



# ILC Inter-Regional School for Young Pastoralists

April - November 2026

INTERNATIONAL  
**LAND**  
COALITION



# WHY THIS INITIATIVE

Pastoralist communities sustain some of the world's most fragile and biodiverse ecosystems. Across the world, they manage rangelands, maintain livestock diversity and hold extensive ecological knowledge that contributes to climate resilience, landscape restoration and food systems. Yet young pastoralists, especially women, remain largely absent from decision-making processes that shape land governance, mobility rights and climate responses. Opportunities for cross-regional exchange, leadership development and collective advocacy are still limited.

The International Year of Rangelands and Pastoralists (IYRP 2026) opens an important window: global attention, policy discussions and institutional processes converge around pastoralism. It offers a concrete opportunity to connect territorial realities with policy and practice spaces, strengthen alliances and bring pastoralist perspectives into ongoing discussions.

**The Inter-Regional School for Young Pastoralists 2026** responds to this opportunity. Convened by the International Land Coalition (ILC) together with regional pastoralist platforms — the Central Asia Pastoralist Alliance (CAPA), the South Asia Pastoralist Alliance (SAPA), the Africa Rangelands Initiative, the Asia Ecosystem Restoration Platform and the National Land Coalition (NLC) Kyrgyzstan — the School accompanies pastoralist youth to connect their territorial experiences with regional and global processes, while bringing cross-regional perspectives back to their own territories and organisations.

# WHAT THE SCHOOL IS

The School is an eight-month learning and exchange journey bringing together 30 young pastoralists from Africa, Asia and the EMENA region. It combines online learning, collective reflection, territorial immersion and follow-up activities, functioning as a shared space where pastoralist youth interact with community organisations, practitioners and institutions working on pastoralism, land governance and climate resilience.

## The School offers:

- structured online learning,
- community-based knowledge documentation,
- a global in-person exchange in Kyrgyzstan,
- and follow-up action within participants' territories.



# WHAT THE SCHOOL SEEKS TO ACHIEVE

## The School aims to:

- strengthen leadership and peer learning among young pastoralists across regions;
- connect youth with elders, women leaders, knowledge organisations and policy actors;
- support youth participation in advocacy and policy spaces, using the momentum of IYRP 2026 and related regional and global processes;
- develop shared advocacy messages — including a Youth Declaration on Pastoralism — to engage decision-makers and relevant networks;
- increase visibility of pastoralist knowledge and territorial realities;
- reinforce and connect with ongoing initiatives and advocacy efforts led by partners and allied organisations.

# THE LEARNING JOURNEY

## How we do it in phases

### **1 Roots and Routes: sharing a common ground (online)**

Participants engage in online thematic sessions, peer exchanges, leadership trainings and group work, relating shared topics to their own territorial contexts.

### **2 Circles of Connection: listening across lands (online)**

Participants in their communities document pastoralist knowledge through intergenerational dialogue with elders and women leaders.

### **3 Immersion and Global Engagement: walking shared paths (in-person)**

Participants gather in Kyrgyzstan (12-18 July 2026) for a week of territorial learning, exchanges, institutional dialogue and collective reflection.

### **4 Harvesting the Journey: sharing and sustaining learning (online)**

Back home, participants share learning within their territories and, together with ILC, harvest reflections and lessons from the process.

# ILC DIGITAL CAMPUS

## Online learning & knowledge exchange

**The Digital Campus** is the initial shared learning space of the School. Through facilitated sessions, peer exchange and group work, participants explore common themes while relating them to their own territories and experiences. Core modules include:

1. land, territory and mobility rights for pastoralists;
2. customary governance and legal frameworks (including the VGGT);
3. climate change, adaptation and pastoral resilience;
4. women's rights and leadership in pastoral systems; among others.

The online phase provides access to shared materials, recorded inputs and selected resources, functioning as an accessible repository that participants can use and revisit throughout the journey.

# IN-PERSON IMMERSION & GLOBAL ENGAGEMENT

**(Kyrgyzstan, 12–18 July 2026)**

The in-person phase brings participants together in Kyrgyzstan for a week of shared learning and exchange. It builds on relationships developed online and grounds learning in direct territorial experience and dialogue with local actors.

During the week, participants engage with pastoralist communities and host organisations, meet national authorities — including the Government of Kyrgyzstan — and connect with processes linked to IYRP 2026. The programme combines field experience, peer exchange and dialogue around climate adaptation, rangeland restoration, women's leadership, sustainable food systems and community-based natural resource governance.



# IN-PERSON IMMERSION & GLOBAL ENGAGEMENT

## During the week

- Community engagement and visits. Participants spend extended time with pastoralist communities and local host organisations through 2–3 immersive visits designed as reciprocal exchange. They share experiences from their own territories while learning from local practices of mobility and seasonal grazing management and exploring concrete approaches to pasture restoration and adapted responses to climate variability. Exchanges with women's and youth groups developing complementary livelihood activities illustrate how diversified incomes strengthen household resilience and rangeland stewardship.
- Leadership and collaboration work. Facilitated sessions deepen the leadership process initiated online, focusing on collaboration, advocacy and inter-regional positioning.
- Dialogue with institutions and policy actors. Participants exchange with national-level actors, connecting lived pastoralist realities with policy perspectives and ongoing pastoralism-related processes.
- Peer exchange and network building. Participants explore diverse governance systems, climate pressures and social recognition of pastoralism. This contributes to building a community of practice and mutual support that continues beyond the School.
- Documentation and shared narratives. Throughout the week, participants document experiences, reflections and stories that feed shared communication and advocacy efforts, including the Mobility Matters campaign and related initiatives, helping translate territorial knowledge into messages that can reach wider audiences and decision-making spaces.

# IMPLEMENTATION & COLLABORATION

**The School** is implemented by ILC together with regional pastoralist platforms and networks. It is designed as an open collaborative space where organisations can contribute at different moments of the process.

Contributing partners may engage through thematic sessions, mentoring, dialogue spaces, webinars or joint knowledge and communication outputs. Friends of the School support participation and dissemination and are invited to selected reflection moments.

## **Why your support matters and how you can engage.**

Partnering with the School offers a practical way to connect programmes and expertise with pastoralist constituencies across regions. It provides opportunities to engage with pastoralist youth, contribute to shared learning processes and draw on grounded territorial perspectives that can inform ongoing work. Partners may:

- Nominate and support participants from their own partner networks, enabling their full participation in the School's online and in-person components;
- Contribute to the participation support fund (for partners without nominees). Funds are pooled to support selected participants within the cohort;
- Contribute to a shared fund supporting youth-led innovation plans and follow-up actions (subject to additional resource mobilisation);
- Provide technical input, mentoring or institutional linkages during specific phases of the School.