

Training Manual

FOSTERING LOCAL ACTIVISM AND WOMEN'S LEADERSHIP

ADDRESSING VIOLENCE AGAINST WOMEN/GIRLS (VAW/G), AND ADVANCING
WOMEN'S LAND RIGHTS IN NORTHERN AND NORTH EASTERN UGANDA

August 2014

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We also thank Government of Uganda officials and Civil Society Organizations who provided the information necessary for the development of this Manual. Sincere gratitude also goes to consultant for conceptualizing and working tirelessly towards the development and publication of this Manual.

We strongly believe that this Manual will be a great resource to individuals, institutions, leaders, duty bearers, and communities in fostering local activism, women leadership and land rights in Northern and North Eastern Uganda.

Preface

Uganda Women's Network (UWONET) commissioned the development of this Manual with support from OXFAM as part of her effort towards a Uganda society free of all forms of gender based discrimination through promoting and enhancing networking, collective visioning and action among members and with different actors working towards development and the transformation of unequal gender relations.

UWONET will use this Manual to inform her capacity building component through a project she is currently implementing which focuses on fostering Local Activism and Women's Leadership to address Violence Against Women and Girls (VAW/G), and to advance women's land rights in Northern and North Eastern Uganda.

This Training Manual will be used by Civil Society organization (CSOs), traditional and cultural leaders, and Local government officials to enhance the skills and knowledge of critical duty bearers in leadership, and in addressing VAW/G and advancing Women's Land Rights in their communities. It is user friendly, in simple English, with appropriate illustrations for ease of use by its target beneficiaries.

The development of this Manual was participatory in nature, and involved engagement with strategic Government of Uganda and Civil Society partners working on women's leadership and women's land rights. Existing related training manuals that were readily available were reviewed, adapted and acknowledged. This Manual therefore builds on and endeavors to complement existing efforts towards the elimination of all forms of gender based discrimination.

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Abbreviations

FGM	Female Genital Mutilation
GBV	Gender Based Violence
SGBV	Sexual Gender Based Violence
UWONET	Uganda Women's Network
VAW/G	Violence Against Women and Girls

Structure of the Manual

This Manual is divided into five modules on; understanding gender and leadership, addressing VAW/G, advancing women's land rights, advocacy, public speaking, presentation skills and effective communication. Each Module is divided into various topics covered under different sessions and provides the training methods to be adopted, resource and material requirements, evaluation methods and duration. Each session comprises of learning objectives and trainer's notes for ease of reference. A glossary with key definitions referred to in the text of the Manual is also included.

MODULE 1:

UNDERSTANDING GENDER AND LEADERSHIP

This module focuses on defining gender and sex by making a distinction between the biological differences which determines sex, and the social construct of assigning different roles to men and women. Gender concepts and perspectives are essential for critical analysis of gender inequality, for formulation of law, policies and programmes necessary for achieving equality between men and women. Qualities of a good leaders and Women leadership are also addressed. This module comprises of three sessions that is distinction between gender and sex, gender concepts and perspectives, and women's leadership. This module comprises of three (3) sessions.

Training method: • Group work • Interactive Lecture • Discussions–Experience sharing	Resource/Material Requirements: • Markers • Visualization In Participatory Programmes (VIPP) Cards • Flipcharts • Projector • Session presentations/Handouts
Evaluation Methods • Recap of the Session • Module Evaluation • Observations	Time Required 2 Hours 25 Minutes

Session 1: Distinction between Gender and Sex

Learning Objective(s): At the end of this session participants should be able to;

1. Understand the meaning and distinction between sex and gender
2. Identify the different gender concepts and perspectives.

Trainer's Notes

- Using VIPP Cards ask participants to write down their understanding of the term sex, and gender. (15 minutes)
- Group similar answers together and explain to participants the definition and distinction between gender and sex. (30 minutes)

Definition of Gender

- Gender refers to socially constructed roles, responsibilities, opportunities, behaviors, activities and attributes that a given society considers appropriate for men and women.
- Gender is therefore not natural but constructed through cultures in the society.
- Gender also varies from one culture to another.

Definition of Sex

- Sex refers to the biological and physical difference between men and women.

- Sex is genetic, born with, and cannot change.

The difference between Gender and Sex

The differences between gender and sex include the following;

Gender	Sex
Socially constructed/given	Biological/natural
It is specific to a particular society and varies within and between societies	Does not vary within and between different societies
Changes over time	Cannot change
Distinguishes roles, responsibilities and obligations of men and women	Universal and is the same for all women, and same for all men
Is influenced by many factors such as education and income levels, religion, age etc.	Is not influenced by economic or social factors.

Session 2: Gender Concepts and Perspectives

Learning Objective(s): At the end of this session participants should be able to;

1. Identify the different gender concepts and perspectives.

Trainer's Notes

- Lead at interactive lecture on the different gender concepts and provide participants with a handout after the session. (30 minutes)
- Lead a plenary discussion on randomly selected concepts from the lecture to measure participant's level of appreciation of gender concepts. (15 minutes)

Gender Concepts

Gender concepts refer to commonly used notions and theories and these include gender roles, analysis, discrimination, equality and equity, mainstreaming, needs, planning, relations, training and gender violence among others. Each of the gender concepts are defined below;

Gender Concepts	Definitions
Culture	• The specific patterns of ideas, beliefs, and norms which characterize the way of life and relations of a society or group within a society.
Gender Roles	• Gender roles are learned/set rules and behaviors in a given society which condition the type of activities, tasks and responsibilities that are perceived to be for men and women. • Gender roles are based on social beliefs, values, expectations and attitudes of a woman, man, boy or girl in a particular culture or society. • Gender roles therefore vary from culture to culture and contribute to gender difference that lead to gender discrimination. • Gender also relates to productive, reproductive or community roles.

Gender Concepts	Definitions
Gender Analysis	• A systematic way of examining the different effects and impacts of development programmes on women and men particularly taking stock of their participation as service providers and beneficiaries. • It also refers to identifying and classifying the different roles of women and men in a given sector or activity, their relations and access to and control over resources and benefits.
Gender Budgeting	• Refers to a practice or approach of allocating resources taking into consideration the different needs, interests and constraints of women and men. • It involves disaggregating and analyzing government budgetary allocations, expenditures and revenues in relation to their impact on different categories of women and men, boys and girls. • It also involves an analysis and understanding of the situation of different categories of men and women, boys and girls to determine the gender gaps or inequalities, and setting appropriate interventions in development plans and budgets to address them.
Gender Accountability	• Is showing justification in a gender perspective for courses of action at individual, institutional or organizational, and governmental levels. • It also refers to being accountable for actions and decisions.
Gender Mainstreaming	• Relates to deliberate efforts to integrate strategies and actions that address gender inequalities into policies, plans, programmes or projects, institutions, and laws. • The main objective of gender mainstreaming is equal participation in, and benefit from development initiatives for both women and men.
Gender Discrimination	• The systematic, unfavorable treatment of individuals on the basis of them being male or female which denies them rights, opportunities and/or resources.
Gender Equality	• The ability of men and women, boys and girls to enjoy the same status and to have equal opportunity to realize their potential to contribute to socio cultural, economic and political development.
Gender Equity	• Refers to fairness and justice in the distribution of resources, benefits and responsibilities between men and women, girls and boys in all spheres of life.
Gender Blind/Bias	• Failing to take account of, or recognize the different roles, capabilities and needs of women and men. • It is often assumed for instance that the national budget will in its functions, benefit women and men, boys and girls equally.

Gender Concepts	Definitions
Affirmative Action	Refers to positive measures targeted at a particular group and intended to offset disadvantages, or eliminate and prevent discrimination arising from socially defined roles and responsibilities assigned to men and women.
Gender Needs	Shared and prioritized needs identified by women or men that arise from their common experiences as a gender.
Gender Planning	The technical and political processes and procedures necessary to implement gender-sensitive policy.
Gender Training	A facilitated process of developing awareness and capacity on gender issues, to bring about personal or organizational change for gender equality.
Gender Based Violence	Any act or threat of violence which is committed against a person on the basis of their gender.
Women Empowerment	- Process of transforming gender power relations, through individuals and groups developing awareness of women's subordination and building their capacity to challenge it. - It implies that women must not only have equal capabilities, but also have equal access to resources and opportunities. - It also means that women should be able to use these rights, capabilities, resources and opportunities to make strategic choices and decisions such as through leadership and participation in political institutions.

Session 3: Women's Leadership

Learning Objective(s): At the end of this session participants should be able to;

1. Understand the meaning of and the different aspects of Women's Leadership

Trainer's Notes

- Interactive lecture on the definition of leadership and aspects of women's leadership. (45 minutes).

Definition of Leadership

Leadership is a process by which a person influences others to achieve a particular goal, objective or accomplish a particular task.

- Leaders lead by applying their skills and attributes (beliefs, values, ethics, character and knowledge).
- The basis of good leadership is integrity and selfless service.
- Leadership is an active relationship involving continuous contact between the leader and those he/she leads.
- It is a process that involves bringing together skills, and abilities that are required and are useful to fulfill a given mission.
- Leadership is achieving results through people and it occurs when there is an objective to be reached or a task to be carried out, and when more than one person is needed to do it.

- Leadership is about encouraging and inspiring individuals and teams to give their best to achieve a desired result and it goes hand in hand with power.
- Leadership is exercised whenever a person influences the behavior of another person or a group of people towards achieving a particular goal.

Who is a Leader?

- A leader is someone who draws people along; goes ahead of others; shows the way; take initiative; makes a beginning; or directs an action, thought or opinion.
- A leader understands how to get people to work together, by recognizing their different abilities and putting them to the uses they are best suited for.
- She or he ensures that all those he/she leads are given a sense of solidarity and responsibility.

Qualities of a Good Leader

- **Leaders lead with a Vision**—they provide direction to others by inspiring a shared vision and mobilizing the peoples' support and resources to ensure that the group succeeds.
- **Leaders model the way**—they understand that the best way to influence others is to make a way. They choose to be honest and share their values and principles with the people they are leading.
- **Leaders build teams or groups**—they work with people with whom they develop their vision and plans.
- **Leaders empower others to act**—they share with their team member's leadership roles and delegate work so as to build their confidence and self-esteem.
- **Leaders are willing to listen**—effective leaders listen to others with empathy and listening makes people feel respected and appreciated.
- **Leaders motivate**—they believe in empowering their team members and working at their pace to achieve mutual progress. Effective leaders motivate their team members by celebrating their successes.
- **Leaders are unshakable**—effective leaders do not fear to face challenges. They keep trying and they believe that one day they will be successful.
- **Leaders manage conflict**—effective leaders learn how to deal successfully with conflicts. They see conflict as an opportunity to examine and work out difficult situations before they become a barrier to the achievement of their goals.
- **Leaders take responsibility for their actions**—effective leaders are decisive and take responsibility for their actions. They are willing to be held accountable for the decisions they make and do not seek to blame others for their short comings or failures.
- **Leaders engage in personal development**—effective leaders know their strengths and their weaknesses and they constantly try to become better leaders. They build their capacity by reading books, acquiring skills and educating and training themselves and learning from others.

A leader works towards;

- Building others
- Mentoring others
- Leading others in the best way possible
- Influencing others to follow good examples in working to achieve set goals and objectives

Women in Leadership

Women leaders are more assertive and persuasive, have a stronger need to get things done and are more willing to take risks than male leaders.

Women in Leadership achieving excellence by;

- Eliminating barriers to equality of opportunity in the workforce.
- Being aware of unconscious bias and the consequences to women in the workforce.
- Implications of the laws and policies on female participation rate and narrowing the gender gap.
- Considering financial and social outcomes for women.
- Bearing in mind the impact of societal expectations and culture on women's choices.
- Sharing personal experiences of women in the workforce throughout their career.
- Purging barriers women face to progression into leadership roles.
- Highlighting the business case for diversity and the way forward for organizations.

MODULE 2:

ADDRESSING VIOLENCE AGAINST WOMEN/GIRLS (VAW/G)

Statistics reveal that more than 50% of women are targeted for physical and/or sexual violence in their lifetime. Most of this violence takes place within intimate relationships, with many women (ranging from 9% to 70%) reporting their husbands or partners as the perpetrator. This module will focus on the definition of VAW/G, forms, perpetrators of VAW/G, settings where VAW/G takes place, causes as well as consequences. The module also discusses the legal and policy framework on VAW/G and the referral pathway for cases of VAW/G. It comprises of three (3) sessions.

Training method: • Group work • Interactive Lecture • Discussions–Experience sharing	Resource/Material Requirements: • Markers • VIPP Cards • Flipcharts • Projector • Session presentations/Handouts
Evaluation Methods • Recap of the Session • Module Evaluation • Observations	Time Required • 2 Hours 25 Minutes

Session 1: Demystifying Violence Against Women/Girls

Learning Objective(s): At the end of this session participants should be able to;

1. Understand the definition of Gender Based Violence (GBV), VAW/G, its causes and forms.

Trainer's Notes

- Divide participants into groups to discuss what GBV/VAW/G is, who is a perpetrator and survivor, and what are the most common forms of GBV/VAW/G in their community. (30 minutes)
- In plenary provide clarification of the definition, perpetrator, and common forms of GBV/VAW/G. (30 minutes).

It is important to note that Sexual Violence, GBV, VAW/G, and Sexual Gender Based Violence (SGBV) are terms that are frequently used interchangeably. All terms relate to violation of fundamental human rights that perpetuate sex–stereotyped roles which deny human dignity and the self–determination of an individual and hamper human development. VAW/G is the most pervasive yet an under–recognized human rights violation in the world, and is a major impediment to achieving gender equality.

Defining Violence Against Women and Girls (VAW/G)

The United Nations defines VAW/G as *“any act of gender–based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life”*.

- VAW/G is one of the most systematic and widespread human rights violations.
- It is rooted in gendered social structures rather than individual and random acts.
- It cuts across age, socio-economic, educational and geographic boundaries.
- VAW/G affects all societies; and is a major obstacle to ending gender inequality and discrimination globally.

Definition of Gender Based Violence (GBV)

- GBV refers to violence directed against a person because of his or her gender and expectations of his or her role in a society or culture.
- GBV highlights the gender dimension of the relationship between females' subordinate status in society and their increased vulnerability to violence. It is important to note, however, that men and boys may also be victims of GBV, especially sexual violence. In conflict/post-conflict and emergency settings, the term SGBV is commonly used. Sexual violence in these settings is also largely perpetrated against women and girls.

Forms of VAW/G

VAW/G has many manifestations, including forms that may be more common in specific settings and regions. VAW/G manifests itself as physical, sexual, emotional and economic. Some examples of forms of physical, sexual, emotional and economic VAW/G provided for under section of the Domestic Violence Act include;

- **Physical Abuse:** Hitting, slapping, shoving, grabbing, pinching, biting, hair pulling, etc are types of physical abuse. This type of abuse also includes denying a partner medical care or forcing alcohol and/or drug use upon him or her.
- **Sexual Abuse:** Coercing or attempting to coerce any sexual contact or behavior without consent. Sexual abuse includes, but is certainly not limited to, marital rape, attacks on sexual parts of the body, forcing sex after physical violence has occurred, or treating one in a sexually demeaning manner.
- **Emotional Abuse:** Undermining an individual's sense of self-worth and/or self-esteem is abusive. This may include, but is not limited to constant criticism, diminishing one's abilities, name-calling, or damaging one's relationship with his or her children.
- **Economic Abuse:** Is defined as making or attempting to make an individual financially dependent by maintaining total control over financial resources, withholding one's access to money, or forbidding one's attendance at school or employment.
- **Psychological Abuse:** Elements of psychological abuse include—but are not limited to—causing fear by intimidation; threatening physical harm to self, partner, children, or partner's family or friends; destruction of property; and forcing isolation from family, friends, or school and/or work.

The most universally common forms of VAW/G	Other widespread forms of VAW/G around the world	Less documented forms of VAW/G
• Domestic and intimate partner violence • Sexual violence (including rape) • Sexual harassment • Emotional/psychological violence • Sexual violence as a tactic of warfare and in the aftermath of emergencies	• Sexual exploitation • Sexual trafficking • Harmful practices, such as Female Genital Mutilation/Cutting (FGM/C), • Forced and child marriage.	• Crimes committed in the name of “honor” • Femicide • Prenatal sex selection • Female infanticide • Economic abuse • Political violence • Elder abuse • Dowry-related violence • Acid-throwing

Who are most susceptible to VAW/G

Particular groups of women and girls who are more vulnerable to violence and may experience multiple forms of violence on account of compounded forms of discrimination and socio-economic exclusion include;

- Members of racial, ethnic and sexual minorities
- HIV-positive women/girls
- Migrants and undocumented workers
- Women/girls with disabilities
- Women in detention
- Women/girls affected by armed conflict or in emergency settings

Who are the perpetrators of VAW/G

The perpetrators of violence may include;

- The State and its agents
- Family members (including husbands)
- Friends
- Intimate partners or other familiar individuals
- Strangers

Settings where violence occurs

VAW/G takes place in various public and private settings including the home;

- **Within the community**, such as in and around schools, on streets or other open spaces (e.g. markets, public transportation).
- **Places of work** (e.g. offices, farms and factories); and state-run or custodial institutions, such as prison, police, health and social welfare facilities.
- **Refugee and displaced persons camps** and areas related to armed conflict, such as military compounds or bases, are also often sites of violence.

Causes, protective and risk factors

- **Gender inequality and discrimination** are root causes of VAW/G influenced by the historical and structural power imbalances between women and men which exist in varying degrees across all communities in the world.
- **Inequalities between men and women**—VAW/G is related to the lack of power and control, as well as to the social norms that prescribe men and women's roles in society and condone abuse. Inequalities between men and women cut across public and private spheres of life, and across social, economic, cultural, and political rights; and are manifested in restrictions and limitations on women's freedoms, choices and opportunities. These inequalities can increase women's and girls' risks of abuse, violent relationships and exploitation, for example, due to economic dependency and limited survival and income-earning options, or discrimination under the law as it relates to marriage, divorce, and child custody rights.
- **Violence against women and girls** is not only a consequence of gender inequality, but reinforces women's low status in society and the multiple disparities between women and men.

Risk Factors

There are a variety of factors at the individual, relationship, community and society (including the institutional/state) levels that intersect to increase the risk of violence for women and girls. These factors, represented in the ecological/environmental model, include:

- **Witnessing or experiencing abuse as a child** (associated with future perpetration of violence for boys and experiencing violence for girls).
- **Substance (including alcohol) abuse** (associated with increased incidences of violence).
- **Women's membership** in marginalized or excluded groups.
- **Low levels of education** (for boys associated with perpetrating violence in the future and for girls, experiencing violence).
- **Limited economic opportunities** (an aggravating factor for unemployed or underemployed men associated with perpetrating violence; and as a risk factor for women and girls, including of domestic abuse, child and forced marriage, and sexual exploitation and trafficking).
- **The presence of economic, educational and employment disparities** between men and women in an intimate relationship.
- **Conflict and tension** within an intimate partner relationship or marriage.
- **Women's insecure access to and control over** property and land rights.
- **Male control** over decision-making and assets.
- **Attitudes and practices** that reinforce female subordination and tolerate male violence (e.g. Dowry, bride price, child marriage).
- **Lack of safe spaces for women and girls**, which can be physical or virtual meeting spaces that allow free expression and communication; a place to develop friendships and social networks, engage with mentors and seek advice from a supportive environment.
- **Normalized use of violence** within the family or society to address conflict.
- **Limited legislative and policy framework** for preventing and responding to violence.
- **Lack of punishment** (impunity) for perpetrators of violence.
- **Low levels of awareness among service providers**, law enforcement and judicial actors.

Protective Factors from VAW/G

The protective factors that can reduce women and girls' risk of violence, include:

- Completion of secondary education for girls (and boys)
- Delaying age of marriage to 18
- Women's economic autonomy and access to skills training, credit and employment
- Social norms that promote gender equality
- Quality response services (judicial, security/protection, social and medical) staffed with knowledgeable, skilled and trained personnel
- Availability of safe spaces or shelters
- Access to support groups enactment and implementation of legislation and policies to address VAW/G

It is important to remember that risk and protective factors are not direct causal links, but rather *correlated*—for example, that a boy who witnesses abuse of his mother by his father as a child will not necessarily become a perpetrator later in life; nor is a women of high socio-economic status and highly educated is immune to domestic violence. VAW/G is a complex social, economic and cultural phenomenon.

Consequences of VAW/G

There are multiple consequences of violence, having immediate and short-term to inter-generational effects. The consequences of violence have impacts at the individual level (for survivors, perpetrators and others affected by violence), as well as within the family, community and wider society, which translate into costs at the national level.

Individual and Community Consequences and Costs

Consequence and costs due to VAW/G—beyond the intangible suffering and impacts on quality of life and well-being—include costs to the survivor and her family in terms of health (mental and physical), employment and finances, and the effects it has on children.

- **Immediate injuries** such as fractures and hemorrhaging and long-term physical conditions (e.g. gastrointestinal, central nervous system disorders, chronic pain).
- **Mental illnesses**, such as depression, anxiety, post-traumatic stress disorder, attempted suicide.
- **Sexual and reproductive health problems**, such as sexually transmitted infections (including HIV), and other chronic conditions; sexual dysfunction; unintended/unwanted pregnancies and unsafe abortion; risks to maternal and fetal health (especially in cases of abuse during pregnancy).
- **Substance abuse** (including alcohol).
- **Poor social functioning skills** and social isolation and marginalization.
- **Death** for both women and their children (from neglect, injury, pregnancy-related-risks, homicide, suicide and/or HIV and AIDS-related).
- **Lost workdays**, lower productivity and lower income.
- **Overall reduced or lost** educational, employment, social or political participation opportunities.
- **Expenditures** (at the level of individual, family and public sector budgets) on medical, protection, judicial and social services.

Beyond the direct and short-term consequences, child witnesses of violence are more likely to have emotional and behavioral problems, perform poorly in school and be at risk of perpetrating or experiencing violence in the future. Businesses and employers can incur financial losses on account of absences due to the health consequences inhibiting the survivor from working; incarceration of the perpetrator; and expenses related to additional security measures that might be needed in the workplace.

Session 2: Legal and Policy Framework on VAW/G

Learning Objective(s): At the end of this session participants should be able to;

- Identify the different legal and policy framework on VAW/G at the international, regional and national levels.

Trainer's Notes

- Lead a brainstorming session to ascertain what laws and policies participants are familiar that relate to VAW/G. (10 minutes)
- Lecture on international, regional and national legal and policy framework on VAW/G. (30 minutes).

There are several provisions in laws and policies that relate to VAW/G. At the international level, Uganda is party to a number of Conventions on VAW/G. Government also has regional and national obligations to eradicate VAW/G and to create effective legal mechanisms to protect women who experience GBV.

International Laws and Policies on VAW/G

Universal Declaration of Human Rights (UDHR), 1948 states that “everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.” (Article 2)

Regional Laws and Policies on VAW/G

Protocol to the African Charter and People's Rights on the Rights of Women in Africa, 2005 article 1 defines “Violence Against Women” as all acts perpetrated against women which cause or could cause them physical, sexual, psychological, and economic harm, including the threat to take such acts; or to undertake the imposition of arbitrary restrictions on or deprivation of fundamental freedoms in private or public life in peace time and during situations of armed conflicts or of war.” Articles 2 and 5 provide for the elimination of discrimination against women and harmful practices.

International Laws and Policies on VAW/G

Convention on Elimination of all Forms of Discrimination against Women (CEDAW), 1979 defines discrimination against women as any “distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on the basis of equality between men and women, of human rights or fundamental freedoms in the political, economic, social, cultural, civil or any other field.” (Article 1)

Beijing Platform for Action, 1995 Strategic objective D.1. Requires states to take integrated measures to prevent and eliminate violence against women. Strategic objective D.2. Provides for studying the causes and consequences of violence against women and the effectiveness of preventive measures. Strategic objective D.3. Eliminate trafficking in women and assist victims of violence due to prostitution and trafficking.

Declaration on the Elimination of Violence Against Women, 1993 states that “violence against women means any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.” (Article 1) It further asserts that states have an obligation to “exercise due diligence to prevent, investigate and, in accordance with national legislation, punish acts of violence against women, whether those acts are perpetrated by the State or by private persons.” (Article 4–c)

Regional Laws and Policies on VAW/G

The African Charter on the Rights and Welfare of the Child, 1999 article 3 recognizes and guarantees the enjoyment of rights and freedoms for all children. Article 21 and 27 provide for the protection against harmful social and cultural practices and sexual exploitation.

United Nations Security Council Resolutions (UNSCR) 1325, 2000 addresses the impact of war on women, and women's contributions to conflict resolution and sustainable peace. UNSCR 1820, 2008 provides for the elimination of all forms of violence against women and girls, including by ending impunity and by ensuring the protection of civilians, in particular women and girls, during and after armed conflicts, in accordance with the obligations States have undertaken under international humanitarian law and international human rights law.

Goma Declaration of the States of the Great Lakes Region, 2008 on eradicating sexual violence and ending impunity in the Great Lakes Region

National Legislation on VAW/G

The 1995 Constitution of the Republic of Uganda provisions on VAW/G include;

- **Human dignity** article 24 provides that “everyone has inherent dignity and the right to have their dignity respected and protected. Women shall be accorded full and equal dignity of the person with men (article 33 (1).
- **Prohibition of torture and degrading treatment**—article 24 stipulates that “no person shall be subject to torture or to inhumane or degrading treatment.
- **Right to Life**—article 22 “no person shall be deprived of life intentionally except in execution of a sentence passed in a fair trial by a court of competent jurisdiction in respect of a criminal offence under the laws of Uganda and the conviction and sentence have been confirmed by the highest appellate court”.
- **Right to equal treatment and non-discrimination**—article 21 of the Constitution provides for the right to equal treatment for all men and women.
- **Repugnant cultures**—article 2 (2) makes all cultures that are in contravention with the Constitution null and void.

Other national legislation that address VAW/G include;

- **The Penal Code Act, 1950 Chapter 120**—prescribes crimes and punishments in Uganda.
- **The Domestic Violence Act, 2010**—aims to provide protection and relief to victims of domestic violence and punishment for those who commit crimes of domestic violence.
- **Prevention of Trafficking in Persons Act, 2009**—creates the offence of trafficking in persons and provides for the prosecution and punishment of offenders, prevention of the vice of trafficking in persons and protection of the victims of trafficking.
- **The Prohibition of Female Genital Mutilation Act, 2010**—provides for the prohibition of female genital mutilation, the offences, prosecution and punishment of offenders and the protection of victims as well as girls and women under threat of female genital mutilation and provides for other related matters.

Session 3: The Referral Pathway

Learning Objective(s): At the end of this session participants should be able to;

- Describe the different duty bearers, their roles and responsibilities in addressing VAW/G.

Trainer's Notes

- Divide participants into small discussion groups to deliberate on key duty bearers in addressing VAW/G, their roles and responsibilities. (15 minutes)
- In the plenary discussion clarify the mandates of the duty bearers. (20 minutes).

Responsibilities of duty bearers to address VAW/G

The response by various duty bearers is very important in tackling VAW/G. Duty bearers' response to reported cases of VAW/G, could save a life or ruin it; encourage further violence or discourage it. Thus when a woman/girl reports a complaint that she has been abused, the duty bearer is expected to respond sensitively. Duty bearers are defined in the Domestic Violence Act as Police Officers, Local Council Courts, Health Officers and Community Development Officers. The main role of a duty bearer is to protect and respond to cases

raised by the survivors of GBV/VAW/G by investigating the survivor's complaints, counseling, summoning the perpetrator to court, ensuring medical treatment for the survivor, advising the survivors on the right to apply for relief and lodging criminal complaints in courts of law.

Counseling

Counseling primarily aims at assisting the victim to deal positively with the violence she has experienced. Ideally, counseling should be done by a professional counselor equipped with counseling skills and quite knowledgeable on women's rights as provided for in the law.

In counseling a non-directive approach should be employed by the duty bearer. This is a survivor centered method of counseling. It gives very minimal directions and instructions. This method provides a warm permissive atmosphere in which the survivor feels free to discuss her problems frankly.

Free Legal advice/aid

Free legal advice/aid is given to GBV/VAW/G survivors in order to ensure justice and protection of their human rights. Legal advice provides the survivor with the various legal options they have in protecting their rights and the implications of each option. However the final decision on what course of action to adopt is that of the survivor. It is important that survivors of GBV decides for themselves, so that they can take responsibility for their decisions.

Duty bearers can assist in tackling VAW/G in the following ways;

1. Community Development Officers

Community Development Officers (CDOs) play a vital role in the prevention and response to GBV/VAW/G in the communities. The Domestic Violence Act looks at CDOs as a community support group as it mandates them to;

- Offer counseling to the survivors of GBV.
- Listen to the complaint and reconcile the two parties where need arises.
- Refer the survivor to the police for further investigation.
- Advise the survivor to seek legal support.
- Refer the survivor to the health center or hospital for medical support.
- Inform the survivor of her rights to apply for relief.
- Convey the importance of filing a police complaint to the survivor.
- Ask about the survivor's safety.
- Refer the survivor to non-governmental organizations and social agencies for further help.

2. Responses by Health Officers after VAW/G report

- Health Officers are often the immediate point of contact for survivors of GBV/VAW/G. As respected members of society, health officers are in a unique position to change societal attitudes by reframing violence as a health problem.
- The role of health services is to provide immediate medical and psychological assistance to women and girls who have been affected by GBV and to assist them in avoiding additional exposure to violence. Both of these components are essential for protecting survivor's health.

Once violence has been detected health officers can provide survivors with;

- Medical support, including attending to survivor's injuries and specialized care for survivors of sexual violence. Specialized care includes emergency contraception where it is approved, post-exposure prophylaxis preventive treatment for HIV and other STIs.
- Medical officers need to look for signs and symptoms of abuse.
- Inquire with sensitivity about the abuse.
- Make medical documentation of the incident that can be used to access the legal system and support legal proceedings.
- Assure the client of confidentiality and safety.
- As a priority offer emotional support.
- Offer emergency contraceptive pills within 72 hours to prevent unwanted pregnancies.
- Refer the survivor to the police or local council courts for more legal support.

3. Responses by Local Council officials after a GBV/VAW/G report

In responding to survivors of GBV/VAW/G, the following support services are rendered by the Local Council officials;

- Counseling; let the survivor know you will invite her alleged abuser for a meeting.
- As a local council leader find out what other support the survivor has around her (friends, relatives, neighbours, pastors etc).
- Let the survivor know the various options she has but allow her to decide for herself.
- Respect the survivors 'confidentiality. If available, give the survivor a list of referral sites available.

It is a role of a local councilor to:

- Accompany the victim to the police station.
- Ensure that the abuse is reported immediately at the police station.
- Participate in any meeting that could be called between both parties at the station.
- Follow up with the Investigating Police Officer to ensure that the matter is treated diligently.
- Act as a witness in court most especially when the victim is a child.

4. Police Officers' duties after a reported case of VAW/G

These roles and responsibilities are adopted from the Domestic Violence Act and article 21(3) of the 1995 Constitution of the Republic of Uganda. A police man or woman must show empathy to the survivor. This will help the victim feel more comfortable, relaxed and feel safe.

- Where the facility is available take the victim to an office, offer her a seat, give her some few minutes to gain momentum before taking her statement.
- The complaint of the survivor should be taken in writing (statement) and referred immediately to the crime section of the police station.
- Investigation should be carried out by the crime and investigation section of the police station and an investigating police officer is assigned to the case. Where the survivor is in need of medical attention or examination, the victim should be referred for medical treatment.
- Whether or not the survivor indicates interest in reporting the matter to court, she should be advised on the importance of collecting evidence of sexual assault and/or physical

assault in the form of pictures, medical/forensic reports, which are taken immediately it occurs. This is because all physical evidence such as semen, vaginal tear, blood, and other injuries disappear with time. It is therefore important that such evidence is taken soon after the incident.

- A file should be opened for proper documentation of statements and photographs taken, hospital reports, and all steps taken by the police in the course of investigating the matter.
- Where it is obvious that the victim has been displaced and/or is in need of shelter, due to evident fear of going back home to their abuser, police should contact any of the referral centers that are available in the community such the GBV shelters.
- After a survivor of GBV/VAW/G has reported her case to the police, it is the duty of the police to; investigate, invite the suspect or make an arrest, and detain the suspect.
- Investigation may take few hours, weeks, months or years depending on the gravity of the violence or attack and the consequences of such assault such as murder and whether the accused person is apprehended.
- On concluding investigations a survivor may file the case in a court of law. Court proceedings usually take long and can be intimidating for a survivor therefore they need to be constantly informed and updated on the progress of their case. Judicial officials also need to exercise a degree of empathy and sensitivity while deciding cases of VAW/G.

MODULE 3:

ADVANCING WOMEN'S LAND RIGHTS

This module discusses the legal and policy framework on land matters in Uganda governed by Article 26 and 237 (1) of the 1995 Constitution of the Republic of Uganda, National Land Policy 2013, 1998 Land Act as amended, the Land Regulations of 2004, and other land related laws. The different forms of land tenure system in Uganda, their characteristics, and how land under the different tenure system can be acquired, and proved is addressed. The concepts of *bonafide* and *lawful* occupant on registered land will also be deliberated upon. The institutions for land administration and management at the central and district levels will also be covered. Women's property rights particularly land rights in marriage, separation, divorce and inheritance as well as formal and informal dispute resolution mechanisms for enforcing Women's Land Justice will also be addressed. The module comprises of six (6) sessions.

Over half of Ugandans' households consider agriculture to be the single most important source of their livelihood and as such land is a critical resource. Investment is attached to land, so secure land rights are critical to economic growth, poverty reduction and sustainable natural resource management. When people have secure property rights—including rights on the land they cultivate—they gain improved status which leads to greater influence over household decisions.

Women comprise a bigger percentage of the agricultural labor force yet they are less likely to own, have access to or control land than men. Security of women's land rights therefore enhances their potential as household agricultural producers and care givers.

Training method: • Group work • Interactive Lecture • Discussions–Experience sharing • Brainstorming	Resource/Material Requirements: • Markers • VIPP Cards • Flipcharts • Projector • Session presentations/Handouts
Evaluation Methods • Recap of the Session • Module Evaluation • Observations	Time Required • 6 Hours

Session 1: Legal and Policy Framework governing Land

Learning Objective(s): At the end of this session participants should be able to;

- Understand the legal and policy framework governing land at the international, regional and national levels.

Trainer's Notes

- Discussion on the legal and policy framework governing land at the international, regional and national levels. (30 minutes)

International instruments on Land Rights

Under the Charter of the United Nations and major international instruments human rights comprise of property rights. These instruments embody provisions on equality and non-discrimination therefore equal property rights including land rights are important because they are fundamental to economic security, social and legal status and for the survival of all human beings.

- **Universal Declaration of Human Rights (UDHR), 1948** provides for the ownership of property as a fundamental human right (article 17).
- **International Covenant on Economic, Social, and Cultural Rights (ICESCR), 1966** article 25 provides that nothing in the (ICESCR) shall be interpreted as impairing the inherent right of all peoples to enjoy and utilize fully and freely their natural wealth and resources.
- **The Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) 1979** is women specific and requires that state parties recognize the role women play in the economic survival of their families. It imposes a duty on the states to ensure that women have access to equal treatment in land and agrarian reform as well as in land settlement schemes (article 14).

In addition, CEDAW imposes a duty on state parties to take appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs, and practices that constitute discrimination against women and to repeal all national provisions that discriminate against women.

- **The Beijing Declaration and Platform of Action 1995**, recognizes the legal and customary barriers to women's ownership of and access to land. It calls on states to undertake legislative and administrative reforms to give women equal rights with men to economic resources including access to, ownership and control of land.
- **Convention Relating to the Status of Refugees and OAU 1969 Convention of African refugees, and the UNSC Resolutions** provide for property rights of refugees, however the rights to property of internally displaced persons are provided for by the legal framework for the general population and are not addressed specifically. This poses problems because in many cases the government that is expected to ensure the rights of the displaced could be failing in this obligation. This hampers the effective upholding of rights to property for IDPs. In such a case civil society should be encouraged to monitor and advocate for the upholding of the rights of the displaced.

Regional Instruments on land rights

Regional instruments are derived from the international codes and standards and are enacted to fit the regional expectations and context.

- **The African Charter on Human and People's Rights (ACHPR), 1986** prohibits discrimination on the basis of sex. Article 2 prohibits discrimination on many grounds including sex, and this prohibition is strengthened by Article 18 (3) which provides for state parties to ensure elimination of every discrimination against women and also to ensure the protection of the rights of women as stipulated in international declarations and conventions. Under Article 126, partner States agree that women make a significant contribution towards the process of socio-economic transformation and sustainable growth and that it is impossible to implement effective programmes for economic and social development without the participation of women.

- **Protocol to the African Charter and People's Rights on the Rights of Women in Africa, 2005**—under article 15 it is the responsibility of the State to ensure women have nutritious and adequate food. The government is called upon to provide women with access to clean drinking water, sources of domestic fuel, land and the means of producing nutritious food and establishing adequate systems of supply and storage to ensure food security.

1995 Constitution of the Republic of Uganda

- The 1995 Constitution of Uganda forms the supreme law of Uganda. Chapter four of the Constitution provides for a Bill of Rights and subscribes to the natural law school of thought—that rights are inherent and not granted by the state (article 20 (1)).
- The Constitution declares all land in Uganda as vested in the citizens of Uganda; to be owned in customary, freehold, *Mailo* and leasehold land tenure systems.
- *Mailo* and freehold tenures, which were abolished by the Land Reform Decree of 1975, were reinstated.
- All persons owning former public land under customary tenure were given the right to acquire a Certificate of Ownership and convert their title to a freehold as prescribed in the Land Act 1998.
- **Equality**—article 21 stipulates that “all persons are equal before and under the law in all spheres of political, economic, social, and cultural life and every other respect and shall enjoy equal protection of the law”.
- **Right to property**—article 26 (1) and (2) guarantees the right of every person to own property individually or in association with others, in addition to protecting the right of every person not to be deprived of personal property without compensation. This guarantee does not in any way discriminate on the basis of gender or marital status hence no other enabling legislation under the constitution should deprive a proprietor or owner of land his/her interest in the property since all persons are equal before and under the law 9article 21 (1).
- **Nondiscrimination**—the Constitution prohibits discrimination of all forms and promotes the protection of women's rights (article 20–26, 30, 31, 33 40 (b & c) and 50) as well as affirmative action in favor of women (article 33(5), 78 (1) b), 180 (b, c) and other marginalized groups including special interest groups (article 32 (1)).
- **Affirmative action**—article 32 commits the state to take affirmative action in favour of groups marginalised on the basis of gender for the purpose of addressing imbalances, which exist against them. This provision places direct responsibility on the government of Uganda to address the inequalities in access and control over land between men and women.
- **Rights of women**—article 33 specifically stipulates protection of women's rights in social, economic, and political spheres. In article 33 (6), it outlaws the laws, cultures, customs or traditions, which are against the dignity, welfare, or interest of women.
- Article 33(2) stipulates that the state shall provide facilities and opportunities necessary to enhance the welfare of women to enable them realize their full potential and advancement.

All the above provisions in the Constitution conform to the principle of equality of men and women in all spheres of life, and especially in marriage in which context the issue of property rights of women is being assessed. Women still suffer discrimination despite the provisions for equality within the Constitution. There is heavy dependency on customary law despite its inequalities and in practice women still face unequal treatment with regard to property and land rights.

The Land Act 1998

- The Land Act 1998 provides an institutional framework for reform of land tenure in Uganda.
- It details ways land can be owned, occupied, used and disposed of.

The National Land Policy 2013

- National Land Policy aims to, “ensure efficient, equitable and optimal utilization and management of Uganda’s land resources for poverty reduction, wealth creation and overall socio–economic development.”
- It builds upon Uganda’s 1995 Constitution, which grants “every person ...a right to own property either individually or in association with others.”
- The Land Policy also builds on the 1998 Land Act.
- The discussions focus on the Constitutional provisions, the Land Act 1998 and subsequent amendments.

Session 2: The Land Tenure Systems in Uganda

Learning Objective(s): At the end of this session participants should be able to;

1. Identify the characteristics and nature of the different land tenure systems in Uganda including rights and obligations derived from the legal and policy framework on land matters.

Trainer’s Notes

- Lead a brainstorming session on the different land tenure systems in Uganda. (15 minutes).
- Interactive lecture of the different land tenure systems and salient characteristics of each. (1 hour). There are four types of land tenure systems in Uganda that is Customary, Freehold, Mailo and Leasehold. Proof and forms of ownership under each tenure system, and the concept of lawful and bonafide occupants will also be discussed during this session.

Definition of Land

Land refers to a fixed/permanent three–dimensional area consisting of a portion of the earth’s surface, the space above and below the surface, and everything growing and/or built on the land including trees, crops, houses and other structures.

Forms of Land Ownership

There is private and public form of land ownership i.e. land held by government in trust of the citizens.

- **Private land** is owned according to the existing tenure systems either individually, by families, communities or even clans in accordance with the constitution that gives the right to every person to own land individually or in association with others.
- **Government or public land** comprises land that was in government use by the time the 1995 Constitution came into force. Government also holds natural lakes, rivers, wetlands, forests, game reserves and national parks in trust for citizens.

Customary Land Tenure System

- This is a way of owning land regulated by customary rules limited to a particular place or group of people.

- The tenure includes former public land which was not rendered into leasehold or any other form of registration.
- One need not have a certificate to prove ownership. However one may apply for a Certificate of Customary Ownership and also convert the same into freehold title.
- The tenure also recognizes communal ownership and makes provision for formation of Communal Land Association.
- Non-citizens cannot own this type of tenure.

Freehold Land Tenure System

- This involves private ownership of land in perpetuity subject to statutory or customary law.
- The landowner has full powers over land and can do anything lawful with the land, including sell, lease or transfer the land.
- A Certificate of Title is conclusive evidence of ownership.
- Non-citizens cannot own this type of tenure.

Types of Freeholds in Uganda

- Alienated freeholds were granted under the 1903 Crown Lands Ordinance, 1962 Public Lands Ordinance, and 1969 Public Lands Act.
- **Adjudicated freeholds** were created in Ankole and Bugisu areas in 1958.
- **Native freeholds** were created in Ankole and Toro by virtue of the Ankole and Toro Agreements of 1900 and 1901 respectively.

Mailo Land Tenure System

- This was introduced by the 1900 Buganda agreement and is common in Central and parts of Western Uganda.
- It involves holding registered land in perpetuity/infinity.
- It separates ownership of land from occupancy or ownership of developments.
- The owner has a title which is conclusive evidence of ownership and can grant leasehold, mortgage, sale or pledge the land, subject to the rights of the occupants that is lawful and bonafide occupants.
- Non-citizens cannot own this type of tenure.

Leasehold Land Tenure System

- This is a tenure created by a contract/agreement or operation of the law.
- The land owner or lessor grants the tenant or lessee complete power over land for a definite period of time often but not always in return for rent.
- The duration of leases is usually from 3 years to 99 years for citizens, and 5 years to 99 for non-citizens.
- It is governed by terms and conditions which may be regulated by law or terms and conditions agreed to by the parties.
- Leases may be private or public.
- Certificate of Title is conclusive evidence of lease rights and interests in the land.
- **Unregistered leases** can be proved by a lease agreement between the lessor and the lessee.
- Leases can be extended, varied or renewed.

- **Variation** affects terms of the lease including the duration and user clause.
- **Renewal**—a lease is renewed when the full term has expired following which a fresh lease is granted.
- **Extension** of a lease increases the initial term which was granted.

Types of Leases in Uganda

- **Private lease**—a person or institution can obtain a lease from an owner of freehold, customary or mailo land.
- **Public lease**—a person can acquire a lease on public land from the DLB or Uganda Land Commission on former public land or Government land respectively. Such leases are usually granted for duration of 5, 49 or 99 years.
- Five (5) years is referred to as the “initial term” where the lessee is granted a conditional lease to comply with the building covenant before it can be extended to 49 years which is called “the full term”.
- After expiry of the full term, the lessee may apply to the Board or Commission to renew the lease on different terms (premium and ground rent).

Note: Government institutions (schools, hospitals, installations) are given automatic *full term* leases of 49 or 99 years.

- **Mining leases**—these are granted for mining purposes by the Geological Department to holders of mining licenses.
- **Ranching leases**—these are granted to owners of gazetted ranches under the Ranches Restructuring Scheme.

Lawful and Bonafide Occupants

Tenants by occupancy include *lawful* and *bonafide* occupants. These are tenants who occupied registered land comprising *Mailo*, freehold or leasehold twelve (12) years prior to the coming into force of the 1995 constitution (specifically before the 8th October, 1983). Hence any person who settled and utilized the land after this date does not qualify.

Lawful Occupants

The three (3) categories of lawful occupants are those who occupy land;

1. By paying rent under Busuulu and Envujjo laws of 1928, Toro and Ankole Landlord Tenant law of 1937.
2. By approval of the land owner in possession of Mailo, freehold or leasehold.
3. Persons who were tenants on former public land whose existence was not made known or compensated by the land owner at the time of acquiring a leasehold title.

Bonafide Occupants

1. Person(s) who utilized Mailo, freehold or leasehold land for a consecutive period of twelve (12) years uninterrupted by the land owner or his or her agent provided such owner or agent was not under any disability.
2. Bonafide occupants also include persons settled on Mailo, freehold or leasehold land by representatives of government.

Rights and obligations of the lawful and bonafide occupants

- They enjoy security of continued occupancy and may acquire a Certificate of Occupancy.

- They have an obligation to pay ground rent determined by the District Land Board (DLB) of the locality in which the land is situated. Failure of payment may lead to termination of tenancy. A tenancy can also elapse upon the tenant giving notice to registered owner.
- Occupants have an obligation to inform and get approval of the registered owner for any transactions carried out on the land.

Session 3: Land Transactions

Learning Objective(s): At the end of this session participants should be able to;

1. Appreciate the different land transactions one can engage in.

Trainer's Notes

- Lead a brainstorming session on the different types/forms of land transactions. (10 minutes).
- Wrap up the session by making a presentation on the session (45 minutes).

Land transactions include sale, mortgage, license and lease.

Sale of Land

- **Definition of a Sale:** This involves a seller and buyer arrangement by executing a sale agreement and applies to all the four tenure systems of land. For registered land upon purchase of the land, the seller signs a transfer form in favor of the buyer. The buyer submits the signed form to the Land Registry from where his/her name is entered on the Certificate of Title.

Useful tips when acquiring land through a Sale

- Visit the location where the land is situated.
- Inquire from neighbors if the land is occupied and by whom. In case of customary tenure, also establish whether the purported seller has a right to sell.
- For land that is registered conduct a search at the land registry to confirm ownership of the land.
- The search is conducted by making a written request to the office of Titles. In the request include the following details/description of the land;
 - Mailo land–County, Block and Plot Number
 - Leasehold–Leasehold Register Volume and Folio Number
 - Freehold–Freehold Register Volume and Folio Number.
- The application for a search is then sent to the records section to retrieve the file. Upon payment of a fee of 10,000 Ugandan shillings in the Bank, and verification of receipt of payment, a search letter is signed by the Registrar of Titles and issued to the applicant.
- Cross-check that there are no encumbrances/hindrances such as caveats.
- In case of family land, make sure there is consent from the spouse.
- Draft a sales agreement.
- For registered land make the seller sign transfer forms, which you submit to the registry to effect transfer to the buyer.

Mortgage

- **Definition of a Mortgage:** A mortgage is a transaction whereby an interest in land is given as security for the repayment of a loan. The security is in the form of a Certificate of Title or Sale Agreement, and a Certificate for Customary Ownership for customary land.
- The landowner who has obtained the loan is called a “*mortgagor*” and the loan giver is called a “*mortgagee*”.
- A mortgage can be undertaken in respect to all the four land tenure systems in Uganda.
- The land returns to the land owner when the loan/mortgage has been paid off.
- Although mortgages do not transfer ownership to the *mortgagee*, they give him/her interest and a right over the land in question, and default/failure to pay the loan gives the mortgagee a right to possess and own the land.
- Any transactions on the land are subject to the mortgage.

Mortgage of matrimonial home

Mortgage of matrimonial home including mortgage on customary land of a matrimonial home is valid if it is endorsed and agreed to by the persons who is mortgaging the land (mortgagor), and the spouse(s) of the mortgagor living in that matrimonial home.

Before approving Mortgage of Matrimonial property

The mortgagee (a person in whose favor a mortgage is being created) shall take reasonable steps to establish the following;

- That the person intending to mortgage is married (by obtaining a marriage certificate or statutory declaration from the spouse(s) as proof of marriage).
- Whether or not the property to be mortgaged is matrimonial property.
- The person intending to mortgage shall make full disclosure of his/her marital status and whether the property to be mortgaged comprised the matrimonial home.

Definition of matrimonial home

Matrimonial home means a building or part of a building in which a husband and wife(ves) and their children ordinary reside together.

Matrimonial Home includes;

- A building occupied primarily for residential purposes.
- A building on or occupied in conjunction with agricultural land or pastoral land, any land which is allocated by a spouse to his/her spouse (in the case of a husband to his spouses) for his/her exclusive use.

License

- A license is permission given to someone by the land owner for a specific purpose.
- It does not create an interest or transfer ownership of the land but merely gives the licensee access to the land for a purpose.
- It therefore only binds the parties to the license agreement for example, people who conduct activities on wetlands under the National Environment Management (NEMA) Act, and hunting in game reserves under the Wild Life Act.

Lease

- A landlord grants a tenant exclusive possession of the land purchased for a given period of time with terms and conditions. The terms and conditions may include; duration of the lease, usage of the land etc.
- A tenant cannot sublease without consent of the landlord.

Session 4: Land Administration and Management Institutions

Learning Objective(s): At the end of this session participants should be able to;

1. Appreciate the roles and responsibilities of institutions for land administration and management in Uganda including women's participation.

Trainer's Notes

- Divide participants into three (3) groups, and ask them to discuss the different institutions for land management and administration, their roles and responsibilities. Group 1 will discuss institutions at the central, Group 2 institutions at the district level and Group 3 those at the sub county level. (15 minutes).
- In the plenary, allow participants to present, and discuss the group experiences (30 minutes 10 minutes for each group presentation and feedback).
- Wrap up the session by making a presentation on the session (45 minutes).

The legal and policy framework establishes institutions, which are mandated to administer and manage land in Uganda. These institutions are at the central level, district and sub county levels.

Land Administration and Management institutions at the central level

1. Ministry of Lands, Housing and Urban Development (MLHUD)
2. Ministry Zonal Offices
3. Uganda Land Commission

Ministry of Lands, Housing and Urban Development (MLHUD)

The Ministry is responsible for providing policy direction, national standards and coordination of all matters related to lands, housing and urban development in Uganda. The Ministry comprises of three (3) directorates which include;

Directorates of MLHUD

1. **Directorate of Land Management** includes departments of; surveys and mapping, land administration, and registration.
2. **Directorate of Housing and Physical Planning** consists of departments of human settlement, housing development and estates management.
3. **Directorate of Physical Planning and Urban Development** comprises of departments of physical planning, land use regulation and compliance, and urban development.

MLHUD's Functions

- Formulate national policies, strategies and programs in the lands, housing and land development sectors.

- Provide policy guidelines to land holding authorities for sustainable, orderly development and effective management of land, housing and urban development.
- Initiate, review and make amendments to existing legislation in the lands, housing and urban development sectors.
- Set national standards for matters regarding sustainable use and development of land.
- Monitor and coordinate initiatives in the local governments regarding the, housing and urban development sectors.
- Ensure compliance to laws, policies, regulations and standards for the effective management and sustainable development of land, housing and urban centers.
- Provide support supervision and technical back stopping to local government on matters regarding land, housing and urban development.
- Maintain international territorial boundary marks and updating maps.
- Provides policy direction, national standards and coordination of all matters related to lands, housing and urban development.
- Some of its mandates and functions include policy formulation, setting standards, national planning, overall supervisory responsibility for land administration, coordination and harmonization of land activities in respect of physical planning, land surveying and administration.

Ministry Zonal Offices

- This is a technical office under the Land Information System, located at the pilot project areas of Kampala, Wakiso, Jinja, Mukono, Mbarara and Masaka. It comprises the offices of survey, land administration, land valuation, land registration and physical planning.

Uganda Land Commission

- It is established under the Constitution, headed by a Chairperson and consists of five members one of whom must be a woman who are appointed by the president and approved by parliament.
- At least two of the members must be have qualification and experience in land matters.
- The secretary to the Commission is appointed by the President and is not a member of the Commission. He/she must have knowledge and experience in land matters and is required to conduct correspondences of the Commission, keep records and seal of the Commission.
- The Commission's tenure of office is five years and is eligible for re-appointment.
- Its major function is to hold and manage land which is owned or acquired by the Government of Uganda e.g. Embassies and Missions abroad and to pay property rates to all qualified urban councils and to collect non-tax revenue from government properties (land) which are rented out.
- The Commission can grant leases to applicants for the land they hold and manage.

District level institutions for Land Administration and Management

1. District Land Board
2. District Land Office
3. District Council

District Land Board

- Every district is required to have a DLB.
- It has a minimum of five (5) members with a Chairperson and at least one (1) member representing Municipal Council, Urban Council and each County in the district.
- The Board is appointed by the District Council on the recommendation of the District Executive Committee and are approved by the Ministry of Lands.
- At least one third of the members shall be women and at least one (1) member should have knowledge and experience in land matters.
- Those appointed hold office for five (5) years and are eligible for re-appointment for another five years.
- The Secretary is appointed by the District Service Commission and is a Public Officer.
- DLBs hold and allocate land which is not owned by anyone in the district, facilitate recording, registering and transferring of rights or claims in land.
- In regard to compensation and valuation, the Board makes and keeps a list of rates payable in respect of crops, and buildings of a non-permanent nature, and revises the rates every year.
- DLBs are independent of the ULC and from influence by any person or authority in the performance of its functions.
- DLBs deal with all other matters connected with land in the district in accordance with the laws.

District Land Office

- The Land Act requires each district to have a Land Office.
- The District Land Office provides technical services (through its own staff or external consultants) to the public in the district including surveys, planning, land administration procedures, and valuations for properties/compensation rates.
- Its functions include providing technical guidance to the DLB and other district authorities advising them on issues they may not be able to address.
- It advises the Board and other district authorities on issues relating to land in the district.
- The Land Office keeps custody of all land records in the district which include; land files, cadastral sheets etc.
- The District Land Office also provides technical advice for formation of Communal Land Associations by owners of communal land held under customary land tenure system.
- The Land Office consists of the District Land Officer, District Surveyor, Registrar of Titles, District Physical Planner and the District Valuer.
- The Physical planner ensures that there is harmony in various interests in land use and caters for important social development activities.
- The Surveyor works with the DLB and ALC in determining boundaries and size of land.

District Council

- A Council is the highest political authority within the area of jurisdiction of a local government and has legislative and executive powers.
- The Executive Committee recommends to the Council persons to be appointed as members of the Districts Land Boards and Area Land Committees.

- District Council on the recommendation of the District Executive Committee has powers to remove a member of the Board for inability to perform the functions of his/her office arising from infirmity of body or mind; misbehavior or misconduct; incompetence; absenting himself or herself from meeting of the Board for six (6) consecutive time without reasonable cause.
- The Committee shall be paid a remuneration determined by the District Council on the recommendation of the District Executive Committee.

Sub County/Division Level Land Management and Administration Institutions

1. Recorder
2. Area Land Committee

1. Recorder

- The office of the Recorder is established at each sub county, each gazetted area and each division in the case of a city, who shall be answerable to the Board.
- The Recorder assists in issuing CCOs and Certificates of Occupancy.
- Keeps register of Customary Ownership and Certificates of Occupancy and records all dealings in customary land.
- The Recorder should be a: Sub-County Chief, Town Clerk (in Town Councils or gazetted Urban areas), or Assistant Town Clerk (for Divisions of Municipalities).

2. Area Land Committee

- The District Council at the Sub-County or Division level appoints Area Land Committees.
- Area Land Committees consist of a Chairperson and four (4) other persons who serve on a part time basis.
- All members of the Committee should be thirty (30) years of age or over, and the Chairperson should be able to speak and read English.
- At least one (1) of the four (4) members of the Area Land Committee should be a woman, and at least one (1) member should have knowledge and experience in land matters.
- Members hold office for three (3) years and can be re-elected for one (1) more term.
- Their roles include; determining, verifying and marking boundaries of customary land within in their parishes, and advising DLBs in matters relating to land, including ascertaining land rights.
- They make recommendations to DLBs on the suitability of the applicant to be registered after establishing that there are no disputes over land.
- They also facilitate acquisition of Certificate of Customary Ownership and Certificate of Occupancy.

Other institutions that deal in land matters

There are a number of other institutions dealing with land matters as a result of presidential directives and other administrative procedure and practice. They include the Office of the Resident City/District Commissioner, and the Police Land Protection Unit. Traditional/Cultural leaders are also authorized to mediate in land disputes. In mediating disputes, traditional/cultural leaders are required to practice customs and norms that do not undermine the rights of any person provided for in the Constitution.

3. State House Directorate on Land Matters

- i. Office of the Resident City/District Commissioner (RCC/RDC)
- ii. Police Land Protection Unit

4. State House Directorate on Land Matters

- The State House under the Office of the President formed a Directorate on Land.
- Although this office is not provided for under the law, the Directorate hears and determines disputes through mediation amongst parties in disagreement.

5. The Resident City/ District Commissioners (RCC/RDC)

Resident District Commissioners (RDCs) usually get involved in land matters that could involve evictions or demolitions resulting into hostility and/or violence. Nonetheless, complainants resort to them as mediators to solve land disputes.

- Article 203 of the Constitution gives the President power to appoint Resident District Commissioners (RDCs).
- The RDC/RCC has a mandate to monitor Government funded projects, policies, and to implement local administration.
- They may also carry out other functions as may be prescribed by the President or Parliament.
- They chair Security Committees at city or district level—including land which is increasingly becoming a security issue.

Note: RDC/RCC should not interfere in on-going court cases and they do not determine land ownership.

6. Police Land Protection Unit

- The Unit was formed to handle fraudulent or false land transactions.
- It has the Investigation Group—it probes and prosecutes offenders who have committed land fraud and related crimes. The Land Protection Group—acts to stop illegal evictions, it sensitizes the community on land issues and handles enforcement of court orders.
- The Unit works with; MLHUD, Administrator General's Office, Presidential Land Task Force, CBOs and NGOs.
- Each police station is required to have a land desk.

Session 5: Women's Property Rights in marriage, separation, divorce and inheritance

Learning Objective(s): At the end of this session participants should be able to;

1. Appreciate women's land rights and how to protect them.

Trainer's Notes

- Divide participants into three (3) discussion groups, and ask them to deliberate on women's land rights. (15 minutes).
- In the plenary, allow participants to present, and discuss the group experiences (20 minutes).
- Wrap up the session by making a presentation on the session (20 minutes).

Women's Property/Land Rights

Every person has a right to own property either individually or in association with others including land. The 1995 Constitution and the Land Act offer protection to land rights in a number of ways to different categories of individuals, institutions and communities. This session addresses protection of women's land rights, provisions within the law, and the different ways in which these rights can be enforced and protected.

- **Equality with men before the law:** The 1995 Constitution guarantees women a right to equal treatment with men in political, economic and social activities under Article 33.
- **Prohibition of discriminatory customs:** The Constitution also prohibits customs, laws, cultures and traditions that undermine the dignity welfare and interest of women. This applies to customs that prevent women from acquiring land especially under customary tenure system, which is governed by customary law.
- **Rights of women, children and persons with a disability regarding customary land:** The Land Act section 27 provides that *"Any decision taken in respect of land held under customary tenure, whether in respect of land held individually or communally, shall be in accordance with the customs, traditions and practices of the community concerned, except that a decision which denies women or children or persons with a disability access to ownership, occupation or use of any land or imposes conditions which violate articles 33, 34 and 35 of the Constitution on any ownership, occupation or use of any land shall be null and void."*
- **Spousal consent on dealing on family Land:** The law further restricts any dealings in land (selling, mortgaging, leasing, and donating) by providing for the requirement of spousal consent for any transaction on family land and this applies to all the tenure systems in land administration. The consent must be written before any undertaking is done and without it the transactions are deemed null and void.

Definition of Family Land

- The Land Act section 38 A refers to *"family land"* as land where the family normally resides and derives sustenance and is treated as family land according to the norms, culture, customs, traditions or religion of the family.

Women's participation in land administration and management

- One of the five members of Uganda Land Commission must be a woman.
- The Land Act provides that one third of the Land Boards composition must be women
- At least one of the members to the Area Land Committee should be a woman.
- Area Land Committees are required to protect the interests of women, children and PWDs.

This enables women's participation in land administration and management and ensures inclusion and protection of women's rights in land matters.

Women's rights at and in marriage, during marriage and at its dissolution

- The Constitution provides that a man and a woman have a right to marry and shall have equal rights at and in marriage, during marriage and at its dissolution (article 31). This is the basis for the rights of parties in a marriage which include rights on land. The law therefore makes provision for the protection of such rights through various laws relating to land rights.

Definition of Marriage

- Marriage is a union between a man and a woman in accordance with the laws of Uganda.
- In Uganda there are five forms of marriages that are recognized and these are;
 - Church marriage (conducted in recognised church/place of worship).
 - Muslim marriage (conducted in the mosque).
 - Civil marriage (conducted by the Registrar of Marriages or at the district by the Chief Administrative Office).
 - Hindu marriage (for Indian community).
 - Customary marriage.

All these forms of marriage give equal rights to the parties in the marriage which include access to, ownership, acquisition and inheritance of land.

Marriage therefore automatically grants a spouse interest/right in the land. However, under customary marriages, how these rights and interests are enjoyed differs from culture to culture. In *Acholi, Lango, Teso* and *West Nile*, a woman married under customary law has rights to use and till the land for the benefit of the family.

Women property/land rights upon separation and divorce

- A spouse loses their rights on land where they acquired the interest by virtue of the marriage, upon separation and divorce.
- For example; In Acholi, Lango and Teso among others, land rights of women are lost when; one leaves the clan/family by remarrying, upon divorce, and separation.
- However, these rights are regained when the woman returns to the family/clan. In Acholi and Teso, a marriage will bring the right to customary land. However, those rights are lost once one remarries, separates and does not return or divorces the man. Note: Customs and practices differ from community to community.

Women's Property/Land Rights in the event of death

- Parties to a valid marriage are entitled to inherit property including land of another upon death. Therefore a husband or wife is entitled to inherit the property of the other in the event of death of one spouse. However, where spouses separate as members of the same household, a living spouse does not take interest in the deceased spouse's estate.
- In some customs in Uganda where a woman separates from her husband while he is still alive, she loses her rights/interest in the property including land, and cannot claim an interest upon his death.

Protecting Women's Property/Land Rights

- **Lodging a Caveat:** A caveat is an instrument that operates as security to protect the unregistered interests/claims of the caveator's to land. This is done through an application to the Registrar of Titles and before any registration on the Title can be made, notice must be issued to the caveator.

Children's Land Rights

- The Constitution states that a child is a person below the age of eighteen (18) years.
- Children under eighteen (18) years do not have capacity to enter into a contract and therefore cannot own property including land in their individual capacity.

- Property including land can be held in trust for children by their guardians or parents, until they attain the age of majority which is eighteen (18) years.
- Some communities in Uganda through their customary practices have upheld a similar position such as; the Acholi, Langi and Iteso ethnic groups which have adopted this system of trusteeship to protect the rights of children on land.
- Although the children may not own the land, they have rights over the land and may use it for several purposes such as farming, grazing, and other economic activities.
- They also have a right to inherit the land in case of death of one or both of their parents.

Session 6: Formal and Informal Dispute Resolution Mechanisms for enforcing Women's Land Justice

Learning Objective(s): At the end of this session participants should be able to;

1. Understand the formal and informal dispute resolution mechanisms for enforcing women's land rights.

Trainer's Notes

- Divide participants into three (3) discussion groups, and ask them to deliberate on mechanisms for land dispute resolution. (15 minutes).
- In the plenary, allow participants to present, and discuss the group experiences (20 minutes).
- Wrap up the session by making a presentation on the formal and informal mechanisms available for land dispute resolution. (20 minutes).

The Constitution of Uganda and the Land Act establishes both formal and informal structures for land dispute resolution. The formal structures include Courts while the informal structures include the traditional and cultural institutions.

The formal mechanisms

The formal mechanisms for land dispute resolution comprise of courts of law.

Courts of Law

- Courts settle land disputes brought before them. There are different levels of courts in Uganda that handle land disputes and each court has separate powers/jurisdiction.
- Courts power/jurisdiction may be determined according to the value of the land/property, location of the property and the type of land tenure system.
- Unregistered land cases start from the Local Council Court II, to the Local Council Court III, Chief Magistrate Court, High Court and Court of Appeal. The highest court of land matters is the Supreme Court. Local Council Courts (LCCs) are very important for access to justice in local communities. LCCs are not procedurally complex and they are accessible both geographically and financially.

Informal Mechanisms

The Land Act gives traditional or cultural institutions the authority to determine disputes over customary tenure acting as mediators between persons who are in dispute. In addition, the Land Act provides for the appointment of two (2) or more mediators in each district.

- Traditional/cultural institutions use family and clan elders or a neutral third person to mediate land disputes.

- These mediators are appointed on a temporary, case by case basis.
- The role of mediators is to act as neutral third parties who help parties to a land dispute to reach a mutually agreed settlement of their land problem.

The mediator as provided for under the Land Act

A mediator as referred to in the Land Act is appointed by the Land Tribunal from time to time. A mediator shall be a person who;

- Displays high moral character and proven integrity.
- Is capable and able to bring parties who are in disagreement or dispute to mutually agree or reconcile.
- Is independent and not directed or controlled by any other person.
- Believes in hearing each side, and desires to assist the parties to reconcile their differences, understand each other's point of view and be prepared to compromise to reach an agreement.
- Does not force or direct any party to the mediation to make a decision on the issue being mediated.
- The person chosen to mediate has to be someone agreed to by both parties to the dispute.

Caution: Land matters may become violent therefore mediators should be cautious when mediating on land disputes. Inform local authorities (LCs, Police, RDC, GISO, etc) about the land dispute.

MODULE 4:

ADVOCACY

Women particularly those in positions of leadership need to take and make use of advocacy so as to overcome the injustices that encourage disparity between men and women. This module defines advocacy, tools, types and points to consider when undertaking an advocacy campaign. The module comprises of three (3) sessions.

Training method: • Group work • Interactive Lecture • Discussions–Experience sharing	Resource/Material Requirements: • Markers • VIPP Cards • Flipcharts • Projector • Session presentations/Handouts
Evaluation Methods • Recap of the Session • Module Evaluation • Observations	Time Required • 1 Hour 30 Minutes

Session 1: Definition and Dimensions of Advocacy

Learning Objective(s): At the end of this session participants should be able to;

1. Understand what advocacy is, processes and what it involve.

Trainer's Notes

- Lead an interactive lecture of the definition and dimensions of advocacy. (30 minutes)

What is Advocacy?

- A deliberate planned and sustained effort to advance an agenda for change.
- Advocacy consists of organized efforts and actions that use the tools of democracy to establish and implement laws and policies so as to create a just and equitable society.

Advocacy Tools include;

- Lobbying
- Negotiation
- Bargaining
- Mass mobilization
- Civil action
- Court actions
- Holding elections

What does advocacy entail?

- Advocacy deals with questioning political power or policy makers and asking them to provide answers to the question of who gets what, how much one gets and how soon.
- Advocacy aims at changing social institutions by helping advocates to gain access to, and a voice in the decision making process of such institutions and to change power relationships within and among those institutions.
- It tries to persuade decision markers or those with governmental, political and economic power, to adopt and implement public policies that will improve the lives of those with less political power and fewer economic resources.
- Advocacy resists the unequal power relations such as patriarchy and dictatorship. It questions the existing unequal power relations in society so as to ensure that the poor, the voiceless and those people that have been marginalized are heard and included.

Advocacy addresses

- Patterns of exclusion and discrimination in the social, political and economic arenas.
- Unpopular laws and policies.
- Abusive behavior by institutions or individuals working in those institutions.
- Harassment and threats to the lives and safety of advocates by the state.
- Disrespect of people's humanity and dignity.
- Disrespect for a person or community's identity, culture, race, ethnicity and symbols.

Types of advocacy**Confrontation/adversarial advocacy:**

This is when you tell a policy maker that you went wrong. Tactics used under this advocacy method include; strikes, marches, protests and petitions etc.

Constructive advocacy:

Is when you inform a policy maker that you have an idea and you question whether it will work, and how you can work together. Tactics used include; meeting with policy makers, proposing strategies for change, conducting research and publicizing, and building alliances with the policy makers.

Session 2: Points to consider before Doing Advocacy**Learning Objective(s): At the end of this session participants should be able to;**

1. Appreciate key considerations when conducting advocacy.

Trainer's Notes

- Lead an interactive lecture of the key concerns when leading advocacy. (30 minutes)

The ten (10) key considerations when undertaking advocacy include;

1. Understand power (influence)
2. Know that advocacy is risky
3. Appreciate that advocacy must be people centered
4. Build public support for your issue
5. Build free spaces where you can have safe discussion

6. Actively engage the Policy Makers and Policy Making Institutions
7. Use real life stories to put your issues across
8. Effective leadership is very important for Advocacy

Understand Power (Influence)

Power is the ability to create that desired change or effect, especially in situations of opposition. At the district or local government level, the people with power include the Chairperson Local Council IV or District Councils, local government personnel led by the Chief Administrative Officer (CAO), and various development partners, NGOs, private sector and public sector.

An advocate must therefore understand that:

- Power can be limited, unlimited or shared. The people that do advocacy seek to share the power so that they are involved in the making of decisions that will affect people's lives.
- Power is always changing and it is rarely given or yielded.
- Power must be won through resistance or struggle and thus the need to constantly engage those people with power.
- Not all power relies on threats, coercion or force, command or having huge amounts of money.
- Power can be got through taking strategic actions (such as advocacy) that engage public problem solving processes by being innovative and using people's knowledge, experiences and stories.

Know that Advocacy is Risky

- Women leaders that will engage in advocacy activities must be prepared to face immediate threats and risks that come from the social change they are advocating for.
- Right from the start, women leaders must be made to understand that there are constant risks to one's life, family or even community or group, when involved in any form of struggle.
- People with power will not be willing to give it up and it is therefore important to prepare for that struggle.
- Women leaders should know that usually people who prepare for risks are less intimidated by threats and even violence from those people with power.

Appreciate that Advocacy Must be People Centered

- Women advocates must realize that grassroots organizing and mobilization gives credibility, legitimacy and crucial bargaining power to policy advocacy.
- They should appreciate that the local people know what they need and want out from service delivery.
- Therefore their experiences and knowledge of the conflict they endured and the current situation within their communities needs to be heard and respected by decision makers.
- By helping the ordinary people to learn and participate in public life, women advocates will be able to build the people's confidence and facilitate their empowerment to believe that change in their lives is possible.
- The women who will be involved in advocacy should therefore help to create opportunities for ordinary people to be able to:
 - Define their own issues, objectives, and strategies based on their needs and wants.

- Identify common issues within the group and communities that may be divided by gender, social class and other differences.
- Participate in the entire advocacy effort, which may include providing leadership, strategy development, building relationships with experts and allies, meeting with government officials and other local leaders in the community and participating in discussions, protests or even demonstrations.
- Learn by doing, from both their successes and mistakes—by giving the local people a chance to get involved in advocacy, they will develop the necessary skills, discipline, and deep understanding of the difficult ways in which the political processes work.
- Remain connected—People doing advocacy must work hard to stay connected with and remain accountable to the local people whose interests they are serving.

The women advocates always ask themselves:

- Are we giving a voice to those people whose voices are not fully heard?
- Are we able to motivate people to become actively involved in the advocacy process?
- Are we taking time to learn from the people's experiences or from the affected groups?

Build Public Support for your Issue

In order to move advocacy issues forward, women leaders must be able to get public support. They must try and find ways of bringing the unconvinced to their point of view. The women need to share their opinions and interests with the community and the general public; and also work with like-minded people or organizations, including the local government structures or NGOs at the national level.

Build Free Spaces Where you can have Safe Discussions

Having safe discussions requires that you develop a culture of listening; a sense of community responsibility and a culture of people's legitimate participation in public argument and problem solving. Women leaders must therefore learn how to organize and share experiences with other people. They should raise those issues that would otherwise be avoided, collaborate and engage with people who are different from them in terms of views or opinions, generation or social class.

Actively Engage the Policy Makers and Policy Making Institutions

Real change can only happen when mass mobilization and other forms of outside pressure are exerted on the institutions that need to be changed. The women leaders therefore must know what they want and present it to the policy makers in the best possible manner.

Use real life stories to put your issue across

Stories provide a tremendous source of power to both the person telling the story and those listening. Stories help people to make connections between their day-to-day lives and other communities, issues or struggles. Story telling also assists people to create a culture of participation, active listening and learning. By telling their stories or listening to those told by other people, women leaders will be able to reflect on their own experiences so as to learn from both their successes and mistakes and be able to use the acquired knowledge in future advocacy activities.

Effective Leadership is very important for Advocacy

Advocacy requires leadership that is creative, innovative and supportive to all the people that are involved in the process. For successful advocacy women leaders must rely on a group of leaders that share amongst themselves the different responsibilities.

Session 3: An Advocacy Strategy that Works for Grassroots Women

Learning Objective(s): At the end of this session participants should be able to;

1. Appreciate key considerations for developing an advocacy strategy to advance women's issues.

Trainer's Notes

- Provide participants with the session handout a day before the presentation.
- Lead an interactive lecture of the key considerations for developing a good advocacy strategy. (30 minutes)

Strategy Development for Advocacy

In the development of an advocacy strategy, it is important to differentiate between “strategy” and “tactics.” Tactics are those specific actions in policy advocacy or building blocks that facilitate advocacy, like: circulating petitions, visiting policy makers, and staging protests or demonstrations. On the other hand a strategy is something larger or an overall map that guides the use of these tools towards clear goals. A strategy should be a realistic assessment of:

1. Where are you?
2. Where you want to go? What you want to achieve?
3. How you get what you want and who is going to give it to you?

There are thirteen (13) steps to consider while developing an advocacy strategy which include;

1. Defining the advocacy issue
2. Defining the advocacy objective
3. Identifying the target audiences
4. Analysis of the problem and deciding what is possible
5. Developing the advocacy message
6. Identifying the messengers
7. Identifying the collaborators
8. Perfect communication skills
9. Delivering the message
10. Scanning and analyzing the external environment
11. Putting together an action plan including time scheduling
12. Evaluation

Step 1: Defining the Advocacy Issue

The first step in advocacy is to clearly identify and define the issue on which you want to do advocacy and have a solid understanding of the actual facts around the issue. This requires careful research, which, if done well, will provide the starting point for developing the rest

of your strategy. Research will also enable you to become a valuable resource on the issue and promote your credibility so as to develop alternative advocacy proposals. At this stage women leaders will want to know:

- Who are they?
- Why are they engaged in advocacy?
- How do they want to work together as a group?
- What perspectives and identities do they bring into the advocacy work?
- Do they represent someone beside themselves? If so, what is their accountability to those people?
- What are their sources of power?
- What are their sources of legitimacy and credibility? From the perspective of those they represent and from the decision makers' perspective?
- What risks do they face?
- What are they afraid of?
- What might happen if they take action?
- What are their values?
- Are these common to all members of the group?

What is the issue or the problem? And what do women leaders need to know about the issue?

In order to get a better understanding of the problem, women leadership should create a full picture of their problem by sharing stories, experiences and information with others and ask themselves: –

- Who does the problem affect and how? The women leaders and other advocates need to be as concrete as possible?
- How intensely does the problem affect the local people's lives?
- Does the problem affect different people differently?
- What causes the problem?
- Who is responsible for addressing the problem?
- What are the possible solutions?
- What will the impact of these different solutions be on the entire affected group or subgroups in the community?

What is your vision of the desired change?

Sharing vision of what women leaders want for their community will help them “see” what they want to create, and, if they can see it, it will mostly likely feel possible to achieve. When they get started on their advocacy efforts, their vision will be their guiding light—inspiring, motivating, and helping them to focus in case they reach a turning point or experience a setback. The process of creating a vision can also be an effective way of identifying common ground and helps to build cohesion in a diverse group or coalition, or motivate people who do not yet believe that change is possible. Women leaders need to ask themselves:

- If the changes they want happen, what will be different?
- Whose lives will be improved and how?

- If they created a world based on their values of a just, decent society, what would be different?
- Will the solutions they want help to create this world? How will this be done?
- What new things will they do to bring change to this world on a smaller scale—possibly in their personal relationships, families, organizations, and/or civil society?

Step 2: Define the Advocacy Objectives

What are your goals and objectives?

Women leaders need to clearly define their objectives or piece of the vision that they will want to focus on. Based on their understanding of the issue, the women will then develop a clear goal or goals for their advocacy strategy. They must have measurable short-term objectives for reaching these goals, for example securing the support of key decision makers; getting stories in the local newspapers or local FM Radio, mobilizing “grass roots” support through a public demonstration and/or letter writing campaign to the key decision makers involved.

Is the advocacy issue important enough?

Small achievable steps that lead to visible concrete results will give women leaders a sense of progress and momentum while they build confidence, skills and support.

Will the advocacy issue be an opportunity to build skills and facilitate grass roots empowerment?

When women leaders bring on board people and create opportunities for them to “learn by doing”, an advocacy effort will be able to;

1. Build the long term capacity, strengthen and sustain itself in the long run.
2. Begin to shift the power of who can be an “advocate” and who can participate in public argument and problem solving.
3. Broaden its grassroots base and increase its credibility and legitimacy both to the afflicted groups and to the key decision makers.

Step 3: Identifying the Target Audiences

Who can give audience to women leaders during advocacy?

Advocacy efforts are a mix of actions that pressure, persuade, educate, and mobilize people and institutions that can make change happen. They may have to simultaneously focus multiple audiences, since they are likely not to know which combination of actions, tactics, and tools will lead to the change the women may want. Their advocacy efforts should therefore focus on two types of audiences.

1. The Decision Makers

Those that have the power or authority or influence—formal or informal to make or to block change.

2. Pressure Makers

Those that have the power to influence or pressure decision makers or other pressure groups and to raise public opinion of an issue. The women leaders need to carry out careful analytical research so as to determine the answers to the questions below. They must also be able to categorize the various audiences, so as to determine whether they are focusing on the right ones.

How are the changes or decisions made?

In identifying the decision makers and pressure makers, the women advocates have to think about the formal and non-formal ways in which changes are made or hooked. The following questions will help the women to identify opportunities to participate in or exert pressure on the decision-making system.

What are their limitations?

For the Decision makers

- Who has the power and authority to make or block change?
- Who decides whether a problem is addressed or ignored?
- What are the duties of the different decision makers?
- For what can they be held accountable?
- What are their limitations?

For the Pressure Makers

- Who has influence with or connection to these decision makers? (Within civil society, the private sector, and the government or other development partners)
- Who influences public opinion on that particular issue?*
- Why are they influential?
- What are their sources of power?
- Are any of them so influential that they are informal decision makers?

Formal and informal decision making structures

- What are the formal policy making processes?
- What are the informal policy making processes?
- Where are the key decisions actually made and who makes them?
- What are the decision-making bodies? Departments of local government, district Council or other local government bodies, donors etc.
- How are they organized?
- What is the relationship among the different bodies and between the different levels?
- What are the particular perspective, circumstances and constraints with which these policy makers have to work?

Decision making processes

- How does an issue become part of the problem-solving agenda?
- How are solutions considered, chosen, and implemented?
- What is the process of decision making and how much time can each stage take?
- Are there openings for public participation?
- Do decision makers make consultations with those affected when deciding among alternative solutions?
- If so, at what stages of the process and through what mechanism?
- Who has access to these mechanisms?
- Whose voices are sought out? Represented? Listened to? Or considered important.

Who are the key audiences?

The women leaders must identify the targeted policy makers and institutions because these are the critical actors that can help advance or destroy their issue. They need to take time to study and discuss each audience and gather as much relevant information as possible about each of them.

- List all those people that have been identified when answering, “What is the problem?”, “What is at stake?”, and “How are changes made? Why those audiences and institutions?”
- Then divide the list into decision makers (formal and informal) and pressure makers.
- Add all those people whose support the women leaders need or whose opposition they need to neutralise.

Listing the different audience

Audience	Notes

Dividing the different audiences

Formal Decision Markers	Informal Decision Markers	Pressure Markers

For each audience how important is it? And why is it important?

- Being “important” means that an audience will be directly affected by the change or has the power and opportunity to facilitate or block change. It may also mean that this audience is very influential with decision makers, pressure makers, or in raising public opinion. There are three main categories of audiences, that is:
- Very Important
- Important
- Not important

Ranking audiences' Level of importance

	Formal Decision Markers	Informal Decision Markers	Pressure Markers
Very Important			
Somewhat Important			
Not Important			

Evaluating their Audiences

The women leaders must be able to evaluate the different audiences by answering the following questions:

- What do they know about each key audience?
- Are they strong supporters, moderate supporters, fence sitters (those who are committed, undecided, or easily swayed), moderate opponents and strong opponents.
- Gather and analyse information about each audience by asking the following questions:
 - Is the audience a decision maker? Or a pressure maker? Why?

- What is the audience's stated position if any?
- How do the women know that? Give examples, like the official's public statements on the issue, or the kind of coverage in the media.
- Why does the audience support or oppose the issue being advocated for?
- Who or what motivates the audience to act in the way they do? Think about the audience's value base, personal background, etc.
- What prevents the audience from being involved?
- Are there any splits or differences of opinion among the key decision makers? If so, how can the women take advantage of them?

	Very important Formal Decision Markers	Very Important Informal Decision Markers	Very important Pressure markers
Strong supporters			
Moderate Supporters			
Fence sitters			
Moderate Opponents			
Strong Opponents			

Who are the other stakeholders in the Advocacy?

In any advocacy there are winners or beneficiaries and the opponents of whatever issue is being advocated for. The women leaders must therefore decide on:

1. Who are the likely beneficiaries of whatever it is they are trying to achieve?
2. Should they and can they be recruited as allies or messengers?
3. Who are the likely losers?
4. What are likely to be the arguments of the opponents?
5. What are the counter arguments?

Step 4: Diagnosis of the problem or deciding what is possible

In advocacy, the women advocates must think strategically to leverage their sources of power against the seemingly more powerful sources. Like all planning processes, women must think SMART (Specific, Manageable, Achievable, Realistic and Timely), and be focused on the right audiences.

1. What is the women's capacity to engage in advocacy? (In terms of people skills, confidence, willingness to take calculated risks, money, organizational infrastructure, etc.).
2. Where is the women's group at the moment? (Identify the group's current capacity, sources of power and unique ways to complement– rather than compete will the work of other groups.

This process will help the women identify their potential collaborators. As they scan the external environment, the women will analyse the threats and opportunities that may influence the outcome of their advocacy actions.

Step 5: Developing the Action Plan

Developing an action plan should entail an analysis of the advantages, challenges, threats, opportunities and next steps.

Advantages	Challenges	Threats	Opportunities
- Find out the advantage the women's leaders has; - Who are their allies? - What do they have in their group that they can build upon? - In terms of resources or strengths? - Are they able to protect their members?	- What is missing? - What do the women need to develop or improve in terms of people, skills, resources or other gaps or barriers? - The women must be reminded that challenges can be handled and overcome and that challenges encourage creativity and action.	- What are the external obstacles or barriers? - Are there other risks or repercussions the women advocates would face if they take certain types of action? Threats should not inhibit the women but be a source of encouragement.	- What can the women build upon? - Who are their potential allies? Advocacy will offer the women advocates a sense of possibilities that can be acted upon.

Next Steps

- Where are the women advocates in the implementation cycle?
- Do the women have to conduct an evaluation, analysis and plan into the next action to take?

How can women leaders map out their Plan of Action

- What is being targeted: is it the change in the programme design or its implementation?
- What points of access or intervention do the women's leaders have?
- At what point in the process do the women want to make their advocacy interventions?
- What is an effective way to move the strategy forward? What are some of the achievable short-term objectives which can get them started?
- How do they move each audience to make or not block their desired change?
- How will they protect their group members from the risks that come with advocacy?
- What is their work plan?
- Do they have what they need to get started?
- What is their back up plan?

Step 6: Developing the Message

What do the different audiences need to hear?

The advocacy issue should be put in a clear message that is carefully tailored for the audiences the women want to influence. They need to decide the essential message they want to deliver and shape it to the respective audiences they are targeting. Their message

should normally contain two basic components: appealing to what is right and also appealing to their audience's self-interest:

Note that the message should be; clear, concise and competing.

When developing an advocacy message; you need to focus on your audience, who they are, know your ally, what do you want from them, what specific message will make them act. The structure of your message should be problem, solution and action.

Step 7: Identifying the Messengers

From whom do the different audiences want to hear the message?

It is very important for the women leaders to understand that the same message can have a very different impact depending on who communicates it. People that are often referred to as "experts" will have greater credibility, which can largely be technical, while those people from the "grassroots" or others who are or will be directly affected by the policy in question can bring a more personal impact and credibility. The women leaders therefore must decide:

- Who are the most credible messengers for the various audiences they are targeting are.
- How are they going to get them involved?
- What do these messengers need to have in order to convey effectively and confidently the necessary information?

Step 8: Identifying the Collaborators

Who else can help?

The formation of coalitions is one of the most effective components of an advocacy strategy. Coalitions will significantly broaden the women's credibility; increase their resources, and enhance their expertise. However women leaders will need to be aware that managing a coalition of desperate groups and individuals can also be one of the greatest challenges. Therefore they need to ask themselves.

- Which other organisations and groups are concerned with the same issue (including those who may not normally be natural allies)?
- What are the advantages and disadvantages of forming alliances or coalitions with each of them?
- Can they work with them?
- How can they get them into an alliance on this issue?

Collaboration and Working with Others stakeholders

Collaboration is working with individuals and groups that share a common focus or interest. Collaboration can be formal, informal, temporary or permanent. Women leaders therefore must be made aware that different people collaborate because as human beings they need to work together so as to gain the strengths that are created with bigger numbers. By collaborating we are able to create lasting change.

In collaboration we;

- Access information that is often hard to find.
- Access decision makers and power holders.
- Learn from others' experience of what works and what does not.
- Build relationships that can be activated for future action.

- Connect to a larger like-minded community and combat isolation.

Types of collaboration include:

- Networks
- Coalitions
- Alliances
- Campaign Federation, etc.

Networks are temporary in nature and have informal structures. They exist for information sharing, ideas and support. The members of a network are independent and can do their work without interference from the network or the other members. In coalitions there is shared decision making and sharing of resources with coordinated activities. Coalitions have formal and possibly permanent structures and the members strive to have joint action.

Advantages of Working in Coalitions

- There is strength in numbers
- There is strength in diversity
- You become better with a variety of ideas
- There is shared workload
- There is a sharing of resources for instance the skills and expertise

Basic coalition structures

- Coalition structures need to be kept simple
- Structures, processes and rules should only be created when they are needed.
- Decide on who can join the coalition and the criteria to be met by the members.
- Determine how the individual members will be expected to participate.
- Decide how the coalition leaders are chosen and how they are accountable to the members?
- How are the decisions of the coalition made?
- When do members act as a group and when and how can they act alone?
- Decide on the consequences for violating the agreed upon positions.
- Decide on how communication will be managed within the coalition?

Why people fear working in coalitions

- The differences among the different members can be paralyzing and discourage others from participating.
- Coalitions can at times be time and energy consuming
- There is surrendering of control by the members over the agenda, strategic decision-making, tactics and resource allocation.
- There is often loss of organizational identity.
- There is increased work load on some of the members.
- The coalition may become too large or “bureaucratic” to function effectively.
- Members may end up competing with other coalition partners for resources, funding and public recognition.

What the women leaders need to consider before joining a Coalition?

- Is the issue before the coalition priority to them?
- Will the coalition further their agenda?
- Does your organization have the capacity to commit resources to the coalition?
- How will joining the coalition affect their relationship with their constituents and members?
- How will they remain accountable to their constituents or the people they serve?
- Can they achieve their goals without the other members of the coalition?
- Are they willing and able to work through their differences so that the coalition can function?
- Are the other coalition partners equally committed?
- What trade-offs are they making by joining or not joining the coalition?

How will women manage logistics in the coalition?

- Decide how often the coalition should meet
- The venue for the meeting
- Is the venue fixed or rotational?
- Who facilitates the meetings? Is it shared or rotated?
- How is the meeting agenda created? Are all members consulted and their views accommodated.

Building trust among members

- Right from the start, identify common interests or potential disagreements.
- Share key information for strategy development.
- Set a tone of open communication.

As women leaders, build trust with each other, you must continuously ask

- Who are we? What do we represent?
- Why are we here?
- What is our agenda or need to join?
- What do we each bring to the coalition? In terms of perspective, resources, abilities and strengths
- What are our limits?

Summary of enhancing factors for successful coalitions

Trust, patience, common vision, unified message, effective organizing and strategic advocacy.

Step 9: Perfect Communication Skills

In advocacy effective communication is very important for purposes of managing conflicts within the coalition and also with other relevant audiences. In a coalition, women leaders must know the power dynamics within the coalition and always ensure that all voices are heard. They should also be aware of the loud mouths and ensure that the soft spoken are also heard and take time for conflict management and problem solving.

The importance of communication in advocacy

Communication is very important to exert pressure on the institutions that need to change. Women leaders pose critical questions:

- Whose voice will be heard?
- Whose interest will be served?
- What are the political and economic realities?
- What is possible and what is not?

In order to ensure effective communication women leaders must ensure that;

- All voices are heard.
- There is a “Safe Space” where everybody feels listened to.
- The members discuss the “undiscussables.”
- There is time for conflict management and problem solving.
- Everybody listens well.

Challenges faced by women leaders in effective communication

- Different people have different styles of communication and the women leaders need to question:
- What strategies are being used by the different people?
- How well are advocates listening to each other and to the other stakeholders?
- How well is each responding to the arguments of the other?
- Are they able to find common ground amongst themselves and with their stakeholders?

Usually barriers to effective communication in advocacy include

- Language problems
- Poor interpersonal relationships
- Negative attitudes/feelings between receiver and sender
- Prejudices
- Different perceptions
- Cultural barriers
- Pre-judgment
- Lack of effective listening skills
- Filtering out unwanted information
- Being inattentive
- Having insufficient time

When communicating women leaders must always remember that one's effectiveness will be determined by:

- Choosing the right words and putting them together logically and intelligently.
- How fast or how slow one speaks.
- One's diction, clarity of speech and accuracy or pronunciations.
- One's tone, rhythm and the loudness or feebleness of their voice.

How can women leaders improve their communication skills?

- Plan the message properly. Make sure it is not confusing to the audience.
- Use 'No Minimal' information approach. Give to your audience all the information they require to make a change.
- Listen with empathy. Put yourself in the shoes of that other person and listen with compassion.
- Use simple, understandable language.
- Apply the 'No Loudness Theory', people pay attention when they are not interrupted with noise.
- Encourage feedback. Let other people share their feelings with you.
- Seek clarification and ensure that people have understood clearly the goal or objectives, tasks and responsibilities clearly from the leader.
- Pay attention to what is being said.
- Give realistic deadlines.
- Never criticize, condemn or complain.
- Express appreciation at every opportunity

Step 10: Message Delivery

Message delivery is very important because as an advocate, one has to ensure that the message is properly heard. Very often an advocacy strategy will use a combination of tactics since one can reinforce another. Within a coalition, specific tactics might be taken on by various coalition members based on their respective areas of expertise, experiences and style.

Decide on: What specific tactics are best for delivering the messages?

- Direct lobbying of policy makers?
- Media?
- Mobilising the "grassroots?"
- Direct action (e.g. demonstrations, protest matches, posts)?
- Litigation?

Step 11: External Environment: what are the opportunities and Challenges?

In a policy advocacy strategy, there is need to weigh the risks of various tactics against the realities of the political system in which it has to work. More so, a variety of societal conditions and circumstances can influence the success of a strategy, (and thus tactics selected) such as: the degree of support and/or independence of the media, the level of public knowledge and interest in the proposed change, the state of the economy, an election year, a war, natural calamities such as an earthquake, a drought or a flood and donor interest and support.

Advocates should therefore ask;

- What are the realities of the political context for doing advocacy?
- What are the political possibilities, limits and risks involved?
- What events in society at large are taking place which may affect the tactics and effectiveness of the strategy?

Step 12: Putting Together a Timetable of Action: What will be done and When?

Have clearly set time frames for all the advocacy activities so that the women know;

- When the set objectives should be achieved?
- When certain tasks need to be completed?
- Who will do what and when?

Assessing the Women's Advocacy Potential

Resources	Gaps	Personal Assessment
What have the women got? • Information • Human resources • Funds • Connections • Leverage • Legitimacy	What capacities do they need to develop? • What is lacking in the required resources? • How can they be obtained?	How do they feel personally about this task? As advocates, it is important for the women to know: • What their personal interest and motivation is in doing this particular advocacy work? • What is their attitude towards the programme's implementation? • What is their confidence in the political system in which they have to work? • Are they comfortable with the people they have work with?

Step 13: Evaluation

The evaluation of an advocacy programme or plan is intended to help the women establish whether the strategy is working. The women need to have an ongoing assessment, based on their specific objectives and an evaluation of their tactics, to allow flexibility to adapt and change as and when required. The women leaders therefore need to develop indicators' of success early enough to help them make eventual assessment of their advocacy strategy. The questions below will help the women evaluate their advocacy strategy:

- How will they measure their "success?"
- What has changed in the short term?
- What has changed in the long term?

It is important that at every phase of advocacy, reflections are done to ensure that not only the momentum is maintained but assess progress and possible re-strategise if need be.

MODULE 5:

PUBLIC SPEAKING, PRESENTATION SKILLS AND EFFECTIVE COMMUNICATION

The module addresses public speaking, presentation skills and effective communication. Public speaking is that art of effective communication with an audience. It is important for women in leadership to develop the art of communicating effectively. Once this art is developed it leads to the development of personal confidence that promotes self-esteem. An effective speaker therefore finds it easier to present the issues affecting her personally and her people in an organized manner and through public speaking women contribute ideas which can promote their welfare and that of other women. It comprises of two (2) sessions.

Training method: • Group work • Interactive Lecture • Discussions–Experience sharing	Resource/Material Requirements: • Markers • VIPP Cards • Flip–charts • Projector • Session presentations/Handouts
Evaluation Methods • Recap of the Session • Module Evaluation • Observations	Time Required 1 Hour

Session 1: Key Features of Public Speaking

Learning Objective(s): At the end of this session participants should be able to;

1. Identify the key features of public speaking.

Trainer's Notes

- Lead an interactive lecture of the definition and key elements of public speaking. (30 minutes)

Definition of Public Speaking

Public speaking is mainly about communication. Even though communication is two–way, between the speaker and the listener, communication involves getting people to think, feel and act the same way you want them to think, feel and act. Action is the climax of communication.

The fundamental elements public speaking

- Credibility
- Likeability
- Purpose

How to be credible

Eye Contact	Look at the audience; you can look at one person at a time. This creates the magic, because people feel it when you connect to one person.
Dress	The key is to put on clothes that are neat and those that do not overwhelm you. That means, colours that are very bright will attract more attention than you want. Modest and authoritative colors like blue and grey are preferred.
Body & Posture	Your gestures have to support your message. That is congruence. Your posture should be upright with squared shoulders and walk tall. It exemplifies confidence and leadership.
Grooming	Cleanliness, appropriateness and neatness.
Control of Voice	Speak from the diaphragm rather than your throat
Preparation	Write your speech in advance
Fluidity	Rehearse for maximum impact and fluidity will follow.

How to be likeable

Warmth	This comes from a genuine love of people and a smile is always magical.
Emotional match	Matching the mood creates rapport and is a fundamental key to being liked.
Energy and vitality	People always love someone with a great energy.
Politeness	This is a mark of courtesy and humility.
Connection	This is the art of heart to heart connection. It comes automatically once you have developed an emotional match.
Improving your voice	Breathing from your diaphragm while speaking
Smile	It makes your voice sound interesting. Even over the phone, you will "hear" the smile.
Vocal variety	Like music, the ear desires to hear some kind of variety i.e. vary the pace and tempo.

Tips for making an effective speech or presentation

Speaking or giving a talk publicly can be very frightening. If you find it hard to speak in front of a crowd then doing so may make you panicky, break out in a sweat or just become extremely nervous. Everyone who has spoken in front of a crowd has experienced stage fright at one time or another. The good news is that once you begin your talk and warm to your subject, the stage fright usually goes away. To avoid nervousness and to speak confidently, you must be prepared by doing the following;

1. Know your topic
2. Know your audience
3. Know the program
4. Prepare your speech

5. Practice but not too much
6. Other preparation such as checking the venue and equipment
7. Relax
8. Deliver the speech
9. Manage questions

Know your topic	• If you can, choose a topic that you enjoy and know well. Your passion for the subject will come through in your delivery. • The most important rule of public speaking is to become familiar and comfortable with what you are talking about/the subject of your presentation.
Know your audience	• Knowing who you will talk to can help you to adjust what you will say. • Consider their level of education, their interests and their knowledge of your topic.
Know the program	• Are you the only speaker? • What is the order of appearance? • Will you be the first or last speaker? Will there be a panel of speakers? • Verify how long you will speak. It's always a good idea to time a speech/presentation so that you know you will fill your allotted timeslot. • Be aware of how much time will be allotted for questions and answers, if any.
Prepare your speech	• Know what you want to achieve as a result of your presentation. • Define the core purpose of the speech/presentation. Do you want to persuade the audience? Educate them? Encourage them to take a specific action? • You need to know exactly what you want your audience to remember from your speech. • In 25 words or less write down what you want the audience to know. Once you know what that is, reduce it to three or four points to elaborate on just those points. • Illustrate each point with at least one example that will create a picture in the minds of your audience. Too much information can be as deadly as not enough information while giving a speech or making a presentation. • Outline the substance of your presentation using quotes, examples, facts and other interesting information. • Be precise, use simple words and short sentences, Avoid acronyms and abbreviations. • Avoid the overuse of statistics. While important, statistics can be confusing. If there are important statistics, hand them out at the end of your presentation. Stories about real people are always more compelling than numbers.

Prepare your speech	• In any good presentation, you will tell the audience what you are going to tell them (the opening), tell them (the body of the speech/presentation), and tell them what you told them (the closing). • Write the opening or “attention getting” statement of your presentation. • Write the closing part of your presentation/speech. Aim for a strong finish. It should be a stirring statement in which you issue your call to action, make a declaration, refer to your opening comments and/or summarise your main point.
Practice, but not too much	• Practice your entire speech before the presentation. • Be thoroughly familiar with it, but do not memorize it. If you practice too much, it may show. In other words it may appear to your audience as if you are doing this speech/presentation for the hundredth time, especially if you are. • You can choose to practice with another person who can give you helpful comments. • Practice in front of a mirror.
Other preparations	• Try to visit the venue before the event. • Check the room and equipment. • Decide what you will wear ahead of time. • Make sure it is something you feel comfortable in and something that makes you feel confident. Deciding what you will wear ahead of time will make you less nervous the day of the presentation.
Relax	• If you are feeling nervous, use some techniques before you start.
Deliver the speech	• Observe proper protocol: recognize dignitaries at the beginning of your remarks. • Do not read the speech/presentation, you want to be natural, enthusiastic and excited. • Talk to your audience. • Write an outline with key words or phrases on index cards that you can hold in the palm of your hand, and then practice giving the speech. Only look down at your notes every now and then when absolutely needed. • Maintain eye contact with the audience. This technique will help to hold their attention and emphasize main points. Make eye contact with one person at a time and hold it for about five seconds. • Use hand gestures to explain yourself and your points. Gesturing too much distracts the audience. Not gesturing at all makes you seem stiff and unnatural. • Stand up straight and stand still. Do not play with your hair or adjust your clothes. • Do not worry too much about it. Just relax and try to enjoy it. The more relaxed you are, the easier you will find it and the better you will appear to your audience.

Deliver the speech	• Use your nervousness to your advantage. Being nervous is normal. It gives us the adrenalin we need to focus on the immediate task. Try to channel this nervous energy into enthusiasm and excitement. Do not forget that the audience is there, usually because they care about what you are saying and want to hear you say it. Find those individuals in the audience who are smiling and giving you positive feedback—they will help keep you confident.
Manage questions	• Take questions from the entire audience rather than a select few. Listen carefully and treat each question equally. Repeat all positive questions so that the audience can hear them. Do not become drawn into a “one on one” with any one person in the audience, or allow one person to dominate the audience. • Respond as simply and directly as possible. • Do not be afraid to say “I do not know” and either promise to get back to them with or invite them to contact you at a later time/date.

Session 2: Effective Presentation and Communication

Learning Objective(s): At the end of this session participants should be able to;

1. Understand what key tenets of effective presentation and communication.

Trainer's Notes

- Lead a brainstorming session on the key elements of making an effective presentation and communication. (30 minutes).

Definition of Communication

- Communication is the process of sharing ideas and experiences with other people using verbal and non-verbal language.
- It is the exchange of information from one person to another with appropriate feedback from both parties.
- To maintain good communication, information should flow in both directions for mutual understanding and collective action. For communication to be complete, it has to be “two way”.

Effective Communication

Effective communication is a two-way process that involves sending the right message that is also being correctly received and understood by the other person/people. It aims to inform individual and community decisions about how to handle survivors of VAW/G.

By using effective communication processes, duty bearers can work with teams to introduce new values or change existing ones. This will support individuals and workplace teams to make decisions for positive handling of VAW/G cases and influencing behavior change.

In effective communication is important to:

- Give correct information and create awareness about the necessary support required to be given to survivors of VAW/G.

- Facilitate involvement of all responsible people in supporting the survivors of VAW/G. Provide a “voice” to the survivors of VAW/G.
- Help identify issues that would not otherwise come up in normal workplace discussions such as alcohol abuse, stigma and corruption.
- Influence communities' attitudes to create support for survivors of VAW/G.
- Address myths, rumors and misconceptions about HIV and AIDS
- Increase on the number of VAW/G survivors that access services from the police, Local councilor officers, Community Development Officers and health officers.
- Remind or reinforce knowledge, attitudes or behaviors about the need to address VAW/G in our communities.

Communication Skills

The GBV/VAW/G duty bearers and women leaders need to remember to apply skills of active listening, body language and asking questions in order to achieve effective communication to the survivors of VAW/G.

Active Listening

Active listening is the art of engaging meaningfully with someone who is trying to communicate with you. It includes conveying open and welcoming body language, re-phrasing key points to ensure that you understand, and providing feedback.

Body Language

Body language is the set of expressions that we make using our bodies. These expressions include posture, eye contact, smiling, nodding, signals and other gestures. They communicate how we feel and what we think. For example, if people cross their arms in front of their body, it usually means they are reserved about something and need to warm up to the issues at hand.

Asking Questions

A useful technique for asking questions is using open-ended questions. These are questions that cannot be answered with a “yes” or a “no”. They usually start with “how” or “why” for example, “Why do you think men are different from women?” Open ended questions are more useful than close ended questions because they require reflection and stimulate dialogue. They are a great way to start a discussion, increase participation, and solicit more information about your peers.

Effective Speaking Techniques

- Use story telling (this is effective so you do not bore your audience)
- Appropriate use of humor
- Moving “in and out” of the audience
- Keep good eye contact
- Ask questions to stimulate discussion and allow the audience to also ask questions
- Change the tone and sound of your voice appropriately
- Manage time effectively
- Know what's relevant to your audience
- Be prepared (know what you are going to say and how you will say it)

- As a GBV/VAW/G duty bearer and women leader you have to aim at being an effective communicator with survivors of GBV/VAW/G.

An effective communicator is being;

- Knowledgeable about the subject matter and the characteristics of the people you are speaking to.
- Confident
- Able to promote sharing of knowledge
- A good speaker (audible, clear and using the appropriate language)
- Friendly/kind (this should be extended to all persons irrespective of gender, age, education level and culture)
- Able to use humour while communicating
- Able to understand the emotions of others
- Credible and trust worthy
- Able to use nonverbal cues very well
- Asks the right questions and is also able to respond to questions well
- Able to engage the group throughout the discussion
- Able to handle emotions; tactful (does not hurt any one's feelings)
- Tolerant (in case there is a rude survivor)
- Flexible (able to adapt to different situations at all times)

Barriers to Effective Communication

GBV/VAW/G duty bearers and women leaders need to be aware of these barriers and aim to minimize them at all occasions. They include:

- Status of sender and receiver (e.g. the survivor is depressed).
- Use of jargon/slang or unfamiliar language (this may even occur in the local language).
- Poor timing (e.g. a survivor coming to the conflict (this can arise any time between any two people or more and has to be managed so it does not affect communication).
- Attitudes (e.g. towards health behaviours such as use of condoms in case your religion teaches a different message).
- Nature of message and how it is delivered, (whether effective communication has been attained or if the message is accepted).
- Cultural beliefs
- Values/beliefs
- Poor listening skills
- Language differences
- Social, cultural and economic factors (e.g. age, gender, education level, income status)
- Environment may distract the peers for example holding a counseling session in a noisy environment.
- Judgmental attitude/negative criticism
- Mistrust/dishonesty

- Limited involvement of the audience
- Inadequate understanding of the audience

Overcoming barriers

As a duty bearer or women leader, your aim should be to minimize GBV/VAW/G cases that are not reported, and also try to prevent GBV/VAW/G cases in the community

Tips that may be helpful in overcoming barriers

- Understand the gaps; seek clarification (e.g. listen carefully, assess the extent of the problem, identify gaps or issues related to the problem).
- Be clear; use appropriate language (check the language that is acceptable to your peers; check your body language).
- Know and respect your peers/audience
- Be empathetic (“put yourself in your peer’s shoes;” ask yourself: if you were in a similar situation, how would you want to be treated?)
- Create a friendly atmosphere
- Be culturally gender sensitive
- Start with your peers’ story/knowledge
- Be a good listener

How to enhance Effective Communication

- Establish friendly communication relationship as a platform for supporting positive behaviors.
- Focus on specific behaviors to be addressed.
- Know the audience well (e.g. their attitudes).
- Segment your audience. Do not assume all your colleagues are the same and so you give the same messages.
- Involve the audience in the communication efforts. Give peers an opportunity to participate to educate other peers.
- Be patient. Behavior change is a process.
- Trust and show employees your confidence that they can change.
- Reward/acknowledge every level of effort made by the employees to change.
- Link employees to other support services required to effect the change.
- Institute a social support mechanism or network.

Definition of Terms

Acquisition	Gaining possession or ownership of an asset or item through buying, exchange, gift, etc.
Adjudicated freehold	Adjudicated freeholds were converted from customary tenure pilot schemes in the districts of Kigezi, Bugisu and the Kingdom of Ankole. Under these programs, some existing customary holdings were surveyed and registered and some areas of fragmented plots were consolidated.
Alienated	To transfer ownership of (property rights) to another person or group.

Arbitration	A technique for the resolution of disputes outside the courts where parties to the dispute refer it to one or more persons by whose decision they agree to be bound. The person who conducts the arbitration is referred to as an arbitrator.
Arson	The act of wilfully and unlawfully burning the property of another person.
Assign	To transfer to another.
Bailiff	The guardian of property or someone who is appointed in order to take charge of another's property or affairs.
Binding	An agreement or promise involving obligations on parties to the agreement.
Bona fide occupant	A person who before the 1995 Constitution had come into force occupied and utilised or developed any land unchallenged by the registered owner or agent of the registered owner for twelve years or more; or had been settled on land by the Government or an agent of the Government which may include a local authority.
Busuulu	Annual ground rent paid by a tenant (kibanja holder) to a land lord on mailo land.
Envujjo	Envujjo was a form of royalty for using the landlord's land e.g. a percentage of crop from cultivation or a calabash of local brew (mwenge musogole) to appease the landlord.
Consent	Permission for something to happen or agreement to do something.
Communal	Shared by all members of a community for common use.
Community	A group of people living in the same place or having a particular characteristic in common.
Court order	An order issued by a court that requires a person to do or refrain from a particular action for example an eviction order, injunction, vesting order and restitution order among others.
Currency Point	Each currency point represents 20,000 Ugandan Shillings.
Customary	These are the norms, customs and practices associated with a specific group of people in a particular society, place or set of circumstances.
Equity	The quality of being fair and just.
Ethnic	Of or relating to a population subgroup (within a larger or dominant national or cultural group) with a common national or cultural tradition.
Eviction	The act of forcefully expelling someone, especially a tenant, from occupation of property or land.
Injunction	A court order that prohibits or requires a party to perform or cease doing a specific act. It can be temporary or permanent.
Interim order	An order passed by a court pending the final conclusion of litigation.

Intestate	To die without a valid Will.
Kibanja	An equitable interest of a tenant on mailo land created as a result of the 1900 Buganda Agreement.
Kibanja Holder	A tenant who settled on the land with the consent of the mailo landowner.
Landlord	The owner of a house, apartment, land or real estate which is rented or leased to an individual or company.
Lessee	A person/organisation to whom a lease is granted.
Lessor	A person/ organization who grants a lease.
Matrimonial Home	A building or part of a building in which a husband and wife/ves ordinarily reside together with their children, if any.
Minor	A person below 18 years of age.
Nominal	Price or amount of money very small; far below the real value or cost.
Security of tenure	Security of tenure is the legal protection accorded to vulnerable persons on land.
Squatter	A person who unlawfully occupies an uninhabited building or unused land.
Sublet	To rent (property one holds by lease) to another.
Sub Surface Rights	Rights to the minerals, oil, water and other substances below the surface of land. These rights may be sold or transferred to another party like other land rights.
Succession	The action or process of inheriting property.
Surface Rights	Rights that an individual has on the surface features of an area of land.
Tenant	One who pays rent to use or occupy land, a building or other property owned by another.
Tenure	This is the nature or system of land ownership.
Testator	A person who has written the last valid will and testament that is in effect at the time of his/her death.