

Securing Your Family's Future

Transforming Peer Norms about Women's Land Rights

A Course for Women

July 2019
(Ready for Pretest)



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About SYFF Project Partners

Securing Your Family's Future: Transforming Peer Norms about Women's Land Rights – A Course for Women (SYFF for Women) was developed in partnership with Kenya Legal and Ethical Issues Network on HIV & AIDS (KELIN), Pastoral Women's Council (PWC) in Tanzania, Uganda Community Based Association for Child Welfare (UCOBAC), and Lori Roller Consulting (based in New York). The project was generously supported by an anonymous philanthropic foundation.

Kenya Legal and Ethical Issues Network on HIV and AIDS (KELIN)



Nairobi, Kenya (<http://www.kelinkenya.org>)

The Kenya Legal and Ethical Issues Network on HIV and AIDS (KELIN) was formed in 1994 and registered as a non-governmental organisation in 2001. It was established following a workshop in Accra, Ghana, that focused on creating country-based networks that intersect law, ethics, human rights, and HIV.

While originally created to protect and promote HIV-related human rights, KELIN has expanded its scope to also include sexual and reproductive health and rights and land and property rights. KELIN's goal is to advocate for a holistic and rights-based system of health service delivery and for the right to health by all, including vulnerable, marginalised, and excluded populations.

KELIN achieves its goals by:

- Advocating for the integration of constitutional and other human rights in policies, laws, and operational frameworks/regulations;
- Developing the capacities of organisations working on health and human rights issues;
- Facilitating access to justice in cases of violations of health-related human rights;
- Initiating and participating in strategic partnerships at the global, national, regional, and sub-regional levels to strengthen a rights-based approach in the delivery of health services; and
- Building an organisation that operates in an effective, efficient, professional, and accountable manner.

Pastoral Women's Council (PWC)

Arusha, Tanzania (<http://www.pastoralwomenscouncil.org>)



Pastoral Women's Council (PWC) was founded in 1997 by ten Maasai women living in Loliondo Division, Ngorongoro District, Tanzania. PWC is a women-focused non-governmental organisation and movement of over 3,000 pastoralist women living in northern Tanzania. The organisation promotes the development of Maasai pastoralist women and children by facilitating their access to education, civil and land rights,

social services, and economic empowerment. PWC seeks to address women's marginalisation in patriarchal Maasai culture and enhance their quality of life by encouraging them to become self-reliant and to have decision-making power over their natural resources and development. PWC addresses the root causes and effects of social injustice by empowering women to engage in social processes using a rights-based development approach based on principles of solidarity, equality, trust, and transparency.

PWC currently works in three programme areas: 1) women's economic empowerment, 2) women's rights, and 3) leadership and education. The organisation works in 90 villages in three Northern Tanzania districts: Longido, Monduli, and Ngorongoro. Together, the districts cover 28,337 square kilometres, with a total population of over 456,000 people.

Uganda Community Based Association for Child Welfare (UCOBAC)

Kampala, Uganda (<http://www.ucobac.org/ucobac/default.aspx>)



Uganda Community Based Association for Child Welfare (UCOBAC) is a non-governmental organisation in Uganda whose mission is to use community-driven initiatives to transform the lives of women and children. The organisation envisions empowered communities free of poverty and with the ability to exercise human rights and fundamental freedoms.

UCOBAC operates within four main programme areas: 1) orphans and vulnerable children (OVC), 2) health, 3) governance and human rights, and 4) climate change and community resilience.

Under its Governance and Human Rights programme, UCOBAC is implementing a Women's Land Rights (WLR) initiative. The WLR initiative aims to empower women and girls to exercise their land rights. This is achieved through: a) developing and strengthening community support structures to sustainably promote and protect women's land rights, b) creating awareness and building knowledge among women and communities on women's land rights, c) increasing women's access to community land justice, and d) undertaking advocacy to influence both pro-poor and gender-responsive land legislation and implementation.

Lori Rolleri Consulting

New York, USA (lorirolleri@gmail.com)



In 2012, Lori Rolleri, MSW, MPH, established an independent consulting practice aimed at supporting national and international non-profit organisations, government entities, universities, and donor agencies in a variety of capacities, including programme planning, intervention/curriculum development and evaluation, capacity building/training, technical writing, and business development. Her works focuses largely on gender equality, sexual and reproductive health, and the prevention of intimate partner violence. Previously, she served as the Director of the Center of Reproductive and Sexual Health Promotion at ETR Associates, and Team Lead and Senior Technical Advisor for Gender at EngenderHealth.

Over the past 25 years, Ms. Rolleri has authored or co-authored over two dozen behaviour-change programmes. She is also the co-author of multiple books and journal articles related to health behaviour change and gender equality.

Women's Land Rights in East Africa

In East Africa (and other parts of the globe), land is a vital economic resource for women. Use of land for agriculture, housing and natural resources provides women with a means to advance the health and well-being of their families.

When women have secure access to land, their family's education, nutrition, and health improves.¹ However, women's land and property rights in East Africa have a range of forces that work against them, including conflicting statutory and customary laws, weak enforcement of the laws that do exist, and discriminatory beliefs and practices within households and communities. Many of these threats come from within the community. Wives and daughters are denied their right to inheritance, and relatives or neighbours often grab property when women are widowed or divorced.



Photo credit: <http://bit.ly/2CCRJJI>

Rural women seeking remedies for land-rights violations are most likely to seek assistance from customary institutions either because they are the appropriate venue or because of the high social and financial costs of using the formal legal system. Yet customary law and traditional decision-making structures are often interpreted by family members and traditional leaders in ways that reflect both gender discrimination and increasing competition for land due to commercial and population pressures.

Many African communities have a long history of being patriarchal societies. Land in such societies is passed on from one generation to another through a male lineage. Women hold only secondary land rights, which they can acquire only when they have a relationship with a male, that is, as a daughter, wife, in-law, etc. Secondary land rights can be thought of as user rights, meaning that women can use the land for as long as they are in this relationship with a man. They do not own or have control/decision making power on this land. If a married woman's relationship ends due to separation or divorce, she will lose these secondary rights. This practice leaves women, and families, in a very vulnerable position. When land and property is taken away from them, food security and livelihoods are lost.

¹ USAID. (2016). Fact Sheet: Land tenure and women's empowerment. Retrieved on 28 July 2017 from <http://bit.ly/2ggqv3H>

Women are also particularly vulnerable to external land acquisitions where land is sold or leased to foreign and national investors well connected to corrupt governmental officials. These kinds of deals are growing in importance in East Africa: currently, over seven million acres of land have been leased across Kenya, Tanzania, and Uganda.² While these forms of land acquisition and land grabs affect the entire community, the impact on women is particularly devastating. Women, because of their traditional role as smallholder farmers, rely disproportionately on land for subsistence. And, as women are the primary caretakers of children, the loss of land for women farmers has exponential costs.

When women have to deal with constant resistance, struggle, and in many instances violence, they understandably can become disempowered and discouraged, and thus their fight to realize their land rights suffers.

Recent advocacy has brought women's land and property rights into global and regional policy arenas. Most notably, the UN Secretary-General's final report on the post-2015 framework includes language on women's right to own land and other assets. In Africa, activists successfully advocated for the adoption of a regional resolution on land rights for women by the African Commission on Human and Peoples' Rights. These policy successes have increased the visibility of women's land and property rights, yet how to respond to the most pressing challenges to those rights remains poorly understood. For example, there has been very limited investigation into what kinds of interventions work to protect women's land tenure from the encroachments of family members, neighbours, and other more powerful actors. A better understanding of the multiple threats to women's land rights is urgently needed, both by organisations already committed to the issue and by the wider land, resource, and human rights fields, where gender analyses are too frequently absent.

About the SYFF Women's Land Rights Project

Beginning in 2016, an anonymous philanthropic foundation convened three non-governmental organisations in East Africa (KELIN, PWC, and UCOBAC) to work in partnership to explore how inequitable social norms about gender equality and women's land rights can be changed.

The partnership identified key social norms that discourage women's land rights, reframed these norms so that they encourage women's land rights, and developed a theory-of-change logic model to guide the development of multiple social norms interventions.

Social norms are shared beliefs about the rules and expectations for behaviour (e.g., regarding land ownership, control, use, and inheritance).

Social norms play a strong role in influencing the realization of women's land rights.

² Land Matrix. Online Public Database on Land Deals. Retrieved on 14 September 2017 from <http://landmatrix.org/en/>

One of those interventions is the *Securing Your Family’s Future: Transforming Peer Norms about Women’s Land Rights - A Course for Women* (SYFF for Women) course. (The key social norms identified and reframed are listed in the section below. See Appendix A for the theory-of-change logic model for the overall project.)

SYFF for Women is a curriculum-based intervention designed to change peer norms about women’s land rights among women in local communities. It is the *second* of several social norm interventions to be developed by the SYFF partnership. In 2017, *Securing Your Family’s Future: Transforming Peer Norms about Women’s Land Rights - A Course for Women* (SYFF for Men) was developed and pretested. At the time of writing SYFF for Women, SYFF for Men is being pilot tested and broader implementation plans are being made.

More information about how the SYFF for Women curriculum was developed is found below.

About Social Norms

What Are Social Norms?

Social norms are shared beliefs about the rules and expectations for people’s behaviours. Social norms influence how we go about our lives, including how we dress, how we interact with others, how we spend our money, who we allow to control and manage land, etc. People often conform to a social norm because they believe: 1) most other people in their community conform to it (descriptive norm), and 2) most other people in the community believe they ought to conform to it (injunctive norm, subjective norm or perceived norm). People conform to social norms because they want to fit in with their community. They want to be accepted. They also conform to avoid disapproval, punishment from others in their community, and/or uncomfortable feelings (e.g., guilt or shame).

Social norms, whether they are healthy/just or unhealthy/unjust, influence behaviour in all communities.³ Leaders, role models, and other people who are revered in some way in the community influence opinions, beliefs, and behaviours, and as such, set and reinforce social norms. These influential people make up a “reference group” – that is, community members “refer” to this group for cues about how to behave.

There are likely to be different reference groups in one community that influence different behaviours. For example, clan leaders may set social norms about land inheritance, school teachers may set norms about study habits, and parents may set norms about who does what household chores. Social norms take hold through ongoing interactions between members of the community and the influence/power wielded by the reference group.⁴ It is

³ A community is a group of people (in a country, village, clan, school, workplace, church, etc.) who share particular characteristics in common.

⁴ Pulerwitz, J., & Barker, G. (2008). Measuring attitudes toward gender norms among young men in Brazil: Development and psychometric evaluation of the GEM scale. *Men and Masculinities* 10 (3), 322–38.

important to note that if members of the community place importance on the opinions of the reference group, they will likely follow along with the social norms the reference group endorses regardless of whether or not those norms are based on fact, evidence, or principles of justice.

Social norms are not etched in stone and are not necessarily consistent between communities.⁵ For example, a clan's norms on women's land ownership in one village may be different than the norms of another clan in another village. Social norms can also change over time. For example, many years ago it was not expected that a woman could be elected president of a country. Today, there are multiple countries with presidents, prime ministers and ministries head who are women.

Social norms are thought to create *conditional*⁶ behavioural preferences, which can change if one's beliefs about the social expectations about behaviour change. Our beliefs about social expectations change when a critical mass of individuals within a reference group publically alters their beliefs and behaviours. In so doing, they disrupt the existing equilibrium and establish a new set of social expectations and norms to follow.⁷

Consider the changes we have seen over the last few decades in social norms around the use of family planning, female genital cutting, and girls' education— there is still much work to do to achieve gender equitable norms, but these norms are slowly changing for the better. Social norm change takes time—it does not happen overnight.

The Difference between Actual and Perceived Norms

Social norms are often unspoken, yet they have a powerful influence on what is considered to be appropriate and inappropriate behaviour. At times a person's *perception* of a social norm may not be the *actual* norm. In these cases, a person's behaviour may not actually be in accordance with how others behave or would like to behave. For example, a man may laugh at a sexist joke made by another man in his community, believing that laughing at sexist jokes is what is expected of him. Not laughing at the joke, or communicating in some way that he doesn't like sexist jokes, may lead to him being rejected or ridiculed by the other men in the community. However, in actuality, the majority of the other men in the group may also be uncomfortable/offended with sexist jokes. In this case, because the social norm is not discussed openly, the men conform with a *perceived norm* to avoid a negative consequence, but in reality they are behaving in contradiction to the actual norm.

One way to change social norms is to identify what the *actual* and *perceived* norms are in a community and try to synchronise them. For example, if the goal is to get men to stop telling sexist jokes, we could conduct a survey to find out 1) what the men in this community believe the norms are for telling and reacting to sexist jokes, and 2) what they personally

<https://doi.org/10.1177/1097184X06298778>.

⁵ Moral norms (based on religious beliefs) and legal norms (based on law) are more difficult to change, as they are less likely to be influenced.

⁶Bicchieri, C., Jiang, T., & Lindemans, J.W. (2014). "A social norms perspective on child marriage: The general framework." Draft manuscript commissioned by UNICEF.

⁷ Ibid.

believe. The survey findings can then be shared to show the community members that their actual norms are not the same as their perceived norms. When men know that the majority of men in their community actually disapprove of sexist jokes, it gives them “permission” to change their behaviour.

Key Social Norms Addressed in SYFF for Women

During the development of SYFF for Women, the partnership identified seven key norms that became the focus of the curriculum. These norms are listed in Table 1 below. Each norm is targeted throughout the SYFF course.

Table 1: Inequitable and Equitable Social Norms Related to Women’s Land Rights

Inequitable Norm <i>(the norm to be changed)</i>	Equitable Norm <i>(the norm promoted by SYFF for Women)</i>
1. Women are not entitled to own land. Land should only be owned by men.	In our community, women are entitled to own land. Both women and men own land in our community.
2. Men should be the decision makers for the family/home and a woman should follow/obey her husband’s decisions.	In our community, men and women make joint decisions about the home, family, land, and how money is spent.
3. Men should lead community decisions/politics.	In our community, both women and men participate meaningfully in community-based organizations/structures.
4. Women should not be educated about land rights.	In our community, women and men are educated about land rights and taught how to use systems that can help them secure land rights.
5. Women do not know how to manage land. Men know how to manage land.	In our community, women and men are educated about how to manage land. Women and men manage land effectively.
6. Men are regarded as superior to women.	In our community, men and women value and respect each other equally.
7. Men abuse their power to their own advantage.	In our community, men use their power to do good for the community.
8. A woman’s security is tied to her husband’s land.	In our community, men and women secure the future for their family by sharing ownership, decision making and management of land.

Changing Social Norms

Examples of techniques that can be used to change social norms are listed below. Many of these techniques were applied in the SYFF for Women course.

- Identify people who are in the reference group (i.e., people who are setting and reinforcing the norm) and create opportunities for them to argue/reason against the undesirable norm, and in doing so, create cognitive dissonance.⁸ Do the same for other community members.
- Identify role models/leaders (especially those in the reference group) to model and promote desired attitudes and behaviours.
- Identify individuals who display positive deviance (i.e., people who behave in the desired way and in contrary to accepted social norms). Provide an opportunity for them to share their experiences.
- Create opportunities to explore where a particular set of social norms come from and what the costs are of abiding by them.
- Use laws, policies, facts, and evidence to counter negative social norms.
- Craft messages about desirable social norms (and also counter negative social norms) and saturate the community with these messages using the media, community groups, written materials, etc.
- Create opportunities to explore the benefits of desired social norms/behaviours.
- Create opportunities to experience empathy (i.e., understanding what it is like to live in another person's shoes) with those who experience negative consequences from the current social norm.
- Create opportunities to practise desired behaviours while also observing peers practise those behaviours.
- Provide incentives to engage in desired behaviours.
- Identify ways to mitigate the negative consequences of not following undesirable social norms.

⁸ When there is an inconsistency between one's attitudes and behaviours (dissonance), we experience an internal sense of conflict and discomfort. Something must change to bring behaviours and attitudes in sync to eliminate the dissonance. Cognitive dissonance provides an opening to gently point out contradictions between a person's behaviours and attitudes and to sway them toward desirable behaviours or attitudes. It is also a teachable moment to provide new information/skills that can form a foundation for resolving dissonance.

How the SYFF for Women Course Was Developed

Brief Description of SYFF for Women

SYFF for Women is an 8-session (approximately 16-20 -hours) course designed to increase women's access to, use of, ownership of, control of, and decision-making about land in Kenya, Tanzania, and Uganda.

The curriculum uses a variety of interactive teaching methods (e.g., storytelling, role plays, small- and large-group discussions) to impart information, clarify values and beliefs (especially about gender equality and women's land rights), change peer norms, and teach skills.

Because the course is so interactive, it is best facilitated with smaller groups of women (i.e., between 8 and 16).

Curriculum Development Process

The SYFF for Women curriculum was developed using a collaborative process. In April 2018, a meeting was convened in Kisumu, Kenya with a curriculum development team that included experts in women's land rights, curriculum development, social norms change, logic modelling, and programme evaluation. Each team member brought unique perspectives to the conceptualisation, mapping, and writing of the curriculum.

Informing the Development Process

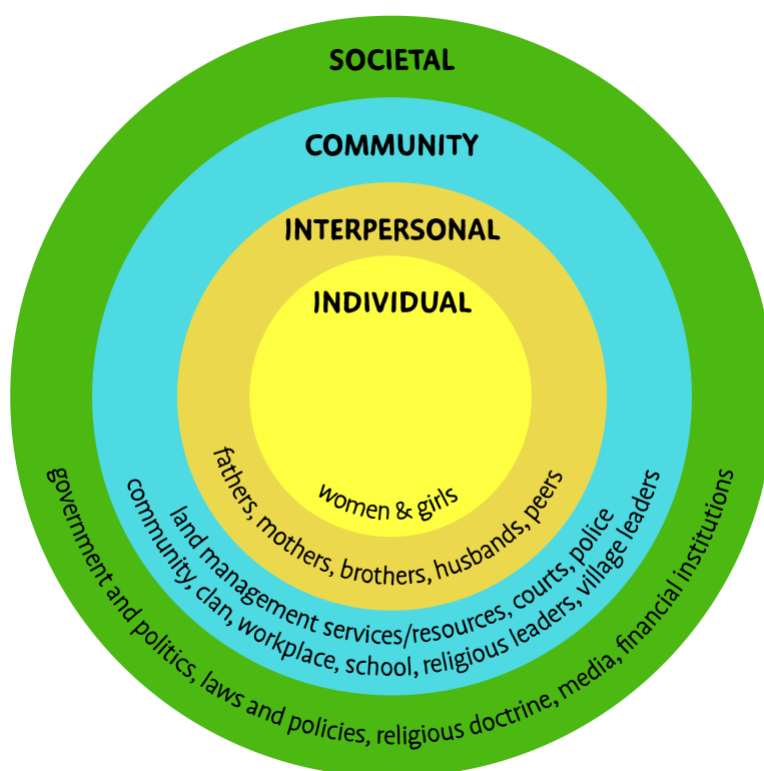
The team used five sources of information to guide the development of the curriculum.

- First, it reviewed the published literature (i.e., journal articles, papers, and reports) on social norms and women's land rights (especially in the East Africa region).
- Second, several behaviour change and education theories and approaches were reviewed. In particular, ecological systems theory, social-norm-change approaches, the theory of planned behaviour, social cognitive theory, gender-transformative programming approaches, cognitive dissonance theory, fuzzy trace theory, and adult learning principles were selected to inform not only the content of the curriculum, but also the teaching methods it uses.

Ecological systems theory⁹ helped to provide an overall frame to the SYFF project as a whole and all the interventions that will comprise it. The theory identifies the environmental systems with which an individual interacts. The theory provides a framework for the study of the interactions that individuals have with their immediate circle of relationships, their community, and society, including the social norms that these relationships promote.

Figure 1 shows the common systems within an East African woman’s life that contribute to the setting and promoting of social norms about land rights. To create sustained and wide-spread social norm change, an intervention must enter multiple systems in the individual’s environment. For example, a social-norms-change intervention is more likely to be effective if it has components that address community members, the media, communities of faith, legal structures, etc., with consistent messaging.

Figure 1: Ecological Model Showing the Environmental Forces That Influence Women’s Land



- Third, qualitative data collected through interviews and discussion groups with women provide invaluable details about their experience in advocating for their land rights.
- Fourth, the team’s experience in working on women’s land rights in East African countries proved to be invaluable in developing the curriculum’s theory of change.

⁹ Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.

- Lastly, data collected during pre-testing of the SYFF for Women curriculum in Kenya, Tanzania, and Uganda were used to make final revisions to the curriculum.

Behaviour-Determinant-Intervention (BDI) Logic Model

The team used the Behaviour-Determinant-Intervention (BDI)¹⁰ logic model to visually map out a theory of change for the women's land rights project generally the SYFF for women curriculum specifically (see Appendix B). The BDI logic model guides programme developers through four sequential steps. These steps, as they apply to the SYFF curriculum, are described below.

Step #1: Establish a goal(s) for the intervention

The team identified one overarching goal for the course.

Goal of the SYFF for Women Course

Increase women's access to, use of, ownership of, control of, and decision-making about land in target sites in Kenya, Tanzania, and Uganda.

Step # 2: Prioritise participant behaviours that directly impact that goal

In order to reach this goal, the team identified five behaviours of women (i.e., wives, mothers, sisters, daughters) that are directly related to the goal.

Because this course is designed for women only, the team focused on behaviours only under women's control. These behaviours were also thought to be amenable to change, given a curriculum-based intervention. The behaviours addressed in the SYFF for Men course complement, and were designed to encourage, the woman's behaviour listed below.

¹⁰ Kirby, D. (2004). *BDI logic models: A useful tool for designing, strengthening and evaluating programs to reduce adolescent sexual risk-taking, pregnancy, HIV and other STDs*. Santa Cruz: ETR Associates.

Women's Behaviours

1. Register or co-register land in her name
2. Make a will
3. Register her marriage
4. Make her own decisions or joint decisions about land use, land management, financial profits that come from productivity of land, land transfer, land purchase, land sale, and obtaining credit/mortgage
5. Participate or use land rights organization (e.g., Village Land Council) in a meaningful

Step #3: Prioritise determinants of the women's behaviours

Based on the literature, behaviour change theories, qualitative data collected from women, and professional experiences, the team prioritized a comprehensive set of psychosocial determinants (highlighting peer norms) linked to changing each of the four behaviours listed above. Again, these determinants were also thought to be amenable to change given a curriculum-based intervention. A full list of determinants can be found in the curriculum's theory-of-change logic model (see Appendix B).

A **determinant** is a factor that explains behaviour. An example of a determinant is a person's knowledge about land laws. If a person does not know the laws, she cannot use them to her benefit. The determinants of women's behaviour in this course generally fall into four categories: 1) knowledge, 2) values/attitudes/beliefs, 3) peer norms, and 4) skills, self-efficacy and intentions.

Determinants can be supportive of desired behaviour or act as a hindrance/barrier. For example, skill and self-efficacy to advocate for co-registering land is supportive. Lack of confidence to advocate for one's land rights is a barrier.

Determinants are also referred to as risk and protective factors, mediating variables, reasons why, influences, and antecedents.

Step #4: Adapt and/or select curriculum activities that deliberately link to changing the selected determinants

Curriculum learning activities were then developed to deliberately change each of these determinants. A list of how each curriculum activity is linked to changing each determinant is found in the curriculum's theory-of-change logic model (see Appendix B).

A list of SYFF for Women's session titles is found below.

SYFF for Women Sessions

Session 1: Course Introduction and Introduction to WLR

Session 2: Gender Boxes

Session 3: Power and Empowerment

Session 4: Securing Our Family's Future – Taking Action

Session 5: Securing Our Family's Future – Communicating Assertively

Session 6: Joint Decision-Making

Session 7: Planning a Secure Future for My Family and Me

Session 8: Women Helping Women and Course Closure

Learning Objectives

Overall, there are 18 learning objectives that underpin the SYFF for Women curriculum. After completing the SYFF for Women course, participants will be able to:

1. Identify inequitable gender norms that exist in their community, especially those norms that contribute to inequitable land rights;
2. Explain how abiding by inequitable gender norms has social, financial, and health costs to women, men, families, and the community;
3. Identify the benefits to living in a gender-equitable society;
4. Replace inequitable gender norms into equitable alternatives;
5. Resist and challenge social pressure to conform to inequitable gender norms that support inequitable land rights;

6. Use their power to help themselves and each other;
7. Briefly describe international conventions, national laws, and customary practices related to land rights;
8. Describe the benefits of equitable land rights to women, men, children, and communities;
9. Describe and use joint decision-making strategies with their husbands, especially with regard to land decisions;
10. Register or co-register land;
11. Co-register a marriage;
12. Make a will;
13. Use land-management services and resources to achieve equitable land rights;
14. Participate in a Village Land Council in a meaningful way;
15. Communicate assertively;
16. Advocate for land rights;
17. Envision and plan for a successful and secure future for their families; and
18. Support other women who working for their land rights.

Key Messages

Gardner Metaphor

Throughout the course, a metaphor about the jobs of a “gardener” is used to help participants apply what most women already do in their daily lives with the actions that are needed to advocate for land rights and secure a good future for their families. Below find an excerpt from Session 1 about the metaphor.

Excerpt about the Gardner Metaphor from Session 1

- During the next few weeks, we are going to learn more about using our wisdom and strength to secure our future and the future of our families, especially by gaining equality with men and realizing our land rights by owning (or co-owning), inheriting, using, managing, and making decisions about land.

- Many women who have access to land use it for the farming or gardening of some type of crop. **What are some of the crops you garden?** (Take a few responses.)
- Women are known for being great gardeners in [NAME of YOUR COUNTRY] and throughout the world. In fact, around the world, women make up more than half of all farmers! A gardener has to do many things in order to grow her crop. **What are some of the jobs you have to do in order to successfully garden [GIVE AN EXAMPLE OF A CROP]?** (Take a few responses.)
- In many ways, women are not only gardeners of the land, they are also gardeners of their lives. Let me explain what I mean by that. If we think broadly about the jobs you just mentioned, they are symbolic to what we do in our lives. Refer to **Flipchart 1.2: Women as Gardeners**.
- Let me focus on four main jobs that gardeners have – similar to the ones we just mentioned:

PLANNERS

- **In the Fields.** One job a gardener has is being a **PLANNER**. A gardener needs to know what time of year to plant her crops, save money ahead of time to buy supplies, obtain seeds and other supplies, figure out who is going to help her, etc.
- **In the Home.** Women are PLANNERS in the other parts of their lives as well. They plan for their children's schooling, how to pay for the bills related to running a house, what to feed her family, and other responsibilities. **Do you agree?** (Wait participants to say YES.)
- **In the Community.** We are going to talk about how we can use our skills as PLANNERS to advocate for women's equality, and in particular our land rights, throughout this course. For example, making a will is one way to plan for our future by protecting land and property inheritance. Registering land is another way to plan for our future.



PLANTERS

- **In the Fields.** Another job the gardener has is being a **PLANTER**. A gardener needs to plant seeds that will grow into seedlings and then full plants.
- **In the Home.** Women are not only seed planters on the farm. They have a powerful role in planting ideas, values, and lessons in their children, in their families, and in their communities. **Do you agree?** (Wait participants to say YES.)
- **In the Community.** They are also planters when they advocate for themselves in the community. For example, planting the seed (or idea) that women deserve to realize their land rights at a Village Land Council meeting.



CULTIVATORS

- ***In the Fields.*** A third job a gardener has is being a **CULTIVATOR**. Seeds cannot be planted and then left alone. They must be watered, weeds must be removed, pests must be dealt with, they must be fertilized, etc.
- ***In the Home.*** Women are cultivating all the time. Think about all the time we spend supporting our children and our family by cooking for them, taking care of them when they are sick, dressing them, providing for their education, etc. **Do you agree?** (Wait participants to say YES.)
- ***In the Community.*** When we support other women and advocate for our needs we are also cultivating women's rights. Cultivating is not a one-time task – cultivation takes time and patience.



HARVESTERS

- ***In the Fields.*** A fourth job a gardener has is being a **HARVESTER**. After all the planning, planting, and cultivating, the gardener is ready for her reward—her fruit or vegetables are ripe and ready for harvest. She may decide to feed her family with the harvest and/or sell some of the harvest to make a profit. The profit can pay for other things her family needs or invested in the next crop. She goes back to being a PLANNER when she thinks about how she will invest her profit.
- ***In Life.*** Like a gardener, women can, and should, be able to harvest the fruits of their labour in the garden, in the home, in their community, and in their relationships. She should be able to use her harvests to plan, invest, and secure her future and her family's future. Women deserve equality. Women deserve their land rights. **Do you agree?** (Wait participants to say YES.)
- Again, during this course, we are going to learn more about the gardening jobs we do in our lives and how we can use our experience as gardeners to advocate for our equality for men and women, land rights, and securing a good future for ourselves and our families.



Other Key Messages

Four key messages, designed to change peer norms, are integrated throughout the SYFF for Women course. Several of them incorporate the Gardner metaphor described above. The wording of these messages can vary slightly depending on the context of the activity. These messages are directly related to the four women's behaviours that the course aims to change (see above). Facilitators are encouraged to repeat and reinforce the key message whenever appropriate. **Key messages are printed in blue font throughout the curriculum.**

SYFF for Women Key Messages

- 1. We are wise and empowered women!**
- 2. Be a wise and empowered GARDENER! PLAN your life goals! PLANT the seeds of your goal! CULTIVATE your goals and HARVEST the fruit of your labour!**
- 3. Break the gender box! Be a wise and empowered gardener of your life and your family's life!**
- 4. Support women's success and everyone succeeds!**

Core SYFF Values

The Securing Your Family's Future project has a set of core values that underpin all of its activities. Course facilitators, and other staff working on SYFF, should be able to clearly describe these values, as well as model them when working in the community.

- 1. Women have the right to access, use, buy, own, sell, inherit, control, manage, and make decisions about land.** When women manage their own land they are less likely to live in poverty, have children who are less likely to be sick and more likely to go to school, and experience less domestic violence. Women's land rights are human rights and are protected by national laws and international conventions. Discrimination against women's right to own land is wrong and unjust.
- 2. Women and men (and girls and boys) deserve to live in a gender equitable world.** Gender equality is a community condition where women and men share equal rights. They also share a balance of power, status, opportunities, and resources, including land. Women and men should share roles, decision-making and responsibilities in the household (including land and property), community, and political arenas.
- 3. If inequitable gender norms are learned, they can be unlearned.** We are not born believing in inequitable gender norms, attitudes and behaviours, like the gender norms that say women cannot be trusted with land or that land can only be passed on to men in a family.

Gender inequitable norms, attitudes and behaviours are taught to us by the messages we receive from all parts of our community. Gender inequitable messages often start on the day we are born and continue throughout adulthood. Gender inequitable norms can be "untaught." Gender norms can and do change.

4. **Challenging inequitable gender norms is a way to help men, women, children and communities.** Women and men should not be boxed in by unhealthy and artificial rules about being a woman or a man. Be an active bystander... but remember your safety should always be first. Support your sisters and your brothers who experience the negative effects of inequitable gender norms. And support those who resist inequitable gender norms.
5. **Women and men deserve equitable access and use of resources.** Men and women should be made aware of the resources available to them. They should have the knowledge, skills and confidence they need to use them. Examples of resources might be health care services, schooling, employment opportunities, land advocacy organizations, bank loans/credit, etc. These resources must be made available, and accessible, to both men and women.
6. **Women and men deserve to participate in their communities in gender equitable ways.** Men and women should share in decision-making. They should share roles and responsibilities in the household, including land and property, community and political arenas. They should be free to express of ideas, opinions and needs. Examples of equitable participation include the right for both men and women to vote in elections, to own and sell land, to share childcare responsibilities, and to share responsibility around family planning.
7. **Power should be used to help others.** Power should not be used to harm or oppress others. The goal is to share and balance power between men and women.
8. **Women and men should live with freedom from violence.** Women and men should be able to go about daily life without the presence, or threat of, physical, sexual or emotional violence, discrimination, harassment, domination or coercion. Violence, including intimate partner violence, is NEVER acceptable.
9. **Men and women are always in control of their actions.** It is normal and unavoidable to *feel* angry, threatened, ridiculed, hurt, and other painful emotions during our lifetimes. However, we are always in control *how we express* these feelings. No one is “naturally” aggressive or violent. There are no excuses for violent behaviour. There are always alternatives to violence.
10. **Men and women deserve to be in healthy intimate relationships.** Healthy relationships are based on respect and responsibility. In healthy relationships, both partners are happy with the relationship. In unhealthy relationships, partners’ happiness, wellbeing and health can suffer. Violence is never acceptable in a relationship. Women and men should not have to tolerate violent behaviour in their relationships.
11. **Open, respectful and assertive communication strengthens a relationship, supports shared decision-making, and can prevent and resolve conflict.**

How to Navigate the SYFF Curriculum

Each of the eight SYFF for Women sessions is organised into the sections described below.

Session Plan Components

Session Title

At the top of each session you will find the number of the session (1-8) and title of the session.

Session-at-a-Glance

After the session title, you will find a table listing the activities that make up the session along with estimated times needed to facilitate the activities.

Total Time

Each SYFF session is approximately two to two and half hours long. The total time estimated for the course is approximately 16-20 hours.

In some cases, depending on the number of participant questions and engagement in discussions, a session may run longer than two hours. It takes a facilitator's judgment to know when to allow a discussion to go a bit longer and when to gently stop the discussion to move onto the next activity.

Learning Objectives

Each session has a set of learning objectives. The learning objectives describe the changes (e.g., knowledge, attitudes, skills, etc.) we hope to see in *participants* after completing the session. The learning objectives are closely related to the psychosocial determinants found in the SYFF theory-of-change logic model (see Appendix B).

Learning objectives serve to inform the development of a session plan, as well as to guide the facilitator in being accountable for what participants should learn/take away by the completion of the session. It is not necessary to read the learning objectives to participants.

Materials

This section lists the materials you will need to facilitate the session. You can also find an overall list of materials needed to implement the SYFF for Women curriculum in Appendix D.

Preparation

This section lists the tasks that SYFF for Women facilitators will need to do BEFORE the session starts. These tasks may include things like making photocopies of handouts, preparing flipcharts, etc.

Procedure

This section, the longest section of the session plan, provides step-by-step instruction on how to facilitate each of the activities in the session.

Activities

Each major learning activity is listed in bold font along with a time estimate. The activity is then broken down into detailed steps, also with time estimations, for the facilitator to follow. Learning activities should not be left out or replaced by other activities. Additional learning activities should not be added. Activities should be facilitated as written in the instruction plan.

Sample scripts are provided in the curriculum. Facilitators are free to put wording in their own words, simplify language and use local colloquiums.

Discussion questions are printed in brown font throughout the curriculum.

Facilitator Resources/Handouts/Worksheets

All facilitator resources, handouts and worksheets needed to facilitate the session are found within each session plan or at the end of each session plan. Note that facilitator resources are for the facilitators only.

Facilitator Notes

Throughout the SYFF curriculum you will find shaded boxes with text that starts with “Facilitator Note.” The text in these shaded boxes provides the facilitators with three different kinds of information: 1) background information related to the session content, 2) tips for facilitating the activity, and 3) advice on possible pitfalls during the session and ways to avoid those pitfalls.

The text in these shaded boxes is not meant to be read by the facilitator to participants. These are notes for the facilitator to review in preparation for the session.

Standard Features – Session Welcome

- **Welcome**
Every session begins with the facilitator providing a warm welcome and asking participants to sign the attendance sheet. The facilitator then provides a very brief description of what the session will be about and uses the gardener metaphor to talk about what the women will learn during the session.

- **Review of WLR Champion Assignment**

After the welcome, the facilitator leads a large-group debrief of the participants' experience in completing the previous session's WLR Champion Assignment (a take-home activity assigned at the end of the session (see Standard Features – Session Closure, below). Participants are encouraged to wear their green land rights ribbon. Participants should be given positive reinforcement for completing the assignment.

- **Today's Proverb**

After a review of the take-home activity, the facilitator reads an inspirational African proverb. Participants are given a few minutes to consider the proverb and interpret what they think it means, especially with regard to women's land rights. The facilitator concludes the activity by explaining how the proverb will be relevant to the session.

Standard Features – Session Closure

- **Session Feedback**

Each session concludes with a brief discussion designed to summarise and personalise the learning that took place during the session. Four questions designed to elicit participants' reflections of the session are provided for the facilitator to choose from. The facilitator should choose just one question from the list.

- **Reinforce Key Messages**

Before concluding the session, the facilitator revisits the proverb discussed at the beginning of the session and emphasises key messages.

- **Being a WLR Champion and Closure**

"Being a WLR Champion" is a type of homework assignment designed to encourage participants to practise the skills covered during the session or to provide an opportunity to reflect on key information shared during the session. The idea behind the take-home assignment is to get participants to increase their intention to use the information they learnt during the session and to build awareness in the community.

A sampling of participants has the opportunity report on the WLR Champion assignment after the Welcome section of the next session (due to time restraints, feedback from all participants is not possible).

- **Review of Next Session**

Before closing the session, facilitators should share very briefly what the next session will be about. By doing so, they will plant a seed that may help participants think about the topic and come to the next session a little more prepared to share ideas or questions.

Participant Workbook

In addition to the SYFF curriculum, the ***Securing Your Family’s Future – Participant Workbook*** is needed to facilitate the course. Each participant receives a copy of the workbook. The facilitator collects the workbooks after each session (for safe keeping) and redistributes them at the beginning of the session. Participants keep the workbooks after the final session.

SYFF for Women Facilitation Tips

The Role of a SYFF for Women Facilitator

The group “teacher” in SYFF for Women is called a “facilitator”. This name difference may not seem important, but it is. When people think of a teacher, they often think of someone who gives knowledge to others, pouring it into their heads as if the teacher were a water pitcher and the participant a bucket. Though belief in this model is common, it is not the best learning model.



When SYFF for Women talks about a *facilitator*, it is talking about a different learning model—one where the facilitator is someone who helps other people find their own meaning and potential. In this model, a facilitator is a helper who co-creates a space with participants in which those participants can increase their knowledge, self-awareness, and skills.

As a facilitator, you should:

- Listen as much as you talk;
- Encourage everyone to participate;
- Keep learning objectives at the forefront of your mind and continuously assesses whether they are being achieved;
- Set up experiences and processes that promote learning;
- Meet participants where they are and help them move forward;
- Not judge or criticise participants for what they believe, for what they do not know, or for what they cannot yet do;
- Look for ways to make learning personally relevant for participants; and
- Share your personal experience, but do so sparingly and only share what is appropriate.

Facilitator Tips

Study Session Plans and Prepare Ahead of Time

Facilitating SYFF for Women sessions effectively requires preparation. An effective facilitator cannot just read the session plan while facilitating. Doing the best job possible as a facilitator means preparing ahead of time.

Read Through the Entire Session Plan Before the Session Starts

- Familiarise yourself with the session’s learning objectives so that you can keep them in mind while you’re facilitating the session.
- Be sure you can explain things to participants in your own words without changing the meaning of what is described in the session plan.
- Write notes in the session plan that might help you.
- Reflect on your reading of the session plan and identify the places in the session where you might have difficulty. Strategize ways of dealing with these difficulties if they arise.
- Invent examples as needed. Prepare examples in addition to those provided in the curriculum that are tailored to your group of participants.
- Create examples of the finished assignment that participants will be completing during learning activities – worksheets, brainstorm lists, etc. – to show participants what an actual finished assignment might look like.
- Do the preparation described in the session plan, such as identifying and assembling materials, drawing posters, etc.
- Get to the session early to set up and be ready when participants arrive.

Practise! Practise! Practise!

“Practise” means actually standing in front of a colleague, friend, or even a mirror, and running through the facilitation of a session aloud. Do a practice run of the entire session. At the very least run through the most complicated parts of the session and the parts that you anticipate could be challenging for you.

Practice is a VERY important part of doing the best job of facilitating a curriculum that is new to you. When you practise you will be in good company – famous actors, musicians, and politicians practise before they go out and perform. After two or three times facilitating the sessions you’ll know them well and the need for practise will be much less.

Keep Activities on Schedule

Allot enough time for each learning activity. As the facilitator, the only way to make sure this happens is to do your best to stick to the amounts of time assigned to each activity in the session plans. A little “give and take” is okay, but you definitely shouldn’t run so far over time that you have to significantly shorten or skip other activities.

There are a few things that can help you stay on schedule:

1. **Make sure you have a watch/cell phone.** You can also ask for a participant to volunteer to be a “timekeeper”. Make sure she has a time-keeping device, tell her how much time is allotted for each activity before you start it, and ask her to give you a warning at the halfway mark and then again a couple of minutes before time is up.
2. **Create a “Notes” section on a piece of flipchart paper.** When participants have a question or issue they want to discuss that is important, but that will take you off topic, or is likely to take more time than you have available, write it on the Notes flipchart. Make a commitment to your group to do everything you can to have a group discussion about what gets written on the Notes flipchart at a later date. Alternately, you can address Notes outside of session with the individual(s) who have the most interest in, or concern about, each particular topic.
3. **It’s OK to put a limit on questions/discussion.** As a facilitator, it can be exciting when you see a group of learners asking a lot of questions and making comments. It means they are engaged, and that’s exactly what we want to happen. Use your judgment about allowing the discussion to go on a little longer than the time allotted or gently stopping the discussion to move onto the next activity. It is important that you cover ALL activities in the session. You may find that after you facilitate the activity a few times, you may be able to more efficiently answer questions and save some time.

If you notice that you consistently need more time for a particular activity, then please communicate with curriculum developers so adjustments to the session’s timing can be made.

Some things that you can say to move onto the next activity are:

- *This is great discussion. Let’s move on to the next activity because I think some of your questions will be answered. (Only say this if it is true!)*
- *Thank you for this discussion. I am looking at the time, and I’d like us to move on to the next activity.*
- *I see that we have a lot of questions. Would it be OK for us to move onto the next activity? I can answer your questions after the session.*

Give Clear Activity Instructions

Nothing makes a mess out a learning activity quicker than the facilitator confusing participants about how to do the learning activity by giving bad instructions. One of the things that make SYFF for Women a great programme is that it has a lot of interactive activities that make it fun and interesting for participants. But participants will get confused and frustrated if they don’t understand how to do the activity. Give clear instructions for activities by doing the following:

- Make sure the instructions are clear to you. During your facilitation practise, speak each step and then act out following your own directions as if you were a participant. If things come out incorrectly, you know you have been unclear.
- Provide a visual if you think it would be helpful. Put the instructions up on a piece of flipchart paper or in a printed handout.
- Break it down. The activity instructions in the curriculum are written to be short and clear, but your group might need the steps broken down into even smaller steps.
- Be concise—figure out how you can give each instruction in the briefest way possible. Sometimes facilitators try to explain steps too much and wind up confusing participants when they were actually trying to help them understand.
- Show participants examples of activity outcomes, such as completed worksheets, sample brainstorm lists, etc. that you prepared ahead of time. This helps participants see approximately what their finished work will look like and can save a lot of explanation.
- Ask participants if they have any questions about how to complete the activity before you begin it. Recognise that sometimes the best way to understand something is to try it: be ready to put participants' questions aside and simply reassure participants that it will be clear once they are actually doing it.
- Reassure participants that you will be circulating around the room to help them during the activity if they need assistance.

Use Strategies that Engage Participants

Participants learn best when they feel motivated. Motivation comes when participants feel engaged—that is, when what they are doing is interesting, fun, and important (especially to them). SYFF for Women's activities are designed to be interesting and interactive, but they can still fail to motivate participants unless you, the facilitator, also use your skills to keep participants engaged.

Monitor the overall level of group engagement. If you notice engagement is low, try changing the format of activities (but NOT the learning objectives or content). Below are some strategies you can try.

- **Use round robin.** In a round-robin format, the facilitator goes around the room giving everyone an opportunity to add to the discussion.
- **Divide into pairs or small groups.** Dividing participants into pairs or small groups can also create opportunities for more participants to speak/share. See Appendix D for a list of creative ways to divide a larger group into smaller groups.

- **Use physical activity.** Make discussions more physically active. For example, you can bring a ball to the session. Whoever holds the ball gets to speak. Participants must keep throwing the ball to each other to keep the discussion going.
- **Pass around a talking stick.** Pay attention to whether the same few people speak frequently or for the longest amounts of time. If the same people speak all the time, other participants may disengage. Encourage others to speak by using a “talking stick” – an object that gives the right to speak to the participant who is holding it.
- **Distribute talking beans.** Alternatively, you can give each participant three kernels of maize or three beans (or something similar). Each time they share during group discussion, they must give you back a bean (or throw it in a container). After they have used up their beans, they can no longer share.
- **Use straw polls.** When there are “yes/no” questions or opinion questions, consider doing a quick straw poll to get everyone involved in answering the question. You can have participants raise their hands, stand up/sit down, stomp their feet, etc., to vote.
- **Give some time to reflect first.** Some participants simply aren’t good at speaking “off the top of their head”. Try giving participants time to write down or think about the answers before discussing/sharing, have them brainstorm ideas together in small groups, or have them turn to the person next to them for a minute to talk about the question at hand.
- **Manage participants who monopolize the discussion.** Ask to hear from people who have not yet spoken. Avoid eye contact with those who have been speaking a lot. Remind participants to share time with each other. Refer to the group agreements. Call on quieter people and ask them if they have something they would like to share—but avoid putting them on the spot. Give them right to pass.
- **Keep up your stage presence.** Pay attention to your “stage presence”. Do you show excitement and enthusiasm? Are you warm and friendly towards participants? Are you standing up straight and projecting your voice? These characteristics, as well as using appropriate humour can open the door to having participants engage more, especially in the early sessions when participants are just getting to know you.
- **Give breaks and use energisers.** Don’t get so focused on the participants as learners that you forget to take care of them as people. Take a short break if you think the group needs it. Try leading participants in some stretching or an energiser that requires movement. If possible, provide snacks and refreshments or pass out some hard candy – sometimes a little sugar is just what participants need to restore their excitement! See Appendix E and Appendix F for some examples of “icebreakers” and energisers. There are also many ideas for icebreakers and energisers available on the internet.

Meet with – and Support – Your Associate Facilitators

Even if you are an experienced and skilled facilitator, you deserve help and support too. The best way to get it is to set up regular meetings with facilitators who are implementing SYFF for Women at the same time that you are. At these meetings, you and your sister facilitators

should discuss how facilitation is going, share tips about what is working, and put your heads together to come up with solutions to problems and challenges that you are encountering while facilitating the course.

Other Tips

Dividing the Large Group into Smaller Groups

There are several learning activities in SYFF for Women that require the larger group of participants to be divided into smaller working groups. See Appendix D for a list of creative ways to divide a larger group into smaller groups.

Working with Participants Who Have Low Literacy

It is possible that you will be working with participants who have limited or no reading/writing skills. There are several things that the facilitator can do to accommodate low-literacy participants.

- When using a poster or handout, be sure to read these printed materials out loud for participants who do not read well. Read slowly and clearly. Individuals with low literacy often develop a remarkable sense of memory to compensate for their inability to read.
- Do your best to include one person who can read/write in each small group during small-group work. This person can serve as the reader and/or scribe for the group.
- Read the instructions and other information on small-group worksheets to each small group, if needed. You may want to use only one version of an assignment (when there are multiple scenarios, case studies, or role plays) in order to save time in reading this text out loud. There may be a sacrifice in discussing different examples, but it is most important that everyone feel involved in the activity.
- Use drawings, symbols, or colours when possible. For example, you could put a smiley face on an “Agree” sign and a sad face on a “Disagree” sign. Or make the agree sign green and the disagree sign red.
- Use the simplest words possible to communicate ideas and concepts. This type of adaptation to the curriculum is encouraged.
- Check in frequently with participants to see if you are going too fast, if they need help reading something, if they need something repeated, etc.

Implementing SYFF for Women with Fidelity

Fidelity, as it relates to curriculum implementation, is defined as the faithfulness with which a facilitator implements a curriculum—that is, implementing the curriculum as it is written.

Maintaining fidelity to a curriculum means implementing it without compromising its core components. Core components are the essential characteristics of a programme that are responsible for its effectiveness.¹¹ Core components can be categorized into three types: 1) content (*what* is being taught in the curriculum), 2) process (*how* that content is being taught to adults), and 3) implementation (the *logistics* of how the curriculum is implemented, such as facilitator-participant ratio and group size).

SYFF for Women was carefully designed to change a set of psychosocial determinants linked to changing behaviour. Some might say that the curriculum is a type of “recipe” for achieving outcomes. If the recipe is altered, we may or may not achieve intended outcomes. It is important that facilitators not think of the curriculum manual as a “guide” but rather a structured curriculum to be followed as closely as possible.

Because this curriculum is being evaluated, it is critical that you maintain fidelity as closely as possible. Don’t make changes to the curriculum content or process. Facilitators vary in their styles and preferences. You might read an activity and think to yourself: “I know a better way to do that” or “I have an activity I think will work better”. But it’s important to implement this particular set of activities so the evaluation team can find out if they work with the target audience. Don’t skip activities or substitute activities. If you do that, facilitators will be implementing different forms of the curriculum, and we won’t be able to find out if this specific intervention works.

There are, however, several ways you might tailor the curriculum and make it your own. SYFF for Women is a “recipe” but you can add some of your own “spice”. For example:

- You can alter the language to make it more culturally appealing. It’s important that you do that without changing the tone or meaning of the statements.
- You can change names in stories/scenarios/role plays.
- You can change the context of stories/scenarios/role plays. For example, you might want a character to have more than one wife, be growing a different type of crop, etc.
- You can add examples or tell a short story to illustrate an issue being discussed. Examples often help learners better understand new ideas.
- You can adapt the process to make an activity more interactive. Do not turn activities into lectures.

¹¹ Rolleri, L., Fuller, T.R., Firpo-Triplett, R., Moore, C., Leeks, K.D. & Lessene, C.A. (2014). Adaptation guidelines for evidence-based adolescent pregnancy and STI/HIV prevention curricula: From development to practice. *American Journal of Sexuality Education*, 9: 135-154.

- You can write discussion questions, activity instructions, etc., on flipchart paper if you think that would help you and/or the learners. Visual aids generally help learners.
- Each session begins with a proverb. These proverbs were very deliberately chosen to get participants to start thinking about the content of the session. Do not change quotes/proverbs unless you can find one that relays the same message. One way to test for this is to see if the processing of the new proverb does not change the processing described in the session plan. If it does, then it should not be used.

Planning for SYFF Implementation

See *Women’s Land Rights Social Norms Courses: Implementation Planning Guide* for more information about curriculum planning and implementation. The guide contains an Implementation work plan template, staffing and budget template, guidance on how to recruit participants, guidance on how to recruit, interview and hire course facilitators, a readiness checklist, and other implementation tools.

Guidance for Addressing Intimate Partner Violence in the SYFF Courses

When women start advocating for their land rights, they may meet with resistance from others in the community, including their husbands. Men may feel threatened by the idea of women gaining access and control to land. Their life-long gender conditioning about men being the leaders/decision-makers, men expected to control their wives even if it means the use of violence, women being passive and obedient to their husbands, and women not having the ability to manage land feed into this threat. These norms are artificial, not natural, and in some cases a violation of human rights. For some men, the way of dealing with this threat is to use violence to control their wives.

While facilitating the SYFF course, some participants may disclose incidents of intimate partner violence (IPV). It is important that in these instances, SYFF facilitators:

- Know how to recognize the different forms of violence
- Clearly denounce the use of violence
- Work with the rest of the SYFF Team to “prepare the soil” for implementation
- Provide support to the participant while understanding their limits as a SYFF Facilitator
- Know how to make proper referrals

Recognizing the Different Forms of Violence

Definition of Violence. The United Nations defines violence against women 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.* In simpler terms, violence against women is the use of force or other means that result in harm. The use of violence often has serious physical, emotional, and social consequences on those receiving it, although these consequences are not often talked about.

Violence is always a choice. It is not true that people cannot control themselves or are just “naturally” violent. There is always an alternative action a person can take.

Different Kinds of Violence. Violence is often thought of as physical—someone hitting, kicking, pushing, etc. another person. However, violence can present itself in different forms (see below).

- *Physical violence examples:* hitting, slapping, beating, twisting arms, burning, etc.
- *Emotional/psychological violence examples:* shouting, threatening physical violence to partner or children, causing embarrassment or humiliation, criticising, threatening to hurt children, locking out of the house, threatening to leave, constant monitoring of the other person’s activities, using insulting names, etc.
- *Sexual violence examples:* forcing someone to have sex against their will (married or not), unwanted touching, grabbing sexual parts of the body, unfaithfulness, refusing to have protected sex, sexual abuse of girls, forced prostitution, etc.
- *Economic violence examples:* withholding family finances, preventing a woman from working outside of the home, forcing a woman to beg or humiliate herself for money, spending family resources without consulting a partner, preventing a partner from owning property, etc.

Denouncing Violence

Participants may express different ways of justifying violence, and it’s important for you to listen and hear those points of view. However, it’s critical to clearly state that *violence is never justified* and have participants reflect on that message. One exception to this rule is the use of violence in self-defence.

Participants may give explanations for violence that take responsibility away from the person carrying out the violence. For example, they may say that alcohol causes violence; that men can’t control themselves; that the man being violent was “provoked;” that financial strain or poverty causes violence; etc. Make it clear that *the person using violence, in the end, is entirely responsible for their actions.* Violence is a *choice* that a person makes. There is always an alternative to violence. For example, the person can talk through their frustration or walk away until they have calmed down.

“Prepare the Soil” Before Entering the Community

During the SYFF for Women course, the “gardener” metaphor is used to empower women to use their existing skills as gardeners/farmers to advocate for their land rights. As part of the SYFF for Women implementation strategy, prepare the soil, as a gardener would, for planting these new ideas by gaining the support of others in the community. Consider roll out of the SYFF for Women course by taking these steps:

- **Meeting with Village Leaders/Elders** to talk about the SYFF for Women course and its goals are to get their buy-in and support. Village Leaders can then serve as allies. Village Leaders can also help in confronting men in the community who use violence against their wives.
- **Convene a community orientation meeting** letting all community members know that the SYFF for Women course will be taking place and that Village Leaders support it.
- **Implement the SYFF for Men course before, or simultaneously, with SYFF for Women.** Use a “gender synchronized approach” to lessen the likelihood of resistance to new ideas about the ownership and use of land on both the part of women and men. Transforming gender norms happens best when both men and women are engaged in the process.

Know Your Limits

As a SYFF Facilitator, you are not expected to be a psychologist, counsellor, doctor, or lawyer. When issues arise that require the expertise of another type of professional, you will need to recognize your limits and make proper referrals. In the case of a woman disclosing her experiences of IPV, your job as a facilitator is to validate her experiences and make the appropriate referrals. Below find protocols you can follow in different situations.

How do we deal with participants who reveal an IPV experience in the middle of a session?

- Thank the participant for sharing something so difficult. State that you understand that talking about personal experiences with IPV can be difficult and emotional.
- Affirm that there is nothing she did that can ever justify violence. It’s not her fault.
- Explain to the participant that we will continue with the session now but that you hope she will come speak to you privately after the session—only if she wants to.
- Follow-up.
- Share with participants that the course cannot really resolve intimate partner violence or provide counselling about what to do, but that you can share referrals to community organizations who do this kind of work.

How do we deal with participants who reveal an IPV experience in private with the facilitator?

- Listen. Do not make judgments.
- Thank the participant for sharing something so difficult. State that you understand that talking about personal experiences with IPV can be difficult and emotional.
- Affirm that there is nothing she did that can ever justify violence. It's not her fault.
- Share with the participant that the SYFF for Women cannot really resolve intimate partner violence or provide counselling about what to do, but that you can share referrals to community organizations who do this kind of work.
- Ask a short set of assessment questions (listed below) to ascertain if she is at risk for violence now and/or harm to self.
 - Do you feel safe returning home?
 - Does your husband have any weapons at home?
 - Has he ever threatened to use a weapon on you?
 - Has he ever threatened your life?
- Refer participant to services. Prepare, and then use, ***Appendix G: Template for List of Intimate Partner Violence Resources.***
- Follow-up.

How do we deal with a participant who reveals an experience of IPV that may have occurred during the course (and possibly as a result of practicing some of the new skills she learned during the course)?

- Thank the participant for sharing something so difficult. State that you understand that talking about personal experiences with IPV can be difficult and emotional.
- Affirm that there is nothing she did that can ever justify violence.
- Share with the participant that the program cannot really resolve intimate partner violence or provide counselling about what to do, but we can share referrals to community organizations who do this kind of work.
- Ask a short set of assessment questions (listed below) to ascertain if she is at risk for violence now and/or harm to herself.
 - Do you feel that anything that we did in the group may have contributed to this situation? Can you tell me what specifically?
 - Would you prefer to stop coming to sessions?

- How safe do you think it is for you to continue coming to sessions?
 - How safe is it for you to return home?
-
- Refer to participant to services. Prepare, and then use, ***Appendix G: Template for List of Intimate Partner Violence Resources.***

SYFF for Women Course Session Titles

Session 1: Course Introduction and Introduction to WLR

Session 2: Gender Boxes

Session 3: Power and Empowerment

Session 4: Securing Our Family's Future – Taking Action

Session 5: Securing Our Family's Future – Communicating Assertively

Session 6: Joint Decision-Making

Session 7: Planning a Secure Future for My Family and Me

Session 8: Women Helping Women and Course Closure

Session 1: Course Introduction and Introduction to WLR

Session at-a-Glance

Activity	Time
Activity 1.A: Welcome and Introductions	30 minutes
Activity 1.B: SYFF for Women: Course Overview	15 minutes
Activity 1.C: Group Agreements for Learning Together	5 minutes
Activity 1.D: Today's Proverb	5 minutes
Activity 1.E: Values Voting	35 minutes
Activity 1.F: What Do You Know about Land Rights?	25 minutes
Activity 1.G: Grace and David	20 minutes
Activity 1.H: Being a WLR Champion and Session Closure	10 minutes

Total Time

About 2.5 hours

Learning Objectives

At the end of this session, participants will be able to:

1. Briefly describe the *SYFF for Women* course;
2. List at least two benefits they will receive from participating in the *SYFF for Women* course;
3. Clarify personal values about gender equality;
4. Discuss human rights (as they relate to WLR) and national laws that protect WLR; and
5. Discuss the benefits that WLR have on women, couples, children, families, and communities.

Materials

☐ Supplies

- ☐ Attendance sheet
- ☐ Flipchart stand
- ☐ Flipchart paper
- ☐ Marker pens, in various colours
- ☐ Tape
- ☐ Pens/pencils
- ☐ Watch or cell phone that tells the time
- ☐ Agree/Disagree Signs
- ☐ Attendance Sheet (see example at the end of this session)
- ☐ Name Tags (optional)
- ☐ Feedback Forms (optional; see forms at the end of this session)

☐ Facilitator Resources

- ☐ **Facilitator Resource 1.1: How Much Do You Know about Women’s Land Rights? ANSWER KEY**

☐ Flipcharts

- ☐ **Flipchart 1.1: Introductions**
- ☐ **Flipchart 1.2: Group Agreements for Learning Together**
- ☐ **Flipchart 1.3: Today’s Proverb**

☐ Handouts/Worksheets (in *Securing Your Family’s Future for Women Participant Workbook*)

- ☐ **Handout 1.1: Women as Gardeners**
- ☐ **Handout 1.2: Human Rights and Land Rights – A Few Examples**
- ☐ The appropriate handout on formal land laws:
 - **Handout 1.3K: Formal Land Laws in Kenya**
 - **Handout 1.3T: Formal Land Laws in Tanzania**
 - **Handout 1.3U: Formal Land Laws in Uganda**
- ☐ **Handout 1.4: Our Local Customary Land Laws**
- ☐ The appropriate handout on organizations that support women’s land rights:
 - **Handout 1.5K: List of Land-Management Services/Resources - Kenya**
 - **Handout 1.54T: List of Land-Management Services/Resources - Tanzania**
 - **Handout 1.5U: List of Land-Management Services/Resources - Uganda**
- ☐ The appropriate handout on how to use land-management services/resources:
 - **Handout 1.6K: How to Use Land-Management Services/Resources - Kenya**
 - **Handout 1.6T: How to Use Land-Management Services/Resources - Tanzania**
 - **Handout 1.6U: How to Use Land-Management Services/Resources - Uganda**
- ☐ **Handout 1.7: Grace and David**
- ☐ **Worksheet 1.1: How Much Do You Know about Women’s Land Rights?**

Facilitator Note

Note that this session includes handouts that are customized for [Kenya](#), [Tanzania](#), and [Uganda](#). Remove the handouts that do not apply to your country when preparing participant workbooks.

Preparation

- Make copies of the ***Securing Your Family's Future for Women Participant Workbook*** for every participant and a few extra. Be sure that the pages of the workbook are bound together. If not, papers are likely to get lost and disorganized. This will interrupt session activities and waste time. If possible, print the workbook in colour.
- Review the ***Securing Your Family's Future – A Course for Women*** curriculum, especially the front section of the manual, so that you are able to briefly explain the goals of that course to the women in your group and brush up on facilitation tips.
- Prepare ***Appendix G: Template for List of Intimate Partner Violence Resources***.
- Review the session plan and be sure you are comfortable with the session's content, teaching methods, flow, and timing.
- As best you can, prepare the meeting space so the women can meet in a semi-circle.
- As the women are entering the space where you will hold this session, greet them warmly and then ask them to sign an attendance sheet (see sample at the end of the session plan).
- OPTIONAL: Ask women to write their name on nametag. (This is probably not needed if the women in your group already know each other, or if the majority of women have low literacy.)
- Prepare and post ***Flipchart 1.1: Introductions*** with the five questions listed under *Activity 1.A: Group Introductions*.
- Post ***Flipchart 1.2: Group Agreements for Learning Together*** (after it is created during this session). The information for this flipchart is found under *Activity 1.C: Group Agreements for Learning Together*. Save this flipchart. It is recommended that you invest in laminating this flipchart, as it will be posted during all eight sessions.
- Prepare and post ***Flipchart 1.3: Today's Proverb***. The proverb is found in *Activity 1.D: Today's Proverb*.
- Select 4-5 statements to use during *Activity 1.E: Values Voting*. Mark each of the statements you selected so you will be able to pick them out easily when you facilitate the activity.

- Complete ***Handout 1.4: Our Local Customary Land Laws*** based on the customary laws in the areas in which you will be facilitating this course. Keep this handout simple—just a few bullet points. In many cases, customary laws are not written anywhere. You may need to interview people from the area to find out more about land inheritance, marriage, decision-making about land, land registration norms, etc.
- Review ***Handout 1.2: Human Rights and Land Rights – A Few Examples, Handout 1.3: Formal Land Laws in [Kenya, Tanzania, or Uganda], Handout 1.4: Our Local Customary Land Laws, Handout 1.5: List of Land-Management Services/Resources*** and ***Handout 1.6: How to Use Land-Management Services/Resources*** and make sure you feel comfortable explaining them.
- Review ***Handout 1.7: Grace and David*** and be sure you are comfortable reading the story aloud.
- Copy “Agree” and “Disagree” signs (found at the end of this session plan) and post them on opposite sides of the room.
- OPTIONAL: Make copies of Feedback Forms (one for each participant) found at the end of this session plan.

Procedure

Activity 1.A: Welcome and Introduction (30 minutes)

STEP 1: Facilitator Welcome (Facilitator Remarks) (5 minutes)

1. Introduce yourself by saying something like:
 - Welcome to the *Securing Your Family's Future—A Course for Women!*
 - My name is [YOUR NAME], and I work at [YOUR ORGANISATION] as a course facilitator. (Briefly share anything else about yourself that you think the group might like to know. For example, you might want to share the number of years you have been working on land rights issues, where you live, your family members, management of your own land, etc.).
2. Briefly thank participants for attending the course by saying something like:
 - Thank you all for being here today. I know that all of you have many responsibilities and that it is not always easy to make time to attend a course. I think you are going to find that the course will really be worth your time because you're going to learn a lot. I'm really glad you are here.
3. OPTIONAL: Opening Prayer. (Ask for one of the women in the group to lead the group in a brief prayer.)

STEP 2: Brief Course Description (Facilitator Remarks) (5 minutes)

1. Briefly explain what participants will learn during the course by saying something like:
 - You are going to receive a lot of information about women's land rights during this course. We are going to talk about topics like:
 - Our national and local laws that protect women's land rights,
 - Challenges that women experience in realizing their land rights, including the patriarchal traditions in our community,
 - Women's empowerment, and
 - Specific actions women can take to realize their land rights.
 - I am going to talk more about these actions in a few minutes.

DEFINITION: Land Rights

Land Rights are part of our overall human rights.

Land rights apply to all human beings—men and women. International and national laws protect these rights.

Land rights entitle women to own, use, manage, transfer, sell, and inherit land.

- Ultimately, this course is about planning for your future and the future of your families. This is why we called the course “*Securing Your Family’s Future*”. The course is designed to not only benefit *you*, but also your husband, your children, and your community.
- As a group facilitator, I am going to have information to share with you over the next few weeks, but I’m not going to be the only one teaching. We are all going to teach and learn from each other. Each one of you has knowledge and experience that will be helpful to other members in the group. The learning we do will be very interactive with many opportunities to share with each other. For example, there will be a lot of group discussions, role plays, working in small groups, and other activities.
- I hope you will join us for all eight sessions that compose this course. I will talk a little later about when and where we will be meeting.
- Before I talk more about the course, I would like to learn a little bit about each person in our group!

STEP 3: Group Introductions¹² (*Large Group Reporting*) (20 minutes)

1. Ask the group to introduce themselves by saying something like:
 - I am going to ask you to share five things with us. (Show **Flipchart 1.1: Introductions** and read the questions aloud to the group).



¹² Photo Credit: <https://www.farmafrica.org/what-we-do-1/women-in-the-field>

1. **Share your name.**
 2. **Tell us where you live.**
 3. **Tell us about who lives with you at home.**
 4. **Tell us briefly about the land(s) that you work on. Who owns it? Under whose name it is registered? What would you like to see change about this land(s), if anything?**
 5. **Share with us one of your strengths (one of the things that you are really good at doing or a quality that you like about yourself).**
2. Ask each participant to stand up while she introduces herself. Because of limited time, ask the women to take **no more than one minute** to introduce themselves.

You may want to start the process and model how to answer each of the questions in less than a minute. Alternatively, you can talk to one of the participants before the session starts and tell her that you would like her to model the introduction within one minute. Invite this participant to start the introductions.

Facilitator Note

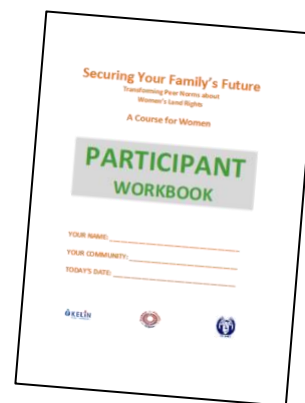
The time estimate for this activity is based on having about 15 women in the group. If you have more participants, you will have to adjust time accordingly. Again, limit the individual introductions to less than 60 seconds.

An optional way to facilitate the introduction is ask the women to break up in pairs and “interview” each other with the questions above. After about five minutes, each of the women in the pair introduce each other to the larger group. This is a more interactive way to facilitate group introductions, however it will likely add an additional 10-15 minutes to the activity.

3. Thank the participants for introducing themselves, by saying something like:
- Thank you everyone for sharing with us! It was great to learn about all of you.
 - As you can see, we share a lot of similarities in this group and there are also some things that make us unique. (Mention some of the commonalities and unique things you heard.) Overall, there’s one thing we all have in common – **we are all strong and wise women who care about our families.**

4. Distribute the ***Securing Your Family's Future Participant Workbook*** to each participant and say something like:

- During each of our sessions, there will be worksheets or handouts that I will want to share with you. We have compiled all these documents into a workbook. In the front of the workbook, you will also find some blank pages for you to take notes.
- I am going to give each of you your workbook now. Please write your name on the front of the workbook. (Distribute workbooks and give participants a few seconds to write their names on the front cover of the workbook. Circulate the room and help women who are not able to write well.)
- At the end of each session, I will collect everyone's workbook and store them in a safe and confidential place. Your workbook is private. No one will be allowed to read them—not even me. At the end of our eight sessions, you will be able to keep your workbook.



Activity 1.B: SYFF for Women: Course Overview (15 minutes)

STEP 1: More about What SYFF for Women Will Help You Do (Mini-lecture) (10 minutes)

1. Describe the SYFF for Women course by saying something like:

- During the next few weeks, we are going to learn more about using our wisdom and strength to secure our future and the future of our families, especially by gaining equality with men and realizing our land rights by owning (or co-owning), inheriting, using, managing, and making decisions about land.
- Many women who have access to land use it for the farming or gardening of some type of crop. **What are some of the crops you garden?** (Take a few responses.)
- Women are known for being great gardeners in [NAME of YOUR COUNTRY] and throughout the world. In fact, around the world, women make up more than half of all farmers!
- A gardener has to do many things in order to grow her crop. **What are some of the jobs you have to do in order to successfully garden [GIVE AN EXAMPLE OF A CROP]?** (Take a few responses.)
- In many ways, women are not only gardeners of the land, they are also gardeners of their lives. Let me explain what I mean by that. If we think broadly about the jobs you just mentioned, they are symbolic to what we do in our lives.

- Let me focus on four main jobs that gardeners have—similar to the ones we just mentioned. Refer participants to ***Handout 1.1: Women as Gardeners*** in their participant workbooks while you review it.

Handout 1.1

Women as Gardeners

PLANNERS

- **In the Fields.** One job a gardener has is being a **PLANNER**. A gardener needs to know what time of year to plant her crops, save money ahead of time to buy supplies, obtain seeds and other supplies, figure out who is going to help her, etc.
- **In the Home.** Women are PLANNERS in the other parts of their lives as well. They plan for their children's schooling, how to pay for the bills related to running a house, what to feed her family, and other responsibilities. **Do you agree?** (Wait for participants to say YES.)
- **In the Community.** We are going to talk about how we can use our skills as PLANNERS to advocate for women's equality, and in particular our land rights, throughout this course. For example, making a will is one way to plan for our future by protecting land and property inheritance. Registering land is another way to plan for our future.



PLANTERS

- **In the Fields.** Another job the gardener has is being a **PLANTER**. A gardener needs to plant seeds that will grow into seedlings and then full plants.
- **In the Home.** Women are not only seed planters on the farm. They have a powerful role in planting ideas, values, and lessons in their children, in their families, and in their communities. **Do you agree?** (Wait for participants to say YES.)
- **In the Community.** They are also planters when they advocate for themselves in the community. For example, planting the seed (or idea) that women deserve to realize their land rights at a Village Land Council meeting.



CULTIVATORS

- ***In the Fields.*** A third job a gardener has is being a **CULTIVATOR**. Seeds cannot be planted and then left alone. They must be watered, weeds must be removed, pests must be dealt with, they must be fertilized, etc.



- ***In the Home.*** Women are cultivating all the time. Think about all the time we spend supporting our children and our family by cooking for them, taking care of them when they are sick, dressing them, providing for their education, etc.

Do you agree? (Wait for participants to say YES.)

- ***In the Community.*** When we support other women and advocate for our needs, we are also cultivating women's rights. Cultivating is not a one-time task—cultivation takes time and patience.

HARVESTERS

- ***In the Fields.*** A fourth job a gardener has is being a **HARVESTER**. After all the planning, planting, and cultivating, the gardener is ready for her reward—her fruit or vegetables are ripe and ready for harvest. She may decide to feed her family with the harvest and/or sell some of the harvest to make a profit. The profit can pay for other things her family needs or invested in the next crop. She goes back to being a **PLANNER** when she thinks about how she will invest her profit.



- ***In Life.*** Like a gardener, women can, and should, be able to harvest the fruits of their labour in the garden, in the home, in their community, and in their relationships. She should be able to use her harvests to plan, invest, and secure her future and her family's future. Women deserve equality. Women deserve their land rights. **Do you agree?** (Wait participants to say YES.)

2. Conclude by saying something like:

- Again, during this course, we are going to learn more about the gardening jobs we do in our lives and how we can use our experience as gardeners to advocate for our equality for men and women, land rights, and securing a good future for ourselves and our families.

Facilitator Note

In the case that you are working with a predominantly pastoral community, you may want to change the “gardener” metaphor to “**livestock keeper.**”

- A “livestock keeper” also has to **plan** when and where her livestock will graze, when it is time to move, where to keep her livestock at night, etc.
- A livestock keeper does not “plant” per se, but she does put her animals together to **breed** and reproduce.
- She **cultivates** (or nurtures) her animals by making sure they have enough to eat and drink, protecting them from other animals, and making sure they stay healthy.
- Her **harvest** is the animal’s milk and/or meat, which help to keep her family fed.

3. Ask:

- **Does anyone have any questions about the course so far?** (Answer questions as needed.)

Facilitator Note

It’s possible that the men in the community you are working in are also participating in *Securing Your Family’s Future – A Course for Men*. Or perhaps the men have already completed the course or are planning to take the course in the future. At this point, you may want to let the women know about what the men are learning. You could say something like:

- Some of you may have heard that the men in our community are also taking a course called *Securing Your Family’s Future*. The course that men are taking is similar to this course. The course for men is designed for men to also learn about gender equality, healthy relationships, women’s land rights, the benefits of women’s land rights, and actions they can take as men to support the women in their lives realize their land rights. Men learn how to work *together* with their wives to secure the future of their family.
- Some of the activities we will do are similar to the activities that the men will do.
- Men and women are encouraged to talk to each other about what they are learning in their courses.

STEP 2: Course Logistics (Mini-lecture) (5 minutes)

5. Remind the group of course logistics by saying something like:

- I think most of you know about the schedule for the course, but let me review it quickly. (Review course logistics with the group: where the group will meet, time for each session (about two hours), schedule, etc.).

Facilitator Note

Should you decide to provide participants with an incentive for their participation, you can describe how incentives will work at this point. For example, you might decide that you will give a *SYFF for Women* t-shirt to any participant who participates in at least seven of the eight sessions or will give an incentive to anyone who can show you proof that they have made a will, or visited a land rights organization for help, etc.

An incentive should be used to: 1) promote a key message from *SYFF for Women* and/or 2) facilitate/encourage participants in engaging in one of the behaviours we are aiming to change with this curriculum.

So, if you chose to give participants a t-shirt, make sure the t-shirt is designed with one of *SYFF For Women's* key messages printed on it (see introduction section of the curriculum for a list of the key messages). Simply giving women a t-shirt that does not promote a key message from *SYFF for Women* is not a good use of incentive money. Money for transportation to a location where they can get support with land rights is another example a good incentive.

Money used for the provision of drinks/light snacks during sessions is also an acceptable incentive.

Activity 1.C: Group Agreements for Learning Together (5 minutes)

STEP 1: Group Agreements (Brainstorm) (5 minutes)

1. Say something like:

- As I mentioned early, during our time together we are going to have small-group and large-group discussions. We are going to talk about our experiences, our ideas, and our opinions. I want everyone to feel comfortable, open, and respected during each one of these discussions.
- Let's create a list of things we can all do to guide our discussions and help all group members feel comfortable and encouraged to participate. For example, there may be times when we don't agree with each other. **How can we agree to disagree in a respectful way?**

2. Record responses on **Flipchart 1.2: Group Agreements for Learning Together**. Below are some important group agreements that you may want to add if they are not raised by participants.
 - Be on time.
 - Silence mobile phones.
 - Be respectful to each other.
 - Listen to each other; do not interrupt.
 - Avoid insults, put downs, or discriminating remarks about anyone.
 - Ask questions.
 - Participate as much as you can.
 - Keep confidentiality about anything that a person shares about their personal lives or experiences.
 - Enjoy our time together!
3. After the list of group agreements is completed, ask:
 - **Do we all agree to follow these group agreements? Is there anything we should add or change?** (Make edits if needed.)
 - **If you think you can work with these group agreements, please nod your head.** (Look around the room to make sure everyone is nodding their heads.)
4. Say something like:
 - We will post these group agreements during all eight of our sessions. We should all feel free to refer to them as we need to. We can also edit or add to the list as we need to.

Activity 1.D: Today's Proverb (5 minutes)

STEP 1: Today's Proverb (Paired Discussion) (3 minutes)

1. Say something like:
 - At the start of each session, I am going to share a traditional African proverb (Share the definition of a *proverb* if you think it is necessary).
 - **Before we start, does anyone want to share one of their favourite proverbs? Tell me why you like it.** (Take a few responses.)

DEFINITION – Proverb

A **proverb** is a simple and concrete saying, popularly known and repeated, that expresses a truth or provides advice based on common sense or experience.

- After I read today’s proverb, you will have a minute or two to turn to the person next to you and share what you think the proverb means, especially as it relates to women and women’s land rights. Afterwards, we will discuss your thoughts in the large group.
- Read the proverb on **Flipchart 1.3: Today’s Proverb** aloud.

A wise person will always find a way.

- Go ahead and turn to the person next to you and discuss what you think the proverb means in your own words. I will let you know when time is up.
2. Give participants a minute or two to discuss the quote and then call for their attention back to the front of the room.

STEP 2: How Does Today’s Proverb Help Us Think about WLR? *(Large Group Discussion)*
(2 minutes)

1. Say something like:

- At the start of each session, I am going to share a traditional African proverb (Share the definition of a *proverb* if you think it is necessary).
- **Before we start, does anyone want to share one of their favourite proverbs? Tell me why you like it.** (Take a few responses.)
- After I read today’s proverb, you will have a minute or two to turn to the person next to you and share what you think the proverb means, especially as it relates to women and women’s land rights. Afterwards, we will discuss your thoughts in the large group.

2. Ask:

- **Who would like to share some of their thoughts on what the proverb means to them?** (Take a few responses.)

Examples of possible responses:

- When you have knowledge and experience you have choices, power, confidence, better judgment about making decisions, etc.
- Wisdom/knowledge helps you succeed.
- Wisdom/knowledge help you solve problems or overcome barriers.
- Wisdom/knowledge gives you independence.

3. After a few responses, ask the group to keep the proverb in mind as they participate in today's session. Be sure to emphasise that the wisdom that comes from our experience as gardeners is going to help empower us to realize our rights as women including our rights to land. The more educated we become about our rights, the more confident we will be in finding a way to realize them.
4. Emphasise this key message: In this course we are going to learn **how to be gardeners of our lives. We are going to learn that we are wiser and more powerful than we thought!**
5. Thank the women for their participation.

Activity 1.E: Values Voting¹³ (35 minutes)

STEP 1: Our Values and Women's Land Rights (Facilitator Remarks) (10 minutes)

1. Say something like:
 - In this next activity, we are going to talk about some of our values related to family, land, and being a **wise and empowered woman**, wife, daughter, and mother.
2. Ask:
 - **What do we mean by "values"?** (Take a few responses and then share the explanation below.)
 - By *values*, I mean beliefs about things or qualities that you think are important, have worth, and/or are useful to you. For example, one value that many people have is that we should not steal from other people. This value helps to guide our decisions and helps us understand what is right and wrong. It's important to note that not everyone has the same values. For example, some people might feel that stealing food is justified if their children are hungry.
3. Explain the next activity by saying something like:
 - In a minute, I am going to ask you to stand. Then, I am going to read a statement to you. After you hear the statement, you are going to walk over to the side of the room that best represents how you feel about that statement. You'll see that I have posted a sign on this side of the room that says "Agree" and a sign on the other side of the room that says "Disagree". (Point out the signs to the group.)

¹³ Photo Credit: <http://learnenglish.vn/speaking/pre-intermediate-speaking/talk-about-agreeing-and-disagreeing-in-english/>

- After hearing the statement, decide quickly on your opinion based on your own feelings. Do not try to guess the “right” answer or follow what others are doing. It is perfectly OK if you are the only one who “agrees” or “disagrees”. There is no such thing as “right” or “wrong” opinion.
- If you are really undecided about one of the statements, then it is OK to stand in the middle of the room until you decide if you “agree” or “disagree” with it.
- So, for example, if I said: “It’s OK for a father to steal eggs from a neighbour if his children are hungry,” you will have to decide how you feel about the statement and move to the Agree or Disagree sign.
- After everyone moves to one side or the other, I will ask a few of you to explain why you answered the way you did.
- You are free to change sides at any time.
- **Does anyone have any questions about the activity?** (Answer questions as needed.)

STEP 2: Agree or Disagree? (Values Voting) (15 minutes)

Facilitator Note

You only have 15 minutes for this activity. It is unlikely that you will have time to go through all 13 statements listed below. Prioritise 4 or 5 statements that you would like your group to consider.

1. Ask participants to stand together at the centre of the room.
2. Read the first statement you have selected aloud (see statements below). You may need to read each statement two or three times to make sure that participants understand it.
3. After everyone has moved to one side of the room or the other, **ask for one or two volunteers from each side to share why they agreed or disagreed with the statement.** Make sure to get points of view from each side. Do not attempt to get everyone to share their point of view, as this will take up too much time.

If all the participants go to one side of the room (i.e., they all agree or disagree with a particular statement), the facilitator can play the role of the opposing side and walk to the other side of the room. **Ask participants why some people might stand on this side of the room. What values would they have that would put them there?**

4. Repeat this process for each of the four or five statements you read aloud.
5. After 15 minutes, ask participants to go back to their seats. Thank them for their participation.

Facilitator Note

Do not attempt to “correct” anyone during this activity. The goal is for participants to start thinking about their values. It would be very unusual for someone to completely change their values during a 15-minute activity. This is the first of many activities in the course that will hopefully lead participants to seeing the benefits or more gender equitable values and practices.

It is OK (and encouraged) to ask questions to get participants to think critically of their position.

Remember you have only 15 minutes for the activity—that’s about three minutes per statement.

Value Statements (choose 4 or 5 for Activity 1.E)

1. Women are capable of making good decisions about land use.
2. Compared to women, men are better decision makers for the family.
3. A marriage should be an equal partnership.
4. Men and women are equals.
5. Daughters should be allowed to inherit land.
6. A woman must tolerate violence by the hand of her husband in order to keep peace in the family.
7. The traditions of my clan are more important than the laws of my country.
8. A woman would make a great leader of a village land council.
9. Most men care about the wellbeing of women.
10. In general, women and girls are treated fairly in our society.
11. Men are naturally better at dealing with matters related to land.
12. When a woman becomes empowered, she will have more problems with her husband and her family will suffer.
13. Women should have the right to inherit ancestral land.

STEP 3: Peer Pressure and Our Values (*Large-Group Discussion*) (10 minutes)

1. After all participants have returned to their seats, lead a large-group discussion using the questions listed below.

- **What was it like to move to one side of the room? Did you feel any pressure to go where the majority stood?**
- **Do you think that in real life people might sometimes go along with what they think the majority believes, even though their personal attitudes are different? Why?**

(Explain to participants that we often feel pressure to agree with the majority, even when we might have a different belief. Explain that we will talk more about the pressure we can feel from others to be like them, especially with regard to being a woman, wife, and mother.)

- **Can anyone remember a time when you spoke up against the majority view? How did this feel?**

Or... Has anyone observed someone else speak up against the majority view — maybe something to do with women’s rights or land rights? How did that feel to watch?

(Make the point that sometimes all it takes is one person to speak out for others to feel they can speak out as well. Then you may find there are many others who feel the same way as you.)

- **How do you think this activity would be different if we did it with men?**
- **What about if we did it with only women who are mother-in-laws to the wives their sons marry?**
- **Has this activity helped to solidify your values or has it made you question some of them?**

2. Close this activity by saying something like:

- We are going to continue to explore these values throughout the course.

Activity 1.F: Women’s Land Rights and Laws (25 minutes)

STEP 1: Introduction and Directions¹⁴ (Facilitator Presentation) (5 minutes)

1. Say something like:

- Remember the proverb that we discussed earlier: “a wise person will always find a way”? We are now going to take some time to test our knowledge about our land rights, land laws in our country, and women’s land right resources. Having more knowledge about our land rights will help us take action and “find our way.”
- First, I would like to divide our group in small groups of three people. (Divide the group.)
- Find the worksheet in your workbook titled: **Worksheet 1.1: How Much Do You Know about Women’s Land Rights?** (Give participants a few seconds to find the worksheet. Provide the page number in the workbook.)
- As a small group, you will have 10 minutes to read each statement on this worksheet and decide if it is “true” or “false.” Keep in mind that this activity is different from the activity that we just did about our values. These statements are not about our opinions—they are about factual information. In this case, there is a “right” or “wrong” answer.
- Let’s work on the first statement together. (Read the first statement on the worksheet.) Do you think this statement is true or false? (Make sure everyone understands the answer.)



2. Ask:

- **Before we begin, I would like to ask one person in each group to volunteer to read the questions to the others in your small group. Please raise your hand.** (Wait for one person in each group to raise their hand).
- **I would also like one volunteer in each group to record your group’s answers—either on paper or by memory. Please raise your hand.** (Wait for one person in each group to raise their hand).
- **Does anyone have questions about the assignment?** (Answer questions, if needed.)

¹⁴ Photo Credit: https://medium.com/@beth_dunford/growing-a-movement-land-and-food-security-aa9afb368cf

STEP 2: True or False? *(Small Group Work) (10 minutes)*

1. Invite the small groups to start their assignment.
2. Circulate the room and provide assistance, if needed.
3. Provide a time check when there is 5 minutes left and 1 minute left.

STEP 3: Review of Answers *(Large Group Debrief) (10 minutes)*

1. After 10 minutes, call for everyone's attention.
2. Read each question on the worksheet aloud and **ask for volunteers to provide the answer**. Elaborate on correct answers using the handouts at the end of this session plan. Use the handouts to correct misinformation as needed.
3. Point out **Handouts 1.2, 1.3, 1.4, 1.5** and **1.65** in their workbooks. Tell participants that the answers to the questions are found in these handouts and that you will be revisiting these handouts again during the course.

Facilitator Note

The point of this exercise is to give participants a quick overview of some of the important facts about WLR and clarify misconceptions. There may be some important facts that are unique or especially relevant to the country or area in which you are working. If so, feel free, to replace one of the statements in the worksheet or add a statement. Do NOT add too many statements. This will likely overwhelm the participants and will require more time to process.

Facilitator Resource 1.1

How Much Do You Know About Women’s Land Rights?

ANSWER KEY

QUESTION	ANSWER	
<p>1. According to our national laws, daughters are not allowed to inherit land from their father.</p> <p>FACILITATOR: Refer to <i>Handout 1.2</i> to elaborate.</p>		False
<p>2. Children who live in households where women own land are less likely to be sick.</p> <p>FACILITATOR: Refer to <i>Handout 2.2: Benefits of Women’s Land Rights</i> (found at the end of the Session 2 session plan) to elaborate.</p>	True	
<p>3. There are non-governmental organizations in our country that help women realize their land rights.</p> <p>FACILITATOR: Refer to <i>Handout 1.3</i> and <i>Handout 1.4</i> to elaborate and give examples.</p>	True	
<p>4. According to our national laws, if a husband divorces his wife, she is entitled to part of his land.</p> <p>FACILITATOR: Refer to <i>Handout 1.2</i> to elaborate.</p>	True	
<p>5. In 2005, an important agreement was announced for all of Africa declaring that women have the right to inherit equitable shares of property, including land, from their parents and their husbands, as well as the right to buy and manage their own land and property.</p> <p>FACILITATOR: Refer to <i>Handout 1.1</i> to elaborate.</p>	True	
<p>6. Our country’s constitution prohibits discrimination against women including their rights to own land.</p> <p>FACILITATOR: Refer to <i>Handout 1.2</i> to elaborate.</p>	True	
<p>7. A will is a legal document that can be used to protect a wife’s or daughter’s land inheritance.</p> <p>FACILITATOR: Refer to <i>Handout 4.2: Making a Will</i> found at the end of the Session 4 session plan) to elaborate.</p>	True	

QUESTION	ANSWER	
<p>8. It's unlikely that a woman can register land because the process is so complicated, so long and so expensive.</p> <p>FACILITATOR: Refer to <i>Handouts 1.3</i> and <i>Handout 1.4</i> to elaborate.</p>		False
<p>9. It is legal for men to use violence against their wives.</p> <p>FACILITATOR: Refer to <i>Handout 1.2</i> (and other national laws about gender- based violence) to elaborate.</p>		False
<p>10. Customary law (the clan's law) always trumps our country's constitution.</p> <p>FACILITATOR: Refer to <i>Handout 1.2</i> to elaborate.</p>		False
<p>11. Most conflicts about women's land rights (such as disinheritance, land grabbing, etc.) happen at the clan level, not at the governmental level.</p> <p>FACILITATOR: Refer to <i>Handout 1.3</i> and <i>Handout 1.4</i> to elaborate and give examples.</p>	True	
<p>12. The only person that can help settle a land dispute is the clan leader.</p> <p>FACILITATOR: Refer to <i>Handouts 1.3</i> and <i>Handout 1.4</i> to elaborate.</p>		False

Activity 1.G: Grace and David (20 minutes)

STEP 1: Introduction to Grace and David (Storytelling) (5 minutes)

1. Say something like:
 - Throughout the course we are going to follow a story about a couple named Grace and David. We will also visit their neighbours Salome and Victor. Each couple has had different experiences that have affected how they function as a couple and how they manage their land.
 - Today, I am going to introduce you to Grace and David by reading a short story about them. After the story, we will have a discussion.
2. Read the story on **Handout 1.7: Grace and David** slowly and clearly. If you think group members would like to read along with you, direct them to the handout in their workbooks.

Handout 1.7

Grace and David

Grace (34), and her husband David (35) have been married for 15 years. Together, they have two daughters and two sons.



David's father gave him a plot of land after he was married to Grace. Grace and David use the land to grow maize and vegetables. They also raise goats and chickens.

When Grace's father died, he left Grace and her two sisters each a plot of land as well. Because the land is not close by to where she lives now, Grace and David talked and decided the land would be best used to plant orange trees since orange trees do not need daily attention. Grace has been able to make money from selling this fruit at the market.

Grace is close to two of her aunties. One aunt is married and lives on a plot of land owned by her husband. Her husband has been very sick, and her aunt worries about what will happen to her and her children should he pass away. Her husband is too superstitious about making a will. Grace's other aunt was married, but she and her husband were not able to have children. After 3 years of marriage, her husband left her. She has not been able to find a permanent place to live.

When David was a boy his grandfather passed away. In the tradition of his clan, his grandfather's land was passed to his three sons (David's father and two uncles). His grandmother did not inherit land. This was particularly difficult for his grandmother, who was still raising children.

David decided early on in his marriage that it was best for his family to register his land in both his name and Grace's name. Grace did the same with the land she inherited.

David and Grace recently participated in a community workshop and learnt how to write a will. They learnt that a will is legal document that helps to protect their property and family. Some of David’s friends believe that making a will means that you are planning to die. Grace knows that everyone has to die some day and that a will just helps to make sure your last wishes are granted. She was able to convince David of this.

Grace and David each wrote a will and agreed to leave equal portions of their land to each of their sons and daughters.



For the most part, David and Grace have a good life. They have used their land productively. Grace takes care of their livestock (goats and chickens) and vegetable gardens. David does most of the work in growing the maize and fruit trees. They produce more than they need and have been able to sell part of their harvests. This money has helped them make improvements to their home as well as to pay school fees for their four children.

Grace and David feel hopeful about their futures and the future of their family.

STEP 2: Grace and David's Relationship (*Large Group Discussion*) (15 minutes)

1. After reading the story, lead a large-group discussion with the questions below.

- **First, who tell us in their own words, what this story was about?**

Example of possible response:

- The story was about a wife and her husband, Grace and David. Grace and David both saw how land played a major role in the lives of some of their relatives. When women do not have access to land they suffer. They have both decided to take actions to secure their future by share the land they have both inherited with each other, writing a will, and leaving land to both their daughters and sons.

- **Would you call Grace a wise and empowered woman? Why or why not?**

Examples of possible responses:

- She planned for her future
- She used what she learned from past family experiences to guide her decisions
- She communicated with her husband

- **What has Grace done to secure the future of her family?**

Examples of possible responses:

- Made a will leaving land to all of her children
- Co-registered land
- Uses the profits from the harvest to support her family

- **In what ways was Grace a gardener of her life?**

Examples of possible responses:

- Planner – made a will
- Planter – planted the idea of making a will with her husband
- Cultivator – received education about making a will
- Harvester – sells fruit at the market, uses the profits or the harvest to help her family

- **What did David learn about women and land after his grandfather died? What did Grace learn about women and land from her aunties?**

Examples of possible responses:

- David's grandmother had no one to provide for her.
- Grace's aunt may be without a place to live if her husband dies; her other aunt was displaced from her home because she could not bear children and now has no permanent place to live.

- **Why are some men not willing to jointly own land with their wives and/or to allow their daughters to inherit their land?**

Examples of possible responses:

- Belief that only men should own land
- Belief that women do not know how to manage land
- Belief that men should be the sole decision-maker of the family
- Pressure they feel from other men in their community and/or clan elders

- **What do you see as the benefits to joint land ownership and land inheritance for sons and daughters?**

Examples of possible responses:

- Both men and women share the burden of cultivating the land
- Greater harvests mean more food and more opportunity to sell food for profits
- Movement toward equality (rights and responsibilities)
- More money can be used to invest in the home and children's welfare
- It provides a greater sense of permanency and security for men, women, and children
- Happier, less stressed family

2. Say something like:

- Thank you for this rich discussion. We are going to continue talking about these issues in our next session.

Activity 1.H: Being a WLR Champion and Session Closure (10 minutes)

STEP 1: Reflections on Today's Session (Large Group Discussion) (4 minutes)

1. Say something like:
 - Our session is coming to an end. Let's hear from a few of you about your thoughts on today.
2. Pick ONE of the questions below and ask a few participants to share their thoughts.

Facilitator Note

The purpose of this last question is to bring summary and closure to the session. It is not meant to be a long discussion.

- What is one thing that you would like to share with your children (daughters and/or sons) about today's session?
- What is one thing that you would like to share with a family member, friend, or community member about today's session?
- What is the most important thing you learnt in today's session?
- What is one thing you might want to do differently as a result of what you learnt during today's session?

STEP 2: Reinforce Key Messages (Facilitator Remarks) (1 minute)

1. Reinforce the key messages of this session by saying:
 - Remember the proverb that we started our session with:

A wise person will always find a way.

- I think we made it very clear today. **Women are wise. Women are powerful. Women are gardeners of their goals and their lives!**
- **Ask the women if they agree with this message.** Make sure they say "YES" in a loud and confident voice together.

STEP 3: Being a WLR Champion! *(Take-Home Assignment) (3 minutes)*



1. Say something like:

- At the end of each of our sessions, I am going suggest a way that you can be a women’s land rights champion at home or in your community. The assignment will help to raise awareness about the issue and also give you an opportunity to practice what we learnt during the session.
- For today’s session, I would like you to talk to another woman in your life, like your daughter, mother, sister or neighbour. Ask this woman:

Do you think women should be able to own their own land or co-own/co-manage land with their husbands? Why or why not?

- Do not challenge the woman on her opinions. Just listen to her. Just like we did in the Values Voting activity earlier.
 - Then share one or two of the facts that we discussed in our “True or False” worksheet.
 - Make mental note of what the woman tells you and how she responds to the facts you share. On your own, think about the reactions you had to what she said.
2. **Ask the women if they see any obstacles to completing the take-home activity over the next week.** If so, problem-solve around overcoming any obstacles.

3. Say something like:

- For those of you who are comfortable sharing, there will be an opportunity for a few people to share their experiences with this assignment at the beginning of the next session.

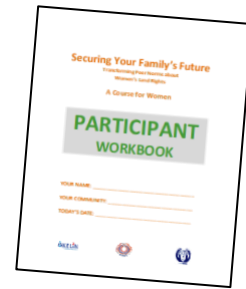
STEP 4: Session Closure *(Facilitator Remarks) (2 minutes)*

1. Say something like:

- Thank you for all of your excellent work today!
- I look forward to seeing all of you next week!
- Next week, we are going to talk about what it means to be a woman in our society. In particular, we are going to learn about the messages we have received all our lives about how to act and think as a woman, daughter, wife, and mother, and how those messages affect us—especially in relation to our ability to be gardeners of our lives—that is, to plan, to plant, to cultivate and to harvest our goals.

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2. Remind participants that you will remain after the session if they have questions.
3. OPTIONAL: Administer and collect Feedback Forms.
4. Collect ***Securing Your Family's Future's Participant Workbooks***.
Make sure everyone has written their names on their workbook.
5. Share reminders and announcements, as appropriate.
6. OPTIONAL: Closing Prayer
7. Adjourn.



SYFF FOR WOMEN

Attendance Sheet

Session # and Title: _____

Location: _____

Date: _____

Facilitator(s): _____

Participant Name	Signature

Agree

Disagree

Worksheet 1.1

How Much Do You Know About Women’s Land Rights?

Directions: Read each statement and discuss with the others in your group. Decide whether the statement is **true** or **false**. Circle the right answer. You have 10 minutes.

1.	According to our national laws, daughters are not allowed to inherit land from their father.	True	False	Don't Know
2.	Children who live in households where women own land are less likely to be sick.	True	False	Don't Know
3.	There are non-governmental organizations in our country that help women realize their land rights.	True	False	Don't Know
4.	According to our national laws, if a husband divorces his wife, she is entitled to part of his land.	True	False	Don't Know
5.	In 2005, an important agreement was announced for all of Africa declaring that women have the right to inherit equitable shares of property, including land, from their parents and their husbands, as well as the right to buy and manage their own land and property.	True	False	Don't Know
6.	Our country’s constitution prohibits discrimination against women including their rights to own land.	True	False	Don't Know
7.	A will is a legal document that can be used to protect a wife’s or daughter’s land inheritance.	True	False	Don't Know
8.	It’s unlikely that a woman can register land because the process is so complicated, so long, and so expensive.	True	False	Don't Know
9.	It is legal for men to use violence against their wives.	True	False	Don't Know
10.	Customary law (the clan’s laws) always trumps our country’s constitution.	True	False	Don't Know
11.	Most conflicts about women’s land rights (such as disinheritance, land grabbing, etc.) happen at the clan level, not at the governmental level.	True	False	Don't Know
12.	The only person that can help settle a land dispute is the clan leader.	True	False	Don't Know

Handout 1.2

Human Rights and Land Rights – A Few Examples



Land rights are one form of human rights. Many different laws protect Land Rights.

The Universal Declaration of Human Rights

Established in 1948, The Universal Declaration of Human Rights establishes the rights of everyone to property, regardless of sex.

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

- CEDAW is an international treaty created by the United Nations (UN) system of international human rights laws. The treaty was adopted by the UN General Assembly in 1979.
- The treaty becomes binding on countries when they ratify the treaty. Kenya (1984), Tanzania (1986) and Uganda (1985) have ratified the treaty.
- The treaty requires countries to ensure women’s rights to equality and non-discrimination on a range of key areas, such as political and public life, land use and ownership, education, employment, healthcare and family planning, marriage, and family law.

The African Commission on Human and Peoples’ Rights (ACHPR)

- The ACHPR was established in 1986 to promote and protect human rights throughout the African continent.
- The ACHPR guarantees non-discrimination on the basis of sex.
- In 2005, the ACHPR adopted a Women’s Protocol. The Women’s Protocol guarantees women’s political and civil rights health and reproductive rights, and economic, social and cultural rights. It also states that women have the right to inherit equitable shares of property, including land, from their parents and their husbands, as well as the right to buy and manage their own land and property.

Handout 1.3K

Formal Land Laws in KENYA



The Constitution of Kenya (2010)

The Constitution at Article 60 identifies as key principles informing Kenya's land policy:

1. Equitable access to land;
2. Security of land rights;
3. Sustainable and productive management of land resources;
4. Transparent and cost-effective administration of land;
5. Sound conservation and protection of ecologically sensitive areas;
6. Elimination of gender discrimination in law, customs, and practices related to land and property in land; and
7. Encouragement of communities to settle land dispute through recognised local community initiatives consistent with the Constitution.

In addition, the Constitution:

- Calls for the elimination of gender discrimination in law, customs, and practices related to land and property;
- Voids any law, including customary law that is inconsistent with the Constitution to the extent of the inconsistency, or any act or omission that is in contradiction of the Constitution;
- Prohibits discrimination on any grounds, including sex and marital status, and expressly states that women and men have the right to equal treatment, including the right to equal opportunities in political, economic, cultural, and social spheres;
- Provides that every person has a right, either individually or in association with others, to acquire and own property of any description in any part of Kenya; and
- Provides that all land in Kenya belongs to the people of Kenya collectively as a nation, as communities, and as individuals. Parliament "shall enact legislation which shall regulate the recognition and protection of matrimonial property and in particular matrimonial home during and on termination of marriage...to protect the dependents of the deceased person holding interest in the land including interests of spouses in actual occupation of the land."

The National Land Policy (2009)

The National Land Policy ensures that the principles of equitable access to land and associated resources and elimination of gender discrimination in regulations, customs, and practices related to land and property in land is observed.

National Land Commission Act (2012)

The National Land Commission Act upholds the principles of equitable access to land and resources, including the elimination of gender discrimination in law, customs, and practices related to land and property in land. It therefore protects, upholds, and recognises women in Kenya in areas of political participation, representation, property ownership, citizenship, and entitlement to maintenance expenses in cases of divorce and separation.

The Land Registration Act (2012)

The Land Registration Act includes strong protections for the land rights of spouses by allowing for joint tenancy and including a presumption of joint tenancy for any land obtained for co-ownership and use by both spouses, granting spouses a legal interest in land held in one spouse's name where the other has contributed to it through his or her labour, and requiring spousal consent for the disposition of any land or dwelling.

The Land Act (2012)

The Land Act creates statutory rights to spouses and any other persons who seek to carry out land transactions. The provisions specifically provide that before any land transaction is approved, spousal consent must be given. This law gives room for women to be consulted in case of any property transactions. This has prevented men from selling their matrimonial property and land without the consent of their wives. The law also requires spousal consent for the execution of any charge on a matrimonial home.

The Matrimonial Property Act (2013)

This Act provides for the rights and responsibilities of spouses in relation to matrimonial property and other connected property. Matrimonial property is defined to include the matrimonial home or homes, household goods or effects in the matrimonial homes, or any other immovable or movable property jointly owned and acquired during the subsistence of the marriage. Such property shall be divided between the spouses if they divorce or their marriage is otherwise dissolved, according to the contribution of either spouse towards its acquisition.

However, the Matrimonial Property Act excludes any property acquired or inherited before marriage, as well as property given as a "gift" during the subsistence of the marriage or any trust property. These remain separate property of the spouses, as does any other property that a spouse may acquire, hold, or dispose of.

Marriage Act (2014)

The law emphasizes that the parties to a marriage have equal rights during and after the marriage. The law recognizes five types of marriages including customary, Christian, Civil, Hindu and Islam marriages. All marriages have to be registered and the law protects women especially widows from customs that force them to re marry in order gain access to their husband's property

Community Land Act (2016)

Community land in Kenya shall vest in the Community. In this respect, the term "Community" has been defined to mean a consciously distinct and organised group of users of community land who are citizens of Kenya and share any of the following attributes: common ancestry, similar culture or unique mode of livelihood; socioeconomic or other similar common interest; geographical space; ecological space; or ethnicity. The constitution of a community is therefore not limited to ethnic lines as is the case with the current practice.

The Act requires a community claiming an interest in or right over community land to be registered. The Act requires community land rights to be registered in accordance with its provisions and the provisions of the Land Registration Act, 2012. In this respect, a Certificate of Title issued by the Community Land Registrar shall be evidence of ownership of the land.

The registration of a community as the proprietor of land shall vest in that community the absolute ownership of that land

Handout 1.3T

Formal Land Laws in TANZANIA



Constitution of United Republic of Tanzania (1977)

The constitution of Tanzania states that all people are equal before the law and prohibits any kind of discrimination between the people. The constitution also promotes the inheritance of property by women.

The Land Act of 1995

The Land Act provides for land rights and the procedure for acquiring land within the country. It categorizes the land tenure in Tanzania as village land, general land, and reserved land.

Village Land Act of 1995

This law governs village land and give powers to the village land committee, village council, and village general assembly to allocate plots to individuals. It states that every person has the right to own the land, including women, and promotes customary rights of ownership to the land (CCROs) and Granted Rights of Occupancy (GROs)

Law of Marriage Act (1971)

This Act promotes the joint ownership of land or property by couples and ensures that the right is protected for both spouses. It also ensures that the right of inheritance is respected within the community.

The Land Acquisition Act (1967)

This Act provides the procedure through which individuals, companies, or group of people can acquire land and it makes sure all documents for land ownership is compiled by the individual.

The Court Act (2002)

This Act ensures that whatever dispute arises regarding land issue must be solved according to the laws and follow the required procedure by government.

The Land Regulation (2011)

This regulation governs all the ways in which land within the country can be owned and accessed.

The Mortgage Financing Act (2008)

This Act gives power to an individual to mortgage property/land with the consent of the spouse. The law prohibits a husband from mortgaging the land without the consent of his wife.

Handout 1.3U

Formal Land Laws in UGANDA



Constitution of Republic of Uganda (1995)

The constitution of Uganda:

- Provides that every person has a right to own property either individually or in association with others;
- Provides that no person shall be compulsorily deprived of property or any interest in, or right over, property of any description;
- Provides for equality between men and women in respect to the acquisition and holding of land;
- Provides that men and women above the age of 18 years are accorded equal property rights in marriage, during marriage, and at its dissolution; and
- Prohibits, laws, cultures, customs, or traditions which are against the dignity, welfare, or interest of women or which undermine their status.

National Land Policy (2013)

The National Land Policy states that the government shall, by legislation, protect the right to inheritance and ownership of land for women and children and that the government shall ensure that both men and women enjoy equal rights to land before marriage, in marriage, after marriage, and at succession without discrimination.

It further states that the government will review and regulate customary laws and practices in access to and ownership of land, redress gender inequity and inequality to inheritance and ownership of land in statutory law, and domesticate all international conventions ratified by the government of Uganda which outlaw discrimination against women and children and enforce all the principles therein.

Land Act (1998)

- This Act prohibits and outlaws customary practices that deny women and children the right to own occupy and use land.
- The Act gives security of occupancy to a surviving spouse on the family land. This means that the surviving spouse has the right to access and live on family land. Family land is land on which the family ordinarily resides or land where the family derives sustenance.
- The Act makes it mandatory for a spouse to give consent to any dealings on family land to the area land committees. Before a man makes any transaction on family land, he has to seek the consent of his wife. If consent is not given, any transaction is null and void.
- The Act provides for women to be represented in land-management institutions (district land boards and area land committees.)
- Where a community agrees to form a communal land association, the Act provides that one-third of the management of the association must be composed of women.

Succession Act (1906)

This Act provides for all children, irrespective of gender (in other words, both girls and boys) and including those born out of wedlock, to inherit a parents' property. They all are entitled to an equal share in the property of the deceased person. Succession laws also recognise women's right to inherit from their husbands and fathers.

Registration of Titles Act (1924)

This Act recognises the right to own land and property by any person (male or female) as long as it is lawfully in his or her name.

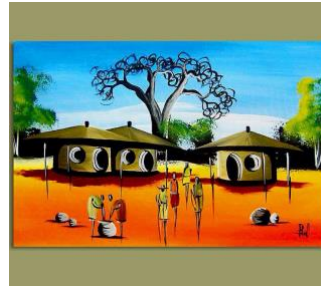
Marriage Act (1904)

This Act defines *marriage* as a voluntary union of persons above 18 years of age and of opposite sexes. It includes the following provisions:

- There are five forms of legal marriages: 1) **Customary marriage**, which is polygamous in nature and is certified by a sub-county chief; 2) **Civil marriage**, which is monogamous in nature and is conducted by the Chief Administrative Officer or the Registrar of Marriages in the Ministry of Justice; 3) **Hindu marriage**, which is marriage between partners of the Hindu faith (governed by Hindu Marriage and Divorce Act); 4) **Church marriage**, which is monogamous in nature and takes place within the Christian faith; and 5) **Islamic marriage**, which is polygamous in nature and exists among those of the Islamic faith.
- Unless parties agree otherwise, the property acquired by parties in a recognised marriage is jointly owned, whether or not it is registered in both spouses' names. In case of marriage dissolution, such property is equally shared, and in case of death of spouse, such property is owned by the surviving spouse.
- Properties that were acquired before marriage are not jointly owned and can be willed to other persons.
- **Cohabitation** is not recognised by law, and persons in such arrangements do not enjoy the privileges that accrue to parties who are legally married. However, a cohabitee can benefit from the property of the deceased spouse only if it was registered in both their names as joint owners. A cohabitee can also benefit if the property is willed to them (provided the property willed was owned by the deceased individually, or acquired before the deceased's marriage, and is not family land with the legally married spouse).
- The Marriage Act provides for property rights in case of **divorce and separation**. In situations where divorce has been approved, the law provides for equal shares of property that has been acquired during marriage up to its dissolution. Property attained before marriage belongs to the individual person and is not subject to sharing between the parties. Property acquired while in separation belongs to the individual, as he/she is presumed to be single. In case of death of one spouse during separation, the surviving spouse has a right to benefit from the deceased spouse's property. If separation is as a result of a wife's adulterous acts, court may order that the property she is entitled to may be settled for the benefit of the husband or the children of the marriage.

Handout 1.4

Our Local Customary Land Laws



To the Facilitator:

Below are some suggested questions you may want to answer in this handout. Keep answers short and in bullet form. This will make the handout easier for participants to understand.

1. How is a “customary law” defined in your country?
2. Who hold the power over customary laws (especially in regard to women’s land rights) in the area in which you are working? Who can change them?
3. What are the customary laws that limit women’s property rights in the area in which you are working?
4. How is land inheritance handled in the area in which you are working?
5. How are wills viewed in the area in which you are working?
6. How are decisions made about land use/management made in the area in which you are working? Are women involved in these decisions?
7. How is land registration handled in the area in which you are working?
8. Do customary laws generally override or trump national laws in the area in which you are working?

Handout 1.5K

List of Land-Management Services/Resources - KENYA



Name of Organisation/Resource	Services Provided	Location
LAND MANAGEMENT INSTITUTIONS		
1. Land Registry	<ul style="list-style-type: none"> <input type="checkbox"/> Issues certificates of titles, title deeds, and keeps a register of all land. <input type="checkbox"/> Maintains a database of all information related to land; the database can be used to do a search, registration of caution on a title, etc. <input type="checkbox"/> The land registrar is in charge of the registry and drafts the documentation relating to transfer, ownership, and any other relevant transactions. 	County Level
2. National Land Commission	<ul style="list-style-type: none"> <input type="checkbox"/> Manages public land on behalf of the national and county governments. <input type="checkbox"/> Recommends a national land policy to the national government. <input type="checkbox"/> Advises the national government on a comprehensive programme for the registration of title in land throughout Kenya. <input type="checkbox"/> Conducts research related to land and the use of natural resources, and make recommendations to appropriate authorities. <input type="checkbox"/> Initiates investigations, on its own initiative or on a complaint, into present or historical land injustices, and recommend appropriate redress. <input type="checkbox"/> Encourages the application of traditional dispute-resolution mechanisms in land conflicts. <input type="checkbox"/> Assesses taxes on land and premiums on immovable property in any area designated by law. <input type="checkbox"/> Monitors and has oversight responsibilities over land use planning throughout the country. 	National Level

Name of Organisation/Resource	Services Provided	Location
3. County Land Coordinator Office	<input type="checkbox"/> Conducts all the functions of the commission at the county level. <input type="checkbox"/> Resolves disputes related to land at the county level. <input type="checkbox"/> Ensures there are existing structures that ensure protection of land.	County Level
4. County Land Boards	<input type="checkbox"/> Holds and allocates land in the county which is not owned by any person or authority. <input type="checkbox"/> Facilitates the registration and transfer of rights, claims and interests in land (surveying and valuing the land and issuing certificates related to it). <input type="checkbox"/> Conducts surveys, plans, maps, drawings, and estimates to be made by or through its officers or agents. <input type="checkbox"/> Compiles and maintains a list of rates of compensation payable in respect of crops, buildings of a non-permanent nature, and any other thing that may be prescribed.	County Level
LAND JUSTICE INSTITUTIONS		
1. Environment and Land Court (ELC)	<input type="checkbox"/> Presides over all matters relating to land.	County Level
2. Family Division Courts	<input type="checkbox"/> Presides over issues relating to family (e.g., property division, land, succession).	County Level
3. Traditional Justice Systems (Elders)	<input type="checkbox"/> Facilitates communication between the parties in conflict with a view to helping them reach a voluntary resolution to their dispute that is timely, fair and cost-effective. <input type="checkbox"/> Mediators manage the meeting and are in charge of the proceedings; he/she should not impose solutions or decisions and has no power to force a settlement. A solution should only be reached by agreement between the parties.	Sub-county

Name of Organisation/Resource	Services Provided	Location
4. Local administration (Chiefs and Sub chiefs)	<input type="checkbox"/> Resolves disputes relating to land and property. <input type="checkbox"/> Provides the basic beneficiary letter which assists in the succession process. <input type="checkbox"/> Creates awareness at the community level on issues relating to property rights.	
5. Non-Governmental Organisations such as: <ul style="list-style-type: none"> • Groots Kenya • Federation of Women Lawyers • Kenya Land Alliance • Kenya National Commission on Human Rights • Kituo cha Sheria • Clear Kenya 	<input type="checkbox"/> Give legal advice and follow up on cases in court. <input type="checkbox"/> Create awareness on land and property rights issues. <input type="checkbox"/> Advocate for the review of laws and policies that are discriminatory to women’s property rights.	

Handout 1.6K

How to Use Land Management Services/Resources in KENYA



1. What kinds of land are there?

- **Private land:** Land owned by individuals
- **Public Land:** Land which no individual or community ownership can be established by any legal process.
- **Community Land:** Land lawfully registered in the name of group representatives under the provisions of any law.

2. Who makes land laws in Kenya?

- The Legislature.

3. How do I register and co-register land?

- All transactions relating to land are centralised at the Land Registry.
- Copies of the relevant documents relating to the relevant land transfer (via sale or succession or gift) to support the process.
- Produce copies of transfer documents, national Identity card, copy of the title, and a fee of 500 shillings.
- Produce a copy of the marriage certificate and letter to registrar indicating co-ownership of land and copy of your ID to confirm your identity.
- The title deed will be crossed off and a new title issued to reflect the co ownership.

4. How do I transfer land from one person to another?

- Go to e-citizen online or Land Registry and obtain a copy of a transfer form.
- Fill in the details of the transfer annexing the relevant documentation (e.g., passport photos of the transferor and transferee, copies of national identity cards, copies of the land title in question, copy of the sale agreement, and bequest or any document that permits the transfer).
- The documents should be duly commissioned and witnessed by an advocate.
- File the documents at the Land Registry together with a letter to the registrar indicating the transfer.

- Do a search on the land to confirm the transfer and obtain the title.
- When it comes to agricultural property, consent of the land control boards at the county level is necessary.

5. How do I settle a land dispute?

In case of a land dispute, there are several alternative land justice institutions that can help you.

- Start off at the traditional institutions for mediation, or contact existing persons in the community that can support you to resolve conflict amicably through other alternative dispute-resolution methods like mediation and negotiation.
- If this fails to resolve the dispute, you will have to go to the courts and specifically the Environment and Land Court, file your documents, obtain the summons and attend court to present your case.
- There are certain disputes relating to land considered community land or land belonging to the county that can be resolved by the national land commission through the lodging of a complaint with the county coordinator.
- In certain instances, relating to clarity on matters ownership, a search at the land registry and a letter to the land registrar can suffice in clearing uncertainty.

6. Where can I go to get help with making a will – especially with regard to land inheritance?

- Court Registry
- Private Lawyer
- Civil society organisations working on land issues
- Office of the Public Trustee, especially for child headed households

7. Where can I go to get help in using and managing land?

- Area Chiefs
- County Land Coordinator
- Land Registry; Land Registrar's Office
- National Land Commission
- Environment and Land court, Family Court Division
- Civil Society Organisations

Handout 1.5T

List of Land-Management Services/Resources – TANZANIA



Name of Organisation/Resource	Services Provided	Location
Commissioner of Lands	<ul style="list-style-type: none"> • Advises the government on all matters connected with the administration of all land in the country 	Dar es Salaam
Ministry of Lands	<ul style="list-style-type: none"> • Oversees all land management, provides land ownership certificates 	Dar es Salaam
National Land Use Planning Commission	<ul style="list-style-type: none"> • Harmonises and coordinates all land use related policies and legislation 	Dar es Salaam
Village and District Land Registry	<ul style="list-style-type: none"> • Registers ownership of land • Registers Land Use Plans 	All Villages and Districts
The Village Council	<ul style="list-style-type: none"> • Manages village land as a trustee on behalf of community members 	All Villages
Village Land Council	<ul style="list-style-type: none"> • Conducts dispute settlement related to village level through mediation 	All Villages
Village Adjudication Committee (established by the Village Council)	<ul style="list-style-type: none"> • Determines the boundaries of and interest in village land • Conducts dispute settlement in accordance with customary law of village land • Advises on customary law related to village land 	All Villages
Ward Land Tribunal	<ul style="list-style-type: none"> • Conducts dispute settlement related to land at the ward level 	All Wards
The District Land and Housing Tribunal	<ul style="list-style-type: none"> • Conducts dispute settlement related to land within a district 	All Districts

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Name of Organisation/Resource	Services Provided	Location
The Land Division of the High Court and the Court of Appeal	<ul style="list-style-type: none"> • Determines all matters of disputes, actions and proceedings concerning all kinds of land in the country 	All Districts and Regions
Non- Governmental Organisations and Community Based Organisations	<ul style="list-style-type: none"> • Advises on land and inheritance related issues as wells productive use of land 	Villages, Districts and Regions

Handout 1.6T

How to Use Land-Management Services/Resources in TANZANIA



1. What kinds of land are there?

- General land
- Village land
- Reserved/Protected Land

2. Who makes land laws in Tanzania?

- A proposed land bill/law is developed by the Ministry of Land (under the guidance of the Attorney General's Office) and submitted to parliament for discussion and adoption.
- Important to note that the President holds, in trust, all land in the country for and on behalf of all citizens

3. How do I register and co-register land?

- For individual land registration, the process starts from the village level where boundaries and approval for sale of a plot of land is done in writing by the village council. This document then registered at the Village and District Land Registries. Thereafter, all documentation related to the land is taken to the Regional Land Office for approval. Finally, the documents are taken to the Commissioner of Land office for approval and issuance of a title deed.

4. How do I transfer land from one person to another?

- To transfer land, forms must be completed: 1) Form No. 29 Notification, 2) Form No. 30 for Approval, and 3) Form No. 35 Disposition.
- A Transfer Deed or Sale Contract must be prepared, and a fee as per value of the land paid.

5. How do I settle a land dispute?

A land dispute can be resolved at different levels and with different authorized structures as follows:

- Village Level – Village Land Council and Village Adjudication Committee
- Ward Level – Ward Land Tribunal is responsible for resolving land disputes.
- District Level – The District Land and Housing Tribunal is responsible to resolve conflicts at the district level.
- National Level – High court land division tackles all land matters. Any person can appeal from one level to another if he/she is not satisfied with the decision of the subordinate court to court of appeal of Tanzania.

6. Where can I go to get help with making a will – especially with regard to land inheritance?

- Any commissioner for oath can prepare a will. Commissioners for oath in Tanzania are: advocate, judges, magistrates and state attorneys.
- Department of Gender and Family Affairs at District Council and Regional Commissioner's offices.
- Non-Governmental Organisations and Community Based Organisations.

7. Where can I go to get help in using and managing land?

- Advice on land management is provided under the Office of Commissioner for Land in the District Level, Regional Level, and National Level and also can be done by authorized land officers around the country.
- Non-Governmental Organisations/ Community Based Organisations.

Handout 1.5U

List of Land-Management Services/Resources - UGANDA



Name of Organisation/Resource	Services Provided	Location
LAND MANAGEMENT INSTITUTIONS		
1. Land Registry	<ul style="list-style-type: none"> <input type="checkbox"/> Issues certificates of titles <input type="checkbox"/> Conducts general conveyance (<i>legal process of transferring property from one owner to another</i>) <input type="checkbox"/> Keeps custody of the national land register <input type="checkbox"/> Coordinates, inspects, monitors and provides back-up technical support relating to land registration and land acquisition processes to local governments 	Regional Level
2. Uganda Land Commission	<ul style="list-style-type: none"> <input type="checkbox"/> Holds and manages land in Uganda which is vested in and acquired by the government in accordance with the constitution <input type="checkbox"/> Resettles people who have been made landless due to government action and natural disaster <input type="checkbox"/> Procures certificates of title over land vested in and acquired by government <input type="checkbox"/> Manages the Land Fund, which lends money to tenants by occupancy to pay for and register their land <input type="checkbox"/> Assists lawful and “bonafide” occupants get titles 	National Level - Kampala

Name of Organisation/Resource	Services Provided	Location
3. District Land Boards	<ul style="list-style-type: none"> <input type="checkbox"/> Hold and allocate land in the district which is not owned by any person or authority <input type="checkbox"/> Facilitate the registration and transfer of rights, claims and interests in land (<i>surveying and valuing the land and issuing certificates related to it</i>) <input type="checkbox"/> Take over the role and exercise the powers of the lessor in the case of a lease granted by a former controlling authority (e.g., ULC) <input type="checkbox"/> Request surveys, plans, maps, drawings, and estimates <input type="checkbox"/> Compile and maintain a list of compensation rates payable in respect of crops, buildings of a non-permanent nature, and any other thing that may be prescribed 	District Level – Each district has a district land office comprised of the district physical planner, the district land officer, the district valuer, the district surveyor and district registrar of titles. The district land office provides technical services to the board to facilitate the board in the performance of its functions.
4. Area Land Committees	<ul style="list-style-type: none"> <input type="checkbox"/> Assist the board in an advisory capacity on matters relating to land, including ascertaining rights in land. <input type="checkbox"/> Determine, verify, and mark the boundaries of customary land within the locality when an application for a certificate of Customary Occupancy is made. 	Parish Level – A committee at each parish
5. Land Recorders	<ul style="list-style-type: none"> <input type="checkbox"/> Register land, issuing certificates and keeping records relating to certificates of customary ownership and certificates of occupancy (copy of each certificate issued deposited to the District Land Board). 	At Sub-county Level – i.e., Sub-county Chief/ Town Clerk
LAND JUSTICE INSTITUTIONS		
6. Supreme Court (the highest Court in Uganda and the final Court of Appeal)	<ul style="list-style-type: none"> <input type="checkbox"/> Decides cases on appeal from lower courts (the decisions of the Supreme Court form precedents which all lower courts are required to follow). <input type="checkbox"/> Gives the final judgment in all cases involving laws of Congress, and the highest law of all, the Constitution. 	National Level

Name of Organisation/Resource	Services Provided	Location
7. Court of Appeal (only has original jurisdiction when sitting as a Constitutional Court, otherwise, it has unlimited civil, criminal and constitutional jurisdiction in such matters)	<ul style="list-style-type: none"> <input type="checkbox"/> Handles appeals from the High Court of Uganda. 	National Level
8. High Court	<ul style="list-style-type: none"> <input type="checkbox"/> The High Court has five Divisions: the Civil Division, the Commercial Division, the Family Division, the Land Division, and the Criminal Division. <input type="checkbox"/> It is responsible for the administration of the court and has supervisory powers over Magistrate's courts. 	Regional Level
9. Magistrates Court	<ul style="list-style-type: none"> <input type="checkbox"/> Comprised of Chief Magistrates Court, Magistrates Court (Grade 1) and Magistrates Court (Grade 2). <input type="checkbox"/> Chief Magistrates exercises general powers of supervision of all magistrates' courts (Grade 1 and 2) within the area of his or her jurisdiction. <input type="checkbox"/> In exercising their powers, the Chief Magistrate may call for and examine the records of any proceedings before the lower magistrates' courts. <input type="checkbox"/> They have appellate jurisdiction from Grade 1 courts that is to say they entertain appeals from the Grade 1 courts. <input type="checkbox"/> This court tries all cases except those (for criminal cases) whose maximum penalty is death. <input type="checkbox"/> A Chief Magistrate has jurisdiction where the value of the subject matter in dispute does not exceed fifty million shillings. <input type="checkbox"/> It has unlimited jurisdiction in disputes related to conversion, damage to property or trespass. 	District Level

Name of Organisation/Resource	Services Provided	Location
10. Local Council Courts	<input type="checkbox"/> First court of instance in land related disputes.	Sub-county Level - Local Council 111 Parish Level – Local Council 11
11. Traditional Authorities/ Mediators	<input type="checkbox"/> Facilitate communication between the parties in conflict with a view to helping them reach a voluntary resolution to their dispute that is timely, fair, and cost-effective. <input type="checkbox"/> Mediator manages the meeting and is in charge of the proceedings. He/she should not impose solutions or decisions and has no power to force a settlement. A solution should only be reached by agreement between the parties.	Village Level
12. Legal aid Civil Society Organisations (CSOs) in your area (for example; UCOBAC, FIDA, Action aid, etc.)	<input type="checkbox"/> Provide information, legal aid, alternative dispute resolution (mediation, etc.).	District and National Level

Handout 1.6U

How to Use Land Management Services/Resources in UGANDA



1. What kinds of land are there?

There is **private** land, **community** land and **public** land. The laws about how each type of land can be used and managed land differ. You can find out more about these laws at:

- The Ministry of Lands, Housing and Urban Development in Kampala
- District Land Offices in the respective districts
- Existing civil society organisations working on land issues in your area.
- These institutions will have hard copies of the Constitution of Republic of Uganda (1995) and 1998 Land Act (as amended) and the National Land policy.
- These documents/laws are available online if you have access to the internet.
- In the case of community land/customary land, the rules and procedures of land access, ownership, control and management are largely undocumented. They are determined by the norms, customs, and traditions of a particular society.

2. Who makes land laws in Uganda?

- The Constitution of the Republic of Uganda (1995) is supreme law.
- Other land laws are made by our Legislators – Members of Parliament.

3. How do I register and co-register land?

Title Deed from Freehold and Leasehold Land Registration Process

- The interested person applies to the Area land Committee – ALC (at Parish Level) and fills in an application form provided by the ALC. The ALC then visits the site to determine, verify, and mark the boundaries of the land. The applicant is required to buy the application forms at 5000/= and to facilitate the ALC to travel to the site at approximately 50,000/= (more or less) depending on area, distance etc.

- The ALC then submits a report to the District Land Board. The District Land Board on receiving the report from the ALC, convenes a meeting to discuss the applications and makes a recommendation to the District Land Office instructing the district surveyor or your own private surveyor registered at the district land office to survey and demarcate the land. The surveyor then works with the district cartographer to draw a deed plan that is then submitted to the District Registrar of Titles who will then issue a title.

Certificate of Customary Ownership/Certificate of Occupancy from Customary Land or Mailo Land

- Apply to the Area Land Committee at Parish level. Complete the application form and ALC will verify and mark boundaries to the land at a fee of approximately 10,000/=
- The ALC will submit a report to the Sub-county Chief/Recorder at sub-county level to record your application and issue you a Certificate of Occupancy or Certificate of Customary Ownership.

NOTE: The spouse should sign as a co-owner and not as a witness to the process. Ensure that both your full names are registered on the section of owner/owners of land.

4. How do I transfer land from one person to another?

- In the case of transfer of registered land from one person to another, you will acquire land transfer forms from the District Land office. You will both fill in and sign the transfer forms (free of charge) and a mutation form (free of charge), which shows that all persons with interests on that piece of land consent to the transfer of the land. You also attach the Land Title and submit to the District land office. The Land Transfer fee depends on the size of the land.
- You can also transfer land through a written will clearly stating which land would be allocated to whom.

5. How do I settle a land dispute?

In case of a land dispute, there are several alternative land justice institutions that you should go to.

- Start at the traditional institutions for mediation or contact existing persons in the community that can support you in resolving conflict amicably using alternative dispute resolution methods like mediation and negotiation.

- If this fails to resolve the dispute, you will have to go to the Local Council Courts (11 and 111) at the Parish and sub-county level, respectively.
- If the above fails to resolve your case, move to the Magistrates Court at district level.
- If the case is not resolved at these levels, you can appeal in the higher courts i.e., High court (Regional level), then Court of appeal (National level)

6. Where can I go to get help with making a will – especially with regard to land inheritance?

- Community Development office
- Private lawyer
- Civil Society organisations in your area working on land issues
- Religious and opinion leaders
- Trained community paralegals

7. Where can I go to get help in using and managing land?

- **Village level** – *Traditional leaders, mediators*
- **Parish level** – *Area Land Committee, Local Council Court 11*
- **Sub-county level** – *Area Land Committee, Sub-county Chief/Recorder, Local Council Court 111, Community Development officers,*
- **District Level** – *District Land Office, Magistrates Court, High Court*
- **Regional and National Level** – *Land Registry, High Court, Court of Appeal, Supreme Court, Ministry of Lands*
- **Legal aid institutions or land rights civil society organisations operating at all levels.**

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Your Feedback on Session # _____

Highly Disagree = 1 Disagree = 2 Somewhat Agree = 3 Agree = 4 Highly Agree = 5

1. I enjoyed today's session. 1 2 3 4 5
2. I will use what I learnt in today's session. 1 2 3 4 5
3. Today's session was helpful to me. 1 2 3 4 5

Other comments:

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Your Feedback on Session # _____

Highly Disagree = 1 Disagree = 2 Somewhat Agree = 3 Agree = 4 Highly Agree = 5

1. I enjoyed today's session. 1 2 3 4 5
2. I will use what I learnt in today's session. 1 2 3 4 5
3. Today's session was helpful to me. 1 2 3 4 5

Other comments:

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My Notes

Session 2: Gender Boxes

Session at-a-Glance

Activity	Time
Activity 2.A: Welcome and Review of WLR Champion Assignment	10 minutes
Activity 2.B: Today's Proverb	5 minutes
Activity 2.C: What Is Gender?	20 minutes
Activity 2.D: Grace's Childhood	20 minutes
Activity 2.E: Gender Boxes	75 minutes
Activity 2.F: Living in a Gender Equitable World	20 minutes
Activity 2.G: Being a WLR Champion and Session Closure	10 minutes

Total Time

About 2.5 – 3 hours

Learning Objectives

At the end of this session, participants will be able to:

1. Define “sex,” “gender,” “gender norms,” and “gender equality;”
2. Describe how we learn about gender norms and why we abide by them;
3. Identify common gender norms for women and men in their community;
4. Describe how adhering to rigid and inequitable gender norms (especially those related to the ownership/use of land) can affect women’s and men’s social and economic well-being; and
5. Identify the benefits of equitable gender norms (especially regarding the land decisions) to women and men’s social and economic well-being.

Materials

☐ Supplies

- ☐ Attendance sheet
- ☐ Flipchart stand
- ☐ Flipchart paper
- ☐ Marker pens, various colours
- ☐ Tape
- ☐ Pens/pencils
- ☐ Watch or cell phone that tells the time
- ☐ Small pieces of paper (1/2 or 1/4 piece of A4 paper will do) – one for each participant
- ☐ A4 paper – one piece for each participant
- ☐ Roll of green ribbon (made from fabric, not paper), less than ½ inch wide)
- ☐ Small safety pins (to pin ribbons to clothing)
- ☐ Feedback Forms (optional)

☐ Facilitator Resources

- ☐ ***Facilitator Resource 2.1: Act Like a Man, Act Like a Woman***
- ☐ ***Facilitator Resource 2.2: Benefits of Women’s Land Rights***

☐ Flipcharts

- ☐ ***Flipchart 1.2: Group Agreements for Learning Together***
- ☐ ***Flipchart 2.1: Today’s Proverb***
- ☐ ***Flipchart 2.2: Definition of Sex***
- ☐ ***Flipchart 2.3: Definition of Gender***
- ☐ ***Flipchart 2.4: Act Like a Man***
- ☐ ***Flipchart 2.5: Act Like a Woman***
- ☐ ***Flipchart 2.6: Gender-Equitable Men and Women***

☐ Handouts/Worksheets (in *Securing Your Family’s Future’s Participant Workbook*)

- ☐ ***Handout 1.1: Women as Gardeners***
- ☐ ***Handout 2.1: Grace’s Childhood***
- ☐ ***Worksheet 2.1: Questions about the Gender Box***

Preparation

- ☐ Review the session plan and be sure you are comfortable with the session’s content, teaching methods, flow, and timing.
- ☐ As best you can, prepare the meeting space so the women can meet in a semi-circle.
- ☐ As the women are entering the space where you will hold this session, greet them warmly and then ask them to sign an attendance sheet.

- Post **Flipchart 1.2: Group Agreements for Learning Together**, which was created in Session #1.
- Prepare and post **Flipchart 2.1: Today's Proverb**. The information for this flipchart is found under *Activity 2.B: Today's Proverb*.
- Prepare and post **Flipchart 2.2: Definition of Sex** and **Flipchart 2.3: Definition of Gender**. Only show the titles of the flipchart (do not reveal the definitions). The information for this flipchart is found under *Activity 2.C: What Is Gender?*
- Select five statements from the list in *Activity 2.C: What Is Gender?* Make sure you are comfortable reading them aloud.
- Prepare and post **Flipchart 2.4: Act Like a Man**, **Flipchart 2.5: Act Like a Woman**, and **Flipchart 2.6: Gender-Equitable Men and Women**. The information for this flipchart is found under *Activity 2.E: Gender Boxes*.
- Review **Handout 2.1: Grace's Childhood** and be sure you are comfortable reading the story aloud.
- Review **Facilitator Resource 2.1: Act Like a Man, Act Like a Woman**.
- Review **Facilitator Resource 2.2: Benefits of Women's Land Rights**.
- Distribute A4 paper and smaller pieces of paper and pencils to each member of the group.
- Obtain a roll of green ribbon (made from fabric, not paper; fabric will last longer) that is less than ½ inch wide. Cut the ribbon in pieces that are about 5 to 6 inches long. Take each piece and flip one side over the other to form a loop. Use a small safety pin to hold the loop together (see green icon below in the session plan under **Activity 2.A: Welcome and Review of WLR Champion Assignment**). Make one looped ribbon for each participant in your group, including yourself, plus a few extra.
- Pin the green WLR Champion ribbon on your chest before the session.
- OPTIONAL: Make copies of the Feedback Forms for each participant (see form at the end of Session #1).

Procedure

Activity 2.A: Welcome & Review of WLR Champion Assignment (10 minutes)

STEP 1: Welcome (Facilitator Remarks) (5 minutes)

1. Welcome the women back to the course!
2. Distribute the ***Securing Your Family's Future's Participant Workbooks***.
3. OPTIONAL: Opening Prayer
4. Briefly explain the topic of today's session by saying something like:
 - Today, we are going to talk about what it means to be a woman in our society. In particular, we are going to talk about the messages we have received all our lives about how to act and think as a woman, mother, and daughter, and how those messages affect us—especially in relation to being a wife, being a member of our community, and realizing our land rights.
5. Refer the group to ***Handout 1.1: Women as Gardeners*** in their workbooks, and say something like:
 - Today's session will focus on how women can use their skills as PLANTERS to plant the seed, or idea, of gender equality in their families and communities—the idea that women and men have equal rights. As we know, seeds take time to grow. As CULTIVATORS, we can advocate for our rights and for gender equality by challenging the artificial rules that women have been forced to live by. These “seeds” will also take time to grow.
 - **Today, I am going to ask you to be a wise and empowered GARDENER! Together, we will PLANT the seeds for women's equality and then CULTIVATE those seeds!**

STEP 2: Review of Being a WLR Champion Assignment (Large Group Discussion) (5 minutes)

1. Ask:
 - Let's take a few minutes to talk about last week's WLR Champion assignment.
 - **Who had a chance to talk to a woman in their lives about land rights?** (Ask for a show of hands.)



- **Would someone like to share the conversation they had? Who did you talk to? What did she say?**
- **After talking with this woman, what reflections did you have?**

Facilitator Note

Plan to hear from only a few volunteers. Recognise that each woman's situation is different and some may not have been able to do the assignment.

Give plenty of positive reinforcement and express your appreciation to those women who completed the assignment. Doing so will likely encourage others to do the WLR Champion assignments in the future, as well as to share at the next session.

2. Thank the women for the discussion.
3. Say something like:
 - Today, I am going to give each of you a green ribbon. (Point to the green ribbon pinned to your chest.) This green ribbon is a symbol that we are going to use to create awareness about women's land rights in our community. It is likely that people are going to ask you about why you are wearing it. Use this opportunity to talk to others (men, women, children) about what you are learning in the course.
 - Because women's land rights are about securing a better future for our families, we can wear this ribbon with pride.
 - It is time that everyone realizes that land rights are human rights! And human rights are women's rights!
4. Give each woman in the group a ribbon and encourage them to pin it to their chest (or any place they feel comfortable). Give them a few seconds to do so. If women ask for an extra ribbon to give to a friend or family member, feel free to give them extras.

Facilitator Note

Participants may ask why the ribbon is green (as opposed to another colour). The colour green was chosen to represent the fertility of land. Most all of what we grow on land has leaves that are green.

Activity 2.B: Today's Proverb (5 minutes)

STEP 1: Today's Proverb (Paired Discussion) (2 minutes)

1. Say something like:

- As we did in our last session, we are going to start off with an inspirational proverb.
- Read the proverb on *Flipchart 2.1: Today's Proverb* aloud.

Blind belief is dangerous.

- Go ahead and turn to the person next to you and discuss what you think the proverb means—especially as it relates to women realizing their land rights. I will let you know when time is up.
2. Give participants a minute or two to discuss the quote and then call for their attention back to the front of the room.

STEP 2: How Does Today's Proverb Help Us Think about WLR? (Large Group Discussion) (3 minutes)

1. Ask:

- **Who would like to share some of their thoughts on what the proverb means to them?** (Take a few responses.)

Examples of possible responses:

- We should understand what we believe in.
- We should not believe someone just because they state something as if it was fact (facts are different than opinions).
- We should look for evidence that something is true.
- If we follow something that is not true, we may wind up hurting ourselves or others we care about.
- If we are blind, we cannot see. If we cannot see, we don't know where we are going.

Facilitator Note

Participants may challenge this proverb by bringing up *religious* beliefs. Religious beliefs cannot be challenged because they are based on faith. This quote is not referring to religious beliefs.

2. After a few responses, ask the group to keep the proverb in mind as they participate in today's session.
3. Emphasize:
 - It is important for us to understand what we believe in and why. Sometimes we just assume that what we hear from family and friends is true, but this may not actually be so. For example, some people believe that women cannot own land simply because they are women. We are going to talk more about whether or not this is actually true.

It is OK to have a critical mind—a mind that questions—when thinking about why we do what we do. It's good to ask questions. It's OK to think for yourself. It's OK to change and make progress.

- **Be a wise and empowered Gardner! PLAN for your future by learning about what is really true.**

Activity 2.C: What Is Gender? (20 minutes)

STEP 1: Definitions (*Mini-Lecture and Large Group Discussion*) (10 minutes)

1. Say something like:
 - Let's start by making sure we all understand the definitions of some important words.
2. Show the words "sex" and "gender" on the top of **Flipchart 2.2: Definition of Sex** and **Flipchart 2.3: Definition of Gender** (do not reveal definitions).
3. Ask:
 - **How many of you have heard of the word "gender"?** (Ask for a show of hands.)
 - **How many of you have heard of the word "sex"?** (Ask for a show of hands.)
 - **Do you think these words are the same or different? How are the words different?** (Ask for definitions of each word.)
4. Reveal the definition for "sex" on **Flipchart 2.2: Definition of Sex** and read it aloud.
 - **Sex** refers to only our physical (or biological) characteristics. We are born with our sex.

5. Ask:

- **What are some of the physical characteristics (inside the body and outside the body) that are associated with a woman’s sex? A man’s sex? How can you tell a man is a man and a woman is a woman?**

6. Record participant responses on **Flipchart 2.2**. Below are examples of some these physical characteristics. You can use the words listed here or words that are used colloquially.

Sex Characteristics - WOMEN	Sex Characteristics - MEN
<ul style="list-style-type: none"> • Vagina • Menstruation • Wider hips (compared to men) • Can become pregnant and give birth • Breasts • Breast feeding 	<ul style="list-style-type: none"> • Penis • Testicles • More hair on chest and face (compared to women) • Broader shoulders (compared to women) • Deeper voice (compared to women)

7. Reveal the definition for “gender” on **Flipchart 2.3: Definition of Gender** and read it aloud.

- **Gender** is the set of expectations about what men and women should and should not do, how they should behave, and how they should interact with each other.

We are NOT born with these characteristics. They are not fixed, and they are not “natural”. These expectations are created and communicated to us by the people in the society we live in.

8. Provide a few examples of how gender is expressed. For example, girls/women are often taught to be passive, caretakers, and peacemakers. Boys/men are often expected to be strong, brave, protectors, providers, and fighters.

9. Say something like:

- Our gender conditioning starts at birth. For example:
 - The name we choose for our children is often considered “masculine” or “feminine”.
 - Some parents may want to dress daughters and sons in different coloured clothing (e.g., pink for girls and blue for boys).
 - Girls are often taught to play with dolls, and boys are taught to play with cars.
 - Girls are often assigned chores inside the house (e.g., cooking and cleaning) and boys are often assigned chores outside of the house (e.g., helping with the farm and working outside the home for pay).

- Boys/men and girls/women are not born with these characteristics or with these roles. They learn to behave in certain ways because of the messages they receive from family, community, school, etc.

10. Ask:

- **Now, let me ask you what you think it means when we say “gender equality?”**
- Take a few responses and then share the definition of gender equality in your own words so that the participants will best understand the term.

DEFINITION – Gender Equality

When there is **Gender Equality**, women and men (and girls and boys) have equal rights. In particular, men and women BOTH: 1) have access and use of resources (e.g., land); 2) participate meaningfully in the household, the community, and in politics (e.g., land councils); and 3) feel safe and are free from violence (physical, sexual or emotional).

Equality does not mean that women and men will become the same. Equality means that women’s and men’s rights, responsibilities, and opportunities will not depend on whether or not they are born male or female. When gender equality exists, a society values men’s and women’s similarities and differences equally.

11. **Ask participants if they have any questions about these two terms.** Respond to questions.

STEP 2: Can You Tell the Difference? (Quiz) (5 minutes)

1. Say something like:

- OK. I am going to give you a quick quiz about gender and sex! The quiz is not a “test”. It is meant to be fun!
- Turn to the person next you. Find a piece of paper and pencil (these items should have been passed out earlier in the session; participants can also use the “Notes” pages in their workbooks). Write the numbers 1-5 on your paper. (It’s OK if the pair just want to make mental note of their answers—especially if they do not know how to write.)
- I am going to read five statements to you. Together you will have about 10 seconds to decide if the statement represents “sex” or “gender” based on the definitions we just discussed (point to the definitions on the wall). I will read a statement, and you will discuss the answer with your partner. If the statement represents gender, then write “gender”. If the statement represents sex, then write “sex”. After I read the five statements, we will go over the answers.

2. For the sake of time, choose only FIVE of the statements below. Read each of the five statements you have chosen aloud one at a time (for each, read just the bolded sentence, not the answer). After reading the statement, give participants about 10 seconds to write their answers on their piece of paper. You may want to do one example statement together as a large group.
 1. **Compared to women, men are better farmers.**
ANSWER: Gender. Many men are taught to be farmers. They start learning during childhood about farming by observing other men in their family and community. Women are also capable of being farmers if they are taught how are given encouragement, and have good role models.
 2. **Compared to men, women are better at taking care of children.**
ANSWER: Gender. Women are taught to care for children starting at a very young age; they observe other women, they are given dolls, they are expected to help care for their younger children. However, there is nothing about women that makes them more capable to care for children compared to men. Men and women can learn caretaking.
 3. **Women breastfeed.**
ANSWER: Sex. Women are biologically capable of breastfeeding their babies. However, breast milk can be expressed and men can feed their babies using a bottle.
 4. **Men grow more facial hair compared to women.**
ANSWER: Sex.
 5. **Compared to women, men are better at politics.** ANSWER: Gender. Men are conditioned to be the leaders in the family and community. They are taught that it is acceptable to make their voices heard. There is nothing biological about this quality. Talking about politics and serving as a leader is something both women and men can do if given the opportunity to learn how.
 6. **Compared to men, women are better cooks.** ANSWER: Gender. Women are conditioned to be the cooks of the family from an early age. Women and men can both learn to cook. In fact, in many expensive restaurants, it is men who are the lead chefs!
 7. **Compared to girls, boys are better at math.** ANSWER: Gender. Both boys and girls can be good at math when they are given proper instruction, opportunities to practice, and encouragement.
3. After reading the five statements, **ask the group to give you the answer to each statement.** Correct information as needed.
4. Congratulate the group for their good work.

Activity 2.D: Grace's Childhood (20 minutes)

STEP 1: Grace's Childhood (Storytelling) (5 minutes)

1. Say something like:
 - Remember last week we were introduced to Grace and David. Let's take a look at the gender messages that our friend Grace received as a child. I am going to read a short story to you about her childhood and then we will discuss it.
2. Read the story on **Handout 2.1: Grace's Childhood** slowly and clearly. If you think group members would like to read along with you, ask them to turn to the handout in their workbook (provide the page number).

Handout 2.1

Grace's Childhood

When Grace was about five years old, she liked to play soccer with her two older brothers. But one day when she was playing with her brothers, some boys from the village made fun of her for playing soccer. One boy said, "Girls know nothing about playing soccer". The boys also teased her two brothers. They told them that if they keep playing with their sister they are going "turn into girls"—as if being a girl would be a bad thing.



When Grace was about 13, some of the girls at school said that she should be more "lady-like" and stop playing with soccer with her brothers. She should be helping her mother with chores at home rather than wasting time playing sports. They told her that now that she is older, the boys might "take advantage of her".

Grace's father had a motorcycle and she loved riding on the back of it with her father. When Grace was about 16, her father started teaching her how to ride it.

One day, a neighbour was passing by and said to Grace's father "Why are you teaching your daughter to ride a motorcycle? Don't you know that this is just an invitation for her to get in trouble?" Ever since that day, Grace found excuses for not continuing her lessons with her father. She felt shame from what the neighbour said, and was worried about what the neighbour meant about "getting into trouble." Was someone going to hurt her? Are women not good drivers? She started to lose some of her confidence.

Grace was a good student. When she was 17 and about to finish secondary school, she told her family that she wanted to be a doctor. Her parents were very supportive, but her grandmother told her that she doesn't have to study. Studying will take up too much time. What she needed to do is to start looking for a husband and think about having a family.

STEP 2: How Did Gender Norms Affect Grace? (Large Group Discussion) (15 minutes)

1. Lead a large group discussion with the questions listed below.

First, who tell us in their own words, what this story was about?

Example of possible response:

The story was about the messages Grace received growing up about being a girl and young woman. The messages limited her and stopped her from doing what she really wanted to do.

What are some of the gender messages that Grace received as a child/teenager?

Examples of possible responses:

- Girls should not play soccer.
- Girls should not be physical.
- Girls could get into trouble if they play with boys.
- Boys cannot be trusted.
- Getting married and having children are more important than a career.
- Girls are not as good as boys.
- Girls are in danger of “getting in trouble”

Are any of the concerns or pressures that Grace felt in the story based on a girl’s biology, or are they rules made up by our society?

Example of a possible response:

None of these concerns are based on Grace’s biology. They are not related to her sex. The rules she is being asked to follow are those made up by the community in which she lives. They all link to society’s gender expectations.

What disadvantages could Grace experience if she abides by these gender expectations?

Examples of possible responses:

- When Grace follows these rules, she is not able to experience everything that is possible for her as a human being.
- She forgoes a connection with her brothers and father to avoid being criticized.
- Her dream of being a doctor cannot be realized.
- The mobility and independence she may have had with a motorcycle is taken away.
- Her self-esteem and confidence may suffer.

- If Grace went along with all the messages she received about being a woman while growing up, how do you think it would affect her relationship with her future husband?**

Examples of possible responses:

- Grace would let her husband be in control of the relationship. She might be afraid to speak up.
 - She would dependent on her husband.
 - She may not have self-esteem or confidence in herself.
 - She may not feel empowered to talk about land with her husband.
-
- How do you think Grace’s conditioning as a child might affect her views on land ownership and land use?**

Examples of possible responses:

- Men are better at managing land.
- A women’s role is in the house, not managing land.
- She is not capable of managing land.

Activity 2.E: Gender Boxes (75 minutes)

STEP 1: Instructions - Act Like a Woman / Act Like a Man (*Facilitator Presentation*)
(5 minutes)

1. Say something like:
 - Now that we talked a little bit about Grace, let’s talk about our experience and the experiences of the people we know.
2. Ask participants to divide into four groups.
3. Give each small group a piece of paper and a pen/pencil. **Ask one participant in each group to raise her hand to volunteer to scribe. Ask two groups to write “Act Like a Man” at the top of their paper, and ask two groups to write “Act Like a Woman” at the top of their paper.**
4. Say something like:
 - Each small group is going to have about five minutes to write down all the behaviours, feelings, qualities, words, and labels that are associated with being a girl/woman (2 groups) or a boy/man (2 groups) in their community.
 - The words you write can be positive or negative. If you prefer to draw a picture or a symbol, that’s OK too.

- For example if you are in the “Act Like a Man” group, you might write: “be strong all the time“. If you are in the “Act Like a Woman” group, you might write: “take care of children”.
5. **Ask the groups if they have any questions about their assignment.** Answer questions as needed.

STEP 2: Act Like a Woman / Act Like a Man Brainstorm (*Small Group Work, Brainstorm*)
(5 minutes)

1. Invite the groups to begin their work.
2. Circulate the room and provide help if needed.
3. Provide regular time checks.

STEP 3: Sharing 5 Characteristics (*Large-Group Debrief*) (10 minutes)

1. After five minutes, call participants’ attention back to the front of the room.
2. Ask:
 - Let’s hear from one of the groups that was assigned to “Act Like a Man.” **Would you share five characteristics/descriptions that you wrote on your paper?** (Record these words on **Flipchart 2.4: Act Like a Man**. Be sure to leave a three-to-four-inch blank border around the perimeter of the flipchart so that you can draw a box around the words later. See examples below.)
 - **What about the other group that was assigned “Act Like a Man?” What additional words/descriptions do you have that are different from those shared by the first group?** (Record these words on **Flipchart 2.4: Act Like a Man**.)
 - Let’s hear now from one of the groups that was assigned “Act Like a Woman.” **Would you share five characteristics/descriptions that you wrote on your paper?** (Record these words on **Flipchart 2.5: Act Like a Woman**. Be sure to leave a three-or-four-inch blank border around the perimeter of the flipchart so that you can draw a box around the words later.)
 - **What about the other group that was assigned “Act Like a Woman?” What additional words/descriptions do you have that are different from those shared by the first group?** (Record these words on **Flipchart 2.5: Act Like a Woman**.)
 - **Is there anything else that you think is important to add to these lists?** (Take only a few responses for the sake of time. There is no need to fill multiple pieces of flipchart papers with words—keep the list to only one piece of flipchart paper.)

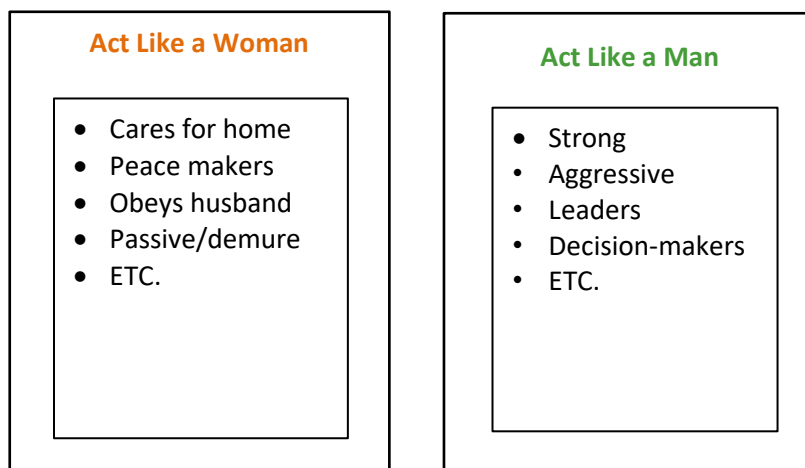
Facilitator Notes

1. Check the examples in **Facilitator Resource 2.1: Act Like A Man/Act Like a Woman** to familiarise yourself with the kinds of characteristics that are often listed during this activity. You may introduce a few of these examples into the discussion if participants do not mention them. Only place an item on the flipchart if participants agree that it should be added.
2. Note that gender norms vary depending on the culture of the community. Not everyone will resonate 100% with everything that is mentioned. This is OK. It is not critical that everyone agrees with all comments, but that the comments reflect what people in general may mean when they say “act like a man” or “act like a woman”.

STEP 4: Why Do the Gender Boxes Matter (Part 1)? (Large-Group Discussion) (25 minutes)

1. Say something like:

- The two lists we just created contain a lot of expectations about what is considered “normal or natural” for men and what is considered “normal or natural” for women.
- Sometimes we refer to the limitations these expectations put on a person as a “box.” (Draw a box around the edges of both the “Act Like a Woman” flipchart and “Act Like a Man” flipchart enclosing all the comments listed on them—see below.) This box often restricts the lives of both men and women.



- When I say “box,” I of course mean an invisible or imaginary box. The society we live in has created an artificial box for men and another artificial box for women and expects men and women to stay inside the boxes—meaning they should not stray from the behaviours that society has considered appropriate for them.

- Unfortunately, this means that women and men cannot do everything they want to do. They cannot experience everything about being a full human being. They cannot live with equality. They cannot realize all of their human rights.
- Being inside the gender box is like being inside a cage. You are trapped. You are not able to do everything you want to do. For example, if we put a bird inside a box or cage it would be stuck; it could not fly away, eat what it wants to eat, bathe where it likes to bathe, socialize with other birds, etc. The bird would not be able to do what it wants to do or behave in a way that is truly natural and healthy for birds.



This is exactly the same for human beings. When men and women are stuck in the box, or cage, they cannot do what is natural and healthy for them as human beings. They cannot behave, feel, relate to others, or participate in decisions the way they want to or in an equitable way. This is in fact unnatural and unhealthy for men and women and is against our human rights.

- Remember, gender is not related to our biology. It is related to the artificial rules that are made up and enforced by our society. But unlike the bird trapped in a cage, we have the power to break open the gender box. We can challenge those people who want to keep us inside the box.

Facilitator Notes

1. If a participant says something like, “I don’t think these gender boxes mean anything. I don’t live like this and I don’t know anyone who does”, you could ask everyone:
 - Do any of you feel the same?
 - Do you think that even if you don’t fit into the gender box that the box still has an impact on your lives? Why?
 - Do you feel any pressure to live up to aspects of being in the gender box?

If you feel it is needed, you could explain to participants that few people have all the characteristics exactly as listed in the gender boxes. Yet these expectations do exist in our culture and in many communities throughout the world. That is why participants themselves have brought up these characteristics, not the facilitators. All of us have felt pressure to conform to these gender boxes, or to parts of them, at some point in our lives.

There are several reactions we can have to these gender boxes:

- **Policing.** We can become “gender police” who criticise people and feel uncomfortable when they or others step outside of these gender boxes.
- **Complying.** We can live entirely within them and allow our lives to be restricted.
- **Conforming.** We can decide not to live out certain aspects of our gender box but feel uncomfortable letting others know, and as a result we often reaffirm expectations that we don’t believe in.

- **Challenging.** We can rebel against these gender boxes and try to live outside of them and in opposition to them.
- We can mix together all of these possible reactions at different points or in particular aspects of our lives, which is most common.

2. Continuing explaining the gender boxes by saying something like:

- I do not want to give the impression that all the items inside the boxes are bad. What makes these characteristics problematic is when women and men are taught to believe:
 - That they have to behave in accordance with the characteristics all the time and in all situations. For example, it is difficult and stressful for men to be tough and brave all the time and in all situations. It is also difficult and stressful for women to be patient and nurturing all the time in all situations.
 - That to prove their manhood or womanhood they should interpret the characteristic in their box to an extreme. For example, being strong and tough can be very good qualities. It is one thing to show strength by ploughing a field or chopping wood (positive), and another to show strength by hitting someone in order to resolve a conflict (negative).
 - They should only behave with characteristics in their assigned box for fear of being criticised. All human beings should have the right to be their true selves and to experience all the characteristics there are to being human.
 - The characteristics associated with one gender are considered more valuable/more desirable than the other gender. For example, the belief that being the breadwinner of the family is more important compared to caring for children.

3. Lead a large group discussion by asking:

- **What are some of the consequences of living inside the gender box for women?**

Examples of possible responses:

- Some women are conditioned to be caretakers, caring for the household and deferring to their husbands' decisions. If the woman is expected to be at home all the time, she cannot go out to earn money. This arrangement makes women very dependent on men.

- Some women are taught to be passive and submissive and may feel that they need to accept being controlled or abused in their lives as normal. They may also feel that they are responsible for keeping the family together and that they have to live with abuse to do that.
 - It can be very stressful to live up to these expectations *all the time*. That stress can sometimes lead to physical and mental health problems.
 - Women may feel low self-esteem and low self-confidence about themselves.
 - Women fear being criticised by other women (and men) if they live outside the gender box (e.g., speak up for their land rights, leave an abusive husband).
 - Some of these gender expectations may make it difficult for women to have equitable relationships with their husbands.
 - Women may find it difficult to be successful gardeners of their lives and the lives of their families.
- **What are some of the consequences of living inside the gender box for men?**

Examples of possible responses:

- Men who believe they must be the sole financial provider to the family can feel stressed, burdened, and frustrated.
 - Men who believe they should not involve their wives or daughters in land decisions can put their family's futures at risk.
 - Men believe that they always have to be in charge of family decisions. This can be very stressful and leaves out the opportunity for a man to make stronger decisions when he has the input of his wife.
 - Men can put their health at risk if they engage in physical violence with others.
 - Men who use violence as a way to stay in control at home do not have satisfying relationships with their wives and can be negative role models for their sons and daughters.
- **What elements of our society help to keep men and women inside the box?**

Examples of possible responses:

- Some aspects of: family, spouses, friends, media (TV, movies, radio, music lyrics), and institutions like school, religion, and government/customary laws.

Facilitator Note

As the participants make these comments, write them on the outside perimeter of both boxes and draw arrows pointing to the box, representing the pressure these factors put on men and women to stay inside their gender box.

- **Has anyone ever been given some of these messages listed in the “Act Like a Woman” box? (Ask for a show of hands). How did these messages make you feel?**

STEP 5: Why Do the Gender Boxes Matter (Part 2)? *(Directions) (5 minutes)*

1. Explain the next small group discussion by saying something like:
 - I'd like us to answer the next set of questions as small group. Stay with the small group you formed to brainstorm characteristics for the gender boxes.
 - Find **Worksheet 2.1: Questions about the Gender Box** in your workbook. (Give participants a few seconds to find the worksheet. Provide the page number.)
 - Take about 15 minutes to discuss the three questions on the worksheet. After you are finished, we will talk again as a large group.
 - **Before we start, would the volunteers who did the scribing in the last activity also be willing to read and write for this activity?** (Look for volunteers to nod their heads.)
 - **Are there any questions about your assignment?** (Answer questions as needed.)

STEP 6: Why Do the Gender Boxes Matter (Part 3) *(Small Group Work) (15 minutes)*

1. Invite the groups to begin their work.
2. Circulate the room and provide help if needed.
3. Provide regular time checks.

Worksheet 2.1

Questions about the Gender Box

1. How do these gender boxes affect women and girls with regard to realizing their land rights?

2. What happens to girls/women who try to get out of the gender box? How are they treated? Who tries to put them back inside the box? Why do you think this is?



3. How might our attitudes about how women are “supposed to act” affect our ability to support other women who want to live outside their gender box? How can we support other women who want to be free of the gender box?



STEP 7: Why Do the Gender Boxes Matter (Part 4) (Large-Group Debrief) (10 minutes)

1. After five minutes, call participants' attention back to the front of the room.
2. Ask participants to share some of the highlights of their discussions.

Below find some examples of responses to the questions on the worksheet.

- **How do these gender boxes affect women and girls with regard to realizing their land rights?**

Examples of possible responses:

- Women are not allowed to own land, only men are allowed to own land.
 - If a woman loses her husband (through death or if he leaves her), she is left with nothing.
 - Women who cannot own, share, or manage land can never feel a sense of permanence—they live constantly with a sense of insecurity for themselves and their children.
 - Daughters who do not inherit land have no safety net and become dependent on their husbands.
 - Land potential may not be realised when women are not co-owners.
 - Daughters will learn by example of their parents.
- **What happens to girls/women who try to get out of the gender box? How are they treated? Who tries to put them back inside the box? Why do you think this is?**

Examples of possible responses:

- Some women may be teased or insulted by others if they do not behave in ways that are considered “womanly” (e.g., deferring to her husband, doing all the household chores by herself, enduring abuse from her husband in order to keep the family together, etc.).
- Sometimes other women in the community can be the harshest critics of their sisters. Mothers-in-law are one example.
- Some women may risk violence by their husbands.

- **How might our attitudes about how women are “supposed to act” affect our ability to support other women who want to live outside their gender box? How can we support other women who want to be free of the gender box?**

Examples of possible responses:

- Some women are so conditioned to abide by rigid, inequitable gender expectations that they may have a hard time supporting other women who are trying to behave outside the gender box. They may judge other women or push them to stay in the box.
- Sometimes women also knowingly or unknowingly reinforce inequitable norms with sons and daughters.
- We can support women who live outside the box by not judging or teasing them.
- We can respect their decision to reject blind beliefs—beliefs that are simply not true about what women can and cannot do.

2. After the large group debrief, say something like:

- Remember that these boxes are not determined by our biology. The characteristics about how we should behave as men and women are made up by the society in which we live. They are artificial. Often times it is simply because of custom or tradition. Other times, it is because of a desire to keep and/or abuse power (but this is not fair or healthy, and it’s against our human rights). Unfortunately, many people, men and women, believe in them blindly. And as we said earlier, blind beliefs can be dangerous.
 - We can be gardeners and PLANT new ideas about what a woman can do.**
 - We can be gardeners and CULTIVATE these new ideas by talking about them, supporting other women, teaching our children, advocating for our rights, etc.**
- Remember that these characteristics are not fixed. They are created by the society in which we live and therefore can be changed. All of us can play a role in changing inequitable, harmful gender norms. **Women can and should use their wisdom about gardening to plant and cultivate new ideas about gender equality.**
- Moving toward equality is easier when we work simultaneously with women and men. It would be difficult for men or women to live outside the gender box without each of them accepting change. For example, if a husband wants to help bathe his children, his wife must accept that her husband can do this task (and not feel like her identity is being threatened). If a wife wants to work outside the home, the husband must accept that this work will be good for her and for the family overall. If a husband wants to share his land, his wife must also take responsibility for managing the land.

3. Emphasise this key message:

- From now on, I am going to ask us to work together to **break the gender box! Be a wise and empowered gardener of your life and your family's life!**
- I want to make something clear. I am going to be challenging you to break the gender box throughout this course. However, I think we all know that breaking the gender box is not easy—especially for women. There are so many strong forces trying to keep women inside the box. There will be times when we will not be able to break the gender box on our own—we will need help from each other, village leadership, land management organizations, faith leaders, etc.
- It's also important to know that breaking the gender box and supporting others who want to live outside the gender box takes courage. Sometimes doing so can be risky. We should always think about our safety first.
- Making these kinds of changes are hard. And they take time. We have to have patience and determination. And we have to help each other.

4. Ask:

- **So, what do you think? Do you think we can at least start to crack the gender box open?** (Encourage the women to say “YES” in a loud and confident voice.)

Activity 2.F: Living in A Gender-Equitable World (20 minutes)

STEP 1: Living in a Gender-Equitable World (Brainstorm) (5 minutes)

1. Ask:

- Let's take a look now at **Flipchart 2.6: Gender-Equitable Men and Women. Imagine a world where there are no boxes. What would healthy and equitable characteristics of men who are “living outside the box” be?**

Think about David from the story we read about David and Grace last week. **How did he behave?**

(Record answers in the “Men” column. Limit to about 5-7 responses.)

Gender Equitable World	
Men	Women

- **What would the healthy and equitable characteristics of women who are “living outside the box” be?**

Think about Grace from the story we read about David and Grace last week. **How did she behave?**

(Record answers in the “Women” column. Limit to about 5-7 responses.)

2. If you have different characteristics listed for women and men, **ask if those characteristics can really only apply to one sex or if they can apply to both sexes.** In the end, you should come up with similar items in each column although they may be worded differently.

STEP 2: What Would It Be Like? (*Large Group Discussion*) (15 minutes)

3. Ask:

- Would you like to live in this world? Why or why not?** (Take a few responses.)
- How would it feel to live in a world where men and women were treated equally?**

4. Say something like:

- It looks like the characteristics of men and women who live outside the box are actually quite similar. In a world where there are no boxes, the characteristics for men and women are pretty much the same.
- When there is gender equality, women and men (and girls and boys) share: 1) equal rights and a balance of power, 2) share resources like land and education, 3) participate in Decision-Making at home and in the community, and 4) feel safe or free from violence. **Each are allowed to garden their lives to their full capacity!**
- Gender equality does not mean that women and men will become the same, but that women’s and men’s rights, responsibilities, and opportunities will not depend on whether or not they are born male or female. When gender equality exists, a society equally values men’s and women’s similarities and differences.
- International human rights, as well as the formal laws in our country are based on gender equality. Human rights are women rights! And our human rights include our land rights!

5. Make sure participants understand that **Flipchart 2.6: Gender-Equitable Men and Women** is not a box (do NOT draw a box around the characteristics). There are not restrictions.

6. Ask:

- **What are the benefits for men and women who live in a world without boxes?**

Examples of possible responses:

- Men and women get to experience being fully human and to pursue goals that are not limited by narrow expectations for their gender.
 - Men and women are allowed to garden their lives to their full capacity!**
 - Men and women feel less burdened by the need to fulfil certain roles by themselves, with their partner sharing the burden.
 - Men and women may experience less stress, which can positively affect their health and mood.
 - Women would have greater confidence and self-worth. Women would be empowered to advocate for themselves and their families.
 - Men and women enjoy more peaceful and satisfying relationships and less conflict.
 - Children who live in peaceful families tend to enjoy better health, do better in school, and have more satisfying relationships.
 - Children have good role models in their parents.
- **How does living in a gender-equitable world affect men, women, and families when it comes to land rights?**

Examples of possible responses:

- Men and women can both enjoy the security that owning/using land can give.
- When both men and women use land, it is likely that they will more productive with regard to output/harvest. Greater productivity means more resources for the family.
- The children of the family (boys and girls) also have security for their future.
- Children have good role models in their parents.

7. Say something like:

- There are many benefits to women and men who live outside the gender box and share ownership and use of land. For example, when women own or manage land, the family has more income and is more likely to have savings, and children are less likely to be sick, more likely to be well nourished, and more likely to be more educated compared to families where women do not own or manage land. Women who own land they are less likely to experience domestic violence. (See **Facilitator Resource 2.2: Benefits of Women's Land Rights.**)

8. Make closing points with participants:

- Throughout their lives, boys and girls and men and women receive messages from family, media, their community, etc. about how they should act as men or women and how they should relate to each other.
- These messages are not “natural” or “fixed.” We can change them! Sometimes we reinforce these messages ourselves, even if we do not entirely believe in them, simply because we are so conditioned to do so—it becomes like habit. These are blind beliefs. And as we talked about earlier, blind beliefs are not wise and are not empowered.
- Taken as a whole, these expectations (point to boxes) can create inequality for women at home and in the community. Living in the gender box can lead to negative consequences for men too.
- Living outside the box can lead to more flexibility and more freedom for individuals and couples. This can create many benefits for women, couples, families, and communities.
- **Together, let’s break the gender box! Be a wise and empowered gardener of your life and your family’s life!**

Activity 2.G: Being a WLR Champion and Closure (10 minutes)

STEP 1: Reflections on Today’s Session (*Large Group Discussion*) (4 minutes)

1. Say something like:

- Our session is coming to an end. Let’s hear from a few of you about your thoughts on today’s session.

2. Pick ONE of the questions below and ask a few participants to share their thoughts.

Facilitator Note

The purpose of this last question is to bring summary and closure to the session. It is not meant to be a long discussion.

- **What is one thing that you would like to share with your children (daughters and/or sons) about today’s session?**
- **What is one thing that you would like to share with a family member, friend, or community member about today’s session?**

- What is the most important thing you learnt in today's session?
- What is one thing you might want to do differently as a result of what you learnt during today's session?

STEP 2: Reinforce Key Messages (*Facilitator Remarks*) (1 minute)

1. Reinforce the key messages of this session by saying:

- Remember the proverb that we started our session with:

Blind belief is dangerous.

- Abiding by artificial gender rules because the rules are tradition or because other people say you should or should not live outside the gender box, is probably not the best thing for you or your family. It's OK to question the truth around some of these beliefs. Are they really true? Are they fair? Are they in agreement with our human rights? Do they support you in all the roles you have as a gardener for yourself and your family?
- As I said earlier... **Let's work together to break the gender box! Be a wise and empowered gardener of your life and your family's life!**

STEP 3: Being a WLR Champion! (*Take-Home Assignment*) (3 minutes)

1. Say something like:

- Talk to your children about gender this week. You might want to ask them some questions and listen to their responses. For example, you could ask them:
 - **What do you want to be when you grow up?**
 - **Do you think boys AND girls can be doctors? nurses? What about pilots? airline attendants? What about teachers? principals? What about president of our country? or the Chairperson of our village? secretaries?** If they say "no," ask them to explain why they think that way. Ask them where they learned these ideas.



Reinforce that boys and girls can be anything they want to be. There is nothing that makes a woman or a man better or worse at these professions. The person just needs to work hard. It's important that you leave them with the idea that men and women can have all of these professions. Men and women can be doctors. Men and women can also be nurses. Etc. All these jobs should be valued and respected.

- **Do you think it's OK for boy to help his mother with the work inside the house? Do you think it's OK for girl to help her father with caring for cattle?** Why or why not?

Emphasize that boys and girls can do both jobs and by doing both jobs they will both learn more about caring for themselves and their families.

Facilitator Note

If a woman does not have her own children, or if her children are adults, she can talk to children in her family or neighbourhood.

2. **Ask the women if they see any obstacles to completing the WLR Champion assignment over the next week.** If so, problem-solve around overcoming these obstacles.
3. Say something like:
 - For those of you who are comfortable sharing, there will be an opportunity for a few people to share their experiences with this assignment at the beginning of the next session.
4. Encourage the women to wear their green ribbons this week! If someone asks you about it tell them that you are a champion for women's land rights!

STEP 4: Session Closure (Facilitator Remarks) (2 minutes)

1. Say something like:
 - Thank you for all of your excellent work today!
 - I look forward to seeing all of you next week!
 - Next week, we are going to talk about power and empowerment and about healthy relationships, in particular the relationships we have with our husbands. We will talk about how power imbalances in relationships can cause problems in a marriage and in a family, including problems about land ownership, use, and management. We will also talk about ways women can gain power in their relationships, marriage, and community.

2. Remind participants that you will remain after the session if they have questions.
3. Administer and collect Feedback Forms (optional).
4. Collect ***Securing Your Family's Future's Participant Workbooks***.
5. Share reminders and announcements as appropriate.
6. OPTIONAL: Closing Prayer
7. Adjourn.

Acknowledgements

Portions of this session were adapted from:

Rolleri, L., Verani, F., Lees, S., Nyalali, K. & Kiswaga, L. (2015). *Wanawake na maisha: A gender transformative intimate partner violence prevention curriculum for women in Mwanza, Tanzania*. London: London School of Hygiene & Tropical Medicine; New York: EngenderHealth; Mwanza, Tanzania: Mwanza Intervention Trials Unit at the National Institute for Medical Research.

Rolleri, L., Verani, F., Tewolde, S., Toliver, M., Sharma, V., Leight, J. & Deyessa, N. (2014). *Unite for a better life: A gender transformative intimate partner violence and HIV prevention curriculum for women*. Boston: Abdul Latif Jameel Poverty Action Lab (JPAL) at the Massachusetts Institute of Technology; New York: EngenderHealth.

Facilitator Resource 2.1

Act Like a Man, Act Like a Woman

Facilitator Note

The group does not need to list all of the examples below. These examples are provided only for you to use to stimulate discussion, as well to ensure that some key concepts are not missing from the list you brainstorm with the group. You should put examples on the flipchart only after the group has accepted them.

Act Like a Man	Act Like a Woman
1. Only men should own and make decisions about land.	Women cannot own land. They do not know how to manage land.
2. Protect your family and your community. Be a warrior.	Have a man in your life who can protect you.
3. Be a leader because men are natural leaders – especially around politics and use of land.	Don't be too pushy. Let your husband decide what to do with his land.
4. Be the head of the household, including owning and managing land.	Obey your husband. Let your husband decide what to do with his land.
5. Be strong in every way (lead, make decisions, show no weakness, be physically strong, be aggressive). Don't allow your wife to control you.	Be strong (bear problems, suffer violence quietly, don't complain, work, take care of the home).
6. Be decisive and take control.	Be passive and accept your husband's decisions (even if you disagree).
7. Speak with authority.	Be soft-spoken.
8. Your primary responsibility as a man is to provide for your family. A strong man provides.	Look for a man who can provide for you and the family. Your primary responsibility as a woman is to be a good wife and mother and to take care of the household.
9. Do NOT show your emotions. Showing emotions, especially fear, is a sign of weakness.	Be emotional. It's OK to not control your emotions.

Act Like a Man	Act Like a Woman
10. Be able to handle anything. Strong men aren't affected by negative experiences like abuse and neglect that happened to them as children. What happened in the past remains in the past.	Be sensitive.
11. Don't ask for support and help because it's a sign of weakness.	Ask for help when you need it. Make sure you have a man and be dependent on him.
12. Don't share too much about your worries, feelings, or concerns with male friends. It's a sign of weakness.	It's OK to share what's going on in your life with others and to gossip.
13. Be aggressive and/or violent.	Be passive. Do whatever is needed to keep the peace, because women are natural conciliators.
14. Be ready for sex all the time and get as much sex as you can.	It's up to you to play "hard to get". Women who say "yes" right away to a man are shameful.
15. Drink all the alcohol you want. Being able to drink a lot and handle it proves how big a man you are.	Don't drink. Women can't handle alcohol.
16. Leave childcare and nurturing children to women.	Be a nurturer. Take care of your children and family.

Facilitator Resource 2.2

Benefits of Women's Land Rights



My Notes

Session 3: Power and Empowerment

Session at-a-Glance

Activity	Time
Activity 3.A: Welcome and Review of WLR Champion Assignment	10 minutes
Activity 3.B: Today's Proverb	5 minutes
Activity 3.C: Power and Empowerment	15 minutes
Activity 3.D: Let's Meet Salome	30 minutes
Activity 3.E: How Empowered Do You Feel?	15 minutes
Activity 3.F: "Ask Mama" Advice Column	55 minutes
Activity 3.G: Being a WLR Champion and Session Closure	10 minutes

Total Time

About 2 – 2.5 hours

Learning Objectives

At the end of this session, participants will be able to:

1. Define power and describe how power can be used to “control” or to “help” themselves and others;
2. Discuss how the gender boxes often work to limit a woman's power and ability to control her life decisions; and
3. Discuss ways that women can gain power (especially as it related to land rights).

Materials

- **Supplies**
 - Attendance sheet
 - Flipchart stand
 - Flipchart paper
 - Marker pens, various colours
 - Tape
 - Pens/pencils
 - Watch or cell phone that tells the time
 - Green WLR Champion ribbons
 - Feedback Forms (optional)
- **Facilitator Resource**
 - ***Facilitator Resource 3.1: Explanation of the Factors that Contribute to Having Power***
- **Flipcharts**
 - ***Flipchart 1.23: Group Agreements for Learning Together***
 - ***Flipchart 3.1: Today's Proverb***
 - ***Flipchart 3.2: Definitions***
 - ***Flipchart 3.3: Power Diagram***
- **Handouts/Worksheets** (in *Securing Your Family's Future Participant Workbook*)
 - ***Handout 1.1: Women as Gardeners***
 - ***Handout 3.1: Power Diagram***
 - ***Handout 3.2: About Salome and Victor***
 - ***Worksheet 3.1: How Empowered Am I?***
 - ***Worksheet 3.2: "Ask Mama" Advice Column (Paula, Carol and Pamela)***

Preparation

- Review the session plan and be sure you are comfortable with the session's content, teaching methods, flow, and timing.
- As best you can, prepare the meeting space so the women can meet in a semi-circle.
- Pin the green WLR Champion ribbon on your chest before the session.
- As the women are entering the space where you will hold this session, greet them warmly and then ask them to sign an attendance sheet.
- Post ***Flipchart 1.2: Group Agreements for Learning Together***, which was created in Session #1.

- Prepare and post **Flipchart 3.1: Today's Proverb**. The information for this flipchart is found under *Activity 3.B: Today's Proverb*.
- Prepare and post **Flipchart 3.2: Definitions**. The information for this flipchart is found under *Activity 3.C: Today's Proverb*.
- Prepare and post **Flipchart 3.3: Power Diagram**. The information for this flipchart is found in **Handout 3.1: Power Diagram**. Create a flipchart-sized version of the handout.
- Review **Facilitator Resource 4.1: Explanation of the Factors that Contribute to Having Power** and be sure you are comfortable explaining the factors that contribute to having power.
- Place some extra "WLR Champion" ribbons in the front of the room for women to take.
- OPTIONAL: Make copies of the Feedback Forms for each participant (see form at the end of Session #1).

Procedure

Activity 3.A: Welcome & Review of Champion Assignment (10 minutes)

STEP 1: Welcome (Facilitator Remarks) (5 minutes)

1. Welcome the women back to the course!
2. Distribute the ***Securing Your Family's Future's Participant Workbooks***.
3. OPTIONAL: Opening Prayer
4. Briefly explain the topic of today's session by saying something like:
 - Today, we are going to talk about how to stand up for ourselves and claim our rights as women. We will talk about healthy relationships, in particular the relationships we have with our husbands. We will talk about how power imbalances in relationships can cause problems in a marriage and in a family. We will also talk about ways women can gain and use power in their relationships, marriage, and community to realize their human rights, and for doing good for themselves and their families.
5. Refer the group to ***Handout 1.1: Women as Gardeners*** in their workbooks, and say something like:
 - Today's session will focus on our roles as PLANNERS and CULTIVATORS.
 - Like gardeners, our ability to live our life in a healthy way requires that we have power to PLAN and make decisions about what we want to plant... or what we want to do in our lives. Power allows planners the ability to think about all possibilities. Power gives us more choices. It also helps us set boundaries; that is, to decide what we want and what we do NOT want, and the way we want to be treated or not treated.
 - With power we are able to CULTIVATE. We have the freedom to nurture our crops as we see fit, or the freedom to nurture the goals we have set for ourselves in our lives.
 - **Today, I am going to ask you to be a wise and empowered GARDENER! Together, we can PLANT the seeds for women's equality and CULTIVATE women's land rights in particular!**

STEP 2: Review of WLR Champion Assignment (Large Group Discussion) (5 minutes)

1. Ask:

- Let's take a few minutes to talk about last week's WLR Champion assignment.
- **Who had a chance to talk to a child last week about gender?** (Ask for a show of hands.)
- **Would someone like to share the conversation they had with a child? Who was the child? What happened during the conversation?**
- **What do you think are the most important messages that we, as wise and empowered mothers (or caretakers of children), should share with the children, boy and girls, in our community about gender equality?**



Facilitator Note

Plan to hear from only a few volunteers. Recognise that each woman's situation is different and some may not have been able to do the assignment.

Give plenty of positive reinforcement and express your appreciation to those women who completed the assignment. Doing so will likely encourage others to do the WLR Champion assignments in the future, as well as to share at the next session.

2. Thank the women for the discussion.
3. Show the women that you are wearing your green WLR Champion ribbon. Remind women to wear their green ribbons to the course. Let them know that you have extra ribbons if they need one.

Activity 3.B: Today's Proverb (5 minutes)

STEP 1: Today's Proverb (Paired Discussion) (2 minutes)

1. Say something like:

- As we did in our last session, we are going to start off with an inspirational proverb. (Read the proverb on **Flipchart 3.1: Today's Proverb** aloud.)

When sleeping women wake, mountains move.

- Go ahead and turn to the person next to you and discuss what you think the proverb means—especially as it relates to women realizing their land rights. I will let you know when time is up.
2. Give participants a minute or two to discuss the quote and then call for their attention back to the front of the room.

STEP 2: How Does Today's Proverb Help Us Think about WLR? (*Large Group Discussion*)
(3 minutes)

1. Ask:

- **Who would like to share some of their thoughts on what the proverb means to them?** (Take a few responses.)

Examples of possible responses:

- Women can do anything they want to once they put their mind to it.
 - Women cannot be stopped.
 - Women are strong and powerful.
 - It's time for women to "wake up."
 - When a woman is energized and empowered, she can do anything—even what might seem impossible.
2. After a few responses, ask the group to keep the proverb in mind as they participate in today's session.
 3. Emphasise:
 - There is nothing a woman cannot do. Anyone who believes that women have limits is living inside the gender box. When women have the knowledge, skills, and support they need they can indeed move mountains. With the knowledge, skills, and support we received from this course, we can indeed empower women to realize their human rights by taking actions they didn't think possible.

- That said, it's important to acknowledge that women face great forces that limit their power. Sometimes, a woman cannot access all the power she needs to make change on her own. Sometimes she will need the support of her husband, family (brothers, uncles, in-laws), community leaders, community organizations and OTHER WOMEN! The proverb says when sleeping WOMEN wake (plural)—meaning, there is more power when many women work together in comparison to just one trying to move a mountain on her own.
- **When women support each other, everyone succeeds!**
- **It's time for us to work together to break the gender box! Be a wise and empowered gardener of your life and your family's life!**

4. Ask:

- **Do you think we can break the gender box?** (Encourage the women to say “YES” in a loud and confident voice.)

Activity 3.C: Power and Empowerment (15 minutes)

STEP 1: What Is “Power” and “Empowerment?” (*Facilitator Presentation*) (15 minutes)

1. Say something like:

- We have been talking about being a “wise” and “empowered” woman. Before we move on to the next activity, I want to make sure we all have a good understanding of what those words mean.

2. Ask:

- **What does it mean to be “wise”?** (Take a few responses and then reveal the definition on **Flipchart 3.2: Definitions**.)
 - *Definition:* To be **WISE** is to have experience, knowledge, and judgment to do what is right.
- **What is “power”?** (Take a few responses and then reveal the definition on **Flipchart 3.2: Definitions**.)
 - *Definition:* **POWER** is the ability and strength to act or do. When you have power you can accomplish something (e.g., co-register land) and influence others (e.g., village leader). Power can be used to *help* or to *control*—ourselves or others. With power we have more choices in life.

3. Elaborate on this definition by saying something like:

- When people use **power to control** it can be used in negative or positive ways. For example, there are times when a parent needs to exercise control over her child. A child may not want to get a vaccination because she is scared or knows it is going to hurt, but a parent uses her power to make sure the child gets the vaccination because she knows it will help the child stay healthy. This is an example of a *positive* way to use power to control.

Power to control can also be used in *negative* ways. For example, a husband might use his power to control how money is spent in the household, how land is used, and whose name goes on a land title. He may exercise his power by using controlling behaviors like manipulation, threats, or physical violence.

It is important to note that violence can be *physical* (e.g., hitting, pushing, kicking) and it can also be *psychological* (e.g., manipulation, threats, ridiculing), and *sexual* (e.g., forced sex which is called rape). A man who uses violence is stuck in the gender box. He has a blind belief that men are supposed to dominate their wives. There is nothing “natural” about this behavior.

In this example, a man is using his power in a negative way—to control, not to help. Violence is NEVER acceptable in a relationship. To use violence is a choice. There is always an alternative, non-violent action.

- When people use their **power to help** they are using power in *positive* way. They may use their power to help themselves or others. For example, the Prime Minister of a country might use his/her power to fight for improvements of the education system so children will benefit. A manager at a company might use his/her power to create positive work conditions for employees. A woman might use her power to help herself by starting a small business or advocate for her land rights. In fact, when women work TOGETHER, their power increases and they are even more successful at using power to help.

As gardeners, women can use their power to PLAN for goals (e.g., register land in her name) and CULTIVATE those goals but taking the actions she needs to take to realize the goals she plans.

4. Ask:

- **What does it mean to be “empowered?”** (Take a few responses.)

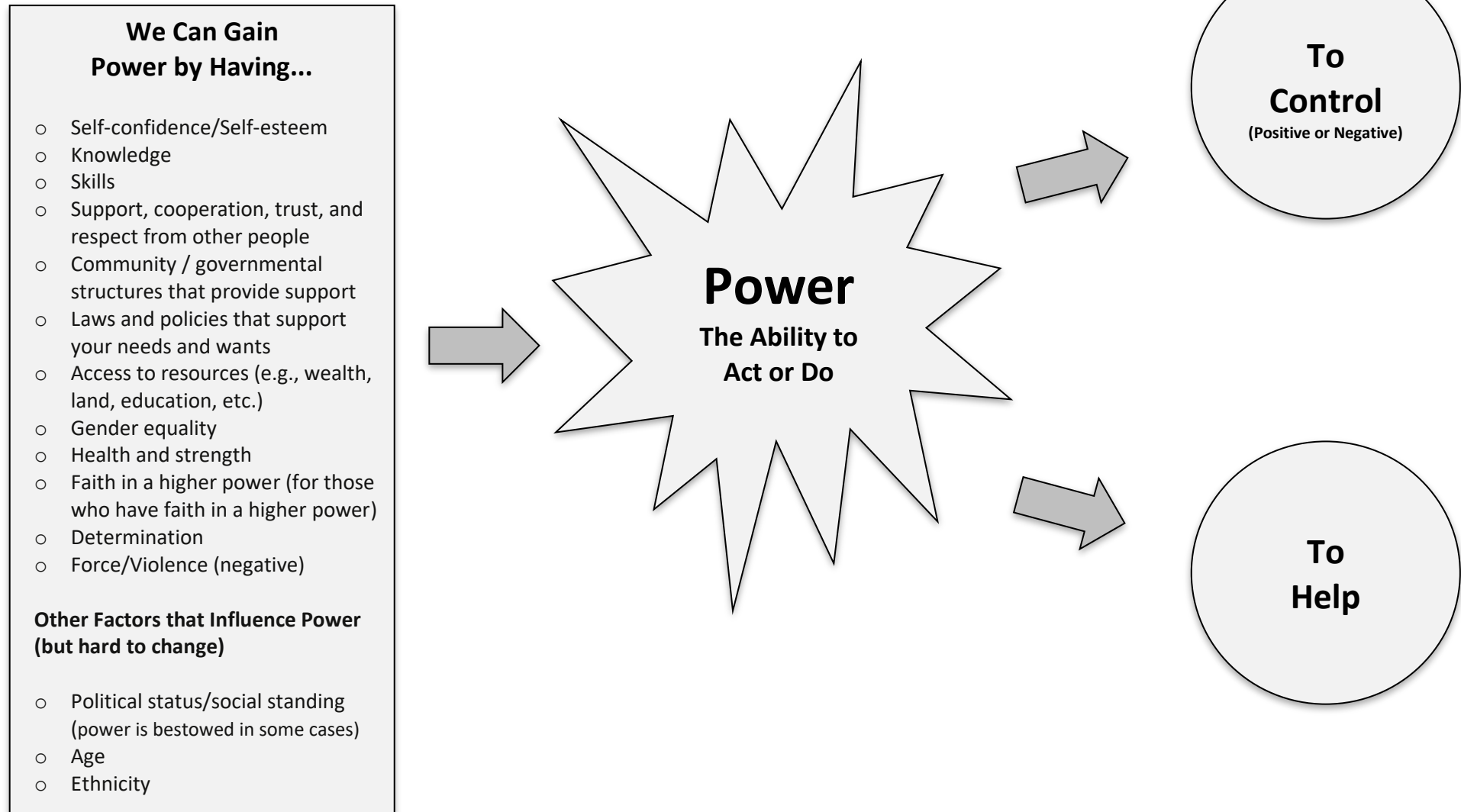
Definition: To be **EMPOWERED** means having power, wisdom, and confidence to control one’s life, claim one’s rights, and freely work towards one’s goals.

- **How do people get power?** (Take a few responses.)

(Ask participants to find **Handout 3.1: Power Diagram** in their workbooks. Refer to **Flipchart 3.3: Power Diagram** and **Facilitator Resource 3.1: Explanation of the Factors that Contribute to Having Power to** describe the factors that can lead to someone getting and maintaining power.)

Handout 3.1

Power Diagram



Facilitator Resource 3.1

Explanation of the Factors that Contribute to Having Power

- **Self-confidence / Self-esteem.** The more self-worth a person has and the more she believes in herself, the more likely she can ask for what she needs in a way that others will listen and take her seriously. Confidence and love for self gives a person power—more so than a person who doesn't believe she deserves, or is worthy of attention, rights, resources, etc. A gardener who does not believe in herself will not plan, plant, cultivate or harvest.
- **Knowledge.** Without knowing what the laws are, it would be impossible to advocate for yourself. Knowledge about resources in the community, other women's experiences, and ways to advocate for needs, arms a woman with facts. She is more likely to be taken seriously and less likely to be dismissed. Knowledge shows you the best path to take in reaching your goals. A gardener who doesn't know how to plant, when to plant, where to plant, etc. is less likely to have a good harvest.
- **Skills.** Without knowing HOW to do something, a person is less likely to do it or do it well—whether it be advocating for your rights, writing a letter, facilitating a meeting, etc. A gardener who doesn't have the skills to plant seeds, till land, fertilize and water crops, or harvest crops is unlikely to grow a good crop.
- **Support, cooperation, trust, and respect from other people.** There is more power when there are more people supporting each other for the same cause. While it may be easy to dismiss one person, it is harder to ignore many people asking for the same thing. The voices of many are usually more powerful than the voice of one.
- **Community / governmental structures that provide support.** Similar to the point above, when a person has the help of other people with power, they are more likely to obtain power. Allies help to build strength.
- **Laws and policies that support your needs and wants.** When the law supports you, it's easier to justify what you want to do. This gives you power. The contrary is true when there are laws that do the support your cause.
- **Access to resources (e.g., wealth, land, education, etc.).** Having the resources you need to achieve what you want to achieve increases the likelihood that you can do what you need to do to reach your goals. Resources give you power.
- **Gender equality.** When women are valued and respected equally with men there is a power balance. Women are more likely to feel free to express their needs and have their needs taken seriously. Women will have equal access to resources. Women will feel safe from harassment and violence.
- **Health and strength.** Having energy and endurance comes along with health. Energy and endurance are often required to obtain and maintain power.

- **Faith in a higher power.** For some, having faith in God or a higher power helps them have hope for the future. Without hope, it is difficult to keep fighting for your goals.
- **Determination.** People who have power do not give up easily. The struggle for power often requires patience, strategy, and resilience. People with power are not easily discouraged. They don't quit because they face opposition or challenges.
- **Force/Violence.** Some people can take power by using force or violence. For example, a husband can take power over his wife by physically threatening or abusing her. A military can take control by using weapons. Using violence to gain power often comes with negative consequences.
- **Political Status or Social Standing.** In some cases, being born into a certain family or class can give you power automatically. The power can be bestowed upon you.
- **Ethnicity.** There are ethnicities that some societies value over others.
- **Age.** In some societies, being older gives you greater respect and power. In others, it is the youth who are favoured.

Activity 3.D: Let's Meet Salome (30 minutes)

STEP 1: About Salome and Victor (*Storytelling*) (5 minutes)

1. Say something like:
 - Now that we have had a good discussion about power and what it means to be empowered, let's see if we can recognize these traits in others.
 - During the first two sessions of this course, we met Grace and David and started to learn about them and their lives. Today, we are going to meet Salome and Victor—neighbours and friends of Grace and David.
 - I am going to read you a story about Salome and the multiple times in her life where power was taken away from her. After the story, we will discuss it and talk about how empowered Grace feels.
2. Read the story on **Handout 3.2: About Salome and Victor** slowly and clearly. If you think group members would like to read along with you, ask them to turn to the handout in their workbook. Provide the page number.

Handout 3.2

About Salome and Victor

Salome and Victor grew up in the same village as did Grace and David. Salome married when she was 16. Victor was 25. After marrying they went to live with Victor's parents. Because Victor's family paid a bride price, they believe they have the right to say where Salome can live, work, and do in general.



In the beginning of their marriage, Victor worked at his fathers' shop and also helped him in growing maize on his land. Salome remained at home helping her mother-in-law with the household tasks and raising her husband's younger siblings. Salome often felt trapped in this living arrangement—as if she was a bird stuck in a cage. Her mother-in-law discouraged her from attending community meetings or education sessions.

Victor was taught by his family and friends that it is a man's responsibility to lead and provide for his family. As a result, he doesn't allow his wife to work outside home. He controls how and when the money that he earns is spent.

In the next few years, Victor's father gave Victor a plot of land. Victor is now planting and harvesting his own maize and planning on building a house on the land. He now has 10 goats grazing on the land. The land is registered in Victor's name only. Salome does much of the cultivating of the maize they planted together on this plot of land.

Salome is not happy that her name is not on the land deed. She knows other women in her village whose husbands died or left them. The women were left with nothing and struggled to take care of themselves and their children. Women who do not have sons are entitled to nothing.

Salome has been sharing her experience of married life with her parents. She doesn't like that Victor is so controlling. Her parents to advised her to avoid arguments with her husband. It is her duty to keep the peace in the family.

Salome would like to work at the market to save enough money to buy a cow. She believes she can care for the cow and use the milk to feed her family.

On one occasion, Salome really pleaded her case for working at the market. She suggested that they sell one of the goats to give her a little bit of capital. Victor did not like the idea. He yelled at her and said: “Your job is in the home.” “Stop telling me about your crazy ideas.”



Salome continued pleading her case and Victor raised his hand to hit her. Salome was scared and stopped talking. Their daughters came into the room when they heard all the yelling. They saw their father going to hit their mother and started crying.

STEP 2: How Do Salome’s Experiences Affect Her? (Large Group Discussion) (25 minutes)

1. Lead a short group discussion with the questions listed below.

- **Do you think Salome’s relationship with Victor is healthy or unhealthy with regard to power?** (Ask participants to give examples to support their answer.)

Be sure you point out the inequitable and unhealthy aspects of Salome’s and Victor’s relationship if not mentioned by the group. For example:

- Salome was married young (younger than Victor). Age is sometimes a factor in having power.
 - Paying a bride price means that Victor’s family believed they could control what Salome did.
 - Salome wasn’t allowed to leave the house to go to community meetings or to see her friend Grace. This made her feel trapped or isolated with little support.
 - Salome is denied the opportunity to work for pay.
 - Salome is not allowed to participate in money spending decisions.
 - Their land is only registered in Victor’s name even though Salome does much of the work to cultivate their crop.
 - Salome worries about her future where Victor does not. She does not feel secure.
 - Salome’s parents are not giving her support.
 - Victor uses psychological and physical violence to control Salome.
- **Why do you think Victor is so controlling? Where did he get the power to behave this way?**

Examples of possible responses:

- Gender boxes
 - Modelled by his father and other men in the community
 - No one stops him
- **Do you think Victor is living mostly inside or outside the gender box?**
 - **Do you think Salome living inside or outside the gender box? Who/what is using their power to keep her inside the box?**

- **How do you think living inside the gender box this makes Salome feel? What about her children?**

Examples of possible responses:

- Disempowered
 - Scared
 - Worried about her future
 - Worried about her children
 - Low self-esteem
 - Low confidence
- **Have any of you felt this way? Would anyone like to share their experience? Please only share what you are comfortable sharing.**
- **What are some consequences for Salome and Victor when Victor keeps the land in his name? Makes all of the family decisions? Restricts Salome’s movement outsider the home?**

Examples of possible responses:

- Salome loses her power
 - Salome is less able to plan goals for herself; she can’t be a successful gardener of her life
 - Salome doesn’t feel secure about her future
 - Salome can’t get support
 - Salome’s self-esteem suffers
 - As a result, Salome’s mental and physical health may suffer
 - Salome may not be as productive as she could be which means less resources for the family
 - Salome and Victor’s relationship is likely to suffer
- **On scale of 1-5, with 1 being “not at all” and 5 being “very much,” how empowered is Salome?**
- **What can Salome do to become more empowered? What can her family do to help Salome do to become more empowered? What can her community do to help Salome become more empowered?**

Examples of possible responses:

- Seek help from community organizations
- Talk to the village elder for support
- Don’t judge her if she tries to live outside the gender box

- Some people say that women should not be given power because then they will take over and her husband will have no power. Do you think this is true? If women acted this way, would they be using their power for help or to control?
- What would it look like for a couple to have a balance of power?

Examples of possible responses:

- Husbands and wives would talk to each other respectfully
- There would be compromise
- There would be shared decision-making
- There would likely be less tension in the relationship
- There would be no use of violence

2. Thank the women for the discussion.

Activity 3.E: How Empowered Do You Feel? (15 minutes)

STEP 1: How Empowered Do You Feel? (*Individual Work, Ranking, Reflection*) (15 minutes)

1. Say something like:

- We just talked about Salome’s experiences and her sense of empowerment. Now we are going to think about our own personal sense of empowerment.
- (Ask participants to find **Worksheet 3.1: How Empowered Am I?** Give them a few seconds to do so. Provide the page number of the worksheet.)
- I am going to read each of the 13 statements on this worksheet aloud to you. If you feel like you don’t agree with it at all, you will circle a “1.” If you agree with it a lot you will give it a “5.” If you feel like you are somewhere in the middle, circle a number that best represents how you feel.
- Then, I will ask you four questions to reflect on. You can take notes on the worksheet or just think about your answers. (The latter may be preferable for women who have low literacy.)
- You will NOT be asked to share this worksheet with anyone. In the last session (Session 8) of our course, you will be asked to assess your sense of empowerment again. We hope that what you learn during the course will help you feel more empowered!

2. Read each of the statements slowly and clearly. Pause for a few seconds to allow women to answer. Repeat the statement as needed.

3. Then read aloud each four questions at the end. Pause for about 20-30 seconds after you read each of these questions. You may want to read the items in the left column of the power diagram after reading question #1 (as a reminder).

Facilitator Note

If there are women who are completely illiterate, instead of writing numbers, you could ask them to use colours (perhaps with using different coloured stickers) or symbols (for example happy or sad faces, or small circles for disagree and bigger circles for agree).

4. Thank the women for their work. Remind them that no one will see their answers.

Worksheet 3.1

How Empowered Am I?

Directions: Write the number that best represents how you feel about the statement in the right-hand column.

1
STRONGLY
DISAGREE

2

3

4

5
STRONGLY
AGREE

Statement	Session 3 (write your numbers below)
1. I know what my land rights are.	
2. I know where I can get help to advocate for my land rights.	
3. There are women in my community who will support me in advocating for my land rights.	
4. I have the <i>skill</i> to communicate with others, including my husband and in-laws, about what I want with regard to my land rights. In other words, I know what to say and how to say it.	
5. I have the <i>confidence</i> to communicate with others, including my husband and in-laws, about what I want with regard to my land rights.	
6. I believe that I am entitled to own or co-own land.	
7. I can challenge people who say that women are not entitled own land, inherit land, or make decision about land.	
8. I am empowered to advocate for my land rights.	
9. I believe that women can make decisions as good as men or better.	
10. I have high self-esteem.	
11. I will not tolerate violence from my husband or any other relatives.	
12. I am ready to support other women who are fighting for their land rights.	
13. I am a wise and empowered gardener of my life. I have the knowledge, skills and confidence to PLAN, PLANT, CULTIVATE and HARVEST my life goals.	

Questions to Think About...

1. What factors on the Power Diagram contributed to the power you have today (see left column)?
2. In what areas of your life would you like to have more power?
3. What would it take for you to get that power?
4. If you had more power, how would you use it to help yourself and your family?

Activity 3.F: “Ask Mama” Advice Column (55 minutes)

STEP 1: Introduction to the “Ask Mama” Advice Column (Facilitator Presentation) (10 minutes)

1. Say something like:

- Now that we have learned a lot of power, how people get power, how power affects a woman’s ability to plan for her future and how it affects relationships, let’s use what we have learned to help other women.
- During this course, I am going to ask you to be several different kinds of professionals. Today, I am going to ask you to be a journalist. Let me explain. A local newspaper has a special column called “Mama’s Advice”. A very experienced elder who knows about marriage, relationships, families, financial decisions, and land rights writes the column each week. Today, I am going to ask you to be Mama.
- This week she has chosen to answer three letters from different women—all of whom are struggling with land rights issues and are feeling disempowered. (Ask the women to find **Worksheet 3.2: Ask Mama Advice Column** in their workbook. Point out that the worksheet has three pages—each page has a different letter from a different woman. Give them a few seconds to find the worksheet. Provide the page numbers.)
 - The first letter is about *Planting Paula*. Planting Paula is a recent widow and is worried about being displaced from her home.
 - The second letter is from *Cultivating Carol*. Cultivating Carol is struggling with her mother-in-law who is not allowing her to co-register land with her son (Carol’s husband).
 - The third letter is from *Planning Pamela*. Planning Pamela wants to convince her husband to leave land to their daughters.
- In a minute I will divide you into three small groups and assign each group one of the letters. Together as a group you will have 15 minutes to write a response to the woman in the letter you have been assigned using what you learned so far in the course. In other words, you are going to be Mama! There are some questions at the end of the letter that can help you in writing your response.

2. Divide the group into three smaller groups and assign one of the letters to each group.

3. Ask:

- Before you get started, I am going to ask for three volunteers in each group. **Who would like read the letter aloud to everyone in the group?** (Ask for a show of hands.)
- **Who would like to record your group’s response to the woman in the letter?** (Ask for a show of hands.)
- **Are there any questions about the assignment?** (Answer questions as needed.)

STEP 2: “Ask Mama” Advice Column Responses *(Small Group Work) (15 minutes)*

1. Invite the groups to begin their work.
2. Circulate the room and provide support if needed.
3. Provide regular time checks.

STEP 3: Mama’s Advice *(Small Group Reporting and Large Group Discussion) (30 minutes)*

1. After 15 minutes, ask for everyone’s attention.
2. Say something like:
 - Let’s take some time to hear your responses!
 - When you share your response, first read the letter aloud to the group and then share your response.
 - **Which group would like to share first? Paula, Carol, or Pamela?**
3. Invite the group to share the letter to Mama and their response to the letter. Encourage them to stand when reading. Limit each group’s presentation to no more than 3-5 minutes.

4. After the group shares their response, ask the questions below. Limit each post presentation discussion to 3-5 minutes.
 - **What does everyone else think about this response? Do you agree? Is there anything you would change or add to the response?**
 - **Do you think the woman in the letter (Paula, Carol, or Pamela) will feel more empowered if she follows the group's advice? Why or why not?**
 - **Does anyone know a woman like the one who wrote this letter? Please do not share her name.** (Ask for a show of hands.)
 - **What would this woman think of the advice we just heard?**
5. Repeat this process for the other two letters.
6. Congratulate the group for their good work.
7. Say:
 - **This is a wise and empowered group of women!** You are all capable of having your own advice column!
 - **It's time for us to break the gender box! Be a wise and empowered gardener of your life and your family's life!**
 - And remember, when we support each other, our power amplifies. **Support other women, and everyone succeeds.**

Activity 3.G: Being a WLR Champion and Session Closure (10 minutes)

STEP 1: Reflections on Today's Session (*Large Group Discussion*) (4 minutes)

1. Say something like:
 - Our session is coming to an end. Let's hear from a few of you about your thoughts on today's session.
2. Pick ONE of the questions below and ask a few participants to share their thoughts.

Facilitator Note

The purpose of this last question is to bring summary and closure to the session. It is not meant to be a long discussion.

- What is one thing that you would like to share with your children (daughters and/or sons) about today’s session?
- What is one thing that you would like to share with a family member, friend, or community member about today’s session?
- What is the most important thing you learnt in today’s session?
- What is one thing you might want to do differently as a result of what you learnt during today’s session?

STEP 2: Reinforce Key Messages (*Facilitator Remarks*) (1 minute)

1. Reinforce the key messages of this session by saying:

- Remember the proverb that we started our session with:

When sleeping women wake, mountains move.

- Women have the wisdom to change the world. Unfortunately, they don’t always have the power. But power can be fought for, and with our wisdom and power, we can realize our goals, including realizing our land rights, and securing our future and the future of families.
- One way to achieve greater empowerment is to unite as women and support each other. When people work together, they feel empowered, protected, stronger, and confident. This is true of every movement, every fight for independence, and every major change we have seen in society. It’s time for us to join our voices, use our power to help, and support our sisters succeed!

STEP 3: Being a WLR Champion! (*Take-Home Assignment*) (3 minutes)

1. Say something like:

- Talk to another woman this week. Tell her about what we learned about what it is to be wise and empowered. Ask her:
 - **How empowered do you feel? (You may have to define “empowered” for her.)**
 - **What do you think women can do to feel more empowered?**



- **What do you think we can do to feel more empowered with regard to reaching our goals about land?**
2. **Ask the women if they see any obstacles to completing the take-home activity over the next week.** If so, problem-solve around overcoming these obstacles.
 3. Say something like:
 - For those of you who are comfortable sharing, there will be an opportunity for a few people to share their experiences with this assignment at the beginning of the next session.
 4. Remind the women to wear their green WLR Champion ribbons!

STEP 4: Session Closure (*Facilitator Remarks*) (2 minutes)

1. Say something like:
 - Thank you for all of your excellent work today!
 - I look forward to seeing all of you next week!
 - Next week we are going to continue talking about our power and taking action to realize our land rights. One way to exercise our power is to advocate for ourselves and each other. We will learn about four advocacy strategies: 1) how to register our marriages, 2) co-register land, 3) how to make a will, and 4) how to participate in a meaningful way in our village land councils.
2. Remind participants that you will remain after the session if they have questions.
3. Administer and collect Feedback Forms (optional).
4. Collect ***Securing Your Family's Future's Participant Workbooks***.
5. Share reminders and announcements as appropriate.
6. OPTIONAL: Closing Prayer
7. Adjourn.

Worksheet 3.2

“Ask Mama” Advice Column

Letter #1: Planting Paula

Dear Mama:

I am 38 years old and I have 4 children ranging from 16 to 8 years (2 boys and 2 girls). My husband recently passed away from AIDS. I am also HIV positive.



My in-laws chased me away from my matrimonial when my husband died. They accused me of infecting their son with HIV. They told me that I have no rights to the land my husband and I farmed for almost 20 years.

I had just planted a field of maize before my husband died. If I lose my house and my land, I will not be able to feed my children. I am also worried about being displaced and what that will mean for me in getting to the clinic to get my medicine for HIV.

I feel so disempowered. What can I do?

Sincerely,

Planting Paula



Questions for Mama to think about before giving Paula advice...

- Why does Paula feel disempowered?
- How are the gender boxes playing a role in Paula’s situation?
- What can Paula do to gain power? (**Handout 3.1** might help you with this question.)

Letter #2: Cultivating Carol

Dear Mama:

I am 30 years old and have been married for 9 years. My husband and I have 4 daughters. My husband was given a plot of land from his father. We use the land to grow potatoes and also beans. I do the majority of work in cultivating these crops while my husband works as taxi driver during the day.

Sometimes, I worry about my husband. He was recently in an accident and was badly injured. I want the title of the land I work on to include my name to protect my future and the future of my daughters should something happen to him. My husband didn't like the idea at first, but after talking about it a few times he came to the realization that co-registration of land is the best thing he can do to secure the future of his family.

The problem now is his mother. She is absolutely against the idea.

I feel so disempowered. What can I do?

Sincerely,

Cultivating Carol



Questions for Mama to think about before giving Carol advice...

- Why does Carol feel disempowered?
- How are the gender boxes playing a role in Carol's situation?
- What can Carol do to gain power? (**Handout 3.1** might help you with this question.)

Letter #3: Planning Pamela

Dear Mama:

I am 50 years old and an elder in my village. I am married and have 5 grown children—3 sons and 2 daughters. My sons have married, but my daughters have not. My daughters are at university.



I have worked the land that my husband inherited from his father for many years. I grow maize, coffee, plantains, and fruit trees. I have raised goats and chickens. I want to make sure *all* of my children get a piece of this land when my husband and I are no longer here.

I have raised my children to believe that women and men can do anything they want to do and that both men and women are responsible for caring for family. I am proud of how respectful my sons are about women and how ambitious my daughters are.

My husband is not convinced that our daughters should inherit land. This makes me very angry.

I feel so disempowered. What can I do?

Sincerely,

Planning Pamela



Questions for Mama to think about before giving Pamela advice...

- Why does Pamela feel disempowered?
- How are the gender boxes playing a role in Pamela's situation?
- What can Pamela do to gain power? (*Handout 3.1* might help you with this question.)

My Notes

Session 4: Securing Our Family’s Future—Taking Action

Session at-a-Glance

Activity	Time
Activity 4.A: Welcome and Review of WLR Champion Assignment	10 minutes
Activity 4.B: Today’s Proverb	5 minutes
Activity 4.C: WLR Actions and Action Steps	25 minutes
Activity 4.D: WLR Action Step Investigators	75 minutes
Activity 4.E: Being a WLR Champion and Session Closure	10 minutes

Total Time

About 2 hours

Learning Objectives

At the end of this session, participants will be able to:

1. Explain four actions that women can take to advocate for their land rights: 1) registering their marriage, 2) registering or co-registering land, 3) writing a will, and 4) participating in local land structures;
2. Describe the steps that a woman must take to accomplish each action;
3. Discuss challenges, fears, and threats related to these actions and possible ways to overcome them; and
4. Identify resources that can help women in taking these actions.

Materials

☐ Supplies

- ☐ Attendance sheet
- ☐ Flipchart stand
- ☐ Flipchart paper
- ☐ Marker pens, various colours
- ☐ Tape
- ☐ Pens/pencils
- ☐ Green WLR ribbons
- ☐ Feedback Forms (optional)

☐ Facilitator Resource

- ☐ ***Facilitator Resource 4.1: WLR Action Investigators – ANSWER KEY***

☐ Flipcharts

- ☐ ***Flipchart 1.2: Group Agreements for Learning Together***
- ☐ ***Flipchart 4.1: Today's Proverb***
- ☐ ***Flipchart 4.2: Land Rights Actions***
- ☐ ***Flipchart 4.3: Barriers to Taking Land Rights Actions***

☐ Handouts/Worksheets (in *Securing Your Family's Future Participant Workbook*)

- ☐ ***Handout 1.1: Women as Gardeners***
- ☐ ***Handout 1.4: List of Land-Management Services/Resources***
- ☐ ***Handout 1.5: How to Use Land-Management Services/Resources***
- ☐ The appropriate handout on women's land rights resources:
 - ***Handout 4.1K: Women's Land Rights Resources - KENYA***
 - ***Handout 4.1T: Women's Land Rights Resources - TANZANIA***
 - ***Handout 4.1U: Women's Land Rights Resources - UGANDA***
- ☐ ***Handout 4.2: Making a Will***
- ☐ ***Handout 4.3: Will Template***
- ☐ ***Worksheet 4.1: WLR Action Investigators***

Preparation

- ☐ Review the session plan and be sure you are comfortable with the session's content, teaching methods, flow, and timing.
- ☐ As best you can, prepare the meeting space so the women can meet in a semi-circle.
- ☐ Pin the green WLR Champion ribbon on your chest before the session.
- ☐ As the women are entering the space where you will hold this session, greet them warmly and then ask them to sign an attendance sheet.

- Post **Flipchart 1.2: Group Agreements for Learning Together**, which were created in Session #1.
- Prepare and post **Flipchart 4.1: Today's Proverb**. The information for this flipchart is found under *Activity 4.B: Today's Proverb*.
- Prepare and post **Flipchart 4.2: Land Rights Actions**. The information for this flipchart is found under *Activity 4.C: Women's Land Rights and Action Steps*. Write only the headings on the flipchart.
- Prepare and post **Flipchart 4.3: Action Steps to Using Land Rights Actions**. The information for this flipchart is found under *Activity 4.C: Women's Land Rights and Action Steps*. To create this flipchart, take two pieces of flipchart paper held horizontally and tape them together. Create four columns (2 columns per sheet of flipchart) with each column labelled as you see in *Activity 4.C*. Do not add the actual action steps. The action steps listed in the session plan are just examples for your reference.
- Before this session, investigate the steps that a person would have to take to achieve each of the key actions listed in *Activity 4.C: WLR Actions and Action Steps* in your country. Be sure you can give correct information to participants.
- Familiarize yourself with **Facilitator Resource 4.1: WLR Action Investigators – ANSWER KEY**. Be sure you are comfortable talking about them.
- Complete **Handout 4.1: Women's Land Rights Resources** based on the resources in your country and region. Make sure you are comfortable explaining these resources.
- Familiarize yourself again with the resources in **Handout 1.4: List of Land-Management Services/Resources**, **Handout 1.5: How to Use Land-Management Services/Resources**, and **Handout 4.1: Women's Land Rights Resource**. Be sure you are comfortable talking about them. You will not have time to review everything on these handouts in detail. Make notes of the key things you want to share with the group.
- Review **Handout 4.2: Making a Will** and **Handout 4.3: Will Template**. Be sure you are comfortable talking about them.
- Place some extra "WLR Champion" ribbons in the front of the room for women to take.
- OPTIONAL: Make copies of the Feedback Forms for each participant (see form at the end of Session #1).

Procedure

Activity 4.A: Welcome & Review of WLR Champion Assignment (10 minutes)

STEP 1: Welcome (Facilitator Remarks) (5 minutes)

1. Welcome the women back to the course!
2. Distribute the **Securing Your Family's Future's Participant Workbooks**.
3. OPTIONAL: Opening Prayer
4. Briefly explain the topic of today's session by saying something like:
 - One way to exercise our power and increase our power is to advocate for ourselves. Today we are going to continue talking about our power and specific actions we can take action to realize our land rights.
5. Refer the group to **Handout 1.1: Women as Gardeners** in their workbooks, and say something like:
 - Today's session will focus mostly on women as PLANNERS of their futures, PLANTERS of goals related to land, and CULTIVATORS of those goals.

STEP 2: Review of WLR Champion Assignment (Large Group Discussion) (5 minutes)

1. Ask:
 - Let's take a few minutes to talk about last week's WLR Champion assignment.
 - **Who had a chance to talk to a woman in their lives about power and empowerment?** (Ask for a show of hands.)
 - **Would someone like to share the conversation they had? Who did you talk to? What did she say?**
 - **After talking with this woman, what did you learn about ways women can empower themselves?**



Facilitator Note

Plan to hear from only a few volunteers. Recognise that each woman’s situation is different and some may not have been able to do the take-home activity.

Give plenty of positive reinforcement and express your appreciation to those men who completed the take-home activity. Doing so will likely encourage others to do the take-home activities in the future, as well as to share at the next session.

2. Thank the women for the discussion.
3. Show the women that you are wearing your green WLR Champion ribbon. Remind women to wear their green ribbons to the course. Let them know that you have extra ribbons if they need one.

Activity 4.B: Today’s Proverb (5 minutes)

STEP 1: Today’s Proverb (Paired Discussion) (2 minutes)

1. Say something like:
 - As we did in our last session, we are going to start off with an inspirational proverb. (Read the proverb on **Flipchart 4.1: Today’s Proverb** aloud.)

Strategy is better than strength.

- Go ahead and turn to the person next to you and discuss what you think the proverb means – especially as it relates to women realizing their land rights. I will let you know when time is up.
2. Give participants a minute or two to discuss the quote and then call for their attention back to the front of the room.

DEFINITION: Strategy

A **strategy** is a well thought out plan for action to address a problem or a goal. Developing a strategy requires an analysis of the situation, selecting the right tactics to use, and determining how to implement those tactics.

STEP 2: How Does Today's Proverb Help Us Think about WLR? (*Large Group Discussion*) (3 minutes)

1. Ask:

- **Who would like to share some of their thoughts on what the proverb means to them?** (Take a few responses.)

Examples of possible responses:

- It's important to first think about what you have to do in order to get to a goal.
- You do not have to be a bully to get what you want. Thinking and planning can avoid that.
- Planning is important.

2. After a few responses, ask the group to keep the proverb in mind as they participate in today's session.

3. Emphasise:

- Like gardeners, we have to plan what we want to grow. We need to understand the soil, the climate, the costs, etc. The same is true for our life goals. They are just not going to magically happen. When we are empowered we can develop a plan, and when we use our wisdom, we can take effective actions that are more likely to have a positive outcome.
- Again, like we have said in previous sessions, it's not always easy for a woman to use her power or take action. People in her life like her husband or a village elder who are abiding to old-fashioned ideas about what a woman can and cannot do create a real challenge. She will need the support of her husband, family, the village land council, and organizations.
- But... we have to start somewhere and this course is designed to give you the knowledge and skills that will help you!
- **Today, I am going to ask you to be GARDENERS by PLANNING your future! PLANTING your land goals! And CULTIVATING what you plant!**

4. Ask:

- **Do you think we can be gardeners of our land goals?** (Encourage the women to say "YES" in a loud and confident voice.)

Activity 4.C: WLR Actions and Action Steps (25 minutes)

STEP 1: What Action Do We Need to Take? (Large Group Discussion and Brainstorm) (5 minutes)

1. Say something like:
 - We have been talking about different kind of actions we can do to realize our land rights. Let’s make a list of them.
 - **What is an example of one of these actions?**
2. Brainstorm a list of actions with participants and record on **Flipchart 4.2: Land Rights Actions**. When a participant suggests an action, **ask her to explain how the action would lead them closer to achieving their land rights.**

Be sure the list includes the actions below (in no particular order). If the women do not mention them, it is OK for you to add them to the list.

Action	How the Action Would Lead to Realizing Land Rights (examples of responses)
1. Participating in local land structures (e.g., village land council, village general assembly)	<ul style="list-style-type: none"> • Learn more (increase knowledge) about how decisions about land are made • Have a greater voice in making their needs heard • Participate in decision-making about land in the community • Approaching the land structures to claim land rights in cases of violations
2. Making a will (and communicating with husband about making a will)	<ul style="list-style-type: none"> • A will is a legal document that expresses what a person’s wishes are after his or her death. A will makes it clear who should inherit what. A husband who makes a will can protect the future of his wife and children—both sons and daughters. This is also true about wives.
3. Registering marriage	<ul style="list-style-type: none"> • From a legal perspective, a registered marriage makes it easier for a woman to inherit land and/or deal with opposition about land inheritance in the case of divorce or husband’s death.
4. Registering or co-registering land	<ul style="list-style-type: none"> • Land that has a title in a woman’s name is protected. • Women would have a greater sense of permanency about their home.

3. Say something like:

- We have found at [NAME OF YOUR ORGANIZATION] that there are four actions in particular that really advance women’s ability to have more power about land. I’d like us to focus these four actions for the next activity. Point to **Flipchart 4.3: Action Steps to Using Land Rights Actions** and read the four actions in the headings aloud.

STEP 2: What Action Steps Do We Need to Take? (Large Group Discussion and Brainstorm) (15 minutes)

1. Ask:

- **In order to use one of these actions, what action steps need to be taken? In other words, what does a woman have to do to get to the point where she is participating in local land structures, or making a will, or registering or co-registering land, or registering a marriage?**

2. Record responses on **Flipchart 4.3: Action Steps to Using Land Rights Actions**.

Facilitator Note

These are just examples of possible steps. Each country will likely have its own distinct set of steps. It’s also possible that women have been kept in the dark for so long that they do not know the steps they would need to take for each of these actions. Be sure to investigate the steps for taking these actions before the session so you are able to give participants correct information.

Participate in Local Land Structures	Make a Will	Register or Co-register Land	Register Marriage
<ul style="list-style-type: none"> • <i>Become knowledgeable about:</i> • What the structures are available • What services they provide • How they work • When and where they meet • Who is in charge • What documentations are required 	<ul style="list-style-type: none"> • <i>Become knowledgeable about:</i> • Who can help you make a will • Who can make a will • The different kinds of wills • What the components are of a will • The procedures for making a legal will • Where and how to keep/store the will • How to execute a will after death 	<ul style="list-style-type: none"> • <i>Become knowledgeable about:</i> • How one goes about co-registering land • What organizations or agencies can help you and where they are located • What the procedures are for registering land • What will be required of you 	<ul style="list-style-type: none"> • <i>Become knowledgeable about:</i> • What constitutes a legal and registered marriage in your country • How one goes about registering their marriage. • The procedures for registering a marriage • What will be required of you

Participate in Local Land Structures	Make a Will	Register or Co-register Land	Register Marriage
<ul style="list-style-type: none"> Attend a meeting. 	<ul style="list-style-type: none"> Think about what you would like to include in the will Think about the form of will you would like to make Have knowledge on all the properties you have, their title documents and where they are located 	<ul style="list-style-type: none"> Talk to your husband about the benefits of co-registering land 	<ul style="list-style-type: none"> Talk to your husband about benefits of having a registered marriage
<ul style="list-style-type: none"> Introduce yourself to the leadership. 	<ul style="list-style-type: none"> Talk to your husband about the benefits of having a will 	<ul style="list-style-type: none"> Obtain what you need to register land (paperwork, fees, etc.) 	<ul style="list-style-type: none"> Register your marriage
<ul style="list-style-type: none"> Make a list of the things with which you want support. 	<ul style="list-style-type: none"> Follow the procedures in your country about how to make a will 	<ul style="list-style-type: none"> Register or co-register your land 	<ul style="list-style-type: none"> Follow the procedures in your country on how to register the different kinds of marriages
<ul style="list-style-type: none"> Practice communicating about what you want. Be clear and specific. 	<ul style="list-style-type: none"> Make your will 	<ul style="list-style-type: none"> Keep your title in a safe place 	<ul style="list-style-type: none"> Keep your certificate in a safe place
<ul style="list-style-type: none"> Ask to be put on the meeting agenda. 	<ul style="list-style-type: none"> Find someone you can trust and not a close relative to be your witness. Keep your will in a safe place. Be sure your Executor/Executrix knows where your will is located or inform a friend that you trust Keep your will confidential. 	<ul style="list-style-type: none"> Visit land registries should you have any issues regarding the land title 	<ul style="list-style-type: none"> Be sure you know the nature and impact of the kind of marriage you are registered under
<ul style="list-style-type: none"> Don't be shy! Voice your needs and opinions. 	<ul style="list-style-type: none"> Always update your will should there be a need to and indicate it as your last will 	<ul style="list-style-type: none"> Conduct a search on the parcel of land to confirm that the public record reflects the registration/co registration 	<ul style="list-style-type: none">

Participate in Local Land Structures	Make a Will	Register or Co-register Land	Register Marriage
<ul style="list-style-type: none"> Ask other people who attend these meetings to support you. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Voice your needs to the land registrar should you need to 	<ul style="list-style-type: none">

- Congratulate the women for coming up with a list of very empowered actions women can take to realize their land rights.

Activity 4.D: WLR Action Step Investigators (75 minutes)

STEP 1: Instructions WLR Action Step Investigators (Facilitator Presentation) (5 minutes)

- Say something like:
 - Now that we have had this discussion, I'd like us to take a look at how these actions can be used in real life. We were journalists during the last session. Today we are going to be another kind of professional—"Investigators!"
- Ask:
 - What do I mean about being a "Investigator?" What does a Investigator do?** (Take a few responses and then share the description below.)

DEFINITION: Investigator

An **Investigator** is someone who is looking for an answer to a question. She is usually very observant AND pays attention to detail. She listens attentively to what people say. By doing so, she is able to put everything she learns together to answer the question at hand.

Investigators are often thought of as people who solve crimes. In our case, we are going to be WLR Action Investigators. That is, an Investigator that looks for the action steps women take when taking one of the WLR actions we just talked about.

- Say something like:
 - Before we get started with this activity, let's divide into four small groups. (Divide the large group into four small groups.)
 - Now turn to your workbook and find **Worksheet 4.1: WLR Action Investigators**. (Give participants a few seconds to find the worksheet. Provide the page number.)

- In a minute, I am going to assign one case study per small group. One group will be reviewing a case study about a woman using one of the four WLR actions we talked about earlier (participating in a village land council making a will, registering or co-registering land, and registering a marriage).
- Your group will have 20 minutes to read the case study assigned to you and then act like Investigators to find the steps the woman in your case study took to use the WLR strategy. Afterwards, we will have each group present their case study and their Investigator work. (Assign case studies.)

4. Ask:

- **Before we get started, can I ask one person in each group to serve as the reader of the case study by raising your hand?** (Ask for a show of hands.)
- **One person to serve as timekeeper?** (Ask for a show of hands.)
- **One person to take notes?** (Ask for a show of hands.)
- **And one person to be the presenter?** (Ask for a show of hands.)
- **Are there any questions about the assignment?** (Answer questions as needed.)

STEP 2: WLR Action Step Investigators (*Small Group Work with Case Studies*) (20 minutes)

1. Invite the groups to begin their work.
2. Circulate the room and provide help if needed.
3. Provide regular time checks.

STEP 3: Identifying Action Steps (*Small Group Presentations*) (20 minutes)

1. After 20 minutes, call participants' attention back to the front of the room.
2. **Ask each small group to first read their case study aloud and then identify the steps the woman in the case study took to use the strategy.** Refer to **Facilitator Resource 4.1: WLR Action Investigators – ANSWER KEY** to make sure all the steps have been identified.
3. After all four groups have presented, congratulate them for their good Investigator work!

Facilitator Resource 4.1

WLR Action Investigators – ANSWER KEY

Case Study 1

Aisha Makes a Will



Directions

Your group will have 20 minutes to read the case study assigned to you and then act like Investigators to find the steps the woman in your case study took to use the WLR strategy. Afterwards, we will have each group present their case study and their Investigator work.

Case Study 1

Aisha and her husband have been married for 20 years. Aisha is 41 and her husband is 45. They have 2 daughters and 2 sons.

A man at Aisha's church recently passed away. He was only 31 years old. Because he did not make a will, the land that was passed on to him from his family will go to his two brothers. His widow and their children have essentially been abandoned.

A lawyer recently visited Aisha's church and talked to the congregation about the benefits of having a will. Aisha and her husband talked about what the lawyer said at church on their way home. Her husband did not like the idea of making a will. He believes that having a will means you are planning to die.

Over the next month, Aisha brought up the idea of having a will again with her husband. She read some of the information in a pamphlet that the lawyer left at the Church to her husband. She also talked to about the recent widow who attends their church. She told him that everyone is going to die some day and nobody can predict when that day will come. Writing a will has nothing to do with it. Superstitions are not facts. She told him that she doesn't know how she would support their children if his family took away their plot of land. Even her pastor agreed with Aisha.

After a couple of months, Aisha 's husband was finally convinced. She asked her pastor about how to contact the lawyer who visited their church. Her pastor told her that the lawyer works for a community-based organization in another city but he knows how to contact her. The pastor called the lawyer on Aisha 's behalf and the lawyer has agreed to come to the village again to help Aisha and her husband make wills, as well as for several other people from the church who might be interested.

Before the lawyer's visit to the village, Aisha and her husband talked about how they would like to have a written will as opposed to an oral one based on the lawyers' teachings. They both agreed that in the event of their death, their four children would inherit their land and property equally. In the event of her husband's death, Aisha would inherit the family plot of land and hold the children's portions in trust until they reach the age of majority.



The will was written, signed and witnessed. Aisha keeps their wills in a safe place.

Since the wills have been signed, Aisha feels relief and worries less about the security of her family.

Case Study 1: Answer Key

- Aisha learned about the importance of having a will at church.
- Aisha and her husband talked about what the lawyer said at church about having a will on their way home.
- Aisha brought up the idea of having a will again with her husband (after he dismissed the idea the first time).
- Aisha asked her pastor about how to contact the lawyer who visited their church.
- Before the lawyer's visit to the village, Aisha and her husband talked about how they would like to have a written will as opposed to an oral one based on the teachings from the lawyer.
- They both agreed that in the event of their death, their four children would inherit their land and property equally. In the event of her husband's death, Aisha would inherit the family plot of land and hold the children's portions in trust until they reach the age of majority.
- The will was written, signed and witnessed.
- Aisha and her husband keep their will in a safe place.

Case Study 2

Rose Becomes a Member of the Village Land Council



Directions

Your group will have 20 minutes to read the case study assigned to you and then act like Investigators to find the steps the woman in your case study took to use the WLR strategy. Afterwards, we will have each group present their case study and their Investigator work.

Case Study 2

Rose has been living in her village since she was born. She married her husband five years ago and they have two small children. Her husband raises cattle on a piece of his family land. Rose tends to sorghum that is planted on another piece of her husband's nearby land.

Rose is having hard time cultivating her farm because the person who owns the land next to her is constantly complaining that she is farming across the plot boundary onto his land. Not only does Rose fight with the owner of the other plot, but so does her husband. There have been times when she was worried the fighting between the men would get physical.



Recently, Rose went to visit her aunt and told her about what was happening with her neighbour. Her aunt shared a similar experience and advised Rose to file a complaint with the Village Land Council. Her aunt helped her with the complaint and told her about the paperwork she would need to gather: original and copy of the land title, ID card, and a letter explaining the complaint.

Rose finished the letter and presented everything to the Chairman of the Village Land Council. The Council said they would discuss the issue at the next meeting. A couple of weeks later the Land Council communicated with the neighbour and informed him of the actual boundaries of the plot. Rose, in fact, never trespassed onto the neighbour's property.

Rose was so relieved. She couldn't believe that all the tension with her neighbour was finally over.

Rose's husband was so relieved and proud of his wife. Motivated by her accomplishment, and after discussion with her husband, Rose applied to serve on the Village Land Council and was accepted. She now has become active member of the Council and supports other women in her village with a variety of land problems.

Case Study 2: Answer Key

- Rose has had several heated discussions with her neighbour.
- Rose’s husband has also had several heated discussions with the neighbour.
- Rose went to visit her aunt and told her about what was happening with her neighbour.
- Rose’s aunt told her how to file a complaint and helped her to do so.
- Rose completed the paperwork and presented everything to the Chairman of the Village Land Council. The Council said they would discuss the issue at the next meeting.

Case Study 3

Nalla Co-Registers Her Land with Her Husband



Directions

Your group will have 20 minutes to read the case study assigned to you and then act like Investigators to find the steps the woman in your case study took to use the WLR strategy. Afterwards, we will have each group present their case study and their Investigator work.

Case Study 3

Nalla is a school-teacher and her husband is a mechanic. Her husband recently inherited a plot of land from his father. The land is used to grow maize.

Nalla's husband is a good husband and father, but still has some old-fashioned ideas. He thinks the land should be registered in his name only given that he is the "man of the house." Nalla is against this idea. She tells her husband that they are a partnership. The money they have been saving is possible because they are both working. She wants the security in knowing that the new land they acquire will be co-owned.

A couple of weeks ago, Nalla's neighbour, Diana, invited her to have tea. She shared with Nalla that a new community paralegal has helped her resolve a long-time dispute about co-registering a piece of land with her husband.

A few months ago, a new paralegal was making a community visit and Diana took the opportunity to talk to her about her struggle with her husband. The paralegal said that the Village Land Council is mandated to help community members settle land disputes through mediation. She recommended that she try it with her husband.

Diana and her husband had a few meetings with the mediator. Her husband finally got to the point where he understood the benefits of co-registering land, especially to secure his family's future and agreed to co-register the land.



Nalla talked to her husband about the mediation services, and she also told him about Diana's success story. Nalla's husband was resistant for a while, but finally said that he would agree to a meeting. Just like Diana and her husband, after a few meetings, the mediator was able to work with the couple to co-register their new piece of land.

But after agreeing to co-register the piece of land, Nalla's husband started talking to his friends and had second thoughts. Nalla was very disappointed about her husband's hesitation, but she is a wise and empowered person.

The next morning, she calmly brought the subject up again and told her husband that they must go to the Land Registry to co-register the land in both names for purposes of protecting their family's future. She explained the various cases that have subjected women especially widows to disinheritance and thus rendering the family homeless. Her husband saw how serious she was and started to worry that his family would not be secure should anything happen to him. Nalla had already prepared all the paperwork. They both went to Land Registry and co registered the land in both their names.

Case Study 3: Answer Key

- Nalla and her husband were able to save money to buy a piece of land where they can grow more maize and sell this maize for profit.
- Nalla tells her husband that they are a partnership after he says that he thinks the land should be registered in his name.
- Nalla had tea with her neighbour and learned that a new community paralegal is available to help with land issues.
- Nalla spoke to her husband about mediation services.
- Nalla and her husband went to mediation meetings.
- After Nalla's husband has a change of mind about co-registering land, she spoke to him again.
- Nalla completed the necessary paperwork for registering land.
- Nalla and her husband went to Land Registry and co registered the land in both their names.

Case Study 4

Teresa Registers Her Marriage



Directions

Your group will have 20 minutes to read the case study assigned to you and then act like Investigators to find the steps the woman in your case study took to use the WLR strategy. Afterwards, we will have each group present their case study and their Investigator work.

Case Study 4

Teresa is 28. She has been with her husband since she is 20 and they have two children. Teresa and her husband are not religious and were never formally married. For the most part, Teresa and her husband get along and are planning on having more children.

One day, Teresa said to her husband that they have been together for a long time and she wants to make their marriage official. Her husband, surprised by the subject, asked Teresa why she was raising this idea now. He asked her if she trusts him. Teresa said that she trusted him and she still wants to have their marriage made official.

At that moment, someone called her husband and he had to leave the house without concluding the conversation.

Later on the same day, Teresa's mom came around. Teresa asked her mom's opinion about registering her marriage. Her mother was supportive. Her mother told her that actual marriage registration paperwork is not difficult. What will be difficult is trying to convince her husband. She told her how long it took her to convince Teresa's Dad to register their marriage about 10 years ago.

Later that day Teresa's husband returned home. Over dinner, he said that he doesn't understand why she wants to register the marriage. He asked how a silly piece of paper could make a difference in a marriage that has already lasted for over 8 years?

Teresa told him that this is not about trust. She asked him about what he thought would happen if something happened to either of them? What would happen to the future of their kids and the kids they still want to have?



Teresa persisted and her husband finally came around to see the benefits of a registered marriage. They went to the marriage registry. Her husband even decided to roast a goat in celebration of the event.

Case Study 4: Answer Key

- Teresa talked to her husband about registering their marriage.
- Teresa talked to her mom about registering her marriage and got her support.
- Teresa continued the discussion about registering their marriage with her husband.
- Teresa and her husband went to the marriage registry.

STEP 4: What Have We Learned? (Large Group Discussion) (20 minutes)

1. Say something like:

- Let's talk about what we just learned from this Investigator work.

2. Lead a large group discussion with the questions below.

- **How did the gender boxes play a role in these case studies?**

Examples of possible responses:

- The four women in these case studies broke the gender boxes taking actions to give them greater voice, power, and security.
 - Some of the men in the case studies were still living by old-fashioned ideas about what it means to be a husband or the man in the family.
 - Some of the men believe that man should be the decisions makers in the family.
 - Some of the men believe that land should only be registered by men or inherited by sons.
- **How do you think the actions these women took, and the steps they took to use the action, empowered them?**

Examples of possible responses:

- They were able to better secure their futures
 - Their marriages became more of a partnership
 - They were able to realize their goals
 - They used their wisdom and skills to help themselves and their family
- **What benefits will these actions provide women? Their families?**

Examples of possible responses:

- More security for their future
- Legal protection
- Better able to provide for themselves and children
- Children will observe a positive role model in their mother and father

- **None of the actions in these case studies are easy. What are some of the obstacles that women typically face? How can these obstacles be overcome?**

Examples of possible responses:

- Husbands may resist
 - Husbands may use violence or threaten violence
 - Family of husbands may resist
 - Not having all the information they need or access to the services that can help them
 - Superstitious beliefs about making a will.
- **If you were to pick one of these actions right now to pursue, which one would you pick and why?**

STEP 5: More Resources (*Facilitator Presentation*) (10 minutes)

1. Say something like:
 - On **Handout 4.1: Women's Land Rights Resources** in your workbooks you will find a list of resources that can help women use each of the actions we just discussed. (Give participants a few seconds to find the handout.) (Review the resources on the handout, especially those that you think are particularly relevant to your group.)
 - Remember that [NAME OF YOUR ORGANIZATION] am also a resource. If you have questions about any of the actions we discussed today, please see me after the session.
2. Remind participants about **Handout 1.4: List of Land-Management Services/Resources** and **Handout 1.5: How to Use Land-Management Services/Resources** that were shared during Session 1. Give participants a few seconds to find these handouts and then briefly review them. Explain that these lists provide even more information about available resources and how to use them.
3. Finally, direct participants to **Handout 4.2: Making a Will** and **Handout 4.3: Will Template** in their workbooks. Briefly review both of these documents.

Facilitator Note

You will not have time to review everything all the handouts mentioned above in detail. It will also be boring to simply read off the handout. Make notes of the key things you want to share with the group on each handout. Prepare to review just these key things.

4. **Ask participants if they have questions about any of the information you just shared with them.** (Answer questions.)

Activity 4.E: Being a WLR Champion and Session Closure (10 minutes)

STEP 1: Reflections on Today's Session (Large Group Discussion) (4 minutes)

1. Say something like:
 - Our session is coming to an end. Let's hear from a few of you about your thoughts on today's session.
2. Pick ONE of the questions below and ask a few participants to share their thoughts.

Facilitator Note

The purpose of this last question is to bring summary and closure to the session. It is not meant to be a long discussion.

- What is one thing that you would like to share with your children (daughters and/or sons) about today's session?
- What is one thing that you would like to share with a family member, friend, or community member about today's session?
- What is the most important thing you learnt in today's session?
- What is one thing you might want to do differently as a result of what you learnt during today's session?

STEP 2: Reinforce Key Messages (Facilitator Remarks) (1 minute)

1. Reinforce the key messages of this session by saying:
 - Remember the proverb that we started our session with:

Strategy is better than strength.

- Being empowered to plan the use of actions to realize our land rights is important. And so is having the wisdom to implement them.

- As I said earlier... **We are wise and empowered women! Today, I am going to ask you to be GARDENERS by PLANNING your future! PLANTING your land goals! And CULTIVATING what your plant!**
- **Sometimes, being a wise and empowered woman means we need to break the gender box! We are more likely to succeed when we help each other do so!**

STEP 3: Being a WLR Champion! *(Take-Home Assignment) (3 minutes)*

1. Say something like:

- Look for someone in your community who has used or tried to use one of the four actions we talked about today. Ask them about their experience. For example, you might want to ask them:



- What action steps did you take?**
- Did you experience challenges? What were they? How did you overcome them?**
- Were your efforts worth it? What benefit did you receive?**

2. **Ask the women if they see any obstacles to completing the take-home activity over the next week.** If so, problem-solve around overcoming these obstacles.

3. Say something like:

- For those of you who are comfortable sharing, there will be an opportunity for a few people to share their experiences with this assignment at the beginning of the next session.

4. Encourage the women to wear their green ribbons this week! If someone asks you about it tell them that you are a champion for women's land rights!

STEP 4: Session Closure *(Facilitator Remarks) (2 minutes)*

1. Say something like:

- Thank you for all of your excellent work today!
- I look forward to seeing all of you next week!

- Effective communication skills are a critical part of using the actions we talked about today. Next week, we are going to talk about HOW to ask for what we want. We will talk about effective communication styles and ways to tell others what we want with regard to our land rights in a respectful and powerful way.
2. Remind participants that you will remain after the session if they have questions.
 3. Administer and collect Feedback Forms (optional).
 4. Collect ***Securing Your Family's Future's Participant Workbooks***.
 5. Share reminders and announcements as appropriate.
 6. OPTIONAL: Closing Prayer
 7. Adjourn.

Handout 4.1K Women’s Land Rights Organizations and Resources – KENYA



ACTION: Making a Will		
Resource/Organization	Services Provided	How to Contact
1. Lawyers/Law firms	<ul style="list-style-type: none"> • Witnessing of wills • Drafting wills • Keeping wills on behalf of the makers • Executing wills in cases of death 	<ul style="list-style-type: none"> • Mostly on towns and you can walk into their offices • Through community-based organizations • Through the Law Society of Kenya portal
2. Non-governmental organizations	<ul style="list-style-type: none"> • Guidance on how to make wills • Capacity building on will making 	<ul style="list-style-type: none"> • Though paralegals, community-based organizations that partner with them
3. Chiefs	<ul style="list-style-type: none"> • Witness to a will, mostly oral wills 	<ul style="list-style-type: none"> • Found at the chief’s camp in your village

ACTION: Registering Land		
Resource/Organization	Services Provided	How to Contact
1. Non-Governmental Organizations	<ul style="list-style-type: none"> • Capacity building on the process of land registration • Registration of land on your behalf 	<ul style="list-style-type: none"> • Get contact information from the members of the organization during community visits
2. Land Registry	<ul style="list-style-type: none"> • Registration of lands • Conducting searches • Registering encumbrances on land • Issuing titles to land • Issuing the green cards and other relevant documents relating to land history 	<ul style="list-style-type: none"> • Visit Huduma Centre • Visit the Land Registry located at the sub county/county level

ACTION: Registering Land		
Resource/Organization	Services Provided	How to Contact
3. National Government	<ul style="list-style-type: none"> Makes laws relating to land use, control, registration, ownership and management of land 	<ul style="list-style-type: none"> Visit the County Land Coordinator at the county level Visit the Ministry of Lands Offices at the national level Contact the area chief who conducts land administration at the community level

ACTION: Registering a Marriage		
Resource/Organization	Services Provided	How to Contact
1. Marriage Registrar	<ul style="list-style-type: none"> Registration of all forms of marriages 	<ul style="list-style-type: none"> Visit the registrar’s office at the county level or inquire from the nearest courts in your sub county
2. NGO	<ul style="list-style-type: none"> Create awareness on the various forms of marriages that exist and how to register them. Assist in obtaining relevant documentation to be used during registration including the national Identity Cards 	<ul style="list-style-type: none"> Get contact information from the members of the organization during community visits

ACTION: Participating in a Local Land Structure Organization		
Resource/Organization	Services Provided	How to Contact
1. Chief	<ul style="list-style-type: none"> Resolves disputes relating to land 	<ul style="list-style-type: none"> Found at the chief’s camp in your village
2. Environment and Division Court Users Committee	<ul style="list-style-type: none"> Focuses on providing access to justice for the poor and vulnerable 	<ul style="list-style-type: none"> At the sub county court near your village
3. Elders	<ul style="list-style-type: none"> Resolve disputes relating to land 	<ul style="list-style-type: none"> Through the area chief for community-based organizations

Handout 4.1T

Women’s Land Rights Organizations and Resources - TANZANIA



ACTION: Making a Will		
Resource/Organization	Services Provided	How to Contact
1. Legal and Human Rights Centre (LHRC)	<ul style="list-style-type: none"> • Legal Aid and support women land right 	<ul style="list-style-type: none"> • Via phone or visit offices or during legal aid clinics
2. Court	<ul style="list-style-type: none"> • Hearing cases, handling matrimonial and divorces 	<ul style="list-style-type: none"> • Visit court
3. Rita	<ul style="list-style-type: none"> • Keeping a will 	<ul style="list-style-type: none"> • Visit
4. Lawyers firms	<ul style="list-style-type: none"> • Writing a will 	<ul style="list-style-type: none"> • Visit and via phone

ACTION: Registering Land		
Resource/Organization	Services Provided	How to Contact
1. District Council	<ul style="list-style-type: none"> • Survey the land and demarcate 	<ul style="list-style-type: none"> • Visit and via phone
2. Commissioner for Land	<ul style="list-style-type: none"> • Provide land certificates, allocate the lands 	<ul style="list-style-type: none"> • Visit and via phone
3. Village Council	<ul style="list-style-type: none"> • Allocation of land 	<ul style="list-style-type: none"> • Visit and via phone

ACTION: Registering a Marriage		
Resource/Organization	Services Provided	How to Contact
1. Rita/DC	<ul style="list-style-type: none"> • Issue marriage certificate 	<ul style="list-style-type: none"> • Visit and via phone
2. Churches	<ul style="list-style-type: none"> • Marriage oath 	<ul style="list-style-type: none"> • Visit and via phone
3. Court	<ul style="list-style-type: none"> • Marriage divorce 	<ul style="list-style-type: none"> • Visit and via phone

ACTION: Participating in a Local Land Structure Organization		
Resource/Organization	Services Provided	How to Contact
1. Traditional leaders	Solving land conflict	Visit and via phone
2. Village Land Council/Committee	Allocation of land, demarcation and solving land conflict	Visit and via phone
3. Village General Assembly	Approve or disapprove all land application for land allocation	Visit and via phone

Handout 4.1U Women’s Land Rights Organizations and Resources – UGANDA



ACTION: Making a Will		
Resource/Organization	Services Provided	How to Contact
1. The Church	<ul style="list-style-type: none"> Church leaders can help a woman write a will. The church also keeps wills. 	<ul style="list-style-type: none"> Contact any church leader of your choice.
2. District community development department composed of officers such as: the District Community Development Officer and the Probation Officer	<ul style="list-style-type: none"> These individuals offer information on what entails a valid will and can help in writing a will for those who cannot write 	<ul style="list-style-type: none"> District Headquarters The Community Development Department
3. Office of the Sub County Chief or Community Development Officer	<ul style="list-style-type: none"> These individuals help people write a will and offer advice on what entails a valid will 	<ul style="list-style-type: none"> Sub County Offices at sub county level
4. Civil society organisations such as: UCOBAC, ACTION AID, FIDA Uganda among others	<ul style="list-style-type: none"> These organizations provide information on how to write a valid will. 	<ul style="list-style-type: none"> Contact any women civil society organisation in your village. Ask the district community development department to recommend an organisation
5. Lawyers	<ul style="list-style-type: none"> Lawyers provide help in writing wills and offer legal advice on what a valid will looks like. 	<ul style="list-style-type: none"> Contact a lawyer of your choice.

ACTION: Registering Land		
Resource/Organization	Services Provided	How to Contact
1. District land office that has: Land Officer, District Staff Surveyor, Valuer, Registrar of Titles, Physical Planner	<ul style="list-style-type: none"> • Issues certificates of titles • Conducts general conveyance (<i>legal process of transferring property from one owner to another</i>) • Keeps custody of the national land register • Coordinates, inspects, monitors and provides back-up technical support relating to land registration and land acquisition processes to local governments 	<ul style="list-style-type: none"> • At the district level
2. Recorder. This is usually the sub county chief for a sub county 3. Town Clerk for towns	<ul style="list-style-type: none"> • Issues certificates of customary ownership and certificates of occupancy on orders from the District Land Board • Keep records for the certificates issued 	<ul style="list-style-type: none"> • At the sub county head quarters
4. Area land committee (composed of 5 members)	<ul style="list-style-type: none"> • Assist the board in an advisory capacity on matters relating to land, including ascertaining rights in land. • Determine, verify, and mark the boundaries of customary land within the locality when an application for a certificate of Customary Occupancy is made. • Determine, verify and sketch the boundaries of Kibanja within the locality when an application for a certificate of Occupancy is made. 	<ul style="list-style-type: none"> • At the sub county level • At the sub county head quarters
5. District Land Board (composed of 5 members)	<ul style="list-style-type: none"> • Hold and allocate land in the district which is not owned by any person or authority • Facilitate the registration and transfer of rights, claims and interests in land (surveying and valuing the land and issuing certificates related to it) • Take over the role and exercise the powers of the lessor in the case of a lease granted by a former controlling authority (e.g., ULC) • Request surveys, plans, maps, drawings, and estimates • Compile and maintain a list of compensation rates payable in respect of crops, buildings of a non-permanent nature, and any other thing that may be prescribed 	<ul style="list-style-type: none"> • At the district level • At the district headquarters

ACTION: Registering a Marriage		
Resource/Organization	Services Provided	How to Contact
1. Sub county Chief/Recorder	<ul style="list-style-type: none"> • Registration of the customary marriage • Provides a Certificate of Customary Marriage 	<ul style="list-style-type: none"> • Sub county offices at sub county level
2. Registrar’s Office Chief Administrative Officer, Uganda Registry Services Bureau	<ul style="list-style-type: none"> • Officiate Marriage ceremony • Provide marriage certificate • Certify the certificate of marriage 	<ul style="list-style-type: none"> • Registrar offices • Office of the Chief Administrative officer at district level • Visits URSB offices at national level
3. Church marriage (certified to officiate marriage by URSB)	<ul style="list-style-type: none"> • Officiate a Marriage • Provide Marriage certificate 	<ul style="list-style-type: none"> • Contact church of your faith to verify of its certified to officiate a marriage ceremony by URSB
4. Islamic marriage	<ul style="list-style-type: none"> • Officiate a Marriage • Provide Marriage certificate 	<ul style="list-style-type: none"> • Contact mosque to verify if its certified by URSB to officiate a marriage

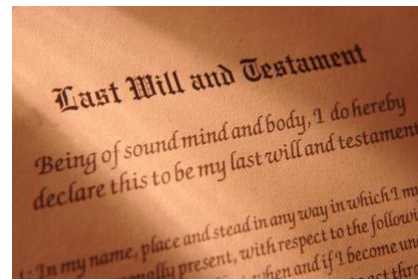
ACTION: Participating in a Local Land Structure Organization		
Resource/Organization	Services Provided	How to Contact
1. Area Land Committee (at least a third of the members should be women)	<ul style="list-style-type: none"> Assist the board in an advisory capacity on matters relating to land, including ascertaining rights in land. Determine, verify, and mark the boundaries of customary land within the locality when an application for a certificate of Customary Occupancy is made Determine, verify and sketch the boundaries of Kibanja within the locality when an application for a Certificate of Occupancy is made 	<ul style="list-style-type: none"> Sub county offices
2. District Land Board (at least a third of the members should be women)	<ul style="list-style-type: none"> Hold and allocate land in the district which is not owned by any person or authority Facilitate the registration and transfer of rights, claims and interests in land (surveying and valuing the land and issuing certificates related to it) Take over the role and exercise the powers of the lessor in the case of a lease granted by a former controlling authority (e.g., ULC) Request surveys, plans, maps, drawings, and estimates Compile and maintain a list of compensation rates payable in respect of crops, buildings of a non-permanent nature, and any other thing that may be prescribed 	<ul style="list-style-type: none"> District level at the district headquarters and the district land office
3. Communal land associations (not less than a third shall be women)	<ul style="list-style-type: none"> Association is meant to handle communal ownership and management of land whether customarily or otherwise to make contracts binding on its members, grant mortgages, pledges or liens over property of the association and to dispose of any property at dissolution 	<ul style="list-style-type: none"> At the district land office/District level

Handout 4.2

Making a Will

What Is a Will?

A will is a legal declaration by a person of their wishes with regard to their property *after* their death. A will (written or oral) can be revoked or altered by the person making the will) at any time that s/he is competent. The legal word for the person making the will is “testator.”



There are two types of wills:

1. An **oral will** must be made in the presence of competent witnesses. The number of witnesses depends by country. In some cases, if a witness dies before the person making the will, the will not be accepted. In some countries, an oral will must be made shortly before the person making the will dies. The exception to the time limit applies to terminally ill individuals and persons in the armed forces.
2. A **written will** should:
 - Be in writing (typed or written in pen),
 - Include the name and address of the person making the will,
 - Include the name and contact information of the person who will carry out the testator’s wishes upon his/her death. The legal term for this person is “executor” (if a man), or “executrix” (if a woman).
 - Include detailed descriptions of the person’s property, location, and who will inherit it. (the legal term for a person who inherits from a will is “beneficiary”),
 - Be signed and dated by the person making the will in front of witnesses who know how to read and write. If the person making the will is illiterate, they can use their right-hand thumb print. Again, the number of witnesses needed can vary by country. In many cases the witness cannot be people who will gain from will. The witnesses must also sign the will.

About the Revocation, Destruction, or Alteration of Written Wills

- A will can be amended by the person making the will, as long as the alterations are witnessed and dully signed.
- A will is deemed to be destroyed if it is torn or the content cannot be understood.
- If several written wills exist, then the most recently dated one will be considered the valid will.
- In a situation where a person has both written and oral wills, the written will takes priority.

Who Can Make a Will?

Those making a will must be of legal age, of sound mind, and not be under any type of duress, force or threat. Legal age varies by country. Both men and women can make wills.

Who Are the Beneficiaries of a Will?

- Surviving spouse(s) recognised by formal or customary laws.
- Children of the deceased.
- Other legal heirs.

Where Should a Will Be Kept?

Keep your original will in a safe place where your executor/executrix will know how to find it. For example, you might want to keep a copy of your will at a lawyer’s office or with a religious leader or best friend.

DEFINITIONS: Related to a Will

- **Testator** – the person who makes a will.
- **Executor** (male) or **Executrix** (female) – the person appointed to carry out the requests made in another person’s will.
- **To Bequeath**– to give or to leave something in the will, for example, personal property or land.
- **Beneficiary** – a person who benefits from something in the will
- **Witness** – a person who watches the Testator sign their will and then signs the will affirming that the Testator is who they say they are.

Handout 4.3

Last Will and Testament Template

Note: This is an example of a how a Last Will and Testament can be written. It is in the most basic and simplest form of will. Consult with your local legal services to make sure the format and information included in your will is consistent with your country’s laws.

LAST WILL AND TESTAMENT

OF

_____ (NAME OF PERSON MAKING THE WILL)

A. Declaration

I, _____ (your full name), residing in _____ (village, region, country), and of ID number _____ (your ID number) being of sound mind and memory, and not acting under any duress or undue influence of any person or circumstance, do hereby make, publish, and declare this to be my Last Will and Testament.

B. Revoke Prior Wills and Codicils

I hereby revoke any and all Wills and Codicils previously made.

C. Appointment of Person Who Will Carry Out Your Wishes (Executor/Executrix)

I appoint my wife, _____ (full name), as Executrix¹⁵ under this, my Last Will and Testament. If my wife shall predecease me, or fail or cease to serve for any reason, I nominate, my son, _____ (full name), as Successor Executor. If my son shall predecease me, or fail or cease to serve for any reason, I nominate my daughter _____ (full name), as Successor Executrix.

¹⁵ An “Executrix” (for women) and “Executor” (for men) are the legal terms use to describe the person who is assigned to carry out the terms of the will.

D. Powers of the Executor/Executrix

I grant to the Executrix powers with respect to all the property forming my estate:

1. Distribute the assets of the estate.
2. Sell the assets of the estate at public or private sale for cash or credit terms.
3. Invest any surplus money of the estate in real or personal property as they think fit.

E. Family Members

My family consists of:

- My first wife, _____, *(full name)* born _____ *(birth date)*
- My second wife, _____, *(full name)* born _____ *(birth date)*
- My son, _____ *(full name)*, born _____ *(birth date)*
- My daughter _____ *(full name)*, born _____ *(birth date)*
- Etc.

I hereby declare my love and affection for my family.

F. Bequests¹⁶

I bequeath the described sums of money and items of personal or real property as follows:

1. My first wife, _____ *(full name)*, living at

(full address), _____
(description of bequest, e.g., money in bank account – provide amount of money, name of bank and location, and account number).
2. My second wife, _____ *(full name)*, living at

(full address), _____
(description of bequest, e.g., my apartment – provide full address of apartment and location).

¹⁶ A “bequest” is a legal term for what a person what’s to leave to someone named in their will.

3. My son, _____ (*full name*), living at _____
(full address), _____ (*description of bequest, e.g., my 10-acre plot (provide full description of land and location), and my car (provide details about car)*).

4. My daughter, _____ (*full name*), living at
_____ (*full address*), _____
(description of bequest, e.g., 10 my acre plot (provide full description of land and location), and my animals (provide description, number, and location)

[Include additional bequests, as needed]

In WITNESS WHEREOF, I sign and declare this instrument as my Last Will and

Testament, on this _____ (*month*), _____ (*date*) _____ (*year*) at
_____ (*location*).

(SIGNATURE)

FULL NAME, TESTATOR¹⁷ (*print*)
ID NUMBER (*print*)

(SIGNATURE)

FULL NAME, WITNESS #1 (*print*)
ID NUMBER (*print*)

(SIGNATURE)

FULL NAME, WITNESS #2 (*print*)
ID NUMBER (*print*)

¹⁷ “Testator” is the legal term for the person who is making the will.

My Notes

Session 5: Securing Our Family’s Future— Communicating Assertively

Session at-a-Glance

Activity	Time
Activity 5.A: Welcome and Review of WLR Champion Assignment	10 minutes
Activity 5.B: Today’s Proverb	5 minutes
Activity 5.C: Communicating about What You Need	45 minutes
Activity 5.D: Advocating for Our Needs	30 minutes
Activity 5.E: Practicing Assertive Communication & Advocacy	55 minutes
Activity 5.F: Being a WLR Champion and Closure	10 minutes

Total Time

About 2.5 hours

Learning Objectives

At the end of this session, participants will be able to:

1. Describe the difference between passive, aggressive and assertive communication;
2. Describe at least three ways they can use to advocate for WLR;
3. Describe how the gender boxes affect women’s and men’s communication styles; and
4. Practice advocating for WLR using advocacy strategies and an assertive communication style.

Materials

- **Supplies**
 - Attendance sheet
 - Flipchart stand
 - Flipchart paper
 - Marker pens, various colours
 - Tape
 - Pens/pencils
 - Watch or cell phone that tells the time
 - Green WLR Ribbons
 - Feedback Forms (optional)

- **Flipcharts**
 - ***Flipchart 1.2: Group Agreements for Learning Together***
 - ***Flipchart 5.1: Today's Proverb***
 - ***Flipchart 5.2: Passive Communication***
 - ***Flipchart 5.3: Aggressive Communication***
 - ***Flipchart 5.4: Assertive Communication***

- **Handouts/Worksheets** (in *Securing Your Family's Future Participant Workbook*)
 - ***Handout 1.1: Women as Gardeners***
 - ***Handout 3.1: Power Diagram***
 - ***Handout 5.1: Three Communication Styles – Skits***
 - ***Handout 5.2: Assertive Communication Tips***
 - ***Handout 5.3: Advocacy Tactics***
 - ***Handout 5.4: Mary Advocates for Land Allocation for Women***
 - ***Handout 5.5: Advocacy Role Plays***

Preparation

- Review the session plan and be sure you are comfortable with the session's content, teaching methods, flow, and timing.

- As best you can, prepare the meeting space so the women can meet in a semi-circle.

- Pin the green WLR Champion ribbon on your chest before the session.

- As the women are entering the space where you will hold this session, greet them warmly and then ask them to sign an attendance sheet.

- Post ***Flipchart 1.2: Group Agreements for Learning Together***, which was created in Session #1.

- Prepare and post **Flipchart 5.1: Today's Proverb**. The information for this flipchart is found under *Activity 5.B: Today's Quote/Proverb*.
- Prepare and post **Flipchart 5.2: Passive Communication, Flipchart 5.3: Aggressive Communication** and **Flipchart 5.4: Assertive Communication**. Title each flipchart. Write the definition for each communication style at the bottom of the flipchart. When you post the flipchart, turn the bottom of the flipchart up and tape it so participants cannot see the definition. Leave enough room above so you can record participant ideas during discussion. The information for this flipchart is found in *Activity 5.C: Communicating about What You Need*.
- Review **Handout 5.1: Three Communication Styles – Skits** and be sure you are comfortable acting out the communicating styles (lines and body language) for the three characters.
- Review **Facilitator Resource 5.1: Mary Advocates for Land Allocation for Women** and be sure you are sure you are comfortable acting out the role of Mary.
- Place some extra “WLR Champion” ribbons in the front of the room for women to take.
- OPTIONAL: Make copies of the Feedback Forms for each participant (see form at the end of Session #1).

Procedure

Activity 5.A: Welcome & Review of Champion Assignment (10 minutes)

STEP 1: Welcome (Facilitator Remarks) (5 minutes)

1. Welcome the women back to the course!
2. Distribute the ***Securing Your Family's Future's Participant Workbooks***.
3. OPTIONAL: Opening Prayer
4. Briefly explain the topic of today's session by saying something like:
 - Last week we talked about four actions that we can take to advocate for our land rights. **Who can tell us what those four actions are?**

(Take a few responses. The four actions are: 1) participating in local land structures (e.g., village land council), 2) making a will, 3) registering or co-registering land, and 4) registering marriage.)
 - In order to use these actions, we will need to have the skill and the confidence to communicate our needs and goals. Today, we are going to talk about HOW to ask for what we want. We will talk about effective communication styles and practice advocating for what we want with regard to our land rights.
5. Refer the group to ***Handout 1.1: Women as Gardeners*** in their workbooks, and say something like:
 - Today's session will focus mostly on women as PLANTERS and CULTIVATORS. When we communicate our needs, we are in many ways planting seeds that we want to see grow. The seeds are like our goals or needs. As cultivators, we need to be able to solicit and provide support so that our needs, our goals, and our rights are realized. In doing so, we are helping to secure our family's future.
 - **We are wise and empowered women! Today, I am going to ask us to be GARDENERS by PLANTING seeds for your future! And CULTIVATING what we plant by using effective communication!**

STEP 2: Review of Being a WLR Champion Assignment (Large Group Discussion) (5 minutes)

1. Ask:

- Let's take a few minutes to talk about last week's WLR Champion assignment.
- **Who had a chance to talk to a woman who has used one of the four land rights strategies that we learned about in the last session?** (Ask for a show of hands.)
- **Would someone like to share the conversation they had? Who did you talk to? What did she say? What did you learn from her experience?**



Facilitator Note

Plan to hear from only a few volunteers. Recognise that each woman's situation is different and some may not have been able to do the take-home activity.

Give plenty of positive reinforcement and express your appreciation to those women who completed the take-home activity. Doing so will likely encourage others to do the take-home activities in the future, as well as to share at the next session.

2. Thank the women for the discussion.
3. Show the women that you are wearing your green WLR Champion ribbon. Remind women to wear their green ribbons to the course. Let them know that you have extra ribbons if they need one.

Activity 5.B: Today's Proverb (5 minutes)

STEP 1: How Does Today's Proverb Help Us Think about WLR? (Paired Discussion) (2 minutes)

1. Say something like:

- As we did in our last session, we are going to start off with an inspirational proverb. (Read the proverb on **Flipchart 5.1: Today's Proverb** aloud.)

Having a good discussion is like having riches.

- Go ahead and turn to the person next to you and discuss what you think the proverb means – especially as it relates to women realizing their land rights. I will let you know when time is up.
2. Give participants a minute or two to discuss the quote and then call for their attention back to the front of the room.

STEP 2: How Does Today's Proverb Help Us Think about WLR? (*Large Group Discussion*)
(3 minutes)

1. Ask:

- **Who would like to share some of their thoughts on what the proverb means to them?** (Take a few responses.)

Examples of possible responses:

- When we communicate with others, we have something to gain.
- A good discussion can lead to positive things.
- Discussions can lead to connecting to another person in a positive way.
- Communication is valuable.

2. After a few responses, ask the group to keep the proverb in mind as they participate in today's session.

3. Emphasise:

- We need to use our voices to have discussions about our needs and to cultivate support from others in our community.
- Some women feel forced to live inside the gender box. Many women believe that women should keep their needs and opinions to themselves. During this session we are going to learn how to break the confines of the gender box and find our voices to talk about women's land rights.
- **It's time for us to break the gender box! Let's raise our voices!**

4. Ask:

- **Do you think you can break the gender box and raise your voice?** (Encourage the women to say "YES" in a loud and confident voice.)

Activity 5.C: Communicating about What You Need (45 minutes)

STEP 1: Communication and Empowerment (*Facilitator Presentation*) (5 minutes)

1. Ask the women to find **Handout 3.1: Power Diagram** in their workbooks. Give them a few seconds to do this. Provide the page number.
2. Say something like:
 - Let's go back and review what we learned about power in Session 3. Take a look at the column on the left that lists the things that contribute to power. (Review the items aloud.)
 - Many of the items on the list require a person's ability to communicate either through asking questions, communicating needs, communicating support, and communicating confidence.
 - As I said earlier, women who have been taught to stay inside their gender box believe that they should not use their voice to communicate about their needs for fear of causing conflict or because they have been taught to let others make decisions for them. They don't want others in the family or community to disapprove of them so they keep quiet.
 - Men also develop a communication style from the messages they receive about their gender box. Men are taught that it is OK to have a voice. Men are encouraged to be the decision makers and leaders. Some men believe it is OK to be aggressive or even violent when communicating their needs and emotions.

STEP 2: Salome, Victor, and Grace (*Skits*) (5 minutes)

1. Say something like:
 - Let's start with some examples of how people can communicate. Together with a volunteer, I am going to act out three styles of communication through three short skits. In one skit, I will pretend to be our friend Salome, in another I will be her husband Victor, and in another I will be Grace.
 - The scenario for each skit will be similar. The main characters will be talking with the Village Land Council President. But the communication styles that Salome, Victor and Grace use are going to be different.
 - After the skits, we will have a discussion about what you saw in the skits and which communication style you thought was most effective.

- You can follow along with me if you like. Find **Handout 5.1: Communication Styles – Skits** in your workbooks. (Give participants a few seconds to find the handout. Provide the page number.)
- **Who would like to help me with these skits?** I will need someone to read me the lines of the Village Land Council President in all three skits.

Facilitator Note

Rather than choosing a volunteer at this point in the activity, you may want to select a woman from the group who you know is a good reader at the end of the previous session or at the beginning of this session. Ask her to review the lines of the Village Land Council President so she feels prepared. This will likely save time.

2. When the volunteer comes up to the front of the room, point out the Village Land Council President lines that they will read to you in all three skits.
3. Read each of the skits with the volunteer aloud.

Facilitator Note

The FACILITATOR is the person who plays the role of Salome, Victor and Grace. The facilitator needs to effectively demonstrate the differences between the three types of facilitation styles.

Be sure to use body language reflective of the communication style. See examples below.

- **Salome:** soft voice, lack of eye contact, slouched
- **Victor:** loud voice, flailing hands and arms, angry face
- **Grace:** calm but serious voice, standing up straight, calm demeanour

Handout 5.1

Three Communication Styles - Skits

Background

Salome, Victor and Grace each go to the Village Land Council President to discuss a land problem. Each uses a different communication style. Listen and observe the interactions and think about who had the most effective communication style... that is, who is more likely to get what they want.

Skit 1: SALOME and the Village Land Council President

SALOME: *(in a soft voice, putting her head down)* “Good morning sir. I would like to talk with you about a land registration issue I have.”

Village Land Council President: *(looking a bit distracted)* “I would like to talk to you, but I don’t think I will have the time to talk today.”

SALOME: *(still looking down and using a soft voice)* “Would you have time tomorrow?”

Village Land Council President: “I don’t think so.”

SALOME: “Oh, It’s OK.” *(walks away)*



Skit 2: VICTOR and the Village Land Council President

VICTOR: *(in a loud voice standing in front of the Village Land Council President)* “Mr. President, you need to talk to me right now about my land problem.”

Village Land Council President: *(looking a bit distracted)* “I would like to talk to you, but I don’t think I will have the time to talk today.”

VICTOR: *(in a loud voice, angry face, and throwing his hands on the air)* “I am tired of you always saying that you don’t have time. Don’t you understand that I have work to do too?”

Village Land Council President: *(in a calm voice)* “Sir, please calm down.”

VICTOR: *(still using a loud voice, angry face)* “Why should I calm down, I wish this village had a President who cares for the people. You all are the same. You only care about yourselves.” *(angrily walks away).*



Skit 3: GRACE and the Village Land Council President

GRACE: *(in a calm, but firm voice, standing in front of the Village Land Council President)*
“Good morning sir. I need your help about a land problem I am having. I would like to file a complaint, but I need more information about the procedures and the required documents. Would you allow me to sit and explain problem?”

Village Land Council President: *(looking a bit distracted)* “I would like to talk to you, but I don’t think I will have the time to talk today.”

GRACE: *(in a calm but firm voice, taking a seat on her own, making eye contact with the President)* “Mr. President, when you tell me you don’t have the time, I feel unsupported. I know that your priority in this village is to handle cases like mine. Coming to your office and asking to file a complaint requires courage. I am here to claim my rights. I am aware that the Council is mandated to hear me out. I know you have a lot to do, but I need your help today.

Village Land Council President: *(makes eye contact with Grace with a bit of smile).* You’re right. OK. Let me take a few minutes to hear what’s going on and then we can figure out what to do *(pulls a chair close to GRACE and they start to look over her papers).*



STEP 3: Which Communication Style Was Most Effective? PART 1 (*Large Group Discussion and Facilitator Presentation*) (5 minutes)

1. Lead a large group discussion with the questions listed below.

- **What was the main character in each skit trying to achieve?**

Examples of possible response:

- Each person was trying to get the attention of the Village Land Council President to help them with a land problem they were having.
- **I am going to say each character’s name. If you think this character was effective at getting what he or she wanted raise your opened hand with all five fingers spread out like this (demonstrate). If you think the character was not effective at getting what he or she wanted, raise your hand as a closed fist (demonstrate).**

(Read each character’s name. Comment on how many open or closed hands you see.)

- Let’s talk about Salome. The style of communication she uses is called **PASSIVE**. **Why do you think her communication style was not effective? What did she do or not do (with her words and her body) when communicating her needs?**
- Take a few comments and record on **Flipchart 5.2: Passive Communication**. Make sure you elicit comments about *what* Salome said and *how* she said it (e.g., use of body language, tone of voice, and facial expressions). Reveal the definition for passive communication at the bottom of the flipchart after recording participant comments. Elaborate on the definition as needed. See below.)

PASSIVE Communication: Not expressing what you are really thinking or feeling.

To elaborate on this definition, you can say something like:

- A passive communication style is one where the communicator does not directly express what he or she really feels or wants.
- A passive communicator is often indirect, gives an unclear message, or says nothing at all.
- Passive communicators may say “yes” when they really mean “no” in order to avoid conflict, avoid hurting the other person’s feelings, or out of fear that they might upset the other person.

STEP 4: Body Language (Large Group Discussion and Demonstration) (10 minutes)

1. Say something like:

- It's important to be conscious of our body language when we communicate. **What do you think I mean by "body language?"** (Take a few responses. Provide the definition below if not stated by the group.)

- Let me give you some examples. (Ask everyone to stand.)

- I would like everyone to stand like this (demonstrate a slouched body posture.) Now say in a soft voice: "I really like coming to this course." While you do so, keep your eyes down, looking at the floor. (Demonstrate and then **ask all the women to do the same.**)

DEFINITION: Body Language

Body language is what we do with our body to communicate. Some psychologists say that we communicate more with our body language than with the words we use! Examples of body language are the expressions on our face, how we stand, how attentive we are, our tone of voice, etc.

- Now, I would like you to stand as straight as you can. In fact, as a warm up, let's all stand on our toes and raise our arms reaching for the ceiling. (Demonstrate.) Now come back to a standing straight position. Be conscious of your spine. Be sure it's straight. (Demonstrate.)
- Now, I would like everyone to take a deep breath. It may seem strange, but I would like you to grunt as loud as they can when you exhale on the next deep breath. (Demonstrate.) Feel your voice coming from your chest.
- Now, in your position, turn to the person next to you. Look them in the eye, smile, and use a strong voice to say: "I really like coming to this course." (Demonstrate and then **ask all the women to do the same.**)
- Thank you everyone. Please sit down.

2. Ask:

- **How did you feel in the first example? Even though you said, "you really like" the course, what do you think you were communicating?**
- **What about the second example? How did you feel when you communicated? What do you think you were communicating to the other person?**

3. Say something like:

- Be conscious of your body language—it is a part of the voice you use to communicate! OK ... let's go back to the skits.

STEP 5: Which Communication Style Was Most Effective? PART 2 (Large Group Discussion and Facilitator Presentation) (10 minutes)

1. Continue the large group discussion about the communication skits.

- Let's talk about Victor. The style of communication he uses is called AGGRESSIVE. **Why do you think his communication style was not effective? What did he do or not do (with his words and his body) when communicating his needs?**

(Take a few comments and record on **Flipchart 5.3: Aggressive Communication**. Make sure you elicit comments about *what* Victor said and *how* he said it (e.g., use of body language, tone of voice, and facial expressions). Reveal the definition for aggressive communication at the bottom of the page after recording participant comments. Elaborate on the definition as needed. See below.)

AGGRESSIVE Communication: Expressing what you feel in a hostile manner without respecting the other person's feelings.

To elaborate on this definition, you can say something like:

- An aggressive communication style is one that is hostile or forceful.
 - An aggressive communicator often expresses his or her feelings in a manner that is confrontational.
 - He or she may threaten, pressure, or force another person to get his or her way without taking the other person's feelings or rights into consideration.
 - An aggressive person can also be manipulative—saying or doing something to control or coerce the other person into doing something that the aggressive communicator wants. The person may also use violence.
- Finally, let's talk about Grace. The style of communication she uses is called ASSERTIVE. **Why do you think her communication style was effective? What did she do or not do (with her words and her body) when communicating her needs?**

(Take a few comments and record on **Flipchart 5.4: Assertive Communication**. Make sure you elicit comments about *what* Grace said and *how* she said it (e.g., use of body language, tone of voice, and facial expressions). Reveal the definition at the bottom of the page after recording participant comments. Elaborate on the definition as needed. See below.)

ASSERTIVE Communication: Expressing what you feel or want in an honest, confident and respectful way.

To elaborate on this definition, you can say something like:

- An assertive communication style is one that is clear and direct with no intention to hurt or offend the other person.
- An assertive communicator expresses his or her feelings in an honest and respectful way and is considerate of the other person's feelings while being true to his or her feelings.
- An assertive communicator is an empowered communicator.
- **How do you think staying inside the gender box affects women's ability to communicate assertively?**

Example of a possible response:

- Women are sometimes conditioned to be submissive to their husbands. It is the husband who makes decisions. A woman who believes this is as normal might have a difficult time using an assertive communication style. She would be more likely to use a passive communication style, where her needs are not really expressed or met. We see this in Salome.
- **How do you think staying inside the gender box affects men's ability to communicate assertively?**

Example of a possible response:

- Men are often conditioned to be the leader, the head of the family, and the decision-maker for the family. They are expected to be strong, tough, and dominating. They are also often taught that household chores and caring for children are for women, not men. We see this in Victor.
- In these instances, men may be more likely to have an aggressive communication style, where they use force to get their needs communicated without regard to the feelings or needs of another person. In other instances, men may want to help but because women are conditioned to communicate in a passive voice, they may be unclear about what is expected of them.

2. Conclude the discussion by saying something like:

- It's important to note that just because a person is an assertive communicator, it does not mean that she or he will get a positive response. Other people may simply not agree with the request or may feel threatened by the request. Assertive communication is not "magical," but it is an important skill that all women should have. It's also an important skill that men should have.

STEP 6: Committing to an Assertive Communication Tip (*Individual Work*) (10 minutes)

1. Say something like:
 - Before we move on to the next activity, let's take a look at **Handout 5.2: Assertive Communication Tips**. (Give participants a few seconds to find the handout. Provide the page number.)
 - I'm going to read the tips on this handout slowly. As I read them, think about one of the tips that you already do. Put a star (*) next to this tip. Also listen for a tip that you don't do, or don't do very often, but would like to try doing more. Put a check mark (✓) next to that tip.
2. Read the tips on **Handout 5.2** slowly. Repeat each tip twice to make sure everyone understands.
3. After reading the tips, ask for a few volunteers to share one of the tips that they already do and one that they would like to do more of. **After the person shares the tip they would like more of, ask them if they think they can commit to trying the tip out over the next week or so, and how they would do so.**
4. Thank the participants for their good work.

Handout 5.2

Assertive Communication Tips

1. **Know what you want and what you do not want.**

Think about what you really want to happen, what you would be able to compromise on, and what would be a “deal breaker” for you.

2. **Be clear and be specific about what you want.**

For example, rather than saying, “Women need more recognition at these meetings,” say “We would like our concern to be put on next month’s agenda and allotted at least 20 minutes for discussion.”

3. **Ask for what you want rather than complain about the situation.**

Complaining, without proposing a solution, rarely leads to change. After a while, people tend to ignore people who just complain without proposing a possible solution or alternative.

4. **Stick to the request you are making.** If the person derails the conversation with other issues, bring the focus back to your request. You might even say something like: “We are starting to talk about another issue. I want to get back to the issue I raised.” If the person tries to dismiss or ignore what you are saying, don’t back down. Persist.

5. **Manage your anger and frustration.** Stay serious, calm, and respectful. If your emotions are running high, consider walking away from the situation until you are feeling less angry and more clear-headed.

6. **Listen to the person’s responses.** Communication is a two-way process: 1) one person sends messages, and 2) another person has to receive and understand the message. Rather than thinking about the next thing you want to say, listen to what the person has to say. Respond rather than react. Ask for clarification if needed.

7. **Don’t get discouraged.** Remember, just because you are a skilled assertive communicator, does not mean that the other person will respond to you positively. You may need to get support from others to amplify your voice. Change takes persistence, courage, time, and patience.

8. **Remember to use assertive body language.** Examples of assertive body language are: 1) stand tall, 2) use a strong, but calm and polite voice, 3) make eye contact, 4) stay focused—don’t be distracted by your cell phone or anything else, and 5) show that you are listening and present.



Activity 5.D: Advocating for Our Needs (30 minutes)

STEP 1: What Does It Mean to “Advocate” for a Cause? (Facilitator Presentation) (15 minutes)

1. Lead a large group discussion with the questions below.

- Now that we learned about assertive communication, let’s talk a bit about advocacy. **What does it mean to “advocate” for something?** (Take a few responses and reveal the definition on **Flipchart 5.5: Being an Advocate.**)

An example of an advocate might be a parent who advocates for her child by asking the health center to give her child medicine for an illness. Or a group of workers at a factory might band together to ask their boss for additional break time.

DEFINITION: Advocate

Being an **advocate** means asking for support for a particular cause.

- **Has anyone here advocated for something they wanted or needed?** (Ask for show of hands.)
- **Would anyone like to share her experience with the group? How did you advocate? What was the result?** (Take a few responses.)
- **As wise and empowered GARDENERS, we CULTIVATE the goals we plant by advocating for them.**
- **What are examples of support women advocating for their land rights might ask for? And from whom?** (Take a few responses.)

Examples of possible responses:

- Support in registering or co-registering land; from in-laws, Village Elder, Village Land Council, Land Registry Office, Courts, Attorney
- Support in inheriting land (same sources)
- **If you had to give advice on how to be an advocate for women’s land rights, what would you say?**

Examples of possible responses:

- Know the laws about land and your rights
- Know what support services are available
- Know what you want
- Communicate assertively
- Use assertive body language

2. Ask participants to find **Handout 5.3: How to Be an Advocate** in their workbooks. Provide the page number. Review the items on the handout aloud—especially those that are not mentioned by the group.
3. Remind the group again, that just because you are a good advocate, it does not mean you will also get your request acknowledged or granted. Often times, a good advocate has to gather the voices of many people to make progress—like others who are fighting for the same issue, community leaders, etc. Change often requires multiple acts of advocacy, time, and patience.

Handout 5.3

How to Be an Advocate

PREPARE

1. **Find out who the power brokers/decision makers are.** Who can help you achieve what you want to achieve? Is the Village Land Council? Your Village Elder? Local organizations that support women? The court? Work to get these power brokers to be your ally. This will also increase your power.
2. **Get support.** Find other women or community members who will support you. Find other land rights advocates who can help you. The more voices asking for the same thing increases your power. You do not have to work alone. Know and mobilize the resources you may need (e.g., financial resources, media coverage, etc.)
3. **Become knowledgeable.** Knowledge is one way to increase power. Correct and updated information is needed to advocate for land rights. If you show that you know what you are talking about, you are more likely to be taken seriously. And, you are less likely to be misled or fooled.

At a minimum, become knowledgeable about: land laws, land rights, services available to you, and procedures for registering land, writing a will, etc.

4. **Find the right time.** Find the right time to communicate. For example, avoid the end of the day or when someone is eating or is distracted with something else. If possible, make an appointment. People are usually there freshest in the mornings.

BE FOCUSED IN YOUR INTERACTIONS

5. **Show that you understand the problem you are trying to fix.** Why is the problem a problem? How is it affecting you? Your family? Your community? Share a story that evokes emotion and empathy. Show how the problem is affecting people. Use facts and evidence. Keep the story SHORT.
6. **Know what you are asking for.** What exactly do you want to achieve? Practice asking for what you want in a clear, concise and assertive way. Here are some things to think about when you are developing what you want to ask for:
 - What do you want ideally?
 - Why do you want it? How will it help you?
 - What compromises are you willing to accept?
 - What compromises are you not willing to accept?

7. **Think about possible resistance and responses.** How might the person you are advocating with resist your request? Think about how you will respond.
8. **Be prepared to ask for no more than 1 to 3 things clearly and concisely.** This is the most important step. After establishing the problem, propose a solution. Ask for what you want. Show how what you want is part of the solution to solving the problem. Be clear, concise, and precise. Do not ask for more than 3 things. The person who you are advocating with will likely only remember 1-3 things. Asking for more may be overwhelming. Prioritize what you need. There will be opportunities in the future to ask for additional things.

BEFORE YOU LEAVE

9. **Ask for commitment.** Ask the person what he/she can commit to right now? What will they do and by when? How will they follow-up with you? Try to get the person to say these things to you in his/her own words. Be prepared for compromises you can live with.
10. **Thank the person.** Thank the person for his/her time.
11. **Prepare something in writing.** If possible, write your requests on a piece of paper with your contact information. Keep it short. Leave it with the person for his/her reference.

AFTER YOU LEAVE

12. **Document and follow-up.** Immediately after you advocate for something, write down what the person said. Record the day, time, location, name of the person you spoke to and any other details you think are relevant. Allow some time to go by and then follow-up. Continue to do so until you get results.

STEP 2: An Example of Assertive Advocacy for Land Rights (Skit) (5 minutes)

1. Say something like:
 - I would like to demonstrate an example of a woman advocating for land allocation for women through another skit. Take a minute to find **Handout 5.4: Mary Advocates for Land Allocation for Women**
2. I am going to be Mary and all of you are going to be the Land Council. Two of you are going to support me and two of you are going to be resistant.
3. **Who would like to be volunteers to be the supportive and resistant characters in the skit?** (Assign a volunteer to each of the characters. Give them a minute to read their lines to themselves.)

Facilitator Note

The volunteers you choose will need to be able to read their lines in the skit. Rather than pick volunteers at this time of the activity, you may want to invite four members of the group to volunteer at the beginning of the session (as they are walking into the group) who you know are good readers. Or, you can select volunteers at the end of the previous session.

4. Act out the skit on **Handout 5.4: Mary Advocates for Land Allocation for Women** with the volunteers.

Handout 5.4

Mary Advocates for Land Allocation for Women

BACKGROUND

In Mary's village, women are excluded from owning land basing on customary traditions. Many of these traditions are based on inequitable gender norms. Many people in the community still live insider their gender boxes. The community's belief is that women who have land registered in their names will sell it.

Despite the resistance to land allocation for women, Mary, a wise and empowered woman, spoke to the President of the Land Council and asked him to put women's land issues on the next meeting's agenda. At the meeting, the President recognizes Mary and invites her to speak. Below find a transcript of the discussion at the meeting...

SKIT

COUNCIL PRESIDENT: Good morning Mary and welcome.

MARY: Good morning to all of you. I would like to thank you for giving me this opportunity to speak with you about an important issue for our community—the issue of land allocation for women. I also want to thank you for recognizing the issue of women's land rights. I know many of you are coming to understand the important contributions that women and girls make to our community. It is well established that when women succeed, the entire community succeeds.

However, I am sad to say that although some of you have expressed support for women's land rights, the old-fashioned practices about not allowing women to have access to land has not changed. While there are some of you who may say that women's empowerment is a good thing, in actuality, women in our community can only access and use land if her husband or son owns a piece of land. Women still cannot share in the decision-making about land.

I would like to remind everyone here that women in our country have a constitutional right to own land, inherit land, purchase land, and make decisions about land. I am proud to be part of our community and I am proud of many of our traditions that make us a strong people. However, the false beliefs about women selling land that is registered in their name must be corrected. When women are allocated land, the land becomes more productive, the harvest larger, and the profits higher. Empowering women to access and use land productively is the best way to combat poverty in our village.

COUNCIL PRESIDENT: I agree with most of what you have shared with us this morning. We all know that everyone is equal before the law, but we kept quiet about it because the community believes that when women have access to land they are quick to sell it. Men are better protectors of the land and they will pass the land onto their sons to inherit. This way the land stays with our clan.

MEMBER 1: Ohhh yes! The President is right. When a woman acquires a land certificate, she will sell the land, and then our entire clan will become landless.

MARY: I hear your concern (looking at Member 1). I am wondering where these beliefs are coming from. Given that women in our community do not own land, how can we say that they sell it? There is no evidence for this. There is no example. Has there been a woman in our country who owns land and then sold it? I'm sure there has. But there are also examples of men who have sold land as well. What makes you think that women care any less for their community, their clan, their family and most importantly the future of their children's security? Where do these ideas come from?

Hasn't this Land Council sworn to protect the rights of everyone in the community? Men and Women?

MEMBER 2: Based on what you have just shared and the questions you have raised, the allegation that women sell the land they own more so than men does not have a strong standing. But this problem is not the problem of the Land Council alone. We need support from community members.

MEMBER 3: But how are we going to get community support? It's not just the men who are resistant to change. There are women too in the community who don't agree with this, especially the mothers of adult sons, who do not want to see land allocated to their sons' wives.

MARY: To gain community support and to support women's land rights we need to create awareness about the laws and the benefits. I will consult a certain organization dealing with land rights issue to help us on this. But we need the commitment of this Council to encourage women to realize their land rights and agree to allocate land to them. Would you give me, and the rest of this community, your verbal commitment today?

COUNCIL PRESIDENT: The District Development Office has also asked to make changes regarding women and land. And you make very convincing arguments. I can commit to you that the Land Council members will have a serious discussion about this issue at after this community meeting.

MARY: On behalf of myself and many other women in this community, I want to thank you.

STEP 3: How Effective Was the Advocate? *(Large Group Debrief) (10 minutes)*

1. Lead a large group discussion using the questions written below.

- **How effective was Mary at advocating for land allocation for women?**
- **Did Mary use an assertive communication style? How did you know?**

Examples of possible responses

- She used assertive body language
 - She was respectful but clear about what she wanted
 - She persisted even after hearing discouraging remarks
- **What advocacy strategies did you see Mary use?**

Examples of possible responses

- She questioned false beliefs
 - She used evidence
 - She asked for a commitment
 - She listened
- **What was happening in the skit that created challenges for Mary?**

Examples of possible responses

- False information
 - Resistance to change
 - Fear about what would happen to the clan's land
- **What would have helped Mary be more effective, if anything?**

Examples of possible responses

- Invite other women (and their children) “testify” about their experiences with land
- Invite other community members to support what she was asking for
- Ask for a written commitment (for example ask the Village Land Council President to sign a commitment letter)
- Be more specific about what land she wants to see allocated, to whom exactly, for what purpose and when.

- **Why is breaking out of the gender box important for women who are advocating for their land rights?**

Examples of possible responses:

- It is unlikely that women will realize their land rights if they abide by old-fashioned norms for women. Being passive, letting men make the decisions, avoiding conflict, etc. are not characteristics that will help women advocate for what they need.
- Women need to find their voice and express their needs assertively and confidently. They need to feel OK about wanting things they don't currently have. They need to realize that they are wise and empowered. They need to realize that they can be gardeners of their own goals.

Activity 5.E: Practicing Assertive Communication and Advocacy (55 minutes)

STEP 1: Directions - Advocacy Role Play (*Facilitator Presentation*) (5 minutes)

1. Say something like:
 - We have learned a lot about assertive communication and advocacy today. It's time to practice what we've learned.
 - We are going to work in small groups again, but first, let's find **Handout 5.5: Advocacy Role Plays** in our workbooks. (Give participants a few seconds to find the handout. Provide the page number.)
 - Review the directions for developing a role play on **Handout 5.5**.
 - **Does anyone have questions about this assignment?** (Answer questions.)
2. Divide the group into four smaller groups.

Handout 5.5

Advocacy Role Play

Directions

- Use what you have learned today about assertive communication and advocacy to act develop a 1- to 2-minute role play about a woman who wants to advocate for inheriting land from her deceased husband. The couple had a registered marriage, but her husband's family is refusing her rights to her husband's land.
- Choose with whom you want to advocate. For example, you may want to perform the role play with the woman advocating with her in-laws directly, or with the Village Elder, or with the Land Registry Office, or other land management structure.
- The woman in your role play may advocate on her own or with others.
- Use **Handout 5.2** and **Handout 5.3** to help you in creating the role play.
- You have 20 minutes to develop the role play.

STEP 2: Preparing Advocacy Role Plays (*Small Group Work*) (20 minutes)

1. Invite the small groups to begin their work.
2. Circulate the room and provide assistance as needed.
3. Provide regular time checks.

STEP 3: Acting Out Role Plays for the Larger Group (*Role Plays and Large Group Discussion*) (30 minutes)

Facilitator Note

You will only have 30 minutes for small groups to present their role plays and large group discussion. If you have a large group you may have to assign the same role play to multiple groups. This is OK. However, you will not have time for more than three role plays and post role play discussions. Pick only one group to volunteer to present their role play for each scenario.

1. After 15 minutes, call everyone's attention to the front of the room.
2. Invite each of the four smaller groups to present their role plays in front of the larger group.
3. After the role play is completed, lead the group in an applause, and then lead a large group discussion with the questions below.
 - **What examples of assertive communication did you see in this role play** (refer them to **Handout 5.2**)?
 - **What examples of advocacy did you see in this role play** (refer them to **Handout 5.3**)?
 - **How effective do you think the woman in the scenario was in advocating for her needs? Why or why not?**
 - **Was the woman in the scenario staying inside or outside the gender box? Explain.**
 - **What is one thing you learned from this role play that you might be able to apply to your own life (related to land or any other issue)?**
4. Repeat the process for the other three role plays.
5. Thank the women for their great performances and discussion.

Activity 5.F: Being a WLR Champion and Closure (10 minutes)

STEP 1: Reflections on Today's Session (Large Group Discussion) (4 minutes)

1. Say something like:
 - Our session is coming to an end. Let's hear from a few of you about your thoughts on today's session.
2. Pick ONE of the questions below and ask a few participants to share their thoughts.

Facilitator Note

The purpose of this last question is to bring summary and closure to the session. It is not meant to be a long discussion.

- What is one thing that you would like to share with your children (daughters and/or sons) about today's session?
- What is one thing that you would like to share with a family member, friend, or community member about today's session?
- What is the most important thing you learnt in today's session?
- What is one thing you might want to do differently as a result of what you learnt during today's session?

STEP 2: Reinforce Key Messages (Facilitator Remarks) (1 minute)

1. Reinforce the key messages of this session by saying:
 - Remember the proverb that we started our session with:

Having a good discussion is like having riches.

- Assertive communication is essential in having a good discussion and in advocating for our needs. Being able to effectively communicate increases our power. When we communicate and advocate together, our power increases even more. **When we support our sisters, all of us succeed!**

- Assertive communication and advocacy are not skills that many girls and women learn to do. But this does not mean they are not capable.
- **It's time for us to break the gender box! Be a wise and empowered gardener of your life and your family's life!**
- **CULTIVATE your goals by communicating about them and advocating for them! Let's raise our voices!**

STEP 3: Being a WLR Champion! (Take-Home Assignment) (3 minutes)



1. Say something like:
 - Over the next week, I would like to you think about what we learned today and try use one of the assertive communication tips or advocacy strategies we learned about with your husband, family member, children or community organizations.
 - After using one of these tips or strategies, ask yourself:
 - How did it feel to be assertive?**
 - How did the other person respond when you communicated assertively?**
 - Do you think you were effective? Why or why not?**
2. **Ask the women if they see any obstacles to completing the take-home activity over the next week.** If so, problem-solve around overcoming these obstacles.
3. Say something like:
 - For those of you who are comfortable sharing, there will be an opportunity for a few people to share their experiences with this assignment at the beginning of the next session.
4. Encourage the women to wear their green ribbons this week! If someone asks you about it tell them that you are a champion for women's land rights!

STEP 4: Session Closure (Facilitator Remarks) (2 minutes)

1. Say something like:
 - Thank you for all of your excellent work today!
 - I look forward to seeing all of you next week!

- Next week, we are going to talk about making joint-decisions with our husbands about the home, money, and land. We will learn about several strategies that couples can use to make joint decisions and then we will practice using them.
2. Remind participants that you will remain after the session if they have questions.
 3. Administer and collect Feedback Forms (optional).
 4. Collect ***Securing Your Family's Future's Participant Workbooks***.
 5. Share reminders and announcements as appropriate.
 6. OPTIONAL: Closing Prayer
 7. Adjourn.

My Notes

Session 6: Joint Decision-Making

Session at-a-Glance

Activity	Time
Activity 6.A: Welcome and Review of WLR Champion Assignment	10 minutes
Activity 6.B: Today's Quote	5 minutes
Activity 6.C: Introduction to Joint Decision-Making	15 minutes
Activity 6.D: Salome and Victor's Marriage	20 minutes
Activity 6.E: Strategies for Making Joint Decisions	20 minutes
Activity 6.F: Concrete Suggestions	25 minutes
Activity 6.G: Identifying the Seven Strategies	30 minutes
Activity 6.H: Being a WLR Champion and Session Closure	10 minutes

Total Time

About 2 – 2.5 hours

Learning Objectives

At the end of this session, participants will be able to:

1. Explain the benefits couples receive when making big decisions together rather than independently;
2. Explain how living inside the gender box hinders couples in making joint decisions;
3. List seven strategies that couples can use to make joint decisions; and
4. Apply at least three joint decision-making strategies in advising young couples in hypothetical scenarios.

Materials

- **Supplies**
 - Attendance sheet
 - Flipchart stand
 - Flipchart paper
 - Marker pens, various colours
 - Tape
 - Pens/pencils
 - Watch or cell phone that tells the time
 - Green WLR Ribbons
 - Feedback Forms (optional)
 - Seven Joint Decision-Making Strategy Strips (see end of session plan)

- **Facilitator Resource**
 - ***Facilitator Resource 6.1: Are These Couples Using the Seven Strategies? – ANSWER KEY***

- **Flipcharts**
 - ***Flipchart 1.2: Group Agreements for Learning Together***
 - ***Flipchart 6.1: Today's Quote***
 - ***Flipchart 6.2: Husband, Wife, Jointly***
 - ***Flipchart 6.3: Advantages of Joint Decision Making***
 - ***Flipchart 6.4: Making Decisions Together***
 - ***Flipchart 6.5: Seven Key Strategies***
 - ***Flipchart 6.6: Marriage Counsellor Assignment***

- **Handouts/Worksheets** (in *Securing Your Family's Future Participant Workbook*)
 - ***Handout 1.1: Women as Gardeners***
 - ***Handout 6.1: Salome and Victor's Marriage***
 - ***Handout 6.2: How Healthy Couples Make Decisions – Seven Key Strategies***
 - ***Handout 6.3: Are These Couples Using the Seven Strategies?***

Preparation

- Review the session plan and be sure you are comfortable with the session's content, teaching methods, flow, and timing.

- As best you can, prepare the meeting space so the women can meet in a semi-circle.

- Pin the green WLR Champion ribbon on your chest before the session.

- As the women are entering the space where you will hold this session, greet them warmly and then ask them to sign an attendance sheet.

- Post **Flipchart 1.3: Group Agreements for Learning Together**, which was created in Session #1.
- Prepare and post **Flipchart 6.1: Today's Quote**. The information for this flipchart is found under *Activity 6.B: Today's Quote*.
- Prepare and post **Flipchart 6.2: Husband, Wife, Jointly**. Create three columns on the flipchart and title one column "Husband," one column "Wife" and one column "Jointly." See *Activity 6.C: Introduction to Joint Decision Making*.
- Prepare and post **Flipchart 6.3: Advantages of Joint Decision Making**. See *Activity 6.C: Introduction to Joint Decision Making*.
- Prepare and post **Flipchart 6.4: Making Decisions Together**. See *Activity 6.D: Strategies for Making Joint Decisions*.
- Prepare and post **Flipchart 6.5: Seven Key Strategies**. Use only the bold headings found on **Handout 3.2: How Healthy Couples Make Decisions – Seven Key Strategies** to prepare the flipchart.
- Prepare and post **Flipchart 6.6: Marriage Counsellor Assignment**. The information for this flipchart is found under *Activity 6.E: Applying Joint Decision-Making Strategies*.
- Review **Handout 6.1: Salome and Victor's Marriage** and be sure you are comfortable reading the story aloud.
- Review **Flipchart 6.5: Seven Key Strategies** and **Handout 3.2: How Healthy Couples Make Decisions – Seven Key Strategies** and make sure you are comfortable explaining each of the strategies.
- Review **Facilitator Resource 6.1: Are These Couples Using the Seven Strategies? – ANSWER KEY** and make sure you are comfortable reading the scenarios aloud.
- Cut the Seven Joint Decision-Making Strategies strips (see end of session plan).
- Place some extra "WLR Champion" ribbons in the front of the room for women to take.
- OPTIONAL: Make copies of the Feedback Forms for each participant (see form at the end of Session #1).

Procedure

Activity 6.A: Welcome & Review of Champion Assignment (10 minutes)

STEP 1: Welcome (Facilitator Remarks) (5 minutes)

1. Welcome the women back to the course!
2. Distribute the ***Securing Your Family's Future's Participant Workbooks***.
3. OPTIONAL: Opening Prayer
4. Briefly explain the topic of today's session by saying something like:
 - Today we are going to talk about making joint-decisions with our husbands about the home, money, and land. We will learn about several strategies that couples can use to make joint decisions and practice using them.
5. Refer the group to ***Handout 1.1: Women as Gardeners*** in their workbooks, and say something like:
 - When a gardener PLANS for how to use her land, she has decisions to make about what crop to plant, when to plant it, where to plant it, etc. Women are capable of making these decisions on their own. If someone comes along and tells you what to do and tries to take away the goals you have from the land it feels terrible. Your power and confidence are shaken.
 - As PLANNERS we need to know what decisions we feel comfortable making on our own and what decisions we would rather make with someone we trust, like our husbands. Years of experience have taught women how to plan their gardens and their parcels of land and make decisions about them. But many women have not had the experience in learning how to make joint decisions with their husbands because it was never modelled—many husbands and wives are still living inside the gender box.
 - **Today, we are going to break the gender box! We can PLAN our lives by making wise and empowered joint decisions about land!**

STEP 2: Review of Being a WLR Champion Assignment (Large Group Discussion) (5 minutes)

1. Ask:

- Let's take a few minutes to talk about last week's WLR Champion assignment.
- **Who had an opportunity to practice using one of the assertive communication tips or advocacy strategies we learned about last week?** (Ask for a show of hands.)
- **Would someone like to share her experience? Who did you talk to? How did your discussion with that person go?**
- **How did you feel as you were using assertive communication?**
- **Do you think using the assertive communication (or advocacy strategy) was effective? Why or why not?**



Facilitator Note

Plan to hear from only a few volunteers. Recognise that each woman's situation is different and some may not have been able to do the take-home activity.

Give plenty of positive reinforcement and express your appreciation to those women who completed the take-home activity. Doing so will likely encourage others to do the take-home activities in the future, as well as to share at the next session.

2. Thank the women for the discussion.
3. Show the women that you are wearing your green WLR Champion ribbon. Remind women to wear their green ribbons to the course. Let them know that you have extra ribbons if they need one.

Activity 6.B: Today's Quote (5 minutes)

STEP 1: Today's Quote (Paired Discussion) (2 minutes)

1. Say something like:

- In the last five sessions, we have started off the session with an inspirational proverb. Today, I want to share a quote with you from Julius Nyerere, the first President of Tanzania (1964 – 1985).
- Read the quote on **Flipchart 6.1: Today's Quote** aloud.

*No nation has the right to make decisions for another nation;
No people for another people.*

- Go ahead and turn to the person next to you and discuss what you think the quote means—especially as it relates to women realizing their land rights. I will let you know when time is up.
2. Give participants a minute or two to discuss the quote and then call for their attention back to the front of the room.

STEP 2: How Does Today’s Quote Help Us Think about WLR? (*Large Group Discussion*) (3 minutes)

1. Ask:

- **Who would like to share some of their thoughts on what the quote means to them?** (Take a few responses.)

Examples of possible responses:

- We all have a right to make decisions for ourselves.
- No one likes to have their Decision-Making power taken away.
- We know how to make the best decisions for ourselves.

3. After a few responses, ask the group to keep this quote in mind as they participate in today’s session.

4. Emphasise:

- Every adult has the capacity of making decisions. When one country takes over another and makes decisions for them, the country being dominated may lose some of its ability to make decisions, but that does not mean it is incapable. Oppressing another nation is not fair and takes away their human rights. Oppression breeds discontent, and discontent can sometimes breed war.
- This is also true when one person tries to dominate another person. No one, whether a man or woman, likes to have their independence taken away from them. While there might not be a war per se, there is likely to be conflict, tension, and discontent.

- Wise and empowered women have much to offer to their families and their communities. They should be seen as equals in any partnership, including in their marriage. When couples can work together and make decisions together, their families will be stronger and their futures will be more secure.
- Land rights are human rights. And human rights are women’s rights! We are all deserving and entitled to make decisions about land.

5. Ask:

- **Do you think we can break the gender box and realize our human rights to land?** (Encourage the women to say “YES” in a loud and confident voice.)

Activity 6.C: Introduction to Joint Decision-Making (15 minutes)

STEP 1: Couples and Decision-Making (Large Group Discussion) (15 minutes)

1. Say something like:

- Couples deal with matters, both simple and complex, in their everyday lives. Decisions about these matters can be made by: just the husband, just the wife, or they can be made jointly.
- Let’s start with a discussion about some of the husbands and wives you know.

2. Lead a large-group discussion with the questions listed below.

- **What decisions does a husband typically make without consulting his partner?** (Record responses in the column titled “Husband” on *Flipchart 3.2: Husband, Wife, Jointly.*)
- **What advantages and disadvantages does the husband have when he makes these decisions by himself?**

Examples of possible responses:

Advantages

- Takes less time
- Gets his way
- Does things in a way that makes him comfortable

Disadvantages

- Two heads are often better than one when making a big decision, so he may not be making the best decision
- Alienates his wife.
- Wife may not feel invested in the decision because she did not have a say.

- **What decisions does a wife typically make without consulting her partner?** (Record responses in the column titled “Wife” on **Flipchart 3.2: Husband, Wife, Jointly.**)
- **What advantages and disadvantages does the wife have when she makes these decisions by herself?**

Examples of possible responses:

- Similar to the above.
- **In our culture or community, who do you think has more decision-making power—husbands or wives? Why? How do the gender boxes play a role in who has more decision-making power?**
- **Is there someone who would like to share an important decision you made together with your partner in the last few months?** I am really looking for an example of joint decision making—not just running ideas by your partner or asking for a preference, but rather decisions that required discussion and the explicit agreement of both parties about the way forward. (Take one or two responses.) (Record responses in the column titled “Jointly” on **Flipchart 6.2: Husband, Wife, Jointly.**)
- **How did you make the decision? What were the roles of the husband and wife in the decision-making process?**

Facilitator Note

As participants share their experiences, try to identify the processes they used to make the decision together (e.g., talking together, both people offering suggestions, both people listening, seeking counsel from someone, assessing their personal values, making compromises, etc.). Share your observations with the group. These points will be helpful to recall later on in the session.

Activity 6.D: Salome and Victor’s Marriage (20 minutes)

STEP 1: Salome and Victor’s Marriage (Storytelling) (5 minutes)

1. Say something like:
 - Let’s take a look at how Salome and Victor have made decisions in their marriage. I am going to read you a short story about them. After the story, we will discuss it.
 - As you listen to the story, think about what kinds of decisions the couple should make together and the kinds of decisions they think either spouse can make on his/her own. Think also about the gender boxes from the previous session and how those gender boxes affect couple’s joint decision-making.

2. Read the story ***Handout 6.1: Salome and Victor’s Marriage*** aloud. Be sure to read it slowly and clearly. If you think group members would like to read along with you, ask them to find ***Handout 6.1*** in their workbooks. Provide the page number.

Handout 6.1

Salome and Victor's Marriage

After marrying, Salome and Victor went to live with Victor's parents.

In the beginning of their marriage, Victor worked at his father's store and also helped him in planting maize on his land. Salome remained at home helping her mother-in-law with the household tasks and raising her husband's younger siblings.



Victor believed that it is a man's responsibility to lead and provide for his family. As a result, he doesn't allow Salome to work outside home. He also controls how and when the money that he earns is spent. These beliefs come from Victor's upbringing. He witnessed similar relations between his parents, and he has a strong conviction to these beliefs.

After a few years, Victor's father gave Victor a plot of land. Victor is now planting and harvesting his own maize and planning on building a house on the land for Salome and their two daughters. The land is registered in Victor's name only. Salome helps to tend to the maize they planted together on this plot of land.



Salome is not happy that her name is not on the land deed. She has seen what has happened to other women in her village whose husbands died or left them. The women were left with nothing and struggled to take care of themselves and their children.

Salome has been sharing her experience of married life with her parents. Her parents told her to avoid arguments with her husband. It is her duty to keep the peace in the family.

Salome would like to work at the market to save enough money to buy a few goats. She believes she can care for them and use the milk to feed her family. Victor has forbidden Salome to work outside the home. Salome heard Victor tell his father: "Women don't know anything about farming. Salome should stick to cooking."

STEP 2: What Do You Think of Salome’s and Victor’s Marriage (Large Group Discussion)
(15 minutes)

Facilitator Note

Sometimes people who have been oppressed think that their way to gain equality is to overpower the oppressor, to take away their power. This is not what we are striving for in this course. The goal is not for women to take all power away from men. Power does not have to all or nothing. The goal is to have a BALANCE of power or SHARED power. Keep this in mind as you debrief the story of Victor and Salome.

1. Lead a large group discussion with the questions below.
 - **How do you think the gender boxes affected Victor’s and Salome’s ability to make joint decisions? In other words, how well can men and women share in Decision-Making if they are both following rigid and unequal expectations about what it means to be a man and a woman?**

Examples of possible responses:

- Since childhood, Victor was conditioned to believe that he should be the head of his family, make decisions, be dominant, and be in charge. This is what he witnessed as a child and is still witnessing as an adult, so it all seems normal to him. Victor has also been taught that a woman should play a subservient role to her husband.
 - Salome has been taught that Victor’s behaviour is normal and she should not question it. She may have been conditioned to believe that her husband should be the master of the house and shall make all decisions. Salome has been taught to defer to her husband’s desires and to avoid conflict. She is unlikely to have had much experience expressing her opinions or desires.
- **What problems might you foresee for married couples who stay in their gender boxes when it comes to family decision making?**

Examples of possible responses:

- Inability/unwillingness to make shared decisions
- Decisions that do not necessarily reflect the desires or needs of the couple as a unit or the family as a unit
- Irritability, conflict, resentment, arguing, stress
- Physical, emotional, financial or sexual abuse/violence (if husband uses his power negatively— to control, rather than to help)
- Loss of confidence, loss of self-esteem, feeling unworthy
- Legal problems
- Inequitable inheritance among sons and daughters
- Loss of trust and sense of belonging in a home

- **What do you think are some of the advantages for a couple making big decisions together?** (Record responses on **Flipchart 6.2: Advantages of Joint Decision Making.**)

Examples of possible responses:

- If a spouse is left out of a decision then that spouse may feel that the other doesn't care enough about them or respect them, which in turn can lead to resentment or other negative feelings. Making decisions together is a way to show respect to your partner.
 - When someone in a relationship makes a decision without consulting the other, there is often a strong impulse to argue. Making decisions together can avoid future conflict/arguments.
 - Joint decisions can often lead to greater harmony within the family and at home.
 - Making decisions together can bring the couple closer together. When the couple feels more connected, they are often more emotionally and physically (and sexually) intimate.
 - Making an important decision by yourself can feel burdensome or stressful. Having someone to share in decision-making can help lessen this burden. Both partners can also share in the results of the decisions—whether the results are positive or negative.
 - Two heads are often better than one in coming up with potential solutions or ideas.
- **What about decisions about land ownership, land use, and land inheritance? When a husband makes these decisions on his own, what are the consequences for him, his wife, and his family?**

Examples of possible responses:

- See possible responses above. They would be very similar for this question.

(Remind participants of the benefits to women and families when they own or manage land (see **Facilitator Resource 2.2: Benefits of Women's Land Rights.**))

- Now that we have had this discussion, look back at **Flipchart 3.2: Husband, Wife, Jointly.** **Are there any items that are in the "Husband" or "Wife" column that you think should move to the "Jointly" column?** (Make the edits proposed by participants with a different coloured marker.)

2. Thank participants for the good discussion.

Activity 6.E: Strategies for Making Joint Decisions (20 minutes)

STEP 1: How Can Couples Work Together to Make Joint-Decisions? (Large Group Discussion) (10 minutes)

1. Say something like:

- Couples who make joint decisions often have a process or a method for making decisions together. This process or method may not have been chosen explicitly—instead the couple has adopted healthy habits that support them in making joint decisions over time through experience.

2. Ask:

- Think about Salome and Victor or another couple you know in your community. **If we were approached by one of these couples for advice on how they could go about making decisions together, what advice or what tips would you give them?** (Record participant ideas on *Flipchart 6.4: Making Decisions Together*. You might want to refer to some of the comments generated in the last question in *Activity 6.C*).

Examples of possible responses:

- Ask each other about their opinions, needs, wants
- Listen to your partner and acknowledge their point of view
- Get educated about and consider multiple options about big decisions
- Talk about big decisions together, seek advice together
- Come to agreement together
- Agree that sometimes one person, or both, will need to compromise
- Think about the marriage as a team with two equal members

STEP 2: Seven Key Strategies (Facilitator Presentation) (10 minutes)

1. After the group has exhausted ideas for the brainstorm described above, share with them seven key strategies that have been observed by healthy couples making joint decisions from a variety of cultures including [NAME OF YOUR COUNTRY] by reviewing *Flipchart 6.5: Seven Key Strategies* and using *Handout 6.2: How Healthy Couples Make Decisions – Seven Key Strategies* to help you elaborate on each of the key strategies.
2. After reviewing the seven key strategies, acknowledge how the strategies are similar to the ideas the group came up with in the brainstorming session. The facilitator should check off these strategies listed on *Flipchart 6.4: Making Decisions Together*. Identify ideas from the group brainstorming that are not represented in the seven strategies and acknowledge that these ideas are also important.

3. Ask the group if they **have any questions about the seven key strategies.**

Handout 6.2

How Healthy Couples Make Joint Decisions

Seven Key Strategies

1. Respect Each Other.

- Couples who are effective at making joint decisions love and respect each other.
- They see each other as equals and do not try to dominate each other or have power over each other. They use power to help each other, not control each other.
- They are willing to listen to each other and they value each other's opinions.
- Avoid criticism or attempts to dominate each other.
- Be aware of the messages you send with your body language.
- Healthy couples never use violence. One partner is never "afraid" of the other partner.

2. Discuss Decisions Under the Right Conditions.

- Decision-making doesn't work well when either person is tired, hungry, short of time, angry or preoccupied with other activities. Before you start a discussion, make sure each of you is in the right frame of mind, you have the time to talk and there are no distractions (e.g., children asking for your attention, television or radio playing, etc.).
- Discuss one decision at a time.

3. Set a Goal.

- Be *specific* about what you want to achieve. Rather than saying "I would like us to talk about how we can have more money," say something more like: "I would like us to talk about how we can save 100 [CURRENCY] every month so we will have enough money for school fees next year."
- It is important that both partners are *clear and specific* about the decision they are trying to make and *why* they are making the decision.

- When making a decision about a particular issue, stick to *that* issue – don't try to make multiple decisions at once. Trying to make multiple decisions at the same time will increase confusion and distract you from the original issue. This leads to frustration, more stress, and frequently no decision!

4. Identify Your Options and Discuss Them with Your Partner.

- Avoid being attached to a particular outcome at the start.
- Think of the discussion with your spouse as an opportunity to discover what is best for the both of you and the family.
- Before the two of you do anything else, think about all the possible decisions you two could make regarding the issue. Keep an open mind to all the possibilities.
- If you need to, collect information about your options. Talk to people who can educate you about your options.
- Discussing each option by itself can lead to one or the other person advocating for that option without comparing it to other options. So, discuss all the options together as a pair.
- As you discuss all your options, listen to your spouse's opinions, but more importantly to their *needs*. Try to understand their point of view and help them get clear on needs that underlie their opinions about the best course of action.
- Discuss the feelings, ideas, concerns, and information you have.
- As you discuss your options, think about these questions:
 - Which options are compatible with the values and goals of you and your partner?
 - Which options seem to be most advantageous to the family?
 - Are there options that are absolutely off the table? Which ones? Explain why.
 - Which options appeal to you the most? Explain why.
- Remember that you love your spouse and that you are a team. Remember that love and unity are important qualities of a successful marriage.
- If things get heated, take a break. Violence of any kind is never acceptable.

5. Make a Decision and Take Action.

- After you have made a decision, identify the steps that you have to take to act on the decision. Ask yourselves:
 - What do we have to now to realise our decision?
 - Who is going to do what?
 - By what time?
 - Do we need to get help from anyone? If so, from whom?

6. Pay Attention to the Results of Your Decision.

- Review the outcomes of your decisions to see if they are meeting the needs of you two and your family.
- If the outcomes are not what you expected, get together with your spouse and talk about changes you might make to the decision that might get you better results.

7. Appreciate Each Other.

- After making a big decision together, celebrate the fact that you have accomplished an important task and that you have done it *together*. The “celebration” can be as simple as acknowledging it out loud or a hug and saying “thank you.” It is important for couples to appreciate each other!

Activity 6.F: Concrete Suggestions (25 minutes)

STEP 1: Instructions - Concrete Suggestions (Facilitator Presentation) (5 minutes)

1. Say something like:
 - In this next activity, we are going to spend some time thinking about concrete ways to use each of the joint decision-making strategies we just reviewed.
 - In a minute, I am going to divide you into seven small groups and I will assign you one of the seven strategies. You will have five minutes to think of some very practical things a wife and husband can do to use the strategy.
 - For example, if you are assigned the strategy “Respect Each Other,” what is an example of something a person can do to show respect to another person?

Examples of possible responses:

- Do not interrupt the person when they are talking
 - Give the person your full attention
- After five minutes, we will have each group report on our suggestions.
2. **Ask the groups if they have any questions about their assignment.** Answer questions as needed.
 3. Divide the group into seven smaller groups or pairs. Assign each group one of the seven joint decision-making strategies.
 4. After the groups are formed, ask:
 - **Who in each group will serve as scribe?** (Ask for one person in each group to raise their hand).

STEP 2: Concrete Suggestions (Small Group Work) (5 minutes)

1. Invite the groups to begin their work.
2. Circulate the room and provide help if needed.
3. Provide regular time checks.

Facilitator Note

It's possible that you will have less than 14 women in your group. Or that you think the discussion would go better if there were more than two women in each small group. In these cases, you may want to form fewer than seven groups and assign each group two of the strategies. You may have to double the allotted time to give the small groups enough time to discuss two strategies.

STEP 3: A Review of Suggestions (*Large Group Debrief*) (15 minutes)

1. After five minutes, call participants' attention back to the front of the room.
2. Ask each small group to report on their suggestions. After each small group reports, **ask the others if they have additional ideas to add.**
3. Also ask **how realistic it would be to use the suggestion.** If participants see the suggestion as challenging, try to problem solve, or come up with alternatives.

Activity 6.G: Identifying the Seven Strategies (30 minutes)

STEP 1: What Did the Couple Do Well (or Not)? (*Directions*) (5 minutes)

1. Say something like:
 - In past sessions, I have asked you to take on the persona of professionals like a journalist ("Ask Mama" Advice Column) and a Investigator (Land Rights Strategies Case Studies). Now that we have spent some time learning about the seven joint-Decision-Making strategies, I'm going to ask you to take on the persona of another professional—marriage counsellor.
 - I am going to read you a short exchange between a husband and wife. After you hear the exchange, your small group will answer three questions.
 - (Review the questions below on ***Flipchart 6.6: Marriage Counsellor Assignment.***)
 - Is this couple using any of the 7 strategies? If so, which ones?
 - Is this couple violating any of the 7 strategies? If so, which ones?
 - Which strategy is the couple not using, but would likely be helpful?
 - What other advice you would like to give this couple?
 - If you would like to follow along with me as I read each of the couple scenarios, find ***Handout 6.3: Are These Couples Using the Seven Strategies?*** (Give participants a few seconds to find the handout. Provide the page number.)

STEP 2: What Did the Couple Do Well (or Not)? (*Small Group Work and Small Group Reporting*) (25 minutes)

1. Read the background on couple #1 and the first scenario slowly and clearly. Give the small groups five minutes to discuss the three questions on **Flipchart 6.6**. After five minutes, **ask for the small groups to share their responses**.
2. Repeat the process for the other two couples on **Handout 6.3**.
3. Use **Facilitator Resource 6.1: Are These Couples Using the Seven Strategies? – ANSWER KEY** to add to the discussion if needed.
4. Say something like:
 - I realize that just because we are all skilled at making a joint-decision, it does not mean that our husbands are. But as we start to change our approach, our husbands may also. The more skills we have, the better.
5. Thank the participants for their good work.

Facilitator Resource 6.1

Are These Couples Using the Seven Strategies?

ANSWER KEY

Couple #1

One evening, before they go to bed, the wife in this story brings up some decisions that have to be made with her husband. Both are tired. The husband has been working in the sun all day and has a headache.

Wife: I’ve been thinking about our family’s future and I think we should register the land your father left you in both of our names. I also think that we should clear out part of the land to grow fruit trees.

Husband: You must be kidding. My father left the land to me, not to you. I don’t know why you think fruit trees would be a good idea. What do you know about growing fruit trees?

Wife: I think you are being selfish. You know I worry about the future. What am I going to do if something happens to you? How will I raise these small children? And for your information, I happen to know a lot about fruit trees. You know my parents grew mango trees when I was a girl. All I want is for you to not have to work so hard and for us to have a bit more money for the children’s schooling.

Husband: You worry too much. I’m the leader of this family. Just leave everything to me.

Couple #1 – Answer Key		
Joint Decision-Making Strategy	Yes	No
Respect Each Other.		<ul style="list-style-type: none"> Husband belittles wife when he said: “What do you know about growing fruit trees?” Husband tries to dominate wife by saying the “land was left to me, not to you,” saying he was the leader of the family.
Discuss Decisions Under the Right Conditions.		<ul style="list-style-type: none"> Husband tired and has a headache.
Set a Goal.	<ul style="list-style-type: none"> Co-register land Grow fruit trees on part of the land 	<ul style="list-style-type: none"> However, it may have been better to present only one decision at a time.

Couple #1 – Answer Key		
Joint Decision-Making Strategy	Yes	No
Identify Your Options and Discuss Them with Your Partner.		No
Make a Decision and Take Action.		No
Pay Attention to the Results of Your Decision.		No
Appreciate Each Other.		No

Couple #2

One Saturday night the husband comes home late after drinking with his friends. He is tired and a bit drunk. The wife greets her husband and tells him that she wants to talk about an opportunity.

Wife: I think I should take one of the loans the micro-finance group is offering and start a small business. We can use the extra money for school fees and maybe you could hire someone to help you on the farm.

Husband: What? No, no, no. My wife is not going to work. I can provide for this family. I'm the man of the house. Besides what do you know about running a business?

Wife: Why do you always reject my ideas? Why don't you want me to share our burden? I have been quiet for so long, but today I am done. I am going to complete the loan application tomorrow.

Husband: You will do no such thing! (The husband slaps the wife in the face and she runs into the bedroom.

Couple #2 – Answer Key		
Joint Decision-Making Strategy	Yes	No
Respect Each Other.		<ul style="list-style-type: none"> Husband belittles wife when he said: "What do you know about running a business?" Husband dominates wife when he said: "You will do no such thing." Husband hits wife.
Discuss Decisions Under the Right Conditions.		<ul style="list-style-type: none"> It's late Husband is a bit drunk
Set a Goal.	<ul style="list-style-type: none"> Take a microfinance loan to help with school fees and get help on the farm 	
Identify Your Options and Discuss Them with Your Partner.		No
Make a Decision and Take Action.		No
Pay Attention to the Results of Your Decision.		No
Appreciate Each Other.		No

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Couple #3

The wife and husband in this scenario are both concerned about securing their family's future. The husband has recently undergone surgery and healing very well. The doctors expect him to make a full recovery.

Wife: You know, I heard that there is going to be a meeting tomorrow about how to make a will. Do you think we should attend?

Husband: I don't think it's a good idea to make a will. Making a will means you are planning to die soon. Do you think I am going to die? The doctor says I am going to be as good as new in a few weeks.

Wife: I know you are going to live a long life! I know some people say that making a will is bad luck, but none of it makes sense. It's all superstition. I worry about the future. What if something happens to you or to me? Your relatives may want to take away our farm and the house. They still live by old-fashioned ideas. How will I survive? How will I take care of the children?

Husband: You have a good point. I guess it can hurt for us to at least get more informed about how to make a will. Let's go to the meeting and see what they have to say.

Wife: OK. I can agree with that. I appreciate you listening to my concerns.

Wife: The doctor said it is going to take you about four weeks before you can start working again. Before the surgery we were planning on planting 3 hectares of maize. I don't think we can reach that goal right now.

Husband: Maybe we have to plant less. Or maybe we can get my brother to help. What other options do we have?

Wife: Well, I was thinking that maybe I could get my mother to help watch the two little ones. If she can, then I can spend more time getting the land ready to plant.

Husband: That's a good idea. I know your mother hasn't been feeling that well lately. How about we ask her and see how it goes for a week. If it works out, we can probably meet our original goal. If not, then we will just have to make due.

Couple #3 – Answer Key		
Joint Decision-Making Strategy	Yes	No
Respect Each Other.	<ul style="list-style-type: none"> Listened to each other. Husband willing to compromise and go to meeting 	
Discuss Decisions Under the Right Conditions.	<ul style="list-style-type: none"> Morning, both rested. 	
Set a Goal.	<ul style="list-style-type: none"> Learn about making a will. Reconsidering goal of planting 5 hectares of maize. 	
Identify Your Options and Discuss Them with Your Partner.	<ul style="list-style-type: none"> Might have to plant less Brother may be able to help Mother might be able to watch children so wife can do more work on farm 	
Make a Decision and Take Action.	<ul style="list-style-type: none"> Seems like couple is going to pick option 3 – ask mother to help 	
Pay Attention to the Results of Your Decision.	<ul style="list-style-type: none"> Going to reevaluate decision after a week since mother is not feeling too well. 	
Appreciate Each Other.	<ul style="list-style-type: none"> Wife expresses appreciation to husband. 	

Activity 6.H: Being a WLR Champion and Closure (10 minutes)

STEP 1: Reflections on Today's Session (Large Group Discussion) (4 minutes)

1. Say something like:
 - Our session is coming to an end. Let's hear from a few of you about your thoughts on today's session.
2. Pick **ONE** of the questions below and ask a few participants to share their thoughts.

Facilitator Note

The purpose of this last question is to bring summary and closure to the session. It is not meant to be a long discussion.

- What is one thing that you would like to share with your children (daughters and/or sons) about today's session?
- What is one thing that you would like to share with a family member, friend, or community member about today's session?
- What is the most important thing you learnt in today's session?
- What is one thing you might want to do differently as a result of what you learnt during today's session?

STEP 2: Reinforce Key Messages (Facilitator Remarks) (1 minute)

1. Reinforce the key messages of this session by saying:
 - Remember the quote that we started our session with:

*No nation has the right to make decisions for another nation;
No people for another people.*

- No one has a right to take away our Decision-Making power. Wise and empowered women are fully capable of making big decisions with their husbands.
- **Be a wise and empowered GARDENER! PLAN your life goals! Make wise and empowered joint decisions!**

STEP 3: Being a WLR Champion! (*Take-Home Assignment*) (3 minutes)



1. Say something like:
 - This week I would like you think about making a joint decision with your husband. Try to use at least one of the seven strategies we talked about today.
 - If you don't think this is possible, try to one of the strategies with another adult you know or even one of your children.
2. Ask the women if they see **any obstacles to completing the take-home activity over the next week**. If so, problem-solve around overcoming these obstacles.
3. Say something like:
 - For those of you who are comfortable sharing, there will be an opportunity for a few people to share their experiences with this assignment at the beginning of the next session.
4. Remind women to wear their green WLR Champion ribbons!

STEP 4: Session Closure (*Facilitator Remarks*) (2 minutes)

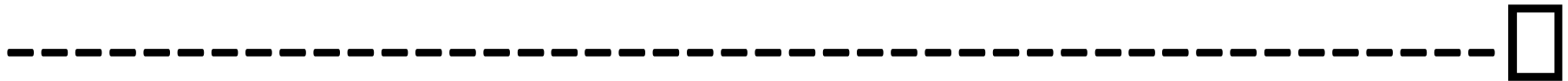
1. Say something like:
 - Thank you for all of your excellent work today!
 - I look forward to seeing all of you next week!
 - Next week we are going to talk about our future goals. We are going set some goals for ourselves and families, as well as identify the steps we will need to reach them.
2. Remind participants that you will remain after the session if they have questions.
3. Administer and collect Feedback Forms (optional).
4. Collect ***Securing Your Family's Future's Participant Workbooks***.
5. Share reminders and announcements as appropriate.
6. OPTIONAL: Closing Prayer
7. Adjourn.

Respect Each Other.



**Discuss Decisions Under the Right
Conditions.**

Set a Goal.



Identify Your Options and Discuss Them with Your Partner.

Make a Decision and Take Action.



**Pay Attention to the Results of
Your Decision.**

Appreciate Each Other.



My Notes

Session 7: Planning a Secure Future for My Family and Me

Session at-a-Glance

Activity	Time
Activity 7.A: Welcome and Review of WLR Champion Assignment	10 minutes
Activity 7.B: Today's Proverb	5 minutes
Activity 7.C: An Introduction to Goals and Goal Mapping	10 minutes
Activity 7.D: Grace and Her Goals	25 minutes
Activity 7.E: My Goal Map	10 minutes
Activity 7.F: Envisioning My Future	20 minutes
Activity 7.G: Creating a Goal Road Map	60 minutes
Activity 7.H: Being a WLR Champion and Session Closure	10 minutes

Total Time

About 2.5 hours

Learning Objectives

At the end of this session, participants will be able to:

1. Define key words related to goal planning;
2. Identify at least one goal they have for their future;
3. Develop a "goal road map" with action steps for achieving one of their goals;
4. Identify resources that will support them on their path to achieving this goal; and
5. Identify possible roadblocks and how to overcome them.

Materials

- **Supplies**
 - Attendance sheet
 - Flipchart stand
 - Flipchart paper
 - Marker pens, various colours
 - Tape
 - Pens/pencils
 - Watch or cell phone that tells the time
 - Green WLR Champion Ribbons
 - Feedback Forms (optional)

- **Facilitator Resources**
 - ***Facilitator Resource 7.1: Word and Definition Matching – ANSWER KEY***
 - ***Facilitator Resource 7.2: Guided Imagery Prompts***

- **Flipcharts**
 - ***Flipchart 1.2: Group Agreements for Learning Together***
 - ***Flipchart 7.1: Today’s Proverb***
 - ***Flipchart 7.2: Key Words***
 - ***Flipchart 7.3: [YOUR NAME] Goal Map***

- **Handouts/Worksheets** (in *Securing Your Family’s Future Participant Workbook*)
 - ***Handout 1.1: Women as Gardeners***
 - ***Handout 7.2: Grace’s Goals***
 - ***Handout 7.3: My Goal Road Map – Grace’s Example***
 - ***Worksheet 7.1: Word and Definition Matching***
 - ***Worksheet 7.2: My Goal Road Map*** (3 copies per participant)

Preparation

- Review the session plan and be sure you are comfortable with the session’s content, teaching methods, flow, and timing.

- As best you can, prepare the meeting space so the women can meet in a semi-circle.

- Pin the green WLR Champion ribbon on your chest before the session.

- As the women are entering the space where you will hold this session, greet them warmly and then ask them to sign an attendance sheet.

- Post ***Flipchart 1.2: Group Agreements for Learning Together***, which was created in Session #1.

- Prepare and post **Flipchart 7.1: Today’s Proverb**. The information for this flipchart is found under *Activity 7.B: Today’s Proverb*.
- Prepare and post **Flipchart 7.2: Key Words**. The information for this flipchart is found in **Facilitator Resource 7.1 Word and Definition Matching – ANSWER KEY**. Write only the words on the flipchart.
- Review **Handout 7.2: Grace’s Goals**. Be sure you are comfortable reading the story aloud to the group.
- Review **Facilitator Resource 7.2: Guided Imagery Prompts**. Be sure you are comfortable reading these prompts aloud.
- OPTIONAL: Draw a goal road map on a piece of flipchart paper—**Flipchart 7.3: [YOUR NAMR] Goal Map**—as best you can. Think about a goal that YOU have and the steps you would have to take to reach it and write them down on a piece of paper. See the second Facilitator Note under *Activity 7.G: Creating a Goal Road Map* for more information.
- Place some extra “WLR Champion” ribbons in the front of the room for women to take.
- OPTIONAL: Make copies of the Feedback Forms for each participant (see form at the end of Session #1).

Procedure

Activity 7.A: Welcome & Review of Champion Assignment (10 minutes)

STEP 1: Welcome (Facilitator Remarks) (5 minutes)

1. Welcome the women back to the course!
2. Distribute the **Securing Your Family’s Future’s Participant Workbooks**.
3. OPTIONAL: Opening Prayer
4. Briefly explain the topic of today’s session by saying something like:
 - Today, we are going to talk about our goals for the future. We are going to plan some goals for our families, and ourselves as well as identify the steps we will need to reach them.
5. Refer the group to **Handout 1.1: Women as Gardeners** in their workbooks, and say something like:

- All gardeners have the same goal—to grow their crop and have an abundant and flavourful harvest! As we have been saying, successful gardeners have four roles during their gardening process: PLANNER, PLANTER, CULTIVATOR, and HARVESTER. Today we are going to talk about how all four of these roles apply to our roles as wise and empowered women who want to achieve goals for themselves and their families.
- So today I am going to ask all of you to **be a wise and empowered GARDENER! PLAN your life goals! PLANT the seeds of your goal! CULTIVATE your goals and HARVEST the fruit of your labour!**

STEP 2: Review of Being a WLR Champion Assignment (*Large Group Discussion*) (5 minutes)

1. Ask:

- Let's take a few minutes to talk about last week's WLR Champion assignment.
- **Who had an opportunity to use one of the seven joint decision-making strategies with their husband (or another adult of child)?** (Ask for a show of hands.)
- **Would some like to share their experience? What strategy(ies) did you try? How did it go? Do you think it was effective? Why or why not?**
- **How did you feel as you were using the strategy?**



Facilitator Note

Plan to hear from only a few volunteers. Recognise that each woman's situation is different and some may not have been able to do the take-home activity.

Give plenty of positive reinforcement and express your appreciation to those women who completed the take-home activity. Doing so will likely encourage others to do the take-home activities in the future, as well as to share at the next session.

2. Thank the women for the discussion.
3. Show the women that you are wearing your green WLR Champion ribbon. Remind women to wear their green ribbons to the course. Let them know that you have extra ribbons if they need one.

Activity 7.B: Today's Proverb (5 minutes)

STEP 1: Today's Proverb (Paired Discussion) (3 minutes)

1. Say something like:

- As we did in our last session, we are going to start off with an inspirational proverb. (Read the proverb on **Flipchart 5.1: Today's Proverb** aloud.)

If you don't know where you are going, any road will take you there.

- Go ahead and turn to the person next to you and discuss what you think the proverb means—especially as it relates to women realizing their land rights. I will let you know when time is up.

STEP 2: How Does Today's Proverb Help Us Think about WLR? (Large Group Discussion) (3 minutes)

2. Ask:

- **Who would like to share some of their thoughts on what the proverb means to them?** (Take a few responses.)

Examples of possible responses:

- It's easy to get lost if you don't know where you are going.
- It's important to know where you are going if you want to achieve a goal.
- It's important to plan.

3. After a few responses, ask the group to keep the proverb in mind as they participate in today's session.

4. Emphasize:

- Today **we are going to be GARDNER'S as we learn to PLAN, PLANT, CULTIVATE and HARVEST our goals.** We all have the right to set goals for ourselves and our families. The more we take charge of our future, the more we can direct the roads we want to travel.

5. Ask:

- **Do you think you think you can be a gardener of your future?** (Encourage the women to say “YES” in a loud and confident voice.)

Activity 7.C: An Introduction to Goals and Goal Mapping (10 minutes)

STEP 1: Key Words Related to Planning Our Future (*Small Group Work and Facilitator Presentation*) (10 minutes)

1. Say something like:

- Before we get started, let’s review some of the important words we will be using throughout the session.
- Find **Worksheet 7.1: Word and Definition Matching** in your workbooks. (Give the group a few seconds to find the handout).
- Then, turn to the women around you and form small groups of three people.
- I am going to read one of the words we are going to be talking about today during the session. Then I will give you about 30 seconds to find the definition on your handout.
- Reveal each of the terms one by one on **Flipchart 7.2: Key Words**. After reading the word, give the small groups 30 seconds to answer.
- **After reading all the words, ask the group for the definitions.** Use **Facilitator Resource 7.1: Word and Definition Matching – ANSWER KEY** to assist you in explaining each term with an example.

2. Congratulate the women for their knowledge about goal setting! Tell them that you are not surprised because you know that they are **wise and empowered gardeners** which much experience!

Worksheet 7.1

Word and Definition Matching

Word	Definition
	Something that gets in the way or blocks one's ability to move forward.
	A destination that one wants to reach in the future. The desired result of one's efforts.
	A diagram of an area that show the location and name of cities, roads, and other physical features of the land like a river, mountain, etc. These diagrams help us figure out the way to get from one location to another location.
	To design in advance. Identify the steps, timeline and resources needed to achieve a goal.
	Assets. They can come in the forms of supportive encouragement from a friend, education, money, legal services, materials, etc.
	Time that is still to come. One second after right now or one month after right now, or one year later, etc.
	The actions (large and small) that one has to take along the road to reaching a goal.

Facilitator Resource 7.1

Key Words and Definitions

Word	Definition	Example
1. Future	<ul style="list-style-type: none"> Time that is still to come. One second after right now or one month after right now, or one year later, etc. 	<ul style="list-style-type: none"> In the future, 1 month from now, Salome will co-register land with Victor.
2. Goal	<ul style="list-style-type: none"> A destination that one wants to reach in the future. The desired result of one's efforts. 	<ul style="list-style-type: none"> By the end of the year, I want to save enough money to fix the roof. By the time I give birth, I want to register my marriage.
3. Plan	<ul style="list-style-type: none"> To design in advance. Identify the steps, timeline and resources needed to achieve a goal. 	<ul style="list-style-type: none"> My plan for making my grandmothers soup tomorrow is to: talk to her about the recipe, obtain the ingredients, prepare the vegetables, and allow the soup to simmer for two hours.
4. Map	<ul style="list-style-type: none"> A diagram of an area that show the location and name of cities, roads, and other physical features of the land like a river, mountain, etc. These diagrams help us figure out the way to get from one location to another location. 	<ul style="list-style-type: none"> The Land Registry came to my community to create a map indicating the different plots of land and their owners. I used a map on my phone when I went to city to find a clinic address.
5. Goal Step	<ul style="list-style-type: none"> The actions (large and small) that one has to take along the road to reaching a goal. 	<ul style="list-style-type: none"> My goal is to sew a dress for my daughter's wedding. One of the steps I have to take is to go to the city with my daughter to choose the fabric.
6. Obstacle	<ul style="list-style-type: none"> Something that gets in the way or blocks one's ability to move forward. 	<ul style="list-style-type: none"> Things like pests, disease, and drought create obstacles in growing a successful crop. Flooding can create an obstacle, or a roadblock, for a car to continue moving along a road.
7. Resources	<ul style="list-style-type: none"> Assets. They can come in the forms of supportive encouragement from a friend, education, money, legal services, materials, etc. 	<ul style="list-style-type: none"> For gardeners, things like water, irrigation system, fertilizer, and garden tools are resources. For women realizing their land rights, resources might be transportation services, local community organization, lawyer, etc.

Activity 7.D: Grace and Her Goals (25 minutes)

STEP 1: Grace and Her Goals (Storytelling) (5 minutes)

1. Say something like:
 - Before we start talking about our own goals, let's visit our friend Grace again. As I read the story, see if you can identify some of the terms that we just reviewed. We will have a discussion afterwards.
2. Read the story on **Handout 7.2: Grace's Goals** aloud. Be sure to read it slowly and clearly. If you think group members would like to read along with you, ask them to find **Handout 7.2** in their workbooks. Give them a few seconds to find the handout. Provide the page number.

Handout 7.2

Grace's Goals

A few years ago, Grace's younger brother contracted malaria. Grace helped in caring for him. It was very difficult to watch him suffer. Unfortunately, her brother had a very severe case and he died a few weeks after coming down with the fevers. Grace still mourns his death and wishes there was something she could do to help her community prevent malaria.



Recently, the Health Extension Worker who regularly visits Grace's village has been giving community talks about a malaria epidemic that is affecting the entire zone. The worker is looking for volunteers to help in getting the word out about prevention.

Grace is involved in her community. She attends Village Land Council Meetings, belongs to a church, and sometimes helps the nurses at the health clinic. Grace always liked learning about health. In fact, at one point she thought she would study to be a doctor.

Grace set a goal for herself. She wants to be a volunteer malaria educator and help stop the spread of malaria in her village.

The next day, Grace started to put several steps in action. He spoke to David about her goal. David was supportive, but concerned about one thing. With both of their busy schedules, how will Grace find the time to talk to the community about malaria and still manage her other responsibilities?

After talking for a while, they realized that Grace could go to her Pastor to excuse her from some of the work she does for the church—at least for a little while. This would allow her to do some home visits in the afternoon. Grace spoke to her pastor the next day, he agreed, and encouraged her to do the malaria education work.

When the Health Extension Worker visited the following week, Grace told her that she wanted to help in spreading the word about how to prevent malaria. The worker was happy that Grace was willing to help. She told her that she would have to take a three-hour class to prepare her to educate the community. The class would be conducted at the public health clinic on Saturday morning.

Grace spoke to her mother about watching her children on Saturday morning so she can take the class since her husband needed to harvest maize that day. Her mother agreed.

The following Saturday, Grace took the malaria education class and received a certificate. She felt very proud of herself and was happy that she was going to be able to do something to help her community.



Grace conducted community talks and also did home visits for three months. The malaria epidemic eventually subsided. Grace shared this news with her mother and they both agreed that Grace's brother would be very proud of her. Together they said a prayer for him.

STEP 2: How Did Grace Reach Her Goal? (*Large Group Discussion*) (20 minutes)

1. After reading the story, lead a large group discussion with the questions below.

- **Let's talk about some of the terms that we just discussed on *Handout 7.1*. Can anyone identify the goal that Grace has?**

Example of possible response:

- To support the Health Extension Worker in educating the community about preventing malaria.

- **What about her goal steps?**

Example of possible responses:

- Talking with her husband David and making a joint decision
- Talking with the Health Extension Worker
- Taking a three-hour class
- Talking with her mother to help take care of her children while she was at the course
- Talking to her pastor about freeing up some of her time

- **Did Grace face any obstacles? What were they? How did she handle them?**

Example of possible response:

- One obstacle Grace faced was managing her time. She was able to overcome that obstacle by getting support from her Pastor, David, and her mother.

- **What resources are helping Grace in achieving her goal?**

Example of possible responses:

- Experience with malaria from caring for her brother
- Experience volunteering in her community
- Desire to help others prevent malaria
- Husband's support
- Mother's support
- Her determination and desire to help others

- **How do you think Grace felt while she was planning her goal and after she accomplished her goal?**

Example of possible responses:

- Thankful
 - Proud
 - Supportive
 - Confident
- **How do you see Grace breaking the gender box in this story?**

Example of possible responses:

- Making a joint decision with her husband
 - Educating others about malaria required her to be a good communicator
 - Being proactive about something she cared about.
- **How is Grace a Gardner in this story? (Point to Flipchart 1.2). How is she a planner? A planter? A cultivator? A harvester?**

Example of possible responses:

- **PLANNER:** Planned the action steps to get ready to be a malaria educator and figured out how to deal with an obstacle
- **PLANTER:** Planted the seed or idea of being a malaria educator with the health extension worker, her husband, her pastor and her mother
- **CULTIVATOR:** Took all the action steps she needed to take
- **HARVESTER:** She saw that her work contributed to the decrease in malaria infections, she felt good about what she did

Activity 7.E: My Goal Map (10 minutes)

STEP 1: Introducing “My Goal Road Map” (Facilitator Presentation) (10 minutes)

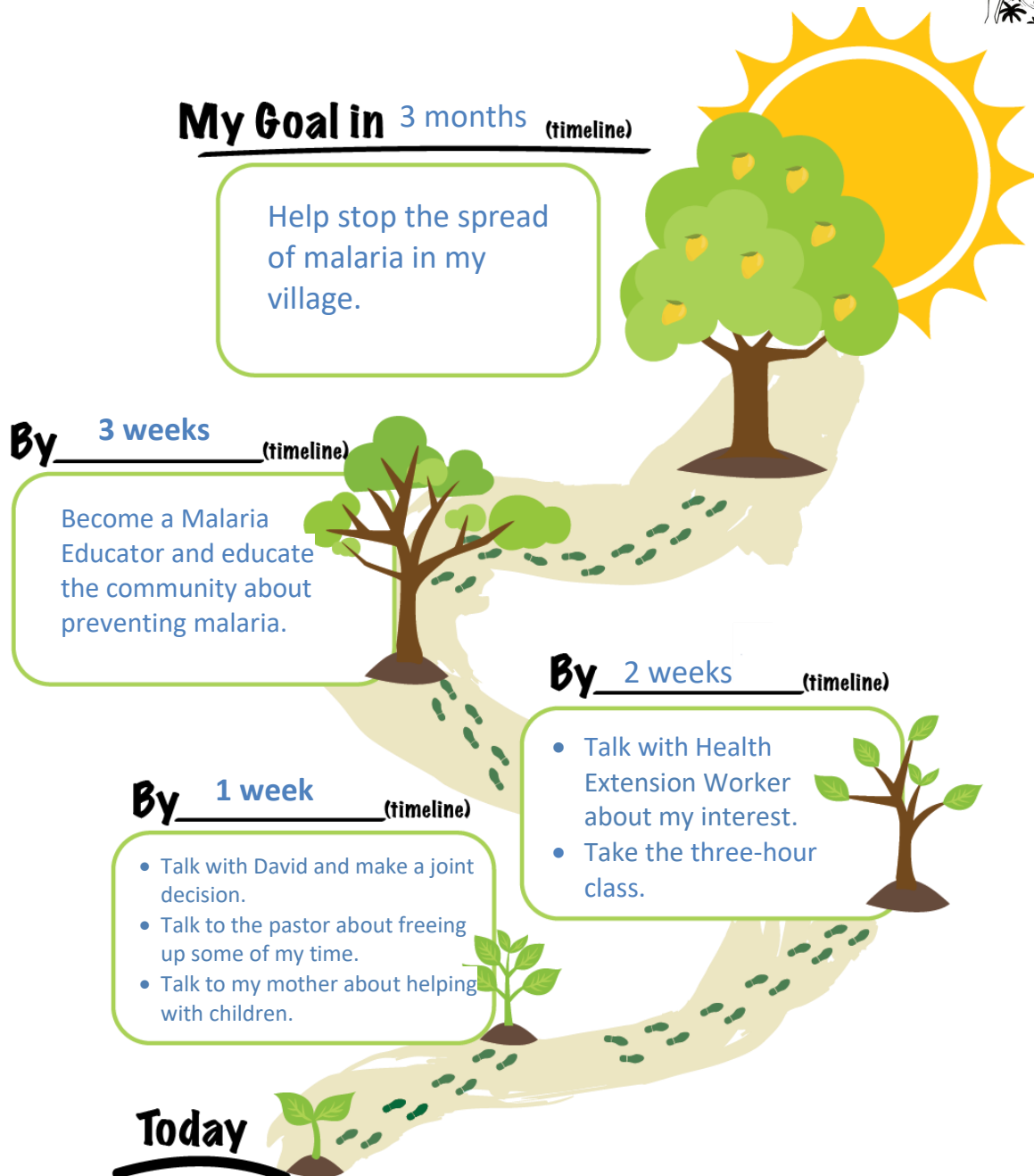
1. Say something like:

- It’s time now for us to think about OUR goals and our futures. One way we can plan for our future is to create a goal road map.
- As we said earlier, a map is a picture of land that shows us how we can get from one destination to another. We use maps to get a sense of orientation and to help find the way or the “roads” we have to take to get from Location A to Location B.

- Remember the proverb we started out with today—*If you don't know where you are going, any road will take you there.* In other words, if we don't know what your Location B is (your destination or your goal) then we won't know what roads to take to get there.
- Let's take a look at a map we can use for planning our goals. Find **Handout 7.1: My Goal Road Map – Grace's Example.** (Give the group a few seconds to find the handout. Provide page number.)
- This map starts at the very bottom where it says **"Today."** A tiny seedling is planted. If you follow the steps along the road, you will find that there are four points along the way. Maybe it's weeks or months that go by. As time goes by you can see that the seedling grows and ultimately becomes a tree that bears fruit!
- In the case of Grace, she planted a type of seedling—her goal. Her goal was to become a volunteer malaria educator. She took various steps along the way to reach this goal which she reached in 3 months. There were some important milestones along her path: 1) making a decision with her husband, 2) talking to her pastor, 3) taking the 3-hour course, and 4) actually educating the community.
- This map is going to help us to plan the steps we need to take related to reaching a goal related to land as a way to secure our family's future. One goal you might choose for this activity is one of the four land rights actions we talked about in Session 4: 1) registering a marriage, 2) registering or co-registering land, 3) participating on the Village Land Council, and 4) making a will.
- The goal map will help us to anticipate roadblocks, or obstacles, along our road to our goal. For example, a flood or a fallen tree, can create a roadblock on road. There are also roadblocks that can get in our way on our road to our goal such as resistance from a husband or family member.
- We will also identify resources that can help us along our road to our goal. Just like petrol is a resource for the driver, we too have resources that will facilitate us in reaching our destination or goal. For example, services and resources we can get from [NAME OF YOUR ORGANIZATION].
- We are going to identify a goal for ourselves and complete a goal map. To help us think about a goal, we are going to take a few minutes to envision our future.

Handout 7.3

My Goal Road Map – Grace’s Example



- **Will I face obstacles in reaching my goal?** How will I manage my time? I have responsibilities to care for my children and help at my church.
- **How can I overcome these obstacles?** Talk to my pastor, David, and my mother to help me.
- **What resources do I have to help me in reaching these goals?** My experiences with malaria and helping others in my community.

Activity 7.F: Envisioning My Future (20 minutes)

STEP 1 Envisioning My Future¹⁸ (Guided Imagery) (10 minutes)



1. Say something like:

- To start our visioning activity, I would like us to get into a relaxed state of mind. Please get into a comfortable position. If you like, you can close your eyes. Closing your eyes to what is going on in the room will help you concentrate more on your own thoughts. If you rather keep your eyes open, find a spot of the ground or the wall to focus on. (Give the women a few seconds to get comfortable.)
- OK, now I would like you take a deep breath through your nose. Breathe in for a count of four seconds and then breathe out for a count of six seconds. (Model this type of breathing with participants.)
- Do this again, and feel your stomach and chest rise when you breathe in, and feel them fall when you breathe out. Feel the coolness of the air as you breathe in through your nose. And feel the warmth of the air as you breathe out. Feel any tension you have in your head and shoulders float away. Take another breath in, and now breathe out.

(Guide the women through this exercise using a soft and slow voice. Repeat the deep breathing process a few times.)

- Now that we are relaxed, I would like you to think about the questions that I am about to ask you.
2. Read the questions on **Facilitator Resource 7.2: Guided Imagery Prompts** in a calm, slow and clear voice. Pause for at least 5-10 seconds for the women to think about the question in silence and then proceed to the next question.

¹⁸ Photo credit: <http://www.worldpeacesolutions.net/africa/>

Facilitator Resource 7.2

Guided Imagery Prompts

1. Imagine it is 3 years from now [MONTH & YEAR]. Where are you? What are you doing? *(pause)*
2. What successes do you imagine for yourself? *(pause)*
3. What successes do you imagine for yourself and your husband, as a couple? *(pause)*
4. What successes do you imagine for your sons and your daughters? *(pause)*
5. How will land be part of your family's future success? *(pause)*
6. Think of a goal that you can set for yourself regarding land. *(pause)*
7. What steps will you need to get to that goal?
8. What resources will you need? What support will you need? *(pause)*
9. What obstacles might you in reaching your goal, if any? *(pause)*
10. Who, or what, can help you overcome these obstacles? *(pause)*
11. How do you think you will feel after reaching your goal? *(pause)*
12. How can living outside the gender box, help you with reaching your goal? *(pause)*
13. Remember ... You are a gardener. You know how to plan, how to plant, how to cultivate, and how to harvest your goals. Take note of all wisdom and power you bring to reaching your goal. *(pause)*

Take another deep breath in and let it out.

When you are ready, you can open your eyes and come back to the group.

STEP 2: Sharing Our Vision for Our Future (*Large Group Debrief*) (10 minutes)

1. Lead a large-group debrief with the questions below.
 - **Is there anyone who would like to share the successes she hopes she and/or her family will have in the future?** (Take a few responses.)
 - **Is there a goal that anyone envisioned that they would like to share?**
 - **How does land play a role in your family's future success?**
2. Thank everyone for their work and for sharing their hopes for the future.

Activity 7.G: Creating a Goal Road Map (60 minutes)

STEP 1: Instructions - My Goal Road Map (*Facilitator Presentation*) (10 minutes)

1. Say something like:
 - Let's keep the imagery that we just created in our minds and start to plan a goal that will help us realize our successes. The goal should be one that you think you could complete in about one year (12 months).
 - Just like Grace's example in **Handout 7.2**, you are going to complete your own goal road map using **Worksheet 7.3** in your workbooks. You'll notice that there are a few copies of the worksheet. They are there in case you want to use them to plan other goals in the future. You just need one copy of the worksheet for now.
 - First, you will start with the top box and write in the **goal** you wish to achieve and by when.
 - Then you will move to the bottom of the worksheet where it says "Today." Think about at least **three major steps** or actions you need to take along the road to your goal and write them into each of the boxes. Estimate a realistic timeline for each of the steps.
 - Think about some of the **resources** you will have to complete your goal and write them down on the bottom of your worksheet.
 - Think about possible **roadblocks** (barriers) and how you might overcome them. Write them down on the bottom of your worksheet as well.
 - You are going to have 20 minutes to complete your goal road map. I want you to complete the map on your own, however, you should feel free to talk with the other women around you for ideas. Be a support to each other.

- After you complete your goal road map, I would like you to tape it to the wall so that all of us can see your work. You will need to remove it from your workbook. After today's session, you will be able to take your goal road map home with you.

Facilitator Note

The ideal way to facilitate this activity is to do so as it is written above—each woman creates her own goal map mostly on her own (with support of the women around her). However, if you have a group with low literacy you might consider adapting the activity.

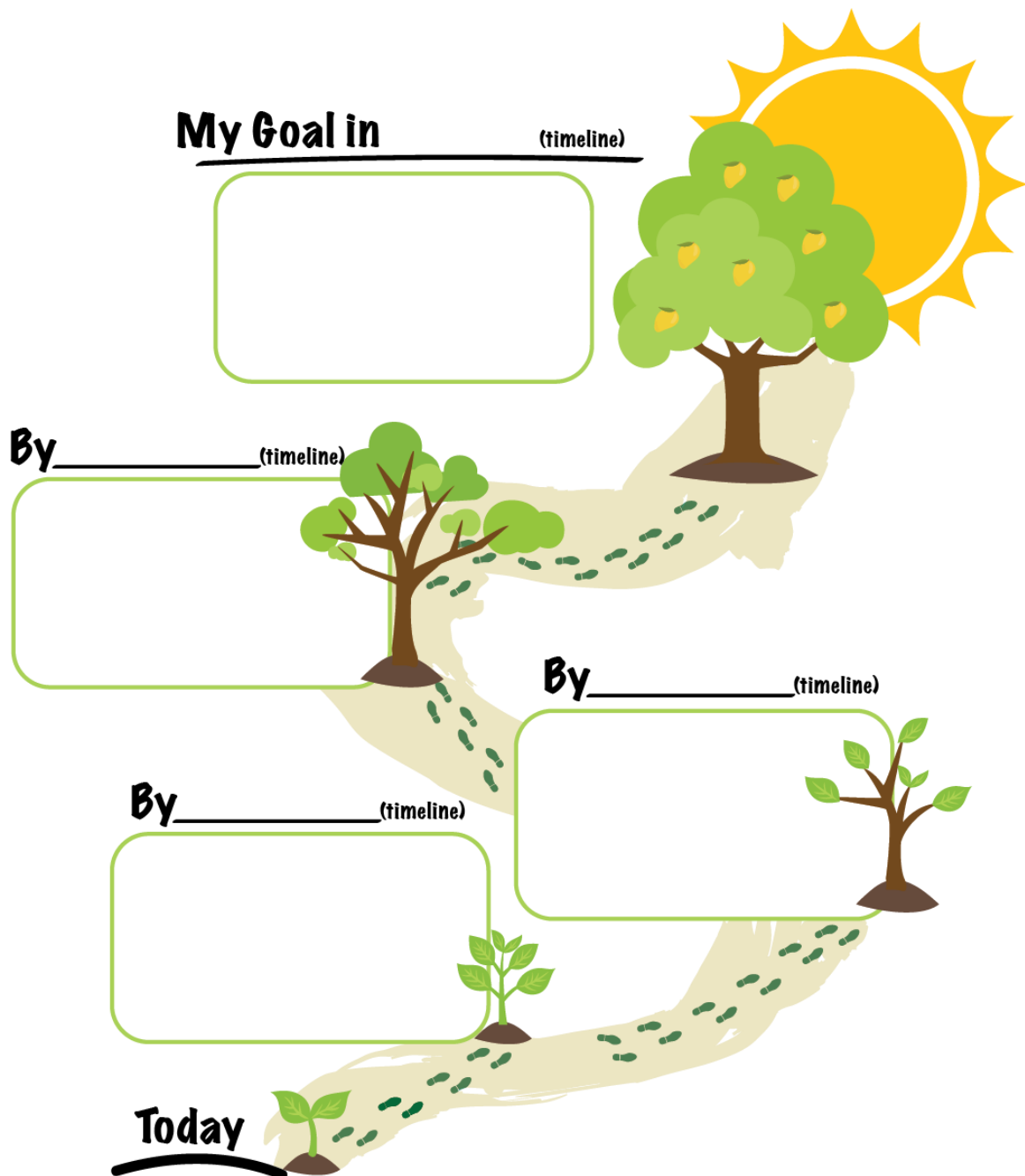
Divide the group into pairs. Read each step on the goal map aloud to the group. Give the pairs about 5 minutes to share how they would complete each step with each other. Repeat the process until you have gone through the entire goal map worksheet. Afterward, ask for a few women to share their goal maps orally. You may need to prompt them with each of the steps. You can also write their answers on a piece of flipchart paper (that you prepare ahead of time that looks like the goal map)—keep in mind that this will take more time.

Facilitator Note

If you think the group needs more modelling of how to use the goal map before they start working on for themselves, consider modelling how to use it again with a goal YOU have. Create your goal map on a piece of flipchart paper in preparation of the session, as well as your own personal goal and the steps you will need to reach your goal. Then talk the group through the goal planning process again. Sometimes learners need to see a new skill demonstrated various times in order for them to understand it and then apply the skill for themselves.

2. **Ask participants if they have any questions about their assignment.** Answer questions as needed.

Worksheet 7.1 My Goal Road Map



- Will I face obstacles in reaching my goal?
- How can I overcome these obstacles?
- What resources do I have to help me in reaching these goals?

STEP 2: My Goal Road Map (*Individual Work*) (20 minutes)

1. Invite the women to begin their work.
2. Circulate the room and provide help if needed.
3. Provide regular time checks every 5 minutes. When there are about 3 minutes left, ask participants to stop and to post their goal road maps on the wall.

STEP 3: Sharing Each Other's Goals (*Gallery Walk*) (10 minutes)

1. After 20 minutes, call participants' attention back to the front of the room.
2. Invite them to circulate the room and admire the goal road maps created by their peers. Give them about five minutes to do so.
3. After five minutes, ask everyone to take their seats.

STEP 4: Putting Our Plan into Action (*Large Group Discussion*) (20 minutes)

1. Lead a large group discussion with the questions below.
 - **What did you think about creating a goal road map for yourself?**
 - **Was it easy? Hard? Did anything surprise you?**
 - **What resources or supports did you identify?**
 - **What do you think will be challenging about reaching your goal?**
 - **How do you think you will feel when you reach your goal?**
 - **Can you reach your goal if you stay inside the gender box? Why or why not?**

Examples of possible responses:

- Planning, planting, cultivating, and harvesting a goal takes courage because you will have to break away from old-fashioned ways of thinking about how women should behave.
- To reach a goal, women have to be able to communicate assertively, express their needs, have some independence, ask for support if needed, etc.

- **How can you support your sisters in this room as they break the gender box and be the gardeners of their goals?**

Examples of possible responses:

- Do not judge women who break the gender box
- Help women in taking steps along their roads to their goals
- Ask them about their progress
- Share your experiences in reaching your goal if you think it would help
- Provide encouragement
- If she is facing an obstacle, help her in thinking about a way to overcome it

2. Emphasize:

- **When we support other women succeed, we all succeed.**
- **Be a wise and empowered GARDENER! PLAN your life goals! PLANT the seeds of your goal! CULTIVATE your goals and HARVEST the fruit of your labour!**

3. Congratulate the women on their goal road maps.

Activity 7.F: Being a WLR Champion and Session Closure (10 minutes)

STEP 1: Reflections on Today's Session (Large Group Discussion) (4 minutes)

1. Say something like:

- Our session is coming to an end. Let's hear from a few of you about your thoughts on today's session.

2. Pick ONE of the questions below and ask a few participants to share their thoughts.

Facilitator Note

The purpose of this last question is to bring summary and closure to the session. It is not meant to be a long discussion.

- **What is one thing that you would like to share with your children (daughters and/or sons) about today's session?**
- **What is one thing that you would like to share with a family member, friend, or community member about today's session?**
- **What is the most important thing you learnt in today's session?**

- What is one thing you might want to do differently as a result of what you learnt during today's session?

STEP 2: Reinforce Key Messages (*Facilitator Remarks*) (1 minute)

1. Reinforce the key messages of this session by saying:

- Remember the proverb that we started our session with:

If you don't know where you are going, any road will take you there.

- Setting and planning goals is something that wise and empowered women do. If we don't take charge of our futures, it is not likely that others will lead us down a road to where we want to go. Using a goal road map is one tool that can help us be the gardeners of our future.
- As I said earlier... **Be a wise and empowered GARDENER! PLAN your life goals! PLANT the seeds of your goal! CULTIVATE your goals and HARVEST the fruit of your labour!**

STEP 3: Being a WLR Champion! (*Take-Home Assignment*) (3 minutes)

1. Say something like:

- This week, as a WLR Champion, I would like you to share your goal road map with someone you trust—perhaps your husband, sister, friend, or older child.



- Explain the process we used today for setting a goal.**
- Ask them what they think of the goal you thought out on your goal road map.**
- If you like, ask them for any advice they have for you in reaching your goal.**

2. **Ask the women if they see any obstacles to completing the take-home activity over the next week.** If so, problem-solve around overcoming these obstacles.

3. Say something like:
 - For those of you who are comfortable sharing, there will be an opportunity for a few people to share their experiences with this assignment at the beginning of the next session.
4. Remind women to wear their green WLR Champion ribbons this week!

STEP 4: Session Closure (*Facilitator Remarks*) (2 minutes)

1. Say something like:
 - Thank you for all of your excellent work today!
 - I look forward to seeing all of you next week!
 - Next week is our final session! We are going to talk about ways to support other women who are seeking their land rights and how to deal with others who resist gender equality including land equality. We will also have a closing ceremony.
2. Remind participants that you will remain after the session if they have questions.
3. Administer and collect Feedback Forms (optional).
4. Collect ***Securing Your Family's Future's Participant Workbooks***.
5. Share reminders and announcements as appropriate.
6. OPTIONAL: Closing Prayer
7. Adjourn.

Session 8: Women Helping Women and Course Closure

Session at-a-Glance

Activity	Time
Activity 8.A: Welcome and Review of WLR Champion Assignment	10 minutes
Activity 8.B: Today's Proverb	5 minutes
Activity 8.C: How Supported Do Salome and Grace Feel?	20 minutes
Activity 8.D: "Ask Mama" Radio Programme—Do and Don't	30 minutes
Activity 8.E: Applying What We Have Learned!	55 minutes
Activity 8.F: How Empowered Am I?	15 minutes
Activity 8.G: Closing Candle Ceremony	25 minutes
Certificates and Celebration	To be determined by Facilitator

Total Time

3 hours +

Learning Objectives

At the end of this session, participants will be able to:

1. Describe how the gender boxes affect women's ability to support each other;
2. Describe the "Do's and Don't's" of supporting women;
3. Use the knowledge and skills learned during the course to challenge inequitable gender comments and behaviors, especially around WLR; and
4. State at least one thing they have learned in *SYFF for Women* course and one commitment they will make to themselves as a result.

Materials

☐ Supplies

- ☐ Attendance sheet
- ☐ Flipchart stand
- ☐ Flipchart paper
- ☐ Marker pens, various colours
- ☐ Tape
- ☐ Pens/pencils
- ☐ Watch or cell phone that tells the time
- ☐ Green WLR Champion Ribbons
- ☐ Small table
- ☐ One large candle
- ☐ Smaller candles for each participant
- ☐ Matches
- ☐ Certificate of Completion (one for each participant, see example at the end of this session plan)
- ☐ Incentives, such as t-shirts, caps, etc. (optional)
- ☐ Supplies for celebration (optional)
- ☐ Feedback Forms (optional)

☐ Flipcharts

- ☐ ***Flipchart 1.2: Group Agreements for Learning Together***
- ☐ ***Flipchart 8.1: Today's Proverb***
- ☐ ***Flipchart 8.2: Flipchart 8.2: DO!***
- ☐ ***Flipchart 8.3: DON'T!***
- ☐ ***Flipchart 8.4: Knowledge and Skills We Have Learned***

☐ Handouts/Worksheets (in *Securing Your Family's Future Participant Workbook*)

- ☐ ***Handout 1.1: Women as Gardeners***
- ☐ ***Handout 8.1: Grace and Salome – How Supported Do They Feel?***
- ☐ ***Handout 8.2: Supporting Other Women—Do and Don't***
- ☐ ***Handout 8.3A: Skit A - Frances***
- ☐ ***Handout 8.3B: Skit B - Ruth***
- ☐ ***Handout 8.3C: Skit C - Jessica***
- ☐ ***Handout 8.3D: Skit D - Caroline***
- ☐ ***Worksheet 8.1: How Empowered Am I?***

Preparation

- Review the session plan and be sure you are comfortable with the session’s content, teaching methods, flow, and timing.
- As best you can, prepare the meeting space so women can meet in a semi-circle.
- Pin the green WLR Champion ribbon on your chest before the session.
- As the women are entering the space where you will hold this session, greet them warmly and then ask them to sign an attendance sheet.
- Post **Flipchart 1.2: Group Agreements for Learning Together**, which was created in Session #1.
- Prepare and post **Flipchart 8.1: Today’s Proverb**. The information for this flipchart is found under *Activity 8.B: Today’s Proverb*.
- Prepare and post **Flipchart 8.2: DO!** and **Flipchart 8.3: DON’T!** The information for this flipchart is found under *Activity 8.D: “Ask Mama” Advice Column—Do and Don’t*.
- Prepare and post **Flipchart 8.4: Our Knowledge and Skills**. The information for this flipchart is found under *Activity 8.E: Applying What We Have Learned!*
- Review the story on **Handout 8.1: Grace and Salome – How Supported Do They Feel?** and be sure you are comfortable reading the stories aloud.
- Prepare to share your personal answers to the two questions in *Activity 6.C: Candle Ceremony and Closure*, as well as a heartfelt thank you to your group.
- Place some extra “WLR Champion” ribbons in the front of the room for women to take.
- OPTIONAL: Make copies of the Feedback Forms for each participant (see form at the end of Session #1).

Procedure

Activity 8.A: Welcome & Review of Champion Assignment (10 minutes)

STEP 1: Welcome (Facilitator Remarks) (5 minutes)

1. Welcome the women back to the course!
2. Distribute the ***Securing Your Family's Future's Participant Workbooks***.
3. OPTIONAL: Opening Prayer
4. Briefly explain the topic of today's session by saying something like:
 - Today is the last session of the *Securing Your Family's Future* Course! We have learned a lot over the last few weeks. Today, we are going to talk about ways to support other women who are seeking their land rights and how to deal with others who resist gender equality. We will also have a closing ceremony.
5. Refer the group to ***Handout 1.1: Women as Gardeners*** in their workbooks, and say something like
 - Today we are going to focus on as role as CULTIVATORS. By supporting other women in their efforts to realize their land rights we are cultivating growth of other women and their families.
 - Seeds can't grow without attention. They need water, weeding, and protection. Women need attention and support as well. We need to know that other women will encourage us to use our voice and defend us. When we work together our voices amplify. Working together will give us more power (remind participants of the Power Diagram that was shared in Session #3).
 - **When we support women's success, everyone succeeds!**
 - **Be a wise and empowered GARDENER! CULTIVATE your goals and cultivate the empowerment of the women around you so they can reach their goals too!**

STEP 2: Review of Being a WLR Champion Assignment (Large Group Discussion) (5 minutes)

1. Ask:

- Let's take a few minutes to talk about last week's WLR Champion assignment.
- **Who had a chance to share their goal road map with someone?** (Ask for a show of hands.)
- **Would someone like to share the discussion they had? And with whom?**



Facilitator Note

Plan to hear from only a few volunteers. Recognise that each woman's situation is different and some may not have been able to do the take-home activity.

2. Thank the women for the discussion.
3. Show the women that you are wearing your green WLR Champion ribbon. Encourage women to continue wearing their green ribbons after the end of the course. It will show women that you are showing solidarity and support.
4. Let the women know that you have extra ribbons if they need one.

Activity 8.B: Today's Proverb (5 minutes)

STEP 1: Today's Proverb (Paired Discussion)
(2 minutes)

1. Say something like:

- As we did in our last session, we are going to start off with an inspirational proverb. (Read the proverb on **Flipchart 8.1: Today's Proverb** aloud.)

When spider webs unite, they can tie up a lion.

- Go ahead and turn to the person next to you and discuss what you think the proverb means—especially as it relates to women realizing their land rights. I will let you know when time is up.

2. Give participants a minute or two to discuss the quote and then call for their attention back to the front of the room.

STEP 2: How Does Today's Proverb Help Us Think about WLR? (*Large Group Discussion*)
(3 minutes)

1. Ask:

- **Who would like to share some of their thoughts on what the proverb means to them?** (Take a few responses.)

Examples of possible responses:

- Even though spider webs are thin and delicate, when they are joined by other spider webs they become strong.
 - People may believe that spider webs are not very strong, but that does that mean that belief is true.
 - Don't underestimate something simply by its looks.
 - Together we can overcome our fear of others who may try to keep us down, overpower us or attack us.
 - In numbers there is strength.
2. After a few responses, ask the group to keep the proverb in mind as they participate in today's session.
 3. Emphasise:
 - Realizing our land rights has not been easy for many women. It's not easy to fight for anything alone. When we have support, our voices become louder, our wisdom greater, and our power stronger.
 - We do not have to enter this fight alone. Everyone in this room can support each other. The resources that we have in the community such as [MENTION SOME OF THE RESOURCES IN YOUR COMMUNITY] can support us.
 - United we can move mountains, tie up lions, and change the world for the better!
 - **When we support women's success, everyone succeeds!**
 - **Today, I will ask us again break the gender box! We can CULTIVATE our goals by raising our voices, and supporting each other!**

4. Ask:

- **Do you think we can break the gender box realize our human rights and rights to land?** (Encourage the women to say "YES" in a loud and confident voice.)

Activity 8.C: How Supported Do Salome and Grace Feel? (20 minutes)

STEP 1: The Contrast between Salome and Grace *(Storytelling) (5 minutes)*

1. Say something like:
 - To start off today, I would like to share a story about Grace, and another story about Salome. When you listen to the stories, make a mental note of the kind of support they received or didn't receive in trying to co-register land. After reading the two stories, we will have a discussion.
2. Read the two stories on **Handout 8.1: Grace and Salome's Support Systems** aloud. Be sure to read both stories slowly and clearly. If you think group members would like to read along with you, ask them to find **Handout 8.1** in their workbooks. Give them a few seconds to find the handout. Provide the page number in the workbook.

Handout 8.1

Grace and Salome – How Supported Do They Feel?

Grace

Grace has recently completed a course that was provided by [NAME of YOUR ORGANIZATION]. The course was about how to become a paralegal for women who are seeking support in realizing their land rights. David was supportive of her decision to take the course. He thought that when Grace became a paralegal it would bring prestige to the family.



Grace's daughter, Tabitha, is now 16 years old. Tabitha looks up to her mother and asked if she could take the course with her. Since the course was taught on the weekends, Grace decided to let Tabitha come along. Tabitha says that after she graduates secondary school she wants to become a lawyer.

Tabitha usually helps Grace with caring for her youngest son. Grace's aunt and uncle took the paralegal course a few years ago. Grace's aunt said she would watch her son on the weekends while she was at the course. He could play with some of her grandchildren while Grace was at the course.

At the course, she met ten other women who also want to be paralegals. Some were more outspoken than others. She noticed over the course of a few weekends, she was feeling more confident to speak out during the classes and share her opinions. She realized that the other women in the course, and the instructors, were not going to judge her. They were very friendly and encouraging. This was a very empowering experience for Grace.

When Grace graduated from the course and started to support others in her community—women AND men—about land ownership and use, something happened that she didn't expect. She felt respected by the community and the community elders. People looked up to her. She also felt good about the fact that she was making a difference.



Salome

Several years ago, Salome asked Victor about co-registering his land with her. Victor, still living in his gender box, refused to do so. Salome gave up. She tried to appeal to her mother-in-law, thinking as another woman she would understand. Her husband left her later in life and left her with nothing. David's mother told Salome that this is the tradition and she has to live with it. She was very stuck in out-dated ideas about women's rights.

She heard about the course that [NAME of YOUR ORGANIZATION] was going to offer to women interested in being paralegals. She was interested in the course. It sounded like she would learn a lot. She didn't even think about going, however, because she thought the women in her family would tell her that she is only going to cause conflict in her marriage.

Salome thought that if she doesn't attend the course, maybe the younger generation in her family could go. Her daughter Amanda is 19. She wasn't able to continue on to secondary school because Salome and David could not afford the expenses associated with going to school. Salome told her about the course but Amanda said: "All I want to do is get married. They probably don't want be there anyway."



STEP 2: How Do Grace and Salome’s Support Systems Differ? *(Large Group Discussion)*
(15 minutes)

1. After reading the story, lead a large group discussion with the questions below.

- **What supports does Grace have?**

Examples of possible responses:

- Husband
- Daughter who looks up to her
- Her aunt
- [NAME of YOUR ORGANIZATION]
- Other women who took the course
- Her community

- **How do the women in her life support her?**

Examples of possible responses:

- Don’t judge her
- Allow her to voice her opinions
- Watching her child
- Encouraging her

- **What supports does Salome have?**

Examples of possible responses:

- [NAME of YOUR ORGANIZATION]
- Not really sure because she hasn’t shared her desire to attend the course with anyone other than Amanda.

- **How do the women in her life support her?**

Examples of possible responses:

- Salome doesn’t seem to get much support from her mother-in-law.
- Salome worries about other women in her family judging her.

- **If we are all fighting for the same rights, why do you think some women actually work against other women?**

Examples of possible responses:

- Still living inside the gender box and they are used to it
 - Can feel scary to live outside the box, so they rather all women stay inside the box with them
 - Not realizing that some traditions are good, and some traditions hurt women
 - Not realizing that traditions can be changed
 - Scared about being judged themselves
 - Worried about threats of violence
- **How do the gender boxes play a role here?**

Examples of possible responses:

- Old-fashioned gender norms say that women should: obey their husbands, husbands should be the decision makers in the family, women should not cause conflict, women should be passive.
 - Old fashioned gender norms encourage men to take charge, not see women as their equals, not see the benefits of women being equals in a marriage, using aggression, like violence, threats, insults, to manage conflict in their marriage.
 - When you put these two sets of gender boxes together, it creates a perfect situation for limiting a woman's ability to learn, obtain power, voice her needs and reach her goals. It prevents her from being a gardener of her life. This dynamic has to change.
- **What do you see for Tabitha's (Grace's daughter) and Amanda's (Salome's daughter) futures?**

Examples of possible responses:

- Tabitha has goals for her future. She is continuing her education. She feels supported by her mother and father to do so. It doesn't seem like she is under pressure to get married at the present time. She sees that women have choices. She is likely to have power as she grows into a woman and being able to make decisions. She will have choices.
- Amanda was unfortunately unable to continue with her education. Her sole goal right now is to get married. It doesn't seem like she has much confidence in herself. Her view of the future is very limited. She does not have a goal road map.

- **Why is it important for all of us to be like sisters to each other? That is, to be each other’s allies and supports rather than enemies, competitors, or “gender box police”?**

Examples of possible responses:

- Women who support each other and develop a sense of solidarity have greater power. They can learn from each other, work on goals together, solve problems together, and encourage each other. They can be gardeners of their goals.
- Remember what we said earlier...*When spider webs unite, they can tie up a lion. When women unite, they can make positive change!*

Activity 8.D: “Ask Mama” Radio Programme – Do and Don’t (30 minutes)

STEP 1: Instructions: How Can We Support Each Other – Do and Don’t (*Facilitator Presentation*) (5 minutes)

1. Say something like:

- Does everyone remember Mama from the “Ask Mama” newspaper advice column from Session 3? Well last month, the regional radio station invited Mama to host her own radio advice programme. The radio station has asked her to use her wisdom and experience to create a list of things women should DO to support each other in realizing their land rights, as well as a list of things women should NOT DO to each other.
- We are going to create this list together. First let’s divide into small groups of three or four. (Give the women a minute to form their small groups.)
- I am going to give you five minutes to think of at least three things women can do to support each other and at least one thing that they should avoid doing— things that make it more difficult for women to be equal members in their homes and community. After five minutes, we will create a big list on the wall.
- **Who would like to record the ideas from your group’s discussion?** (Ask for volunteers to raise their hand in each group.)

2. **Ask participants if they have any questions about their assignment.** Answer questions as needed.

STEP 2: How Can We Support Each Other – Do and Don't Brainstorm (*Small Group Work, Brainstorm (5 minutes)*)

1. Invite the women to begin their work.
2. Circulate the room and provide help if needed.
3. Provide regular time checks.

STEP 3: How Can We Support Each Other – Do and Don't List (*Large Group Discussion (20 minutes)*)

1. After five minutes, call participants' attention back to the front of the room.
2. Ask for one group to begin sharing their recommendations for what women can DO to support each other, and then their recommendations on what they should NOT DO. Record their ideas on **Flipchart 8.2: DO!** and **Flipchart 8.3: DON'T!**
3. Invite the next small group to share their ideas but only their ideas that are different from the first group. Continue this process until all the small groups have had a chance to share.
4. Congratulate the group on their good ideas and tell them that they would all be great advice columnists!
5. Ask participants to find **Handout 8.2: Supporting Other Women—Do and Don't** in their workbook (provide page number). Share with participants that this handout includes many of the suggestions that were just listed on flipchart. Point out any differences and explain them.
6. Say something like:
 - This list is outstanding! Now, a radio programme, or a TV programme, or a newspaper that will publish our list???!!!

Handout 8.2

Supporting Other Women—Do! and Don't!

DO!

1. **Express encouragement.** For example, you can say:
 - You are wise and have power.
 - You can be a gardener of your goals.
 - You are doing a great job.
 - I admire you.
 - Keep trying.
 - You are a strong person. You can do it.
 - You can achieve anything you envision.
2. **Show the difference between FACT and OPINION.** Break the gender box! Help her distinguish fact from opinion. For example: “Women are guaranteed land rights in the Constitution”—this is a fact. “Women should let men be decisions makers”—This is an opinion. Facts don't change. Opinions can change.

You can help her think about why she feels the way she feels by asking questions like:

- Why do you believe that?
 - What proof do you have about that?
 - Have you actually seen that happen?
 - How do you think your opinion affects women's lives?
3. **Inform/Educate.** Sometimes people form their opinions without having all the information they need, or use misinformation. Educate the person with facts about the law or about services available. Refer to the handouts in your workbook for more information. For example, you could say something like:
 - The law in our country says that women are entitled to own land.
 - The [NAME OF ORGANISATION] is available to help couples with co-registering land.
 - When couples jointly own or use land, their families are more likely to have more money, better health, and more educated children.



4. **Listen and express empathy.** Rather than give advice, sometimes a person just needs to talk and be listened to.

Empathy is the ability to understand the experience of another—especially their feelings. When someone else knows that another person really understands them, accepts them, and doesn't try to tell them how to feel. For example, you could say something like:

- What I hear you saying is that you are very worried and scared about the possibility of your husband dying and not leaving you an inheritance to land.
 - The feeling of not having security for your future can be very stressful.
 - Not being able to leave land to your daughter feels unfair. I understand why you are angry.
5. **Share your positive experiences.** When other people hear your positive experiences with certain actions (for example writing a will or co-registering land), they are more likely to be convinced that the actions are possible and have value. Be willing to share your experiences and the benefits that have come from those actions for you and your family. Let them know that they can indeed be gardeners of their goals.
 6. **Help problem solve.** You may know how to overcome challenges from your experiences. Work with her to problem solve. But... do not tell her what to do. She has the power and wisdom to make her own decisions.
 7. **Show your disapproval of treating women unfairly.** No one should tolerate disrespect of women or girls. And violence (physical, sexual, or emotional) of any kind should never be tolerated. If someone talks about women in a disrespectful way, say that you are uncomfortable with it and don't approve of it. For example, you might say:
 - We have to respect people if we want to be respected. I don't like to call anyone names.
 - I don't believe we should ever hit anyone. A strong man shows his strength by loving his family, not hitting them.
 - There are community organizations that can help you.
 8. **Take her to get help if possible.** Sometimes a person needs someone by her side especially if she is getting help, if she feels scared, or doesn't feel confident.
 9. **If you say you are going to help, make sure you do.** Don't promise something that you know you can't do and don't break promises. If you can't follow-through on something, let her know and let her know why.
 10. **Keep confidentiality.** Do not violate a person's trust by sharing private matters. Do not gossip.

DON'T!

1. **Don't judge.** For example, don't say things like:
 - You shouldn't do that. That's not for a woman to do.
 - You're not being a good mother.
 - You're crazy if you think you can do that.
2. **Don't be the "gender box police".** It may seem strange to see a woman do things that are not traditional—things that only men have done in the past. Don't police or judge these women. Remember that some opinions about gender are old-fashioned and keep women back from being gardeners of their goals. We have to keep up with modern times if we want to realize our land rights. It's time for change. It's time to break the gender box.
3. **Don't tell her how to feel or what to do.** We are all entitled to our feelings. When someone tells us to feel a different way, we often pull away. We don't feel understood. We don't feel accepted. Don't discourage her unless you really think her actions would put her in some kind of danger. Don't assume that you know better than she does about what to do.
4. **Don't interrupt her.** When another woman is talking, don't interrupt her. Let her finish what she has to say. People feel disrespected when they can't express themselves.
5. **Don't change the subject.** Don't try to change the subject because the conversation is emotional or uncomfortable. This sends a message that you don't care about what the other person is talking about or that you are not a safe person to talk to.
6. **Don't minimize her.** For example, don't say things like:
 - Don't make such a big deal about it.
 - We're women. We can't get upset about this.
 - You will never be able to change that.
 - Men will be men. They don't care.
 - We all have to endure violence. No one will listen to you if you complain.

Don't stand by when she is being violated or abused. Be an active bystander—as long as you think it would be safe to do.
7. **Never gossip or talk about someone behind their back.** This will break trust. It may also put the other person in danger.

Activity 8.E: Applying What We Have Learned (55 minutes)

STEP 1: Instructions - Show Your Support! (Facilitator Presentation) (5 minutes)

1. Say something like:
 - In this next activity, we are going stay in our small groups and practice some of the new knowledge and skills we have learned during the course. Knowledge and skills that have made use wiser and more empowered.
 - **Before we look at this list of skill that we learned, let me ask all of you... In your words, what are some new pieces of knowledge and some of the skills (things we learned how to do) during this course?** (Take a few responses.)
 - Share **Flipchart 8.4: Our Knowledge and Skills** and read aloud each of item.
 - Knowledge about land laws and resources
 - Knowledge about how the gender boxes affect a women’s ability to use her power
 - Knowledge about how we can gain power and use it to help
 - Knowledge about how to make a will
 - Knowledge about how to register or co-register land
 - Knowledge about how to register marriage
 - Knowledge and skills on how to participate in a land management council
 - Assertive communication skills
 - Advocacy skills
 - Joint Decision-Making skills
 - Knowledge and skills on how to make a goal map
 - Skills to support women
2. Now we are going to practice all of what we have learned once again and act out some skits!
3. Find **Handouts 8.3A, 8.3B, 8.3C** and **8.3D** in your workbooks. (Give participants a few seconds to do this. Provide page numbers.)
4. There are four handouts. Each handout has a different scenario about a woman and land, but the instruction for the activity is the same.
5. I am going to review the instructions with you. (Review the directions for the assignments at the top of one of the handouts).
 - Please note that this assignment is for you to create a skit—not necessarily a “drama.” In other words, we don’t have to make the situation overly dramatic, outrageous, or funny. What I really want to see is your application of the knowledge and skills we learned throughout the course.

- I encourage you to look through your workbook if you need reminders about what we have listed on **Flipchart 8.4**.
- I also encourage you to use any kind of props that you think would make the skit more interesting. I am happy to help you with this if needed.
- You will have 20 minutes to create your skit. When you are done, you will present your skit to one other small group. After you present your skit, the other small group will present their skit in front of you. Afterwards we will have a large group discussion about what we saw in the skits. Remember, you must keep to **3 minutes!**

2. Ask:

- Before we start, I would like one person in each group to serve as timekeeper. **Who would like to volunteer?** (Look for one person to raise their hand in each small group).
- We will also need one person to serve as a group Ambassador of the group who will work with the other leader of the group to decide which group will go first. **Who would like to volunteer to be the Ambassadors?** (Look for one person to raise their hand in each small group.)
- **Are there any questions about the assignment?** (Answer questions as needed.)

STEP 2: Role Play Preparation - Show Your Support! *(Small Group Work) (20 minutes)*

1. Invite the groups to begin their work.
2. Circulate the room and provide help if needed.
3. Provide regular time checks.

STEP 3: Show Your Support! *(Skit Presentations) (15 minutes)*

1. After 20 minutes, call for everyone's attention.
2. Say something like:
3. Each Ambassador should not talk to each other and decide which group will perform their skit first. After the first skit is finished be sure to applaud your friends. Repeat this process for the second group.
4. When you are observing the other group's skit, make note of any of the skills we have learned so far (point to **Flipchart 8.4**). Be an Investigator like you were in Session 4!
5. I will walk around and visit each of the groups.

6. **Does anyone have questions?** (Answer questions as needed.)

STEP 4: Post-Skits Analysis (*Large Group Discussion*) (15 minutes)

1. After all the groups have performed, call for everyone's attention.
2. Lead a large group discussion with the questions below.
 - **Did you see the application of one or more of the skills listed on the flipchart** (point to **Flipchart 8.4**)? **Which ones?**
 - **How effective do you think the women in these skits were at offering support?**
 - **Is there anything you would have done differently?**
 - **Do you think we can behave in a supportive way to the other women in our lives in real life? Why or why not?** (If the women describe challenges, ask other participants if they have suggestions about how to overcome those challenges.)
3. Congratulate the women on their performances!

Activity 8.E: How Empowered Am I? (15 minutes)

STEP 1: How Empowered Do We Feel? (*Individual Work*) (5 minutes)

1. Say something like:
 - Let's turn to **Worksheet 8.1: How Empowered Am I?** in our workbooks. (Give participants a few second to find the worksheet.)
 - **Do the questions on this worksheet look familiar?** This is the same list of questions that we answered in Session 3.
 - Now that we are almost at the end of the course, I would like to take a few minutes to answer the questions on this worksheet again. Do not look at the answers you gave in Session 3. After you finish answering the questions, find **Worksheet 3.1** in your workbook. Take a look at how you ranked each question and see if anything changed.
2. Read the questions aloud slowly and pause for participants to answer.

Worksheet 8.1

How Empowered Am I?

Directions: Write the number that best represents how you feel about the statement in the right-hand column.

- | | | | | |
|------------------------------|----------|----------|----------|---------------------------|
| 1 | 2 | 3 | 4 | 5 |
| STRONGLY
DISAGREE | | | | STRONGLY
AGREE |

Statement	Session 8 (write your numbers below)
1. I know what my land rights are.	
2. I know where I can get help to advocate for my land rights.	
3. There are women in my community who will support me in advocating for my land rights.	
4. I have the <i>skill</i> to communicate with others, including my husband and in-laws, about what I want with regard to my land rights. In other words, I know what to say and how to say it.	
5. I have the <i>confidence</i> to communicate with others, including my husband and in-laws, about what I want with regard to my land rights.	
6. I believe that I am entitled to own or co-own land.	
7. I can challenge people who say that women are not entitled own land, inherit land, or make decision about land.	
8. I am empowered to advocate for my land rights.	
9. I believe that women can make decisions as good as men or better.	
10. I have high self-esteem.	
11. I will not tolerate violence from my husband or any other relatives.	
12. I am ready to support other women who are fighting for their land rights.	
13. I am a wise and empowered gardener of my life. I have the knowledge, skills and confidence to PLAN, PLANT, CULTIVATE and HARVEST my life goals.	

STEP 2: How Has This Course Made Us Wiser and Empowered? (Large Group Discussion)
(10 minutes)

1. After a few minutes, lead a large group discussion with the questions below.
 - **What was it like to answer these questions a second time?**
 - **Did anyone see changes in their rankings? Which ones?**
 - **What do you think contributed to these changes?**
 - **How has your willingness to break the gender box changed over the time we have been learning together?**
 - **What would you like to share about this course with other women you know?**
 - **What you would like to share with your daughters? Sons?**
2. Congratulate the women for all their work during the course and the good progress they have made.
3. Emphasize:
 - **We are wise and empowered women!**
 - **As wise and empowered GARDENERS, we PLAN, PLANT, CULTIVATE, and HARVEST our goals and our futures.**
 - **It's time for us to break the gender box!**
 - **When we support women's success, everyone succeeds!**

Activity 8.F: Closing Candle Ceremony (25 minutes)

STEP 1: Closing Candle Ceremony (Ceremony) (20 minutes)

1. Say something like:
 - Our session is coming to a close as is the *SYFF for Women* course. For our last activity, I would like to give everyone a chance to share what this course has meant to them.
2. Ask all the participants to form a circle (with their chairs or standing up). In the middle of the circle place a large candle on a small table.



3. Give each participant a smaller candle.
4. Say something like:
 - There is a candle here in the middle of our circle. Ask one of the participants to light the candle with a match).
 - This candle represents the collective fire in all of us. Our fire is our strength, our power our wisdom, our energy, and our spirit. This fire is what keeps us alive, healthy and happy. This is the fire that will give us the courage to be wise and just women.
 - We are going to go around the circle and I would like each of us to share two things.
 - What is one of the most important pieces of KNOWLEDGE that you will remember from this course?**
 - What is one thing you promise to DO based on what you learnt from this course?**
 - The first person who speaks will first light their candle from the candle in the middle. The second person will light his candle from the candle of the previous person and so on.
 - I will volunteer to go first. (Model the answering of the two questions above.)
5. After everyone has had a chance to light their candles and answer both questions, ask the questions below. (Everyone does not have to answer this question. Take a few responses.)
 - We learned a lot about two women during our time together. **What final advice do you have for Grace and/or Salome?**
6. We are all here as support to each other. When someone's flame is low, we can lend our flame to that person. (Ask the women to come in closer together in the circle.)
 - Before blowing out your candles, silently make a wish for yourself and for the group as a whole.
7. After the women have blown out their candles express a heartfelt thank you for their participation.

STEP 2: Closure (*Facilitator Remarks*) (5 minutes)

1. Remind participants that they can keep their workbooks.
2. Remind participants how they can reach you in the future should they have questions.
3. Administer and collect Feedback Forms (optional).
4. OPTIONAL: Closing Prayer

Present Certificates of Completion

1. Present each participant with a signed Certificate of Completion.
2. If you have opted to give participants an incentive for their participation, you can do so now.

Facilitator Note

At this point, facilitators have the option of having a celebration. If there is funding available, a reception with food, drinks, and music is an option. You may also want to invite the women's family to the celebration.

If your budget allows, you might consider a "parting gift" or an incentive (something like a t-shirt, kanga cloth with, etc.) with one of the key messages of the course.

If these options are not possible, then adjourn here.

Acknowledgements

Portions of this session were adapted from:

Rolleri, L., Verani, F., Lees, S., Nyalali, K. & Kiswaga, L. (2015). *Wanawake na maisha: A gender transformative intimate partner violence prevention curriculum for women in Mwanza, Tanzania*. London: London School of Hygiene & Tropical Medicine; New York: EngenderHealth; Mwanza, Tanzania: Mwanza Intervention Trials Unit at the National Institute for Medical Research.

Rolleri, L., Verani, F., Tewolde, S., Toliver, M., Sharma, V., Leight, J. & Deyessa, N. (2014). *Unite for a better life: A gender transformative intimate partner violence and HIV prevention curriculum for women*. Boston: Abdul Latif Jameel Poverty Action Lab (JPAL) at the Massachusetts Institute of Technology; New York: EngenderHealth.

Handout 8.3A

Skit A – Frances

Directions

1. Read the background on Frances (below).
2. Identify the characters in your skit and who will play those characters.
3. Feel free to make up additional background information about Frances if you need to.
4. Create a skit applying one or more of the skills listed on the flipchart paper in front of the room. Be sure your skit is no longer than **3 minutes!**
5. Be sure you can tell the larger group which skills you are going to practice in your skit before you start your performance.
6. Practice your skit.
7. You have 20 minutes for this assignment.

Background on Frances

Frances and her husband have been married for ten years. Her husband has always made all the decisions about land—including how the money from the harvest is spent. However, Frances does more than 50% of the planning, planting, cultivating, harvesting and selling of their crops. She has a lot of experience and wisdom about farming.

Frances wants her husband to make more joint decisions with her about how they use and manage the land he inherited from his family.

Handout 8.3B

Skit B – Ruth

Directions

1. Read the background on Ruth (below).
2. Identify the characters in your skit and who will play those characters.
3. Feel free to make up additional background information about Ruth if you need to.
4. Create a skit applying one or more of the skills listed on the flipchart paper in front of the room. Be sure your skit is no longer than **3 minutes!**
5. Be sure you can tell the larger group which skills you are going to practice in your skit before you start your performance.
6. Practice your skit.
7. You have 20 minutes for this assignment.

Background on Ruth

Ruth has been attending Village Land Council Meetings for several years. She and two other women who attend the meeting believe men and the council leadership (who are all men) dominate the meetings. Issues related to women's land rights are never discussed.

At the end of the month, the Council is going to run an election for new leadership. The other two women have told Ruth she should run for one of the open offices. Ruth is thinking about running for Treasurer.

Handout 8.3C

Skit C – Jessica

Directions

1. Read the background on Jessica (below).
2. Identify the characters in your skit and who will play those characters.
3. Feel free to make up additional background information about Jessica if you need to.
4. Create a skit applying one or more of the skills listed on the flipchart paper in front of the room. Be sure your skit is no longer than **3 minutes!**
5. Be sure you can tell the larger group which skills you are going to practice in your skit before you start your performance.
6. Practice your skit.
7. You have 20 minutes for this assignment.

Background on Jessica

Jessica and her husband are married for the last 17 years and have 4 kids.

Recently Jessica's friend's husband passed away. Their marriage was not registered and even though they were living together for so many years, Jessica's friend is having trouble claiming her rights to their land and other property.

Now Jessica is worried. Her marriage is also not registered. What if something happened to her husband? When Jessica brought up the issue with her husband, he rejected the idea immediately and Jessica decided to drop the issue.

A few months later, she heard from neighbours about a course called Securing Your Family's Future. One course is for men and another is for women. She told her husband about it. The title of the course really appealed to her husband and he enrolled in the course and attended all of the sessions. Jessica also enrolled in the course for women.

Jessica brought up the idea of registering their marriage again with her husband based on the information she learnt during the course. At first her husband was hesitant, but Jessica outlined the benefits of registering the marriage and the dangers of not registering a marriage. Her husband related this to what he had learnt in his course and they had a long discussion about it. He agreed to accompany Jessica to the marriage registrar the next day to register their marriage.

Handout 8.3D

Skit D – Caroline

Directions

1. Read the background on Caroline (below).
2. Identify the characters in your skit and who will play those characters.
3. Feel free to make up additional background information about Caroline if you need to.
4. Create a skit applying one or more of the skills listed on the flipchart paper in front of the room. Be sure your skit is no longer than **3 minutes!**
5. Be sure you can tell the larger group which skills you are going to practice in your skit before you start your performance.
6. Practice your skit.
7. You have 20 minutes for this assignment.

Background on Caroline

Caroline is married and a mother of two. Her husband, James, is an old-fashioned guy who likes to control things. James owns two plots of land. One was inherited from his father, and the another one was purchased a year ago. Both are registered under his name only.

Caroline, a wise and empowered woman, thinks marriage should be an equal partnership. She has pressed James several times to co-register both plots of land in both of their names as a security for her and the entire family. He has always refused. She even went to her family for support and her husband's family. They all advised her that she needs to keep the peace in the home and to let James have his way.

One Sunday, she was feeling very inspired by the Pastor's sermon about a passage of the bible from the Book of Ephesians. The passage talked about the love and respect a husband should have for his wife. She spoke to him after the service about her struggle with her husband. He advised her to seek help from [NAME OF YOUR ORGANIZATION]. The Pastor also agreed to talk to her husband and share some of the very sad stories about other family's without co-registered land.

It took some time, but with the support of [NAME OF YOUR ORGANIZATION] and the Pastor, James saw the benefits to co-registering land. He realized he wouldn't be giving up control, but rather securing a future for his family. And now that Jessica feels a real sense of ownership, she is feeling more invested in helping James make the land even more productive. Her relationship with her husband has also become closer.

Certificate of Completion

[Participant Name]

*Has successfully completed the
Securing Your Family's Future Course*

Day, Month, Year

Signature

Signature

*Name of Facilitator
Title Facilitator*

Other

Appendices

- A. Women’s Land Rights Theory of Change Logic Model
- B. SYFF for Women Curriculum Theory of Change Logic Model
- C. Materials Needed to Implement *SYFF for Women*
- D. Dividing a Big Group into Smaller Groups
- E. Icebreakers
- F. Energisers
- G. Template for List of Intimate Partner Violence Resources

Appendix A: Women’s Land Rights Theory-of-Change Logic Model

Intervention Activities	Determinants of Behaviours (INTERMEDIATE OUTCOMES)	Behaviours Directly Related to Goals (BEHAVIOURAL OUTCOMES)	Goal (IMPACT)
<p>Social Norms Assessment</p> <ol style="list-style-type: none"> Social Norms Survey and Focus Groups that form the foundation to develop intervention activities <p>Message Development</p> <ol style="list-style-type: none"> WLT Message Development and Promotion Guide <p>Social Norm Change Activities</p> <ol style="list-style-type: none"> IEC Materials Learning Events (i.e., workshops, community dialogues, radio programming, debates, dramas, trainings, etc.) Advocacy Kit <p>Capacity Building</p> <ol style="list-style-type: none"> Training for lead organisations on how to implement activities and train stakeholders (e.g., paralegals) Training for stakeholders (e.g., paralegals) by lead organisations 	<p>CLUSTER #1: Beliefs, Attitudes and Norms about Gender Equality including WLT</p> <p>Knowledge</p> <ol style="list-style-type: none"> Knowledge about sex, gender and gender norms Knowledge about where gender norms come from Awareness of gender norms that affect women’s wellbeing, especially their ability to secure land tenure. For example: 1) women are property therefore they cannot own property (-), 2) men should make all family decisions (e.g., buying land, how to use land, who works outside the home, how to use money, etc.) (-), 3) women should obey her husband’s decisions (-), 4) women do not know how to manage land (-), 5) land shows a man’s self-worth, dominance, power (-), 6) women should not inherit land (-), 7) property should be in the man’s name only (-), 8) women and men are partners (+), 9) etc. Knowledge of the costs of abiding to inequitable, rigid gender norms, especially those related to women’s land tenure (to men, women, families, communities) Knowledge of benefits of equitable gender norms especially those related to women’s 	<p>Women’s Behaviours</p> <ol style="list-style-type: none"> Register or co-register land in her name Make a will Register her marriage Make her own decisions or joint decisions with her husband about land use, land management, financial profits that come from productivity of land, land transfer, land purchase, land sale, and obtaining credit/mortgage Use and/or participate in land rights organizations (e.g., Village Land Council) in a meaningful way <p>Men’s Behaviours</p> <ol style="list-style-type: none"> Fathers allocate land to daughters (regardless of marital status) as they do for sons. Husbands include wives as joint owners and/or managers of land. Husbands and fathers bequeath wives and daughters land in their wills (inheritance). Husbands consult women in making decisions about land. <p>Land Management Structures’ (LMS) Behaviours</p>	<p>Increase women’s access to, use of, ownership of, control of, and decision-making about, land in target sites in Kenya, Tanzania and Uganda.</p>

Intervention Activities	Determinants of Behaviours (INTERMEDIATE OUTCOMES)	Behaviours Directly Related to Goals (BEHAVIOURAL OUTCOMES)	Goal (IMPACT)
	<p>land tenure (to men, women, families, communities)</p> <p>6. Awareness of how inequitable gender norms can be replaced with equitable gender norms.</p> <p>Beliefs/Attitudes/Norms</p> <p>7. Positive attitude and social norms about abiding to equitable gender norms</p> <p>8. Positive attitude and social norms about communicating about equitable gender norms and challenging inequitable gender norms</p> <p>Skill and Self-efficacy</p> <p>9. Skill and self-efficacy to communicate about equitable gender norms</p> <p>10. Skill and self-efficacy to challenge/resist inequitable gender norms</p> <p>CLUSTER #2: Beliefs, Attitudes, Norms and Self-Efficacy to Navigate Formal and Customary Laws and Systems Related to Securing Land Tenure</p> <p>Knowledge</p> <p>1. Knowledge of human rights as they relate to women’s land rights</p> <p>2. Knowledge of formal laws as they relate to women’s land rights</p> <p>3. Knowledge of customary laws as they relate to women’s land rights</p>	<p>5. In pastoral communities where land is communal, ensure gender quality in LMS membership</p> <p>6. LMS include women’s priorities (e.g., agriculture, grazing, etc.) in land use plan.</p> <p>7. LMS include women in positions of leadership</p>	

Intervention Activities	Determinants of Behaviours (INTERMEDIATE OUTCOMES)	Behaviours Directly Related to Goals (BEHAVIOURAL OUTCOMES)	Goal (IMPACT)
	<p>4. Knowledge of repercussions of not following formal laws</p> <p>5. Knowledge about consistencies and inconsistencies between formal and customary laws and how both sets of laws can be harmonized</p> <p>6. Knowledge about structures that can intervene on women’s land rights (e.g., land management structures, courts, other government or non-profit organisations)</p> <p>7. Knowledge of the existing mechanisms that can help negotiate for the inclusion of women’s land rights (NGOs, the local government, civil societies)</p> <p>Beliefs/Attitudes/Norms</p> <p>8. Positive attitude and social norms about using community services</p> <p>9. Positive attitude and social norms about registering land</p> <p>10. Belief that using community services will lead to women’s land tenure</p> <p>11. Belief that women are entitled to land tenure</p> <p>12. Positive attitude about creating a will</p> <p>13. Belief that creating a will lead to women’s land tenure</p> <p>14. Belief that negotiating land rights with community leaders is possible and can lead to a win/win outcome</p> <p>Skill and Self-Efficacy</p>		

Intervention Activities	Determinants of Behaviours (INTERMEDIATE OUTCOMES)	Behaviours Directly Related to Goals (BEHAVIOURAL OUTCOMES)	Goal (IMPACT)
	<p>15. Skill and self-efficacy to ask for support from community services</p> <p>16. Skill and self-efficacy to register land (individually or jointly)</p> <p>CLUSTER #3: Beliefs, Attitudes, Norms and Self-Efficacy for Women’s Meaningful Inclusion/Participation in Land Management Structures</p> <p>Knowledge</p> <p>1. Knowledge about the existence of land management structures (LMS)</p> <p>2. Knowledge about ways to meaningfully participate in LMS (when appropriate)</p> <p>Beliefs/Attitudes/Norms</p> <p>3. Positive attitude and social norms about women participating in LMS</p> <p>4. Belief that participating in LMS will lead to positive outcomes related to women’s land tenure</p> <p>Skill and Self-efficacy</p> <p>5. Skill and self-efficacy to express needs, benefits related to women’s land tenure</p> <p>6. Skill and self-efficacy to support other women in securing land tenure</p> <p>Other</p> <p>7. Positive reinforcement for women’s participation in LMS</p>		

Appendix B: SYFF for Women Theory-of-Change Logic Model

For more information about the SYFF Theory of Change Logic Model, see the *How the Course Curriculum Was Developed* section in the Introduction of this manual.

Curriculum Activities Linked to Changing Prioritized Determinants	Prioritized Determinants of Women’s Behaviors (INTERMEDIATE OUTCOMES)	Women’s Behaviors Directly Related to Goal (BEHAVIORAL OUTCOMES)	Goal (IMPACT)
Knowledge/Awareness about:			
<ul style="list-style-type: none"> • Activity 1.G: Grace and David • Activity 2.B: Today’s Proverb • Activity 2.C: What Is Gender? • Activity 2.D: Grace’s Childhood • Activity 2.E: Gender Boxes • Activity 3.C: Power and Empowerment • Activity 3.D: Let’s Meet Salome • Activity 6.C: Introduction to Joint Decision-Making 	1. Rigid, inequitable gender norms, where they come from, and how they can affect women’s men’s and family wellbeing, including inequitable land rights (+)	1. Register or co-register land in her name 2. Make a will 3. Register her marriage 4. Make her own decisions or joint decisions with her husband about land use, land management, financial profits that come from productivity of land, land transfer, land purchase, land sale, and obtaining credit/mortgage	Increase women’s access to, use of, ownership of, control of, and decision-making about, land in target sites in Kenya, Tanzania and Uganda.
<ul style="list-style-type: none"> • Activity 1.G: Grace and David • Activity 2.B: Today’s Proverb • Activity 2.D: Grace’s Childhood • Activity 2.E: Gender Boxes • Activity 3.C: Power and Empowerment • Activity 3.D: Let’s Meet Salome • Activity 3.F: “Ask Mama” Advice Column • Activity 6.C: Introduction to Joint Decision-Making 	2. The costs of abiding to inequitable, rigid gender norms, especially those related to women’s land rights (to men, women, families, communities) (+)	5. Use and/or participate in land rights organizations (e.g., Village Land Council) in a meaningful way	
<ul style="list-style-type: none"> • Activity 1.G: Grace and David • Activity 2.B: Today’s Proverb • Activity 2.D: Grace’s Childhood • Activity 2.E: Gender Boxes 	3. The benefits of equitable gender norms especially those related to women’s land rights (to men, women, families, communities) (+)		

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Curriculum Activities Linked to Changing Prioritized Determinants	Prioritized Determinants of Women’s Behaviors (INTERMEDIATE OUTCOMES)	Women’s Behaviors Directly Related to Goal (BEHAVIORAL OUTCOMES)	Goal (IMPACT)
<ul style="list-style-type: none"> • Activity 3.C: Power and Empowerment • Activity 3.D: Let’s Meet Salome • Activity 3.F: “Ask Mama” Advice Column • Activity 6.C: Introduction to Joint Decision-Making • Activity 7.D: Envisioning My Future • Activity 7.E: Creating a Goal Road Map • Activity 8.D: “Ask Mama” Radio Programme – Do and Don’t • Activity 8.E: Applying What We Have Learned 			
<ul style="list-style-type: none"> • Activity 2.E: Gender Boxes • Activity 3.C: Power and Empowerment • Activity 3.F: “Ask Mama” Advice Column • Activity 8.D: “Ask Mama” Radio Programme – Do and Don’t • Activity 8.E: Applying What We Have Learned 	4. How inequitable gender norms can be replaced with equitable gender norms (+)		
<ul style="list-style-type: none"> • Activity 3.C: Power and Empowerment • Activity 3.D: Let’s Meet Salome • Activity 3.F: “Ask Mama” Advice Column • Activity 6.C: Introduction to Joint Decision-Making • Activity 6.D: Strategies for Making Joint Decisions 	5. The role power plays in relationships (+)		
<ul style="list-style-type: none"> • Activity 3.C: Power and Empowerment • Activity 3.F: “Ask Mama” Advice Column • Activity 3.G: Being a WLR Champion and Session Closure • Activity 4.A: Welcome & Review of WLR Champion Assignment • Activity 4.C: WLR Actions and Action Steps • Activity 4.D: WLR Action Step Detectives • Activity 4.E: Being a WLR Champion and Session Closure 	6. Actions women can take to gain power (especially around land) (+)		

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Curriculum Activities Linked to Changing Prioritized Determinants	Prioritized Determinants of Women’s Behaviors (INTERMEDIATE OUTCOMES)	Women’s Behaviors Directly Related to Goal (BEHAVIORAL OUTCOMES)	Goal (IMPACT)
<ul style="list-style-type: none"> • Activity 5.A: Welcome and Review of WLR Champion Assignment • Activity 5.D: Advocating for Our Needs • Activity 6.D: Strategies for Making Joint Decisions • Activity 7.D: Envisioning My Future • Activity 7.E: Creating a Goal Road Map • Activity 8.B: Today’s Proverb • Activity 8.D: “Ask Mama” Radio Programme – Do and Don’t • Activity 8.E: Applying What We Have Learned 			
<ul style="list-style-type: none"> • Activity 1.F: Women’s Land Rights and Laws • Activity 1.H: Being a WLR Champion and Session Closure • Activity 2.A: Welcome & Review of WLR Champion Assignment • Activity 4.C: WLR Actions and Action Steps 	7. Human rights, national laws, and customary laws as they relate to women’s land rights (+)		
<ul style="list-style-type: none"> • Activity 1.F: Women’s Land Rights and Laws • Activity 4.C: WLR Actions and Action Steps • Activity 4.D: WLR Action Step Detectives 	8. Legal procedures for inheriting land, registering land and making decisions about land (+)		
<ul style="list-style-type: none"> • Activity 1.F: Women’s Land Rights and Laws • Activity 4.C: WLR Actions and Action Steps • Activity 4.D: WLR Action Step Detectives • Activity 7.E: Creating a Goal Road Map 	9. Services and resources that can support women’s land rights (e.g., land management structures, courts, other government or non-profit organizations) (+)		
<ul style="list-style-type: none"> • Activity 5.C: Communicating about What You Need 	10. Communication styles (passive, aggressive and assertive) (+)		
<ul style="list-style-type: none"> • Activity 5.C: Communicating about What You Need 	11. How to communicate assertively (+)		
<ul style="list-style-type: none"> • Activity 5.C: Communicating about What You Need • Activity 5.D: Advocating for Our Needs 	12. Advocacy tactics (+)		

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Curriculum Activities Linked to Changing Prioritized Determinants	Prioritized Determinants of Women’s Behaviors (INTERMEDIATE OUTCOMES)	Women’s Behaviors Directly Related to Goal (BEHAVIORAL OUTCOMES)	Goal (IMPACT)
<ul style="list-style-type: none"> Activity 8.B: <i>Today’s Proverb</i> 			
<ul style="list-style-type: none"> Activity 3.D: <i>Let’s Meet Salome</i> Activity 6.C: <i>Introduction to Joint Decision-Making</i> Activity 6.D: <i>Strategies for Making Joint Decisions</i> Activity 7.C: <i>An Introduction to Goals and Goal Mapping</i> 	13. Making joint decisions with partner, especially about land (+)		
<ul style="list-style-type: none"> Activity 4.C: <i>WLR Actions and Action Steps</i> Activity 6.D: <i>Strategies for Making Joint Decisions</i> Activity 7.C: <i>An Introduction to Goals and Goal Mapping</i> Activity 7.D: <i>Envisioning My Future</i> Activity 7.E: <i>Creating a Goal Road Map</i> 	14. Personal interests, priorities, goals, and plan for land (+)		
<ul style="list-style-type: none"> Activity 2.E: <i>Gender Boxes</i> Activity 3.D: <i>Let’s Meet Salome</i> Activity 3.F: <i>“Ask Mama” Advice Column</i> Activity 4.C: <i>WLR Actions and Action Steps</i> Activity 4.D: <i>WLR Action Step Detectives</i> 	15. Benefits of owning land, inheriting land, and making decisions about land (+)		
<ul style="list-style-type: none"> Activity 2.E: <i>Gender Boxes</i> Activity 3.F: <i>“Ask Mama” Advice Column</i> Activity 4.C: <i>WLR Actions and Action Steps</i> Activity 8.C: <i>How Supported Do Salome and Grace Feel?</i> Activity 8.D: <i>“Ask Mama” Radio Programme – Do and Don’t</i> 	16. Ways to support other women (+)		
Positive Beliefs, Attitudes and Peer Norms about:			
<ul style="list-style-type: none"> Activity 1.E: <i>Values Voting</i> Activity 2.B: <i>Today’s Proverb</i> Activity 2.D: <i>Grace’s Childhood</i> 	1. Abiding to equitable gender norms (+)		

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Curriculum Activities Linked to Changing Prioritized Determinants	Prioritized Determinants of Women’s Behaviors (INTERMEDIATE OUTCOMES)	Women’s Behaviors Directly Related to Goal (BEHAVIORAL OUTCOMES)	Goal (IMPACT)
<ul style="list-style-type: none"> • <i>Activity 2.E: Gender Boxes</i> • <i>Activity 2.F: Being a WLR Champion and Closure</i> • <i>Activity 3.A: Welcome & Review of Champion Assignment</i> • <i>Activity 3.B: Today’s Proverb</i> • <i>Activity 3.C: Power and Empowerment</i> • <i>Activity 3.D: Let’s Meet Salome</i> • <i>Activity 3.F: “Ask Mama” Advice Column</i> • <i>Activity 6.B: Today’s Proverb</i> • <i>Activity 6.C: Introduction to Joint Decision-Making</i> • <i>Activity 6.D: Strategies for Making Joint Decisions</i> • <i>Activity 7.D: Envisioning My Future</i> • <i>Activity 7.E: Creating a Goal Road Map</i> • <i>Activity 8.D: “Ask Mama” Radio Programme – Do and Don’t</i> • <i>Activity 8.E: Applying What We Have Learned</i> 			
<ul style="list-style-type: none"> • <i>Activity 1.E: Values Voting</i> • <i>Activity 2.B: Today’s Proverb</i> • <i>Activity 2.D: Grace’s Childhood</i> • <i>Activity 2.E: Gender Boxes</i> • <i>Activity 3.B: Today’s Proverb</i> • <i>Activity 3.C: Power and Empowerment</i> • <i>Activity 3.F: “Ask Mama” Advice Column</i> • <i>Activity 5.E: Practicing Assertive Communication and Advocacy</i> • <i>Activity 6.B: Today’s Proverb</i> • <i>Activity 6.C: Introduction to Joint Decision-Making</i> • <i>Activity 6.D: Strategies for Making Joint Decisions</i> • <i>Activity 8.D: “Ask Mama” Radio Programme – Do and Don’t</i> • <i>Activity 7.E: Creating a Goal Road Map</i> 	<p>2. Challenging inequitable gender norms (+)</p>		

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Curriculum Activities Linked to Changing Prioritized Determinants	Prioritized Determinants of Women’s Behaviors (INTERMEDIATE OUTCOMES)	Women’s Behaviors Directly Related to Goal (BEHAVIORAL OUTCOMES)	Goal (IMPACT)
<ul style="list-style-type: none"> Activity 8.E: <i>Applying What We Have Learned</i> 			
<ul style="list-style-type: none"> Activity 1.B: <i>SYFF for Women: Course Overview</i> Activity 1.E: <i>Values Voting</i> Activity 1.G: <i>Grace and David</i> Activity 2.F: <i>Being a WLR Champion and Closure</i> Activity 3.A: <i>Welcome & Review of Champion Assignment</i> Activity 3.F: <i>“Ask Mama” Advice Column</i> Activity 4.B: <i>Today’s Proverb</i> Activity 4.C: <i>WLR Actions and Action Steps</i> Activity 4.E: <i>Being a WLR Champion and Session Closure</i> Activity 5.A: <i>Welcome and Review of WLR Champion Assignment</i> Activity 5.E: <i>Practicing Assertive Communication and Advocacy</i> Activity 6.D: <i>Strategies for Making Joint Decisions</i> Activity 7.B: <i>Today’s Proverb</i> Activity 7.C: <i>An Introduction to Goals and Goal Mapping</i> Activity 7.D: <i>Envisioning My Future</i> Activity 7.E: <i>Creating a Goal Road Map</i> Activity 7.F: <i>Being a WLR Champion and Session Closure</i> Activity 8.A: <i>Welcome and Review of WLR Champion Assignment</i> Activity 8.E: <i>Applying What We Have Learned</i> 	<p>3. Planning for the security of self and family including the role of land (+)</p>		
<ul style="list-style-type: none"> Activity 1.B: <i>SYFF for Women: Course Overview</i> Activity 1.E: <i>Values Voting</i> Activity 1.F: <i>Women’s Land Rights and Laws</i> 	<p>4. Women’s right to own, inherit, and make decisions about land (land use land management, financial profits that come from productivity of land, land transfer, land purchase, land sale, and obtaining credit/mortgage) (+)</p>		

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<ul style="list-style-type: none"> • <i>Activity 1.H: Being a WLR Champion and Session Closure</i> • <i>Activity 2.A: Welcome & Review of WLR Champion Assignment</i> • <i>Activity 2.E: Gender Boxes</i> • <i>Activity 3.F: “Ask Mama” Advice Column</i> • <i>Activity 4.C: WLR Actions and Action Steps</i> • <i>Activity 4.D: WLR Action Step Detectives</i> • <i>Activity 5.E: Practicing Assertive Communication and Advocacy</i> • <i>Activity 6.B: Today’s Proverb</i> • <i>Activity 6.C: Introduction to Joint Decision-Making</i> • <i>Activity 6.D: Strategies for Making Joint Decisions</i> • <i>Activity 7.E: Creating a Goal Road Map</i> • <i>Activity 8.B: Today’s Proverb</i> • <i>Activity 8.D: “Ask Mama” Radio Programme – Do and Don’t</i> • <i>Activity 8.E: Applying What We Have Learned</i> 			
<ul style="list-style-type: none"> • <i>Activity 1.B: SYFF for Women: Course Overview</i> • <i>Activity 1.E: Values Voting</i> • <i>Activity 1.F: Women’s Land Rights and Laws</i> • <i>Activity 2.E: Gender Boxes</i> • <i>Activity 3.D: Let’s Meet Salome</i> • <i>Activity 3.F: “Ask Mama” Advice Column</i> • <i>Activity 4.C: WLR Actions and Action Steps</i> • <i>Activity 6.D: Strategies for Making Joint Decisions</i> • <i>Activity 7.D: Envisioning My Future</i> • <i>Activity 7.E: Creating a Goal Road Map</i> • <i>Activity 8.E: Applying What We Have Learned</i> 	5. Women’s land rights having benefits to self and family (+)		
<ul style="list-style-type: none"> • <i>Activity 1.B: SYFF for Women: Course Overview</i> 	6. Women’s autonomy, worthiness, intelligence and capabilities (+)		

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<ul style="list-style-type: none"> • <i>Activity 1.D: Today’s Proverb</i> • <i>Activity 1.E: Values Voting</i> • <i>Activity 1.G: Grace and David</i> • <i>Activity 2.D: Grace’s Childhood</i> • <i>Activity 2.E: Gender Boxes</i> • <i>Activity 3.B: Today’s Proverb</i> • <i>Activity 3.C: Power and Empowerment</i> • <i>Activity 3.D: Let’s Meet Salome</i> • <i>Activity 3.E: How Empowered Do You Feel?</i> • <i>Activity 3.F: “Ask Mama” Advice Column</i> • <i>Activity 4.B: Today’s Proverb</i> • <i>Activity 4.C: WLR Actions and Action Steps</i> • <i>Activity 4.D: WLR Action Step Detectives</i> • <i>Activity 5.B: Today’s Proverb</i> • <i>Activity 5.D: Advocating for Our Needs</i> • <i>Activity 5.E: Practicing Assertive Communication and Advocacy</i> • <i>Activity 6.B: Today’s Proverb</i> • <i>Activity 6.C: Introduction to Joint Decision-Making</i> • <i>Activity 6.D: Strategies for Making Joint Decisions</i> • <i>Activity 7.B: Today’s Proverb</i> • <i>Activity 7.D: Envisioning My Future</i> • <i>Activity 7.E: Creating a Goal Road Map</i> • <i>Activity 7.F: Being a WLR Champion and Session Closure</i> • <i>Activity 8.A: Welcome and Review of WLR Champion Assignment</i> • <i>Activity 8.B: Today’s Proverb</i> • <i>Activity 8.C: How Supported Do Salome and Grace Feel?</i> • <i>Activity 8.D: “Ask Mama” Radio Programme – Do and Don’t</i> • <i>Activity 8.E: Applying What We Have Learned</i> 			

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Curriculum Activities Linked to Changing Prioritized Determinants	Prioritized Determinants of Women’s Behaviors (INTERMEDIATE OUTCOMES)	Women’s Behaviors Directly Related to Goal (BEHAVIORAL OUTCOMES)	Goal (IMPACT)
<ul style="list-style-type: none"> • <i>Activity 4.C: WLR Actions and Action Steps</i> • <i>Activity 4.D: WLR Action Step Detectives</i> • <i>Activity 5.B: Today’s Proverb</i> • <i>Activity 5.C: Communicating about What You Need</i> • <i>Activity 5.E: Practicing Assertive Communication and Advocacy</i> • <i>Activity 5.F: Being a WLR Champion and Closure</i> • <i>Activity 6.A: Welcome and Review of WLR Champion Assignment</i> • <i>Activity 6.D: Strategies for Making Joint Decisions</i> 	<p>7. Communicating assertively about WLR and her needs with husband, family, community leadership, etc. (+)</p>		
<ul style="list-style-type: none"> • <i>Activity 1.G: Grace and David</i> • <i>Activity 1.H: Being a WLR Champion and Session Closure</i> • <i>Activity 2.A: Welcome & Review of WLR Champion Assignment</i> • <i>Activity 3.D: Let’s Meet Salome</i> • <i>Activity 4.C: WLR Actions and Action Steps</i> • <i>Activity 4.D: WLR Action Step Detectives</i> • <i>Activity 4.E: Being a WLR Champion and Session Closure</i> • <i>Activity 5.A: Welcome and Review of WLR Champion Assignment</i> • <i>Activity 5.B: Today’s Proverb</i> • <i>Activity 5.C: Communicating about What You Need</i> • <i>Activity 5.D: Advocating for Our Needs</i> • <i>Activity 5.E: Practicing Assertive Communication and Advocacy</i> • <i>Activity 6.C: Introduction to Joint Decision-Making</i> • <i>Activity 6.D: Strategies for Making Joint Decisions</i> 	<p>8. Advocating for her land rights with husband, family, community leadership, etc. (+)</p>		

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<ul style="list-style-type: none"> • Activity 4.C: WLR Actions and Action Steps • Activity 4.D: WLR Action Step Detectives • Activity 5.E: Practicing Assertive Communication and Advocacy • Activity 7.E: Creating a Goal Road Map 	9. Using community services will support women’s land rights (+)		
<ul style="list-style-type: none"> • Activity 1.G: Grace and David • Activity 3.D: Let’s Meet Salome • Activity 4.D: WLR Action Step Detectives • Activity 5.E: Practicing Assertive Communication and Advocacy • Activity 6.C: Introduction to Joint Decision-Making • Activity 6.D: Strategies for Making Joint Decisions • Activity 7.C: An Introduction to Goals and Goal Mapping 	10. Making joint decisions with spouse (+)		
<ul style="list-style-type: none"> • Activity 2.E: Gender Boxes • Activity 3.C: Power and Empowerment • Activity 4.D: WLR Action Step Detectives • Activity 5.E: Practicing Assertive Communication and Advocacy • Activity 8.B: Today’s Proverb • Activity 8.C: How Supported Do Salome and Grace Feel? • Activity 8.D: “Ask Mama” Radio Programme – Do and Don’t 	11. Supporting other women (+)		
Skills, Self-Efficacy and Intentions to:			
<ul style="list-style-type: none"> • Activity 4.C: WLR Actions and Action Steps • Activity 4.D: WLR Action Step Detectives 	1. Challenge/resist inequitable gender norms, especially those related to WLR (+)		

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<ul style="list-style-type: none"> Activity 5.E: Practicing Assertive Communication and Advocacy 			
<ul style="list-style-type: none"> Activity 4.C: WLR Actions and Action Steps Activity 4.D: WLR Action Step Detectives Activity 5.C: Communicating about What You Need Activity 5.D: Advocating for Our Needs Activity 5.E: Practicing Assertive Communication and Advocacy Activity 5.F: Being a WLR Champion and Closure Activity 6.A: Welcome and Review of WLR Champion Assignment 	<p>2. Communicate assertively about WLR, benefits of WLR, her plans for land, land registration, inheritance, and decision making about land (+)</p>		
<ul style="list-style-type: none"> Activity 4.C: WLR Actions and Action Steps Activity 4.D: WLR Action Step Detectives Activity 4.E: Being a WLR Champion and Session Closure Activity 5.A: Welcome and Review of WLR Champion Assignment Activity 5.B: Today’s Proverb Activity 5.C: Communicating about What You Need Activity 5.D: Advocating for Our Needs Activity 5.E: Practicing Assertive Communication and Advocacy Activity 6.E: Applying Joint Decision Making Strategies Activity 6.F: Being a WLR Champion and Closure Activity 7.A: Welcome and Review of WLR Champion Assignment 	<p>3. Advocate for her land rights with husband, brother, father, village elders, paralegals village councils, court, etc. (+)</p>		
<ul style="list-style-type: none"> Activity 4.C: WLR Actions and Action Steps Activity 4.D: WLR Action Step Detectives Activity 5.D: Advocating for Our Needs 	<p>4. Obtain support from community services (+)</p>		

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<ul style="list-style-type: none"> Activity 5.E: Practicing Assertive Communication and Advocacy 			
<ul style="list-style-type: none"> Activity 4.C: WLR Actions and Action Steps Activity 4.D: WLR Action Step Detectives 	5. Co-register land (+)		
<ul style="list-style-type: none"> Activity 4.C: WLR Actions and Action Steps Activity 4.D: WLR Action Step Detectives Activity 5.E: Practicing Assertive Communication and Advocacy Activity 8.D: “Ask Mama” Radio Programme – Do and Don’t 	6. Support other women (friends, neighbors, daughters-in-law) in securing land rights (+)		
<ul style="list-style-type: none"> Activity 6.C: Introduction to Joint Decision-Making Activity 6.E: Applying Joint Decision Making Strategies Activity 6.F: Being a WLR Champion and Closure Activity 7.A: Welcome and Review of WLR Champion Assignment 	7. Make joint decisions with spouse, especially about land (+)		
<ul style="list-style-type: none"> Activity 4.C: WLR Actions and Action Steps Activity 4.D: WLR Action Step Detectives Activity 7.E: Creating a Goal Road Map 	8. Create a plan for how land will bring greater security to her and her family, how land will be used, how profits will be managed (+)		
Overcoming Fears about:			
<ul style="list-style-type: none"> Activity 2.E: Gender Boxes Activity 5.E: Practicing Assertive Communication and Advocacy 	1. Hostility from in-laws that could lead to her having to move from community, losing marriage (-)		
<ul style="list-style-type: none"> Activity 6.E: Applying Joint Decision Making Strategies 	2. Husband’s violence or threat of violence (physical, sexual, emotional, financial) (-)		
<ul style="list-style-type: none"> Activity 2.E: Gender Boxes 	3. Rejection from family and communities, feeling ostracized/isolated by community (-)		

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<ul style="list-style-type: none"> Activity 2.E: Gender Boxes 	4. Judged by other women, no solidarity (-)		
Other:			
<ul style="list-style-type: none"> Activity 1.B: SYFF for Women: Course Activity 2.E: Gender Boxes Activity 3.C: Power and Empowerment Activity 3.E: How Empowered Do You Feel? Activity 3.F: “Ask Mama” Advice Column Activity 3.G: Being a WLR Champion and Session Closure Activity 4.A: Welcome & Review of WLR Champion Assignment Activity 4.C: WLR Actions and Action Steps Activity 4.D: WLR Action Step Detectives Activity 5.D: Advocating for Our Needs Activity 5.E: Practicing Assertive Communication and Advocacy Activity 5.F: Being a WLR Champion and Closure Activity 6.A: Welcome and Review of WLR Champion Assignment Activity 6.B: Today’s Proverb Activity 7.C: An Introduction to Goals and Goal Mapping Activity 7.D: Envisioning My Future Activity 7.E: Creating a Goal Road Map Activity 8.B: Today’s Proverb Activity 8.D: “Ask Mama” Radio Programme – Do and Don’t Activity 8.E: Applying What We Have Learned Activity 8.E: How Empowered Am I? 	1. Feeling empowered (+)		

Appendix C: Materials Needed to Implement SYFF for Women

Supplies

Item	Session #
1. Inexpensive rolling suitcase, backpack or something similar for facilitators to hold and carry materials to villages	for all 8 sessions
2. SYFF for Women Curriculum (one for each facilitator). Curriculum should be bound so facilitators can keep organized and avoid loose or missing pages.	For all 8 sessions
3. Pens/Pencils	for all 8 sessions
4. Flipchart stand	for all 8 sessions
5. Flipchart paper	for all 8 sessions
6. Tape	for all 8 sessions
7. Thick magic markers, various colours	for all 8 sessions
8. Watch or cell phone that counts seconds (to time activities and give time warnings)	for all 8 sessions
9. Nametags (optional)	1
10. Agree/Disagree Signs	1
11. Small pieces of paper (1/2 or 1/4 piece of A4 paper will do) – one for each participant	2
12. A4 paper – one piece for each participant	2
13. Roll of green ribbon (made from fabric, not paper), ½ inch wide or less)	2-8
14. Small safety pins (to pin ribbons to clothing)	2-8
15. Seven Joint Decision Making Strategy Strips (see Session #6)	6
16. Small table	8
17. One large candle	8

Item	Session #
18. Smaller candles for each participant	8
19. Matches	8
20. Completed Certificates of Completion (one for each participant)	8
21. Supplies for celebration (optional)	8

Facilitator Resources

1. **Attendance Sheet - optional** (see Session #1)
2. **Facilitator Resource 1.1: How Much Do You Know about Women’s Land Rights?**
ANSWER KEY
3. **Facilitator Resource 2.1: Act Like a Man, Act Like a Woman**
4. **Facilitator Resource 2.2: Benefits of Women’s Land Rights**
5. **Facilitator Resource 3.1: Explanation of the Factors that Contribute to Having Power**
6. **Facilitator Resource 4.1: WLR Action Detectives – ANSWER KEY**
7. **Facilitator Resource 6.1: Are These Couples Using the Seven Strategies? – ANSWER KEY**
8. **Facilitator Resource 7.1: Word and Definition Matching – ANSWER KEY**
9. **Facilitator Resource 7.2: Guided Imagery Prompts**

Flipcharts

1. **Flipchart 1.1: Introductions**
2. **Flipchart 1.2: Group Agreements for Learning Together**
3. **Flipchart 1.3: Today’s Proverb**
4. **Flipchart 2.1: Today’s Proverb**
5. **Flipchart 2.2: Definition of Sex**
6. **Flipchart 2.3: Definition of Gender**
7. **Flipchart 2.4: Act Like a Man**
8. **Flipchart 2.5: Act Like a Woman**
9. **Flipchart 2.6: Gender-Equitable Men and Women**
10. **Flipchart 3.1: Today’s Proverb**
11. **Flipchart 3.2: Definitions**
12. **Flipchart 3.3: Power Diagram**
13. **Flipchart 4.1: Today’s Proverb**
14. **Flipchart 4.2: Land Rights Actions**
15. **Flipchart 6.1: Today’s Quote**
16. **Flipchart 6.2: Husband, Wife, Jointly**
17. **Flipchart 6.3: Advantages of Joint Decision Making**
18. **Flipchart 6.4: Making Decisions Together**
19. **Flipchart 6.5: Seven Key Strategies**

20. ***Flipchart 6.6: Marriage Counsellor Assignment***
21. ***Flipchart 4.3: Barriers to Taking Land Rights Actions***
22. ***Flipchart 7.1: Today's Proverb***
23. ***Flipchart 7.2: Key Words***
24. ***Flipchart 8.1: Today's Proverb***
25. ***Flipchart 8.2: Flipchart 8.2: DO!***
26. ***Flipchart 8.3: DON'T!***
27. ***Flipchart 8.4: Knowledge and Skills We Have Learned***

Handouts/Worksheets

1. ***Feedback Forms – optional*** (see Session #1, optional for all sessions)
2. ***Handout 1.1: Women as Gardners***
3. ***Handout 1.2: Human Rights and Land Rights – A Few Examples***
4. ***The appropriate handout on formal land laws:***
 - ***Handout 1.3K: Formal Land Laws in Kenya***
 - ***Handout 1.3T: Formal Land Laws in Tanzania***
 - ***Handout 1.3U: Formal Land Laws in Uganda***
5. ***Handout 1.4: Our Local Customary Land Laws***
6. ***The appropriate handout on organizations that support women's land rights:***
 - ***Handout 1.5K: List of Land-Management Services/Resources - Kenya***
 - ***Handout 1.5T: List of Land-Management Services/Resources - Tanzania***
 - ***Handout 1.5U: List of Land-Management Services/Resources - Uganda***
7. ***The appropriate handout on how to use land-management services/resources:***
 - ***Handout 1.6K: How to Use Land-Management Services/Resources - Kenya***
 - ***Handout 1.6T: How to Use Land-Management Services/Resources - Tanzania***
 - ***Handout 1.6U: How to Use Land-Management Services/Resources - Uganda***
8. ***Handout 1.7: Grace and David***
9. ***Worksheet 1.1: How Much Do You Know about Women's Land Rights?***
10. ***Handout 2.1: Grace's Childhood***
11. ***Worksheet 2.1: Questions about the Gender Box***
12. ***Handout 3.1: Power Diagram***
13. ***Worksheet 3.1: How Empowered Am I?***
14. ***Worksheet 3.2: "Ask Mama" Advice Column***
15. ***Handout 1.4: List of Land-Management Services/Resources***
16. ***Handout 1.5: How to Use Land-Management Services/Resources***
17. ***The appropriate handout on women's land rights resources:***
 - ***Handout 4.1K: Women's Land Rights Resources - KENYA***
 - ***Handout 4.1T: Women's Land Rights Resources - TANZANIA***
 - ***Handout 4.1U: Women's Land Rights Resources - UGANDA***
18. ***Handout 4.2: Making a Will***
19. ***Handout 4.3: Will Template***
20. ***Worksheet 4.1: WLR Action Detectives***
21. ***Handout 5.1: Three Communication Styles – Skits***
22. ***Handout 5.2: Assertive Communication Tips***

- 23. Handout 5.3: Advocacy Tactics**
- 24. Handout 5.4: Mary Advocates for Land Allocation for Women**
- 25. Handout 5.5: Advocacy Role Plays**
- 26. Handout 6.1: Salome and Victor's Marriage**
- 27. Handout 6.2: How Healthy Couples Make Decisions – Seven Key Strategies**
- 28. Handout 6.3: Are These Couples Using the Seven Strategies?**
- 29. Handout 7.2: Grace's Goals**
- 30. Handout 7.3: My Goal Road Map – Grace's Example**
- 31. Worksheet 7.1: Word and Definition Matching**
- 32. Worksheet 7.2: My Goal Road Map (3 copies per participant)**
- 33. Handout 8.2: Supporting Other Women—Do and Don't**
- 34. Handout 8.3A: Skit A - Frances**
- 35. Handout 8.3B: Skit B - Ruth**
- 36. Handout 8.3C: Skit C - Jessica**
- 37. Handout 8.3D: Skit D - Caroline**
- 38. Worksheet 8.1: How Empowered Am I?**

Appendix D: Dividing a Big Group into Smaller Groups

Birthdays

Ask participants to line up in order of their birth date (month and day only). Once they are in a long line, the facilitator can go down line and divide into smaller groups. For a twist, ask participants to line up in birthday order without talking.

In another version, the facilitator asks those born anytime between January 1st and June 30th to form a line on one side of the room. On the other side of the room, ask those born between January 1st and December 31st to form a line. Ask those in both lines to walk toward each other. The person they line up with is their partner.

Candy

Put different kinds of candy in a bag. The different kinds of candy should represent the number of groups you need. Those who select like candies becomes a group. This can also be done with small toys, different coloured paper clips, different kinds of beans, etc.

Cards

Count out matching playing card numbers into groups of 2, 3, 4, etc. Shuffle. Ask participants to draw and locate others with matching card numbers.

Clothes

Ask participants to group based on the kind of shoes they are wearing, the colours they are wearing, type of shirt they are wearing, etc.

Count Off

Simply count off to form a group, or count off and have all the “ones” form a group, all the “twos” form a group, etc.

Favourites

Ask participants to form small groups based on their favourite colour, fast food restaurant, soft drink, song, subject in school, etc.

Puzzle

Find a few pictures from a magazine, or a few postcards or a few graphics that you download from the web. Cut each picture into the number of pieces you want in a group. For example, if you want to form groups of four people, cut each picture into four pieces. Throw all the pieces into a bag. Have participants pick a piece and find the others who complete their picture to form a group.



Recipe

Think of a common recipe that participants will know. For example, you might choose chocolate chip cookies, or chicken soup, or an omelette, etc. Assign each participant one of three ingredients needed to make the recipe (use more ingredients if you want small groups that are larger than three people). For example, with chocolate chip cookies you could assign participants to chocolate chips, butter, and flour. After all participants are assigned one of these ingredients, ask them to “make chocolate chip cookies” by forming small groups with people representing each of the needed three ingredients.

Siblings

Ask participants to form a group based on the number of siblings they have (only child, one sibling, two siblings, etc.).

Stickers

Place different stickers on the participant handouts (or manuals, desks, chairs, etc.). When you are ready to form groups, ask participants to find their sticker and form small groups with other people who have the same sticker.

Adapted from Levack, A., Rolleri, L. & DeAtley, J. (2013). *Gen.M: A gender transformative teenage pregnancy prevention curriculum*. New York, NY: EngenderHealth.

Appendix E: Icebreakers

Icebreakers are used to encourage learners to interact with each other by talking, solving a problem, playing a game, etc. Icebreakers also help to establish a comfortable learning environment and elevate the energy level of the group. Icebreakers are often conducted at the beginning of a training session.

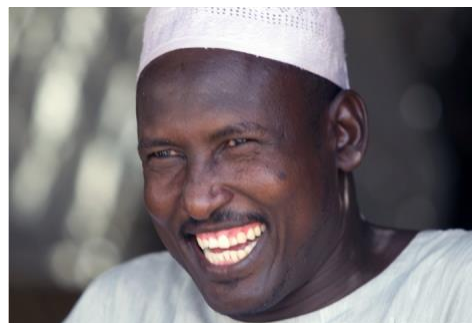


Photo credit: <http://bit.ly/2CDziEH>

Howdy Howdy

Participants stand in a circle. One person walks around the outside of the circle and taps someone on the shoulder. That person walks the opposite way around the circle, until the two people meet. They greet each other three times by name, in their own language. The two people then race back, continuing in opposite directions around the circle, to take the empty place. The person who loses walks around the outside of the circle again and the game continues until everyone has had a turn.

Juggling Ball Game

Everyone stands in a close circle. (If the group is very large, it may be necessary to split the group into two circles.) The facilitator starts by throwing the ball to someone in the circle, saying their name as they throw it. Continue catching and throwing the ball establishing a pattern for the group. (Each person must remember who they receive the ball from and who they have thrown it to.) Ask the group if they think they can beat the time it took to pass the ball to everyone in the circle – following the same pattern. Ask them to think about what they can do to make the group juggle go more efficiently. Time them and let them know if they improve from one round to the next.

Once everyone has received the ball and a pattern is established, introduce one or two more balls, so that there are always several balls being thrown at the same time, following the set pattern.

This icebreaker can be used to talk about the importance of cooperation, team work, and planning/analysing a situation.

The Sun Shines on...

Participants sit or stand in a tight circle with one person in the middle. The person in the middle shouts out “the sun shines on...” and names a colour or articles of clothing that some in the group possess. For example, “the sun shines on all those wearing blue” or “the sun shines on all those wearing socks” or “the sun shines on all those with brown eyes.” All the participants who have that attribute must change places with one another. The person in the middle tries to take one of their places as they move, so that there is another person left in the middle without a place. The new person in the middle shouts out “the sun shines on...” and names something else that people may have in common (e.g., anyone who like football, has children, has more than 5 siblings, is older than 30, etc.)

Leading and Guiding

Participants split into pairs. One participant puts on a blindfold. Their partner then leads them carefully around the area making sure they don't trip or bump into anything. After some time, the facilitator asks the pairs to swap roles. At the end, participants discuss how they felt when they had to trust someone else to keep them safe.

Match the Cards

The facilitator chooses a number of Ethiopian proverbs and writes half of each proverb on a piece of paper or card. For example, they write 'Happy' on one piece of paper and 'Birthday' on another. (The number of pieces of paper should match the number of participants in the group.) The folded pieces of paper are put into a hat. Each participant takes a piece of paper from the hat and tries to find the member of the group with the matching half of the phrase. Below find several Ethiopian proverbs you can use or choose some of your own.

1. A brave person has always a way out.
2. We don't fear oldness, but we fear what comes with it.
3. You cannot climb two trees even though you have two legs.
4. You accept a situation, you are ready to accept the consequences.
5. Gossip is useless.
6. If you offend, ask for pardon; if offended, forgive.
7. He who learns, teaches.
8. Advise and counsel him; if he does not listen, adversity will teach him.
9. No one knows what the dawn will bring.
10. A belt fastened while running will come undone while running.

Pass the Parcel

The facilitator has wrapped a small gift with many different layers of paper. On each layer they have written a task or a question. Examples of tasks are 'sing a song' or 'hug the person next to you'. Examples of questions are 'What is your favourite colour?' or 'What is your birthday?' The facilitator starts the music, or claps their hands if there is no music available. The participants pass the parcel around the circle, or throw it to each other. When the facilitator stops the music or the clapping, the person who is holding the parcel tears off one layer of paper and carries out the task or answers the question that is written on the paper. The game continues until all the layers have been unwrapped. The gift goes to the last person to take off the wrapping.

I Like You Because...

Ask participants to sit in a circle and say what they like about the person on their right. Give them time to think about it first!

Knots

Participants (not more than ten) stand in a circle and join hands (but not with the person directly to their right or left). Keeping their hands joined, they move in any way that they want, twisting and turning and creating a 'knot'. They must then unravel this knot, without letting go of one another's hands. Sometimes when the group unravels, one big circle is formed; sometimes two big circles are formed.

This icebreaker can be used to talk about teamwork, cooperation, and planning or analysing a situation.

Yes/No Game

Participants split into two lines, so that each person faces a partner. Line one has to say "Yes" in as many different ways as possible, and line two has to try to change their partner's minds by saying "No" as convincingly as possible. Give both lines a chance to say both "Yes" and "No." Then discuss how people felt. How did it feel to say "Yes" or "No"? Was it easier to say one than another?

Writing on Backs

Ask participants to stick a piece of paper on their backs. Each participant then writes something they like, admire or appreciate about that person on the paper on their backs. When they have all finished, participants can take their papers home with them as a reminder.

Adapted from International HIV/AIDS Alliance. (2002). *100 ways to energise groups: Games to use in workshops, meetings and the community*. United Kingdom: International HIV/AIDS Alliance.

Appendix F: Energisers

Energisers are used to re-energise learners. When learners have been sitting or working for more than 90 minutes, they benefit from a short energizer where they get to move, play, laugh, etc.

Group Doodle

Each person in a small group is provided a sheet of paper and crayons or markers as doodling tools. On the signal “Go” doodling begins. After 30 seconds to a minute, the leader calls “Stop”. Doodle pictures are passed to the right, and everyone starts doodling again. The leader continues the paper shifting process until everyone eventually receives his/her original doodle paper back. Group doodles can be based on learning themes and content—describe your audience, draw one thing you want to change about your campaign message, etc.



Photo credit: <http://bit.ly/2CdLlg3>

Tactile Copier

Everyone lines up, all facing one way. (You could do this in smaller groups.) A simple diagram is shown to the last person in line, which uses a finger to reconstruct the image on the back of the person in front. Each in turn passes that image onto the back of the person in front. The person at the head of the line draws the diagram on a piece of paper for the group to compare with the original drawing. Numbers, letters or words may be copied as well.

Slow Breathing

Invite participants to take ten slow, cleansing breaths...inhaling deeply and then exhaling. Then invite them to reverse the process—have them slowly exhale and then inhale. Even though breathing is always a continuous cycle of inhaling and exhaling, consciously trying to emphasise each part of the cycle can be exhilarating.

Touch Blue

Call out a colour (such as blue) and have participants scurry to touch an object of that colour or a person wearing it. You can identify other objects too such as something round, or “a book”, “a watch”, etc. Call the next item as soon as everyone has touched the current one.

Paper Airplanes

Give out sheets of paper and challenge participants to make a paper airplane that goes the farthest or successfully hits a bull’s-eye you have drawn on flip chart.

Mirroring

Pair up participants and have one pair (call that person the “leader”) do hand or stretching motions while the other person (call that person the “follower”) simultaneously imitates or “mirrors” their partner’s motions. Invite participants to switch roles or even partners.

Back Rubs

Pair up participants and invite them to give each other a back rub. Or have participants create a circle with everyone facing the same direction. Have each person give a back rub to the person in front of them. Then have them turn in the opposite direction and give back rubs to the new person in front of them.

Just Like Me

The facilitator gives a series of stems or questions. If the content of a stem applies to a participant, they energetically stand, raise their arms, and exclaim “Just Like Me”. The stems and questions can be tailored to the content of the presentation. Some generic ideas include: I was born in (state name); I like to travel; I love chocolate; I’ve been to Europe; I’ve been to Japan; this topic is new to me; I speak more than 10 words of another language, etc.

Pass the Energy

Participants stand or sit in a circle, hold hands and silently concentrate. The facilitator sends a series of ‘pulses’ both ways round the group by discreetly squeezing the hands of those next to her/him. Participants pass these pulses round the circle, as in an electric current, by squeezing the hand of the person next to them and literally ‘energizing’ the group.

COCONUT

The facilitator shows the group how to spell out C-O-C-O-N-U-T by using full movements of the arms and the body. All participants then try this together.

Body Writing

Ask participants to write their name in the air with a part of their body. They may choose to use an elbow, for example, or a leg. Continue in this way, until everyone has written his or her name with several body parts.

Banana Game

A banana or other object such as a bunch of keys is selected. The participants stand in a circle with their hands behind their backs. One person volunteers to stand in the middle. The facilitator walks around the outside of the circle and secretly slips the banana into someone’s hand. The banana is then secretly passed round the circle behind the participant’s backs. The job of the volunteer in the middle is to study people’s faces and work out who has the banana. When successful, the volunteer takes that place in the circle and the game continues with a new person in the middle.

People to People

Everyone finds a partner. A leader calls out actions such as “nose to nose”, “back to back”, “head to knee”, etc. Participants have to follow these instructions in their pairs. When the leader calls “people to people” everyone must change partners.

Pass the Action

Participants sit in a circle. One person (A) stands in the centre. A moves towards another person (B) using a specific action, such as jumping. When s/he reaches B, s/he takes B's place and B then moves to the centre of the circle using A's action or movement. When B reaches the centre, s/he walks towards C, using a new action or movement. The game continues in this way until everyone has taken part.

Shopping List

The group forms a circle. One person starts by saying "I am going to the market to buy fish." The next person says, "I am going to the market to buy fish and potatoes." Each person repeats the list, and then adds an item. The aim is to be able to remember all of the items that all of the people before you have listed.

Clap Exchange

Participants sit or stand in a circle. They send a clap around the circle by facing and clapping in unison with the person on their right, who repeats the clap with the person on their right, and so on. Do this as fast as possible. Send many claps, with different rhythms, around the circle at the same time.

An Orchestra without Instruments

Explain to the group that they are going to create an 'orchestra' without instruments. The orchestra will only use sounds that can be made by the human body. Players can use hands, feet, voice etc., but no words; for example, they could whistle, hum, sigh or stomp their feet. Each player should select a sound. Choose a well-known tune and ask everyone to play along, using the 'instrument' that they have chosen. Alternatively, don't give a tune and let the group surprise itself by creating a unique sound.

Who Is the Leader?

Participants sit in a circle. One person volunteers to leave the room. After they leave, the rest of the group chooses a 'leader.' The leader must perform a series of actions, such as clapping, tapping a foot, etc., that are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at him/her. The leader must change the actions at regular intervals, without getting caught. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.

Appendix G: Template for List of Intimate Partner Violence Resources

Examples of IPV resources:

- Community-based organizations
- Non-governmental organizations
- Public health centre
- Hospital
- Police
- Gender equality/women's rights organizations
- Legal clinics/services
- Court
- Village Elders
- Communities of Faith

A Word of Caution

When identifying resources for this resource list, be sure that that it is supportive of women's rights, knowledgeable about the laws of your country related to IPV, and confidential. Do not list resources that you believe will blame women for the violence they experience, negate their experience or give them inaccurate information.

List of Intimate Partner Violence Resources in My Area

Resource	Services Provided	Location	Telephone	Contact Name (if available)
1.	•			
2.	•			
3.	•			
4.	•			
5.	•			
6.	•			
7.	•			
8.	•			
9.	•			
10.	•			

My Notes

My Notes

My Notes

