

IMPROVING LAND TENURE SECURITY FOR WOMEN

A STARTING WITH WOMEN APPROACH

Authors

Leslie Hannay and Elisa Scalise

Contributing Authors

Diana Fletschner and Herbert Kamusiime

January 2014



Written and Edited by
Leslie Hannay and Elisa Scalise

Design

Jill Hannay
www.jillhannay.com

Starting with Women was originally developed as Women First by Landesa. Special thanks to the editorial team at Landesa, particularly Margi McClung and Laura Landau. Produced through generous funding support from the Ford Foundation.

Images appearing on pages 15, 20, 26, 36, 47, 60, 61, 62, 65, 74, 77, 97, 111, 113, 118, 130, 141, 148 and 166 appear courtesy of Deborah Espinoza, © 2013.

Images appearing on pages 38, 48, 54, 57, 73, 79, 106, 114, 116, 153, 155, 163 and 164 appear courtesy of Olwoch Aldo, © 2013.

All other photos by Leslie Hannay, © 2013.

Citation

Hannay, L. and E. Scalise. 2014. "Improving Land Tenure Security for Women: A Starting with Women Approach." Landesa Center for Women's Land Rights: Seattle.

All images in this toolkit are copyrighted and may not be reproduced, transmitted, or distributed without the prior written permission from Landesa or otherwise noted copyright holder. However, non-commercial uses of this toolkit are permitted and encouraged.

© 2014 Landesa Center for Women's Land Rights

This toolkit is also available online at: startingwithwomen.resourceequity.org

ACKNOWLEDGMENTS

This toolkit is the product of a collaborative effort to develop a replicable approach to empower women to realize their rights to land. In the context of a growing discussion about the importance of women's land rights, and the challenge of strengthening those rights in the context of customary tenure, Landesa, Resource Equity, Associates Research Uganda Ltd. (ARU), and Women & Rural Development Network (WORUDET) developed and tested the approach in Pader, Agago, and Amuru Districts, Northern Uganda, an area that exemplifies the types of challenges that are common in customary areas of sub-Saharan Africa. This toolkit presents the Model that is the product of this multi-stage process.

The authors are deeply grateful to Margi McClung, to WORUDET colleagues Olwoch Aldo and Akullu Betty, and to ARU colleagues Herbert Kamusiime and Christine Kajumba, whose insights, partnership, and tireless engagement on the issues of women's land rights greatly contributed to the success and caliber of this toolkit. Renee Giovarelli and Diana Fletschner provided invaluable guidance and insight in the development and implementation of the model approach.

Lastly, a deep sense of admiration and gratitude go to the Community Based Facilitators in Puranga and Lira Palwo sub-Counties, and to all the women whose work and effort led to the insights, results and the stories that are showcased in the toolkit.

This toolkit was made possible through the generosity and support of the Ford Foundation, Landesa, and an anonymous donor.

The layout of this toolkit was inspired by and adapted from HCD Toolkit, created by IDEO and licensed under Creative Commons Attribution, Noncommercial, Share Alike 3.0 Unported License.



ABOUT OUR PARTNERS

Women and Rural Development Network (WORUDET)

WORUDET was formed by a group of women activists in 2003 to help women in northern Uganda recover from the conflict. Today it works to create a community that is inclusive for women, men and children by addressing social injustices such as gender-based violence, negative cultural and discriminatory practices and by promoting socio-economic opportunities.

Associates Research Trust Uganda (ARU)

Associates Research Trust Uganda was set up in 2003 to undertake action, scholarly and evaluative research on contemporary questions of policy and practice relating to land tenure, natural resource use and management, agriculture and livelihoods. Since then, Associates has developed unparalleled reputation as an independent research and knowledge creation center in Uganda. In 2010, it was acknowledged as the leading research institution supporting the development of policy over land and natural resources in Uganda by the Ministry of Lands, Housing and Urban Development.



Landesa

Founded as the Rural Development Institute, Landesa has partnered with governments on reforms that have provided secure land rights to more than 100 million families since 1967. When families have secure rights to land, they can invest in their land to sustainably increase their harvests and reap the benefits—improved nutrition, health, education, and dignity—for generations.

Resource Equity

Founded in 2014, Resource Equity collaborates with individuals and organizations worldwide to advocate for legal, policy, and social change aiming to achieve secure land and resource rights for women. Its team of tenure and gender professionals has over 60 years of combined experience working to advance women's empowerment. When women's rights are secure, the women, their families, and their communities prosper.

FOREWORD

Much of the time, when we think of who has what rights to land, we think in terms of the household or the community. We look at laws and we analyze a situation from this perspective, and then we ask, “And what about women, and other vulnerable groups?” Usually we want to know whether women have the right to inherit land or have the right to have their name on land titles. We want to know whether customarily women have fewer or lesser rights than they have in the formal law. And these are important and good questions. But very often we don’t reach these questions in a project until all the other planning and thought has been completed. Helping women gain access to secure land rights is extra, a secondary part of a larger project that focuses on the household or community.

This toolkit starts with the question of what rights do women have to land in the Acholi region of Northern Uganda. It begins by asking how women’s land tenure can be strengthened within the customary tenure system that gives power over land to men, both within the household and in the community. In this context, how can women move toward secure rights to land, and what indicators will we use to determine whether such movement is occurring? We have developed a framework for answering these questions. The framework is applicable to women all over the world and in every land tenure regime. Simply, a woman’s land rights are more secure when they are: legitimate; unaffected by changes in her social status; granted for an extended and definitive period of time; enforceable; and when exercising them does not require an additional layer of approval that only applies to women.

This toolkit also begins with the view that women in all communities know what they want and need in terms of their land rights, and that with information, guidance, and support from one another, they can develop a plan to get what they want and need. And we have seen evidence that this is true over the year we have been working with women in Acholiland.

We hope this toolkit will be useful in whole or in part for development practitioners who want to help strengthen women’s land rights. We do know that the best way to strengthen women’s land rights is to focus on women’s land rights, and we hope this toolkit will help you do that.

Sincerely,

Renee Giovarelli

*Co-Founder and Senior Advisor
Resource Equity*

Jolyne Sanjak

*Chief Program Officer
Landesa*

TABLE OF CONTENTS

INTRODUCTION

The Problem	14
The Solution is Possible	18
Women's Land Tenure Security Framework	20
The Empowerment Approach: Starting with Women	22

ABOUT THIS TOOLKIT

Who can use this Toolkit?	28
How to use this Toolkit	30
Overview of the Model	32

PLAN

Design

Step One: Identify Barriers and Opportunities	36
Step Two: Build a Team	38
Choose a Local Partner	39
Hire a Project Officer	40
Step Three: Identify Project Implementation Site	42
Step Four: Identify Project Goals, Objectives, Milestones, and Roles	44
Method: Project Team Planning Workshop	45
Step Five: Identify Supporters and Stakeholders	46

Prepare

Step One: Recruit Volunteers	49
Step Two: Orient and Train Team	52
Method: CBF Needs Assessment	55
CBF Training Module 1: Orientation	56
CBF: Additional Training	58
CBF: Reinforcement Training	58
Step Three: Conduct Outreach and Enroll Participants	60
Method: Outreach through Drama	63
Step Four: Form Groups	64
Step Five: Interview and Engage Stakeholders	67

PLAN: Checklist 69

ENGAGE

Step One: Assess	72
Revisiting the Women's Land Tenure Security Framework	74
Applying the Framework	76
Method 1: Conduct additional key informant interviews	78

Method 2: Baseline Survey	78
Assessment Methods	78
Method 3: Women's Land Rights Needs Assessments	79
Step Two: Validate	80
Step Three: Create Action Steps	82
Step Four: Design Curriculum/Plan	83
Method: Quarterly CBF Review Meetings	84
Step Five: Equip the Team	84
Method: Small CBF Group Meetings	86
Method: Ongoing Technical and Logistical Support and Mentoring	87
Engagement with Groups	89
Step One: Equip	90
Training Module 1: Women's Land Rights Training Part One	93
Training Module 2: Women's Land Rights Training Part Two	94
Training Module 3: Assertiveness Training	96
Training Module 4: Drama Training	98
Step Two: Converge	100
Step Three: Act	102
Engagement with Individuals	105
Step One: Support	107
Method: CBFs facilitate resolution of land issues	107
Method: Household visits	109
Step Two: Facilitate	110
Method: Connect Women to Appropriate Resources	112
Method: Follow Up Support	112
Step Three: Refer	112
Engagement with Communities	114
Step One: Identify	116
Step Two: Train Leaders	117
Method: Training of Trainers	119
Train Women Leaders	122
Method: Engagement Meetings	124
Step Three: Meet	124
Step Four: Mentor	125
Method: Model Leaders	125
Step Five: Community Awareness Raising	126
Method: Community Dialogues	127

TABLE OF CONTENTS (continued)

Method: Radio Dialogue	127
Method: Radio Messaging	127
Method: Drama Events	128
ENGAGE: Checklist	131
[YOU ARE HERE]	132
REFLECT	
Step One: Monitor	136
Method: Monthly Project Status Report	138
Method: Group Meeting Minutes and Report	139
Method: M&E Quarterly Consolidated Reports	140
Method: Interim Assessment	140
Method: Partners' Monthly Phone Conference	140
Method: Women's Follow-Up Journal	141
Step Two: Evaluate	142
Method: Conduct a Baseline Assessment	145
Method: Conduct an Endline Assessment	145
Step Three: Review and Adjust	147
REFLECT: Checklist	149
SHARE	
Step One: Assess the Context for Your Communications Activities	152
Identify Your Communications Objectives	154
Step Two: Plan Your Communications Strategy	154
Develop a Communications Strategy	156
Method: Collect Stories	158
Step Three: Develop and Implement Communications Materials	158
Method: Radio Programming	160
Method: Information, Education and Communications Materials	162
Method: Develop IEC Messages	163
Step Four: Monitor and Evaluate the Effectiveness of Communications Activities	165
SHARE: Checklist	167
TOOLBOX	169



The Problem

Women's Land Rights In Customary Tenure Systems

How can women's land tenure be strengthened within customary tenure regimes?

Co-existing customary and statutory land tenure systems are the norm across Africa. Women's land rights are at the nexus of these two systems; often, statutory laws provide protections to women that do not exist in customary law. Yet, not only is customary law more influential in many rural areas, but it is also gaining statutory recognition across the region.

This creates a problem. While there is much to be gained from recognizing both customary tenure regimes and women's land rights in statutory law, the two are not easily reconcilable. In most customary tenure regimes women's land rights are secondary to—and weaker than—those of men.

To begin to address this problem, women's land tenure security must be understood broadly, and women must be empowered to be agents of change for themselves, their families and their communities for improved tenure security to endure.



In many customary tenure systems across sub-Saharan Africa, both men and women have rights to ancestral land. Men gain rights by membership in a lineage, and their rights last for life. In contrast, women gain rights through a relationship with a male of that lineage (often her father or husband).

This means that women's rights to land are weaker than those of men. These rights may change in scope or duration when relationships change because of marriage, separation, death, or because the husband marries a new wife. Women's rights to land may be contingent on other cultural practices and norms attached to those relationships, such as payment of bride price at marriage or bearing a male heir. Women may have more difficulty than men enforcing rights because of a lack of information among customary leaders, communities, and the women themselves; limited access to decision-makers; or their lower social status within the community. Further, a woman may have less influence over how her rights to land are exercised because of her subservient role in the household.

These formal frameworks provide important safeguards for women's land rights, protections that challenge and often contradict customary rules. Local and cultural leaders face the challenge of understanding and reconciling these dual systems as they carry out their respective land administration functions. In this context, limited awareness, acceptance and enforcement of women's land rights under each framework, and negative norms and cultural perceptions about women's right to own land pose significant barriers to progress towards achieving equality and economic development in the region.

In this context, understanding and working within customary systems to protect women's rights to land is critically important. In many customary tenure systems across sub-Saharan Africa, both men and women have use rights to land. They can cultivate

the land and produce crops for their livelihoods. However, the right to dispose of land by both women and men is subject to the approval of the clan, even though a family may regard itself as “owners” of the land. Use rights, ownership, control, and transfers are all subject to the superior right of the family, group, clan or community. The transfer of land upon the death of the right holder is done according to the customary laws of inheritance which are patrilineal.

Women, and especially women without a male relative to support them, often find themselves in a particularly vulnerable position. Compared to their male relatives, women may have less access to land, may have fewer rights to the land they can access, and their land rights may be less secure. In the majority of these customary systems, land is regarded as men’s property. Typically, land rights are bequeathed to a male heir, who has the right to decide how the land will be used. Also, because husbands pay bride price, women are regarded as part of the man’s acquired property and cannot inherit land. In the unlikely case that a female inherits from her father, it is only use rights that are inherited; such use lasts only for as long as she remains unmarried and it cannot devolve to her heirs. Generally, women do not have the right to sell land unless they purchased that land in their own names, which is a rarity.

These problems, though complex, are solvable.

The emerging formal and customary frameworks for land administration across sub-Saharan Africa contain provisions which, if properly applied, could significantly improve women’s land tenure security. However, ignorance of what those rights entail under both the formal and customary systems, as well as resistance on the part of some men and local leaders, prevents these protections from being realized in practice. Women, communities, and leaders profess uncertainty about what rules apply concerning land, and many who think they are applying customary rules correctly are not. To overcome these obstacles, this project developed a model approach to address these issues by empowering women to understand and resolve their land issues through supported engagement with their families, communities, and formal and customary institutions.

THE
SOLUTION
IS POSSIBLE.

This model's starting point is the belief that women's land rights on customary land can be made more secure through an approach that starts with women. The conceptual basis for assessing women's land tenure security, and for designing specific interventions to strengthen their land tenure security, is the Women's Land Tenure Security Framework. This is introduced on the next page, and is developed throughout the toolkit.

The Model engages at three levels to strengthen women's land tenure security: engagement with project groups; individual engagement with project participants; and engagement with the communities, particularly with local and cultural leaders. Community Based Facilitators (CBFs) – local volunteers who are supported by a local organization – serve as focal points for this engagement, and are the principal points of contact between the project team and project participants and their communities. Recognizing that dealing effectively with customary systems requires flexibility and awareness of the local context for land governance, this approach works to identify, strengthen, and realize those aspects of the customary system that are protective and supportive of women's land rights, while supporting women, communities, and leaders to identify and remedy practices that are out of line with custom, formal legal protections, and principles of equity and justice.

Though implementation is grounded in a thorough assessment of the local realities for women, the Model is designed to be flexible, so that it can accommodate new information and understanding, and adapt to unforeseen opportunities and needs as they arise. This iterative and participatory process ensures that women's experience, needs, and aspirations guide the development and implementation of project activities.



THE FRAMEWORK:

A WOMAN'S ACCESS TO AND CONTROL OVER LAND CAN IMPROVE IF:

- (a) She gains access to more land;
- (b) She gains access to land of higher quality or in a better location;
- (c) She gains additional rights to a plot of land to which she already has access; or
- (d) Her land rights become more secure.

This Model works to strengthen women's land tenure security by assessing barriers to and opportunities for realizing each of the above elements. Because women's rights to land are complex and are often difficult to articulate, the Framework breaks down the concept of secure land rights for women into five dimensions.



Women's Land Tenure Security Framework

The Women's Land Tenure Security Framework provides a nuanced foundation for assessing and addressing women's land tenure security. Effectively addressing the elements of insecurity requires a clear understanding of what those elements are; the Framework defines how women's access to and control over land can improve, breaking the issue down into discrete elements that can be addressed through pragmatic, implementable interventions.

A WOMAN'S LAND RIGHTS ARE SECURE IF:

- (a) They are legitimate;
- (b) They are unaffected by changes in her social status;
- (c) They are granted for an extended period of time;
- (d) They are enforceable; and
- (e) Her ability to exercise them does not require an additional layer of approval that only applies to women.

This Framework provides the conceptual basis for the Model; each of the various activities and methods described in this Toolkit works to directly or indirectly address the dimensions of insecurity described in the Framework that are relevant to the local context. We will revisit the Framework, and discuss how to use it to develop your planned activities, in **Engage [page 74]**.

THE EMPOWERMENT APPROACH: STARTING WITH WOMEN



The Empowerment Approach starts with women.

It begins by understanding the context in which women interact with land, and by assessing women's particular challenges, needs, opportunities, and aspirations. The approach is tailored to the people whom it aims to affect, through pragmatic and effective strategies that will support lasting improvements for women. Throughout their implementation, these strategies are reviewed and adapted to the evolving needs and opportunities that the context presents.

The Empowerment Approach begins with the decision to work with women to improve their land tenure security, and is made up of four components: Plan, Engage, Reflect, and Share. The Model will direct your team through each of the stages in a series of concrete steps, leading you through to the conclusion of the project and sharing of project results.

Starting With Women: What Does It Mean?

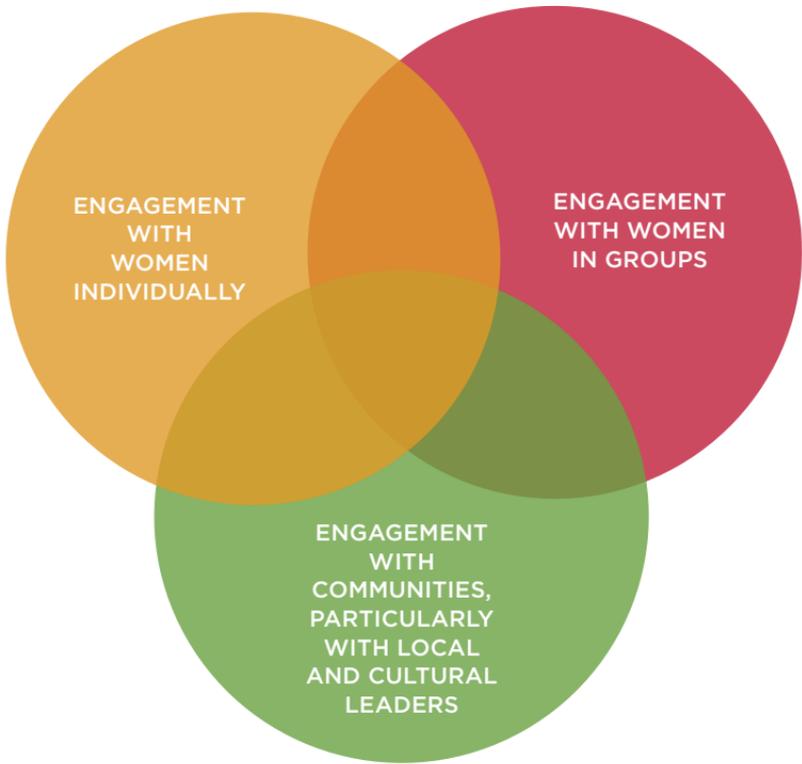
The Model is a process and a set of tools and methods to empower women to assess the barriers to their land tenure security, to identify potential solutions to these challenges, and to take steps to overcome the obstacles that they face in order to realize their aspirations related to land.

CONCEPT: A THREE-TIERED APPROACH

In the customary setting, land issues are community issues. A woman's access to land depends on her status in the family, on the customary institutions and processes that determine rights to land in her community, on perceptions about women's rights to land, and on women's awareness of and ability to realize their rights as members of a community. Starting with women means working at each of these levels to identify and address these elements of women's land rights.

The Model, therefore, works on three interrelated and mutually reinforcing levels of project engagement:

- Engagement with groups of women;
- Engagement with individual women; and
- Engagement with communities, particularly with local and cultural leaders.





Through multi-tiered engagement, the Model addresses awareness, perceptions, knowledge, and institutional blockages to improving women's land tenure security under custom.



Group Engagement

Group activities form the core of the Model approach. In a cultural context in which women are rarely given an opportunity to speak, group discussions, training and group outreach activities provide an important and otherwise unavailable forum for women to gain confidence as participants in public dialogue and discussions. With the direct support of the Community Based Facilitators (CBFs), women in the groups receive training, share experiences and discuss strategies for overcoming obstacles in their own efforts to realize their rights to land. This process teaches the women about the content of their rights, and – importantly – empowers them with the confidence and skills to meet future challenges on their own. To support these processes, women receive training on their rights under customary and formal law, as well as public speaking and advocacy training. Individual women also receive support from the group, in thinking through, and addressing, their land tenure security aspirations.

Individual-level Engagement

Through the CBFs, individual women work to identify specific challenges to their tenure security, and to develop plans to resolve them through customary, formal, and alternative processes. CBFs play a crucial supportive role to the women, many of whom are speaking up in their own defense for the first time in their lives. In individual work with CBFs, each woman formulates action steps to overcome her particular issues, which she then carries out in collaboration with the CBF. Women share their individual experiences with others in their groups.

Community-level Engagement

Women's empowerment is an important component of the Model, but on its own is insufficient to ensure that their rights are realized in practice. Land tenure systems are important parts of a culture, so to some degree, improving women's land tenure security requires community change. Thus, for women's rights under custom to be realized, community members – including elders and cultural leaders – must be aware of, and supportive of, women's land rights.

The importance of working directly with community and clan leaders cannot be overstated. Customary institutions are adaptive in nature – the rules and structures can change to accommodate new ideas, needs, and changing realities that arise. This adaptability presents an opportunity for strengthening women's rights. Toward this end, the Model prioritizes community sensitization, capacity building and outreach to local leaders, and direct engagement with key stakeholders in efforts to resolve specific women's land issues.

WHO CAN USE THIS TOOLKIT?

This Model envisions various contexts and potential users, and is designed to be adapted to empower women facing a range of challenges to realizing their land rights. The Toolkit can help anyone aiming to understand and address women's land issues in the customary context, and was designed with four types of users in mind:

- 1. Land Rights NGOs seeking to add women's land rights programming to their activities**
- 2. Women's Rights NGOs seeking to add a land rights focus**
- 3. International NGOs seeking to support local interventions to strengthen women's land rights**
- 4. Land practitioners seeking to understand how to realize formal protections for women in the customary context**

The Model was developed by an international NGO, in close collaboration with an in-country monitoring and evaluation partner, and a local implementing partner. It is therefore written from the perspective of a non-local NGO. It is intended to be a resource for a range of potential users: local, national and international.

HOW TO USE THIS TOOLKIT

This toolkit includes a **step-by-step guide to designing, implementing, and evaluating** a project that works with women to improve their land tenure security. It will provide you with the considerations and tools that you will need to adapt the approach to your local situation, to implement it, to reflect upon the project's effectiveness and to share successes and lessons learned from the process. Along the way, **Case Studies** drawn from an implementation of the Model in Acholiland, Northern Uganda will be used to illustrate how implementation looks in practice. You will also see **Tips** and **Insights** for each step, as well as a **Checklist** to help guide you as you work through each section of the Toolkit.

METHOD

Each method is a detailed step within the process. Follow along with each method to complete a task from start to finish.

**TIP**

Practical information to help you put the Toolkit ideas and methods into action.

**CASE
STUDY**

Examples of how the ideas and methods presented in a Step of the Toolkit have worked in practice.

**INSIGHT**

Lessons learned from past projects that used the Toolkit.

**TOOLBOX**

A collection of tools that will help you to implement the steps in the Toolkit.

**CHECKLIST**

Checklists appear at the end of each section to help guide you through each step in the process.

PLAN

A planning process that is responsive to the local context and particular aspirations of women participants.

ENGAGE

Implementation of the model.

DESIGN

1. IDENTIFY BARRIERS AND OPPORTUNITIES
2. BUILD A TEAM
3. IDENTIFY SITE
4. IDENTIFY PROJECT GOALS, OUTCOMES, ACTIVITIES, ROLES, RESPONSIBILITIES
5. IDENTIFY SUPPORTERS AND STAKEHOLDERS

PREPARE

1. RECRUIT VOLUNTEERS
2. ORIENT AND TRAIN
3. CONDUCT OUTREACH AND ENGAGEMENT/ENROLL
4. FORM GROUPS
5. INTERVIEW/ENGAGE STAKEHOLDERS

PLAN FOR ENGAGEMENT

1. ASSESS
2. VALIDATE
3. ACTION STEPS
4. CURRICULUM/PLAN

ENGAGEMENT WITH GROUPS

1. EQUIP
2. CONVERGE
3. ACT

ENGAGEMENT WITH INDIVIDUALS

1. SUPPORT
2. FACILITATE
3. REFER

ENGAGEMENT WITH COMMUNITIES

1. IDENTIFY
2. TRAIN
3. MEET
4. MENTOR
5. COMMUNITY AWARENESS RAISING

REFLECT

Frequent reflection upon the effectiveness and appropriateness of the approach.

1. MONITOR
2. EVALUATE
3. REVIEW AND ADJUST

SHARE

Sharing the results, insights, and stories of the women and communities affected by the project.

1. ASSESS THE CONTEXT
2. PLAN YOUR COMMUNICATIONS STRATEGY
3. DEVELOP AND IMPLEMENT COMMUNICATIONS MATERIALS
4. MONITOR AND EVALUATE THE EFFECTIVENESS OF COMMUNICATIONS ACTIVITIES

**FOUR MAJOR
COMPONENTS
OF THE MODEL**

PLAN

Implementing a project that is tailored to the local context, that draws on support networks and capacities that are available to you, and that is responsive to women's stated aspirations and needs regarding their land tenure security requires planning. In this stage, you will design your project based on an understanding of the land tenure situation in the target area, and will take the needed steps to prepare your team for an effective and successful implementation of the Model Approach.

DESIGN

1. Identify barriers and opportunities
2. Build a team
3. Identify site
4. Identify project goals, outcomes, activities, roles, responsibilities
5. Identify supporters and stakeholders

PREPARE

1. Recruit volunteers
2. Orient and train
3. Conduct outreach and engagement/enroll
4. Form groups
5. Interview and engage Stakeholders



DESIGN

STEP ONE: IDENTIFY BARRIERS AND OPPORTUNITIES

You know that you want to work at the grassroots level to improve women's land tenure security. Now, it's time to really look at the local context to identify what the particular land tenure related challenges are for women in the target area. This scoping assessment will provide important guidelines for you as you make decisions around design, and may highlight elements of tenure insecurity that you had not anticipated.

There are many possible barriers to women's land tenure security - in order to understand how to move forward to address those barriers, you will need to know what issues are relevant in your area. The Women's Land Tenure Security Framework provides guidance for the inquiry into the dimensions of women's land tenure in a given context, and to factors that might affect land tenure security.

Hearing from women directly, and using the Women's Land Tenure Security Framework as well as other information, interventions are designed around what is needed, culturally feasible, and possible within the budget and timescale of the project. The design is intentionally iterative and reflexive, and focuses on the realities of the context.

Your scoping assessment should be carried out through a combination of desk and field research:

DESK RESEARCH:

The first step in understanding the current legal, policy, and social context in your target area is to research the relevant primary and secondary sources on topics relevant to women and land. The Women's Land Tenure Security Framework can guide this inquiry, and the research should broadly cover formal and customary laws, policies and regulations on land, dispute resolution, family, marital property and inheritance. It should also seek out sociological information on gendered norms of behavior and division of labor, and anthropological sources covering practices of marriage, child-rearing, family-life, and death. Information on women's political participation, decision-making roles, and social inclusion or exclusion is also helpful, as is information on the history and status of land tenure reforms (such as formalization) in the area, and relevant land pressures such as conflict, scarcity, outside investor interest, and environmental degradation. All of this helps to concretize the land tenure system and to paint a picture of the context in which the land tenure system exists. You will also want to take time to learn about, and make preliminary contact with, local NGOs and others who are knowledgeable about your target area, and who work in or around issues relevant to women and land.

FIELD RESEARCH:

Once you have a general idea about the relevant issues in the target area, field research will help you to identify barriers to women's land tenure security, refine your understanding, and to make contact with potential partners and other stakeholders. Field research will help you assess the scope and magnitude of those barriers, and begin to identify potential, context-appropriate strategies for addressing them. It is at this time when you will narrow down the range of possible sites and potential partners.

The output of this step will be clear criteria and parameters for project implementation.



STEP TWO: BUILD A TEAM

Project partners play a fundamental role in design and planning. Partners are selected early and participate in foundational decision-making. This helps to make best use of partner expertise and also assures their early investment in the outcomes.

CHOOSE A LOCAL PARTNER

In establishing a community-based women's empowerment project, you should look closely at the organizations already working with your target population, and consider the approach and services offered by those organizations. It is not likely that you will find an organization that has a primary or extensive focus on women's land rights. You may find that an existing women's rights organization has some experience on land, or that a land organization has worked with women or on women's issues. Understanding the capacity, approach, and institutional flexibility of a prospective organization is critically important.

PARTNER SELECTION CRITERIA:

- Community engagement and facilitation approach
- Rights-based approach
- Women-focused
- Flexible & willing to try something new
- Capacity to take on this project

The implementing partner in a pilot of the Model was very skilled at helping groups develop and pursue livelihood solutions, such as improved agriculture and savings groups. Though it was hoped that this experience working with women would provide a solid foundation for the project's group facilitation activities, we found that there is a critical difference between a livelihoods-based approach and the rights-based approach that is the basis of this Model. Given these experiences, it is very important that the implementing organization and staff are well trained on land and gender issues from a rights perspective, and that they are skilled at group facilitation and are sensitive to the local context and dynamics of customary decision-making.



TIP

NGOs work in many different ways to help rural communities and individuals to overcome poverty. There is a broad range of potential approaches that organizations can take to address the many issues that confront these communities, but not all of them will work well with this approach. When you are deciding what organization will be the best fit for you as you implement this approach, seriously consider these questions:



INSIGHT

- Does this organization understand and use a rights-based or empowerment approach?
- Does this organization focus on women?
- Does this partner have a history of working well in the local communities? Are they trusted and well-respected?

HIRE A PROJECT OFFICER

The project is implemented under the direction of a Project Officer, who is hired and supervised by the implementing partner. This Project Officer will have primary responsibility for implementation of the project, and will be a critical link between the CBFs, local leaders, other stakeholders and the project team. The success of the project depends a great deal on the caliber of this team member. This person must understand the principles of starting with women, the different aspirations and challenges faced by women and men in their communities and be sensitive to the different needs of women and men. At the same time they must also understand the dynamics and opportunities that exist within existing community-level institutions.

Key Duties and Responsibilities of Project Officer:

- Train and support CBFs.
- Design, plan and implement project activities.
- Strengthen community awareness on the issues related to women's land rights.
- Support outreach and mediation by different stakeholders.
- Develop positive relationships with community leaders and groups in the project area.
- Document and monitor progress of the women individually and in groups.
- Facilitate flow of information from the project implementation sites to all partners.
- Connect and coordinate with regional and national level actors engaging on women's land rights issues.

“Working on this project is important to me because women are among the most vulnerable here, especially regarding land issues. Women are suffering because their rights are not clearly understood, and they are not respected. Through the project, we are empowering these women to speak on their own within their communities, so they are empowered to impact their own situations. Women now can advocate for their own rights anywhere - in the clan, in the household, in the cultural leadership, or even in the formal system - and their rights will be appreciated.”

Olwoch Aldo
Program Officer
Women's Land Rights
WORUDET





STEP THREE: IDENTIFY PROJECT IMPLEMENTATION SITE

To determine which areas are the most appropriate and feasible for project implementation, it is important to consult with local and cultural leaders, carry out interviews within the community to seek community opinions, consider which areas are currently targeted by organizations working on similar issues, and assess and develop your own understanding of the local context. It is at this time that you establish whether there is local political will to engage in project activities.



STEP FOUR: IDENTIFY PROJECT GOALS, OBJECTIVES, MILESTONES AND ROLES

Broadly speaking, you already know what you want to achieve in this project—you want to strengthen women’s land tenure security. Your project goal should be articulated as the tangible end state you would like to see in the community as a result of the project, or the specific outcome you are working to realize. To achieve this goal, partners should discuss and agree on SMART objectives, and then identify the activities that are needed to achieve those objectives. Your team will need to have a clear understanding of your own objectives before you begin your work, and you will need to review your objectives frequently and adjust them if necessary as you go along. Clear objectives provide structure to your project team, and ensure everyone is working toward the same targets.

At this early stage of the project, as you are solidifying your ideas about how to engage, and as your team gets acquainted with one another and with the Empowerment Approach, it is a good idea to hold a workshop to discuss the barriers and opportunities identified in the previous step, and to set goals, objectives, milestones, roles, and to lay out immediate next steps and sequencing for your activities.



TIP

GOALS SHOULD BE “SMART”:

Specific
Measurable
Attainable
Realistic
Time-Bound



METHOD: **PROJECT TEAM PLANNING WORKSHOP**

A team planning workshop is an important step in building a cohesive and collaborative project team. During the workshop, you will introduce the Women's Land Tenure Security Framework and associated concepts, and will develop a strategy for adapting the Model and implementing it in the target communities.

The workshop objectives are to discuss the project approach, and to clearly define roles and responsibilities for project management and implementation. The Model prescribes an iterative and adaptive design and implementation process, which may be more intensive and collaborative than other projects with which the team has experience. Ensuring that the entire team understands the process and expectations ahead is a key aim of the project team planning workshop.

During the workshop, the team will work through the Framework, test assumptions for project design, validate the proposed approach and devise feasible solutions. The workshop will also provide an opportunity to establish guidelines for communications and engagement within the team, and to identify the strengths and capacity development needs of each partner.

STEP FIVE: IDENTIFY SUPPORTERS AND STAKEHOLDERS

In many customary contexts, women experience barriers to realizing their land rights through a variety of exclusionary processes. These processes occur within families and households, within ethnic or kinship groups, in villages and communities, and at the national level. The barriers women face can be structural barriers in the form of rules, norms and conditions of participation that keep out those who do not belong. Taking cues from information collected in the desk and field research, as well as information from project partners, identify important project stakeholders. Stakeholders are those people who have an interest in the outcomes of the project. At this time you can also begin to identify people who might support the project and those who might pose an obstacle to meeting your objectives. For each, it is good to assess how each potential supporter might collaborate and how each person presenting a potential obstacle will be handled in the project. For each type of stakeholder, the project team will need to develop a plan for engaging with them periodically throughout project planning and implementation.



TIP

Talk to local stakeholders as early in the project as you can. This will help to ensure that they are sympathetic to your project, and understand that its aims are to work with the local communities to improve the welfare of all their members.



Link to and communicate with other organizations. They may be able to support your work in the future. (For example, in Northern Uganda, early courtesy meetings with local NGOs helped our project to develop good contacts with Uganda Land Alliance, a national-level legal aid and advocacy organization with a local office in the implementation area. Due to these good relations, we were able to rely on ULA to assist with training and case referrals, and to provide indispensable support throughout the implementation process.)



TIP

01

PLAN | PREPARE



PREPARE

STEP ONE: RECRUIT VOLUNTEERS

CBF Role:

Community-Based Facilitators (CBFs) are the foundation of the Empowerment Model Approach. They are local residents and members of the communities in which they work, and they are committed to learning about women's land rights issues, and to working with women and communities to strengthen women's land rights. CBFs are hired by the local implementing partner, who trains the CBFs and provides them with material, technical, and logistical support. Each CBF will be responsible for engaging with and facilitating a group of women in their respective communities. CBFs are a key resource – often the only resource – for women and communities trying to better understand, clarify, and resolve land issues.

CBF qualifications and recruitment:

Candidates should be local residents in each community. Modes of recruitment will vary from place to place, though the overall aim is to solicit volunteers through a formal process (e.g. by placing advertisements in local newspapers), and to interview shortlisted candidates for final selection. This formal process conveys the seriousness of the role, and works to ensure that CBFs are committed to the prospect of working hard as volunteers.

CBFs should have a range of qualifications, including literacy, demonstrated leadership skills, good character, and communication and mobilization skills. Familiarity with laws and institutions related to land is helpful, but given the limited awareness of land laws and processes in intervention areas, it is not a requirement for CBF applicants. It is critical however, that CBFs show a willingness to support the idea of stronger land tenure for women, the goals of the project, and a willingness to learn.

A photograph of a woman with dark skin and hair, wearing a white top, holding a young child in a light blue shirt. They are outdoors, with a tree trunk visible on the right. The woman is looking towards the camera with a slight smile.

“I think the project is a good thing, because I can see people are looking for hope. The project can bring hope because we can go and mediate between those conflicting parties, and we can bring people together. Hope is what motivates me to keep working.”



CASE STUDY

CBF PROFILE: AMONO JACKLINE

Parish: Lapilyet

Village: Barapwoyo

Education: Secondary A-Level

Languages: Fluent in written and spoken English and Luo

Prior Experience:

Worked with AMREF Uganda, providing computer skills training to children, and has served as a volunteer and community observer in her native parish of Lanyirinyiri, where she was born and raised.

Jackline was among the most successful CBFs in the Northern Uganda project, success which she attributes to her dedication and to the importance of women’s land rights issues to her and to her community. Jackline inspired her group to work hard to find solutions to their land issues. In addition to group meetings, which she held twice per week, Jackline supported many women through mediation, household visits, and work with neighbors and leaders.

“What interested me most... is that many women are suffering as widows. They are not allowed to use land freely in my parish. I witnessed those problems, and have seen that the land problems touch people a lot – even men. It touches them deeply – they were crying, and were asking us for help.

I think the project is a good thing, because I can see people are looking for hope. The project can bring hope because we can go and mediate between those conflicting parties, and we can bring people together. Hope is what motivates me to keep working. The project can tell people about land – about how to own land, and about land rights.

Personally, I think the project touches me a lot. Because, even me myself, I’m going to benefit from this project, because I am going to have knowledge about my rights on land. I am going to learn from this project.”



CBF PROFILE: OKWERA ALFRED

Parish: Agengo

Village: Barapwoyo

Education: Secondary A-Level
(incomplete)

Languages: Fluent in written
and spoken English and Luo



**CASE
STUDY**



Prior Experience:

Worked with CARE International and Medecines sans Frontiers, facilitating drama to sensitize communities about public health and gender-based violence (GBV) issues.

Alfred has found working with women's groups on land issues to be challenging and exciting. He attributes his achievements to "good mediation skills, follow up of cases and training women on drama so that they can broaden awareness about women's land rights in the community."

STEP TWO: ORIENT AND TRAIN TEAM

Land issues – and particularly women’s land issues in the customary context – are complex and addressing those issues requires a high level of familiarity with the formal law, customary norms, institutions and processes, as well as well-developed advocacy, facilitation, and public speaking skills. Given the central role of CBFs, and the likelihood that they are new to working with women’s land rights issues, training of CBFs is a critically important activity that should be prioritized early on.

CBFs will bring a range of experiences and conceptions about women’s land rights – and about the project – to the table when they are first recruited. A CBF Capacity Needs Assessment Tool is a helpful way to understand the skills, knowledge, and specific training needs of your newly recruited CBFs. The results of this assessment can be used to tailor the design and implementation of the CBF training curriculum to the particular needs of your group of trainees.

CBF CAPACITY BUILDING: FROM NEEDS ASSESSMENT TO TRAINING PLAN



CASE STUDY

In Northern Uganda, WORUDET and ARU set out to equip the newly hired CBFs with the skills, understanding, and knowledge that they would need to be effective in their new roles. First the team developed a CBF Capacity Needs Assessment Tool, which the Project Officer administered to the CBFs. The results of this assessment, along with the team's observations about the CBFs' needs and levels of comprehension and capacity, provided a basis for determining what the critical training needs were. Based on this assessment, the team developed and implemented a training plan. Initially, the plan was to conduct one orientation and skills training during a 2-day session. This first training provided a general overview of a range of topics, and set out to provide a basic foundation of skills and knowledge about women's land rights issues and techniques for facilitation. During this training, the team found that a single training was not sufficient to fully prepare the CBFs. Balancing these capacity needs with budget and time constraints, the team developed a curriculum of priority training needs.

The main priorities for this group's capacity building were to improve CBFs understanding of:

- Customary and formal land laws and administrative structures;
- Formal, Customary, and Alternative dispute resolution bodies, effectiveness, and process;
- Women's land rights issues in Acholi, particularly on customary land; and
- Formal and customary protections for women's land rights on customary land.

Additional skills training focused on:

- Group dialogue facilitation;
- Mediation;
- Advocacy;
- Problem solving;
- Work planning; and
- Reporting.

01

PLAN | PREPARE



CBF SELF-ASSESSMENT

TOOLBOX

METHOD: CBF NEEDS ASSESSMENT

A structured needs assessment will achieve three main objectives:

1. Documenting the level of competence and confidence CBFs have in performing their roles;
2. Assessing CBF's perceived capacity needs;
3. Assessing their understanding of the benefits of women's empowerment when it comes to land rights.

The needs assessment will involve two core activities:

1. CBF Self-Assessment; and
2. Focus Group Discussion

CBF SELF-ASSESSMENT

This is a checklist which CBFs individually fill out during their orientation. This assessment can capture data in three broad categories:

1. Biography and information on the CBFs;
2. Education and training background;
3. Previous engagement with women's land rights and land issues.

CBF FOCUS GROUP DISCUSSION

This is a facilitated discussion conducted using a focus group format. The discussion will be preceded by a presentation from the Project Officer that describes the role and expectations of CBFs. The focus group discussion should cover the following topics:

- Skills required to perform CBF functions;
- Perceived capacity needs;
- Knowledge of the local women's land rights issues;
- Knowledge of relevant stakeholders, how they can impact the project, what opportunities exist, and what mitigation/management measures may be required.

CBF Training Module 1: Orientation

The orientation training provides a general overview of a range of topics, touching on the majority of training needs identified in the Needs Assessment exercise, and providing a basic foundation of skills and knowledge about women's land rights issues and techniques for facilitation. Given the very rudimentary initial understanding on the part of CBFs as to the aims and approach of the project, and of laws and issues relevant to women's land rights under custom, this orientation training should aim to give a broad overview, with a view to future planned training sessions that will provide details and reinforcement of key subjects.



INSIGHT

Even though they have signed up to work to secure women's land rights, don't assume that your CBFs fully understand or support women's rights to land. Part of the effectiveness of CBFs is that they are members of the communities in which they will be working. But in local contexts where social norms and traditions are not supportive of women's land rights, these CBFs may need to be convinced that women have rights to land. In other words, CBFs are local, and so they should be expected to bring with them the local attitudes regarding women's land rights!

In Northern Uganda, even after two full days of training, all CBFs did not fully accept women's rights to land, and they did not fully grasp the project's Empowerment Approach. In response to this, the project team planned additional trainings, and worked to develop CBFs' understanding by having them serve as assistants to the training sessions provided to women and leaders.

Additionally, the Project Officer developed a schedule of "rotations" to allow him to visit each CBF in the field and to provide reinforcement and support.

Another important innovation came from the CBFs themselves, who began to meet in small groups to support each other, and to share techniques and information. During CBF review meetings, the Project Team recognized CBFs who were doing exceptionally well, and asked them to share their insights, techniques, and organizational process with their peers. This proved to be a very helpful way to reinforce good practices among CBFs.



INSIGHT

Lessons Learned from Orientation Training

Make the training more interactive and experiential. This is particularly challenging for training on law and administration, but CBFs noted those sessions were too long and quite static.

Combine lecture with role playing and skill building in order to engage the CBFs in the learning process.

Consider holding the trainings in the local language, as that will be the language of project implementation.

One-day sessions are preferable to longer intensive workshops in terms of CBF retention of information.

Consider site visits and observation as a way to train on customary institutions, dispute resolution, etc.



INSIGHT

Though many are committed to improving people's lives, most rural development organizations do not use a "rights-based" approach to their work. For those accustomed to working to achieve tangible or material goals – such as providing plows, or providing clean water, sanitation and housing – the concept of working to increase women's ability to understand and realize their rights may not be intuitive. Making sure that your team fully understands and embraces this Empowerment Approach will probably require that you emphasize and reinforce the approach and its basis in rights early and often.

CBF: ADDITIONAL TRAINING

Additional trainings for CBFs should be the focal point of activities during the preparatory phase of the project. An intensive training on land rights under formal and customary law, women's land rights, principles and techniques for group facilitation and mediating conflict should be reinforced through a follow-on training to reinforce and deepen the CBFs' understanding and facility with women's land rights issues and skills. In this training, particular emphasis should be placed on building skills, refining CBFs' understanding of legal and customary avenues for addressing land issues, and eliciting CBF engagement with the issues and approaches to resolving land related challenges.

CBF: REINFORCEMENT TRAINING

Following these two sessions, CBFs should be sufficiently trained to begin implementation. However, additional capacity building and refresher trainings should be planned to accommodate emerging needs and issues that CBFs encounter in their work. The Project Officer, through regular communication with the CBFs, helps to identify these needs as they arise, and works to devise solutions (e.g. field training, site visits to Magistrate Court or local government agencies, additional formal training) to meet these needs.

TRAINING	CONTENT COVERED
MODULE 1: INTRODUCTION TO WOMEN'S LAND RIGHTS	<ul style="list-style-type: none"> • Background of the women's land rights project • Human rights and national land laws • Facilitation and listening skills • Report writing skills • Marriage and succession
PROJECT ORIENTATION TRAINING	<ul style="list-style-type: none"> • Project approach (Women's Empowerment) • Group meeting agenda • Skills-building: Facilitating group meetings • Work plan development • Reporting • Effective communication and building trust
MODULE 2: WOMEN'S LAND RIGHTS INTENSIVE AND REVIEW	<ul style="list-style-type: none"> • Women's land rights protections under customary and statutory laws • Mediation and conflict mitigation • Review of project approach and CBF roles
MODULE 3: REINFORCEMENT AND SUSTAINABILITY TRAINING	<p>Training to reinforce concepts and address identified needs, as required</p>

STEP THREE: CONDUCT OUTREACH AND ENROLL PARTICIPANTS

Identifying the appropriate target beneficiaries is critical to the successful implementation of the model. There are various ways in which women can be enrolled in the program: they can self-identify as having land problems; they can volunteer to participate in an empowerment group; or they can be identified by knowledgeable people in the community as women who have a land conflict or vulnerability, or who would benefit from the project. Whether they volunteer or are identified by others, the manner in which communication with target communities and individuals is initiated will have an important bearing on the direction of group work and buy-in by women participating in the groups, with significant effects on the overall project objectives.



INSIGHT

In Phase One of the Northern Uganda project, we sought to enroll women drawn from groups that the implementing partner had already organized into Self-Help Groups. Though this made initial organization of the project easier – the groups were in place and were already accustomed to meeting regularly – it became a serious impediment to implementation for Phase One, since the group activities and priorities were already fairly well established. As a result, rather than focusing on land issues, the groups continued to meet primarily to discuss Self-Help activities. Additionally, participants came from communities spread across six parishes. The distance between group participants posed several logistical issues, and was a major obstacle to the project's implementation as the women had to travel great distances on poorly maintained roads in order to reach the meeting place.

These factors affected the women's ability to be fully engaged, because: (1) they were recruited from savings groups, affecting the group's ability to focus on land issues; and (2) they did not know each other, which delayed the group's ability to develop trust and cohesiveness. Furthermore, because the recruitment did not follow a systematic process, it is hard to explain its rationale and to select a proper control group for a rigorous evaluation.



There are many potential approaches to enrolling women in your project. For instance, you could hold information meetings in the community to discuss land issues generally, and then talk about the approach, and ask for people to volunteer to be part of it. Community drama (explored more on following pages) can be another effective enrollment tool. Whatever your enrollment approach, it is important that:



INSIGHT

1. Women self-identify as wanting to work in groups to understand and realize their rights to land;
2. Women live within a reasonably small area so that they can meet regularly; and
3. Groups are small enough to ensure that women are supported, and that the CBF can realistically manage the work load.

Whatever the method of enrolling women, it is critically important that their expectations match the rights-based approach of the project. It is common in rural areas for livelihoods-oriented NGOs to undertake projects. These are great approaches, but they are based on a set of activities – including providing material support – that are not a part of rights-focused work. If participants start out thinking that they will receive tangible or monetary benefits, it can be difficult to rein in those expectations as the project progresses.



METHOD: OUTREACH THROUGH DRAMA

Community drama can be an effective means of introducing the project to communities, and garnering interest in participation.

1. Train drama groups and carry out performances and community discussions

The first step in conducting drama outreach is to train a drama group to develop a storyline and production that presents the problem of women's land rights so as to demonstrate the seriousness of the issue in the target community. The aim should be to enable the community to understand and relate to the issue, to reflect on the women's land rights situations in their areas and to promote a discussion of what they think about the issues.

2. Enter the target communities and mobilize community members

Your first activity in a community is your chance to establish positive relationships with leaders, community members, and potential participants, and should be undertaken with forethought and care. As members of the communities, CBFs are best suited to approach leaders and elders to inform them of the project and its aims, and to arrange for a suitable time and venue to hold your outreach and enrollment event. In some cases, CBFs may have to travel from homestead to homestead to alert community members and prospective participants about the upcoming event. When you set your date and time, be sure to consider the timing of market days, holidays, work schedules and other factors that are sure to have an impact on who will be able to attend your event. Working with a local woman leader or leaders to coordinate your activity can be an effective way to gain her support, and to learn about particular preferences or considerations that may impact the success or failure of your event.

3. Solicit interest and enroll participants

Following the drama performance and community dialogue, the CBFs solicit interest from the community in participating in the project. Women are asked to participate who self-identify as either:

1. having a land rights issue that they wish to work on; or
2. wanting to work to improve the land rights situation in their communities.

STEP FOUR: FORM GROUPS

Once women have been enrolled in the groups, the first step is for the CBFs to each meet with their respective groups to provide an orientation to the women on the aims and approach of the project, to establish a schedule for weekly activities, and to inform the women about the immediate next steps of the project.

At this first meeting, the CBF and project participants will get to know each other; agree upon how frequently, when, and where to meet; and discuss immediate next steps. These next steps will include a baseline survey, a women's land rights needs assessment and the commencement of regular group meetings.



TIP

How many women should be in a group? How many groups should there be?

Too few women in the group may limit the effectiveness and strength of the group within the community. Too many participants will detract from the individual support and feeling of security each woman feels in the group. A group of 20-25 seems to strike the right balance.



TIP

In some cases, you may find that women will expect or require an incentive other than working to make their land rights secure. Some groups may only be viable if there is an additional incentive, such as a savings group, that brings the women together. This fund could be used to support women's efforts to use their land once they have secured their rights, or may even serve as a savings fund for women to buy land.

On the other hand, this focus on a savings fund may overshadow the objective of engaging on land rights, which brings less tangible benefits (at least in the short term).





INSIGHT

When the project began, you gathered information and input from the project participants to make sure that the ideas you started with matched the reality and aspirations of the project beneficiaries. As implementation begins, it is important to keep learning about how the solutions are working in order to keep improving the design of your project activities, and to prioritize how to spend valuable resources on the solutions to make the most impact. The beginning of implementation is not the endpoint of design activities; instead, monitoring and evaluation activities inform design in an ongoing, iterative process.



TIP

When ideas are implemented, the team should continue to collect feedback from the project participants. Stories and impressions collected from the communities, leaders, and women themselves will help the team to track how solutions are affecting individuals' lives. Collecting on-going feedback will help the team refine the ideas and strategies in order to make them more effective, more appropriate, and more cost-effective.

STEP FIVE: INTERVIEW AND ENGAGE STAKEHOLDERS

In Step Five of Design, you identified the stakeholders that would be most relevant to your project, in order to gain a preliminary understanding of the needs and opportunities for women's land rights in your target area. Now, you are going to deepen that understanding by becoming more engaged with the specific individuals whose input and participation is most critical to your project.

This activity is a critical step in developing the aims of the project, deepening and evaluating your understanding of the customary and formal systems for women's land rights and establishing positive relations with the local community. Leaders from the cultural and formal systems, as well as NGO actors, legal aid organizations, and other knowledgeable parties are valuable sources for assessing the context for your intervention.

As the individuals with the most knowledge of, and accessibility to, the villages and communities in which the groups are active, CBFs play an important role in identifying and enlisting stakeholders to engage with the project and with the women participants. A Stakeholder Analysis is a good way to identify the range of stakeholders, and helps to ensure that all the relevant local leaders, heads of households, heads of family, heads of sub clan and heads of clan are aware of, and support, the project.

The purpose of the Stakeholder Analysis is to identify the different stakeholders in your efforts to improve the tenure security of women in the intervention area. The Analysis is framed to show the value of engaging specific individuals and institutions that have influence and a role to play with regard to land rights matters at household and community levels.



CONSIDER THE FOLLOWING:

Case Study: CBF Profile - Amono Jackline

Case Study: CBF Profile - Okwera Alfred

Case Study: CBF Capacity Building: From Needs Assessment to Training Plan



CHECKLIST

PLAN CHECKLIST

Complete the following:

DESIGN

- Identify Barriers and Opportunities
- Build a Team
 - Choose a Local Partner
 - Hire a Project Officer
 - Identify Project Implementation Site
- Hold a Project Team Planning Workshop
- Identify Project Goals, Objectives, Milestones, and Roles
- Identify Supporters and Stakeholders

PREPARE

- Recruit Volunteers
- Orient Team
- Assess CBF Training Needs
- Train CBFs
- Conduct Outreach and Enroll Participants
- Form Groups
- Interview and Engage Stakeholders

ENGAGE

The formal and customary frameworks for land tenure governance contain provisions which, if properly applied, could significantly improve women's land tenure security. Often, however, ignorance of what those rights entail under both the formal and customary systems, as well as resistance on the part of some men and local leaders, prevents these protections from being realized in practice. Women, communities and leaders may be uncertain about what rules apply concerning land, and many who may think they are applying customary rules correctly are not. To overcome these obstacles, the Model empowers women to understand and resolve their land issues through supported engagement with their families, communities and the formal and customary institutions for resolving land issues.

PLAN FOR ENGAGEMENT

1. Assess
2. Validate
3. Create Action Steps
4. Design curriculum/Plan
5. Equip the team

ENGAGEMENT WITH GROUPS

1. Equip
2. Converge
3. Act
4. Record

ENGAGEMENT WITH INDIVIDUALS

1. Support
2. Facilitate
3. Refer

ENGAGEMENT WITH COMMUNITIES

1. Identify
2. Train
3. Meet
4. Mentor
5. Community Awareness Raising

STEP ONE: ASSESS

You have already defined your overall project goal- the project aims to strengthen women's land tenure under custom. But as we know, insecure land tenure is a complex issue, and the root causes can be found in family relationships, rules about inheritance and marriage, weakened institutions, lack of awareness, and many other factors. It is easy to see that there is a problem, but it is less obvious how to understand and deal with the problem in practice.

In this step, you will define, with as much detail as possible, the particular challenges that women face in your target community. Understanding these challenges will allow you to refine your specific project objectives and develop a more concrete plan of action for work with women's groups. Specific and well-defined objectives help to clarify what exactly it is you're working to accomplish, gives your team a common language to discuss progress and issues, and helps you to track how well you are doing. Without objectives, it is very difficult to know when you have succeeded, and when you are drifting off-course. The Women's Land Tenure Security Framework (discussed in more depth on the following pages) can be a good way to organize your assessment efforts, and to ensure that you begin your work with women's groups understanding the full spectrum of tenure security issues.



SAMPLE QUESTIONNAIRE FOR BASELINE ASSESSMENT

TOOLBOX





REVISITING THE WOMEN'S LAND TENURE SECURITY FRAMEWORK

In the Introduction, we presented the Women's Land Tenure Security Framework, and discussed how it can provide a nuanced foundation for assessing and addressing women's land tenure security. Now, it is time to use this Framework to break down the big-picture issue of women's insecure land rights in your region into specific elements. From these elements, you will next need to assess:

- Which of these elements is relevant to your situation?
- Which ones are you able to deal with given your capabilities, opportunities, and constraints?

The Framework provides a foundation from which you can build your assessment tools, metrics, and – ultimately – your strategies to meet the needs that you identify in this step.

HOW DOES THIS WORK? Let's use an example.

In the framework, we identified five dimensions to assess the security of women's land tenure

A woman's land rights become more secure when:

- 1) Her land rights become more legitimate; or
- 2) Her land rights become less vulnerable; or
- 3) Her land rights are more easily enforceable; or
- 4) For fixed-term rights, her rights are granted for a longer period; or
- 5) She is able to exercise her land rights without engaging in layers of consulting and approval that are not required of men.

As you evaluate the needs and opportunities in your target area, use these elements to derive your lists of questions. For example, to understand whether a source of insecurity among your project participants is a lack of enforcement of their rights, you can ask a number of questions:

- Are women in this area facing a problem enforcing their rights?
- Are they aware of what their rights are so that they can identify a potential "issue"?
- Do they know where to present land rights issues when they experience problems?
- Are they able to access these places? Do they have confidence that they will be treated fairly if they take their issues to these forums?
- If they receive a favorable decision, what happens? Are decisions enforced?
- Do they experience more problems at home if they 'win' a case?

For each of the elements of secure rights, the answers to these questions will help you to define strategies and activities to address the needs that you encounter.

APPLYING THE FRAMEWORK

A WOMAN'S LAND RIGHTS BECOME MORE SECURE WHEN...

...HER LAND RIGHTS BECOME MORE LEGITIMATE

PROFILE: PROJECT PARTICIPANT,
PURANGA SUB COUNTY

"I am a widow. I bought land with my late husband in Puranga trading center when he was still alive. Now that he has died, my in-laws have taken the land. They say that all of their brother's land belongs to the family, and they say that no woman have control over land. They are saying this even though it is not customary land - we bought it together with our own money so that we could have land to grow on for many years to come. How can I realize my right to this land?"

...HER LAND RIGHTS BECOME LESS VULNERABLE

PROFILE: PROJECT PARTICIPANT, AGED 43,
PURANGA SUB COUNTY, NORTHERN UGANDA

"I came from Gulu district, and I am married into a clan here in Puranga. My brother-in-law has grabbed away our family land. He came and fenced off our land, claiming that he bought it from people who have since died. There is no witness to the purchase he claims, and says the witnesses are people who have died a long time ago. He keeps destroying our crops whenever we plant on the land. We heard he even surveyed the land. Clan elders invited him several times to settle the dispute but he refused to appear, saying that he was a very high ranking government official who could not appear before a mere clan. We took him to Local Council 2 court but he refused to appear. Instead he took the matter to High Court in Gulu. We can't afford to travel to attend the hearing from Gulu. What can we do?"

...HER LAND RIGHTS ARE MORE EASILY ENFORCEABLE

PROFILE: PROJECT PARTICIPANT, AGED 67,
LIRA PALWO SUB COUNTY, NORTHERN UGANDA

"I was married in 1965, and my husband died in 1992. The year after the death of my husband, my brother-in law took away the land I had been cultivating with my husband. I resisted. But my brother-in law took me to court, claiming that I had no right over that land. I won the case. Later on, his younger brother filed a fresh suit against me over the same land. I won the case again. Later, another brother-in law took me to court again, but the court was in Gulu. I cannot afford to travel with my witnesses to Gulu. The court stopped me from using the land (through an injunction). Now I have to rent land from neighbors for my survival as the case is still unresolved. What should I do?"



...FOR FIXED-TERM RIGHTS, HER RIGHTS ARE GRANTED FOR A LONGER PERIOD

PROFILE: PROJECT PARTICIPANT, AGED 32,
PURANGA SUB COUNTY, NORTHERN UGANDA

“I got married, but separated with my husband because he was mistreating me. I returned to my parental home. Now my brother is chasing me away, claiming that I do not have rights over our parental land. He cut my daughter with a machete, and set my hut ablaze in order to force me to vacate the land. Yet I am the one who took care of him from child hood. What should I do?”

...SHE IS ABLE TO EXERCISE HER LAND RIGHTS WITHOUT ENGAGING IN LAYERS OF CONSULTING AND APPROVAL THAT ARE NOT REQUIRED OF MEN.

PROFILE: PROJECT PARTICIPANT, AGED 48,
PURANGA SUB COUNTY, NORTHERN UGANDA

“My husband died before I went to the camp. That was during the war. After they closed the camp, I came home to live again on our land. My neighbors started extending the land boundary, knowing that I was a woman alone and have no one to support me. I called the clan members but they ignore me and will not listen to my dispute. I don’t know what I can do now to be able to live peacefully on my land and support myself.”

ASSESSMENT METHODS

Once women have joined the project, a more in-depth assessment of their specific needs and issues can be carried out. This will form the foundation for planning project activities: the women, CBFs and Project Officer will choose from the range of possible methods to address the priorities and needs identified in the assessment. This assessment should include: additional key informant interview, a women's land rights needs assessment, and a baseline survey.

METHOD 1: CONDUCT ADDITIONAL KEY INFORMANT INTERVIEWS

Interviews with key informants are a quick way to gather information that provides a high-level picture of the current systems, keys issues, and entry points. In addition, these interviews offer an important opportunity to sensitize key stakeholders with respect to the project's aims, activities, and processes.

METHOD 2: BASELINE SURVEY

The baseline survey is conducted as a census involving all participants. In the survey, women are individually interviewed to objectively and subjectively assess land tenure security issues pertaining to individual women, their households, and other women in their communities. The baseline identifies the primary sources of insecurity for project participants, and assesses the women's aspirations with regard to their land tenure situation. The baseline helps to identify risks and opportunities, and shapes the development of implementation plans that are tailored to the project area.





METHOD 3: WOMEN'S LAND RIGHTS NEEDS ASSESSMENT

The needs assessment can be conducted after the enrollment process and after the administration of the individual baseline survey questionnaire. Women should be asked questions in their respective groups. These focus group discussions can be facilitated by a third party, or by your project team.

THE AIMS OF THE NEEDS ASSESSMENT ARE TO:

- Understand and identify the participants' barriers and aspirations for their land rights; and
- Map out community dynamics and stakeholders' roles in impeding or supporting women's land rights.



STEP TWO: VALIDATE

To make sure that the conclusions that your team draws from the assessment activities accurately reflects the issues and hopes that the women expressed through their responses, the results of these activities should be presented to, and validated by, project participants in addition to CBFs and all project partners.



TOOLBOX

SAMPLE ONE-PAGER FOR VALIDATION WITH WOMEN



CASE STUDY

During our implementation in N. Uganda, these needs assessment activities highlighted the key issues, risks, and aspirations relevant to women's land rights. These findings were presented to, and validated by, project participants. The most important findings included:

INSECURE LAND RIGHTS

- Land insecurity issues are driven mostly by family members;
- Experience of eviction threats is common;
- There is a lack of knowledge of the logical steps to take when land rights are challenged; and
- There is a need to understand the limits of women's own influence within and outside the family.

SECURE LAND RIGHTS ASPIRATIONS

- These varied among respondents. Common themes included a desire to:
- Access more land for cultivation;
- Have children inherit land without problem;
- Have place to sustain themselves when marriage fails;
- Change from "user rights" to "owner or co-owner rights"; and
- Have rights recognized more in the family than outside the family.

Following the validation of these findings by the participant groups, each CBF facilitated the groups to develop action points to address each of the issues identified, as well as any additional problems raised in discussion with CBFs and the Project Officer.

STEP THREE: CREATE ACTION STEPS

In the previous steps, you analyzed the local context, identified needs and opportunities for strengthening women's land rights, and you made sure that the women in your project agreed with your understanding and analysis of their situations. You framed this analysis in terms of the elements of secure land rights provided in the Framework, and have a clear understanding of the specific challenges, threats, and sources of insecurity that women face.

IN THIS STEP, YOU WILL ACCOMPLISH TWO IMPORTANT AIMS:

1. You will engage women to think actively and critically about their problems, and support them in brainstorming solutions that they want to pursue to address those problems; and
2. Using their ideas, you will develop clear steps for the project to implement with participant groups.

WOMEN-LED SOLUTIONS: CREATING ACTION STEPS

Using the results of the baseline and needs assessment, CBFs will facilitate a discussion with their groups in which they will identify the causes of each problem, and potential solutions that they think are possible and that will be effective in their communities.



TIP

Sometimes, the action steps identified by women and CBFs – though important – will fall outside the scope of your project. For example, one potential action point could be to provide materials or monetary support to help them build a structure on land, or seeds and plows to help them make use of land. These are good ideas, but they may not be feasible within the parameters of your project.

It helps to have clear limits, and to clearly define how you will engage so that you can keep your project to a manageable and achievable size. Clarity about what you will and will not do in the project will help to set realistic expectations among the group.



STEP FOUR: DESIGN CURRICULUM/PLAN

The development of the implementation plan will flow out of the action steps above, and will be informed by the CBF and women's assessment activities, Stakeholder Analysis, baseline and other assessment activities. The development of the implementation plan should be focused on the objective of empowering women, improving community awareness and support of women's land rights, and participating in broader advocacy efforts aiming to influence the policy and practice on women's land rights under formal and customary rules.

The implementation plan should identify concrete ways to engage with the various key stakeholders that surfaced during the Stakeholder Analysis. These will likely be: the formal and informal institutions, structures, and individuals within the local community. Engaging these stakeholders throughout the project will lead to more secure resource rights for women, their families, and their communities, and will support understanding and awareness of women's rights and the means and mechanism for realizing those rights.

“When I wear my t-shirt in the community, people respect me because it is a sign that I have been taught about women’s land rights. I find that many women reach out to me with questions about their land rights.”

- Project Participant, Lanyiriniri Parish,
Lira Palwo Subcounty

STEP FIVE: EQUIP THE TEAM (LOGISTICS AND SUPPORT STRUCTURES IN PLACE)

A variety of methods can be employed to provide support and guidance to CBFs throughout implementation.

METHOD: QUARTERLY CBF REVIEW MEETINGS

Quarterly review meetings are an important mechanism for exchanging information with the CBFs about challenges and successes they are experiencing, to assess and reinforce good practices and insights among the CBFs, and to provide information and planning support about upcoming events, changes, and expectations. They are especially important for exchanging information about how the project design is working on the ground, and for adjusting the implementation activities in response to new situations, strategies that are found to be especially important or effective, and emerging opportunities.



TOOLBOX

QUARTERLY REVIEW MEETING AGENDAS



TIP

Small things mean a lot. Providing gumboots and plastic (rain-proof) folders for materials, good quality bicycles, reference materials for CBFs help reinforce them as valued project team members and community resources with the tools to do their work.



METHOD: SMALL CBF GROUP MEETINGS

Regular meetings of small groups of CBFs are a good way of providing support to CBFs on their daily challenges. Groups of four to six CBFs should meet regularly to share experiences and information, and to discuss solutions to common problems and challenges encountered through the project. The Project Officer can also attend these meetings when his or her schedule allows to reinforce good practices and to provide additional support.



CASE STUDY

In the Northern Uganda project, dirt roads and heavy rains during the wet season made the issue of transportation especially challenging. We decided to buy a dedicated motorcycle for the Project Officer to use to get to and from the target communities. CBFs were given bicycles to help them travel to the Trading Center for project training and meetings, and to move around the villages and among the homesteads where the project participants – women, leaders, and other stakeholders – lived. CBFs who carried out their duties for the entire project were allowed to keep the bicycles, providing an extra incentive to these key volunteers.

CBFs and the Project Officer were also given gumboots to help them do their work in the rain and mud.

Besides making it possible for CBFs to travel among villages to carry out their work in a range of weather conditions, these supplies gave CBFs an important sense of being valued, appreciated, and supported in their difficult work.

METHOD: ONGOING TECHNICAL & LOGISTICAL SUPPORT AND MENTORING

In addition to regularly scheduled meetings, CBFs and the Project Officer should be in regular communication via phone and in person to discuss and resolve issues as they arise. The Project Officer should establish a rotation schedule to ensure that he reaches each of the parishes to check in and observe the groups during their regular meeting times.

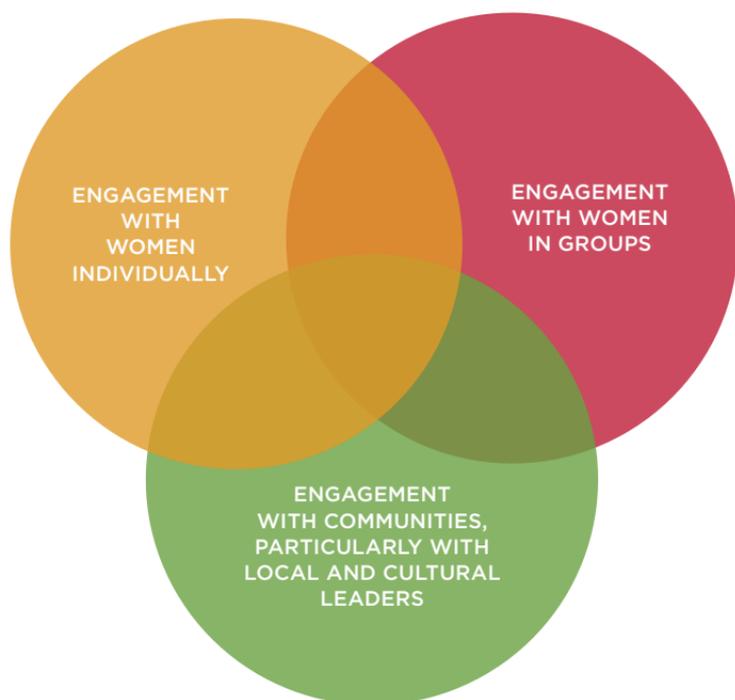
TEAM | LOGISTICS AND EQUIPMENT

In addition to your personnel support, you will need to equip your team with the materials and tools that they will need to do the work. Taking time to realistically consider the activities that you have planned, and what your team will need to accomplish them is an important step that will help your project implementation to go more smoothly.

Above, we outline several activities that will require that your staff can travel to the communities where the CBFs are working on a regular basis. Transportation is a challenge in most rural settings: how will your Project Officer get to the villages for meetings? How will the CBFs get to the homesteads where the women and their families live? How will the women get to the meeting points for the project activities? Though the answers to these questions will vary, the issue of viable transport is important in any intervention and should not be overlooked.

OTHER FACTORS TO CONSIDER INCLUDE:

1. **THE WEATHER:** Do CBFs need special clothes or equipment (gumboots, raincoats)?
2. **PRINTED MATERIALS:** Does your team need printed materials (laws, for example) to refer to in their work? Do they need notebooks, pens, and folders in order to conduct their activities in an organized and professional way?
3. **COMMUNICATION:** How will CBFs communicate with your Project Officer? Do they have cell phones?
4. **INCENTIVES:** One way to motivate CBFs is to provide a small stipend to support their efforts. How will they be paid? Will they require bank accounts? What incentives might be needed to keep them engaged in the project?



THE PROJECT ENGAGES AT THREE LEVELS:

- Engagement with project groups;
- Individual engagement with project participants; and
- Engagement with the communities, particularly with local and cultural leaders.

ENGAGEMENT WITH GROUPS

Group engagement forms the core of project activities. Supported by Community Based Facilitators, women work together to identify specific challenges to women's land rights in their communities, and to develop plans to resolve them through customary, formal, and alternative processes. Community Based Facilitators play a crucial supportive role to the women, many of whom may be speaking up in their own defense for the first time in their lives. Key components of group engagement include: building women's capacity through training; facilitating weekly group meetings; and organizing and supporting group activities in their communities that promote awareness and discussion about women's land rights issues, and addresses specific barriers that the women are experiencing.

STEP-BY-STEP: ENGAGEMENT WITH GROUPS

1. EQUIP
2. CONVERGE
3. ACT

STEP ONE: EQUIP

The first steps in empowerment are building women's knowledge of their land rights under customary and formal rules, building their awareness of processes and support structures that are in place to help them when they have a problem, and building their capacity and confidence that they need to realize their rights. Overcoming the barriers of ignorance, misunderstanding, and cultural norms that prevent women from speaking up lays the foundation for empowering women.

Though the particular needs of a community may vary, there is a core curriculum of information on women's land rights issues that you can use as your starting point. This curriculum provides the substance, the tools, and a forum for empowering women to improve their land tenure security.





TRAINING MODULE 1: WOMEN'S LAND RIGHTS TRAINING PART ONE

The purpose of this training is to promote women's awareness of their land rights under custom, and thereby to strengthen their capacity to participate in securing their land rights in the community to which they belong. After this training, women will better understand their rights, and the available resources and options that they have to exercise those rights (the substance of empowerment).

Specifically, the training aims:

- To provide specific knowledge about land dispute resolution processes within the local cultural context;
- To widen women's awareness on their land rights;
- To give insights to women into how the traditional structures have isolated them from land ownership and control, and how they can address this barrier; and
- To enable women understand how changes in status (for example, marriage, separation, divorce, death of a partner or spouse, remarriage, and motherhood) relates to land rights in the customary system.

CONTENT:

The training will cover key areas relevant to women's land rights and address the barriers and aspirations identified in the baseline assessment. These include:

- The project overview (goal, objectives, target, expected benefits and women's roles in the project);
- Women's land rights under customary and formal rules;
- Traditional structures for land disputes;
- Alternative land conflict resolution options (appropriate channels to informally resolve land conflict); and
- Property rights and rights of married and unmarried women under customary law.

TRAINING MODULE 2: WOMEN'S LAND RIGHTS TRAINING PART TWO

The second general land rights training deepens women's knowledge about their land rights, and addresses potential points of vulnerability identified through the engagement with the women through the project. Potential areas to cover include rules and concepts of property rights; fixed term rights; and "land grabbing" issues and responses.

EXAMPLE TOPICS:

1. Building knowledge on the concept of human rights and women's land rights;
2. Overview of the formal land tenure system;
3. Land rights of women and other vulnerable people under customary laws;
4. Overview of referral pathways for land disputes under the customary structure;
5. Review of customary and formal land administration institutions;
6. Risks and responses to land grabbing at the local level; and
7. How to assert land rights within the customary framework.



These are the tools of empowerment: the confidence, techniques, and ability to speak effectively as an individual and in support of others.

TRAINING MODULE 3: ASSERTIVENESS TRAINING

In many communities, women are not accustomed to speaking in front of other people, and are particularly reluctant to do so in front of leaders and groups of men. Women's silence is a barrier to their ability to realize their rights.

Assertiveness training is designed to overcome this barrier, and to empower women by giving them the tools they need to speak up in defense of women's rights in any setting (in the home, in public meetings, group or club meetings, or family meetings). These are the tools of empowerment—the confidence, techniques, and ability to speak effectively as an individual and in support of others.

Many women will approach this activity with more than a small amount of uncertainty, so it is important to conduct the activity in a small and safe environment where the women feel comfortable. The weekly group meeting location is a good option for holding the training; this will also help to keep the training group numbers low so that everyone has a chance to learn and practice speaking. Following the training, the weekly meetings provide an ideal opportunity to reinforce the training, and women should be encouraged to practice speaking in front of the group during these meetings.



TOOLBOX

SAMPLE ASSERTIVENESS TRAINING CURRICULUM



POWER OF PUBLIC SPEAKING AS A WAY TO EMPOWER WOMEN

Our experiences with the assertiveness training showed that this activity holds great potential for unlocking women's ability to see themselves as powerful agents of change in their own lives.

Our Project Officer remarked:

From their initial shyness and reluctance to speak in front of the group, the women built their confidence in speaking, and now profess confidence that they will be able to negotiate for their land rights at the clan structure even without support from the CBFs. This will reduce the workload of CBFs, and will help to promote the sustainability of the project since these women will be empowered enough to voice their problems on their own.

One lesson that we learned was that some women took to public speaking quite naturally, while others were shy. To address this, those who were shy were identified and given special assignments to make presentations before the group, and also to make good use of non-verbal signs while speaking in public.

Following up on the training itself, CBFs incorporated practice sessions into weekly meetings to build women's confidence in public speaking and assertiveness. This practice centered on making presentations on land issues.

Some project participants reported that after the assertiveness training, they were able to pass on the knowledge they acquired to other people in their communities, some had their problems actually resolved, while others reported that they have confidence to approach authorities.



CASE STUDY

TRAINING MODULE 4: DRAMA TRAINING

This training provides one forum in which women can strengthen their rights. By identifying priority issues that the women face, and then developing a drama program for women to carry out in their community to raise awareness about these issues, drama training reinforces the women's self-awareness as active and empowered agents working to improve their situations, while effectively expanding the reach of the project to the communities in which the women live.

The purpose of the drama is to raise community awareness and to encourage the community to reflect on women's rights to land - what they are, how to protect them, major challenges, and how to support women in realizing their rights. The drama should be formulated in a way that shows women's land rights issues, and that demonstrates how customary and formal rules can help address those issues. It should also highlight women's feelings, attitudes and concerns about the issues presented, and should illustrate how things change for the better for the whole community when women's land tenure is strengthened. Drama can be an effective tool to communicate abstract ideas about rights in more concrete and relatable terms. It can also help members of the community empathize with women's land rights challenges in a non-confrontational setting, giving them the space to re-examine their biases on the subject without forcing them to take any immediate action to address a particular real-life problem.



CASE STUDY

After learning about women's land rights, and about the customary and formal systems for land administration and dispute resolution, women in the Northern Uganda project were extremely eager to share their knowledge with others in their communities, and in neighboring villages. They requested training in drama, and said that drama was their preferred method for conducting outreach and raising awareness in their communities.



TOOLBOX

SAMPLE DRAMA TRAINING CURRICULUM





STEP TWO: CONVERGE

Providing a safe and supportive environment in which women can meet to discuss their challenges and strategies to overcome the barriers that they face is an important part of the Model approach to empowering women. In many cases, these weekly group meetings are the first, and only, opportunity women will have to talk to other women about land issues, and about their perceptions and problems with land. With the support of the CBFs, women begin to see their situations in a broader context, one in which they have rights that they understand, and in which there is a structure and a support system to help them to realize their rights. Through the group work, they come to see themselves as agents of change in their own lives, and the women work together to identify problems and come up with action plans to solve them.



TIP

The ultimate determinant of how often your groups should meet will be the women themselves. Past experience implementing the model shows that meeting less than once per week tends to slow progress, and prevents the group from developing momentum or a sense of shared effort. Once or twice per week — particularly during the first year of activities — is ideal.

FORMAT FOR MEETING MINUTES



TOOLBOX



Group meetings are held regularly and are typically facilitated by CBFs and attended by women in the project. Each group determines how frequently and where to meet. The following key activities take place during each meeting:

1. CBF facilitates learning/training based on group action points and emerging issues that may arise in the course of their discussion. In some cases, the CBF may ask women to facilitate the training in order to encourage them to share their insights, and to ensure that they remain invested and active in the project whether they have a personal land issue or not; and
2. During the meeting, women share their experiences, progress, and challenges with their land issues.
 - Individual women share their current challenges, and the group supports her by brainstorming strategies and next steps that she or the group can take to help her overcome her particular struggle. Facilitating group meetings based on individual issues that emerge during the meetings helps to keep all participants engaged – whether they have a current problem or not. The entire group becomes invested in the well-being of each member, and the women are able to identify similar problems that they are facing when they hear their colleagues talk about them.
 - Group meetings also give women an opportunity to practice their public speaking skills, and CBFs may ask less talkative women to lead a discussion to ensure that all women are able to actively participate.
 - Rehearsal of assertiveness skills.
- Reinforcement of curriculum on customary rules and the legal curriculum (statutory land laws).

STEP THREE: ACT

Having activities that bring the group into engagement with communities is an important part of empowering women to realize their rights, and raising awareness in the community about women's land rights issues. In developing their action steps, project participants and CBFs listed what types of activities they are interested in pursuing. In Step Three, CBFs will discuss these potential strategies with the women in their groups, and the group as a team will decide how they want to engage.

[For more details about the methods for group engagement with communities, see Community section.]

CBFs should record and report on these activities so that all partners are aware of what the groups are doing, and so that the monitoring and evaluation team can assess the effectiveness of each activity.



CBF REPORTING FORMAT

TOOLBOX



SAMPLE ACTION POINTS FOR WOMEN'S GROUPS

TOOLBOX



Land can be a volatile and contentious issue. Consider women's safety and confidentiality in project design and implementation. Ask them what they prefer and what feels safe and comfortable to them.

TIP





ENGAGEMENT WITH INDIVIDUALS

In addition to group activities, CBFs engage with women at an individual level. Individual-level engagement supports group activities by providing support to individual women with their specific land challenges, and by providing a confidential setting in which women can discuss their problems and develop a plan for resolving them. CBFs act as case counselors to women, providing advice and supporting women as they take action to resolve their land issues. Because they are tailored to individual women's problems and aspirations, the activities for individual engagement will vary.

STEP-BY-STEP: ENGAGEMENT WITH INDIVIDUALS

1. SUPPORT
2. FACILITATE
3. REFER



For a woman's land rights to be secure in the customary setting, her family must recognize and support her rights.

In Northern Uganda, one family head whose wife was a project participant said, "I have learned a lot about women's land rights from my wife — now my entire family recognizes and respects women's land rights."



LAND ISSUE TRACKING TEMPLATE

TOOLBOX

STEP ONE: SUPPORT

In this step, you will adopt methods to support women's efforts to resolve their land issues. CBFs are now equipped to support women as they work to address their specific land issues. This direct support will likely take many forms, and will be determined by each woman in coordination with the CBF working with her. Whatever method is adopted, it is important that each woman feels comfortable with the activity: she is the person who is best able to identify possible risks and negative consequences that could arise from an activity that is inappropriate to her situation.

METHOD: CBFs FACILITATE RESOLUTION OF LAND ISSUES

Create a template for tracking land issues.

A major strength of the Model Approach to engaging in the local communities is that it works to utilize, strengthen, and hold accountable the existing structures of leadership and land administration at the local level. In assessing each individual's particular land issue, you may find that mediation, informal meetings with clan or family heads, or customary dispute resolution are the best way to proceed. In such cases, CBFs play an important role in helping each individual woman reach the appropriate forum, and facilitate the mediation or meeting by playing a supportive role to her. CBFs do not themselves conduct mediation, but instead help to move the process forward by helping to arrange the necessary meetings, and serving as an advocate for each woman through the proceedings.

By using the existing, legitimate customary structures, this method can reduce resistance to the CBF's involvement, and can result in more enforceable, respected, and sustained outcomes for the women. At the same time, it reinforces the positive rules and institutions that exist within the customary context. The purpose of this step is to ensure proper record keeping of quantitative data on issues which concern project participants. This monthly tracking tool will be used to track information about:

- Numbers of women issues resolved within a given month;
- Names and location of project women whose land issues are resolved;
- Means through which the issue was resolved;
- Name(s) of people who assisted in the resolution of the case or who helped to resolve the issue;
- Techniques (good practices) used to resolve the issue;
- List of project women whose land issues are still ongoing.



METHOD: HOUSEHOLD VISITS

Many land disputes affecting women occur within the household. One way to address this barrier to women's security on their land, and to raise the level of knowledge about women's land rights on the part of families and household members, is to carry out household visits. This meeting forms the basis for learning at the family and household level, and is designed to be responsive to people's attitudes and perceptions towards women's land rights. By giving the family members the opportunity to ask questions, listen to the response, and reflect on their biases and perceptions about women's land rights that influence decisions, household visits can be a powerful way to help family members understand one another, and to understand the importance of women's land rights to the family.

The specific discussions that take place during these household visits will vary from household to household. Before each visit, the CBF will meet with the woman and discuss the issues at play, and the outcome she is hoping to achieve. They will decide together what approach they should take during the household visit. In some cases, the Project Officer or others from the community may be called to join in the visit.

By bringing the family together, the CBF can help to soften the edge of entrenched disputes, and can help to forge a common understanding. The woman and her family can then work together to decide how they want to proceed, whether in follow up visits by the CBF, or by meeting with the clan, etc.

STEP TWO: FACILITATE

METHOD: FACILITATE MEDIATION

Mediation is one approach to resolving conflicts that can be supported through the project. It is important in planning mediation to understand who already has a role in mediating land issues within the community, and within the customary structure. It is unlikely that a new, external mediation will be as effective as one that is already used and supported by the community and the parties to the mediation. An additional consideration is CBF capacity— the training of CBFs may introduce principles of mediation, but is not likely to be sufficient for CBFs to be competent mediators on their own.

CBFs are well-situated, however, to facilitate women who wish to take their issues to mediation, by providing information about the process, setting up the meeting itself, and (if needed or if allowed) sitting with the woman to provide support in her mediation procedure.

Mediation of land cases should be carried out by customary leaders with the assistance of local officials as deemed appropriate to the local context. Mediation should only be done with the consent of the two conflicting parties. In case one party refuses to participate in the mediation, the selected mediator should not force the process.



Use traditional or existing structures to mediate conflicts (rather than creating a new alternative dispute resolution (ADF) system that is unlikely to be upheld or enforced).

TIP



STEP THREE: REFER

METHOD: CONNECT WOMEN TO APPROPRIATE RESOURCES

Many women may have a pending case in a local or district court. Commonly, women may think that they have an active case, but they do not know for certain, and their confusion about the status of their case may be preventing them from using their land. Though direct legal support is outside the scope of the model, one important way to empower women in this situation is to connect them to local support structures that can provide the help that they need. This critical function of making women aware of resources, and helping them to connect with them, is an important way to empower women.

METHOD: FOLLOW UP SUPPORT

It is very important that CBFs follow up with women on their individual cases, and that they seek guidance and input from the Project Officer if they find that they do not know how to handle a case.

The Project Officer will also review the women's journals in order to track women's progress, and to identify concerns or potential issues requiring additional support.



CASE STUDY

CASE STUDY: ASSESSING INDIVIDUAL LAND CASES FOR APPROPRIATE ACTION

In Northern Uganda, our local partner hired a legal consultant to conduct a legal aid clinic for project groups. This lawyer held legal training, and registered women's information, including the status of their issues and the relevant details of the dispute. Over fifty-one land cases were registered. The lawyer then analyzed the cases to assess the current status of each issue, and found that of the fifty-one land cases, forty-two could be handled through mediation, while only nine cases required legal representation in court. Our local partner then worked with their consultant to plan how these cases should be handled in light of the resources available.







ENGAGEMENT WITH COMMUNITIES

STEP-BY-STEP: ENGAGEMENT WITH COMMUNITIES

1. IDENTIFY
2. TRAIN LEADERS
3. MEET
4. MENTOR
5. COMMUNITY AWARENESS RAISING



STEP ONE: IDENTIFY

The stakeholder analysis conducted early on in the project will provide information about the structures and important individuals that are relevant to the project, and will provide insights that will allow the team to develop an engagement strategy to work with those stakeholders appropriately. However, additional information will be required to link these strategies to the actual individuals who occupy those roles within the local and cultural leadership structures. To accomplish this, CBFs should identify the individuals and fill out their respective stakeholder list. This will allow the project team to engage with the leaders, to invite them to training and other events, and to carry out other activities with these stakeholders.



TOOLBOX

SAMPLE LIST OF STAKEHOLDERS



INSIGHT

Many land conflicts occur within the household and within the community itself (i.e. not between outsiders). Community outreach should target the extended family and specific villages to enhance participation and empowerment of women enrolled in the project.



STEP TWO: TRAIN LEADERS

Local and cultural leaders are critically important to supporting and enforcing women's land rights. Limited awareness and understanding among leaders of the formal law, how it relates to customary rules and how those two systems combine to create protections for women's land rights, is a common barrier to realizing women's rights in practice. Targeted trainings to raise leaders' awareness of, and capacity to enforce, women's land rights is therefore a critically important part of the Empowerment Approach.

Because there are often many types of leaders playing a range of roles within the many institutions dealing with land, the sheer number of leaders that are important to women's land issues – and to the success of your project – can be overwhelming. The stakeholder analysis is an important tool that can help you to identify the most important leaders who should be prioritized for training.

Bringing together leaders from across the range of formal and informal structures, from different localities, and from different levels of each respective hierarchy of authority, can provide an important opportunity to cross-pollinate ideas, and to challenge misguided notions about women's land rights.



TIP



It is likely that there may be far more leaders than you can train through your project activities. If this is the case, consider providing training to a smaller group of leaders. In this Training of Trainers (TOT), leaders will be trained on the substance of women's land rights, and will also receive instruction and support to enable them to train their peers and communities. In this way, you can reach a greater number of leaders, and training recipients will play an active role that will encourage them to engage with the issue of women's land rights.

It is also likely that more than one training will be necessary to cover the substance of women's land rights and the techniques for peer training.



INSIGHT

Leaders are hungry for information, and once they know what the rules are, they will try to uphold them. "Now that I have been trained [by the project] I also initiate individual visits to families that do not recognize women's land rights and sensitize them about women's rights to land." [Clan leader, Parwec Parish, Northern Uganda]

Leaders are the key to the project success. Helping stakeholders acknowledge the overall problem of women's insecure rights to land, and gaining their support for the project should be a central focus of your work. As one clan leader told us: "Since the project has included us, we now recognize and work to promote land rights not only in the cultural context but also the statutory context."

METHOD: TRAINING OF TRAINERS

The aim of this training is to strengthen the capacity of leaders to conduct effective training of their peers and lower level leaders. The training will cover basic human rights concepts; methods of acquiring land; administration of land (formal and informal); women's land rights under customary and statutory laws; issues of land grabbing; and mediation skills training.

Following this training, leader trainees should receive follow-up support, in order to help them to plan future trainings of lower level leaders, and to provide an opportunity for leaders to share their various experiences handling land issues since the time of their initial training.

The trainer-leaders can then carry out training on the subjects of:

- Introduction to the concept of rights/human rights;
- Land tenure systems and methods of acquiring land;
- Management/administration of land;
- Women's land rights (Formal and informal laws);
- Court procedures; and
- Mediation and conflict mitigation.

The Project Officer and the CBFs should follow-up with these leader-trainers to ensure that they deliver effective training to the target leaders. These trainers should also be provided with enough reading materials to allow them to properly quote the correct sources of information (i.e. laws, rules, customary principles).

Examples of issues covered during this training include:

- Discussion and clarification of the concept of rights (Human rights, women's rights);
- Women's land rights under custom and statutory laws;
- Administration of land justice (formal and informal);
- Court justice system (how it works, challenges and solution);
- Alternative dispute resolution (mediation);
- Will writing and (the ideas behind a will) and sale agreements;
- Legal requirements for; renting land, borrowing land, selling/ buying land; and
- Advocacy skills (how to advocate for women's land rights).



FACILITATING CONNECTIONS BETWEEN WOMEN AND LEADERS

Engagement meetings were among the strategies employed in Northern Uganda, in an effort to forge and strengthen positive relations between women and their leaders.



CASE
STUDY

MEETING AGENDA:

1. Short prayer
2. Introduction
3. Overview of the project, purpose and how the meeting will proceed
4. Discussion of challenges women face while attempting to resolve their land matters
5. Reactions by leaders
6. Discussion of way forward
7. Closure

During the meeting, women were given a chance to share the challenges they had experienced while trying to work with their leaders. Leaders also had an opportunity to respond and share their thoughts about what would work better to attain land justice for women.

Key issues raised by women centered on: the protection of children born out of marriage (illegitimate children); widows; and divorced women.

The women asked, “If all the clan leaders are aware of the land rights of women, why is it that divorced women and widows are suffering?”

Such a meeting is offers a rare opportunity for women and leaders to meet and openly discuss their perceptions and concerns.

Many people may confuse the concept of rights and authority or responsibility. Clarifying language, and making sure that translation of terms accurately reflects the intent of ‘rights’ (as opposed to ‘dominion’ or ‘control’) is important, and can help to break down negative perceptions of women’s rights.

Changing perceptions, attitudes, and beliefs, and supporting women’s rights in traditional contexts can take a long time. Think of these dialogues as just the beginning of a longer-term process of changing mindsets.



INSIGHT



TRAIN WOMEN LEADERS

Women leaders are important, though often-overlooked, stakeholders. In many cultures, women leaders play a special role, often representing women's interests in the traditional leadership, and sometimes having specific roles in adjudicating land boundaries or supporting the use of land for particular functions. Identifying these leaders, developing their capacity and supporting them as they fulfill their traditional roles in the customary structure, can be a powerful way to support women's land rights in your implementation area.

Often, these leaders will require the same level of training as the women beneficiaries (women's land rights training and assertiveness training), as well as additional training on mediation, leadership, or other skills. These leaders should also be oriented to the project.

Follow-up meetings and support is one way of strengthening the capacity of these women leaders to work on women's land rights issues, and to collaborate with the project in their communities. The training and follow up engagement can help these leaders to develop their skills and interest in mediation, household mentoring, community dialogues and engagement meetings with the women's groups. The leaders can also provide important insight to the project team about appropriate and effective engagement with the leadership structures.

TRAINING WOMEN LEADERS TO SUPPORT WOMEN'S LAND RIGHTS



CASE STUDY

In our pilot project in Northern Uganda, we realized through the stakeholder analysis that within the Acholi clan structure there are Rwot okoro (or Lawi mon me dogola) (head of women at family level) and Lawi mon me kaka (head of women at clan level). These leaders directly represent women to chief of clan or sub-clan, and their inclusion in the project has the potential of easing the coordination with the clan structure.

The project team decided to prioritize training of these cultural women leaders, focusing on three key themes: orientation to the project; public speaking; and general women's land rights (customary & statutory laws). Following the training, the rwot okoro immediately began to actively engage in their communities, undertaking a range of activities, including:

- Mediation of land cases;
- Follow-up on cases and support at the household level;
- Community dialogue facilitation; and
- Coordination of project activities with cultural leaders.

Within the three months they reported that over 40 land cases has been mediated and resolved through their efforts. They stated that some of these cases did not involve serious mediation, but were just a negotiation within the families. They added that with the same strategy they will be able to carry out additional mediation and negotiation at the household and family levels.

LESSONS LEARNED:

Some women leaders are very influential and eloquent - when given knowledge on land matters they can be a bridge to the customary system for vulnerable women in the community.

Two days of training was not adequate enough— further engagement and support of these leaders is needed to enhance their learning on land matters and their effectiveness as advocates and intermediaries for women in their land issues.

The use of visual aids was effective for training adult learners— participants were more active when the facilitator presented issues with the aid of diagram or pictures or when he was associating learning with objects. They also learn more when fully involved in the discussions.

Linking CBFs to women leaders enhanced project effectiveness —including the CBFs in the training with the women leaders gave them the opportunity to get to know them better. The women leaders made commitment to work with the CBFs in addressing women's land rights.



STEP THREE: MEET

METHOD: ENGAGEMENT MEETINGS

The purpose of engagement meetings is to break down the divide between women and their leaders, so that women can consult and discuss their land issues more freely with the leaders. In this activity, key leaders are selected from among the local and cultural leaders trained through the project, as well as other key leaders identified by the project team. The meeting provides as an opportunity for women to air out their land issues to their leaders, and also to understand leaders' thoughts about women's land rights.



STEP FOUR: MENTOR

METHOD: MODEL LEADERS

Model leaders can communicate positive ideas about women's land rights in a way and in situations that the project may not otherwise be able to reach. Integrating these leaders into the project strengthens interaction of the project within the community. These model leaders disseminate information on women's land rights within their areas of jurisdiction, and help coordinate project activities (e.g. mediation) and work as community focal persons on issues of land for the purpose of this project. These leaders are selected from among the participants in the leaders training on the basis of their neutrality, diligence, and good faith, and with the consent of each women's group and selected community members.

STEP FIVE: COMMUNITY AWARENESS RAISING

METHOD: COMMUNITY DIALOGUES

The purpose of community dialogues is to generate and build awareness, and improve attitudes and perceptions on women's land rights within the engagement communities.

The dialogue should target the categories of leaders identified in the stakeholder analysis, and should include a spectrum of leaders and community members to allow for a cross-pollination of ideas.

For this activity each CBF should select a set number of participants from the identified stakeholder groups. The dialogue is facilitated by the Project Officer, and focuses on the key concepts of women's land rights within the customary and formal frameworks, as well as fundamental human rights principles.

Results:

- When men understand the concept of rights, their negative perceptions towards women's land rights can change;
- Increased knowledge of participants on women's land rights; and
- Some elders can be extremely resistant to accepting women's rights. Nevertheless, community dialogues can bring about some slight changes in their attitudes towards women's land rights.

Engagement with communities accomplishes more than just conveying messages to a passive audience: these activities are designed to initiate a dialogue on women's land rights issues that will continue well after the day's events have concluded. In Northern Uganda, for example, following each drama outreach event, community members would come to CBFs to ask for help with specific land rights challenges. CBFs then referred these community members to women leaders and community support resources. In this way, the impact of the project extends beyond the relatively small number of group participants, and reinforces the positive structures that exist in each community to reduce and address land issues at the local level.



INSIGHT



TOOLBOX

TOOLBOX: SAMPLE RADIO MESSAGE



METHOD: RADIO DIALOGUE

Radio is a powerful medium in many rural areas, and is an effective way to engage the community so as to increase community knowledge on women's land rights, and to strengthen the capacity of the women to speak in public. Communities are informed about this dialogue one week in advance for effective participation.

During the Radio Dialogue, volunteer participants from the women's groups and from the leaders training engage in a dialogue with the community members. The aim is to help clarify any misconceptions about women's land rights, and CBFs and project participants can determine what topic should be discussed. The dialogue is announced by the radio host, who records and broadcasts the dialogue on the radio.

METHOD: RADIO MESSAGING

Radio messages – short public service announcements – can be an effective way to highlight women's land rights issues. The local partner, with input from the women and the CBFs, can develop the key issues to be broadcast.

Example subjects discussed in the messages include:

- The Meaning of rights and women land rights;
- Legal and customary rules about women's land rights (access, control, and ownership); and
- Recognition, enforceability, and protection of women's land rights by households, families, clans, communities and leaders,

METHOD: DRAMA EVENTS

Most likely, the populations in your target will be predominantly illiterate people whose main occupation is farming. These characteristics limit the communication strategies that you can use to reach a broad audience to raise awareness of often-complex and sensitive issues related to land. Presenting your message through drama can be a powerful and effective way to reach your target communities. These events serve the dual purpose of entertaining and educating the audiences. Land conflicts – for men and women – are a major concern and a source of tension among many rural communities. Dramas are designed to focus attention on the scenarios and consequences of women's land rights struggles so as to stimulate community discussions and raise awareness, without necessarily assigning blame or elevating the existing tension in the community.

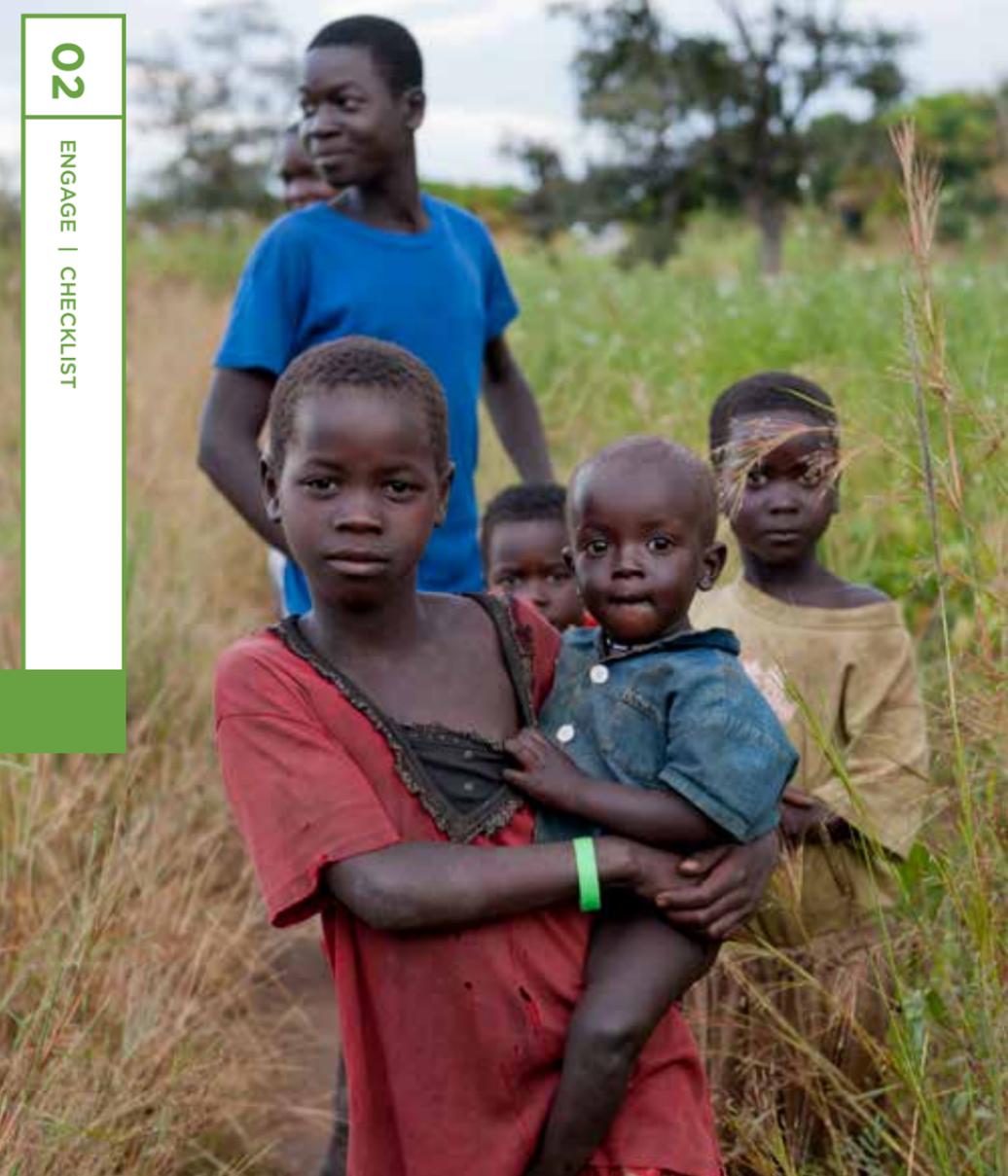
Many rural areas have trained drama groups that are available for hire. To create an effective drama on women's land rights issues, you will need to work with the groups to develop appropriate themes and scripts for the target community. CBFs or the Project Officer should work with these groups to ensure that the performance is appropriate and well-rehearsed.



TIP

You may find that your project participants want to perform the drama themselves, as a way to raise awareness and share the knowledge that they have acquired through the project. In the Northern Uganda project, women in some of the project groups were enthusiastic about performing dramas themselves. For these groups, drama became a central focus of community outreach activities. Women stated that they felt they had learned so much about land that they felt a duty to share their knowledge with others. This motivated them to focus on drama.





CONSIDER THE FOLLOWING:

Case Study: Using the Framework to Assess Women's Needs in Northern Uganda

Case Study: Public Speaking as a Way to Empower Women

Case Study: Assessing individual land cases for appropriate action

Case Study: Facilitating Connections between Women and Leaders

Case Study: Training women leaders to support women's land rights

ENGAGE CHECKLIST



CHECKLIST

Complete the following:

PLAN FOR ENGAGEMENT

- Review the Women's Land Tenure Security Framework
- Apply the Framework to your context
- Conduct additional key informant interviews
- Conduct a Baseline Survey
- Conduct Women's Land Rights Needs Assessments
- Validate your findings
- Create Action Steps
- Design your curriculum
- Equip the Team
- Hold Quarterly CBF Review Meetings
- Hold Small CBF Group Meetings
- Provide Ongoing Technical and Logistical Support and Mentoring

ENGAGEMENT WITH GROUPS

- Train women in groups
- Hold regular group meetings
- Support group activities

ENGAGEMENT WITH INDIVIDUALS

- Support women in carrying out action steps
- Facilitate resolution of land issues
- Carry out household visits
- Refer women to appropriate resources
- Provide follow up support

ENGAGEMENT WITH COMMUNITIES

- Identify key leaders
- Provide Training of Trainers to Leaders
- Provide Training to Women Leaders
- Facilitate Engagement Meetings with Leaders
- Mentor Model Leaders
- Carry out Community Awareness Raising Activities
- Community Dialogues
- Radio Dialogue
- Radio Messaging
- Drama Events



PLAN

A planning process that is responsive to the local context and particular aspirations of women participants.

ENGAGE

Implementation of the Model.

[you are here]

By this point in the project, you will have an established structure on the ground that includes CBFs, women leaders, and role model leaders. This structure of supportive leaders will strengthen your team's efforts to sensitize, promote and protect women's land rights. The work of these leaders is always supplemented by the women themselves, as well as the trained leaders and other individuals whose capacity to support women's land rights has been strengthened through the project activities.

REFLECT

Frequent reflection upon the effectiveness and appropriateness of the approach.

SHARE

Sharing the results, insights, and stories of the women and communities affected by the project.

REFLECT

Reflecting on the effectiveness of your engagement provides vital insights that will enable you to adjust your approach to emerging needs, opportunities, and barriers that your team encounters through the implementation of your project. Measuring the results and evaluating the outcomes of the project will also support evidence-based learning for improved development impacts over time and in different contexts. The process and tools that you develop in this section will be integrated into your project from the beginning of its implementation, and will support the refinement and adjustment of activities throughout the intervention.

1. MONITOR
2. EVALUATE
3. REVIEW AND ADJUST

STEP ONE: MONITOR

In some projects, monitoring is akin to “policing” the implementing organization, to make sure that it adheres to the implementation plan and budget established at the beginning of the project. The Model takes a very different approach to monitoring. Here, monitoring serves to help the project team to understand the local context and the specific needs, aspirations, and circumstances of project participants, in order to inform the design, adaptation, and adjustment of activities over the course of project implementation. Monitoring provides critical feedback to the team, supporting an iterative design and implementation that is responsive to women’s input and to the local context.

A comprehensive set of activities and reports guides project management decisions and informs implementation. For this reason, it is important to establish a monitoring plan from the beginning. Monitoring Methods can vary according to your capacity and budget. Methods presented in this section include: keeping group meeting minutes and reports; keeping journals for women in the projects; monthly reporting; monthly phone conferencing; quarterly consolidated reporting; and an interim assessment.



METHOD: MONTHLY PROJECT STATUS REPORT

To come up with a monthly project status report, the implementing partner will review the follow-up journals, minutes of group meetings and/or activity reports. In processing this information for the monthly project status report, the Project Officer should take the following steps:

1. Debrief with each CBF on group meetings, follow-up sessions with individual participants, and the CBF's own experiences in facilitating the group.
2. For each group, selectively choose journals, group meeting minutes and activity reports to validate issues arising from the debrief session with the respective CBF.
3. Review the output element of the electronic template to determine which results to include (this will often require the M&E partner's input especially in processing the data).
4. Develop a write-up for the group that bears two distinct sections: one on issues coming out of group meetings, and the other on issues arising from follow-up sessions.
5. There should be a meeting between the Project Manager and Project Officer, both based with the primary implementing partner, to discuss progress of work. This meeting is important— data generated will help inform project management at a micro level and decisions taken must be documented for inclusion in the consolidated monthly project status report.
6. The next step is to consolidate the individual group briefs that have been discussed internally, at the primary implementing partner level, into one report that can be submitted to project management.



INSIGHT

Many partners may not be accustomed to this collaborative approach to monitoring. It is important that all partners understand the function and intent of monitoring from the outset, so as to ensure that all team members are forthcoming and reflective about challenges and successes. Knowing what is “not working” in a project is critically important to ensuring that the project adjusts its approach and ultimately has the desired impact.

METHOD: GROUP MEETING MINUTES AND REPORTS

Every time a group meets, minutes should be written either by the CBF or group leader. The importance of meeting minutes is twofold:

1. They allow project officers to validate the ongoing accomplishments of CBFs and to evaluate women's satisfaction with how project implementation is going; and
2. They will provide a valuable primary record of what takes place in the meetings that can inform monitoring and evaluation reports. Operationally, the meeting minutes will assist project managers in monitoring the progress of project implementation and attainment of project objectives.

The following guidelines will help to ensure that minutes are effective:

- Every meeting must have an agenda, indicating its overall objective and intended accomplishments. The agenda will usually be determined by members, or taken from the planned activity schedule.
- The meeting must have a secretary; this may be the group leader if the CBF is leading a session or the CBF if the Project Officer or other agent is leading.
- Minutes are accompanied by an attendance list, stating which members of the group attend. The list can be standardized with each group member having a group number so that even those who cannot read can identify their number and sign with a thumbprint.
- Minutes are usually validated in the next session, where members agree to the record made and the CBF and the group leader sign them off.

The Project Officer will use the activity report that arises from the group meeting minutes to generate a component in the monthly project status report that seeks to monitor the groups' collective experiences as they participate in the project.

METHOD: PARTNERS' MONTHLY PHONE CONFERENCE

The monthly telephone conference will afford partners an opportunity to share experiences, and come up with collective solutions to any implementation matters. This innovation is important in ensuring that all partners are abreast with project implementation activities. The agenda for the partners' phone conference should be developed in advance with input from all partners. Minutes of these meetings should be kept, and will be useful to informing the 6 month project assessment and the end-line project review.

METHOD: M&E QUARTERLY CONSOLIDATED REPORTS

Every 3 months, the M&E partner should consolidate monthly reports produced by the implementing partner, analyze data from the electronic template, review follow-up journal entries, review meeting minutes, and the monthly telephone conference minutes to produce a comprehensive opinion of project status. This report should be shared with all partners for review and commentary, and later discussed during a quarterly review conference. These reports will form part of the information that will be used in the 6 month and end-line assessments.

METHOD: INTERIM ASSESSMENT

The interim assessment will pull together data from both monitoring and evaluative processes to generate a consolidated opinion on project status at an interim point in the project implementation cycle. In preparing the assessment, the M&E partner will conduct an onsite field verification of the issues emerging from the secondary information. Following the assessment, partners should meet to hold a roundtable discussion on project progress. This roundtable discussion will provide an opportunity for the team to make adjustments to the implementation strategy and planned activities.



METHOD: WOMEN'S FOLLOW-UP JOURNAL

A record of individual engagement with women is important to facilitate evaluation of the project's effectiveness, as well as to aid tracking of women's Knowledge, Attitudes and Practices (KAP) as they develop through the project.

Keeping a journal can help the CBF to keep track of small changes that are indicative of bigger changes that develop over the course of the project. The journal will record personal experiences, and is an effective way to record incremental changes and the particular sets of circumstances that bring them about.

Depending on the level of literacy of the project participants, a journal for each woman can be filled in and held by the CBF. It is important that the CBF is able to keep the journals in a secure location— the information contained within them may be sensitive, and could put women at risk if the information is disclosed. The journal should be periodically reviewed by the Project Officer to inform monthly project status reporting and can serve as to flag strategies that are working well, as well as needs or opportunities requiring a shift in project strategy or planned activities.

TEMPLATE FOR WOMEN'S JOURNALS



TOOLBOX

STEP TWO: EVALUATE

The purpose of evaluation is to measure what is the situation with women's land tenure security, and to track changes in women's situation so as to attribute successes and failures to the project's activities and approach. In addition to providing a basis for assessing the effectiveness of the project, information gathered through Evaluation tools implemented at the beginning of the project will help to inform project design.

There is a range of evaluation types that you can employ to assess the effectiveness of your project. Ultimately, the approach and method used in an evaluation is determined by the audience and purpose of the evaluation, as well as the available resources to undertake the final assessment.

The main evaluation activities are the baseline and the endline studies. A baseline study is an analysis describing the initial conditions before the start of a project. It provides a "Before" picture so that an assessment or comparison can be made at the end of the project. An endline study collects data at the completion of a project to be compared with baseline conditions and assess change.



METHOD: CONDUCT A BASELINE SURVEY

The baseline survey should be conducted soon after the participants are enrolled in the project, before any substantive engagement has taken place. The Baseline will capture quantifiable data, based on the dimensions of tenure security outlined in the Women's Land Tenure Security Framework. The survey should take the form of a census for all project participants.

The baseline questionnaire is based on the Women's Land Tenure Security Framework: each question that you ask will provide information about each of the dimensions of women's land tenure security.

METHOD: CONDUCT AN ENDLINE ASSESSMENT

The Endline Assessment repeats the process undertaken in the Baseline. You can even use the same questionnaire, though it is likely that you will want to add a few questions to provide additional information.



Never remove a question from a questionnaire that you asked in the Baseline Survey. The value of conducting the survey twice is to compare responses to the questions before and after your project. Having the same questions means that you will be better able to make a direct comparison, rather than trying to infer responses based on differently worded or different questions.



TIP

**WOMEN'S BASELINE SURVEY
WOMEN'S END OF PROJECT SURVEY
END OF PROJECT FGD AND INTERVIEW GUIDES**



TOOLBOX



STEP THREE: REVIEW AND ADJUST

The stages of the planning process provide the project team with important opportunities to reflect on what they are learning through the project, and to make adjustments to the implementation plan as the project progresses. These adjustments can – and most likely, will – occur somewhat informally as the Project Officer or others on the team confronts unexpected issues or opportunities as they arise.

In addition to these improvised changes, the project team should meet at critical stages to review progress and address any issues to ensure that work is proceeding in the right direction. For example, a review after three months, and a second review after six months, will provide information about any roadblocks that the implementation team is encountering. Such a review should be informed by the regular reports and activity reports supplied by the CBFs and Project Officer, as well as targeted interviews and focus group discussions held with women participants, leaders, trainees, and other stakeholders.

Documenting and communicating about your project's successes and discoveries will be an important part of your project. The approach that your team takes to communications will depend on your interests, capacities, resources, and overall programming strategy. A good starting point for your efforts is to develop a communications plan.





CHECKLIST

REFLECT CHECKLIST

Complete the following:

MONITOR

- Monthly Project Status Reports
- Meeting Minutes and Complete Report
- Women's Follow-Up Journals
- M&E Quarterly Consolidated Reports
- Interim Assessment
- Partners' Monthly Phone Conference

EVALUATE

- Conduct a Baseline Survey
- Conduct an Endline Survey
- Review and Adjust

SHARE

Communications can play a major role in increasing the effectiveness of your work in a number of ways. First, communications can inform and motivate communities and leaders to create a supportive environment to bring about behavior change and to achieve your project's objectives. Communications is also critical to engaging and supporting others to initiate dialogue and raise demand for respecting women's land rights. Third, communications activities help to support broader advocacy and engagement on women's land tenure issues at the national and international levels.

Your organization is likely to have its own process, aims, and methods for achieving its institutional communications objectives. These will largely determine the approach that you take to communicating about this project as well. This section of the Toolkit will provide guidance as you decide how to share information, support the adoption of new behaviors and mindsets that are supportive of women's rights to land, and share insights and stories from your work.

1. ASSESSMENT
2. PLANNING
3. MATERIAL DEVELOPMENT
AND IMPLEMENTATION
4. MONITORING AND EVALUATION

STEP ONE: ASSESS THE CONTEXT FOR YOUR COMMUNICATIONS ACTIVITIES

Analysis develops the rationale or foundation upon which your communications activities will be built. In Prepare and Engage, you collected data and insights from key stakeholders, conducted in-depth assessments of the situations, needs and aspirations of project participants and their communities, and developed an implementation plan accordingly. This analysis has given you a detailed picture of the context in which you are working, the particular barriers to women's land tenure security that the project will work to address, and the relevant people and institutions in the implementation area. This analysis will serve as the foundation for building a communication strategy that will clearly support the advocacy, and social and behavioral change objectives of your project.



STEP TWO: COMMUNICATIONS PLANNING

Analysis develops the rationale or foundation upon which your communications activities will be built. In Prepare and Engage, you collected data and insights from key stakeholders, conducted in-depth assessments of the situations, needs and aspirations of project participants and their communities, and developed an implementation plan accordingly. This analysis has given you a detailed picture of the context in which you are working, the particular barriers to women's land tenure security that the project will work to address, and the relevant people and institutions in the implementation area. This analysis will serve as the foundation for building a communication strategy that will clearly support the advocacy, and social and behavioral change objectives of your project.

IDENTIFY YOUR COMMUNICATIONS OBJECTIVES

The approach that your team takes to communications will depend on your interests, capacities, resources, and overall programming strategy. Before you make a plan for communicating about the project and issues you are facing, you will have to determine what purpose communications activities will serve, and what audience you hope to reach toward that end.

You may want to communicate about your project in order to:

1. Increase understanding of the circumstances facing women in your target area;
2. Share information about potential approaches to make women's land tenure more secure;
3. Meet your own organization's goals to build support for the issue of women's land and property rights more broadly;
4. Lend greater credibility and momentum to local, regional and global efforts to strengthen women's land tenure security; and
5. Use results from your work to inform law, policy, and development practice.



OBJECTIVE: Ensure that as many people as possible know about the project itself, as well as the substantive women's land rights issues that the project is seeking to address.

OBJECTIVE: Raising and Maintaining National Level Awareness

There are several reasons for raising and maintaining awareness of a project at national level:

1. Encouraging debate at a national level amongst influential figures in government and civic life, as well as among communities, about the issues which the project aims to address;
2. Exploring ways that the project may be implemented elsewhere in country and internationally
3. Ensuring that the positive effects of the project reach beyond one individual community

OBJECTIVE: Producing Content for International Media

Emphasize the transformative outcomes achieved by the project. This can take the form of multi-media content - structured case studies from the field (audio, photos, video and written material)

DEVELOP A COMMUNICATIONS STRATEGY

A communications strategy is important because it will make it easier to spread information about the project and its successes and challenges with stakeholders locally, nationally and internationally. During this planning step, you will develop a communications strategy on the basis of the information collected and analyzed in Step One. The results of your assessment will be filtered in order to identify:

1. The behavior that will lead to a substantial improvement in women's land tenure security if adopted by a large segment of the target audience;
2. The message or methods that will promote the perceived benefits of the new behavior; and
3. The communications channels that will reach the audience as effectively and efficiently as possible.

Decisions about the above will guide formulation of a communications strategy and supporting elements (e.g. capacity needs, budget, timeline, etc) that will enable you to put the strategy into action.



Mindset and behavior change is a long-term process, so set realistic goals.

INSIGHT



TOOLBOX

SAMPLE LIST OF STAKEHOLDERS

Define your target audiences.

The primary audience for your communication strategy is the population whose behavior you seek to influence, initially identified through the stakeholder analysis. Once you have identified this population, you will need to identify the characteristics of this audience that will be relevant to your communications efforts. This group of will not be homogeneous, but rather will comprise a range of stakeholders and individuals with varying degrees of influence in a range of venues. Thus, different messages and methods will be required.

Tailor your strategy and messages to the audience.

Once the target audience has been defined and assessed, and goals have been identified that are feasible given the constraints that these audiences face, you can begin to devise an appropriate strategy. Developing messages based on the audiences' willingness to embrace what you are presenting. Good communications creates messages that solve problems that audiences recognize; methods must fit within the context of the lives and understanding of the audiences you hope to reach.

Choose communications methods.

Even if your message is perfectly adapted to your intended audience, it will not be effective if that audience does not hear the messages. As you devise your strategy, you need to determine how much exposure is needed, and how to achieve that level of exposure with the tools and resources available to you.

- As you decide which methods are appropriate for you, consider the following:
- Are there existing opportunities in the target communities that you can utilize to share your information. Is there a place, radio program, or event around which your target audience already gathers?
- What language, literacy, and other constraints pertain among your target audience?
- If you are targeting multiple audiences, should you try to reach each audience separately from the others to improve the effectiveness of your messages?

STEP THREE: DEVELOP MATERIALS

To reach your identified objectives, you will need to employ many methods of gathering and developing communications materials. Three methods described here are:

- Collecting stories;
- Radio programming;
- Disseminating Information, Education, and Communications materials.

METHOD: COLLECT STORIES

Sharing individuals' stories – their challenges in life, the ways in which land rights are important and have an impact on their daily lives, and their experiences and successes in the project – can be a powerful way to communicate the impact of your project to local, national, and international audiences. Your communications strategy will direct the medium and approach to gathering and publishing these stories.

Gathering stories can be done through individual journal writing or audio or video interviews with project participants. The purpose of this written and audio-visual material is to tell the stories of the women, their circumstances, and their experiences over the course of the project. The ultimate objective is to have a collection of personal testimonies which bear witness to the changes which have taken place in the lives of the women and their communities through their participation in the project.



TOOLBOX

FIELD RECORDING GUIDELINES

INTERVIEW CONSENT FORM

COMMUNICATIONS OFFICER JOB DESCRIPTION



CASE STUDY: MARGARET'S STORY

In our project in Northern Uganda, we used audio interviews to bring women's issues to life, and to share their challenges and successes over the course of the project with a wide audience. Below is an example of how we used her story, posted on our website, to communicate about women's land rights issues in the context of customary tenure.



Widows in northern Uganda face many challenges, as Margaret's story illustrates.

Margaret was married at the age of sixteen. She and her husband had two children. While her husband was still alive she had access to four plots of land through her connection to his family (in Northern Uganda tradition dictates that when a woman marries, she moves onto land which is provided by her husband's family.)

Unfortunately, though, Margaret's husband died suddenly in 2006. That's when difficulties began to arise between her and her husband's brother over the land she was using.

Widows in northern Uganda face many challenges, as Margaret's story illustrates.

Margaret was married at the age of sixteen. She and her husband had two children. While her husband was still alive she had access to four plots of land through her connection to his family (in Northern Uganda tradition dictates that when a woman marries, she moves onto land which is provided by her husband's family.)

Unfortunately, though, Margaret's husband died suddenly in 2006. That's when difficulties began to arise between her and her husband's brother over the land she was using.

**TO SEE HOW THIS STORY WAS RECORDED AND PRESENTED, VISIT:
WWW.LANDESA.ORG/NORTHERN-UGANDA-PROJECT/MARGARETS-STORY**

METHOD: RADIO PROGRAMMING

Since radio is the dominant medium in most rural communities, it is a potentially powerful means for communicating your message, and because it is a decentralized medium, it is well-positioned to represent the voice of the community.

Before you begin developing your own scripts or recording programming, your team must define what quality standards will be used. Having well-defined standards will help to make sure that everyone on your team is clear about what is expected in any final product. A good starting point for establishing your standards is to define what your radio programming should sound like in order to achieve your objectives. This is best done keeping in mind specific criteria, such as the audio quality, learning outcome anticipated, story structure, message clarity, and level of engagement anticipated.

With your team, determine which criteria are most appropriate to your context. You may decide to use the criteria listed above, or add or remove criteria. Each member of your team will bring different insights and expertise to this discussion. For instance, staff from your radio station partners will have a better idea of what realistic expectations for audio quality should be, but they will likely be less familiar with what the criteria for effective learning outcomes should be.

You may find that once some of these standards will change once your team begins actually creating the radio programming. You may realize that certain assumptions you had about what would be effective, for example, do not actually apply to your audience. It is better to recognize this and make adjustments, than to continue using standards that will not help you to achieve your objectives.

This process will also enable you to determine what it is possible for your team to do, who will be responsible, and what outside support might be necessary. During this process, you should also try to identify what barriers exist to enabling the local radio station to meet these quality standards on their own.

LIRA PALWOS COUNTY
AGAGO DISTRICT:

DEMOGRAPHIC DATA.

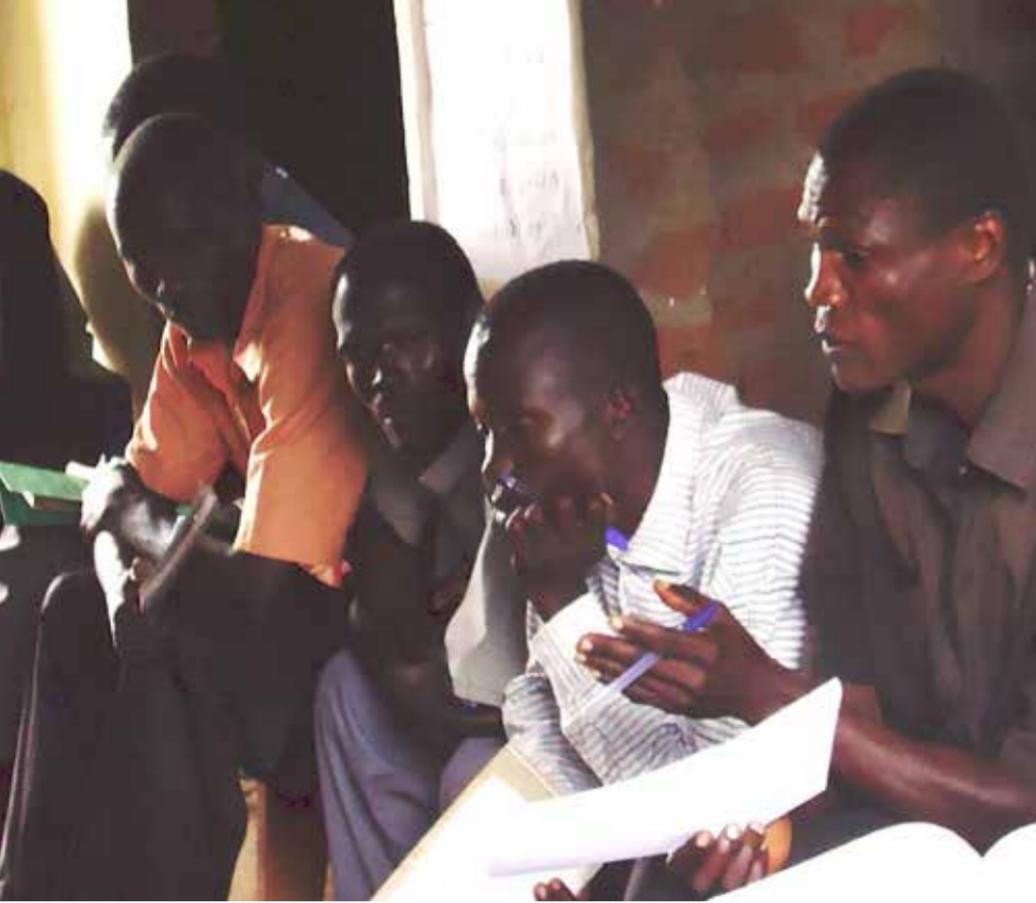
S/N	PARISH	H/HOLD	MALE	FEMALE	TOTAL
1	OMONGO	1285	2705	3037	5742
2	AGENGO	1185	2436	2461	4897
3	LUTOME	978	1812	1985	3797
4	ADEMI	1085	2330	2436	4766
5	LANYIRINYIRI	1029	2284	3415	5699
6	TOTAL	5562	11567	13330	24901

PARISH	VILLAGE
ADEMI	13
AGENGO	12
LANYIRINYIRI	12
LUTOME	09
OMONGO	13
GRAND TOTAL	59

METHOD: INFORMATION, EDUCATION AND COMMUNICATIONS MATERIALS

Information, education and communication (IEC) combines strategies, approaches and methods that enable individuals, families, groups, organizations and communities to play active roles in achieving, protecting and sustaining women's land tenure security. Embodied in IEC is the process of learning that empowers people to make decisions, modify behaviors and change social conditions. IEC activities are developed based on the needs assessment and analysis of the local context that you have undertaken, so that your IEC efforts are developed and implemented within the broader context in which your project is engaging.

The influence of underlying social, cultural, economic and environmental conditions on women's land issues should also be considered in the IEC processes in order to facilitate the effective promotion of specific behaviors and mindset change. Your local partner is usually the best placed to oversee the development of effective IEC messages and implementation, since they will know the local context and the usual means by which people communicate in their areas. Develop IEC messages:



METHOD: DEVELOP IEC MESSAGES

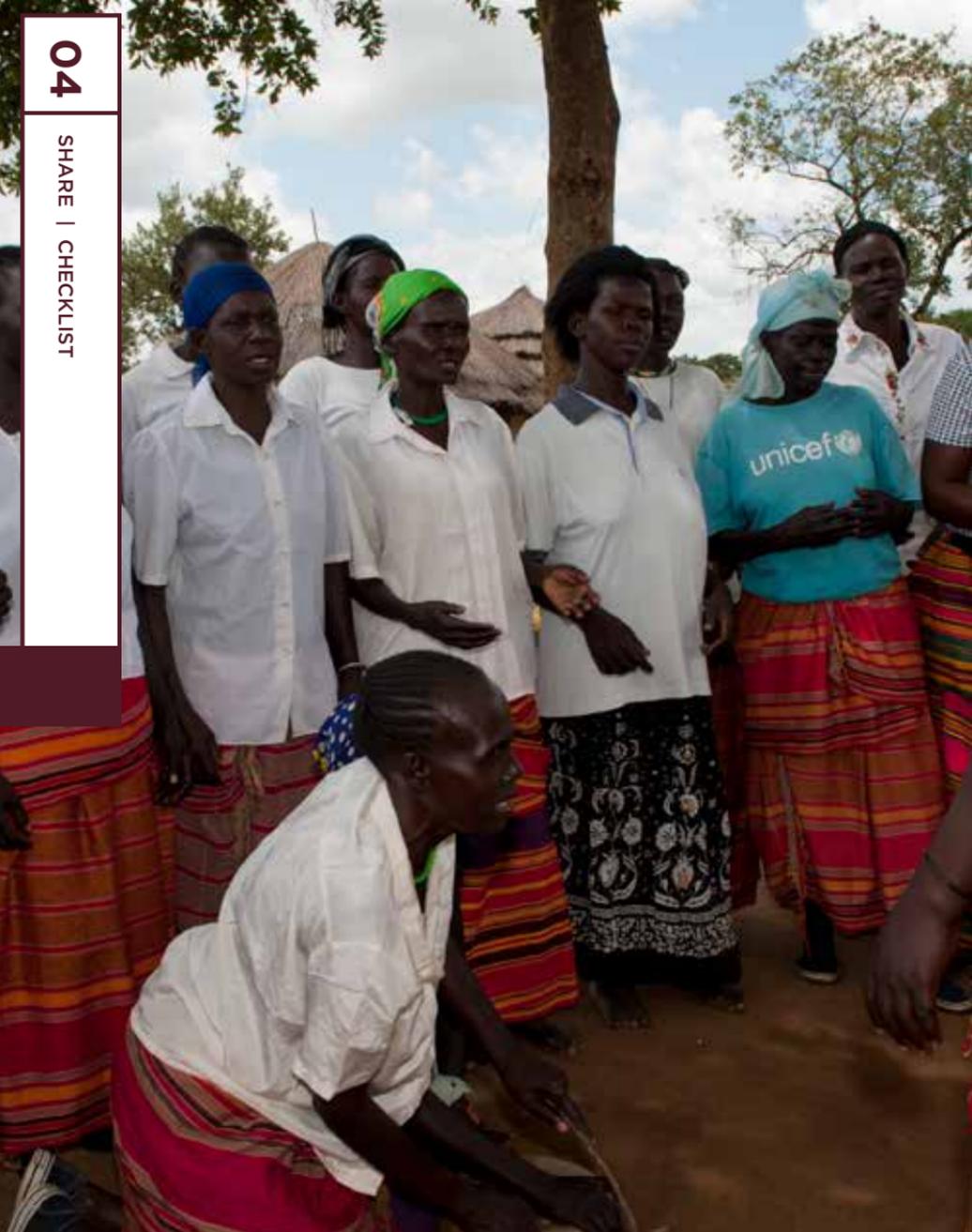
A good message is short, accurate and relevant. Aim to make, at the most, 3 points. Your message should be disseminated in the language of the target audience and should use vocabulary appropriate for that audience. The tone of your message may be humorous, didactic, authoritative, rational or emotionally appealing, and may be intended as a one-time appeal or as repetitive reinforcement.

It is often necessary to develop several versions of a message depending on the audience to whom it is directed. For example, if you want to raise awareness about women's rights under a particular law, you might want to address women and leaders separately, through tailored messaging. Their needs and priorities are different, so the IEC materials used with each group must also differ. Find out if materials already exist in the target area, and if appropriate, use these instead of developing new ones.



STEP FOUR: MONITOR AND EVALUATE THE EFFECTIVENESS OF YOUR COMMUNICATIONS EFFORTS

As with the project implantation activities, monitoring and evaluation comprises a continuous cycle of reassessment and refinement, ensuring that your adopted methods and messages bring about the desired change. The process is based on an acute awareness of the audience you intend to address, beginning with an observation of the key individuals and institutions and how they impact – or could impact – women’s land rights issues, and is organized around a strategy that will communicate to the identified audiences to achieve your intended aims.



CONSIDER THE FOLLOWING:

Sample Communications Strategy

Case Study: Margaret's Story

Field Recording Guidelines



CHECKLIST

SHARE CHECKLIST

Complete the following:

SHARE

- ASSESS THE CONTEXT FOR YOUR COMMUNICATIONS ACTIVITIES**
- PLAN YOUR COMMUNICATIONS STRATEGY**
 - Identify your communications objectives
 - Develop a Communications Strategy
- DEVELOP AND IMPLEMENT COMMUNICATIONS MATERIALS**
 - Collect Stories
 - Radio Programming
 - Information, Education, and Communications Materials
 - Develop IEC Messages
- MONITOR AND EVALUATE THE EFFECTIVENESS OF COMMUNICATIONS ACTIVITIES**



TOOLBOX

The Toolbox is a collection of tools that will help you to implement the steps in the Toolkit. These materials are available for download at:

www.landesa.org/toolkit

PLAN

Prepare

- Job description for CBFs
- CBF self-assessment
- Sample SH analysis

ENGAGE

- Sample questionnaire for baseline assessment
- Logic Framework
- Focus Group Discussion Guide
- Sample one-pager for validation with women
- Quarterly review meeting agendas
- Example implementation plan
- Sample Assertiveness Training Curriculum
- Sample drama training curriculum
- Format for women's group meeting minutes
- CBF Reporting Format
- Sample action points for women's groups
- Land issue tracking template
- Sample list of stakeholders
- Sample radio message

REFLECT

Monitor

- Format for meeting minutes
- CBF FGD Guide
- Women's Needs Assessment Guide
- Template for Women's Journals

Evaluate

- Women's Baseline Survey
- Women's End of Project Survey
- End of Project FGD and Interview Guides

SHARE

- Sample list of stakeholders
- Field Recording Guidelines
- Interview Consent Form
- Communications Officer Job Description