

PLAN

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

DESIGN

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

PREPARE

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



DESIGN

STEP ONE: IDENTIFY BARRIERS AND OPPORTUNITIES

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

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

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

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

DESK RESEARCH:

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

FIELD RESEARCH:

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

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



STEP TWO: BUILD A TEAM

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

CHOOSE A LOCAL PARTNER

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

PARTNER SELECTION CRITERIA:

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

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



TIP

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

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



INSIGHT

HIRE A PROJECT OFFICER

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

Key Duties and Responsibilities of Project Officer:

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

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

Olwoch Aldo
Program Officer
Women's Land Rights
WORUDET



STEP THREE: IDENTIFY PROJECT IMPLEMENTATION SITE

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



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

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

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



TIP

GOALS SHOULD BE “SMART”:

Specific
Measurable
Attainable
Realistic
Time-Bound



METHOD: PROJECT TEAM PLANNING WORKSHOP

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

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

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

STEP FIVE: IDENTIFY SUPPORTERS AND STAKEHOLDERS

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



TIP

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



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



TIP



PREPARE

STEP ONE: RECRUIT VOLUNTEERS

CBF Role:

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

CBF qualifications and recruitment:

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

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



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



CASE STUDY

CBF PROFILE: AMONO JACKLINE

Parish: Lapilyet
Village: Barapwoyo
Education: Secondary A-Level

Languages: Fluent in written and spoken English and Luo

Prior Experience:

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

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

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

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

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

CBF PROFILE: OKWERA ALFRED

Parish: Agengo
Village: Barapwoyo
Education: Secondary A-Level (incomplete)

Languages: Fluent in written and spoken English and Luo



CASE STUDY



Prior Experience:

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

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



STEP TWO: ORIENT AND TRAIN TEAM

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

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

CBF CAPACITY BUILDING: FROM NEEDS ASSESSMENT TO TRAINING PLAN

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

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

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

Additional skills training focused on:

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



METHOD: CBF NEEDS ASSESSMENT

A structured needs assessment will achieve three main objectives:

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

The needs assessment will involve two core activities:

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

CBF SELF-ASSESSMENT

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

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

CBF FOCUS GROUP DISCUSSION

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

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



CBF Training Module 1: Orientation

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



INSIGHT

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

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

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

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



INSIGHT

Lessons Learned from Orientation Training

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

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

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

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

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



INSIGHT

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

CBF: ADDITIONAL TRAINING

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

CBF: REINFORCEMENT TRAINING

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

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

STEP THREE: CONDUCT OUTREACH AND ENROLL PARTICIPANTS

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



INSIGHT

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

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

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

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

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



INSIGHT



METHOD: OUTREACH THROUGH DRAMA

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

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

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

2. Enter the target communities and mobilize community members

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

3. Solicit interest and enroll participants

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

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

STEP FOUR: FORM GROUPS

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

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



TIP

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

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



TIP

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

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





INSIGHT

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



TIP

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

STEP FIVE: INTERVIEW AND ENGAGE STAKEHOLDERS

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

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

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

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



CHECKLIST

PLAN CHECKLIST

Complete the following:

DESIGN

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

PREPARE

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

CONSIDER THE FOLLOWING:

Case Study: CBF Profile – Amono Jackline

Case Study: CBF Profile – Okwera Alfred

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