

TRAINING MANUAL ON NATURAL RESOURCES AND WOMEN'S LAND RIGHTS



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Acronyms

WLR	Women's Land Rights
AU	African Union
CBO	Community Based Organisation
CSO	Civil Society Organisation
CEDAW	Convention on the Elimination of all Forms of Discrimination against Women
LRA	Land Rights Act
USAID	United States Agency for International Development



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Important Definitions

Access and Control: Production, reproduction and community roles require the use of resources. In general, women and men have different levels of access to the resources needed for their work and have different levels of control over those resources.

Culture: The ideas, beliefs, norms and social behaviour that characterise the way of life and relations of a society or a group within a society.

Gender: Identifies the social relations between men and women. Gender refers to the relationship between men and women, boys and girls, and how this is socially constructed. Gender roles are dynamic and change over time.

Gender-Based Violence: This is any act resulting in physical, psychological, sexual and/or economic harm to somebody just because they are female or male. Such harm may result in deprivation of freedom and negative consequences. This violence may be exercised within or outside households. **Gender Equality:** The situation in which women and men enjoy the same status, have equal conditions, responsibilities, and opportunities for realising their full human rights and potential, and can benefit equally from the results. Gender norms refer to the behaviours, roles and capacities that societies expect from women and men based on their respective gendered identities.

Gender Roles: The roles a society expects from women and men respectively. These roles vary depending on many factors (“intersectionality”), even within a society. ‘In society’ means how we are expected to act, speak, dress, groom and conduct ourselves based upon our assigned sex.

Intersectionality: This is the acknowledgement that everyone has their own experiences of discrimination and oppression and anything that can marginalise people, such as gender, race, class, sexual orientation, physical ability etc, must be considered.

Gender Justice: Full equality and equity between women and men in all spheres of life.

Patriarchy: Societal structures and practices that institutionalise male power over women and children.

Power: The ability or capacity to perform an act effectively; a specific capacity (as in ‘her powers of persuasion’); strength; authority; might; forcefulness.

Resources: Resources can be economic, such as land or equipment; political, such as representation or leadership and legal structures; social, such as childcare, family planning, education; and time – a critical but often scarce resource.

Sex: Identifies the biological differences between men and women, such as women can give birth and men provide sperm. Sex roles are universal.

Women Participation: Women’s equal participation with men at all levels of decision-making, policy development and planning administration. It relates particularly to development projects where participation at all stages of the cycle is essential.

Customary Land Tenure: A form of land administration and management centred within locally-recognised institutions, culture, philosophy, principles, and rules which – like other forms of land governance – is nuanced and evolving. Colonialists often sought to stop or delegitimise customary governance because it threatened national colonial authority; a legacy still felt today.

Control of Land: Substantive power to make meaningful decisions about how land is used, managed, transferred or bequeathed. In some contexts, secure control over land may be expressed as ownership or as taking a key role in governance over customary lands. Control over land also implies that this right is maintained over time and that women and men benefit equally from any proceeds or profits from the land.

Ownership: One form of expressing rights to land rights. While ownership can be a way of formalising a right of access and control of land, ownership is not necessarily the same as having a right of control of land. For example, a woman may have a formal ownership right, but cultural factors may prevent them from realising those rights.

Women’s Land Rights: Are secure when women enjoy the rights to equality in the enjoyment of all rights. This includes rights to access, use, inherit, control and own land. This can be achieved when states fulfil their obligation to eliminate all forms of discrimination against women.

1.0 INTRODUCTION

Women and men both have the right to own, control and have access to land. Women have a different connection to land, and are often the major household food producers. The importance of acknowledging women's land rights improves household welfare, as well as enhanced enjoyment of a broad range of rights for women. Direct and secure land rights boost women's bargaining power in the home and improve their levels of public participation.

In Africa, where women provide the bulk of agricultural labour (notwithstanding the fact they do not own the land they work on), the link between land tenure and food security is critical. It is noted in the 2015 Africa Gender Equality Index that women are more active as economic agents in Africa than anywhere else in the world. They perform most agricultural activities, own a third of all firms and, in some countries, make up 70% of employees.

Over and above their income-earning activities, women are central to the household economy and the welfare of their families. They play a vital — although sometimes unacknowledged — leadership role in their communities and nations.

However, several studies have continuously showed the difficulties women have in accessing land as outlined below:

- (i) Women bear the brunt of negative consequences of land and natural resource extraction because of land grabs, increased poverty, and displacement by large scale mining projects.
- (ii) The cultural norms and belief based on patriarchal systems imposed on women are discriminatory, further the legal requirement also have failed to meet the needs of women.
- (iii) Women don't enjoy meaningful participation and they are not being consulted when decisions are made.
- (iv) Women also face additional barriers in seeking access to effective remedies when their rights have been violated. Most remedial mechanisms ignore the particularities of the obstacles women face and often deprive women of their agency to seek enforcement when remedies are provided. At a local and communal level, women who defend their rights in accessing their resources are often seen as challenging traditional notions of family and gender roles in society, leading to hostility by communities, chiefs and other officials.

There is a need for women to build alternative ways. These alternative pathways would require an emphasis on developmental projects that ensure that rural men and women do not lose their customary land and have equal power of access to and control over land.

The activities in the training manual are meant to stimulate discussions and support women organising and building the grassroots movement of women claiming their land rights and natural resources. The activities are also meant to support women's knowledge, analysis and ideas. This training manual is developed for community members/groups to build, act in solidarity and collectively to change power dynamics and also build on their current knowledge of organising. It also introduces women to organising and communication tools that they can use to achieve justice

and realise their rights. If properly informed and empowered women can claim their land rights successfully. The module of this training manual is based on action orientation. It has been simplified to accommodate women at the local level who are directly affected by land grabs so that they can have a great impact on their communities and be the agency of change.

The training is focussed on building women's power to claim their rights. The training manual supports women to tell their stories, claim their rights and demand access to land. It also helps women understand their land rights, so that they can demand to be part of the decision-making process. This training blends field experience and practice with traditional classroom training. It uses a participatory approach: women lead the discussion and propose solutions to the problems.

The manual is rooted in practical ways for women to claim their land rights. It should also be used with other training material that has been developed by other institutions.

Other useful training manuals include Southern Africa Training Manual on Women's Land Rights, Keepers of the Land and Gender Equality and Women's Land Rights Training Manual ([see the link below](#)).

1.1 Training Objectives

- Strengthen the voice of women to advocate for secure and equitable land rights in Southern Africa.
- Make the connections between how society sees women and nature (land).
- Mobilisation support: Promote self-reliance, where women speak for themselves, claim their rights
- Sharing experience, sharing knowledge and promoting learning exchange programmes.
- Build women's capacity to take leadership positions.
- Prioritise inclusive, participatory methods for women to connect experiences, learning and knowledge with action.
- Knowledge about existing laws that protect women's land rights and natural resources.



1.2 Training outcomes

- Women build their narrative and analysis of the problem they face in terms of land access and natural resources.
- Women land rights are advanced and protected and justice for women in the Southern African Development Community (SADC).
- Women understand that access to land is a human right issue
- The emergence of a unified approach to building women's power to claim their rights to land and natural resources.
- Women's knowledge, capacity and awareness at the grassroots level of access to land and natural resources are enhanced

1.3 Training Target Audience

To achieve the best results, this training should be conducted by a trainer or community facilitator in the community. Given the differences in national contexts, two steps are envisaged: The first relates to training the trainers at continent or sub-regional levels. A second scaled-up step is to organise training sessions at the national level in selected countries, in collaboration with local learning institutions (CSOs, NGOs, women's organisations, churches, women in agriculture, and community groups affected by natural resource extractions). The training includes community leaders and civil society organisations who deal with land, governance, grassroots participation, and gender issues.

NUMBER OF PARTICIPANTS

To maximize learning opportunities and exchanges between participants, a maximum of 25 participants is recommended. Note that the training can be done with fewer participants, but activities will need to be adapted. For example, for some activities you might divide the group into fewer or smaller teams and use fewer case studies. Make sure to review the different activities with the number of participants in mind so you can adapt the training to fit your group.

SELECTING THE PARTICIPANTS

- When sending out invitations to potential participants, keep in mind the following:
 - Gender balance within the group.
 - Relevance of the training to the participants' work and demonstrated interest in potentially using the manual directly or training other people/organizations to use it.
 - Willingness/capacity of participants to replicate the training and share lessons with his/her organization.
 - Language barriers (this is important if you do not have funds for interpretation)



1.4 Training Methodology

The core basic principle of the training is to use adult learning methods.

Important adult learning principles:

Freedom: Things freely learned are best learned. Conversely, if the audience is forced to learn something, the more difficult it is for them to learn.

Experience: Adult students learn best by drawing on their own knowledge and experience.

Relevance: Learning must meet the real-life needs of adults for their work, families, etc.

Dialogue: Teaching and learning must go both ways, so that the students enter a dialogue with the teacher.

Engagement: Adults must engage with the material through dialogue, discussion, and learning from peers.

Immediacy: Adult students must be able to apply their new knowledge immediately.

20-40-80 Rule: Adult students typically remember 20% of what they hear, 40% of what they hear and see, and 80% of what they hear, see and do.

Thinking, Feeling, Acting: Learning is more effective when it involves thinking, feeling (emotions), and acting (doing).

Safety and Comfort: Participants need to feel safe and comfortable to participate and learn. They need to know that their ideas and contributions will not be ridiculed or belittled.

The training uses various forms of participatory methodology to accommodate the background of the participants. These methods include:

- Large and small group discussions, role-plays, and case studies.
- Participation that is designed to elicit and build on participants' experiences and knowledge, promote discussion and reflection on key issues, provide hands-on practice of content learned, and help participants learn from each other.
- Non-hierarchical and power-sharing learning.
- Non-technical language.
- Promoting collective/collaborative knowledge.
- Allowing participants to start with their knowledge and experiences and build understanding in a space of safety and care.
- Making space for alternative views and voices to come to the fore and gain confidence to live a good life differently.
- Use stories, films, art and other creative ways to generate open-ended questions that promote critical and creative thinking and deepen understanding of 'power'.
- Promoting learning by doing, connected to concrete problems and practical solutions.
- Prioritising reflection, dialogue and action as the primary ways of learning.
- Creating safe spaces for women – harnessing and meeting women's needs while helping everyone to learn by combining key elements of training, learning and knowledge generation.

NOTE: Gender and patriarchy are sensitive issues and it's easy to step on each other's toes. Facilitators must encourage participants to 'criticise with love', and respond to participants' questions and observations and conclude the session.

1.5 Training Evaluation

At the end of every training course, the trainer should ask participants to evaluate the training they have received. The evaluation method can vary according to the length of the training course. If the trainer has delivered a short training course (e.g. one day), s/he could ask participants to take two coloured cards and to write down on one 'what I have learned today', and on the other 'what I felt was missing today.' After a longer training course, the trainer may find it more useful to distribute a questionnaire to be completed anonymously by participants. This allows participants to make a more detailed and constructive evaluation of the training. The trainer should analyse the results of these questionnaires carefully and take on board any useful comments. There is always room for improvement in future training courses.

2.0 PREPARING FOR THE TRAINING SESSION

To maximise the training outcomes, facilitators should fully prepare themselves for the training and follow these recommended steps:



THE ROLE OF A FACILITATOR

A process guide and servant

- Identify the specific training needs of the participants. This includes reviewing relevant policies and procedures used by the organisation, understanding the plans of the organisation and understanding the roles and responsibilities of those invited to the training.
- Identify the training materials to be used based on the needs of the participants and become familiar with all activity steps and unit content.
- Review this training manual and other materials that will be used for the training and have the hand-outs and other materials ready. Prepare group activities and icebreakers in advance.
- Be well informed with regard to research and read material on gender and other social issues that are relevant to the training session.
- If two or more facilitators conduct the training together, they should meet before the day of the training to determine the agenda and decide who will facilitate which activities.
- They should also meet at the end of each training day to discuss what worked well, what did not, and how to proceed for the next day.

- Focused on helping the group to reach its goals
- By designing a route/process
- Supporting the social process
- Guardian of the group's culture and rules
- Focus on a participatory, visualisation, networking thinking approach

2.1 OVERVIEW OF TRAINING PROGRAMME

SESSIONS	ACTIVITIES
SESSION 1:	1.1 Welcome and introduction 1.2 Expectations, training objectives and outcomes 1.3 Ground rules
SESSION 2:	2. Understanding Power 2.1 Gender and Power 2.2 Patriarchy and how it affects women
SESSION 3:	3. Understanding Women's Land Rights 3.1 Culture and women's land rights, access, and control 3.2 Promoting and protecting rural women, land rights: good practices
SESSION 4:	4. Women, Land and Natural Resource 4.1 Key impacts of extractives (the extraction of natural resources) on women's rights (large scale land-based investments) 4.2 Free, Prior and Informed Consent
SESSION 5:	5. Legal Systems 5.1 Land rights and legal reform 5.2 Regional legal and policy framework 5.3 Women's land rights protections under customary and statutory laws and limitations 5.4 Claiming the rights
SESSION 6:	6. Building Women Power 6.1 Organising tools and strategies 60 Minutes 6.1.1 Sensing Activity 120 Minutes 6.2 Opportunities to challenge power 60 Minutes
SESSION 7:	7. Development of Communication Strategy 7.1 Call for Action 7.1.1 Activity 7.2 Closing Circle

The schedule above features only the workshop sessions. The organisers/facilitators will also need to build time into the schedule to his/her training needs,

TRAINING SESSION 1: WELCOME AND INTRODUCTION

PURPOSE	Welcoming participants to the workshop and introducing the trainers
DURATION	60 minutes
MATERIAL	A4 colour papers, flipchart, markers

OBJECTIVES

- Welcome participants to the workshop and introduce trainers.
- Allow participants to introduce themselves.
- Explain to the participants that this is a participatory workshop/training, and their participation will contribute to its success.
- Build confidence and affirm to participants that they will be learning from each other.
- Trainees and trainers agree to the ground rules for working well together during the training.



TRAINING SESSION 1, ACTIVITY 1: SETTING THE SCENE

INTRODUCTIONS

- Welcome participants and introduce the trainers
- Ask each participant to introduce themselves via the following method:
 - > Participants discuss in pairs for one to two minutes, sharing their name, number of family members, individual unknown facts, and their hopes and fears.
 - > Participants are then introduced by their respective partners

1.2 Levelling of Expectations Procedure

- Each participant is given two coloured cards, preferably green and yellow.
- On the green card, the participants should write in bold letters one expectation they have for the course. Remind them to write just one keyword or one idea per card. The keyword or idea should be written in big bold letters so that all can see, and no more than three lines per card.
- On the yellow card, they should write their personal fear in one word. (it could be about the topic of the workshop or personal fear)
- Trainer collects all the cards and posts them together on a flip chart or paper on the wall – all green cards on one side and all yellow on the other side. Mark the pile – a green card with EXPECTATIONS written on it and a yellow card with FEARS written on it.
- Discuss and cluster common ideas.
- Summarise expectations. Summarise fears.

1.3 Ground Rules

- Hang up a flipchart paper and ask participants to suggest ground rules (ensure that restrictions on phone usage, respect for views, full participation, minimised going in and out of sessions and being on time are included in the rules).
- Hang the ground rules in a place visible to all participants throughout the training.
- Mention to the group that two participants (preferably a male and female and/or from different organisations) will volunteer each day to capture key salient points.

Important issues to consider when compiling ground rules:

- Trust, courage, willingness to learn and to persevere
- Communication
- Have a common purpose or collective purpose
- Heart hand head/ heart mind body
- Listen with ears and for feeling
- Respect for one another's views

Discuss the objectives of the training:

- Make a summary of participants' expectations and link this with the overall objective of the workshop. If some of their experiences are outside the scope of the training " explain why they cannot be addressed in this session.
- As much as possible ensure that participants have a collective understanding of the training objectives.

Training Objectives

- Discuss the above listed objectives to see if there are any objections or clarifications needed.
- Ask the participants if they have questions or observations.

Before the start of the day: The trainer selects one or two trainees and asks them to be the Eyes and Ears of the training group for Day One. Based on what they have seen and heard, they will provide a very brief recap for the trainees at the start of Day Two.

The Closing Circle is the space in which the facilitator can reinforce the session's key messages and participants can share their feedback. During this time, the facilitator should encourage participants to share thoughts about what they experienced or felt during the session. This can be along the lines of what they have learned, any thoughts they have regarding the session, or how the lessons learned will benefit them in their own lives.

Check in at the beginning of each session

It is important to begin each session by warmly welcoming back the group and checking in. A check-in provides time for group participants to share any thoughts, personal experiences, and comments they had based on the discussion from the last session. Spend several minutes checking in before beginning the day's session. To have time for the session activities, keep check-ins brief, without responses or discussion (check-ins shouldn't be more than 10 minutes).

CREATING A SAFE SPACE FOR DISCUSSION



Discussing gender may be a very new concept for the participants, especially in this unfamiliar setting. For this reason, it is important to talk about how the workshop will bring up sensitive and controversial issues. Let participants know that they may not agree with everything that is said, and that that is okay. At this point, the facilitator should briefly discuss his or her role in the group. Emphasise that you will try to let as much discussion as possible take place. This discussion will be constructive and aim at supporting each other in the village.

TRAINING SESSION 2: UNDERSTANDING POWER

PURPOSE	<p>This exercise allows participants to explore their experiences of power through body, theatre and movement, which are well known as methods that deepen learning and reflection and will enhance the analysis to follow.</p> <p>To explore the different elements of power related to their bodies, both the personal and emotional dimensions of 'power within'.</p> <p>To understand what structure of the system we need to change to achieve fairness and justice in the power relations in society that define our lives.</p> <p>To understand how power happens,</p>
DURATION	90 minutes
MATERIAL	Flipcharts and markers

Instructor Note



In plenary the facilitator must open a brief discussion on what is power, simple way of doing this is to allow participants themselves to share their ideas of the meaning of power. The facilitator must explore the different ways in which they can help to achieve a better understand of how power operates. Body sculpting are useful for physically engaging groups in representing and making visible to themselves and others issues that are important to them. Ask participants to imagine that the group they are working with are clay, which they can then mould into the image they want. Asking the 'sculptor' to change these images helps them to make changes in a safe environment that they may wish to make in their lives. The facilitator must be providing a guidance for activity 1 in from of a demonstration.

Activity 1: Enacting Power (body sculpting)

Preparations

In groups of three or four, choose one story that you will 'enact' with a brief body sculpture or acted scene (skit/sketch). A body sculpture means positioning group members in relation to each other in a symbolic, abstract configuration, or like a snapshot of one moment (or a couple of moments). This may be frozen and silent or could include repetitive movements and sounds. A short sketch or skit acting out the scene is also fine but should be kept to one or two key moments, not the whole story. The moment can also be transposed into a fantasy, myth or fairy tale, and can use animals or fictional characters instead of the actual people.

Step 1 Choose the story or scene you want to present or make a combination of more than one story if there is a common theme.

Step 2 If a body sculpture or tableau, decide what image you want to make, how the group members will be positioned in relation to each other and if any/all are to make a movement and/or sound and how these movements and sounds will connect.

Step 3 If a skit/sketch, decide roles, dialogue, and action; keep your scene to a brief and critically important moment, not the whole story.

Step 4 Practice briefly to ensure that it 'works for you'

TRAINER'S INSTRUCTIONS



- Permit anyone not comfortable with acting or body work to observe rather than participate in the activity.
- Ask participants to be self-aware of their actions and movements and how others in their scene might experience them.
- Suggest that any physical contact be imitated, leaving spaces between actors (unless learners are experienced with theatre and are confident and comfortable with each other).
- Be aware of any cultural and gender norms in what is acceptable for physical contact in a public setting.
- Help the participants to share what they learn and how it applies to their daily lives.

Activity 2

Discussion will be based on the four concepts of power: 'Power over', 'power with', 'power within' and 'power to' as well as reflecting the three phases of power (visible, hidden, invisible).

Discussion in Groups



- Ask participants to define power, summarise their perspectives.
- What do we mean by power, what types of power (visible, hidden, invisible)?
- Who this belongs to?
- Who controls what this does?
- What are the social norms that control this?
- Who benefits?

The following two frameworks help to analyse the complex ways in which power operates from an actor perspective.

'Power within' is self-worth, self-confidence, inner strength, sense of identity, dignity etc. It comes from gaining awareness of one's situation and realising the possibility of doing something about it. 'Power within' is a core idea in gender analysis, popular education, psychology and many approaches to empowerment.

'Power with' describes collective action or agency and includes both the psychological and political power that comes from being united. 'Power with' is often used to describe how those faced with overt or covert domination can act to address their situation: from joining together with others, through building shared understandings, to planning and taking collective action.

'Power to' is the ability to act, to control, potential to make a difference and shape lives, and the capacity to decide on an action and carry it out.

'Power over' In development and rights work, there is often a focus on the negative aspects of power – oppression, subordination, violation of rights. This is described as a 'power over', where power is seen as a win-lose relationship of inequality. In this sense, having power involves taking it from someone else, and then using it to dominate and prevent others from gaining it. This is the oppressive power that people experience when their rights are violated or denied — for example, refusal to provide services without a bribe. This type of power is built on force, coercion, domination and control.

In Plenary

- Facilitator will need to understand the power framework in advance.
- Facilitator to introduce the expression of power by listing the categories: power over, power to, power with and power within on a flip chart.
- Ask participants to think of examples from their own experience.
- Discuss what this means in practice.

2.1 GENDER AND POWER

OBJECTIVES

- Understanding gender, gender stereotyping and discrimination, patriarchy and positionality, and understand how these play out in our personal lives and in our social and workplaces.
- To highlight that the position of women is key to ANY struggle for social justice, whether it be health, housing, education, sexual harassment, or violence against women and girls.
- To build linkage between gender and power



GENDER

Gender refers to the attitudes, roles, behaviours, activities and attributes between men and women that a community or society determines. Gender roles are dynamic and change over time.

This is typically associated with or matches one's biological sex; individuals who feel that their gender and sex 'match', or are associated, are referred to as 'cisgender'.

Some individuals' gender identity does not conform to those behaviours that are typically associated with their sex; these individuals can refer to themselves as transgender or non-binary, for example.

Definitions of 'masculine' and 'feminine' are not fixed. They change over time and are different from society to society. We learn to be our 'gender' by interacting with the world around us.

Sometimes these ideas of how to be a man are thought to be based on our biology rather than something that we learn (such as the common myth that violence is a part of men's biology).

ACTIVITY 1: VOTE WITH YOUR FEET

TRAINER'S INSTRUCTIONS

- Divide the room into two and put-up signs AGREE and DISAGREE at either end.
- Write discussion statements on a flipchart, each on a separate page, and place them on the line in the middle of the room.
- Announce to the participants that you are interested in their opinion on some important questions. Explain that you will read a statement and individually they must decide whether they agree or disagree with it and then stand in the part of the room where they see the relevant poster. The goal will be to convince other participants to change their opinion and position.



- No-one can speak until everyone takes a position.
- The more strongly you agree or disagree with the statement, the further away from the centre you will stand.
- No-one can stay on the middle line, but if you cannot decide or if you feel confused about a question, you can stay towards the middle on one side or the other.
- Show the participants the first statement and read it aloud.
- Then ask them to decide what they think and to take a position.
- Wait until everyone has taken a position.
- Then ask individuals from both positions why they stood on the different sides.
- Let them discuss their views. Encourage many different children to express an opinion.
- After allowing a reasonable time for discussion, invite any participants who wish to change positions. If several do, ask them what argument made them change their minds.
- Continue this process for all the statements.

Statements:

- Men should not cook and help in the household work
- A man is the head of the household
- Men do not cry
- Land belongs to men

Debriefing and Evaluation

Debrief the activity by asking questions such as:

- How did you like this exercise?
- Was it difficult to take a position in some cases? Which ones?
- Did you ever change your position? What made you do so?
- Were there some statements that were more complicated than others?
- Are there some statements you are still uncertain about?
- Would you like to discuss some issues further?
- Did you learn something new from this activity? If so, what?

INTRODUCTORY QUESTIONS

In Plenary (20 minutes)

- What does it mean to be a woman?
- What does it mean to be a man?
- Do you think that men and women are raised the same way?

In Groups (20 minutes)

- What is gender?
- What are gender roles?



- How are these gender roles created and perpetuated? (This includes how we raise our children.)
- What are the gender expectations in your own culture?
- Make a list of the differences for girls and boys, based on:
 - Behaviour
 - Roles to perform
- Look at the lists you made. For each (girl/boy) attribute, compare the social value placed on each of them. Which is more highly valued – the goals, roles, and behaviour of boys, or that of girls?
- Ask the participants to draw from personal experience and think about what it means when they are told to ‘act like a lady’ or to ‘man up’.

Activity 2

- What phrases do we use or hear which perpetuates these differing roles? (e.g. in English we often hear ‘a woman’s place is in the kitchen’ and ‘boys don’t cry’.)
- What are the prevailing attitudes in our community/society?

TRAINER’S INSTRUCTIONS

- Split participants into groups of four.
- Ask participants to pretend that they are a traditional family consisting of a mother, a father, a son and a daughter.
- Assign each person one of these roles.
- Devise a 3- to 5-minute script with speaking roles for each character. How does each character interact with their family?
- Who has the most authority in the scenario you have chosen? Who has the least authority? What are the responsibilities and duties of each character?
- Participants must reflect on the questions in the script and performance.
- In the same group of four, try to come up with alternative and non-traditional roles for each character. Discuss the pros and cons of these changes and the influences or consequences they might have.



In the plenary session allow participants to highlight what stood out for them during the session.

Facilitator’s Notes

Gender divides power and gender relations are power relations. Inequities between men and women are one of the most persistent patterns in the distribution of power. For example, women lack influence in political decision making the world over. Often what it means to be a woman is powerless (quiet, obedient, accommodating). A ‘real man’ by contrast is powerful (outspoken, in control, able to impose his will), particularly in relation to women. These gender roles tend to perpetuate the power inequalities that they are based on. For example, the fact that many men and women think it is not natural for a woman to speak in public often poses a key barrier to women’s access to decision making. The notion that ‘power equals masculinity’ also



helps explain why powerful people often demonstrate dominance in gendered ways.

Gender shapes power, from the private relationships of the households to the highest political levels of political decision-making. Gender shapes how we understand what power is in the first place. Strengthening women's land rights can also disrupt existing power balances. Some men, for example, may view stronger women's land rights as a threat to their authority or masculinity and they may react violently to this perceived loss of control.

TRAINING SESSION 2.2: UNDERSTANDING PATRIARCHY AND HOW IT AFFECTS WOMEN

The root cause of discrimination against women in access to land and other natural resources is a pervasive patriarchy, expressed in laws, stereotypes, attitudes, perceptions and norms, which creates legal, political and economic limitations to the advancement of women. Patriarchy also limits access to land by women. Patriarchy and deep-rooted gender stereotypes are widespread and operate at all levels: from family to local community, in rural and urban settings (prevalent in rural), from administration to broader governance, and from public institutions to civil society and rural organisations.

The mindset which is not gender-sensitive is termed 'patriarchal' and constitutes one of the major stumbling blocks to the achievement of gender equity.

Objectives of the session

- Women to solidify their understanding of patriarchy and share their experiences about what patriarchy means to them and how it affects them.
- Create a safe space for women to collaborate face to face, increasing their trust in one another while feeling empathy for their peers.
- Create a protected environment where women are safe and free to construct and share their personal stories.

Activity

Conversation starter

- Invite a resource person to do a mini-presentation and Q&A on patriarchy or share real stories.
- Allow participants to share insights and lessons they draw about patriarchy from their own experience and analysis.

Group discussions

- What is patriarchy?
- Examples that they give.
- What are the consequences of patriarchy?
- What does being a woman entail, and how are their roles important in society at large?
- What is the role of patriarchy in terms of making sure that women are treated equally and have the rights to access and control land?

TRAINING SESSION 3: UNDERSTANDING LAND AS A WOMEN'S RIGHTS ISSUE

Women's access to, use of and control over land and other productive resources are essential to ensuring their right to equality and to an adequate standard of living. These resources help to ensure that women can provide for their day-to-day needs and those of their families and build wealth, and to weather some of life's most difficult challenges. Women's access to land and other productive resources are integrally linked to discussions around global food security, sustainable economic development, as well as the pressing fight against the HIV epidemic and prevention of and responses to gender-based violence

"A lack of access to land leaves women and girls at the mercy of a high patriarchal system, deepening gender inequality and severely curtailing their social, economic and political progress." — Esther Mwaura Muiru, the global women's land rights manager at the Rome-based International Land Coalition (ILC).

Women are responsible for between 60% and 80% of food production in developing countries. Yet they rarely own the land they are working on, have tenure security or control over the land. They often have limited decision-making power and control over how to use the land or its outputs. Women and men's access to land are regulated by the formal legal system, and in many developing countries similarly through customary law. There are many examples of how the two systems can both prevent and promote women's access to land.

The objectives

- To help the participants understand the relationship between land rights and other rights.
- To strengthen the participants' capacity to understand, identify and address gender gaps in customary norms, law and practice.
- To learn about the barriers that prevent women's access to, control and use of land and other productive resources.
- To learn about the legal standards and/or ineffective implementation at national and local levels, as well as discriminatory cultural attitudes and practices at the institutional and community level.

FACILITATOR'S INSTRUCTIONS (2 hours 30 minutes)

- Why do women's land rights matter for women?
- Do women have rights to land in the rural community? If yes what rights, if no, why not?
- What do women in the rural and peri-urban areas use land for?

Use the first 10 minutes of the session to ask the participants why they believe that women's land rights matter. Suggest that the participants talk about or consider their sisters, daughters, wives and mothers when discussing.



Trainer's Guiding Notes

- Present why women's land rights matter (to the individual woman, her family and the society).
- Ask if the participants have questions or complementary information.

TRAINING SESSION 3.1: CULTURE AND WOMEN'S LAND RIGHTS, ACCESS AND CONTROL**OBJECTIVES**

- Understanding land rights and belief systems.
- Understanding different impacts on women and men.
- Sharper understanding of women's land rights issues.

**ACTIVITY 1: TRAINER'S INSTRUCTIONS**

In plenary ask the group to stand in the middle of the room

Ask a volunteer to read the following statements aloud:

- *A wife can only inherit land from her husband if they have male children who will later own land. The mother only holds such land in trust for her male child/children.*
- *Women have higher land productivity than men.*

After reading each of the statements, participants should move to the right if they agree and to the left if they don't agree. They should move further right or left to indicate if they strongly agree or disagree, middle neutral.

Ask participants to explain their position.

ACTIVITY 2: TRAINER'S INSTRUCTIONS

Allocate 10 minutes for each group to discuss the following

- Ask the participants to identify some of the tribes and what cultures they practise relating to women land and property rights.
- Ask the participants to identify some rights women and men do and do not have according to different customs/cultures identified.
- Use the questions below to start a discussion about community perceptions of women's land ownership, access and control:

Group discussion

- According to your culture and custom, can a woman own land?
- Do you know any women in your community who have land?
- What are good or bad things that the people in your community would say about women who own land?



- What are the root causes of denying women their land rights?
- What are common problems that women face in relation to rights to land in your community?
- What are cultural practices and traditions that deny women's land rights?
- What are possible solutions?

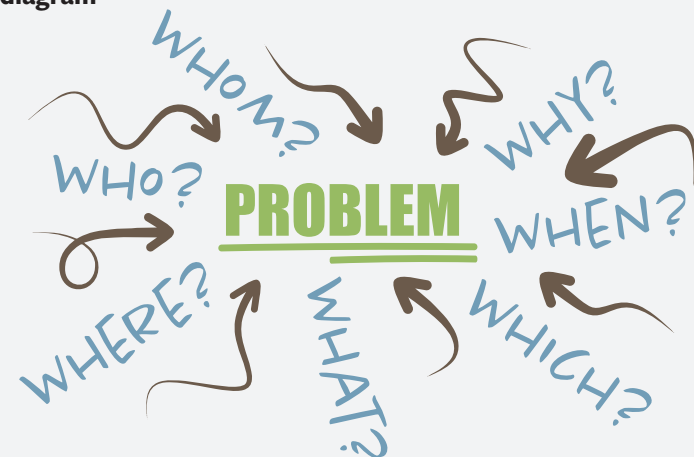
In plenary allow 20 minutes

- Have a brief discussion on the most common cultural beliefs, stereotypes, practices and challenges that women faces in relation to land, and how gender norms influence policy and law making and implementation.
- Point out that despite what culture and practice may be, the laws provide the same protection for women's land rights.

Activity 2: Exploring the problem, looking at the cause and effects

PURPOSE	Go wider and deeper in understanding the problem in order to come up with good strategies (who is affected by the problem, what is affected by the problem, how are they affected by the problem and where is the problem). Understand where to start in terms of addressing the problem. The problem and the root cause.
DURATION	90 minutes
MATERIAL	Flipchart and markers

This section presents tools and guidelines to help develop skills in understanding the cause of the problem women face in terms of land access, finding the root cause of the problem, prioritisation and solutions.

Problem diagram

Step by Step

- Identify the problem(s) or challenges you are talking about.
- Write down the immediate and long-term effects (what happens as a result) of the problem.
- Write down the direct and underlying causes (what situations directly support the problem, what contribute to the situations).
- Go through the direct causes with the team, discuss what elements of the problem you want to address in your local area.
- Can participants identify a root cause that they need to change, or identify what problem they are going to tackle and why?
- Write it on a large Post-it note.

OPTION 2

Steps

1. Draw a tree, with leaves, branches, trunk and roots. (Note: This is to give your community an idea of how to think through the root causes of problems. In the exercise the drawing may not look exactly like a tree--but it should contain the ideas and concepts.
2. the trunk of the tree represents the problem (i.e., women don't have access to land rights). The roots are the causes of the problem, and the branches and leaves are the effects. Like a tree, each problem has roots that go very deep. If we address only the effects, we have no impact on the problem, but if we cut the tree down at the roots, we can eliminate the problem.
3. Explain that you would like the group to analyze the main causes of girls' vulnerability and the underlying, deeper root causes. First, draw a circle in the middle of a large piece of paper or blackboard, or other available materials and write in it "Discrimination of women to access land rights".
4. Start off by asking the group "What are the most common causes of women being discriminated?"
5. For each reason they give, draw a circle outside of the main circle and write the reason in it. Draw a line connecting each one to the main circle. Depending on the literacy of the group, it may be useful to draw pictures instead of writing.
6. Once participants have identified the main reasons, take each reason in turn and ask, "What are the underlying causes?" (Example: patriarchal systems that deprive women from claiming their rights). For each answer, draw another circle and a line connecting it to the reason. By repeatedly asking "But why?" participants will explore the deeper reasons for women' don't have access to land rights.

Discussing the results of the problem tree

The group should discuss the problem tree after completion. For example:

1. Do different types of people (e.g., men and women) see things differently?
2. Are there any surprising results? Why are they surprising?
3. What are the conclusions we can draw from the results?
4. Which results have the most important implications for future activities? Why?

TRAINING SESSION 3.2: PROMOTING AND PROTECTING THE RURAL WOMEN'S LAND RIGHTS: GOOD PRACTICES

The general recommendations No 34 on the rights of rural women was released in 2016 by the United Nations Committee on the Elimination of Discrimination against Women (CEDAW). CEDAW is a United Nations expert body established to supervise the implementation of the Convention on the Elimination of All Forms of Discrimination against Women in countries that have ratified the Convention. CEDAW monitors the implementation of national measures to fulfil this obligation through reviews of each country every four years. It then makes recommendations on issues that continue to affect women.

This most recent recommendation recognises, for the first time under a binding treaty, rural women's right to Free, Prior and Informed Consent (FPIC) before development projects are carried out on their lands. States are now required to ensure that rural development projects are implemented only after participatory gender and environmental impact assessments have been conducted with the full participation of rural women, and after obtaining their free, prior and informed consent.

The recommendations address many aspects of rural women's right to access lands, covering new standards on women's land rights in the context of marriage and family, communal land ownership, land grabbing, and evictions.

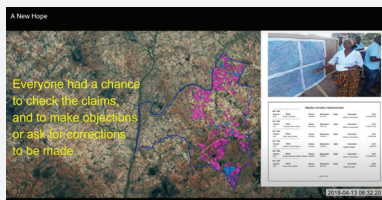
OBJECTIVES

- For women to share their lived (life) experiences or good practices they know or have heard of in terms of defending their land.
- To identify stories of hope.
- To identify the most promising experiences, ideas, and strategies to scale up women's land rights.
- For CSOs to share the work they are doing to secure women's land rights.
- Enhancing imagination and hope: supporting and encouraging communities to imagine new possibilities.
- Develop a platform for women to learn from each other about the best practices to defend their rights.





What Works for Women's Land and Property Rights? What we know and what we need to know – Global Land Tool Network (glt.n.net)



Video: A New Hope (six minutes)

https://www.youtube.com/watch?v=_rv9FdiJTJU

How communities in Mozambique are mapping and documenting their customary land

Activity

- Participants will watch the video.
- Ask them to share some ideas of good practices from their own experiences.
- Ask participants if they have any questions or contributions.
- Conclude the session.

TRAINING SESSION 4: Women, land, and natural resource extraction

The extractive industries have devastating impacts for women in the communities. The large-scale project forces people off their land, this can lead to the loss of women's land-based livelihoods. Pollution caused by these projects can also deplete food and water resources, leading to an increased workload for women responsible for providing these resources for the family or community. The undermining of women's livelihoods can result in their becoming more economically dependent on men.

One of the biggest problems is that the process to exploit natural resources can intensify existing inequalities. Women produce about 70% of the food, yet there is still limited recognition of their rights to land and natural resources in legal systems and in practice. This makes it difficult for women who have no formal rights to land to negotiate their rights and entitlements with government and corporate actors. Thus, they lose access and control over their land and natural resources. This also contributes to an uneven playing field in sharing compensation or dividends among equally affected communities. Women-led households may not receive compensation from projects if there is no male representative, as compensation is typically given to men on behalf of their families. Furthermore, women have limited access to information, are excluded from participating in decision making and can't exercise their right to say no to large projects that undermine and violate their rights.

4.1 KEY IMPACTS OF EXTRACTIVES ON WOMEN'S RIGHTS (LARGE SCALE LAND – BASED INVESTMENTS)

Understanding the key impacts of extractives on women is important for raising awareness, mobilisation, building collective decision-making, promoting participation, and empowering women to lead the struggles on land and natural resources extractions.

In this session participants will perform a drama presentation exercise, without using modern ways of communication, to tell their stories. These are traditional ways that can be used to build stronger connections between the community to deepen the analysis. Communities will be encouraged to reflect on the women's rights to land: what they are and how to protect them.

OBJECTIVES

- To understand the key 'gendered impacts' of women.
- To get an overview of the current practices of the extractive industries and understand its impact on women.
- To support women to craft social impact stories.
- To tell stories that persuade and inspire, sow hope, make a difference and make change happen.



DURATION: 60 Minutes

TRAINER'S INSTRUCTIONS

- To understand the key 'gendered impacts' of women.
- To get an overview of the current practices of the extractive industries and understand its impact on women.
- To support women to craft social impact stories.
- To tell stories that persuade and inspire, sow hope, make a difference and make change happen.



Exercises:

Perform a drama or Song – to improve understanding of how the extractive industries affect gender.

Impact stories – the group must plan how their story will be told, they can consider producing a video or making a podcast.

Prepare a talk show – the group must identify the topic of their talk show, identify the presenter and the people who are going to be in the panel. It must also think about questions for each panel member. Panel members should include a woman representing a community affected by mining and a woman or man playing the role of a local leader or government official.

4. 2 FREE, PRIOR, AND INFORMED CONSENT (FPIC) AND THE APPLICATION OF THE RIGHT TO SAY NO

OBJECTIVE OF THE SESSION

- Participants to learn about FPIC
- How to use FPIC to facilitate dialogue between communities, government and corporates on women's land rights issues.
- What the FPIC principles consist of.
- When to apply the FPIC principles.

Free, Prior and Informed Consent refers both to a substantive right under international, regional and indigenous customary law as well as a process designed to ensure satisfactory development outcomes.

Firstly, to realise this right, the affected community's decision whether to allow development that will affect their rights, should be made free from any obligation, duty, force or coercion.

Secondly, the community has the right to make the development choice prior to any similar decisions made by the government, financial institutions or investors. In the words of the African Commission on Human and Peoples' Rights, the community's right to FPIC is not realised if they are presented with a project as a fait accompli.

Thirdly, the community must be able to make an informed decision. That means that they should be provided sufficient information to understand the nature and scope of the project, including its projected environmental, social, cultural and economic impacts. Such information should be objective and based on the principle of full disclosure. The community should be afforded enough time to digest and debate the information.

Finally, consent means that the community's decision may be to reject the proposed development. Consent is not mere consultation; it should be a process that gives communities opportunities to deepen their knowledge and present their own ideas of development and needs.

TRAINING SESSION 5: LEGAL SYSTEMS THAT ARE RELEVANT TO WOMEN

Women living in the rural areas make up a quarter of the world's population, but many have no rights to the land they tend to depend on for their livelihoods. Women play an indispensable role in the rural economy, bearing the brunt of the household's duties, yet fewer women struggle to secure land rights – an essential ingredient in boosting agricultural productivity, overcoming poverty, and empowering women economically and socially.

What is FPIC

FREE: Consent obtained must be freely given, without coercion, manipulation or bribes.

PRIOR: A company must obtain consent of the affected community before starting operations. This means communities have the right to oppose a project and prohibit its development.

INFORMED: Full disclosure of information regarding all aspects of a proposed project or activity in a manner that is accessible and understandable to the people whose consent is being sought.

CONSENT: A company must inform community members of the positive and negative impacts of a project before seeking consent.

Women's equal rights to land and property are grounded in core human rights instruments.

These includes the Universal Declaration of Human Rights, the International Convention of Economic Social and Cultural Rights, the International Convention on Civil and Political Rights, the Convention for the Elimination of All forms of Discrimination Against Women (CEDAW), The United Nations Declaration on the Rights of Indigenous People, the Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests (VGGT), the World Conference on Women's Beijing Declaration, the African Union Framework and Guidelines, the African Union Guiding Principles on Large-Scale Land Based Investments, the United Nations Sustainable Development Goals (SDGs), and the National Constitutions of Zimbabwe, Zambia, Mozambique and South Africa. These protocols provide that women have the right to equality in the enjoyment of all rights, including land rights. The protocols oblige national governments to ensure that women enjoy land acquisition, land inheritance, control, and decision-making rights on the same basis as their male counterparts.

OBJECTIVES

- To give women an overview of legal instruments that are fundamental to changing women's lives and women land rights access, control and use.
- Participants will be introduced to the legal and policy frameworks governing the land.
- Participants will have an awareness of ongoing policy reforms and their impacts on women's land rights in Southern Africa.
- Participants will understand the legal and policy provision for customary land documentation and compensation in Southern Africa.
- To promote knowledge generation, information sharing and networking at all levels to promote land policies that are sensitive to the specific needs of African women



TRAINER'S INSTRUCTIONS

- Invite a land expert to present a session on the issue of land and women.
- Encourage the expert to prepare an interactive presentation.
- The presenter may use PowerPoint, photos, video etc
- Facilitate a discussion between the expert and participants — the expert's interaction with the group is important, and discussion should happen during the presentation if possible.



TRAINING SESSION 5.1: Land and Legal Reform

Co-existing customary and statutory land tenure systems are the norm across Africa. Women's land rights are at the nexus of these two systems. Often, statutory laws provide protections to women that do not exist in customary law. Yet, not only is customary law more influential in many rural areas, it is also gaining statutory recognition across the region. This creates a problem. While there is much to be gained from recognising both customary tenure regimes and women's land rights in statutory law, the two are not easily reconcilable. In most customary tenure regimes women's land rights are secondary to — and weaker than — those of men.



Objectives

- List the policies and legal instruments governing land in their country and how they impact women's customary land rights.
- Identify legal and policy reforms and highlight how they impact women's customary land rights.
- Identify the legal framework for registering customary land rights.

Activity: In plenary

Presentation:

The presenter focuses on the national laws and constitutions which guarantee women's land rights in different countries.

Step one:

The presenter should ask participants to share their country's national laws and constitutional provisions that are related to women's land rights. (Some participants may have this knowledge and some may not, the discussion will allow participants to learn about their national laws and constitutional rights.)

Divide the participants into three groups and allow 10 minutes to discuss the following questions:

- What are common problems that women face in relation to rights to land in your community?
- Ask the participants to give examples from their work, their lived experiences or issues that they witnessed in their neighbourhood/community with regards to women's land rights.
- Allow 20 minutes for feedback discussion while you write down the answers on a flipchart.

TRAINING SESSION 5.2: REGIONAL LEGAL AND POLICY FRAMEWORK RELEVANT FOR WOMEN'S LAND RIGHTS

In order for women to be able to enjoy their land rights in practice, States must urgently change those laws and social norms which impose barriers to women's right to own and access to land in more than half the world. Practices must also be changed. Women's land rights are critical to democracy, peace, justice, sustainable development and security for all. Secure land rights for women set off powerful, continued ripple effects that go a long way toward realizing gender equality and a range of critical SDGs and human rights.



Objectives:

The main objective of the presentation is to:

- Introduce some of the main concepts of the land and natural resource framework and to set the scene for women in the communities to be able to plan.
- Explore challenges facing women to claim their rights.

Duration: 60 Minutes

Presentation

- What are the protocols and framework provisions that address women's land rights?
- How can they be used to strengthen women's land rights?
- What is the state's obligation?
- What are the international policies, instruments, principles, guidelines and recommendations?

TRAINING SESSION 5.3: WOMEN'S LAND RIGHTS PROTECTIONS UNDER CUSTOMARY AND STATUTORY LAWS AND LIMITATIONS

What is customary law?

Women's land rights in terms of customary law and practice, and their changing place within customary systems, remain a complex issue. The ways in which these rights are recognised are also influenced by different patrilineal and matrilineal descent and inheritance systems. Again, there are variations according to different contexts.

In settings where there has been a sharp rise in the number of households headed by single women, there is evidence that customary law is increasingly recognising women's land rights and that women are being allocated land.

Laws and policies at the international, regional and local levels foster discrimination against women on issues of ownership, access and control of the land. In countries where legislation that protects women's rights exists, there is the issue of ineffective implementation of the laws and policies by the agencies.

The presenter will focus on the following

- What are the limitations of customary law and barriers to improving women's land rights?
- Focus on the interpretation of customary law.
- Difficulties faced by women in asserting customary land rights.
- Use the social, economic, political, and human rights arguments to present why women's land rights matter to the individual woman, her family and society.



Objectives

- Participants will learn the features of secure women's land rights on customary land.
- Participants will learn the key requirements to ensure efficient land administration to secure women's customary land rights.
- Participants will learn the steps that women can take to secure their land tenure on customary land.
- To gain an understanding of the legal frameworks that govern women's rights, access, control and ownership of land.

Duration: 90 Minutes

Activity

- Spend the first 10 minutes of the session asking the participants why they believe that women's land rights matter.
- Ask them to think about specific women who hold customary land rights and share why the women deserve secure land rights.
- Ask if the participants have questions or complementary information.

Process

1. Land expert to conduct a presentation on the issue of land and women within the specific country, e.g. PowerPoint, Photos, Video, etc.
2. Facilitate a discussion between the expert and participants. Interaction with the group is important and discussion should happen during the presentation if possible.

TRAINING SESSION 5.4: CLAIMING THE RIGHTS

Owning land gives a sense of security and dignity. As established by international standards, women have the right to equality in the enjoyment of all their rights, including the right to access, use, inherit, control and own land.

Women in rural areas are not empowered to claim and defend their land rights as there is a lack of knowledge of their rights in the community. They lack the capacity and opportunity to participate in land governance, which reproduces and reinforces the inequalities of access to land. Due to legal and institutional barriers, discriminatory attitudes influenced by cultures, religious and social norms and child and family-care responsibility amongst other issues. Without equal access to decision-making bodies, women's voices will remain absent and will not be considered. Without political pull in the village, and with limited bargaining powers within the household, women lack the voice to advocate for their rights.

Customary justice systems are also often dominated by men and therefore tend to perpetuate inequalities and patriarchal interpretations of culture, resulting in discrimination against women. Therefore, the State has an obligation to exercise due diligence to guarantee and protect women's right to equality in plural legal systems. The State must take all appropriate measures to eliminate discriminatory social, cultural or religious beliefs and practices that annul or diminish women's enjoyment of these rights.

Overview of barriers to women acquiring land rights under customary and statutory land tenure systems

Barriers linked to the socio-economic wellbeing of women	Barriers linked to custom / traditional law	Barriers related to statutory law
<ul style="list-style-type: none"> • High female illiteracy rates. • Ignorant of their land rights. • Lack of resources to claim their rights. • Internalised discrimination • Limited participation of women in decision-making bodies on land tenure issues. • Limited rights of women to own land due to patriarchy. 	<ul style="list-style-type: none"> • Land allocation administered by traditional leaders. • Land law does not have a clause that promotes the land rights of women. 	<ul style="list-style-type: none"> • Land law is non-discriminatory but is not harmonised with other laws in the system (marriage laws, inheritance law). • Lack of capacity/ knowledge by implementers. • Lack of capacity/ knowledge by implementers.

Initiatives required to improve the position of women in owning and controlling land

Initiatives to improve the position of women in owning and controlling land	Initiatives to address barriers linked to custom / traditional law	Initiatives to address barriers related to statutory law
<ul style="list-style-type: none"> • Education / literacy campaigns • Legal education of women. • Economic empowerment of women through provision of credit, market access • Affirmative action (waive fees for land registration, land quotas for women) • Improved participation of women in decision-making bodies on land tenure issues 	<ul style="list-style-type: none"> • Limited rights of women to own land due to patriarchy. • Disseminate new land laws and build capacity / knowledge of traditional leaders not to discriminate against women. • Educate all members of society on women's land rights 	<ul style="list-style-type: none"> • Ensure land law has a clause that promotes the land rights of women • Harmonise land laws with other laws in the system (marriage laws, inheritance law) • Disseminate new land laws and build capacity / knowledge of implementers • Translate laws into effective programmes for implementation



OBJECTIVES

- Create opportunities for women and marginalised people to get involved in politics.
- Promote awareness of and respect for rights.
- Expand women’s knowledge on understanding their rights.
- Give people a sense of their own power, which demands careful constituency-building through participation.
- Provide a space for women to recognise their rights to be able to participate and hold authorities accountable

Activity 1

- Divide women in groups of four
- Use example of the table below
- Ask women to fill the spaces by discussing which rights they want to claim
- Ask them to indicate where the right is found
- What are the factors that are affecting women’s land rights?
- What are the advocacy challenges?

Which rights	Where are they found	Advocacy challenges

Constraints to women’s access to land in Africa:

- Gender-discriminatory customs and family traditions
- Limited accessibility of infrastructure and services such as water, education, and credit
- Insecurity of land tenure reduces incentives to invest in land and enhance productivity
- Women are less informed than men about national laws regarding land tenure
- Limited civil society mobilisation around women’s land rights
- Perception of land titling and registration as ‘men’s issues’

Activity 2

If you have time, you could try a role play where participants put themselves in someone else’s shoes. One person could be the target, another the advocate. The advocate asks the target to make the change they want. Why does the target say no? Using the questions in Activity 1 above as prompts, ask them what would change their mind.

Women’s Land Rights are secure when:
 They are enshrined in the law
 They are enforceable
 They did not require an additional layer of effort for women to exercise those rights.

TRAINING SESSION 6: BUILDING WOMEN POWER

New land laws and policies are being enacted in different countries across the continent. Such contexts provide valuable openings to deal with discrimination against women and ensure that women’s voices are heard in land management and governance. Campaigners for women’s land rights should work with national and local government decisionmakers and mobilise allies to deal with gatekeepers and those who are likely to resist change. Other measures to challenge, engage and disarm the gatekeepers include civic education at national, local and community levels to raise awareness and build capacity so that women can contribute to both formal and traditional decision-making processes around land.

PURPOSE

The session aims to support women to understand their power and how they can use it. In many countries on the continent women are taking a proactive approach to challenge power that makes permanent social injustices and inequalities in women’s land rights. This also includes questioning systems such as capitalism, patriarchy and culture that hinders women from raising, gaining access and control, and achieving land rights.

Women have long been engaged in a range of activities and processes aimed at improving the status core of women, including individual efforts, self-help groups and non-governmental organisations. For women to be able to challenge power and seek to transform the gendered and power social relations, we need to start thinking about ways that stimulate movement building and growth.

DURATION	120 Minutes
MATERIAL	Notebooks, pens

OBJECTIVES

- To increase the voice and organising power of women.
- To give voice and visibility to women's perspectives around key issues on land rights and access.
- Gain power to be part of the decision-making process and have political access and engage meaningfully.
- Build solidarity of women from near and far to build collective power around common issues affecting them.
- To go beyond the legal framework affording women an opportunity to build from the grassroots level to challenge power.



Activity 1

OBJECTIVES

- To increase the voice and organising power of women.
- To give voice and visibility to women's perspectives around key issues on land rights and access.
- Gain power to be part of the decision-making process and have political access and engage meaningfully.
- Build solidarity of women from near and far to build collective power around common issues affecting them.
- To go beyond the legal framework affording women an opportunity to build from the grassroots level to challenge power.

Activity 1

- How can women take control and take collective actions?
- What are the changes we want to see?
- How can grassroots women be supported to seek and understand and better enforce their land rights?
- How can we achieve these changes?

TRAINING SESSION 6.1: ORGANISING TOOLS AND STRATEGIES

OBJECTIVES

- Increase public support and visibility.
- Generate ideas, opinions and actions and recommendations from the community and women.
- Gain more insight from different community members and other women about the issues.

Activity 6.1.1 Sensing

What is sensing

Harnessing the potential of people power requires a deep understanding of the people we seek to engage in mobilisation. What inspires and motivates them? What are their emotional and practical needs? During the sensing phase you will directly hear from the people you want to mobilise.

The purpose of sensing is to:

UNDERSTAND more deeply the women in the community and the technologies shaping society that can be relevant to help solve our challenges.

LEARN directly from the people by observing, engaging, and interacting with them.

EMPATHISE to uncover emotional needs, dreams, frustrations, motivations and barriers for acting.

INSPIRE ideas that will engage people in our bid to solve our challenges.

After conducting sensing, you should have:

- Confirmed or challenged assumptions you made about the people you want to engage (for example, 'women don't want to be part of decision making and don't know how to defend their rights to land').
- Identifies INSIGHTS for each audience of people
- Gained INSPIRATION for creating solutions relevant for your audience

Sensing preparation:

- Begin to think through who you want to speak with, looking at the issues from their perspective, and thinking about what insight you want to gain based on your research.
- You need to think about the questions you need answered before you set out for your sensing.
- Think about the places where you will meet the women (e.g. water collecting points, bars etc)

Step by step

- Try to conduct interviews in people's places or places in which they are comfortable. You can learn more by talking to people where they live, work or spend their time.
- No more than three people per interview team so that you don't overwhelm them. Be clear about the roles — who is interviewing, taking notes, observing etc.
- Go prepared with a set of questions.
- Write down exactly what people are saying, not what you think they mean. It is important to hear what they are saying and have direct quotes.
- What you hear is only one aspect of the information they are telling you. Make sure to observe body language, expressions, interactions with the environment, etc.
- Take photos or videos if you have permission. This will help you to recall the interview later and allow you to share your findings.
- Debrief immediately, while the interview is still fresh in your mind.
- You should also debrief on how the interview went, and think about whether you can do anything to make any improvements.

TRAINING SESSION 6.2: OPPORTUNITIES TO CHALLENGE POWER

PURPOSE	This session will focus on developing a clearer prioritisation of the allies, influencers and people you want to work with and engage Mapping allies, audiences and influencers, a list of specific allies, influencers, audience, and community activists who could help you achieve change. Identifying who will you work with.
DURATION	60 minutes
MATERIALS	Flipchart, marker pens, paper, handouts

OBJECTIVES

- Identify key decision makers, stakeholders, influencers.
- To look at who has the power to achieve the objectives, who stands in your way and who you could build relationships with to help you.
- You know what needs to change and have some ideas for how to change it.
- A few ways to create an initial prioritisation of people with whom you want to work.

**Step by Step**

- On the flipchart paper, start with your strategy in the middle. Then add what you already know about what key people and relationships need to shift to make change. Write each person or group on a separate sticky note (you'll need sticky notes because you will be

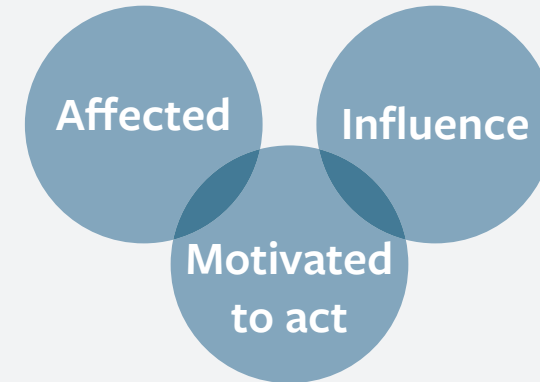
moving them around once you start prioritising).

- Now build on what you know, thinking about who you need in order to make change happen. Who can influence the situation? Who is already working on those and could become an ally? Who is affected by the issue? Who could benefit from change?
- Once you have a map of all the people and connections who can help make change happen, quickly move on to the next exercise to prioritise groups while they are still fresh in your minds.

Who Will You Work with?**Exercise: Identify where power lies**

Purpose:	To identify which power holders and influencers are most important, what motivates them, and who are your allies.
Time:	Step one 30 minutes, Step two 45 minutes.

Having identified the change you want to see, we now need to look at who has the power to achieve your objectives, who stands in the way and who you could build relationships with to help you.



- Once you have written down on a sticky note all the allies, partners, influencers and groups of people you think will be important for the campaign, draw a large Venn diagram with the labels (affected by the issue, motivated to act and influence change).
- For each sticky note ask the participants to decide where they or the group fall in the diagram (this can be a quick and rough guess for now).
- Once all the sticky notes are on the diagram, ask the team which groups seem most important to work with. They don't all have to fall at the intersection of the three diagrams, however they all should be motivated to have a good spread of influencers and people affected by the issue.
- Once you have an agreement on the key people to work with, this will be transferred to your strategy for action.

TRAINING SESSION 7: DEVELOPMENT OF COMMUNICATION STRATEGY

Assisting women to develop their own communication strategy that will work in their context. Women are creative, talented and can come up with innovative ideas that can trigger a process of village/rural participation. These are the tools that can support women who can't read or write to be able to communicate and share information in their own languages and gain self-reliance in making decisions. Most women are more responsive to highly visual and audio content as the brain processes it much faster than written content. There are many methods that can be used to raise public awareness, build capacity and for engaging with the policy makers.

Duration: 60 Minutes

OBJECTIVES

- To amplify the voices of those affected, giving them agency to engage in media spaces that are not accessible to them.
- To drive the conversation and connect the links in mainstream media about the adverse effects of women's land rights struggles.
- To introduce a participatory communication approach that is innovative and interactive and preferably field based.
- To create social awareness about women's roles in managing natural resources.
- Get participants to work together to produce a coherent multimedia package that they can use in their different localities.
- To strengthen the voice and organising power of women affected by mining and extraction of natural resources and land.



There is an urgent need to increase women's awareness of their rights to inherit land, own land and participate in land governance – through awareness campaigns, media work and land rights education programmes or modules – but to also target traditional authorities and involve men in general. Awareness campaigns should be in all applicable languages, including local languages, and in formats accessible to all, including illiterate grassroots women. These campaigns need mobile services for remote communities and indigenous peoples. States should provide gender-disaggregated information on access to land, impact of land-related processes and land governance.

THE FOLLOWING ACTIVITIES ARE DESIGNED TO SUPPORT WOMEN'S ORGANISING

STORYTELLING. Storytelling is powerful and persuasive. But it can do more than that. Storytelling can raise awareness of issues in your community and around the world. Impact stories put a face or name on your organisation, bringing its mission to life and providing a glimpse into the lives of individuals and communities. These stories connect with our emotions and can inspire people to act – and to bring about change.

When you tell your story, bring your character to life. Political debates are often reduced to facts and sweeping social analysis that may not reach most audiences, even policymakers. The human element makes a problem real. Quotes and personal stories bring to life the challenges of a problem in a way that general explanations cannot.

BE STRATEGIC ON HOW YOU DELIVER YOUR STORY. Use clear facts and numbers creatively. Good information boosts the clout of any advocacy. But the facts you choose and how you present them is important. Concretely: What is the problem/issue? What are the causes? Who is directly affected and how? What are the financial and social costs? Who's to blame? What is the solution, and what can a citizen or policymaker do to help?

POSTERS. One of the cheaper ways to get a simple message out to the public is with posters and bumper stickers. With a clever slogan, a captivating illustration, and basic information, posters can reach more people than most other media. This is particularly true where there is a low level of literacy and poor access to the mass media. The choice of image and words can be more difficult than in other media tools because a poster must reach many different people and be self-explanatory. A good poster will captivate, energise, provoke and educate.

DRAMA. The drama should be formulated in a way that shows women's land rights issues, and that demonstrates how customary and formal rules can help address those issues. It should also highlight women's feelings, attitudes and concerns about the issues presented, and should illustrate how things change for the better for the whole community when women's land tenure is strengthened. Drama can be an effective tool to communicate abstract ideas about rights in more concrete and relatable ways.

COMMUNITY RADIO. Community radio is one of the most powerful interventions or media for getting out information, starting discussion and raising awareness about development issues, such as land and natural resource extraction and gender inequality in local communities and promoting community voices. Radio can access many rural remote areas.

USING PHOTOGRAPHS. Photographs can be used to demonstrate the impact of social, environmental issues and other issues in the community. They can be organised to share information with the viewers. They can be presented as a form of exhibition at the local village markets, community centres.

Tools for ensuring the protection of women's land rights

- Issuance of traditional land-holding certificates: these can be used to document land rights. Women can then use the certificates as the basis for negotiation and to demand their land rights.
- Use education as a tool for empowerment. Form groups that will push for adult education to improve their literacy levels.
- Empower women with knowledge on land rights. Women should be trained in land rights so that they appreciate and demand their rights.
- Strengthen the informal platforms that exist in host communities. Informal structures can be used to advocate for the protection of women's land rights.
- Use women traditional leaders as women's land rights champions to influence the protection of women's land rights
- Form interest groups and identify community women's land rights champions who support the protection of women's land rights.

- Train host communities, including women, in negotiation and advocacy skills so that they can demand their land rights in the face of displacements.
- Ensure women's participation on an equal basis with men in decision-making regarding sustainable environmental management and ensure gender balance in management structures by legislation where appropriate.
- Translate and popularise the provisions that protect women's land rights where mining is happening. This will help to empower women and they can use these as tools for advocacy in their day-to-day activities.
- Introduce community radio debates and phone-in programmes. Community radio remains key to reaching out to communities who can get engaged through their participation and help to influence bad behaviour by extractive companies.

TRAINING SESSION 7.1: CALL FOR ACTION

Government and officials can ignore women's complaints. In most cases they don't respond to letters and demands. They can do this because they are powerful and women in the community seem to be weak. Women continue to be impacted in ways that persistently compromise their dignity and human rights. While most laws, policies and regulations recognise women's rights, for most women their rights exist only on paper.

OBJECTIVES

- To raise awareness to the general community about women's land and natural resource struggles.
- To put pressure on local municipalities and governments and hold them accountable through media campaigns.



TRAINER'S INSTRUCTIONS

The smaller actions are then steps in a longer journey. One doesn't have to think about big actions only, a smaller action can lead to change as long as it is also seen as part of an ongoing struggle towards the goals of transforming the suffering experienced by the community. The women activists and community activists are always thinking of the next step, the next issue and how the actions taken can be used to build a powerful movement that will achieve the larger goals of the community. The activist must be visionary and wise in defining community goals and making plans.



- When women are empowered to take action to defend their rights, it gets them moving. It makes them feel strong and makes them less likely to submit to the rules of those in power. It gives women responsibility for their own lives and actions and brings out their leadership potentials.
- These actions require coordination and timing, but don't ask anyone to subject themselves to any risk or public exposure. At the other end are the acts of civil disobedience that may subject people to arrest and/or place them in physical danger, you will need to think of strategies that will mitigate the risks.

There is a broad range of possible actions that a community can take

- Letter-writing calls or visit to the officials relating to a legislative issue
- Marching to the local authority
- Letters to the media
- Petitions — gathering signatures provides opportunities for constituents to meet each other, talk about issues and gain support.
- Rallies, marches, and vigils in many countries of the world, grassroots constituents participate in advocacy through street marches, rallies, or vigils.
- Are there opportunities for participants to do more than simply walk or stand with others?
- International policy meetings to mobilise and influence these institutions. Groups have used policy research and parallel citizens' fora to get the attention of key leaders and the public. The growing frustration by advocates with the institutions' lack of responsiveness have sometimes escalated into widespread protests.
- In some countries, governments have provided opportunities for NGOs and grassroots groups to participate in public hearings on the content of legislation. Even if your government does not do this, a 'mock hearing' can be organised to imitate an official one. Mock hearings can be entertaining for the media and the public when they take a humorous jab at the proceedings and behaviour of leaders.

What makes women's rights advocacy planning different

- Understanding the various forms and locations of gendered power — and how gender and other discriminations intersect.
- Tackling the underlying structural causes of inequality.
- Knowing that methods are political — what language or strategies we use will themselves create or hinder change. Knowing that backlash is likely, and that progress will never be linear.
- Recognising that building transformative power must be part of advocacy if change is to be sustainable.
- Working in alliance with others to maximise transformative power.
- Supporting women's rights movements as part of advocacy objectives.
- Putting first the priorities of women — recognising that they face intersecting discriminations.
- Prioritising inclusive, participatory methods for women to connect experiences, learning and knowledge with action.

Women's rights advocacy values (It may be helpful to consider your organisational values as well as the values articulated in international human rights frameworks such as CEDAW — the Convention on the Elimination of all Forms of Discrimination against Women)

- Promote and strengthen women's rights and gender equality.
- Respect the diversity of women's experience and listen to women and their organisations.

- Empower women to advocate for themselves.
- Make power relations visible, including reflecting on personal power.
- Be transparent, open and accountable.
- Collaborate and partner with women and women’s rights organisations and networks.
- Acknowledge women’s contributions in achieving change.
- Prioritise inclusive, participatory methods to connect knowledge with action.
- Provide opportunities to develop self and collective care strategies.
- Engage in ongoing processes of self and collective reflection and act on learning.

7.1.1 Activity:

Duration: 60 Minutes

In groups discuss the following:



- The group members give examples from their own experience that demonstrate what strategy and tactics are.
- What actions must be carried out (tactics and strategies that are going to be used)?
- How (what are the action steps)?
- Who is responsible for this?
- When should the action be completed?
- What is message?
- What resources/materials are required

TEMPLATE: PLANNING ACTIVITY LOG

Developing an action plan

All the organisations taking part in the training will be required to come up with an action plan that will be used to implement the learnings from the training. The following exercise has been developed to encourage an all-inclusive process that will lead to the development of a draft action plan. The draft plan will be improved once they get back to their communities.

Purpose:	To identify the actual activities that your organisation will carry out, and the resources needed to do it.
Duration:	120 Minutes

Date	Activity	Expected outcome	People Responsible	Activity Outputs	Assessment of outcome
Date when the activity will take place?	Details of the activity	Why did you do this activity	Who was/is responsible	Qualitative and quantitative data on the activity	Did you achieve your expected outcome? What did you learn?

7.2 CLOSING CIRCLE

Duration: 45 minutes

Purpose

- Review what has been learned in the past sessions.
- Reflect on remaining questions and thoughts from all sessions.
- Think critically about how participants want to use this information in future.

TRAINER’S INSTRUCTIONS



Step 1:

The trainer explains that the trainees have reached the end of the training. The trainer facilitates a group discussion to find out how useful the training was and how much trainees have gained/learned in the various sessions by asking relevant questions, such as:

- Did the training meet your expectations? Why or why not?
- What part of the training was the most useful?
- What part was the least useful? Why or why not?
- Share one thing they will change because of participating in this programme?
- What can we do to improve the training?

As the trainees provide feedback, the trainer can write key points on the flipchart. The trainers should use the suggestions given to improve the training for the next time.

Step 2:

The trainer ends and thanks trainees for attending the training and for their active participation and their contributions.

Step 3:

The trainer asks the organisers to moderate the closing ceremony and distribute certificates. Depending on how the closing ceremony is organised, it may take longer or shorter than the time indicated.

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Southern Africa Resource Watch (SARW) Objectives

Monitor corporate and state conduct in the extraction and beneficiation of natural resources in Southern Africa, and assess to what extent these activities uplift the economic conditions of the region's communities.

- Generate and consolidate research and advocacy on natural resource extraction in Southern Africa.
- Create informed awareness of the specific dynamics of natural resources in Southern Africa, building a distinctive understanding of the regional geo-political dynamics of resource economics.
- Provide a platform of action, coordination and organisation for communities, activists, researchers, policy-makers, corporations, regional and global governing bodies in the watching and strengthening of corporate and state accountability in extractive industries.
- Engage with and support government on building accountable and transparent management of extractive resources.
- Build capacity for communities, civil society, parliaments, and media to hold governments and corporations to account, and to participate in decisions about resource management.
- Advocate and promote human rights and environmental protection in resource extraction activities.
- Support efforts to legislate mandatory public disclosure of and access to financial, social, environmental and regulatory compliance information in the extractives industry.
- Promote extractive industries that create wealth for local communities.

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Advancing Rights in Southern Africa (ARISA) Objectives

The Advancing Rights in Southern Africa (ARISA) is a 5-year USAID funded program that seeks to improve the recognition, awareness and enforcement of human rights in the region, including the protection of the region's most vulnerable and marginalized groups. The program led by Freedom House in collaboration with partners—the American Bar Association Rule of Law Initiative (ABA/ROLI), Internews, and Pact—works at a regional level in select countries to:

- Improve the enabling environment for the promotion and protection of human rights;
- Strengthen the capacity of regional and local civil society actors to seek redress of rights violations;
- Increase public demand for improved rule of law and human rights protection; and
- Foster South-South communities of practice for knowledge and resource sharing to advance efforts to address human rights violations.

The Advancing Rights in Southern Africa

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TRAINING MANUAL ON NATURAL RESOURCES AND WOMEN LAND RIGHTS



Improved human conditions through good
governance of the region's resources.