



CAPE COAST HARMATTAN SCHOOL 2016

RE-ACTIVATING GENDER-SENSITIVE RESEARCH ON LAND

PROGRAM MODULE

<p>The harmattan school consists of two units and extracurricular activities.</p> <ul style="list-style-type: none"> • Unit 1 focuses specifically on gender-sensitive research and builds on the thematic focus of the young researchers. • Unit 2 builds on deepening the knowledge of the participants with regards to the overarching topic while applying the gender-sensitive approach they have been capacitated. 	
<p>Unit 1: Cooperative learning with a gender-lens framing the analytical contexts: Unit Objectives:</p> <ul style="list-style-type: none"> • Establishing epistemological and theoretical foundations of gender and feminist research and the links to land grabbing and land rights. • Creating a forum for peer learning and networking among young researchers • Working through the students' case studies with a gender lens/engendering each other's research • Building the capacity of young researches to apply gender sensitive and feminist research methods 	
Module 1	<i>Introducing each other's research (Jill Blau and Kwaku Arhin-Sam)</i>
Module 2	<i>African theoretical and methodological contributions to feminist knowledge as a whole (Amina Mama and Georgina Oduro)</i>
Module 3	<i>Feminists epistemology and the foundations of gender sensitivity (Fatima Adamu and Akua Britwum)</i>
Module 4	<i>Gender-sensitive research methodology and intersectionality (Petra Dannecker and Muriisa Roberts Kabeba)</i>
Module 5	<i>Analysing research data: approaches and the use of software (Ulrike Schultz, Akwasi Kumi-Kyereme and Kofi Awusabo Asare)</i>
Module 6	<i>Mentoring and peer learning sessions (Akua Britwum and Ulrike Schultz)</i>



Unit 2: Land commodification, land tenure and gender in Africa:

Land holding systems in Africa tend to be managed by a number of legal systems, traditional, religious and statutory largely captured as legal pluralism. Uncontrolled urbanisation, large scale land acquisition for mining, plantation agriculture and infrastructure are causing massive land dispossession and intensifying rural urban migration causing greater pressure on urban lands for settlements. These new interests show up the weaknesses existing legal systems and institutions that regulate land tenure in Africa. The World Bank is leading a number of initiatives, to ostensibly to instil greater efficiency in land markets and improve the competence of land regulatory bodies. However this creates new problems of dispossession and marginalisation of specific groups. For instance, the problem of women’s land rights remains unresolved with their access largely dependent on their relations to men. Whereas African women lawyers, a minority dissenting voice, are much more equivocal in their trust of customary law, preferring instead to look to the state for laws to protect women’s interests, recent studies stress the potential of customary land tenure systems to meet the needs of all land users. However, this turn to customary land tenure systems often neglects the interest of women.

In this unit various legal systems will be examined. How they shape women’s land rights in the respective research contexts will be scrutinized. Furthermore, it will examine the various theoretical debates that inform land tenure reforms and provide participants the occasion to develop alternative polices that are gender sensitive.

Module 1	<i>Land rights, land policy and legal pluralism (Muriisa Roberts Kabeba and Ahmed El Gin)</i>
Module 2	<i>Large scale land acquisition, development and the state (Abdullahi Osman El Tom and Dzodzi Tsikata)</i>
Module 3	<i>Large scale land acquisition and policies of privatisation (Bettina Engels and Akua O. Britum)</i>
Module 4	<i>Intersectional analysis of customary land rights (Ulrike Schultz and Nana Amma Anokye)</i>
Module 5	<i>Resisting commodification of land: a gendered analysis (Bettina Engels, Karol Balfe and Chairmain Perreira)</i>

Timing

Each module will be covered in a day session. The extra-curricular activities take two days. In total, the summer school is planned to last fourteen days.



Extracurricular activities

An important part of the extracurricular activities will be visiting NGOs and state institutions as well as migrant communities attached to out grower schemes on oil palm plantations in and around Cape Coast that illustrate the issues related to land use, tenure rights, pastoralism and migration, such as: Customary Land Secretariats, Twifo and Benso Oil Palm Plantations as well as the Network for Women's Rights in Ghana (NETRIGHT). Another will be public forum where a wide range of actors including women's groups and land tenure agents will gather to listen to a series of presentations and debate the issues.

Teaching Methods

Presenters will include academics, activists, civil society actors and policy makers. Participants will present and discuss their own research projects, in class and individually to academics facilitating the summer school. Well-thought-out moderation is an important part of the Cape Coast Summer Schools. They will include summarizing and round up of each session visually, developing guiding questions at the start of sessions, and space for feedback at the end. While Units 2 contains classic teaching methods such as lecturing and discussion, Unit 1 is enriched by various participatory moderating tools to allow for cooperative learning and create a space where constructive feedback is made possible. The moderation aims to understand and catch students at their specific point in the learning curve and start it from there.