



Food and Agriculture
Organization of the
United Nations



PUTTING THE VOLUNTARY GUIDELINES ON TENURE INTO PRACTICE

A LEARNING GUIDE FOR CIVIL SOCIETY ORGANIZATIONS



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Foreword

The Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security (henceforth “the VGGT”) represent the first global agreement on the tenure of land and other natural resources developed through an open inter-governmental process with the full and effective participation of civil society and a vast array of relevant actors. For the first time, States have agreed on an international instrument anchored in human rights that sets out clear principles to improve the governance of tenure, focusing specifically on the rights of vulnerable and marginalized peoples. Adopted by the member states of the UN Committee on World Food Security (CFS) in 2012, the VGGT are situated in a context of decades of struggles for peoples’ access to and control over their territories and natural resources.

The VGGT establish internationally accepted principles and norms to define responsible practice for the ownership, management, and use of land, fisheries and forests. They convey a powerful message: the responsible governance of tenure of natural resources supports the realization of the human rights of peasants, small-scale fishers, pastoralists, indigenous peoples, the landless, rural workers, youth, men and women.

FAO

Since their adoption, FAO has been working closely with the International Planning Committee on Food Sovereignty (IPC⁴) to develop materials and resources aimed to raise awareness and enhance understanding of the VGGT among rural communities, grassroots small-scale producers' organizations and civil society organizations (CSOs). One of the earlier results of these efforts is a *People's Manual* adopting a popular education approach to make the contents of the VGGT, which are quite technical in nature, accessible and understandable for rural communities. Another remarkable result obtained in the 5th anniversary of the VGGT is the present *Putting the Voluntary Guidelines on Tenure into Practice: A Learning Guide for Civil Society Organizations*, whose development and refinement follows two years of testing and implementation in a number of countries in Asia, Africa, and Latin America.

Designed specifically to provide civil society and grassroots organizations with the opportunity to develop a deeper understanding of the VGGT as a useful tool to support their demands for fair and inclusive tenure systems, the guide aims at triggering collective learning processes based on the unique visions and experiences of the participants in the training.

Through experiential learning the analytical capacity of participants is stimulated and reinforced as they apply the VGGT to the tenure issues directly experienced by themselves and their constituent communities. Using the VGGT as a framework for analysis, the experiences and visions of participants

thus become the basis of the learning process, to which newly introduced tenure concepts and principles are applied to the development of action plans.

FAO is committed to assist all relevant actors in their efforts to support governments in implementing the VGGT. The development and completion of this Learning Guide in collaboration with FIAN International and the Land and Territory Working Group of the IPC represent one of the steps that FAO is proud to have taken in this direction.

Marcela Villarreal

*Director, Partnerships Advocacy and
Capacity Development Division (OPC)
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of the United Nations (FAO)*

⁴ The IPC is the platform for small-scale food producers, rural workers' organizations and grassroots social movements to propel food sovereignty at the global and regional level.

IPC

The VGGT are being recognized and used as an important tool to support the struggles of social movements and indigenous peoples worldwide. The organizations participating in the Land and Territory Working Group of the IPC, have taken on the responsibility of supporting communities and organizations in getting familiar with the VGGT and developing strategies on how to use them to assert their rights. Some of the technical language in the VGGT is difficult to understand for those who are not used to reading this kind of text. Therefore, there is a need for appropriate tools that explain and bring an otherwise difficult document closer to people and communities who need it most.

To this end, in a collective effort of organizations representing different constituencies (including peasants, indigenous peoples, fishers, pastoralists) from around the world, the Land and Territory Working Group of the IPC developed the *People's Manual*⁵ to support capacity-building on the VGGT. Starting from the premise that no governance instrument implements itself automatically and that communities and people need to be the drivers of measures to improve their lives and advance their rights, the *People's Manual* provides guidance on how to make creative use of the VGGT. The second step has been this training guide *Putting the Voluntary Guidelines on Tenure into Practice: A Learning Guide for Civil Society Organizations*, which provides a learning curriculum and a set of materials to undertake training on the VGGT with its strength lying in the fact

that it takes the realities of the lives of communities as a starting point in order to engage with the VGGT and their principles. The modules contained in this Learning Guide allow communities, people, and grassroots organizations to develop frameworks and interventions based on their own distinct values and customary practices as well as their conceptions of social and environmental justice.

We thank the FAO and all the organizations and persons involved in developing this Learning Guide. The process has been a mutual learning experience between institutional actors, civil society organizations (CSOs) and grassroots groups. We especially thank the communities and grassroots organizations whose struggles inspired this Learning Guide, and those who have tested the methodology and helped tremendously in improving it. This Learning Guide is theirs and of all social movements and communities around the world struggling for life, justice, food sovereignty and human rights.

*Land and Territory Working
Group of the International
Planning Committee for
Food Sovereignty (IPC)*

⁵ www.foodsovereignty.org/peoplesmanual



Acknowledgements

This learning guide has been developed in partnership between several divisions of the Food and Agriculture Organization of the United Nations (FAO) and FIAN International¹.

The methodology 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 publications², among which we would like to particularly acknowledge the relevance of *Enhancing stakeholder participation in national forest programmes: a training manual* (FAO, 2010). This learning guide incorporates some content from these publications when relevant.

This learning guide was tested in 2015 in several countries in Asia, Africa and Latin America by national counterparts³, who had a key role in assessing the guide's relevance and adding their inputs to improve the present document. Subsequently a stocktaking exercise was conducted towards the end of 2015 from which lessons learned and inputs from experts were gathered. The current version of the learning guide is the result of this testing process.

The publication was made possible thanks to the support of Belgium, the Netherlands, Sweden and Switzerland through the FAO Multipartner Programme Support Mechanism (FMM).

Comments and suggestions on this learning guide as well as feedback on the experience in using it, would be very much appreciated and may be sent to: VG-Tenure@fao.org.

¹ FIAN International is a facilitating organization of the Working Group on Land and Territory of the International Planning Committee for Food Sovereignty (IPC).

² See bibliography.

³ Namely LandNet in Malawi, FIAN Nepal in Nepal, Rassemblement Démocratique des Femmes du Niger (RDFN) in Niger, Fundación Guillermo Toriello in Guatemala, MASIFUNDISE Development Trust in South Africa, Transnational Institute (TNI) in Myanmar and Conseil National de Concertation et de Coopération des Ruraux (CNCR) in Senegal.



THE LEARNING GUIDE



◎ PART 1: **THE LEARNING GUIDE**

1 Why this learning guide?

2 Training methodology

3 Structure of the training

4 Preparation for the training

◎ PART 2: **TRAINING SESSIONS AND MATERIAL**

5 Training sessions and material

◎ ANNEX: **LEARNING OBJECTIVES AND RESOURCES**

PART 1: THE LEARNING GUIDE

1. Why this learning guide?

Purpose of the training

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) 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.

This learning guide provides civil society organizations (CSOs) with a methodology and a set of materials to undertake training on the VGGT with civil society actors from the grassroots to the national level. Trainees will learn how to apply the VGGT to actual tenure governance challenges.

The primary intended users of this guide are CSO facilitators interested in organizing and delivering training on the VGGT. The eventual beneficiaries are the 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 training approach is participatory and experiential in order to actively engage participants in the learning process. The goal is to trigger a collective process of building knowledge based on the experience and the vision of the participants.

The learning objectives

Five key learning objectives⁶ for participants in the training have been defined. By the end of the training, participants should be able to:

1. Understand the background and the process of development of the VGGT;

⁶ Annex 1 includes a table that explains the learning steps for each of the five learning objectives of the training and the related resources where more details might be found.

This learning guide provides civil society organizations with a methodology and a set of materials to undertake training on the VGGT with civil society actors from the grassroots to the national level.

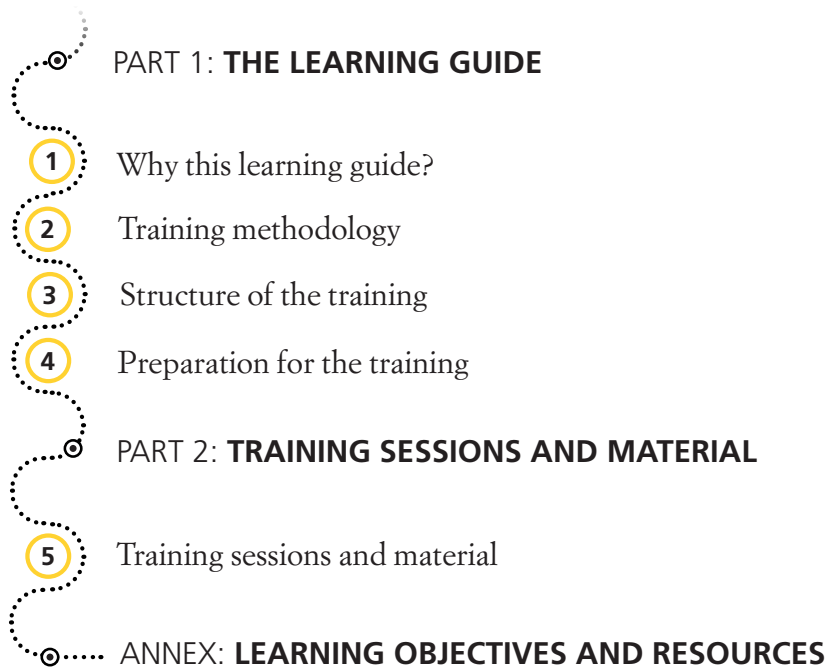
2. Explain the main topics covered by the VGGT;
3. Identify the main actors and processes and their respective roles in tenure governance;
4. Assess the local tenure situation and conduct analyses of specific cases in the country;
5. Apply the VGGT to prepare an agenda for action by CSOs to implement the VGGT.

Through the experience of the training, CSO participants will also strengthen their networks related to tenure governance. With increased knowledge of the VGGT and stronger networks, CSOs will be able to support meaningful dialogue with the government and other key actors on tenure policies, legislation and other ongoing processes at country level.

Overview of the learning guide

This learning guide describes how to train CSOs in the skills and methods needed for increasing the use of the VGGT among CSOs and grassroots organizations. It has been designed to train trainers at the national level.

This guide is divided into the following parts:



2. Training methodology

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.

Experiential learning has been defined as ‘the process whereby knowledge is created through the transformation of experience.’ Knowledge results from ‘the combination of grasping and transforming experience.’⁷

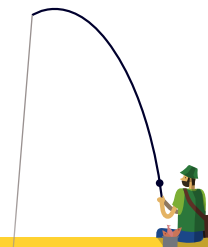
According to learning theories, we all learn best by actively experimenting or ‘learning by doing’, reflecting and internalizing lessons from our experience. We also tend to remember more from an experiential learning approach because we make discoveries for ourselves. The key to conducting experiential training is to avoid providing the answers, and instead to strengthen learners’ analytical capacity to find their own answers. Thus, the role of the trainer is to facilitate the exchange of knowledge and experience rather than to teach.

This is why there is little conventional ‘teaching’ in this learning guide.

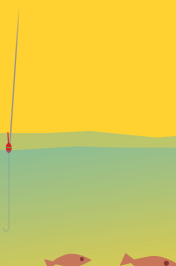
The user of this guide should be comfortable in the role of facilitator of experiential learning approaches. Facilitating experiential learning is easier in some cultures than in others. For example, some cultures expect the facilitator to provide the answers and the participants to quietly and respectfully absorb them. The facilitator needs to be sensitive to these cultural expectations, and to adapt the pace of self-directed learning accordingly.

To set the right ambience for experiential learning, it is important that the facilitator projects him/herself as one among equals. An informal open atmosphere for sharing and debate should be created, encouraging and respecting a diversity of opinions. Views, even from the facilitator, should be presented as opinions rather than as truths. This approach provides space for different views and gives participants the confidence to express themselves without worrying about saying the wrong thing.

At the same time, the training facilitator should have a deep understanding of tenure issues in the country context and in the context of the VGGT. If this is not the case, he/she should be supported by a tenure expert in the preparation and implementation of the training.



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.

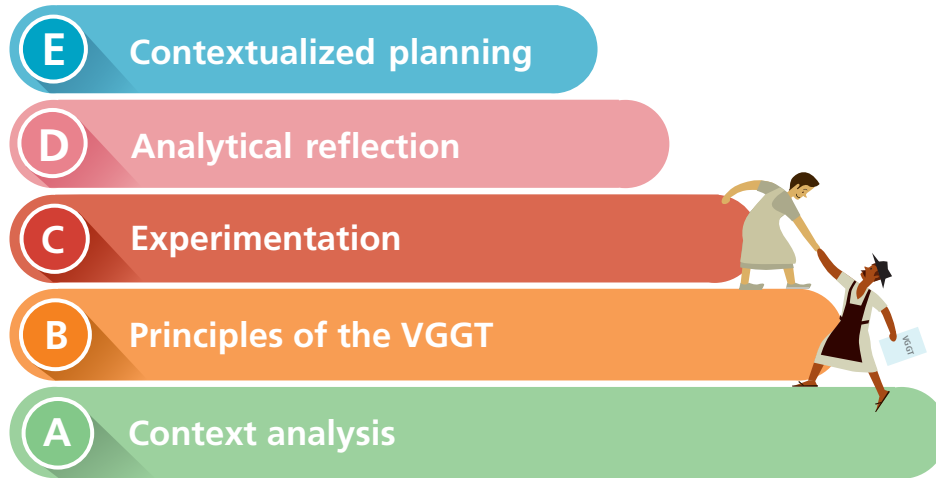


⁷ Kolb’s Experiential Learning Theory (Kolb, 1984).

Five elements of the methodology

The training has been designed in a modular way as a learning process (Figure 1) 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.

FIGURE 1
Learning
process



- 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.

All elements of the training are essential to reach the training objectives and goals (Figure 2), even if they can be tailored to specific training needs and context.

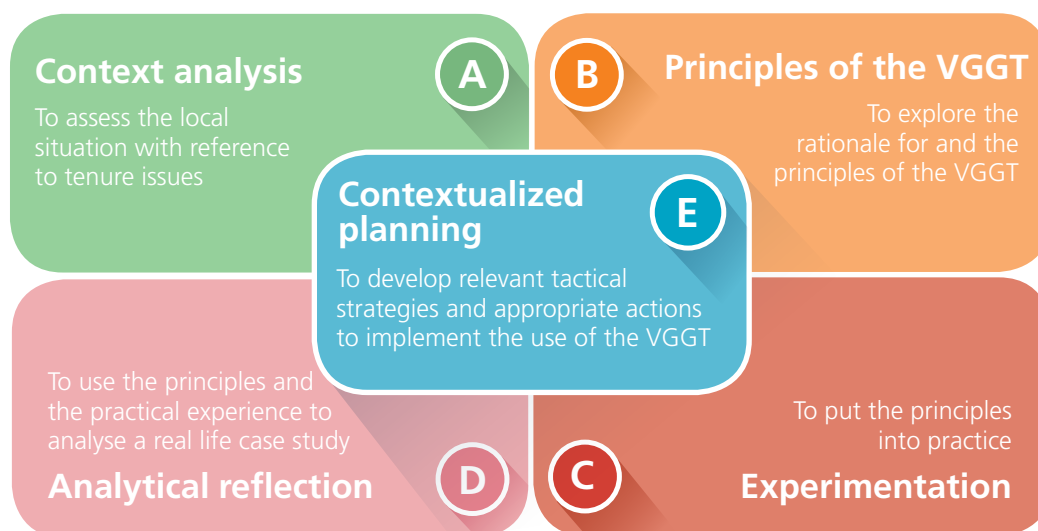


FIGURE 2
The five elements

The 5 elements above feed into the **overall training goal: to enable CSOs and their constituents to use the VGGT meaningfully and effectively to improve the governance of tenure.**

Options for applying the methodology

The five elements of the methodology can be fully or partially applied, depending on different objectives they want to reach with the training, i.e. sensitization, awareness raising or capacity building, as indicated in the table below.

OPTIONS	ELEMENTS OF THE METHODOLOGY
SENSITIZATION Participants informed about the VGGT	A Context analysis B Principles of the VGGT
AWARENESS RAISING Participants informed about the VGGT and able to use the VGGT to reflect on their own country context	A Context analysis B Principles of the VGGT D Analytical reflection
CAPACITY BUILDING Participants fully trained, informed, able to use the VGGT to reflect on their own country context and to design an action plan	A Context analysis B Principles of the VGGT C Experimentation D Analytical reflection E Contextualized planning

TABLE 1
Three options

3. 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:

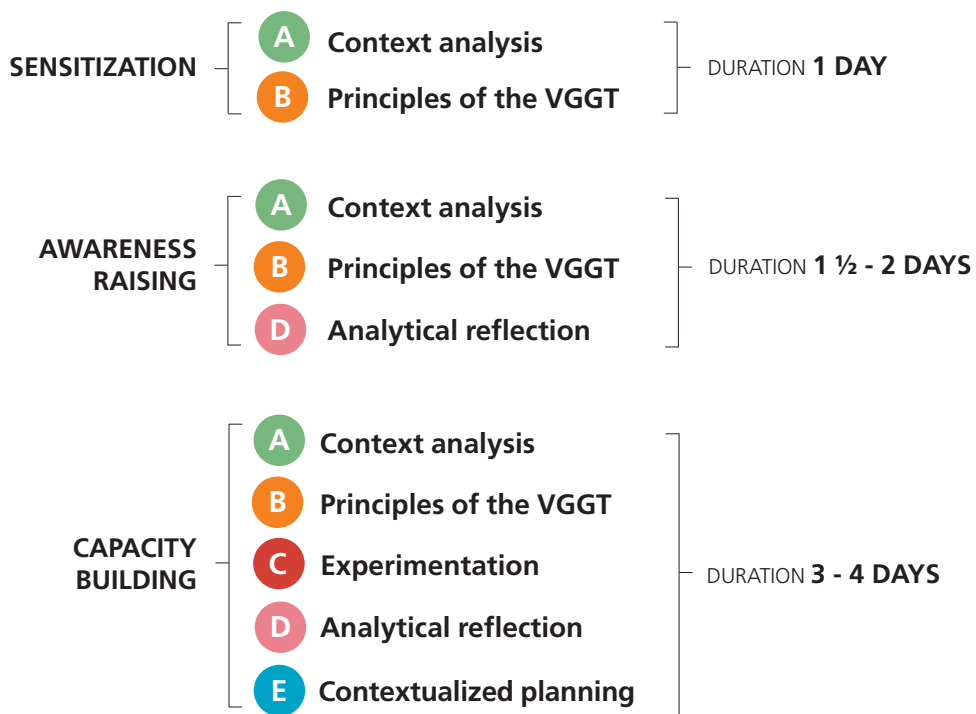
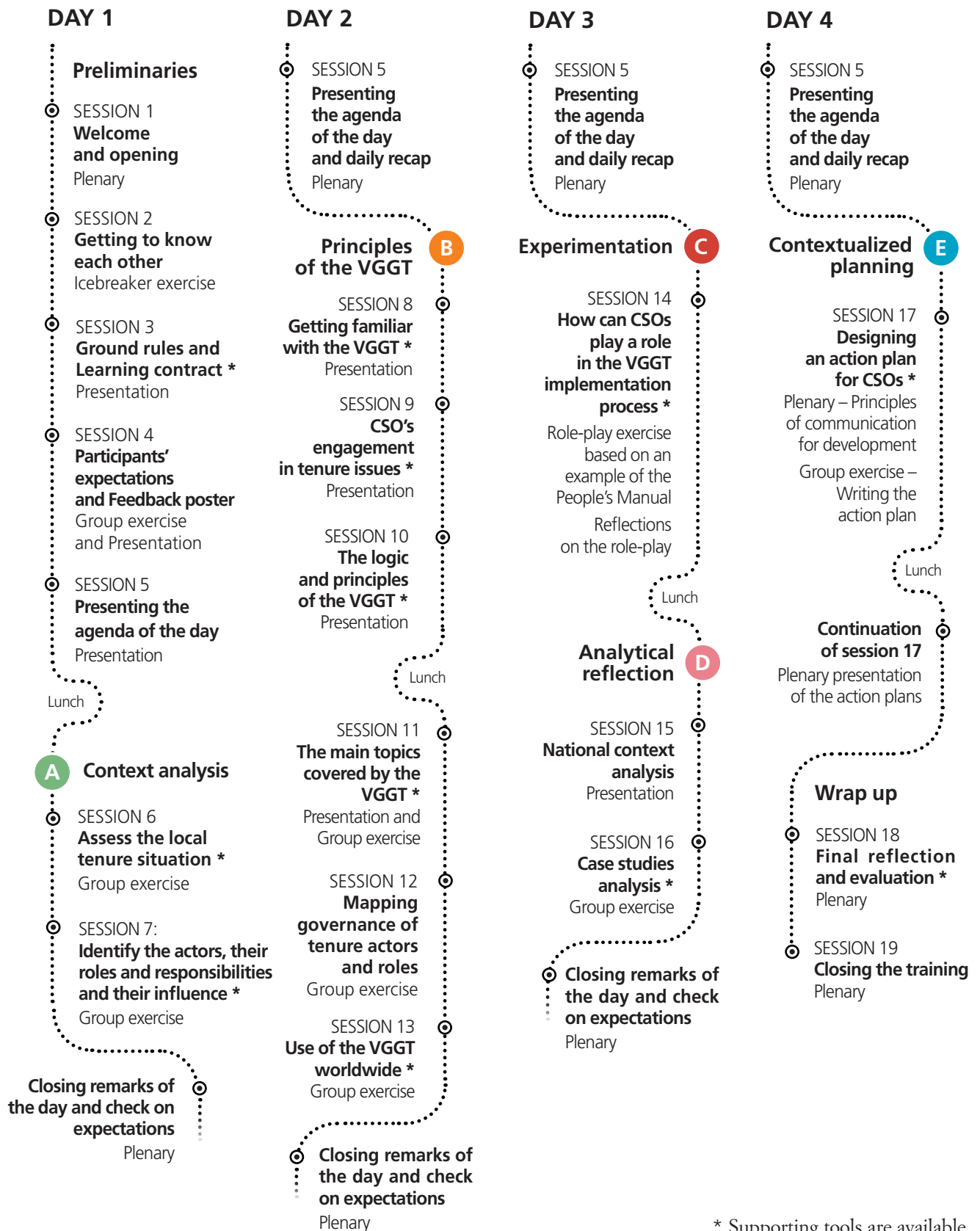


TABLE 2
Suggested Training Schedule



* Supporting tools are available.

4. Preparation for the training

Training situations vary greatly; therefore, the materials and suggestions provided in this guide should be viewed as a guide to conduct a successful training. The level of experience of the facilitator, the knowledge and skill levels of participants, and the training context are all factors that need to be considered when planning the workshop. The training workshop as outlined in this guide is designed to take place over four days. There are a number of steps involved in getting ready for this training:

1. Selection of the participants.
2. Setting up the training team.
3. Background reading.
4. Conducting a national context analysis.
5. Choosing a training venue.
6. Preparing training materials and equipment.

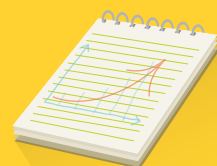
The training organizers should begin preparations approximately 1–1.5 months prior to the training. In addition to the time usually required to prepare for the training workshop, it is essential to take into account that a full understanding of the proposed methodology, and a good familiarity with this learning guide and how to use it, may require some additional preparation time. There are also other key factors that may have an impact on the time needed, namely:

- The level of familiarity of the facilitator⁸ with:
 - the VGGT;
 - the tenure situation of the country and the tenure-related processes at national and local levels;
 - experiential learning approaches.
- The need to adapt the training material to the local context;
- The need to translate the training material into local language(s).

A careful assessment of these elements prior to starting the preparation is recommended in order to plan realistically for the work and time required to properly prepare for and carry out the training.

⁸ As indicated in the previous section on the methodology, the facilitator might not have the knowledge of the VGGT and/or the tenure situation of the country. In this case he/she should be supported by a tenure expert in the preparation of the training.

The level of experience of the facilitator, the knowledge and skill levels of participants, and the training context are all factors that need to be considered when planning the workshop.



Selection of the participants

A minimum of 10 and a maximum of 30 participants are recommended in order to maintain the integrity of the training design. In terms of their selection, it is recommended to take into account the following:

- Select participants with a similar level of knowledge of the VGGT in order to make it easier to tailor the information provided and to avoid repetition for those participants with more background.
- Select participants from all the three sectors, i.e. land, fishery and forest⁹; this allows for a richer exchange of information and experience among the three sectors and the possibility to build new relationships and partnerships.
- Consider gender balance among the participants to allow both men and women to attend and benefit from the training.

Setting up the training team

A training team should be set up well in advance of the training. Ideally the team should be involved throughout the process: in the preparatory steps, implementation of the training, and monitoring and evaluation activities following the training. It is recommended to have two facilitators conduct the training, who alternately lead and support the facilitation. Support staff will also play an important role in preparing the training materials, photocopying documents, and helping the facilitator(s) during the training. It is recommended that support staff be available full time for at least three days before the training begins. In addition, a staff member or consultant should be assigned for documentation, to take notes and photos during the training, to type up outputs as needed during the training, and to prepare the training report.

It is strongly recommended that the training team review together this learning guide prior to the training in order to gain a full and common understanding of the methodology, materials, and background for each session. The team should be responsible for pre-training preparations; it should define in advance the roles and responsibilities for each session. The team should make a list of what has to be prepared in advance, the materials needed, the responsibilities and the timing. It is also essential to allocate one day for a rehearsal before the training. Talking through and practising each session brings the guide to life and helps the team to think through the process and ensure that all the materials are in place. The training team should also allow time to gather knowledge and skills related to the governance of tenure (e.g. tenure issues in country, legal negotiation, tenure reform processes) and on facilitation.

⁹ Naturally, in some countries one of these three sectors might not be relevant. In this case, the organizers will select the sectors accordingly.

Background reading

A key step for the training team is to review the following background materials.

- *Voluntary guidelines on the responsible governance of tenure of land, fisheries and forests in the context of national food security* (available at www.fao.org/nr/tenure/voluntary-guidelines/en)
- E- learning module: *Introduction to the responsible governance of tenure* (available at www.fao.org/elearning/#/elc/en/course/NG1)
- *People's Manual* (available at www.foodsovereignty.org/peoplesmanual/)

Conducting a national context analysis

This learning guide should be enriched with an analysis of the national context. This analysis will give the participants an overview of the main issues related to the governance of tenure in the country. The background reading (see above) should be completed by the training team prior to analysing the national context. The analysis may be facilitated

either by the team or by a consultant. The facilitator will need to define which aspects of the national context should be presented to participants in Session 15: National Context Analysis. The training team may consider amending some sessions (i.e. Sessions 8, 9, 10, 11 and 15) to integrate content from the national context analysis. The national context analysis should also aim to identify and describe the actors involved in tenure governance in order to provide inputs during Sessions 12 and 14.

This learning guide should be enriched with an analysis of the national context. This analysis will give the participants an overview of the main issues related to the governance of tenure in the country.

Choosing a training venue

The selection of an appropriate venue and the arrangements at the venue are important in ensuring that the training workshop runs smoothly. The geographic location of the venue as well as the actual physical space such as the size and layout of the room can significantly influence the outcome of the training. The training venue should have a large hall with lots of space for the participants to move around. Ideally the capacity of the room should be approximately double the number of participants (e.g. a room with capacity for 40 for a workshop with 20 participants). Chairs should be easily movable and arranged in a 'U' shape with no tables in front of chairs, with only 3 or 4 tables behind the U against the walls, or alternatively with small tables for 6 to 8 people for the working sessions. There should be a small table for the LCD projector. The

facilitator and the training team should ideally sit with participants in the 'U', or at one small table close to the participants. Should this not be possible the facilitator should avoid sitting behind a big table at the front. Ideally there should be large white boards or chalk boards. If boards are not available then there should be lots of wall space for placing things on the wall. As well as the large room, it is ideal if there are places where 3 or 4 smaller groups of roughly 5–6 people each can meet separately for group work. Alternatively, more than one room might be needed.

Preparing training materials and equipment

Participatory and experiential learning-based training courses are more complex to organize logistically than more conventional courses. A variety of materials are required for each session, and many logistical arrangements need to be made in advance:

Adapt and prepare the materials

Review the materials related to the sessions, adapt them to the training context, and decide which materials should be distributed as hard copies to the participants. A translation into the local language might be needed when the participants do not master the language of the materials. Make sure there are enough copies of materials for each participant, and ensure that materials are photocopied, stapled and put where they can be easily retrieved for the appropriate session. Preferably, do not give out all materials at once.

Buy materials following a checklist

It is important to buy materials carefully and in advance, especially if the venue is a long way from shops. A materials checklist is provided below. This should be adapted to local names for materials, printed out and used by the person doing the purchasing. Because the training involves group exercises using cards and big sheets of paper, a lot of materials may be needed, so it is always good to overestimate if the number of participants is uncertain.

Allocate time and location for preparing materials



Many big posters have to be prepared before the training. It is recommended to prepare them all before the training starts. Test the LCD projector during the rehearsal, at least a day before the training begins. Do not wait until the beginning of the training in case there is a problem.




Review the materials related to the sessions, adapt them to the training context, and decide which materials should be distributed as hard copies to the participants.



Training materials checklist

Each participant should have a copy of the VGGT during the training. In addition, all participants should either bring or be supplied with notebooks and pens to use throughout the workshop.

SPECIFIC MATERIAL PER SESSION		ALREADY PROVIDED IN THE SESSION	TO BE REPAIRED BY THE ORGANIZERS	TICK IF PREPARED/ ACQUIRED
Session 1	PowerPoint presentation or a briefing note prepared for the speaker		•	
	Laptop computer (if the speech is based on a PowerPoint presentation)		•	
	Projector (if the speech is based on a PowerPoint presentation)		•	
Session 2	Notebooks or cards		•	
Session 3	Ground rules poster	 To be printed	•	
	Learning contract poster		•	
Session 4	Cards		•	
	Markers		•	
	Flipchart		•	
	Poster 'What I like'		•	
	Poster 'What I don't like'		•	
Session 5	Flipchart		•	
	Pre-prepared agenda		•	
	Paper		•	
	Markers	 To be printed	•	
Session 6	List of questions to be answered to be displayed in the room	•		
	Posters for the participants to write down their case and display them OR have the note-taker write down the cases		•	
	Tape		•	
Session 7	Guiding questions on the communication channels		•	
	Flipchart		•	
	Markers		•	
Session 8	PowerPoint presentation	•		
	Flipchart		•	
	Videos	•		
	Laptop computer		•	
	Projector		•	
	Speakers for the video		•	
Session 9	Video	•		
	Projector		•	
	Speakers for the video		•	
Session 10	PowerPoint presentation	•		
	Flipchart		•	
	Laptop computer		•	
	Projector		•	

SPECIFIC MATERIAL PER SESSION		ALREADY PROVIDED IN THE SESSION	TO BE PREPARED BY THE ORGANIZERS	TICK IF PREPARED/ ACQUIRED
Session 11	The 16 posters printed and displayed in the room	.	.	
	Green, yellow and pink Post-its		.	
	Tape		.	
Session 12	Cards		.	
	Questions	.		
Session 13	PowerPoint presentation	 To be printed	.	
	Laptop computer		.	
	Projector		.	
	Flipchart		.	
Session 14	<i>People's Manual</i> , chapter 2	.	.	
	Instruction to design a role-play	 To be printed and distributed	.	
	Role-play scenario		.	
	Participants' briefs for the role-play		.	
	Questions for debriefing the participants		.	
	Markers		.	
Session 15	PowerPoint presentation or posters		.	
	Laptop computer (if the PowerPoint presentation is prepared)		.	
	Projector (if the PowerPoint presentation is prepared)		.	
Session 16	Summary of selected cases		.	
	Fold-out User Guide of the People's Manual	.		
	Flipchart	 To be printed and distributed	.	
	Markers		.	
Session 17	Guiding note and guiding list of questions	.		
	Sheets of paper for each participant		.	
Session 18	Post training evaluation questionnaire	.		
Session 19	PowerPoint presentation (if needed) or a briefing note prepared for the speaker		.	
	Laptop computer (if the PowerPoint presentation is prepared)		.	
	A projector (if the PowerPoint presentation is prepared)		.	
Other useful materials	Stapler (with some packets of staples)		.	
	Glue sticks		.	
	Scissors		.	
	Post-its		.	
	A4-size white paper		.	
	Tape		.	
	A large clock		.	
	Printer		.	
	Photocopier		.	
	Pens		.	
Notebooks		.		



TRAINING SESSIONS AND MATERIAL



○ PART 1: **THE LEARNING GUIDE**

1 Why this learning guide?

2 Training methodology

3 Structure of the training

4 Preparation for the training

○ PART 2: **TRAINING SESSIONS AND MATERIAL**




5 Training sessions and material

○ ANNEX: **LEARNING OBJECTIVES AND RESOURCES**

PART 2: TRAINING SESSIONS AND MATERIAL

5. Training sessions and material

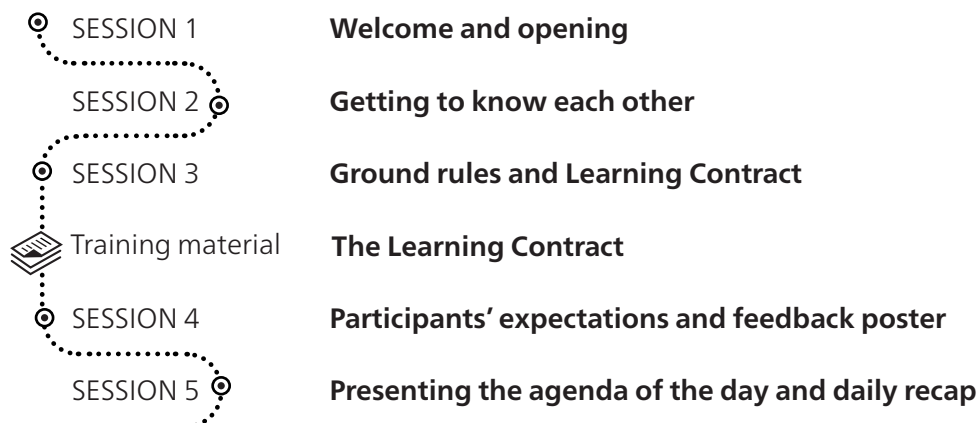
The 19 session plans outline the various elements associated with conducting the training, i.e. purpose, steps, materials, suggested time, and comments and tips. In addition, some session plans are followed by supporting materials including guiding notes, training materials, and background reading.

-  **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.

Each session of the training is described below.

Preliminaries



SESSION 1
**Welcome
and opening**

Plenary

Purpose	<ul style="list-style-type: none">• To mark the formal opening of the training.• To motivate the participants and inform them about the higher level objectives of the workshop in the national context.
Steps	<ul style="list-style-type: none">• Agree beforehand on an appropriate speaker(s) and invite him/her to attend the opening to make introductory remarks of approximately 10–15 minutes. He/she is also requested to introduce the objectives of the workshop.• The workshop moderator (usually one of the organizers) introduces the speaker(s).
Materials	Briefing note for the speaker(s).
Suggested time	30 minutes.
Comments and tips	<ul style="list-style-type: none">• During this session it could also be useful to clarify the role of any co-organizing organization.• Consider gender balance if inviting more than one speaker.

SESSION 2
**Getting
to know
each other**

Icebreaker
exercise

Purpose	<ul style="list-style-type: none">• To introduce the participants to each other and give them a sense of each other's work and experience.• To help participants become comfortable with each other.
Steps	<ol style="list-style-type: none">1. Divide the participants into pairs by asking them to find a partner that they know the least about.2. The pairs interview each other for about 5 minutes.3. After the interviews, reassemble the participants into a big circle and ask each participant to introduce his/her partner to the group.4. Ask both participants to stand up for the introduction.
Materials	Notebooks.
Suggested time	<ul style="list-style-type: none">• 5 minutes for interviews.• 20 minutes for participants to introduce each other.
Comments and tips	<ul style="list-style-type: none">• Sample questions may be prepared and posted in the room. Besides the usual questions about professional background, include some less formal questions such as:<ul style="list-style-type: none">- What's your favourite food?- Who's your favourite movie star or singer?- Which animal do you most closely resemble?These questions are effective at breaking the ice.• Other icebreaker exercises may also be substituted.

GROUND RULES

Purpose	To set the ground rules for the smooth running of the training.
Steps	<ol style="list-style-type: none"> 1. Present a poster listing some generic rules and the schedule. The poster will be kept in a prominent place throughout the workshop. 2. Make it clear that rules can be added during the training if the need arises. Furthermore, rules apply to everyone equally, including the facilitator.
Materials	Pre-prepared ground rules poster.
Suggested time	10 minutes.

LEARNING CONTRACT

Purpose	<ul style="list-style-type: none"> • To introduce the training objectives, structure, approaches and expected outputs. • To help the participants understand the goals of the training and to consciously agree that everyone will work together towards reaching the training goals.
Steps	<ol style="list-style-type: none"> 1. Present the goal of the workshop, what the participants will learn, and what they will be able to do after the workshop. It is key to explain the logic of the training and the learning flow (e.g. how one session will build on another). 2. Explain the content of the learning contract between the facilitator and the participants and explain that it is the job of the participants to strive to fulfil the terms of the contract. The poster of the 'learning contract' will be kept in a prominent place throughout the workshop. 3. Ask the participants to come forward and sign the contract.
Materials	Pre-prepared learning contract poster (see below).
Suggested time	10 – 15 minutes.
Comments and tips	<ul style="list-style-type: none"> • The training schedule should be adapted to local customs, and while some days may be longer than others, an average of 8 hours per day is advisable. • Suggestions for norms and rules to be agreed among the participants: <ul style="list-style-type: none"> - Any question is a good question and all points of view are valid. - Please take part but do not dominate – provide an opportunity for the quieter people to take part. - Disagreements are not personal. - Switch off mobile phones during the workshop. - Arrive at the workshop venue on time. - One or more participants could be elected as a 'village chief' who will help the facilitator enforce the rules. Funny punishments (e.g. dancing in the middle of the circle, telling jokes) could be established for those who do not respect the rules.



SESSION 3 - Training material The Learning Contract

PRINT/PHOTOCOPY THIS PAGE AND USE IT DURING THE SESSION



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.

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

My learning goals

- 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 your local communities

- Design an action plan (*Group exercise*)

Signatures:

.....

SESSION 4

Participants' expectations and feedback poster

Group Exercise and Presentation

PARTICIPANTS EXPECTATIONS

Purpose	To assess participants' expectations in relation to the training goal, objectives and content of the training.
Steps	<ol style="list-style-type: none"> 1. Distribute cards to each of the participants and ask him/her to write down his/her personal expectations – what they hope to learn from the workshop. The cards can be stuck onto another large piece of paper. 2. Regroup and sum up the expectations by theme. 3. At the end of the workshop, return to both the learning contract and the participants' learning expectations and together with the participants, check whether both have been fulfilled.
Materials	<ul style="list-style-type: none"> • Cards. • Markers. • Flip-chart paper.
Suggested time	20 minutes.

FEEDBACK POSTER

Purpose	<ul style="list-style-type: none"> • To provide the participants with an opportunity to express what they like and don't like day by day during the workshop. • To allow the trainer/facilitator to respond in a timely manner to any issue raised during the workshop.
Steps	<ol style="list-style-type: none"> 1. Present the 'What I like/What I don't like' posters and explain that the poster will be placed outside the workshop room in order to allow the participants to express anonymously what they like and don't like about the workshop. 2. Emphasize that criticism should be constructive, and that also knowing what is going well is a great source of motivation for everyone. 3. Place the 'What I like/What I don't like' poster on a wall outside the room.
Materials	<ul style="list-style-type: none"> • Pre-prepared poster 'What I like'. • Pre-prepared poster 'What I don't like'. • Markers.
Suggested time	5 minutes.
Comments and tips	<ul style="list-style-type: none"> • From time to time remind the participants about the feedback poster and encourage them to write on it. Check the feedback wall at the end of each day. • Address participants' remarks during the course of the training. • This session can be adapted according to the local norms. For example, an anonymous suggestion box may be used or alternatively a quick oral evaluation at the end of the day requesting feedback on the main positive and negative aspects of the day.

SESSION 5
**Presenting
the agenda
of the day
and daily recap**
Presentation

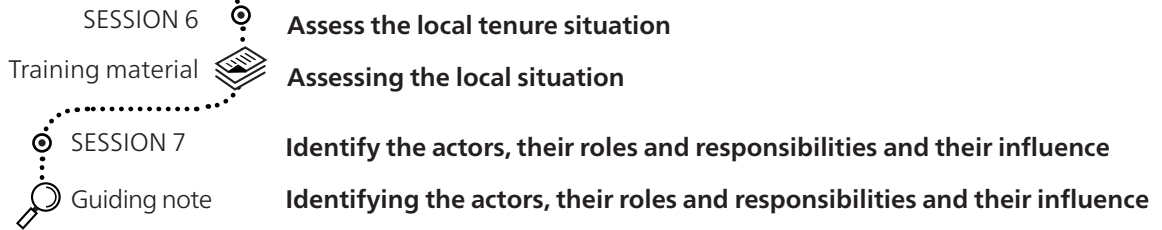
PRESENTING THE AGENDA OF THE DAY

Purpose	To inform participants on the scheduled activities of the day.
Steps	<ol style="list-style-type: none"> 1. Explain the agenda to the participants, giving a short overview of what they will do during each activity. 2. Set the goal of the day and explain the expected outputs at the end of the day.
Materials	Flipchart with the day's agenda.
Suggested time	10 minutes.

DAILY RECAP

Purpose	To summarize the main activities and outputs of the previous day.
Steps	<ol style="list-style-type: none"> 1. Organize the participants in groups of any size. 2. Ask the groups to write down a list of keywords from the previous day. 3. Ask each group to pick three keywords from their list, and explain what new things they learned the previous day related to each keyword. 4. Ask each group to present the list of their three keywords to the plenary. 5. Write down the relevant keywords on a flipchart. 6. Integrate if needed.
Materials	<ul style="list-style-type: none"> • Flipchart. • Paper for participants. • Markers.
Suggested time	15 – 20 minutes.
Comments and tips	<ul style="list-style-type: none"> • Display the agenda in the room and update it each day if there are changes. • Clearly allocate time for each session and respect the schedule. • Ask one or more participants to help respect the timing. • Other daily recap exercises may be substituted.

A Context analysis



SESSION 6
Assess the local tenure situation
Group exercise

Purpose

- To collectively identify and describe cases challenging responsible governance of tenure.
- To identify some of the different types of issues affecting governance of tenure.
- To create a basis of cases that will be used throughout the training as entry points to better understand the VGGT and to draw up action plans.

Steps

1. Explain the purpose of the session.
2. Divide the participants into 3 to 4 groups. The groups can be formed based on geographical location of the participants, type of resource, topics (land, forestry, fisheries, pastoralists, women, IPs, etc), or randomly.
3. Give the groups 20 minutes to prepare one or two different cases to be shared in plenary using the questions displayed. Distribute flipcharts where they can write down the main elements.
4. Give each of the groups 10 minutes to present their cases (2–3 cases maximum). Have a timekeeper who indicates when to begin, when one minute is remaining and when the group should stop.
5. In plenary, the participants should select one case per group. Guide the participants to select cases with different topics in order to cover different thematic areas.

Materials

- List of case study questions to be displayed in the room (see below).
- Flipchart.
- Tape.

Suggested time 1 hour 30 minutes.

Comments and tips

- This is the first working session of the training and it is highly recommended that participants work in groups in order to allow all the participants to express their ideas and experience.
- This session is the basis for all the following ones. It is important that the cases selected represent a diversity of situations related to the governance of tenure (e.g. recognition of legitimates rights, grievance mechanisms, gender access and rights, fisheries access, transboundary issues) that will allow participants to explore the various themes of the VGGT.
- It is recommended to type up a summary of the selected cases at the end of the first day and provide a copy to the participants the next day.

Alternative:

- The cases can be prepared prior to the training. It is important that the cases are prepared by the participants following the guiding questions. These questions can be tailored to meet the specific aims of the training. Prior preparation of the cases (Sessions 6 and 7) can shorten the duration of the training, however, clear guidance and support to the participants is needed.

A

SESSION 6 - Training material

Assessing the local situation



The following is a list of questions to be displayed in the room:

1 What happened?

2 Who was involved?

3 What do you think/feel?

4 What is the situation now?



PRINT/PHOTOCOPY THIS PAGE
AND USE IT DURING THE SESSION

SESSION 7
Identify the actors, their roles and responsibilities and their influence
Group exercise

Purpose	<ul style="list-style-type: none">• To recognize collectively the different actors involved in tenure governance in the participants' local situations.• To understand the power dynamics related to tenure governance.• To identify the roles and responsibilities of various actors involved in tenure governance.• To identify connections among various actors.• To identify the information available and information flows towards improving the effectiveness of formal and informal communication channels.
Steps	<ol style="list-style-type: none">1. Explain the purpose of the session.2. Divide the participants into the same working groups as in Session 6 and provide each group with a flipchart.3. Referring to the cases selected in Session 6, ask each group to identify the main actors in their selected case and the roles and responsibilities of each actor. Ask them to take notes on the flipchart.4. Ask the groups to identify the communication channels among the actors:<ul style="list-style-type: none">• Ask the groups to draw arrows between actors to visualize the flow of information related to tenure issues. If two actors exchange information, they should draw double-headed arrows.• Groups then define what kind of information comes from each actor (e.g. on rights and legal frameworks, on responsible practices, on market opportunities) and note it on the flipchart. Allow for multiple types of information.• Ask the groups to assign influence by drawing small towers or stars next to each actor: the higher the influence, the higher the tower or the number of stars.5. In plenary the groups will present and discuss the results of their work.
Materials	<ul style="list-style-type: none">• Guiding note on the session (see below).• The posters prepared during Session 6 should remain displayed.• Flipchart.• Markers.
Suggested time	45 minutes.
Comments and tips	<ul style="list-style-type: none">• Clarify that this exercise is related to the case studies. The aim of this session is not to establish the complete list of all the stakeholders involved in the governance of tenure but to focus on those linked to the specific case. In Session 12, this analysis will be elaborated and reinforced by mapping all the actors and roles linked to governance of tenure.• If participants are requested to prepare cases prior to the training, then Sessions 6 and 7 should be merged for the assignment. Otherwise, these sessions should remain separate.

A

SESSION 7 - Guiding note

Identifying the actors, their roles and responsibilities and their influence



Procedure¹⁰:

1. Actor identification

Guiding question: *"Who is involved in the governance of tenure?"*

- Ask participants to write the names of each actor on a sheet of paper (possibly different colours for different types of actors, e.g. government, civil society, private sector).

2. Linkage mapping

Guiding question: *"Who is linked to whom?"*

- Define relevant links or relationships between actors (e.g. providing services, giving financial support, exchanging information) and ask participants to draw arrows between actors using different colours for each type of link.
- If two actors exchange something, they should draw double-headed arrows. If actors exchange more than one thing, they can add different coloured arrow heads to existing links.

2.1 Information and knowledge exchanges on tenure-related issues

Guiding questions: *"How are knowledge and information about tenure-related issues shared among the actors? Are there relevant external sources?"*

- Ask participants to draw arrows between actors to show (or complete if already started) the flows of information related to the governance of tenure. If two actors exchange information, they should draw double-headed arrows.
- Ask participants to note available communication channels (e.g. traditional/community media, print and broadcast media, mobile phones, social media, Internet) and any other external sources of information.

3. Influence Towers

Guiding questions: *"What type of information comes from each source? Who are the most knowledgeable and reliable sources of information? How can they influence the communication process on tenure issues and/or the behaviour of other actors?"*

¹⁰ *Participatory Rural Communication Appraisal. A Handbook.* (3rd Edition). In print. Rome, Italy: FAO, 2004.

- Participants define what kind of information comes from each source (e.g. on rights and legal frameworks, on responsible practices, on market opportunities, on claims for lands, on management of resources) and note it next to the actor. Allow for multiple types of information.
- Clarify that participants should try to determine which actors are perceived at different levels (national, local) as the most knowledgeable, reliable and respectable sources in relation to the specific issues related to tenure, not at large.
- Ask participants to assign influence towers and place them next to each actor: the higher the influence, the higher the tower. Towers of different actors can be of the same height. Sources with no influence can be put at ground level. Towers can be as high as participants want.

4. Discussion

Guiding question: *“What individuals or groups are left out of the loop? What information is not accessible to whom? What could be done to address these knowledge gaps? What processes or channels would be effective?”*

- Invite participants to look at the map and try to identify problems and opportunities related to information and knowledge sharing.
- Discuss how the situation could be improved through a communication strategy given the local context. It may be useful to give participants some examples of communication objectives, such as:
 - making local communities aware of their tenure rights;
 - providing clear and simple information about existing legal tools;
 - documenting and sharing local practices to avoid misconceptions;
 - increasing local CSO participation in decision-making processes;
 - raising public awareness of indigenous self-governance practices;
 - advocating with national governments.

Trainers could try to capture the main points emerging from the mapping and the discussion on a flipchart (see sample matrix below):











Sample Matrix

Sources of information	More influential	Less influential

Types of information	Shared	Missing/needed

Communication channels/resources	Available	Needed

B Principles of the VGGT

SESSION 8	Getting familiar with the VGGT
Background reading 	Main objectives and basic concepts of the VGGT
Training material 	Main objectives and basic concepts of the VGGT
Training material 	Video on responsible governance of tenure
SESSION 9	CSOs' engagement in tenure issues
 Background reading	CSOs' engagement in tenure issues
 Training material	Videos on CSOs' engagement in tenure issues
SESSION 10	The logic and principles of the VGGT
Background reading 	The logic and principles of the VGGT
Training material 	Logic and principles for responsible governance of tenure
SESSION 11	The main topics covered by the VGGT
 Training material	Main topics covered by the VGGT
SESSION 12	Mapping governance of tenure actors and roles
Training material 	Mapping governance of tenure actors and roles
SESSION 13	Use of the VGGT worldwide
 Training material	VGGT use and status of implementation worldwide

SESSION 8
Getting familiar with the VGGT
Presentation

Purpose	To explain what the VGGT are and unpack the meaning of the words 'responsible', 'governance' and 'tenure'.
Steps	<ol style="list-style-type: none">1. Explain the purpose of the session.2. Present the video <i>Responsible Governance of Tenure</i>.3. Invite participants to share their views on what they think the VGGT are. After three or four contributions from participants, provide a definition of the VGGT and its main objectives using the PowerPoint presentation provided.4. To establish the links between the VGGT's objectives and the responsible governance of tenure, write the words 'responsible', 'governance' and 'tenure' on three different flipcharts. Ask the participants to brainstorm on a definition for each of these words.5. After the initial brainstorming about the three concepts, summarize with the definitions as presented in the background reading (see below).
Materials	<ul style="list-style-type: none">• Background reading (see below).• PowerPoint presentation: <i>Main objectives and basic concepts of the VGGT</i> (see below).• Video: <i>Responsible Governance of Tenure</i> (www.youtube.com/watch?v=dLqbi8xu3gw&feature=youtu.be).• Flipchart.• Laptop computer and projector.• Speakers for the video.
Suggested time	45 minutes.
Comments and tips	<ul style="list-style-type: none">• Referring to the background reading, this session familiarizes the participants with the VGGT. Several questions are suggested to take the discussion further:<ul style="list-style-type: none">- Why are the VGGT voluntary? Does the voluntary nature of the VGGT make them weaker?- Why do we need this type of guideline?- Why is tenure of water not considered in the VGGT?• Ideally the training is conducted in the language in which the participants are most comfortable. The participants may wish to discuss how the key tenure concepts can be translated and communicated effectively at the grassroots level. In some cases, terms in local dialects may be more effective.



SESSION 8 - Background reading

Main objectives and basic concepts of the VGGT



What are the Voluntary Guidelines on the Responsible Governance of Tenure (VGGT)?

The VGGT are an international instrument that can be used by many different actors to improve the governance of tenure of land, fisheries and forests. The VGGT serve as a reference and set out principles and internationally accepted standards for the practices of responsible governance of tenure. They represent an unprecedented international consensus on tenure. CSOs can use this international instrument to assert the tenure rights of their constituents such as communities, indigenous groups, or other marginalized populations.

The VGGT are voluntary and therefore not legally binding. They do not replace existing national laws or international laws, commitments, treaties or agreements. However, the VGGT encompass the principles of human rights enshrined in the Universal Declaration of Human Rights (UDHR), as mentioned in the first paragraph of the VGGT. The VGGT are an instrument of 'soft law', which has an advantage over binding international agreements in that they are usually easier for countries to reach an agreement on. Furthermore, soft law can be more comprehensive and detailed than binding legislation; soft law is often better suited for technical matters and best practices, such as the governance of tenure. FAO's experience with soft law instruments is that they have a positive impact in guiding national policies and legislation in many countries.

What are the main objectives of the VGGT?

The VGGT are meant to benefit all people in all countries, although there is an emphasis on vulnerable and marginalized people.

The purpose of the VGGT is to serve as a reference and to provide guidance to improve the governance of tenure of land, fisheries and forests, with respect to all forms of tenure: public, private, communal, indigenous, customary, and informal.

The overarching goals of the VGGT are to achieve food security for all and to support the progressive realization of the right to adequate food in the context of national food security. While supporting efforts towards the eradication of hunger and poverty, the VGGT are also intended to contribute to achieving sustainable livelihoods, social stability, housing security, rural development, environmental protection, and sustainable social and economic development. Therefore, the VGGT provide interpretation and guidance on how human rights obligations, public international law and humanitarian law are to be applied in the context of tenure.

The VGGT can contribute to:

- securing full rights to land for peasants;
- defending and regaining the territories of indigenous peoples;
- securing access to and control over fishing zones (including coastal land) and ecosystems for fishing communities;
- securing access to and control over pasture lands and migration routes for nomad pastoralist communities;
- securing access to land for the landless;
- securing harvesting rights for communities of gatherers;
- securing a future for rural youth;
- economic and social justice;
- environmental sustainability;
- local autonomy and self-determination of peoples.

The VGGT provide a framework that states are encouraged to use when developing their own strategies, policies, legislation, programmes and activities. They allow governments, civil society, the private sector and citizens to judge whether their proposed actions and the actions of others constitute acceptable practices.

Civil society, with emphasis on non-government organizations, civil society organizations and farmer, fisher and forest user organizations, should play an important role in advocacy, awareness raising, legal assistance and developing capacity for people to be able to enjoy and protect their tenure rights. People, communities and bodies who hold tenure rights should learn what rights they hold, and they should learn how to protect their tenure rights and themselves against corrupt and unlawful behaviour by others.

The VGGT, human rights and international law

The VGGT place tenure rights in the context of human rights. There is currently no international consensus that a tenure right is a human right. However, tenure rights, which provide access to land, water, fisheries and forests, are important for the realization of human rights, such as the right to a standard of living adequate for health and well-being, including food and housing (Universal Declaration of Human Rights, Article 25; International Covenant on Economic, Social and Cultural Rights, Article 11)¹¹.

The governance of tenure may affect the enjoyment of various human rights. The VGGT recommend that states should ensure that all actions regarding tenure and its governance are consistent with their obligations under national and international law, and with due regard to their voluntary commitments under applicable regional and international instruments. All programmes, policies and technical assistance to improve governance of tenure through the implementation of the VGGT should be consistent with states' existing obligations under international law.

¹¹ The VGGT encompasses human rights enshrined in the Universal Declaration of Human Rights (UDHR), the International Convention on the Elimination of All Forms of Racial Discrimination, International Covenant on Economic, Social and Cultural Rights (ICESCR), the International Covenant on Civil and Political Rights, the Convention on the Elimination of All Forms of Discrimination against Women, the International Labour Organization (ILO) Convention No. 169 Concerning Indigenous and Tribal Peoples, UN Declaration on the Rights of Indigenous Peoples, and the World Conference on Agrarian Reform and Rural Development, among others.

Basic Concepts

What is tenure?

Tenure is the relationship among people with respect to natural resources, such as to land, fisheries and forests. It determines who can use which resource, for how long and under what conditions.

These rights (and duties) can be created under formal legal systems, often in documents, or they can arise from custom, depending on the system in a particular country.

Usually, we talk about people owning, having or using land or forests. Another way of saying this is that they have rights to the land or forest.

Tenure systems define and regulate how people, communities and others gain access to natural resources, whether through formal law or informal arrangements. The rules of tenure determine who can use which resources, for how long, and under what conditions. They may be based on written policies and laws, as well as on unwritten customs and practices.

Tenure rights can include the right to possess, sell, gift, mortgage, leave by inheritance, or lease out the land or forest. These can also include the rights to occupy and use the land or forest, such as to harvest and collect produce. Tenure rights can also include the right to exclude others from occupying or using the land or forest, particularly where a person has an exclusive right to the land or to the forest.

What are legitimate tenure rights?

The VGGT do not provide a definition of legitimate tenure rights¹². Rather, they generally recognize both statutory and customary, formal and informal tenure rights as legitimate, and encourage states to acknowledge and respect all legitimate tenure rights in national law, policy and practice. The VGGT suggest that states arrive at their own non-discriminatory definitions of legitimate tenure rights after a careful review of all existing tenure governance systems currently in their country.

Tenure systems are often very complex and vary considerably, even within the same country, according to local terrain, culture, environment and the livelihoods practised. Defining socially legitimate tenure rights can pose challenges as there may be competing visions of legitimacy in a given society. Perceptions about legitimate tenure rights may be influenced by the power structures and economic interests of the society in which one's tenure claims are situated, and they may differ in local and national contexts. The VGGT emphasize several points in considering the determination of legitimate tenure rights:

a. Customary and indigenous rights are legitimate tenure rights

More than two billion people worldwide access resources through customary tenure regimes (USAID, 2011b). An estimated 90 percent of all land in Africa is held under customary tenure regimes, while almost 90 percent of the estimated 40 million indigenous peoples in Latin American hold land under customary tenure systems (Colchester *et al.*, 2001).

¹² The technical guide *Responsible Governance of Tenure and the Law* was used to inform the explanation on legitimate tenure rights.

Customary tenure may be defined as the local rules, institutions and practices governing land, fisheries and forests that have, over time and use, gained social legitimacy and become embedded in the fabric of a society. Although customary rules are not often written down, they may enjoy widespread social sanction and may be generally adhered to by members of a local population. Customary tenure systems are extremely diverse, reflecting different ecosystems, economies, cultures and social relations. Customary tenure systems may be associated with indigenous systems of shifting cultivation (e.g. USAID, 2011a, on Cambodia; and USAID, 2013, on upland Myanmar), but also pastoral resource use, communal forests and sacred or burial sites. The VGGT explicitly state that customary tenure rights can constitute legitimate rights. They call on states to recognize and respect 'legitimate customary tenure rights that are not currently protected by law' (paragraph 5.3). They also provide guidance on how to recognize customary tenure rights. Recognizing customary tenure rights as legitimate is relevant to fisheries as well as to land and forests.

b. Common property rights, use rights, tenancy rights, and overlapping and shared rights are legitimate tenure rights

Within both customary and statutory tenure systems, multiple and overlapping rights may govern the use of the same resource. For example, multiple rights to the same piece of land could include: the right to use the land for pasture or agriculture, possibly in different seasons; the right to use trees or collect firewood in the forest; the right to travel across the land or waters; the right to drive cattle across an area to obtain water from a river. A given piece of land may cater to multiple resource uses (i.e. pastoralism, farming, fishing) and users (i.e. farmers, pastoralists, herders). Tenure rights over common property resources (e.g. rangelands, fishing ponds, traditional forests), seasonal and otherwise temporary rights of access and use, as well as tenancy and sharecropping rights, can all be legitimate tenure rights for the purposes of the VGGT. It is often poorer and more vulnerable groups that hold these rights and, as discussed, the VGGT pay special attention to the tenure rights of these groups. 'Whenever states provide legal recognition to informal tenure, this should be done through participatory, gender-sensitive processes, having particular regard to tenants. In doing so, states should pay special attention to farmers and small-scale food producers.' (paragraph 10.3).

c. Women's rights are legitimate tenure rights

In many cultural contexts, women's tenure claims may hinge on their relationships with male relatives. Although many rural women have rights to access and use land, they are generally less likely than men to have control over it. In practical terms, this lack of control places many women in insecure and precarious situations: women who have only conditional access to land may lose it when their husbands die or when male family members unilaterally decide to sell it (Budlender and Alma, 2011). Such culturally ingrained marriage and inheritance rules can lead to the perpetuation of gender inequalities in tenure relations across generations (Guyer, 1987).

The VGGT directly address gender inequities. For example, paragraph 3B.4 establishes gender equality as one of the principles for implementation, with the mandate to 'ensure the equal right of women and men to the enjoyment of all human rights, while acknowledging

differences between women and men and taking specific measures aimed at accelerating de facto equality when necessary. States should ensure that women and girls have equal tenure rights and access to land, fisheries and forests independent of their civil and marital status.' When it comes to the tenure rights of women, there may be a clash between different sources of legitimacy. Determining legitimate tenure rights while also respecting principles of non-discrimination can pose important dilemmas. The VGGT acknowledge the challenge and state in paragraph 9.6 that 'where constitutional or legal reforms strengthen the rights of women and place them in conflict with custom, all parties should cooperate to accommodate such changes in the customary tenure systems'.

Key Recommendations

- Understand that land, fisheries and forests are more than just assets to be traded on the market; they are at the heart of individual and community identity, culture, history and spirituality, as well as the basis of food security and livelihoods.
- Be aware that the VGGT generally recognize both statutory and customary, formal and informal tenure rights as legitimate, and encourage states to acknowledge, document and respect all legitimate tenure rights in national law, policy and practice.
- Bear in mind that the VGGT recognize a range of tenure rights as legitimate – not only those formally recognized by national law, but also those considered to be socially legitimate in local societies.
- Remember that customary and indigenous rights, common property rights, use rights, tenancy rights, overlapping and shared rights, and women's rights are legitimate tenure rights.

What is governance?

The VGGT do not define what is governance as there are many different definitions of governance, but in general, governance refers to the organizations and the rules and processes that form part of the political, social, economic and administrative systems. These are used to manage society and to reconcile competing priorities and interests of different groups.

Governance includes formal government agencies as well as informal arrangements. It is concerned with how citizens participate in decision-making, how government is accountable to its citizens, how society obliges its members to observe its rules and laws, and how differences are resolved.

What is governance of tenure?

The VGGT do not define what is governance of tenure as there are many different definitions, but in general, governance of tenure is the way in which access to and control over natural resources is managed in a society. It includes, among other things, how competing priorities and interests of different groups are reconciled. Governance of tenure refers to both the organizations (government, courts, and agencies) and the rules and processes that regulate tenure rights.

What is responsible governance of tenure?

The VGGT do not define the term but they illustrate it through the principles and actions in the text.

Governance of tenure can be considered responsible when it is fair and equitable and seeks to bring the greatest good to the most people, while minimizing adverse impacts on individuals or groups, keeping in mind the principle of sustainability, and consistent with states' existing obligations under international human rights law. There are many ways in which responsible governance of tenure can benefit individuals and communities. This includes supporting people's livelihoods and food security, gender equality and the environment.

We could also say that responsible governance of tenure in a country should reflect the following general principles¹³ in the country's systems, policies and programmes:

1. Recognize and respect all legitimate tenure rights holders and their rights.
2. Safeguard legitimate tenure rights.
3. Promote and facilitate the enjoyment of legitimate tenure rights.
4. Provide access to justice.
5. Prevent tenure disputes, conflicts and corruption.

How does the governance of tenure affect hunger and poverty?

The eradication of hunger and poverty, and the sustainable use of the environment depend in large measure on how people, communities and others gain access to land, fisheries and forests. Access to natural resources is defined and regulated by tenure systems.

Tenure systems increasingly face stress as the world's growing population requires food security, and as environmental degradation and climate change reduce the availability of land, fisheries and forests. Inadequate and insecure tenure rights increase vulnerability, hunger and poverty, and can lead to conflict and environmental degradation when competing users fight for control of the resources.


The governance of tenure is a crucial element in determining if and how people, communities and others are able to keep or acquire rights, and associated duties, to use and control land, fisheries and forests.

¹³ Detailed information on these principles will be provided in session 10.


SESSION 8: Training material

Main objectives and basic concepts of the VGGT

(PowerPoint presentation)



SLIDE 1



Main objectives and basic concepts of the VGGT

Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security

This presentation is part of the Learning Guide for Civil Society Organizations developed to undertake trainings on VGGT with civil society actors from grassroots to the national level.

SLIDE 2



What are the VGGT?

- International instrument to improve governance of tenure of land, fisheries and forests.
- Set out principles and internationally accepted standards for practices for the responsible governance of tenure.
- Voluntary and not legally binding.
- Soft law, which is often better suited for technical matters and best practices, such as governance of tenure.

SLIDE 3



What are the main objectives of the VGGT?

- Provide **guidance to improve the governance of tenure** of land, fisheries and forests ... with respect to all forms of tenure: public, private, communal, indigenous, customary, and informal.
- Address the problems of weak governance of tenure and growing pressure on natural resources, with a particular emphasis on the vulnerable and marginalized.
- Overarching goals: **achieve food security for all** and support the **realization of the right to food**.

SLIDE 4

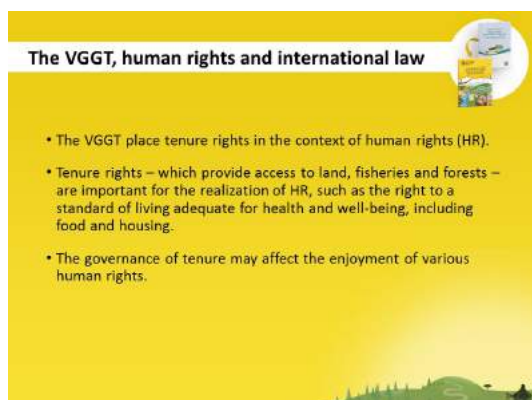


How can the VGGT be used?

The VGGT can contribute to:

- Securing full rights to land for peasants;
- Defending and regaining the territories of indigenous peoples;
- Securing access to and control over fishing zones and ecosystems for fishing communities;
- Securing a future for rural youth;
- Fostering economic and social justice.

SLIDE 5



The VGGT, human rights and international law

- The VGGT place tenure rights in the context of human rights (HR).
- Tenure rights – which provide access to land, fisheries and forests – are important for the realization of HR, such as the right to a standard of living adequate for health and well-being, including food and housing.
- The governance of tenure may affect the enjoyment of various human rights.

SLIDE 6



Understanding the basic concepts

Diagram illustrating the relationship between Tenure, Governance, Responsible governance of tenure, and Governance of tenure, centered around a question mark.

SLIDE 7

Basic concepts

What is tenure?

- Tenure is the relationship among people with respect to natural resources, such as to land, fisheries and forests. It determines who can use which resources, for how long and under what conditions.
- Tenure rights (and duties) can be created under formal legal systems, or they can arise from custom.
- Tenure rights can include:
 - ✓ the right to possess, sell, gift, mortgage, leave by inheritance, or lease out;
 - ✓ rights to occupy and use the land or forest;
 - ✓ the right to exclude others from occupying or using the land or forest where a person or group has an exclusive right.

SLIDE 8

Basic concepts

What is a legitimate right?

- The VGGT do not define which rights are legitimate as the definition is likely to differ from one country to another.
- Some rights are not legally recognized but have social legitimacy because they are recognized by the local community and others.
- There are also tenure situations where rights are claimed but not viewed as legitimate (e.g. commercial developer in a protected area).
- VGGT encourage states to lead a participatory process of consultation to define and recognize legitimate tenure rights.

SLIDE 9

Basic concepts

The VGGT do not define these terms as there are many different definitions. But in general terms:

What is governance?
It refers to the **organizations** and the **rules and processes** that form part of the political, social, economic and administrative systems.

What is governance of tenure?
It refers to the way in which **access to and control over natural resources** is managed in a society.

SLIDE 10


Basic concepts

What is responsible governance of tenure?

- The VGGT do not define the term but they illustrate it through the principles and actions of the text.
- It is fair and equitable;
- It seeks to bring the greatest good to the most people, while minimizing adverse impacts on individuals or groups;
- It keeps in mind the principle of sustainability;
- Is in line with international human rights.

SLIDE 11

Weak vs. Responsible Governance of Tenure

	
<ul style="list-style-type: none"> • Marginalizes the poor • Leads to power abuse and corruption • Affects economic growth by discouraging investments • Jeopardizes environmental sustainability • Leads to conflict • Leads to poverty, food insecurity and hunger 	<ul style="list-style-type: none"> • Makes access to NR more equitable • Protects people from losing their land • Fosters transparency and participatory decision-making • Supports equality among people • Helps ensure disputes are solved before they degenerate into conflict

SLIDE 12

For more information on the VGGT please visit www.fao.org/nr/tenure

Download this presentation at www.slideshare.net/FAOoftheUN/main-objectives-and-basic-concepts-of-the-vggt-session-8

The presentation is part of the **Learning Guide for Civil Society Organizations** developed to undertake trainings on VGGT with civil society actors from grassroots to the national level.





POWERPOINT AVAILABLE AT:
www.slideshare.net/FAOoftheUN/main-objectives-and-basic-concepts-of-the-vggt-session-8

B

SESSION 8 - Training material

Video on responsible governance of tenure



The responsible governance of tenure (Duration 2:45)



AVAILABLE AT
www.youtube.com/watch?v=dLqbi8xu3gw&feature=youtu.be



SESSION 9
**CSOs’
engagement
in tenure
issues**

Presentation

Purpose	To provide participants with an overview of the involvement of CSOs in the governance of tenure and in the process of negotiation and implementation of the VGGT at the international level, and, when relevant, the national level.
Steps	Present either the short or longer version of the video, adding information where needed.
Materials	<ul style="list-style-type: none">• Background reading (see below).• Videos.
Suggested time	15 – 20 minutes.
Comments and tips	This session may be adapted to make it more country specific. The following questions may be helpful: <ul style="list-style-type: none">- How have CSOs in your country been part of the negotiation process of the VGGT?- What has been the involvement of CSOs at the national level on governance of tenure and on the VGGT?

B

SESSION 9 - Background reading
CSO engagement in tenure issues

CSOs have been actively involved in the lead-up to and in the actual negotiating sessions of the VGGT. Below is an outline of some of the major events and contributions of CSOs in this process.

1996 – World Food Summit

NGOs/CSOs organized the Forum on Food Security, held in parallel to the World Food Summit (WFS), and launched the concept of food sovereignty.

As a result of this meeting, the International Planning Committee for Food Sovereignty (IPC) was born in 2000 from the group of organizations that hosted the 1996 Forum.

ADDITIONAL INFORMATION AVAILABLE AT:
www.fao.org/docrep/w9990e/w9990e07.htm

2002 – World Food Summit Five Years Later

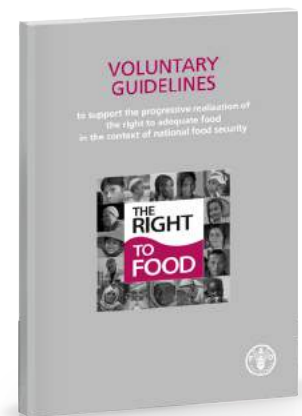
The draft NGO/CSO position and draft Political Declaration of Civil Society for the WFS was discussed and developed in a process that involved more than 2,000 CSOs and social movements worldwide.

ADDITIONAL INFORMATION AVAILABLE AT:
www.fao.org/worldfoodsummit/english/newsroom/news/8580-en.html
www.fao.org/worldfoodsummit/photos/ngoforum.htm

2004 – Voluntary guidelines on the right to food

A group of NGOs/CSOs have actively participated in the development of the *Voluntary guidelines to support the progressive realization of the right to adequate food in the context of national food security*. NGOs/CSOs were involved in promoting national legislation and food programmes in many countries. These guidelines were adopted by FAO member countries in September 2004, thanks in part to the effective lobbying of CSOs.

ADDITIONAL INFORMATION AVAILABLE AT:
www.fao.org/docrep/009/y7937e/y7937e00.htm



2006 – ICARRD and the Land, Territory and Dignity Forum

A forum, 'Land, Territory and Dignity', was held as a parallel event for CSOs/NGOs in conjunction with the International Conference on Agrarian Reform and Rural Development (ICARRD) in Porto Alegre, Brazil, 6–10 March 2006. The IPC facilitated the participation of about 400 delegates at this forum and representatives of 125 organizations in 60 countries worldwide. The forum issued a declaration to draw attention to the need for agrarian reform based on food sovereignty and called for the recognition of the concept of territory. In the words of the Declaration:

All of the original peoples, indigenous peoples, ethnic minorities, tribes, fisherfolk, rural workers, peasants, the landless, nomadic pastoralists and displaced peoples, have the right to maintain their own spiritual and material relationships; to possess, develop, control, use and reconstruct their social structures; to politically and socially administer their lands and territories, including their full environment, the air, water, seas, rivers, lakes, ice floes, flora, fauna and other resources that they have traditionally possessed, occupied and/or utilized. This implies the recognition of their laws, traditions, customs, tenure systems, and institutions, as well as the recognition of territorial borders and the cultures of peoples. This all constitutes the recognition of the self-determination and autonomy of peoples.

ADDITIONAL INFORMATION AVAILABLE AT:
www.ukabc.org/tierraydignidad/index-en.htm

2007 – Forum for Food Sovereignty, 'Nyéléni 2007'

The Nyéléni Forum held in Mali in February 2007, was attended by over 500 delegates from 80 countries representing organizations of peasants/family farmers, artisanal fisherfolk, indigenous peoples, landless peoples, rural workers, migrants, pastoralists, forest communities, women, youth, consumers and environmental and urban movements. The Declaration from the event supported the global movement for food sovereignty and called for specific agrarian reforms related to land tenure, as excerpted here:

WHAT ARE WE FIGHTING FOR?

A world where ...

... there is genuine and integral agrarian reform that guarantees peasants full rights to land, defends and recovers the territories of indigenous peoples, ensures fishing communities' access and control over their fishing areas and ecosystems, honours access and control by pastoral communities over pastoral lands and migratory routes, assures decent jobs with fair remuneration and labour rights for all, and a future for young people in the countryside; ... where agrarian reform revitalises interdependence between producers and consumers, ensures community survival, social and economic justice, ecological sustainability, and respect for local autonomy and governance with equal rights for women and men ... where agrarian reform guarantees rights to territory and self-determination for our peoples;

... share our lands and territories peacefully and fairly among our peoples, be we peasants, indigenous peoples, artisanal fishers, pastoralists, or others;

... all peoples have the right to defend their territories from the actions of transnational corporations;

ADDITIONAL INFORMATION AVAILABLE AT:
nyeleni.org/spip.php?rubrique2

2009 – Reform of the Committee on World Food Security (CFS)

The Committee on World Food Security (CFS) is an international and intergovernmental platform for all stakeholders to work together to ensure food security and nutrition for all. The CFS has formally endorsed the VGGT in May 2012. Using a multistakeholder, inclusive approach, CFS develops and endorses policy recommendations and guidance on a wide range of food security and nutrition topics. CFS holds an annual Plenary session every October at FAO, Rome, during which progress in implementing the VGGT is also discussed.

During 2009 the CFS underwent reform to make it more effective by including a wider group of stakeholders. The CFS Advisory Group currently includes five different categories of CFS Participants. These are:

1. UN agencies and other UN bodies.
2. Civil society and non-governmental organizations, particularly organizations representing smallholder family farmers, fisherfolk, herders, landless, urban poor, agricultural and food workers, women, youth, consumers and indigenous people.
3. International agricultural research institutions.
4. International and regional financial institutions such as the World Bank, the International Monetary Fund, regional development banks and the World Trade Organization.
5. Private sector associations and philanthropic foundations.

The Advisory Group helps the Bureau advance the Committee's objectives in particular to ensure linkages with different stakeholders at regional, subregional and local levels and to ensure an ongoing, two-way exchange of information.

ADDITIONAL INFORMATION AVAILABLE AT:
CFS Reform Plus Five - What have been the biggest changes in the five years since the multistakeholder reform in 2009?
www.youtube.com/watch?v=HsTWkAvtfcs

CSOs in the VGGT development process

The VGGT were developed through a participatory process facilitated by the FAO and the CFS. Representatives of civil society participated actively in this process. While officially they did not have voting rights, civil society representatives had an important voice in the process of negotiating and decision-making on the text of the VGGT. In practice, voting was not used; instead all participants worked in a spirit of respectful collaboration to find consensus on the content and wording of the document.

Between September 2009 and November 2010, a series of regional consultations were organized (one private sector and four civil society consultations). These meetings brought together almost 1 000 people from over 130 countries. The participants represented government institutions, civil society, private sector, academia and UN agencies. Each consultation meeting resulted in an assessment identifying issues and actions to be included in the VGGT.

Milestones:

- Zero draft of the Voluntary Guidelines (E-Consultation from 18 April–16 May 2011).
- First meeting of the Open Ended Working Group (OEWG) (14, 16 and 17 June 2011, FAO, Rome).
- Three rounds of negotiations:
 - 1st Round of Negotiations (12–15 July 2011);
 - 2nd Round of Negotiations (10–14 October 2011);
 - 3rd Round of Negotiations (5–9 March 2012).
- 2012 – Final endorsement of the VGGT.

The VGGT were endorsed by the 38th (Special) Session of the CFS on 11 May 2012.

FAO Director-General José Graziano da Silva congratulated the participants of the negotiations on a “milestone achievement”, adding: “The Voluntary Guidelines will play an important part in answering the challenge of ending hunger and assuring food security of every child, woman and man in an economically, socially and environmentally sustainable way.”

ADDITIONAL INFORMATION AVAILABLE AT:

Radio interview with Sofia Monsalve, FIAN/CSM: www.radiomundoreal.fm/Killing-Global-Silence-on-The?lang=es

Video interview with Rehema Bavuma, Katosi Women Development Trust/CSM (fragment 4:07–6:04): www.youtube.com/watch?v=iJlcwF0yPIQ

FAO press release: www.fao.org/news/story/en/item/128907/icode/

Photos: www.flickr.com/photos/faonews/7176702268

A Context analysis

B Principles of the VGGT

C Experimentation

D Analytical reflection

E Contextualized planning

B

SESSION 9 - Training material

Videos on CSOs' engagement in tenure issues



Point of adoption

(Duration 4' 51")



AVAILABLE AT:
[www.youtube.com/
 watch?v=sC853uLegpA&fea-
 ture=youtu.be](https://www.youtube.com/watch?v=sC853uLegpA&feature=youtu.be)

What's on the horizon?

(Duration 12' 23")



AVAILABLE AT:
[www.youtube.com/watch?v=H-
 cbUDQk0udM&feature=youtu.be](https://www.youtube.com/watch?v=H-cbUDQk0udM&feature=youtu.be)

SESSION 10
**The logic
and principles
of the VGGT**
Presentation

Purpose	To explain the organization and structure of the VGGT and its guiding principles.
Steps	<ol style="list-style-type: none">1. Explain the purpose of the session.2. Present the logic and principles of the VGGT using the PowerPoint presentation provided: <i>Logic and principles for responsible governance of tenure</i> (see below).3. Assign the groups to discuss how the principles of the VGGT can be applied to the case studies prepared and selected in Session 6. The group should select and discuss how some of the principles in the VGGT relate to their case study.4. Ask the groups to present their work in plenary.
Materials	<ul style="list-style-type: none">• Background reading on the structure and the principles of the VGGT (see below).• A PowerPoint presentation: <i>Logic and principles for responsible governance of tenure</i> (see below).• Flipchart.• Laptop computer and projector.
Suggested time	1 hour.
Comments and tips	<ul style="list-style-type: none">• It is recommended to provide each working group with the VGGT principles printed out (excerpted from the VGGT).• According to the local situation, it could be useful to translate the General Principles and the Principles of Implementation of the VGGT into local language and to provide copies of these to the working groups.



SESSION 10 - Background reading **Logic and principles of the VGGT**



How are the VGGT organized?

The VGGT state five general principles and 10 implementing principles that summarize the basic elements of the responsible governance of tenure. The five general principles are directed, in the first instance, to states and encourage them to:

1. Recognize and respect all legitimate tenure rights holders and their rights.
2. Safeguard legitimate tenure rights.
3. Promote and facilitate the enjoyment of legitimate tenure rights.
4. Provide access to justice.
5. Prevent tenure disputes, conflicts and corruption.

The five general principles, with the 10 implementing principles (see below) provide the basic elements of a good system of governance of tenure. Where they all exist in policies, laws, institutions and services, then responsible governance of tenure emerges for the benefit of individuals, groups, businesses, society, the economy and the national community. The principles can also guide the action of states towards responsible governance of tenure consistent with their human rights obligations.

The VGGT are built on the general principles with the ten implementing principles.

The 10 implementing principles are:

1. Human dignity
2. Non-discrimination
3. Equity and justice
4. Gender equality
5. Holistic and sustainable approaches
6. Consultation and participation
7. Rule of law
8. Transparency
9. Accountability
10. Continuous improvement

The five general principles and the ten implementing principles are called the guiding principles of responsible governance of tenure, and they create the framework for the rest of the document.

In detail, here are the five principles which summarize the basic elements of responsible governance of tenure:

1. Recognize and respect all legitimate tenure rights holders and their rights

States should recognize tenure rights holders and their rights, whether these rights are legally formalized or not. States should also respect rights holders and their rights. They should leave holders to occupy or use the natural resource peacefully and refrain from infringement on their tenure rights – e.g. not go onto land, into forests or disturb the aquatic environment where people have rights. Respecting others' rights applies not only to states but to anyone with tenure rights, including businesses and the broader public. In having our rights recognized and respected, we must also accept that we have duties to the broader society and the environment.

2. Safeguard legitimate tenure rights

States should put in place measures that stop others from threatening or infringing on people's rights, physically, legally or economically, such as:

- polluting;
- damaging or destroying the natural resource or associated constructions or improvements;
- trespassing;
- stealing, taking;
- denying owners and users access, or forcing them to leave;
- making fraudulent claims on or transactions with the rights.

States should also protect rights owners against arbitrary loss, which can be caused by the state itself as well as by other individuals or companies.

3. Promote and facilitate the enjoyment of legitimate tenure rights

People 'enjoy' their tenure rights when they occupy or use a natural resource as well as when they sell, mortgage, or lease the rights.

States can play an important role when people use their rights in a way that involves third parties, such as trading or leasing their rights.

If someone wants to sell or lease their rights, or use their rights as security for a loan, then they often need the support of clear, well-defined laws to carry out transactions and also a registration system to record them.

In many countries, women can acquire tenure rights, but they are restricted by tradition or custom from making the most of their rights. Therefore, if women are going to enjoy their tenure rights, then they often need special provisions in the law or access to services to overcome the discrimination or disadvantages that they face. Similarly, the state may need to intervene to ensure that marginalized groups and minorities are not discriminated against.

4. Provide access to justice

Responsible governance of tenure requires that there should be some state sponsored means of redress to deal with the infringement. The VGGT call on states to provide effective and accessible mechanisms to resolve disputes over tenure rights, affordable and rapid enforcement of the outcomes, and rapid and just compensation when tenure rights are infringed upon as a result of projects or investments deemed to be for the 'public good'.

5. Prevent tenure disputes, conflicts and corruption

It is usually better to stop disputes arising rather than to let them occur and then have to try to resolve the disputes or deal with the consequences, which can include violence, destruction and even death.

The fifth principle calls on states to take active measures to prevent tenure disputes from arising and from escalating into violent conflicts, as well as to prevent corruption.

Also importantly, this principle encourages states to endeavour to prevent corruption and abuse of power in all forms, at all levels, and in all settings.

Corruption can arise in many circumstances and take many forms. No matter what form it takes, corruption means that the owners and users of tenure rights face additional costs, hurdles, difficulties and other problems when they want to take some actions that involve officials, such as registering their transaction or inheritance, seeking approval for some activity with their land, forest or fishing rights, or simply obtaining information.

The last paragraph of the General Principles specifically addresses non-state actors:

- Non-state actors, including business enterprises, have a responsibility to respect human rights and legitimate tenure rights.
- Business enterprises should act with due diligence. This means that companies should act with care in order to avoid and prevent infringing the human and legitimate tenure rights of others through their operations. It includes appropriate risk management mechanisms and human rights assessments.
- States have a role to play in providing access to remedies when human and tenure rights are violated by business enterprises.
- In the case of transnational corporations, home states should ensure that they are not involved in abuses of human rights and legitimate tenure rights.

In detail – The ten implementation principles

1. Human dignity

Recognizing the inherent dignity and the equal and inalienable human rights of all individuals. This principle makes it clear that everyone has the right to be treated with respect, and that everyone has the obligation to treat others with respect.

Under this principle: Governments and officials should ensure that coercive measures do not infringe on the human dignity of the persons affected. The poor and vulnerable should have the same respect and entitlement to equal treatment as everyone else in society.

2. Non-discrimination

No one should be subject to discrimination under law and policies as well as in practice.

Policies and laws sometimes result in some groups within society being treated less well than others, either by:

- direct discrimination, which implies direct exclusion from some entitlements or services; or
- indirect discrimination, such as providing information only in one language, therefore excluding minority linguistic groups from equal access to services or entitlements.

Under this principle: In relation to their tenure rights, no group should experience a worse status or treatment than others because of their particular gender, race, colour, age or other status, including physical status, or because they have certain religious or political beliefs.

3. Equity and justice

Recognizing that equality between individuals may require acknowledging differences between individuals, and taking positive action, including empowerment, in order to promote equitable tenure rights and access to land, fisheries and forests for all – e.g. women and men, youth and vulnerable, traditionally marginalized peoples – within the national context.

The third principle is different from equality, which is about treating everyone the same. It is more about achieving a fair outcome for everyone by redressing discrimination and other imbalances that might be a barrier to equity.

Under this principle: Governments can include special provisions in policies and laws to correct the balance, or provide special services for those who have difficulties with enforcing their rights (women, ethnic or linguistic minority groups, the young or the old).

4. Gender equality

Ensuring the equal right of women and men to the enjoyment of all human rights, while acknowledging differences between women and men and taking specific measures aimed at accelerating de facto equality when necessary.

Women are commonly excluded from ownership of land, fisheries and forests, despite the fact that they often provide a significant part of the labour associated with these resources. States should ensure that women and girls have equal tenure rights and access to land, fisheries and forests independent of their civil and marital status. Women who are already socially and economically marginalized are particularly vulnerable when tenure governance is weak. Improving gender equality is important as women often have fewer and weaker tenure rights to land, fisheries and forests. This inequality is due to a number of factors, including biases in formal law, in customs, and in the division of labour in society and households.

Under this principle: The VGGT call on states to take policy, legal and practical steps to ensure a more equal situation for men and women.

5. Holistic and sustainable approaches

Recognizing that natural resources and their uses are interconnected, and adopting an integrated and sustainable approach to their administration.

The fifth principle reminds us that land, fisheries and forests do not exist in isolation. For many people, in particular indigenous people and those who live in a common resources tenure system, there is no separation between resources and the area that they occupy and use – they are considered as one and the same.

Under this principle: Agencies responsible for natural resources need to share information and treat the environment as an integrated system, rather than something that is divided into various parts that are managed separately by individual agencies.

6. Consultation and participation

Engaging with and seeking the support of those who, having legitimate tenure rights, could be affected by decisions, prior to decisions being taken, and responding to their contributions; taking into consideration existing power imbalances between different parties and ensuring active, free, effective, meaningful and informed participation of individuals and groups in associated decision-making processes.

This principle is directed at how to work with people when improving governance of tenure and delivering services. It is relatively straightforward: the people who will be affected by changes need to be involved in the decision-making process.

Under this principle: States need to consult with legitimate tenure rights holders and relevant stakeholders when developing new policies or services. They need to create open channels of communications with the public and the private sector. Consultation and communication are important elements of responsible governance of tenure and a more efficient way to administer tenure, particularly from a long-term perspective.

7. Rule of law

Rule of law refers to adopting a rules-based approach through laws that are widely publicized in applicable languages, applicable to all, equally enforced and independently adjudicated, and that are consistent with their existing obligations under national and international law, and with due regard to voluntary commitments under applicable regional and international instruments.

We are all subject to the law. The government bodies are subject to the laws of the country and obey them. In this way, no one can be above the law, whether they are politicians, officials, the wealthy or the powerful. But we must know about the laws if we are to follow them. The rule of law is the application of the laws and rules with equity, fairness, justice and impartiality in determining conflicting claims. It is a fair and just legal framework coupled with impartial and effective implementation.

Under this principle: Laws need to be in languages that are understood and they must be well publicized in places other than just official journals or gazettes. The essential elements of the laws should be communicated in a variety of media, including radio and television, as well as in print.

8. Transparency

In the context of the VGGT transparency refers to clearly defining and widely publicizing policies, laws and procedures in applicable languages, and widely publicizing decisions in applicable languages and in formats accessible to all.

Under this principle: All information should be available to the public, other than information that would breach privacy, confidentiality or state secrecy rules. It should be relatively easy to find relevant information on laws, policies and procedures for government services. Statistical data should be made available for independent analysis. Government agencies should issue annual reports. The courts should be open to the public and their decisions should be published.

9. Accountability

Accountability refers to holding individuals, public agencies and non-state actors responsible for their actions and decisions according to the principles of the rule of law.

Accountability closely follows:

- the 'rule of law' principle, since it requires that the consequences of the law apply to everyone, including politicians and officials;
- the 'transparency' principle, because only if all the information is available is it possible to hold public agents and non-state actors responsible for their actions.

Under this principle: There should be no cases where individuals, public institutions or companies avoid investigation or penalties that would normally apply. No one should be able to act with impunity no matter how important, wealthy, powerful or well-connected they are. There should be clear standards for government agencies to satisfy, and if officials do not satisfy those standards, then appropriate action should be taken. Complaints should be investigated and the complainant should have access to the results.

10. Continuous improvement

States should improve mechanisms for monitoring and analysis of tenure governance in order to develop evidence-based programmes and secure ongoing improvements.

Improving governance of tenure is an ongoing process that takes into account changing conditions, needs, attitudes and technological developments.

Under this principle: Systems need to be in place to report on how the current system is working and where it is falling short of the government's plans and the community's needs. There needs to be a regular review of procedure to see if laws, regulations, services or programmes are meeting their objectives.

The guiding principles of responsible governance of tenure provide a framework that states can use when developing their own strategies, policies, legislation, programmes and activities. At the same time, they can be a valuable tool for civil society organizations in their advocacy and awareness-raising activities, in legal assistance, and in the development of capacities for people to be able to enjoy and protect their tenure rights, and to foster responsible governance of tenure.

B

SESSION 10 - Training material

Logic and principles for responsible governance of tenure (PowerPoint presentation)



SLIDE 1

SLIDE 2

SLIDE 3




SLIDE 4

SLIDE 5

SLIDE 6



POWERPOINT AVAILABLE AT:
www.slideshare.net/FAOoftheUN/logic-and-principles-for-responsible-governance-of-tenure-session-10

Purpose	To familiarize the participants with the classification of the topics of the VGGT as described in the <i>People's Manual</i> .
Steps	<ol style="list-style-type: none"> 1. Before the beginning of the session, print or prepare the 16 posters for the session prior to the training. 2. Before the session starts, put up the posters around the room. 3. Explain the purpose of the session. 4. Ask the participants to visit each of the 16 market areas, to reflect on the topic discussed in each poster, and then to rate the relative importance of each topic from their point of view. Provide each participant with 3 green Post-its, 3 yellow Post-its and 3 pink Post-its to distribute on the posters as follows: <ul style="list-style-type: none">  green Post-its = important  yellow Post-its = not sure  pink Post-its = less important <p>Call the participants together in plenary to identify and discuss the most important topics for the country and then sum up.</p>
Materials	<ul style="list-style-type: none"> • The 16 posters on the main topics covered by the VGGT, printed and displayed in the room (see below). • Green, yellow and pink Post-it notes to distribute to all participants. • Tape.
Suggested time	45 minutes.
Comments and tips	<ul style="list-style-type: none"> • The posters should be displayed far enough apart to allow for circulation of the participants. • In the case of participants with limited literacy, separate them into groups and guide the group to review and rate each topic with the help of co-facilitators.

SESSION 11
The main topics covered by the VGGT

Presentation and Group exercise



SESSION 11 - Training material

Main topics covered by the VGGT



16 Posters for the marketplace

These posters are suggestions. The facilitator may find it useful to adapt them with examples extracted from the national context analysis. The facilitator might also simplify the explanations of these topics according to the audience.

We also encourage the facilitators of the training to make a choice of the topics to be presented: some might not be relevant in certain national or local contexts.

1. *Human rights and tenure rights to land, fisheries and forests:*

- The VGGT place tenure rights in the context of human rights. The governance of tenure may affect the enjoyment of various human rights including the rights to food, housing, adequate standard of living for health and well-being, among others.
- Tenure rights are different from simple ownership – they are broader and encompass many types of rights including rights to possess, occupy and use, harvest and collect products, sell, gift, mortgage, lease, and leave by inheritance. In the case of fisheries, tenure rights can include the right to catch fish or other aquatic products.

2. *Recognition of tenure rights to land, fisheries and forests, including ancestral, customary and informal rights:*

- States should recognize and respect all legitimate tenure rights holders and their rights. They should take reasonable measures to identify, record and respect legitimate tenure rights holders and their rights, whether formally recorded or not; to refrain from infringement of tenure rights of others; and to meet the duties associated with tenure rights.
- The laws and procedures should have clear provisions that allow for the recognition of rights holders and their rights, and should clearly specify:
 - how rights are recognized;
 - how rights are recorded;
 - what they mean in practice.

3. *Indigenous peoples and communities with traditional tenure systems:*

- Recognition of tenure rights of these groups, which includes indigenous fishing communities, peasants, farmers and pastoralists, and other communities with customary tenure systems.



- Customary tenure refers to tenure of land and other natural resources that is generally associated with indigenous and traditional communities and governed in accordance with their customs (customary or traditional rights). Customary tenure often exists in parallel with legal tenure based on written laws and regulatory frameworks (statutory rights).

4. *Land, fisheries and forests that are public or controlled by the public sector, including natural resources that are collectively used and managed (also referred to as commons):*

- Protection of tenure rights, including commons on state land.
- Commons refers to natural resources such as land, fisheries and forests that are collectively owned, managed and/or used by a community or group of users, based on local, customary or indigenous tenure systems.

5. *Access to land, redistribution and restitution:*

- The VGGT look into several ways to facilitate broad and equitable access to land, fisheries and forest through redistribution. The VGGT address the issue of restitution when appropriate and possible legitimate rights to land, fisheries and forests for those individuals, peoples and communities who have lost them.

6. *Evictions and expropriation:*

- Protecting people against expulsion by force from their land and territories. In case of expropriation for public purposes, the concept of public purposes should be defined in law, processes to decide expropriation should be transparent, and participatory mechanisms to value and compensate the evicted should ensure a return to housing and access to productive resources.

7. *Investments:*

- Investments should do no harm to the environment, respect human rights and provide guarantees against the loss of legitimate tenure rights. In case of loss, legitimate rights should be compensated.

8. *Corruption:*

- States should prevent corruption.
- Transparency International defines corruption as 'abuse of entrusted power for private gain'. Corruption appears when individuals who hold a position of authority to allocate tenure rights misuse the public power they have been given for private benefit.
- The first type is called petty (or administrative) corruption and is about the abuse of office by individual officials who use their power for self-enrichment rather than to execute the tasks for which they are appointed.
- The second type is called grand (or political) corruption and consists of acts committed at a high level of government. It involves illegally transferring economic resources from the state to private interests.

9. Land speculation and concentration:

- States should take measures to prevent undesirable impacts on local communities, indigenous peoples and marginalized groups from speculation and the concentration of land.
- Land speculation is when some individuals or company will acquire a tenure right (property/rent) without using the land.
- Concentration of land is when a few individuals or companies hold tenure rights on a high proportion of the available land.

10. Participation of individuals, communities and social organizations in decision-making processes:

- Participation in all decisions that could affect them.

11. Protection of defenders of rights to land, fisheries and forests and access to justice:

- To respect and protect the civil and political rights of defenders of human rights, especially of indigenous people, peasant farmers, fisherfolk, pastoralists and rural workers.

12. Gender equality and women's and girls' rights:

- Gender – equity and equality for a responsible governance of tenure can be seen through:
 - Gender-equitable participation in the policy-making process;
 - Concrete pro-gender equality measures translated into laws;
 - Women's participation in the day-to-day processes of land governance tenure at all levels;
 - Gender-sensitive approaches in land administration;
 - Gender-sensitive communication.

13. Holistic view and integrated approach to land, fisheries and forests:

- Recognizing that land, fisheries and forests have a social, cultural, spiritual, economic, environmental and political value.

14. Transboundary matters:

- States should cooperate in addressing tenure issues related to land, fisheries and forests that cross over national borders.
 - Protection of tenure rights of migrating populations.
 - Seeking a better understanding of transboundary tenure issues such as rangelands, seasonal migration routes of pastoralists, or fishing grounds of small-scale fishers.

- Harmonization of legal standards of tenure governance.
- Development or strengthening of existing international measures to administer tenure rights that cross international boundaries.

15. Conflicts and occupation:

- Recognizing the problems of tenure during armed and other conflicts, including occupation.
 - Take steps to prevent and eliminate issues of tenure as a cause of conflict.
 - Act in accordance with international humanitarian law.
 - Resolution of problems through peaceful means, also considering customary and other local mechanisms for resolution.
 - When conflicts arise, protect existing legitimate tenure rights.
 - Settlement of refugees in safe conditions that protect tenure rights of host communities.
 - Protection of official records of tenure rights.
 - Durable gender-sensitive solutions to tenure problems.

16. Natural disasters and climate change:

- Land, fisheries and forests affected by natural disasters.
- Natural disasters increase insecurity of tenure since they may destroy natural resources, and displace people from their land.
- Insecure tenure can reduce the ability of people to return to their land, inhibiting their ability to recover from a disaster.

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

Group
exercise

Purpose	<ul style="list-style-type: none">• To identify the main actors related to the governance of tenure in the country and to define their roles and responsibilities.• To support the design of action plans which integrate the main actors on the governance of tenure.
Steps	<ol style="list-style-type: none">1. Explain the purpose of the session.2. Recap the findings of the participants during Session 7 by naming the different actors and their identified roles and responsibilities.3. Add missing actors when thinking about the country as a whole and complete the roles and responsibilities, adding to those already described in Session 7.4. Ask each group to discuss the roles and responsibilities of one of the actors. The participants will discuss the potential implications of their chosen actor on their work, following a list of guiding questions (see below). The group should allocate 15 minutes for discussion and 5 minutes to organize the feedback they want to give in plenary.5. Ask each group to write on a card the name of any new actor that they had not thought about in the cases, and add this card to the mapping poster developed in Session 7.6. Ask each group to present a summary of their discussion on each actor.7. Give each group two minutes to explain and display their cards on the map.
Materials	<ul style="list-style-type: none">• Guiding questions (See below).• Cards.
Suggested time	1 hour.
Comments and tips	If Session 7 produces an already complete mapping of the stakeholders' roles and responsibilities, this second session to map the actors can be skipped. The aim of this session is to complement Sessions 6 and 7 and to ensure that the participants have a full panorama of the stakeholders and an accurate understanding of their roles and responsibilities.



SESSION 12 - Training material

Mapping governance of tenure actors and roles

The following is a list of guiding questions to be displayed in the room.

- 1 What is your relationship with this actor?
- 2 What is your experience with this actor?
- 3 According to the role and responsibilities of this actor, would it be possible for you to interact with him/her?
If yes, on what basis?
- 4 If you wanted to interact with this actor, what would be the next step?



PRINT/PHOTOCOPY THIS PAGE
AND USE IT DURING THE SESSION

SESSION 13
**Use of
the VGGT
worldwide**
Group exercise

Purpose	<ul style="list-style-type: none">• To provide information on the possible use of the VGGT and some examples of such use in various countries around the world.• To brainstorm about possible uses of the VGGT at country level.
Steps	<ol style="list-style-type: none">1. Explain the purpose of the session.2. Present some examples of possible uses of the VGGT using the PowerPoint presentation provided: <i>VGGT use and status of implementation worldwide</i>.3. Divide the participants into four groups and ask them to identify ways the VGGT could be used in their country.4. Ask each group to present the results of its discussion and reinforce the main points by writing them on a flipchart. Wrap-up the discussion by summarizing the main ideas.
Materials	<ul style="list-style-type: none">• PowerPoint presentation: <i>VGGT use and status of implementation worldwide</i> (See below).• Laptop computer and projector.• Flipchart.• Markers.
Suggested time	40 minutes.
Comments and tips	<ul style="list-style-type: none">• This session could also be enriched by providing examples of how the VGGT have been used in the country where the training is taking place.• Refer to Chapter 3 of the <i>People's Manual</i> for concrete examples on how the VGGT could be used.• Further complement and/or update the information provided in the presentation by accessing the VGGT newsletter (see: www.fao.org/nr/tenure/whats-new/en/).

B SESSION 13 - Training material
VGGT use and status of implementation worldwide
 (PowerPoint presentation)



SLIDE 1

VGGT use and status of implementation worldwide

Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security

The implementation is part of the Learning Guide for Civil Society Organisations developed to understand and apply the VGGT with civil society actors from grassroots to the national level.

SLIDE 2

Possible uses of the VGGT

- Awareness Raising
- Capacity Development
- Support to Countries
- Partnerships
- Monitoring and Evaluation

SLIDE 3

How can the VGGT be used?

Improved tenure governance

VGGT Implementation
 States - Government & Agencies, Civil Society, Private, Sector - Academia

- Recognize and respect tenure right
- Safeguard and protect against threats
- Provide access to justice
- Present disputes, conflicts and corruption
- Assess legal / policy / institutional framework
- Assess reality on the ground
- Provide space for inclusive discussions
- Design / revise policies and laws
- Build capacity for implementation
- Monitoring & evaluation

SLIDE 4

Who has been using the VGGT?

A useful tool for all stakeholder groups

- Civil society
- Communities
- Policy makers
- Investors
- Academia
- Administrators
- Government agencies
- Professionals
- Courts
- Universities

SLIDE 5

Some practical examples

- **Sierra Leone:** The Government has used the VGGT to review several legal and policy processes from the point of view of the VGGT.
- **Uganda:** Practitioners have been involved in developing software for land administration which is compliant with the VGGT.
- **Civil society groups** are engaged in developing monitoring tools to see whether practices are compliant with the VGGT.
- **Coca Cola, Pepsi Cola** and others are assessing whether sugar they bought has been produced on land that has been obtained in compliance with the VGGT.
- The **Technical University of Munich**, among others, has included the VGGT in some of its courses.

SLIDE 6

Way forward

DISCUSSION:
How can the VGGT be used in your country?

SOURCE:
VGGT Newsletter at
www.fao.org/nr/tenure/whats-new/

POWERPOINT AVAILABLE AT:
www.slideshare.net/FAOoftheUN/vggt-use-and-status-of-implementation-worldwide-session-13

C Experimentation

SESSION 14

Guiding note

Training material



How can CSOs play a role in the VGGT implementation process?

The role-play

Chapter 2 of the *People's Manual*

SESSION 14 How can CSOs play a role in the VGGT implementation process?

Role-play
exercise

Purpose

- To reflect on the potential application of the VGGT to actual tenure governance challenges.
- To allow participants to explore their role as CSO representatives in addressing a tenure governance challenge.
- To identify potential roles that participants and their organizations can play to apply the VGGT at country level.

Steps

1. Clearly establish the learning objective(s) that you wish to achieve through the role-play exercise. For example:
 - a. Analyse actors and responsibilities (including of CSOs) in improving the governance of tenure.
 - b. Analyse processes and possible entry points for improving the governance of tenure with links to the VGGT.
2. Identify 3 to 4 scenarios relating to tenure challenges to serve as the basis for the role-plays. Examples of challenging tenure cases can be found in the *People's Manual* (Chapter 2). These may be adapted or alternatively, identify a real case from the country or make up a new scenario. A sample scenario is provided (see below).
3. Prepare individual briefs for each actor with an introduction to the case and an indication of how he/she might react or behave. Ideally select the players the day before the exercise and give them the briefs so that they can think about and prepare their part in advance.
4. Present a few prepared PowerPoint slides to explain the role-play session and to describe the chosen case and the different roles.
5. Prepare facilitation questions to ask after each role-play. Refer to sample questions (see below).
6. Prepare observation sheets for those watching the role-play.
7. Give each role-play group approximately 20 minutes to prepare their role-plays together.
8. Carry out the role-plays.
9. Conduct a reflection on the role-plays using three or four prepared facilitation questions. See sample questions below. The reflection could include:
 - a. feedback to the other groups.
 - b. individual sharing of experiences playing a specific role.
 - c. new elements that arose during the role-play that are normally forgotten in actual situations.





Materials

- Guiding note: Additional background on facilitating a successful role-play (see below).
- Role-play scenarios and participants' briefs for the role-play (to be prepared by the facilitators).
- Sample role-play scenario and facilitation questions (see below).
- *People's Manual*, Chapter 2 (www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual.pdf)

Suggested time 2 hours.

Comments and tips

- To make the session more interesting, prepare briefs for three or four different role-play situations. Otherwise, if time is limited, conduct the role-play just once, and ask the other participants to observe and evaluate the role-play by sharing their comments.
 - Make sure the role-play scenario(s) contains the essential details, including the starting point, the context, and the parties involved. If the intention is to limit the range of options that participants can select, the scenario should be quite tightly written. If the intention is for participants to fully explore a range of options, then the scenario can be less detailed. Do not overload the orientation with unnecessary detail.
 - Observers may be asked to track one particular character in the role-play or to examine a specific issue (e.g. how conflict was addressed) or may simply be asked to report back on what they saw happening during the role-play.
-

C SESSION 14 - Guiding note The role-play



The purpose of this activity is to allow participants to experience first-hand how potential actors related to tenure issues can behave in a real situation¹⁴.

A role-play centres on creating a learning opportunity using drama with dialogue and action through a specific situation which contains two or more different viewpoints or perspectives.

Each person will have a particular objective or objectives they want to fulfil which may be in conflict with those of one or more of their fellow role-players. It is how each role-player handles the situation that forms the basis of skills practice.

The situation has to be realistic and relevant to the role-players. A successful role-play will be focused on developing a particular skill or skills set. In this case, we want the participants to experience how CSO actors can play a role in the VGGT implementation process. This means that the selected case needs to represent a relevant situation for the participants and present a critical issue to be solved. By assigning the participants a role that is different from what they usually play in their daily life, they will be forced to put themselves in the shoes of another actor and to better understand their perspective, priorities, relations, and communication style.

You will need to design cases that are representative for your country.

Sample Scenario

This is the story of Maria and Fernanda, her 15-year-old daughter. Fernanda lived with her parents in a house her father owned and was going to the local school. They had 20 acres of land on which they grew a variety of crops and kept 53 head of cattle.

When Fernanda was 12, her father fell sick with HIV/AIDS. After three years, he died in the local hospital. During his illness, Maria and Fernanda took care of him. Maria told her in-laws several times about Pedro's illness, but they only came after he had died. They accused her of having infected Pedro, her husband, and thus having caused his death. Fernanda's uncles and other relatives from her paternal family collected a death certificate which indicated that Maria was widowed, and evicted her from the land, also taking away farm equipment, livestock, cooking pans, bank records, blankets and clothes.

The practice in Fernanda's community allows male relatives to take away land, animals and other belongings from widows and orphans, especially when there are no male descendants in the household.

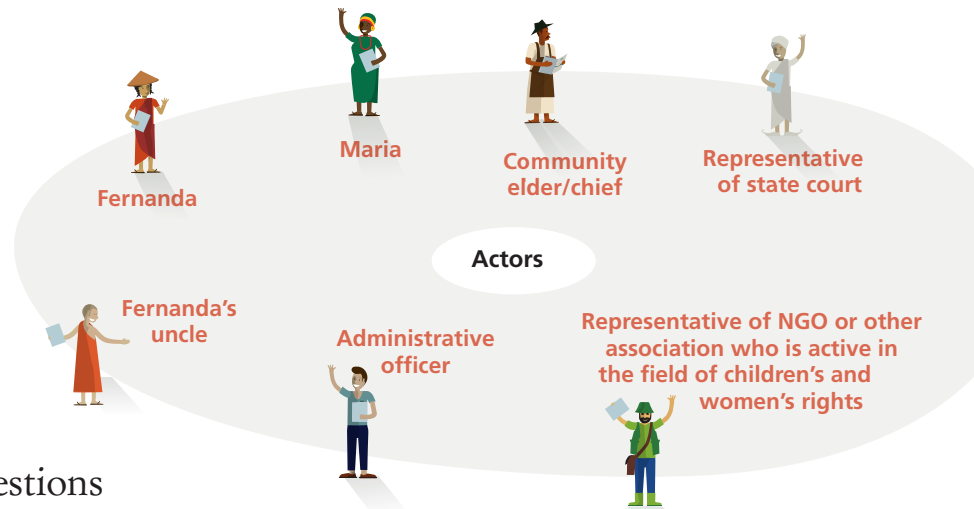
Desperate, with no money to buy food, clothes or other necessities, Maria and Fernanda went to Fernanda's maternal grandparents for assistance.

¹⁴ Adapted from *ARC Facilitator's Toolkit – Reach Out Refugee Protection Training Project*, 2005.

Maria told them that her husband wanted her and Fernanda to keep the land, animals and other belongings for their food and survival, but the rest of the community had not respected his wishes.

For each role you should provide a brief that:

1. Defines the character
2. Defines his/her goal
3. Defines his/her position/ role/responsibility
4. Defines how he/she is likely to react or behave



Sample facilitation questions

The following are some sample questions to facilitate the discussion after this role-play. Prepare 3–5 questions in advance, adapted to the particular role-play scenario.

General Questions

- What did you learn from the scenario?
- How are the perspectives on governance of tenure different among the actors?
- What did you think about how the issues were/were not resolved?
- How could the VGGT be used to address this situation?
- How could you apply what you learned in this role-play to your own work?

Scenario Specific Questions

- What is the case about?
- What do you think about the treatment of Maria and Fernanda by their relatives?
- Do you agree with the custom that allows male relatives to take away land, livestock and other belongings from widows and orphans? Why or why not?
- How did this custom develop?
- Do extended families still take care of orphans and widows like they used to in the past?
- What could be the future for Maria and Fernanda?
- What chance do Maria and Fernanda have to get their land and other property back?
- What are the main differences between statutory law and customary rules?
- Would the situation be different if Maria's husband had left a written will in which he indicated that his wife and daughter should inherit his land and other assets? How?
- What do you think about the principle of equality between men and women? Do you think that this principle was violated?
- What could Maria and Fernanda do to resolve their situation and ensure their livelihoods?

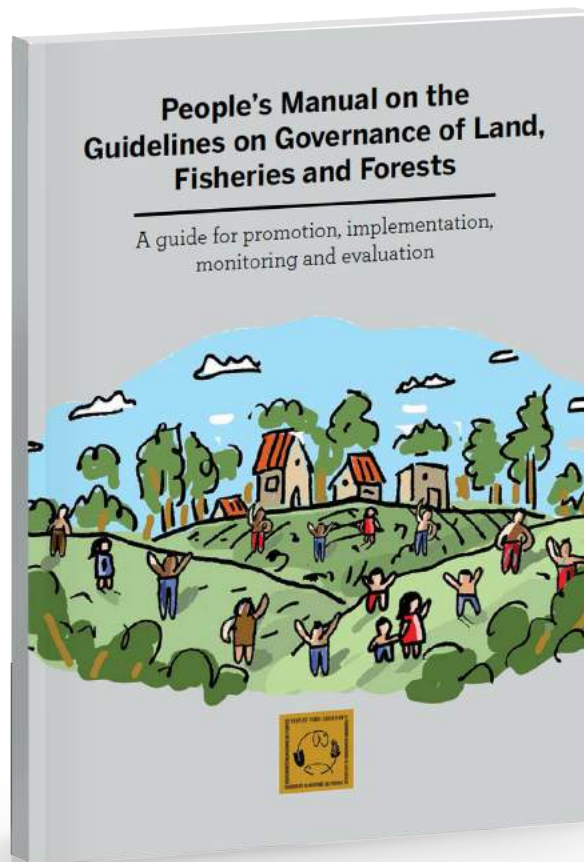


SESSION 15 - Training material Chapter 2 of the *People's Manual*



CHAPTER 2

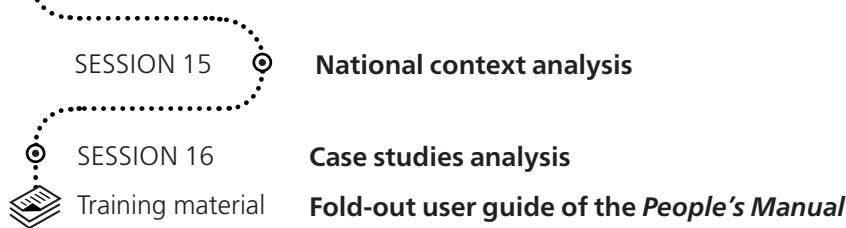
When conflicts arise, what do the Guidelines tell us?



AVAILABLE AT:

www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual.pdf

D Analytical reflection



Purpose	To give the participants a common understanding on the national tenure governance situation, and information on the relevant national processes.
Steps	<ol style="list-style-type: none"> 1. Explain the purpose of the session. 2. Make a 15-minute presentation on the national context analysis for tenure governance. 3. Facilitate a 30-minute question-and-answer/discussion session.
Materials	PowerPoint presentation or posters to be prepared by the facilitators.
Suggested time	1 hour.
Comments and tips	<ul style="list-style-type: none"> • The situation of tenure governance in the country will be introduced. The presentation should be concise and should help participants to get a broad perspective on governance of tenure in the country, possibly highlighting some facets that are not so well known. The presentation could consider the following points: <ul style="list-style-type: none"> - Legal and policy framework; - Government institutions involved; - Main tenure governance issues related to land, forestry, and fisheries; - Consideration of issues related to marginalized populations, women, indigenous groups, etc.; - Ongoing reform efforts; - Coordination mechanisms; - Role of civil society. • The presentation should also include a timeline to show the major milestones or events affecting the governance of tenure. • The level of information provided in this session may vary according to the pre-existing knowledge of the participants.

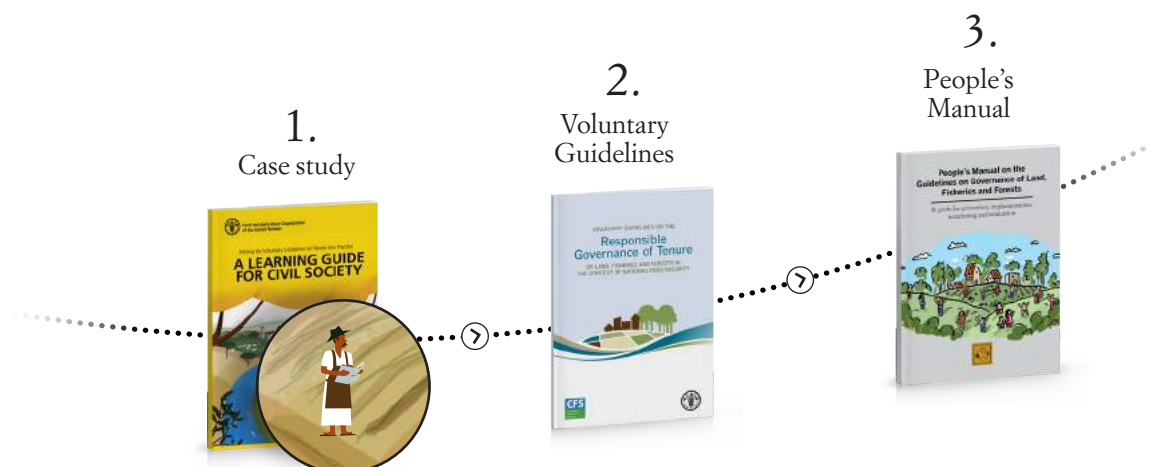
SESSION 15

National context analysis

Presentation

SESSION 16
Case studies analysis
Group exercise

Purpose	<ul style="list-style-type: none"> • To analyse local cases using the actual text of the VGGT. • To identify keywords or entry points from the tenure cases where a link can be made to the text of the VGGT. • To identify potential uses of the VGGT in relation to the case and areas of action for their potential use.
Steps	<ol style="list-style-type: none"> 1. Explain the purpose of the session. 2. Distribute the Annex 'Fold-out User Guide' of the <i>People's Manual</i> and explain how to use it. 3. Split the participants into four or five working groups. Ask each group to select one of the existing case studies from Session 6 to work on. 4. Ask groups to undertake the case study analysis, by: <ol style="list-style-type: none"> a. reviewing the case and identifying the main themes, actors and policies; b. identifying keywords related to the main topics of the VGGT; c. finding the keywords/entry points in the 'Fold-out User Guide' of the <i>People's Manual</i> and the related chapter/paragraph of the VGGT; d. reading the chapters/paragraphs of the VGGT to become familiar with the document; e. identifying areas of action related to the case based on knowledge of the VGGT. 5. Ask a representative from each group to present the group's results to the plenary and discuss them.
Materials	<ul style="list-style-type: none"> • Summary of selected cases (handout prepared by the facilitator, as developed in Session 6). • The flipcharts or summaries of local cases from Session 6 and the flipcharts showing the mapping of actors from Session 7 and Session 12. • 'Fold-out User Guide' of the <i>People's Manual</i> to be distributed to all participants (See www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual_annex.pdf). • Flipchart. • Markers.
Suggested time	2 hours 30 minutes.
Comments and tips	It is also possible to prepare this session based on Chapter 2: <i>When conflicts arise, what do the Guidelines tell us?</i> of the <i>People's Manual</i> .



A Context analysis

B Principles of the VGGT

C Experimentation

D Analytical reflection

E Contextualized planning

D

SESSION 16 - Training material

Fold-out User Guide of the *People's Manual*



AVAILABLE AT:

www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual_annex.pdf

E Contextualized planning

SESSION 17  **Designing an action plan for CSOs**

Guiding note  **Designing an Action Plan for CSOs**

SESSION 17 Designing an action plan for CSOs

Plenary and
group exercise

Purpose	<ul style="list-style-type: none"> • To design an action plan based on the knowledge acquired, and the needs and opportunities identified during the previous sessions. • To integrate the action plan into the participants' regular work planning. • To create or strengthen the network among the participants for collaboration and collective action.
Steps	<ol style="list-style-type: none"> 1. Explain the purpose of this session. 2. In plenary, decide how the groups will be divided (e.g. by district, by organization, by themes, by area of action) and divide into groups. 3. Specify what should be included in the plan: <ul style="list-style-type: none"> - areas of intervention with reference to the VGGT; - timing related to ongoing processes/agendas; - actors involved; - types of activities; - resources available/needed; - alliances; - expected outputs, outcomes, and impact. 4. Explain that the participants could adapt their existing plan(s) and integrate the new priorities and activities into those, or create a completely new plan. 5. Provide the guiding questions to each group to help organize its work. 6. Ask the participants to reconvene and present the action plans in plenary. 7. Facilitate a discussion and exchange, highlighting areas where networks and collaboration can be strengthened.
Materials	<ul style="list-style-type: none"> • Guiding note including the guiding list of questions to help the discussion in the working groups (see below). • Sheets of paper for each participant.
Suggested time	2 hours 30 minutes.
Comments and tips	At least 2 hours and 30 minutes. Ideally, this session should be carried out for a full day.



SESSION 17 - Guiding note Designing an Action Plan for CSOs



How to structure the work on action plans

Participants will ideally have a full day to design their action plans, but the session can be shortened if needed. The development of the action plans can be broken into four main parts:

Part 1: Sharing CSO experience

First, each participant introduces in the plenary additional information on his/her work or that of his/her organization or community related to tenure issues. This information should be additional to what has already been shared during the previous sessions. The goal of this part is to provide a briefing on relevant ongoing issues and processes that the participants are engaged in.

DURATION: 30 – 40 MINUTES

Part 2: Defining the common objective(s)

Next, also in plenary, ask the participants to specify together which is/are the main objective(s) of their collective action. As representatives of CSOs what do they want to achieve with regards to governance of tenure? They may wish to brainstorm on:

- What are the common problems faced?
- What are the most compelling needs and issues to be addressed?
- What is achievable?
- What common objectives can be identified?
- Are the identified objectives 'SMART':
 - Specific: address the matter specifically?
 - Measurable: can be measured to determine whether it has been achieved?
 - Achievable: within the means and capacity of your group (organization, alliance, etc.)?
 - Realistic: practical and can be accomplished within a reasonable time frame?
 - Time-bound: the time period for reaching it is clearly specified?

At the end of this part, the participants should have identified 2–3 common objectives which meet the SMART criteria.

DURATION: 45 MINUTES

Part 3: Action planning

Once the main objective(s) is defined the next step is to plan how it/they will be achieved. Ask the participants to form working groups. These groups could be organized based on common interests. For instance, participants interested in forest tenure governance issues could be in one group. The working groups should identify:

- specific actions/activities that need to be taken to reach the objective;
- who would take responsibility;
- time frame for the activity;
- human and financial resources needed.

It is important that the participants create an image of their intended work plan. For instance, they could use a matrix (such as the one below) or a road map to show the starting point, the actions along the way, and the end destination (goal) within a given timeline.

Sample Action Plan Matrix

Action	Specific activity	Who will carry it out	Timeline	Resources (existing or to be found)
.....
.....
.....
.....
.....

Guiding questions

These guiding questions are intended to help the working groups to structure their discussion:

1. Who is in your group: Introduce yourself and explain what your organization is currently doing with regards to tenure. (This question is important in case the participants have not worked together in the previous sessions or have come from different organizations.)
2. Is your work specifically related to the VGGT? If yes, please explain how. If not, how do you think the VGGT could help your organization or the community(s) that you work with?
3. In which area of your work do you think the VGGT could be useful? (e.g. awareness raising, advocacy, policy analysis, alliance making)

4. What is the objective of your action plan? Or, what do you want to achieve with your actions? (e.g. to stop a land deal in your area, to engage in dialogue with the local government, to make women's land rights more visible)
5. What are the steps you must take to carry out your objectives?
6. What action or change should occur?
7. Who will carry out the activity?
8. When will it take place, and for how long?
9. What resources (i.e. money, staff) are needed to carry out the action/change?
10. What communication strategy is needed? Who should know what?
11. What knowledge or skills are required?

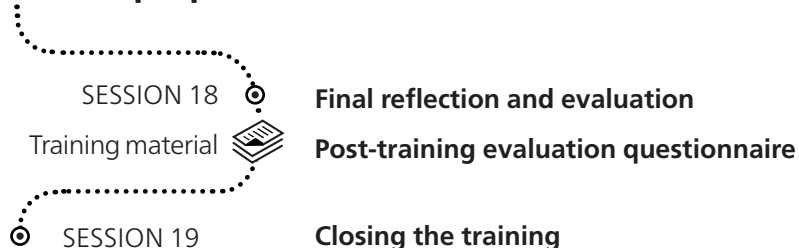
DURATION: 2 – 2.5 HOURS

Part 4: Presentation of the action plans

In plenary each working group is asked to present its action plan followed by a facilitated discussion, feedback and exchange. Possible synergies among the different groups and links to the VGGT should be identified and explored.

DURATION: 1 HOUR

Wrap up



SESSION 18 Final reflection and evaluation Plenary

FINAL REFLECTION	
Purpose	To help the participants consider what is important about what they have just learned and how it might be helpful to them.
Steps	<ol style="list-style-type: none"> 1. Explain the purpose of the session. 2. Invite the participants to get into a comfortable position with their eyes closed. 3. Ask the participants to reflect quietly for about 5 minutes on what is important about what they have just learned and how it might be helpful to them. 4. Next, say a keyword or phrase that relates to the main ideas that have been covered in the training, and ask the participants to reflect on the word for a couple of minutes. 5. Repeat one or two more keywords or phrases, leaving a couple of minutes for reflection each time. 6. Gather the group into a circle and invite them to share what they believe are the most important or valuable aspects of the ideas they have just reflected on, and how they can best use these ideas in their own situation.
Materials	None.
Suggested time	10 minutes.
Comments and tips	The facilitator can choose a different technique to facilitate the reflection according to the type of group or culture.
EVALUATION	
Purpose	To collect feedback from participants on the training and on the knowledge gained.
Steps	<ol style="list-style-type: none"> 1. Explain the purpose of the session. 2. Provide the participants with an evaluation questionnaire to fill in.
Materials	Post-training evaluation questionnaire (see below).
Suggested time	15 to 20 minutes.
Comments and tips	<ul style="list-style-type: none"> • The evaluation can also be done in plenary asking the participants to evaluate the training in terms of structure and content. • The evaluation sheet can be adjusted by adding or deleting questions as considered appropriate and relevant.

SESSION 18 - Training material

Post-training evaluation questionnaire



1 Please help us evaluate the training by completing this questionnaire.

2 Please answer each question honestly and to the best of your ability.

3 We will use your feedback to improve our future events. Thanks!

Name (optional):

 Type of organization:

 Job title/role:

	(:) Strongly agree	(:) Agree	(:) Neutral	(:) Disagree	(:) Strongly disagree
About the format of the training					
1. The training was well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The objectives of the training were clearly defined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The objectives of the training were coherent with my needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The training met its objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I will be able to apply the knowledge learned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The length of the sessions was adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The trainer was knowledgeable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The content was well organized and easy to follow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Class participation and interaction were encouraged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. All questions raised by participants were answered appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is your overall assessment for the training

Excellent

Good

Average

Poor

Very poor

To what extent did you gain confidence in the following topics?	☺ Very well	😊 Well	😐 Neutral	☹ Not Well	☹ Not at all
1. Main objectives and basic concept of the VGGT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. History of engagement of CSOs in the governance of tenure issues and their engagement in the elaboration process of the VGGT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Logic and principles of the VGGT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Main topics covered by the VGGT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Main actors and their respective roles and responsibilities with reference to the VGGT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. How the VGGT are used worldwide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. How CSOs can play a role in the VGGT implementation process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. National context analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Analysing actors and responsibilities (including of each CSO participants) in improving the governance of tenure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Analysing the processes and timeline for improving governance of tenure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Analysing entry points in the VGGT from local cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Analysing possible uses of the VGGT by CSOs incountry and elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Analysing possible areas of action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Designing an action plan on the basis of specific criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SESSION 19
**Closing
the training**
Plenary

Purpose

- To provide a formal end to the training.
- To encourage participants to carry out their action plans once they are back to their daily lives.

Steps

1. Make closing remarks for the training session.
2. Distribute certificates of attendance to the participants.

Materials

- A PowerPoint presentation or a briefing note prepared for the speaker
- Laptop computer and projector (if a PowerPoint presentation is used)

Suggested time 30 minutes.



ANNEX:
**LEARNING OBJECTIVES
AND RESOURCES**

LEARNING OBJECTIVES

1. Understand the background and the process of development of the VGGT

LEARNING STEPS	CONTENT OF THE STEP	RESOURCES ¹⁵
Illustrate main objectives, basic concepts and definition of the VGGT.	To explain what the VGGT are: an instrument based on the basic concepts in its title. Participants will be helped to unpack the meaning of 'responsible', 'governance' and 'tenure'.	<ul style="list-style-type: none"> E-learning course: <i>Introduction to the Responsible Governance of Tenure</i> – Lessons 1, 2 (www.fao.org/elearning/#/elc/en/course/VG1) <i>People's Manual</i> - Chapter 1 (www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual.pdf) Introductory section of the technical guide <i>Governing land for women and men</i> (www.fao.org/docrep/017/i3114e/i3114e.pdf) E-learning course: <i>Governing land for women and men</i> (www.fao.org/elearning/#/elc/en/course/VGG) Introduction of the technical guide <i>Improving governance of forest tenure</i> (www.fao.org/docrep/018/i3249e/i3249e.pdf)
Describe the history of engagement of CSOs in the governance of tenure at the international level.	To briefly make the link to the processes that have underpinned the creation of the VGGT and highlight where CSOs have played an important role: for example, in key events such as the World Food Summit in Rome (1996) and the ICARRD conference in Porto Alegre (2006).	<ul style="list-style-type: none"> FAO Strategy for Partnerships with Civil Society Organizations – Chapter II Background (www.fao.org/docrep/018/i3443e/i3443e.pdf)
Describe the engagement of CSOs in the VGGT elaboration/ negotiation process.	To describe the VGGT preparation and negotiation and how CSOs were organized to participate (i.e. regional multiactor consultations, regional CSOs consultations and CFS negotiations).	<ul style="list-style-type: none"> <i>People's Manual</i> – Chapter 1 (www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual.pdf) <i>FAO Strategy for Partnerships with Civil Society Organizations</i> – Chapter VI, Strategy Implementation (www.fao.org/docrep/018/i3443e/i3443e.pdf) Land tenure working paper 25: <i>Reaching consensus on the governance of tenure</i> (www.fao.org/3/a-i3935e.pdf)

LEARNING OBJECTIVES

2. Explain the main topics covered by the VGGT

LEARNING STEPS	CONTENT OF THE STEP	RESOURCES
Describe the logic and principles of the VGGT.	To clarify the organization of the chapters of the guidelines (i.e. where to find specific information) and explain the guiding principles.	<ul style="list-style-type: none"> E-learning course: <i>Introduction to the Responsible Governance of Tenure</i> – Lessons 1, 2, 3 and 4. (www.fao.org/elearning/#/elc/en/course/VG1)



¹⁵ See the useful links session in the guiding note on Getting Ready.



Illustrate the main topics

-
- Human rights and tenure rights to land, fisheries and forests
 - E-learning course: *Introduction to the Responsible Governance of Tenure* – Lessons 1, 3 and 4 (www.fao.org/elearning/#/elc/en/course/VG1)
 - *People's Manual* – Chapter 1 and Chapter 3 (1.A) (www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual.pdf)
 - Technical guide: *Governing land for women and men* – Introductory part (www.fao.org/docrep/017/i3114e/i3114e.pdf)
 - E-learning course: *Governing land for women and men* (www.fao.org/elearning/#/elc/en/course/VGG)
 - E-learning course: *Respecting Free, Prior and Informed Consent* (www.fao.org/elearning/#/elc/en/course/FPIC)
-
- Recognition of tenure rights to land, fisheries and forests, including ancestral, customary and informal rights
 - E-learning course: *Introduction to the Responsible Governance of Tenure* – Lesson 3 (www.fao.org/elearning/#/elc/en/course/VG1)
 - E-learning course: *Respecting Free, Prior and Informed Consent* (www.fao.org/elearning/#/elc/en/course/FPIC)
 - *People's Manual* – Chapter 1, Case 1, 3 and 4 (www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual.pdf)
 - Technical guide: *Governing land for women and men: Module 2* (legal issues) (www.fao.org/docrep/017/i3114e/i3114e.pdf)
 - E-learning course: *Governing land for men and women* (www.fao.org/elearning/#/elc/en/course/VGG)
 - Technical guide: *Respecting free, prior and informed consent* – Ascertaining the legal status of land (p.19) (www.fao.org/elearning/#/elc/en/course/FPIC)
 - Technical guide: *Governing tenure rights to commons* (www.fao.org/3/a-i6381e.pdf)
 - Technical guide: *Improving governance of pastoral lands* (workspace.fao.org/form/pws/Lists/Publications%20Workflow%20System/Attachments/3096/web_TG_Pastoralism_Preflight_29072016.pdf)
-
- Indigenous peoples and communities with traditional tenure systems
 - E-learning course: *Respecting Free, Prior and Informed Consent* (www.fao.org/elearning/#/elc/en/course/FPIC)
 - *People's Manual* – Introductory part, Case 1, 3 and 4 (www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual.pdf)
 - Technical guide: *Improving governance of pastoral lands* (workspace.fao.org/form/pws/Lists/Publications%20Workflow%20System/Attachments/3096/web_TG_Pastoralism_Preflight_29072016.pdf)
-





- Land, fisheries and forests which are public or controlled by the public sector, including natural resources that are collectively used and managed (also referred to as commons)

- *People's Manual* – Case 5 (www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual.pdf)
- Technical guide: *Respecting free, prior and informed consent* (www.fao.org/docrep/019/i3496e/i3496e.pdf)
- Technical guide: *Governing land for women and men: Module 3 (institutions)* (www.fao.org/docrep/017/i3114e/i3114e.pdf)
- E-learning course: *Governing land for women and men* (www.fao.org/elearning/#/elc/en/course/VGG)
- Technical guide: *Governing tenure rights to commons* (www.fao.org/3/a-i6381e.pdf)

- Access to land, redistribution and restitution

- *People's Manual* – Chapter 1 (www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual.pdf)
- E-learning course: *Addressing Disputes and Conflicts Over the Tenure of Natural Resources* (www.fao.org/elearning/#/elc/en/course/VG7)
- E-learning course: *Spatial Planning in the context of the Responsible Governance of Tenure* (fao.org/elearning/#/elc/en/course/VG4A)
- Technical guide – *Governing land for women and men: Module 4 (technical issues)* (www.fao.org/docrep/017/i3114e/i3114e.pdf)
- E-learning course: *Governing land for women and men* (www.fao.org/elearning/#/elc/en/course/VGG)
- Technical guide – *Respecting free, prior and informed consent: 'Ascertaining the legal situation of land' and 'Mapping claims to and uses of land'* (www.fao.org/docrep/019/i3496e/i3496e.pdf)
- Technical guide: *Responsible governance of tenure and the law* (www.fao.org/3/a-i5449e.pdf)

- Evictions and expropriation

- *People's Manual* – Case 1 (www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual.pdf)
- E-learning course: *Addressing Disputes and Conflicts Over the Tenure of Natural Resources* (www.fao.org/elearning/#/elc/en/course/VG7)
- E-learning course: *Addressing Corruption in the Tenure of Land, Fisheries and Forests* (www.fao.org/elearning/#/elc/en/course/VG6)
- E-learning course: *Respecting Free, Prior and Informed Consent* (www.fao.org/elearning/#/elc/en/course/FPIC)
- Technical guide: *Governing land for women and men: Module 2 (legal issues)* (www.fao.org/3/a-i3114e.pdf)
- E-learning course: *Governing land for women and men* (www.fao.org/elearning/#/elc/en/course/VGG)
- Technical guide: *Responsible governance of tenure and the law* (www.fao.org/3/a-i5449e.pdf)
- Technical guide: *Safeguarding land tenure rights in the context of agricultural investment* (www.fao.org/3/a-i4998e.pdf)



<p>▶</p> <ul style="list-style-type: none"> - Investments 	<ul style="list-style-type: none"> • <i>People's Manual</i> – Case 1 (www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual.pdf) • Technical guide: <i>Respecting free, prior and informed consent</i> (www.fao.org/3/a-i3496e.pdf) • Technical guide: <i>Responsible governance of tenure: a technical guide for investors</i> (www.fao.org/3/a-i5147e.pdf) • Technical guide: <i>Safeguarding land tenure rights in the context of agricultural investment</i> (www.fao.org/3/a-i4998e.pdf)
<ul style="list-style-type: none"> - Corruption, land speculation and concentration 	<ul style="list-style-type: none"> • E-learning course: <i>Introduction to the Responsible Governance of Tenure</i> – Lesson 3 (www.fao.org/elearning/#/elc/en/course/VG1) • E-learning course: <i>Addressing Corruption in the Tenure of Land, Fisheries and Forests</i> (www.fao.org/elearning/#/elc/en/course/VG6) • Technical guide: <i>Responsible governance of tenure: a technical guide for investors</i> (www.fao.org/3/a-i5147e.pdf) • Technical guide: <i>Safeguarding land tenure rights in the context of agricultural investment</i> (www.fao.org/3/a-i4998e.pdf)
<ul style="list-style-type: none"> - Participation of individuals, communities and social organizations in decision-making processes 	<ul style="list-style-type: none"> • E-learning course: <i>Introduction to the Responsible Governance of Tenure</i> – Lesson 1 (www.fao.org/elearning/#/elc/en/course/VG1) • E-learning course: <i>How to monitor and promote policy changes on governance of tenure</i> (www.fao.org/elearning/#/elc/en/Course/VG9) • <i>People's Manual</i> Chapter 1, Chapter 3 (IV. B) (www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual.pdf) • Technical guide – <i>Governing land for women and men: Module 1 (policy-making)</i> (www.fao.org/docrep/017/i3114e/i3114e.pdf) • E-learning course: <i>Governing land for women and men</i> (www.fao.org/elearning/#/elc/en/course/VGG)
<ul style="list-style-type: none"> - Protection of defenders of rights to land, fisheries and forests and access to justice 	<ul style="list-style-type: none"> • E-learning course: <i>Addressing Disputes and Conflicts Over the Tenure of Natural Resources</i> – Lesson 3 (www.fao.org/elearning/#/elc/en/course/VG7) • E-learning course: <i>Addressing Corruption in the Tenure of Land, Fisheries and Forests</i> (www.fao.org/elearning/#/elc/en/course/VG6) • <i>People's Manual</i> – Case 4, Chapter 3 part IV (www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual.pdf) • Technical guide: <i>Responsible governance of tenure and the law</i> (www.fao.org/3/a-i5449e.pdf) • Technical guide: <i>Safeguarding land tenure rights in the context of agricultural investment</i> (www.fao.org/3/a-i4998e.pdf)



- Gender and women's rights	<ul style="list-style-type: none">• Technical guide: <i>Governing land for women and men</i> (www.fao.org/3/a-i3114e.pdf)• E-learning course: <i>Governing land for women and men</i> (www.fao.org/elearning/#/elc/en/course/VGG)• <i>People's Manual</i> – Case 4 (www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual.pdf)
- Holistic view and integrated approach to land, fisheries and forests	<ul style="list-style-type: none">• E-learning course: <i>Introduction to the Responsible Governance of Tenure</i> – Lesson 4 (www.fao.org/elearning/#/elc/en/course/VG1)• <i>People's Manual</i> – Chapter 1 (www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual.pdf)
- Transboundary matters	<ul style="list-style-type: none">• E-learning course: <i>Addressing Disputes and Conflicts Over the Tenure of Natural Resources</i> – Lesson 3 (www.fao.org/elearning/#/elc/en/course/VG7)• <i>People's Manual</i> – Chapter 1, Case 8 (www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual.pdf)
- Armed conflicts and occupation	<ul style="list-style-type: none">• E-learning course: <i>Addressing Disputes and Conflicts Over the Tenure of Natural Resources</i> (www.fao.org/elearning/#/elc/en/course/VG7)• <i>People's Manual</i> – Case 6 (www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual.pdf)
- Natural disasters and climate change	<ul style="list-style-type: none">• E-learning course: <i>Tenure issues in the context of natural disasters</i> (www.fao.org/elearning/#/elc/en/course/VG8)• <i>People's Manual</i> – Case 9 (www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual.pdf)

LEARNING STEPS	CONTENT OF THE STEP	RESOURCES ¹⁵
<p>Analyse actors and roles and responsibilities (including CSOs) in improving the governance of tenure.</p>	<p>It serves to analyse the actors involved in the governance of tenure and define their roles and responsibilities.</p>	<ul style="list-style-type: none"> • E-learning course: <i>Introduction to the Responsible Governance of Tenure</i> – Lessons 2 and 4 (www.fao.org/elearning/#/elc/en/course/VG1) • <i>People's Manual</i> – Chapter 1 (www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual.pdf) • Technical guide – <i>Governing land for women and men: Module 1 (policy-making)</i> (www.fao.org/docrep/017/i3114e/i3114e.pdf) • E-learning course: <i>Governing land for women and men</i> (www.fao.org/elearning/#/elc/en/course/VGG) • Technical guide – <i>Respecting free, prior and informed consent: Introduction, 'duties and responsibilities', 'Identifying right-holders' and 'Identifying decision-making institutions and representatives'</i> (www.fao.org/3/a-i3496e.pdf)
<p>Analyse processes, timeline and possible entry points for improving governance of tenure.</p>	<p>This content is covered in the step below related to identifying entry points for the VGGT (learning objective 4).</p>	<ul style="list-style-type: none"> • E-learning course: <i>How to monitor and promote policy changes on governance of tenure</i> (www.fao.org/elearning/#/elc/en/Course/VG9)
<p>Communication assessment.</p>	<p>It aims to identify stakeholders' knowledge gaps in relation to the governance of tenure and to understand social networks and information flows.</p>	<ul style="list-style-type: none"> • Communication for Rural Development Sourcebook – Module 2, Section 2 (participatory rural communication appraisal (www.fao.org/3/a-i3492e.pdf))

LEARNING OBJECTIVES

3. Identify the main actors and processes and their respective roles in tenure governance



LEARNING OBJECTIVES

4. Understand how to assess the local tenure situation including conducting analyses of specific cases in the country

LEARNING STEPS	CONTENT OF THE STEP	RESOURCES ¹⁵
From the local situation identify the entry points linking to the VGGT.	This section aims at having the participants look into their own cases to identify the entry points to the VGGT.	<ul style="list-style-type: none"> Fold-out User Guide of the <i>People's Manual</i> (www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual.pdf)

LEARNING OBJECTIVES

5. Apply the VGGT to prepare an agenda for action for CSOs to implement the VGGT

LEARNING STEPS	CONTENT OF THE STEP	RESOURCES ¹⁵
Illustrate possible uses of the VGGT in country and elsewhere made by CSOs.	To provide examples of concrete use of the VGGT.	<ul style="list-style-type: none"> <i>People's Manual</i> – Chapter 3 (www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual.pdf)
Identify the possible areas of action from a CSO perspective.	Participants will learn what are and how to classify the different possible actions (policy dialogue / normative activities / advocacy / knowledge sharing / field project / monitoring implementation of the VGGT).	<ul style="list-style-type: none"> <i>People's Manual</i> – Chapter 3 (Part IV. A – F and Part V) (www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual.pdf)
Design strategies and actions to integrate the VGGT into daily work and current processes on governance of tenure in country.	Participants will learn how to prepare a strategy for action.	<ul style="list-style-type: none"> <i>People's Manual</i> – Chapter 3 (Part IV. A – F and Part V) (www.foodsovereignty.org/wp-content/uploads/2016/06/peoplesmanual.pdf) E-learning course: <i>How to monitor and promote policy changes on governance of tenure</i> (www.fao.org/elearning/#/elc/en/Course/VG9) <i>Technical guide - Governing land for women and men: Module 5 (getting the message across)</i> (www.fao.org/docrep/017/i3114e/i3114e.pdf)



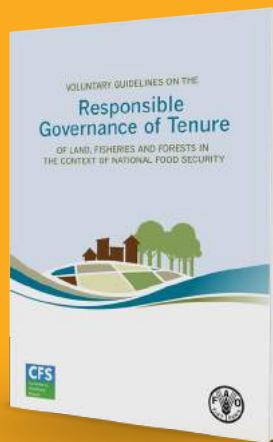
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- E-learning course: *Governing land for women and men* (www.fao.org/elearning/#/elc/en/course/VGG)
 - Technical guide – *Respecting free, prior and informed consent*: 'Carrying out iterative consultations and information sharing', 'Establishing a grievance process', 'Providing access to independent sources of information and advice' and 'Reaching agreement and making it effective' (www.fao.org/3/a-i3496e.pdf)
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The *Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security* (henceforth “the VGGT”) represent the first global agreement on the tenure of land and other natural resources developed through an open inter-governmental process with the full and effective participation of civil society and a vast array of relevant actors.

They are available in several languages.



This learning guide was developed in partnership between several divisions of the Food and Agriculture Organization of the United Nations (FAO) and FIAN International.

The methodology 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). This learning guide incorporates some content from these publications when relevant.

This learning guide was tested in 2015 in several countries in Asia, Africa and Latin America by national counterparts, who had a key role in assessing the guide’s relevance and adding their inputs to improve the present document. Subsequently a stocktaking exercise was conducted towards the end of 2015 from which lessons learned and inputs from experts were gathered. The current version of the learning guide is the result of this testing process.

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