CUSTOMARY LAND FORMALIZATION
MAKING THE LAW WORK FOR THE PEOPLE

A **GUIDE** TO CUSTOMARY LAND FORMALIZATION

PARLEY

sustainable development institute

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CONTENTS

INTRODUCTION

THE LAND RIGHTS LAW OF 2018

In 2018 Liberia adopted a new and progressive legislation on land. The law, referred to as the Land Rights Law of 2018 or popularly as the Land Rights Act (LRA), provides for four categories of land rights including Public Land, Private Land, Government Land, and Customary Land. Unlike the other three categories of land rights, Customary Land whether registered or not is legally recognized and protected under the law.

A Community or its members can use parts of its Customary Land for livelihood activities and exercise their rights to exclude non-community members. However, for Customary Land owners, i.e. communities, to enjoy the *'full bundle of rights'* that come with Private Land ownership, a Community must fulfil several legal requirements. For example, a community cannot lease part of its Customary Land or use part of it in any formal agreement (ex. collateral) unless it has fulfilled series of legal requirements.

Therefore, for a community to be able to transform its land into an economic asset that can be used as an engine for economic development and prosperity, it has to complete legal requirements, including coming together to self-identify as a single community, developing bylaws to govern its land, establishing its own land governance institution, mapping its land area and agreeing its boundaries with its neighbours. The process of completing these legal requirements is referred to as 'formalization or legalization'.

THE GUIDE FOR CUSTOMARY LAND FORMALIZATION

"Customary Land Formalization: Making the Law Work for the People" is a how-to guide designed for a broad mix of people and organizations including community-based organizations, independent practitioners and professionals working on land and different aspects of community development, students, and non-governmental organizations. The guide is designed for both low-literate and literate participants and may be adapted for delivery in an undergraduate academic setting.

'Customary Land Formalization: Making the Law Work for the People' draws heavily on experiences from the field. The Guide is developed for a diverse group of actors including civil society organizations, independent practitioners, and community-based organizations interested in learning how-to support or facilitate a community to complete the formalization process. It is also for development professionals interested in developing new capacity in the area of Customary Land formalization.

The guide introduces civil society actors, independent development practitioners, and other interested actors, to the concept of land rights and Liberia's land tenure reform, and delivers guidance on how to facilitate communities to complete Customary Land formalization in a format that is accessible to literate and low literate facilitators.

The guide provides practical tips and guides on best practices that facilitators can draw on when supporting communities to complete the formalization process. It is designed to be delivered using a mix of participatory or popular education methodologies.

MODULE 1

INTRODUCTION TO FACILITATION

INTRODUCTION

The Customary Land formalization process involves extensive interactions between different segments of the population in a locality. Anyone interested in supporting a community to complete the Customary Land formalization process must therefore have basic training in facilitation. A more experienced facilitator will do a better job of supporting a community to go through the process, than someone with limited or no training in facilitation.

Module 1 of this guide aims to introduce participants to the basics of facilitation. In order words, this module provides a would-be community facilitator with some basic understanding of facilitation and how to apply them to the Customary Land formalization activities.

Individuals recruited as Community Animators or Co-Facilitators should complete this introduction prior to taking up an assignment in a community. The Community Animators and Co-Facilitators are expected to apply the guidance, skills and knowledge presented in this module to their work and not to use them as a step-by-step guide.

GETTING STARTED

SESSION 1: INTRODUCTIONS, ESTABLISHING GROUND RULES, EXPECTATIONS & WORRIES

ACTIVITY 1: INTRODUCTIONS

Introductions help participants and facilitators to become familiar with one another, and the methods or exercises used should help everyone to relax and open up to one another. Introduction helps to create and foster within the group, a learning atmosphere that is conducive enough for even shy people to share their experiences, opinions and insights.

At the start of a community meeting or workshop, the facilitator first introduces himself or herself. The facilitator then explains the purpose and expected outcomes of the meeting, the format of the meeting, the expected duration, and other relevant information about the meeting or workshop. The facilitator checks in with participants to find out if there are questions or confirm that they understand. For example, the facilitator may pause and ask *"are we together?"* or *"Is everyone following?"* or *"Any question?"*

When finished, the facilitator invites participants to introduce themselves. The format of the introductions should depend on the number and composition of participants and/ or the time available for the meeting. Certain format or exercise used for introduction may be suitable when used with a particular group, but inappropriate when working with others.

Below are examples of some commonly used format for introductions.

EXERCISE 1: A name and a fact

The first person says his or her name out loud and one fact about himself or herself, and then turns to the next person asking him or her to do the same. The process continues until everyone has had the opportunity to say their name out loud in the big group.

EXERCISE 2: the Ball Game

The facilitator asks the members of the group to count 1-2. He or she sends all the 1s into one group and all the 2s into another group. He assigns one other facilitator to the other group.

Each group forms a circle with the facilitator in the middle. The facilitator, holding the ball, explains how to use the ball game for introductions and demonstrates for the participants. He or she holds the ball, calls his or her name out loud, and then throws the ball to one of the participants; repeating the demonstration to make sure it is clear to everyone.

In round 1, the participant holding the ball says his or her name out loud and then throws the ball to another person in the circle. The persons who catches the ball does the same, but does not throw the ball to someone that has already received the ball. This goes around until everyone in the circle has had the opportunity to say his or her name out loud in this sub-group.

In round 2, the person throwing the ball does not say his or her name before throwing the ball. It is the person who catches the ball who says the name of the person who threw the ball. The round continues until group members begins each other's name with ease.

EXERCISE 3: The partnership

The facilitator invites each participant to select someone they have not met before or someone they do not know well, to be their partner. The partners walk off and spend 2 to 3 minutes introducing themselves, i.e. name, the name of their village or town, their likes and dislikes when in a group, etc. after 5 minutes, the facilitator invites everyone back into the plenary. When settled, the facilitator invites a volunteer to introduce their partner using a name and a fact. The facilitator keeps asking for volunteers until at least 5 or maximum 10 persons have introduced their partner.

When closing the session, urge participants to reach out to people they do not know well or do not know at all during breaks to introduce themselves properly. This will be particularly helpful in getting people from different parts of the community to start bonding or building relationships.

ACTIVITY 2: SETTING GROUND RULES

The facilitator explains that where two or more persons are gathered, it is helpful for them to have an agreement or understanding of good behaviour which shall foster a good atmosphere in the group. The facilitator explains that agreeing on the basic rules at the beginning of a workshop or meeting is helpful in ensuring that participants treat each other with respect.

EXERCISE 1: the buzz

The facilitator asks each participant to buzz one rule with one of the persons beside them about things that make listening easy and the things that make listening difficult. After the buzz has died down, the facilitator asks each participant to share in plenary one thing that participants should do or not do to make listening easy.

The points are listed on news print on the board until all the point participants that every participant thought about are listed.

The news prints are placed on the wall to remind everyone about the ways of communicating or behaviours which are regarded as helpful and the ways of communicating which are regarded as unhelpful.

ACTIVITY 3: DOCUMENTING HOPES & WORRIES

The facilitator explains the purpose of documenting hopes and worries, which involves participants expressing what they would like to take away from a workshop or meeting, questions they have coming into that workshop or meeting, and concerns they would like to see addressed in some manner during or immediately after the workshop or meeting. It is also intended to give the participants the opportunity to say what they expect to learn or get out of the workshop or meeting and any worries they might have about the issues on the agenda.

The facilitator's role in this process is to encourage participants to clarify their comments or provide more information to create a full picture. The need for more information or clarity at this point, needs to be balanced with the need to make the participant to feel at ease and not feel uncomfortable sharing further. The facilitator uses the information they provide to update the agenda appropriately or set the issue or concern aside for subsequent discussion; but making clear that those concerns will be dealt with in one form or another.

NOTE: *Community meetings during the Customary Land formalization are process are typically large and attendance may range from 25 persons to more than 100 persons. It is up to the facilitator to determine the most appropriate format for these introductory exercises and activities.*

SESSION 2: LISTENING & FACILITATION SKILLS

ACTIVITY 1: LISTENING

Listening is a critical skill that a facilitator needs to be able to work well with a community. In the participatory approach, facilitators are regarded as learners. The community people are regarded as the experts. The facilitator asks questions and the community people share their knowledge. The primary role of the facilitator is to create the climate conducive enough for the participants to feel free to share their experience and knowledge. The facilitator, therefore, needs good listening skills to be able to learn from the community.

EXERCISE 1: Role Play

This code is useful early in a workshop. It establishes the value of listening; the need for quiet people to speak up; and the need for dominant people to be sensitive to others. The play needs to be practiced once before it is used.

Procedure

Step 1: Invite 6 people to prepare a short play in 3 scenes. It is usually better to have all women or all men acting as this avoids people saying, "men always do this ..." or "women always do that ..."

Role Play

Scene 1: Two people meet. One of them starts to talk and gets so excited and involved in what she or he is saying that they pay no attention to the other. The other tries several times to speak, to ask a question, respond, or make a suggestion, but the first person talks on, so the second person remains silent and gives up trying. (The pair should decide on a topic beforehand).

Scene 2: Two people meet. Both start telling the other what they are concerned about. They each have a different topic. Neither is listening to the other, and both are talking at the same time.

Scene 3: Two people meet, greet each other, and start a real dialogue. Each one asks questions about the other's interests, listens and responds to the other's answers, and shares his/her own news and opinions. (A common topic should be decided on beforehand).

Step 2: One of the animators should stop each play when the point has been made. Usually the first two plays take 1 or 2 minutes and the third play takes a little longer.

Step 3: The group is divided into 3s to answer the following questions:

- *What did you see happening in scene 1?*
- *What did you see happening in scene 2?*
- *What did you see happening in scene 3?*
- *Do these things happen in real life? How?*
- *What can we do to help make communication as good as possible in this group?*

Step 4: The whole group comes together and shares briefly answers to the first two questions, and then the animator asks someone to write on newsprint the answers to question 3 only.

Step 5: The animator summarizes the points on question 3 at the end. Keep the newsprint on the wall to provide the group's own "Guidelines for Good Communication".

HE WHO TALKS INCESSANTLY TALKS NONSENSE

– IVORY COAST

EXERCISE 2: The nature of listening

Listening is an art, a skill, and a discipline. As in the case of other skills, it needs self-control. An individual needs to understand what is involved in listening and develop the necessary self-control to be silent and listen, keeping down his or her own needs and concentrating attention on the other with a spirit of humility. Listening obviously is based on hearing and understanding what others say to us. Hearing becomes listening only when we pay attention to what is said and follow it very closely.

Listening Barriers

Using pictures, the facilitator explains common barriers to listening. The facilitator distributes hand out on the barriers to listening and encourages each participant to reflect on any experience during which she or he *(the participant)* experienced any of the barriers to listening.

The facilitator then asks each participant to share the experience they just reflected on with one of the other participants beside them. The facilitator invites participants to share some of these experiences with the total group.

BARRIERS & ROADBLOCKS IN LISTENING

Some common listening habits are described below. Use these descriptions to reinforce the point about listening and communications. Always point out that these habits can interfere with ones' ability to listen to others, which can be crucial to having successful community meetings.

On-off listening This unfortunate habit in listening arises from the fact that most people think about 4 times as fast as they can speak. Thus, the listener has ¾ of a minute of "spare thinking time" in each listening minute. Sometimes s/he uses this extra time to think about his or her own personal affairs, concerns and troubles instead of listening, relating and summarising what the speaker has to say. One can overcome this by paying attention to more than the words, watching non-verbal signs like gestures, hesitation, etc., to pick up the feeing level.

Red flag listening, i.e. hearing words that cause an emotional reaction To some people, certain words cause an emotional reaction. When we hear them, we get upset and stop listening. These terms vary in every group, society and organization. For example, words such as "gender", "native", "tribalism", etc., are words to which some people react almost automatically. When this signal comes in, we tune out the speaker. We lose contact with her or him, and fail to develop an understanding of that person. The first step in overcoming this barrier is to find out which words start an emotional reaction in us personally, and try to listen attentively and sympathetically, even when they are mentioned.

Open ears - close mind listening Sometimes we decide rather quickly that either the subject or the speaker is boring, and what is said makes no sense. Often we jump to conclusions that we can predict what s/he knows or what s/he will say, therefore we conclude, there is no reason to listen because we will hear nothing new if we do. It is much better to listen and find out for sure whether this is true or not.

Glassy-eyed listening Sometimes we look at a person intently, and we seem to be listening although our minds may be on other things or in distant places. We drop back into the comfort of our thoughts. We get glassy-eyed and often a dreamy expression appears on our faces. We can tell when people look this way. Similarly they can see the same in us, and we are not fooling anyone. Post day-dreaming for other times, if you notice many people looking glassy- eyed, find an appropriate moment to suggest a break or a change in pace.

Too-deep-for-me listening When we are listening to ideas that are too complex and complicated, we need to force ourselves to follow the discussion and make a real effort to understand it. We may find the subject and speaker quite interesting if we listen and understand what the person is saying. Often if we do not understand, others do not either, and it can help the group to ask for clarification or an example when possible.

Don't -rock- the-boat listening People do not like to have their favourite ideas, prejudices, and points of view overturned. Many people do not like to have their opinions and judgments challenged. So, when a speaker says something that clashes with what we think or believe, we may unconsciously stop listening or even become defensive and even start planning a counterattack, while they are still speaking. Even if we want to respond, it is better to listen; find out what the speaker thinks; get the other side of the question so we can do a better job of understanding and responding constructively.

EXERCISE 3: Group discussion on barriers to listening

◆ *When have you observed some of these barriers to listening?*

◆ *When have you experienced some of these barriers in listening?*

EXERCISE 4: Sharing in plenary

All the participants return to plenary and volunteers share their reflections. These may include responses to the questions used for the group discussion or reflection on the exercise itself.

EXERCISE 5: Listening Pairs

It is common that when we disagree with someone, we have the most difficulty listening to them. This exercise is to help develop the skill of listening (even when we disagree) and provides a way of finding out if we truly are listening to others. The exercise should be used once members of a group know each other fairly well, and after they have gone through the previous exercises on listening.

Procedure

Step 1: Each person is asked to choose a partner and the animator gives a controversial topic for them to discuss. For example, *'Women land rights is good for everyone.'*

Step 2: During the conversation, after each one has spoken the other must summarize to the speaker's satisfaction what has just been said. Only then may (s)he give her or his own response or point of view on the subject.

Step 3: After the conversation, the animator asks the group what difficulties they experienced in listening and list these on newsprint.

For example, the facilitator may ask:

◆ *What helped you to listen well and what made it more difficult to listen (or what hindered you from listening well)?*

◆ *What can we do to improve communication in the group?*

ACTIVITY 2: FACILITATION SKILLS, TECHNIQUES & GUIDELINES

The session introduces participants to the art and skill of facilitation. The purpose is to prepare participants to facilitate the processes involved in Customary Land formalization, all of which involve community meetings and Focus Group Discussions. This session is particularly crucial because most of the information gathering and decision-making that takes place during the Customary Land formalization requires careful facilitation.

To get started, series of Tips for facilitating a community meeting are presented to participants as hand-out.

TIPS FOR FACILITATING A COMMUNITY MEETING

Your role as a focus group facilitator is very important. Your ability to make everyone comfortable, encourage everyone to speak up, enforce a respectful tone, and managing the pace will determine the quality of the discussion and decisions that are made. It is a good idea to enlist the help of a note taker and a recorder. This will allow you to focus your attention on the discussion while also ensuring accurate notes. The tips below can help you make community meetings as effective as possible.

Preparing the room Arrive an hour early with your team to set up the room. This allows time to deal with unexpected issues including room scheduling, lay-out of the room and to set up materials taking the layout and condition of the room into account. It also allows you time to follow up on other practical issues including refreshments, location and condition of hygiene facilities, and addressing any issues observed. Test your recording equipment or other electronic equipment to be sure they work.

Opening the meeting

◆ Introduce yourself, your team, and the purpose of the meeting. Explain to participants that they have been invited to actively participate in the meeting and that you will guide the discussion. Go over the day's schedule with them: activities and timeline.

◆ Depending on the number of participants, each participant introduces himself/herself – using the approach you and your team selected for the meeting. If there are too many people from different towns, it may be helpful to do group introduction. For example, the Town Chiefs may be invited one at a time to stand up and introduce themselves – name and town they are from. He or she then invite the people that came from their town to attend the meeting to stand. This allows you to get through the introductions in a shorter time and to get a sense of number of participants from the different towns that make up the community.

◆ Explain the ground rules for the meeting (if you already have one from previous meetings in this community) or develop one with the participants if this is the first meeting. These will set the tone and expectations for behaviour so that everyone will feel safe and willing to participate.

FACILITATING A COMMUNITY MEETING SOME DOS & DON'TS

DOs

- Open the session with a fun, non-threatening, open-ended question; this will enable everyone to develop a comfort level with speaking in front of the group and sharing their ideas.
- Pay attention to non-verbal signals–someone might be sending a cue that she/he is uncomfortable or might have something to say.
- Ask open-ended questions, one at a time. Probe when a response is unclear. Ask, "Can you say more about…" "instead of "Why you think…" The latter may make participants feel they need to defend their point of view.
- Balance participation by asking, "Who else has something to say?" or "I would like to hear more from…"
- Redirect the discussion when it strays too far off topic. Say something like, "These are important and interesting points. However, we need to bring the discussion back to our main focus on…."
- Record the participants' actual words as much as possible. Avoid the temptation to paraphrase. This will show each participant that his/her ideas are unique and important.
- Check with participants that you understand what they are saying.

DON'Ts

- Read the script questions verbatim; this may come across too stiff and formal.
- Finish people's sentences or make assumptions about what is being said by someone.
- Allow one or two people to dominate or to use the focus group for their own agenda.
- Permit side discussion; this can distract others from the main discussion.
- Take sides or challenge what is being said; remain impartial.
- Share your own opinions (verbally or non-verbally).
- Favour one participant over the others.
- Use jargon or technical terms.

DOs specific to closing a meeting

- At the end of each session, summarize the main points.
- At the end of the meeting, summarize the Action Points and messages to take back.
- Thank the participant for attending and acknowledge their efforts.
- Collect and save all notes and recordings.
- Prepare a summary of the meeting and send back or deliver to the community during the next meeting.

SESSION 3:
INTRODUCTION TO GENDER

INTRODUCTION

Women and girls are the primary producers of food consumed in Liberia, especially in rural areas. But, their access and control of land is often out of their control. To help communities accept the inclusion of women in discussions about land and women's land right, an understanding of the concept of gender is important. This session introduces participants to the concept of gender.

Beginning with the perceptions participants have about the concept, the facilitator helps the participants to understand the difference between the identifier 'sex' and the concept of 'gender'. He or she explains the emergence of the concept of gender in response to some of the problems experienced in the field of development, as consequences of the exclusion of women, from the decision-making processes and from sharing equitably in the benefits of development.

The session helps the participants to understand gender roles in their communities and how those gender roles, especially the triple burden women carry, have undermined development, good governance and peace. It helps participants understand the factors contributing to gender inequality so that desires to eliminate the practice takes those factors into consideration. A facilitator who does not understand the concept of gender and the importance of including women in discussions about land may find it challenging to get community members to accept the inclusion of women. The exclusion of women from the process of community self-identification and the implementation of the steps in customary land rights recognition and formalization might end in failure or inadequate results.

ACTIVITY 1: DEFINING GENDER

The purpose of this exercise is to help participants to understand the difference between sex and gender, and to know the origin and relevance of the concept of gender to development and Land.

Procedure

- Explain the purpose of the exercise and ask participants to buzz with the person beside him or her about the differences between the words 'gender' and 'sex'.
- Ask each participant to share one difference between 'gender' and 'sex'.
- Give input from Oxfam Gender Training Manual or World Vision Gender Training Manual. Distribute the hand out and give participants at least ten minutes to read and ask questions for clarification or make other comments.

EXERCISE 1: Gender Roles

The purpose of this exercise is to:

- Help participants identify the roles females and males are expected to play in their communities.
- Help participants know which time of the day is good for organizing meetings with men and women of the community.
- Give participants the basis on which to compare the contributions both sexes make to life daily in the community.

Procedure

- Explain the purpose of the purpose of the exercise (stated above).
- Ask each participant to name the activities they carry out each day from the time they wake up in the morning till the time they go to bed each night.
- Send participants into separate small groups for women and men to share and the come up with the general daily activity profile of males and females.
- Ask each small group to place their newsprint on wall.
- Lead a gallery walk
- Ask participants to return to their seats and discuss which gender works for longer hours, do harder work, or do riskier work.

EXERCISE 2: A 24-hour day

The purpose of this exercise is to help the participants to identify the daily tasks of men and women, generally, in the area they come from. It helps the participants to become more aware of the workloads of men and women.

Procedure

Step 1: The facilitator explains the purpose of the exercise and the procedure. He or she sends the participants into same sex groups to list, generally, the activities husbands and wives carry out daily within the communities with which they work.

Step 2: The facilitator asks each small group to put their charts on the wall. He or she invites all the participants to look at the other charts, taking note of similarities and differences on the lists. The participants share the similarities and differences in the larger group and compare the men's workload with the women's workload.

Step 3: The facilitator distributes the hand outs on *Mr. Moyo* and the *Lie of the Land*, gives participants time to read individually, and invites a volunteer to read Mr. Moyo. He or she asks each participant to share the insights they gained from the story.

A STORY: MR MOYO GOES TO THE DOCTOR

'What is your job?' asked the doctor

'I am a farmer' replied Mr. Moyo

'Have you any children?' the doctor asked.

'God has not been good to me. Of 15 born, only 9 alive,' Mr Moyo answered.

'Does your wife work?'

'No she stays at home'.

'I see. How does she spend her day?'

'Well, she gets up at four in the morning, fetches water and wood, makes the fire, cooks breakfast and cleans the homestead. Then she goes to the river and washes clothes. Once a week she walks to the grinding mill. After that she goes to the township with the smallest children where she sells tomatoes by the road side while she knits. She buys what she wants from the shops. Then she cooks the midday meal.'

'You come home at midday?'

'No, no she brings the meal to me about three kilometres away.'

'And after that?'

'She stays in the field to do weeding, and then goes to the vegetable garden to water.'

'What do you do?'

'I must go and discuss business and drink with the men in the village.'

'And after that?'

'I go home for supper which my wife has prepared.'

'Does she go to bed after supper?'

'No. I do. She has things to do around the house until 9 or 10.'

'But I thought you said your wife doesn't work.'

'Of course she doesn't work. I told you she stays at home.'

(**Source:** Presented by the women and Development Sub-Committee Ministry of Community Development and Community Affairs, Zimbabwe to Women's Regional Ecumenical Workshop, 26 June-6 July 1989, Harare, Zimbabwe). (Taken from p.183 of *The Oxfam Gender Training Manual*)

Step 4: The facilitator invites another volunteer to read the Lie of the Land. The participants will again share the insights gained from reading the Lie of the Land.

Step 5: The facilitator concludes this session with a brief input on 'Women's Tripple Role (productive, reproductive and community service).

EXERCISE 3: Types of work

The purpose of this exercise is to help participants to understand the types of work, and to appreciate the work, that women do.

Procedure

- Explain the purpose of the exercise and give input on the three types of work.
- Ask each participant to identify who does productive work, reproductive work and
- Facilitate a discussion using the questions below:
  - *What did you hear happened in the story?*
  - *Does it happen in real life? Give examples.*
  - *What are the causes of the problem?*
- Give input on the lack of appreciation of the work that women do
- Facilitate a discussion of the story using the same questions used in the Moyo story
- Give input on the tendency of oppressed people to internalize their oppression.

EXERCISE 4: Harvard Analytical Framework

The purpose of this exercise is to introduce the participants to the Harvard Analytical Framework, a tool which they can use to learn about gender inequality in the decision-making processes pertaining to land ownership and land use in their communities.

Procedure

- Explain the purpose of the exercise and ask, 'What are the factors of production?'
- After e few responses, define or list the factors of production and send participants to small groups to discuss:
  - *Who has access to each of the factors of production? Why? Why not?*
  - *Are the reasons still relevant and helpful today?*
  - *Who has control over access to each factor of production?*
  - *Why? Why not?*
- Bring participants to the larger group for presentation and discuss the factors influencing access to and control over decisions relating to the factors of production.

EXERCISE 5: Analysing Gender Roles and Needs

This exercise helps participants to identify the three different roles traditionally ascribed to women and understand the two types of women's gender needs. It helps the participants to understand a very important tool for analysing gender roles and gender needs to be able to use the tool in the exercise of gender sensitive leadership.

Procedure

Step 1: The facilitator points out women's triple roles among the many different tasks listed in the previous exercise as work women perform.

Step 2: The facilitator distributes the hand outs ('Types of Work/Triple Role) and give participants time to read and ask questions.

Step 3: The facilitator explains the 'Practical and Strategic Gender Needs', distribute the hand-outs and give participants time to read.

Step 4: The facilitator sends the participants into small groups to discuss the relevance of gender analysis to leadership, development and peace. Each group brings back the key points/ insights for discussions in the larger group.

Step 5: The facilitator summarises the key points.

TYPES OF WORK/TRIPLE ROLE

Work can be divided into three main categories. Women's roles encompass work in all these categories, and this is referred to as women's 'Triple Role'.

Productive work involves the production of goods and services for consumption and trade (farming, fishing, employment and self-employment). When people are asked what they do, the response is most often related to productive work, especially work which is paid or generates income. Both women and men can be involved in productive activities, but for the most part, their functions and responsibilities will differ according to gender division of labour. Women's productive work is often less visible and less valued than men's.

Reproductive work involves the care and maintenance of the household and its members including bearing and caring for children, food preparation, water and fuel collection, shopping, housekeeping and family health care. Reproductive work is crucial to human survival, yet it is seldom considered 'real work'. In poor communities, reproductive work is for the most part manual-labour-intensive, and time-consuming. It is almost always the responsibility of women and girls.

Community work involves the collective organisation of social events and services: ceremonies and celebrations, community improvement activities, participation in groups and organisations, local political activities, and so on. This type of work is seldom considered in economic analysis of communities. However, it involves considerable volunteer time and is important for the spiritual and cultural development of communities and as a vehicle for community organisation and self-determination. Both women and men engage in community activities, although a gender division of labour also prevails here.

Women, men, boys and girls are likely to be involved in all three areas of work. In many societies, however, women do almost all of the reproductive and much of the productive work. Any intervention in one area will affect the other areas. Women's workload can prevent them from participating in development projects. When they do participate, extra time spent farming, producing, training or meeting, means less time for other tasks, such as childcare or food preparation.

(**Source:** Two Halves Make a Whole: Balancing Gender Relations in Development CCIC/MATCH/AQOCI).
(Taken from p. 189 of *The Oxfam Gender Training Manual*)

PRACTICAL & STRATEGIC GENDER NEEDS

Practical gender needs

- They are a response to an immediate perceived necessity;
- They are formulated from condition;
- They are derived from women's position within gender division of labour (i.e. the women's role);
- They do not challenge the subordinate position of women although they arise out of it; and
- They are needs mainly arising from and reinforcing women's reproductive and productive role.

Practical gender needs may include:

- Water provision.
- Health care.
- Income earning for household provisioning.
- Housing and basic services.
- Family food provision.

They are needs shared by all household yet identified specifically as practical gender needs of women, as it is women who assume responsibility for meeting these needs.

Strategic gender needs:

- These are formulated by an analysis of women's subordination in society;
- When addressed, they should lead to the transformation of the gender division of labour;
- They challenge the nature of the relationship between men and women; and
- They aim to overcome women's subornation.

Strategic gender needs may include:

- Abolition of sexual division of labour
- Alleviation of the burden of domestic labour and child care.
- The removal of institutionalised forms of discrimination such as rights to own land or property.
- Access to credit and other resources.
- Freedom of choice over child bearing.
- Measures against male violence and control over women.

(Taken from p. 189 of *The Oxfam Gender Training Manual*)

EXERCISE 6: Case Study Addressing Gender Issues

This exercise will help the participants to understand how perception leads to stereotyping and the implications of stereotyping on leadership, development and peace.

Procedure

Step 1: The facilitator explains the purpose of the exercise and gives each participant a copy of the Ladii case study to read.

Step 2: The facilitator sends the participants into small groups to identify stereotypes and gender roles and the implications, development or otherwise, on the life of Ladii. Each group chooses one person to report back to the larger group.

Step 3: The facilitator encourages discussion on some of the issues raised around stereotypes and its implications on the lives of women and men, boys and girls.

- *What are the practical gender needs in the situation described in the Ladii story?*
- *What are the strategic gender needs in the situation described in the story?*
- *What interventions are needed now to improve the lives of women and men, boys and girls in this culture?*

Step 4: The facilitator summarises the discussion, correcting misunderstandings along the way.

A GIRL'S LIFE

Ladi was born into a family of six children: four boys and two girls. She was the fourth child and the youngest girl. Her family survived by farming and selling a small amount of cash crop. Often there was not enough food to feed everyone in the family adequately.

As in most families in her community, her father and brothers ate first. Then she and her sisters were fed. Her mother ate last. Ladi grew slowly, but this was considered normal.

When she was six, Ladi began school. But after two years she had to stop. Because there wasn't money to send all the children to school. Her two older brothers continued, while Ladi and her sisters stayed at home to help their mother with farming, caring for their younger brother and other household tasks.

By the time Ladi was 12, the family was better off financially. They'd learn some new agricultural techniques and were selling more crops. Ladi wanted to return to school, but her father would not let her. The school was very far away, and he was concerned about her travelling that distance. Also there was only one female teacher at the school, and he did not find it appropriate that his daughter who was reaching puberty should be taught by men. Besides, he explained to his wife, Ladi would be getting married and there was no need for her to go to school and no need to risk her being spoiled before marriage. Her older sister Hasana who was 17, had already been married two years and had one child.

When Ladi was 15 she was married to Adamu and went to live with his family. Within four months she was pregnant. By the time she was 18 she had three daughters. She was always tired. Her health was poor. She often felt isolated and depressed. Though she couldn't read, she had heard about family planning, and suggested to Adamu that they should consider it so she could have a rest. Adamu became furious and beat her. He pointed out that she had not yet provided him with a son and that family planning was unnatural, anyway. Adamu, feeling that she had been appropriately reprimanded for her bold and presumptuous behaviour, did not bring up the subject again.

Ladii's health continued to deteriorate. She was treated several times at the health clinic for itchiness and discharge in her genital area. Each time the nurses at the clinic told her that she must use condoms to prevent this sickness. They would become quite annoyed that she had not used them. But Ladi knew that condoms were only used by prostitutes, and that Adamu would refuse them. Ladi fourth child was a son, and Adamu was very pleased. He looked forward to his second and third sons. Meanwhile Ladi became more and more sad and tired.

Discussion Questions

- ◆ *Identify stereotypes and gender roles, and the implications, development or otherwise on the life of Ladi;*
- ◆ *What are the practical gender needs in the situation described in the Ladi?*
- ◆ *What are the strategic gender needs in the situation described in the story?*
- ◆ *What interventions are needed now to improve the lives of women and men, boys and girls in this culture?*

(Taken from p. 17. Training Modules for Integrating Gender into Development Planning and Programming in Nigeria. United Nations Development Fund for Women (UNIFEM), Lagos. August 2003.)

MODULE 2

COMMUNITY SELF IDENTIFICATION

INTRODUCTION

This module introduces participants to the Community Self-Identification (CSI) process. It starts with participants discussing their understanding or definition of community. This helps participants to develop an understanding of different viewpoints about the definition of community. Common concepts and terms used during the CSI are also introduced so that participants develop a common understanding of the concept of CSI. Following the introduction to concepts and definitions, participants are provided an overview of the CSI, followed by a detailed and step-by-step description of the process.

This module is structured differently as it is primarily instructional. Unlike in module 1 which includes exercises and activities, the guidance in this module should be delivered using a lecture format. The exercises in module 1 are designed to help those implementing the CSI have the skills and knowledge to facilitate the community's efforts in an efficient and effective manner.

DEFINITIONS & KEY CONCEPTS

A **Community** is a "self-identifying coherent social group or groups comprising of Community Members".

Community Self-Identification (CSI) refers to the process whereby a group of towns and/or villages in the same area and sharing boundaries, come together to identify themselves a single community. It may also refer to more than one Section, Ward, Clan or Chiefdom coming together to identify themselves as a single community.

Community sub-units are the collection of towns and/or villages, Section, Ward, Clan or Chiefdom that come together to present themselves as a community. If three Sections come together to identify as a community, the Section becomes the community sub-unit. Similarly, if two Clans come together to present themselves as a community, the Clan becomes the sub-unit.

Level of Self Identification refers to the level at which the community overlaps or intersects with the local administrative or political sub-division. A community's Level of Self Identification may therefore be at the level of the Section or Ward, level of the Clan, level of the Chiefdom, or level of the District.

SESSION 1:
PREPARATORY ACTIVITIES

OVERVIEW OF THE PREPARATORY ACTIVITIES

The Community Self Identification involves two major blocks of activities. These include series of preparatory activities that are carried out prior to entering a new community or pre-community entry, and the activities that take place after the community entry.

The preparatory or pre-community entry activities start from the point where a project proponent has secured resources and developed a plan to support a community or communities in a given location to complete the Customary Land formalization process. It does not include needs assessments, activities related to proposal development, and fundraising.

This stage is initiated only after funding has been secured and a Customary Land formalization project is about to be launched or rolled out.

The preparatory activities therefore include preparation of communication materials, identification of stakeholders and stakeholder engagement at the county and district levels.

ACTIVITY 1: PREPARATION OF COMMUNICATION MATERIALS

Developing a package of communication and awareness materials to provide stakeholders an overview of the land tenure reform process. These should include a brief background to the land tenure reform process, summaries of the Land Rights Policy and the Land Rights Law. Posters, flyers (printed) in simple English and pre-recorded audio (narrative or dramatized) in local vernaculars as well as simple English have proven to be most effective.

The materials should highlight the changes that have been introduced as part of the Liberia land tenure reform process, and the potential benefits of these changes to local communities. The materials should emphasize the potential benefits of the changes in the law and regulations to communities. Highlighting these potential benefits can be major motivations or drivers of local interest.

Design and layout the posters and flyers for printing. Include appropriate illustrations and keep the text in simple English.

Summarize the content of the materials (both the posters and audio recordings) into Talking Points to use consistently during one-on-one meetings with key stakeholders. These Talking Points should include no more than ten (10) direct and factual statements that highlight the potential benefits of Customary Land formalization. The Talking Points can be printed in hard copies and/ or pre-recorded audio.

IDENTIFICATION OF STAKEHOLDERS

Make a list of key stakeholders to meet with in the county. Ideally, the list should include key officials of the county including the Superintendent, Assistant Superintendent for Development, and the County Inspector; the County Land Administrator and other LLA officials, district authorities and other local government officials, Paramount and Clans Chiefs.

STAKEHOLDER ENGAGEMENT AT THE COUNTY AND DISTRICT LEVELS

Travel to the county to meet with the key stakeholders that you have identified to introduce the project, gather information about the district and potential community. Document each meeting thoroughly, i.e. location and date of the meeting, the stakeholder or stakeholders you meet with, and relevant highlights of each meeting.

After each meeting, leave the stakeholder with a copy or copies of the printed materials. Make sure you point out your contact details on the printed materials, and ask them to contact you for more information should they have questions. It is also good practice to ask them for other stakeholders they consider relevant for the project.

Update your list of key stakeholders with names, contact details, and add new stakeholders to the list as you come across them.

Use information collected about the county and district to draft a profile of the county, district and possibly the community. Continue to update the profile every time you uncover new and relevant information.

SESSION 2:
IMPLEMENTING THE COMMUNITY SELF IDENTIFICATION

The community entry and initial awareness raising is initiated after the preparatory activities has been completed. Remember, the preparatory activities include:

- Developing a package of communication and awareness materials, highlighting the changes that have been introduced as part of the Liberia land tenure reform process;
- Meeting with key stakeholders in the county capital, informing them about the project, and documenting each meeting as thoroughly as possible; and
- Updating your list of key stakeholders and community profile after meetings in the county capital and at the district level.

The purpose and benefit of the meetings at the county and district levels include notifying key stakeholders and raising awareness amongst them about the planned project, and preparing them for future engagement; that is during implementation of the project.

These meetings are introductory and should be treated as a first step in building a long-term relationship with stakeholders. They are not, and should not be treated as, mere activities that are carried out and the appropriate box ticked, but rather should mark the beginning of a process of relationship building for the long-term.

COMMUNITY ENTRY

Once the local government officials at the district level have been informed about the project, visit the target area. Repeat the same activities during the entry at the county and district levels. In addition to providing information about the land tenure reform and Customary Land formalization processes, gather general information about the community including natural resources, livelihoods and economic activities, health and education, land tenure, land use, and land disputes, water and sanitation, population, local governance, and traditional practices. Initial meetings with Key Informants and stakeholders should not last for more than 45 minutes, and should be kept at a high level.

Experience has shown that starting at the level of the sub-unit or lowest administrative level comprising of a cluster of towns, referred to as Section in Lofa or Ward in Bomi County, and moving upwards is a good way to initiate the Community Self Identification process.

A key advantage of this approach is that the facilitator learns first-hand about a wide range of issues including potential challenges within the target area, general fears within each sub-unit about coming together with other sub-units, and hearing about other issues that have the potential to create bottlenecks for collaboration among the sub-units. Use the gathered information to update the community profile.

Awareness raising within the target area

Following introductions to local leaders, including Chiefs, within the sub-units, organize at least one public or community sensitization and information dissemination within each sub-unit. The number of these events should depend on how large or small the sub-unit is or it may depend on the population distribution. For example, if a Section or Ward comprises of four densely populated towns, while another comprises of four sparsely populated towns, it may be better to hold at least two events in the densely populated area while holding one in the sparsely populated area. This is despite the fact that both Sections have the same number of settlements and status.

Use mediums that allow broader engagement with broad segment of the local population and would not require costs such as feeding, transportation reimbursement or payment for venue. For example, use opened or listening theatres and other types of open-space approach to meetings to carry out these awareness raising activities. Avoid workshops or closed events because they limit your ability to reach more people. Workshops and closed events lay the foundation for marginalizing vulnerable people that do not normally get invited to workshops. Rather, the open-space approach attracts people from all walks of life.

At the end of each event within the sub-units, inform attendees of your plan to host a single event bringing all the sub-units together to discuss how each of them wants to proceed. Urge the leaders of the sub-unit including General Town Chiefs, Chairladies, Youth Leaders, Elders, etc. to discuss the question within their sub-unit and that those that will attend the general meeting come with a provisional response.

Inform them about the logistics for the general meeting. For example, lunch will be provided but no sitting fee or transportation reimbursement will be paid.

Dissemination of awareness materials

After each of the public events within the sub-units, leave copies of the posters or flyers with key messages about the Community Self Identification and Customary Land formalization processes in public places such as Town halls, Churches and schools, video clubs, youth centres, Clinics, etc.

Where there are community radio stations, use them to broadcast the same messages you used in the public awareness events and make appearances to interact with the wider public. During public appearances, respond to questions clearly and truthfully; where you have doubts or feel the law is unclear, be truthful and let the audience know that the law is unclear. Avoid spreading misinformation - intentionally or unintentionally.

Note that community sensitization and public awareness activities at the level of the sub-units continues throughout the CSI process, i.e. until the Declaration of Self Identification has been signed and the community awarded its certificate.

Mass community or general meetings

Once the awareness raising and information dissemination at the level of the sub-unit is completed, organize a general meeting in a central location. Selecting a central location that is accessible to most people is important considering that majority of the participants will walk to the venue and that no transportation reimbursement will be paid (or very limited reimbursements will be paid in exceptional circumstances). If possible, use organizational vehicles or low-cost local public transportation to bring local leaders to the venue.

Follow up with local leaders to ensure that community leaders, including local officials and key stakeholders, identified in the various sub-units of the target community attend. During the meeting, deliver the information disseminated at the various awareness raising events in more structured format.

The focus of this meeting should be two-folds. First, repeat the information shared within the sub-units and restate your organization's interest in supporting a specified number of communities that would like to complete the Customary Land formalization process; the potential benefits of completing the process and; the advantages and disadvantages of organizing at different levels. The second focus is to create a shared space for participants from the various sub-units to discuss how they would like to self-identify, considering factors such as kinship, geography or proximity, shared traditions or customs, and the advantages and disadvantages associated with different configuration.

Following the opening presentation, send the delegates into groups according to sub-units. Ask each group to consider these questions:

◆ *Based on what you have heard about this project, do you think your sub-unit would be interested in participating?*
◆ *If yes, how would you like to be involved? On your own or together with other sub-units?*

Let the delegates know that their responses would be a provisional decision that is needed to allow you start the process or enable you decide how you want to engage with the community. Also let them know that the provisional decisions will simply inform your organization's decision about how to proceed.

Following the breakout sessions, each sub-unit returns and reports to the other sub-units in plenary. Following presentations, questions, answers and discussions, the provisional decision of each sub-unit should be thoroughly documented. Key focus of the documentation should be: the feedback from each sub-unit, the fears and questions or concerns raised, recommendations put forward, and anecdotes highlighting potential challenges to expect.

Documentation of community entry

Document all activities using video and audio recorders, with a focus on questions and answers sessions. The documentation serves two purposes: first, you will need them as proof of the community entry and second, you can use the questions asked to develop your own 'Frequently Asked Questions and Answer' booklet about the Customary Land formalization process.

Remember to always ask for permission before using recording devices such as camera, video or audio recorder. Explain very clearly and truthfully, why you need to document these activities.

Action Points & Next Step

Document all activities using video and audio recorders, with a focus on questions and answers.

Action Points

At the end of each event or meeting always develop a clear list of Action Points and Next Steps. For example, the Next Steps and Action Points at the mass meeting should be based on the outcome or provisional decision reached during the meeting. The Action Points and Next Steps should be communicated to participants before the close of the meeting or event. Participants should be urged to disseminate the Action Points within their towns and Sections.

Below is an indicative list of action points that assumes there was broad agreement to pursue Customary Land formalization within the target area.

For the facilitating organization:

- Inform the participants that you will notify other stakeholders about the plan to facilitate Customary Land formalization with the interested communities;
- Prepare formal Letters of Notification to the County and District Officials, the Liberia Land Authority and Forestry Development Authority at the county level about your plan to support communities within the target area to formalize their land rights, and provide an overview of the project that will be supporting the process; and
- Deliver the Letters of Notification to the relevant stakeholders formally and document the receipt thereof.

For the participants from the sub-units:

- Disseminate the outcome or provisional decisions reached at the mass meeting across their individual sub-units;
- Organize community-only meetings within their individual sub-units to present the provisional decisions to the wider community; and
- Documents those meetings and formally communicate their outcomes to the facilitating organization.

Next steps

The facilitating organization prepares and delivers formal Letters of Notification to stakeholders. The purpose of the Letter of Notification to stakeholders is three-folds. The facilitating organization uses the Letter of Notification to:

- Inform key stakeholders including County Officials, Liberia Land Authority and Forestry Development Authority within the County, District Officials, Clan Officials, and other key stakeholders about the sub-units' intention to self-identify as a community;
- Raise awareness of the Community Self Identification process and where it fits within the Customary Land formalization process; and
- Reinforce their relationship with key stakeholders from the preparatory and pre-community entry stage of the project.

What to include in a typical Letter of Notification

In the Letter of Notification to stakeholders:

- Introduce the organization and the project;
- Provide brief information about the land tenure reform and the Land Rights Act, with a focus on the Customary Land formalization process;
- Provide infor¬mation on the Community Self Identification process and where it fits within the Customary Land formalization process; and
- Provide information about the advantages and disadvantages of identifying at different levels.

The list above suggests a lot of information, but it is important to keep the letter to at most 2 pages – so that there is higher possibility that recipients will read it to the end.

DOS & DON'TS SPECIFIC TO THE LETTER

- Formally notify key stakeholders about the project, the interest of the target community to self-identify as a community for the purposes of registering their Customary Land;
- Inform the community about the feedback you receive from each stakeholder;
- Stick with the facts, and DO NOT misrepresent the community in the Letter; and
- DO NOT ask for permission or use language that suggests you are asking for permission.
- The purpose of the Letter of Notification is to NOTIFY and NOT to seek permission to assist the community.

AGREEING ON LEVEL OF SELF-IDENTIFICATION

Initial mass meeting

After distributing the Letters of Notification to stakeholders the Facilitating NGO convenes a mass meeting, bringing together cross-section of delegates from the various sub-units. The purpose of the activities at this stage is to facilitate the sub-units in the target area to decide how they want to self-identify based on broad stakeholder agreement within the target area.

The purpose of the mass meeting is to allow each sub-unit to declare or reaffirm its interest or lack thereof to the wider collection of sub-units. Delegates to this mass meeting should include decision-makers within the local governance context.

Open the meeting with an overview of the project, activities to date, and conclude with questions and answers. Breakout into groups based on sub-units and ask each group to discuss the following questions:

◆ *Based on what you have heard about this project, are you still interested in participating?*
◆ *If yes to question 1, how would you like to be involved? On your own (as a town, Section or Ward) or together with others?*
◆ *Why did you decide the way you decided?*
◆ *How many towns in your Section/ Zone/ Ward?* List them.

Reconvene in plenary and invite the sub-units one-by-one to present their responses. After each presentation, probe the sub-unit to find out whether there were dissenting views – one way or the other – and how those dissenting views were dealt with. Ask delegates from each sub-unit to publicly confirm their decision, in addition to the reporting by their representative.

Expression of Interest

Those that agree to self-identify should then come together to review the Memorandum of Understanding (MOU) template and fill in the blanks. The MOU lays out their INTENTION to self-identify as a community. The MOU is an agreement that they would like to work together for the purpose of self-identifying as a community.

Inform the delegates that the MOU is not legally binding and any one of the sub-units may withdraw if or when they change their mind. Local leaders and stakeholder group representatives, should sign the MOU on behalf of their sub-unit. All the towns that make up the sub-units should be listed on the MOU.

The facilitating organization prepares a letter or Expression of Interest to self-identify as a community to the Liberia Land Authority. The Expression of Interest is the cover letter that is communicated with the MOU attached.

Submission of Expression of Interest

As the facilitating organization, do a cover letter addressed to the Liberia Land Authority to introduce the Expression of Interest and MOU. Submit the MOU and Expression of Interest, as evidence of the collective decision, to the Liberia Land Authority. If possible, deliver the letter along with representative(s) from the community to the Liberia Land Authority.

Submit copies of the MOU and Expression of Interest to the same officials and stakeholders that you notified about the project at the county-level; preferably with representatives of the community.

File copies of the:

a) Letter of Notification to stakeholders along with evidence of receipt;
b) The MOU and Expression of Interest to self-identify as a community; and
c) Evidence of receipt of the Expression of Interest at the LLA.

FORMATION OF TASK GROUPS OR COMMITTEES

Following the delivery of the MOU and Expression of Interest to the LLA, convene meetings at the sub-unit levels across the target community. During these meetings, facilitate participants to elect three Task Groups or committees: Interim Coordinating Committee, By-law Drafting Committee and, Community Mapping and Boundary Committee. The composition of these committees should be representative and reflect gender-balance.

The members of the Interim Coordinating Committee, identified through opened processes within each sub-unit, are trained to assist the facilitating organization until the Community Land Development and Management Committee is established. They mobilize community members to attend meetings, organize feedback meetings at the town and Sectional level as appropriate, disseminate citations to meetings and follow up, and facilitate their community to implement Action Points from meetings.

The members of the By-law Drafting Committee receive additional, intensive training on the by-law drafting process and content. The main mandate of the committee is to compile and consolidate early drafts of the by-laws from the Town or Sectional level into a single document, ensuring that disagreements are identified and set aside for focused discussion during meetings dedicated to discussing them.

The Community Mapping and Boundary Committee is trained on various aspects of mapping and boundary harmonization, including community resource mapping, sketch mapping, and negotiations. The members of the committee, selected like their counterparts on the other committee, are trained to support internal community negotiations and to lead on engagement with neighbouring communities once the Community Self Identification process has been concluded.

The formation of these Task Groups or committees serves two key purpose:

◆ It enables the facilitating organization to target a manageable and sizeable number of community members with intensive or additional awareness raising, training and capacity development in specific aspects of the Customary Land formalization process;

◆ It enables the facilitating organization to begin the process of building a critical mass of informed community stakeholders such that by the conclusion of the Community Self Identification process, there is a sizeable pool of informed community members that understand the process relatively well; and

◆ It enables the facilitating organization to build a core group of local champions of the Customary Land formalization process from which Community Mobilizers or Animators can be recruited and trained to provide ongoing support to their community.

IDENTIFICATION OF COMMUNITY LAND AREA

Introduction

The purpose of this activity is for the community to have an under¬standing of the land area that they are claiming as well as INITIATING the process of identifying 'Other Land Claims' within their community. Prior to initiating the Identification of Community Land Area at the level of the sub-units, the Community Mapping and Boundary Committee is trained in how to develop sketch maps, carry out resource mapping, and mapping of other important features within the Community Land Area. The main function of the Community Mapping and Boundary Committee is to assist the facilitating organization is leading the actual mapping of the Community Land Area.

Initial Community Mapping

The members of the Community Mapping and Boundary Committee in various sub-units convene cross-sections of the population in each sub-unit to develop Sketch Maps of their area. The Sketch Maps should focus on towns, important features such as streams, forest, hills, conflict spots, etc. Document Other Land Claims (use a prepared template to ensure consistency among the groups) including private land, Tribal Certificates, and other claims.

The members of the committee, who have received prior training, facilitate the Sketch Mapping of their sub-unit. The various sub-units schedule and carry out the Sketch Mapping to enable the facilitating organization to monitor as support the process within in each sub-unit. Each sub-unit, after completing its Sketch Map, select a delegation to accompany their members of the Community Mapping and Boundary Committee to a general or mass meeting bringing together delegates from the various sub-units.

Consolidation of Sketch Maps

The opening session

Upon the completion of the Sketch Mapping at the level of each sub-unit, the full Community Mapping and Boundary Committee convenes at the proposed community level, along with delegates from the various sub-units comprising of select representatives of the various stakeholder groups, to consolidate and validate the Sketch Map of their community or confirm the Identification of the Community Land Area.

During the opening session, update delegates about the status of the Community Self Identification, for example the Letter of Notification sent to key stakeholders and, the submission of their MOU to the Liberia Land Area and any initial feedback or reaction. The purpose of the update is to repeatedly and accurately inform the community about progress, challenges, and opportunities as they go through the process. A second benefit of the update is that any prior misinformation is corrected publicly.

After the update, explain the activities to be carried out during the meeting including the consolidation and validation of the Sketch Map and the Identification of the Community Land Area, as well as documentation of Other Land Claims (as stated above). The facilitator explains that the purpose of the exercise is to establish clarity and a common understanding of the extent of the Community Land Area.

Group work (sub-units)

Delegates from each sub-units work in groups to review their Sketch Map, update it if needed, and select two of their peers to present on behalf of their sub-unit in plenary. After the group work, the delegates re-convene in plenary to present their Sketch Map and indication of the extent of Other Land Claims within their area.

Sub-units present Sketch Maps

The sub-units return to plenary and present the output from their sub-unit group work including their Sketch Map and catalogue of Other Land Claims. Following each presentation each group is thoroughly probed on their Sketch Map and the 'Other Land Claims' they documented. The purpose of the probing is to provide all the sub-units sufficient information about the extent of their collective claim, the existence of Other Land Claims in the other sub-units, and potential conflict spots and issues. This allows each of the sub-unit to develop a reasonable understanding of the land situation in other parts of the proposed community. Copies of the Sketch Maps of the sub-units are deposited with the Community Mapping and Boundary Committee.

Close of meeting and Action Points

The meeting should conclude with the presentation of the Sketch Maps to the Chair of the Community Mapping and Boundary Committee. Delegates are then informed about the Action Points and Next Steps including:

a)   The committee will meet in a working session to consolidate the maps and prepare a single Sketch Map for the entire community;

b)   The consolidated Sketch Map of the community will then be subjected to validation in each sub-unit; and

c)   The Sketch Map, incorporating corrections and revisions based on the outcome of the validation, will be presented at a mass community meeting for adoption.

Validation of consolidated Sketch Map

Convene each sub-unit to validate the consolidated or combined community Sketch Map and provisional catalogue of the Other Land Claims developed during the general meeting. The validation should involve the broadest possible participation of stakeholders in each sub-unit. Ensure that revisions or changes to the map in any sub-unit should only affect that sub-unit. That is, one sub-unit cannot make revisions to the map that affects another sub-unit. If the suggested revision concerns a common feature, those suggested changes should be documented and presented to a team drawn from the two sub-units to harmonize.

Finalization of the Community Sketch Map

Convene the Mapping and Boundary Committee, along with delegates from the various sub-units, in a mass community meeting to adopt the final Sketch Map and reconfirm (or reverse) their decision to Self-Identify as a single community.

During the mass meeting, the delegates review and catalogue the Other Land Claims from the various sub-units. The delegates from the various sub-units are then sent into break out groups to discuss whether 'knowing all that they now know, including Other Land Claims in the other sub-units, they would still want to Self-identify with the other sub-units'.

If the feedback from the breakout groups or sub-unit meeting is unanimously yes, then the delegates adopt the Sketch Map depicting the Community Land Area. Sub-unit or sub-units that reverse their earlier decision to Self-Identify with the others reverse their decision, they should be allowed to withdraw from the MOU signed during the Expression of Interest.

DECLARATION OF IDENTITY AS LAND OWNING COMMUNITY

Introduction

The signing of the Declaration of the Identity as Land Owning Community concludes the Community Self Identification process. The purpose of the Declaration is to formally document the sub-units' decision to come together and self-identify as one community. Following the signing of the Declaration, the community can now move onto the other aspects of the Customary Land formalization process, building on activities initiated during the self-identification stage.

Meeting of sub-units

Convene meetings at the level of the sub-units to present the CONSOLIDATED sketch map, other claims, and summary of issues that they should be aware of before making their final decision. For example, an overview of conflicts that were identified or a list of existing land claims or Tribal Certificates that were reported.

At each meeting, ask delegates whether they would still like to identify with the rest of the sub-units given their current understanding of the situation of the other sub-units. This discussion focuses on advantages and disadvantages of identifying with the other sub-units.

At the close of each meeting, if the broad agreement is to go ahead, the sub-unit agrees on number of delegates from each town, based on gender and social groups, to attend the General meeting where a Declaration of Identity as Land Owning Community would be signed.

Preparing for general meeting

Building on the format used for the MOU and the Expression of Interest, draft the Declaration of Identity as Land Owning Community, using the standard template and the information used in the MOU that accompanied the Expression of Interest, prior to the general meeting.

Distribute the draft to all the sub-units and ask them to meet and discuss the text before the general meeting. Also, use this meeting to tie-up any loose end, such as confirming the date, time and location of the general meeting.

General meeting

All the delegates from the sub-units come together for the signing of the Declaration of Identity as Land Owning Community.

Invite local authorities and county officials to the ceremony. If possible, facilitate the Liberia Land Authority to attend.

During the meeting, invite the head of the delegation of each sub-unit to affirm their decision to self-identify with the other sub-units. Invite the delegation from the sub-unit to stand so everyone gets a sense of the size of their delegation.

Once every sub-unit has affirmed their decision, invite a delegate to read the Declaration of Identity as Land Owning Community aloud. After the reading, ask the delegates to publicly and collectively affirm their decision. Invite pre-selected representatives to come forward one by one and sign on behalf of their sub-unit.

Next steps and action points

Inform the delegates about the next steps specifically formal submission of their Declaration to the Liberia Land Authority.

Facilitate delegates to select the representatives that would deliver their Declaration to the Liberia Land Authority. Agree on the date and other logistical details for the submission.

Community delivers the result of the CSI process or the CSI portfolio to the Liberia Land Authority. The CSI Portfolio should include copies of the following documents:

1) Community profile;

2) MOU and Expression of Interest; and

3) Community Declaration of Identity

Validation and certification

The validation of the CSI activities and certification of the community is the responsibility of the LLA. However, the Facilitating NGO or entity should follow up as appropriate and assist the LLA to mobilize the community prior to the validation mission, to ensure that the validation is carried out in a timely manner. The Facilitating NGO should also assist the LLA to organize the certification ceremony.

ANNEX 1: SUMMARY OF STEPS IN THE CSI PROCESS

COMMUNITY SELF-IDENTIFICATION (CSI):
STEP 2: AWARENESS-RAISING TARGETING ALL STAKEHOLDERS

Purpose

The purpose of the activities at this stage is two folds:

1) To notify key stakeholders including County Officials, District Officials, Chiefdom Officials, Clan Officials, and other key stakeholders about the project; and
2) To raise awareness of the community self-identification process and where it fits in the process for getting legal recognition of community land rights amongst stakeholders, including community members.

Letters of notification, and meetings

Formally write to key stakeholders to NOTIFY them about the project, the target community and request a one-on-one meeting to provide further information.

Communications to key stakeholders should:

1) Provide information about the land tenure reform and the new Land Rights Act, highlighting key provisions related to customary land rights;
2) Provide information about the project and your motivation for offering the assistance;
3) Provide infor¬mation on the community self-identification process and where it fits in the process for getting legal recognition of community land rights;
4) Provide information about your resource capacity – financial and human resource; and
5) Information about the advantages and disadvantages of identifying at different levels.

Community engagement & awareness

Organize community sensitization and public information activities at the level of the sub-units. Use mediums that allow broader engagement with wider community. For example, use opened theatres and open-space events in major towns and population centres. **Avoid workshops.**

Leave posters with key messages about the CSI and customary land formalization process in public places. Use community radio to broadcast the same messages you use in the public awareness events and make appearances to interact with the wider public.

Document all activities using video and audio recorders, with a focus on the questions and answers sessions. To the extent possible use your phone to record introductions both during the questions and answers sessions, and with individuals attending. **Always ask permission before using a recording device.**

Learning events

Organize a general meeting to bring together community leaders, including local officials and key stakeholders, selected from the various sub-units of the target community. During the meeting, deliver the information disseminated at the various awareness raising events in more structured format.

Follow up and next steps

Community sensitization and public awareness activities at the level of the sub-units should continue throughout the CSI process, i.e. until the Declaration of Self Identification has been signed and the community awarded its certificate.

COMMUNITY SELF-IDENTIFICATION (CSI):
STEP 3: DETERMINING LEVEL OF SELF IDENTIFICATION (PART 1)

Purpose

The purpose of the activities at this stage is to allow community sub-units to come together and Declare their Intention to come together as one community.

Step 1: Engagement at the sub-level

Define the target area. Divide the target area into sub-units based on how the people already associate themselves geographically and socially. The sub-units may be on the basis of towns, Zones, or Sections coming together. Organize community entry meetings bringing together sub-units.

Organize the entry meetings in a way that reason¬ably maximizes the participation of people (women, youth, elders, local authorities, social groups, etc.) in the target area, that is, for you to reach more people.

During plenary provide information about the following:

1) The land tenure reform and the new Land Rights Act, highlighting key provisions related to customary land rights;
2) The project and your motivation for offering the assistance;
3) Your resource capacity – financial and human resource;
4) The community self-identification process and where it fits in the process for getting legal recognition of community land rights; and
5) The advantages and disadvantages of identifying at different levels.

Allow for at least 45minutes to 1 hr. of questions and answers.

Break out session

Then split the participants either by gender or social groups, individual sub-unit, or both and ask two start-off questions:

1) Based on what you have heard about this project, do you think your town or cluster of towns would be interested in participating?
2) If yes, how would you like to be involved? On your own? Together with others – **do not get into the specifics?**

Plenary after breakout session

The groups should then return and present their responses. Probe the groups to understand the reasons behind their responses. Be alert and take note of sensitivities during the presentations and discussions.

Closing and next steps

Inform participants about the next steps in the engagement, that is that there will be a general meeting where they will come together to confirm their interest or lack thereof. Encourage community leaders to organize additional meetings to broaden awareness about the project, CSI and the LRA. Offer to facilitate – to ensure that the meetings actually happen.

Follow up as much as possible to encourage them to hold their own meeting before the planned general meeting.

ANNEX 1: SUMMARY OF STEPS
IN THE CSI PROCESS - CONTINUED

COMMUNITY SELF-IDENTIFICATION (CSI):
STEP 3: DETERMINING LEVEL
OF SELF IDENTIFICATION (PART 2)

Purpose

The purpose of the activities at this stage is to allow community sub-units to Declare their Intention to come together as one community.

Step 1: General meeting

After the community entry meetings at the sub-unit levels, convene a general meeting to bring together large delegations from each of the sub-units. The delegations should include local officials, traditional leaders, leaders of various social groups, women and youth leaders. Ensure that all the sub-units and social groups are represented.

The purpose of this general meeting is to allow each sub-unit to declare its interest or lack thereof to the wider collection of sub-units.

Opening session

Open the meeting with an overview of the project, activities to date, and conclude with the questions that were discussed at the **Community entry meetings**. Breakout into groups based on sub-units, to prepare presentations. Reconvene in plenary and invite the sub-units one-by-one to present their responses.

The presentations should include the following:

1) Their response to the two questions that were asked during the entry meetings;[1]
2) Number and list of towns that make up the sub-unit; and
3) Why they decided, as they did.

Memorandum of understanding

Facilitate delegates to develop and discuss a Memorandum Of Understanding laying their **intention** to self-identify as a community. The MOU is an agreement that they would like to work together for the purpose of self-identifying as a community.

Then develop a letter or application of **Expression of Interest** to self-identify as a community to the Liberia Land Authority. The Expression of Interest becomes the cover letter with the MOU attached.

Submission to liberia land authority

As the facilitating agent, do a cover letter to the Liberia Land Authority to simply introduce the MOU and Expression of Interest.

Submit the MOU and Expression of Interest (as evidence of the collective decision) to the Liberia Land Authority; preferably along with representatives from the community.

Submit copies of the Expression of Interest and the MOUs to the same officials and stakeholders that you notified about the project at the county-level; preferably with representatives of the community.

FOOTNOTES

1. Based on what you have heard about this project, do you think your group of towns would be interested in participating? If yes, how would you like to be involved? On your own or together with others?

COMMUNITY SELF-IDENTIFICATION (CSI):
STEP 4: IDENTIFICATION OF COMMUNITY LAND AREA

Purpose

The purpose of this activity is for the community to have an under¬standing of the land area, which they are claiming as well as **initiating** identification of 'Other Land Claims' within their community.

Preparatory activities

Convene preparatory meetings at the sub-unit levels. During these meetings, participants elect three committees: Interim Coordinating Committee, By-law Drafting Committee and Community Mapping and Boundary Committee. The composition of these committees should be representative and reflect gender-balance.

General meeting

Convene the Community Mapping and Boundary Committee at the community level, along with select representatives of the various stakeholder groups to commence the Identification of Community Land Area and Other Land Claims from the various sub-units.

Opening session (plenary)

Update delegates about the status of the CSI, for example the submission of their MOU to the LLA and any initial reaction. Explain the activities to be carried out that is sketch mapping and the identification of Other Land Claims (as stated above) and the purpose.

Group work (sub-units)

Delegates from the sub-units work in groups to develop provisional sketch map and identify other claims within their unit. The sketch maps should focus on towns, important features such as streams, forest, hills, conflict spots, etc. Document Other Land Claims (use a prepared template to ensure consistency among the groups) including private land, Tribal Certificates, and other claims.

Presentations in plenary

The sub-units return to plenary and present the output from their sub-unit group work. Probe each group on the 'Other Land Claims' they documented. The groups then present their provisional community map.

Closing and next steps

After all the presentations, collect the maps and the reports on other claims. Inform the participants that the sketch maps and other claims will be validated at the level of their sub-unit.

Validation at sub-unit level

Convene each sub-unit to validate the provisional community map and other claims developed during the general meeting. The validation should involve the broadest possible participation of stakeholders in each sub-unit. Agree the sketch map of the sub-unit and update the catalogue of other claims identified.

Finalization of community sketch map

Convene the Mapping and Boundary Committee to consolidate all the maps into one Community Sketch Map. Consolidate the other claims from the various sub-units into one inventory. Package the community map and other claims for presentation at concluding ceremony (at Step 5).

ANNEX 1: SUMMARY OF STEPS IN THE CSI PROCESS - CONTINUED

COMMUNITY SELF-IDENTIFICATION (CSI):
STEP 5: DECLARATION OF IDENTITY AS LAND OWNING COMMUNITY

Purpose

The purpose is to document the sub-units decision to come together and self-identify as one community, and bring the CSI process to a close.

Meeting of sub-units

Convene meetings at the level of the sub-units to present the **consolidated** sketch map and other claims. At each meeting, ask delegates whether they would still like to identify with the rest of the sub-units given their current understanding of the situation of the other sub-units. This discussion focuses on advantages and disadvantages of identifying with the other sub-units.

At the close of each meeting the sub-unit agrees on number of delegates from each town, based on gender and social groups, to attend the General meeting where a **Declaration of Identity as Land Owning Community** would be signed.

Preparing for general meeting

Building on the format used for the MOU and the Expression of Interest, draft the **Declaration of Identity as Land Owning Community** prior to the general meeting.

Distribute the draft to all the sub-units and ask them to meet and discuss the text before the general meeting. Also, use this meeting to tie-up any loose end, such as confirming the date, time and location of the general meeting.

General meeting

All the delegates from the sub-units come together for the signing of the **Declaration of Identity as Land Owning Community**.

Invite local authorities and county officials to the ceremony. If possible, facilitate the Liberia Land Authority to attend.

During the meeting, invite the head of the delegation of each sub-unit to affirm their decision to self-identify with the other sub-units. Invite the delegation from the sub-unit to stand so everyone gets a sense of the size of their delegation.

Once every sub-unit has affirmed their decision, invite a delegate to read the **Declaration of Identity as Land Owning Community** aloud. After the reading, ask the delegates to publicly and collectively affirm their decision. Invite pre-selected representatives to come forward one by one and sign on behalf of their sub-unit.

Conclusion and next steps

Inform the delegates about the next steps specifically formal submission of their Declaration to the Liberia Land Authority.

Facilitate delegates to select the representatives that would deliver their Declaration to the Liberia Land Authority. Agree on the date and other logistical details for the submission.

Submission to liberia land authority

Community communicates the result of the CSI process to local authorities and the Liberia Land Authority.

ANNEX 2:
FORMS & TOOLS

_____

**EXPRESSION OF INTEREST
TO SELF-IDENTIFY AS A COMMUNITY IN**

....

(NAME OF DISTRICT AND COUNTY)

SIGNED ON:

....

LOCATION:

....

ANNEX 2:
FORMS & TOOLS - CONTINUED

**EXPRESSION OF INTEREST
TO SELF-IDENTIFY AS A COMMUNITY** (PART 2)

EXPRESSION OF INTEREST

WE, THE UNDERSIGNED, REPRESENTING THE TOWNS/ SECTIONS/ WARDS THAT MAKE UP

THE .... , HEREBY NOTIFY

THE LIBERIA LAND AUTHORITY OF OUR INTEREST TO SELF-IDENTIFY AS A COMMUNITY.

ATTACHED TO THIS EXPRESSION OF INTEREST IS THE MOU DOCUMENTING OUR DECISION

TO IDENTIFY AS .... COMMUNITY.

NAME OF TOWN	NAME OF REPRESENTATIVE	TITLE	SIGNATURE

ATTESTED TO BY THE FOLLOWING:

NAME AND SIGNATURE
....

(LOCAL OFFICIAL, SECTIONAL CHIEF)

NAME AND SIGNATURE
....

(LOCAL OFFICIAL, CLAN CHIEF)

MEMORANDUM OF UNDERSTANDING (MOU)
EXPRESSION OF INTEREST
TO SELF-IDENTIFY AS A COMMUNITY

WE, THE UNDERSIGNED, REPRESENTING THE TOWNS/ SECTIONS/ WARDS LOCATED IN

.... , HEREBY

DOCUMENT OUR INTEREST TO SELF-IDENTIFY AS A COMMUNITY. WE, HEREBY SIGN ON TO

THIS MOU AS A TESTIMONY OF OUR DECISION.

NAME OF TOWN	NAME OF REPRESENTATIVE	TITLE	SIGNATURE

ATTESTED TO BY THE FOLLOWING:

NAME AND SIGNATURE

....

(LOCAL OFFICIAL, SECTIONAL CHIEF)

NAME AND SIGNATURE

....

(LOCAL OFFICIAL, CLAN CHIEF)

ANNEX 2:
FORMS & TOOLS - CONTINUED

MEMORANDUM OF UNDERSTANDING (MOU)
(PART 2)

COMMUNITY SELF-IDENTIFICATION
MEMORANDUM OF UNDERSTANDING (MOU)

OF THE COMMUNITY OF

....

IN

....

SIGNED ON

....

(DATE)

WE, THE FOLLOWING TOWNS AND VILLAGES OF..

HEREBY HAVE AGREED TO IDENTIFY AS A LAND OWNING COMMUNITY ON THIS

.... DAY OF.............. , 20......... .

WE ACKNOWLEDGE THAT THIS DECISION WAS REACHED BY MEMBERS

OF THE COMMUNITY THROUGH A CONSULTATIVE PROCESS.

THIS COMMUNITY IS MADE UP OF .... TOWNS AND VILLAGES.

MEMORANDUM OF UNDERSTANDING (MOU)
(PART 3)

DESCRIPTION OF COMMUNITY:
NAME OF SUB-UNITS (TOWNS/VILLAGES)

....

....

THE SELF-IDENTIFICATION OF THIS COMMUNITY WAS WITNESSED AND SIGNED BY THE FOLLOWING, LOCAL LEADERS, ELDERS, YOUTH AND WOMEN REPRESENTATIVES, GOVERNMENT OFFICIALS AND COMMUNITY MEMBERS ON THIS .... DAY OF............. , 20 ....

NAME OF TOWN	TITLE	TOWN / SECTION	SIGNATURE

ATTESTED TO BY THE FOLLOWING:

NAME AND SIGNATURE
....

(LOCAL OFFICIAL, DISTRICT COMMISSIONER)

NAME AND SIGNATURE
....

(LOCAL OFFICIAL, COUNTY LAND AUTHORITY)

NAME AND SIGNATURE
....

(CUSTOMARY LEADER: PARAMOUNT CHIEF)

NAME AND SIGNATURE
....

(CUSTOMARY LEADER: CLAN CHIEF)

Liberia Land Authority (LLA) The LLA was established by an act of Legislature on October 5, 2016 under the laws of the Republic of Liberia. The primary mandate of the LLA is to develop policies on a continuous basis, undertake actions and implement programs in support of land governance, including land administration and management.