

Promoting a Responsible Land Policy (ProPFR) in Cameroon

TRAINING MANUAL

Inclusive Peace Agent (IPA) Approach to Gender Equality in the Management of Land Conflicts

coopération allemande
DEUTSCHE ZUSAMMENARBEIT

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Theme 1

Gender, Women's Leadership, Local Land Governance

MODULE 1: UNDERSTANDING LAND ISSUES AND GENDER INEQUALITIES

Module objectives:
By the end of this module, participants will be able to:
- Understand the different land tenure systems in their region (state and customary).
- Identify the sources of inequality between men and women in access to, control over and use of land.
- Recognising the experiences of land-related discrimination faced by women.
- Draw inspiration from the experiences of women leaders in the defence of land rights.

Suggested duration: 2 hours

1. A SIMPLE INTRODUCTION: WHAT IS LAND TENURE?

The term 'land tenure' refers to everything related to the ownership, use and sharing of land. In our communities, several types of systems coexist:
- The customary system, based on traditions, chiefs and family lineages.
- The state system, based on written laws, land titles and public administrations.
  Example: land received from a customary father; land with a land title issued by the state.

2. UNDERSTANDING FORMS OF LAND TENURE

Type of tenure	Simple explanation	Who controls it?
Customary family tenure	Passed down orally, without written records	Head of household, lineage
Provisional concession	Allocation of land by the State	Senior Divisional Officer or Sub-divisional Officer
Land title	Official title deed	Registered owner
Long-term lease	Long-term lease	Local authority or central government

Did you know? Women have the legal right to hold a land title. But few women are aware of this or dare to apply for one.

3. WHAT ARE THE GENDER INEQUALITIES REGARDING LAND?

A. Inheritance
- Boys inherit land more easily.
- Girls are often excluded after marriage.

B. Marriage
- Women work on land belonging to their husbands or their husbands' families.
- In the event of divorce or death, they may be driven away.

C. Widowhood

- After their husbands' deaths, widows are deprived of the fields they have cultivated for years.

D. Chieftaincy and management

- Few women sit on land committees or take part in community decision-making.

Did you know? These practices aren't enshrined in the law. They are social norms, which can be questioned and changed.

4. TESTIMONIES AND REAL-LIFE CASES FOR DISCUSSION

Example 1: Hadja Aïssatou, a widow in Bibemi

"My husband died, and his brother sold our field without telling me. I didn't know that I could make a claim."

Example 2: Zara, a young woman who has learnt to read and write

"I've learnt to read land deeds. Now I can apply for a plot of land in my name."

Suggested activity:

- Reading of two testimonials.
- Small-group discussion: "Have you experienced or seen similar cases?"
- Pooling of responses.

5. PRACTICAL ACTIVITIES

Photo-language:

- Display images of women connected to the land (work, conflict, success).
- Each participant chooses an image that represents their reality or their wish.
- Oral sharing (or in small groups) of interpretations.

Case study:

- Present a fictional scenario: e.g. 'A divorced woman moves back in with her parents and asks for a field…'
- Group discussion: what are her rights? What obstacles might she face? What can she do?

6. KEY TAKEAWAYS

- Cameroonian law allows women to have access to land.
- Traditions are not set in stone: they can evolve to include women.
- Knowing your rights is the first step towards defending them.
- Organising amongst women strengthens our ability to take action and make our voices heard.

7. TIPS FOR THE FACILITATOR

- Speak in an easily understandable language (local dialect or simple English).
- Encourage women to share their experiences without judgement.
- Use visual aids (pictures, handouts, cards) to encourage participation.
- Do not impose answers: bring out the group's knowledge.

MODULE 2: INCLUSIVE LAND GOVERNANCE: PRINCIPLES, TOOLS, PRACTICES

Module objectives:
By the end of this module, participants will be able to:
- Understand what inclusive land governance is and why it is important.
- Identify decision-making spaces where women can (or should) be included.
- Use participatory tools to improve transparency and equity in land management.
- Give examples of local best practices that promote women's participation.

Suggested duration : 2 hours

1. INTRODUCTION: WHAT IS INCLUSIVE LAND GOVERNANCE?

Land governance encompasses all the rules, institutions and people who make decisions about land: who can access, use, sell or protect it.
Governance is inclusive when all social groups are involved in decision-making: women, young people, minorities and displaced people.
This module shows how women can be integrated into existing land management systems.

2. LAND MANAGEMENT COMMITTEES: STRUCTURE, ROLES AND INCLUSION

A. How local committees work

In many villages, there is a village land committee or land allocation committee comprising:
- Traditional leaders
- Local elites
- Communal agents or technical officers
- Respected elders

Women are often absent from these committees.

B. Why include women?

- They cultivate and protect the land on a daily basis.

- They are familiar with land disputes relating to family, gender and inheritance.
- Their presence strengthens the legitimacy and fairness of decisions.

C. How can we involve them?

- Reserve seats for women on committees (through quotas or appointments).
- Encourage educated or experienced women to apply.
- Organise specific information sessions to prepare them for committee membership.

Key message: Governance without women is incomplete and unfair.

3. GENDER-SENSITIVE PARTICIPATORY MAPPING

A. What is participatory mapping?

It involves working with local residents to map a village, neighbourhood or agricultural area, noting:

- cultivated areas
- places of memory
- areas of conflict
- areas reserved for specific use by men or women

Objective: To highlight the differing perceptions of space between men and women.

B. Relevance for women

- To express their knowledge of the area: water sources, paths, shared fields, restricted-access areas.
- To highlight their work and needs.
- To influence decisions on land use planning or land allocation.

Suggested activity:

Create a mini-map on kraft paper with the women in the group.

Simple legend: field / pasture / dwelling / water source / conflict area

4. GOOD PRACTICES AND INSPIRING EXPERIENCES

Location / organisation	Good practice	Result
Mangaî Village /Municipality of Yoko with support from ProPFR	Introduction of women to the Expanded Council of Notables (50% women)	-Increase in the rate of amicable conflict resolution -Better compensation for women in the event of crop damage caused by animals
Municipality of Lagdo	Inclusion of women in land allocation committees	Recognition of land cultivated by widows

CIG of Bibemi	Community mapping with women	Successful negotiation with the chief for a collective land plot
Chiefdom of Sirlawe	Revision of customary inheritance rules	Inclusion of daughters in land inheritance

Group activity:

Each participant discusses an action or idea observed in her village that promotes women's access to land. These are collated in a table titled 'What works / What needs improving'.

5. PRACTICAL ACTIVITIES TO PROMOTE INCLUSION

Reading a simplified land map

- Show an example of a land subdivision plan
- Let's identify together: where are the women? The young people? The vulnerable areas?
- Propose a more equitable redistribution

Image box: 'Women's leadership'

- Present the case cards: 'Maman Kaltouma on the land committee', 'Assétou and participatory mapping'
- Discussion: what lessons can we learn? Can we do the same here?

6. KEY TAKEAWAYS

- Fair land governance requires listening to and involving women.
- Women possess valuable knowledge regarding sustainable land management.
- Simple tools such as participatory mapping or committee simulations can strengthen their role.
- Involving women helps to strengthen land peace and prevent conflicts.

7. RECOMMENDED MATERIALS AND TOOLS

- Kraft paper, felt-tip pens, adhesive symbols for mapping
- "Picture box" cards on inclusive governance
- Model land-use plan (to be simplified visually)
- Commitment chart: "What I'm going to do in my committee / neighbourhood"

8. TIPS FOR THE ACTIVITY MODERATOR / FACILITATOR

- Use visual aids to increase understanding.
- Create an atmosphere of mutual listening and free expression.
- Encourage women to name the places they know.
- Ask the simple question: "Where are the women in this decision?"

MODULE 3: LOCAL ADVOCACY FOR WOMEN'S LAND RIGHTS

Module objectives:
By the end of this module, participants will be able to:
- Understand what community advocacy is and how it can help advance women's land rights.
- Structure an advocacy campaign by identifying key messages, targets, allies and means of action.
- Develop messages tailored to different audiences (traditional leaders, local council, radio, etc.).
- Work with male allies to support change.

Suggested duration : 2 hours

1. INTRODUCTION: WHAT IS ADVOCACY?

Advocacy is a collective and organised effort to bring a demand to the attention of decision-makers. It may aim to change an unfair decision, propose a solution or raise public awareness.

Key message: Any woman can become a spokesperson for her community.

2. KEY STEPS TO EFFECTIVE ADVOCACY

Step	Objective	Example
1. Identify the problem	Describe the situation of injustice	The women in the village do not have access to land in the new parcelling scheme
2. Formulate a clear request	State what you want to change	Set aside 30% of the plots for women and young people
3. Define the targets	Who should the message be addressed to?	Village chief, mayor, land commission, local radio station
4. Choose allies	Who can help us?	Municipal councillors, men who are sympathetic to the cause, journalists
5. Craft a powerful message	Simple, straightforward, inspiring	"A municipality for everyone is a municipality that listens to women."
6. Take action and follow up	Meet, write, speak, follow up	Submitting of a request, radio appearance, community meeting

3. PRACTICAL WORKSHOP: BUILDING A MINI-ADVOCACY CAMPAIGN

Step 1: Identify a local situation
In small groups, participants describe a specific situation where women face land-related hurdles in their village.

Examples:
- The local council authority refuses to consult women on a land parcelling project.
- A communal field is under threat from a private development project.
- Widows are excluded from land-use decisions.

Step 2: Developing the strategy

Element	Questions to ask
Problem	What is the injustice?
Request	What do we want to change?
Targets	Who can make the decision?
Allies	Who can support us?
Resources	How are we going to proceed?

Tip: Use a blank advocacy sheet for each group.

4. DEVELOPING MESSAGES TAILORED TO TARGET AUDIENCES

Target	Type of message
Village chief	Respect for tradition, social harmony, listening to women
Mayor / municipal council	Fairness in policies, citizens' rights, examples from other local authorities
Local radio	Testimonials, slogans, real-life stories
Land committee	Women's involvement = fairer and more sustainable decisions

Examples of slogans:
- "The land is our strength, don't exclude us!"
- "No decisions about our land without our voices."
- "A plot of land for a woman means a secure family."

5. THE ROLE OF MALE ALLIES

Men can be partners in change.

How?

- By speaking out in support of women's rights.
- By sharing land responsibilities (e.g. joint ownership).
- By opening the doors to local committees or bodies.

Quick exercise: Participants list trusted men in their circle who could become allies.

6. SIMULATION AND ROLE-PLAYING ACTIVITIES

Simulation of an advocacy meeting

Role-play:

- A group of women meets with the mayor or chief to request a collective plot of land.
- Another group plays the role of the decision-makers.

Observe the arguments, attitudes and reactions.

7. KEY TAKEAWAYS

- Advocacy gives rural women a voice and brings about change.
- To succeed, you need to be organised, united and strategic.
- Not all men are obstacles: some are powerful allies.
- A good advocacy campaign can start in a courtyard, at the market or on the radio.

8. RECOMMENDED RESOURCES AND TOOLS

- Advocacy strategy sheets (problem - request - target - action)
- Templates for community letters or petitions
- A3 sheets to create posters or slogans

9. TIPS FOR THE FACILITATOR

- Encourage the use of real-life examples from the local community
- Value every idea, even if it seems simple
- Encourage the participants to practice advocacy, and not only explain it
- Avoid speaking 'on behalf of women': they know what they want

MODULE 4: INCLUSIVE COMMUNICATION AND SOCIAL DIALOGUE IN LAND CONFLICTS

Module objectives:
By the end of this module, participants will be able to:
- Better manage land conflict-related situations using non-violent communication tools.
- Analyse conflicts through the prism of gender, age, power or family status.
- Understand the central role that women mediators can play in the peaceful resolution of disputes.
- Develop the ability to engage in dialogue and calm negotiation in the event of a dispute.

Suggested duration : 2 hours

1. WHY TALK ABOUT COMMUNICATION IN LAND CONFLICTS?

Land conflicts are common in villages: the division of inheritances, access to transhumance routes, disputed land, injustices towards widows…

If communication is poorly managed, it can escalate into violence, division or lasting injustice.

Key message: Learning to listen, speaking calmly and seeking the common good is a step towards land peace.

2. THE BASICS OF NON-VIOLENT COMMUNICATION (NVC)

Non-violent communication is a simple method that allows you to express your needs without hurting the other person.

The 4 steps of NVC:

Step	Practical example
1. Observation	“The field was ploughed without my being informed.”
2. Feeling	“I felt excluded and angry.”
3. Need	“I need to be consulted about my land.”
4. Request	“Can I attend the next site meeting?”

3. ANALYSING LAND CONFLICTS: TYPES AND STAKEHOLDERS

A. Common types of conflict
- Men vs women: a woman is excluded from the division of property
- Families: heirs in conflict, in-laws versus widow

- Generations: young people selling without consulting their elders
- Social groups: herders/farmers, displaced people/host communities

B. Easy-to-use analysis grid

Element to identify	Example
Parties in conflict	A widow and her husband's brothers
Subject of the conflict	Right to use a cultivated field
Hidden issues	Honour, control, jealousy
Available resources	Village chief, local mediator, land documents
Level of tension	Low - Medium - High

Handout: Conflict analysis sheet to be completed as a group.

4. THE ROLE OF WOMEN IN LAND MEDIATION

Traditionally, women are excluded from land dispute resolution. Yet they can become effective peacemakers because they:
- Listen to both sides
- Understand the realities on the ground
- Are perceived as less threatening
- Can speak on behalf of the family or the community

Profile of potential female mediators:
- Experienced or trained woman
- Known for her discretion and her listening skills
- Having experienced a land dispute

5. PRACTICAL ACTIVITIES

Case study
Read a written account of a land dispute (real or fictional case)

Work in small groups to:
- Identify the causes
- Propose solutions with the help of a mediator
- Identify avenues for dialogue

6. KEY TAKEAWAYS

- Land conflicts can be resolved through dialogue before they reach the courts.
- Active listening can defuse a tense situation.
- Women can be powerful mediators if they are trained and recognised.
- Promoting gender-sensitive social dialogue means building lasting peace.

7. RECOMMENDED RESOURCES AND TOOLS

- A short guide to NVC (simplified version)
- Flipchart: “Words that soothe / Words that hurt”

8. TIPS FOR THE FACILITATOR

- Use easily understandable language and local examples
- Value everyone’s contributions, including those of shy women
- Create a non-judgemental atmosphere, especially after role-playing exercises



Theme 2

Positive Masculinity

MODULE 1: EXPLORING POSITIVE MASCULINITY

Module objectives

By the end of this module, participants will be able to:

- Define what constitutes caring and supportive masculinity.
- Identify masculine values and behaviours that promote equality.
- Recognise male role models who are allies of change, within their community or at a national level.
- Reflect on their own role as agents of peace, sharing and justice within the family, the local area and the wider community.

Suggested duration : 1 hour

1. INTRODUCTION: WHAT IF WE REDEFINED WHAT IT MEANS TO BE A 'REAL MAN'?

In our society, men are often seen as:

- Those who lead
- Those who impose
- Those who don't cry
- Those who own the land

But we also see men who:

- Share in decision-making
- Protect their families without resorting to violence
- Encourage their daughters to inherit or go to school
- Support their wives in land claims

Key message: A strong man is also a fair, protective, attentive man who is open to change.

2. THE FUNDAMENTAL VALUES OF POSITIVE MASCULINITY

Value	What it means	Associated behaviour
Respect	Recognising the value of women, children and the elderly	Listening before making a decision, avoiding humiliation
Listening	Being attentive to what others are going through	Let your wife or sister speak at a meeting
Sharing	Not keeping everything to one's self	Co-own land, share the income
Protection	Standing up for others without being aggressive	Taking action against injustice, without violence
Cooperation	Working with others	Supporting a female leader, jointly managing a family plot

Key message: These values are neither weakness nor submission: they are constructive strengths.

3. PORTRAITS OF MEN WHO ARE ALLIES OF CHANGE

Activity: Reading or screening of testimonials from committed men

Fictitious / real name	Inspiring story
Mr Issa, a farmer from Lagdo	Co-signed the land title with his wife and encourages her to sit on the local committee
Papa Jean, village chief	Has set aside a portion of communal land for a women's CIG
El Hadj Moussa, trader	Speaks out publicly against forced marriages and supports girls' inheritance rights

4. POSITIVE MASCULINITY APPLIED TO 3 KEY AREAS

Positive parenting

- Being a present father who educates, listens and supports without shouting or punishing unnecessarily
- Encouraging girls and boys equally: to study, to express themselves, to inherit

Masculinity and land tenure

- Sharing land with sisters, daughters and wives
- Supporting efforts towards joint ownership or land security for women

Masculinity and community

- Participating in non-violent conflict resolution
- Encouraging other men to break away from the dominant model
- Creating men's circles for dialogue on change

5. PRACTICAL ACTIVITIES

Using the image box

Show several cards depicting positive male figures (a fair leader, a just brother, a supportive husband); Ask participants: "Which one inspires you? Why?"

6. KEY TAKEAWAYS

- A just man is not a man who loses his authority, but a man who shares it wisely.
- Positive masculinity protects and unites; it does not destroy.
- Change begins with awareness, followed by personal and collective commitment.
- Being an ally means taking action every day: within the family, in the fields, and in decision-making.

7. RECOMMENDED RESOURCES AND TOOLS

- Poster featuring the 5 values of positive masculinity
- Group chart: “What I can do as a fair man”

8. 8. TIPS FOR THE ACTIVITY MODERATOR / FACILITATOR

- Do not impose a model, but encourage reflection on what it means to “be a man” today
- Draw on positive local role models (respected leaders, fair-minded fathers)
- Allow room for emotions (which may be new in a group of men)
- Encourage concrete individual commitments at the end of the session



Theme 3

Land organisation and land tenure procedures

MODULE 1: UNDERSTANDING THE CONCEPT OF NATIONAL LAND

Module objectives:
By the end of this module, participants will be able to:
- Understand the concept of national land;
- Understand the different types of national land;
- Understand what the first-category national land refers to;
- Understand what the second-category national land consists of;
- Master recognised land rights for each category of land within the national land.

Suggested duration : 2 hours

1. INTRODUCTION: WHAT IS NATIONAL LAND?

National land comprises land that falls neither within State property nor within the private domain of the State or a public authority. It belongs neither to the State nor to private individuals until it is registered.

Key points to remember:
- The nation is recognised as having land (Ordinance No. 74-1 of 6 July 1974).
- Land subject to a property right (e.g. a land title) is not part of it.
- Plots within the national land are placed under the management of the State, which acts on behalf of the nation to ensure its rational development.

Key message: National land represents a specific legal framework, situated between customary ownership and modern property rights.

2. FIRST-CATEGORY NATIONAL LAND

These are lands occupied or used prior to 5 August 1974, the date of promulgation of the Land Ordinance.

A. Grazing lands
- Areas of grassland used collectively to feed livestock.
- Frequently recognised under customary law.
- Risk of conversion if not secured.

B. Rangelands
- Corridors used by nomadic herders for transhumance.
- Collective and seasonal use.
- Require clear demarcation to prevent agro-pastoral conflicts.

C. Settled lands
- Areas inhabited continuously prior to 5 August 1974.
- Include villages, hamlets and rural concessions.
- May be registered to the benefit of the occupants.

These lands are eligible for direct registration in the name of their occupants, following an investigation by the advisory committee.

3. SECOND-CATEGORY NATIONAL LAND

This category comprises all land not covered by the first category.

A. Land free from any actual occupation

- Uninhabited savannahs: vast grasslands with sparse vegetation.
- Plains and steppes: flat lands, sometimes used temporarily (gathering, hunting).
- These are often lands considered to be vacant, but which may be subject to customary seasonal use.

B. Land occupied or used after 5 August 1974

- Land developed after the 1974 land reform.
- Occupation of such land does not confer a right to direct registration.
- Any application must go through the provisional concession procedure, with the possibility of a long-term lease.

C. Plantations established on marshland

- These lands are not part of the public domain.
- They fall within the second category of national land, even if they are developed by agricultural groups.
- They may be managed jointly by local authorities, CIGs or cooperatives, under administrative supervision.

Key message: This classification determines the procedures for accessing rights: direct registration for first-category land, and concession and lease for second-category land.

4. MANAGEMENT OF NATIONAL LAND

A. Rational management

a. By the State

- The State acts on behalf of the nation to manage national land.
- Its mission is to organise equitable access, sustainable development and conflict prevention.

b. By the Land Advisory Commission

- A local body responsible for processing applications for land registration, land grants or land surveys.
- It comprises: the subdivisional officer, the traditional chief, the land administration services, and representatives of the local communities.
  Objective: verify actual use, local customs and potential conflicts.

B. Irrational management

a. Sale of occupied land

- Prohibited by Article 8 of Ordinance No. 74-1: unregistered land may not be sold.
- However, the relinquishment of customary rights between members of the same group may be tolerated.

b. Sale of unoccupied land

- Plains, steppes and savannahs are sometimes sold illegally.
- In principle, communities may only exercise limited usage rights there (gathering, hunting, etc.).

Key message: Any sale of land belonging to national land without a title is illegal.

5. PEDAGOGICAL METHODS

Participatory maps: Identify land use before and after 1974, distinguish between marshes, steppes and villages.

Case studies:

- Old village vs. new hamlet: who is entitled to registration?
- Illegal sale of an unoccupied plain: who is responsible?

6. DID YOU KNOW?

National land belongs neither to the State nor to local communities as long as it is not registered. However, communities can acquire ownership by obtaining a land title, following a concession, an inquiry or recognition of prior use.

7. KEY TAKEAWAYS

- The national land is a specific category of land, managed by the State on behalf of the nation.
- It is divided into first and second categories, depending on the duration and type of occupation.
- Land occupied before 1974 may be eligible for direct registration; land occupied after that date must go through a concession procedure.
- Sales of unregistered land are illegal.
- Rational and collective management is essential to avoid conflicts and ensure fairness.

8. TIPS FOR THE FACILITATOR

- Use local language or simplified language depending on the audience
- Work with traditional chiefs, women and young people
- Bring out local knowledge about the land
- Do not ‘impose’ administrative definitions: build on the people’s lived experiences

MODULE 2: IDENTIFYING STATE-CONTROLLED LAND

Learning objectives:
By the end of this module, participants will be able to:
- Identify land that forms part of public domain;
- Identify land constituting the property of the State or of other legal entities governed by public law;
- Clearly distinguish the legal and practical differences between public and private domain.

Suggested duration : 1 hour

1. INTRODUCTION

The State, like any citizen, may own land as private property, but it also has a responsibility to manage public assets that do not belong to it as the owner.

Key message: The State does not own public property, but manages it in the public interest. It may, however, own and dispose of land belonging to its private domain.

2. STATE PRIVATE DOMAIN

These are lands registered in the name of the State, or acquired under specific conditions, which the State may use, lease or transfer.

A. Real estate acquired by the State
- The State may acquire land in the same way as any private entity, through purchase, inheritance, donation, etc.

B. Land supporting public facilities
- All land in which the State has made a long-term investment (administrative buildings, rural schools, health centres) becomes an integral part of the private domain.

C. Land declassified from the public domain
- The State may decide to remove land from the public domain (e.g. an old disused road) and transfer it to its private domain with a view to selling or leasing it.

D. Expropriated land
- The State may compel a private owner to surrender their land for reasons of public utility.
- Following expropriation, the land is transferred to the State's property.

E. Withdrawals from national land
- The State may incorporate certain portions of national land (e.g. unoccupied savannahs, steppes) into its private domain by administrative decision.

F. Undeveloped rural land

- In certain cases, rural land that has not been developed by its owners may be subject to penalties: it is then incorporated into the State's private domain.

3. PRIVATE PROPERTY OF OTHER PUBLIC-LAW LEGAL ENTITIES

Decentralised local authorities (LAs), public bodies or state-owned companies may also hold their own private property.

A. Properties acquired through private purchase

- Example: a local authority purchases a plot of land to build a community centre.

B. Properties transferred by the State

- The State may transfer part of its private estate to a local authority for a specific purpose (e.g. a municipal housing development, fairground).

C. Land taken from national land

- A local authority may be allocated a portion of national land to be incorporated into its private municipal domain, following a decision by the competent authority.

Key message: Private property is not reserved for central government. Municipalities, regions and public bodies may also establish and manage it.

4. LAND IN THE PUBLIC DOMAIN

Public land is designated for direct public use or for a public service. It is inalienable, imprescriptible and unregistered.

A. Undeveloped marshes

- Undeveloped marshes (without planting or infrastructure) are considered to form part of the natural public domain.

B. Land classified as public domain

- Classification by decree transfers land to the public domain. This amounts to automatic expropriation, and ownership is transferred to the relevant local authority.

C. Easements

- Certain lands may be subject to easements in the public interest, such as:
  - Rights of way (roads, tracks, livestock corridors);
  - Building restrictions (buffer zones, utility corridors).

Key message: Public land cannot be sold, leased or inherited. It is strictly protected by law.

5. DISTINCTION BETWEEN PUBLIC AND PRIVATE DOMAIN

Criterion	Public domain	Private domain
Ownership	No (managed in the public interest)	Yes (owned by the State or Local Authority)
Transfer possible	Prohibited	Authorised
Registration	Not registered	Registered
Authorised use	Collective, free, no appropriation	Exploitation, letting, lease possible

Key message: Confusing these two areas leads to abuse and disputes. It is essential to check the status of a piece of land before any use.

Did you know? It is strictly forbidden to occupy or develop land belonging to the public domain or the State's private domain without clear, prior written authorisation.

Illegal occupation exposes the perpetrator to administrative eviction, prosecution, or the demolition of any structures erected.

6. SUGGESTED ACTIVITIES

Case study: Analysis of a local market site – does it fall within the private or public municipal domain?

7. TIPS FOR THE FACILITATOR

- Prepare simplified real or fictional documents in advance
- If possible, invite a mayor, head of the land management department or a local authority representative
- Clarify administrative terminology without using jargon
- Promote collective usage scenarios tailored to local circumstances



Theme 4

Agro-pastoral conflicts and the role of women

MODULE 1: INSTITUTIONAL FRAMEWORK FOR RESOLVING AGRO-PASTORAL DISPUTES

Module objective:

To familiarise female IPAs with the regulatory bodies and institutions that can be mobilised for the resolution of agro-pastoral disputes in Cameroon.

AXIS I: THE INSTITUTIONAL AND REGULATORY FRAMEWORK

1. SUPRA-LEGISLATIVE TEXTS

1.1. The Constitution of 18 January 1996:

- Everyone has the right to reside in any place and to move about freely, subject to the legal provisions relating to public order, safety and peace;
- The State shall ensure the protection of minorities and safeguard the rights of indigenous peoples in accordance with the law;
- Property is the right to use, enjoy and dispose of property guaranteed to everyone by law. No one may be deprived of it except for reasons of public utility and subject to compensation, the terms of which are laid down by law.

1.2. International treaties and agreements:

- The Universal Declaration of Human Rights;
- The Charter of the United Nations;
- The African Charter on Human and Peoples' Rights;
- The Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa;
- ILO Convention No. 169 concerning Indigenous and Tribal Peoples.

2. LEGISLATION AND SIMILAR ACTS

2.1. The 1974 Orders:

- Ordinance No. 74-1 of 6 July 1974 establishing the land tenure regime;
- Ordinance No. 74-2 of 6 July 1974 establishing the regime governing state property.

2.2. The laws:

- The Civil Code;
- The Criminal Code;
- Act No. 80-22 of 14 July 1980 on the punishment of offences against land and state property.

3. REGULATORY TEXTS:

- Decree No. 76/165 of 27 April 1976 laying down the conditions for obtaining land titles in Cameroon, as amended by Decree No. 2005/481 of 16 December 2005;
- Decree No. 76/166 of 27 April 1976 laying down the procedures for the management of national land;
- Decree No. 76/167 of 27 April 1976 laying down the procedures for the management of the State's private domain.

4. CUSTOMS: THEY ARE ONLY APPLICABLE PROVIDED THEY DO NOT CONFLICT WITH THE LAWS, PUBLIC ORDER OR PUBLIC MORALS.

5. CASE LAW: CONSISTS OF DECISIONS HANDED DOWN BY BOTH MODERN AND TRADITIONAL COURTS.

AXIS II: THE INSTITUTIONAL AND ORGANISATIONAL FRAMEWORK

1. JUDICIAL INSTITUTIONS

1.1. Courts of first instance:

- Modern courts of first instance: the Court of First Instance – the High Court
- Traditional courts of first instance: the Customary Court – the First Degree Court

1.2. Courts hearing appeals:

- The Court of Appeal
- The Supreme Court

2. ADMINISTRATIVE INSTITUTIONS

2.1. Traditional chiefdoms: 1st class; 2nd class and 3rd class.

2.2. Various commissions:

- The Advisory Commission
- The Border Dispute Settlement Commission

2.3. Administrative institutions with geographically decentralised jurisdiction:

- The Subdivisional Office
- The Divisional Office
- The Region

2.4. Technically decentralised administrative institutions:

- The departmental delegations of the line ministries (State Property, Surveys and Land Tenure; Agriculture; Fisheries and Livestock) and the Land Registry Offices.
- The regional delegations of the line ministries: State Property, Surveys and Land Tenure; Agriculture; Fisheries and Livestock.

MODULE 2: THE ROLE OF WOMEN IN TRADITIONAL MECHANISMS FOR THE PREVENTION OF AGRO-PASTORAL CONFLICTS IN NORTHERN CAMEROON

Outline

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1.2. Specific objectives:
2. Target audience
3. Agro-pastoral conflicts
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3.2. Causes and consequences of agro-pastoral conflicts
3.3. Consequences of agro-pastoral conflicts
3.4. The importance of conflict prevention and management
4. The role of women in agro-pastoral communities
4.1. Women as key actors in conflict prevention
4.2. Specific contributions of women
5. Traditional mechanisms and women
5.1 Examples of traditional mechanisms
5.2 Women's sphere of influence
6. Strengthening women's participation
6.1 Integration strategies
6.2 Concrete actions
Conclusion

Introduction

This module aims to enhance understanding and recognition of the crucial role played by women in traditional mechanisms for the prevention and management of agro-pastoral conflicts in northern Cameroon. Although often marginalised in decision-making processes, women possess a unique expertise and hold the keys to action that are essential for peaceful coexistence.

1. MODULE OBJECTIVES

1.1. Main objective

To understand traditional conflict prevention mechanisms and the central role of women in order to develop skills in mediation, coordination and community leadership.

1.2. Specific objectives:

- Identify existing mechanisms and their role in conflict prevention.
- Analyse the drivers of agro-pastoral conflicts and the specific role and contributions of women in conflict prevention.
- Develop skills in mediation, inclusive communication and facilitate community meetings

within the community.
- Design local initiatives to be integrated into existing customary practices.
- Propose strategies for better integration of women into decision-making bodies

2. TARGET AUDIENCE

- Traditional chiefs, community leaders, members of conflict management committees, representatives of civil society organisations, administrative authorities and women leaders.
- Anthropologists and development practitioners wishing to incorporate a female perspective into conflict prevention.

3. AGRO-PASTORAL CONFLICTS

3.1. Definition

Agro-pastoral conflicts are disputes between farmers and herders, often arising from competition for natural resources such as water, pasture land and agricultural land.

3.2. Causes and consequences of agro-pastoral conflicts

Root causes: Climate change (drought), population growth, expansion of agricultural land, degradation of grazing areas and livestock trails, failure to adhere by traditional agreements, poor monitoring of livestock, competition for natural resources, and cultural and social differences between farmers and herders.

Immediate causes: Destruction of crops by livestock, livestock theft, conflicts over access to water sources, poisoning or killing of animals.

3.3. Consequences of agro-pastoral conflicts

The consequences of these conflicts can be severe, including economic losses, injuries, deaths and wars

3.4. The importance of conflict prevention and management

The prevention and management of agro-pastoral conflicts are essential for maintaining peace and stability in local communities. It is important to find sustainable and equitable solutions to resolve these conflicts and promote peaceful coexistence between farmers and herders, who are the main actors in rural areas and whose contribution to food security is indispensable.

4. THE ROLE OF WOMEN IN AGRO-PASTORAL COMMUNITIES

- Women play an important role in agriculture, particularly in the production and processing of agricultural products. They are generally responsible for managing farms, and for processing and marketing products (wheat flour, maize flour, groundnut oil, etc.)
- Women are also involved in livestock farming, particularly in the ownership and management of small ruminants such as sheep and goats, as well as in the production of dairy products (curdled milk, cheese, etc.).
- Women possess in-depth knowledge of natural resources and play an important role in their management. They are often responsible for collecting water and firewood, and are involved in the management of land and water sources.

4.1. Women as key players in conflict prevention

Women are the first to notice signs of tension within the home and the community (difficulties accessing water, conflicts between children, etc.).
Women use their social and family networks to defuse tensions before they escalate. They intervene with their husbands or family members.

4.2. Specific contributions made by women

Food security: As farmers and heads of households, women ensure that crops and food supplies are preserved, thereby minimising food-related tensions.

Children's education: They pass on values of respect and tolerance to the younger generations of farmers and herders, thereby breaking cycles of hatred.

Resource management: Women know where the water points, wood sources and paths are. They can help map resources and establish shared access rules.

5. TRADITIONAL MECHANISMS AND WOMEN

5.1. Examples of traditional mechanisms

Local communities have developed traditional mechanisms to resolve conflicts, including mediation and negotiation. These mechanisms are often based on local customs and traditions Traditional authorities, such as the Lamido, village chiefs (Djaouro, Ardo, Lawan, etc.) and elders, play an important role in conflict resolution. They can act as mediators and help find sustainable and equitable solutions.

Cultural and social practices also influence the way in which conflicts are resolved. Local communities have their own unique practices and traditions, which can be used to promote peace and reconciliation, such as Councils of Elders (conflict resolution committees comprising heads of families and elders), rituals and oaths.

5.2. Women's sphere of influence

Women's organisations exist and enable concerns to be raised with traditional leaders. Women influence their husbands or sons, who are committee members, through informal conversation and social pressure. However, despite their influence, women are often absent from formal discussions and final decision-making.

6. STRENGTHENING WOMEN'S PARTICIPATION

6.1. Inclusion strategies

- Training and capacity-building for women in mediation techniques, land rights and conflict resolution procedures.
- Establishment of dedicated platforms through the creation of women's committees for conflict prevention

which work closely with traditional authorities.

- Raising awareness among traditional chiefs during dialogue sessions with male leaders to make them aware of the importance of integrating women, for example by appointing a sarki mata (a prominent female representative) to the council of notables (Mokolo, Maroua, Ngaoundéré, etc.), or accepting women as traditional leaders (Selbe Darang and Ngaoumbam in Adamaoua).
- Support to women's associations working to promote women's involvement in decision-making bodies, such as AFFADA (Association of Women and Girls of Adamaoua)

6.2. Concrete actions

Advocacy: Encouraging the inclusion of women in conflict resolution delegations.

Participatory mapping: Involving women in mapping resources (pastures, water points) to identify areas of conflict.

Coexistence micro-projects: Fund joint initiatives between farmers and herders led by women (community fields, crafts).

Conclusion

Agro-pastoral conflicts hinder community development and threaten peace and social cohesion. As key actors in rural communities, women play an essential role in mechanisms for the prevention and management of agro-pastoral conflicts, ensuring the peaceful and sustainable use of natural resources. It is essential to strengthen women's role by involving them more closely in decision-making bodies at all levels.



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