

STARTING WITH **WOMEN**

IMPROVING LAND TENURE
SECURITY FOR WOMEN



TOOLKIT & RESOURCES

INTRODUCTION

This toolkit and resources include a all of the templates and samples that were created as part of the Starting with Women approach. All templates should be adjusted to meet the particular context of your project.

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SAMPLE: JOB DESCRIPTION - COMMUNITY BASED FACILITATORS**INTRODUCTION**

One of the most important pieces of the Starting With Women methodology is the use of Community Based Facilitators (CBFs) to work with the women, groups, and communities. It is important that these CBFs be selected carefully.

The following job description is an example to guide the process of hiring these CBFs.

JOB DESCRIPTION

Core Duties:

- Raise awareness and mobilize group members to participate in project activities.
- Provide training to the group participants.
- Liaise with clan leaders, elders, local, and religious leaders to information as necessary to raise awareness and receptiveness to the project.
- Document processes, lessons learned, personal stories, and good practices from each group member and share it with the program officer on a regular basis.
- Plan and organize activities with the group and target communities.
- Guide the group on setting ground rules for meetings, completing journal entries, and developing and making use of referral networks.
- Assist in settling disputes and misunderstandings among group members.
- Conduct frequent meetings with individual group members to assess changes in their behaviors, knowledge, attitude, and practices on land rights projects, and to determine a way forward for identified challenges, barriers, and aspirations.
- Participate actively in sharing experiences during the monthly meeting with the program officer.
- Compile monthly reports for submission to the program officer.

INTRODUCTION

Community-based Facilitators (CBFs) should be given Part I of this assessment to fill out at the beginning of their training. This assessment should form the basis for their training and for ongoing support. Part II of the assessment should be conducted as an interview with the CBF, to assess the CBF's understanding of the gender and social dynamics regarding land and resources in the community.

CBF INDIVIDUAL INTERVIEW

Please specify the area in which you will be operating.

District: _____ Parish/Ward: _____

Sub-County: _____ Village/Town: _____

Where do you currently reside? _____

CBF BACKGROUND & EXPERIENCE

Full Name (First & Last): _____

Gender:	Male Female	What is your current marital status?	Married Single / Not Married	Widow Widower	Separated / Divorced Cohabiting
Were you born where you'll be working?	Yes No	Have you always lived in the area where you'll be working?	Yes No	If no, how long have you lived in the area where you'll be working?	
Have you ever been to school?	Yes No	If yes, what is the highest level of formal education you attained?	Primary: Incomplete Complete	Secondary: Incomplete Complete	Vocational / Technical Diplomas & Certificate University Degree or Above
Can you read and write in English?	Yes No	Can you read and write in any other languages?	Yes No	If yes, please specify language(s):	
Can you use a computer?	Yes No	Have you ever kept a diary or journal about anything?	Yes No	Have you ever worked with women in an organized group?	Yes No

What other trainings have you attended?

If you have attended other trainings, please provide details below. If not, please skip to the next section.

What was the training?	What year were you trained?	Who provided the training?

Do you have experience working with an organization on land or resource rights?

If you have previously worked in this area, please describe the work that you performed, including your specific responsibilities, for the 4 most recent positions. If not, please skip to the next section.

Name of Organization	Year(s) Worked	What did you do for them?

What kind of experience do you have working in the community?

Please state the organization, work performed, and how many people you managed for your last 4 positions.

Name of Organization	Work & Responsibilities	Number of people managed

PROJECT COORDINATOR INTERVIEW

Interviewer Instructions: Begin by describing to the CBF what their expected responsibilities will be. Then ask them the following questions.

Now that you've heard what your responsibilities are going to be, do you have confidence that you will be able to successfully perform the job? Please comment.

Given your work experience in the community, what additional capacity building (knowledge and skills) do you feel you need to be able to perform this job well?

Skill / Knowledge Requirement	How should this training be delivered?

What other things do you feel should be in place to help you perform this job well?

DISCUSSION QUESTIONS

Interviewer Instructions: Before the discussion, give it context by once again describing the roles and responsibilities to the CBF.

PART A: CAPACITY GAPS AND TRAINING NEEDS

- What do you understand to be the aim of this project?
- What do you understand to be the approach of this project?
- Based on your understanding of the project, what skills can you identify that you will need to accomplish the work?
- Do you have experience leading a group discussion on a specific topic? How do you go about making sure that everyone in the group feels comfortable and that everyone may participate equally?
- Comment on your ability to make written reports.
- Do you have any experience mediating between parties to come to a peaceful and mutually acceptable solution to conflict?

PART B: INSIGHTS INTO THE LAND RIGHTS/LAND TENURE SITUATION IN THE COMMUNITY

- Do you have any experience working with women on issues related to land?
- How do women currently access land in the communities you are going to work in? Do you see any problems or challenges for women in trying to access and use land? What barriers are there and what are women doing about these situations?
- What kind of actions do you see a project like this bringing to help women help themselves with regards to land situations?

PART C: INSIGHTS INTO LAND RIGHTS/LAND TENURE STAKEHOLDERS IN THE COMMUNITY

- Tell us about a problem in your community and propose a way that traditional leadership could help to resolve it.
- As far as land rights are concerned who are the individuals, institutions, and structures in the community that have an influence? What kind of influence do they have and how can the project take advantage of these individuals, institutions, and structures?

INTRODUCTION

The purpose of this analysis is to identify the different stakeholders in the quest to improve the tenure security/land rights 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.

Prior to this analysis, a baseline study should be undertaken in order to determine which stakeholders need to be engaged in order for the project to gain traction.

You can use this template to record and track stakeholders at various levels in the community. For your reference, we've also included the shareholder analysis that was produced as part of the original project in Uganda.

STAKEHOLDER TRACKING TEMPLATE

STAKEHOLDER	INFLUENCE	IMPORTANT ISSUES TO CONSIDER

STAKEHOLDER ANALYSIS: UGANDA

Prior to this analysis, a baseline study was undertaken among the pilot participants in Pader; among others, the baseline found/concluded that:

1. Nearly all land rights violations/ insecure tenure manifestations experienced by the enrolled pilot participants are perpetrated by either natal or marital family members.
2. The single most prevalent aspiration of the pilot participants was to increase the amount of land they can access regularly for productive/ cultivation purposes either through negotiating for more allotment from within the extended family or through purchasing additional land from other community members.

These conclusions point to the realization that the project may not realize sustainable achievements, if it does not engage with family/ community members and structures with authority/ influence on land.

The Acholi people generally subsist in homesteads comprised of households of closely related family members. In terms of land holdings, the collection of households (homestead) collectively uses what is termed as family land. However within homestead land is land allocated to each household.

It should be understood that at a micro level (homestead and household), the 'won ot' i.e. head of household and the 'won-gang'/'ladit paco' head of family/ lineage are very important to upholding the land rights of a woman; whether that is a married woman or a daughter. And, usually it is these individuals who are appointed as 'logwok paco' or 'logwok ot', meaning protector by the kaka- clan or the ladit paco-homestead head to protect the interests of the widow and her children.

The above description of who holds authority on apportioning/ granting land and who makes decisions on land when a person dies is critical in understanding the power dynamics involved. When land rights or tenure security is violated these individuals are culpable at a micro level. Evidence gathered in focus group discussions at the time of baseline showed that once interpersonal relations between the woman in question and these individuals break down then vulnerability increases.

In terms of programme implementation these individuals are important and they present the first line of intervention targets that the programme should engage with for sustainable improvement of women land rights/ tenure security. These individuals are as many as the homesteads are, implementation could select satellite homesteads within each pilot group to engage.

The baseline FGDs also showed that beyond these individuals with overt authority over land and land rights at homestead and household levels; other familial relations are important to the level of vulnerability women may have. Important among these relations at the natal home are relations with brothers that remain behind as the woman leaves to get married. The health of these relationships determines whether the woman will be able to return in the event of marriage breaking down. Even when these relationships are healthy return may not be possible simply because the period between leaving and returning is so big such that unless land was initially allocated to daughters such that they can claim it on return, there may simply be no land to return to. This reveals a point of lobby for the project as elders are engaged, the practice should change such that when sons are being allocated land

SAMPLE: STAKEHOLDER ANALYSIS - UGANDA

then some could be reserved for daughters either collectively or individually; and, the custody of this land clearly stated. From the M&E perspective success in the short term on this, would be looked at as documented agreement or consensus among the elders to commit to change the practice and rules to accommodate this.

At the marital home on the other hand, the situation is more complicated, the health of relationships with almost everybody in the family is important. At the marital home, competition among family members to access more land for agriculture determines a lot and the position of the husband in the family is therefore important. As indicated earlier, when widowhood sets in, a protector is appointed, it is important for the project to understand the role of the protector and to help enrolled women learn how best to engage the allocated protectors; previously these individuals would inherit the widows in question, the baseline FGDs revealed that this rarely happens now particularly with the HIV/AIDS scourge. It would also be important for the project to seek out some protectors and help them come to terms with their roles and responsibilities with regard to the land rights/tenure security of women.

Beyond these relationships, the actions of the kaka, the family head and the household head either in terms of allocating land or appointing a protector are always witnessed by the Rwot Kweri- the chief of hoes. This is an elected cultural office at the grassroots in the community among the Acholi people. This individual handles any matter concerning land irrespective of whether the matter is determined at family/ cultural level or eventually makes it into the formal public justice system and even when it does, this individual is still an important witness to what happens there. The baseline FGDs revealed that these are the individuals to whom women usually go to seek initial recourse in the event of any matter associated with land. But, it was also established that they are lacking in their knowledge of land rights. The project could also target these individuals.

In undertaking this analysis, the most outstanding realization is the depth of gender bias, the cultural and familial structures that women are likely to interact with on land rights issues are almost entirely constituted and ran by men. This analysis identified one particular structure that needs revival and could champion the cause for better/ improved land rights for women. This is the office of the Rwot Okoro- the Chief of Snail Shells; this is an elected woman who leads women in the community on matters of common interest to them, currently this is reduced to collective cultivation, culturally the role was much broader and the office was equal in strength to that of the Rwot Kweri. This is the entry point in influencing cultural rules and making the elders' council more responsive to the plight of women with land rights problems because the Rwot Okoro sit on these councils. The project could seek out these women and empower them to be able to exert some influence in the council of elders. The subsequent table breaks down the authority structures that the pilot participants interact with on a regularly basis that the project should consider as priority to interface with.

SAMPLE: STAKEHOLDER ANALYSIS - UGANDA

STAKEHOLDER	INFLUENCE	IMPORTANT ISSUES TO CONSIDER
the 'won ot' head of the household	<ul style="list-style-type: none"> Controls household land; Allocates what a woman uses on a regular basis Can be appointed protector in the event of widowhood by the 'won-gang' 	<ul style="list-style-type: none"> They have the power to directly influence the amount of land an individual woman has access to; but, they are also the first line of perpetrators in the violation of land rights and can have undue influence on the head of the homestead. They present a good opportunity if engaged of realizing the aspiration to access more land and putting in the practice the allocation of land to daughters either individually or collectively. Even when a will is to be written, it their prerogative. Have no formal forum in which they meet and can be reached, the project would have to mobilize them through the enrolled women.
the 'won-gang' or 'ladit paco' Head of the family/ homestead	<ul style="list-style-type: none"> Controls homestead land; Allocates what individual households will use in a household set up; Can appoint a protector in case a household head dies and be appointed as protector by the kaka. First intra familial point of recourse in the event of divorce/ separation or intra familial land conflict 	<ul style="list-style-type: none"> Have the power to directly influence the manner in which women land rights are considered at family level; they are the ultimate guardians of 'fairness' according to Acholi cultural rules on land. They present the most plausible opportunity for changing familial practices around women land rights, their opinion or decision is usually final in the homestead. They have no formal forum in which they meet and can be reached, the project would have to mobilize them through the enrolled women
Rwot Kweri (Chief of Hoes)	<ul style="list-style-type: none"> Taken as custodians of facts They witness land allocations/ demarcations The 'won-gang' or 'ladit paco/dogola' and the 'won-ot' always make decisions on land in their presence. Usually mediate in land conflicts. 	<ul style="list-style-type: none"> Though elected, they operate by cultural rules and are trusted more than statutory institutions at community level, despite this they do not have sanction powers (legitimate institutions but not legal). The ability of a woman to enforce her land rights and/ or make a claim that is well grounded must be backed up by testimony of the Rwot Kweri whether this is before customary authorities or statutory authorities especially in the LC system. They usually meet as part of the elders council or clan council of a particular locality. In practice several Rwot Kweri areas make an LC 1 and usually the LCs relay on them to administer their areas.
Rwot Okoro (Chief of Snails Shells)	<ul style="list-style-type: none"> They sit on the elders council of a particular locality. They represent the interest of women on the elders councils. 	<ul style="list-style-type: none"> Are elected by fellow women and wherever there is a Rwot Kweri, there is also a counterpart Rwot Okoro. Their influence is reducing, not because they are irrelevant but because they are being sidelined and perhaps less charismatic women occupy these positions. They present an opportunity to renew the influence of women in the elder's councils especially when a land rights matter involving a woman is being considered. As the baseline results show enforcement of rights is influenced by several issues including fear and the thinking that the elders council may be inconsiderate; however the presence of these women especially if it is known that they have been trained and have wider knowledge on land rights may inspire confidence among women of a more responsive recourse environment. The mobilization of these women can take the same course as that of Rwot Kweris.

SAMPLE: STAKEHOLDER ANALYSIS - UGANDA

It should be noted that other customary institutions exist within the Acholi cultural set up. However, these institutions are far withdrawn from the day to day living circumstances of ordinary Acholi women. The holders of these positions are important lobby options if the overall cultural dispensation on land rights is to become responsive to the plight of women with experiences of tenure insecurity and/or those with secure tenure aspirations. These are explained below:

STAKEHOLDER	INFLUENCE	IMPORTANT ISSUES TO CONSIDER
Ladit Dog-gola (Sub Clan Chief)	<ul style="list-style-type: none"> • They handle referrals from the Rwot Kweri. • Manage open access resources belonging to the clan they are concerned with. • Are empowered to set up cultural codes of conduct to guide families in the use and protecting of common lands and knowledge on its boundaries. 	<ul style="list-style-type: none"> • This position is generally withdrawn from the ordinary people and although they are supposed to handle referrals, in most situations, cases from the Rwot Kweri matters get into the formal public justice system starting with the LC 1. • They are the major referral point when it comes to land management especially for open access lands that are clan controlled, this would make them important where women want more land for cultivation outside what homesteads can avail, in this respect they are relevant to the project
Ladit kaka Madit (Clan Chief)	<ul style="list-style-type: none"> • The influence is similar to that of the ladit dogola 	<ul style="list-style-type: none"> • They are mainly concerned with land disputes among the sub clans in the community. The issues to consider are the same as that of the ladit dogola.
Ker Kal Kwaro Acholi	<ul style="list-style-type: none"> • They the custodian of land in Acholi and they guide, determine on who should own land and how it should be managed. 	<ul style="list-style-type: none"> • They would make the ultimate decision to change cultural rules regarding women land rights and tenure security.
Rwot Moo (Acholi Paramount Chief)	<ul style="list-style-type: none"> • The Paramount Chief is custodian of the cultural code on land rights. 	<ul style="list-style-type: none"> • Performs the function of Chief Arbiter in land disputes and Chief Superintendent for land administration and management matters under the traditional / customary system.

From a statutory point of view, the land act, 1998 mandates local council two (LC 2) as the point of first instance to handle a land matter; however in practice, people are still going to local council one (LC 1), under customary circumstances an equivalent of LC 1 was Rwot Nyampara but this position is nonexistent now. There was no equivalent of LC 2 under the customary system, at Local Council three (LC 3), is the sub county chief the equivalent of the Jago under the customary system. Under the land act, the sub county chief is also the recorder of all land transactions/ matters in the sub county; this is the office that is mandated to issue certificates of customary ownership, a significant transformation that will effectively individualize customary tenure.

SAMPLE: STAKEHOLDER ANALYSIS - UGANDA

At the same time at sub county is the LC 3 Court that handles appeals from LC 2. The distinct branches of land management and land administration manifest clearly at this level. It is at this level that one will also find the area land committee. The project could engage with these structures in a selective manner; it is important to understand that all statutory bodies have a mandatory a third inclusion of women and these women could be the targets of the project. These structures and their functions are explained below.

STAKEHOLDER	INFLUENCE	IMPORTANT ISSUES TO CONSIDER
LC 1 Equivalent to Rwot Nyampara (Village Chief)	<ul style="list-style-type: none"> Mediation between conflicting parties Usually make and witness land transaction agreements 	<ul style="list-style-type: none"> They are influential especially on the issue of compensation or if a land matter involved any form of violence. No land boundary survey or adjudication process is legal/ legitimate according to the registration of titles act, if conducted in the absence of the Local Council 1.
Sub county Chief (Equivalent to Jago)	<ul style="list-style-type: none"> This is the office of the recorder of land transactions. Is mandated to issue certificates of customary ownership. 	<ul style="list-style-type: none"> The function of issuing certificates of customary ownership is important, while customary tenure regards heads of households and homesteads as custodians of land, entering their names alone on these documents will disenfranchise vulnerable household and homestead members especially women. This initiative is taking root in the whole of northern Uganda. This makes this office important for the project.
Area Land Committee	<ul style="list-style-type: none"> They work with the office of the recorder and the district land board and land office to process applications for land, especially where land is to be registered in any form. 	<ul style="list-style-type: none"> Are very important in both sporadic and systematic applications for land registration: they can question individualization or exclusion of certain claims on land. Have the power to ensure that women consent to land transactions on family land. The project could target only the women who sit on the area committee.
Sub-County court committee (LC 3 Court)	<ul style="list-style-type: none"> Dispute resolution Legal option 	<ul style="list-style-type: none"> Keeps records of land disputes and provides case write -ups for those who wish to appeal their cases out of the local council system into the judiciary. Again only women in the committee could be targeted by the project.

It is important to understand that cases are at times appealed out of the LC system into the judiciary starting with sub county level magistrates courts, these had earlier been replaced by land tribunals and although the land policy talks of their reinstatement, the position is not yet clear on what will happen but the project may not be able to influence matters in the judiciary at pilot stage, this can be achieved after documentation of results.

In the local government there are offices that are critical in the quest for better land rights for women; these include the land office/ district land board, the probation office and the police especially the family desk.

SAMPLE: STAKEHOLDER ANALYSIS - UGANDA

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In the local government there are offices that are critical in the quest for better land rights for women; these include the land office/ district land board, the probation office and the police especially the family desk.

- The probation office although concerned with child welfare matters plays a critical role when a matter of disinheritance arises or when a mother is denied land to cultivate and sustain her children.*
- The land office on the other has the ultimate authority especially when land registration is being sought; again critical is the keenness to enforce the consent clause of the land act and the ability to question whether all interests within the family are on board with a land matter before them.*
- The family desks of the Uganda police are important partners especially where land rights matters have resulted into abuse of any sort among the parties involved.*

NGOs and other institutions are playing a role in the quest for better land rights among women; In Pader district there several civil society actors; important about their interventions are the following issues:

- Most are working on land from the problem solving point of view; that is why many have either paralegals or actual lawyers manning their activities. They do not entirely blend in the idea of aspirations as this project does. They operate from the context of having solutions; not the beneficiaries generating solutions.*
- The church is a partner not engaged by many intervening on land rights matters; yet, they are very critical in creating a pathway to tenure security through formalization of marriages. In the FGDs, a point was raised as to why the church doesn't relax rules such that church marriages are conducted at the time when traditional marriage ceremonies are being held; controversial but an opinion that cause serious lobby engagements with the church.*

From this analysis it is apparent that:

- 1. There are stakeholders beyond the enrolled women who are worthwhile engaging. The primary implementing partner should review this write up and devise a strategy to select and engage with the stakeholders.*
- 2. There are many individuals and structures with influence on land and the project cannot interface with all of them; the most critical and with potential to help the cause of the project, are those that the enrolled pilot participants interact with on a regular basis.*
- 3. In the time frame of the project, the national level stakeholders like the ministry responsible for lands, the Justice, law and order secretariat and the ministry of gender labour and social development may not be engaged but are of critical interest once the lessons learned from the pilot are well documented.*

INTRODUCTION

As part of a Monitoring and Evaluation plan, ideal implementation of the Starting With Women approach will include conducting a baseline survey with both project participants and a control group. All project participants should be interviewed, and a robust sampling method should be used to ensure validity of the control group. Below is a sample survey, although questions should be tailored to the particular project context.

INFORMED CONSENT

Instructions for interviewer

Before beginning the interview, it is necessary to introduce the prospective respondent to the survey and obtain their consent to participate. Make it clear to them that their participation in the survey is voluntary. Please read the following statement in the language of the interview:

CONSENT

Thank you for the opportunity to speak with you. My name is _____. I am working with (name of organization)_____.

We are conducting a survey aimed at understanding land and resource tenure in your area. This information will help us understand the current state of land rights and resource rights in this area, and will be used to improve scholarly and practical knowledge.

Your participation in this interview is entirely voluntary. During the interview, you can choose to stop at any time or to skip any questions you do not want to answer. We will make a record of your responses on the questionnaire but you and the responses you give will appear anonymously, meaning we will not use your real name when we use the information. Your answers will be completely confidential; we will not share information that identifies you with anyone.

The questions we have will take approximately 45 minutes to 1.5 hours to complete. After we collect all the information we will use the data to make a report about land and resource rights in this area.

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

Do you have any questions about the study or what I have said?

Note to Interviewer

If the respondent has any question proceed as follows: record the question, don't attempt to answer the question (especially if it is of a technical nature), and bring the question to the attention of your field supervisor. If the respondent doesn't have any questions then say:

If in the future you have any questions regarding study and the interview, or concerns or complaints we encourage you to contact us at (phone number)_____.

We will leave one copy of this form for you so that you will have record of this contact information and about the study.

Interviewer, please ask the participant if they consent to the study (check one box):

Participant	Witness
Yes _____ No _____	Yes _____ No _____

I _____, the enumerator responsible for the interview taking place on _____ certify that I have read the above statement to the participant and they have consented to the interview. I pledge to conduct this interview as indicated on instructions and inform my supervisor of any problems encountered during the interview process.

Signature of Interviewer: _____

BASELINE SURVEY

Survey Identification Number:
Name of Interviewer:
Name of Supervisor:
Name of the Respondent:
Date of Interview:
Location of Interview:

I. Demographics - Participant Descriptors

No.	Question	Answer(s) / Guidance	Codes
1	Observed sex of the respondent	<i>Male</i> <i>Female</i>	
2	How long have you lived in this village?	<i>Number of years: _____</i>	
3	How old are you?	<i>Age in completed years: _____</i>	
4	Are you the head of your household? If no, who heads your household?		
5	What is your marital status? If married, what type of marriage are you in?	<ul style="list-style-type: none"> • <i>Civil</i> • <i>Church (Christian)</i> • <i>Customary/Traditional</i> • <i>Muslim</i> • <i>Not married</i> • <i>Divorced/separated</i> • <i>Cohabiting</i> • <i>Widowed</i> 	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

No.	Question	Answer(s) / Guidance	Codes
6	If married (options 1, 2, 3 and 4 above) Do you have a document to show that you are married?	<ul style="list-style-type: none"> • Marriage certificate • Bride price receipt/letter • No, have no formal proof of marriage • Other (specify): _____ 	
7	If widowed, divorced or separated; how many years is it since that happened?	Number of years: _____	
8	How many times have you been married in your lifetime so far?	Number of times: _____	
9	How many biological children do you have?	Number of children: _____	
10	Are all these children from the same father?	Yes _____. No _____	
11	How many children of school going age stay with you/are your responsibility?	Total number of children: _____ Boys _____. Girls _____	
12	How many of these children (of school-going age) are actually in school?	Total number of children: _____ Boys _____. Girls _____	
13	What is your religious affiliation?		
14	What ethnic group/clan/tribe do you come from?		

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

No.	Question	Answer(s) / Guidance	Codes
15	What is the highest level of education you have achieved?	<ul style="list-style-type: none"> • Never attended school • Primary, incomplete • Primary, complete • Secondary, incomplete • Secondary, complete • Vocation training • Diploma/University and above • No response 	
16	Can you read and write? In which languages?	<p>Circle ALL that apply:</p> <ul style="list-style-type: none"> • Write – English • Write – Mother tongue • Read – English • Read – Mother tongue • Cannot read or write in any language • Don't know • No response 	
17	What is your primary income generating activity?	<ul style="list-style-type: none"> • Salaried worker (monthly salary or pay) • Farming – crops • Farming – livestock • Business – market stall, kiosk, or roadside vending • Business – shop orientation (such as tailoring) • Mining • Student • Unemployed • Other (specify): • No response 	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

No.	Question	Answer(s) / Guidance	Codes
18	About how much do you earn per month from this activity?	<p>List one number:</p> <p>If respondent gives a range, take the average</p> <ul style="list-style-type: none"> • Don't know • No response 	
19	Does your whole household depend solely on this income?	<ul style="list-style-type: none"> • Yes • No • Don't know • No response 	
20	If no, who supplements your income or helps cater for your sustenance needs?	<ul style="list-style-type: none"> • Parents • Husband • Boyfriend/Girlfriend • Grandparents • Children • Other Relative • Non-relative • Gov't program • Don't know • No response 	
21	What is your secondary income generating activity?	<ul style="list-style-type: none"> • Salaried worker (monthly salary or pay) • Farming – crops • Farming – livestock • Business – market stall, kiosk, or roadside vending • Business – shop orientation (such as tailoring) • Mining • Student • Unemployed • Other (specify): • No response 	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

No.	Question	Answer(s) / Guidance	Codes
22	About how much do you earn per month from this activity?	<p>List one number:</p> <p>If respondent gives a range, take the average</p> <ul style="list-style-type: none"> • Don't know • No response 	

II. Access to Land

No.	Question	Answer(s) / Guidance	Codes
23	How much land in total does the homestead in which you live currently have access to?	<ul style="list-style-type: none"> • Enter size of land in acres: _____ • Don't know 	
24	How much of that homestead land does your household currently use?	<ul style="list-style-type: none"> • Enter size of land in acres: _____ • Don't know 	
25	How much of that household land do you personally use?	<ul style="list-style-type: none"> • Enter size of land in acres: _____ • Don't know 	
26	Can you use more land if you want?	<ul style="list-style-type: none"> • Yes • No (skip to question 29) 	
27	How much additional family land can you use if wanted?	<p>Enter size of land in acres: _____</p>	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

No.	Question	Answer(s) / Guidance	Codes
28	How much additional non-family land can you use if wanted?	<ul style="list-style-type: none"> Enter size of land in acres: _____ None (skip to question 30) 	
29	Why is it not possible for you to access more land if you wanted?	<p>Circle all that apply:</p> <ul style="list-style-type: none"> Family has little land Am discriminated against I have been unable to negotiate for more I have no/ limited rights I don't have money to get more land Other (specify): 	
30	In what ways can a woman in this community get access to more land?	<p>Circle all that apply</p> <ul style="list-style-type: none"> Borrowing Renting Share cropping Buying Inheriting Other (specify): 	

III. Residence, Settlement, Basic Amenities

No.	Question	Answer(s) / Guidance	Codes
31	How far do you travel to access the land you regularly use?	<p>Enter distance to regularly used land in kms.:</p> <p>_____</p>	
32	Can you get access to land closer?	Yes _____. No ____	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

No.	Question	Answer(s) / Guidance	Codes
33	If you were to grade the quality of land you currently use or have access to, what grade would you give it?	<ul style="list-style-type: none"> • Poor • Average • Good 	
34	Can you get access to better land?	<ul style="list-style-type: none"> • Yes (skip to question 36) • No 	
35	Why can't you access or use better land?	<p>Circle all the apply</p> <ul style="list-style-type: none"> • There is no better land • I am unable to negotiate for better quality land • I am discriminated against • Women cannot get the better land • Other (specify): 	
36	How long have you been a resident/member of this community?		
37	Are you a native or original member?	<ul style="list-style-type: none"> • Yes (skip to question 39) • No 	
38	What is the distance of the place you come from to this community?		
39	Did you go through a process to get permission to settle here?	<ul style="list-style-type: none"> • Yes • No (skip to question 41) 	
40	What was the process?		

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

No.	Question	Answer(s) / Guidance	Codes
41	How do you access your residence?	<ul style="list-style-type: none"> • Rent • Own - purchased (skip to question 43) • Own - inherited (skip to question 44) • Live with relative (skip to question 44) • Live with other community member (skip to question 44) • Other (skip to question 44) 	
42	How much do you pay in rent per month?		
43	How much did you pay when you purchased your house?		
44	Is your stay in the premises threatened in any way?	<ul style="list-style-type: none"> • Yes • No (skip to question 46) 	
45	What issues threaten you?	<ul style="list-style-type: none"> • Increase in rent • Structure not safe • Possible eviction • Other (specify): 	
46	What is the regular source of water in this community?		
47	What is the distance to the source of water?		
48	How many minutes does it take you to walk to this source and home?		
49	What is the distance to the nearest health center (distance and time)?		

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

IV. Rights to Land

No.	Question	Answer(s) / Guidance	Codes
50	Does your household own land?	<ul style="list-style-type: none"> • Yes, my household owns _____ acres • No 	
51	What does it mean to own land?		
52	Does your household own land that is connected to your residence or in a separate location?	<ul style="list-style-type: none"> • Connected • Separate • Both • Other (specify): 	
53	How many plots does your household own?		
54	How was the land acquired?	<ul style="list-style-type: none"> • Bought/purchased • Inherited • Gifted • Other (specify): 	
55	Do YOU own land?	<ul style="list-style-type: none"> • Yes, singly/personally • Yes, jointly with marital family members • Yes, jointly with natal family members • No (skip to next section) 	
56	How much land do YOU individually own?	Enter size of land in acres: _____	
57	How many plots do you individually own?		
58	How did you get to own this land individually?	<ul style="list-style-type: none"> • Bought/purchased • Inherited • Gifted • Other (specify): 	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

No.	Question	Answer(s) / Guidance	Codes
59	What proof do you have that you own this land individually?	<ul style="list-style-type: none"> • Purchase agreement • Will • Other (specify): 	
60	How much land do YOU own jointly with others?	Enter size of land in acres: _____	
61	With whom do you own land?	<p>Circle all that apply</p> <ul style="list-style-type: none"> • Spouse • Siblings • Parents • Other (specify): 	
62	For land that is jointly held, how did you get into that arrangement? Or why do you believe you are a joint owner?	<p>Circle all that apply</p> <ul style="list-style-type: none"> • Made monetary contribution to • Purchase • Received by virtue of marriage • Jointly inherited • Have an interest as result of long-term use/ occupation • Other (specify): 	
63	What proof do you have that you own that land jointly?	<ul style="list-style-type: none"> • Purchase agreement • Will • Other (specify): 	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

V. Rights to Land Which They Can Already Access

When answering, think of all the plots your household can access.

No.	Question	Answer(s) / Guidance	Codes
64	For purchased land, who makes decisions on how these plots are used? (Circle all that apply)	<ul style="list-style-type: none"> • <i>My spouse</i> • <i>Me</i> • <i>My in-laws</i> • <i>My parents</i> • <i>My male children</i> • <i>My female children</i> • <i>Other male relatives</i> • <i>Other male non-relatives</i> • <i>Other (specify):</i> 	
65	For inherited or family land, who makes decisions on how these plots are used? (Circle all that apply)	<ul style="list-style-type: none"> • <i>My spouse</i> • <i>Me</i> • <i>My in-laws</i> • <i>My parents</i> • <i>My male children</i> • <i>My female children</i> • <i>Other male relatives</i> • <i>Other male non-relatives</i> • <i>Other (specify):</i> 	
66	For all plots, who provides labor to these plots? (Circle all that apply)	<ul style="list-style-type: none"> • <i>My spouse</i> • <i>Me</i> • <i>My in-laws</i> • <i>My parents</i> • <i>My male children</i> • <i>My female children</i> • <i>Other male relatives</i> • <i>Other male non-relatives</i> • <i>Other (specify):</i> 	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

No.	Question	Answer(s) / Guidance	Codes
67	<p>Who makes decisions on whether production (crops, minerals, etc.) from these plots will be sold?</p> <p>(Circle all that apply)</p>	<ul style="list-style-type: none"> • <i>My spouse</i> • <i>Me</i> • <i>My in-laws</i> • <i>My parents</i> • <i>My male children</i> • <i>My female children</i> • <i>Other male relatives</i> • <i>Other male non-relatives</i> • <i>Other (specify):</i> 	
68	<p>Who keeps/manages the money from the sale?</p> <p>(Circle all that apply)</p>	<ul style="list-style-type: none"> • <i>My spouse</i> • <i>Me</i> • <i>My in-laws</i> • <i>My parents</i> • <i>My male children</i> • <i>My female children</i> • <i>Other male relatives</i> • <i>Other male non-relatives</i> • <i>Other (specify):</i> 	
69	<p>Who can sell these plots?</p> <p>(Circle all that apply)</p>	<ul style="list-style-type: none"> • <i>My spouse</i> • <i>Me</i> • <i>My in-laws</i> • <i>My parents</i> • <i>My male children</i> • <i>My female children</i> • <i>Other male relatives</i> • <i>Other male non-relatives</i> • <i>Other (specify):</i> 	
70	<p>Who would be consulted before these plots are sold?</p> <p>(Circle all that apply)</p>	<ul style="list-style-type: none"> • <i>My spouse</i> • <i>Me</i> • <i>My in-laws</i> • <i>My parents</i> • <i>My male children</i> • <i>My female children</i> • <i>Other male relatives</i> • <i>Other male non-relatives</i> • <i>Other (specify):</i> 	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

No.	Question	Answer(s) / Guidance	Codes
71	Suppose a member of your household wants to sell these plots, but you don't want to. Will you be able to convince that person to stop the sale of the plots?	Yes _____. No _____	
72	If the plots were sold today, who could make decisions on how to spend the money from the sale of these plots? (Circle all that apply)	<ul style="list-style-type: none"> • My spouse • Me • My in-laws • My parents • My male children • My female children • Other male relatives • Other male non-relatives • Other (specify): 	
73	Who can rent out these plots? (Circle all that apply)	<ul style="list-style-type: none"> • My spouse • Me • My in-laws • My parents • My male children • My female children • Other male relatives • Other male non-relatives • Other (specify): 	
74	Who would be consulted before these plots are rented out? (Circle all that apply)	<ul style="list-style-type: none"> • My spouse • Me • My in-laws • My parents • My male children • My female children • Other male relatives • Other male non-relatives • Other (specify): 	
75	Suppose a member of your household wants to rent out these plots, but you don't want to. Will you be able to stop the rental?	Yes _____. No _____	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

No.	Question	Answer(s) / Guidance	Codes
76	<p>If the plots were rented out today, who could make decisions on how to spend the money earned from renting them out?</p> <p>(Circle all that apply)</p>	<ul style="list-style-type: none"> • <i>My spouse</i> • <i>Me</i> • <i>My in-laws</i> • <i>My parents</i> • <i>My male children</i> • <i>My female children</i> • <i>Other male relatives</i> • <i>Other male non-relatives</i> • <i>Other (specify):</i> 	
77	<p>Who can mortgage these plots?</p> <p>(Circle all that apply)</p>	<ul style="list-style-type: none"> • <i>My spouse</i> • <i>Me</i> • <i>My in-laws</i> • <i>My parents</i> • <i>My male children</i> • <i>My female children</i> • <i>Other male relatives</i> • <i>Other male non-relatives</i> • <i>Other (specify):</i> 	
78	<p>Who would be consulted before these plots are used as collateral?</p> <p>(Circle all that apply)</p>	<ul style="list-style-type: none"> • <i>My spouse</i> • <i>Me</i> • <i>My in-laws</i> • <i>My parents</i> • <i>My male children</i> • <i>My female children</i> • <i>Other male relatives</i> • <i>Other male non-relatives</i> • <i>Other (specify):</i> 	
79	<p>Suppose a member of your household wants to use these plots as collateral, but you don't want to. Will you be able to stop the mortgage of the plots?</p> <p>(Circle all that apply)</p>	<p>Yes _____. No _____</p>	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

No.	Question	Answer(s) / Guidance	Codes
80	Who can decide who inherits these plots? (Circle all that apply)	<ul style="list-style-type: none"> • <i>My spouse</i> • <i>Me</i> • <i>My in-laws</i> • <i>My parents</i> • <i>My male children</i> • <i>My female children</i> • <i>Other male relatives</i> • <i>Other male non-relatives</i> • <i>Other (specify):</i> 	
81	Who would be consulted before these plots are bequeathed? (Circle all that apply)	<ul style="list-style-type: none"> • <i>My spouse</i> • <i>Me</i> • <i>My in-laws</i> • <i>My parents</i> • <i>My male children</i> • <i>My female children</i> • <i>Other male relatives</i> • <i>Other male non-relatives</i> • <i>Other (specify):</i> 	
82	Suppose a member of your household wants to bequeath these plots to someone, but you don't want to. Will you be able to stop this?	Yes ____ No ____	

VI. Legitimacy of Land Rights

No.	Question	Answer(s) / Guidance	Codes
83	<i>(For those who are married/partnered)</i> Does your partner recognize that you have rights to these plots?	<ul style="list-style-type: none"> • <i>Yes, note which rights</i> • <i>No</i> • <i>Don't know</i> 	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

No.	Question	Answer(s) / Guidance	Codes
84	<i>(For those who are married/partnered)</i> Does your partner's family recognize that you have rights to these plots?	<ul style="list-style-type: none"> • Yes, note which rights • No • Don't know 	
85	<i>(For those who are married/partnered)</i> Do your partner's clan leaders recognize that you have rights to these plots?	<ul style="list-style-type: none"> • Yes, note which rights • No • Don't know 	
86	<i>(For those with children)</i> Do your children recognize that you have rights to these plots?	<ul style="list-style-type: none"> • Yes, note which rights • No • Don't know 	
87	Does your birth/natal family recognize that you have rights to these plots?	<ul style="list-style-type: none"> • Yes, note which rights • No • Don't know 	
88	Does the community in which you currently live recognize that you have rights to these plots?	<ul style="list-style-type: none"> • Yes • No • Don't know 	
89	Do community leaders in the community in which you live recognize that you have rights to these plots?	<ul style="list-style-type: none"> • Yes • No • Don't know 	
90	Do you know whether customary rules in the community provide land rights for women?	<ul style="list-style-type: none"> • Yes, fully • Yes, partially • No • Don't know 	
91	Do you know whether the laws of the country provide land rights for women?	<ul style="list-style-type: none"> • Yes • No • Don't know 	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

No.	Question	Answer(s) / Guidance	Codes
92	Do customs in this area recognize that a woman can...?		
	decide who inherits	Yes. No. Don't Know	
	sell	Yes. No. Don't Know	
	rent out	Yes. No. Don't Know	
	decide what crops to grow/livestock to rear	Yes. No. Don't Know	
	lend out or allow someone to borrow	Yes. No. Don't Know	
	use as collateral	Yes. No. Don't Know	
	build	Yes. No. Don't Know	
	harvest trees	Yes. No. Don't Know	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

No.	Question	Answer(s) / Guidance	Codes
93	Do the laws of this country recognize that a woman can...?		
	decide who inherits	Yes. No. Don't Know	
	sell	Yes. No. Don't Know	
	rent out	Yes. No. Don't Know	
	decide what crops to grow/livestock to rear	Yes. No. Don't Know	
	lend out or allow someone to borrow	Yes. No. Don't Know	
	use as collateral	Yes. No. Don't Know	
	build	Yes. No. Don't Know	
	harvest trees	Yes. No. Don't Know	

VII. Vulnerability of Land Rights to Changes in Social Status

No.	Question	Answer(s) / Guidance	Codes
94	Do you think your household will continue to have the same level of access and control over these plots of land in 5 years?	<p>My household will likely...</p> <ul style="list-style-type: none"> • Lose all access and control • Have less access and control • Have same access and control • Have more access and control 	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

No.	Question	Answer(s) / Guidance	Codes
95	What could make your household lose access or control over these plots?	<ul style="list-style-type: none"> • Eviction by government • Eviction by landlord • Eviction by extended family/clan • Economic hardship that will lead to land sale • Not certain, some emergency or situation could arise • My household will not lose access or control • Other (specify): 	
96	Do you think that YOU will continue to have the same level of access and control over these plots of land in 5 years?	<p><i>I will likely...</i></p> <ul style="list-style-type: none"> • Lose all access and control • Have less access and control • Have same access and control • Have more access and control 	
97	What could make YOU lose access or control over these plots?	<ul style="list-style-type: none"> • Eviction by government • Eviction by landlord • Eviction by extended family/clan • Economic hardship that will lead to land sale • Not certain, some emergency or situation could arise • My household will not lose access or control • Other (specify): 	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

No.	Question	Answer(s) / Guidance	Codes
98	How likely are YOU to lose access to these plots if you have a disagreement with your household?	<ul style="list-style-type: none"> • Very likely • Likely • Unlikely • Very unlikely • Not applicable (please explain): 	
99	How likely are YOU to lose access to these plots if you or someone in your household could not pay back a debt?	<ul style="list-style-type: none"> • Very likely • Likely • Unlikely • Very unlikely • Not applicable (please explain): 	
100	How likely are YOU to lose access to these plots if someone in your household became very sick?	<ul style="list-style-type: none"> • Very likely • Likely • Unlikely • Very unlikely • Not applicable (please explain): 	
101	How likely are YOU to lose access to these plots if you are divorced or abandoned?	<ul style="list-style-type: none"> • Very likely • Likely • Unlikely • Very unlikely • Not applicable (please explain): 	
102	How likely are YOU to lose access to these plots if your household added another wife?	<ul style="list-style-type: none"> • Very likely • Likely • Unlikely • Very unlikely • Not applicable (please explain): 	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

No.	Question	Answer(s) / Guidance	Codes
103	How likely are YOU to lose access to these plots if your spouse died?	<ul style="list-style-type: none"> • <i>Very likely</i> • <i>Likely</i> • <i>Unlikely</i> • <i>Very unlikely</i> • <i>Not applicable (please explain):</i> 	
104	How likely are YOU to lose access to these plots if you were to move place of residency?	<ul style="list-style-type: none"> • <i>Very likely</i> • <i>Likely</i> • <i>Unlikely</i> • <i>Very unlikely</i> • <i>Not applicable (please explain):</i> 	
105	How likely are YOU to lose access to these plots if the leadership of your community were to change?	<ul style="list-style-type: none"> • <i>Very likely</i> • <i>Likely</i> • <i>Unlikely</i> • <i>Very unlikely</i> • <i>Not applicable (please explain):</i> 	
106	How likely are YOU to lose access to these plots if your father died?	<ul style="list-style-type: none"> • <i>Very likely</i> • <i>Likely</i> • <i>Unlikely</i> • <i>Very unlikely</i> • <i>Not applicable (please explain):</i> 	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

VIII. Guarantee of Fixed Term Rights

No.	Question	Answer(s) / Guidance	Codes
107	Do you consider renting to be a viable option for accessing land by women in your community?	Yes _____. No _____	
108	Are agreements made when one rents land in your community?	Yes _____. No _____	
109	Are you currently renting any land?	Yes _____. No _____	
110	If no, have you rented land in the past?	Yes _____. No _____	
111	For the land you have ever rented, was this land guaranteed for the period you negotiated?	Yes _____. No _____	
112	For the land you have ever rented, what was the rent duration for the last piece of land you rented?	Enter land rental period in years: _____	
113	What is the average duration of renting land in your community?	Enter land rental period in years: _____	
114	Do you consider borrowing land to be a viable option for accessing land by women in your community?	Yes _____. No _____	
115	Are agreements made when one borrows land in your community?	Yes _____. No _____	
116	Are you currently borrowing any land?	Yes _____. No _____	
117	If no, have you borrowed land in the past?	Yes _____. No _____	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

No.	Question	Answer(s) / Guidance	Codes
118	For any land you have ever borrowed, was this land guaranteed for the period you negotiated?	Yes _____. No _____	
119	For any land you have ever borrowed, what was the period of use for the last piece of land you borrowed?	Enter use period in months: _____	
120	What is the average duration of borrowing land in your community?	Enter use period in months: _____	
121	Is land accessed through borrowing ever gifted or granted indefinitely?	Yes _____. No _____	
122	If yes, how often does this occur?	<ul style="list-style-type: none"> • Sometimes • Often • Rarely 	
123	Can land granted by relatives ever be accessed indefinitely?	Yes _____. No _____	
124	If yes, how often does this occur?	<ul style="list-style-type: none"> • Sometimes • Often • Rarely 	
125	Under what circumstances would use of this land end?	<ul style="list-style-type: none"> • Divorce • Death of spouse • Marriage • Children grown up • Never • Other (list) 	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

IX. Enforceability of Land Rights

No.	Question	Answer(s) / Guidance	Codes
126	If your land rights were challenged or needed to be proven/asserted for some reason, do you know where you would go to get help or present your matter?	Yes _____. No _____	
127	Where would you go? (Circle all that apply)	<ul style="list-style-type: none"> • I do not know what I would do • Go to the local government • Go to the community/customary leaders • Go to a local NGO that works on land matters • Go to the head of my partner's family • Go to the head of my own family • Other (specify): 	
128	In your opinion, is it easy for you to access options, like offices, institutions, or individuals, in your community that can help with land rights clarification when the need arises?	Yes _____. No _____	
129	If no, why? (Circle all that apply)	<ul style="list-style-type: none"> • Options require access to money • There are non-monetary requirements that take time to mobilize in order to access available options • The distances are limiting • Transportation costs are high • Options are corrupt • Options are few/ limited within my community • Other (specify): 	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

No.	Question	Answer(s) / Guidance	Codes
130	Are you confident that you would be able to personally present claims and matters relating to your land rights to the options you have identified?	Yes _____. No _____	
131	If no, why? (Circle all that apply)	<ul style="list-style-type: none"> • Am not sure of the language used there • Am not sure of my rights • The place is usually intimidating • It is hard to get supporting documents to go with • I do not feel comfortable speaking in public places • Other (specify): 	
132	Do you believe that your case / claims would be treated fairly and receive equal attention as any other made in the places you have identified?	Yes _____. No _____	
133	If no, why? (Circle all that apply)	<ul style="list-style-type: none"> • Because of corruption • Because I am not able to afford facilitation fees • Because I am a woman • Because of my ethnic group • Because I do not have the education levels/knowledge to make my claim confidently • Other (specify): 	
134	Do you have confidence that decisions made in your favor would be followed through and implemented?	Yes _____. No _____	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

No.	Question	Answer(s) / Guidance	Codes
135	<p>If no, why?</p> <p>(Circle all that apply)</p>	<ul style="list-style-type: none"> • Because people rarely take heed of decisions made • Because there is no one at the community level to ensure enforcement of decisions made • The other party is feared in the community • Other (specify): 	
136	Have you ever personally made a claim/put forward a case concerning your land rights in the places you have identified?	Yes _____. No _____	
137	Did you need assistance in order to put forward this claim/case?	Yes _____. No _____	
138	If yes, did you receive the assistance you needed?	Yes _____. No _____	
139	<p>If no, why?</p> <p>(Circle all that apply)</p>	<ul style="list-style-type: none"> • Because I could not afford it • Because I did not know I was entitled to assistance • Because I was denied the assistance I needed • Other (specify): 	
140	<p>If yes, what assistance did you need that you could not get readily?</p> <p>(Circle all that apply)</p>	<ul style="list-style-type: none"> • I needed to be represented by a lawyer • I needed money for transport and other needs • I needed an interpreter for the proceedings • I needed to consult with someone with similar experience • Other specify: 	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

No.	Question	Answer(s) / Guidance	Codes
141	Were you satisfied with the result when the 1. matter was finally resolved?	Yes _____. No _____	
142	If no, why? (Circle all that apply)	<ul style="list-style-type: none"> • Because the final resolution did not fall in my favor • Because it was not easy to access the places identified to process my claim due to distance • Because the whole process was expensive • Process was not transparent/impartial and decisions are easily manipulated • Because I did not receive the assistance I needed to make my claim • Other specify: 	
143	If yes, on average, how long did it take from the time you reported it to the matter being resolved?	Enter use period in months: _____	
144	If yes, on average, how much did it cost you to have the matter concluded?	Enter monetary amount: _____	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

X. Selected Impact Measures

No.	Question	Answer(s) / Guidance	Codes
145	How much of the land you access and over which you have rights, is used for cultivation purposes?	<i>Enter amount in acres:</i> _____	
146	Given the way you understand your land rights situation or land tenure security situation currently, would you invest more in increasing production?	Yes _____. No ____	
147	How often do you experience school fees problems with the children you are responsible for?	<ul style="list-style-type: none"> • Every term of the year • One term of the year • Two terms of the year 	
148	On average, how many meals does your household have in a day? How many meals do you have in a day?		
149	On average, how many meals do the children in your household have in a day?		
150	How many times in the past month has it happened that you are unable to eat and provide your immediate family/dependents with 3 meals a day?	<i>Enter amount in days:</i> _____	
151	How many times in the past month were you/your household unable to afford recommended health treatment?	<i>Enter amount in days:</i> _____	
152	In your opinion are women with better land rights/more secure land tenure less vulnerable to violence?	<ul style="list-style-type: none"> • Yes • No • Don't Know 	

TEMPLATE: BASELINE SURVEY AND ASSESSMENT

No.	Question	Answer(s) / Guidance	Codes
153	If yes, why do you think this is the case?		
154	Would you consider taking out loans using the Yes land over which you have rights as collateral if the option were available to you?	Yes _____. No _____	
155	If not, why?		

Thank You!

INTRODUCTION

This logic framework is linked to the baseline survey tool. The baseline survey should be developed after conducting initial qualitative research on land and resource security for women in the context of the project area. This framework, like the baseline survey tool, is illustrative and should be amended based on context.

I. A woman's access and control over land can improve if...

Outcome Measures	Indicators	Data Source
... she gains access to more land	• Average land holdings women own	
	• Average land holdings women use	
... she gains access to land of higher quality or in a better location	• Average distance/ time to land they regularly use	
	• % of women by 'higher quality scale' of land they regularly use/ have access to	
	• % of women by 'better location scale' of the land they regularly use/ have access to	
... she gains additional rights over a plot of land to which she already had access	• % of women who can identify the land rights they have on the land they currently access	
	• % of women who can sell the land they access	
	• % of women who can bequeath the land they access	
	• % of women who own the land they access	
	• % of women who can rent out the land they access	
	• % of women who can use the land they access as collateral/ mortgage	
... her land rights become more secure		

II. A woman's land rights are secure if . . .

Outcome Measures	Indicators	Data Source
<p>... they are legitimate; Legitimacy depends on who recognizes these rights (family, clan, community) and the basis of those rights whether it is custom or law</p>	<ul style="list-style-type: none"> • % of women who are legally married to their partners 	
	<ul style="list-style-type: none"> • % of women whose partners recognize that they have rights on land 	
	<ul style="list-style-type: none"> • % of women perceiving that their land rights are recognized by their children 	
	<ul style="list-style-type: none"> • % of women perceiving that their land rights are recognized by their partners family 	
	<ul style="list-style-type: none"> • % of women perceiving that their land rights are recognized by their partners clan leaders 	
	<ul style="list-style-type: none"> • % of women perceiving that their land rights are recognized by their natal families 	
	<ul style="list-style-type: none"> • % of women with knowledge that their rights to land are enshrined in law 	
	<ul style="list-style-type: none"> • % of women with knowledge that their rights to land are enshrined in custom 	
	<ul style="list-style-type: none"> • % of women perceiving that the communities in which they live recognize their land rights 	
	<ul style="list-style-type: none"> • Change in prevailing perceptions on legitimacy of land rights among women 	
	<ul style="list-style-type: none"> • Change in prevailing perceptions on legitimacy of women's land rights among stakeholders 	

II. A woman's land rights are secure if . . .

Outcome Measures	Indicators	Data Source
<p>... they are unaffected by changes in her social status; i.e. not vulnerable to changes in her family structure (death of father or husband, her husband taking a second wife); or, to changes in her clan or community, changes in the leadership who granted her those rights.</p>	<ul style="list-style-type: none"> • % of women assessing that their land rights would be negatively affected by change in their social status 	
	<ul style="list-style-type: none"> • % of women whose land rights status would be affected negatively if their partner died 	
	<ul style="list-style-type: none"> • % of women whose land rights status would be affected negatively if they divorced/ separated 	
	<ul style="list-style-type: none"> • % of women whose land rights status would be affected negatively if they moved place of residence 	
	<ul style="list-style-type: none"> • % of women whose land rights status would be affected negatively if they moved place of residence 	
	<ul style="list-style-type: none"> • Change in prevailing perceptions on the effect of social status on land rights among women 	
	<ul style="list-style-type: none"> • Change in prevailing perceptions on the effect of social status on women's land rights among stakeholders 	
<p>... they are granted for a known, long period of time; Rights that are granted for a known period of time, the longer the period the more secure her rights are.</p>	<ul style="list-style-type: none"> • % of women reporting that land accessed through rentals is guaranteed through the period of the rental 	
	<ul style="list-style-type: none"> • % of women reporting increased durations of land rental periods 	
	<ul style="list-style-type: none"> • Average duration of land rental periods 	

II. A woman's land rights are secure if . . .

Outcome Measures	Indicators	Data Source
<p>... they are enforceable; She will be able to enforce her rights if she is aware of where to present her claim, if she can easily get to that forum, if she has the ability/ the means to present her claim, if her case will be heard, if the overall process will not take a very long period of time, and if a decision in her favor will be implemented.</p>	<ul style="list-style-type: none"> • % of women who know where to present claims/ matters on land rights 	
	<ul style="list-style-type: none"> • % of women assessing that it is easy to get to the fora to present claims/ matters on land rights 	
	<ul style="list-style-type: none"> • % of women expressing confidence that they would be able to present claims/ matters on land rights 	
	<ul style="list-style-type: none"> • % of women assessing that their cases/ matters would be heard fairly in the fora 	
	<ul style="list-style-type: none"> • Average duration of process from presentation of a matter to conclusion 	
	<ul style="list-style-type: none"> • Average cost that women have to incur to engage with options 	
	<ul style="list-style-type: none"> • % of women with confidence that decisions in their favor would be implemented 	
	<ul style="list-style-type: none"> • Change in Prevailing perceptions enforceability of land rights among women 	
	<ul style="list-style-type: none"> • Change in Prevailing perceptions enforceability of women's land rights among stakeholders 	

SAMPLE: LOGIC FRAMEWORK

II. A woman's land rights are secure if ...

Outcome Measures	Indicators	Data Source
... the woman's ability to exercise them does not require an additional layer of approval that only applies to women. A woman's land rights are more secure if they can be exercised without being subject to conditions that men are not asked to fulfill such as obtaining the approval and permission of her husband, father, or other male relative.	<ul style="list-style-type: none"> • % of women who can make independent decisions on matters concerning exercise of land rights 	
	<ul style="list-style-type: none"> • % of women who can independently make a decision to sale land 	
	<ul style="list-style-type: none"> • % of women who can independently make a decision to use land as collateral 	
	<ul style="list-style-type: none"> • % of women who can independently make a decision to rent out land 	
	<ul style="list-style-type: none"> • % of women who can independently make a decision to rent in land 	
	<ul style="list-style-type: none"> • % of women who can independently make decisions on how the land they access is used 	

III. If a woman has better land rights then ...

Outcome Measures	Indicators	Data Source
... she is likely to invest more in production	<ul style="list-style-type: none"> • Level of income 	
	<ul style="list-style-type: none"> • No. of income options/farm enterprises 	
	<ul style="list-style-type: none"> • Acreage of land under cultivation 	
	<ul style="list-style-type: none"> • No. of times she has been able to use land as collateral to access credit 	

III. If a woman has better land rights then ...

Outcome Measures	Indicators	Data Source
... her children are likely to be in school	• No. of school going children that are in school	
	• Rate at which school fees problems are experienced in the household	
... food security is unlikely to be a problem	• No. of meals the women and her immediate dependents have in a day	
	• Rate at which they experience food scarcity in the household	
... she is likely be insured against shocks	• No. of times she/household is unable to afford basic health care	
	• No. of times she has experienced domestic violence	
	• Level of savings	

INTRODUCTION

Before the project begins, a needs assessment should be conducted with each group. This will form the basis for curriculum development and other ongoing engagement. These questions are illustrative; interviewers should be sure to probe answers. The discussion should be based around the goals for the project. In this example, the focus was on understanding the land and resource tenure situation in the area and women's experiences of tenure.

INSTRUCTIONS FOR INTERVIEWER/FACILITATOR

Here are a few guidelines for conducting a successful Focus Group Discussion (FGD).

1. Bring an attendance list and ask all present to sign it; if anyone prefers not to, note the number of the people who attended but didn't sign in.
2. Before beginning the discussion, administer a consent form; unlike attendance, this form can be kept confidential and should be considered mandatory for all participants.
3. Note the date and location of the FGD at the top of each page of your notes.
4. It's best to limit FGDs to a maximum of 20 people per group, comprised of one gender when possible.
5. Bring a voice recorder and test it to ensure it is operational (batteries, etc.) before the discussion. Arrange the interviewees in a manner that will help with the recording.
6. If you do not have a voice recorder, you will need to have at least two people to manage the FGD. One of you will moderate and the other will take notes.
7. As you moderate the FGD, aim to engage as many participants as possible; don't allow any one person to dominate the conversation. Depending on the dynamic, groups may need to be divided by age or other characteristics to encourage everyone to speak.
8. If you are using an interpreter, ensure that all terms are clear and understood before the interview begins.
9. Begin the FGD by introducing the project on a general level. This background is important to the discussion.

OBJECTIVES

- To understand the land tenure situation in the community: women's aspirations and their tenure insecurities as well as how they would assess any improvements.
- To learn where there are gaps in knowledge and understanding, and what the people themselves identify as issues they want more information or training about.
- To learn the best modalities of engaging with them in order to deliver the capacity development identified as necessary.
- To understand community-level issues that can affect women's participation and who are the stakeholders likely to have an impact on the pilot.

DISCUSSION GUIDE

BACKGROUND INFORMATION

Goal: Warm up the group and gain insight into the cultural context of the community.

- Is everyone here from this area? If not, when did you move here?
- Who is married? Widowed? Unmarried?
- What kind of work do people do in this area? What do women do? Men?
- What responsibilities do women have in the home? Outside the home?

CURRENT SITUATION

Goal: Understand the current status in general of women's access to secure land tenure rights within the community.

- Do you own or have rights (formal or customary) to any land (agricultural, housing, etc.)? If so, what are those rights? If not, who has those rights?
- Who holds those rights? E.g. you as an individual, as part of a family, land used by the community as a whole, etc.
- Do you feel those rights are secure? What does that mean? How could they be improved? Are they documented?

WOMEN'S LAND TENURE ASPIRATIONS

Goal: Gain insight into the ideal outcomes of the women in the community with regard to land and resource rights.

- With examples, please explain the aspirations you as women have with regard to land in this community.
- What are women doing to realize these aspirations? (*probe: individually and collectively as groups*)
- With explanations, how difficult or easy is it for women to realize their aspirations regarding land in this community? (*probe for individual and group difficulties; what kinds of women experience the most difficulties?*)

WOMEN'S INSECURE TENURE SITUATIONS

Goal: Define areas that are causing conflict and require resolution in order to achieve ideal outcomes.

- With examples, please explain insecure tenure situations associated with land that women experience in this community. (*probe: whether land tenure insecurity for women is a community, household, or individual matter and what types of women experience the different insecure tenure manifestations*)
- With explanations, how easy or difficult is it for women to overcome/manage insecure tenure situations associated with land?
- What kind of actions would help women help themselves with regard to these situations? (*probe: what can women do to help themselves out of insecure land tenure situations?*)

MEASURES OF IMPROVEMENT IN TENURE SECURITY & LAND RIGHTS

Goal: Specify methods for identifying successful resolution of any issues causing conflict around women's land tenure security.

SAMPLE: WOMEN'S NEEDS ASSESSMENT - FOCUS GROUP DISCUSSION GUIDE

- If a series of actions were undertaken by you to improve your land rights situation or your land tenure security, what would you use as yardstick for success or which things would show you that your situation has improved? (*probe: can women do something about the different insecure land tenure situations and aspirations they have on land, how would they know the situation has improved from the context of their community, and which yardsticks/measures would they use to say this?*)

PARTICIPATION AND ENGAGEMENT

Note: Before asking these questions, provide the group with an overall perspective of the project.

Goal: Ensure that participants understand the scope and objectives of the project, as well as understand what they hope to gain and the best methods for engaging them in the future.

- Do you have any questions about the project?
- Looking at participation in this project, what are your expectations, hopes, and fears?
- Given your expectations, hopes, and fears how best should the project engage with you to realize an improvement in your land tenure security? (*probe: how the project should support them as they work towards realizing their secure land tenure aspirations as well as overcoming insecure tenure problems*)
- How do women in this community get information? (E.g. radio, meetings, church, etc)
- Is there any support you would like to know more about your claim, or about resolving disputes about it?

INITIAL STAKEHOLDER ASSESSMENT

Goal: Assist in the development of key stakeholder analysis and outreach.

- As far as land rights/land tenure security is concerned what individuals, institutions, and structures around you as a woman have an influence and what kind of influence do they have?
- How can the project take advantage of these individuals, institutions, and structures around you to help you realize your aspirations for secure land tenure?

THANK THE PARTICIPANTS FOR THEIR TIME AND CLOSE THE SESSION

SAMPLE: ONE PAGER FOR VALIDATION WITH WOMEN

INTRODUCTION

Once Focus Groups and Women's Needs Assessments are completed, it's important to compile the input into a one-page document that can be reviewed by the participants. Here is a sample of the Key Messages for Capacity Building and Implementation from the project in Uganda.

KEY MESSAGES FOR CAPACITY BUILDING AND IMPLEMENTATION - SAMPLE

Important from Pilot Participants

- *Insecure tenure experiences*
 - *These are driven mostly by family members*
 - *Experience of eviction threats is common*
 - *Knowing what land rights are granted under custom and statutory law*
 - *Knowing what logical steps to take when perceived land rights are challenged*
 - *Understanding the limits of their own influence within and outside the family*
- *Secure tenure aspirations*
 - *Desire to access more land for cultivation*
 - *Desire to have children inherit without problems*
 - *Desire to have a place on which to sustain themselves when marriage fails*
 - *Desire to transition from 'user rights' to 'owner or co-owner rights'*
 - *Desire to have rights recognised more in the family than outside the family*
- *Managing the operational environment of the project*
 - *Ensuring that partners and family members are supportive of participation in the project*
 - *Ensuring that community structures are supportive of desired outcomes*

Important for Implementers

- *The literacy profile of the pilot respondents points to the need for appropriate IEC materials and training methods to be used.*
- *The results on enforceability of rights show the problems associated with dual tenure systems. The opportunity for the project is to clarify which option or elements of the options that best suit most matters that vulnerable individuals like respondents are confronted with and to help them understand how to access them.*

SAMPLE: ONE PAGER FOR VALIDATION WITH WOMEN

- *In addition to increasing women's knowledge of their rights, and the resolution processes and mechanisms available to them, sensitization interventions will also need to target the cultural norms and practices that inhibit their rights. The mindset change appears to concern everybody in the intervention area, but critically the following: the pilot participants themselves to empower them to stand up for themselves; the Rwot Kweri in the community; the Rwot Okoro; husbands or partners of the pilot participants; mothers-in-law and the sub-county area land committee.*
- *The vulnerability of land rights to changes in social status is tied to variables associated with marital partners; implementation must come up with actions that specifically target partners to the respondents but also sensitize communities too. In the context of combating challenges posed by traditional gender dynamics, it was telling that the most prevalent step taken by the pilot participants to achieve their land tenure aspirations was to 'stay married'. Such results imply a heavy reliance on male partners, and a subsequent lack of channels to secure land tenure independently of (predominantly male) familial relationships.*
- *Respondents have more of subordinate than conclusive rights/ claims to land. However this situation can be improved by helping respondents know their rights in real terms and whether these would be exercised under different circumstances. Making the different actors and centres of influence not just the respondents in the pilot communities' conscious of what customs and statutory law provide for in terms of land rights will leverage advantages.*
- *Results reveal that women's access to land can be improved through fixed term options such as renting or borrowing. If the project chooses to emphasize this path, it will be important to work to empower pilot participants with appropriate negotiation skills to effectively engage both family and non-family sources of additional land, equipping respondents with information and knowledge on the important elements of entering into a formal land rental arrangement.*
- *Assessing challenges to secure land tenure reveals a multitude of action points, implicating a diverse range of actors in the context of familial relations and community structures. However, the secure tenure aspirations stated by the pilot participants do not entirely mirror their stated problems. In order for the desired outcomes to be realized, implementers must be conscious of the limits within which pilot participants may seek solutions in responding to insecure tenure by directly linking aspirations to challenges. It is important to think outside the box...as the saying goes.*

TEMPLATE: IMPLEMENTATION PLAN FOR PROJECT ACTIVITIES

INTRODUCTION

The Starting With Women approach is based on the needs and aspirations of participants. Implementation activities must therefore be responsive and flexible.

The following template includes suggestions for how to easily chart out a plan for implementation, including common methods for engagement. This implementation plan begins after the activities of identifying and hiring Community Based Facilitators, identifying project participants, and conducting the baseline and needs assessment.

1. SITE & COMMUNITIES

Where will the activities take place? Indicate them in as much detail as possible and include any important considerations such as different languages, how disputes are resolved, local governance considerations, etc.

2. OBJECTIVES

The primary objective of any Starting With Women project is to improve the land and resource tenure security of women. Here, detail any other objectives, like developing local capacity, increasing knowledge of the law, improving livelihoods, etc.

TARGET GROUPS

Who are you targeting to participate in the project? Examples include widows, female leaders, women generally, elders, traditional institutions, the entire community, etc. Be as specific as possible.

FOCAL SUBJECTS

These can generally be divided into the broad categories of knowledge and skills building. They should come organically from the needs and aspirations exercise. For example:

- **Knowledge**
 - Legal literacy
 - Constitution / National Land Policy
 - Land laws, with a focus on women's land rights
 - Family laws
- **Skills building**
 - Alternative dispute resolution: negotiation and mediation skills
 - Lobbying
 - Public speaking

TEMPLATE: IMPLEMENTATION PLAN FOR PROJECT ACTIVITIES

3. METHODOLOGY

Various methods may be used to achieve the objectives of the project. These include, generally, awareness raising activities for the community and training for the groups. For example:

AWARENESS RAISING

- Community sensitization (women's rights)
- Mass media (radio talk shows)
- Community dialogue
- Meetings

Encourage participants to share their experiences and raise legal awareness through drama, mass media, and community dialogue.

TRAININGS

These can generally be divided into the broad categories of knowledge and skills building. They should come organically from the needs and aspirations exercise. For example:

- Curriculum for participants
- Workshops for leaders

The project will conduct trainings and workshops for each group, based on their self-identified needs and project objectives. Place an emphasis on women's existing knowledge and experience about their land tenure situation, as well as topic areas with which they easily identify before beginning formal training with the CBF.

4. SAMPLE ACTIVITY PLAN

4.1 Share the baseline and needs assessment findings with participants

The aim of this activity is to share key findings from the initial assessments, learn if participants agree with these findings, and amend them as necessary. The output of the meetings will be generating ideas for the action plan. Tasks under this activity include:

- Determine key findings to be shared
- Meet with each group to present findings. Ensure that these meetings follow best practices for meeting with women, including holding separate meetings for men and women (if men are participants), holding meetings at a time and place when women are available, and keeping the meetings as short as possible (aim for one hour).
- At the meeting, present the findings verbally in the local language and get verbal feedback from the participants on each finding. Probe to ensure everyone understands what is being shared. If there is additional information participants wish to share, record this and conduct a discussion about that information. Ensure that all participants agree with each finding, and record any detailed feedback, positive or negative.

Deliverables/Outputs	Lead
Ideas for action plan generated	

4.2 Stakeholder mapping and engagement

This activity maps stakeholders and introduces them to the project, the objectives, the process, and the expected outcomes. The aim will be to have their support throughout the project. Tasks under this activity include:

- Identify local stakeholders and map their interest in the project, any risks of engaging with them, and key approaches to be used with them
- Introduce identified stakeholders and inform them about the project. Describe the project in a way that is appropriate to the stakeholder and to any sensitive issues, such as women's land rights. Emphasize that you hope to have their support.
- Design and implement a communication strategy for key stakeholders, building on the stakeholder mapping, for the life of the project. In some cases, this should include a plan for introducing participants in the project to local leaders as part of the action plan. It may also include trainings or engagement through other means, like meetings.

TEMPLATE: IMPLEMENTATION PLAN FOR PROJECT ACTIVITIES

Deliverables/Outputs	Lead
Mapping of stakeholders	
Key stakeholder communication strategy	
Plan to introduce participants to key stakeholders	

4.3 Group development of action plan for each group

Using the ideas generated for the action plan, chart the needs and aspirations of the group using the tool for doing so. The charting exercise will serve as a further validation of the findings of the assessment, and the result will be a chart that includes an action plan for how to address these needs and aspirations.

The groups should then identify which actions have priority, and the leader of the exercise (which will likely be a local partner) should develop a plan for implementing the prioritized actions, including identifying resources for implementation. Tasks under this activity include:

- Needs and aspirations charting
- Development of action plan

Deliverables/Outputs	Lead
Needs and aspirations chart	
Action plan	

4.4 Capacity building based on action plan

Once the action plan has been developed and adopted by the group, the group will organize and coordinate (with stakeholders and supporters) the means of addressing capacity gaps which were identified in the action plan. Capacity building tasks may use local partners or other resources identified during development of the action plan. Tasks under this activity include:

TEMPLATE: IMPLEMENTATION PLAN FOR PROJECT ACTIVITIES

- Develop capacity building plan
- Develop curriculum

Deliverables/Outputs	Lead
Capacity building plan mapped and linked to action plan	
Curriculum of trainings developed	

4.5 Develop communication strategy based on action plan

Once the action plan has been developed and adopted, develop a strategy for communicating about the initiatives in the action plan and the objectives of the action plan. The strategy will include messaging for the community, communication modalities, and how feedback will be provided to government, policymakers, and community leaders. The strategy will also include a plan for seeking validation and evaluation of the approach from the perspective of key stakeholders.

Deliverables/Outputs	Lead
Communication strategy and timeline	

4.6 Assessment and follow-up

Develop a monitoring and evaluation plan to reflect upon and assess the action plan and initiatives contained therein, as well as the other activities. This may be carried out by the implementers or by a partner organization. The plan might include quantitative assessments that include a control (baseline, midline, and end line) and qualitative tools like focus group discussions, journals, and assessment of monthly reports. See the other tools for more. The team should consider what worked and what did not, what could be improved, and amend the action plan as necessary.

TEMPLATE: IMPLEMENTATION PLAN FOR PROJECT ACTIVITIES

Deliverables/Outputs	Lead
Monitoring and evaluation plan, including mid-term evaluations	
Assessment of action plan listing amendments that need to be made to action plan	

5. SUPPLEMENTARY PROJECT ACTIVITIES

BASELINE AND M & E

A baseline study should be conducted, and a monitoring and evaluation plan developed. Monitoring may result in some mid-project amendments to activities. Such amendments to the work plan will be developed and adopted by the project team, in consultation with the groups.

EVALUATION

At the immediate end of the project, the project team will analyze monitoring and evaluation results, the pilot assessment, and feedback from women and stakeholders and will assist in the development of an evaluation.

PROJECT COMMUNICATION (INFORMATION, AWARENESS, ADVOCACY)

In addition to pilot communication activities, as described above, there will also be overarching project information sharing, awareness raising, and advocacy on a regional and national level.

6. REPORTING

In addition to the outputs and deliverables for this pilot listed above, project partners will also write monthly reports which report on tasks, successes, and challenges that arise in the pilot implementation stage. The reports should track each of the activities listed in the plan.

TEMPLATE: QUARTERLY REVIEW MEETING AGENDA

INTRODUCTION

Plan for quarterly meetings to review the progress of the project. This sample agenda template is broken into four different quarterly agendas that will guide the review process during the project's lifecycle.

CBF FIRST QUARTERLY REVIEW MEETING AGENDA

MEETING PURPOSE

To establish within the CBFs a clear understanding of the project expectations, process, and implementation approach, to learn about early stage challenges and progress, and to reinforce a positive working relationship between the CBFs and Program Officer.

SPECIFIC OBJECTIVES

- Brief overview of implementation activities, experiences, lessons learned and good practices
- Harmonize the implementation approach CBFs are using with the planned approach for the women's land rights project
- Find out how CBFs are implementing women's action points on insecure land tenure problems and aspirations and the challenges encountered during the implementation
- Develop Plan for engagement with women over the coming quarter
- Discuss the project's key deliverables, reporting and timeline

ITEMS FOR DISCUSSION

The review meeting discussion will center on:

- Review of Empowerment Approach (and discussion of how this approach differs from other possible approaches (e.g. case management/mediation approach)
- Project updates, challenges, experiences, lessons learned and good practice (achievements)
- Key deliverables for achievements, reporting and project timeline
- Discussion and distribution of supplies (bicycles and gumboots) and written materials
- Plan for the coming months

CBF SECOND QUARTERLY REVIEW MEETING AGENDA

MEETING PURPOSE

Share project experiences, challenges, lessons, and best practices. These discussion will help inform any adjustments or adaptations to planning and implementation that may improve the project's success during the next quarter. Each CBF will be expected to adopt and implement the action plans immediately after the meeting, and individuals are expected to improve on their areas of loopholes as identified during the review and planning meeting.

CBF PROJECT UPDATES

- Weekly group meetings, individual follow up and the use of journals, mediation
- CBFs understanding of the project approach
- CBFs interpretations and adaptation of program activities (to inform team analysis on the project approach each CBF is using)

CBF PROJECT KNOWLEDGE SHARING

- Lessons learned from the project while working with pilot groups, cultural institutions/ individuals
- Good practices for future implementation
- Challenges encountered during the implementation and actions taken
- Response or discussions on the key issues raised by individual CBFs or other team members

UPDATES ON THE VALIDATION EXERCISE AND DISCUSSIONS

- Groups and CBFs selection criteria
- Key findings from the validation exercise undertaken and discussions
- M&E expected output or what implementing team should do to meet the project approach (women's empowerment)
- Provision of gifts or appreciation to the best two CBFs who performed at least to the expectation in the last Quarter

DEVELOPMENT OF ACTION PLAN FOR THE NEXT QUARTER

- What should we do and how should we do it?
- Where and when should we do it?
- Who should do it? With what resources?

CBF THIRD QUARTERLY REVIEW MEETING AGENDA

MEETING PURPOSE

Cross-check with the CBFs on the activities underway with the beneficiaries, and to discuss lessons learned and challenges encountered during the intervention.

SPECIFIC OBJECTIVES

- Brief overview of implementation activities, experiences, lessons learned and good practices
- CBFs updates on the project progress
- Find out how CBFs are implementing women's action points on (insecure land tenure problems and aspirations) and the challenges encountered during the implementation.
- Presentation of the revised implementation plan
- CBFs refresher training on work plan development and report writing
- Development of 4th quarter intervention plan

ITEMS FOR DISCUSSION

The review meeting discussion will center on:

- Project updates, experiences, lesson learned and good practice (achievements)
- Project approaches which CBFs are currently using in relation to the empowerment approach
- Key deliverables for achievements, reporting and project timeline
- Updates on communications part of the project
- The CBFs implementation of women's action points and challenges encountered
- Plan for the coming months

EXPECTED BENEFITS

At the end of the meeting, the project team is expected to:

- Understand where we have gone so far with the project and the challenges the project has encountered at this initial stage
- Understand and agree on the empowerment approach for the women's land rights project
- Have a clear understanding of the key deliverables of the project
- Have a plan and timeline for engagement with women in the next month

CBF FOURTH/FINAL QUARTERLY REVIEW MEETING AGENDA

MEETING PURPOSE

Cross-check with the CBFs on the activities they are doing with the beneficiaries; discuss lessons learned and challenges encountered during the intervention.

SPECIFIC OBJECTIVES

- Sharing field experiences
- Planning for transition to end of project
- Discussion on the sustainability of the project beyond its formal conclusion

ITEMS FOR DISCUSSION

The review meeting discussion will center on:

- Experience sharing in terms of lessons learned, achievements and challenges
- Plans to bridge identified gaps
- Discussion on the sustainability of the project in the communities in the absence of an NGO-supported project
- Development of action plans for the remaining months of the project life time

EXPECTED BENEFITS

At the end of the meeting:

- Experiences of the last quarter are shared and documented
- CBFs are able to plan for the implementation based on the lessons learned
- Suggestions of ideas for sustainability are documented

INTRODUCTION

These trainings focus on how to speak up, how to negotiate, and how to lobby. The end goal is that participants will be better able to advocate for themselves, both individually and as a group.

PUBLIC SPEAKING

OBJECTIVE

Participants will learn tips and strategies for public speaking, and will develop skills to practice. They will also achieve a basic level of understanding and confidence to begin speaking up in public, beginning with participating within the group. At the end of this training, each pilot participant will be expected to:

- Understand the different tips for public speaking (e.g., the use of verbal and non-verbal communication)
- Practice assertiveness within the group during meetings
- Build their confidence to speak out their thoughts between or among people
- Strongly stand firm to speak and lobby

FORMAT

This is a three-hour introductory training to public speaking skills. It is primarily a workshop. The facilitator should ensure that all members of the group participate.

I. Introduction and discussion of the value of having a voice (20 minutes)

All participants will sit in a circle and introduce themselves. The facilitator will introduce the topic of public speaking and ask for situations in which people may want to speak in public, and situations where having a voice could help them to realize their aspirations and overcome barriers. List these on the board or take notes.

The facilitator should ask the participants if these are different for men and women, and list ways men or women may want to speak.

Finally, the facilitator should ask participants to identify the reasons they might not want to speak in those situations and lists them on the board, identifying where these are specific to a certain group. For instance, young people may not want to speak in front of elders, or women in front of men.

II. Discussion of impediments to speaking (10 minutes)

Facilitator will lead a short discussion about barriers to speaking that have been raised, and provides tips for overcoming them. These should be based on ideas the group has generated.

For instance, if “fear” was identified as an impediment, facilitators should discuss the reasons behind the fear and ways to overcome it, like practice and knowing your audience. The facilitator should ask the group about any consequences – both positive and negative – that could arise as a result of speaking in public.

III. Tips for public speaking (20 minutes)

Facilitator will give participants the following tips on public speaking:

1. Many people experience difficulty in speaking up. You are not alone! However, public speaking does not have to be stressful.

Stress is normal, especially when you are trying to participate in a way you have been taught not to. It may feel wrong or bad to speak at first. This can be overcome with practice and confidence.

2. Your opinion is valid and important.

On many occasions, you will be sharing your opinion about a particular issue or problem in your community, in the group, or in your family. Just like everyone else, your opinion is valid because it is based on your experience. You have something important to add. Believe that when you speak.

3. You do not have to speak perfectly or brilliantly.

It is okay to make mistakes, forget points, or be boring when speaking in public. Your audience does not expect you to be perfect. The goal of speaking in public should be to give your audience something of value, such as a key point or a new fact, not attaining perfection.

4. You should try to make just a few key points.

It is most important to make only one to three main points when you speak. This will help your audience to focus on and remember what you have said, and will make your talk more effective. It will also make speaking less stressful if you know the key points you want to make and stick to them.

5. You should identify what your purpose is before you speak.

Remember that your purpose is not to make everyone approve of you. No matter what you do, it is likely that someone will disagree with you or your argument. Your purpose is to give your audience something of value. This can be a new idea, a key point, or even a new way of thinking.

6. You do not have to live up to your picture of an "ideal" public speaker.

It is best to try to fully be yourself whenever you speak in public. Speak in a way that feels natural in the moment, without trying to emulate anyone else.

7. Two key approaches: humility and humor.

Don't be afraid to be humble and share your own shortcomings if you think it will help make your point. This can make you more believable and create intimacy with your audience. If you are scared to talk, it is okay to acknowledge that fear openly.

Similarly, don't be afraid to make a joke. Making the audience laugh can also create intimacy.

8. It's okay if something goes wrong.

Remember that everything that happens can be used to your advantage. If something goes wrong, it is okay to stop and honestly deal with the situation.

9. Remember that the listeners are usually on your side.

Remember that everything that happens can be used to your advantage. If something goes wrong, it is okay to stop and honestly deal with the situation.

If some people are not paying attention, remember that most people are on your side and leave them alone. You do not need to change or control your listeners.

10. Make eye contact.

If it is appropriate within your community, make eye contact with people in the front, on both sides, and in the back. Eye contact makes people feel like you are speaking directly to them and so they will listen better. If you do not feel comfortable making eye contact, that is fine as well. Hold your head high and feel proud of yourself for speaking up.

11. Hold nothing in your hands.

When you speak, try to hold nothing in your hands that does not relate to your subject. It can be distracting to your audience. If you hold a pen or piece of paper, for example, people will focus on the object in your hands rather than on really listening to you.

Group discussion

The facilitator will ask the group if they have any other public speaking tips to share, and will list these.

IV. Practice Activities (2 hours)

Practice is critically important for ensuring the effectiveness of public speaking training. If there is time, each activity should be done with the whole group, but if time is short the group can be split in two. Facilitators should give short, supportive feedback after each participant takes a turn in each activity. Feedback should focus on the stated goals of the activity and tips discussed above.

Practice Activity 1: Introductions

Goal: Audibility, clarity, and increased comfort in speaking

Instructions: Facilitator should lead the group in re-introducing themselves. This time, each participant will stand, speak loudly enough for everyone to hear, and tell the other participants his or her name, where she or he is from, and one fact about her or his life.

Practice Activity 2: Speaking Techniques

Goal: Audibility, eye contact, use of vocal intonations

Instructions: Each participant will now introduce another member of the group to the group. In addition to the general tips that have already been shared, the facilitator should tell the group that successful public speakers also:

- Speak loudly enough for everyone to hear
- Gesture for emphasis
- Use different vocal intonations
- When appropriate, move about the room

Participants should practice these four skills as they introduce another member of the group.

Practice Activity 3: Imaginary Animals

Goal: Eye contact, clear speech, and confidence

Instructions: Each participant should be asked to quickly make up an imaginary animal, answering the following questions:

- What does it look like (size, teeth, fur, scales, nose, claws, color, tail, etc.)?
- What does it eat? What eats it?
- Where does it live? The forest? The ocean?
- Does it make a sound? If so, what does it sound like?
- What survival characteristics does it have (flies, swims, runs, digs, camouflages, fights, etc.)

Each participant will then present a short report on his or her imaginary animal. Facilitator should emphasize that because these animals are not real, participants should feel confident, as they are the experts on this subject. There is no wrong way to do this!

V. Follow Up

The facilitator should refer to this training often throughout the rest of the sessions. Some ways facilitator can do this:

- Asking that the group members introduce each other during the weekly meetings
- Have participants present summaries of what they have learned each week at the end of the sessions
- Have participants prepare “homework” of short speeches on issues, problems, or topics they have learned.

LOBBYING & ADVOCACY

OBJECTIVE

Participants should leave this session with an understanding of the ways creating a clear lobbying and advocacy plan can help with achieving the group's goals. They should understand how to make a plan to persuade people in power to support their positions, and should have a clear goal and the beginnings of a plan developed.

FORMAT

This three-hour session will begin as a presentation by the facilitator. The facilitator will then have the group work through a lobbying/advocacy plan. Participants will leave with the assignment to continue developing this plan.

I. Discussion of the importance of lobbying and advocacy (10 minutes)

Facilitator should explain the definitions of the terms to the group, using the following notes:

"Lobbying" and "advocacy" can have many different meanings. In this context, they are used to mean persuading people in power, such as government officials or mining company representatives, to support our positions.

Lobbying and advocacy are powerful tools of persuasion. When approached correctly, a lobbying or advocacy campaign can be the best way to change the minds of powerful people or groups.

Facilitator should ask the group if they have ever lobbied or advocated for something from someone in a position of power or authority. If there are any examples, have the participant explain how she or he approached achieving her or his goal.

III. Practice Activities (2.5 hours)

Facilitator should have the group begin to plan a campaign.

First, have the group **identify a problem**. Divide into four groups and have them discuss these questions for 15 minutes:

- What do you think are your issues and concerns that need to be addressed with lobbying and advocacy?
- Why is it important that these issues are addressed?

Reconvene and have each group report on what they discussed. Keep track of these on a chart, and further refine them with the group as a whole. As a group, decide on one of these issues to begin the campaign. You can also refer back to the action points identified by the group in the first week for ideas. For example, the group might want laws around land rights to be better enforced, or they might want better safety equipment.

If there is disagreement, you can continue to discuss or you can have a vote. Remind everyone that this is the beginning of a long process, and that they can always tackle the other problems in new phases of the campaign.

Second, discuss how to **understand the problem**. Start a new page, listing just the problem, and have the group discuss the following questions:

- Who does the problem affect?
- Does it affect different people differently? How does it affect men versus women?
- What causes the problem?
- Who is responsible for addressing the problem?
- What are possible solutions to the problem?
- Is any other group working on solving this problem?
- Which powerful people (government, company, local) can have an effect on this problem?

Make a plan for how to find out the answers to what the group does not know. Next, begin to plan the campaign. Take the group through the following steps.

1. Set the campaign goal. The goal is the desired change. This is a restatement of the problem as a solution.

2. Set campaign objectives. The objectives are the specific way we meet the goal. They say what will be achieved, with whom, how, and when. They usually specify numbers and timelines. Objectives should be SMART: **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound.

3. Do a short stakeholder mapping. Have the group identify anyone or any group that might be involved with the problem. List them, and then define them as allies (helpers), neutral, or opponents. For instance, another NGO working in the area might be a potential ally. It's okay if there are not many of these. If possible, also discuss how much influence these people or groups have.

4. Set the target. The target is the person or people who has the most power to do something about the problem. These will probably be people identified in the stakeholder mapping. Be as specific as possible. It is okay to have multiple targets. If you do, rank them as primary (most important) and secondary. Note that this may be something that requires further research. If the targets or stakeholders are unknown, discuss how to find out the information the group needs.

5. Identify advocacy actions. Help the group think about what steps they can take to influence the targets. They should think broadly, but practically. Once they have brainstormed a list, discuss which actions will be practical for the group to carry out. Some ideas:

- In-person meetings and dialogues
- Phone calls
- Speeches, especially televised or on the radio
- Trainings or workshops
- Press releases or interviews with the newspaper
- Dramas or skits
- Songs
- Court cases
- Online presence: social media, website
- Mass actions (e.g. strikes, protests)

IV. Conclusion and plan for follow up

The facilitator should recap the group's discussion, emphasizing where they agreed further research was needed.

The group should decide how to follow up on these points, and when to finalize their action plan and begin implementation.

The facilitator should follow up on their plans in later sessions.

INTRODUCTION

Through the creation and sharing of dramatic performances, participants learn to identify priorities, issues, experiences, and methods for understanding and changing land tenure rights. During this training, they'll learn to develop meaningful communications for their target audiences at different community levels.

PURPOSE

To increase community awareness on women's land rights, while empowering women to articulate and present their issues to their communities.

OBJECTIVES

- To create an avenue for the groups to think, reflect and identify women's land rights issues that suit their local context to broaden community sensitization on the issues
- To expand group's knowledge and understanding of women's land rights for their own benefit, as well as the benefit of their families and communities
- To strengthen their skills of performing drama in their own communities to raise people's awareness on women's land rights
- To develop women's self-confidence in speaking about their land rights issues within their household, families and communities

CONTENT

Drama training will cover key practical areas where women's land rights are being challenged, ignored and violated, and measures to address those challenges. Following the drama, these ideas (extracted from customary rules and the formal legal framework) will guide the discussion with the entire community during the outreach.

The drama will generate and present two story lines:

I. Story A: Insecure Land Rights

Household/Family/homestead/community/society where women's land rights are not respected and protected.

II. Story B: Secure Land Rights

Household/Family/homestead/community/society where women's land rights are highly valued, respected and protected

These two story lines (stones) are developed on the premise that providing two scenarios for comparison it will serve as a clear basis for the community it to think, reflect, discuss and select the situation they prefer.

III. Summary of Content

The drama will be formulated in a way that shows insecure land tenure problem, and move ahead to demonstrate the key measures to address those problems.

The play will be centered at raising feelings, attitudes and concerns on the structured problems or issues portrayed in the drama.

The purpose of this is to raise fundamental questions to individuals' minds to think, reflect and ask him/herself:

- What rights do women have on land?
- How is it protected?
- What challenges do women have in utilizing those rights?
- Who are the key perpetrators challenging women's land rights?
- What should be done to address these challenges?
- What support do women need in order to improve their land tenure security?

The clarification of the above question will therefore help to address negative attitudes and mindsets of individuals towards women land rights and provide a platform for community transformation.

Though the drama will be formulated based on women's land rights situation in general, much attention will be paid to the key categories of women who are especially vulnerable, namely:

- Widows
- Divorced women
- Unmarried girls
- Widows inherited by non-clan members
- Widows who refused to be inherited by clan members

CURRICULUM: DRAMA TRAINING**TARGET GROUP**

Drama training will target 25 pilot participants in 10 parishes from each sub-County. The facilitator will be able to train groups in their respective weekly groups. 4 hours of training will be conducted, and CBFs will rehearse with their groups following the training.

TIME FRAME

Two groups will be covered per day, and a total of 5 days will be taken to reach 10 groups.

VENUE

The training will be conducted at every group's regular weekly meeting venue.

FACILITATOR

A well trained facilitator with knowledge and experiences in drama formulation will be hired and he/she will be supported by a CBF allocated for each particular group to develop (in collaboration with the pilot participants) a drama theme that fits the local context, and train them to perform during community sensitization.

LANGUAGE

The training will be conducted in the local language.

METHODOLOGY

Drama training will adopt a variety of methods, including Discussions, Demonstration, and Role Play

EXPECTED BENEFITS

At the end of the training, each drama group will be able to:

- Learn and have a reflection on women's land rights situation in their own family, household, homestead and the community
- Practice what they have learnt to expand their understanding on the women's land rights for their own, family and community benefit
- Relate issues addressed in the drama training with their own situation to make meaningful decisions on how to improve their land tenure security
- Generate discussions and dramatizations of additional land related issues which affect women and how they can be developed to create community awareness on women's land rights

CURRICULUM: DRAMA TRAINING

- Perform drama at their own community level to raise community awareness on women's land rights
- Develop self-confidence in speaking about women's land rights issues within their household, families and their communities

DRAMA TRAINING SCHEDULE

TIMEFRAME	CONTENT
Morning Session 9:00am - 9:10am Evening Session 2:20pm - 2:30pm	Session 1: Introduction <ul style="list-style-type: none"> • Self-introductions • Explain the purpose of drama training
Morning Session 9:10am - 9:25am Evening Session 2:30pm - 2:45pm	Session 2: Introduction of drama concept <ul style="list-style-type: none"> • Definition of drama • Determinants of a good drama performance
Morning Session 9:25am - 9:55am Evening Session 2:45pm - 3:15pm	Session 3: Formulation of drama story along the theme <ul style="list-style-type: none"> • Generation of women's land rights contextual issues • Translation of the issues into scenes • Selection and allocation of key actors (category) to the scenes
Morning Session 9:55am - 12:30pm Evening Session 3:15pm - 5:10pm	Session 4: Drama actual play Rehearsal
Morning Session 12:30pm - 12:40pm Evening Session 5:10pm - 5:20pm	Session 5: Closure Conclude and encourage the participants to practice and generate more ideas for sensitization

INTRODUCTION

This training focuses on empowering participants to mediate conflicts within their groups and their communities. The training is interactive, and participants should be encouraged to take an active part in the discussion and group activities.

Time: One three-hour session

Format: Lecture and discussion

Goal: Participants will learn how to mediate conflicts, inside and outside their group.

I. CONFLICT (30 MINUTES)

- Conflict is the opposition of persons or forces that gives rise to some tension. Usually, conflict is behavior intended to keep another person or group from its goal.
- Conflict is a natural consequence of human interaction, and is not always bad.

Five Main Disputes

- Data disputes, which are created by a lack of information or by incomplete or false information.
- Value disputes, which come from a clash of ideas, beliefs, and belief systems.
- Behavioral disputes, caused by clashes in habits or personalities.
- Structural disputes, usually between or with institutions and bureaucracies.
- Relationship disputes, in special relationships, e.g. parent and child or husband and wife.

Group Discussion. Have the group think of disputes in each of these categories. Which are the most common disputes in this area?

Five Responses to Conflict

- **Avoiding.** Pretending the conflict doesn't exist, including being unassertive and uncooperative.
- **Accommodating.** Giving the other side everything they want.
- **Controlling.** Trying to win the conflict, and giving no cooperation to the other side.
- **Compromising.** Seeking a middle ground.
- **Collaborating.** This is both assertive and cooperative, and involves maintaining interpersonal relationships and ensuring that both parties to the conflict achieve their personal goals. The parties work together to realize the maximization of their interests to the greatest extent possible.

- Note that all of these responses can make sense, depending on the conflict. There is not necessarily one correct response.

II. CONFLICT ANALYSIS AND MANAGEMENT (1 HOUR)

Explain that when they are in a conflict or are asked to resolve one they should examine the conflict according to the **five categories**. Ask:

- Which category does it fall into?
- Is the conflict real or perceived?
- If perceived, how can the perception be corrected?
- If real, how can it be resolved?
- What style is the best approach?

Group Activity. Ask for a volunteer to describe a recent conflict, preferably over land or minerals. Have him or her describe the conflict in detail. As a group, go through the steps of analyzing the conflict, and decide on the best approach for resolution.

Negotiation. To negotiate is to communicate or confer with another so as to arrive at a settlement of some sort. People are always negotiating, whether they are aware of it or not. There are three main styles of negotiating:

- **Cooperative**, where participants are friends, trust each other, and aim to agree.
- **Adversarial**, where participants are opponents, are trying to win, and distrust each other.
- **Problem solving**, where participants are trying to come to an efficient, wise, amicable outcome. This approach separates the people from the problem, and so can proceed independent of trust.

Group Activity. Ask for a volunteer to describe a time he or she was involved in a negotiation. What style was used? What was the outcome?

Interest-based negotiation (problem solving).

This is the best way to negotiate. It involves four principles:

- Separate the people from the problem.
- Focus on interest, not positions.
 - This means looking at what each party really wants and needs c) Invent options for mutual gain.
 - Look for inventive answers, that may involve more than one resolution.
 - Look for different experts, and think of arguments based on different strengths.
 - Look for mutual gain.
- Insist that the resolution be based on some objective criteria.
 - This can be something like fair standards, like precedent, market value, or scientific judgment.
 - It also involves fair procedures. For example, dividing cake by having one person cut and the other person choose the first piece.

Tips for Negotiating

- Put yourself in the other side's shoes.
- Don't blame the other side for your problem.
- Look for an opportunity to act inconsistently with the other side's negative perceptions of you.
- Acknowledge emotions when they arise, but don't react to outbursts.

III. THE MEDIATION PROCESS (1.5 HOURS)

Mediation principles. If you are asked to mediate a dispute, you should adhere to some best practices:

- **Timeliness:** The dispute should have reached a point where the participants can make no further progress by themselves, but want to reach resolution.
- **Representation:** All parties involved must be present or have someone present who is empowered to make decisions or reach agreement on their behalf.
- **Lawful.** Solutions can only be reached that are within the law.

- **Sincerity.** Parties must enter into the process in good faith. Since this is just mediation, no one can be compelled to listen to the decision, so everyone must really want to come to an agreement.
- **Voluntariness.** Parties must come of their own free will.
- **Neutral territory.** The mediator must be neutral, and it is best if the mediation happens in a neutral location.
- **Confidentiality,** privacy, and discretion of mediator.

The Process

- **Introductions.** Everyone should know who everyone else is that is in attendance.
- **Ensure all parties are present.**
- **Open meeting.** Give each party the opportunity to tell their story, uninterrupted and as they see it. During this process, of course, it is probable that other parties will want to butt in and take issue with specific facts, perceptions or statements that are being made. They must wait until this part is over. It is essential during this process that the mediator keeps firm control over the participants and is prepared to enforce basic courtesies.
- **Private caucusing.** The mediator has private, confidential, closed meetings with each party to find out their assessment of the dispute and their hopes for a solution.
- **Repeat the two steps above:** Open meeting, caucusing, etc., as long as progress is being made.
- **Exploration of possible outcomes.** As the discussion goes on, parties should begin to explore outcomes. The mediator should referee and not intervene unless an impasse is reached, in which case the mediator should assist in the actual identification of possible solutions.
- **Negotiation to agreement.** Parties should incrementally work towards an agreement.
- **Finality.** Agreement is reached, and parties abide by it.

Group Activity. Have a volunteer describe, in detail, a dispute. Divide into groups of three and practice a mediation, with one person as mediator and the other two as the disputants. Switch roles if time allows.

Alternatively, have three people act out the dispute and its resolution, while the group watches. Then discuss what went well and what could be improved.

INTRODUCTION

Community-based Facilitators (CBFs) should write a monthly report for each group. Appended to the report should be meeting minutes. Reports need not follow the same format each time, but should include at least the following items, in as much detail as feasible.

Project Name:

Report Author:

Reporting Period:

Date of Submission:

REPORT CONTENTS

- Key successes during the month
- Difficulties or challenges and any actions taken
- Issues raised by the group for discussion or support
- Issues raised by individuals for discussion or support
- Engagement with other institutions or individuals
- Any issues that should be highlighted
- Notes on the experience of facilitating the group
- Notes on process that was followed
- Notes on anything that is arising from group meeting minutes, activity reports, and/or follow-up journals
- Notes on decisions made by the primary implementing partner on various aspects of project implementation
- Specify any issues that project management should pay close attention to
- Weekly group meeting minutes

TEMPLATE: ACTION POINTS FOR GROUPS - CO-CREATING SOLUTIONS

INTRODUCTION

This activity should follow the needs assessment and the baseline, and begins with validating those findings with the groups. Facilitators should work with the group to identify or validate problems and aspirations, ask for confirmation, amendment, or addition to that list, and work together to identify action points. It may be helpful to use large sheets of paper to do this. Be sure to record the action points, as they will form the basis for ongoing engagement.

Here is a blank version of the template, followed by an example of action points from the project in Uganda.

	Identified Problem	Perpetrator / Challenge	Action Points
1			
2			
3			
4			
5			

	Aspirations	Challenges	Proposed Actions
1			
2			
3			
4			
5			

SAMPLE: ACTION POINTS FOR GROUPS - CO-CREATING SOLUTIONS

Example Action Points - SWW Karamoja

	Identified Problem	Perpetrator / Challenge	Action Points
1	Land grabbing and encroachment	<ul style="list-style-type: none"> • Investors • Wildlife authority • NEEMA • Businessmen/ middlemen • Men (take garden/sell gardens) • Men (grab from widows) 	<ul style="list-style-type: none"> • Survey land • Laws about wildlife • Training community about land laws • Training about rights • Demarcate land for clan-to know who has rights to which pieces of land
2	Lack of knowledge of tenure, tenure system, inclusion of women	<ul style="list-style-type: none"> • No one to educate on how to handle land/minerals • No education 	<ul style="list-style-type: none"> • Training community on tenure system • Learn about government lawyers in charge of land and minerals/connect to the lawyers • Educating children about tenure system • Exchange visits, even within Uganda • Be in a class with the people with Katikele • Can teach community
3	Lack of knowledge of mining business	<ul style="list-style-type: none"> • No knowledge • No training • No education • Drought • Lack of funds 	<ul style="list-style-type: none"> • Training on business skills (shop, how to brew)- how to invest money in other activities • Training on how to measure gold • Assistance to become gold dealers (from Kenya) • Weighing scale • Mining tools • Training on mining license/help getting one • Metal detector
4	Lack of money management skills	<ul style="list-style-type: none"> • Alcohol/drinking 	<ul style="list-style-type: none"> • Training on financial management • Training on saving and spending money • Sensitize community on alcohol use

SAMPLE: ACTION POINTS FOR GROUPS - CO-CREATING SOLUTIONS

Example Action Points - SWW Karamoja

	Identified Problem	Perpetrator / Challenge	Action Points
5	Lack of entrepreneurship skills	<ul style="list-style-type: none"> No knowledge 	<ul style="list-style-type: none"> More training on entrepreneurship (assessing what you've sold, profit/loss, assessing what's going well and what's not) How to decide on a new income generating activity Training on how to change lives (start dealing)
6	Illiteracy / innumeracy (only 5 can read)	<ul style="list-style-type: none"> Parents (did not send to school) Girls were for home, boys were for cattle rearing Ignorance of parents 	<ul style="list-style-type: none"> Functional literacy Functional numeracy
7	Lack of connection to government	<ul style="list-style-type: none"> Government knows laws but doesn't come to grassroots Can't go alone to offices Government says land belongs to people, minerals belong to government 	<ul style="list-style-type: none"> Meetings with government Training on responsible offices of government Have government come to this area
8	Lack of mining safety	<ul style="list-style-type: none"> Lack of funds to buy gear Lack of knowledge on how to use safety gear Safety gear not available in Moroto 	<ul style="list-style-type: none"> Price negotiation (to get higher prices for gold) Training on becoming gold dealers (can provide safety gear) Training on how to use safety gear Assistance traveling to get safety gear

SAMPLE: ACTION POINTS FOR GROUPS - CO-CREATING SOLUTIONS

Example Action Points - SWW Karamoja

	Identified Problem	Perpetrator / Challenge	Action Points
9	Conflicts (between men and women, between miners, etc.)	<ul style="list-style-type: none"> • Drunk people • Land conflict- between them and investors • Ourselves 	<ul style="list-style-type: none"> • Investors come meet with community, agree on which land is for the community • Training on conflict resolution • Training for elders on conflict resolution • Set rules and regulations for resolving conflicts within the association • Training on how to obtain a land title • Training on how to sell land (involve clan, family, etc.)
10	No compensation from investors	<ul style="list-style-type: none"> • Investors • Don't fulfill promises 	<ul style="list-style-type: none"> • Training on social responsibility of investors • Negotiation/public speaking training
11	Lack of water	<ul style="list-style-type: none"> • Lack of rain • Water table low • No boreholes 	<ul style="list-style-type: none"> • Reservoirs • Boreholes • Generator, solar, windmill • Tap water • Training on how to bring rain (planting trees?)

SAMPLE: ACTION POINTS FOR GROUPS - CO-CREATING SOLUTIONS

Example Action Points - SWW Karamoja

	Aspirations	Challenges	Proposed Actions
1	Licenses (mineral, dealer's, location)	<ul style="list-style-type: none"> • Funds • Long procedure • Poor education • Don't know which license to go for 	<ul style="list-style-type: none"> • Money • Training on types of licenses and how to get them • Link association with person in charge of licenses
2	Register association at district level	<ul style="list-style-type: none"> • Funds • Procedure 	<ul style="list-style-type: none"> • Training on how to register at the district • Take group to district to help them register
3	Management training	<ul style="list-style-type: none"> • Members are not aware of how to manage the association 	<ul style="list-style-type: none"> • Training on management • Conflict training
4	Environmental restoration	<ul style="list-style-type: none"> • No education • Don't know where to get seedlings • Pits are too deep for humans to fill without machines 	<ul style="list-style-type: none"> • Training on the environment • Training on accessing machinery and inputs

INTRODUCTION

This template should be used by CBFs to track land issues that arise during the intervention and note the process through which they were resolved. Ideally, CBFs should complete on a monthly basis.

Project Name: _____

Name of CBF: _____

Location: _____

Month: _____

Case Number	Name(s) and location(s) of beneficiaries	How was it resolved? (mediation, negotiation, etc.)	Who helped resolve the matter?	What techniques were used?	Are there outstanding land cases? If so, provide details.
1					
2					
3					
4					
5					
6					
7					

TEMPLATE: LIST OF STAKEHOLDERS

INTRODUCTION

This template should be used by CBFs to record and keep track of any stakeholders that may influence the project. This can be used in concert with the Stakeholder Analysis Template.

Project Name: _____

Name of CBF: _____

Location: _____

I. PROJECT PARTICIPANT DIRECTORY

Stakeholder Number	Participant Name	Clan Name	Role or Title	Location	Contact Info
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

II. INFLUENTIAL CUSTOMARY STRUCTURES

This should be filled out for each of the project participants listed in the directory.

Stakeholder Number	Name	Role or Title	Area of Responsibility	Location	Contact Info
1					
2					
3					
4					
5					
6					

III. STATUTORY STRUCTURES

This should be filled out for each of the project participants listed in the directory.

Stakeholder Number	Name	Role or Title	Area of Responsibility	Location	Contact Info
1					
2					
3					
4					
5					
6					

INTRODUCTION

Education and engagement are key components of any intervention. One method for educating the community is through radio messages. Here is a sample of a radio announcement created for the project in Uganda.

I. SPOT MESSAGE (ENGLISH VERSION)

Recognition of women's land rights

Families, clans and communities of Northern Uganda, women's land rights are a woman's entitlement to enjoy land access, control, and ownership. The Universal Declaration of Human Rights (UDHR) provides equity for all, irrespective of sex, age, classes, tribe, etc. You and I can make the society better with support to women's land rights. We should know that violation of women land rights is against the statutory and customary laws. Article two of the Constitution of Uganda 1995 says "any customary law which is against the rights of vulnerable groups (women, orphans and disabled person) is null and void." However, the Acholi PPRR also appreciates the rights of women to land. Therefore, any practices or individual misconceptions that abuse or deny women's land rights shall be handled in accordance with the state and customary laws. Please let's transform our future generations through recognizing protecting and promoting women's land rights.

II. SPOT MESSAGE (LUO VERSION)

Small acting

Huuuu... wan mon to pwod dong watye ki can ya, cwara oto calo oto wa ki ngom ducu. omegi ne otyeko kwanyo ngom ki bota kun giwaco ni an pe abino ki ngom ki gang wa. Dong pe angeyo kit ma omyero akwo kwede. Wu jal iloko lok ada, pe mon too kiken, peko eni bene tye bot; meg anyira, wayo ma odwogo gang ki anyira ma pe kinyomo gi... omego me remo ki nyerami kong otam ba...

Lutwa; dano ducu tye ki twero marom aroma dok dako ki laco twero gi ikit me tic ki ngom tye marom. Omyero wange ni, dako romo bedo agonya kace twero ne ikom ngom kiworo, kiketo itic dok bene kingeyo maber iodi, paci, bot lutela ki bot lwak ducu me kabedo moni. Pen cik me Uganda kwero tim ki cik tekwaro mo kiken ma pe cwako twero pa mon ki jo mogo ma kero gi nok. Cik tekwaro wa bene cwako twero pa mon ikom ngom kamaleng. Dong; bulu, wegi odi, lutela te-kwaro, lutela pa gamente kacel ki lwak ducu me kumalo me Uganda, Watoro cing wa kacel, kacwako, gwoko, woro ki poko ngec malupe ki twero pa mon ikom ngom wek waroco anyim dok wakelo aloka loka ikwo pa lupaco wa.

INTRODUCTION

Groups should be taught to take their own minutes in group notebooks, where possible. However, facilitators should also be taking minutes in their own notebooks to ensure an accurate record is kept. After the meeting, facilitators should fill out the Emerging Issues table to keep their supervisors apprised of any issues and for ease of follow up.

Record the following information:

- Group Name
- Meeting Location
- Meeting Date
- Meeting Facilitator
- Agenda of the Meeting
- Minutes

Notes on the minutes: Meetings should be conducted in the order of the agenda items, and notes should be recorded on each agenda item. Minutes should not mention names of meeting participants but should focus on what happened in the meeting (for instance, questions asked, topics covered in the training, what members agreed or disagreed on, etc.). Minutes should be short and succinct.

EMERGING ISSUES

Challenge	Action	Date for Action	Person Responsible	Requires External Support? Who?

INTRODUCTION

As part of a robust Monitoring and Evaluation plan, group participants may be asked to keep journals where feasible. Journals may be kept by participants, but will more likely be notes on short interviews the facilitator will hold with selected participants. These should be kept in a separate notebook just for journals.

Record the following information:

- **Group Name.**
- **Number of participants.** Code each participant so no name is written on journal.
- **Follow-up location and date.** If there is a consultation visit with the facilitator.
- **Journal entry.** This will include relevant matters discussed in as much detail as possible; it's important to record direct experiences of the participants. This information should form a narration of events, which will ultimately form a story.

Include the issue and the following information:

- What options were considered?
- What options were followed and what was the result?
- What was the resolution?

INTRODUCTION

As part of a Monitoring and Evaluation plan, ideal implementation of the Starting With Women approach will include conducting an end of project survey with both project participants and a control group. All project participants should be interviewed, and a robust sampling method should be used to ensure validity of the control group. Below is a sample survey, although questions should be tailored to the particular project context.

INFORMED CONSENT

Instructions for interviewer

Before beginning the interview, it is necessary to introduce the prospective respondent to the survey and obtain their consent to participate. Make it clear to them that their participation in the survey is voluntary. Please read the following statement in the language of the interview:

CONSENT

Thank you for the opportunity to speak with you. My name is _____. I am working with (name of organization)_____.

We are conducting a survey aimed at understanding land and resource tenure in your area. This information will help us understand the current state of land rights and resource rights in this area, and will be used to improve scholarly and practical knowledge.

Your participation in this interview is entirely voluntary. During the interview, you can choose to stop at any time or to skip any questions you do not want to answer. We will make a record of your responses on the questionnaire but you and the responses you give will appear anonymously, meaning we will not use your real name when we use the information. Your answers will be completely confidential; we will not share information that identifies you with anyone.

The questions we have will take approximately 45 minutes to 1.5 hours to complete. After we collect all the information we will use the data to make a report about land and resource rights in this area.

Do you have any questions about the study or what I have said?

Note to Interviewer

If the respondent has any question proceed as follows: record the question, don't attempt to answer the question (especially if it is of a technical nature), and bring the question to the attention of your field supervisor. If the respondent doesn't have any questions then say:

If in the future you have any questions regarding study and the interview, or concerns or complaints we encourage you to contact us at (phone number)_____.

We will leave one copy of this form for you so that you will have record of this contact information and about the study.

Interviewer, please ask the participant if they consent to the study (check one box):

Participant	Witness
Yes _____ No _____	Yes _____ No _____

I _____, the enumerator responsible for the interview taking place on _____ certify that I have read the above statement to the participant and they have consented to the interview. I pledge to conduct this interview as indicated on instructions and inform my supervisor of any problems encountered during the interview process.

Signature of Interviewer: _____

END OF PROJECT SURVEY

Survey Identification Number:
Name of Interviewer:
Name of Supervisor:
Name of the Respondent:
Date of Interview:
Location of Interview:

I. Demographics - Participant Descriptors

No.	Question	Answer(s) / Guidance	Codes
1	Observed sex of the respondent	Male Female	
2	Has your marital status changed since you joined the project?	<ul style="list-style-type: none"> Yes No (skip to next section) 	
3	If yes, what has changed?	<ul style="list-style-type: none"> Got married Got divorced/separated Started cohabiting (skip to next section) Was widowed 	
4	If you got married, did you get a document to show that you have gotten married?	<ul style="list-style-type: none"> Yes - Marriage certificate Yes - Bride price receipt/letter Yes - Other: No 	
5	If widowed, divorced, or separated, are you currently staying on the land you were staying on before this happened?	<ul style="list-style-type: none"> Yes No 	

II. Access to Land

No.	Question	Answer(s) / Guidance	Codes
6	About how much land do you currently have access to?	Enter size of land in acres: _____	
7	How much land were you able to access at the beginning of the project?	Enter size of land in acres: _____	
8	If there is a difference, why do you think that is?		
9	Are you able to use all the land that you have access to currently?	<ul style="list-style-type: none"> • Yes (skip to question 12) • No 	
10	If NO , are you facing any problems because of your inability to use all the land?	<ul style="list-style-type: none"> • Yes • No (skip to question 12) 	
11	If YES , what problems are you facing?		
12	Do you need access to additional land?	<ul style="list-style-type: none"> • Yes • No (skip to next section) 	
13	Have you been able to access the additional land you needed?	<ul style="list-style-type: none"> • Yes • No (skip to question 18) 	
14	How have you gained access to this additional land?	<ul style="list-style-type: none"> • Granted/given by family • Purchased/bought • Borrows • Rents • Share cropping 	
15	What has been the source of this additional land?	<ul style="list-style-type: none"> • Family • Non family source 	

No.	Question	Answer(s) / Guidance	Codes
16	Did you gain access to additional land as an individual or jointly?	<ul style="list-style-type: none"> • Individual • Jointly with my children • Jointly with husband • Jointly with others 	
17	What proof were you given on gaining access to the additional land?	<ul style="list-style-type: none"> • Purchase agreement • Letter/ written consent/ decision of elders or court • Boundary markers were planted • Other (specify): <p>(skip to next section)</p>	
18	Why have you been unable to access additional land despite being in need of it? (Circle all that apply)	<ul style="list-style-type: none"> • Family has little land • Am discriminated against • I have been unable to negotiate for more • I have no/limited rights • I don't have money to get more land • Not in need of additional land • Other (specify): 	

III. Rights to Land Which They Can Already Access

When answering, think of all the plots your household can access. Are you now able to ...

No.	Question	Answer(s) / Guidance	Codes
19	Make decisions concerning use of land in your household?	Yes _____. No _____	
20	Have an effective influence on decisions concerning use of land in your household?	Yes _____. No _____	

TEMPLATE: END OF PROJECT SURVEY

No.	Question	Answer(s) / Guidance	Codes
21	Make decisions concerning use of land in your household?	Yes _____. No _____	
22	Have an effective influence on decisions concerning use of land in your household?	Yes _____. No _____	
23	Make decisions concerning rent of land in your household?	Yes _____. No _____	
24	Have an effective influence on decisions concerning rent of land in your household?	Yes _____. No _____	
25	Make decisions concerning use of land as collateral in your household?	Yes _____. No _____	
26	Have an effective influence on decisions concerning use of land as collateral in your household?	Yes _____. No _____	
27	Make decisions concerning sale of land in your household?	Yes _____. No _____	
28	Have an effective Influence on decisions concerning sale of land in your household?	Yes _____. No _____	
29	Make decisions concerning inheritance of land in your household?	Yes _____. No _____	
30	Have an effective influence on decisions concerning inheritance of land in your household?	Yes _____. No _____	

IV. Legitimacy of Land Rights

The subsequent questions seek to establish whether your land rights are recognized by people around you since you got involved with the project. The questions concern land that you currently have access to. Since you joined the project ...

No.	Question	Answer(s) / Guidance	Codes
31	<i>(For those who are married/partnered)</i> Does your partner recognize that you have rights to land that your household has access to?	Yes _____. No _____	
32	<i>(For those who are married/partnered)</i> Does your partner's family recognize that you have rights to land that your household has access to?	Yes _____. No _____	
33	<i>(For those who are married/partnered)</i> Do your partner's clan leaders recognize that you have rights to land that your household has access to?	Yes _____. No _____	
34	<i>(For those with children)</i> Do your children recognize that you have rights to land that your household has access to?	Yes _____. No _____	
35	Does your birth/natal family recognize that you have rights to land that your household has access to?	Yes _____. No _____	
36	Does the community in which you currently live recognize that you have rights to land that your household has access to?	Yes _____. No _____	
37	Do community leaders in the community in which you live recognize that you have rights to land that your household has access to?	Yes _____. No _____	

V. Vulnerability of Land Rights to Changes in Social Status

The subsequent questions seek to establish whether changes in your household, community, and your life have had an effect on your rights to land. The questions concern land that you currently have access to since you joined the project ...

No.	Question	Answer(s) / Guidance	Codes
38	Has anyone made eviction threats to you or to a member of your household over the land you currently access?	Yes _____. No _____	
39	Have you or a member of your household had to pay anyone any money to avoid being evicted from the land you currently use?	Yes _____. No _____	
40	Do you think that your household will continue to have the same level of access and control over these plots of land in 5 years to come?	Yes _____. No _____	
41	Do you think you would lose access to any land if you had a disagreement with/within your household?	Yes _____. No _____	
42	Do you think you would lose access to any land if you or someone in your household could not pay back a debt?	Yes _____. No _____	
43	Do you think you would lose access to any land if you or someone in your household became very sick?	Yes _____. No _____	
44	Do you think you would lose access to any land if your husband divorced/abandoned you?	Yes _____. No _____	
45	Do you think you would lose access to any land if your husband married another wife?	Yes _____. No _____	

TEMPLATE: END OF PROJECT SURVEY

No.	Question	Answer(s) / Guidance	Codes
46	Do you think you would lose access to any land if your husband died?	Yes _____. No _____	
47	Do you think you would lose access to any land if you moved residence?	Yes _____. No _____	
48	Do you think you would lose access to any land if the leadership of your community changed?	Yes _____. No _____	
49	Do you think you would lose access to any land if your clan leaders changed?	Yes _____. No _____	
50	Do you think you would lose access to any land if the leaders of your husband's clan changed?	Yes _____. No _____	
51	Do you think you would lose access to any land if your father died?	Yes _____. No _____	
52	Do you think your household will continue to have the same level of access and control over these plots of land in 5 years?	<p><i>My household will likely...</i></p> <ul style="list-style-type: none"> • <i>Lose all access and control</i> • <i>Have less access and control</i> • <i>Have same access and control</i> • <i>Have more access and control</i> 	

TEMPLATE: END OF PROJECT SURVEY

No.	Question	Answer(s) / Guidance	Codes
53	<p>What could make your household lose access or control over these plots?</p> <p>(Circle all that apply)</p>	<ul style="list-style-type: none"> • Eviction by government • Eviction by landlord • Eviction by extended family/clan • Economic hardship that will lead to land sale • Not certain, some emergency or situation could arise • My household will not lose access or control • Other (specify): 	
54	<p>Do you think that YOU will continue to have the same level of access and control over these plots of land in 5 years?</p>	<p>I will likely...</p> <ul style="list-style-type: none"> • Lose all access and control • Have less access and control • Have same access and control • Have more access and control 	
55	<p>What could make YOU lose access or control over these plots?</p> <p>(Circle all that apply)</p>	<ul style="list-style-type: none"> • Eviction by government • Eviction by landlord • Eviction by extended family/clan • Economic hardship that will lead to land sale • Not certain, some emergency or situation could arise • My household will not lose access or control • Other (specify): 	

TEMPLATE: END OF PROJECT SURVEY

No.	Question	Answer(s) / Guidance	Codes
56	How likely are YOU to lose access to these plots if you have a disagreement within your household?	<ul style="list-style-type: none"> • Very likely • Likely • Unlikely • Very unlikely • Not applicable (please explain): 	
57	How likely are YOU to lose access to these plots if you or someone in your household could not pay back a debt?	<ul style="list-style-type: none"> • Very likely • Likely • Unlikely • Very unlikely • Not applicable (please explain): 	
58	How likely are YOU to lose access to these plots if someone in your household became very sick?	<ul style="list-style-type: none"> • Very likely • Likely • Unlikely • Very unlikely • Not applicable (please explain): 	
59	How likely are YOU to lose access to these plots if your husband divorced/abandoned you?	<ul style="list-style-type: none"> • Very likely • Likely • Unlikely • Very unlikely • Not applicable (please explain): 	
60	How likely are YOU to lose access to these plots if your husband married another wife?	<ul style="list-style-type: none"> • Very likely • Likely • Unlikely • Very unlikely • Not applicable (please explain): 	

TEMPLATE: END OF PROJECT SURVEY

No.	Question	Answer(s) / Guidance	Codes
61	How likely are YOU to lose access to these plots if your husband died?	<ul style="list-style-type: none"> • Very likely • Likely • Unlikely • Very unlikely • Not applicable (please explain): 	
62	How likely are YOU to lose access to these plots if you were to move place of residency?	<ul style="list-style-type: none"> • Very likely • Likely • Unlikely • Very unlikely • Not applicable (please explain): 	
63	How likely are YOU to lose access to these plots if the leadership of your community were to change?	<ul style="list-style-type: none"> • Very likely • Likely • Unlikely • Very unlikely • Not applicable (please explain): 	
64	How likely are YOU to lose access to these plots if your clan leaders were to change?	<ul style="list-style-type: none"> • Very likely • Likely • Unlikely • Very unlikely • Not applicable (please explain): 	
65	How likely are YOU to lose access to these plots if the leaders of your husband's clan were to change?	<ul style="list-style-type: none"> • Very likely • Likely • Unlikely • Very unlikely • Not applicable (please explain): 	

TEMPLATE: END OF PROJECT SURVEY

No.	Question	Answer(s) / Guidance	Codes
66	How likely are YOU to lose access to these plots if your father died?	<ul style="list-style-type: none"> • Very likely • Likely • Unlikely • Very unlikely • Not applicable (please explain): 	

VI. Guarantee of Fixed Term Rights

No.	Question	Answer(s) / Guidance	Codes
67	Did you want to rent land since the project started?	<ul style="list-style-type: none"> • Yes • No (skip to question 75) 	
68	Have you been able to actually rent land since you joined the project?	<ul style="list-style-type: none"> • Yes • No (skip to question 74) 	
69	How much land have you rented in?	Enter land size in acres: _____	
70	How did you pay for the land you rented?	<ul style="list-style-type: none"> • Cash • Shared some of the crop harvested • Paid using a chicken, goat • Others (specify): 	
71	If cash, how much did you/ have you paid for the land?	Enter monetary amount: _____	
72	For what duration have you rented the land?	Enter duration in months: _____	
73	Did you enter into a written rental agreement?	<ul style="list-style-type: none"> • Yes • No (skip to question 75) 	

TEMPLATE: END OF PROJECT SURVEY

No.	Question	Answer(s) / Guidance	Codes
74	Why have you been unable to rent land?		
75	Did you want to borrow land since the project started?	<ul style="list-style-type: none"> • Yes • No (skip to next section) 	
76	Have you been able to borrow any land since you joined the project?	<ul style="list-style-type: none"> • Yes • No (skip to question 81) 	
77	How much land have you borrowed?	Enter land size in acres: _____	
78	What did you give in exchange for the land you borrowed?	<ul style="list-style-type: none"> • Nothing • Shared some of the crop harvested • Sharecropped • Others (specify): 	
79	For what duration have you borrowed the land?	Enter duration in months: _____	
80	Did you enter into a written borrowing agreement?	<ul style="list-style-type: none"> • Yes • No (skip to next section) 	
81	Why have you been unable to borrow land?		

VII. Enforceability of Land Rights

No.	Question	Answer(s) / Guidance	Codes
82	If your land rights were challenged or needed to be proven/asserted for some reason, do you now know where you should go to get help or present your matter?	Yes _____. No _____	
83	If yes, where would you go?		
84	Can you now access options, offices, institutions, or individuals in your community that can help with land rights clarification when need arises?	Yes _____. No _____	
85	If yes, where would you go?		
86	Have you personally been to any office, institution, or individual in your community seeking their attention to a land rights matter concerning you?	<ul style="list-style-type: none"> • Yes • No (skip to question 89) 	
87	Did you need assistance in order to put forward this claim/case?	Yes _____. No _____	
88	If yes, did you receive the assistance you needed?	Yes _____. No _____	
89	How do you rate your confidence when it came to personally presenting claims and matters relating to your land rights to the various options?	<ul style="list-style-type: none"> • Strong • Weak 	
90	If weak, why?		

No.	Question	Answer(s) / Guidance	Codes
91	Do you believe that your case / claims were/ will be treated fairly and receive equal attention as any other made?	Yes _____. No _____	
92	Do you have confidence that if there was a decision in your favor, it would be followed through and implemented?	Yes _____. No _____	
93	Given the period over which you have participated in the project, what would you say about your overall land rights situation?	<ul style="list-style-type: none"> • <i>Greatly improved</i> • <i>Slightly improved</i> • <i>Has not changed</i> • <i>Worse than before</i> 	

Thank You!

INTRODUCTION

Once the project has concluded, engaging the community in a guided discussion will enable you to track and measure any progress or improvements that have been made as a result of the interventions.

FOCUS GROUP CONSENT

Instructions to the Facilitator are in ITALICS and should not be read aloud.

FACILITATOR. *Read the following to the group exactly as written.*

Good morning/good afternoon, my name is _____ from _____, working with _____ and _____ to collect data/ information from you for the purpose of understanding and documenting progress made in securing the land rights of women in this community.

We want to engage you in a conversation on the issue of women's land rights, particularly efforts realized out of the groups that have been working with us. Anything you say in the group discussion will be kept confidential, and you are free to answer any and all of the questions. Although we have an attendance list, your names will not be used in any material. The list simply helps in documenting who was present and not what they said.

We want you to know that, even if you interacted with the project, participation in this data collection exercise is absolutely voluntary. You do not have to participate if you do not want to. Before we proceed, does anyone have any questions about participation or the data collection exercise itself?

Please raise your hand if you agree to participate in this information giving exercise.

FACILITATOR. *Anyone who does not raise their hand should not participate. Make sure you go around the room and see every single participant's response.*

FACILITATOR. *Once everyone remaining in the group has agreed to participate, read the following:*

To ensure everyone gets the opportunity to add something, there are two main rules: 1) try to keep your contributions brief and 2) listen well when others are talking.

FGD ATTENDANCE/PARTICIPATION REGISTER**Background Information on Respondents**

#	Sex: M / F ?	Age	Partnership Status: never married, married monogamous, married polygamous, cohabitating, divorced/separated, widowed	Occupation	Signature / Thumbprint
1					
2					
3					
4					
5					

FACILITATOR. Ensure that each script has the information specified below:

Date:	Start Time:	End Time:
Location:	# Participants @ Start:	# of Participants @ End:
Moderator:		
Note Taker:		
FGD type (women, men, religious leaders, etc.):		
Modules / Topics Covered:		

FACILITATOR. *Only administer the relevant section; the sections are specified by category of expected respondent.*

Discussion with Project Participants

- What is your understanding of land rights?
- Describe what you understand as your role in this project.
- What activities or engagements have you had with the project that you feel may have improved the legitimacy (knowledge, understanding, and appreciation) of your land rights among your 1) family members 2) community? How do you think these activities helped to improve legitimacy of your rights? What evidence do you see of improvements? (If they don't see improvements in legitimacy, what is blocking/what could help?)
- What activities or engagements have you had with the project that you feel may have improved your ability to enforce (make claims and seek redress) your land rights? How do you think these activities helped to improve enforceability of your rights? What evidence do you see of improvements? (If they don't see improvements in enforceability, what is blocking/what could help?)
- What activities or engagements have you had with the project that you feel may have helped you become less vulnerable (become empowered) with respect to your land rights? (Are they assertive? what examples of being assertive do they have? What engagements with the project may have led them to being assertive). Why do you think these engagements have helped? If there is no change in vulnerability, why? What could help?
- Our survey results suggest that:
 - There has been an increase in access to land and improvements in the quality of land. What are some of the factors that you think may have caused that change?
 - Pilot participants feel that their cases will be treated fairly when reported. Why do you think that might be the case?
 - Women are not pursuing rental agreements. Why do you think that is not happening? Are there any particular barriers to doing so for widows?

- If you had men in your group, tell us what your experience has been working with them on land rights. If the men were not in the group, what do you think would have been different about your experience with the project?
- What experiences either good or bad have so far arisen from your involvement with the project (probe for group meetings, individual follow-up, trainings, performance of the CBFs and any other engagements; how were these implemented, what went right, what went wrong and how can we improve)?
- How can your family members be engaged in advocacy to promote WLR?
- What can you do as individuals or as a group to support these land rights improvements when the project ends?

Discussion with CBFs

- Describe what you understand as the role of the CBFs on this project.
- Are there any skills or competencies that you feel are needed to be able to perform the duties of a CBF?
- How do you rate your performance on a scale of 1-10? What reason do you have for rating yourself that way?
- What do you feel you have achieved with the pilot participants so far with regard to 1) enforceability of land rights 2) legitimacy of land rights 3) vulnerability of land rights?
- What actions did you undertake that you feel directly contributed to the achievements above?
- What advice would you give to project management in order to consolidate and grow the achievements so far made in implementing this project?
- If you had men in your group, what has been your experience working with them on land rights?

Discussion with Project Officers

- Are there groups that you consider to be performing better/worse than others? What groups are these and what yard sticks do you use to say that a group is performing well or poorly? Comment on the men in the groups.
- How do you rate the performance of the CBFs and why? How would you score each of them on a scale of 1-10? What are your reasons for scoring each that way?
- What strategies are you going to deploy to ensure that you uplift the poorly performing groups and sustain the well performing ones?
- From your perspective as primary implementer, what achievements can you say you have realized with regard to land rights improvement on this project?

Discussion with Clan Leaders

- What do you understand by Land Rights? And by women's rights to land?
- Describe what you understand as your role in this project.
- What do you feel the project has with regard to 1) enforceability of land rights 2) legitimacy of land rights 3) vulnerability of land rights?
- What actions did you undertake that you feel directly contributed to the achievements above?
- What experiences either good or bad have so far arisen from your involvement with the project? What can be done to improve?
- What can be done to engage family members and communities to ensure an improvement in WLR?

Discussions with (some) Family Heads

- What do you understand by land rights?
- Should women's land rights be protected? What can be done to strengthen their land rights?
- What do you feel the women in the project have achieved so far with regard to 1) enforceability of land rights 2) legitimacy of land rights 3) vulnerability of land rights?
- How can family members and the communities be engaged in strengthening women's land rights?

INTRODUCTION

When recording in the field, explain all the time, to everyone in the community, what you are doing. This is very important in helping to make sure that the project is not seen as something suspicious, secretive, or threatening. Just explaining what is happening and what you are doing with your camera or audio recorder can go a long way to easing any possible tensions that may arise about it, or any suspicions that it is hostile to the interests of men in the community.

These guidelines address the following topics:

- I. Why Field Recording is Important
- II. How Recordings will be Carried Out
- III. Technical Tips
- IV. Evaluating Field Recordings

I. WHY FIELD RECORDING IS IMPORTANT

Collecting interviews in the field is a hugely effective way of helping to build understanding of the project amongst people who are not directly involved in it, especially people living beyond Uganda. When the women we interview tell their stories, particularly when they are still within the communities where they live, they enable us to appreciate their way of life, their everyday living circumstances, their challenges, and their successes.

When recorded over a long period of time, these stories are an extra tool that we can use to evaluate how successful the project has been in helping women meet their goals with regard to land-related issues and where the project has been less successful.

It also helps us to appreciate the complexity of the issues surrounding land ownership in the places where the women are living. This is particularly important because it's tempting to see problems relating to land tenure as having simple causes and simple solutions. In fact, the problems have complex roots, and solutions can likewise be complex.

To summarize - field recordings are important because they:

- Help us to communicate effectively to a wide audience about the project and the women who have taken part in it
- Help us to evaluate the successes and challenges of the project
- Encourage a realistic view of the problems women face, and the potential solutions to those problems

II. HOW RECORDINGS WILL BE CARRIED OUT

- The field recordings will start at the beginning of the project and continue until project completion.
- The recordings will take place in two phases.

The following steps should be followed as the project proceeds:

- Women are approached to take part in the communications part of the project. They are made aware of the Interview Consent Document. They sign it or have it signed by a trustee/representative.
- The first phase of the field recording process begins: a series of biographical interviews with the women who have agreed to take part in the project and who have also agreed to take part in the communications part of the project. Record in audio form (MP3) with accompanying photographs if appropriate.
- The second phase of the recordings will take place at regular intervals over the entire course of the project. Record in audio form (MP3) with accompanying photographs if appropriate.

Biographical Information

These biographical interviews are intended to help us get to know the women who we will be following over the course of the project. Because of that, although the women should be encouraged to talk about their situation with regard to land, they should also be encouraged to talk about a broad range of other subjects relating to their life. In these questions, we are trying to get an all-around picture of the person we are talking to.

Because we'll be following them over a long time, we want to know about their background, the events that have shaped their lives, their life in the village, their families and relations, and their community.

The first questions should establish where we are, who we are speaking to, and why we are speaking to them.

Biographical Interview Suggested Format

For the first biographical interview, here is a suggested format to use:

Introduction

Explain how you'll be doing the interview - recording with a recorder that you will be holding in close to her as she speaks and that there will be translation happening at the same time.

Ask if she is comfortable and explain that if you ask anything she is unsure about answering, she can stop and ask you about it and that she can take a break at any point.

Then start with the questions.

Biographical Questions

- What is your name?
- Where are you from? (Where were you born?)
- How did you come to live here? When?
- Are you married?
- How long have you been married?
- How did you first meet your husband? What was he like?
- Can you describe what happened at your wedding? (Explain here that as you're not from N Uganda you really want to get an idea of what happens at a wedding)
- Did your husband pay bride price? What did that involve?
- Did you miss your home when you moved in with your husband?
- Do you have children? Boys? Girls?
- What are their names?
- How old are they?
- Do they all go to school?
- What do you remember about having your first child?
- Did you spend time in an IDP camp? Which one?
- When did you move into the camp? How did you get there? Was it far?

TEMPLATE: FIELD RECORDING GUIDELINES

- Can you tell me the story of how that happened? So what were you doing when the soldiers came and told you you had to move?
- Who was living beside you in the camp?
- Did you make new friends in the camp?
- Did you miss your home place?
- What was the worst thing about the camps?
- Were there any good things about being in the camp?
- How long did you stay there?
- How did you find out that it was time to move back to your village?
- What happened when you first came home? Can you describe what you saw?
- Was it completely overgrown? Were the houses all gone?

Land Questions

- How did you know where to move back to - what land?
- Who else was moving back with you?
- Did you have any problems when you moved back?
- Did you have access to land for planting?
- Where was your husband/children/husband's family?
- Can you tell me how land is important in your daily life?
- What is the land you use now?
- How do you know that it is for you to use? Where is it?
- Do you feel that it is yours?
- How/who decides what is planted on the land?
- What do you like to plant?
- Why do you plant those plants?
- What do you do with the harvest? Do you sell it? Eat it? Give it to family?
- Where do you sell it? Do your neighbors sell there too?
- When you think about land, what does it mean to you?
- Why is it important to be able to get access to land?
- What would you say is your main problem with regard to land?
- What do you think would solve that problem?
- What do you and your neighbors and friend think about the idea of owning land?
- When you have trouble, where do you turn for help?

Regular Update Interviews

These interviews are intended to chart the progress of the women as they take part in the project over time. As we want to paint a sort of 'before-and-after' picture of their situation with regard to access to land and security of tenure, it's important that we maintain the regular interview schedule throughout the whole duration of the project.

Regular Update Interview Suggested Format

For these regular update interviews with the women who are in the project, here is a list of suggestions for how to begin each interview and how to work through each interview:

Introduction

Each time an update interview is recorded, it should have a clear introduction.

This is very important so that we can keep close track of who is conducting the interview, when the recording took place, where it took place, and who was interviewed. Here's what to say as an introduction on the tape:

- What day it is, what date it is, where we are, and who is speaking.
For example: 'It's Wednesday October 3rd and we're in Pader. My name is Herbert Kamusiime.'
- Who we are speaking to.
For example: 'I'm speaking to Jennifer Ajilong who lives here with the husband and four children.'
- You can also include some descriptive elements if you like.
For example: 'We're sitting under the mango tree outside the school house, the sun is shining but it's not too hot.'

The reason for this is to try and paint a picture for someone who is listening to the interview - to help them imagine what it looks like where you are conducting the interview. If there are any strange noises in the background, it's good to try and move away from them. If you can't get away though, mention them so listeners know what they are. For example: 'That sound you can hear is a man hammering a post into the ground. So Jennifer...' and then ask the first question.

Main Part of the Interview

How to structure the main part of the interview:

- Update us on what the interviewee told us in her previous interview.
For example: 'Jennifer, when we spoke two weeks ago you told us about starting to keep a journal at the start of the project. What have you been doing in the last two weeks?'
- Ask the interviewee for specific details about what she describes.
For example: 'When you say you were keeping a journal, what were you writing in it? Do you have it there? May we look at it?' [Then read a section of the journal if the interviewee is in agreement.]
- Let each question lead you to the next one. Follow your own interest in what the interviewee is telling you.
- On some occasions you will meet with one of the women who you have spoken to and not much may have happened since the last time you met. In that case it's still good to meet, but talk about some other things which aren't directly related to the project. These are good opportunities to explore more of the biographical details which you will have spoken about in the very first interview you conducted.
For example: 'You mentioned that you have three children - can we go and meet them?'
This is an example - it might not always be practical in the field. In which case ask about some other aspects of the interviewee's life that you are curious about. These are details that help create that rounded portrait of the interviewee we mentioned as an objective of the field recordings.
- Other possible scenarios:
 - 'Can we take a walk around the village and talk as we walk?'
(This is a good way to make an interview sound interesting, even when there's not actually much going on. The physical movement helps create a sense of movement in the mind of the listener.)
 - 'What songs do you know? Will you sing it for me?'
(These can be songs from childhood, songs from work, anything that has some meaning for the interviewee.)
 - 'How does the community feel about the project you are part of?'

III. TECHNICAL TIPS

The best way - and the easiest way - to deal with technical issues that arise when doing field recordings is to try and think of them before they happen. Here is a checklist of what can happen, what you should try and do, and what you should try and avoid.

Not Enough Batteries/Batteries Not Charged

Make sure you have a supply of batteries that will last you for as long as you will need them while in the field. It's also important to make sure that rechargeable batteries are always charged and ready to go when you need them.

So, after each day in the field recording interviews make sure the batteries are put in the charger and charged, if possible. This is a good routine to get into at the end of the day, and will save you a lot of time and worry.

Not Enough Memory Cards

If you get back to the base/office in time, try and transfer the audio files to a computer on the day of the recording. If that's not possible because of time, make sure and do it first thing the next day. That way you can ensure you have a safe copy of the files on the computer.

The same applies to photographs and any other material gathered in the field. It's always good to get it transferred to a computer as quickly as possible.

Backups

If you have the computer capacity, make a backup copy of the audio. Then if anything goes wrong with the recorder, computer equipment, or internet connection you have a safe copy of the material somewhere else.

Internet Uploading

Load the audio onto the internet and transfer it to Leslie/Dominic as quickly as you can after you finish recording. Again, that's a good way of making sure nothing gets lost.

Label Everything

Label everything on the day you record it. That way you won't have to go back and try and figure out an interview you did five days ago was about, or who it was with.

So, for interviews recorded on September 30th, you might label them:

1. Josephine 30 SEPT
2. Josephine 30 SEPT
3. Josephine 30 SEPT
1. Margaret 30 SEPT
2. Margaret 30 SEPT

The numbers 1-3 here are helpful because they keep the interviews in order. When they're listed on a computer, sometimes the files end up being catalogued alphabetically or some other way (like by size), so having a number is always really useful. Thus '1 Josephine' is the first interview you did with Josephine on September 30th, '2 Josephine' is the second, etc.

Practice with the Equipment

Practice with the camera and the audio recorder around the office. Interview colleagues about their work and their lives. That's a great way to get familiar with the recorder and the camera and their different settings. For a camera, especially, it's very helpful to get practice taking pictures in different light etc., so that when you come to use it in the field, you are comfortable with it. The same applies to interviewing - the more you do it, the easier it will become and the better at it you will become. Have fun.

IV. EVALUATING FIELD RECORDINGS

The field recordings will be evaluated regularly at the start of the project. Ideally, audio material will be sent every two weeks to the project sponsor, who will review them with the Communications Consultant and provide feedback on the interviews as soon as possible.

By the end of the first two months of the communications activities happening in the field, we should have been able to work together to fine tune the process and the product of Communications activities.

After the first two months of the project have elapsed, we will review this process and make adjustments as necessary.

TEMPLATE: INTERVIEW CONSENT FORM

INTRODUCTION

Before beginning the interviews, it is necessary to explain to the individuals why we would like to conduct the interviews, and what they'll be used for. It should always be made clear that taking part in being interviewed is completely voluntary, and that individuals can change their mind about being interviewed at any time during the process.

INFORMED CONSENT SCRIPT

My name is _____. Assisting me is _____ who will be taking notes on the discussion. We are from _____. We are here to learn about women's and men's rights to land and resources. The information we are gathering will help us to better understand what your situation is and how we can help support you.

For the next one to two hours, we will discuss: land, resources, the rights of men and women, and activities people do to help themselves when confronted by various situations regarding land and minerals. If some of the topics are difficult for you to discuss you have the right not to participate or to skip any questions that you do not want to discuss without any negative consequences. Your participation is voluntary and there is no penalty for refusing to take part.

All information shared here is confidential. Please do not share any of the information you hear today from each other with anyone outside this group. When you are talking about specific events or people in your community, it is important that you do not say their name. We want to be very careful to protect everyone's privacy. We will use each other's first names during the session, but no names will be used in any of the reports we write using the information we discuss today. No one will be able to link your name back to what you said.

We hope that this discussion will be a regular conversation where people agree and disagree. Only one person should speak at a time. Try to speak up so that you are heard and we don't miss any of your comments. When responding to questions please leave enough time for the other group members to also share their thoughts. Please feel free to speak openly, your opinions are very important. There are no wrong answers to my questions. Please respect everyone's opinion, even if you hear something you don't agree with.

TEMPLATE: INTERVIEW CONSENT FORM

With your permission, we would like to record our session because we don't want to miss any of your comments. Although our note takers will do their best to record all of your opinions on paper, it is likely that they will miss a few of your comments. Having a chance to talk with you is a unique opportunity, and we want to make sure we represent your opinions and thoughts accurately and correctly. We assure you that these recordings and all notes taken will only be used for our research purposes. They will be kept in a secure location that is only accessible to project staff. No information will be shared with the authorities.

CONSENT FORM

Do you agree to let us tape record this session for accuracy and completeness?

☐ Entire group does not agree: Continue without tape recording

☐ Entire group agrees: Continue with tape recording

Does anyone have any questions?

Do you agree to participate in the discussion?

Consent

I, the undersigned, certify that I have read and discussed the consent procedures with the group and continued only on consent by all participants.

Name of interviewer: _____

Date: _____

Signature of interviewer: _____

INTRODUCTION

The Communications Officer is an integral part of the project team and will help facilitate interactions with the community.

JOB DESCRIPTION

Core Duties:

- Gather testimony from women participating in the groups across all stages of the project from start to finish.
 - This material will be collected across the entire life of the project and may be in the form of personal journals, photographs, audio/video testimony, etc. All materials will be used to tell the story of the women and their communities, and how the project impacted them.
 - Participants will be selected at the beginning of the project by the Project Officer and Communications Officer, with the help of the respective CBFs.
 - Initial interviews with the women will take place before they begin working on the project. They'll be selected based on the cross section they provide of different stories and personal histories, to ensure that they represent accurately the breadth of experience within the groups.
 - There will be ten groups in the pilot. In total, 8 women will be selected to participate in story gathering activities.
 - In addition to the initial intake interview, the Communications Officer will undertake regular "check-in" interviews with the women as they progress through the project. These interviews will be shorter in length (around 10 minutes) and will serve to provide a snapshot of the women's progress, experiences, and challenges faced in the project.
 - To accomplish this, the Communications Officer will track the women's action plans, and will coordinate closely with the CBFs to receive updates on what is happening with the women. The Communications Officer will collect audio and photos of key events in these action plans.

SAMPLE: JOB DESCRIPTION - COMMUNICATIONS OFFICER

- Work with project sponsor to produce and share quality audio and digital photo files for publication on the project blog and to receive ongoing training and feedback from project sponsor and the Communications Consultant on the materials created.
- Operate technical equipment in the field, supervise its operation in the field, and make sure any equipment is maintained in a safe and secure environment.
- Regularly communicate in a timely manner with the Communications Consultant and report on the progress of the Communications Strategy as the project progresses.
 - This has a very straightforward purpose of making sure the Communications Strategy continues to work effectively as the project gets under way, and enabling us to adjust it where necessary as changing circumstances dictate.
- Transmit output (the photographs, testimony, etc.), in whatever format it's stored in, to the Communications Consultant.
- Provide additional project support to the Women's Land Rights Project Officer, as required.
- Perform other duties as assigned.