle 8:** Promote safe and healthy agriculture and food systems.
- **Principle 9:** Incorporate inclusive and transparent governance structures, processes, and grievance mechanisms.
- **Principle 10:** Assess and address impacts and promote accountability.

The CFS-RAI address stakeholders involved in, benefiting from, and affected by investments in agriculture and food systems, including: states; inter-governmental/regional organizations; financing Institutions, donors, foundations; research organizations, universities, and extension organizations; smallholders and their organizations; business enterprises, including farmers; civil society organizations; workers and their organizations; communities; consumer organizations.

The CFS-RAI incorporate special attention to gender as a key crosscutting dimension. One of the 10 principles is dedicated to gender: Principle 3 "Foster Gender Equality and Women's Empowerment".

Achieving Principle 3 means to:

- Ensure that all people are treated fairly, recognizing their respective situations, needs, constraints, and the vital role played by women.
- Eliminate all measures and practices that discriminate or violate rights based on gender.

- Advance women's equal tenure rights and their equal access to and control over productive land, natural resources, inputs, and productive tools; and promote access to extension, advisory, and financial services, education, training, markets, and information.
- Adopt innovative and/or proactive approaches, measures, and processes to enhance women's meaningful participation in partnerships, decision-making, leadership roles, and the equitable sharing of benefits.

Responsible investment that increases gender equality and women's empowerment can help to improve food security and nutrition.



Principles for Responsible Investment in Agriculture and Food Systems



Illustration #5: The important role of women in agriculture and food systems in Sierra Leone

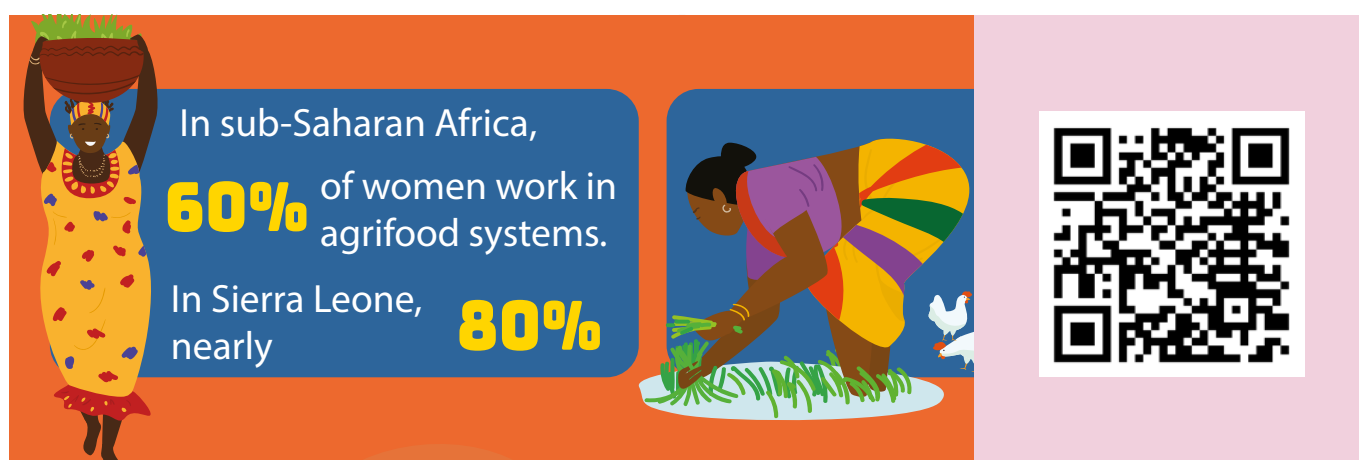
Key concepts to convey: Sierra Leone has rich soil, and agriculture constitutes a significant fragment of the economy. Subsistence agriculture represents an important source of employment in agrifood systems for both women and men.

Nearly 80 percent of working women are employed in the agrifood sector in Sierra Leone, and they make a crucial contribution as farmers, traders, processors, workers, and entrepreneurs.

Not only do they contribute to agricultural production, natural resources management and economic growth, but they also play a key role in enhancing food and nutrition security of the entire households, thus contributing to the well-being of their families, communities, and country.

If we close the gender gap in farm productivity and the wage gap in agricultural employment, global gross domestic product will increase by nearly USD 1 trillion and reduce the number of food-insecure people by 45 million.

“If we tackle the gender inequalities endemic in agrifood systems and empower women, the world will take a leap forward in addressing the goals of ending poverty and creating a world free from hunger. [...] Women have always worked in agrifood systems. It is time that we made agrifood systems work for women” said FAO Director-General QU Dongyu (FAO, 2023).



References

FAO, IFAD, UNICEF, WFP and WHO. 2023. The State of Food Security and Nutrition in the World 2023. Urbanization, agrifood systems transformation and healthy diets across the rural–urban continuum. Rome, FAO. <https://doi.org/10.4060/cc3017en>

FAO, IFAD and WFP. 2015. Achieving Zero Hunger: the critical role of investments in social protection and agriculture. Rome, FAO.

FAO. 2023. The status of women in agrifood systems. Rome. <https://doi.org/10.4060/cc5343en>

United Nations, Department of Economic and Social Affairs, Population Division. 2022. World Population Prospects: The 2022 Revision. <https://population.un.org/wpp/>

World Bank online databank. 2021. [Data.worldbank.org/indicator/NV.AGR.TOT.ZS](https://data.worldbank.org/indicator/NV.AGR.TOT.ZS)

ANNEX 2 - VIDEO INTERVIEWS OF STAKEHOLDERS

Video interview #1: Rural women's challenges to engage in RAI

In this video, Yatta Sama, Director of the Moawoma Rural Women's Cocoa Development Cooperative, provides examples of the challenges and constraints that rural women specifically face to invest and benefit from investments in agrifood systems.

Background information: Even though women play a key role in agriculture and food systems, they are often disadvantaged and do not benefit from the same opportunities as men regarding agricultural investments. This unequal situation is due to multiple factors, including persisting gender biases at different levels:

- **Policy and legal frameworks:** The policy and legal framework related to agriculture and agricultural investments might not consider the role of women or address their specific needs.
- **Customary gender norms at the community and household levels:** The existing gendered social norms and dynamics in rural communities contribute to women's marginalization in access to resources and decision-making processes.
- **Gender inequalities in the market system:** Labour markets tend to cluster women in lower-skilled, lower-paid, and more insecure jobs in the agricultural value chains. Since men are seen as the legitimate landowners, women tend to be excluded from consultations and contractual arrangements with companies.



Available in English, Kono, Krio, Kuranko, Mende, Suosuo and Temne.

Women face important challenges that prevent them from unleashing their potential to engage fully in RAI as producers, processors, workers, traders, and entrepreneurs. The main challenges include:

- **Limited access to productive resources (e.g. land, water, inputs):** Women are often discriminated against ownership, access to and control over land, as land-related customary and statutory laws usually favour men over women. Women also have unequal access to inputs.
- **Limited access to services (e.g. finance, training, technology):** Women's access to finance is limited for several reasons including, financial illiteracy, lack of collaterals, lack of formal identification to open a bank account etc. Also, extension services are traditionally designed for male farmers, thus making it more difficult for women to participate in extension activities and benefit from the technical support to meet quantity and quality standards.
- **Limited access to market:** Due to mobility constraints and lack of access to information and networks, women have limited access to markets, preventing them from selling their products at market prices.
- **Low participation in organizations and consultation processes:** Producers' organizations tend to be male-dominated, and women are often inactive in decision-making and under-represented in leadership.

Guiding questions: After playing the video interview, use the below questions as a guide to stimulate the discussion with the trainees:

- **Question 1:** Can you list some of the challenges rural women face to engage in RAI as mentioned by Yatta Sama?
- **Question 2:** Do you face similar, or any other challenges not mentioned in the video?

Video interviews #2,3 & 4: How key actors can contribute to empower women through RAI?

In these three videos, Jeneba Alharazin, Head of the agri-business promotion unit at the Ministry of Agriculture; Aruna Bangura, Public Relations, and Social Manager at Miro Forestry; and Berns Komba Lebbie, National Coordinator at Land for Life respectively, provide examples of the role of the government, the private sector companies, and the civil society organizations in supporting women to engage in RAI.

Background information: Different stakeholder groups, at the national and local levels, can contribute to implementing RAI and empowering women to engage fully in RAI. These actors include, but are not limited to, the government, the private sector, the farmers, workers and their organizations, civil society organizations and academia. These stakeholders must coordinate effectively through efficient and participatory dialogue mechanisms to generate change.

The **government** has primary responsibility for creating the “enabling environment” that can foster RAI in the country. The government actors include policymakers, parliamentarians, and technical government staff at national and local levels.

The role of the government includes, but is not limited to:

- formulate and revise policies and laws that foster women's empowerment and gender equality in RAI;
- implement fully and monitor the policies and laws at national and local levels;
- ensure that inclusive and participatory consultations are conducted with communities, farmers, and civil society organizations, including rural women;
- screen the investors and investments with a gender lens; and
- ensure that agricultural investment agreements are fair to women.

The private sector comprises a broad range of actors, from small-scale agribusinesses to large-scale companies. The private sector can also contribute to implementing RAI in a way that fosters women's empowerment and gender equality.

The role of the private sector includes, but is not limited to:

- adopt inclusive business models accessible to women;
- support women in accessing productive resources and critical services such as market, finance, and training;
- adopt internal policies aligned with CFS-RAI;
- include rural women when conducting consultations with communities; and
- hire, train and promote women in business operations.

Farmers and civil society organizations are pivotal in implementing RAI and empowering women to engage fully in RAI.

Their role includes, but is not limited to:

- assess and understand the concerns of their members, in particular women, through inclusive and gender-sensitive processes;
- represent women's interests and advocate on their behalf by communicating their perspectives and needs to the government to improve legal and policy frameworks related to RAI;
- strengthen women's capacity to equip them to understand public policy issues, communicate their priorities, and facilitate their access to productive assets and services to engage in RAI;
- provide mediation and legal and paralegal support to defend the interest of their small-scale holders, in particular women, vis-à-vis agribusiness investors; and
- monitor the implementation of legal and policy frameworks and agricultural investments with the government and the private sector, promoting transparency and accountability.

In Sierra Leone, these actors engage in decision-making on RAI through several mechanisms, including multi-stakeholder platforms at national and regional levels, Inter-ministerial Task Force and Technical Working Groups. For example, the RAI Technical Working Group (RAI TWG) aims to coordinate between government actors involved in agricultural investment, advocate for agribusiness investments that benefit both men and women and contribute to policy review and drafting.

Guiding questions: After playing the video interview, you can use the below questions as a guide to stimulate the discussion with the trainees:

- **Question 1:** From what you have heard, can you mention some of the roles of the government, private sector, farmers, and civil society organizations to empower women to engage in RAI?
- **Question 2:** Are there any other important roles that have not been mentioned?"



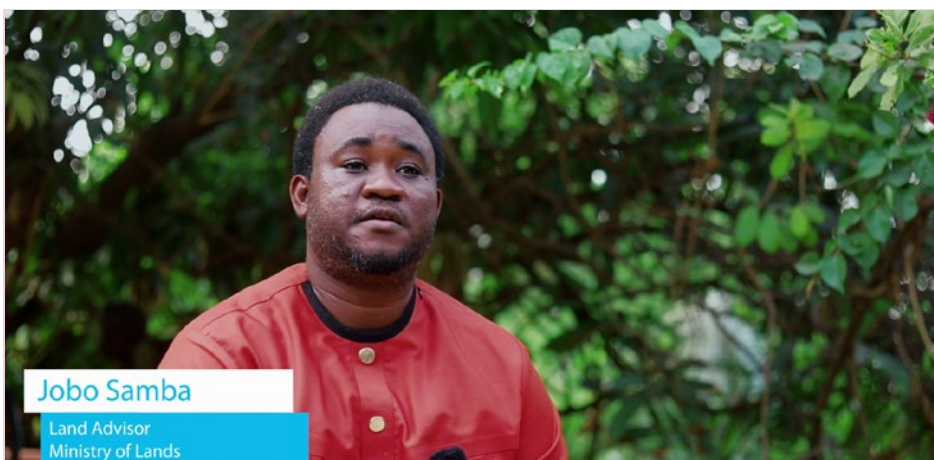
Video interviews #5 & 6: Examples of key policies and laws to empower women through RAI

In these videos, Jobo Samba, Land Advisor at the Ministry of Lands, and Goodie Sowonie, Director at the Ministry of Gender, and Children Affairs, respectively, present the new Customary Land Rights Act and Gender Equality and Women's Empowerment Policy. They explain some of their key provisions to support women through RAI.

Background information: Policy measures, far from being gender neutral, might affect rural women and men differently. Developing gender-responsive policies, strategies, laws, and incentives is vital to stimulating responsible and inclusive investments that empower women and benefit both women and men equally. The two following policies, recently passed, contribute to moving the gender agenda forward:

The **Customary Land Rights Act and the National Land Commission Act (2022)** guarantee women's equal rights and access to land. They give rights to all Sierra Leoneans to own land anywhere, irrespective of their tribe or gender. They promote gender equality and ensure joint titling for married couples. They also require investors to obtain free, prior, and informed consent (FPIC) of adult male and female members of the affected community in case such investment is needed over customary lands. They will also establish local land use committees to decide how community lands are managed, and mandate that those committees are at least 30 percent women.

The **Gender Equality and Women's Empowerment (GEWE) Act (2022)** creates a framework that promotes equal rights for women and men across different sectors and investments (agriculture, social protection, education etc.). The law enshrines improvements to women's access to finance, employment opportunities, equal pay, maternity leave, and (critically) political representation. For instance, the GEWE Act provides that a minimum of 30 percent of elective and appointive positions in public and private sectors be reserved for women.



Available in English, Kono, Krio, Kuranko, Mende, Suosuo and Temne.



Available in English, Kono, Krio, Kuranko, Mende, Suosuo and Temne.

The policy and legal frameworks in Sierra Leone are quite rich, but the full implementation of the gender-responsive policies remains a challenge.

Guiding questions: After playing the video interview, use the below questions as a guide to stimulate the discussion with the trainees:

- **Question 1:** What are the new laws passed in 2022 mentioned by the interviewees?
- **Question 2:** Were you aware of the existence of these new laws? What do you know about them?
- **Question 3:** If fully implemented, do you think these new laws could improve rural women's engagement in RAI? Can you explain why?

Video interview #7: Women's engagement in decision-making processes related to RAI

In this video, Baindu G. Braima, Coordinator of Women in Cocoa and Coffee Cultivation in Kenema district, provides examples of the constraints women face to actively engage in decision-making processes regarding agricultural investment in their households, organizations, community and at the policy level.

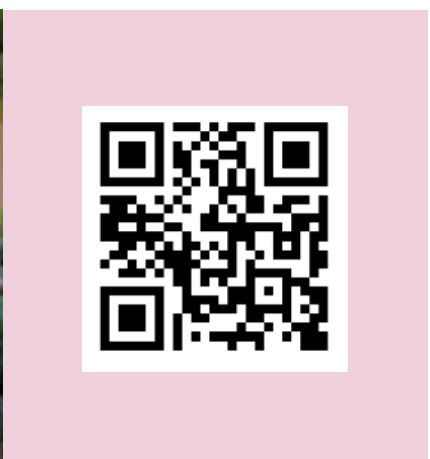
Background information: Decision-making processes related to RAI exist at different levels. Both women and men should be able to participate meaningfully to these processes to share their perspective and priorities.

- **Household level:** Even though women oversee many household responsibilities, they are often excluded from the important decisions related to agricultural investments, such as the utilization of incomes, investments in the farm, type of production, etc., which are made by the husband or other male members of the household.
- **Organization level:** Producers and grassroots organizations, even if mixed, tend to be male-dominated. Women often lack a voice and tend to have less decision-making power.

- **Community level:** When it comes to agricultural investments, men usually dominate the decision-making process. During consultation, women are usually underrepresented or lack the opportunity to share their opinion and provide input.
- **Policy level:** Inclusive and gender-equitable policy-making processes contribute to formulating strategies, policies or laws that represent the diverse interests, needs and aspirations of all stakeholders involved in or affected by the agriculture-related policies and the investment opportunities. Rural women, however, tend to be excluded from these processes or often lack advocacy skills strong enough to raise their concerns.

Guiding questions: After playing the video interview, use the questions below as a guide to stimulate the discussion with the trainees:

- **Question 1:** In this video, Baindu Braima talks about the barriers that impede women from fully participating in decision-making. Can you mention some of these barriers?
- **Question 2:** Do you also face similar barriers to participation in the decision-making processes regarding agricultural investments in your household, community, or organization?



Available in English, Kono, Krio, Kuranko, Mende, Suosuo and Temne.

ANNEX 3 - VIDEO EPISODES OF ADAMA, FATMATA AND MARIAMA'S STORY

Episode 1: Adama, Fatmata, Mariama and RAI

Description: Episode 1 introduces the three main characters Adama, Fatmata and Mariama, who live in a village in Sierra Leone. After buying food at the market, the three women discuss a big new investment (a sugar cane plantation) in a nearby district. They mention some possible positive effects of this project (e.g. job and training opportunity) but also some concerns (e.g. compensation for land, community's involvement in the decision, risk of pollution of the river, opportunity only for men, etc.). The women have heard about a similar investment (oil palm plantation) that may come to their village and hope that it will have good outcomes. The women have also heard about the CFS-RAI Principles and that their application could help to have more responsible investments that benefit all.

Objective: This episode aims to:

- set the context of the story and introduce the three main characters;
- introduce the concept of responsible and non-responsible investment in agriculture with potential benefits and risks; and
- introduce the CFS-RAI Principles.



Available in English and Krio.

Guiding questions: After playing the episode, use the below questions as a guide to stimulate the discussion with the trainees:

- **Question 1:** What have you understood from this episode?
- **Question 2:** Adama, Fatmata and Mariama seem slightly worried about this new sugar plantation in a nearby district. What are they worried about exactly?
- **Question 3:** Have you heard of similar examples of big agricultural investment projects in your area? Can you describe what you know about it?

- **Question 4:** What has been the impact (positive and negative) of these projects in your community or of others nearby?
- **Question 5:** At the end of their discussion, Adama, Fatmata and Mariama highlighted the importance of responsible investments and mentioned the CFS-RAI Principles. Who has already heard about those principles? Can you tell us what you know about it?

Episode 2: A new investment project in the village

Description: In episode 2, a new investment project (oil palm plantation) is coming to the village. A meeting is organized in the village for the foreign investor to introduce his investment project and consult with the community. First, the company's representative explains the project, indicating that they wish to lease land from the families (providing compensation), sign contracts with the already growing oil palm cooperatives and provide technical support and inputs. Many people have questions, but, as usual, the paramount chief first calls on the men. Only at the end, Adama, Fatmata and other women ask questions. After the meeting, the three women expressed their concerns about their land rights and whether women will also benefit from the technical support or training offered by the company.

Objective: This episode aims to:

- introduce the fact that opportunities may differ for men and women when there is a new investment project;
- introduce some of the challenges that women may face to benefit from the new project (e.g., lack of consultation, not being involved in the decision-making processes in the cooperatives and/or community, and low access to higher-skilled jobs); and
- introduce some of the challenges women may face to invest in agriculture and/or develop their agribusiness (e.g. access to finance, business skills and technical training, etc.).

Guiding questions: After playing the episode, use the below questions as a guide to stimulate the discussion with the trainees:

- **Question 1:** What have you understood from this episode?
- **Question 2:** Adama, Fatmata, and Mariama finally had the opportunity to express their concerns about the new investment. Can you describe some of their concerns?



- **Question 3:** If a new investment came to your area, would women get jobs in the investment company?
- **Question 4:** Adama dreams of starting her own agribusiness. What about in your area? Are there any difficulties for women to run small businesses?
- **Question 5:** Was it easy for Adama, Fatmata and Mariama to express their concerns? Why?
- **Question 6:** Do women have the opportunity to express their opinions about important community decisions in your village/community? Do the men listen?

Episode 3: The New Customary Land Rights Act

Description: In episode 3, Adama, Fatmata, Mariama and other women from the village are attending an informative meeting about the two new land laws at a non-governmental organization (NGO). Lucy, the NGO's local program leader, explains some of the provisions of the Customary Land Rights Act and the National Land Commission Act and how they will positively affect women, including in the current context of the new investment project.

Objective: This episode aims to:

- introduce the Customary Land Rights Act and National Land Commission Act and give a brief overview of their provisions for women.

Guiding questions: After playing the episode, use the below questions as a guide to stimulate the discussion with the trainees:

- **Question 1:** What have you understood from this episode?
- **Question 2:** In this episode, Adama, Fatmata and Mariama attend an informative meeting about the two new land laws at an NGO. Have you ever participated in such meeting? Do you have an NGO in your area that provides this kind of service?
- **Question 3:** The three women received a lot of information regarding how the two new land laws could facilitate a secure access to land for them. Have you heard about these new laws? Can you tell us what you have understood?
- **Question 4:** The three women mention that their access to land is usually affected in the case of divorce or when the husband dies. Are you facing the same challenges?



Episode 4: We should be involved in making decisions!

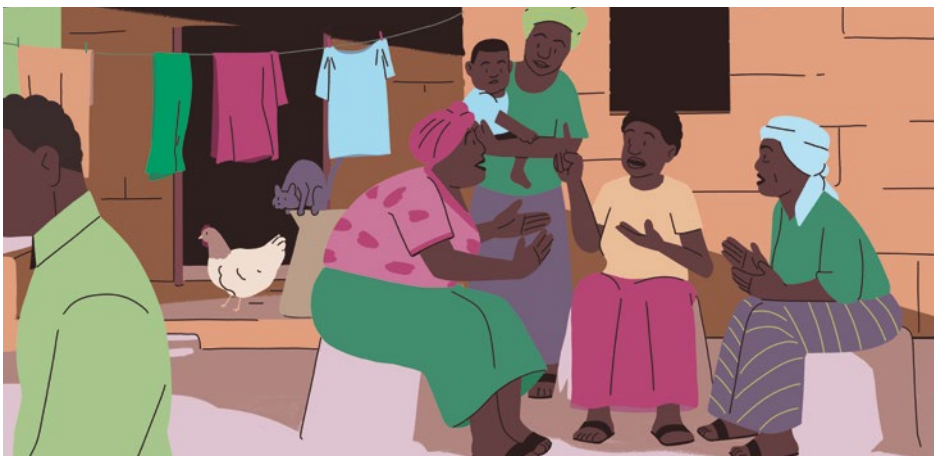
Description: In episode 4, Adama, Fatmata and Mariama discuss with their other friend, Titi, the barriers they face to meaningfully participating in decision-making processes at all levels. For instance, their husbands make all the decisions about land and income without involving them. Titi, who has finally become an officer at the cooperative, should be involved in making decisions but struggles, as male officers pay little attention to her opinion. Fatmata mentions that this also happens for more powerful women, such as female members of Parliament.

Objective: This episode aims to:

- provide examples of the barriers women may face to meaningfully participate in decision-making at all levels: household, community, cooperative or organization and policy level.

Guiding questions: After playing the episode, use the below questions as a guide to stimulate the discussion with the trainees:

- **Question 1:** What have you understood from this episode?
- **Question 2:** Adama, Fatmata, and Mariama face some difficulties in participating in decision-making at home. What about you? How are important decisions made in your family? Do the men listen to the women when it comes to agricultural investments?
- **Question 3:** Mariama's neighbour, Titi, also mentions difficulties participating in her cooperative's decisions. Do you also face difficulties participating in the decisions related to agricultural investments in your organization and/or community? Are there any women in leadership positions in the cooperatives or other organizations and/or in your community (e.g. traditional or local leadership)?
- **Question 4:** Fatmata mentions that these difficulties also exist for women who seek to engage in policy dialogue related to RAI at the national level. Are there any women in the Sierra Leonean Parliament taking part in important agricultural investment decisions? What do you know about them?



Available in English and Krio.

Episode 5: A year after

Description: In episode 5, Adama comes to the water pump to draw water for her vegetable production, and she is delighted to see that Fatmata and Mariama are also there. The three women discuss the WAPO project that was approved. So far, the results look good. Women have been able to participate in consultations. The company replaced the land for cassava production and kept the forest plot. Fatmata found a job within the project and is benefitting from training. Adama started her own agribusiness with the NGOs' financial and technical support. They hope that this will continue and insist on the need to monitor the project's impact on their community.

Objective: This episode aims to:

- illustrate that when applying the CFS-RAI Principles, an agricultural investment can benefit all, including rural women;
- illustrate the importance of addressing women's challenges so that they benefit from agricultural investment or invest in their own agribusiness; and
- introduce the importance of monitoring the impact of an investment project and including the community in this process.

Guiding questions: After playing the episode, use the below questions as a guide to stimulate the discussion with the trainees:




- **Question 1:** What have you understood from this episode?
- **Question 2:** The three women mention examples of how some of their challenges to engage in RAI have been addressed. Can you describe some of them?
- **Question 3:** The three women are quite confident about the new land laws. What about you? How confident are you that the new land laws will be effectively implemented in your area?
- **Question 4:** They have decided to be part of a monitoring committee. What about you? If given the opportunity, would you want to be a member of a community negotiating committee or project monitoring committee? Why?
- **Question 5:** What other solutions would you suggest to address Adama's remaining challenges to develop her agribusiness?





Available in English and Krio.

ANNEX 4 - FACILITATION TECHNIQUES

Facilitation technique #1: Brainstorming and prioritization

 Day 1 - Afternoon	 <ul style="list-style-type: none">• One prioritization poster• Colour cards• Markers and paper tape or glue• Sticky dots
 40 minutes	

 **Objective:** Identify the challenges that prevent women from engaging in responsible agricultural investment equally as men. Select the priority challenges.

 **Description:** This two-step exercise identifies the most pressing challenges that rural women face to invest in agriculture and/or benefit from agricultural investments.

First, invite trainees to reflect collectively on the long list of existing challenges, being as exhaustive as possible.

Secondly, trainees select from this list, the four most significant challenges to prioritize, in his/her opinion. Trainees will then only focus on these four challenges for the rest of the training. Each priority challenge is assigned to a small group of trainees.



©FAO/Mustapha Kamara

Preparation:

- Prepare a prioritization poster.

Detailed steps:

Brainstorming

1. Based on what they heard in the previous video interview and episode and their own experience, invite trainees to brainstorm in small groups at their table about the main challenges that prevent rural women from investing in agriculture and/or benefiting from agricultural investments.
2. Ask trainees to write the identified challenges on coloured cards (one challenge per card). Invite them to be as exhaustive as possible when identifying the multiple challenges.
3. Collect the cards and pin them on a flipchart. If there are multiple cards with the same idea, keep only one. If a challenge is unclear, ask for clarification and reformulate as needed.
4. Wrap up and check if any significant challenges are missing.

Prioritization


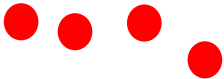
5. Place the cards on the left side of the prioritization poster (one challenge per row) and distribute four sticky dots to each trainee (or markers).
6. Ask trainees to place their four dots next to, in their opinion, the four most pressing challenges.
7. Count the dots for each challenge and rank the challenges in descending order (e.g. challenge #1 with the highest number of dots).
8. Highlight the challenges that obtained the most votes in order of #1, #2, #3 and #4. Explain that the training sessions will now solely focus on these priority challenges.

Tips




- As trainees begin the exercise, go to each group (or assign a facilitator per group) to check if instructions are clearly understood and provide clarifications as needed to get them started.
- Show an example in plenary on how to place the four sticky dots when prioritizing each challenge.
- To avoid a crowded area at the front of the prioritization poster, invite each group of trainees (per table) to vote in succession.
- In case of a tie when ranking the challenges, open the floor to collect the different opinions and discuss. Then, ask trainees to vote again between the two challenges. Voting can be done by raising hands in plenary.


RURAL WOMEN'S MAIN CHALLENGES


Place each of your 4 dots next to the 4 challenges that should be addressed in priority.

CHALLENGES 	VOTES 
[Challenge]	
[Challenge]	
[Challenge]	
[Challenge]	
[Challenge]	
[Challenge]	
[Challenge]	

Facilitation technique #2: Problem tree

 Day 1 - Afternoon	 <ul style="list-style-type: none"> • One poster with the problem/solution tree template for each group • Flipchart easel or large table for each group • Coloured cards, markers and paper tape or glue
 30 minutes	

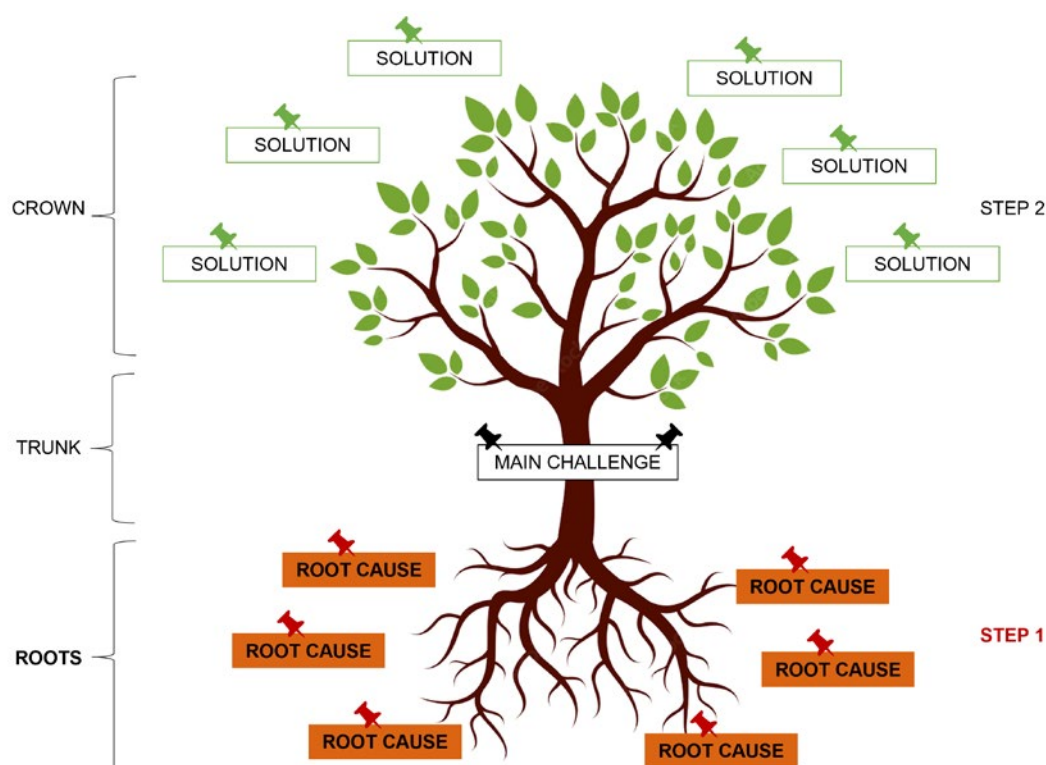
 **Objective:** Identify the multiple root causes of the main challenges that rural women face to engage in responsible agricultural investments.

 **Description:** After identifying and prioritizing the four main challenges rural women face to engage in responsible agricultural investments, the trainees work in groups to discuss each challenge and identify its root causes. This means analysing why rural women face the identified challenge and understanding that there is more than one cause to a complex problem. The analysis of the root causes is crucial for trainees as it will allow them to identify concrete solutions to address the challenges.

The problem/solution tree exercise is conducted in two steps:

- Step 1 – Problem tree: Identification of the root causes of each challenge
- Step 2 – Solution tree: Identification of the concrete solutions to each challenge (see solution tree, page 67)

Each group works on the same problem/solution tree poster, focusing on the roots (root causes) and then on the crown (solutions).





Preparation:

- Prepare four posters using the problem/ solution tree template. The three parts of the tree (crown, trunk, and roots) should be clearly drawn.
- On each poster, write next to the trunk one of the four main challenges that have been identified by the trainees during the brainstorming and prioritization session.
- Provide each group a poster with the assigned challenge, a flipchart easel or large table to work on, coloured cards and markers.



Detailed steps:

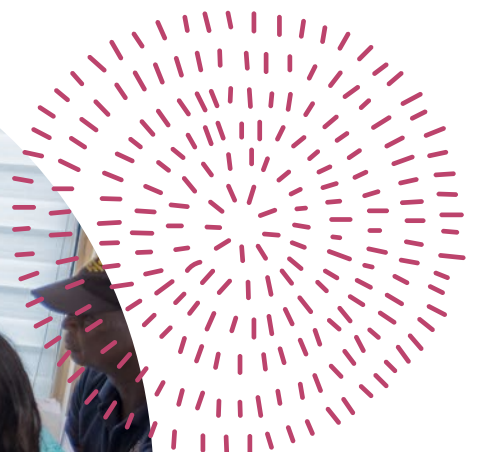
1. Divide the trainees into four groups (approximately seven persons per group) and assign one of the four main challenges identified to each group.
2. Introduce the objective of the exercise and present the poster with its three parts:
 - trunk: the main challenge;
 - roots: the root causes of the main challenge; and
 - crown (branches and leaves): the potential solutions to address the challenge and its root causes.

Clarify that the trainees will only focus on the bottom part of the poster (the roots). The upper part (the crown) will be completed on Day 3.

3. Ask trainees to brainstorm within their group on the reasons why rural women face the main challenge assigned to their group. To do so, ask them to proceed as follows:
 - 3.1. List all the causes that the group can identify.
 - 3.2. Discuss them within the group and formulate them as clearly and concisely as possible.
 - 3.3. Once the group agrees, write each cause on a single card (using words or visual vocabulary), and pin or glue each card next to the tree's roots.



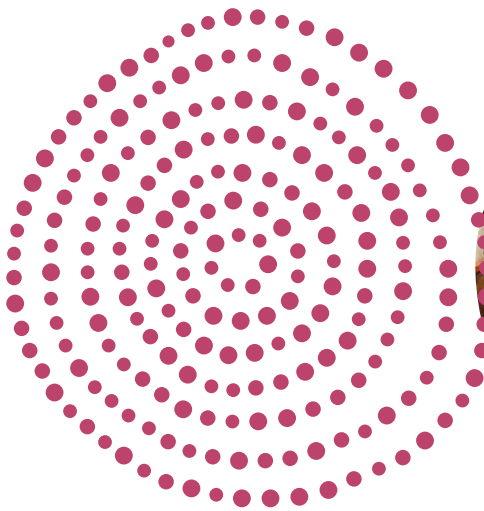
©FAO/Mustapha Kamara



 **Tips:**

- As trainees begin the exercise, go to each group (or assign a facilitator per group) to check if instructions are clearly understood and provide clarifications as needed to get them started.
- Invite trainees to be as specific as possible when identifying the root causes. The more specific the root causes are, the easier it will be to identify concrete solutions.

Example: For the challenge “limited access to finance”, if the trainees identify “difficult access to bank loans” as a cause, ask them “why rural women have difficult access to bank loans?”. The group might say because of “lack of collaterals required by banks” or “too complex procedures” etc. These causes are more specific. Thus, on Day 3, instead of identifying a broad solution such as “promote access to bank loan”, the trainees might suggest a more concrete solution, such as “lobby with the national bank for alternative collaterals for women” or “train women on simplified procedures for loans’ request” etc.



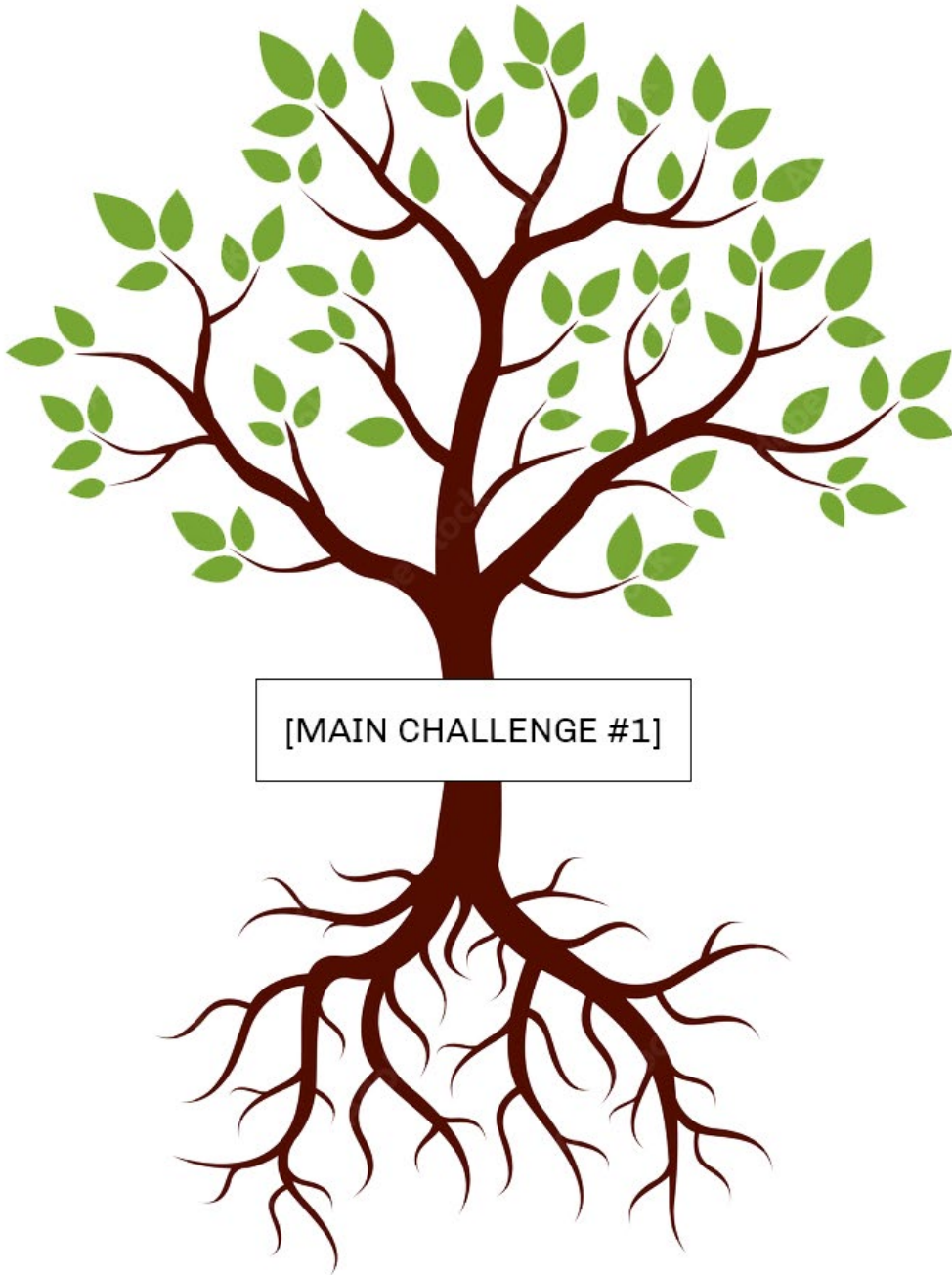
©FAO/Aurélia Rusek

©FAO/Mustapha Kamara







PROBLEM / SOLUTION TREE


GROUP #1




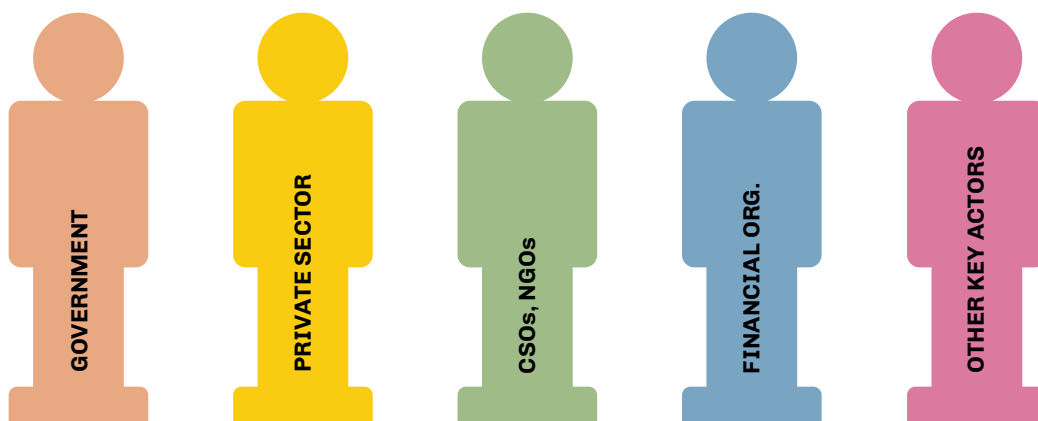
Facilitation technique #3: Stakeholder mapping

 Day 2 - Morning	 <ul style="list-style-type: none">• Four stakeholder mapping posters• Flipchart easel or large table for each group• Colour cards (people-shaped or rectangular-shaped)• Markers and paper tape or glue
 45 minutes	

 **Objective:** Identify the actors of change who can contribute to address the main challenges. Identify the actors' roles and responsibilities and discuss their level of interest and influence in addressing the challenges. Discuss the existing communication channels/dialogue spaces available for the different actors.

 **Description:** Stakeholder mapping is an assessment tool which helps trainees to identify the multiple actors who can strategically address rural women's challenges to engage in responsible agricultural investments. Through this exercise, trainees understand that although several stakeholders may be involved, some may be very supportive whereas others may oppose the desired change. Understanding each stakeholder's level of interest and influence will allow trainees to identify the potential actors of change to whom they will address their key recommendations during Day 3.

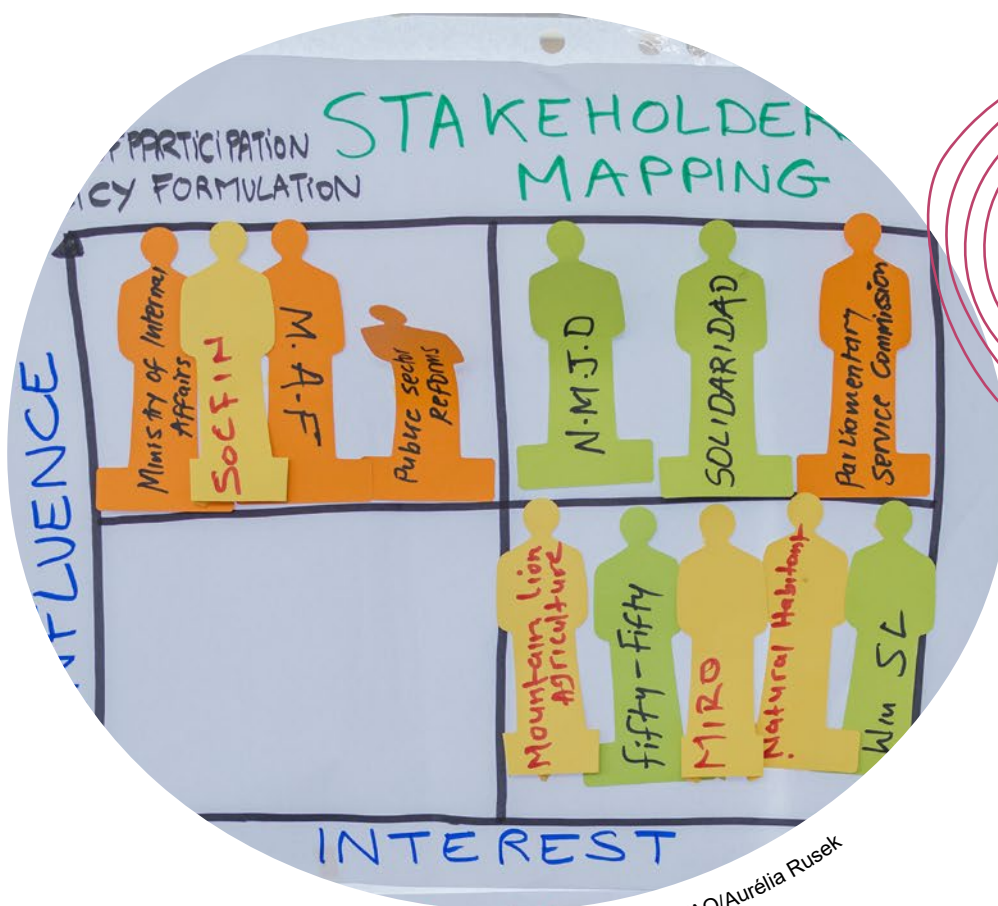
-  **Preparation:**
- Prepare four posters using the stakeholder mapping template.
 - Assign a colour code to each stakeholders' category and prepare example cards to be shown while presenting instructions in plenary. For instance:
 - government (orange card);
 - private sector (yellow card);
 - CSOs, NGOs (green card);
 - financial organizations (blue card); and
 - other key actors who are not included in the above categories (pink card).





Detailed steps:

1. Divide the trainees into the same four groups as for the previous sessions.
2. Introduce the objective of the exercise. Present the stakeholder mapping poster and colour-code for the stakeholders' category.
3. Ask each group to list the stakeholders (i.e. organizations or institutions) who can contribute by addressing the main challenge assigned to the group. Trainees should write one organization per card, following the colour-code.
4. Ask trainees to place each stakeholder card on the poster according to their level of influence and interest in addressing the challenge. To do so, ask them to proceed in two steps for each stakeholder:
 - 4.1. First, ask them to assess the level of interest of the identified stakeholder. For instance: "Does the Bank of Sierra Leone have a high or low interest in supporting rural women to have better access to finance?". If the interest is high, move the card to the right side of the poster. If it is low, move it to the left side.
 - 4.2. Then, ask them to assess the identified stakeholder's influence level. For instance: "Does the Bank of Sierra Leone have a high or low level of influence in supporting rural women to have better access to finance?". If the influence is high, move the card to the top of the poster, if it is low, move it to the bottom.



©FAO/Aurélia Rusek

5. Ask trainees to look at the stakeholders' position on the poster and highlight the following:
 - 5.1. Top right corner (high interest, high influence): These stakeholders are key actors of change as they have the interest and influence to contribute to addressing the challenge. This category should be strongly engaged.
 - 5.2. Bottom right corner (high interest, low influence): These stakeholders are potential supporters but may lack influence. This category should be involved, but their capacities might need to be strengthened first to actively support the change.
 - 5.3. Top left corner (low interest, high influence): These stakeholders may be potential opponents as they do not have any interest and have high influence. This category should be engaged in raising awareness and/or lobbying activities as it must first be convinced.
 - 5.4. Bottom left corner (low interest, low influence): These stakeholders may not contribute to the change as they lack both the interest and the influence. This category should not be engaged in priority.
6. Discuss the existing dialogue spaces for the different actors of change (at the local and/or national level) in plenary with the groups.

 **Tips:**

- As trainees begin the exercise, go to each group (or assign a facilitator per group) to check if instructions are clearly understood and provide clarifications as needed to get them started.
- If a group mentions a category of actor instead of an actor, invite them to define their thoughts (e.g. avoid the card “NGO”, write the name of the organization instead).

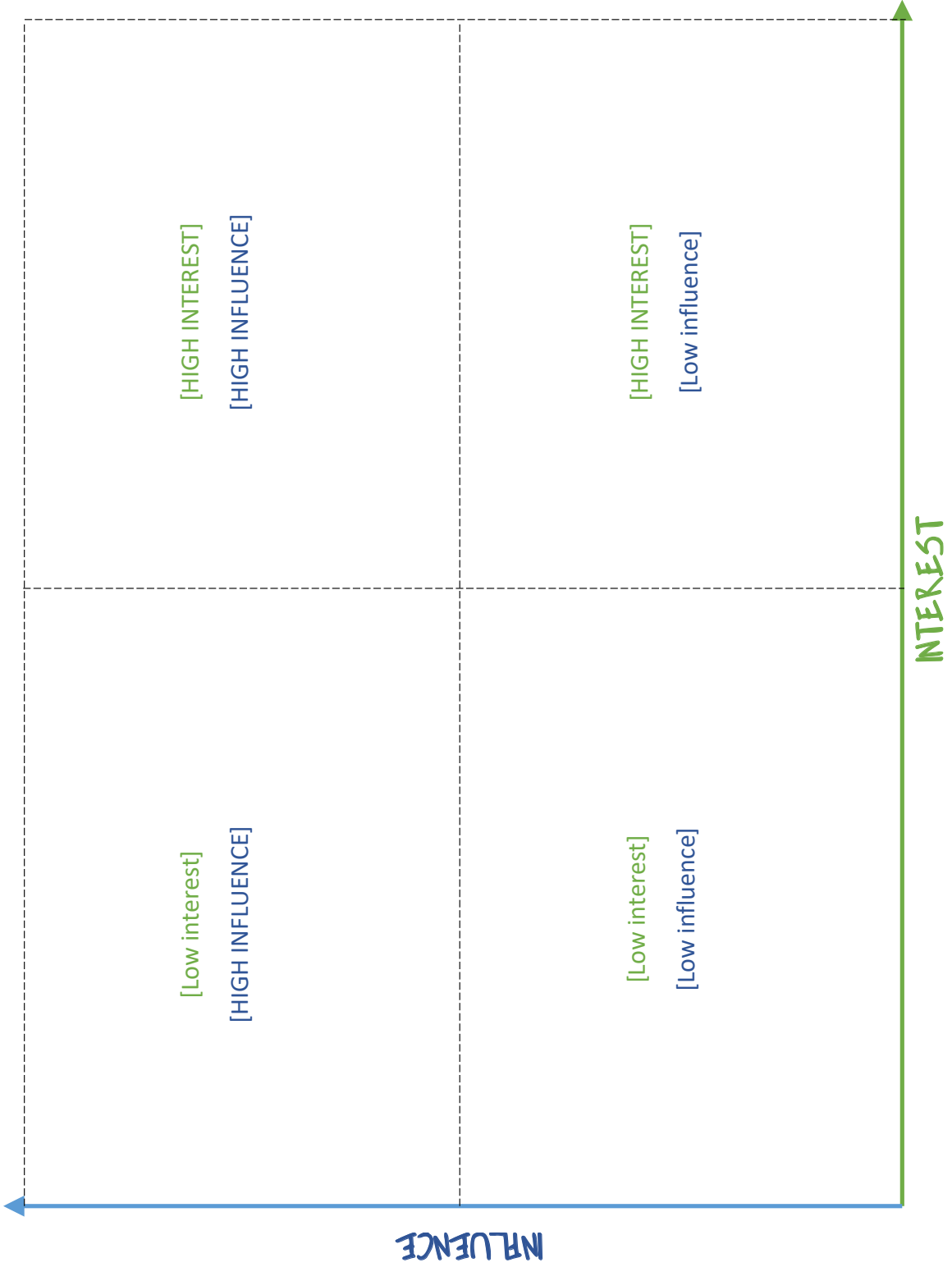


©FAO/Mustapha Kamara




Group # 1


[Main challenge #1]


STAKEHOLDER MAPPING



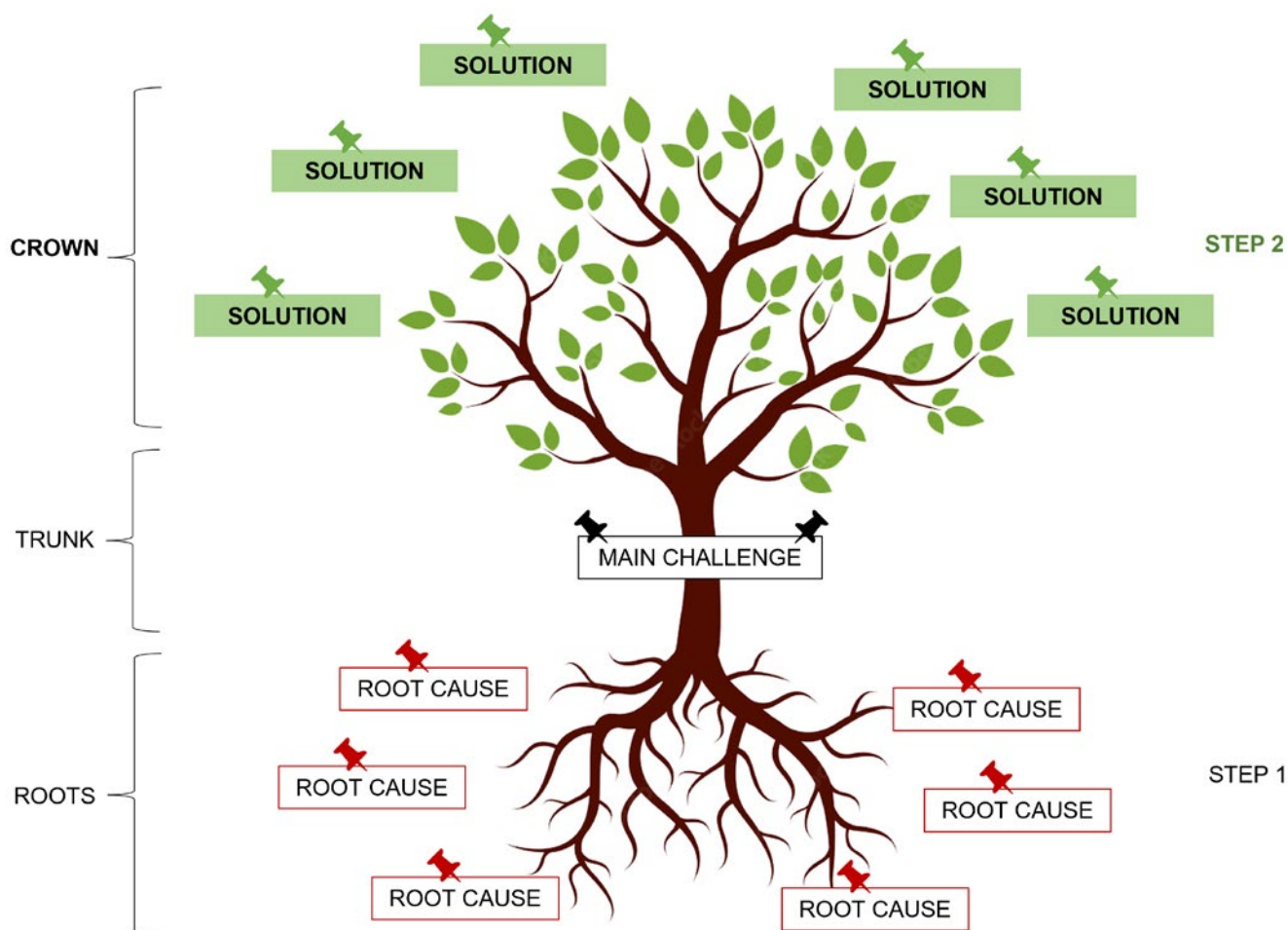
Facilitation technique #4: Solution tree

 Day 3 - Morning	 <ul style="list-style-type: none"> • One poster with the problem/solution tree template for each group (same as for the problem tree session)
 60 minutes	<ul style="list-style-type: none"> • Flipchart easel or large table for each group • Colour cards, markers and paper tape or glue

 **Objective:** Identify the potential solutions that the different actors of change could implement to address rural women's main challenges to engage in responsible agricultural investments.

 **Description:** This is the second step of the problem /solution tree exercise (see Facilitation technique #2 - Problem tree). After identifying the multiple root causes of rural women's main challenge during Day 1, the trainees focus on finding concrete solutions to address the challenge and its root causes.

Each group works on the same poster used during Day 1 and turns the problem tree into a solution tree, adding cards with concrete solutions on the crown of the tree.



Preparation:

- Provide to each group: their problem /solution tree poster from Day 1, a flipchart easel or large table to work on, cards and markers.

Detailed steps:

1. Divide the trainees into the same four groups as for the previous sessions.
2. Introduce the objective of the exercise and present the second part of the problem/solution tree poster (the crown).
3. Ask trainees to brainstorm within their group on the potential solutions to address rural women's main challenge which was assigned to their group. To do so, ask them to proceed as follows:
 - 3.1. Identify a concrete solution that could be implemented to address each root cause of the challenge.
 - 3.2. Discuss them within the group and formulate them as clearly and concisely as possible.
 - 3.3. Once the group agrees, write each solution on a single card (using words or the visual vocabulary) and pin or glue each card next to the crown of the tree.

Tips




- As trainees begin the exercise, go to each group (or assign a facilitator per group) to check if instructions are clearly understood and provide clarifications as needed to get them started.
- Invite trainees to be as specific and concrete as possible when formulating the solutions. Each solution should start with an action verb.
- Ideally, trainees should identify at least one solution for each root cause.




©FAO/Aurélia Rusek



Facilitation technique #5: Change journey

 Day 3 - Afternoon	 <ul style="list-style-type: none"> • One very large poster with the change journey template • Four cloud-shaped cards
 80 minutes	<ul style="list-style-type: none"> • One set of four sheets of paper per group • Markers and paper tape or glue

 **Objective:** Identify rural women's desired changes with the identified challenges.

 **Description:** The change journey is a simple roadmap diagram which helps trainees strategically plan for the desired change over time. This exercise is conducted at the end of the training as it is based on the results of the previous sessions (e.g. key actors of change, concrete solutions identified). Through this exercise, trainees are invited to imagine the ideal situation for women's engagement in responsible agricultural investment, particularly in relation to each identified challenge, and successively define actions over time to reach the ideal situation and formulate clear recommendations to the key actors of change. All results are consolidated on a large poster, which the trainees will present during the dialogue event with local stakeholders.

 **Preparation:**

- Prepare a very large poster (approx. 100 x 140 cm) using the change journey template. The poster is divided into the following:
 - Four columns: 1. Short-term actions; 2. Long-term actions; 3. The ideal situation; 4. Recommendations; and
 - Four rows: 1. Main challenge #1 (group 1); 2. Main challenge #2 (group 2); 3. Main challenge #3 (group 3); 4. Main challenge #4 (group 4).
- Prepare four cloud-shaped cards with the names of the four main challenges previously identified. Place them next to each row of the poster.
- Prepare a set of four sheets of paper for each group. Once filled by the trainees, each set will be glued or pinned on the corresponding row and column; thus make sure that it fits in.
- Distribute markers to each group. Invite trainees to use markers of different colours when drawing.



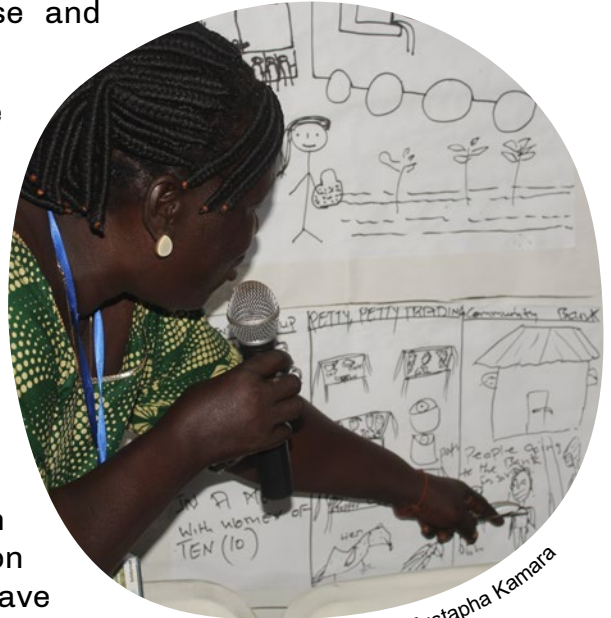
©FAO/Aurélia Rusek



Detailed steps:

Change journey part I (The desired change and concrete actions)

1. Divide the trainees into the same four groups as for the previous sessions.
2. Introduce the objective of the exercise and present the change journey poster.
3. Ask the trainees of each group to close their eyes for a minute at their table, reflect on the main challenge they have been working on in the previous sessions, and imagine how the ideal situation would look for rural women if the challenge was addressed.

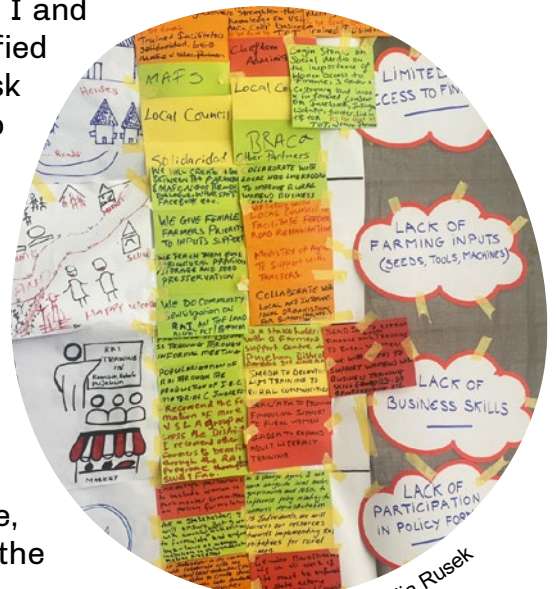


©FAO/Mustapha Kamara

4. Ask one or two trainees to share their visions to check if all understood the visualization exercise. For instance, a person might have dreamed of women actively participating in a consultation meeting on land issue, another might have dreamed of receiving a loan to develop her agribusiness etc.
5. Ask trainees to share their thoughts within their group and, once they agree, draw the ideal situation on one of the four sheets of paper. Invite trainees to use the visual vocabulary for inspiration and markers of different colours.
6. Ask each group to look back at their solutions tree and write (or draw) the short-term actions (e.g. in the next 6 months) and then the long-term actions (e.g. in 2 or 3 years) required to achieve the desired situation. Each group should use two of the four sheets of paper. Remind trainees to formulate realistic and concrete actions as clearly as possible.

Change journey part II (Clear recommendations to the actors of change)

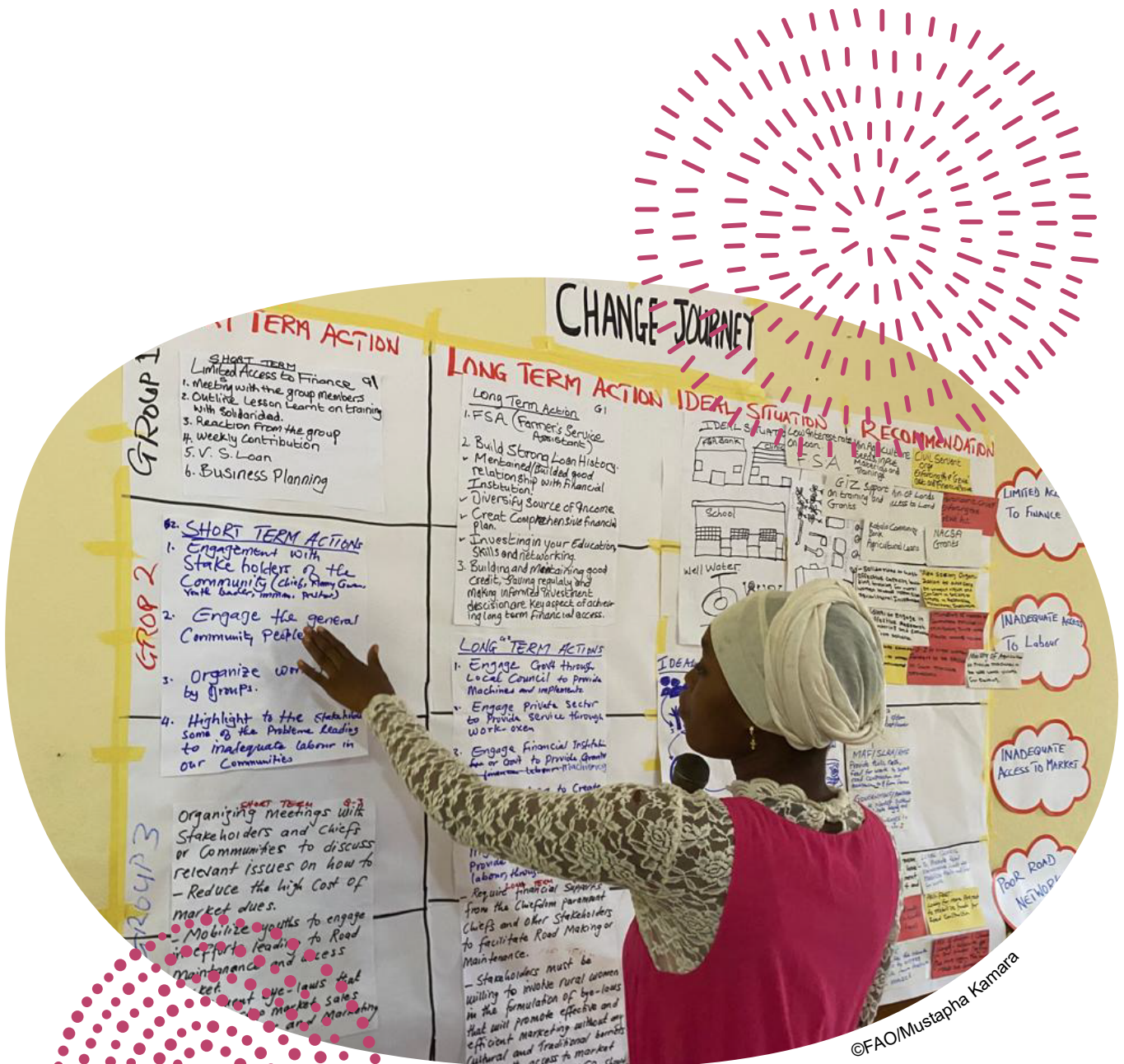
7. Based on the concrete actions defined in part I and looking back at the actors of change identified during the stakeholder mapping session, ask each group to identify the key stakeholders who could contribute to its implementation for each proposed action (short and long-term).
8. Ask trainees to regroup the actions per actors of change and formulate clear and concise recommendations for each category of stakeholders. Each group should use the last sheet of paper to write their recommendations.
9. Once the groups have finalized the exercise, invite trainees to glue or pin their results on the change journey poster.



©FAO/Aurélia Rusek

 **Tips:**

- As trainees begin the exercise, go to each group (or assign a facilitator per group) to check if instructions are clearly understood and provide clarifications as needed to get them started.
- Facilitate the process and guide the trainees in identifying actions that are realistic, precise, and concrete. You may help the groups with writing or clearly formulating their ideas, but the inputs should come from the trainees.



©FAO/Mustapha Kamara

CHANGE JOURNEY

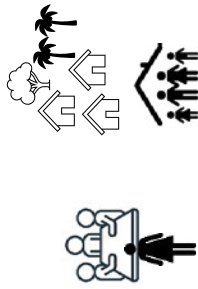
RECOMMENDATIONS

THE IDEAL SITUATION

LONG-TERM ACTIONS

SHORT-TERM ACTIONS

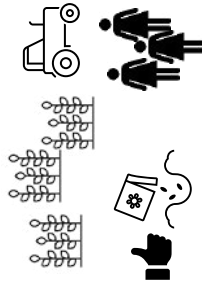
- [(Key Actor) Recommendation 1 ...]
- [(Key actor) Recommendation 2 ...]
- [...]



- [Long-term action 1 ...]
- [Long-term action 2 ...]
- [Long-term action 3 ...]
- [...]

- [Short-term action 1 ...]
- [Short-term action 2 ...]
- [Short-term action 3 ...]
- [...]

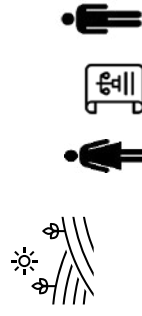
- [(Key Actor) Recommendation 1 ...]
- [(Key actor) Recommendation 2 ...]
- [...]



- [Long-term action 1 ...]
- [Long-term action 2 ...]
- [Long-term action 3 ...]
- [...]

- [Short-term action 1 ...]
- [Short-term action 2 ...]
- [Short-term action 3 ...]
- [...]

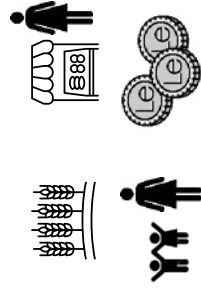
- [(Key Actor) Recommendation 1 ...]
- [(Key actor) Recommendation 2 ...]
- [...]



- [Long-term action 1 ...]
- [Long-term action 2 ...]
- [Long-term action 3 ...]
- [...]

- [Short-term action 1 ...]
- [Short-term action 2 ...]
- [Short-term action 3 ...]
- [...]

- [(Key Actor) Recommendation 1 ...]
- [(Key actor) Recommendation 2 ...]
- [...]



- [Long-term action 1 ...]
- [Long-term action 2 ...]
- [Long-term action 3 ...]
- [...]

- [Short-term action 1 ...]
- [Short-term action 2 ...]
- [Short-term action 3 ...]
- [...]

[Main challenge #1]

[Main challenge #2]

[Main challenge #3]

[Main challenge #4]

List of training materials

All training materials are available for download through following links and QR codes.

DAY 1	
Icebreaker	
	<p>Bingo cards</p> <p>https://www.fao.org/3/CC9463EN/Bingo.pdf</p>
Poster templates	
	<p>Poster templates for day 1</p> <p>https://www.fao.org/3/CC9463EN/PostersDay1.pdf</p> <p>Including: Training objectives, Training methodology, Training structure, Agenda Day 1, Ground rules, Visual vocabulary, Prioritizations, Problem tree and Moodometer.</p>
Illustrations	
	<p>Illustrations for day 1</p> <p>https://www.fao.org/3/CC9463EN/IllustrationsDay1.pdf</p> <p>Including: Illustration #1, Illustration #2, Illustration #3, Illustration #4 and Illustration #5.</p>
Videos	
	<p>Video interview #1</p> <p>https://youtu.be/4V8uDBdmWGg</p> <p>Available languages: English, Kono, Krio, Kuranko, Mende, Suosuo and Temne.</p>
	<p>Video episode #1</p> <p>https://youtu.be/JcnOgaqCREc</p> <p>Available languages: English and Krio.</p>
	<p>Video episode #2</p> <p>https://youtu.be/KSXfFRx3Lec</p> <p>Available languages: English and Krio.</p>

DAY 2

Poster templates



Poster templates for day 2

<https://www.fao.org/3/CC9463EN/PostersDay2.pdf>

Including: Agenda Day 2 and Stakeholder mapping.

Videos



Video interview #2

<https://youtu.be/xc0tgldYjkg>

Available languages: English, Kono, Krio, Kuranko, Mende, Suosuo and Temne.



Video interview #3

<https://youtu.be/h0d5FNLmQ0c>

Available languages: English, Kono, Krio, Kuranko, Mende, Suosuo and Temne.



Video interview #4

<https://youtu.be/jUbABgwxWgQ>

Available languages: English, Kono, Krio, Kuranko, Mende, Suosuo and Temne.



Video interview #5

<https://youtu.be/8WBtH7zOzLg>

Available languages: English, Kono, Krio, Kuranko, Mende, Suosuo and Temne.



Video interview #6

<https://youtu.be/iXMVl16Q2Ww>



Available languages: English, Kono, Krio, Kuranko, Mende, Suosuo and Temne.






Video interview #7

<https://youtu.be/iTRDUOS0p5A>

Available languages: English, Kono, Krio, Kuranko, Mende, Suosuo and Temne.

	<p>Video episode #3 https://youtu.be/2w0ChR2MUuk Available languages: English and Krio.</p>
	<p>Video episode #4 https://youtu.be/051wkUmau54 Available languages: English and Krio.</p>

<h2 style="text-align: center; background-color: #d9534f; color: white; padding: 5px;">DAY 3</h2>	
<h3>Poster templates</h3>	
	<p>Poster templates for day 3 https://www.fao.org/3/CC9463EN/PostersDay3.pdf Including: Agenda Day 3, Change journey and Final evaluation.</p>
<h3>Videos</h3>	
	<p>Video episode #5 https://youtu.be/68rwbblil0E Available languages: English and Krio.</p>

<h2 style="text-align: center; background-color: #d9534f; color: white; padding: 5px;">DAY 4</h2>	
<h3>Poster templates</h3>	
	<p>Poster templates for day 4 https://www.fao.org/3/CC9463EN/PostersDay4.pdf Including: Agenda Dialogue event and Dialogue event's objectives.</p>



ISBN 978-92-5-138565-4



9 789251 385654

CC9463EN/1/01.24