



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

My learning goals

- 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*)