



# **Training Workshop on Advocacy for Land Rights of Flood Affected Women in Nowshera & Charsadda**

**Beneficiaries Profiles – District Charsadda (Flood Affected Women Beneficiaries)**

**31<sup>st</sup> July, 2011**

**Press Club, Nowshera**

**Instructor's Manual**





## **Background**

Governance Institutes Network International (GINI) is an NGO based in Islamabad, which is working toward the promotion of land rights for flood-affected women in Khyber-Pakhtunkhwa, under the Gender Equity Program (GEP), executed by the Asia Foundation and Aurat Foundation with the support of USAID.

The GEP entails the development of an advocacy network comprising local stakeholders including the local media, legal community, civil society, and government offices, which would conduct advocacy on behalf of flood-affected women to secure their land rights in Nowshera and Charsadda.

This Instructor's Manual is part of a training module which includes a Participants' Handbook and are designed to be used in tandem. This training module targets the Civil Society Organizations (CSOs) and Citizen Community Boards (CCBs) that GINI has entered into partnership with under the GEP. These CSOs and CCBs will play a major role in advocating with local government representatives, in particular the revenue administration to promote and protect the rights of women in their respective areas.

## **Purpose of the Training**

The training seeks to enhance both knowledge and understanding of women's land rights issues, while at the same time imparting basic advocacy skills.

The training is intended to increase knowledge and understanding of:

- The importance of land rights in general and women's land rights in particular, in the post-floods scenario
- Main constitutional provisions and laws governing women's land rights in Pakistan
- Key obstacles encountered by women in the delivery of these rights
- The status of women's land rights in Nowshera and Charsadda, as per the findings of the baseline survey
- Advocacy as a concept and a tool

It is also intended to impart skills that would help participants conduct advocacy within and beyond the scope of the current program. These include:

- Building networks
- Setting goals
- Identifying target audience
- Developing messages
- Selecting channels of communication
- Raising funds
- Developing action plans and budgets

## **General Guidelines**

- Training should cover all topics in as much depth as can be absorbed by all participants, keeping in mind the diversity of backgrounds.
- Training should strike a balance between the need to cover essential topics and the need to provide opportunity for discussion and activity.
- A mutually respectful environment is created between Trainer and participants.
- A safe atmosphere and comfortable environment are provided.
- The Participants' Handbook is meant as a comprehensive resource and the text broadly guides what should be communicated. It also answers many questions trainees may have. The training itself will cover the topics in less detail and with greater emphasis on examples and practical application activities provided in this Manual.
- The training revolves around group work from the very beginning. This will ensure that participants learn to work with others, which is how they will work as a network under GEP.
- This Manual refers to Units as numbered in the Participants Handbook. Each Unit has its own set of visual aids, open discussions, and activities, as well as a suggested timeline.
- Questions should be entertained as and when they are asked. However, open discussions should only take place at prescribed time-slots.

## Table of Contents

Getting Started .....	6
Unit 1.1 .....	6
Unit 1.2 .....	6
Unit 1.3 .....	7
Unit 1.4 .....	7
Unit 1.5 .....	8
Unit 2.1 .....	9
Unit 2.2 .....	9
Unit 2.3 .....	10
Unit 2.4 .....	10
Unit 2.5 .....	11
Unit 2.6 .....	12
Unit 2.7 .....	15
Unit 2.8 .....	15
Unit 2.9 .....	18
Unit 2.10 .....	19
Unit 2.11 .....	20
Unit 2.12 .....	21
Closing Out .....	22
Schedule at a Glance .....	23
Bibliography .....	24
Bibliography .....	24

## Getting Started

First, a round of introductions should be held, including the Trainer.

Second, divide all participants into 5 or more equal workgroups. Be sure to balance the participants from CCBs and CSOs in each group.

Third, distribute all handouts for each Unit at the very beginning. Each group will have one copy of each set.

Fourth, administer the Pre-test Assessment Form, which should not take all participants more than 10 minutes to complete.

The whole exercise should not take more than 20 minutes.

### Unit 1.1

*Visual Aids:*

Why is it important to own land?

Land provides:

- Food
- Shelter
- Escape from poverty
- Income
- Employment
- Quick cash when needed

Majority of households in villages do not own agricultural land.

*Time requirement:* 2 minutes.

### Unit 1.2

*Visual Aids:*

Why is it important for women to own land?

When women own land:

- Family nutrition and health improves.
- Domestic violence against women decreases
- Children get an education
- Women get access to micro-credit
- Women get empowered
- Families are safer during disasters e.g. earthquake 2005 and floods 2010
- Women affected by the floods need and demand land

*Time requirement: 5 minutes.*

### **Unit 1.3**

*Visual Aids:*

What are the major laws on women's land rights in Pakistan?

- Constitution of Pakistan protects women's right to own and use land (Article 23)
- Women have shares in deceased person's property (Family Laws Ordinance 1961)
  - Wives get  $1/4^{\text{th}}$  to  $1/8^{\text{th}}$
  - Mothers get  $1/3^{\text{rd}}$  to  $1/6^{\text{th}}$
  - Daughter gets  $1/2$  of son
- Inheritance should be given immediately upon death

*Time requirement: 10 minutes*

### **Unit 1.4**

*Visual Aids:*

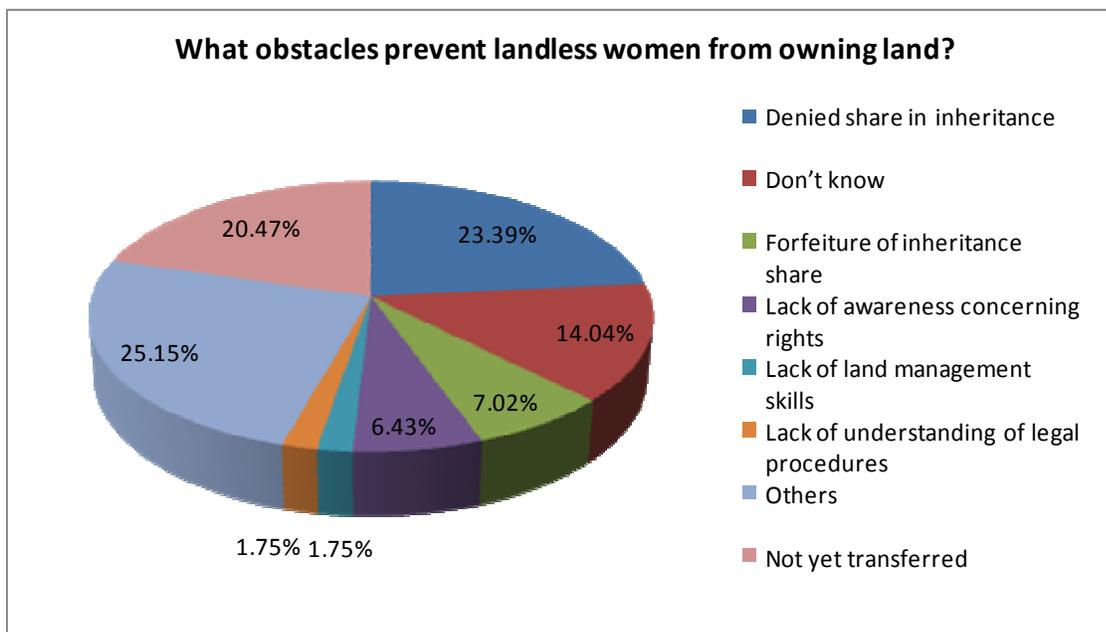
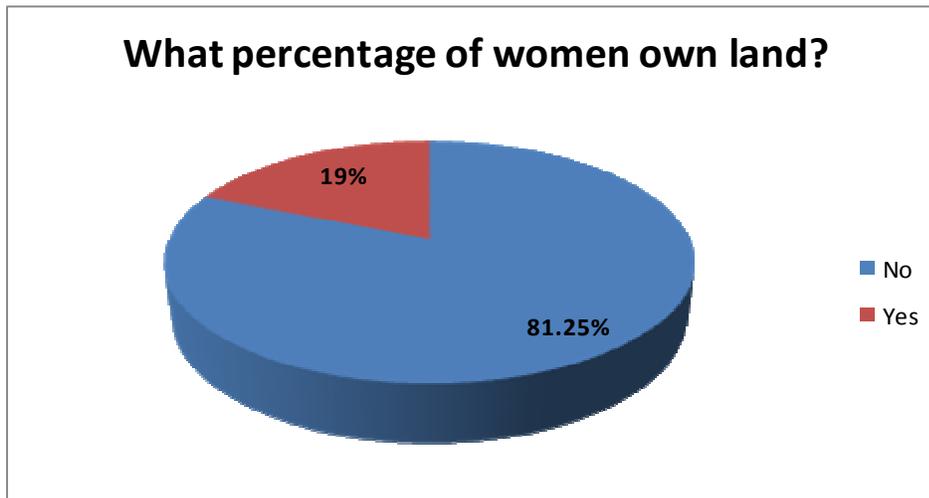
How are women's land rights denied?

- Inheritance is denied
- *Rwaji malika* or *haq maher* land is not transferred
- Women give up inheritance
- Land papers are controlled by male family members
- Inheritance is stuck in court cases
- Fear of violence
- Inability to go move outside the home
- Lack of understanding of legal procedures
- Lack of awareness of rights

*Time requirement: 10 minutes*

## Unit 1.5

Visual Aids:



*Open Discussion:* At the end of Unit 1.5, Section 1, devote 10 minutes to Open Discussion on women's land rights in Pakistan. Discussion should conclude with consensus on the following broad points:

- Women's land rights are important and need to be protected in Pakistan, and especially Nowshera and Charsadda
- Key issue is not laws but their enforcement
- Government policy is not enough and advocacy actions by civil society is needed

*Time Requirements: 15 minutes*

## Unit 2.1

### Visual Aids:

<p>What is Advocacy?</p> <p>Advocates try to change how government works. They try to influence:</p> <ul style="list-style-type: none"><li>• Who decides</li><li>• What is decided</li><li>• How it is decided</li></ul>
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*Time requirement: 2 minutes*

## Unit 2.2

### Visual Aids:

Concept/ Approach	Actors	Target Audience	Objective	Strategies
Information, Education, Communication or Social Marketing	Service Providers	Individuals Segments of a community (women, men, youth)	Raise awareness and change behavior	Sorting by audience Mass media campaigns Community outreach Traditional media
Community Mobilization	Community members and organizations	Community members and leaders	Build a community's capacity to rank needs and take action	Door-to-door visits Village meetings
Advocacy	NGOs/networks Special interest groups Professional associations	Public institutions and policymakers	Change policies, programs, and resource allocation	Focus on policymakers with the power to affect advocacy objective. High-level meetings Public events (debates, protests, etc.)

*Open Discussion:* At the end of Unit 2.2, devote 10 minutes to Open Discussion on how this definition applies to the advocacy networks formed by GINI in Nowshera and Charsadda. Discussion should conclude with consensus on the following broad points:

- This project focuses on trying to influence ‘What is decided’.
- The key difference between advocacy and other activities such as community mobilization and awareness raising is that its goal is to change policies, programs, and the allocation of resources.

*Time requirement:* 30 minutes

### **Unit 2.3**

*Visual Aids:*

How do we conduct advocacy?

- Build and Sustain Network
- Set Advocacy Goals and Objectives
- Identify Target Audience
- Develop Message
- Select Channels of Communication
- Devise Fundraising Strategies
- Develop Action Plan & Budget

*Time requirement:* 1 minute

### **Unit 2.4**

*Visual Aids:*

What are networks?

Networks are everywhere:

- Family
- Jobs
- Religious activities
- Recreational activities

People use them to:

- Look for jobs
- Raise funds for schools
- Campaign for a politician
- What else?

How do networks help advocates?

- Update on what is going on
- Ready made audience for your ideas
- Share limited resources for the common goal
- Support for your actions
- Multiple skills and abilities
- Achieve things that single organizations or individuals cannot
- Form a structure for attracting other supporters

*Open Discussion:* Devote 5 minutes to Open Discussion on:

- How participants use their personal, professional and social networks
- What makes a network effective in their experience? This should conclude with the following key attributes of networks:
  - well organized
  - develop an identity for themselves
  - work according to agreed upon rules and procedures
  - have systems and structures for decision making and communication
  - use member's skills and resources to maximum advantage

*Time Requirements:* 15 minutes

## **Unit 2.5**

*Visual Aids:*

How do we form and maintain networks?

At formation stage:

- Keep mission clear, participation open and choose committed people

At maintenance and growth stage:

- Have clear organization of roles, skills, and information
- Leadership should be shared, motivational, and collaborative
- Keep meetings short, focused and well-documented

What else?

*Open Discussion:* Devote 10 minutes to open discussion on the 1 element participants feel is most important at the:

- Formation stage
- Maintenance/growth stage

*Time Requirements:* 15 minutes

## Unit 2.6

### Visual Aids

How do we set an advocacy objective?	
STEP 1: <u>Define policy issue</u>	
<u>Policy issue is about...</u>	<u>Focus of Advocacy Strategy</u>
Absence of Adequate Policies?	Establishing Policies!
Presence of Adverse Policies?	Changing/Repealing Policies!
Absence of Implementation/ Enforcement of adequate policies?	Enforcing Policies!
What should be the focus of our Advocacy Strategy?	

How do we set an advocacy objective?						
STEP 2: Identify and Map Key Actors						
Actor	Policy Decisions Formally Controlled	Activities that Affect Policies	Degree of Support for advocacy goal	Motivating Interests	Knowledge of Policy Issue	Potential benefit or harm from advocacy goal
Assistant Coordination Officer, District Government	How policy is enforced	Issuing land documents Demarcating land Settling disputes, etc.	High (signatory to MoU with GINI)	Recognition of services in the form of honorariums	High	Benefit: Credit for helping citizens of district Harm: Additional responsibility and workload
Press Club	?	?	?	?	?	?

How do we set an advocacy objective?

**STEP 3: Set Advocacy Objective**

The advocacy objective should be:

- Specific
- Measurable
- Realistic
- Time-bound

**EXAMPLE:** To persuade the health department of the District government to increase the number of doctors in the district hospital by 20% by the end of 2011.

What should be our advocacy objective?

*Open Discussion:* Open Discussion should be carried out for each of the visual aids in this unit. In all, it should not take more than 15 minutes.

For the first one, discussion should center on the question of ‘What should be the focus of our Advocacy Strategy?’ which should conclude with ‘Enforcing Policies!’ Link this discussion with the content in Section1 which illustrates that policies and laws are present for the protection of women’s land rights but are not properly enforced.

For the second one, discussion should center on an explanation of the policy actor map and the filled out example, as well as what should be filled out for Press Club. It should be clarified that these are examples and more Actors can be added.

For the third one, discussion should center on the question of ‘What should be our advocacy objective?’ with help from the provided example.

*Activity:*

Each workgroup should fill out the following handout. They should be given 15 minutes for this activity. The Trainer should try and assist them by going to each workgroup. This will include:

1. Filling out the focus of their advocacy strategy.
2. Filling out the blank cells in the Policy Actor Map for Press Club, using the example from the Visual Aid, as well as Open Discussion.
3. Filling out their Advocacy Objective, using the example from the Visual Aid, as well as Open Discussion.

*Time Requirements:* 30 minutes

Handout for 2.6:

Setting an Advocacy Objective for GEP

**The focus for our advocacy strategy should be:**

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**Our policy actor map should look like (Please fill out the blank cells for Press Club):**

Actor	Policy Decisions Formally Controlled	Activities that Affect Policies	Degree of Support for advocacy goal	Motivating Interests	Knowledge of Policy Issue	Potential benefit or harm from advocacy goal
Assistant Coordination Officer, District Government	How policy is enforced	Issuing land documents Demarcating land Settling disputes, etc.	High (signatory to MoU with GINI)	Recognition of services in the form of honorariums	High	Benefit: Credit for helping citizens of district Harm: Additional responsibility and workload
Press Club						

**Our Advocacy Objective should be:**

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## Unit 2.7

### *Visual Aids:*

How do we Identify Target Audience?

Target Audience can be a person, or group of people, who can help bring about the policy change an advocacy network hopes to achieve.

Primary Audience: Direct authority to make, change, or enforce policies

EXAMPLE: Ministers, Parliamentarians, Local Government Officials, etc.

Secondary Audience: Influence the primary audience and provide a way to reach them.

EXAMPLE: Notables, journalists, NGOs, etc.

*Open Discussion:* Devote 5 minutes of Open Discussion to the issue of who from our policy actors identified in Unit 2.6 are primary and secondary target audience. The Discussion should conclude with:

- Assistant Coordination Officer – Primary Audience
- Press Club – Secondary Audience

*Time Requirements:* 10 minutes

## Unit 2.8

### *Visual Aids:*

How do we develop messages?

Messages should be:

- Tailored to target audience
- Communicate 1 or 2 things at most
- Tested with representatives of target audience
- Inform, persuade and move to action
- Reinforced again
- Be delivered by a credible messenger

Messages contain 4 basic elements:

*Statement:* Central idea of the message.

*EXAMPLE:* Domestic violence against women must be stopped. Violence against women has long been tolerated and women have suffered in silence. The seriousness and scope of the problem has been ignored.

*Evidence:* The evidence supports the statement with facts and/or figures.

*EXAMPLE:* 80 per cent of women in Pakistan experience domestic violence and 1 in every 3 women experience some form of violence.

*Example:* Human face of the story.

*EXAMPLE.* Our network has been supporting a woman called Shireen Bibi who faced domestic violence at the hands of her husband for years before attempting suicide.

*Action Desired:* The desired action is what you want the audience to do as a result of hearing the message.

*EXAMPLE:* We would like for you to join our protest rally in front of the Provincial Assembly to asking for police action against these crimes.

*Activity:*

Each workgroup should fill out the following handout. They should be given 15 minutes for this activity. The Trainer should try and assist them by going to each workgroup. This will include developing the Statement, Evidence, Example, and Action Desired components of a basic message for the GEP project. Remind them that the Evidence component can draw on the findings of the Baseline Survey covered in Section 1.

*Time Requirements:* 30 minutes

Designing a Message for GEP

**Statement:** \_\_\_\_\_  
\_\_\_\_\_

**Evidence:** \_\_\_\_\_  
\_\_\_\_\_

**Example:** \_\_\_\_\_  
\_\_\_\_\_

**Action**

**Desired:** \_\_\_\_\_  
\_\_\_\_\_

## Unit 2.9

### *Visual Aids:*

How do we select the communication channel?

Options for communication channels:

- Face-to-face meetings
- Poster, flyers, banners in public places
- Petitions
- Public rallies
- Public debates
- Fact sheets
- Press release
- Policy forums
- Press conference
- Contests to design posters, slogans

How do we select the communication channel?

We should consider the following before choosing one:

Who is the audience?

EXAMPLE: Different for ordinary citizens versus local government.

What is the cost?

EXAMPLE: Wall-chalking less expensive than radio.

What is the level of risk?

EXAMPLE: Live events are more risky than banners and pamphlets.

What is the level of visibility?

EXAMPLE: National newspapers will reach more people than local ones.

What is the time and place?

EXAMPLE: International Women's Day is a good date for event on women's rights.

*Open Discussion:* Devote 5 minutes of Open Discussion to the question of which communication channels are best for the GEP project and why. Participants should be reminded of the 5 factors repeatedly.

*Time requirements:* 15 minutes

## Unit 2.10

### *Visual Aids:*

How do we raise funds?

Potential sources:

- Grants from private donors, bilateral donor agencies (USAID, European governments, etc.), and multilateral donor agencies (UNFPA, UNDP, etc.)
- Government contracts
- Individual donations
- Membership fees
- Commercial sponsorship
- Fundraising events (e.g. concerts, fairs, etc.)

We should ask:

- Which donors have funded advocacy in the province or district?
- Are there any individuals, private businesses, foundations, or any other groups interested in advocacy?
- What are the priorities for donors that have funded advocacy? Are they interested in particular issues (e.g. land rights)?
- Are they interested in specific groups of the population (e.g. policies that affect women-headed households or policies that affect ethnic minorities)? Do they have a geographical focus?
- What type of advocacy initiatives have they recently funded? What amounts were provided to those initiatives?
- How can you find out more about a donor? Who at your office knows them and can help you out? Do you have any other contacts that may facilitate access to a donor? How can you get in touch with a donor and present your proposal?

How do we select the communication channel?

Adopt the following strategy to target donors:

<i>Source</i>	<i>Potential Interest</i>	<i>Approach</i>	<i>Next Steps</i>
Gender Equity Program (GEP)	Currently focusing on advocacy for women's land rights in Khyber-Pakhtunkhwa	Learn about current or future grants. Send concept notes, proposals, etc.	Wali Khan to gather information. Akram Tabassum to correspond with focal person. Saima Dilawar to prepare concept note to meet grant cycle deadline.

*Open Discussion:* Devote 5 minutes of Open Discussion to the fund-raising experiences of the participants. One important conclusion to be drawn should be that while funding is important, an advocacy network can function well on the pooled resources of its members.

*Time Requirements:* 15 minutes

## Unit 2.11

*Visual Aids:*

How do we make an action plan?

An action plan should include:

Activity	Responsible persons	Needed resources	Timeframe
1. Arranging meeting with Assistant Coordination Officer	Wali Khan	Phone to contact him Transport fee to arrive at meeting Computer to type out agenda of meeting	3 days
2. Arranging meeting with woman beneficiary Shireen Bibi	?	?	?

*Activity:* Each workgroup should fill out the following handout. They should be given 10 minutes for this activity. The Trainer should try and assist them by going to each workgroup. This will include filling out the last row of the action plan format provided, using the example provided in the Visual Aid.

*Handout for Unit 2.11*

Activity	Responsible persons	Needed resources	Timeframe
1. Arranging meeting with Assistant Coordination Officer	Wali Khan	Phone to contact him Transport fee to arrive at meeting Computer to type out agenda of meeting	3 days
2. Arranging meeting with woman beneficiary Shireen Bibi			

*Time Requirements:* 15 minutes

**Unit 2.12**

*Visual Aids:*

How do we make a budget?

Budget is based on action plan i.e. the ‘Needed Resources’ column. An effective budget is:

- Balanced between expensive and cheap activities
- Includes a line item for unexpected expenses
- Includes some or all of the following categories:
  - Salaries and benefits for staff
  - Supplies
  - Events (conferences, briefings, lunches, meetings, press conferences, etc.)
  - Printing and distribution (brochures, reports, fact sheets, press releases, promotional items, briefing materials, etc.)
  - Communications (telephone calls, fax, modem, postage)
  - Office space
  - Training
  - Travel
  - Contingencies (unexpected expenses)
  - Overheads

*Time Requirements:* 10 minutes

## **Closing Out**

Administer the Post-test Assessment Form which should not take longer than 10 minutes for all participants to complete. Encourage the participants to explore the Bibliography available in their Handbook as further reading to probe the topics covered in the training.

## Schedule at a Glance

<b>Units</b>	<b>Time Allocated(Minutes)</b>
Registration	10
Getting Started	20
Unit 1.1	2
Unit 1.2	5
Unit 1.3	10
Unit 1.4	10
Unit 1.5	15
Unit 2.1	5
Unit 2.2	30
Unit 2.3	1
Unit 2.4	15
Unit 2.5	15
Unit 2.6	30
Unit 2.7	10
Unit 2.8	30
Unit 2.9	15
Unit 2.10	15
Unit 2.11	15
Unit 2.12	10
Closing Out	10
<b>TOTAL</b>	<b>273 Minutes or 4 hours and 33 minutes</b>

## **Bibliography**

A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation, Lisa VeneKlasen with Valerie Miller, 2002

A training package: Improving gender equality and grassroots participation through good land governance, UN-HABITAT, 2010

Advocacy and Campaigning Course Toolkit, INTRAC (International NGO Training and Research Centre), 2008

Advocacy Tools and Guidelines, CARE, 2001

Advocacy Training Module for Women in Agriculture and Rural Development, Women Organizing for Change in Agriculture and NRM (WOCAN), 2009

Gender in Local Government: A Sourcebook for Trainers, UN-HABITAT, 2008

Mission Possible: A Gender and Media Advocacy Toolkit, World Association for Christian Communication (WACC), 2008,

Networking for Policy Change: An Advocacy Training Manual, The POLICY Project, USAID, 1999

Presentation to NDMA, government ministers, and women parliamentarians at the 3<sup>rd</sup> Annual Conference on the International Day of Rural Women, UNIFEM, PODA, and NCSW, 15<sup>th</sup> October, 2010

Rapid Gender Needs Assessment of Flood Affected Communities, UNIFEM, 2010

Strengthening Property Rights of Women, Renée Giovarelli, USAID, 2010

Women's Access and Rights to Land and Property in Pakistan, Khawar Mumtaz and Meher M. Noshirwani, Shirkat Gah, 2007

Women's Land Rights in Pakistan: Consolidated Research Findings Sustainable Development Policy Institute (SDPI), 2008



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of Flood Affected Women in Nowshera &  
Charsadda**

**31<sup>st</sup> July, 2011**

**Press Club, Nowshera**

**Participants' Handbook**



## **Background**

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The GEP entails the development of an advocacy network comprising local stakeholders including the local media, legal community, civil society, and government offices, which would conduct advocacy on behalf of flood-affected women to secure their land rights in Nowshera and Charsadda.

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- Main constitutional provisions and laws governing women's land rights in Pakistan
- Key obstacles encountered by women in the delivery of these rights
- The status of women's land rights in Nowshera and Charsadda, as per the findings of the baseline survey
- Advocacy as a concept and a tool

It is also intended to impart skills that would help participants conduct advocacy within and beyond the scope of the current program. These include:

- Building networks
- Setting goals
- Identifying target audience
- Developing messages
- Selecting channels of communication
- Raising funds
- Developing action plans and budgets

## **Use of the Handbook**

This Handbook is intended to provide the participant trainee with all the background material required to support the scope and depth of knowledge and skills being imparted through the one-

day training workshop. While it may be referred to when performing their roles as advocates under the GEP and in other programs, the language and content have been devised to fulfill that purpose. The annexed Bibliography will serve as appropriate further reading for participants and it is strongly recommended that they use it.

## Table of Contents

1. Women’s Land Rights in Pakistan.....	5
1.1 Why is it important to own land?.....	5
1.2 Why is it important for women to own land? .....	5
1.3 What are the major laws that protect women’s land rights in Pakistan? .....	6
1.4 What are the key obstacles for securing women’s land rights in Pakistan? .....	6
1.5 What is the status of women’s land rights in Nowshera and Charsadda? .....	7
2. Advocacy .....	8
2.1 What is Advocacy? .....	8
2.2 What is NOT advocacy? .....	8
2.3 How do we conduct advocacy?.....	9
2.4 What are networks and why do we need them?.....	9
2.5 How do we form and maintain networks? .....	10
2.6 How do we set advocacy goals and objectives? .....	11
2.7 How do we Identify Target Audience?.....	12
2.8 How do we develop messages?.....	12
2.9 How do we select the communication channel? .....	14
2.10 How do we raise funds?.....	15
2.11 How do we make an action plan? .....	16
2.12 How do we make a budget? .....	16
Bibliography .....	18

## 1. Women's Land Rights in Pakistan

### 1.1 Why is it important to own land?

The livelihoods of most Pakistanis revolve around land that can be farmed. Land is an asset that can provide food, space for livestock and a home. It provides security and power. Owning land can make a difference in social status in villages and cities across Pakistan. Research tells us that landlessness is a main cause of poverty in the country. These poor include Sindhi *hari*, as well as landless tenant farmers of Punjab, Khyber-Pakhtunkhwa and Baluchistan. Besides providing food, income, and employment, land can also provide cash in times of need, as poor families can mortgage or sell it. The majority of village households in Pakistan do not own any agricultural land. Most of the land is owned by a few households.

### 1.2 Why is it important for women to own land?

When women own land, family nutrition and health improves. Women are less likely to be victims of domestic violence. Children are more likely to get an education and stay in school longer. Women who own land also get more opportunities for getting micro-credit. Owning land can help women empower themselves and improve the well-being of their families. Their status within the family and community is raised. Research tells us that women who don't have land and houses face the risk of physical and psychological violence. When households face difficulties such as war, migration, illness or death, land becomes even more important for women. After the 8<sup>th</sup> October, 2005 earthquake destroyed homes across the country. Women who survived the deaths of male relatives could not get compensation because land titles were with those who died.

The floods of last year brought similar difficulties. In cases even when communities were warned they did not evacuate because they were afraid of losing claims to land. Many still reside on their plots of land without access to aid rather than go to relief camps for this very reason. Research tells us that women affected by the floods have named reclamation of their land as the first step toward re-establishing their livelihood, as most of them work as farmers. Without traditional markers of land, conflict may begin which often involve violation of women's rights through *swara* and honor killings. A Charter of Rights for Women in Disaster Situations, endorsed by 1500 rural women from across Pakistan demands land reforms and distribution of land among flood victims.<sup>1</sup>

But the floods are such a huge challenge that women's land rights are not the main focus for government and donors. This is why it is so important for ordinary citizens, NGOs, CSOs and other actors to develop step in and protect these rights on behalf of women who are either not aware of their own rights or are powerless to protect them.

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<sup>1</sup> Presented to NDMA, government ministers, and women parliamentarians at the 3<sup>rd</sup> Annual Conference on the International Day of Rural Women, UNIFEM, PODA, and NCSW, 15<sup>th</sup> October, 2010

### 1.3 What are the major laws that protect women's land rights in Pakistan?

In Pakistan, the Constitution and laws protect the right of women to acquire and own land. Article 23 of the Constitution of Pakistan states that, "every citizen shall have the right to acquire, hold, and dispose of property in any part of Pakistan". It further guarantees the "rights to property and equality of citizen as fundamental rights", and calls for bringing all laws in conformity with the Holy Quran and Sunnah. It states that any custom that is not in line with this principle should be struck down.

According to Sharia Law (Family Laws Ordinance 1961) female shares of a deceased person's properties, under both Sunni and Shia laws are:

- Wife (or wives) gets  $\frac{1}{4}$  of the share if there is no child or child of a son, otherwise  $\frac{1}{8}$
- Mother gets  $\frac{1}{3}$  if there is no child or child of a son, otherwise  $\frac{1}{6}$
- Daughter gets  $\frac{1}{2}$  the share of the son
- In the absence of a son the daughter gets  $\frac{1}{2}$  the share of the inheritance and if there are more than one daughter they collectively get  $\frac{2}{3}$  share

The laws also state that wills under the law are not legally binding but gifts of land can be made during a person's lifetime. They stress that inheritance should immediately take place upon the death of a person

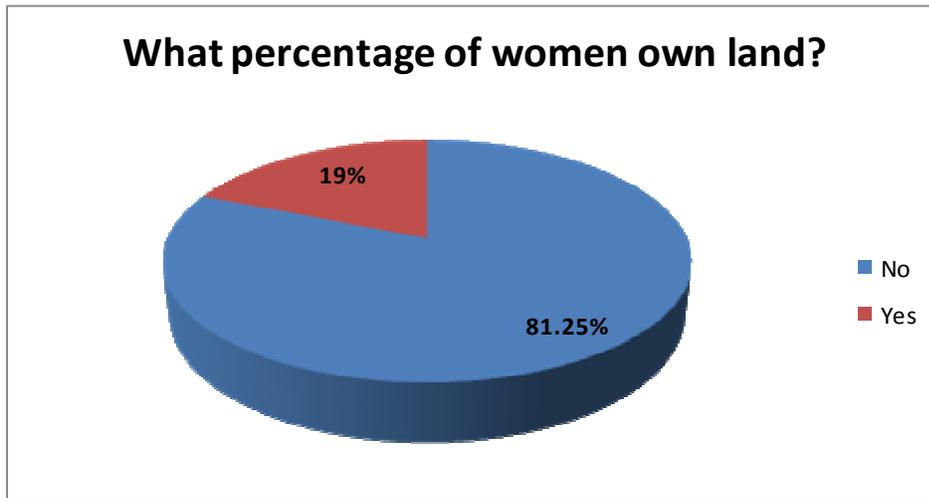
### 1.4 What are the key obstacles for securing women's land rights in Pakistan?

Women all over Pakistan do not inherit property and widows usually lose their right to inheritance if they remarry outside the family of the deceased husband even though the law states that inheritance should be carried out immediately and the widow should be given her share.

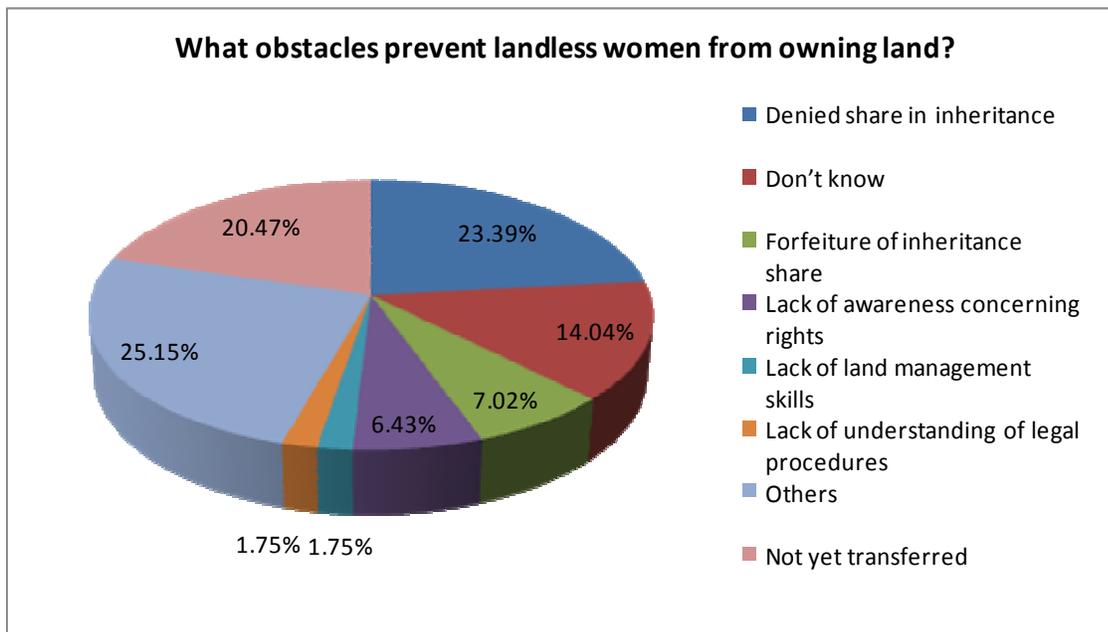
In Khyber Pakhtunkhwa, where there is a son women do not inherit land. There is no tradition of inheriting land from the father except in some areas (Dera Ismail Khan, Mardan and Swabi) where in rare cases, daughters are given a share in land. However, women can own land as *rawaji malika*, when as part of the marriage contract the husband transfers some property to the woman that he either has or is due to inherit. In these cases, men manage and decide about the land but cannot sell it. Often this is a transaction on paper only. Recently, when the evasion of *rawaji malika* was challenged by a woman, the Peshawar High Court decided that either the property be given to her, or an equal amount of money be paid to her.

These problems take various forms. Women forego their own share in inheritance, either voluntarily, under pressure or ignorance of rights, or through connivance between male family members and government officials. Share in inheritance is also denied outright. Women landowners face *benami* where they own land but their ownership documents are in the custody of male family members so they cannot control the land. At times the inheritance comes under litigation. Fear of violence and lack of being able to move around outside the home are key reasons for these problems. Lack of understanding of legal procedures and awareness of rights also play a role.

### 1.5 What is the status of women's land rights in Nowshera and Charsadda?



As can be seen, most women are landless.



The most common problem is denied share in inheritance.

## 2. Advocacy

### 2.1 What is Advocacy?

Advocacy derives from the word advocate. Just as a lawyer argues and struggles on behalf of their client, an advocate tries to influence decision-making on people affected by a policy issue. They influence:

*Who decides* – elections, appointments and selection of policy-makers, judges, ministers, boards of advisors, managing directors, administrators, etc.

*What is decided* – policies, laws, national priorities, services, programmes, institutions, budgets.

*How it is decided* – accessibility of citizens to information and the extent of consultation, accountability and responsiveness of decision-makers to citizens and other stakeholders.

### 2.2 What is NOT advocacy?

Concept/ Approach	Actors	Target Audience	Objective	Strategies
Information, Education, Communication or Social Marketing	Service Providers	Individuals Segments of a community (women, men, youth)	Raise awareness and change behavior	Sorting by audience Mass media campaigns Community outreach Traditional media
Community Mobilization	Community members and organizations	Community members and leaders	Build a community's capacity to rank needs and take action	Door-to-door visits Village meetings
Advocacy	NGOs/networks Special interest groups Professional associations	Public institutions and policymakers	Change policies, programs, and resource allocation	Focus on policymakers with the power to affect advocacy objective. High-level meetings Public events (debates, protests, etc.)

The key difference between advocacy and other activities such as community mobilization and awareness raising is that its goal is to change policies, programs, and the allocation of resources.

### **2.3 How do we conduct advocacy?**

The advocacy process includes the following main elements:

- Build and Sustain Network
- Set Advocacy Goals and Objectives
- Identify Target Audience
- Develop Message
- Select Channels of Communication
- Devise Fundraising Strategies
- Develop Action Plan & Budget

### **2.4 What are networks and why do we need them?**

Networks are everywhere. Most people belong to groups or networks that are organized around family life, jobs, religious activities, or recreational interests. People usually use their personal and professional networks for a variety of reasons looking for a job, raising funds for a school or mosque, campaigning for a politician, or pressurizing leaders to improve the services available at the local hospital, etc.

Networks are very useful in advocacy because they create structures for organizations and individuals who have common interests to form common goals and work together for achieving them. For example, in the area of health, a network's membership usually will include representatives of NGOs, women's groups, community organizations, and professional associations made up of nurses and doctors, etc. Local religious and traditional leaders are potential members whose influence could be useful for achieving the network's objectives. A network's advocacy issues will depend upon local political realities and the opportunities for change that exist as well as the specific interests of network members.

To be successful advocates, networks need to be well organized and operate efficiently. Their founding members have to bring together the resources, time, energy, and talents of many different people and organizations and then take advantage of opportunities to influence the decisions on behalf of people who cannot or do not speak for themselves.

For advocates, networks provide the following benefits:

- Update on what is going on
- Ready made audience for your ideas
- Share limited resources for the common goal
- Support for your actions
- Multiple skills and abilities
- Achieve things that single organizations or individuals cannot
- Form a structure for attracting other supporters

Effective Networks are:

- well organized

- develop an identity for themselves
- work according to agreed upon rules and procedures
- have systems and structures for decision making and communication
- use member's skills and resources to maximum advantage

## 2.5 How do we form and maintain networks?

### A. Formation Stage

- Establish a clear mission.
- Include individuals and organizations that share the mission.
- Build a commitment to collaboration and openness

### B. Maintenance/Growth Stage

#### Organization

- Define clear, specialized roles.
- Establish a loose organizational structure. Organizing with many layers does not build strong networks
- List and use the skills and talents of all individuals members and institutional resources (fax, Internet, meeting space, etc.).
- Prepare to fill expertise needs by recruiting new members.
- Establish a communication system (e.g. regular meetings)
- Create a member database (name, address, organization mission, type and focus of organization, etc.).

#### Leadership

- Share leadership functions (i.e., rotating coordinating committee).
- Set realistic goals and objectives.
- Divide into subgroups/task forces to take on specific tasks according to expertise.
- Spread responsibilities across all members to reduce workload on a few
- Promote democratic planning and decision making
- Build trust and collaboration among members
- Keep members motivated by acknowledging their contributions.

#### Meetings/Documentation

- Meet only when necessary.
- Set specific agenda and circulate it ahead of time. Follow the agenda and keep meetings brief. Finish meeting on time. Rotate meeting facilitation role.
- Keep attendance list and record meeting minutes for dissemination after meeting.
- Use members' facilitation skills to help the network reach consensus and resolve conflict.
- Discuss difficult issues openly during meetings.
- Maintain a network notebook to document network activities, decisions, etc.

## 2.6 How do we set advocacy goals and objectives?

### *Step 1: Define policy issue*

What is the issue or problem that your network is trying to solve? These mostly fall within the following categories:

<u>Policy Issue Derives from...</u>	<u>Focus of Advocacy Strategy</u>
Absence of Adequate Policies	Establishing Policies
Presence of Adverse Policies	Changing/Repealing Policies
Absence of Implementation/ Enforcement of adequate policies	Enforcing Policies

Sometimes the policy issues can be identified easily based on field experience and observation. Other times, they may require in-depth research about laws, regulations and government plans concerning, for example, girls' education. In some cases a review of documents may not be enough, and it will be necessary to interview representatives from governments, businesses or other institutions to find out about programs, plans and regulations that make up the policy in question.

It is important to always relate your policy issue to the people affected by the problem. A policy analysis should point out the problem (what?), specific policy causes of the problem (why?), and the people affected by the problem (who and where?).

### *Step 2: Identify and Map Key Actors*

Once you have identified a policy issue, it is important to describe the actors that make critical decisions about these policies. Actors can be either individuals or groups. It is important to determine whether actors support or oppose specific policies, as well as their degree of influence, their resources, and their interests in an issue. Identifying policy makers and analyzing their interests is an important step toward making an advocacy strategy. The more information you have about the actors that may influence and affect policy change, the easier it is to make an advocacy strategy.

A policy actor map can be made as follows:

Actor	Policy Decisions Formally Controlled	Activities that Affect Policies	Degree of Support for advocacy goal	Motivating Interests	Knowledge of Policy Issue	Potential benefit or harm from advocacy goal

### *Step 3: Set Advocacy Objective*

An advocacy objective is a short-term target (a few months to a year) that is specific, measurable, realistic, and time-bound. It is important that an advocacy objective identify the specific policy body with the authority to fulfill the objective as well as the policy decision or action that is desired. A good example of an advocacy objective would be: to persuade the health department of the District Government to increase the number of doctors in the district hospital.

#### **2.7 How do we Identify Target Audience?**

It is very important to identify the main decision-makers that can improve existing policies, create new ones, and ensure that policies are implemented. The target audience is the person, or group of people, who can help bring about the policy change an advocacy network hopes to achieve. There are actually two kinds of target audiences: *primary* and *secondary* audiences. Primary audiences are those individuals with the direct authority to make policy changes (i.e. the Minister of Agriculture, parliament members, etc.). Informing or persuading the primary audience about a policy issue is the centerpiece of any advocacy strategy.

Secondary audiences are those people who can influence the decisions of the primary audience. Secondary audiences are important because they can provide a way to reach the primary audience that may not be available directly. Secondary audiences may include interest groups, business leaders, local organizations, or, in some cases, specific groups among the general public. Secondary audiences may even include policy makers; for example, one government employee may be willing to persuade another employee to take a policy decision.

Selecting a primary audience requires that the advocate understands something about the institution or organization where that person works. The advocate needs to know who has power and which people are linked to them. Usually, there are many potential secondary audiences. Generally, you should try to focus on those secondary audiences with the greatest ability to influence your primary audience.

Knowing your audience is critical for planning an advocacy initiative. You can't advocate if you have not identified target audiences. Learning about your target audiences is one of the most important parts of developing an effective advocacy strategy. The more you know about your target audiences, the more likely you will achieve your goals.

#### **2.8 How do we develop messages?**

A message tells your target audiences what he or she is being asked to do, why it is worth doing, and the positive impact of such action. Usually, the advocate will only have a limited amount of time to get your message across, so it is best to be sure about what to say beforehand. Improvising messages may not only waste time, but also may fail to convince your target audience.

We are all daily attacked by lots of messages. The intent of the message may be to sell us a product, educate us in some way, or change our opinion about an issue. In advocacy, messaging follows many of the same principles as an advertising campaign. It is important to know your

audience well and to deliver a concise, consistent message that is tailored to your audience's interests.

Most people design their messages to the needs and interests of a particular audience as a matter of common sense. In other words, the message communicated to an Assistant Coordination Officer in District Government Nowshera about women's rights will be different from the message communicated to a 'women's rights' NGO about the same issue. Whoever the target audience may be, it is important to remember three other points about messages.

First, there should ideally be only one main point communicated or, if that is not possible, two or three at the most. It is better to leave people with a clear idea of one message than to confuse or overwhelm them with too many messages.

Second, messages should always be tested with some representatives of the audience to ensure that the message sent is the one received. When an advocacy network develops an advocacy message directed toward the District Commissioner, Charsadda for example, it is always best to try it on the Commissioner's assisting staff beforehand. The District official, who is professionally close to the Commissioner, may offer valuable feedback about how the message is interpreted. Third, the message should not only persuade through valid information and logic, but it should also describe the action the audience is being encouraged to take. The audience needs to know clearly what it is you want it to do, e.g., join your advocacy event to show support, include an education project in the local government budget, etc.

Advocacy messages hope to inform, persuade, and move to action. Once the audience is informed, the communication strategy moves to achieve the next higher-level objective to produce greater impact. That level seeks to persuade the audience to feel as strongly as the network does about the issue and to adopt the desired position. Once audience understanding and support are achieved, communication moves to the highest level, the point at which advocacy messages move the audience to act in support of the issue. Every advocacy message should try to reach the highest possible level—that is, to move the audience to action.

Usually, delivering a message once is not enough. Always have a strategy to reinforce the message, either directly or through others. When the message is sent again, the advocate should try to use the opportunity to respond to any doubts expressed by the target audience.

Just like the target audience is a person, so is the messenger. When delivering an advocacy message, the network needs to determine who will be the most sincere source in the eyes of the target audience. Sometimes advocacy skills are important, but other times first-hand knowledge of the problem, technical expertise, or seniority within an organization matter more. Also, it can be effective to have two messengers who complement each another: one knowledgeable about the subject matter and the other knowledgeable about the target audience.

Messages are most effective when they are:

- Simple
- Concise
- Use appropriate language

- Are delivered by a believable messenger (spokesperson)

Messages contain 4 basic components:

- *Statement:* The statement is the central idea of the message. The spokesperson should be able to present the “essence” of his/her message in several strong sentences.
- *Evidence:* The evidence supports the statement or central idea with facts and/or figures. The message should include limited data that the audience can easily understand—such as “only \_\_\_% of women own land in Nowshera and Charsadda”.
- *Example:* After providing the facts, the spokesperson should add a human face to the story. A real story based on someone’s personal experience can increase the impact of facts and figures.
- *Action Desired:* The desired action is what you want the audience to do as a result of hearing the message. The advocacy objective should be stated clearly to the target audience as an invitation for action!

## **2.9 How do we select the communication channel?**

The following are options for communication channels for getting the message to the target audience:

- Face-to-face meetings
- Poster, flyers, banners in public places
- Petitions
- Public rallies
- Public debates
- Fact sheets
- Press release
- Policy forums
- Press conference
- Contests to design posters, slogans

Before the communication channel is selected, the following factors must be reviewed:

- *Audience:* Some formats are more effective and more appropriate for specific audiences. For example, high-level policymakers have little time and many people advocating for different issues. The message needs to give them the facts and move them to action quickly; also, always leave information for them to read later. Effective media for policymakers include fact sheets and face-to-face meetings.
- *Cost:* Using mass media such as radio or television can be very expensive. The advocacy network should find free or low-cost opportunities.
- *Risk.* When a network starts a campaign on an advocacy issue that is controversial, there is always risk. Certain advocacy activities are more risky than others. For example, public debates and live forums highlighting both sides of an issue can turn into shouting matches.
- *Visibility.* The advocacy network may choose one medium over another if it can make use of a contact or connection to raise the visibility of an event. Perhaps a celebrity or high-ranking

public official is willing to pay a site visit to a project or make the opening speech at a meeting. Such an event may provide an excellent opportunity to attract other decision makers and promote a particular advocacy objective.

- *Time/place.* When and where will the message be delivered? Are there other political events that you can link up with to draw more attention to the issue? Some advocacy groups connect their advocacy activities with events such as International Women’s Day. Is there an electoral campaign going on that might make policymakers more receptive than normal to your message?

## **2.10 How do we raise funds?**

The ability to raise funds is a valuable skill for advocacy networks. The more money a network has access to, the more freedom it has to try new, creative activities. But no matter how much an advocacy campaign benefits from financial resources, it is entirely possible to launch a successful campaign with the resources and energy of network members alone.

Effective fundraisers understand the importance of setting realistic goals based on their particular setting and advocacy issues. They know how to target potential contributors and develop persuasive messages to reach them. They use innovative strategies to raise money—from seeking small grants from donors to targeting private sector businesses within their own communities. They also know how to use contributions from one source to gain additional resources from another and so make future advocacy activities possible.

The following questions can help the fundraiser get started:

- Which donors have funded advocacy initiatives as part of relief and development programs in your province or district? Besides donors, are there any individuals, private businesses, foundations, or any other groups interested in advocacy?
- What are the priorities for donors that have funded advocacy? Are they interested in particular issues (e.g. land rights)?
- Are they interested in specific groups of the population (e.g. policies that affect women-headed households or policies that affect ethnic minorities)? Do they have a geographical focus?
- What type of advocacy initiatives have they recently funded? What amounts were provided to those initiatives?
- How can you find out more about a donor? Who at your office knows them and can help you out? Do you have any other contacts that may facilitate access to a donor? How can you get in touch with a donor and present your proposal?

Potential sources of financial support include:

- Grants from private donors, bilateral donor agencies (USAID, European governments, etc.), and multilateral donor agencies (UNFPA, UNDP, etc.)
- Government contracts
- Individual donations
- Membership fees
- Commercial sponsorship

- Fundraising events (e.g. concerts, fairs, etc.)

Fund-raising strategies should include the following components:

Source	Potential Interest	Approach	Next Steps

### 2.11 How do we make an action plan?

The action plan is presented in a simple format. Based on a selected advocacy objective, participants design specific activities for implementation in order to achieve the network’s objective. Members of the network provide details describing needed resources, responsible person(s), and an appropriate timeframe for each activity.

Developing the action plan provides an excellent opportunity for network members to work as a team. The implementation plan should be developed with input from everyone and with the agreement of all, so that it is ‘everyone’s’ plan and they will be committed to realizing it.

Activity	Responsible persons	Needed resources	Timeframe

### 2.12 How do we make a budget?

Preparing a budget is the next step. Estimating the cost of an advocacy project can be difficult. Changes in activities can cause costs to go up. For example, the initial action plan may not have included a public rally, but later, such an event may become needed to achieve the advocacy objective.

The budget should be based on the action plan and its activities (e.g. holding meetings with beneficiaries and target audience). There are of course inexpensive and expensive options. Using mass media may be an important way to communicate the advocacy messages, but it is costly. Holding meetings, writing to letters to the editors of newspapers, or arranging site visits are relatively lower-cost activities.

The budget should always include a line item for unexpected expenses. Planning for such contingencies will keep the activity schedule flexible and allow for changes if required.

A budget for an advocacy campaign may include some, or all, of the following categories:

- Salaries and benefits for staff
- Supplies
- Activities and events (conferences, briefings, lunches, meetings, press conferences, etc.)
- Printing and distribution (brochures, reports, fact sheets, press releases, promotional items, briefing materials, etc.)
- Communications (telephone calls, fax, modem, postage)

- Office space
- Consulting services (policy research, public relations services, private lobbying, legal services)
- Training
- Travel
- Dues and fees
- Contingencies (unexpected expenses)
- Overheads

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