

MAKING RESPONSIBLE AGRICULTURAL INVESTMENT OPERATIONAL

A Facilitator's Guide to
Leading a country-level
RAI Learning Journey

May 2018



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All statements and arguments provided by this RAI Training Guide are the views of the team members. In no way may the World Bank or any other partner involved in the guide be held accountable for the content of this document.

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Foreword

This RAI Learning Journey and Training Guide¹ complements the UNCTAD–World Bank “Responsible Agricultural Investment: Knowledge Into Action Notes”². Those notes are a compendium of practical, thematic guidance documents on responsible investment for use by governments, investors, and other stakeholders in the implementation of responsible agricultural investment principles.

Following the food price crisis of 2008 the Inter-Agency Working Group (IAWG) on responsible agricultural investment was established by the Food and Agriculture Organization (FAO), the International Fund for Agricultural Development (IFAD), the UN Conference on Trade and Development (UNCTAD) and the World Bank (WB) in 2009. The IAWG was tasked to examine the topic of responsible agricultural investment in order to improve understanding of the impacts of such investment and to provide recommendations and advice to all pertinent stakeholders, and especially governments. Under the IAWG umbrella, UNCTAD and WB had conducted a field research on responsible agricultural investment.

The “Knowledge into Action Notes” (henceforth “Knowledge Notes”) present practical recommendations on implementing RAI principles based on the knowledge and understanding that has been developed through the UNCTAD-WBG field research, as well as work of the IAWG and other organisations. This guide provides a framework for using the Knowledge Notes in national or country-level level “RAI Learning Journeys” and training activities that can help to scale up the operationalization of responsible agricultural investment.

List of abbreviations and acronyms

CFS	Committee on World Food Security (CFS)
CFS-RAI	Principles for Responsible Investment in Agriculture and Food Systems
CSR	Corporate Social Responsibility
FABP	UN Global Compact Food and Agriculture Business Principles
FAO	Food & Agriculture Organisation
FDI	Foreign Direct Investment
IAWG	Inter Agency Working Group (WBG, UNCTAD, FAO, IFAD)
IFAD	International Fund for Agricultural Development
Knowledge Notes	UNCTAD-World Bank Responsible Agricultural Investment (RAI): Knowledge Into Action Notes
PRAI	Principles for Responsible Agricultural Investment that Respects Livelihoods and Resources
PRI	UN's Principles for Responsible Investment
RAI	Responsible Agricultural Investment
RSPO	Roundtable for Sustainable Palm Oil
UNCTAD	United Nations Conference on Trade and Development
VGGT	Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forest
WB	World Bank
WCDI	Wageningen Centre for Development Innovation,
WUR	Wageningen University & Research

[1] In this document we refer to it as the RAI Training Guide

[2] See Appendix 1 for the whole set of Knowledge Notes

1 Introduction

Welcome to the Responsible Agriculture Investment (RAI) Learning Journey and Training Guide.

This guide has been developed to support operationalization of principles for Responsible Agricultural Investment (RAI) at the national level. It outlines how to facilitate a process of stakeholder engagement and learning, supported by training modules, over about a six month period. In this guide we call this stakeholder engagement and learning a “Learning Journey”.

The aim of a RAI Learning Journey is to deepen understanding of RAI principles, enhance capacities for putting RAI into practice and to establish a shared commitment for longer-term processes of national operationalization.

The guide is accompanied by five training modules that provide practical tips on operationalization. These modules are based on a set of 24 Knowledge Notes about RAI developed by the UNCTAD and the World Bank.

The guide recognises that operationalising RAI mostly requires tailor made solutions for particular countries, commodities and businesses. This means that local knowledge and expertise must be drawn on and that there will need to be good collaboration between different business, government, farmer, civil society and research organisations. The Learning Journey process is designed to support this collaboration, collective learning and joint action.

1.1 Who is the Guide for?

The guide has primarily been written for those who will be designing and facilitating engagement, learning and training processes to support RAI. This may be staff from agri-food businesses, government, farmer, and civil society organisations or multi-stakeholder platforms working on sustainable agribusiness. We assume that if you are using the guide you will have some experience and understanding of facilitating workshops and training sessions in a participatory way.

Ultimately the guide is to support any actor or group of actors interested in furthering responsible agricultural investment at a national level. While the Learning Journey process assumes there will mostly be a range of different stakeholders participating, the process and training modules could equally be used by a single business or organisation wishing to enhance their own internal understanding and capabilities.

1.2 A Flexible Approach

If you are using this guide, please do so in a flexible way and adapt it to your needs and situation. While it is intended to be used in flexible way we have also provided a clear and structured step by step framework that could be used as an “off-the-shelf” approach if so desired.

2 Operationalising RAI

Responsible agricultural investment (RAI) has increasing attention over the last decade. RAI refers to agricultural investments that are not only commercially sustainable but that also provide economic opportunities for the poor, protect peoples access to land and resources, ensure environmental sustainability and have positive social impacts.

RAI is good for business as it is often more profitable, it helps protect a firms brand identity, improves trading relations, can make accessing finance easier and helps ensure a “social licence to operate”. RAI is critical for governments to help achieve their sustainable development objectives. For farmers and their organisations RAI provides a framework for ensuring their interests are protected and they get a fair deal.

The concern for RAI has led to a range of principles, standards, codes of conduct and tools. Some of these have been developed by individual businesses, some by business associations and some by international organisations. Much of the thinking around RAI has now been codified in the World Committee on Food Security Principles for Responsible Agricultural Investment (CFS-RAI) which were approved by the CFS in 2014. The participation of national governments, civil society and business in the CFS process means that these have broad stakeholder support. They have also been endorsed by the G7 and G20. However, they do not stand alone. They are complemented by other principles and standards such as the Voluntary Guidelines on the Responsible Governance

of Tenure of Land, Fisheries, and Forests (VGGT), Farmland Principles, based on the UN Principles for Responsible Investment (UN PRI), IFC Performance Standards (IFC PS), Equator Principles (EP) and Principles for Responsible Agricultural Investment that respects rights, livelihoods and resources (PRAI)

There is also growing experience on how to put RAI into practice in business and government operations. This experience comes from a very wide range of initiatives aimed at sustainable and inclusive agriculture over an extended period of time. Much of this experience has developed in parallel to the development of principles for RAI. A good deal of this practical experience has been captured and synthesised in the RAI Knowledge Notes that complement this guide.

2.1 RAI Principles

When we speak of RAI Principles in this manual, we mainly refer to CFS-RAI issued in October 2014 by the Committee on World Food Security (CFS). These RAI Principles built strongly on PRAI initially coming from the IAWG, and have a global mandate.

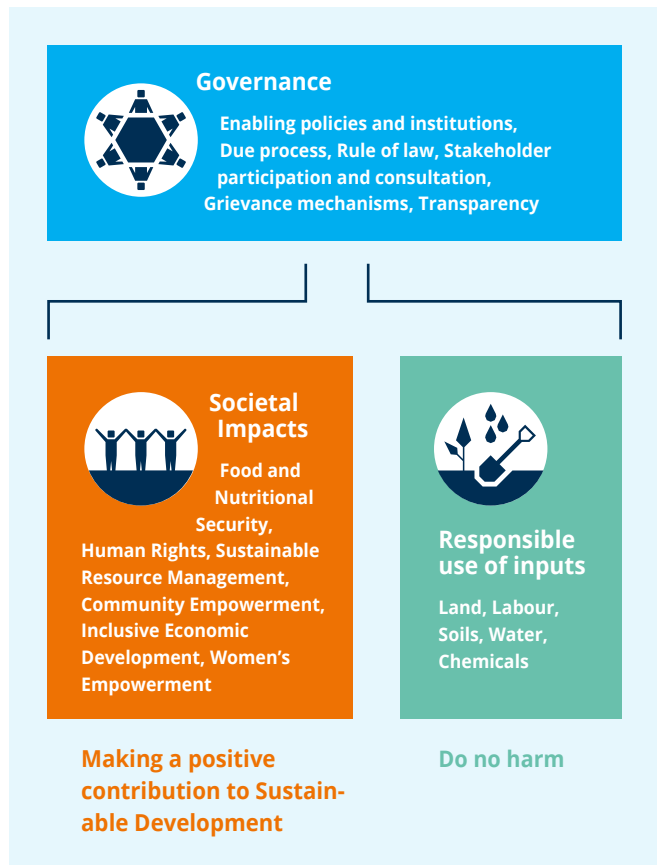
As described above, many overarching principles and guidelines have been established by various organizations. We recommend the readers to consult with other principles as well depending on the context of their own countries or situations. See ‘Knowledge Note 2: Additional resources’ for more information.

The 10 CFS-RAI Principles are:

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

The principles cover three basic aspects of responsible investment, as shown in the figure below.

Figure 1: Framework on three aspects of Principles



2.2 Pathways for operationalising RAI

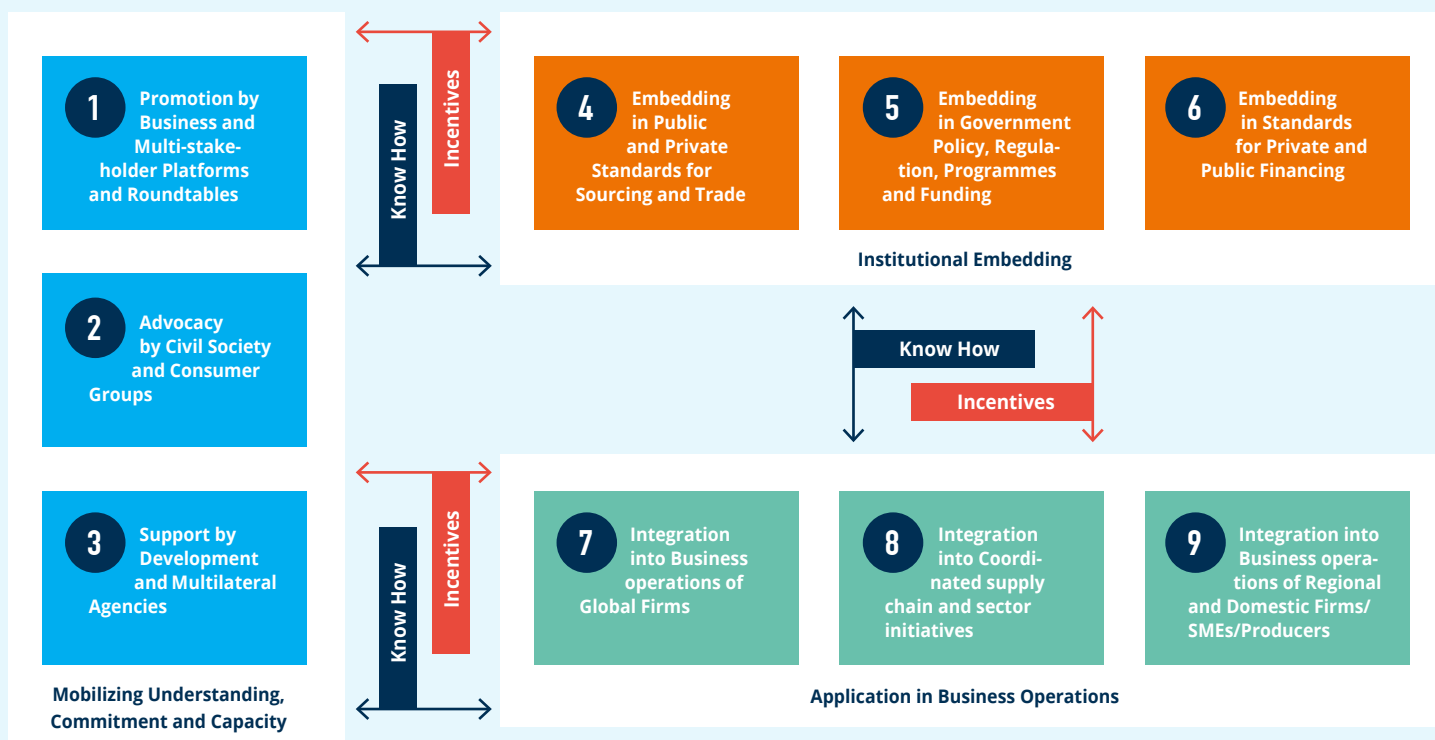
The RAI Training Guide draws on previous research into the extent to which RAI is currently being operationalised globally. The research concluded that most investors do not know much about RAI, and that many agricultural investments are still not well aligned with RAI Principles. The study specified a set of key pathways driving three dimensions of operationalization:

- Mobilising Understanding, Commitment and Capacity to work explicitly with the Principles;
- Application in Business Operations; and
- Institutional Embedding of Principles.

These dimensions are applicable in individual organisations as well as general policy and financing conditions. Particularly in the national country context these three dimensions become relevant, as national domestic private sector, financiers, local and national governments, and civil society have important roles, capacities and responsibilities in operationalising responsible investments in agriculture. All three pathways are addressed in this Guide.

Drivers and initiatives in one cluster or pathway may strengthen (or weaken) resolve, motivation or expertise in another cluster or pathway. For example, a company with internal RAI protocols may face unfair investment competition if a government does not have national RAI requirements.

Figure 2: Implementation pathways



2.3 Knowledge Notes

As part of the IAWG programme, UNCTAD and the World Bank jointly conducted a series of studies based on field surveys of agricultural investors, local communities and other stakeholders. First-hand information was obtained through on-site interviews with stakeholders associated with or impacted by a set of private companies in sub-Saharan Africa and South East Asia.

Based on the findings from the field study, as well as other findings from IAWG activity and available resources, UNCTAD and the World Bank have developed the UNCTAD-World Bank Responsible Agricultural Investment: Knowledge into Action Notes with the aim to provide evidence-based advice on crucial issues relevant to the operationalization of RAI. Each Note provides digestible, easy to use information, tools and guidance to governments, investors, communities and civil society for use in their pursuit of sustainable and responsible development in agriculture.

See Appendix 1 for a full list and links to the 24 Knowledge Notes.

3 Guide Overview

This guide helps you set up a Learning Journey to support the further operationalization of more responsible agricultural investment. It also provides detailed training structures and training modules that can be drawn on and adapted. The guide assumes that a RAI Learning Journey would be carried out over a period of at least 6 months. This is the minimum time period necessary to engage stakeholders and plan and implement Learning Journey activities. Comprehensive operationalization of RAI will certainly take longer. However, an initial RAI Learning Journey can be a relatively light process for critical actors to commit to. Over the period of the journey the need and motivation for a longer process will be explored (10).

Each Learning Journey will need to be tailored to the current practices and priorities of the country in which it is run. This includes deciding what events are appropriate when, and selecting what content to focus on. This guide provides the outline for an overall Learning Journey programme that can be followed, including example workshop timetables and plans. Training modules incorporate the core of the Knowledge Notes and provide the basis for training events. Alternatively, an experienced trainer/facilitator team can mix and match and adjust elements from this guide for a more tailor made approach.

Each trainer or facilitator involved with the Learning Journeys is requested to read the full document. If there is a division of tasks, please prepare especially for the specific event you are responsible for.

A RAI Learning Journey consists of five parts:



RAI principles are not easily or automatically mainstreamed. It requires a structured process of a) assessing the needs at country level, b) involving/mobilising the key stakeholders in a joint process of understanding and action c) developing the capabilities of key stakeholders. The Learning Journey process is designed to support these three elements.

3.1 The Learning Journey and its parts

Learning Journeys are opportunities for stakeholders to learn from each other in an interactive and participatory way. The RAI Learning Journey is designed to create common ground for improving responsible investment practice. It deliberately includes a combination of open exploration and exchange on current practice and experiences with responsible investment, content-driven training and personal assignments. Different kinds of activities over a longer period help participants structurally shift existing working habits..

Learning Journeys are strongly shaped by the participants of the Journey. To be successful, they require the right people to be involved as well as active participation and open sharing. The more the Learning Journey responds to the needs and on-going insights of the participants, the more participants will experience that it is their journey, rather than the journey of the facilitator. It is also up to you as trainer/facilitator to create the right conditions that will draw in participants and will make participants feel safe to share their struggles and questions.

Figure 3: RAI Learning Journey Path. Details for each of the parts are provided in the next sections.

← Learning Journey 6 months minimum →

3.2 Training Modules and Knowledge Notes

During Part III of the Learning Journey, and possibly in Part II or IV, it will be necessary to provide dedicated content training on specific dimensions of responsible agricultural investment. Five training modules have been created that deal with:

- **TM01: Introduction**
- **TM02: Enabling RAI**
- **TM03: Foundations of RAI**
- **TM04: Facilitating RAI**
- **TM05: Working with Communities**

See Section 8 for more details on the training modules.

The content for Training Modules comes from the 24 Knowledge Notes (see appendix 1). The Modules link them to the CFS-RAI principles, as one the widely accepted frameworks for RAI that helps build a common language.

Training Modules match with the following Knowledge Notes:

RAI-TM 01	KN 01, 02
RAI-TM 02	KN 03, 05, 13, 14, 24
RAI-TM 03	KN 11, 12, 13, 16, 22, 23, 24
RAI-TM 04	KN 06, 07, 08, 09, 10, 19
RAI-TM 05	KN 04, 10, 15, 17, 18, 19, 20, 21

Figure 4: Knowledge Notes structure



3.3 Learning goals

An effective Learning Journey needs a clear purpose and direction. Keep the following goals in the back of your mind. Try to get explicit sign-off on these goals by key actors.

1. Creating an overview of current RAI practice and opportunities for further operationalization. Relevance needs to be considered from a big picture perspective of what is influenced by responsible investment, such as job creation, production logistics, processing, youth, gender, and agricultural investment;
2. Helping participating stakeholders to make an informed strategic choices of what to take further in their daily operations;
3. Promoting and supporting national or company-wide process of comprehensive operationalization of RAI.

The Learning Journey can also aim to:

- Increase actors' motivation for more explicit RAI practice;
- Better understand each other's roles in collective operationalization;
- Clarify different incentives to be actively involved with promoting RAI.

3.4 Participants

Those involved with RAI and invited to the learning events will typically be leading government, investor and civil society actors in the agricultural sector. Each will have their own reasons for wanting a clearer, RAI-based investment environment. The Learning Journey must cater to these different needs and respond to changing insights and growing capacities. In doing so, it must continue to emphasise that in order to reach the common goal of more structurally responsible investment practice, the roles of each actor need to be understood and played so that everyone can more deliberately work together.

3.5 Time investment and logistical preparations

Participants will need to count on realistic time investment for preparation, attending the Learning Journey parts and engagement for follow-up. The full Learning Journey will require at least five days over six months, as well as several days on personal assignments between parts. Running effective trainings will require logistical preparation for selection and booking of appropriate venue, material, lodging and communication (invitation, facilitation, reporting). Make sure the venue has space and the right setting for interactive work activities.

3.6 RAI Learning Journey principles

The following principles and recommendations will help you prepare for effective and enjoyable RAI Learning Journeys.

Cater for flexibility

The Guide is designed to be very flexible to cater to different country contexts and participating stakeholders. Each country and organisation or company has its own opportunities, history and priorities, on which all actors need to build. At the start of a RAI Learning Journey, it is important to acknowledge different levels of understanding and engagement, while aiming for a common level of motivation, understanding and process clarity by completion of the Learning Journey cycle. All Parts provide space for flexibility and contextualisation, which will have to be emphasised and stimulated by facilitators.

Facilitate the initiation of a longer term process

A RAI training programme is an (initial) step in a longer-term process to develop national frameworks for RAI-based investment support, assessment and operationalization. Making RAI the investment norm will need systemic and institutional changes that often require a mid- to long-term timeframe in a multi-year process. It will be critical to work with each actor's motivation for more explicit RAI practice while ensuring that people play necessary complementary roles. A strong investment case is needed from the outset.

Combine facilitation with training

The Learning Journey will need a combination of facilitation and training skills. A trainer has pre-conceived learning goals that he/she needs to achieve with participants, like knowledge and awareness on different RAI principles. This will be needed to make sure specific content is covered so that everyone is talking about the same things using the same language.

Facilitators bring in a different role: they enhance interaction by stimulating participation and creating a safe atmosphere and trust. They balance and structure communication, enhance mutual understanding (underlying values and identity) and create shared commitment. Sometimes they also have to intervene and manage conflicts.

Facilitators need to handle the human dimension during the Learning Journey events such as a common critical and informed analysis, build trust amongst participants, assure emotional engagement both by individuals as well as a team, and bring in creativity to enhance learning and innovation. A facilitator also has to ensure fairness, transparency and legitimacy to the whole process. See Appendix 2 Adult learning principles and relevance of interactivity in learning. More background can be found in the "Multi-Stakeholder Partnership Guide", Brouwer et al 2016, Chapter 5: From Design to Practice.

Be aware of the connecting Learning Journey parts

Each of the five parts is a starting point for the next, and presumes the content of the previous part has been covered, or is known by the actors. However, not all participants will have been able to join each part. Make sure that everyone is up to speed at the start of each part, and understands how it builds on what has been done before. When giving assignments think also of how they will be used in the next part of the Learning Journey to reinforce what has been covered so far, while avoiding excessive repetition.

Foster ownership of the RAI Learning Journey

The RAI Learning Journey brings together actors from government, investor, civil society and research to work on common problems and aspirations related to RAI in their country. You will need to foster ownership of the process and make it clear that these actors are central to the system and they are the central drivers of the process. Participants can co-facilitate, make presentations, guide group work, document outcomes, assist in the preparations for next events, etc. Facilitators need to manage this process of engaging stakeholders in processes of dialogue or negotiation, trust building, collective learning, joint decision making and collective action.

Respond to the evolution of the Learning Journey group

Facilitators will need to apply specific facilitation skills according to the group process. At start up in the first event you will gather ideas from all different type of participants and encourage participants to share ideas and examples. At this stage participants do not constitute a group yet and the individual perspective dominates. In the next Learning Journey part groups can arrive in a “groan zone” where they start to debate and discuss intensively. Here you have to make space for those participants that are quiet and assure that different points of view are brought to the table and analysed. You might need to defend the importance of RAI principles and persuade participants to become involved. This phase typically evolves at some point into the “convergent phase”, where participants create common ground for next steps. At this stage of the process the facilitator can for instance use intentional silence to allow reflection. Group cohesion grows, roles and responsibilities are agreed upon, and norms and practices are established. The facilitator can now delegate more as the group has a “we-feeling” with emerging group culture and group spirit, improved communication, and collaboration for performance.

Hopefully the group will evolve into the basis of a “RAI national task force” that wants to take a multi-year process forward.

3.7 Pitfalls and challenges

Running a RAI Learning Journey is a complicated process. Experience points to typical pitfalls and challenges that are worth being aware of from the outset. The Learning Journey can be designed to anticipate on those most relevant to your context.

Getting investors to see this as worthwhile

The private sector may well be resistant to what they may see as a civil society agenda that makes doing business harder and more costly. Focusing on the investment case from the outset will be important to get and keep private sector attention. For example, pointing to costly investments gone wrong due to poor community engagement, or weak due diligence, including an inadequate such as missing Environment and Social Impact Assessment and/or land mapping is something investors understand.

Finding the right Champion

Finding the right Champion that has influence to bring in the correct participants is critical;

- If the target audience in a range of government ministries and/or agencies often an international development or finance agency may have a person within who has the right network and influence (e.g. FAO, World Bank, IFAD etc.)
- If the audience is private sector the president of a Business Chamber or CEO of a Company may well have the gravitas of getting the right people into the room.

Getting the right government engagement

Appropriate participants are those who shape the policies for, or approve investments. It is easier said than done to get them in the room. Be aware of the following.

- Multiple ministries and departments may be surprisingly influential regarding investments. Be sure to scan broadly in the Ministries of Agriculture, Trade, Fisheries, Forestry, Land, Finance, Economic Affairs, National/Internal Affairs, Central Bank, etc.
- There may be government agencies involved such as Trade or Investment Promotion Centres.
- You often cannot issue invitations directly but must rely on nomination by participant’s institution; you will need to be convincing why a particular person is critical.
- Ideally each participant follows the full Learning Journey to build their network, capacity and action to the necessary level. But, the Learning Journey may be seen as five separate sessions to be shared with different people around the office, which could be disruptive to the process; perceived perks can aggravate this
- Government staff may be called out a short notice for conflicting duties when an event is held in the capital.

Building cross-ministerial collaboration

Since investments are often cross-cutting it may be worthwhile to find or propose a structure that can work across key ministries.

Bringing the right people into the room

Community engagement is critical to RAI. Having their voice participating directly in the room makes sure the Learning Journey reflects the reality of good investment practice. Drawing in domestic firms that are typical investment partners, is important for the same reason.

Talking the right language

If you must deal with multiple languages, make sure there are good quality live interpreters and equipment in place and that interactive sessions can be facilitated in all necessary languages. Ensure all materials are available in multiple languages.

Keeping it moving

Initially RAI can be quite abstract for many participants. Draw in people's experience as soon as you can and build on that to keep the process relevant and interactive. This means putting time into building good, local case studies that participants can really relate to.

3.8 Assumptions

The following assumptions underpin this RAI Learning Journey approach.

- The Learning Journey will build on existing good RAI practices.
- The RAI Learning Journey is designed as the 'initiation phase' of a longer-term national RAI operationalization plan. This could be a national process involving multiple stakeholders, it could also be structural operationalization within a company, bank, investor or government agency.
- There is a clear process initiator and training/Learning Journey owner with the resources to implement this.

4 Learning Journey Part I: Context and needs assessment

The starting point for the Learning Journey and training process is to understand the country context for RAI, identify key stakeholders to involve and to assess their information and learning needs. This section of the guide provides a framework for undertaking the context and needs assessment. This process could be supported by a validation workshop with key stakeholders.

4.1 Establish the Purpose and Identify Stakeholders

The context and needs assessment should be done in relation to the purpose of the Learning Journey and training activities, which can be adapted to meet the needs of different stakeholders. So, why is it you want to embark on this process? It could be to raise general awareness at the national level about RAI with a range of different stakeholders. Perhaps a single company is wishing to skill up its staff and embed RAI practices into its field operations. There may be a need to strengthen the understanding and capacity of government staff overseeing investment activities. Or, there may be a specific value chain or local economic development initiative that needs all those involved to understand how RAI can be operationalised.

What could be the reasons for planning a RAI Learning Journey or training event?

- Raise general awareness about RAI
- Develop the capacities of government, business or development agency staff to implement RAI
- Create alliances between different stakeholders to develop collective commitment for action
- Advocate for greater attention to RAI
- Develop strategies and action plans with different stakeholders to improve RAI

The overall purpose of your Learning Journey and training will determine who needs to be involved, the level of detail you will go into and how you will use the Training Modules and Knowledge Notes.

The purpose will also influence the case studies you select and use and what information will be necessary to collect as part of the context analysis. For example the needs and interests of company staff working at a field level will be different from government staff overseeing investment proposals.

The box provides a list of different stakeholder groups you may want to consider consulting and/or involving in the Learning Journey

Stakeholder Groups to Consider

- Government agency staff
- Multi-national agribusiness firms
- Financial institutions - international DFIs and local
- Farmer organizations
- Local agribusiness firms
- Business platforms
- International agencies
- Bilateral Donors
- Civil society organizations: NGOs, women's organizations, Youth organizations, etc.
- Academic institutions

4.2 Undertake a Country Context Analysis

The Learning Journey and training activities will be more effective if they are informed by the current country investment context for RAI. NOTE: this does not mean an analysis of the investment opportunities in the country, but specifically of the investment climate and typical investment processes and influencing regulations.

In undertaking the country context analysis key questions to ask include:

- > What are priority national development objectives?
- > What are the main areas of agricultural investment?
 - Sectors, crops, value addition, etc.
 - Geographical regions
- > Who is making these investments?
- > What has been the history of agricultural investments?
- > What are the key policies influencing investment and how have they changed over time?
- > Which ministries are involved in agricultural investment (Agriculture, Water, Finance, etc)?
- > Have there been conflicts over investments, what has been learnt about avoiding and resolving them?
- > From a RAI perspective what are the strengths and weaknesses of current investments and investment environment in the country?
- > What are the attitudes about agricultural investment from different interest groups? How does it compare with surrounding countries?
- > What are the future opportunities for investment?
- > What might be some of the future risks?
- > What are examples of investments that show good or poor alignment with responsible principles

It may be that exploring the detail of some of these questions actually happens as part of the RAI Learning Journey process. However the more information you can “put on the table” the more informed and productive the discussions are likely to be.

To do the context analysis you will need to rely on existing information and it may be that for some of your questions there is little data and information available. Nevertheless, try to seek out key reports that may have been done by government agencies, international organisations (UNCTAD, WB, IFAD, FAO etc) academic institutions or NGOs³. A good way to get information quickly is to interview key informants who have a good knowledge of the sector.

In collecting information you may get conflicting information and perspectives, so remember the principle of triangulation – looking to see if multiple sources say the same thing or not. If not you need to dig deeper to understand why the differences exist.

4.3 Identify Learning Needs and Outcomes

With your purpose clear, an understanding of who you want to involve and a big picture of the RAI country context in hand, you can now begin to be more specific about the learning needs of those who will participate. Do they simply need a general overview of RAI or do they need quite specific knowledge and skills, for example to screen prospective investment, or to develop a mutually beneficial and sustainable community agreement?

The list of Knowledge Notes (see the Appendix 1) can provide a handy checklist of who needs to know what in how much detail. For each stakeholder group and each Knowledge Note ask:

- Does this stakeholder need to know about this topic?
- Do they have a relevant story and lessons to share?
- Do they just need a general overview or do they need to have the capacities to put it into practice?
- What is their current level of knowledge and skill regarding this topic?
- What should be the focus to develop the necessary awareness, understanding and skills?

Capacity development and training is most effective if it is designed around a competency development model. This recognises that for people to be effective they need:

- 1) an attitude that aligns with how they need to perform;
- 2) to be knowledgeable about the area of their work; and
- 3) the skills to put their attitudes and knowledge into practice.

Capacity needs assessments and training activities should consider all three competency aspects and competency based training requires interactive and engaging processes that support how adults learn – not just “chalk and talk”.

You may like to use the following table for a learning needs assessment.

Participant (group)	RAI Topics that are important for this group	What level of competencies are needed (Knowledge/Skills Attitudes)	What are the gaps in current competencies	Implications for Learning Journey Capacity Development / Training

[3] Please see Knowledge Note 2: Additional resources, as well as each Knowledge Note for available resources.

In thinking through the design and focus of the Learning Journey and training activities consider the end outcomes and impacts you would like see and how these can be supported. For example staff in an agribusiness firm or a government agency may develop new competencies, however if they are not supported by management to use these new capacities operationalization will not occur. So for such an outcome consider how to engage management and get their support. Alternatively to develop a country strategy on RAI support from the leadership of different stakeholder groups will be needed.

In summary, consider the outcomes at two levels:

- 1) What are the learning outcomes for the individuals participating; and
- 2) What are the changes in operationalization of RAI that the Learning Journey can contribute to at the national level, within specific value chains/sector or within specific companies?

Questions that can help you in the needs assessment:

- What are the characteristics of the current participant institutions and organisations and what are their current practices?
- Why do you assume the participants want to participate in your Learning Journey, what is their motivation?
- What are their problems? Which problems can you solve with the Learning Journey? Which not?
- What do they need to get out of the training? What is the capacity gap? Is it the technical knowledge they lack? Is it practical skills they need to develop? Or is there a need for attitude change (for example a resistance to change their current investment practice into a more inclusive way of investing?) And if so: why? (risk management, economic incentives, lack of resources, etc.).
- What is the prior experience of participants with all or part of RAI topics?

4.4 Tailor the Learning Journey and Training Activities

Having established the purpose, identified key stakeholders and their learning needs and clarified the desired outcomes and impacts you can now use this information to tailor the specific Learning Journey events and training activities.

Ways you can tailor the parts of the Learning Journey and training activities outlined in this guide include:

1. Deciding on who to invite to which workshops
2. Deciding on speakers and business, government or civil society leaders to invite
3. Modifying the key questions used to guide discussions
4. Choosing which training modules and Knowledge Notes will be used and in how much depth
5. Modifying the workshops to be more discussion and planning oriented or more training oriented
6. Selecting key country information from the context analysis to complement the information in the training modules and Knowledge Notes

A very important way to tailor your Learning Journey will be to develop appropriate case studies. A good case study will allow participants to connect general concepts to their normal way of working. This will contribute greatly to helping participants to assess the relevance to their normal situation and build their motivation to be part of a process of change. Time spent finding and writing good cases studies for each part of the Learning Journey will repay itself fully.

In tailoring the Learning Journey and training activities to optimise the outcomes and impact think about what is needed to ensure:

- > Legitimacy – it is backed and supported by appropriate institutions, leaders and managers
- > Relevancy – it directly meets the challenges of RAI in the country and the needs of participating stakeholders
- > Practicality – the training is brought to life with practical examples and feasible options for change
- > Action – participants are able to leave the training with steps they could take to improve the operationalization of RAI.

Remember that for somebody to take action or change they need to understand: why it is important to do so; what is needed to be done; and how it can be done. If one of these elements is missing change is unlikely: effective capacity development and training programmes need to cover the why, what and how.

Check list for design and planning:

- ✓ Complete context analysis
- ✓ Identify key stakeholders and who should participate
- ✓ Complete needs assessment
- ✓ Ensure time commitment from participants
- ✓ Review Learning Journey events and training module and adapt to requirements
- ✓ If necessary gather country examples and case studies
- ✓ Ensure a suitable venue

Check list for participant preparation:

- ✓ Ensure participants are clear on purpose and expected outcomes
- ✓ Provide participants with relevant background reading well ahead of time e.g. Knowledge Notes
- ✓ Ask participants to give thought to some key questions or issues that will be covered
- ✓ Ask participants to come with examples or case studies to share

Check list for Learning Journey and training events:

- ✓ Create a welcoming environment (see Chapter 4)
- ✓ Provide name badges
- ✓ Arrange for appropriate handouts if needed
- ✓ Give people time to introduce themselves and talk with each other before extended presentations
- ✓ Minimise presentations and maximise dialogue and discussion
- ✓ Develop an action plan at end of a session
- ✓ Have a short evaluation at the end to check if objectives and expectations are met

4.5 Needs assessment validation workshop

Once you have developed a good understanding of the current context, levels of operationalization and key stakeholders, it can be a good idea to hold a validation workshop with a limited number of these stakeholders. The purpose of this workshop would be two-fold.

Firstly, it is to check whether your current assessment has the right focus and targets the right people and builds a broader mandate for the Learning Journey you propose. Operationalising responsible agricultural investment requires multiple actors to shift their behaviour. The sooner a group of relevant actors support the idea of the Learning Journey, the better.

The second purpose is to establish an appropriate steering group for the Learning Journey. By inviting those people who are currently heavily involved with investments in the agricultural sector, during this workshop you can start to create a collective sense of urgency and responsibility to further operationalise RAI. Ideally by the end of the workshop they will be able to decide whether to commit to a steering group.

A validation workshop would take between half and a full day. We suggest aiming for 3-7 participants, who are central to further operationalization of RAI. You could provide them with a draft assessment beforehand, or run them through your findings on the spot. Ask participants if they would be willing to sign their names to the conclusions of the workshop. This will strengthen your position for the following parts of the Learning Journey.

5 Training modules

Five training modules are provided with this guide. Each module covers a specific content area of Responsible Agricultural Investment. They are based on the Knowledge Notes.

It is important to understand that Knowledge Notes as well as Training modules cover a very wide range of inter-connected issues. Thus, it is recommended to explore related Notes and other tools even though they are not the main topic of each module.

Training module 1: Introduction

This module provides an overall introduction to Responsible Agricultural Investment, using the CFS RAI Principles as the basic structure that needs explaining and operationalization. It also explains how the Knowledge Notes are used in different modules to explain detailed aspects of operationalization and give practical advice to different actor groups.

Training Module 2: Enabling RAI

RAI requires operationalization in both government and business processes. Government needs to create an overall enabling environment to achieve more responsible agricultural investment, while business needs to make sure responsible business models lie at the heart of their investments. Business and government together need to ensure effective processes of social and environmental impact assessment prior to investment.

Training Module 3: Foundations of RAI

This covers the fundamental needs, rights and conditions that must be addressed through careful investment processes.

Training Module 4: Facilitating RAI

Various processes and tools can be used by government to make sure investments consider aspects of responsibility from the very start. Business needs be aware of and to engage effectively with these processes. This focuses on processes leading to approval or rejection of investments, as well as of tracking progress.

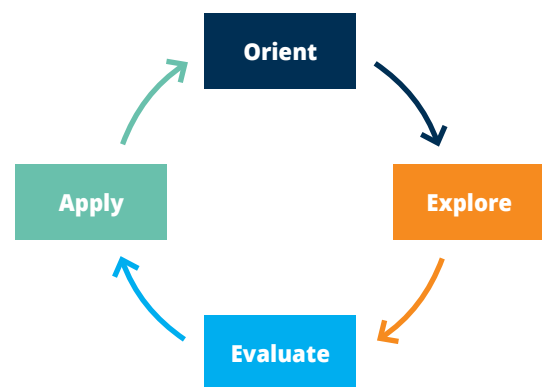
Training Module 5: Working with communities

Ultimately RAI requires working closely and effectively with communities, as this is where change is most needed and felt. This requires community engagement strategies, deliberately empowering women and youth, developing agreements and having grievance redress mechanisms.

Each topic has a number of distinct slides that explain the topic, why it is important for RAI, key models (if any) and what experience based priorities there are for business, government, communities and NGO/CSOs when trying to operationalise this further.

5.1 Module learning flow

Each of the different Parts will use different process flows, work forms and appropriate media. The emphasis of each part will also depend on the initial needs assessment, as well as on-going changes. The flow of the Learning Journey parts and Training Modules is based on the following learning cycle:



1. Starting with **orienting** participants on content of the selected topic and invite issues and questions of participants.
2. Step two is to **explore** the content: analyse relevant actors and their relations, issues, experiences, exercises, summaries from the Knowledge Notes
3. The third step is **evaluating** content for relevance to the own situation. This step requires case studies, either from group discussion or pre-prepared, and assessment tools. It leads to agreed priorities.
4. By the end of the session, there is a need to **apply** the content to the own context. This requires exercises or assignments that can be carried out after each Part: i.e. an actionable framework.

5.2 Adapting the Training Modules

As trainer/facilitator, you will know what your training needs to focus on in your specific context. It is expected that you will therefore adapt the Training Modules to your needs. They are made available as PPT slide decks that can be easily modified. Once tailored, as trainer you can create a PDF handout. Adapting the material can be done in a number of ways.

Changing the Knowledge Note topics covered

Each module includes multiple topics based on core and supporting Knowledge Notes. Each Knowledge Note-specific topic can be removed or hidden from use as appropriate. Equally, Knowledge Note topics that are included in other Training Modules can be cut and pasted as desired.

Change the order of the Knowledge Notes

As above the material and slides can be easily shifted around within a module.

Use your own exercises

A number of exercises and questions are presented as examples of what could be considered. These can easily be replaced with your own preferred options. We would recommend doing something at the points in the modules where we have inserted exercises and case studies.

Create your own assignments

Useful assignments will need to be closely related to the daily reality of the Learning Journey participants. It is up to you to formulate assignments for the people in the room, based on your understanding of what they do, how committed they are and how much effort they can put into change.

6 Learning Journey Part II: Start-up workshop

This section describes a session outline for the second part of the overall Learning Journey. This will be the first time a wider group of actors involved with agricultural investments are coming together to consider whether and how current investments can be carried out in a more responsible manner. It is a deliberately limited half-day overview training on what RAI is, why it is relevant and what further operationalization would imply.

This outline is a starting point that can easily be tailored to the specific context of your own Learning Journey. The plan includes key steps that are likely to be important to cover at this point in the journey.

RAI-TM 01 Training Module 1 can be used in conjunction with this journey part.

Purpose and outputs

- Build an overview of current RAI practice and RAI interest
- Identify who is involved with agricultural investments and their roles
- Create buy-in for the topic, clarify (dis)incentives, and specific commitments to be active in a joint journey.
- Set priorities for a first 6-month national RAI Learning Journey
- Start or intensify national process on selected RAI priorities in an actionable RAI Framework

Preparations

Part I (RAI needs assessment) has identified key participants and any specific dimensions that need attention here. Participants are expected to have read a summary text beforehand about the RAI principles. Dedicated facilitators are well prepared, in terms of content and process.

Session plan for facilitators/trainers

Session title: Towards national operationalization of RAI principles. Duration: ½ day workshop

Time	Topic	Purpose and outputs	Process
	Preparations	Create a prepared, focused and effective working space	Facilitator prepare the room: <ul style="list-style-type: none"> • seating arrangement (U, or café setting) • materials: handouts, beamer, markers, flipchart, name cards, meta-cards, tape, pencils, notebooks • WIFI
8.45	Welcome	To ensure timely start	Participants walk in, get coffee
9:00 (5 min)	Official opening	Create sense of importance, urgency and backing	Welcome by important person from host country and maybe WBG representative
9:05 (10 min)	Introduction	Intro to the workshop <ul style="list-style-type: none"> • Context • Purpose and Objectives • Programme Create ground rules for the meeting	Facilitator
9.15 (30 min)	Connecting, expectations and motivations	Introduction round of participants: What brought you to this workshop and what RAI related expertise are you bringing to this workshop?	Ask participants to take a moment to reflect on these questions, make some personal notes. Participants are invited to share with the group, 1 min per person. If there are more than 20/25 participants, you can decide to do this partly digital, or before the meeting and do a networking exercise in sub-groups.

Continued from the previous page

Time	Topic	Purpose and outputs	Process
9.45	RAI journey overview	Presentation Overview of RAI principles. Sharing of info on what RAI is and details of each theme or principle.	Include input on Agricultural system thinking. National economic system (link with international and local systems) Take a coffee break around 10:30 AM and continue the overview module.
11.15	What is currently happening	Identify what aspects of RAI are already actively being worked with Understanding each other's engagement with RAI and current roles	Put the 10 RAI principles on the floor in the room. Ask people to stand on the most important principle that they're already working on; not all will be addressed. Jointly reflect on what is visible.
11.45	Room shift	Preparations for discussion on aspects of a RAI Learning Journey	Arrange 6 tables and chairs. Put flipcharts with titles on the tables
11.50	Table discussions	Table discussions on the following topics: <ol style="list-style-type: none"> 1. Relevance of a harmonised RAI framework at national level 2. Present national good RAI practice (strength of the country) 3. Gaps and weaknesses in current RAI practice 4. What would structural operationalization imply 5. National development goals and investment needs 6. Which incentives are needed to commit to a longer term process and continue working on RAI 	This can be done in various ways, where participants revolve or stay at 1 table. Select and prepare table hosts beforehand if handy. Tables need to summarise findings for sharing. Make picture of each flip chart at end Ensure good time management of each round!
12.20	Presentations	Everyone (?) builds a more detailed overview of situation with respect to RAI	Table hosts present back in plenary. Keep it short!
12.35	Priority setting	Based on overview agreeing on initial priorities for a first 6-month national process	Take notes at plenary level.
12.50	Looking forward	Agree on focus for in-depth 2-day workshop. Agree on any interim actions if needed.	Check beforehand if there needs to be a formal closing Participants can prioritise, advise on speed, ask for more specific input, etc.
13.00	Closing round	What do you take home from this workshop	Use some way for people to note their own key learning terms. For example: Mentimeter lets people upload on their smart phone key terms they take home
13.15	Lunch		Overall facilitator to have lunch sitting close to key actors

7 Learning Journey Part III: Deep dive Workshop

This section describes a session outline for the third part of the overall Learning Journey. This Part dives deep into the content: key principles, concepts and experiences with operationalization are shared. Participants reflect on how this compares with their own experiences, and agree on immediate priorities for first steps in further operationalization.

The outline given below is a recommended minimum. Experience with comparable RAI workshops shows that up to five days can be necessary. Past examples include:

- 1.5 days on two topics (e.g. Women and Youth and investment)
- 1.5 days on one topic (How to screen investors)
- Longer parallel sessions where participants have to choose what to attend

Depending on the interest voiced and commitment given in Part II as trainer you could choose to, for example:

- Narrow your themes and spend more time on it
- Have multiple deep dive workshops
- Work with parallel sessions and let participants select the topics --- need more facilitators

RAI·TM 2-5

Training Modules 2-5 can be used in conjunction with this journey part.

Assignments need to be formulated per actor group to work on until the next Learning Journey Part IV: the exposure visit. These should be focused around specific actions that different

groups can take to consider how their current practices do or do not align with RAI principles and what it would take to make them more RAI compliant.

Purpose and outputs

- Build in-depth understanding of specific aspects of RAI
- Identify in detail what current practice is in the own context
- Clarify roles, incentives and disincentives of stakeholders to adapt current practice
- Formulate an assignment(s) to work on in the months to Part IV
- Agree on tailored individual support
- Formulate capacity strengthening needs of government and RAI country facilitators.

Preparations

Part I (RAI needs assessment) has identified key participants and any specific dimensions that need attention here.

Part II has led to commitment from individual participants to partake in the Learning Journey, and an agreed focus for the Learning Journey.

Participants are asked to read the respective Knowledge Note related to the modules in this 2-day workshop, before this meeting. This is the second time they meet as a group. Be aware of group processes and if the group moves towards cohesion and becomes a real group.

Good case studies will contribute greatly to the learning experience. They need to be about a situation in the national context, realistic, current, and speak to the topic and principles covered.

Session plan for facilitators

Session title: Strengthen national operationalization of RAI principles. Duration: 2 days

	Preparations	Facilitator prepares the room: <ul style="list-style-type: none"> • Seating arrangement • WIFI 	Materials: handouts, beamer, markers, flipchart, name cards, meta-cards, tape, pencils, notebooks
Time	Topic	Purpose and outputs	Process
8.45	Participants walk in	To ensure timely start	Participants walk in, get coffee
9:00	Introduction	Brief intro to the workshop <ul style="list-style-type: none"> • Reference to the first workshop (Part II 1/2 day workshop) • Purpose and Objectives of this second workshop • Programme of the coming two days 	Speakers introduced as needed. Consider asking a participant to make the link with Part II workshop
	Official opening (only if appropriate)	Reinforce sense of urgency and mandate Increase actors' motivation for more explicit RAI practice	Depends on purpose and nature of this Part. How public will it be?

Continued from the previous page

Time	Topic	Purpose and outputs	Process
	Connecting, expectations and motivations	Make the bridge between Part II and Part III. Check if new participants have joined	Facilitator gets participants to list challenges currently being experienced on the deep dive topics. These can be listed on a flipchart for later reference to assess if they have been addressed in agreed changed processes.
9:45	Module X	<ul style="list-style-type: none"> Working through content of the modules based on Training Modules provided Reflection on current common practice Identifying incentives and disincentives for change 	Facilitator could draw in external expert on this topic. Initial work form: more classroom style Discussions: mix of small groups and plenary conclusions. Use tools that build shared language, for example
10.45	Coffee		
11.15	Continue	Module X as above	
11.45	Priority setting	<ul style="list-style-type: none"> Agreeing on priorities for short-term action. Harvest elements for action framework 	Think about visualisation (beamer, flip chart, wall to draw on, etc.)
12.30	Lunch		
13.30	Module Y	<ul style="list-style-type: none"> Working through content of the modules based on Training Modules provided Reflection on current common practice Identifying incentives and disincentives for change Agreeing on priorities for short-term action. Harvest elements for action framework 	Facilitator could draw in external expert on this topic. Initial work form: more classroom style Discussions: mix of small groups and plenary conclusions Use tools that build shared language, for example
15.30	Coffee break		
16.00	Module Z	<ul style="list-style-type: none"> Working through content of the modules based on Training Modules provided 	
17.00	Closing	Get impressions of the day, consider any changes	
19.00	Dinner & Food for thought	Dinner with special programme?	Check what is culturally appropriate: continue informally in the evening? Maybe opportunity for creativity tool or showing a video

Session plan day 2 continues on the next

Time	Topic	Purpose and outputs	Process
8:30	Participants walk in	To ensure timely start	Participants walk in, get coffee
8:45	Reflection	Check-in	Choose a reflection tool from guide, see http://www.mspguide.org/tool/reflection
9:15	Module Z continued	<ul style="list-style-type: none"> • Reflection on current common practice • Identifying incentives and disincentives for change • Agreeing on priorities for short-term action. • Harvest elements for action framework 	
10:45	Coffee		
11:15	Identifying roles and incentives	Understanding each other's roles as providing critical contributions for RAI practice; Clarity on incentives for everyone to be actively involved with RAI	Discussions per module will provide good starting point. Be sure to consider stakeholders that have no voice in the room
12:30	Lunch		
13:30	Developing an action plan	<ul style="list-style-type: none"> • Pull together priorities formulated so far, add anything missing/overarching • Identify necessary roles and steps • Discuss resourcing 	Can be done in subgroups per theme, validated in plenary
15:15	Coffee break		
15:30	Individual workplan	Formulate own Identify individual level support and general capacity building necessary	Individual assignments: 25 min Group presentation and feedback: 20 min
16:15	Operation-alisation assignments	Agree on who will start to put what into practice where up to Part IV	Make sure agreements are explicit and specific
17:00	Closing of the workshop		Ask a representative from the group to make the closing remarks, arrange beforehand

8 Learning Journey Part IV: Exposure & Exchange visit

This section describes a session outline for the fourth part of the overall Learning Journey. This will be focused on participants sharing experiences with their assignments as well as learning from a RAI-compliant case.

The Exposure visit will include a mix of Exposure to on-going agriculture investment situations, zooming in, diving into concrete realities, face-to-face interaction with various stakeholders, analysing cases and personal assignments. Together this will help consolidate learnings to date. It will also provide an important boost to their motivation to continue with their operationalization process.

Purpose and outputs

- Share progress and pitfalls with agreed assignments. Focus is on creating an encouraging feedback setting, not a 'fear-driven accountability' setting.
- Visit to one or more on-going investment cases to 'test' their current understanding levels.
- Build relationships in the RAI community, through fun and inspiring work and examples.
- Set new/adjusted assignments until Part V.

Preparations

Support and chase participants to complete agreed assignments. Provide some kind of feedback process to encourage on-going progress, such as a shared "cloud" folder

Prepare a field visit to an investment case. This can be something that one of the participants is involved in, or something external. The case should be chosen to illustrate priorities agree on in Part III.

See if a case is interested in getting feedback from an informed visitor group.

Work out all field logistics carefully: transport, accommodation if needed, food, etc.

Check if participants want to learn more about specific topics, prepare this extra depth of information on specific topics.

Program elements

The workshop can be built around the following key elements during a 1.5 day programme:

- Presentation by participants to each of progress with their own assignments. The purpose is to a) provide motivation for participants to complete assignments given in Part III b) get a chance to invite suggestions from others facing a similar challenge on how to resolve problems and c) give a forum for celebrating success so far.
- Value chain exposure visits with a twist. Meet each other in the reality of a value chain investment situation, with investment dilemma's put to the group for reflection: see, hear, explore, talk, taste, etc. What do we already have, where are the struggles, where are things getting stuck, what are the implications of progress or stagnation? What is clearly 'responsible', what is not yet clear, what could change with different investment rules and/or policies and processes.
- Explore and analyse an investment area/trajectory: explore who are the stakeholders, their interest and the impact of the investments (for example an oilseed processing factory, or an irrigation programme, or an agro-logistic centre)
- Visit a bank or other investor and analyse their due diligence procedures for investments. Discuss consequences of strong or weak RAI processes.

9 Learning Journey Part V: Consolidating the Learning Journey

Part V of the Learning Journey will share progress and pitfalls and develop an action plan towards further operationalization of RAI principles. In order for the action plan to provide a solid basis for future action based on a shared sense of responsibility the plan must be sure to address the following essential points⁴.

Has the vision for the future been generated sufficiently clearly in the action plan?

If people still disagree, it can be helpful to consider a higher level of desired change where there is a wider basis for agreement. Different stakeholder groups often share deeper values and interests in the bigger picture. Collaboration driven by a positive vision of the future is also more inspiring than simply solving immediate problems and complaints. You don't need to generate a single shared vision.

Have the issues and opportunities for different RAI stakeholder groups been sufficiently identified?

You need to have a good understanding of all the different issues (problems) and opportunities that different stakeholder groups see or experience. Mapping these different perspectives helps everyone to see the overall situation, and their role in the whole.

Have different scenarios been examined in the action plan?

Quite often, people will not have thought very far into the future about the consequences of current trends and behaviours. Scenario thinking is a good way of helping stakeholders to ask the question "what would happen if..." For example, what are the different investment scenarios if populations double in 20 vs 50 years? What would be the impact of different levels of climate change?

Have strategies for change been agreed upon?

The action plan will be based on current best available understanding and analysis. Steps need to be made, but progressive insight will lead to adaptation. You don't need to aim for a 'grand RAI plan'. Your strategy could be a set of principles to follow and initial actions. This only works if there is also a strong 'learning strategy'.

Have responsibilities been agreed upon?

It must be clear who will take responsibility for what and whether they have the capacity and resources to do so. Not everyone needs to do everything. All the more important, then to make sure outcomes of the process are communicated well so the wider community understands why particular decisions have been taken.

Purpose and outputs

- Identify what is improving, what needs further attention, and how actors can support each other.
- Collective reflection on next joint level of operationalization.
- Formulation of a common RAI action framework: what change is now needed, what needs to be prioritised, who will play what role.
- Identify necessary and available resourcing for any further steps.
- Get public commitment to agreed roles

Preparations

- Based on the last Learning Journey Part IV, invite internal presentations on what has been done by participants to further operationalise RAI (morning session).
- The event can be organised in such a way that the group goes public and presents a press release on their collective plans and intentions (end afternoon).
- Group process: by this point the group has gone through the first four Learning Journey Parts and probably will be able to take over tasks from the facilitation team. Allow for representatives to co-design the event and facilitate various parts of the day. The script below is a possible scenario but be aware that at this stage the group has strong influence on the design and implementation of the event. For example if the process is being run as an internal company initiative there is unlikely to be a press release but rather an internal company dissemination process.

^[4] Adapted from the MSP Process model in Brouwers et al, 2016. See next chapter for more detail

Session plan/script for facilitators/scenario

Session title: From Learning Journey to national operationalization of RAI principles. Duration: 1 day

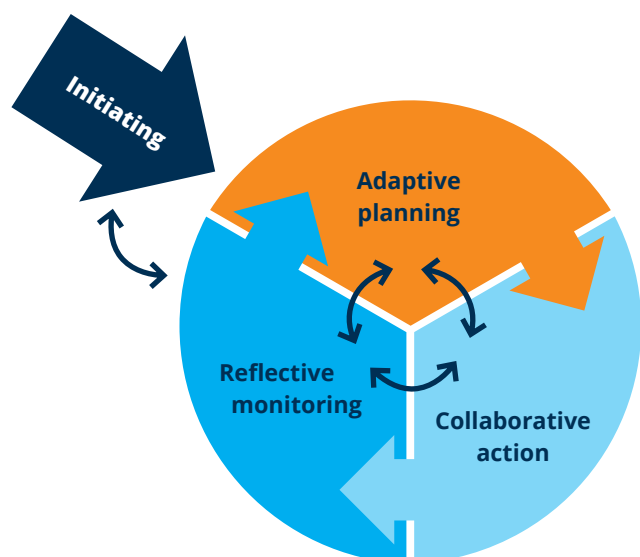
	Preparations	Facilitator prepares the room: • Seating arrangement • WIFI	Materials: handouts, beamer, markers, flipchart, name cards, meta-cards, tape, pencils, notebooks
Time	Topic	Purpose and outputs	Process
8.45	Participants walk in	To ensure timely start	Participants walk in, get coffee
9.00	Welcome and programme overview	Welcome everyone. Summarise process so far. Present day objectives and program.	Put program overview in PPT + write on flip chart pasted on the wall. Have key player who is bridge to longer-term process open. Invite him/her prior to the event.
9.15	Sharing results	Individual/group presentations of progress on assignments. Link assignments and progress to agreed priorities from Part II and III.	Presenters have prepared prior to the event, ask for PPTs beforehand. On-going notetaking on improvements, what needs further attention, how actors can support each other. Have visuals of all main findings on flip charts as a gallery walk.
10.30	break	People can walk along gallery	
11.00	Developing national action plan	Formulate possible priority changes and necessary roles.	Have groups of 4/5 work for 30 min. Presentations 30 min. Make flip charts ready on the three topics
12.00	Priority setting	Discussion and agreement on priorities	Facilitator chairs. Facilitator has format in Word ready to process input
12.30	Lunch	Small team (2/3) starts with text press release (1 pager)	Facilitator has format press release ready
13.30	National planning outline	Formulating key goals, roles, timeline for an actionable RAI Framework Seeking commitment to roles	Facilitator chairs
14.30	Parallel press session	Small team presents (30 min) and finishes press release (1 pager). Others finalise RAI action plan	Facilitators helps main group
15.30	Tea/coffee break	Make copies of press release. Prepare venue press release	
16.00	Press release	Representatives of group read press release, field questions.	Position the RAI group in front of the venue and have representative read out press release. Try to have men/women presenting. Have copies of press release ready. Press has been invited at least one week earlier.
17.00	Cocktail	Informal exchange	Catering. Assure report of Part V and whole Learning Journey is made and distributed promptly.

10 Working towards a RAI national multi-stakeholder partnership⁵

By the end of the full Learning Journey it will be clear whether this journey was a sufficient process, or whether there is a shared need to take the operationalization of RAI further. The Learning Journey can grow into a multi-stakeholder partnership (MSP) specifically for deepening more responsible agricultural investment as a norm.

By this stage most of the critical initiating elements to grow in to a successful MSP will have been covered, but some might still have to be addressed or updated. The following touches on essential elements of an effective MSP initiation phase, as shown in the MSP process model.

Figure: the MSP Process Model



Are the reasons for starting the RAI action plan clear?

RAI stakeholders will only be interested in and motivated to engage in the MSP if they understand why it would be useful and how it would benefit their interests. Over time, the reasons for the RAI initiative may evolve and change, but at the start, there needs to be enough clarity to spark engagement.

Have the overall dynamics of the situation been adequately explored in the RAI Learning Journey?

Who are other potential important RAI related stakeholders and what are their interests and ambitions? Do we miss other key leaders? Did we factor in the politics of the present situation and are there overt or underlying conflicts we have not yet addressed? Who has the power to help drive or undermine the initiative? You need to know the answers to these questions in order to frame the RAI action plan in a way that will enable initial buy-in from the stakeholders. Later, your understanding of the context will need to be deepened with all stakeholders as the process unfolds.

Have respected RAI champions been mobilised?

First impressions are important! The stakeholders' view of those initiating, organising, and supporting the RAI initiative can fundamentally influence what unfolds and long-term success. The people taking a lead in the RAI action plan must be seen as legitimate and be respected for being open and fair, even if they are aligned with a particular stakeholder group. It can be very important to have respected leaders from all the different stakeholder groups showing their support for the initiative. As soon as one stakeholder group perceives the process as being hijacked by another group, legitimacy will collapse.

Is there a legitimate steering group in place for the RAI Action Plan?

In general, a group representing different interests will take responsibility for getting the process going. The way in which different stakeholder groups view the initiative will be strongly influenced by who is involved with and who is leading this group, so great care is needed. In some cases, an independent facilitator or organisation may take on the mobilising role also after the RAI Learning Journey, in which case they must be seen as a legitimate and neutral player open to all groups.

Has stakeholder support been established?

As a golden rule, the earlier people are consulted, listened to, and given a chance to contribute, the more likely they are to be supportive. The Learning Journey has helped build stakeholder support in the five Learning Journey events. This can be complemented by holding informal bilateral discussions. You can also inform people generally about what is happening in ways that speak to their issues and interests. Involving only one or two representatives from a stakeholder group can backfire if there is no feedback to the rest of the group. Pay attention in the early stages to ensuring that stakeholders develop a feeling of trust in the process.

Are the mandate and scope of the RAI initiative clear?

Provide clarity as to under what authority the initiative has been established and its link to a formal government process. Probably also stress the voluntary nature of the process and any legal backing when this is present. It is important to have a clear definition of the mandate, authority, and decision-making powers of the RAI initiative, and to communicate this clearly to all concerned. Also provide clarity on the scope of the issues the RAI initiative plans to deal with. Inevitably, this will evolve over time. However, at the start stakeholders need to have some understanding of how broad or narrow the agenda will be.

[5] This chapter draws extensively from the MSP Guide, Brouwer et.al. 2016

Is the action plan and process presented at the end of Part V clear?

This plan should provide clarity on what is expected from the different stakeholders; what meetings and activities will be held and when, what sort of time commitment will be required, and by whom. Stakeholders will want to know in general, but also in practical terms what the process will mean for them. They will also be interested in how final decisions will be made, and by whom.

As the operationalization and initiating process matures, at some point the RAI partners will decide to plan for concrete next steps.

Are understanding and trust being developed between RAI stakeholders at a sufficient level in the first Parts of the RAI Learning Journey?

Before decisions can be made or action taken around difficult issues, stakeholders need to understand each other's views, values, perspectives, and interests. They don't need to agree, but people need to feel understood, listened to, and respected before they will be willing to cooperate. Take time to further build trust between people in the early stages of next planning steps and don't move too quickly to making decisions.

Appendix 1

Responsible Agricultural Knowledge Into Action Notes

The UNCTAD–World Bank “Knowledge Into Action Notes” Series aims to provide evidence-based advice on crucial issues relevant to the implementation of responsible agricultural investment. Each Note provides digestible, easy-to-use information, tools, and guidance to governments, investors, communities, and civil society for use in their pursuit of any sustainable and responsible development in agriculture. Large-scale investment by the private sector constitutes a part of countries’ development strategies, along with those of public investment and smallholder farmers. These Notes seek to ensure that such investments are conducted responsibly, maximizing benefits and minimizing risks. Moreover, the practical knowledge they provide is also pertinent to smaller-scale investments and public projects.

For more detail, please visit
www.worldbank.org/responsibleinvestment

Click on the titles to go to the Knowledge Notes

KN 01: Introduction

This note explains the logic, structure, and sequence of the Notes, and suggests some guidance for their use.

KN 02: Additional resources

This note provides resources which can be consulted and used on responsible agricultural investment, in addition to the Notes.

KN 03: Choosing appropriate business models

This note offers considerations in the selection of an appropriate business model through which to conduct an agricultural investment.

KN 04: Outgrower schemes

This note explains the design and implementation of outgrower schemes to achieve mutually beneficial outcomes for investors and smallholders.

KN 05: Creating an enabling environment

This note explains how to create an investment climate that is conducive to attracting high-quality, responsible investment in agriculture.

KN 06: Screening prospective investors

This note discusses how to screen and select prospective investment projects to ensure they maximize the social, economic, and environmental benefits while minimizing the risks. It also affords Investors information on what can be expected in cases of good screening practice.

KN 07: Tools for screening prospective investors

This Note provides examples of tools that government agencies can adapt to their national context and use to develop the technical capacity to screen and select investors (this Note complements Note 6).

KN 08: Investment contracts

This note provides guidance on the form and content of contracts between investors and governments pertaining to agricultural investments.

KN 09: Monitoring investments

This note explains ways to monitor the performance and impact of agricultural investments, and which aspects to observe.

KN 10: Public transparency

This note provides guidance to investors and governments on land-based project elements that can be considered as private and those that are in the interests of the public and therefore should be disclosed.

KN 11: Respecting land rights and averting land disputes

This note discusses how to ensure that agricultural investments respect existing land rights, both formal and informal, and thereby avert land disputes.

KN 12: Relocation and resettlement

This note provides guidance on approaches to relocation and resettlement of people affected by investments.

KN 13: Water access and management

This note discusses methods to ensure that the impact of agricultural investments on water resources is effectively measured, monitored, and regulated.

KN 14: Environmental and social impact assessments

This note discusses the conduct of environmental and social impact assessments and the implementation of associated environmental and social management plans.

KN 15: Community engagement strategies

This note provides good practice on the overall approach to consultation, engagement, and partnership with local communities, to bridge gaps in information and expectation between communities and investors and to generate the social license to operate.

KN 16: Healthy and safe working environment

This note offers guidance to investors and governments on the importance of occupational health and safety policies, programs, procedures, and processes that follow good practices.

KN 17: Training and integrating local people into the workforce

This note explains methods to assist people from surrounding areas in gaining formal employment at the investment.

KN 18: Community development agreements

This note discusses the negotiation, design, and implementation of community development agreements between investors and local communities.

KN 19: Grievance redress mechanisms

This note explains ways that investors can provide effective remedies to affected parties who perceive that their rights have been adversely affected by investment activities.

KN 20: Empowering women

This note showcases good practices for reducing gender inequalities and empowering women to make a positive contribution to development through agricultural investments.

KN 21: Participation of youth

This note provides guidance that investors, civil society, and governments can follow to engage youth in participating in agriculture.

KN 22: Food security and nutrition

This note discusses methods to ensure that agricultural investments make a positive contribution to local and national food security and nutrition.

KN 23: Technology transfer

This note provides guidance on how to support the development and transfer of technologies to local smallholders and communities.

KN 24: Economic Linkage

This note discusses how to ensure that the influx of agricultural investment supports opportunities for individuals, smallholders, businesses and institutions.

Appendix 2

Workshop preparation

For any of the Part II-III-IV workshop facilitators will need to prepare logistics. Next to an appropriate venue with breakaway facilities for group work it is recommended to bring or prepare the following materials:

- Flipcharts, preferably two flip chart standards with a set of some 50 flip charts
- Check that flip charts can be taped on the walls.
- Beamer with laptop; screen for projecting the beamer
- Access to internet is clear
- Check if a microphone facility is needed. With smaller groups this is not required.
- Venue where tables and chairs can be re-arranged. Either a U form or tables with 5-6 participants per table is recommended. Space for energizers is also recommended.
- Toolkit with cards, markers (at least some 20 in different colours), scissors, tape etc.
- Handout
- Extension cords for electricity.
- Possibly a reading table with books and other relevant material.

For detailed description of 60 tools that can be applied in similar multi-stakeholder change partnerships, as well as dozens of useful reflection exercises, please visit:

www.mspguide.org

Appendix 3

Adult learning principles and interactive learning

In this annex two specific elements of facilitation are summarised: adult learning principles and the relevance of interaction in learning.

Adult learning principles

Adults learn in a different manner to children. Your task as a facilitator in RAI Learning Journey events is to use these principles effectively. At the heart of it all lies connecting to and feeding the motivation of your participants to want to learn and apply RAI principles. Seven principles of adult learning formulated by the Canadian Literacy and Learning Network help make these differences explicit.

- Adults cannot be made to learn. They will only learn when they are internally motivated to do so.
- Adults will only learn what they feel they need to learn. In other words, they are practical.
- Adults learn by doing. Active participation is especially important to adult learners in comparison to children.
- Adult learning is problem-based and these problems must be realistic. Adult learners like finding solutions to problems.
- Adult learning is affected by the experience each adult brings.
- Adults learn best informally. Adults learn what they feel they need to know whereas children learn from a curriculum.
- Children want guidance. Adults want information that will help them improve their situation or that of their children

Effective facilitation of each of the Learning Journey events will require motivation of the participants by setting an appropriate level of concern and difficulty at the start of the events. Participants joining the RAI Learning Journey events bring tons of experience to the room, they will expect that the facilitator will build on this by applying principles of adult learning.

RAI participants can be motivated as they will constitute a RAI social relationship network. Another way to motivate them is by appealing to social welfare: their ability to make their work even more meaningful through the RAI Learning Journey. Personal advancement can be a motivation or to break through routine of daily work. You can also motivate them by their cognitive interest in the RAI principles and applying them: learn for the sake of learning and satisfy an inquiring mind. Facilitators should also be aware of possible barriers for adult learners like time constraints, different interests, limited funding or political constraints.

Relevance of interactivity in learning

Plenary activities should take a maximum 20-30 minutes, after which facilitators will want to move to more interactive methods. These can be individual assignments, pairing with neighbours or group activities. Events of one day typical start after a formal introduction with an energizer that allows participants to be present and engaged for the day. For the different sessions in this training guide various participatory methods and tools are identified like the World Cafe. For an overview of tools see Section 6 of the MSP Guide, Brouwer et al. Facilitators will also need to stimulate reflection and apply reflection tools (for an overview: Gordijn et al 2017).

To foster an interactive and participatory learning environment the facilitator creates a learning environment that is safe but at the same challenging enough to encourage people to think outside the box and be creative. Participatory and interactive learning is not something you do to people, but which people do themselves. A learning cycle means first exploring the situation without judgment, then analysing the implications from different RAI stakeholder perspectives, then making decisions, and finally taking action. Jumping to conclusions, decisions and action to quickly will undermine the learning process. Finally, extend the principle of fostering participatory learning to the documentation: draw your RAI stakeholders in and use creative methods such as social media, visual harvesting, and so on. What mechanisms are in place to allow the lessons learned to feed back into the RAI strategy and procedures?

Role-playing

Role-play exercises work well because they are a fun way to get people understanding the perspective of others. For example: present an investment situation to the whole group. Divide participants into 4 sub-groups – investor, government, farmers in surrounding community and civil society. Each participant needs to “wear a different hat” from their real life one. Each team needs to develop a response and act that out.

Appendix 4

References

Knowledge Note 2 provides targeted references for each of the five overarching themes covered by the Notes. These are listed below.

Two additional references on multi-stakeholder processes have been heavily drawn on.

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