

Improving Gender Equality in Territorial Issues (IGETI)



July 2012



Improving Gender Equality in Territorial Issues (IGETI)

Integrated Guidelines



Photo credit: FAO

Rome, July 2012

*“For many women, their autonomy depends on land.
In the final analysis, land means belonging to a place and to a culture.
This is why when speaking about landless men and women
we are talking about people without a past, without a present and without a future”**

*FAO’s Director General at the International Conference on Agrarian Reform and Rural Development, Brazil, March 2006.

The views expressed in this paper are those of the authors and do not necessarily reflect the views of FAO.

The designations employed and the presentation in this information product do not imply the expression of any opinion whatsoever on the part of the Food and Agriculture Organization of the United Nations (FAO) concerning the legal or developmental status of any country, territory, city or area, or of its authorities, or concerning the delimitation of frontiers or boundaries.

The mention of specific companies or products, irrespective of whether these have been patented or not, does not imply that these have been endorsed or recommended by FAO in preference to others of a similar nature that are not mentioned.

These Guidelines have been put together to assist development actors to promote gender equality in access and management of land and other natural resources. Land remains a primary source of livelihoods in any rural settings and improving men and women’s access, not only contribute to sustainable livelihoods but also enhance socio-economic status/growth.

These Guidelines are based on FAO’s Participatory Negotiated Territorial Development (PNTD) and Socio-Economic and Gender Analysis (SEAGA) programmes. They promote the use of gender sensitive participatory methodologies and tools that can contribute to enable the people from different contexts and backgrounds (women, men, boys and girls) to use dialogue and negotiations processes to reach a consensus on how land and natural resources are used to the greater benefit of all.

ACKNOWLEDGMENTS

This Guide was prepared under the technical direction of Ilaria Sisto, Gender and Development Officer (Training for Capacity Building) and Paolo Groppo, Territorial Development Officer, with the invaluable support of Carolina Cenerini, Syprose Achieng, Valerio Tranchida, Laura Meggiolaro and Rubén Villanueva.

FAO also thanks the following persons and institutions who contributed with their comments and contributions to the various drafts: Clara Park, Chris Tanner, Marianna Bicchieri, Martha Osorio, Francisco Carranza, Margret Vidar, and with the support of Marcela Villarreal, Director, Gender, Equity and Rural Employment Division and Parviz Koohafkan, Director, Land and Water Division.

Table of Contents

I. INTRODUCTION	5
I.1 Purpose and objectives of the guidelines	6
I. 2 IGETI guidelines audience	8
I.3 Territorial Development	8
I.4 Overview of Linkages between Access to Land, Gender, Vulnerabilities and Unequal Power Relations	10
II. IGETI, AN APPROACH TO IMPROVE GENDER EQUALITY IN TERRITORIAL ISSUES	14
II.1 Phase one: Gender Sensitive Territorial Diagnosis	15
II.2 Phase two: Dialogue and Gender Sensitive Proposals	20
II.3 Phase three: Negotiation Process and Consensus Building	23
II.4 Phase four: External Monitoring and Evaluation	27
II.5 The Territorial Facilitator	28
III. FIELD LEVEL APPLICATION OF PARTICIPATORY TOOLS (selected SEAGA tools and questions)	30
III.1 Gender Sensitive Territorial Diagnosis	31
Village/Community Resource Maps	31
III.2 Dialogue and Gender Sensitive Proposal Building	33
Problem Tree and Problem Analysis Chart	33
III.3 Negotiation Process and Consensus Building	37
The <i>Pairwise</i> Ranking	37
Venn Diagram of Stakeholders	39
Stakeholders' Conflict & Partnership Matrix	42
REFERENCES	45
FOOTNOTES	47

INTRODUCTION

Land and other natural resources in many developing countries continue to remain a fundamental part and parcel of people's cultural identity¹, social relations, livelihood strategies and economic (income/wealth) well-being. Land as a resource in many instances, serves as an entry point for improving rural livelihoods,² social status and economic empowerment for people (men and women, girls and boys). At the same time, land provides a "safety net" in times of financial hardships for the unemployed (men and women) migrating from urban to rural and rural to rural areas. An example from Uganda illustrates the fact that unequal access to land is one of the most important forms of socio-economic inequalities between the powerful and the weak, both men and women³. For instance, women provide 70-80 percent of all agricultural labour and 90 percent of all labour involving food production yet, they own only a fraction of land⁴.

Field research in many countries shows that, in rural societies with limited non-farm opportunities, unequal access to land is the single most important factor explaining uneven distribution of economic and social goods. Land distribution therefore, is deeply embedded and intricately linked to historical and social contexts⁵ and related debates.

However, greater setbacks in terms of access to land and other natural resources and territorial development are still experienced as a result of inequality in terms of access to land and other natural resources and territorial development. Gender disparities are evident in existing patterns of land distribution. Gender sensitive approaches aimed at increasing equitable land access and territorial development are also exposed to or affected by "shocks and stresses" on security of tenure, such as those induced by *i*) violent conflicts and natural disasters *ii*) climate change, *iii*) population growth⁶ and migrations patterns *iv*) globalization and *v*) social and political factors⁷. Altogether they do impact negatively on men and women's access to land affecting tenure security and consequently their livelihoods and food security. The consequences are problems related to extreme poverty, hunger and malnutrition, food insecurity, social and economic inequalities and incessant land disputes in rural areas.

Nowadays, much of contemporary land tenure regimes in developing countries are still characterized by weak land governance structures, mixtures of different uncodified customary rules, values and practices on tenancy arrangements⁸ and conflicting religious, statutory and legal arrangements, some of which originated in the colonial period of land consolidation⁹. These factors create complexities which often overlap and have different impacts on the lives of individuals and different groups of people (men, women, youths, the poor, and marginalized) leaving them excluded and in a state of greater insecurity with poorer prospects for accessing land and hence livelihoods.

Classic rural development approaches do not respond to this complexity. Current changes occurring in rural areas further test the capacities of these approaches to promote a people-centred sustainable development.

The emergence of territoriality in the current discussion on rural development is therefore not fortuitous. In a nutshell, territoriality envisages going beyond the traditional urban-rural separations and putting people back at the core of development processes. In this sense territories are seen as the product of economic and social changes within countries and in the wider political context of globalization.

However, territories are made by men and women - individuals and groups. The diversity of rural people comprises a wide array of actors¹⁰ - public-private, groups and individuals - and is not limited to the agricultural sector. Powerful actors may influence decision-making and people's life strategies of life within a territory but do not participate in social dialogue, which is essential for sustainable local development. Those actors are for instance the private sector, powerful policy-makers, and landlords. The diversity of actors, their values, and the interdependencies between them often lead to conflicting interests causing the improper use and inefficient management of local resources.

Stakeholders define the territories they live in or interact with. In this sense men and woman can be considered as agents of change. The actors' territoriality, or territorial vision, helps to establish a common identity and supports the realization of actors' strategies and projects. In addition, a plurality of actors with different and sometimes conflicting interests and values influence the dynamics and interrelationships within the same space.

For this reason, in order to better respond to these challenges, a territorial approach based on human mankind is needed: this is what has stimulated the Land and Water and Gender, Equality and Rural Employment Divisions to work together towards this methodological guideline "Improving Gender Equality in Territorial Issues" (IGETI).

1.1. Purpose and objectives of the guidelines

The tool is based on the good practices and lessons learnt from FAO's PNTD and SEAGA approaches.

- The **PNTD approach offers concrete answers to the challenges of having numerous stakeholders competing for shrinking natural resources** in terms of access and management and the need for improving trust, strengthening social cohesion, and promoting systemic negotiations to induce socially-legitimized agreements. The approach fosters bottom-up participatory decision-making processes, enhances consensus building, addresses asymmetries of power and encourages social dialogue and partnerships among a wide range of actors¹¹ within a territory towards promoting gender equality in land access and territorial development.
- The **SEAGA approach places great emphasis on the importance of the linkages between economic, environmental, social and institutional patterns that major influence the context in which development activities are undertaken.** SEAGA focuses on understanding gender roles, responsibilities and relations, and how these are managed in different communities. The approach also analyses the influence exerted on people's economic and social opportunities by factors such as age, ethnicity, religion etc. all of which are fundamental in understanding livelihood strategies. The approach addresses the plight of the poor, weak, marginalized and disadvantaged men and women of all ages who are, considered a priority and are ensured a voice. SEAGA considers the active participation of all actors essential for sustainable development, because it recognizes asymmetries of power within households and structures of power/including institutions and how they influence people's capacity to play and active role in development and be assured that they are heard.

The tools presented in the SEAGA Programme are designed to help development actors and community stakeholders to address key questions in an inclusive way and offers a means of promoting gender equality in land access and territorial development.

The application of the tools with local community members allows the stakeholders to address the following questions: Who or what determines current conditions prevailing within the territory on gender equality in land access and territorial development? Under what conditions should gender and equitable land access be addressed and improved? In essence, the tool focuses on community dynamics and linkages (social, economic and patterns) between micro and intermediate/macro levels.

These guidelines intend to provide target users with the knowledge to establish an environment where all actors¹² in a given territory are listened to, sensitized and empowered to speak (and negotiate) for themselves on matters concerning equal access for men, women, youths, the poor to land and territorial development. No one knows better than local¹³ actors the prevailing patterns of social, environmental, economic, demographic, institutional change that has been adopted in their region and the influence that these changes - details of local history, environment, socio-economic, indigenous knowledge and skills on land use patterns, social-cultural specific contexts and institutional practices - have had on the local development context, especially in terms of land access and territorial development requirements for women and men. Their expertise should form the basis for the design of any programme that aims to improve their livelihoods, and external actors should start from a clear, direct engagement with them.

The main objectives of these guidelines are:

1. To ensure that target users can apply gender equality as a “yard stick” for participatory dialogue and negotiation processes on interventions aimed at improving gender equality in territorial development at field level.
2. To assist target users to become more aware of asymmetries of power – meaning unequal power and authority relations and authority at the micro-level - and how these affect participation in decision-making processes aimed at promoting gender equality in land access at the household level.

The target audience includes a broad spectrum of actors, including the following:

- i. Governmental officials working in local level institutions dealing with land and gender issues;
- ii. Representatives of civil society organizations (Non Governmental Organizations, Civil Society Organizations, Faith Based Organizations) working on gender and rural development issues;
- iii. Independent development practitioners and Land professionals (lawyers, surveyors, land tax experts, etc.);
- iv. Gender or territorial development trainers/facilitators;
- v. Field workers and development planners/consultants;
- vi. Researchers and policy makers working at field level;
- vii. Individuals or groups of independent trainers involved in natural resource institutions and rural development.

These guidelines on participatory gender equitable methods are presented in the form of a handbook and contain concise explanations in everyday language. Technical words and concepts are used only where absolutely necessary and defined in clear and simple language. Real examples are provided in boxes through the text with references. The guidelines therefore, illustrate distinctive illustrations of methods and tools in concrete situations where field interventions have been carried out.

I. 2 IGETI guidelines audience

The guidelines can support actions led by governments at different administrative levels as well as local NGOs and CSOs working for the promotion of gender equality in land access and territorial development. They are also directed at other development practitioners, members of international organizations and NGOs.

I.3 Territorial Development

Why use the term 'territory'?

The concept of territory as used in the guidelines helps in understanding the impact of development patterns on gender equality in access to land at the micro-level. For example, socio-cultural traditions and gendered divisions of labour dictate that certain tasks may be designated to women, while others with higher status assigned to men or that some tasks are reserved to senior women, boys, girls and some men. Socio-cultural norms relegating women to the domestic domain may limit their access to opportunities available for women and girls outside the household.

The term territory refers to:

- A space or arena where individuals/ groups/community live and how they organise themselves in a social way and where different actors claim different types of rights (may be viewed from legal, economic, environmental, social and cultural dimensions/contexts);
- An arena for dialogue and negotiations which hosts continuous interactions among and between actors and their physical environment aimed at promoting men and women access to land with a gender perspective.

The territory as an "entry point"

Territories are open systems and as such they are constantly influenced internally and externally (environmentally, socially, culturally, economically and politically) by processes that take place at the local regional and global level. For instance, policy changes and adjustments at the national and regional level influence dynamics and functioning of rural areas with regards to gender and equal access to land for men and women of all ages.

Even though all the systems are involved in setting –up parts (components and sub-components) that interact with each other according to some process there are sets of rules governing behaviour of the system (internal rules that governs the system).

For instances, the introduction of new sets of rules and management (exogenous and endogenous perturbations) in terms of governance/regulations/policies could affect the system (i.e. emerging land markets on usufruct rights leading to exclusion of women, men, boys and girls).

However, it is important to recognize that, when the degree of complexity increases significantly new methods are needed to cope with systems as a whole taking into account their internal and external dynamics. For instance,

- Instabilities in the household's structure created by conflicts are frequent phenomena on household heads.
- The increase in the number of female-headed households (FHHs) and the emergence of (FHHs) and child headed households (CHHs), partly due to diseases such as HIV & AIDS have often changed the composition of household members and traditional decision making mechanisms in terms of land access and territorial development.

Why is the Territory used as an "entry point" for promoting gender equality in land access and territorial development?

Land related issues to do with land are very complex and should be dealt with extreme sensitivity. At the same time, all activities carried out in the name of resolving land issues should be mindful of the local socio-cultural context. The territory therefore,

- Offers a better view of its functioning's, enables vertical (linkages at micro/intermediate levels) and horizontal integration (field- level) between territorial scales and levels (geographic, socio-economic, administrative etc);
- Allows focusing on the assets of the territory (including cultural and natural heritage), potentials and constraints. For instance, giving value to territorial assets serves a) to develop synergies while taking into account linkages with other levels and b) helps to revitalize/involve formerly marginalized territories;
- Helps the identification and assessment of existing competition over resources and conflicting interests of different actors while highlighting the initial lack of trust between them. For instance, a) there might be groups such as women, indigenous groups or the poorest of the poor, who are still disadvantaged in defending their rights due to lack of information and capacity to defend their rights; b) Lack of willingness to implement and enforce formal/ legal rules at different levels for those who are financially or politically weaker than others or c) Circumstances where local customs /customary practices conflict with the legislation on inheritance and property laws;
- Provides views and gender-sensitive indicators of growing competition over limited land and other natural resources, decreasing credibility of public administrations, difficulties/bottlenecks of establishing and maintaining social dialogue. At times, restructuring and/or strengthening territorial institutions become crucial in the process. For example, intermediate level institutions have an important role to play in integrating the territory and its actors in the existing governance frameworks;

- Provides an understanding of different and sometimes conflicting values, visions and interests related to access, use and management of land and other natural resources and, further how peaceful coexistence in a given territory is achieved. For instance, coexistence must be oriented towards a common ground as a basis for the design of territorial development strategies; in such case, negotiation¹⁴ is the means to reach an agreement.

*Looking at the territory as a system*¹⁵

The expression of the term territory as a system is analogous to human body parts where no single part functions independent of the others. It is therefore important to understand the relationship between /among different parts of the same territory.

In essence, a territorial system includes:

- Interrelationships between rural and urban areas at micro-level, the influences from intermediate or national/ macro or global contexts (the existence of poles linked to market) and relationships between territories, from the state to local communities;
- New information systems in production, technology/ideas and changes in the environmental, social, economic and cultural dimensions in terms of promoting men and women equality in land access and territorial development.

In the context of the guidelines therefore, we do consider a territory as a system for identifying the dynamics of interactions between different types of actors (including analysis of coalitions, dialogue, negotiations, consultations, confrontation, conflicts, and temporary alliances) and their environment in relation to land access.

1.4 Overview of Linkages between Access to Land, Gender, Vulnerabilities, and Unequal Power Relations

Access to Land

In every society land and other natural resources are considered to have value and access to them fundamentally determine the well-being and livelihoods opportunities of specific individuals or groups within the rural settings. It is therefore, very important to highlight contexts (socio-cultural and economic) and factors which determine rules on one hand, and, take into considerations relationships between distinctive actors when it comes to land access on the other.

In many developing countries there are different sets of rule which determine the way in which people access to land and other natural resources. These include ownership either as individuals and collective group tenancy arrangements. Examples of such arrangements are:

- Individual access to land through the family systems kinship/lineage networks by means of inheritance or kinship groups access to land held in common;
- Customary secondary usufruct rights for women through marriage or male relatives and vulnerable groups (widows and orphans).

Understanding these rules, how they operate and how they might be changed or improved requires equally deep and comprehensive understanding of development of rural livelihoods as well. For instance, the Hausa of Nigeria customs deny women the right to own and inherit

land reserving them only nominal usufruct rights but when widowed they can act as trustees for their sons until they are capable of taking over the land.

Gender equality¹⁶, men and women roles and responsibilities

Gender inequality regarding access to land and other natural resources in many societies are still determined by socio-cultural institutions and traditions in the form of social inequalities and strong asymmetries of power relations existing within systems. Certain cultural norms regulate the access to land of individuals and groups of men, women, boys, and girls. For instance, some religion also place great emphasis on the differences between, roles and responsibilities of men and women in accessing land. Among the Muslims roles, responsibilities, activities and access to land resources of women are tightly structured around their identity as females.

Land tenure systems are largely regulated by the customary laws in which the Land Chief acts as the custodian of community land and distribute it among the households as needed. Among the Mossi community, land is allocated by traditional land chiefs (Tengosoaba) on behalf of the ethnic group/ clan /family.

The land tenure and family structures are patrilineal, therefore, ownership and inheritance are traced up through the father's lineage and down through sons.

Generally customary laws do not allow women ownership but ensure their access on limited basis under community arrangements. While the terms of the formal law, *Reorganizations Agraire et Fonciere au (1984) Burkina Faso* gives access to land ownership to everyone, women continue to be discriminated especially in rural areas by traditional law.¹⁷

At the, same time, economic obstacles persisting in many developing countries at the micro-level prevent rural households, and within those women and girls in particular, from having equitable access to and secure rights to land. The economic conditions in turn, influence productivity of labour, capital resources and incentives in resource management.

Land in many African countries predating independence was used for subsistence purposes and only accessed for cultivation, grazing and ceremonial activities under patrilineal or matrilineal traditions.

Men and women neither individually nor in groups allocated land or legal rights but "users' rights", were highly preserved. Colonial land administration paid special attention to registering / titling ownership rights in the men's' names.

Women found themselves relying upon men and left in precarious positions as legislations and land rights were passed on to lineage members who were male.¹⁸

Research has shown that access to land and greater equality in land distribution are important sources for poverty reduction, gender equality and empowerment of rural men and women. A study carried out in Ghana showed that both women and men associated increased access to land with food security, household well-being¹⁹ and status. However, limited access to land and other natural resources of the rural population hampers livelihood strategies and activities due to:

- Existing socio-economic, environmental contexts and types of land tenure arrangements and alternative resources available;
- Socio-cultural situations in which women and men or boys and girls find themselves in especially in rural households which form power relationships, linkages inside and beyond in order to meet livelihoods goals;

- Historical imbalances in decision-making regarding gender sensitive land access, equal rights, entitlements and social exclusions in territorial development.

Customs, traditions and attitudes deep rooted in the society influences laws and institutions towards not recognizing women as producers preventing their access to land on equal terms with men. In Dominican Republic patriarchal culture discriminates against women in the agrarian reform laws which establishes that men are the beneficiaries and whose civil code limits women's capacity by determining that the male is the head of the household and administrator of the entire estate.

Vulnerabilities, social exclusion/marginalization and access to land

Vulnerabilities, social exclusion and marginalization in land access and natural resources are created by several factors in developing countries including: *i*) increased cases of epidemics (HIV & AIDS) *ii*) natural disasters (drought and floods/climate change), *iii*) physical and social, (gender inequality) conflicts and economic (policies, market forces and liberalized economy) factors.

Research done on rural livelihoods has shown continuous increase and experienced cases enhanced vulnerability levels in many households as they become affected by HIV & AIDS and other illnesses. Some household's highly loose land or get much less benefit from the land assumed or inherited i.e. orphans (girls and boys). Women's land rights are also increasingly insecure under patriarchal customary tenure systems, widows loose land that they had access to whilst married. Research has also evidenced that in the context of HIV & AIDS widowhood has become a common reality that exacerbates the risks of women's land and property dispossession. In Zimbabwe women affected by HIV & AIDS are more vulnerable to dispossession and property disputes²⁰.

A combination of all these affect men and women equality in land access and food security, many are the times when food insecurity puts women and girls at greater risk of contracting diseases such as HIV & AIDS.²¹ For instance, HIV & AIDS affected and infected persons have to deal with "overlapping vulnerabilities" i.e. faced with multiple vulnerabilities and stresses, women and girls are forced to adapt short term "coping strategies" at the risk of their long term health.²²

Paraguay age old disputes over land ownership between peasant farmers (campesinos) and large land holders Brazilian Settlers. Paraguayan, Brazilian land owners and speculators have been buying up land from the peasant families accelerating concentration of land tenure and increased the number of campesinos left without access to land for farming.

Fuelling a growing number of migrations to urban areas and other countries like Argentina, Spain and USA, the Paraguayan Campesinos Movement (MCP) feels that the Government is absent in the rural areas.²³

Unequal power relations and access to land

The way in which power relations are formulated among households /institutions and the way in which people gain access to and use or manage land differ from one society to another. For instance, at household /family structures (composition, sources of support, services, roles of males and females) dictate rules concerning access to land. Members with positions of

seniority tend to have more powers and control in terms of decision-making than those who are junior, and in many societies' men have more "powers" than women.

Rules regarding access to land are predominantly dictated by social/cultural institutions where customary practices exclude women from ownership (but granted usufruct rights) of land. In Burkina Faso for example, women still lack fundamental rights to land or have restricted access to land despite the legislations such as "*Reorganisations Agraire et Foncière au Burkina Faso*"(1984) that grant equal access to land ownership to everyone.

However, several factors contribute to lack of commitment to address power asymmetries at field-level such as *i*) lack of goodwill to undertake implementation of policies at national /intermediate levels and linkages to micro-levels *ii*) lack of staff capacity *iii*) organizational cultures *iv*) staff attitudes *v*) resistance to the notion of change or lack of commitment to implement strategies to changes rural areas.

II. IGETI, AN APPROACH TO IMPROVE GENDER EQUALITY IN TERRITORIAL ISSUES

Access to, and use/management of, natural resources by human kinds are, by their nature, ongoing processes. Nature of concerned stakeholders, and their visions and objectives are different, sometimes even competing each other.

This is why, **looking at these open spaces as social constructs**, it becomes self evident the need to better understand the logic behind these actors, who they are and why they act as they are doing. The reason for that is the **(possible) creation of a mechanism where to compose these different objectives**, addressing short and long-term interests by this variety of actors whilst looking after the sustainability of those processes and of the natural resources per se.

In this context, the internal reflection originated from PNTD and SEAGA, has been aimed at proposing a better integrated learning guidelines to help practioners in their daily work.

Both methodologies do represent ongoing processes; PNTD²⁴ and SEAGA approaches are not unchanging, but susceptible of revision/modification on the basis of the different context and actors.

The process has to be articulated along the following steps: (i) understanding who the actors are, their strategies, visions and interests and how do they interact with a given space or territory (gender sensitive territorial diagnosis); (ii) identifying possible themes along which an initial dialogue can be established and helping preparing it (dialogue and gender sensitive proposals) ; (iii) supporting the negotiation process amongst them in order to get into possible socio-territorial pact (negotiation process and consensus building). If this final stage is reached, then will come the question of implementation, feed back and Monitoring and Evaluation.

Each phase is briefly described below and examples are given based on the objectives.

II.1 Phase one: Gender Sensitive Territorial Diagnosis

Objective:

To carry out participatory gender sensitive territorial diagnosis process of who are the actors involved and how they access or use land and other natural resources with particular attention to gender equality, considering the actors concerned and the territory as a whole system.

<ul style="list-style-type: none"> • The diagnosis processes includes systemic vision of the entire territory implying assessment on both vertical (micro-intermediate-macro) and horizontal (interactions within micro-level) dimensions of field level access to land and other natural resources. • This process involves qualifying the territory and conducting an analysis of actors and existing institutions to understand the issues at stake, their causes and interdependencies. • The diagnosis process includes the historical analysis of the territorial system which is essential for <i>i)</i> coherent understanding of the actors' visions and livelihood strategies, <i>ii)</i> for formulating possible scenarios of changing the main issues at stake such as: gender and equitable land distribution, socio-economic status and access rights to land resources, land use and management, and <i>iii)</i> unveiling the existing relationships within the whole productive chain and livelihoods. 	<ul style="list-style-type: none"> ○ <i>Who were the occupants of land in question?</i> ○ <i>Who determined access to land? What has changed in terms of time, space and livelihoods related to land access?</i> ○ <i>What intervention programmes were undertaken to improve equitable access to land?</i> ○ <i>What policy changes were introduced or implemented in regard to gender sensitive access to land?</i> ○ <i>What were the weaknesses and strengths of such policies at the micro-level?</i>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SEAGA's qualitative and participatory toolkits are used for gender sensitive participatory territorial diagnostics

Development Context Analysis

It is crucial for the target users to be aware of the different socio-economic patterns (environmental and institutional) that influence actors access to land, livelihood strategies and options for improving equitable access rights to land in a given territory for men and women, young and elders.

Development contexts analysis helps the user of these guidelines to understand how socio-economic, environment patterns interact determining gender sensitive access to land at field level (horizontally) and analyzes existing linkages with intermediate/ macro (vertically).

At the same time, it is important to note that participatory diagnosis on access to land varies within contexts and at different levels. In certain socio-cultural contexts gender roles, responsibilities and relationships within social system or subsystem on access to land are strongly determined by socio-economic factors. For example, the access to land among different households and within households is strongly influenced or determined by social-

cultural structures/ family /lineage (through marriage and inheritance systems).

Diagnosis in any development contexts should pay special attention to *i*) the role of women and men, boys and girls as members of families and households within social structures, *ii*) the interactions among family members (men and women) in terms of equitable access to land, and *iii*) intra-and inter household dynamics and power relationships which affect access and control decision making over land, productivity and the well- being of individuals.

- *What types of social relationships and interdependencies exist regarding equitable access to land?*
- *How gender roles affect men and men access to land?*
- *Do gender inequality dynamics and unequal power relations affect access to land?*
- *How do social patterns like population growth affect gender sensitive access to land and other natural resources?*

Secondly, gender sensitive diagnosis should provide historical analysis and understanding of the actors' visions and livelihood strategies in relation to the contexts ad patterns of the territory. The history of the territory helps in defining social organizations and dynamics regarding access to land based on the relationships with the environment. It is important to understand the history of land occupation and the manner in which local people exploit their environment before deciding whether or not rights exists over an unoccupied area or not.

For instance, in Mozambique rural communities have their own laws, established by culture, environment, traditions , history, and different from other national laws. A deep sense of mistrust has developed among small farmers with laws and governmental programs. This happens for several reasons: lack of education, political oppression determined by war, violence, huge number of internal displaced people, and also, during the seventies, a production system based on state own cooperatives imposed by the government. This perception has been reinforced by the fact that historically communities have been informed only about their negative rights or rather potential sanctions or penalties. As a result, Mozambican rural communities are prone to work more like small self - government nations then a wider Mozambique state. But, as the 1997 Land Law protect communities land rights and has been adapted to each local cultural systems and traditions, communities are beginning to include and accept state law as their own law²⁵.

At the same time, historical diagnosis describes which institutional frameworks existed in a given context regarding gender and access to land, current dynamics and probable future trend, systems of social differentiation and the adaptation/modification of social practises, actors' livelihood strategies, modalities for territorial administration.

Thirdly, gender sensitive diagnosis addresses development contexts and patterns also in terms of:

- Changes and processes that continuously impact on gender dynamics, such as changes

- *What are the typologies/classes of actors within a given territory?*
- *Who are the powerful actors? What are their interests? What are their strengths and weaknesses? What are their strategies and potentialities? What kinds of opportunities and constraints exist for the different actors?*
- *How do they relate with other actors within the same territory? Are there interdependencies among actors? If yes, which ones?*

in government policies or programmes, transition to market economy and introduction of new technologies at intermediate/national levels. The diagnosis reveals specific driving forces that affect interventions on improving equitable access to land. It is important to understand the internal and external forces/ changes that impact on gender;

- Functioning of territorial systems gradual or sudden climatic disasters can all offer opportunities to stimulate change. Participatory territorial diagnosis can help in taking into account the risks and opportunities of the current trends;
- Emerging family alignments different from the traditional types of households' heads:
 - i) resident married men
 - ii) absentee married men whose land is managed by male kin;
 - iii) married women who practice subsistence agriculture and manage household land in the absence of migrant spouses
 - iv) women alone who have no permanent connection with a primary adult male;
- Households headed by women alone are sharply distinguished from other categories by their smaller number, limited access to resources and greater poverty;
- Household heads include widows who often support children, separated women and women in changing consensual unions with men who contribute little to the household;
- Widowhood contributes significantly to the formation of female-headed households with no access to land and HIV/AIDS. Traditionally widows were absorbed into extended families but as land resources diminish in response to population increase fewer families are able to provide such assistance.²⁶

- *What are the causes and impacts (social, economic and environment) of such changes in access to land?*
- *What are the opportunities and constraints of such changes?*
- *How to deal with challenges posed by change in terms of access to land*
- *What are the triggers of such changes? How have the emerging changes affect women and men boys and girls differently?*
- *What are the current and future trend such changes?*

Stakeholders' Priorities' Analysis

Actors at households and community (micro-level) have different opportunities for social interactions, relationships, interdependencies and inter-linkages with intermediate and macro levels. Identification of actors (internal and external actors) in gender sensitive diagnosis analysis provides their views/perspectives regarding interventions on improving equal access to land and livelihoods activities.

Due to falling prices for export crops (which is the main source of male income) and trade liberalization for food crops (women's main source of income) households' financial relationships are changing in favour of women. Traditionally, men have always had disposal rights over land while women retained mostly usufruct rights.

In Mozambique the Liga de Cooperativa Americana (CLUSA) has developed a project to support soya producers in northern province of Zambesia. Due to project support and good soya adaptation in that area, producers associations have begun to obtain better incomes than the previous achieved with other kind of crop. High incomes have allowed an improvement of small producers livelihood, both men and women, up to a point that some of them have gained more than local administration officers.

However, this successful initiative has increased big agro industrial investors interest, attracting them in the area. Their coming has put in dangerous right to land and livelihood of small-scale producers. Finally, what previously has brought them richness can become the reason of their land loss.

Livelihood Analysis Toolkit

Gender sensitive territorial diagnosis provides information on livelihoods and available resources including land for different actors²⁷ (women and men), involved in the activities that ensures food security and provides income for households.

Livelihoods activities and responsibilities are heavily influenced by gender roles, responsibilities. Men and women's social relations vary from one household to another. For example, household members have different access to land, labour allocation, control and decision-making power over land. These could create obstacles to projects aiming at improving gender sensitive access to land.

Livelihoods analysis is useful for:

- Comparing households socio-economic activities;
- Understanding who makes decisions on access to land, existing power relationships;
- Vulnerabilities in the current livelihoods.

Gender sensitive diagnosis on livelihoods analysis therefore:

- Examines and assesses the land tenure systems – both under customary or

statutory law and how they affect livelihood activities like farming and livestock keeping. For instance, means of land access by individuals (men and women), households or local socio-economic groups.

- Identifies roles and responsibilities of individuals at households, or intra-households levels and highlights their needs, perceptions and interests.

- *What types of livelihoods are derived from land access in the territory?*
- *What are the alternatives or coping mechanisms for people without access to land?*
- *How sustainable are these coping mechanisms in regard to land resource?*
- *Who are the most vulnerable in terms of livelihoods and why? Are there any opportunities and constraints in diversifying the livelihoods?*
- *What are the hazards and shocks experienced in certain livelihoods that affect access to land and productivity?*

- Assesses the actor's commitments, priorities and opportunities and how people respond to or are impacted by new interventions aimed at improving the equal access to land.

Land access whatever rights to it exists within any development contexts (physical, biological, technical economic and institutionally) sharply shapes the land tenure arrangements.

In southern Angola, in Huila and Cunene Provinces, some indigenous minorities such as San (also known as Bushmen), fight for their land rights recognition as a guarantee of survival strategy and also as own identity. The San are an ethnic nomad, hunter and picker group that has been adapted to a new context emerged after 30 years of armed conflict. This conflict has created a huge number of internal displaced people. Because of their return to original territories and increasing pressure over land, San communities have noticed over the last years the decrease of their ancestral hunting territories. San communities have begun to change their lifestyle, settling down and cultivating land in order to adapt their self to the new context. Their territories delimitation is the first step to guarantee their livelihood.

A characteristic of this indigenous minority is that in these communities each member has the same decision power in relation to land and other natural resources use and access. Men, women, young and elders are listened in decision-making process. These elements identification during the territorial diagnostic phase has been a crucial factor for the 'Recognition of Communities Rural Lands Occupation, Pose, and Use Rights' belonging to this group. This process, supported by FAO Land Project, has brought to the first title emission that recognized to an Angolan San community the access to their territory and natural resources as their cultural identity²⁸.

II.2 Phase two: Dialogue and Gender Sensitive Proposals

Objective:

The objective of this phase is to ignite a discussion among actors on promoting men and women equality in access to and ownership of land as well as on developing their territory in a sustainable way.

The participatory process of this phase aims mainly at: *i)* supporting actors in drawing coherent and feasible perspectives for the future development of the territory *ii)* helping the actors become aware of all issues at stake within the territory *iii)* supporting the formulation of possible proposals for territorial development as a common ground for negotiation *iv)* setting up a negotiation table according to the actors' willingness to negotiate, their bargaining power and the ability to access the negotiation arena.

- *What are the historical interrelations and dependencies on land access and territorial development among actors'?*
- *What were the challenges to the historical issues mentioned in the diagnosis?*
- *Are the actors still facing similar challenges or not?*
- *How useful are the current opportunities and weaknesses in i) building scenario and ii) the future trend in gender equality in access to land and territorial development?*

Once the actors have accepted the different views of those concerned with regard to gender equality and land access and preconditions for dialogue are met, concrete proposals are then elaborated to meet specific needs of various socio-economic groups.

The elaborated proposals should include alternative scenarios that will eventually ease the consensus building process once common ground has been established.

- *Building scenarios are useful process of telling future histories of gender equality in terms of land access and territorial development. It is important to compare the scenarios proposed by men and women of different ages and economic status.*
- *Identifying the most important aspects of the scenario in a few lines, what will happen? What will the future be? It is important to use names that quickly create an idea of content because scenarios are easily remembered by names.*
- *The history of the future must be focused on the main dynamics (driving forces) and on their consequences, images, pictures, anecdotes and graphics could be used must be kept short and simple.*
- *What must happen? Who must act? Share the scenario with others and evaluate it by their reaction, a good scenario is both unexpected and realistic and should help others to rethink how it should be thought-provoking, not predictive and for making recommendations.*

Development Context analysis

Dialogue and proposal building is continuous and interactive. And, should follow validated results through available tools (see cap. II.2) to better *i*) understand functioning of a territorial system and its development patterns *ii*) historical interrelations and interdependencies within and between territories regarding gender equality and land access.

The validation enable the actors and the Territorial Facilitator²⁹ to be aware of the issues at stake within their territory, problems/needs and opportunities arising from issues (social, cultural, environmental and economical) related to gender sensitive access to land and start formulating possible proposals on a common ground.

The Territorial Facilitator has the responsibility of joining the threads of the analysis, adding elements to the reflections on the territorial system, and to initiate the dialogue. In fact, she/he has the task of organizing and examining key information to ensure the analysis is consistent and adequate to the context.

Development context analysis validated diagnosis should assist actors in building scenarios based on their understanding. Scenario buildings focuses mainly on time and space, “most likely and unlikely /alternative” scenarios. It’s important for the actors to understand and share ideas on scenario building: why it’s the most likely to continue scenario with no intervention?

The most important aspect of this phase is dialogue and trust building between and among all the actors. It is necessary to:

- Address critical aspects of gender equality in land access and ownership (economic, social, cultural and environment);
- Establish relationships to promote gender and equitable access to land and territorial development;
- Strengthen and empower the weaker actors to enable them to actively participate in dialogue and trust building processes aimed at promoting gender equality in land access and territorial development.

However, the actor’s willingness to participate in establishing dialogue is related to their perceptions and ability to start dialogue, experiences of the obstacles and limitation of such as process. The role of the facilitator becomes therefore, critical in establishing dialogue and building trust among the actors to find a common ground for territorial dialogue.

The lack of access to reliable information is profoundly disempowering. It undermines people’s capacity to make decisions and defend their own interests, and it makes them easy prey to deliberate manipulation. Ensuring transparency and information sharing throughout the process is key to guaranteeing its quality. Indeed, all data and information collected, as well as the studies developed, should be accountable to the public involved for peer-reviewing.

Transparent communication and good relationships are equally important to the actors’ comfort in sharing their fears and interests, as well as to giving them the courage to seek

various possibilities of making their goals coincide with those of other actors. An atmosphere of mutual trust is the basis of constructive cooperation and of reaching a compromise. Transparency will help to avoid hidden agendas and suspicion amongst the different parties, and thus, to prevent situations in which the actors try to protect solely their own interests rather than finding the most suitable compromise for all the parties involved.

Capacity building of leaders and/or local government representatives

Capacity building should be interpreted as a means to enable institutions to perform specified activities, but also as a process of awareness, attitudinal change, creation of leadership increasing the involvement of most vulnerable groups, such as women or indigenous peoples, fostering communication as end in itself, (for example, strengthening the quality of representation and decision-making within local organizations and their involvement in socio-political processes).

Two specific areas of capacity building can be leadership (managing culture, setting direction, supporting human resource development, ensuring tasks are done) and strategic planning, (scanning environment, developing tactics to attain objectives and goals).

Partnerships and strategic alliances

In order to encourage a wider participation, accompany the process by communication and training programs, and reinforce vertical and horizontal trust, it is essential to foster the creation of alliances among cooperation agencies, governmental institutions, civil society and their representatives (farmers' organizations, research institutes, trade unions, etc.) Thanks to their direct field experience and the results achieved during field work, NGOs can put into action capacity-building programs targeted at specific population groups, especially weaker and more marginalized groups.

Strengthening women's organizations has been crucial to women's improved access to land in Nicaragua. In 1980' women gained access through cooperative movements which enabled women to engage in agriculture on a more independent basis than previously.

In relation to gender equality studies in sub-Saharan Africa, Mozambican case is paradigmatic. In the country there is a huge number of women organizations, almost registered as NGOs, specialized in different issues or professions (rural women, businesswomen, jurist etc.). Among them, the *Fórum Mulher - Coordenação para a Mulher no Desenvolvimento em Moçambique* – created in 1992 as a women associations platform, has played an important role during the national debate on 1997 Land Law approval.

The discussion on gender equality promotion in the access and property of land and sustainable territorial development in Mozambique, should consider the importance of other women associations, described as 'traditional' and 'informal', that are not legally recognized as NGO or association and have no access to official political interlocutors. At field level, these kinds of organizations are able to negotiate power relations and gender interests, and to influence on issues that affect women or their communities³⁰.

II.3. Phase three: Negotiation Process and Consensus Building

Objective:

To articulate a continuous multi-level (micro/intermediate /macro) and multi-actors (internal and external) gender sensitive dialogue through negotiation and consensus -seeking on how to promote gender equality in access to land and territorial development.

In interest-based negotiation, the first principle is to deal separately with the demands of the individuals and the issues debated by the parties. However, the process requires.

- Mutual respect and confidence by the participants to the negotiation;
- Frank, open discussions and recognition of the legitimacy of each actor/party (women and men) to defend their interests are essential.

The second principle that constitutes the cornerstone of interest-based negotiation processes consists of:

- Focus on the interests at stake such as men and women equitable distribution of land instead of concentrating on the positions of actors;
- Analysis on the multiple interests that lay behind each of the actors' positions i.e. it is the actors' interests that define the problem and open the way for solution.

The third basic principle of interest-based negotiations consists of formulating a vast range of options prior to making decisions attributed to promoting men and women equality in access to land and territorial development. It is necessary to:

- Hold brainstorming sessions which implies that parties have previously expressed and discussed their respective points of view on the problem, and thus
- Collect all the information needed to elaborate different scenarios of possible solutions, while taking into account the interests of each of the parties.

Finally, the fourth principle relates to the evaluation of options feasibility based on objective criteria defined by the parties' i.e. laws, regulations, and costs in order to avoid conflicts in the implementation of the agreed solutions.

In cases where conflicts exists i.e. land disputes on boundaries or contested ownership rights an interest-based negotiation process becomes very useful in terms of conflict management in three main stages:

- The identification and discussion of the issues at stake;
- The examination of the identified possible solutions;
- Elaboration of a comprehensive set of decisions.

Development Context Analysis

The consensus building process is an outcome of territorial diagnosis and does not only refer to conflictive development patterns but also addresses the plight of actors. Failure to set up meaningful consultations with inclusive and informed participation of actors whom might be affected by the outcome of decisions-making is catalysts for conflicts.

An example of actors inclusion came from La Via Campesina. They have clearly expressed the need for consultation and participation in the World Forum on Agrarian Reform “the call to strengthen women’s movements in the Country side, Cities and mobilise against the systems of exclusion which constrain and violently repress attempts to actualize rights to land, territory and agrarian reforms”³¹.

Efforts must be made by the facilitators/mediators to reduce asymmetries in actors’ bargaining power even if a common ground might have been identified from which negotiations started. There is increasing recognition that centralized top-down decision- making about land and natural resources.

- Not only creates conflicts but also fails to take into considerations of local knowledge which could help in building social cohesion and avert conflicts/controversies.
- In light with diversity of arrangements and the spectrum of power asymmetries may destroy consensus which otherwise would have been achieved.

- *What are some of the preconditions necessary to i) (re) establish dialogue and ii) build trust among actors to participate on issues addressing gender equality and access to land?*
- *What determines the common ground to start territorial dialogue on promoting gender equality in access to land?*
- *How should the actor’s willingness i) to start involving in dialogue and ii) stimulate understanding of the benefits achieved in promoting gender equality and access to land?*
- *What are the determinants of the actor’s assurance on ownership of the process addressing gender equality and access to land?*
- *How should sustainability of the dialogue process ensured?*
- *What are the terms and conditions for continuous renegotiation on different issues and at different levels in regard to gender equality in land access and territorial development?*
- *How do power relationships affect gender sensitive approaches to land access?*

Dialogue is an essential part of negotiations and seeking consensus because:

- It governs programmes in pursuit of promoting gender equality in access to land and sustainable territorial development;
- It responds to actual needs and visions of the actors that operate and interact in any territory at the same time, taking into account gender aspects;
- Empowerment is a long-term process where the opportunity for learning by doing is a precondition for success. Thus, when negotiations start actors might not be playing on a levelled plain field, yet they will have recognized the legitimate interests of all other actors and accepted to abide/jointly agreed ground rules for multiparty decision making.

Mozambique has created a mechanism (potentially) more effective to promote dialogue among stakeholders and consensus creation in relation to territorial development. This African country considers in the Land Law some concrete aspects of local participation: the community consultation through external actors – State, new investors, wood companies, hotels groups, etc. – gain access to land and other natural resources with population approval. During the consultation it is possible to answer if the land required by the investor is occupied or not³².

On this basis, there are three possible scenarios: in the first one, if the community ensures that land is already occupied and not available, the claimant shall find another area. In the second scenario, if the community confirms that land is occupied, State is free to confer new land rights without any agreement with the community; in the third scenario, if the community confirms that land is occupied but there is a willingness to transfer it, this means that there is a disposal of negotiating terms and conditions of the transfer with the investor.

However, researches have demonstrated that women participation in consultation process is very low and also that they have a very poor knowledge of rights guaranteed by 1997 Land Law and Constitution. For this reason, in the context of FAO Gender and Land project, paralegals trainings³³ are trying to promote women right to access to land and natural resources in Mozambique. In these kind of context, such as Mozambican case, there are tools to guarantee a participatory and negotiated territorial development and the Territorial Facilitator has to give a particular attention to gender approach during facilitation process.

Stakeholder Priority Analysis

It is essential at this point that all relevant actors take an active part in the consensus building process. This means that the process should be opened to include all those actors whose involvement is key for reaching a sustainable agreement or any agreement at all. This includes those actors who might not yet be organized or empowered, or those who might not reside in the area but whose involvement and consent is a precondition for the enactment of any agreement on territorial development.

The negotiation table therefore represents:

i) Leading institution/ forum in which the largest possible local partnerships will materialize i.e. among local communities, public officials, local representatives of various categories, private individuals.

ii) The arena where local actors in “a spirit of participation” and cooperation jointly examine problems and potentials of the territory in terms of promoting gender equality in access to land.

- *How do the actors address power asymmetries regarding local fora or arena for participation and resolving grievances?*
- *How do the actors/facilitator handle inappropriate identification of interested participants at the negotiation table?*
- *What should be done to ensure gender equality and legitimacy of representation at the table?*
- *How do the actors/facilitator handle attitudes and perceptions /”old ways” of doing things?*
- *How to the actors address social prejudice and entrenched forms of discrimination on against geared to other actors?*

Livelihoods Analysis

Different actors have their own development issues regarding livelihoods activities and how increased land access and territorial development improve their livelihood systems. Each actors interest are addressed with mutual respect and understanding. Actors can partner/form alliance/coalitions and strengthen/empower each other to undertake alternative livelihoods when vulnerabilities are envisaged.

However, there is no “blue- print” for negotiation processes as each is tailored to its contexts and involves all the actors (social actors, NGOs, Private Sector, Government etc).

Following Mozambique example and its potential impact over stakeholders livelihood, it is important questioning if community consultations really ensure livelihood strategies and if they offer concrete benefits to empower or to enhance these strategies, or if they create conditions to formulate new strategies for local population³⁴.

According to Tanner and Baleira, each scenarios (see p. 19) establishes a platform for different livelihood strategies status: the first status is characterized by ensuring local population livelihood strategy, but without the possibility to benefit of new employments, new infrastructures etc. or without the possibility to participate to an immediate local development (*no subsequent participation*). In the second status, the livelihood strategy platform is also ensured (because of the located resources out of the demanded area), but new livelihood options are limited by the increasing of local economy (the resources available are no more available for community project) for the one who can take advantage from the new development (employments, routes etc.) but without knowing how or when (*low participation in a development process managed from outside community*). In the third status, the community has to manage other resources in order to go ahead as before, or it has to develop a new livelihood strategy using resources or opportunities agreed in the arrangement, such as employments, routes, infrastructures, participation in State incomes and project benefits (*potential participation in a development externally managed*).

II.4. Phase four: External Monitoring and Evaluation

Two types of evaluations are almost always ignored, even though they would help the implementation of the dialogue process to progress.

The first is to evaluate the process used and, in particular, the work of the Territorial Facilitator: how he/she leads the entire process, meetings, the attention he/she pays to each party, taking in consideration also a gender perspective, his/her capacity to bring out the everyone's needs and to facilitate the search for solutions, etc. Such an evaluation is possible if there is a co-facilitator, a person in a position to observe, intervene, and advise the Territorial Facilitator.

The second is to evaluate the "secondary" effects of the negotiation process. This type of evaluation is essential if one considers the process not only for the purpose of signing an agreement, but also for the strengthening of social bonds, democracy and/or equality. The ultimate goal, and thus the emphasis of the approach, is not the preparation of a development plan or a territorial pact in itself, but, rather, facilitating the dynamics that lead to such agreements.

Several assessment criteria can be offered on the following topics:

- *Social ties*: mutual understanding, trust building, the ability to act together, building awareness of territorial identity, number of conflicts, etc. ;
- *Participation in public life*: overall perception of reality, awareness of the collective interest, strength of citizens' proposals, initiatives and actions, involvement of new actors;
- *Changing balance of power, balancing power relations*: for example, people who had the habit of leading found themselves marginalized.

II.5. *The Territorial Facilitator*

If we want intercultural relations to be properly established, certain basic conditions are necessary. In order to speak properly about dialogue, meeting, and exchange between local actors and development agents, we must take words at their full value and recognize the meaning behind words. Dialogue is a relationship between equals, or, even better, a relationship between people who recognize their own subjectivity, their specific requirements, their personal experiences, and their interests as well as their rights.³⁵ In rural areas, local actors frequently are disadvantaged not only in legal terms, but also in terms of lower economic and social status.

Based on these conditions, “mediation” is currently a fundamental requirement of multicultural societies. It is increasingly important in such contexts to place oneself voluntarily in a position to listen to those who may be marginalized for socio-economic, ideological, or ethnic reasons. In this way, the value of shared belonging is established, in the sense that one sees a likeness between oneself and others. Listening to others allows one to understand them without ascribing them to one’s own aspirations: “the commitment to recognize each person’s equal dignity becomes clear at the moment I open myself to discovering the differences between us.”³⁶

Dialogue can be seen as a “journey” and the conditions in which this approach is feasible can be summarized as follows:

- Listening and learning how to listen;
- Developing an open mind;
- Maintaining an ability to change;
- Overcoming fears;
- Working in confidence; and
- Creating favourable contexts.

To help activating processes of dialogue and consensus/trust building, quite often the participation of someone who is not directly involved is needed. This figure (eventually a group of person and not necessarily a one single man/woman) is what we call a Territorial Facilitator and the main role/tasks to be tackled can be summarized as follows:

- Ensure that different actors agree on the process, logistics and support the participants to establish adequate ground rules for dialogue. **Key ground rules are those that neutralize the effect of unequal power during the process of dialogue and negotiation process** such as: *ii*) Support actors active participation towards reaching an agreement which truly satisfies the interests of all the parties involved *iii*) Develop/possess analytical skills, proper action-research attitudes in order to carry out analysis of critical issues within the territory.
- Build a comprehensive understanding of problems, their relevance, impacts and future risks connected to them. For example, the facilitator may become “the catalyst and provider of occasions” for actors to analyse their own problems thus enabling them to engage actively in decision-making processes.
- The facilitator leads in *i*) open discussion *ii*) supporting the organization of participation of actors within and beyond the territory *iii*) create and promote dialogue, linkages

between the local community and other relevant key players iv) create partnership/alliances through concerted actions that supports different institutional levels for the implementation of the negotiated agreements.³⁷

In order to gather relevant information and concrete analysis of territorial issues the facilitator should have sufficient knowledge of the territory and aware of the heterogeneity of actors and gender-related differences.

He/she should have excellent understanding of the territory dynamics and aware of existing gendered power relations.

He/she should have good knowledge of the topics for discuss and give exhaustive feedbacks in areas such as: social –cultural, political, economic, environmental, gender issues regarding access to land and territorial development.

It is important to outline that cultural mediation skills are fundamental to open effective space of dialogue. This would include knowledge of customs and local cultures, listening and communication skills, mastery of techniques for interpretation and relational psychology, legal knowledge, and capacity for compassion and empathy.

The facilitator should be an active listener, a team player, respectful, role model, trustworthy, flexible and credible, keen observer, able to present issues with clarity, straight forward, learner and assertive guide. At the beginning of the process the Facilitator should prepare a check lists/set of questions/semi structured interviews³⁸ on the topics/subject for discussion, test them and make adjustments/ necessary changes before the training. The questions should be short and clear and not “too technical” to the participants, should not be cultural sensitive and if possible should be asked in the language the informants understand best.

III FIELD – LEVEL APPLICATION OF PARTICIPATORY TOOLS

(Selected SEAGA tools and questions)

Guidance on improving equitable land access and gender-sensitive territorial development at micro or field level.³⁹

Preparation for the Group formation:

- Random sampling could be used as a selection criteria in identifying categories/typologies of actors⁴⁰ at field level such as: (i) those affected by gender inequality issues in regard to land access (ii) women and men from ethnic minority groups (iii) people belonging to groups with same social and political interests and affiliation (iv) people from same agro-ecological zones (vii) migrants, people from vulnerable, poor households, and from households affected and infected by HIV & AIDS.
- The group could be composed of external actors from CSOs, FBOs, NGOs, CBOs, Farm organizations, Farmers Associations and Women Welfare, etc.
- However, it is important to organize separate meetings to ensure that all the needs are addressed and specific solutions identified for each group.

The tools described below can be adapted on the basis of guideline users necessity and expected outcomes. Further the user can chose to follow this implementation tools order or not during filed work.

III.1 Gender Sensitive Territorial Diagnosis

Village/Community Resource Maps

(Other tools and linkages Social Maps, Transects, Trend lines, Venn diagram)

Purpose⁴¹

The resource maps help in learning about a community natural resource base (land, water, forests, land use patterns, locations, size of farms, infrastructure social amenities and services). Drawing Village Maps not with cartographic precision – has the aim of obtaining useful information on local actors' perceptions. Resource mapping helps in identifying other existing natural and productive resources useful for livelihood activities as well.

Process

The meeting should be organized at a central venue/ place for all the participants at a convenient time for (men and women) and other socio-economic and even cultural groups to attend. It is important to do mappings with different groups (men and women separately) because each of them uses different resources.

A big stone or a leaf could be used to represent an important land mark, and then participants are asked to draw (putting leaves or stones) on the map what other resources are important to them. Participants are given time to explore, question, analyze and learn from one another.

SEAGA questions can be used to deepen the discussion. When the maps are completed then the facilitator can ask the participants to describe the maps and discuss the resources presented'. Who controls the types of existing economic activities related to land/ who cultivates where and why? The facilitator may ask the participants to draw a map of how they would like to see in future of their territory.

Participants

All concerned actors (women, men, and youths, socio-economic and cultural groups identified during diagnostic)

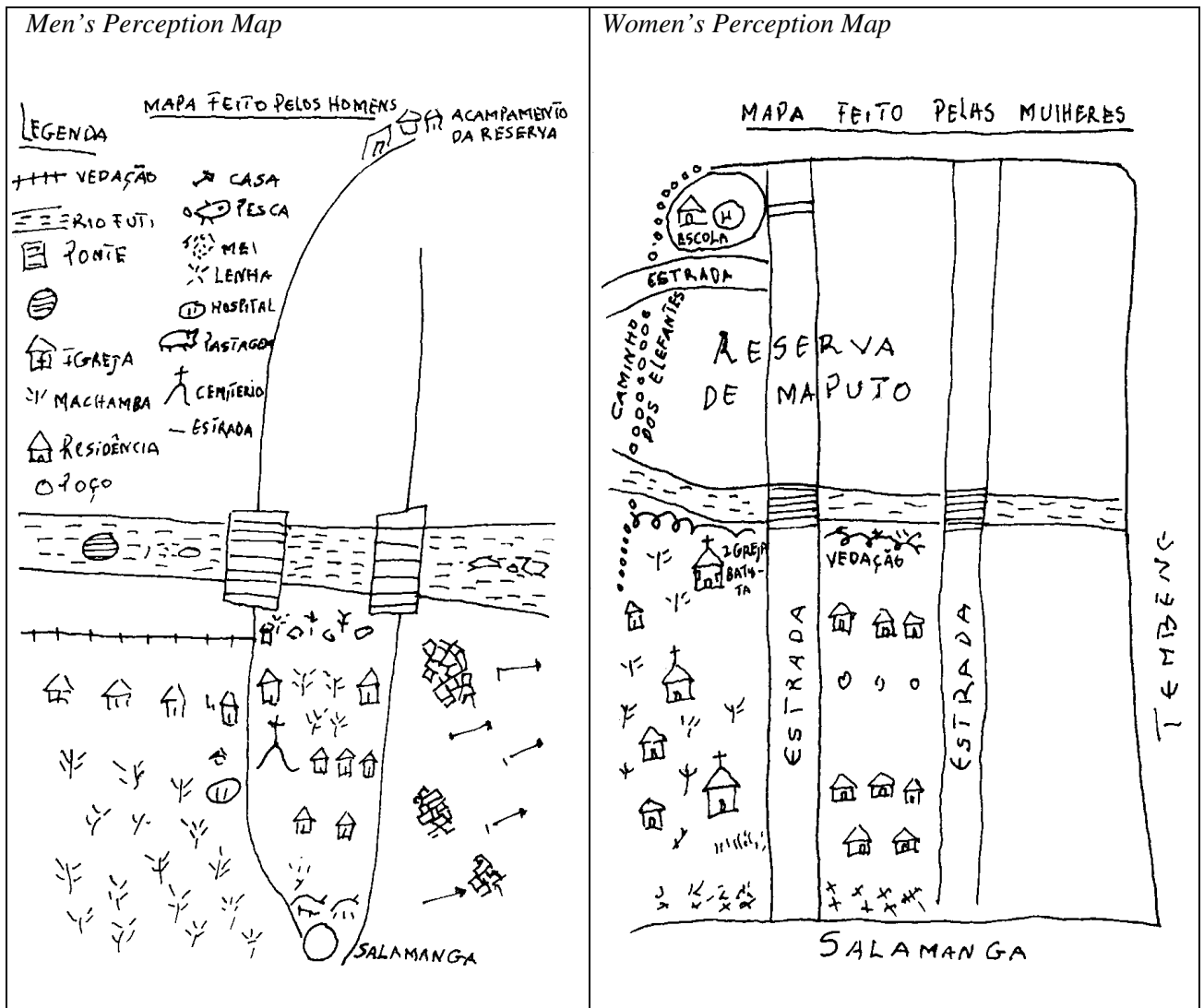
SEAGA questions

- Which inequalities in land access do you know?
- What has determined failure in initiatives related to man and women land tenure security?
- How do you manage an individual or communal demand over a disputed land?
- How should be reduced inequality in order to enhance access and tenure security over land?
- What is community origin (geographical and historical?) In which direction it has been expanded?
- Which resources do you have in large quantity? What resources are poor? Which resources are you utilizing and what are you not utilizing?
- Do you have cases of common property lands? Who is in charge to decide on common resources use?
- Who is in charge to decide who can use land, water or other important resources?
- Where people can find water, wood, pasture and other resources?
- Men and women have same right to natural resources access? For different ethnic groups people? And socioeconomics?
- Among the resources mentioned which present the major problems and why?
- Some families have land rights acquired from inheritance?
- What happens to land if family chief dies?
- How many families have no land in the community?

Materials

Sticks, pebbles, leaves or any local materials such as cow dung, mud balls and flip charts papers and markers

Example: Village land use and resource map exercise realized during a participatory land delimitation project in Mozambique. The diagrams below show two maps which provide a similar view of the geographical layout of the community, its location near the river, areas of housing and crops. The maps produced by men and women have many differences. The women show the school and the route taken by elephants that pass by the community and cause a lot of damage to crops, while the men include a key communal resource that is not indicated by the women, a large forest and scrubland area used for hunting and gathering medicinal plants. They also show the Reserve campsite where the Reserve management is based and which is a focus of discussion about the elephant problem.



III.2 Dialogue and Gender Sensitive Proposal Building

Problem Tree and Problem Analysis Chart

(Other tools and linkages: Pairwise ranking, Venn diagram, Resource Maps, Village Social Maps, Transects, Trendlines, Historical profiles/timelines, and Flow Charts)

Purpose

These tools allow room for expanded discussions on the causes and effects of the problems as well as on the coping strategies established during diagnosis. For example, unequal access to land by women, men, boys and girls poor or minority groups make them devise strategies such as land leasing and diversification of activities for alternative livelihoods like charcoal burning. Coping strategies are important to learn about because they may be strategies that can be built upon for development. At the same time, it's important to learn if efforts to address a particular problem (historical analysis) have already been made, especially if they have failed or have not addressed the problem completely.

The tool looks at opportunities for development such as available options are available for actors to access land and strategic alliances with external supporters (Donors, NGOs, and Government) or technical "experts", can be invited to participate as well. Often, actors at the micro-level know exactly what they need but lack information and thus are disempowered about available options and access to justice on land related matters. It is very important at this analysis stage that the actors get sufficient and appropriate information to make informed decisions about land issues.

Process of the Problem tree⁴²

The problem tree is a visual problem-analysis tool that can be used by both field development agents and the community to specify and investigate the causes and effects of a problem and to highlight the relationships between them.

It is a tool for the identification and analysis of the relevant causes of the main problems, which will later form the bases for formulating solutions and objectives through the Problem Analysis Chart and other SEAGA tools. A discussion of the causes can help to identify those in the community who are most affected should have a keen interest in participating in activities aimed at removing the causes of the problem.

As the name implies, this tool resembles a tree. The roots of the tree, in the lower part of the drawing, metaphorically represent the causes of the main problem of men and women. The trunk at the centre of the drawing represents the main problem and the tree branches, on the upper side of the drawing, provide a visual representation of the effects of the main problem. The whole purpose of the problem tree is to define the main problems present in the community in order to analyse and prioritise their causes as the first step towards effective sustainable solutions.

Process of the Problem Analysis Chart

Organize meeting for the entire community (actors) at a time when both women and men can attend, including mixed socio-economic groups and at least two or three technical experts from external agencies and organizations (outsiders/ experts in topics directly relevant to the

problems identified by the community members should be invite). Since development opportunities are presented in the chart, inviting these external actors in order to define consensual, real and feasible solutions is recommended.

The meeting should begin with a presentation of the learning's based on the validation of the territorial diagnosis validations. This provides a complete overview of the territory and an excellent opportunity for the outside experts to learn about the local situation, including the social cultural institutions determining to gender and quality differentiated access to land.

The presentation should be accompanied by various maps, diagrams and charts produced by the participants. It is best if these are posted around so that participants can circulate and look at each one. It is also appropriate to ask different members of the community who were involved in the particular exercise to stay by the posted graphics to answer people's questions. Depending on the size of the community, allow at least a couple of hours.

Prepare the Problem Tree or the Problem Analysis Chart listing down the far left column the three priorities; Where a problem has been identified by more than one group, list the problem only once. In the second column, list the causes of the problems as identified in the Flow Charts (see Picture 4).

Explain which groups identified which problems and point out where priorities overlap. For each problem, present also the causes identified and ask if anyone, including the outside experts, has anything to add. Then ask people to explain what they currently do to cope with their problems. List the coping strategies in the third column.

Finally, with specific reference to each problem, discuss opportunities for development, considering as basis solutions identified in causes and effect charts (community members and external actors are the participants). List the solutions in the fourth column.

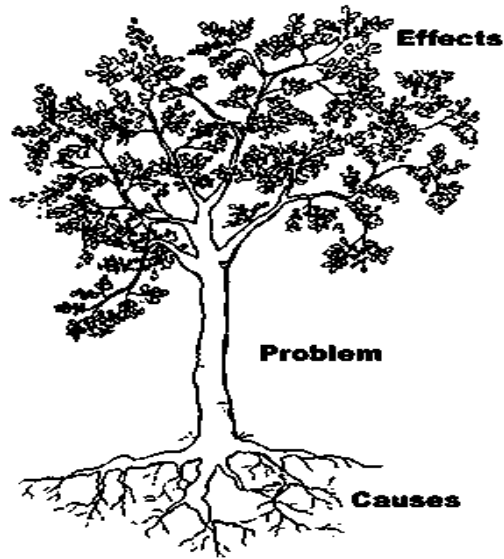
Participants

Separate focus groups of women, men, youths or socio-economic groups.

Materials

A copy of previous tools (maps, diagrams and charts), flipchart paper, adhesive tape, markers and white papers to prepare carts.

Picture 2. Problem Tree

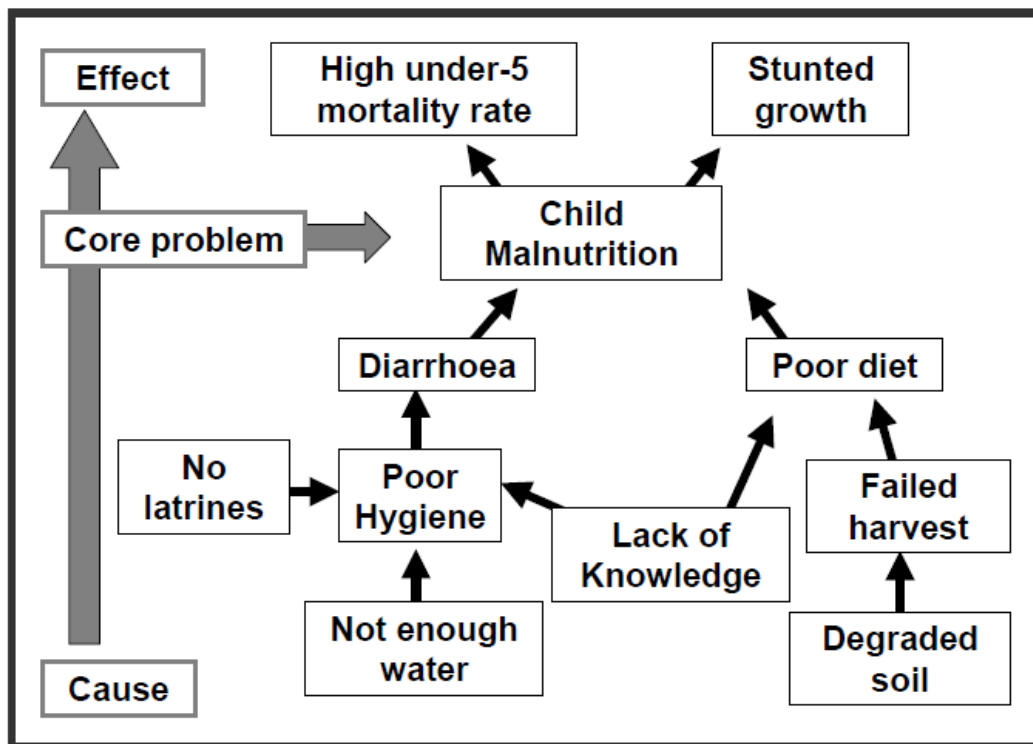


SEAGA questions

- *Which are common priorities problems of the different groups? Which are the interrelated ones? Is there a general consensus among the whole community on which the major problems are?*
- *Have external actors identified other problems? Which problems are gender related issue? (For example: women are going every day farer to find water?)*
- *Which opportunities exist to solve problems? Which opportunities community has mentioned and which external actors have mentioned?*
- *Which local community can apply? Which opportunities need external assistance?*

You can present the Problem Tree in a very different way:

Picture 3. Problem Tree



Source: Canadian Food Grains bank. <http://www.foodgrainsbank.ca/uploads/tips/tips103.pdf>

Picture 4. Problem Analysis Chart

Problem	Causes	Coping strategies	Opportunities
Lack of productive lands	Rain and water scarcity; lack of agricultural inputs	drop-by-drop watering and natural fertilizers	building community reservoirs
Erosion	Floods (gully and sheet erosion) wind erosion, overstocking, deforestation	None at present	Increase ground cover in the form of tree and grass planting, check dams, tug diversion, embankments
Lack of water	Lack of water pipelines, lack of maintenance diesel shortage, droughts	Fetch water from long distances, contribute funds for engine maintenance; migrate to where water is available; water reservoirs	Water pipelines, Diesel for pump engine, Construction of water tank

III.3 Negotiation Process and Consensus Building

The Pairwise Ranking

(Other tools and linkages: Community Resource and Social Maps, Problem Analysis Chart, Preliminary Community Action, Best Bets, Seasonal Calendars, Community Action Plan)

Purpose

The Pairwise ranking matrix is useful for learning about the most important problems of different actors who are affected by unequal access to land and territorial development. This participatory rural appraisal allows easy comparisons of different actors' priorities while building on tools that demonstrate existing barriers surrounding gender sensitive access to land of different actors.

Different actors (men and women, young and elders) have different priorities and problems either based on the day to day livelihood struggle for basic needs or on the efforts to provide for future needs. Some problems are gender specific, such as access to and control over land, decision making over household income and agricultural production, division of labour, men and women specific defined roles and responsibilities effects on livelihoods.

The Pairwise ranking highlights how priority problems of women, girls, boys and men, different socio-economic groupings differ, and at times overlap. At the same time, the tool reveals the actors priority needs which are different across socio-economic groups. It is important to emphasize that priority needs of different actors are not the same in time and space. For instance, improving gender sensitive access to land among HIV & AIDS infected and households may not be a priority but shelter, treatment and nutrition.

Process

The participants are organized into two separate groups i) women and ii) men but ensuring that they are mixed with persons from different socioeconomics groups identified by the social map. The facilitator could then ask the participants to think about their problems (referring to the territorial diagnosis carried out). The participants are asked to name about six problems on the vertical and horizontal axes of the prepared Pairwise Ranking Matrix (see picture 5). The six problems are then written on separate cards. The groups are then presented with a pair of cards showing two different problems.

The participants are asked to choose the most important one. The facilitator then records their choices on the prepared matrix. The participants could be asked to explain the reasons for their choices. The exercise is repeated until all combinations of cards have been presented and decided upon.

Looking at the completed Pairwise Ranking Matrix, counting up the number of times each problem was selected and rank them. The three problems selected the highest number of times are the priority problems of the group.

Once identified all actors' priorities problems through the Pairwise Ranking Matrix, convene everybody in order to **evaluate the endorsed territorial diagnostic**. Distinct problems are

presented (already illustrated in the Problem Tree and in the Problem Analysis Chart), and discussed, demonstrating actor’s priorities overlapping or difference.

Participants

All actors within a territory: men, women, poor, minority, peasant farmers, private developers, large scale farmers, youth groups, local leaders, local representatives of existing CSOs, NGOs and FBOs, women welfare groups representatives, farm organizations, informal customary institutions such as council of elders, village land committee, community leaders. However the participants must be organized into separate focus groups identified in the village social maps.

Materials

Prepared blank Pairwise Ranking Matrix and flipchart paper, masking tape, markers and A3 cards.

SEAGA questions

How are the different problems identified by women and men related to promoting gender equality in terms of land access and territorial development?

Which problems emanate from gender inequality in access to land? Which problems are more immediate to improve gender sensitive access to land?

What are the difficulties emanating from identifying land access related problems?

How to they cope with such problems?

Pairwise Ranking Matrix

Example: Kenya

Problems	Lack of potable water	Pests	Costs of inputs	Lack of land	Lack of irrigation	Lack of technical k.
Lack of potable water		Lack of potable water	Lack of potable water	Lack of potable water	Lack of irrigation	Lack of land
Pests			Costs of inputs	Lack of land	Lack of irrigation	Pests
Costs of inputs				Lack of land	Lack of irrigation	Costs of inputs
Lack of land					Lack of land	Lack of land
Lack of irrigation						Lack of irrigation
Lack of technical k.						

Problems	Number of Times Preferred	Rank
Lack of potable water	3	3
Pests	1	5
Costs of inputs	2	4
Lack of land	5	1
Lack of irrigation	4	2
Lack of technical knowledge	0	6

Venn Diagram of Stakeholders

The Venn Diagram of Stakeholders focuses on the local and external institutions, organisations and groups, as well as individuals that stand to gain or lose given a particular development activity. There will be some overlap between the groups identified in the two types of diagrams, but the latter should reveal more details of direct relevance to this stage of participatory development planning.

Purpose

The Venn Diagram of Stakeholders is a tool that helps us to understand who will be affected by proposed development activities. Stakeholders (from within the community as well as from the outside) have resources to invest in development activities. It is important to know who they are and where they stay in order to promote a participatory management process.

A 'stakeholder' is anyone who has interests in or is affected by a development activity. For example, a farmer is a stakeholder in relation to allocations of irrigation water from a common source or decisions about grazing rights on common land. The term can also be applied to groups, as when different groups have different interests in a certain resource, such as when trees are used by women for fruit, nuts and fodder, and by men for fuel and construction materials.

The extent of stakeholders' interest in an activity is determined by the size of the "*stake*" which she or he has in it; in other words the extent to which that stakeholder will be affected by the decision. Those most directly affected are the people whose livelihoods depend directly on the resource in question. Then there are those whose livelihoods may be affected through use of the resource by others, and finally those who, for various reasons, have strong views on the subject which they feel should be heard.

Process

Plan and organise a meeting for the entire community. Make sure that it is scheduled at a time when both women and men from mixed socioeconomic groups can attend. Also invite two or three technical experts from relevant outside agencies and organisations (preferably same persons that have formulated the community preliminary plan).

Take one problem and its related set of proposed development activities at a time. Write these at the top of a flip chart paper. Then draw a large circle in the centre of the paper. Explain that the circle represents the community (see picture 6).

Ask the participants to name all the different stakeholders for those particular development activities. To help identify all the different stakeholders it is useful to look at the resources needed, discussing who would gain or lose by increased use of those particular resources. For example, if the activity is a dipping post, local stakeholders may also include the owner of the land where the dipping post will be located. Stakeholders from outside the community may include the veterinary extension service and meat marketing board, and neighbouring villagers that may be impacted negatively by an increase in the livestock population dependent on common grazing areas.

Then ask the participants to decide the size of the stake of each, in other words how much they stand to gain or lose. In the discussion, they must select whether each stakeholder should have a big, medium or small circle of sticky paper (the larger their stake, the larger the circle.) Be sure that one colour of sticky paper is used to represent those who will gain -- and another colour of sticky paper to represent those who will lose.

Place the sticky paper representing local stakeholders inside the circle in the centre of the flip chart paper. The sticky paper representing outside stakeholders belong outside the circle. If interests are shared among stakeholders the circles should overlap. Use SEAGA Questions to facilitate the discussions.

Elaborate a Venn Diagram of stakeholders for each problems identified in the Pairwise Ranking Matrix.

Participants

All community members (representing all socioeconomic groups and age, both women and men).

Material

Flipchart paper, masking tape, markers, sticky paper (different colours), scissors and a copy of community preliminary plan.

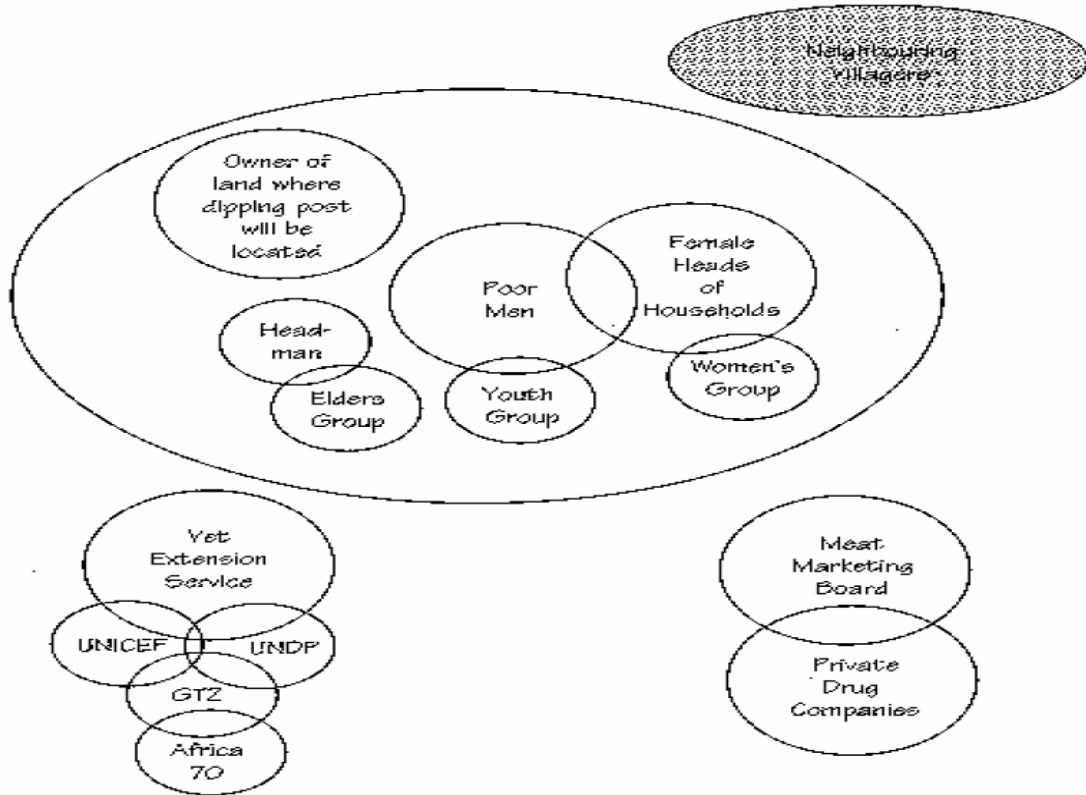
SEAGA questions

- *Who are the local stakeholders? Do they include women, men or both? Do they include different socio-economic groups?*
- *Who are the external stakeholders?*
- *Who stands to gain from each development activity? To loose?*
- *What can be done to adjust development activities to lessen the negative impacts?*
- *Compare the different Venn Diagrams of Stakeholders produced for all development problems*
- *Are there certain groups that stand to gain more so than others? Men or women? Rich or poor?*
- *Are there certain groups that stand to lose more so than others? Men or women? Rich or poor?*

Example: The Venn Diagram of Stakeholders below shows the stakeholders involved in the proposed development activities for addressing a problem (in this case for animal health). Female heads of households, followed by poor men are the local stakeholders identified as those who stand to gain the most. Though female heads of household tend to have only a few animals, they gain the most because the animals are essential to meeting their basic needs. They are the households hurt most by the current situation of high incidence of animal disease. The external stakeholders who stand to gain include the private drug companies (through increased sales of vaccinations and medicines) and the meat marketing board (through increased supply of livestock). The only losers identified are the neighbouring villagers. Because grazing areas are shared among nearby villages, an increased number of livestock puts the common areas at risk of deterioration. Having identified this problem it is important to discuss ways to avoid it, e.g. add range management or fodder production to the list of proposed development activities.

Picture 6 Venn Diagram of Stakeholders

Example: Scarcity of productive lands (men's perception)



Stakeholders' Conflict & Partnership Matrix

Purpose

The Stakeholders Conflict & Partnership Matrix is a tool that helps us to understand where there is conflict and where there is partnership between different stakeholders, and whether the extent of conflict or partnership is small or large in nature.

Conflict is a fact of life. Conflicts of interest arise due to competition for use or control of resources or because of differences in goals. Examples of situation creating conflicts are the expansion of cultivated land which encroaches on land traditionally used for grazing, or when people who are denied access to forest products which are necessary for their livelihoods within their traditional production system, or when there is competition for land, water for livestock or irrigation.

The participatory planning process itself, by allowing everyone to share information and air their views, often creates a supportive environment for resolving conflicts and reaching consensus. However, this is not always the case; sometimes conflicts are very strong and long-standing. It is important to recognise where such conflicts may doom specific development activities to certain failure.

Partnerships often exist between different stakeholders. Existing networks of groups of individuals or institutions that share a common interest may be strengthened in the development process. The identification of such partnerships can promote more efficient ways of getting information and show where there is existing expertise to address a particular development problem.

Working with existing partnerships, and forming new ones, is a great way to ensure successful implementation of development activities.

Process

Continue to work with the community members and technical experts who produced the Venn Diagram of Stakeholders. Make sure that it is scheduled at a time when both women and men from different socio-economic groups can attend.

Focusing on one development problem at a time, list all the stakeholders identified in the Venn Diagram of Stakeholders for that specific set of development activities on both the vertical and horizontal axis of the pre-prepared flip chart paper for Stakeholders Conflict & Partnership Matrix (see example). Also write the names (or symbols) of the stakeholders groups on two sets of A3 cards.

Prepare small, medium and large circles of sticky paper in one colour, and small, medium and large squares of sticky paper in another colour. Present one pair of cards at a time, showing two different stakeholder groups, and ask whether there is conflict, partnership or neither, between them. Question if among them exist any conflicts, collaboration or neither of them.

If the participants say conflict, for example, show the sticky paper circles and ask whether the conflict is small, medium or large. If they say partnership, show the sticky paper squares and ask them to choose small, medium or large. (If they say neither, proceed to the next set of

cards.) Probe to discover the reasons for their selection. Then put the selected size circle or square in the appropriate box on the flip chart paper matrix. Repeat until all combinations of cards have been presented and decided upon.

Looking at the completed Stakeholders Conflict & Partnership Matrix, ask the participants to explain reasons for conflict and histories of partnership. Use the SEAGA Questions to deepen the analysis.

Repeat for each proposed development activity.

Participants

All community members divided by sex and representing all socioeconomic groups and age, both women and men.

Material

Flipchart paper, masking tape, markers, A3 cards and sticky paper (in 2 colours).

SEAGA questions

- *Which stakeholder groups have common interests with respect to the development activities in question?*
- *Are there existing partnerships (or histories of support and collaboration or networking) between some of the stakeholder groups? Around which activities, issues or ideals were these partnerships formed? Are there partnerships linked to gender or other group attributes?*
- *Could the existing partnerships be built upon for implementation of specific development activities? Or, could new partnerships be formed?*
- *Which stakeholder groups have conflicting interests with respect to the development activities in question? Is there a history of conflict between these groups? Are there conflicts linked to gender or other group attributes? How have past conflicts been resolved?*
- *Are there conflicts so deep and long-standing that certain proposed development activities are doomed to fail? What are the implications for women? For other marginalised groups?*
- *Given areas of conflict and partnership, which of the proposed development activities are most likely to succeed?*

Example: The Stakeholders Conflict & Partnership Matrix shown below focuses on the local, intermediate and macro-level stakeholders for tree resources in Northern Thailand. The matrix shows that there is a conflict of interests between the local people and government departments but strong partnership between the local people and NGOs.

For the SEAGA approach, the local stakeholders category needs to be further disaggregated to include women, men and other group differences, as there may be conflicts or partnerships among these local groups.

Picture 7 Stakeholders Conflict & Partnership Matrix

Example: Tree Resources in Northern Thailand (men's perception)

Government Department					
NGOs	○				
Wood Based Industry	○	○			
Land Owners	○	○	□		
Local People	○	□	○	○	
	Government Department	NGOs	Wood Based Industry	Land Owners	Local People

Note: The symbol ○ represents the existence of conflict

The symbol □ represents the existence of partnership, support or cooperation

REFERENCES

- Asian NGO Coalition (ANGOC). 2004. Land Partnership Mapping Study
- Ayuda del pueblo Noruego – NORAID. 2005. El Derecho a la tierra y a los medios de vida. Noraid, Kwanza Sul, Angola.
- Bastardes, C. 2005. La lucha por la equidad de genero en Mozambique. Universitat Internacional de la Pau. Recopilación de ponencia. No.19 , pags. 251-264.
- Canadian Foodgrains bank. <http://www.foodgrainsbank.ca/uploads/tips/tips103.pdf>
- Cenerini, C. 2008. Access to information and institutions. Tales from Angola: San Land Rights in Huila Province. FAO - LEP Working Papers <http://www.fao.org/Participation/Cenerini2008Angola.pdf>
- CFJJ – Centro de Formação Jurídica e Judiciária. 2010. *Manual para paralegais na área dos recursos naturais, ambiente, e desenvolvimento*. CFJJ-FAO, Maputo.
- Chiasso, G. 1977. Novecento Pedagogico. Brescia, Italy: La Scuola.
- De los Ríos, I. & García, M. 2005. Proyecto de Desarrollo Rural en el Altiplano peruano: Análisis de Agentes. Universidad Politécnica de Madrid.
- Duncan, B.A. & Brants, C. 2004. Access to and Control Overland from Gender Perspectives. A Study Conducted in the Volta Region of Ghana.
- FAO. 2009. Participatory Land Delimitation. An innovative development model based upon securing rights acquired through customary and other forms of occupation. <ftp://ftp.fao.org/docrep/fao/012/ak546e/ak546e00.pdf>
- FAO. 2007. Territorial Facilitation for Participatory and Negotiated Territorial Development.
- FAO. 2006. Gender and Land Compendium of Country Studies.
- FAO. 2005. An approach to rural development: Participatory and Negotiated Territorial Development (PNTD). http://www.fao.org/sd/dim_pe2/docs/pe2_050402d1_en.pdf
- FAO. 2001. SEAGA Field Level Handbook. <http://www.fao.org/sd/seaga/downloads/En/FieldEn.pdf>
- FAO. 1999. Rural Women' Access to Land in Latin America <ftp://ftp.fao.org/sd/AccessLand.pdf>
- FAO. A Gender Perspective on Land Rights <http://www.fao.org/docrep/007/y3495e/y3495e00.htm#Contents>
- Gillespie, S. 2006. AIDS Poverty and Hunger. An Overview, AIDS, Poverty and Hunger, Challenges and Responses (IFPR1, 2006).

Grosso, P., Madureira, S., Di Grazia, A., Delgado Matas. C. 2006. Collective land titling for indigenous minorities in Africa. Rome , FAO.

http://www.fao.org/sd/dim_in1/in1_060901_en.htm

International Fund for Agriculture Development .
IFAD.(<http://www.ifad.org/newsletter/pi/a.htm>).

Izumi, K., (ed.). 2006. The Land and Property Rights of Women n the Context of HIV/AIDS. Case Studies from Zimbabwe (FAO/Global Coalition on Women and AIDS, Human Science Research, Council, 2006).

Knight, R. 2002. Camponeses' Realities: Their Experiences and Perceptions of the 1997 Land Law

http://www.mokoro.co.uk/files/13/file/lria/camponeses_realities_mozambique.pdf

Mancini, R. 1991. Comunicazione come ecumene – Il significato antropologico e teologico dell'etica comunicativa., Brescia, Italy: Edizione Queriniana.

Mazoyer, M. & Roudart, L. 1997. Pourquoi une théorie des systèmes agraires ?, Cahiers Agricultures, vol.6, n° 6, pp. 591-595.

Norfolk, S. 2004. Examining access to natural resources and linkages to sustainable livelihoods: A case study of Mozambique. FAO LSP WP 17, Access to Natural Resources Sub- Programme.

<ftp://ftp.fao.org/docrep/fao/007/j3619e/j3619e00.pdf>

Oyefara, J.L. 2007. Food insecurity, HIV/AIDS Commercial Sex Workers in Lagos, Metropolis, Nigeria,(Journal of Social Aspects of HIV/AIDS, Vol.4 No 2).

Tanner, C. and Baleira S. 2006. Mozambique's legal framework for access to natural resources: The impact of new legal rights and community consultations on local livelihoods. FAO, LSP WP 28.

<ftp://ftp.fao.org/docrep/fao/009/ah249e/ah249e00.pdf>

Weiser, SD., Leiter, K., Bangserg, DR., Bitter, LM., Percey –de Korte, F. et al. 2007. Food Insufficiency is Associated with high risk, Sexual Behaviour among Women in Botswana & Swaziland.(PLo Medicine, VoL. 4).

Yngstrom, I. 2002. Women and Land Rights in Africa Situation Gender beyond the Household debate over Land Policy and Changing Tenure Systems. (Oxford Development Studies, VoL. 30, No1, Carfax Publishing).

FOOTNOTES

- ¹ In Africa land belongs to vast family of which many are dead, a few are living and the rest are not yet born.
- ² Land is the most important resource because people depend on it for cultivation and their livelihoods, unequal access therefore forms the most important forms of economic inequality.
- ³ It is important however, to stress that although access to land alone may not be the only resource necessary to improve gender relations, economic situation and well-being of families, it can at least offer households security of providing basic food needs.
- ⁴ FAO; a Gender Perspectives on Land Rights: <http://www.fao.org/docrep/007/y3495e/y3495e00.htm>
- ⁵ Religion, Gender, Ethnic and Class/Status.
- ⁶ Africa' rural areas land rights are increasingly becoming insecure due to population pressure.
- ⁷ Land has been used by the ruling class, wealthy and enlightened as "a tool for / symbol of power".
- ⁸ Customary tenure arrangements concepts such as "ancestral land" have become an obstacle to changing colonial objectives of land titling, registration and privatization after independence.
- ⁹ Left out the jurisdiction of customary law and customary courts.
- ¹⁰ The term actor refers to a concrete, localized agent in a certain context. An actor is any individual, social group or institution that possesses a stake (or interest) in the development of a territory. Actors can be thought of as those parties who are affected directly or indirectly by decision-making, in a positive or negative way. It includes those who can influence such decisions, as well as those who would like to influence decisions. FAO. 2005. An approach to rural development: Participatory and Negotiated Territorial Development (PNTD).
- ¹¹ The term 'actor' refers to any individual, social group or institution that possesses a stake (or interest) in the development of a territory. Actors can be thought of as those parties who are affected directly or indirectly by decision-making, in a positive or negative way. It includes those who can influence such decisions, as well as those who would like to influence decisions.
- ¹² Women, men, vulnerable, poor, affected and infected with HIV/AIDS, weak, minority, migrant and marginalized groups)
- ¹³ The term "local" should not be understood as a geographical term but rather as a sociological one: local stands for those who are closer to the problem get a stake on it; they might be physically far from the area where the problem appears but having an interest over there. Local is therefore composed by many levels; the proximity with the concerned problem is what defines it.
- ¹⁴ The term negotiation does not only refer to the management of conflict situations but also the process of dialogue as a way of harmonizing diversity of interests and needs.
- ¹⁵ The concept of territorial system is derived from the school of Agrarian System Analysis MAZOYER M., ROUDART L. (1997): *Pourquoi une théorie des systèmes agraires ?* . Cahiers Agricultures, vol.6, n° 6, pp. 591-595.
- ¹⁶ Gender inequalities, roles of men, women, boys and girls have widened the gap between the wealthy/powerful and weak, marginalize, vulnerable, immigrants, ethnic minorities, persons affected and infected by HIV/AIDSs, female- and child heading households.
- ¹⁷ Source: FAO, Land Compendiums of Countries Studies, 2006.
- ¹⁸ Source: Yngstrom (2000).
- ¹⁹ (Duncan, 2004).
- ²⁰ Kaori, Izumi, 2006.
- ²¹ The extent of the problem is exacerbated given the prevalence of food insecurity (Weiser, 2007)
- ²² Gillespie, 2006
- ²³ Source: Geopolitical Net sites/ips, 2008.
- ²⁴ FAO. 2005. An approach to rural development: Participatory and Negotiated Territorial Development (PNTD)
- ²⁵ Knight, 2002.
- ²⁶ Source: Field interviews, (18th -23rd November, 2008) Kenya
- ²⁷ Vulnerable, marginalized, ethnic minorities, HIV/AIDS infected and affected, poor, weak, wealthy and the elderly
- ²⁸ For more information concerning San land rights in Angola, see Groppo and other 2006; and Cenerini 2008
- ²⁹ For more details on this issue, please see chapter II.4 .
- ³⁰ Bastardes, 2005.
- ³¹ World Forum on Agrarian Reform (WFAR) Valencia 5-8 December 2004.
- ³² Tanner & Baleira, 2006.

³³ The term *paralegal* is normally used to define a person who, even not being a jurist, has legal knowledge that can be used in many contexts, such as civic education or juridical assistance. The paralegal is not a lawyer. From the practical point of view, he/she can be defined as someone able to provide different services to community, such as conflicts negotiation and mediation, lobby and support, juridical assistance, contacts of lawyers or competent institutions. The paralegal is first of all a community agent, and then he/she must works among the communities.

³⁴ Ibid.

³⁵ For more information on teaching dialogue (Ebner, Buber, Capitini and Dolci), see Chiasso, G. 1977. *Novecento Pedagogico*. Brescia, Italy: La Scuola. p. 324-328.

³⁶ Mancini, R. 1991. *Comunicazione come ecumene*. Brescia, Italy. p. 81. The theme of listening has been extensively developed by the same author: Mancini, R. 1995. *L'ascolto come radice*. Naples, Italy.

³⁷ FAO. 2007. Territorial Facilitation for Participatory and Negotiated Territorial Development

³⁸ At times surveys and questionnaires may be used depending on the information needed like health surveys.

³⁹ Micro or field level consists of households, local communities and institutions (formal and informal).

⁴⁰ Actor/stakeholders as used here means different individuals/groups that have interests in or is affected and effecting changes/development activity within a territory.

⁴¹ Describes how the tool can be used in addressing the socio- economic and gender sensitive access to land in terms of development context, livelihood systems and stakeholders' priorities and territorial development.

⁴² SADC Centre of Communication for Development and Food and Agriculture Organization (FAO), 2004.