



UGANET
SOCIAL JUSTICE FOR HEALTH HIV AND GENDER



UGANDA NETWORK ON LAW, ETHICS AND HIV/AIDS (UGANET)

Community Paralegals' Resource Manual

Version 2025

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FOREWORD

Dear Partners, Stakeholders, and Friends of UGANET,

On behalf of the Board of Directors, it is my great privilege to present the Uganda Network on Law, Ethics and HIV/AIDS (UGANET) Annual Report for 2024.

This report reflects a year of growth, community impact, and commitment to our founding vision: a Uganda free from Human Rights abuses in the context of health and HIV. As Board Chair, I have watched UGANET expand its reach across more than 36 districts, strengthened systems of accountability in health and justice service delivery, and supported vulnerable members of our society, People Living with HIV, survivors of Gender-Based Violence, urban refugees, fisherfolk communities, adolescent girls and young women, and persons with disabilities.

In 2024, UGANET demonstrated that justice is most powerful when it is brought closer to the people who need it. Through 62 community paralegals, 16 mobile legal aid camps, strengthened District Human Rights Committees, and the training of 38 lawyers in HIV-sensitive litigation, the organisation continued to turn rights into lived realities. The Prospects 2.0 Project in Kampala's informal settlements, the transition of SASA! Together communities from support to action in Kasese and Tororo, the National Dialogue on breaking the chains of stigma, and the sustained media and SRHR advocacy under the We Lead programme all stand as testament to strategic, community-rooted leadership.

The Board is particularly encouraged by the organisation's ability to integrate legal empowerment with health services, to champion platforms for accountability, and to maintain a survivor-centred, rights-based approach even in the face of routine challenges. These are not merely programme successes; they are evidence of the dedication of a committed staff team led by Executive Director Grace Nayiga.

As the Board, we remain focused on our core responsibilities of governance, strategic oversight, and ensuring organisational integrity. We have reviewed this Annual Report and are satisfied that it presents a true and fair account of UGANET's activities, achievements, challenges, and financial stewardship in 2024. We endorse its publication and dissemination.

Looking ahead to 2025, the Board is confident that UGANET will build on these foundations, scaling what works, deepening partnerships, and continuing to amplify the voices of those most often left behind. Together, we continue the journey toward a more just, healthy, and rights-respecting Uganda.

Yours sincerely,



Babirye Sarah Lubega
Chairperson, Board of Directors
UGANET

ACKNOWLEDGEMENT

Uganda Network on Law, Ethics and HIV/AIDS (UGANET) acknowledges with gratitude, contributions made by different individuals towards the production of this manual. The shared knowledge, experiences, and perspectives have produced a manual that will have a significant positive impact on guiding paralegals to empower their local communities.

Appreciation for the financial support accorded by partners who made the development of this manual possible.

Special thanks go to the UGANET team of lawyers for their technical input that made completion of the manual much easier. We appreciate Theodora Bitature Webale for working closely with the UGANET team to revise the previous paralegals' manual hence bring up-to-date with the current legal trends.

The contribution made by the afore-mentioned, will improve and greatly enhance community mobilization to improve access to services and justice in the communities

UGANET's mandate to serve and ensure vulnerable communities can traverse legal landscape in a meaningful way has been enabled once the community paralegals utilize this information. .

Grace Nayiga
Executive Director
UGANET

ABOUT THE MANUAL

This manual has been developed to empower community paralegals and activists with basic legal information in order to support vulnerable communities, persons living with HIV/AIDS, palliative care patients, Refugees and host communities, women and girls as well survivors of Gender Based Violence

Community Paralegals are at the heartbeat of community initiatives and thus play a vital role in mobilizing communities to foster change in the context of human rights and to support primary redress to legal challenges at grass root level. This manual will enable community paralegals to find solutions within the law to enable them foster peaceful coexistence. They play a role in identifying, providing preliminary support, case management and referral of cases of Human Rights Violations.

Community paralegals are important part of the Medical Legal approach and the Beam light model of Legal Aid that informs the approach that UGANET and other Legal Aid service providers in delivering access to Justice.

However, community paralegals should be cautious when dealing with cases especially those that are criminal in nature such as defilement, rape, incest or aggravated robbery. These cases are investigated by police and prosecuted by the state. Therefore, the paralegals mandate is limited to following up to ensure that the client gets justice.

Furthermore, paralegals are barred by law from appearing in courts on behalf of clients. The paralegals should refer cases that need court representation to lawyers.

How to use the Manual?

The manual is divided into two parts. The first part is for trainers to train paralegals with skills and knowledge necessary to enable them to execute their work efficiently in the community, Whereas the second part is intended to guide the paralegals as they carry out the community sensitizations. The paralegals will be trained to use as many methodologies as possible to enable flexibility and ease in training the participants.

LIST OF ACRONYMS

ACHPR	African Charter on Human and People's Rights
AG	Administrator General
AIDS	Acquired Immune Deficiency Syndrome
ANC	Ante Natal Care
ART	Anti-Retroviral Therapy
ARV	Anti Retro Viral
CAO	Chief Administrative Officer
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CSW	Commercial Sex Workers
DHRC	District Human Rights Committee
EMTCT	Elimination of Mother to Child Transmission of HIV
EOCA	Equal Opportunities Commission Act
FGM	Female Genital Mutilation
HIV	Human Immune Virus
HSSP	Health Sector Strategic Plan
HTP	Harmful Traditional Practices
ICESCR	International covenant on Economic, Social and Cultural Rights
IDU	Injecting Drug Users
GBV	Gender Based Violence
LC	Local Council
LOP	Letters of Probate
MHCP	Minimum Health Care Package
NDP	National Development Plan
NEMA	National Environmental Management Authority
NHP	National Health Policy
PHC	Primary Health Care
PLHIV	People living with HIV
PSEAH	Protection From Sexual Exploitation and Harassment
PWD	Persons with disabilities
OCHR	Office of United Nations High Commissioner for Human Rights
SRHR	Sexual and Reproductive Health Rights
STI	Sexually Transmitted Infections
UGANET	Uganda Network on Law, Ethics and HIV/AIDS
UNCRC	United Nations Convention on the Rights of the Child
UDHR	Universal Declaration on Human Rights
UNHMCP	Uganda National Minimum Health Care Package
VAW	Violence against Women

Part 01

WHO IS A COMMUNITY PARALEGAL?

UNDERSTANDING A COMMUNITY
PARALEGAL'S MANDATE

Topic 1:

WHAT DOES IT MEAN TO BE A PARALEGAL?

1.1 WHO IS A COMMUNITY PARALEGAL

The paralegal is a community member trained and equipped with basic legal knowledge to act as a link between the community, lawyer and other stakeholders. A paralegal provides basic legal support, advice, awareness creation and advocacy in human rights and legal related issues.

It is the paralegals' duty to inform the lawyer about developments or changes in the community. The paralegal's role is valued in knowing the people, doing the ground work and follow up especially in the rural areas because there are no lawyers to assist the community. It is also important for the paralegal to understand the language, norms and values in the community that they serve.

1.2 ROLES OF COMMUNITY PARALEGAL

1. Education

Paralegals pass on legal knowledge to people through sensitization and training. The paralegals also create awareness about:

- Protection of rights
- Peaceful resolution of disputes.
- How to acquire legal aid services
- How to access development and welfare programs initiated by government .

2. Legal aid

A paralegal provides free legal advice in cases within their community.

Paralegals should ensure to make follow up on the cases that they handle. This includes regular check ins with clients to find out whether they have been supported.

Supporting in Litigation activities -paralegals may assist investigation, research, interpretation or recording of statements to support lawyers.

3. Social analysis

Paralegals help to understand the nature of the problems faced in communities and mobilize community members to generate solutions.

4. Advocacy

Paralegals should bring community issues to the attention of policy makers. Paralegals should also bring community cases to the attention of District Human Rights Committees for discussion and support.

5. Mobilization

A paralegal creates awareness and interest among the community to take collective action in solving community problems.

6. Counseling and mediation

Paralegals are trained to provide legal and other services such as mediation in case of community disputes. E.g. marital problems, child marriages, neglect etc.

7. Referral

A paralegal refers clients/cases to appropriate offices and institutions for action. E.g. Police, DHRC, other identified service providers within the referral network.

8. Networking

A paralegal establishes contacts with other organizations and individuals in order to generate support for solving problems faced by the community.

1.3 QUALITIES OF A PARALEGAL

- Have good knowledge of English and the language (s) most commonly spoken in the community
- Have basic knowledge of the law, legal systems and procedures. These are acquired through the training.
- Must have attended formal education.
- Should be familiar with the community they serve.
- Have skills and knowledge on interviewing, counseling, alternative dispute resolution mechanisms including mediation/conflict resolution, reconciliation and negotiation.
- Must have knowledge of the basic legal concepts and the procedures for them.
- Must be a person of good character and good moral standing in the community.
- Must have good communication skills.
- Must be compassionate and empathetic.

- Must be a law abiding citizen.
- Must ensure confidentiality (people's cases are not for the public, act on it without disclosing their cases to any other persons).
- Must desist from demanding favors and bribes
- Must be approachable to members of the community and stakeholders
- Community mobilization.

Skills set:

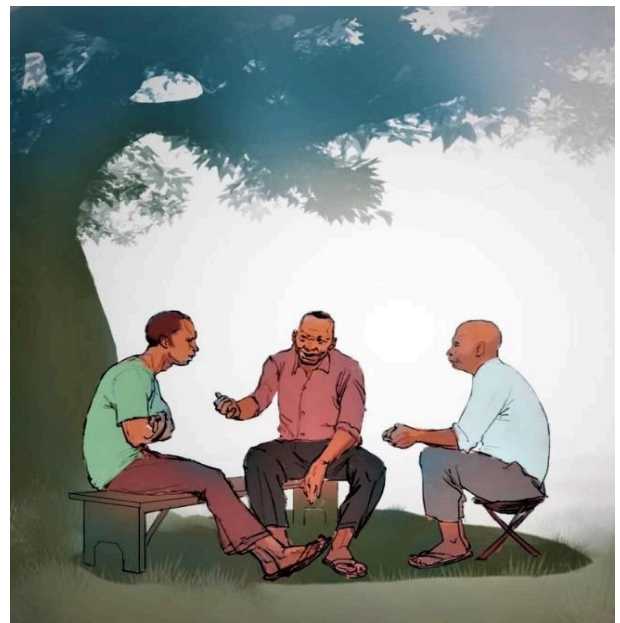
- Communication
- Basic legal skills research
- Investigative skills
- Writing and drafting
- Counselling
- Negotiation
- monitoring and evaluation

2.0 WHAT TO CONSIDER WHEN FACILITATING COMMUNITY DIALOGUES AND TRAININGS

Community sensitization sessions are used to raise awareness of legal issues, give people a forum to challenge laws and discuss how the laws can be used in promoting access to justice.

The issues can range from those that affect the individual such as maintenance for a child or collective ones such as discrimination because of tribe, financial or health status and injustices by corporations/ institutions.

Since the sessions involve training adults, a paralegal need to be aware of how to treat them during the session in order to ensure a beneficial outcome. A paralegal must be open minded and ready to learn from the community as well.



Paralegal in mediation session with community members

2.1 IMPORTANT FACTS ABOUT ADULT LEARNING

- Adults need to know why they need to learn something new
- Adults need to learn by using their own experiences
- Adults approach learning as problem solving.
- Adults learn best when the topic is of immediate benefit
- Adult learning is an active process of reflection and discussion

2.3 METHODS FOR ENGAGING COMMUNITIES.

Adults learn better through participation so that they can share their ideas and ask questions about what is being taught. The facilitator will ask questions to drive the discussion forward. Some people have experiences to share and there may be many responses and issues raised. The content is organized on the specific needs of trainees. A relationship between theory and practice should be drawn and an open climate for discussion fostered.

1. Interactive session

Helps get the people involved in the topic of discussion by providing their own point of view.

2. Questioning

Use of questions to find out what the participants know about a topic.

3. Brainstorming

This involves taking views from participants about a given subject with the view of finding a solution. It encourages creativity, and generates many ideas quickly. It can be used for solving specific problems, answering a question, introducing a new subject, raising interest and surveying knowledge and attitudes.

4. Role plays

This is drama about scenarios played by attendees'. It improves on the understanding of situations and how they can be handled.

5. Case scenarios

This refers to the use of imaginary situations to discuss solutions. Case scenarios encourages analysis, critical thinking, problem solving and planning skills. You can choose real cases that are known within the community or fictional cases.

6. Debates and negotiations

These help to clarify different positions on an issue. Debates develop understanding of an, listening and speaking skills but it must be properly guided to yield results.

7. Warm ups and ice breakers

These help participants to get involved and feel comfortable in the sessions. The objective of icebreakers is to create an active and positive atmosphere during the session and to enable a smooth kick-start. Examples are physical exercise, group exercises, storytelling by facilitator, healthy jokes, quiz, etc.

8. Energizers

Are conducted during the session, while icebreakers are usually at the beginning. The objective of energizers is to refresh participants and to keep their concentration.

9. Wrap-up is an important element of facilitation.

Wrap up can be conducted during or at the end of the session and helps to reflect on the session

2.4 PRESENTATION SKILLS FOR THE PARALEGAL

- Relax and welcome participants
- Show confidence and approachability
- Use positive body language
- Show high energy level
- Keep the presentation precise



Paralegal directing the community members who have come for the session

2.5 IMPORTANT SKILLS IN CONDUCTING TRAINING SESSIONS

The trainer should try to use a variety of facilitation skills and methods when working with groups in order to guide groups to productive outcomes:

- Ensure participation
- Interactive engagement
- Manage time well
- Focus on meeting objectives
- Use appropriate tools and methods
- Use questions effectively to foster creative and direct discussions
- Regularly seek feedback from meeting participants; in order to adjust and improve facilitation
- Use both verbal and non-verbal language. - Use body actions, facial expressions, and so forth to show your intention.
- Engaging participants by asking questions occasionally

2.6 PREPARING FOR A TRAINING SESSION

Selecting the time

The community should be consulted to avoid interfering with their economic/ social activities. The time consideration also includes the time of day that is convenient to the community e.g. late mornings and early afternoons.

Sessions should not be too long. It is preferable to conduct a session within 1 hour and it can be extended with agreement from participants.

Community mobilization

It is important to do mobilization through local council leaders, religious cultural leaders, cultural leaders among others.

Before the session, A paralegal should ensure the following:

- Read the session notes carefully
- Refer to relevant sheet / book for relevant supporting information
- Check on the venue
- Ensure all responsible authorities are informed
- Ensure you have all required materials and hand outs
- Be mindful about time

During the session:

It is important to engage the participants in discussions, sharing experiences, proposing alternatives courses of action and making appropriate resolutions. A paralegal should:

- Speak with clear and loud voice with a moderate speed
- Stick to an agenda- state objectives of the session, expectations and ground rules
- Focus on learning objectives
- Train them while keeping in mind that they are adults
- Ensure equal participation
- Deal with dysfunctional behavior, that is the disinterested/hostile or withdrawn participant. Always keep calm while dealing with hostile participants.
- Listen to trainees
- Provide a comfortable environment –humor, feedback, be open minded
- Have fun- people learn better when environment is relaxed and they are enjoying themselves. use appropriate jokes and activities

Closing the session

Wrap up by highlighting key issues

Thank the participants for attending.

Action plan

what are the next steps to follow and which time slots have been agreed upon?

The following are issues for evaluation:

Was the objective achieved?

What interested the participants most?

What least interested the participants

What was clearly understood?

What was not understood?

Were the methods used appropriate?

Are there any suggestions to improve upon future sessions?

Wrap up

It is important for the paralegal to make an individual assessment of how the session was.

Part
02 | **INTRODUCTION
TO LAW**

Topic 2:

INTRODUCTION TO LAW

Objectives

To expose the participants to basic legal principles to enable them appreciate the law

Duration : 1hour

Materials required

- Handouts flip chart paper / markers
- Posters

Methods

- Brainstorming
- Discussion
- Manual

Tasks for the paralegal /trainer

Activity 1: Meaning of law

Discussion on what the law is

Activity 2; What about if they were no laws – what would this mean in the community?

Case study

Farmers are crowded around a produce measuring stall and instead of lining up. Every farmer wants to be served before it rains so pushing and shouting takes place. The supervising clerk shouts and runs around but no one is listening. This creates more chaos since everyone is interested in leaving thus creating more delay. What would you suggest can be done?

Activity 3: Brainstorm session on Stakeholders involved in the administration of justice

Ask participants if they know who is involved in the implementation of the law

Ask the participants whether they know the roles of those people

Or if you had a problem with a neighbor. Where would you go and why

Notes for the paralegal

Meaning of law

Law may be defined as a set of rules used to control the behavior of human beings. These rules tell people what they must do, what they may do and what they may not do. In other words Laws inform people about their legal rights and duties and when they will be protected by the Courts.

These rules should be clear, consistent, and fair, should not change without notice, should treat people equally and should not be applied arbitrarily.

People have the right to elect representatives responsible for making such laws. Therefore government should make it possible for all citizens to know the law.

The Constitution

sets out the basic laws for which a country is governed. All other laws must be in line with the constitution. The constitution provides for different institutions in government and their powers.

There are different sources of Ugandan law

Municipal law

This is the internal/ domestic law of the state/ national/ country.

These include the Penal code act, employment act, children act, marriage and divorce act etc.

International law

It is sometimes referred to as the law of nations. This is traditionally defined as the body of rules, regulations and principles of action which are binding upon civilized states or nation or countries all over the world in their relations with one another. These are the Universal declaration of human rights, Convention on the elimination of all forms of discrimination against women, Convention on the rights of children among others.

Case law

This refers to laws made by the courts through the decided cases. They base on previous cases to make their decisions in the present cases that are being handled.

When lawyers are arguing in court, they refer to the decided cases as examples.

Customary law

It is the law that governs the people in as far as their cultures, customs, norms and practices are concerned. For example among some tribes boys have to be circumcised in order to be recognized as male adults. However, these customs must follow the law (constitution) otherwise they are void.

Types of law in Uganda

- **Civil law** deals with the rights and duties of individuals per se. It is concerned with private relationships between members of a community. It includes laws that relate to property, battery, marriage disputes and commercial disputes.
- **Criminal law** – deals with crimes and punishment of criminals. It is designed to protect people, property and life. In criminal law, the accused is presumed innocent until proven guilty by the state. It includes laws on theft, defilement, rape, murder etc. the state prosecutor is the one who brings case against the one who has done wrong.

Important persons/institutions in the administration of justice

Judicial officer

This is an officer of court. In the magistrates courts the people in charge of hearing the case are called magistrates and in High court, Constitutional and Supreme Court the persons responsible for hearing cases are called judges.

Probation and social welfare officers

These are persons who are working for government and are charged with looking after the needs, rights and wellbeing of children. They are found at the district, town or municipal levels.

Police

The police have several roles some are outlined below:

- Duty to keep law and order
- To protect the lives of the citizens and their property
- To handle all people with dignity even during their arrest
- To ensure that people in police custody are kept in conditions that are safe and appropriate
- To conduct investigations in a timely manner

Lawyer:

Is a professional who is qualified to offer advice about the law or represent someone in legal matters. They must have a degree in law from a recognized university and In order for someone to make court representation, they must have a diploma in legal practice and be enrolled as an advocate of the high court

State attorneys

These are lawyers who are employed by government and work in various departments of government. For example, Directorate of public prosecutions or Administrator General's department

Local council authorities

The Local council committees were established to handle matters at the community level to ease the delays in the justice process by making it more accessible. The local council courts apply customary norms and provide dispute resolution.

The people who sit in local council courts have judicial, legislative and executive authority. The local council committee also sit to hear cases for children in simple matters, such as Theft, assault, malicious damage to property, criminal trespass

District Human Rights Committee

This is a team of key stakeholders at the district appointed and trained to document, discuss and respond to human rights violations identified in their respective districts. Members of the DHRC include political leaders, probation officer, District Community Development Officer, police officers, Key Vulnerable Population representatives, GBV champion and CSO representatives

Wrap up

Participants should have gained a clearer understanding about the law and how to apply it and who can assist them when they have a legal problem.

Topic 2:

THE COURT SYSTEM IN UGANDA

Objective:

i) To inform the participants how the Ugandan court system works.

Duration : 1 hour



Materials required:

- Flip chart and markers
- Handouts



Methods

- Brainstorming
- Case studies
- Story telling

Tasks

Activity 1

Participants asked to brainstorm on two issues

1. The various courts in Uganda and what they do
2. Story telling from anyone who has engaged with the court process

Activity 2

Give a case study of the most recent interesting case in your area and ask participants to discuss in small groups.

Notes for the paralegal

In Uganda we have several courts which have different jurisdictions to handle particular matters. The court system is designed to enforce law and order. When one is dissatisfied by the decision/ judgment/ ruling of the lower courts, she / he is allowed under the law to appeal to a higher court.

- **Local council court system**

The LC1 courts has original jurisdiction. LC II and LCIII courts only have power to hear appeals. When a party to a case is not satisfied with a decision of the LC1 court, the party can appeal to LCII. If one of the parties is still not satisfied he/she can appeal to the LCIII court, the final right of appeal after the LCIII goes to the Chief Magistrates court.

- **The formal court system**

The Supreme Court is the highest court of record in the country, it is the final court of appeal.

The Court of appeal comes next in hierarchy to the supreme court and hears appeals from high court., The high court is the next in hierarchy and has unlimited jurisdiction in all matters , civil and criminal and has jurisdiction over the decisions of the subordinate courts,

The Chief Magistrate has original and appellate jurisdiction in civil and criminal matters it hears and determines appeals from magistrates grade I, II and III. Magistrate grade I has original jurisdiction. The magistrate grade I can receive appeal from magistrate grade II and if one is dissatisfied with the decision of the court they can appeal to the chief magistrate court. Grade II is being phased out but it was considered a court of first instance in respect to children's matters.

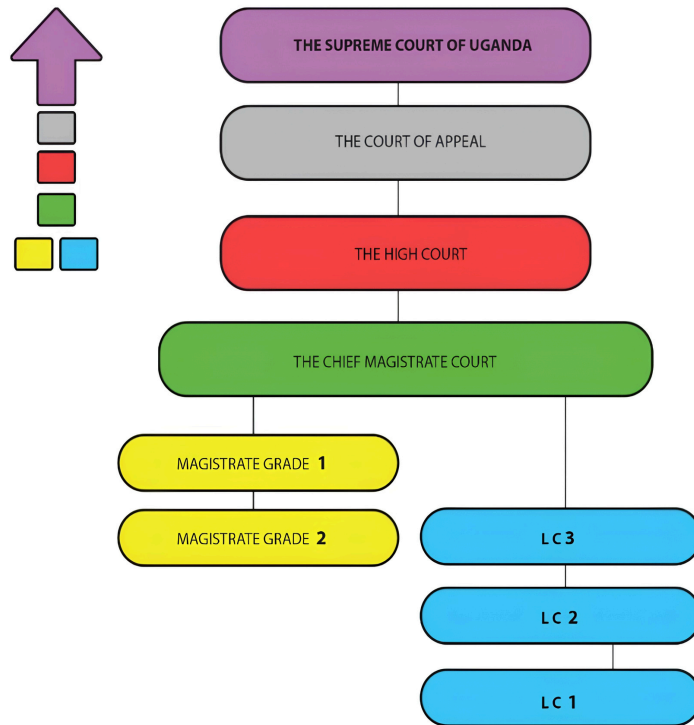


Diagram of the court structure

Topic 3:

SELF-REPRESENTATION

Objective:

i) To guide participants on the steps to take if they decide to represent themselves in court.

Duration: 2hours



Materials required

- Handouts /court documents
- Flip charts / markers



Methods

- Lecture
- Case study
- Role play

Tasks for the paralegal

- 1.) Brainstorm on what self-representation means
- 2.) What are the advantages and disadvantages of self-representation

Activity 2

Divide the participants into groups

1. Role play

Actors needed are magistrate , witnesses, court clerk, complainant and defendant

2. Case study on a defilement in the village

A resident of Koochi village Salongo atwooki complains to his chairperson LC 1 that his niece had been defiled by a casual worker. Since he has no money he would like the chairperson to advise him what to do. The committee sits every week and chairman notes this as an item on his agenda. The committee agree to meet Salongo and his niece to discuss this issue and agree that the casual worker should pay 2 goats and 1 chicken and then leave their village.

Salongo is not satisfied with the decision and would like to represent his niece in court in this matter.

Notes for the paralegal / trainer

What does self-representation mean?

This means a person going to Court and representing him/ herself instead of being represented by a lawyer. It can apply to both Criminal Cases e.g. theft or Civil matters e.g. breach of contract, failure to pay rent etc.



Before considering going to court one may consider alternative action such as - talking to the other party, writing a letter, or mediation

Why would you choose to represent yourself?

- It is cheaper
- Case is simple
- It may be faster to come to a ruling
- No free legal services available

How you go about self-representation

- Learn about your case
- File case documents in time
- Follow legal requirements for your case
- Get support from legal office /team

Disadvantages of self-representation

Legal terms used in court may be difficult to understand

Treated as a lawyer and therefore expectations on performance are higher

How you go about self-representation

- 1.) Try and keep calm and confident.
- 2.) Ensure that you are prepared and always have your evidence and facts correct, otherwise the other side will make you feel uncomfortable.
- 3.) Prepare yourself properly. File your documents and take a note book.
- 4.) Keep track of conversations with the other side
- 5.) It is important to be respectful to all the officers in the court. Do not abuse the Magistrate or Judge, and remember to switch your phone off.
- 6.) Do not be afraid to ask for or seek advice from those that might be able to help. In court, the Magistrates, Court clerks and other officials usually come in handy.

WRAP UP

Participants will have learnt that it is possible to go to court and represent self in a simple matter on the advice of a lawyer. They will also have learnt that they cannot represent themselves when the matter is too complicated.

Part 03

HUMAN RIGHTS WITH EMPHASIS ON HEALTH RIGHTS

Topic 1:

INTRODUCTION TO HUMAN RIGHTS

Objective:

i) To enlighten the participants on their general human rights with emphasis on health rights.

Duration: 1 hour



Materials to be used

- Flip chart and markers
- Posters
- Handouts
- Manual



Methods

- **Brainstorm**
- **Group work**

Tasks

Activity 1

What are human rights?

Why is it important to know your health rights?

Group break out in groups to discuss whether a woman should determine the number of children she should produce?

Notes for the paralegal

What are human rights?

Human rights are the basic rights and freedoms which all human beings are entitled to by reason of being a person.

Human rights are to be respected by all persons and governments.

Human rights are the basic rights and freedoms which all human beings are entitled to by reason of being a person.

Human rights are to be respected by all persons and governments.

Health rights

Health is a human right and this is spelled out in the Universal Declaration of Human Rights, 1948, which established the Principles of Non-discrimination and equality for all.

¹Art 1 and 2 of UDHR

Why Advocate for Health in Human Rights?

- They are fundamental to the response to any health issue.
- Protection and promotion of human rights are integral to the effective implementation of public health programs.
- Human rights prevent abuses which may endanger a person's health.

The Right to Health

The right to health does not mean the right to be healthy. It means creating an environment that assures the best standard of health possible, these include availability of health services,



healthy and safe working conditions, adequate housing and nutritious food to access to medical insurance and reliable information on health.

The right to health contains four elements:

- 1.) Availability-sufficient quantity of health care facilities
- 2.) Accessibility: can people receive medical care when it is required?
- 3.) Acceptability- mindful of medical ethics, sensitivity to culture and gender.
- 4.) Affordability- the health facilities and services available should be affordable to all People.
- 5.) Quality-goods and services should be medically and scientifically appropriate.

Reproductive health

Is a state of complete physical, emotional, mental and social well-being in matters relating to the reproductive system. It means that a person is able to have a safe and satisfying sex life, the ability to reproduce and the freedom to choose when and how often to do so.

Sexual health implies a positive and respectful approach to sex and sexuality, free of violence, discrimination, disease and disability.

Sexual and reproductive health combines the rights to;

Sexual health

Implies a positive and respectful approach to sex and sexuality, free of violence, discrimination, disease and disability.

Sexual and reproductive health combines the rights to;

- Reproductive health as a right to overall health
- Reproductive decision-making including voluntary choice in marriage, number, timing and spacing of children (family planning).
- Access to relevant information
- Equality and equity of men and women to make free and informed choices
- Sexual and reproductive security, including freedom from sexual violence, coercion and the right to privacy.

Topic 2:

REFUGEE RIGHTS IN UGANDA

Who is a refugee?

A refugee in Uganda is a person who has fled their home country due to war, violence, or persecution, and has been officially recognized as a refugee under Ugandan and international law

Who is an Asylum seeker?

An Asylum seeker is a person who has crossed into the country to escape war, violence, or persecution, and has applied for legal refugee status but is awaiting a final decision on their claim.

What are your Rights as Refugees and Asylum-seekers in Uganda?

- Issued with a refugee Identification Document, and asylum seekers certificate.
- Remain in Uganda and not to be returned to your country of origin.
- Treated fairly and without discrimination.
- Move freely in Uganda.
- Access education services.
- Access health services.
- Access employment opportunities.
- Access financial services i.e., the right to open bank accounts and mobile money accounts.
- Issued with a travel document (CTD) if you are a registered refugee, unless there are reasons of national security which would prevent it.

What are your Duties and Obligations as Refugees and Asylum-seekers in Uganda?

- Be registered with OPM and undergo security screening.
- Report changes in family composition, i.e. divorce, marriage, new births, deaths, and specific needs.
- ABIDE by all of Uganda's laws, regulations, and measures taken to maintain public order.
- NOT to engage in activities that may endanger state security, harm public interest, or disrupt public order.
- NOT to engage in political activities, whether at the local or national level.
- NOT to participate in any political activities within Uganda against any country, including your country of origin.
- PAY taxes following the applicable laws of Uganda if engaged in gainful employment.

Wrap up

Participants should be able to appreciate human rights and how to advocate for health rights within their community.

Topic 3:

NATURE OF HIV /AIDS AND PREVENTION

Objective

i) To clarify the manner in which HIV/AIDS is spread and means of prevention and management of it. **Duration: 1hour**



Materials

- Handouts
- Brochures
- Flip chart and markers



Methods

- Brainstorming
- Case studies
- Group work

Tasks

Activity 1

What are the myths and misunderstandings about HIV/AIDS

Brainstorm myths and realities – ask participants about their various myths and realities

Myths	Realities	TRUE	False
Aids can be spread through use of common basin	Everyone should take HIV test		
If you sleep with virgin you can be cured	HIV spread is reduced through condom use		
Aids is caused by witchcraft	Care should be taken when expecting and breast feeding		
Aids spread by prostitutes			

What is difference between AIDS and HIV?

What are symptoms of HIV/AIDS?

Activity 2

Break the participants into 3 small groups and assign Abstinence for group 1; Be Faithful for group 2 and Condom use to group 3.

Ask the groups to discuss possible challenges/limitations of the methods with respect to each their culture/religion. A volunteer from each group should make a presentation of points discussed. Summarize the discussion by highlighting the inadequacies of each method, especially in relation to marital setting as well as power relationship between men and women

Notes for the paralegal

Introduction

The word HIV means immune deficiency Virus and AIDs stands for acquired immune deficiency syndrome. The disease attacks the immune system for a human being. The function of the immune system is to defend the body against viruses and bacteria. Once the immune system is attacked the body is vulnerable to infections and disease.

Transmission of HIV/AIDS

- HIV is only passed on by body fluids
- Blood
- Semen
- Vaginal and cervical fluid
- Breast milk

HIV is usually transmitted from one person to another when one of these fluids goes into another person's body. **This happens:**

- Through unprotected sex
- From an infected mother or child during breast feeding
- Through infected needles shared by drug users
- Through contaminated blood products

Symptoms of the disease

- Weight loss
- Swollen lymph nodes
- Occasional fevers
- Tuberculosis
- Recurrent oral and vaginal thrush
- diarrhea

Prevention and protection against HIV/AIDS

The disease can affect anyone despite the class or wealth status therefore everyone is called to be careful. The list below is a few ways that can help contain the spread of HIV/AIDS

- Use of condoms
- Abstaining from sexual intercourse
- Being faithful to your partner
- Education
- Giving antiretroviral drugs to prevent mother to child infection

Human Rights Abuses in the context of HIV/AIDS

One of the most common human rights abuses against PLHIV is stigma, discrimination and criminalization.

HIV stigma refers to negative attitudes and beliefs about people living with HIV.

HIV criminalization refers to the overly broad use of criminal law to penalize alleged, perceived or potential HIV exposure.

Both stigma and criminalization have the effect of isolating and/or discouraging PLHIV and other key populations from seeking information and health services for purposes of treatment and risk reduction. Stigma and discrimination lowers the self-esteem of a person living with HIV/AIDS.

Human rights principles relevant to HIV include

Equality and equal protection- persons living with HIV are entitled to enjoy protection and opportunities without being discriminated against on the basis of their HIV status.

Privacy- PLHIV have a right to privacy for example as regards to their health concerns.

Education- a person cannot be denied access to education on the mere basis of their HIV status

Work related human rights require nondiscrimination at workplaces on the basis of one's HIV status

security

The highest attainable standard of health

Participation in public life.²

Security and control of their body. They should not be subjected to scientific and medical experiments without informed consent

Freedom of movement and residence

Choose type of work you want to do

Access to information

Just administrative action

Prisoners must be treated in fair manner despite HIV/AIDS status

Patients' rights and duties

²See, Universal Declaration of Human Rights (UDHR),. (December 10, 1948); International Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), (1979); and International Covenant on Economic, Social and Cultural Rights (ICESCR) (1967); Office of United Nations High Commissioner for Human Rights (OHCHR); Joint United Nations Programme on HIV/AIDS (UNAIDS), International Guidelines on HIV/ AIDS and Human Rights, (July 2006).

Patients have right to	Patients have duty to
A safe and healthy environment	To take care of themselves
To take part in making decisions regarding their treatment	Respect other patients and health care workers
To basic health care	Use but not abuse health care services
Information on free medical services	Provide correct information about their health
To make a proper informed choice about health services	Follow prescribed treatment by their doctor
To know name of their health provider	Pay for any cost of health services
To confident Privacy about medical treatment	Look after personal medical records
To give informed consent to medical treatment to get second opinion from another doctor	
To have ongoing medical care	
To complain about poor health care	

Wrap up

The participants should have improved their understanding about HIV and human rights and how to engage the legal system if the rights of an infected person are violated.

Topic 4:

WOMEN'S RIGHTS

Objective:

i) To create awareness about women's rights. **Duration: 1 hour**



Materials required

- Flip chart / markers
- Posters
- Manual



Methods

- Discussions in groups
- Handout
- Role play

TASKS

Activity 1:

Exercise :spot the rights

1. This exercise is intended to help the participants become familiar with the Bill of rights in the constitution especially as it relates to women's rights.
2. Divide the participants into four groups and give each group a constitution.
3. Ask the groups to identify as many women's rights and write them down in simple language

Group 1. Make a poster for a legal education session in the community.

Group 2. Compose a song for a legal education session

Group 3. Act out a role play for a legal education session

Discuss in groups what women rights are:

Why should you learn about women's rights?

Paralegal notes

Article 33 of the constitution provides for the rights of women as follows:

- Women shall be accorded full and equal dignity of person with men
- They shall have the right to equal treatment with men and that right shall include equal opportunities to in political, economic and social activities
- Women shall have the right to affirmative action for purpose of redressing the imbalances created by history, tradition and custom
- Laws and cultures , customs , traditions which are against the dignity , welfare or interest of women or which undermine their status is prohibited by the constitution

Field training is encouraged because it provides a practical component to the understanding of the law. These could include visits to legal and other relevant institutions for example courts to introduce them to magistrates, other government officials such as the chief administrative officer (succession matters) Probation and social welfare office (children and domestic matters), Resident district (land matters), criminal investigation division, or family child protection units, and NGOS for referral or networking purposes.

Gender and development

Objective:

To highlight the importance of understanding gender and its influences on decision making

Method

Begin the session by asking the participants to think about the first time that they became aware that boys and girls are treated differently in their family or community.

- Break the participants into 4 groups and ask them the role play one memory and present the role play in plenary.
- Facilitate a discussion on the role of women/men in various religions— Christianity/Islam depending upon the group's profile.
- Ask the participants to brainstorm the difference between the terms gender and sex.
- Flip chart/record responses and provide clarifications using the reference notes.

Wrap up

Participants show a clearer understanding of the role of gender in their everyday lives, influences of culture and importance of adopting current views since culture evolves with time.

Notes for the trainer

Introduction

Gender roles vary from culture to culture and often from one social group to another within the same culture. They vary according to class, tribe and race. Gender demonstrates the way in which communities believe women, men, boys and girls should behave in societies

Uganda's Constitution provides for equality between men and women and for affirmative action where such equality does not exist. The Constitution is in line with Uganda's commitments under the Convention on the Elimination of All Forms of Discrimination against Women, which Uganda ratified in 1985 without any reservations, as well as with other international obligations on gender equality.

Some practices that are justified as cultural and customary pose a threat to women's safety and security and limit access to justice. Examples include female genital mutilation, early marriage, and widow inheritance, the practice of grabbing property from widows and orphans, and domestic violence, which affects 40–45 percent of marriages. Culture has a big impact on social and economic life. It is a cross-sectorial issue that influences the roles and status of men and women in different sectors.

Gender issues revolve around the allocation of resources, decision making power, status, opportunities, and rewards to men and women. The imbalance between men's and women's rights in Uganda goes beyond the legal emancipation of women. Complex social, cultural, and political issues are at work.

Gender and economic growth in Uganda

Economic dependence of women lies at the heart of the problem in that women's lack of control over productive resources and assets is a systemic issue; inequity in marital status and property ownership intersects with cultural attitudes and beliefs to create formidable obstacles to change.

Society believes that if women are given the freedom to own property women will become immoral, engage in extramarital affairs, disrespect men if they gain economic independence. They fear that allowing women to work may lead to family breakup, because women will be able to abandon their husbands once they are not economically dependent on them.

Usual women's roles

- Child rearing
- Maintaining the household
- Support roles

Usual Men's roles

- Leadership roles

Topic 5:

FORMS OF MARRIAGE

To expose the participants to the different forms of marriage under the laws of Uganda.

Duration: 2hours



Materials required

- Flip chart / markers
- Handouts
- Manual



Methods

- Brainstorm
- Case study
- Role play

Tasks

Activity 1

Ask the participants to define marriage?

Name different types of marriages and what is involved in each type of marriage

Activity 2

Break out into group and discuss case study

Mutebi got married in the Anglican church twelve years ago, and has four children with his wife Maria Ann. Two years ago, he fell in love with a 17year old senior four student called Hanah, and made her pregnant. Mutebi had promised to marry Hannah and at time of pregnancy was paying her hostel bills. After hearing of the pregnancy he said she should come and live with his family since he had no extra funds to set her up. Hanah is confused since she has been sent away from home by her parents and has even dropped out of school.

Mutebi and his wife have been living positively for six years now and are on ARVs. Hanah only discovered she was HIV positive when she went for antenatal. She suffered throughout the pregnancy because she did not have any support since she refused to move to Mutebi's home and he refused to take her calls. Hanah gave birth three months ago to a baby boy with the help of a traditional birth attendant because she did not have money to go to hospital. Unfortunately the baby was not spared by the deadly virus. The baby has been sickly since its birth. Mutebi got to know about the birth of the baby boy and denied parentage. He has also refused to take Hanah and the baby for treatment.

Hanah has come to you as a community member, what advice can you give her?

Paralegal notes

What is marriage?

Marriage is a voluntary union of a man and a woman for life under any of the existing legally recognized forms of marriage. There must be consent between the couple and the age of consent is 18 years.

Types of marriages

There are 5 types of marriage recognized under the laws of Uganda and these are:

1. Church marriage conducted by a Christian clergy;
2. Civil marriage conducted by the Registrar of marriages;
3. Customary marriages; these are carried out according to the customary practices of a particular community.
4. Islamic or Mohammedan marriage conducted by a Muslim clergy and,
5. Hindu marriages.

Church marriage

A church marriage is a voluntary union between one man and one woman for life according to the Christian faith.



Essential requirements for church marriage

- The man and woman must be single,
- The man and woman must not be related
- It is a monogamous union this means one man and one woman for life.
- If the parties are above 21 years of age, the couple must consent to the marriage, is below 21, then the guardians consent must be sought.

If any of the above requirements are not fulfilled, then that marriage shall be considered as nonexistent. It is said to be void (it never took place at all).

Formalities for church marriage

- There must be announcements in church for 3 consecutive weeks,
- The church must be licensed to conduct the marriages.
- The Minister, Priest, Pastor must also be licensed to preside over such ceremonies
- The ceremony must take place during the day that is between 8:00am and 6:00pm.
- The doors of the church must be open for everybody to witness
- The marriage should be recorded in the register kept by the church
- A marriage Certificate must be issued and signed by the bride and groom, two witnesses and the presiding minister, priest, pastor of the church.
- The church marriages are held in a licensed place of worship

N.B; It should be noted that; if any of these formalities are not complied with, court can declare the marriage void if petitioned to do so.

The licenses referred to above are obtained from the ministry of justice.

Civil marriage

A civil marriage is one that is conducted by the Registrar General or the Chief Administrative Officer at the district level.

Essential requirements for a civil marriage

- The man and woman intending to marry must both be single, widowed or divorced.
- The couple must voluntarily consent to the marriage if they are 21 years of age and above.
If they are below the age of 18 years and 21 years, the consent of the parents is required.
- Both parties must not be related by blood.
- The union is one man and one woman for life.

Note that, if any of the above requirements is not observed, then according to the law the marriage never took place.

Formalities of a civil marriage

- The notice of at least 21 days must be given at the Registrar's office notice board or at the Chief Administrative Officer's office notice board and properly displayed.
- The ceremony must be conducted during the day that is between 8:00am and 6:00pm on any day of the week
- The marriage must be recorded in the marriage register kept in the Registrar's or CAO's office.
- The parties to the marriage and their witnesses (two of them) and the Registrar /CAO must sign the marriage certificate.

N.B: If any of these formalities are not complied with, court may declare that marriage void if petitioned to do so.

Required documents for applying to contract a civil marriage

- Proof of citizenship for example a passport(Foreigners) or a national identification card (Ugandans) or Refugee IDs.
-
- An LC 1 letter clearly stating duration of residence in the district in which the marriage is intended to be solemnized (this should not be less than 15 days).
- One passport size photo each for the bride and groom.
- A photocopy of a VALID ID for each of the two adult witnesses.
- Registered marriage affidavits that conform to Section 10 of the Marriage Act Cap 146.
- In case of foreign citizens, a letter from the Civil Registration or Vital Statistics Office of their country confirming that the party is not married.

ISLAMIC OR MOHAMMEDAN MARRIAGE

An Islamic marriage is a marriage celebrated according to the Islamic faith. In this kind of marriage the man can marry more than one woman.



Essential requirements for an Islamic marriage

- The parties must not be close blood relatives.
- A man can marry up to four wives, but not more than four at any given time provided he can treat them equally.
- Parties must be of majority age and must freely consent to the marriage.
- The man must give the woman “Mahari” which is the money or property of a given value as consideration for marrying him.
- The man or woman cannot marry during the three months waiting period after divorce or death of a husband.

Formalities for an Islamic marriage

- The marriage contract is entered into by following the consent of the man’s and the woman’s family representatives.
- The ceremony is performed by an Imam.
- The ceremony is performed in a place chosen by the parties, either at home or in a mosque.
- The man and the woman’s trustee (Wali), who must be a male, and at least two witnesses must be present at the marriage ceremony.

CUSTOMARY MARRIAGE

A customary marriage is a marriage celebrated according to the customs of the community/ tribe to which the wife belongs. In this kind of marriage the man can marry more than one woman.



Essential requirements for a customary marriage

- Marrying a close blood relative is prohibited amongst most tribe/communities in Uganda.
- The man should be either single or already married customarily, but the woman must be single.
- The man must fulfill the customary requirements from the tribe where each woman he marries belongs.
- The payment of bride wealth or bride price by the man is important in establishing the legality of the marriage in most customary practices.

Formalities for a customary marriage

- The formalities to this type of marriage depend on the tribe/community that the couples belong to, especially that of the woman.
- Most customs require that traditional ceremony is performed to formalize the marriage.
- The marriage may be registered at the sub-county headquarters within a period of six months after the final ceremony and a certificate issued.

Wrap up

The participants will have learnt how the different forms of marriage can be contracted and the requirements that validate the marriages

Topic 6:

DIVORCE AND SEPARATION

Objective

i) To expose participants to the available options in the law when a couple can no longer stay together. **Duration: 2 hours**



Materials to be used:

- Flip chart / markers
- Manual



Method

- Brainstorm
- Role play

Tasks

Activity1

Share experiences on divorce or separation

Discuss the differences between separation and divorce

Activity2: Role play

Peasant farmer intends to give away his 16 year old daughter in customary marriage to a money lender aged 45 years old. The peasant farmer tries to get his daughter back when he realizes that the money lenders wife died of HIV and that the money lender is also sick. The problem is that he has no source of income and the money lender threatening him with the LC1. He comes for advice.

Persons required in role play: peasant farmer, daughter, mother, elders, money lender and LC1 chairman

Notes for the paralegal/ trainer

What is Separation?

Separation is a situation where a husband and wife have disagreements and decide to stay away from each other for a given period. The couple agree on how to look after the children and how to maintain either of the partners. At the end of the agreed period, the couple may decide to get back together or divorce.

Types of separation

Separation by Agreement

This is when a husband and wife agree to stay away from each other for a given period. The period of separation should not exceed 2 years.

Judicial Separation (Separation by court)

This is when a husband or wife applies to court for an order of separation on certain grounds. This type of separation is usually temporary.

Grounds for judicial separation

- a) Adultery (Having sexual relations with someone who is not your spouse)
- b) Cruelty (includes physical abuse, economic violence, verbal abuse, emotional and psychological abuse); or
- c) Desertion (where a husband or wife abandons the other without good cause for a period of two years or more)

The court after being satisfied that the reasons raised are valid may grant an order of separation or dismiss the petition if the evidence is not sufficient.

Implications of separation

Separation does not end a marriage. During the separation the parties are still considered to be husband and wife and cannot remarry.

The purpose of separation is to give an opportunity for the parties to reflect to see whether they can settle their problems and consider getting back together.

When does the separation period come to an end?

- One of the parties may apply to court to have it reversed upon proving that the desertion was justified.
- The parties voluntarily agreeing to get back together.
- The period agreed upon by the parties could have lapsed or come to an end.



DIVORCE

What is divorce?

This is when the marriage comes to an end. It only applies to legally recognized forms of marriage. The procedure of divorce depends on the form of marriage that the parties contracted.

Divorce under the Church and Civil Marriage

This is obtained through court by a husband or wife filing a petition asking court to dissolve the marriage.

Grounds for divorce

A wife/ husband can petition the court on the following grounds:

- a) Adultery by one of the parties,
- b) Cruelty towards one of the parties,
- c) Desertion of one of the parties for a period of 2 years and more without reasonable excuse,
- d) Has been found guilty of rape, sodomy or bestiality.
- e) Has changed his or her profession of Christianity for the profession of some other religion, and gone through a form of marriage with another man or woman.

It should be noted that the spouse who goes to court must not have assisted in any way for the offence to take place.

DIVORCE UNDER CUSTOMARY MARRIAGE

A customary marriage is terminated according to the customs of the tribe/community. It can also be terminated by a court of law using similar procedures as those applicable to church or civil marriages in as far as it is possible.



N.B Any custom that requires that bride price is refunded at point of divorce is illegal and against a woman's right to dignity.

DIVORCE UNDER ISLAMIC OR MOHAMMEDAN MARRIAGES

There are three types of divorce.

Talaq

This is where a husband obtains divorce. He pronounces his intention to divorce three times at intervals of one month and allows for a waiting period of three months (iddat) to ascertain whether the wife is not pregnant. If within the period of iddat sexual intercourse resumes, the talaq is cancelled.

There should be a witness at the end of the iddat period to ascertain whether or not the wife is pregnant and to witness the divorce.

Khula

This is where a wife obtains divorce and she can return her dowry to her husband. If a man refuses to divorce his wife, she can go to a Khadi court for divorce.

Mubaraa'h

A wife and husband may obtain a divorce if they mutually agree to terminate the marriage.

Grounds of talaq (divorce by a husband)

1. Adultery
2. Insubordination and disobedience
3. Unreasonable denial of sexual intercourse by the wife

Rights and obligations of the spouses during iddat

- Iddat is transitional period between separation and termination of a marriage.
- These include a temporary legal bar to marry (on the wife's part), mutual entitlement to inheritance, maintenance and the matrimonial home.

Grounds of Khula (divorce by a wife)

1. Sexual dissatisfaction on the wife's part,
2. Failure of the husband to maintain his wife,
3. Cruelty towards the wife,
4. Desertion by the husband for at least three months.

Implications of divorce

- The Constitution provides that the parties are entitled to equal rights when marriage is being dissolved.
- The issue of the custody of the children is looked into when a marriage is being dissolved. The welfare of the children is the most important factor to be taken into account.
- The issue of distribution of the property is also an important issue which is looked into when a marriage is to be dissolved, especially regarding property which was acquired jointly by the parties.
- Divorce is permanent and it is done when the parties have no intention of reconciling.

SEPARATION	DIVORCE
1. It is temporary and does not end a marriage	1. It is permanent. The marriage ends
2. Marital rights and obligations are suspended during this period.	2. Marital rights and obligations end.
3. The husband and wife are still legally married. Their status as husband and wife remains, and they work out ways of managing their affairs and looking after children.	3. The parties are no longer husband and wife. Property is shared and custody of children is agreed upon or a court order is given.
4. The parties can not marry or be sexually involved with another man or woman	4. The parties may re-marry if they so choose since they are no longer considered husband and wife.

Wrap up

The participants will have a clear understanding of the legally accepted reasons for the separation and divorce so that they are better equipped to handle their own cases.

Topic 7:

RIGHTS OF A CHILD

Objectives:

- To create awareness on children's rights and responsibilities under the law
- To create understanding on children's violations and how to prevent them,

Duration: 2 hours



Materials required

- Handbook
- Flip chart / markers



Methods

- Brainstorm session
- Group work
- Case study

Tasks

Activity 1

1. Brainstorm on the rights of children
2. Break up in groups

Jjaja Nulu is a grandmother of twins. She lost her daughter (Nalongo Ruth), the mother of the twins to HIV/AIDS four (4) years ago. At the time of her death, the twins were only two months old. Jjaja Nulu has taken care of the twins since the loss of her daughter. The father of the twins is a powerful businessman in Kikubo. Before the death of his wife, he used to behave in a funny way. This was after she (Nalongo) discovered that she was HIV positive during the routine HIV testing done for pregnant women. When Nalongo confronted him, he became so aggressive, and also started to call her a prostitute who gave him the disease. It is known that the father of the twins always spent nights away from his home and his friend also testify that he used to buy prostitutes. Nalongo remained faithful throughout her marriage. It was also discovered that the father of the twins used to go to a nearby clinic to secretly take his ARVs.

After the death of Nalongo, the father of twins refused to provide maintenance and school fees since they are now of school going age. He told their grandmother that he could not waste his money on the twins after all they were going to die soon. He even promised to give them poison to quicken their death. He keeps attacking and threatening Jjaja Nulu.

Jjaja Nulu is worried and has developed high blood pressure because of what she is going through. She needs help and wants the best for her grandchildren.

1. What rights have been abused?
2. What are the available remedies

Notes of the paralegal

Who is a child?

A child is a person who is below the age of 18 years under the Constitution of Uganda and the Children Act.

What are children's rights?

Children like all human beings have rights too. These rights are inherent and not given by the state. These rights are set out in legal instruments to ensure that children are protected from harmful practices to ensure their safety. Children rights are stated in the 1995 Constitution of the Republic of Uganda, and the Children's Act.

At international level the special instruments on children's rights are the

- UN Convention on the Rights of the Child 1989,
- The African Charter on the Rights and Welfare of the child.



Categories of children's rights

Children's rights are divided into 4 broad categories. These are;

1. Survival rights

Basic needs that children must have to ensure good health for normal and adequate growth. These include food, shelter, clothing, health, medical care.

2. Development rights

These provide the opportunity and means for a child to have access to education, skills, training, recreation and rest, information, parents, care, and social security and optimum opportunity to develop as a responsible citizen.

3. Protection rights

These are the legal and social provisions made by each nation to protect children from exploitation, drug abuse, sexual abuse, cruelty, separation from family, discrimination, protection from all forms of disaster.

4. Participation rights

Are the opportunities and means given to children to express an opinion, in matters affecting their lives such as freedom of worship, access to information, freedom to give evidence where applicable.

Examples of rights of children

- Right to have a family
- Right to have a good name
- Right to be heard
- Right to education
- Right to quality health care
- Right to good nutritious food
- Right not to be manipulated and forced to have sex
- Right to play
- Right not to be forced to do hard work

Vulnerable children

These include; orphans, child heading homes, street children, house boys/ girls, children living with and those affected by HIV/AIDS among others.

The above categories of children face a lot of challenges that expose them to HIV such as early marriage, defilement, and others are engaged in harmful employment in the form of child labour. This in turn hinders their growth and development which makes them less productive in the community.

Children's responsibilities

Every child has responsibilities and duties towards his/her family, society, the State and International Community. The children must be made to understand that as much as they have all these rights, they also have responsibilities.

NB: Children have rights that they must enjoy and responsibilities that they must fulfill as they enjoy their rights.

These include;

- To work(domestic) for the good of the family
- To respect parents and elders
- To contribute to the best of their abilities at all levels to the promotion of unity in the community.
- Live in harmony with the rest of the community
- Help in cleaning the environment
- To go to school where education is provided
- Obey school rules and regulations
- Be obedient and disciplined

Summary of children's rights and responsibilities

	Rights	Responsibilities
1	Equability before the law regardless of sex, religion, nationality, color	Respect for elders
2	Feeding, accommodation,	Eat food provided Go to school Obey rules and regulations
3	medical care,	Take medication administered
4	Education	Attend school Obey rules and regulations
5	Right to healthy environment	protect the environment and keep it clean
6	Recreation/entertainment, rest	Do assignments
7	Love, care, understanding	Help in the community Apply society values

VIOLATION OF THE RIGHTS OF CHILDREN

Where can a child report in case his/her rights are being violated?

- Area LC I chairperson,
- Headmaster / teacher on duty, matron, if it is at school,
- Area Police station/post,
- Community paralegal,
- Community elder/ neighbor,
- Cultural/ religious leader,
- Community activist,
- Relative,
- Court.

Parental responsibilities towards children

Maintenance of children

Maintenance of a child is the duty to look after a child by providing all the child's basic needs such as mentioned above.

What is maintenance?

This means providing basic necessities of life such as food, clothing, housing, education, and health requirements such as medical care, as well as the general wellbeing of the child in providing guidance and protection.

Maintenance of children

It is the duty of both parents to provide for their children whether they are separated/ divorced/ single. Every parent shall provide for the welfare of their children. (Father, Mother, guardian) A parent who fails to support their children breaks the law.

Implementation of the rights of the child

The family, including extended family, is recognized as the unit best suited for providing the right environment for children to survive, grow and develop. This is the unit where a child lives with her/his parents who are best suited to give the child the basic needs of life such as food, shelter, clothing, medical care, basic education and guidance.

The parents have a legal and moral obligation to respect the rights of the child. If, for different reasons, the family unit is not able to meet this obligation, the legal system is in place to intervene and take action in favor of the care and protection of the child.

Children are given the right to legal care and protection.

The role of Local Councils:

In the community there are the Local Council committee who have the responsibility to take care of children's affairs. The Local Committee Courts are already in place to handle cases of civil nature regarding children.

The referral system

Person(s) with information/evidence of violation of the rights of a child may report the matter to;

- The family and children court,
- The family protection unit of the police,
- The Local council courts
- Advocate/ lawyer

Where the matters cannot be successfully handled by the Local Committee Courts, such matters will be referred to the Probation and Social Welfare Officer or to the police, who will act in the best interest of the child.

Topic 7:

CHILDREN'S RIGHTS AND HIV / AIDS

Objective:

i) To learn how to use the law to protect and assist children infected / affected by HIV/AIDS .

Duration: 1 hour



Materials required

- Handbook
- Markers
- Flip chart



Methods

- Case study
- Group work

Tasks

Activity 1

Discuss how to ensure that children who are HIV positive are not discriminated against

Activity 2: case study

Case study1

Zaina had been a happy 12 year old girl until her parents died of HIV/AIDs and she had to go and live with her aunt popularly known by her clients as Mama Tonto. Mama Tonto was pleased to have Zaina around because her business was booming and she needed extra hands to serve the customers quickly. After sometime Mama Tonto told Zaina that she has to sleep with Owange a rich business man because he was a good customer and found Zaina attractive. Zaina instead run away to the LC1 Chairperson because it was popular knowledge that Owange was sick and she was too young to be his girlfriend.

Case study 2

Acio comes to your home after learning you had undergone community training recently. She informs you that she is the eldest girl in a family of five girls. Unfortunately their parents died of HIV. The relatives of her father are saying that they should leave their home because they have no rights and are just going to produce children that will fight for their land, Acio has already produced two children of her own and was forced to come back home after the third child died and husband said she was bewitching them. Advice Acio

Case study 3

Your neighbor John Wilson Goodnews is customarily married to Josie Hotlooker and they have three children together. Mr Goodnews is a truck driver who drives between Sudan and Arua Josie was told by a friend that her husband has women in all the trading centres between the two countries, when she confronted him, he said it was not true and she should stop listening to gossip. However she later discovered that he was taking ARVs secretly, He told her to leave his home with her two children because he had found a proper wife, Josie is confused since she has never worked and does not know how she can support her children who are so sickly. Advice Josie Hotlooker

Notes for the paralegal

Children are considered vulnerable and therefore require special attention and protection; this is because a number of children are finding themselves orphaned, heading households, nursing parents and having to leave school to support their families.

Welfare and rights of children and youth

Rights to family care – right to know and be cared for by parents or those entitled to bring them up. However HIV / aids affects this right leading to poor quality and family life, trauma and neglect or living with people they do not know

Right to basic nutrition – this will be affected by poverty as the infected person becomes sicker and unable to work.

Right to shelter- relatives may deny them this right by grabbing the property of the orphan's deceased parents

Right to be protected from exploitation (child labor) -children may end up being exploited by employers. Child labour is illegal in Uganda.

Children with special needs and Disabilities:

Children living with Disabilities have the right to be treated the same as children without disabilities and where necessary, provide them with special treatment to make their lives easier.

Refugee children and street children. These are at increased risk of abuse, exploitation and poor standard of living

Right to play and recreation. children should allowed time to play and make friends,

Right to protection from sexual exploitation. Children become targets of rapists, abusers, and users of prostitution because of the likelihood that they may not be affected and they can be easily be persuaded, bribed or forced. Young children are ignorant and powerless,

Right not be discriminated against- they may be rejected by relatives, children and schools

Areas of concern:

- Right to proper medical treatment
- Legal support and enforcement of their rights
- Inheritance of property



Learning environment and HIV/AIDS

The Constitution provides that people's rights to dignity, equality and privacy are protected, and this includes those persons with HIV/AIDS

Government policy on people living with HIV/AIDS

- Non-discrimination and equality
- Non mandatory HIV testing
- Right to attend school
- Right to privacy regarding HIV/AIDS information A safe environment
- Information on HIV/AIDS

Parental concerns

Do not have to disclose the HIV/AIDS status of the child to receive admission from schools

A learner does not have an HIV/AIDS test in order to get admission or attendance to a school

All learners must be treated justly and humanely despite their HIV/AIDS status

Parents have a right to know the nature of the HIV/AIDS

Education offered in schools

Wrap up

The participants will be able to know what to do when they are approached by children who have HIV/AIDS and develop strategies to protect them.

Part 04

OTHER RELEVANT RIGHTS AND LAWS

Topic 1:

PROPERTY AND LAND RIGHTS

Objectives:

To expose participants to the law governing the right to ownership of property.

Duration: 1 hour



Materials required

- Flip chart & markers
- Handbook



Methods

- Exercise on property rights in marriage

Case study

Brainstorm on property rights

Tasks

Activity 1

Property rights in marriage

1. Arrange the participants into small groups. Ask each group to answer one or more of the following questions:

- In the home, what property belongs to the man, what property belongs to the woman, what property is shared by both spouses?
- List as many cultural beliefs or rules about property in the home that you know about. Which of the cultural beliefs or rules advance women's property rights and which one does not?
- What happens culturally and legally when spouses divorce or separate?

Notes for paralegal

What are the property rights?

Property is something that is owned or possessed. There are two main categories of property

- Real property or immovable property is relatively permanent and generally cannot be moved from one place to another. Examples of real/immovable property are land, housing, and things that are part of the land like trees, forests, and waterways like rivers and lakes. :

- Personal or movable property is more temporary and can be moved from one place to another. Examples of personal/movable property are furniture, bicycles, tools, livestock, clothing, bowls, and jewelry. Financial accounts like savings, bank accounts, and pensions are also personal property.

Property rights are claims people have on property and what they can do with a piece of property. It is useful to think of property rights as a bundle of rights about using the property, earning income from the property, transferring the property to others, and deciding who may use the property. For any given piece of property, it may be that one person, and only that person, has all of these rights or it may be that multiple people have different and overlapping rights over the same piece of property. At times ownership is determined by the community which the men belong to and it becomes difficult to convince them to look at the contribution of the wife.

Wrap up

The participants will be able to differentiate the different forms of property and understand how to manage such property.

Topic 2:

LAND TENURE

Objectives

- To highlight the types of land tenure systems and how they are administered.
- To expose the participants to the property violations and manner in which they can be addressed.
- To be explain what family land ownership is and the rights of the family members.

Duration: 2 hours



Materials required

- Flip chart & markers
- Handbook



Methods

- Brainstorm on the type of land systems
- Group work on case studies
- Share experiences in handling land disputes

Tasks

Activity 1; Brainstorm

What types of land systems are you aware of and what differences do they have?

What types of land holding do you know about in the community?

Activity 2: case study

Case study.

John is a teacher in Jinja S.S, earning a salary of 400,000/= per month. His wife Mary is a nurse in a Clinic in Jinja town earning a salary of 200,000/= per month. The two have been married for 3years but are not yet in a hurry to have children. They stay in the school quarters. John owns a kibanja (customary piece of piece of land) in Mayuge district, on which he has a semi-permanent house. He inherited the kibanja from his late father. John uses this kibanja for growing various food crops such as bananas, potatoes, beans, and cassava. Twice a month, the couple goes to the kibanja and spends a weekend there. They always go on Friday and return on Sunday evening loaded with sacks of food from the kibanja, enough to last two weeks. On such weekends, the couple stays in the semi-permanent house.

John has decided to sell the said kibanja and buy a new pick up which he will use as a commercial vehicle to supplement his income. He has identified Philip as a potential buyer. When John discussed the matter with his wife and sought her go ahead, she refused to the sale. She says that the kibanja is the only property they own and a pick up cannot be a substitute to it. John decided to ignore his wife and told Philip that he was ready to go ahead with the deal since he owned it before they got married. Furthermore, the couple does not reside on the kibanja, each of them has a salaried job and in any case, according to kisoga culture, women are not supposed to have a say on such matters. However, Philip insists that from his lawyer's advice, John's wife must give her consent. Mary is not ready to give the consent therefore John has come to you, as a prominent community member to advise him on what to do.

Notes to the paralegal

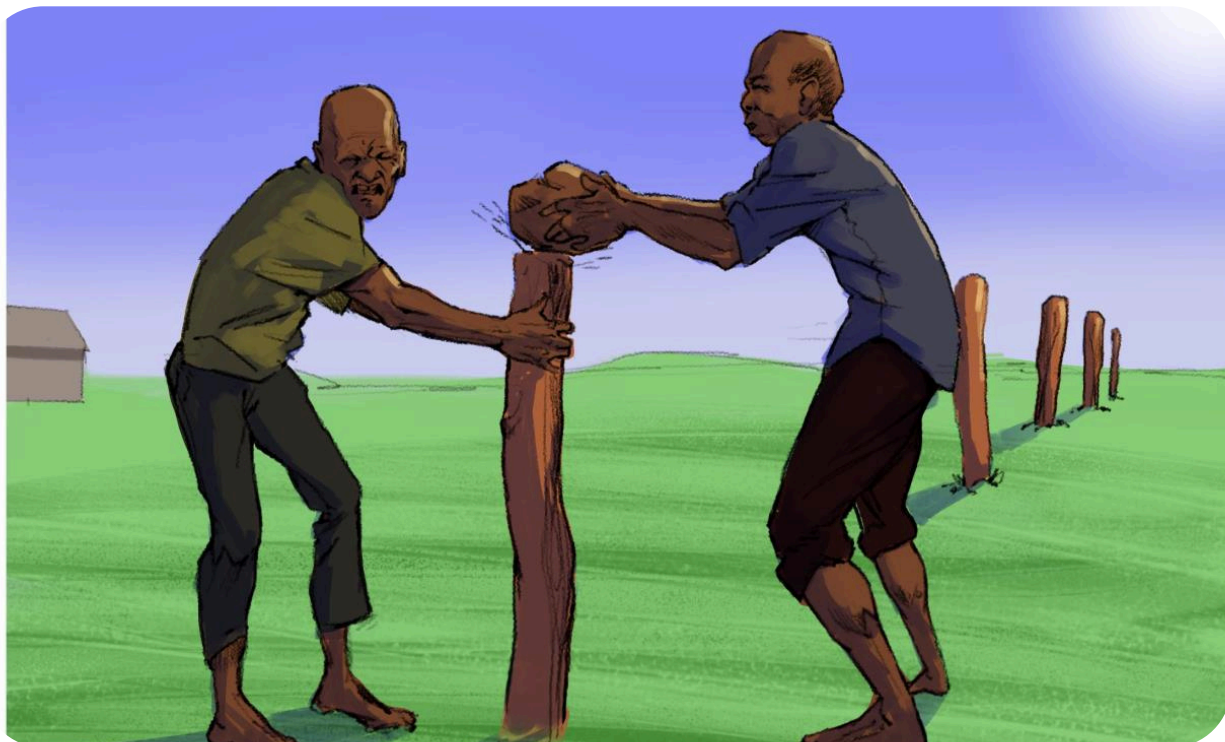
There are several laws governing land in Uganda, these include The Constitution of the Republic of Uganda , 1995 , Land Act , The Land(Amendment Act 2010 and The Registration of Titles Act.

These laws provide the nature, procedure and forms of land ownership rights as well what to do in case of a problem. There are four types of land tenure systems recognized under the law;

- 1) Customary tenure,
- 2) Freehold tenure,
- 3) Mailo tenure and,
- 4) Leasehold tenure.

• Customary Tenure

This type of tenure is applicable to a specific area of land or class of persons acquiring land through specific rules or local customary regulations. It provides for communal ownership and use of land. It is a traditional method of owning land. Most communities in Uganda have a system of owning, occupying, and dealing with or using land under their own recognized regulations. This types of land are pre-dominantly unregistered until recently when procedure for their registration was introduced.



- **Freehold Tenure**

This involves holding of registered land in perpetuity and enables the holder to exercise full powers of ownership of land such as selling, leasing, mortgaging, or subdividing the land to create other interests.

- **Mailo Tenure**

This form of land ownership involves holding of registered land permanently. It also recognizes the rights of bonafide and lawful occupants on the land and permits the separation of ownership of land from the ownership of developments on the land made a lawful or bonafide occupant.

- **Leasehold Tenure**

This is created either by contract or by operation of the law, where by one person, named the landlord or lesser, grants the other person named the tenant or lessee, exclusive possession of land usually but not necessarily limited to a defined period of time.

The lesser and the lessee agree on certain terms and conditions subject to the law, the common one being the payment of rent or premium by the lessee.

Types of land ownership	Description	Rights of owner	Procedure
Customary tenure	· Permanent · Individual or owned by community · Acquired according to customs/ norms · may be divided into sub divisions belonging to individual, family or traditional institution	Certificate of customary ownership Give others rights of use and get benefits from land Lease land Can do anything acceptable by laws & customs of community	-Applicant submits form 1 to District land board -Submits form in triplicate to recorder/sub county chief -Notice placed in a known place by Area land committee for district land board -A detailed sketch made by the area land committee -Decision made by the area land committee that is forwarded to district land committee in writing
Mailo tenure	Registered land Permanent ownership Absolute ownership	Use and develop land for lawful purposes Give it out through inheritance Give out lease	Applicant must complete transfer forms, consent form, photocopy duplicate certificate of title & 2 passport photos of buyer & seller Valuation division for assessment of stamp duplicate certificate, of title, receipts and photocopies -Pay fees to the bank & have transfer form stamp, submit to mailo registry -Photocopy signed received and applicant checks after 10 days. -Applicant presents identification documents & photocopies to collect duplicate title Signs for title & photocopy signed returned

Freehold	Registered under registration of titles act Permanent ownership Has full rights of use to develop Give out or sell		
Lease	Hold ownership for a specific period Minimum period for Ugandan is 3 years Maximum of 99 years and 5 years for non citizens Certificate of title	Use only according to terms in agreement Sell, give as security to bank, construct family or business building or give it away in will Beneficiary must give back after expiry of the lease or apply for an extension	-Applicant completes transfer forms & 2 consent forms -A photocopy of duplicate certificate & 2 passport photos of buyer & seller -Talks to validation division picks within 3 days and picks form and then pays stamp duty & registration fees to the bank -Pay fees to the bank & get transfer form stamped -If making transfer permission should be got from the landlord -Submit documents to the leasehold registry photocopy signed received and returned to the applicant after 10 days -Applicant presents identification documents & photocopies to collect duplicate title - Signs for title & photocopy signed returned

Public land and land held by government

Public land is owned by government or local authority which has the right to lease it to any company, organization or individual on specific terms and conditions;

Land held in trust by government

Hold in trust for the people natural lakes, rivers, wetlands, forest reserves, game reserves, national parks, land for ecological and tourist purposes

Tenant by occupancy – tenants protected from unlawful evictions, do not have full rights.

Types of tenants

A lawful occupant is a person who entered land with the consent of the registered owner and this includes a purchaser.

A bonafide occupant is a person who before the coming into force of the Constitution had occupied and utilized or developed any land unchallenged by the registered owner or agent of the registered owner for twelve years or more. This includes a person who entered on the land with or without the consent of the registered owner; or had been settled on the land by the government or its agent (which may include a local authority). Or under government resettlement schemes,

A tenant by occupancy can obtain a loan from the land fund for purposes for purposes of acquiring a registerable interest.

FAMILY LAND OWNERSHIP

What constitutes family land?

Under the law, family land means land;

- Used as the ordinary residence of a family;
- Used as the ordinary residence of the family and from which the family derives sustenance;
- That the family freely and voluntarily agrees shall be treated as family land;
- That is treated as family land according to the norms, culture, customs, traditions or religion of the family.

How does the law protect family land?

The law prohibits any person from selling, exchanging, transferring, pledging, mortgaging or leasing of any family land as well as entering a contract for any of these purposes except with prior written consent of the spouse. Where a person transfers family land without the consent of the spouse, the transfer is null and void and therefore has no effect.

A transaction entered into by a bonafide purchaser in good faith and for value without notice that consent of the spouse was required before the transfer is equally void under the law. The purchaser shall however have the right to claim from any person with whom he or she entered into the transaction, any money or consideration given by him or her in respect of the transaction.

What happens where the consent is withheld by a spouse?

Consent required for the transfer or sale of family land shall not be unreasonably withheld. Where such consent is withheld or denied, the person aggrieved may appeal to the court and the court shall require the spouse to give a reason why the consent is being denied. The court has the discretion to dispense with the consent where it has been unnecessarily withheld.

How can a spouse protect land other than family land?

A spouse who desires to protect his or her interest in land which does not fall in the category of what is known as family land may lodge a caveat on the certificate of title of the registered owner of the land.

Topic 3:

DOMESTIC VIOLENCE

Objectives

- i.) Participants will be exposed to the causes and effects of domestic violence.
- ii.) Participants will be given the tools to handle cases of domestic violence.

Duration: 2 hours



Materials required

- Handbook
- Flip chart and markers



Methods

- Brainstorm
- Share experiences on handling domestic violence

Case studies

Tasks

Activity 1- Discussion

Men have a right to discipline their wives through beating.. Discuss this statement in groups

Activity 2: Case study

Angelina, a peasant farmer was tired of being beaten by Juma each time she harvested her groundnuts. Juma would say that he paid a lot of dowry for her and therefore she was his slave and all the money she made from the produce belonged to him. In addition to physical beatings she suffered insults from her in laws because she had failed to continue the family lineage. Angelina has been to the health center several times to find out why she is always miscarrying. The last time she was there a nurse informed her that she was HIV positive and that may be reason for her condition. She is so miserable since she has no one to turn to and Juma has refused her to go back to health center and stop wasting money

What advice can you give her?

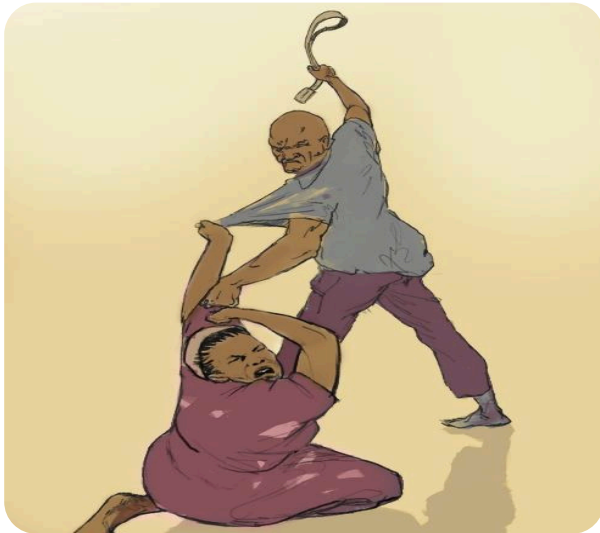
Notes for the paralegal

Domestic violence?

These are acts or omissions that harm, injure or endanger the health, safety, life, limb or wellbeing including;

- Physical abuse; abuse which harms or injures another person's body.
- Sexual abuse; behavior of a sexual nature that abuses, humiliates, degrades or otherwise violates the dignity of another person.
- Emotional abuse; a pattern of degrading or humiliating behavior such as repeated insults, threats, intimidation, extreme possessiveness, etc.
- Economic abuse; the deprivation of economic or financial resources to which a person is otherwise entitled.

Forms of domestic violence



People deal with different forms of violence in everyday life. They range from; verbal abuses, physical assault and battery, sexual harassment, murder, stalking, insulting etc.

The various forms of violence as classified are;

- Physical – this may take the forms of beating, kicking, slapping, burning, FGM, boxing, confining someone, child labour, locking one out of the house
- Sexual – may include having extra marital affairs, FGM, bestiality, defilement, rape, incest, homosexuality and other related violent acts.
- Psychological – may involve going home late, extra marital affairs, quarrelling, nagging, denial of basic necessities, dishonesty, lack of respect, denying one medical care,

- Economic – refusing one to engage in income generating activities, refusing to provide for one's welfare among others.

Victims of domestic violence

- Any man, woman or child who shares the same residence,
- Women and men who are in or used to be in an intimate relationship,
- Relatives,
- Domestic workers.

Causes of domestic violence

Domestic violence is a discrimination and mistreatment rooted in the in the power imbalance between women and men being rated as higher in social status than women thus creating inequality.

Factors that influence and facilitate domestic violence.

- Alcohol consumption and drug abuse,
- Poverty in the family,
- Frustration due to lack of stress management,
- Diversity in religious beliefs,
- Infidelity of partners,
- Broken families,
- Poor communication in the family,
- Disobedience of children,

NB: It should however be noted that these factors are no excuse for Domestic violence. A person cannot tag violence to alcohol abuse. Violence is brought about by power in balance

Effects of domestic violence

Domestic violence has several consequences both on the victim and the entire family as a whole. Among other effects, the following have been identified as the major ones;

- Can result into death of the of victim,
- Transmission of STIs and HIV/AIDs,
- Separation and divorce of couples which distorts families leading to single parenthood,
- Disability due to wounds inflicted on victim,
- Poverty in the family,
- Extra marital affairs of one of the partners,
- High rate of school drop outs,
- Increase in the number of street children as children run away from home.
- Increased crime
- Reduced productivity
- Limited development
- Forces children to leave school early
- Can lead to disability, ill health, even death
- Destabilizes families

Remedies for a victim of domestic violence

As already pointed out, the remedies to an abused partner or child are available through the following ways;

- **Report to the police**

The police upon reporting this crime arrest the culprit before or after evidence of the doctor's medical report as evidence that a crime has been committed. The arrested person will be charged and taken to the courts of law and tried. If he/she is convicted, then he serves his punishment.

- **Court**

For the case to be taken to court the victim who is the complainant should be ready to testify before the court. Witnesses if any should be summoned to support the case. The victim may also decide to file a civil suit for damages.

- **Local council courts**

LCs are established as courts under the local council courts act 13 of 2006. They can hear civil matters involving debts, contracts, battery and damage to property (value not exceeding 2 million). Local council courts handle civil cases by taking a case issuing a caution, apology, community service, a fine, referral of criminal cases to police,

- **Family and friend's intervention**

A spouse can also go to a family member, friend or a good neighbor who may assist by talking to the violent partner and reconcile them. Neighbors are very important as most of the violence takes place at night and the nearest person who can assist is a neighbor.

- **Religious leaders**

This includes Christians, Muslims and others. Religious leaders are usually willing to assist any member of their religious denomination or even non members who have got problems in the community.

They may provide counseling and sometimes shelter for a limited time as matters get sorted out.

- **Human rights organizations**

These are many in Uganda and they include; UGANET, Foundation for human rights initiative, Legal aid project of the Uganda law society, African network for the protection and prevention of child abuse and neglect and others. These organizations do a lot of work to ensure the protection and enforcement of human rights.

- **Advocates**

The victims who can afford to pay for services of a private lawyer can institute court proceedings.

Recommendations to handle domestic violence

- Change in attitudes towards domestic violence
- People to engage in income generating activities to avoid poverty
- People should seek counseling when they have issues in their lives
- Approach religious leaders for advice
- Faithfulness in relationships among couples
- Practice honesty
- Advocate for removal of harmful cultural practices that promote domestic violence in the community
- Families to have open communication in dispute resolution
- Avoid abuse of alcohol and drugs
- Educate children on their rights and responsibilities

How to report a case at Police

Who can report a case at Police?

Any person who has reasonable cause that a crime has been committed or is about to be committed.

What happens when I reach out to police?

Upon reaching at police, ask for the reception desk where files are opened from, report to the officer handling and the case will be opened in the criminal Register Book. A CRB Number will be issued to you to help you during the tracking of progress for the case

What happens after I register my case with police?

Your case will be allocated to a police officer to conduct investigations but also record statements in regards to your case. The police officer will first record the first information from the complainant, his/her statement, statements of any witnesses, issue with a Police Form if needed to enable medical examination but also ensure that the suspect is apprehended and their statement is recorded.

After reporting your case, ensure that you do follow up until investigations are complete.

What happens after investigations are complete?

After investigations are complete, the police officer shall draft a charge sheet and forward the file to the state Attorney for sanctioning.

Note: Sanctioning plainly means signing off the charge sheet and preparing the case for prosecution/hearing in court.

What should I do after my file is sanctioned?

It's important to follow up with the state Attorney to enable proper planning for the hearing of the case, for example the state attorney may advise on when the witnesses should be ready, the nature of evidence to be produced in court among others.

What happens after my case is scheduled for hearing at court?

Upon the case being scheduled at court, prepare to be present with witnesses if any (depending on what the state attorney advised).

The case will be mentioned, the accused person/perpetrator shall be made to take plea i.e. the charge will be read to him and he will respond to it where he is guilty or not.

Where the accused pleads not guilty, the case will be set for hearing and adducing of evidence. In cases where the accused pleads guilty, he is convicted and sentence passed.

What should I do if police or the state attorney asks for money?

Unless otherwise expressly stated, all services provided by police and office of Director of public prosecution are free of charge.

In case any officer asks for money report to those in authority.

For police report to

Toll-Free Numbers: Dial 200019, 0800199199, or 0800199299 to reach the Professional Standards Unit (PSU) of the Uganda Police Force. They handle complaints related to corrupt officers.

Online Complaints:

Visit the official website of the Uganda Police Force and look for a section related to filing complaints or reporting misconduct.

In-Person Complaints:

Visit your local police station and ask to speak with an officer from the Police Standards Unit. You may also report the officer to the Officer in charge of that police station or DPC

Remember that reporting corruption is crucial for maintaining public trust in law enforcement and ensuring accountability. By taking action, you contribute to a safer and more just society.

For Office of Director of Public Prosecutions

You can directly report corruption to the ODPP. They play a crucial role in ensuring justice and prosecuting criminal cases. To lodge a complaint, you can use the following contact details:

Phone: Toll-free at **0800 112 300**

Email: admin@dpp.go.ug

Address: Plot 1 Pilkington Road, Workers' House, P.O.
Box 1550, Kampala, Uganda 1234.

For court

Judicial Service Commission: If you've been asked for a bribe by police, prison officers, prosecutors, magistrates, or judges, please report the case to the Judicial Service Commission.

P.O Box 7679,Kampala

+256 800100222

Inspectorate of Courts (The Judiciary): The Inspectorate of Courts is another institution where you can report corruption within the judiciary.

P.O Box 1682

+256 4143444219

Wrap up

The participants will be able to understand the definition, causes and effects of domestic violence cases and what remedies are available when they are confronted with such cases.

Topic 3:

LAW OF SUCCESSION

Objectives

- (i) To create understanding on the laws that govern inheritance of property.
- (ii) Promote awareness about the importance of writing a will

Duration : 2hours



Materials required

- Handbook
- Flip chart
- markers



Methods

- Story telling
- Lecture
- Case study
- Role-play

Tasks

Activity 1: Share experiences about succession cases from the participants

Activity 2: Break out into groups-discuss case study

Nabirye was married to the late Mr. Bwiire and they had two children together. Moses aged 4years and Phiona aged 11/2 years. Nabirye and her late husband owned lots of property in town. They included hotels, plots of land vehicles, and schools among others. When Mr. Bwiire died, his relative turned against the widow and informed her that in the Kisoga culture women are property, and therefore property cannot own property. That all property must be inherited by the deceased's relatives. The clan leaders have decided that Nabirye gets married to Mr. Bwiire's young brother. It is however known that Mr.Bwiire's young brother is HIV positive. The clan leaders insist that the property must remain with the family.

Nabirye is before you, she does not know what to do. She needs help

Activity 3

Exercise to draft simple will

Notes for the paralegal

Inheritance/Succession

Succession is governed by laws that provide for the way in which a person's property after he/she dies. This includes the manner of distribution of the property, people who are entitled to benefit and how to go about distributing properties of deceased persons. Succession laws in Uganda are found in the Succession Act Cap 268 and the Administrators General's Act Cap 157.

In Uganda the law of inheritance provides for two types of inheritance that is;

- Testate succession –where a person dies with a will
- Intestate succession- where a person dies without a will

a) Testate succession

Testate succession occurs where a person dies leaving a valid Will. The Will is made by a person called a testator who states how he/she wishes his/her estate to be distributed. The Will is read after the death of the testator. After the Will is read the wishes are implemented by the executor of the Will.

Importance of writing a will

- States how a testator's wishes should be carried out
- States how property and assets are to be distributed
- Indicates how the young children will be handled and states the beneficiaries
- Chooses who will have part of the distributed property
- May give property

Types of WILLS

Written/ express or ordinary Wills

These are wills made in ordinary situations by any person above the age of 21 years. WILLS are valid if made in writing by a person during his/her life time.

Privileged Will

These are Wills made by people who are engaged in uncertain/ unpredictable situations such as those made by soldiers at war. In such cases the testator must be not less than 18 years of age. They may be in writing or by word of mouth.

Codicil

This is a supplementary (additional) WILL to the main Will. It is attached to the main WILL and it will be read at the same time with the main WILL.

Capacity to make a Will

Anybody can make a Will whether it's a man or woman, married, single or widowed. However, for one to make a Will, they must have legal capacity to do so. They include the following;

- Any person who has attained the age of 21 years,
- She/he must be in their right state of mind. (not insane, not drunk),
- A person who has a hearing impairment, physical impairment, speech impairment or visual impairment has capacity to make a will.
- A person who ordinarily has a mental illness may make a will during intervals when he or she does not have a mental illness.
- It must be made at the free will of the testator without duress or undue influence,
- They should make the Will in the language they understand.

Contents of a Will

For a WILL to be considered valid it must fulfill certain legal requirements which include the following;

- The particulars of the testator i.e names, addresses, marital status, tribe, village,
- The date when the Will was made i.e day, month, year,
- Names and address of the executors,
- Appointment of the heir/ heiress,
- Names and addresses of the guardians appointed to look after the young children,
- Names and relationships of the beneficiaries and persons given gifts in the Will,
- Creditors and debtors and amounts due,
- A list of the properties constituting the estate of the deceased person and their location,
- Names of executors
- It must be signed or thumb printed by the testator.



- It must be witnessed by at least two people in the presence of each other. However, the witnesses must not know the contents of the Will and must not be beneficiaries to the Will.
- Other wishes may include burial place and other ceremonies to be or not be performed

NOTE: It should be noted that lack of the above requirements renders the Will invalid and the law will regard the testator as having died without a Will

A testator must have only one will. If there is more than one Will, the one most recently made will be recognized. However, the testator may make a supplementary (additional) WILL to the main Will .

Custody of a WILL

Copies of the WILL must be kept with someone whom the testator trusts. The WILL may be kept with;

- A bank
- A lawyer
- A friend/ relative
- A religious leader
- NGO,

Beneficiaries to a WILL

It is a requirement by law that in the distribution of property, the testator must provide for certain essential people in her/ his will and these are;

- The wife/ wives or husband recognized under the law.
- The minor children who are below 21 years of age. It does not matter whether they are legitimate (born during wedlock) or illegitimate (born outside wedlock) and adopted children if any
- Dependent relatives – these are relatives who were totally or substantially dependent on the testator for survival but not those who occasionally received assistance from him/her.
- Any other person of his/ her choice and these include natural persons, institutions like churches, and legal entities like companies etc.
- Trustees for the benefit of others especially young children. Such an arrangement is suitable and properly directed to his/ her young children or persons with disabilities.

There are circumstances under which a beneficiary may not be mentioned in a WILL and these are; such as when one has already been allocated a gift or some kind of benefit from the testator.

Execution of a WILL

The execution of a WILL is carried out by the executor in the following manner;

- Debtors pay to the executor what is owed to the deceased,
- Creditors are paid from the estate in the following order of priority;
- Medical fees and funeral expenses,
- Court fees,
- Money due to employees and those who rendered services to the deceased within his lifetime,
- All other debts are paid in the order of their preference.

What invalidates a Will?

A Will may be invalidated by the following circumstances

- Remarriage of the testator after making a will
- By making another will
- Invalid will- a court can declare will is invalid on the following grounds:
 - Testator is of unsound mind
 - Testator under age of 18 years
 - Testator got married after making the will
 - If minor children and dependant relatives not catered for
 - If the will is not clear
 - If the estates disappears before the death of the testator
 - If testator did not sign the will

NOTE: A testator making a will cannot distribute his principal residences or other residential property to any person if that residence is normally occupied by his spouse or children and shall only be held in trust for the spouse or children.

Any person who tries to evict the surviving spouse or the lineal descendants or dependant relatives who are entitled to occupy that residence commits an offence for which they can be imprisoned.

NOTE: Before writing a will please take note of the following

- 1.) The Law allows you to make a will in any language of your choice. This Will Form has been prepared to help you in making your Will by filling in the necessary information in the spaces provided.
- 2.) The law allows you to distribute your property to any person(s) of your choice. It is important to note that there are specific people that are entitled to a share in your property;
 - a) Your spouse,
 - b) Your dependent relatives (close relatives who are dependent on you for their ordinary and basic necessities,
 - c) Your children.
- 3.) The principal residential holding or other residential holding shall not be distributed in a will.

4.) It is important for you to sign your will at the bottom of each page and also on the final page. The Will should be signed by at least two witnesses who are required to sign or put their thumb print as well as their address on each and every page of the Will as this is a requirement of the Law.

5.) The witnesses that sign your Will should be competent adults who are not beneficiaries in your Will.

6.) You can appoint an Executor or Executrix who will be responsible for administering your estate. It is important to appoint someone that you trust to act as your Executor or Executrix and this person should be fit and proper to act in this role. Note that you may have more than one Executor or Executrix and it is acceptable if the executor or executrix that you have named is a beneficiary in your Will.

7.) You can appoint a guardian for your minor children in your Will. This guardian however shall not deprive another person of parental rights, except where the parental rights were removed by Court.

8.) Two or more copies of the will should be made and can be kept with your Lawyer, Bank, Religious leader, Trusted friend or any other person of your Choice.

NOTE: That you can make changes to your Will, in a document that is called a Codicil which is a legal document with similar requirements regarding signing as your Will.

You should update or create a new Will after major life events like;

- Marriage,
- Separation or divorce,
- The birth or adoption of a child,
- The death of a beneficiary,
- A significant change in your finances or property.

b) Intestate succession

This refers to the inheritance of an estate of a person who has died without making a WILL. It also occurs when; a WILL is declared invalid by court of law or when the will has been revoked by a subsequent or latter marriage.

Effects of intestate succession

The property in the estate is not distributed according to the wishes of the deceased.

The estate is kept in trust by the personal representative of the deceased appointed by a court of law.

Only beneficiaries recognized by law can inherit from part of the estate. In order to manage the estate, one has to apply for letters of administration.

Letters of administration

Letters of administration are documents granted by the court authorizing a person to administer the estate of a person who has died without leaving a Will

Application for letters of administration

An application for letters of administration is made to the court. An application for letters of administration can be made by any of the following categories of people;

- The wife/ wives or husband of the deceased,
- Children of the deceased who are of age,
- A close relative of the deceased,
- The Administrator General

Requirements for obtaining letters of administration

When making an application for letters of administration, one needs the following documents;

A death certificate indicating the death of the testator to be taken to the Administrator General's office,
An introduction letter from the local council of your area introducing you and informing him of the death of such a person,

to the Administrator General for a certificate of no objection. If the person applying for letters of administration is not a widow or widower of the deceased, minutes of the family members duly signed by all beneficiaries give powers to apply for letters of administration

A certificate of no objection is clearance which enables you to apply to court for letters of administration to the court.

The Administrator General may summon a family meeting to establish certain facts or in case there is a dispute arising from the estate.

The application for letters of administration is then filed in the same court where the deceased resided in the form of a petition by the applicant requesting to administer the estate, after obtaining a certificate of no objection.

The applicant also signs a document in which she/ he undertakes to administer the deceased estate in a just and equitable manner according to the law.

The application is advertised in the local newspaper for a period of 14 days.

If any objections are raised by any member of the public, they are heard and decided by the court. Thereafter letters of administration are issued upon the court confirming that the applicant is the right person entitled to administer the estate.

The administrator then proceeds to administer the estate and becomes the personal or legal representative of the deceased.

After a period of 6 months, the administrator must inform the court as to how the estate is being managed by way of furnishing an inventory to show accountability of the estate.

Letters of probate

Letters of probate are documents granted by the court authorizing a person to administer the estate of a person who has died and left a Will. Therefore, the person applying for the letters must annex a copy of the Will of the deceased letters of probate is then made to the court which then grants it if all the necessary requirements are met.

- The application for letters of administration is then filed in the same court where the deceased resided in the form of a petition by the applicant requesting to administer the estate, after obtaining a certificate of no objection.
- The applicant also signs a document in which she/ he undertakes to administer the deceased estate in a just and equitable manner according to the law.

The application is advertised in the local newspaper for a period of 14 days.

- The administrator then proceeds to administer the estate and becomes the personal or
- If any objections are raised by any member of the public, they are heard and decided by the court. Thereafter letters of administration are issued upon the court confirming that the applicant is the right person entitled to administer the estate.
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Administrator General

The Administrator General is a public officer responsible for the administration of estates of persons who have died without wills. The Administrator General is represented in every district by the Chief administrative officer. The CAO also recommends to the Administrator General persons to be issued with certificates of no objection, holds family meetings and advises families of deceased persons where necessary.



The role of the Administrator General

The Administrator General is by law mandated to administer estates of persons who have died without making wills. Among other things;

- He/ she receives reports of death,
- He/ she resolves disputes among the beneficiaries or family members of a deceased person,
- He/ she issues certificates of no objection,
- He/ she is a public trustee. He ensures that the rights of the beneficiaries especially of the minor children to inherit property are not violated where there is no will.
- The Administrator General may also be granted letters of administration by the court.

Granting letters of administration by the Administrator General

Although letters of administration may be granted to a beneficiary of the estate, there are circumstances when the Administrator General may be granted letters of administration and these are;

- Where a deceased person has appointed the Administrator General in a Will as sole executor.
- Where the person appointed in the Will renounces executor ship.

- Where the person appointed as an executor dies before the one who appointed; such
- as a person in a Will.

Where a person dies without making a Will and there is a dispute.

- Where a deceased person has not appointed an executor in his Will.
- Where no application has been lodged for probate or letters of administration within a
- period of 2 months after the death of the deceased.

- Where the Administrator General sees that the executor or administrator is mismanaging the estate probate or letters of administration in this circumstances.

Beneficiaries under intestate succession

Under intestate succession, there are certain categories of people that are entitled by law to benefit from the estate of the deceased person and these are;

- ***Wife/ wives/ Husband***– For this category, there must be a legally recognized form of marriage at the time of death of the testator. The wife/ wives/ husband must have been living together as members of the same household at least 6 months prior to the death of the testator.

Children belonging to the deceased – these include children born during wedlock, outside wedlock and legally adopted children.

Dependent relatives – these are relatives who were solely or substantially dependant on the deceased during his life time.

Customary heir – these include relatives or children of the deceased person recognized by the local customs and culture of the community of the deceased as being the deceased's customary heir.

Legal heir – this is the living relative nearest to the deceased who usually takes over when there is no customary heir.

Mode of distribution

In intestate succession, the mode of distribution varies according to the categories of beneficiaries to the estate of the deceased person. The law provides that the property of the person who has died intestate except his/ her principle residential house shall be divided among the following categories of the people in the following way;

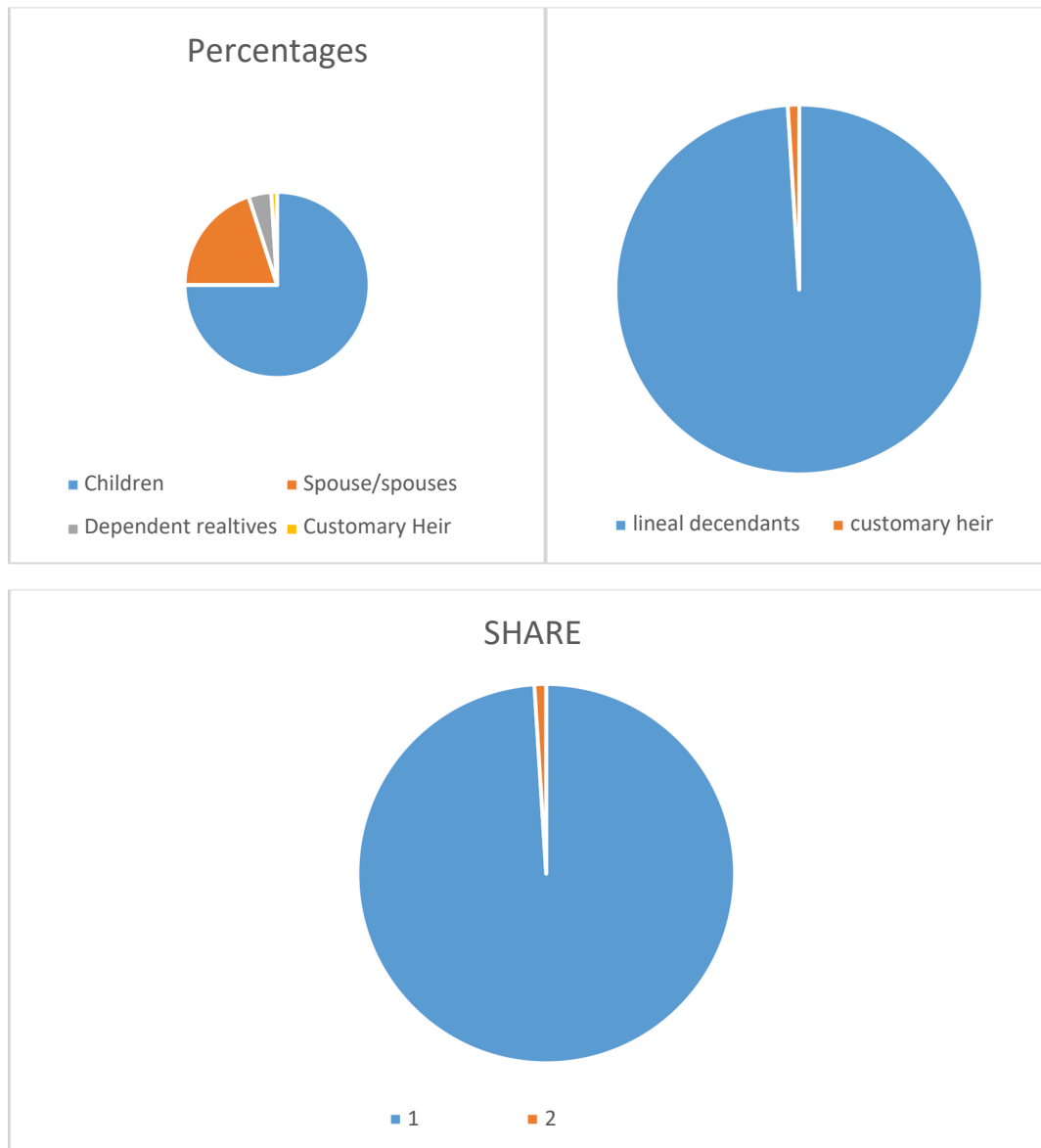
1. Where the deceased (is survived by a customary heir/ wife/wives/husband, children and a dependent relative;
 - The customary heir shall receive 1%;
 - The wife/wives/husband shall receive 20%;
 - The dependent relatives shall receive 4%,
 - The children shall receive 75% of the whole of the property of the deceased (intestate), which they share equally amongst themselves irrespective of whether it is a girl or boy.
2. Where the deceased leaves no surviving spouse or dependent relative capable of taking a portion of his or her property,
 - The lineal descendant shall receive 99%;
 - Customary heir shall receive 1%
3. Where the deceased is survived by a spouse or a dependent relative and a customary heir but no lineal descendant;
 - The customary heir shall receive 1%,
 - The wife/wives or dependent relative shall receive 99%, of the whole of the property of the deceased (intestate),
4. Where the deceased is not survived by a spouse, lineal descendants or dependent relatives other than the customary heir;
 - The estate shall be divided equally between the relatives nearest in kinship to the intestate.



NOTE: 20% of the estate shall not be distributed but shall be held in trust for education, maintenance and welfare for;

- A minor child of the deceased;
- A lineal descendant of the deceased who is above 18years but below 25years and was undertaking studies at the time of the deceased's death and was not married;
- A lineal descendant of the deceased who has a disability and was not married at the time of the deceased's death and was wholly dependent on the deceased for his or her livelihood.

Pictorial on distribution of estate when person dies without a will



The residential holding

This shall include the main house, buildings and surrounding land that a deceased person normally occupied as their principal home including household goods inside

Offences under succession

- Any person who intermeddles with the estate of the deceased person without being duly authorized by law or without the authority of the administrator general commits an offence.

- Any person who evicts or attempts to evict a surviving spouse, lineal descendants or dependent relative who is entitled to occupy the residential holding or any other residential holding commits an offence.
- Any personal representatives or administrators who fail to follow legal mandates for distributing assets or complying with estate administration commits an offence.

Part 05

PROTECTION FROM SEXUAL EXPLOITATION, ABUSE, AND HARASSMENT (PSEAH)

Topic1: INTRODUCTION TO PROTECTION FROM SEXUAL EXPLOITATION, ABUSE AND HARASSMENT (PSEAH).

TARGET GROUP: COMMUNITY Paralegals

Duration: 2 hours

Objectives

By the end of the session, participants will be able to:

- i. Identify the causes, forms, and effects of Sexual Exploitation, Abuse and Harassment (SEAH).
- ii. Apply practical tools and approaches for preventing, detecting, and safely handling PSEAH cases within their communities.

Materials Required

- Handbook / PSEAH reference
- materials
- Flip chart and markers

Methods

- Brainstorming
- Sharing of experiences on handling SEAH-related
- cases
- Case studies

What's PSEAH?

PSEAH refers to the prevention of sexual exploitation and abuse and harassment of affected populations by employee or associated personnel.

Sexual Abuse is the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.

Sexual Exploitation means any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.

Sexual harassment is any form of unwanted verbal, non-verbal or physical conduct of a sexual nature, which has the purpose, or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person. The unwanted conduct may include acts, requests, spoken words, gestures or the production, display or circulation of written words, pictures or other material.

UGANET aims to provide a safe and trusted environment that safeguards all stakeholders from SEAH including community paralegals and beneficiary communities

UGANET is committed to safeguarding the people it helps and who it works alongside by proactively addressing the power and structural inequalities that remain at the root cause of this

issue. This is due to the recognition that because of the nature of UGANET's work, it places the paralegal and other project participants in positions of authority and trust in relation to the communities we work with, especially the vulnerable groups of adults and children.

Therefore, UGANET community paralegals have an obligation to uphold high standards of personal and professional conduct at all times and must not abuse this position in order to exploit or abuse another person

Paralegal work should be based on respect for diversity, promotion of gender equality and social inclusion, accountability, and a strong "do no harm" focus

A Paralegal **SHOULD NOT** sexually exploit or abuse or sexually harass a child or an adult or use their position to request any service or sexual favour from beneficiaries of UGANET projects, adults, children or others in the communities in which UGANET works, in return for protection or assistance, or coerce a person to engage in sexual intercourse or any sexual activity.

WHAT CAN A PARALEGAL DO IN CASE THEY ARE FACED WITH SEXUAL EXPLOITATION OR HARASSMENT

A paralegal who feels or is aware of a SEA/H situation should **immediately** report the case to UGANET for investigation and action. The reporting can either be verbal or put in writing.

CONCLUSION

Users of this manual will find it a useful reference tool because it contains simplified language which can be used by any ordinary community member.

This manual is aimed at assisting both legal and non-legal persons to have material that they use on a day today basis to provide them with basic knowledge of the law.

Community empowerment through the law ensures that reference materials such as these can be provided to the community members as part of the process of providing sustainability strategies of community intervention to address legal and human rights issues.

The learning process is only relevant when the trainer is open to learning mindful that learning never ends.

REFERENCES

Laws Referred to and Used in the Creation of this Manual

- The Advocates (legal aid to indigent persons) regulations S.I no. 12 of
- 2007 The Constitution of the Republic of Uganda, 1995
- The Land Act, Cap 236
- Land Regulations, 2004
- Local Council Courts Act, 2006
- The Penal Code Act, Cap 128
- The Administrator General's Act, Cap 264
- The
- Succession Act, Cap 268
- The Divorce Act, Cap 144
- The Children Act Cap 62

ANNEXES

Copy of a will

THE LAST WILL OF

-
1. I (*name*)
of
.....(*physical address*)

This Year day make and declare that this
is my last Will and revoke any former will made by me.
I am an adult of sound mind and make this Will voluntarily.

2. I was born on the day of (month) of
..... (Year)
at

3. I am (Marital
status; single; cohabiting; married; divorced; separated; widowed)

The name of my spouse(s);

- a)
.....
b)
.....
c)
.....
d)
.....
e)
.....

4. I have the following children; (names and ages)

	NAMES	SEX	AGE	NAMES OF MOTHER/FATHER
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

5. I have the following dependents;

	FULL NAMES	RELATIONSHIP	ADDRESS
1.			
2.			
3.			
4.			
5.			

6. I have acquired the following property;

	PROPERTY	PARTICULARS	LOCATION
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			

.....
SIGNATURE/THUMBPRINT OF TESTATOR

Witness

Witness.....

I have the following Bank accounts;

	BANK AND BRANCH	TYPE OF ACCOUNT	ACCOUNT NUMBER
1.			
2.			
3.			
4.			
5.			

I have a shareholding/interest in the following business (es);

NAMES AND ADDRESS OF BEUSINESS/ COMPANY/INSURANCE POLICY	PERCENTAGE OF SHAREHOLDING/ INTEREST

I have social security funds saved with NSSF;

NSSF No:.....

.....

SIGNATURE/THUMBPRINT OF TESTATOR

Witness

Witness.....

7. I give my property to the following:

	FULL NAMES	RELATIONSHIP	PARTICULARS OF PROPERTY GIVEN
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

.....

SIGNATURE/THUMBPRINT OF TESTATOR

Witness

.....

Witness.....

.....

I want my property to be distributed by my Executors or Executrix as follows (write in this space if you have any special conditions for distributing your property)

.....
.....
.....
.....
.....
.....
.....
.....

The property that I have given to my children below the age of 18 years will not be distributed to them immediately. (If you wish, you could leave guidelines for your executor or executrix, children's guardians on how to maintain the property for the children until they are of age)

.....
.....
.....
.....
.....
.....
.....

I have chosen.....my son/
daughter/grandchild aged..... As my Heir/Heiress.

.....

SIGNATURE/THUMBPRINT OF TESTATOR

Witness

Witness.....

8. I appoint the following people to be guardians of my minor children;

	FULL NAMES	ADDRESS	NAMES OF CHILD
1.			
2.			
3.			
4.			
5.			

9. I appoint the following person (s) to be the Executor/Executrix of my will

	FULL NAMES	ADDRESS/CONTACT INFORMATION
1.		
2.		
3.		

.....
SIGNATURE/THUMBPRINT OF TESTATOR

Witness

.....

Witness.....

.....

10. I owe the following people money and direct repayment will be made;

	CREDITOR'S NAME AND ADDRESS	AMOUNT OWED	SOURCE FOR REPAYMENT
1.			
2.			

11. I am owed money by the following people and direct collection of that money

	DEBTOR'S NAME AND ADDRESS	AMOUNT OWED TO ME
1.		
2.		

12. I have forgiven and written off the following people who are indebted to me;

	DEBTOR'S NAME AND ADDRESS	AMOUNT OWED TO ME
1.		
2.		
3.		
4.		

.....

SIGNATURE/THUMBPRINT OF TESTATOR

Witness

Witness.....

13. I wish to be buried at;

Village:

Sub-county:

District:

Country:

14. Any other information/ wishes related to your funeral ceremony or any other matter not previously mentioned;

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

.....
SIGNATURE/THUMBPRINT OF TESTATOR

Witness

Witness.....

I have
made this will while of sound mind and of my own free will, this day
of.....(*month*)(*year*)

WITNESS No. 1

Full names :

Occupation:

Address:

Signature/thumbprint:

Date:.....

Month.....Year.....

WITNESS No. 2

Full names :

Occupation:

Address:

Signature/thumbprint:

Date:.....

Month.....Year.....

.....
SIGNATURE/THUMBPRINT OF TESTATOR

Land Tenure documents
Application for Lease from District Land Board

Regulation 23

THE REPUBLIC OF UGANDA
THE LAND ACT, CAP 227
THE LAND REGULATIONS, 2004

Form 19

Land at
Village:.....
Parish:.....
Sub-county.....
County:.....
Municipality:.....
District:.....
Approximate area:.....

To
.....
.....

FREEHOLD OFFER
(in case of land held by a district land board)

1. The district land board is in receipt of your application dated..... for a freehold.
2. Subject to your obtaining any necessary approval or consent required by law, the board has approved a grant of freehold in respect of the above land on the following terms and conditions:-
 - a) user to be restricted to
 - b) a premium of Shs will be payable
 - c) compensation to any tenant on the land will be done by the applicant.
 - d) Any other condition (if any).....
4. The offer is conditional on the terms and conditions of the grant of freehold being accepted within forty five days of the date of this offer.
5. Acceptance shall be in writing to the board and shall be accompanied by the following payments

- i) premium
- ii) survey and mark stones
- iii) assurance of title
- iv) registration of grant
- v) issue of certificate of title

	TOTAL	Shs	.....
Less deposit paid (if any)		Shs	.....
Balance payable (if any)		Shs	.....

6. Stamp duty will be paid before registration.

5. Minute number

6. Upon acceptance of the above requirements, a grant of freehold under Form 4 will be prepared in your favour for registration.

This offer is made this day of year

.....
 Name and signature
 Secretary, district land board

**(Delete whichever is inapplicable)*

THE REGISTRATION OF TITLES ACT

BLOCK **DISTRICT**
PLOT
Mailo/Freehold/Leasehold Register Volume Folio

TRANSFER

I
..... of (Address)
P.O.Box
Mobile Phone no
Email

Son/daughter of of
..... Clan being the registered proprietor of the land comprised in the above
Title in consideration of the sum of shillings paid to me by the purchaser on or before the
execution of these presents the receipt thereof I hereby acknowledge **DO THEREBY TRANSFER** all that piece of
land (part of the land comprised in the above Title) which is delineated to the plan annexed hereto and thereon
edged in red and now Plot number to
..... (name) herein called the purchaser of
(Address) P.O.Box
Mobile Phone no
Email

Son/Daughter of of clan to **HOLD** the
purchase for all my estate and interest herein.

Dated this day of 20

SIGNED by the said
SIGNATURE OF VENDOR

In the presence of:
Witness (name):
Address : (Box no/ Mobile no/ Email):
Qualification:
Signature

SIGNED by the said
SIGNATURE OF PURCHASER

In the presence of:
Witness (name)
Address (Box no/ Mobile no/ Email):
Qualification:
Signature

Signature/Thumbprint of applicant(s)

- (i)
(ii)
(iii)
(iv)

Date of application

PART II: (For official use only)

Remarks and recommendations of area land committee

.....
.....
.....

Name and signature of members of committee

- (i)
(ii)
(iii)
(iv)
(v)

Official stamp

Date

PART III

Decision of district land board

The application is approved/rejected/deferred*

The application is approved upon the following terms and conditions

.....
.....
.....

The application is not approved due to the following reasons:

.....
.....
.....

d) Minute number

Official seal

Name and signature
Chairperson, District Land Board

Name and signature
Secretary, district land board

Date
Date

**Delete whichever is inapplicable*

THE REPUBLIC OF UGANDA
THE LAND ACT, CAP 227
THE LAND REGULATIONS, 2004

Form 23

DEMARCATIION FORM FOR CERTIFICATE OF CUSTOMARY OWNERSHIP
(to be filled in triplicate)

PIN

District	County/Municipal	Sub-county/ Division	Parish/ Ward	Village/ Zone	Parcel No.

Owner(s)

.....
.....
.....

Sketch (not drawn to scale)

Description of rights of way or other easements (if any):-

.....
.....
.....

We the undersigned certify that the boundaries demarcated and shown on the sketch overleaf are correct to the best of our knowledge.

		Name	Signature
1.	Customary owner(s)	(i) .....	.....
	(ii)	.....	.....
	(iii)	.....	.....
2.	Owners of	(i) .....	.....
	neighbouring	(ii) .....	.....
	land	(iii) .....	.....
		(iv) .....	.....
3.	Witnesses	(i) .....	.....
		(ii) .....	.....
		(iii) .....	.....
		(iv) .....	.....
		(v) .....	.....
4.	Members of area land committee		
	(i)	.....	.....
	(ii)	.....	.....
	(iii)	.....	.....
	(iv)	.....	.....
	(v)	.....	.....

OFFICIAL STAMP

Date

THE REPUBLIC OF UGANDA
THE LAND ACT, CAP 227
THE LAND REGULATIONS, 2004

Form 25

NOTIFICATION OF SURVEY OF CUSTOMARY LAND

To: The Recorder.....Sub-County/Town Council/Division
.....
.....

PIN

District	County/ Municipality	Sub-County/ Town/ Division	Parish/ Ward	Village/ Zone	Parcel No.

1. Owner(s)
(i)
(ii)
(iii)

I, the undersigned certify that the boundaries demarcated and shown on the attached deed plan are correct to the best of my knowledge.

I certify that the land mentioned above has been surveyed.

.....
Name and signature district surveyor

OFFICIAL STAMP

Date

- i) premium
- ii) survey and mark stones
- iii) assurance of title
- iv) registration of grant
- v) issue of certificate of title

	TOTAL	Shs	.....
Less deposit paid (if any)		Shs	.....
Balance payable (if any)		Shs	.....

6. Stamp duty will be paid before registration.

5. Minute number

6. Upon acceptance of the above requirements, a grant of freehold under Form 4 will be prepared in your favour for registration.

This offer is made this day of year

.....
 Name and signature
 Secretary, district land board

**(Delete whichever is inapplicable)*

THE REGISTRATION OF TITLES ACT

BLOCK DISTRICT

PLOT

Mailo/Freehold/Leasehold Register Volume Folio

TRANSFER

I
..... of (Address)

P.O.Box.....

Mobile Phone no

Email.....

Son/daughter of..... of

..... Clan being the registered proprietor of the land comprised in the above
Title in consideration of the sum of shillings paid to me by the purchaser on or before the
execution of these presents the receipt thereof I hereby acknowledge **DO THEREBY TRANSFER** all that piece of
land (part of the land comprised in the above Title) which is delineated to the plan annexed hereto and thereon
edged in red and now Plot number..... to.....

..... (name) herein called the purchaser of

(Address) P.O.Box.....

Mobile Phone no

Email.....

Son/Daughter of..... of clan to **HOLD** the
purchase for all my estate and interest herein.

Dated this day of 20....

SIGNED by the said

SIGNATURE OF VENDOR

In the presence of:

Witness (name):

Address :(Box no/ Mobile no/ Email):

Qualification:.....

Signature.....

SIGNED by the said

SIGNATURE OF PURCHASER

In the presence of:

Witness (name)

Address (Box no/ Mobile no/ Email):

Qualification:.....

Signature.....



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