



Food and Agriculture  
Organization of the  
United Nations



PUTTING THE VOLUNTARY GUIDELINES ON TENURE INTO PRACTICE

# A LEARNING GUIDE FOR CIVIL SOCIETY ORGANIZATIONS

*A quick look*



# Learning Guide

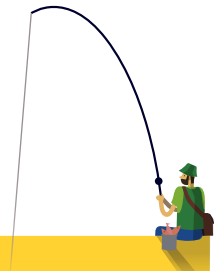
This learning guide has been designed specifically to give civil society and grassroots organizations a deeper understanding of the *Voluntary guidelines on the responsible governance of tenure of land, fisheries and forests in the context of national food security* (VGGT). This to enable the members of these organizations and their constituents to use the VGGT meaningfully and effectively to improve the governance of tenure in their respective countries.

The primary intended users: CSO facilitators interested in organizing and delivering training on the VGGT.

The eventual beneficiaries: participants of such training, who are members of civil society seeking to defend or secure their tenure rights including representatives of social movements, leaders of rural, urban, and indigenous communities, indigenous people, peasants, the landless, agricultural workers, women and youth.

The learning objectives:

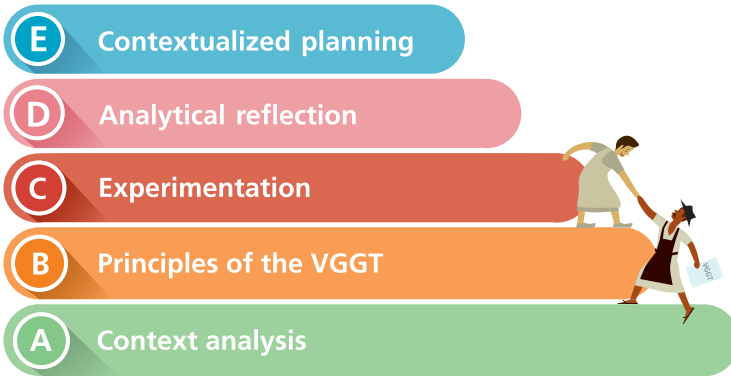
1. understand the background and the process of development of the VGGT;
2. explain the main topics covered by the VGGT;
3. identify the main actors and processes and their respective roles in tenure governance;
4. assess the local tenure situation and conduct analyses of specific cases in the country; and
5. apply the VGGT to prepare an agenda for action by CSOs to implement the VGGT.

An illustration of a person in a green shirt and hat sitting on a yellow ledge, fishing with a long pole. The pole is curved, and a red bobber is visible in the water below. The background is a yellow-to-green gradient representing water and sky.

This learning guide is based on a participatory and experiential learning approach. In other words, through different kinds of workgroup sessions, participants are actively involved in the learning process and engaged in critical thinking, problem solving and decision-making in contexts that are relevant to them.

# Five elements of the methodology

The training has been designed in a modular way as a learning process that starts from the learners' experiences and gradually builds their knowledge through five main elements, with each element building on the previous one and feeding into the next.



- A Context analysis:** The approach starts from the participants' experience and from their local situation with reference to tenure issues. This analysis will be a basis to build on throughout the training.
- B Principles of the VGGT:** After analysing the context, participants will explore the rationale and the principles of the VGGT, which will strengthen their knowledge on how the VGGT can support them in implementing a responsible governance of tenure of land, fisheries and forests in the local context.
- C Experimentation:** Participants will then be asked to put the principles into practice by directly applying what they have learned in role-play situations.
- D Analytical reflection:** Afterwards, participants will be asked to use the principles and their practical experience to analyse a real life case study that they have discussed in the context analysis phase.
- E Contextualized planning:** Finally, participants will have the opportunity to contextualize what they have learned about their situation and to develop an action plan tailored to their movement or organization.

# Structure of the training

A 4-day training schedule composed of 19 sessions is suggested to cover all of the core elements of the training so that participants are fully trained. Table 1 below presents the suggested 4-day training schedule, structured as follows:

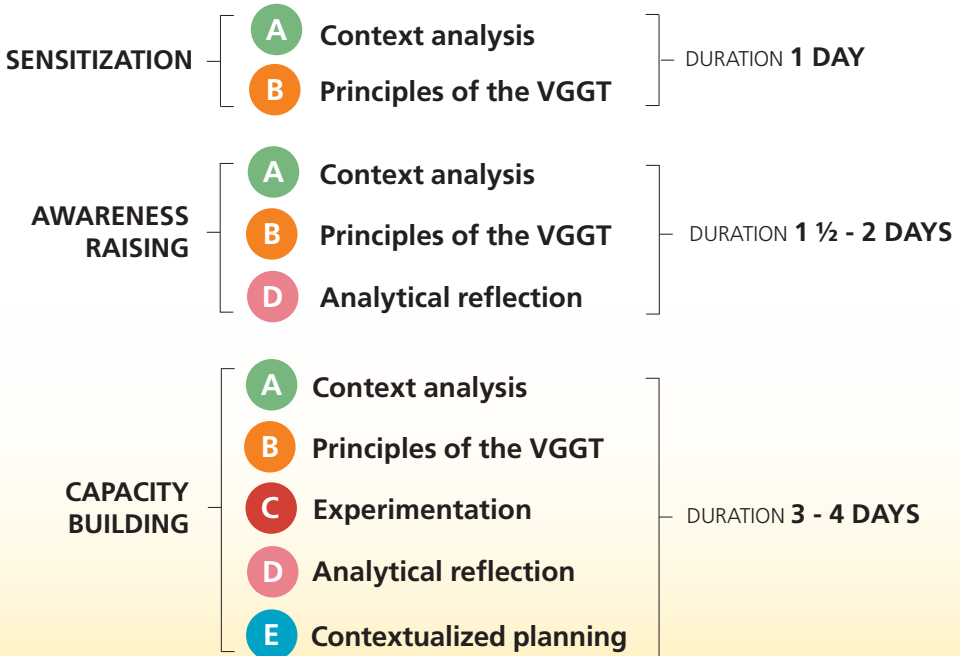
DAY 1 **Preliminaries** (Sessions 1–5) & **A Context analysis** (Sessions 6–7)

DAY 2 **B Principles of the VGGT** (Sessions 8–13)

DAY 3 **C Experimentation** (Session 14) & **D Analytical reflection** (Sessions 15–16)

DAY 4 **E Contextualized planning** (Session 17) & **Wrap up** (Sessions 18–19)

In case the objective of the training is sensitization or awareness raising, the duration of the event might be as indicated by the graph below:



# Suggested Training Schedule

## DAY 1

### Preliminaries

- SESSION 1  
**Welcome and opening**  
Plenary
- SESSION 2  
**Getting to know each other**  
Icebreaker exercise
- SESSION 3  
**Ground rules and Learning contract \***  
Presentation
- SESSION 4  
**Participants' expectations and Feedback poster**  
Group exercise and Presentation
- SESSION 5  
**Presenting the agenda of the day**  
Presentation

Lunch

### A Context analysis

- SESSION 6  
**Assess the local tenure situation \***  
Group exercise
- SESSION 7:  
**Identify the actors, their roles and responsibilities and their influence \***  
Group exercise

**Closing remarks of the day and check on expectations**  
Plenary

## DAY 2

- SESSION 5  
**Presenting the agenda of the day and daily recap**  
Plenary

### B Principles of the VGGT

- SESSION 8  
**Getting familiar with the VGGT \***  
Presentation
- SESSION 9  
**CSO's engagement in tenure issues \***  
Presentation
- SESSION 10  
**The logic and principles of the VGGT \***  
Presentation

Lunch

### SESSION 11 The main topics covered by the VGGT \*

Presentation and Group exercise

### SESSION 12 Mapping governance of tenure actors and roles

Group exercise

### SESSION 13 Use of the VGGT worldwide \*

Group exercise

**Closing remarks of the day and check on expectations**

Plenary

## DAY 3

- SESSION 5  
**Presenting the agenda of the day and daily recap**  
Plenary

### C Experimentation

- SESSION 14  
**How can CSOs play a role in the VGGT implementation process \***  
Role-play exercise based on an example of the *People's Manual*  
Reflections on the role-play

Lunch

### D Analytical reflection

### SESSION 15 National context analysis

Presentation

### SESSION 16 Case studies analysis \*

Group exercise

**Closing remarks of the day and check on expectations**

Plenary

## DAY 4

- SESSION 5  
**Presenting the agenda of the day and daily recap**  
Plenary

### E Contextualized planning

- SESSION 17  
**Designing an action plan for CSOs \***  
Plenary – Principles of communication for development  
Group exercise – Writing the action plan

Lunch

### Continuation of session 17

Plenary presentation of the action plans

### Wrap up

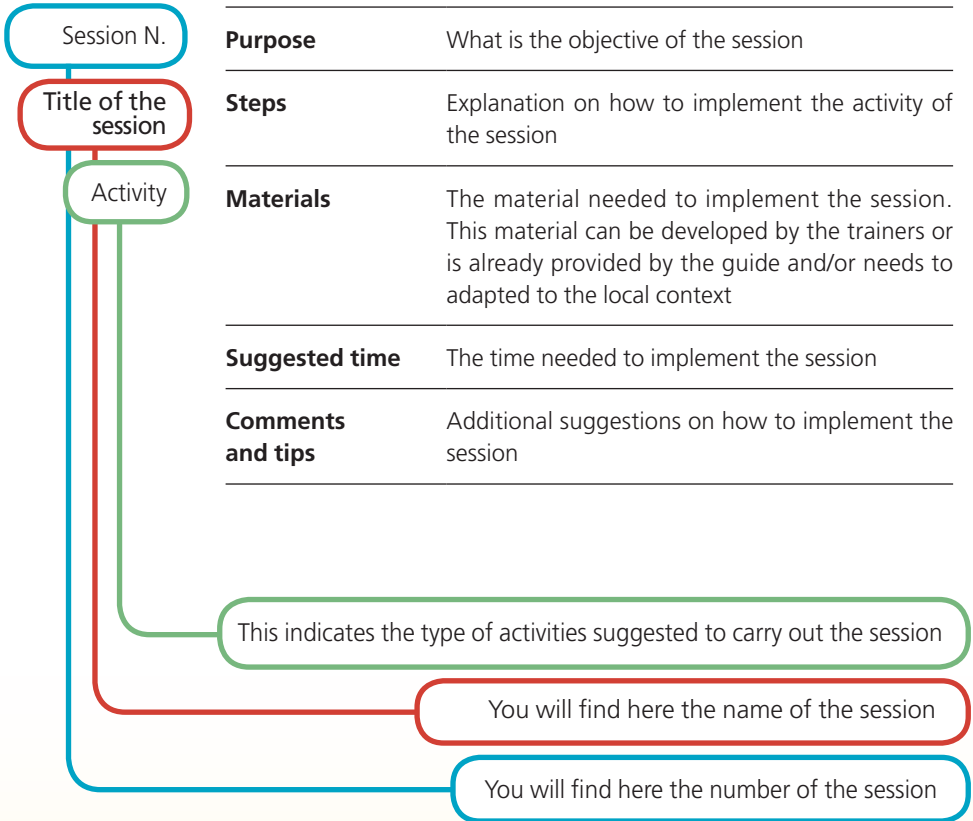
- SESSION 18  
**Final reflection and evaluation \***  
Plenary

- SESSION 19  
**Closing the training**  
Plenary

\* Supporting tools are available.




# The training sessions

To help organizers in putting together a training schedule, the Guide provides detailed session plans for each of the proposed 19 sessions, presenting the various elements associated with conducting the training, i.e. purpose, steps, materials, suggested time, and comments and tips.



# The training material

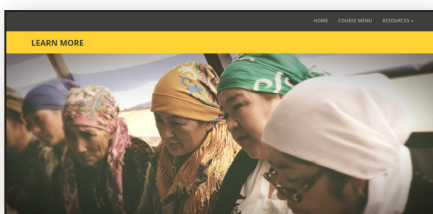
Some session plans are followed by supporting materials including guiding notes, training materials, and background reading.

-  Guiding notes provide advice on how to prepare and conduct the training sessions, additional details on the learning objectives and further resources.
-  Training materials are PowerPoint presentations and Word documents that can be used with participants during the sessions.
-  Background reading provides technical information on the topics of the sessions to deepen the knowledge of the facilitator. They can be tailored to specific training needs and to the national context.



Not all sessions have supporting material since either it is not required for a session or because the material should be prepared by the facilitator.

This learning guide is accompanied by an e-learning course:



[www.fao.org/elearning/#/elc/en/course/CSOMOB](http://www.fao.org/elearning/#/elc/en/course/CSOMOB)

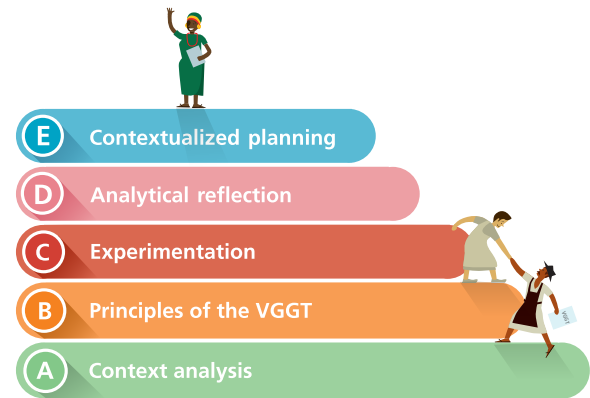




# The Learning Contract

This training is based on an **experiential learning approach**. This means that I will be actively involved in the learning process through different kinds of work group sessions where I will be engaged in critical thinking, problem solving and decision-making in contexts that are relevant to me.

- A** This approach starts from **my own experience** and from my local situation with reference to tenure issues. This will be the basis of all the work we will do together.
- B** Only after having analysed the context, I will **explore** together the **rationale for and the principles** of the *Voluntary guidelines on the responsible governance of tenure of land, fisheries and forests in the context of national food security (VGGT)*, which will strengthen my knowledge on how the VGGT can support me in implementing a responsible governance of tenure of land, fisheries and forests in my context.
- C** Then, I will be asked to **put the principles into practice**, by experimenting first-hand with what I have learned.
- D** Afterwards, I will be asked to apply the principles and my practical experience to **analyse a real life case study**.
- E** Finally, I will have the opportunity to **contextualize** what I learned with reality and to **develop an action plan** tailored for my social movement or organization.



## My learning goals

**At the end of this training I will be able to:**

- Understand the background and the processes of development of the VGGT.
- Explain the main topics covered by the VGGT.
- Identify the main actors and processes and their respective roles in tenure governance.
- Assess the local tenure situation and conduct analyses of specific cases in the country.
- Apply the VGGT to prepare an agenda for action for CSOs.

## My learning activities

HOW AM I GOING TO LEARN?

### **A** Starting from my experience

- What is my local situation with reference to tenure issues? (*Group exercise*)
- Do I already know some possible uses of the VGGT? (*Group exercise*)
- Who are the actors with whom I have already engaged and what are their responsibilities in improving the governance of tenure? (*Group exercise*)
- What are the possible communication channels to mainstream the VGGT? (*Group exercise*)

### **B** Some basic principles to reinforce my experience and to have a common understanding

- Main objectives and basic concepts of the VGGT (*Group exercise and presentation*)
- History of engagement of CSOs in the governance of tenure issues and their engagement in the elaboration process of the VGGT (*Presentation and exercise*)
- Logic and principles of the VGGT (*Presentation and exercise*)
- What are the main topics covered by the VGGT? (*Presentation and exercise*)
- Identifying main actors and their respective roles and responsibilities (*Group exercise*)
- How are the VGGT used worldwide? (*Group exercise*)

### **C** Putting the principles into practice by experimenting with skills and methods

- How CSOs can play a role in the VGGT implementation process (*Group exercise*)

### **D** Internalizing the lessons – analyse the situation in the light of the principles learned and of the practical experiences

- National context analysis (*Presentation*)
- Analyse actors and responsibilities (including of each CSO participant) in improving the governance of tenure (*Group exercise*)
- Analyse the processes and timeline for improving governance of tenure (*Group exercise*)
- Analyse entry points in the VGGT from local cases (*Group exercise*)
- Analyse possible uses made of the VGGT in the country and elsewhere by CSOs (*Group exercise*)
- Analyse possible areas of action (*Group exercise*)

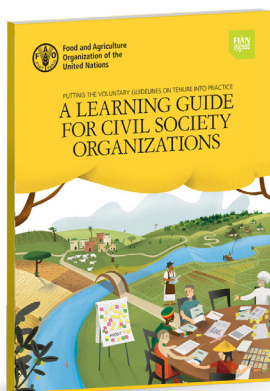
### **E** Revisit the context analysis and develop an action plan to enhance the use of the VGGT in my local communities

- Design an action plan (*Group exercise*)

Signatures: .....







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[www.fao.org/3/a-i7763e.pdf](http://www.fao.org/3/a-i7763e.pdf)

“Putting the Voluntary Guidelines on Tenure into Practice: a Learning Guide for Civil Society Organizations” was developed in partnership between the Food and Agriculture Organization of the United Nations (FAO) and FIAN International as a tool to help increase the use of the Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security (VGGT) among civil society organizations.

The methodology of the Guide draws upon the one used in the People’s manual on the guidelines on governance of land, fisheries and forests: A guide for promotion, implementation, monitoring and evaluation, developed by the International Planning Committee for Food Sovereignty (IPC) and a set of publications, among which we would like to particularly acknowledge the relevance of Enhancing stakeholder participation in national forest programmes: a training manual (FAO, 2010).

