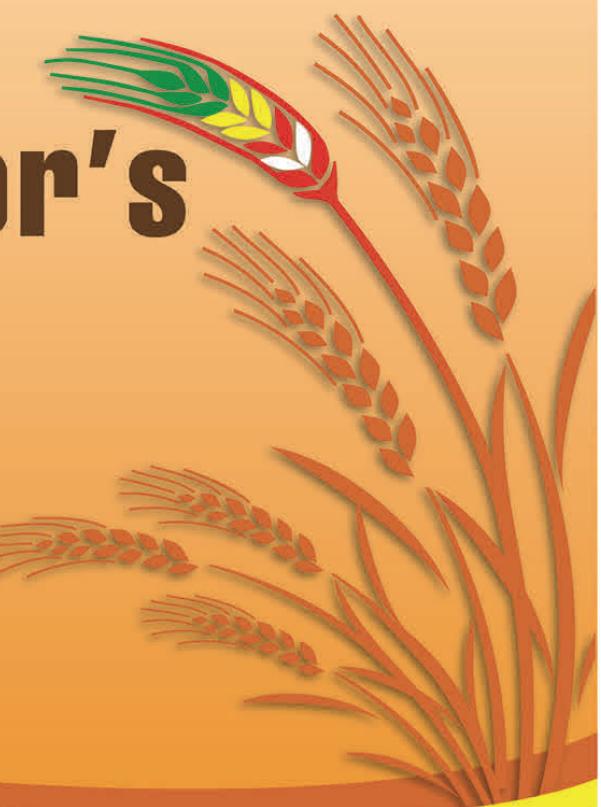




Human Right to Adequate Food

Facilitator's Guide

unitas
Unión Nacional de Instituciones
para el Trabajo de Acción Social



FACILITATOR's GUIDE

Human Right to Adequate food

Inspired by: The participants of the International Course: "The Human Right to food in Perú and Bolivia: Enforceability tools and National and international advocacy" carried out from 7 to 13 September 2015, in the town of Huatajata – Bolivia.

Possible by: La Alianza por el Derecho a la Alimentación Adecuada y la Seguridad Alimentaria Nutricional y Sostenible (Alianza DHAA/SANS)

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UNITAS - 2015

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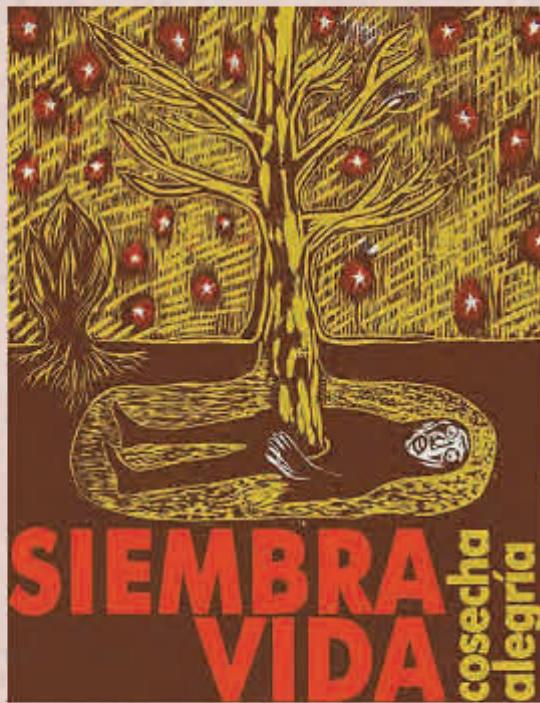
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Título: Siembra vida
Autora: Daniela Rico

NUESTRA COMIDA ES UN DERECHO, NO UN NEGOCIO.



Título: Comida insegura
Autor: Mathen Prada

DEFENDERÁNOS LA SOBERANÍA Y SEGURIDAD ALIMENTARIA.



Título: Cola
Autor: José Ballivian



PRESENTATION

Susana Eróstegui

Executive Director - UNITAS

The Alliance for the Human Right to Adequate Food brings together different organizations and networks of civil society from Perú and Bolivia working on Food Security, Sovereignty and Sustainable Nutrition issues. The Alliance is leaded by Welthungerhilfe. In the context of the activities of the Alliance, the National Union of Institutions for Social Action Work (UNITAS) is pleased to present this "Guide to facilitation" on the Human Right to Adequate Food aimed to social workers and stakeholders engaged with Human Right to Adequate Food's education processes.

The guide pretends to be a tool for debate able to increase and to expand the possibilities of proposals from civil society, aimed to address the serious problems of the South American region in terms of adequate food production and access.

In coherence with the objectives of the Alliance and being part of them, UNITAS and its associated institutions looks to contribute to the construction and generation of alternative development proposals towards a democratic, equitable and solidary society. This mission has been accomplished by using the legal approach, embodied through strategies and actions of organizational strengthening, social action and policy advocacy coming from peasants, indigenous people, small farmers and other social groups in situation of poverty.

In a participative way, methods, contained in this Guide, have been built and validated, allowing the voice and proposals of vulnerable sectors to be heard and give facilitators the tools to assume the challenge of extending reflection and learning from participants' different experiences and backgrounds.

We thank everyone who participated in this rich and fruitful process that culminates with a particular product that serves the people and, which opens a new path to continue the training and communication processes initiated under the principles of complementarity, reflection and collective action.

Susana Eróstegui

Executive Director - UNITAS



GENERAL INTRODUCTION

Carlos Revilla

Programa Urbano Coordinator - UNITAS

A) PROSPECTS AND MEANING OF THE GUIDE

This document is the result of a long and deep reflection process aimed to establish a possible and useful method for articulating processes of reflection and action on Human Rights from an Approach of Popular Education.

While we can find some common points in the roots of Popular Education and Human Rights, it is difficult to find them in their respective utopian horizons. This happens because, unlike Human Rights, Popular Education doesn't rise within a well-defined social utopia. It must emerge from a process of critical and on-going collective construction which criticizes the manifestations and causes of all domination forms at anytime and in all circumstances.

For its part, Human Rights are a set of minimum standards; in other words they are a set of rules that establish the "measures", as it should be understood as the parameters and the references of the conditions material and spiritual required to achieve a common minimum level of "human dignity for all". However, it also includes the actions and policies that States should take to achieve that goal assumed universally. Therefore, the implementation and exercise of Human Rights is defined as a progressive fact aimed to achieve the utopian horizon of human dignity.

The progressiveness of Human Rights, and particularly ESCR, does not imply that States will indefinitely postpone their obligations, but quite the opposite; that States implement plans with the maximum of available resources with clear deadlines to enforce these rights in a daily basis in order to close the gap between the reality and the national and international standards.

Beyond the differences between Popular Education and Human Rights regarding the existence or not, of an utopian horizon, the notion of progressiveness and process are two elements where the two disciplines meet and give the ability to articulate actions aimed to achieve human dignity.

Following a progressive perspective, a suitable methodological approach for addressing poverty and dignity issues should be characterized by applying the principles of Participation, Accountability, Non-discrimination, Empowerment and Link with Human Rights Standards (PANEL). With the support of these elements, the relationship and the possibility of mutual strengthening of Human Rights and Popular Education frameworks are more evident and fruitful. Popular Education is complemented in a tactical horizon with the support of Human Right's authoritative legal framework and its enforcement and accountability tools; meanwhile, Human Rights become understandable, pertinent and more effective to mobilize people living in poverty, by connecting their abstract, and sometimes incomprehensible notions about legal procedures and norms, with the social, cultural and attitudinal reality of participants, thanks to the participatory process of reflection-action.

We expect that this guide, based on the experiences of participants in Human Rights training processes, accompanied by the Urban Programme of UNITAS in Bolivia and other countries, as well as the contributions of the Alliance, will serve to grassroots, communities and other groups struggling to close the gap between treaties, norms and conventions regarding Human Right to Adequate food, with the practice and needs of every family and home.

B) SCOPE OF THE GUIDE

The Alliance for the Human Right to Adequate Food and Sustainable Nutritional Food Security is a consortium of Civil Society Organisations and networks that looks for contributing to reduce the structural causes of hunger, malnutrition and poverty by promoting and defending the full enforcement and the justiciability of the Human Right to Adequate Food in the Andean sub-region.

The Alliance is made up of WELTHUNGERHILFE of Germany, by CEPES, DESCO and IDMA in Peru as well as TIERRA, AIPE and UNITAS network in Bolivia. This articulation fosters capacity building actions for national and subregional incidence of the rural and urban organizations deprived of the Human Right to Food. Small family farmers, indigenous populations, rural and urban communities in Peru and Bolivia are the priority subjects of the Alliance's actions.

In order to reach our objective, we have developed contents and methodologies that combine Popular Education and Human Rights Strategic Litigation mechanisms. These tools were discussed and applied in the International Training Programme: "The Human Right to Food in Peru and Bolivia: Tools for National and International Enforcement and Advocacy" held from 7th to 13th September 2015, in Huatajata, Bolivia.

Based on the reality and experiences of those participating in the programme, the methodology sought to turn the legal framework of Human Rights, especially the Human Right to Adequate Food, into a tool that can be used by the participants for social mobilization.

The training included five units: 1) Introduction, 2) Diagnosis, 3) Human Rights, 4) Advocacy Tools, and 5) Design Collective and Solidarity Strategies.

The Introduction Unit explained the contents and the methodology used during the course. Every participant talked about where they were from, their organisation, and their struggles in order to generate an atmosphere of trust, horizontal dialogue and respect, which set up the necessary conditions for the success of this type of course.

Then, the Diagnosis Unit gave to the participants a chance to make a critical reflection on the access, quality and quantity of food they eat, regarding the Right to Food and the concepts of Food Sovereignty and Security.

The participants described their family's daily diet in their local context. They identified the products they need, weekly and monthly cost and where the products came from; whether they are produced by them, or if they came from a local market, if the answer is the last one, if they were national or imported products.

The second part of the diagnosis sought to establish, through participatory mapping, the main issues faced by small-scale family farming into communities and municipalities, as well as the coherence of the actions, programmes and public policies implemented by the different levels of the government, in order to address those issues.

The Human Rights Unit looked to align a critical analysis and reflection about the reality with an abstract knowledge of the Human Rights legal contents.

Through different teaching materials, the participants reflected and learnt together about the principles, history, contents, standards, and the State's obligations regarding Human Rights. That reflection enabled them to identify national and international tools to enforce the Right to Food that might be used effectively to find answers or solutions to their issues.

The fourth unit, "Advocacy Tools", sought to develop the fundamentals needs to start applying an advocacy strategy, which boosts the organisational and communication resources of the participants. It also aimed at identifying the most creative and effective ways of entering the public debate by using the mass media. The unit also stressed the need to prepare and convey their demands, using rallying messages based on the issues they had identified during the diagnosis stage and to put in practice legal arguments pertaining to Human Rights standards.



Finally, the Participatory Inclusive Strategies Design Unit put into practice what had been learnt previously on the course.

One highlight of the course, and in particular of this unit, was how the facilitators were able to use the participants' social and cultural diversity and experiences to steer them to collective learning and to more effective and innovative strategies.

The advocacy strategies will combine political, legal and media actions in order to influence in the issues of the Human Right to Food and Familiar Agriculture that directly affect their communities.

The strategies collectively developed by participants for a community or organization different from their own, help them to learn and to be more aware about the issues that other groups are facing, heightened their sense of solidarity with one another and moved them to exchange and boost collective capacity for action and advocacy strategies.

This unit is the culmination of the course because the theoretical, political and practical dimensions come together to form working plans where collective reflections result in commitments and a timetable with shared activities and responsibilities.

This is how by combining Popular Education, Human Rights Strategic Litigation Tools, research activities, and public debate, the Alliance has contributed to empowering the sectors whose right to adequate and quality food is being violated. This guide to facilitators on the Human Right to food and its visual systematization in the context of the Course "The Human Right to Food in Peru and Bolivia, Enforceability Tools and National and International Advocacy" is a contribution for the user to participatory work in the exercise of Right to Adequate Food.

C) KEY ISSUES FOR THE IMPLEMENTATION OF THE GUIDE

The methodological guide is based on the principles of Popular Education and was designed to be applied in its entirety and sequentially in a course / workshop of seven days in the form of boarding school.

General Objective:

"Strengthening capacities and enhance the coordinated action of peasant, family farmers and indigenous grassroots and activists in the implementation of standards, mechanisms and strategies of enforcement and advocacy on HRAF to achieve favourable responses to their proposals and demands in national, sub-regional and regional ambits."

From this objective, actors of this process should meet some minimum general criteria for participating: representatives are part of organizations and / or associations of producers, and were delegated for their organizational structures (organization, community or territory either individual or collective property). They would commit to completing political / organizational (on behalf of its members, their communities, their territories and nations and / or peoples) with authorities (technical working groups) and to replicate what they have learned in their organizations. A second criteria to be considered is to count with an equal gender representation from local, regional and national organizations allowing to collect experiences and views from different areas both rural and urban and different regions and/or countries.

Each course / learning workshop will always be different because the participants have different cultural backgrounds, different experiences and different forms of knowledge about human rights and about the rights to adequate food coming from different social and political contexts.

We recommend starting by ensuring that the gender-sensitive approach for encouraging equitable participation of women and men during the entire event. To do so, the call must address the various problems and issues discussed according to its differential impact on lives of men and women, but also from other vulnerable sectors' perspectives. Therefore, it is important to adapt methodology to different audiences and to take into account the needs for participation in an inclusive perspective. The organizers should pay particular attention to the educational needs and to the conditions of people with disabilities, the elderly and other particularities of participants.



From our experience, we believe important that the facilitation team counts with a number of at least two people and the ideal, in our case, it has been engaging a minimum of 4 facilitators (men and women). This has allowed rotating strategically during the sessions and with the tools applied by taking advantage of their particular expertise, techniques and knowledge. It produces better working conditions avoiding monotony of voices and personalities.

This guide is designed for a group of 25 to 30 participants in a seven days program, however it can be adjusted to different situations and partially or totally applied according to needs.

It is important to keep a reasonable number of participants because of the short time available for each session and activity. One should not forget that the important thing is that everyone participates (the important thing is to listen, propose, play and involve all participants as much as possible in all learning actions).

The workspace should guarantee to all (participants and facilitation team) the opportunity to actively participate in all learning activities.

It is recommended to chose a location quiet and away from the city location, the room should be large and accessible, the chairs (comfortable and meeting ergonomic criteria) can be distributed as a "half moon" or "U". This helps participants to be always attentive and in connection one to each other.

There must be at least 6 small tables (where possible rectangular) for different uses:

- A table with different materials that will be used during the sessions and activities, it should be easily accessible for facilitators and participants.
- Another table for facilitators who are taking actions to systematize the sessions and activities.
- The rest of the tables should serve to working groups according to sessions.

It is also important to have several clear walls in the room that should serve to gradually paste all the work done, and then to have a "multi-themed room" where you can pick up ideas and issues from previous sessions in order to build on it.

It is desirable to have audio, overhead projector and 3 whiteboards. Good air circulation conditions, good lighting and different points for electric energy is recommended, but it is not mandatory given that the creativity of facilitators should allow the adaptation to participants' contexts and conditions.

It is also desirable to have an open space (yard, etc.) where to carry out outdoor activities.

Finally, other aspects of logistics such as available water to drink, coffee, tea, etc., are also very important. In addition, snacks, lunch and dinner should consider the cultural characteristics and food characteristics of the participants as much as their adaptation needs to different environments, climates and altitudes.





Titulo: Vida Saludable
Autor: Naddya Villarroel M.

The image shows the front cover of a book. The title 'por una alimentación Social Ambiental Cultural Económica' is written in white and yellow text on a teal background. Below the title is a large, stylized profile of a human head filled with green and yellow colors, representing a brain or a healthy mind. The book is set against a background of orange panels on either side.

Titulo: Alimentación Social
Autor: Ariel Ramos

Titulo: Gracias a la Tierra
Autor: Ariel Ramos



FACILITATION GUIDE



INTRODUCTORY MODULE: Welcome and introductions

Session Nº 1	Hello!
Objective	Welcome everyone to the course. Reflection.
Duration	20 minutes
Activity	<p>“Our light”. Light a candle and pass it round all the participants. One by one, they introduce themselves (name and organisation), ending by mentioning a personal quality or attitude that they are bringing to the course to ensure its success and share with the others.</p> <p>At the end of the round of introductions, the facilitator encourages everyone to think about what we are bringing to share in this course, and the symbol of a candle which joins with others to light a group fire. Suggest that we keep our fire alight together throughout the course.</p>
Materials	1 candle
Facilitator	
Source:	Dignity International, Training Guide on ESCER, unpublished internal document, 2009.



Session Nº 2	Learning everyone's names
Objective	Start to get to know each other and to feel comfortable (with everyone else and with the space)
Duration	15 minutes
Activity	<p>1. The Crocodile-Infested River.- Warm-up activity to get to know basic information about who we all are.</p> <p>All the participants stand in a line at one side of the room. Ask them to imagine that right in front of them is a river full of crocodiles. Ask questions (eg.: Who has children?). Everyone who answers yes to the question has to jump across to the other side of the river. They must jump, otherwise they will get eaten by the crocodiles.</p> <p>2. Oranges and Lemons.- Sitting in a circle, everyone has to find out the name of the person on their left and the person on their right. The facilitator starts by asking someone at random. If they are asked "lemon", they have to answer with the name of the person on their left; if they are asked "orange", they must give the name of the person on their right. If the instruction is "shake up the basket", everyone must change places and sit on different chairs, and the game begins again. Whenever anyone makes a mistake, they must go into the centre of the circle and take over asking the questions, and the person who was asking before takes their seat. This should be repeated several times so that everyone learns the names of everyone else.</p>
Materials	None
Facilitator	
Source:	<p>Activity 1. Dignity International, Training Guide on ESCER, unpublished internal document, 2009.</p> <p>Activity 1. Desafío, NGO in Santa Cruz de la Sierra, Facilitator's Guide on ESCR</p>



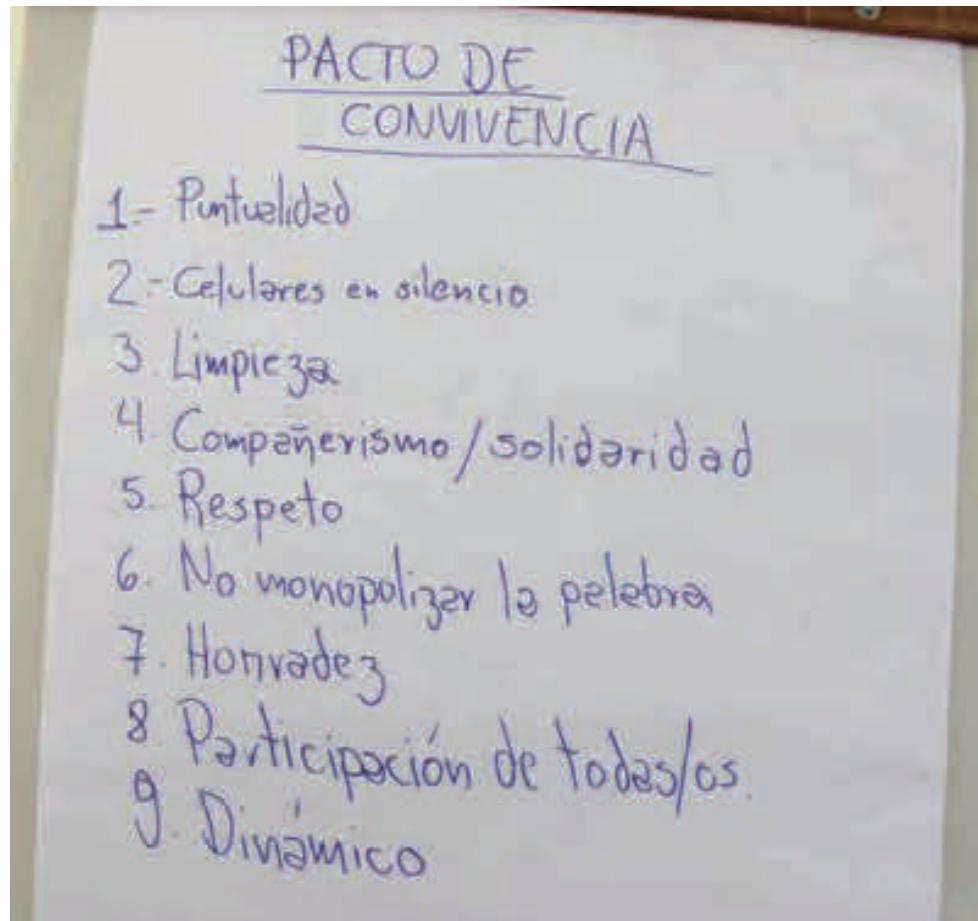
Session N° 3	Let's dance!
Objective	Personal introductions – getting to know things about our companions on the personal level
Duration	20 minutes
Activity	Give each participant a piece of paper and a marker pen and ask them to note down two or three things they would like to share about themselves and their hobbies, tastes, personality, family, etc. and stick the paper on their chest using sellotape. (If you wish, this is also the time to hand out identification badges for everyone to write down their name, city and organisation and clip it to their clothes, likewise in a visible place.) Play some dance music and ask the participants to dance in pairs. While dancing, they should read what the other person says about themselves and have a short conversation. Every few minutes, the facilitator calls out “change partners”, at which point the participants have to find someone else to dance with and share information.
Materials	A sheet of paper (white or coloured), sticky tape and marker pens for each participant, music player, dance music.
Facilitator	
Source:	Adapted from “From Poverty to Dignity: A Learning Manual on Human Rights Based Development”, p. 26. Dignity International, The Netherlands, 2007.



Session Nº 4	Our organisations
Objective	Present the organisations by identifying organisations working in similar fields
Duration	30 minutes
Activity	<p>1. Everyone has to look for organisations similar to their own. They ask other participants to find out what they do and identify like-minded organisations spontaneously and interactively. Then ask them to get into groups.</p> <p>2. Once they have formed groups by thematic areas, ask each group to use a symbol to identify the field they work in (eg. gender, land, neighbourhood committees, indigenous people, etc.)</p> <p>The session ends with the groups presenting their symbol to explain the work the group does.</p>
Materials	“Symbol” (designed using whatever materials are available on the facilitator’s table)
Facilitator	
Source:	Adapted from Dignity International, Training Guide on ESCER, unpublished internal document, 2009.



Session Nº 5	Agreeing the ground rules for working together
Objective	Identify course values
Duration	25 minutes
Activity	<p>We're all in the same boat:</p> <ol style="list-style-type: none"> 1. The facilitator asks participants to stand in a circle and walk round and round in the same direction, pretending to be in a boat at sea. Then tell them that the boat sinks and there are only x number of lifeboats, each of which can hold a certain number of refugees, so they must get into groups with that number of people. Tell those who are left without a group "you've drowned," and repeat several times. 2. Then the facilitator asks the "drowned" participants to say how they felt when they drowned. 3. Question for everyone: We're all in the same boat. We're all at the helm. What do we do to make sure no-one drowns? Do we need rules to reach the shore safely? What rules do we need? 4. Plenary discussion about the course values and the rules required. 5. The participants use cards to write down the rules for working together they have suggested and agreed by consensus, thus cementing the course values. <p>The session ends with the "formal" writing out of the agreement reached to be handed out –</p>
Materials	Flip chart, marker pens, cards
Facilitator	
Source:	Adapted by the UNITAS Urban Programme from "From Poverty to Dignity: A Learning Manual on Human Rights Based Development", p. 31. Dignity International, The Netherlands, 2007.



Session N° 6	Presentation of the course agenda
Objective	Present the agenda for each day. Ensure that everyone (participants and facilitators) has the same understanding of the course content, objectives and tasks involved.
Duration	30 minutes
Activity	Oral presentation
Materials	Photocopies of the course agenda
Facilitator	
Source:	Adapted from Dignity International, Training Guide on ESCER, unpublished internal document, 2009.



Session N° 7	Learning methods and principles
Objective	Introduce the course methodology. Explain the role of the facilitator (making clear that it differs from the role of a teacher).
Duration	45 minutes
Activity	Oral presentation
Materials	Slides Photocopies of the document on the course methodology
Facilitator	
Source:	Adapted from Dignity International, Training Guide on ESCER, unpublished internal document, 2009.



PARTICIPATORY ASSESSMENT OF THE FOOD SECURITY AND SOVEREIGNTY (FSS) SITUATION AND THE STATUS OF FAMILY FARMING IN PERU AND BOLIVIA

NOTE.- Because this is an assessment module, the facilitator's intervention should be sparing and discreet to avoid influencing the results of the assessment. The aim is therefore to give the participants space to express themselves and record the opinions and views of the participants themselves in the best possible way.

Session N° 8	Assessment of the Family Food Basket (Part 1)						
Objective	Analyse the characteristics, composition and cost of the participants' food basket in the two countries and how this affects food security and sovereignty. Introduce the concepts of food security, food sovereignty and HRAF. NOTE.- The starting point for the first two activities is the participants' most immediate experience in meeting the need for food, as well as introducing the course's key concepts (food security and sovereignty, HRAF).						
Duration	2 hours						
Activity	The weekly menu The participants get into groups by country. 1. Each group looks at this table showing the food/meals eaten over the course of a week and if necessary makes the adjustments required to adapt it to their own reality, for example by changing the number of daily meals. If they don't have an afternoon snack it is not necessary to write anything in that space, or if they chew coca before starting work this can be included in the table. Then they fill in the table on a flip chart.						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	
When we get up eg. bread, a cup of tea and a piece of cheese	When we get up	When we get up	When we get up	When we get up	When we get up	When we get up	
Mid-morning	Mid-morning	Mid-morning	Mid-morning	Mid-morning	Mid-morning	Mid-morning	
Midday eg. wheat and vegetable soup (mention which vegetables)	Midday	Midday	Midday	Midday	Midday	Midday	
Mid-afternoon	Mid-afternoon	Mid-afternoon	Mid-afternoon	Mid-afternoon	Mid-afternoon	Mid-afternoon	
In the evening	In the evening	In the evening	In the evening	In the evening	In the evening	In the evening	
2. When filling in the table, the idea is not to put that they have breakfast but rather what it consists of (eg. bread, a cup of tea and a piece of cheese), as shown in the example in the table. The same in the case of the midday meal, if there is one. 3. After they have filled in the table, ask the participants to analyse whether this weekly menu is sufficient to meet their food needs, and if it is not, what is lacking in order to eat properly. 4. If the group has participants from both urban and rural areas, a separate exercise can be done for each setting and it can be very interesting to compare the two afterwards. 5. One option to complement the exercise is to specify for each food product mentioned whether it is produced by the participants themselves on their land or whether they buy it in the market. NOTE.- The whole exercise is analysed at the end of the next activity.							
Materials	Flip charts with the blank tables. Marker pens of various colours. Masking tape.						
Facilitator							
Source:	Designed by the UNITAS Urban Programme, La Paz – Bolivia, 2015.						



Session Nº 9	Assessment of the Family Food Basket (Part 2)																																												
Objective	Analyse the characteristics, composition and cost of the participants' food basket in the two countries and how this affects food security and sovereignty. Introduce the concepts of food security, food sovereignty and HRAF.																																												
Duration	1 hour, 20 mins.																																												
Activity	<p>The shopping list</p> <p>Next, the participants write down all the products required for the weekly menu, specifying the quantity needed. The list should show the items they produce themselves, those they obtain by bartering with other producers, and those they buy in the market, including the cost of the latter. They should also note which items are produced in their own country and which are imported, together with the cost of these, as shown here in the table.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th colspan="4">WEEKLY SHOPPING LIST</th> </tr> <tr> <th>NAMES AND QUANTITIES OF THE FOOD WE PRODUCE OURSELVES</th> <th>NAMES AND QUANTITIES OF THE FOOD WE GET THROUGH BARTER OR EXCHANGE</th> <th>FOOD WE BUY IN THE MARKET</th> <th>COST OF FOOD WE BUY IN THE MARKET</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>Items produced in our country</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>N° of items produced in our country</td> <td></td> </tr> <tr> <td></td> <td></td> <td>Imported items</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>N° of items imported</td> <td></td> </tr> <tr> <td>(quantity of food products)</td> <td>(quantity of food products)</td> <td>Total quantity of food products we buy in the market</td> <td>Total cost of food products we buy in the market</td> </tr> <tr> <td>(quantity of products multiplied by 4 = month)</td> <td>(quantity of products multiplied by 4 = month)</td> <td>Total quantity of food products we buy in the market multiplied by 4 = month</td> <td>Total cost of food products we buy in the market multiplied by 4 = month</td> </tr> <tr> <td>AVERAGE HOUSEHOLD INCOME</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Analysis</p> <ul style="list-style-type: none"> a. What did you find most striking about the exercise? Why? b. What does it show us about our ability to meet our food needs? Do we eat enough food of the right quality? What constraints are preventing us from eating enough of the right kinds of food? c. To what extent do we rely on the market to meet our food needs? How does this affect our household budget? d. Introduce the meaning of the concepts of food security and sovereignty and how they influence the right to adequate food, which implies access to enough good quality food. e. Would we be able to realise the right to food without food security and sovereignty? Why? f. (Optional) A member of the network shows facts and figures about the situation of the family food basket in Peru and Bolivia and how it has changed in the last few years. 	WEEKLY SHOPPING LIST				NAMES AND QUANTITIES OF THE FOOD WE PRODUCE OURSELVES	NAMES AND QUANTITIES OF THE FOOD WE GET THROUGH BARTER OR EXCHANGE	FOOD WE BUY IN THE MARKET	COST OF FOOD WE BUY IN THE MARKET			Items produced in our country								N° of items produced in our country				Imported items								N° of items imported		(quantity of food products)	(quantity of food products)	Total quantity of food products we buy in the market	Total cost of food products we buy in the market	(quantity of products multiplied by 4 = month)	(quantity of products multiplied by 4 = month)	Total quantity of food products we buy in the market multiplied by 4 = month	Total cost of food products we buy in the market multiplied by 4 = month	AVERAGE HOUSEHOLD INCOME			
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Materials	Flip charts Marker pens and post-it notes in various colours Different-coloured cards																																												
Facilitator																																													
Source:	Designed by the UNITAS Urban Programme, La Paz – Bolivia, 2015.																																												



Session N° 10	Participatory mapping of family farming
Objective	Assess the situation of family farming in terms of access to productive resources and markets, based on the participants' own experiences.
Duration	1 hour
Activity	<p>Map of productive resources, public services and participation</p> <p>The participants get into two large groups by country. Within these two groups, they make two smaller groups dividing the country into two regions.</p> <p>Next, each regional group identifies the 5 main problems that affect them as farming families and communities in the respective regions represented by the members of the group (they should prioritise only 5 economic, social and/or political problems in each country).</p> <p>Once they have reached agreement about the problems, the facilitator gives each group a set of small post-it notes in four different colours.</p> <p>Each country group writes out the 5 priority problems on different coloured post-it notes depending on which of the following four categories they correspond to: 1. Productive resources, 2. Markets, 3. Public services, 4. Social and political participation.</p> <p style="margin-left: 40px;">1. Red = Productive resources: land, water, seeds, machinery/tools, credit, training. (PINK)</p> <p style="margin-left: 40px;">2. Yellow = Markets: prices, road infrastructure, spaces for selling. (YELLOW)</p> <p style="margin-left: 40px;">3. Blue = Public services: health, education, basic infrastructure. (ORANGE)</p> <p style="margin-left: 40px;">4. Green = Social and political participation: the possibility of deciding on policies for their sector. (GREEN)</p> <p>Once each country has grouped their problems in these colours, participants in the two country groups are given a large map of Peru or Bolivia and are asked to stick the post-it notes showing the problems on the relevant regions of the map.</p> <p>Next, each country group selects a representative to present their map.</p> <p>Analysis</p> <ul style="list-style-type: none"> a) After the presentations, the facilitator compares the maps of the two countries, identifying the problems affecting each. Use this comparison to clarify the differences between the four categories. b) With the help of all the participants, summarise the 5 main problems in each country, write them on cards and display the cards where they can be seen by everyone, keeping the same colours for each category. c) The session ends with the question: How do these problems affecting family farming have an impact on FSS and HRAF?
Materials	Maps of Peru and Bolivia Post-it notes in various colours Different-coloured cards
Facilitator	
Source:	Designed by the UNITAS Urban Programme, La Paz – Bolivia, 2015.





Session Nº 11	Causes of the problems affecting family farming in Bolivia and Peru
Objective	Identify national and local events in the last 25 years that led to the current food security and sovereignty situation in Bolivia and Peru.
Duration	1 hour
Activity	<p>Timeline</p> <p>The facilitator hangs two parallel lines at the front of the room, one for Peru and the other for Bolivia. At one end of each line, use a clothes peg to hang a card showing the year 1990 and at the other end of the line a card showing the year 2015.</p> <p>On a board near the lines, display the 5 problems identified in each country that were summarised at the end of the previous activity.</p> <p>Ask each participant to use cards to write down at least one national or local event – specifying the event and year – that caused or marked the start or intensification of the priority problems identified in the previous activity for each country. These events should now be ranked in terms of their importance as milestones (eg. a specific government policy, a change in market conditions or a natural event; the arrival of a mining company, land or water grabbing by certain sectors, armed conflicts, a river flooding, a sudden increase in the price of a product or resource, inflation, etc.).</p> <p>The facilitator asks participants to read out the milestones in each country, starting in the 1990s, and place them on the relevant timeline. Once the first line has been completed, the facilitator reads out all the milestones in chronological order, asking participants to provide explanations and clarifications if necessary.</p> <p>Next, do the same with the other country, placing the cards on its timeline.</p> <p>Note.- The facilitator should try to ensure that the milestones really do refer to CAUSES of the problems identified. The participant presenting the card should therefore be given enough time to explain and identify the milestone clearly. If they do not refer to causes, the facilitator should help them to identify causal milestones and ask them to write these on a new card if necessary.</p> <p>Analysis</p> <ul style="list-style-type: none"> a) Once the two timelines have been completed, the facilitator makes a comparison of the two countries, identifying similarities and differences. b) Summarise the most important events (causes) that led to the current situation in family farming and their impact on FSS and HRAF and write these down on white cards or post-its for each country. <p>NOTE.- When participants are asked for their cards, they should be asked to take the maps into account, and these should therefore be hung in a visible place in the room.</p>
Materials	Different-coloured cards Marker pens String or thread Clothes pegs or masking tape
Facilitator	
Source:	Adapted by the UNITAS Urban Programme from “From Poverty to Dignity: A Learning Manual on Human Rights Based Development”, p. 42. Dignity International, The Netherlands, 2007.





Session N° 12	The effectiveness of actions to support family farming
Objective	Identify how far the ACTIONS taken by different actors to support family farming coincide with or differ from the needs in family farming as suggested by participants.
Duration	1 hour, 30 mins.
Activity	<p>“Hitting the Target with Actions to Support Family Farming”. The effectiveness of the actions taken by the government and other actors in improving the conditions for family farming.</p> <p>Keep the same groups by country as in the previous activity.</p> <ol style="list-style-type: none"> 1. Ask participants to recall all the policies/projects/works of infrastructure/government actions to support family farming in their respective countries in the last five years and write them down on different coloured post-its - three colours different to those used in the previous activity – for each level of government (local, sub-national and national), as well as one additional colour if there are important actions by other actors (NGOs, international cooperation agencies, the private sector, etc.). 2. The facilitator presents a target board (with a radius of approximately 1 metre 60 cm.) with five concentric circles numbered from 1 (at the centre) to 5 (at the edge). 3. Each country group will have their own target board. 4. The causes of the priority problems from the timeline should be placed in the middle of each target board. 5. Ask participants to copy the needs and problems prioritised in the first map and place them around the causes within the circle at the centre of the board. <p>Next, ask them to place the post-its showing the different actors' policies/projects/works/actions in the different circles on each country's board. Those projects/actions that best targeted the causes, met priority needs or solved priority problems should be placed in circle 1 at the centre of the board, while those projects/actions that were furthest away from hitting their target should be placed in the outer circle (number 5).</p> <p>Analysis</p> <ul style="list-style-type: none"> a) The facilitator invites participants to come closer to the boards and engage in a collective analysis and a round of opinions. The questions they should think about are: <ul style="list-style-type: none"> - Which were the actors that best hit the target? - What differences or connections are there between our social and economic needs and the actions taken by the government and other actors at the local, sub-national and national level? - Why do you think that the actions were or were not suited to addressing the problems and their causes? - Are there economic, social or political reasons determining whether the actions taken by different actors coincide with or differ from the needs in family farming? a) For each country, review the coincidences and differences between needs and actions. In which country did they hit the target more often? Which actions were targeted at the causes of the problems and which actions addressed how they manifest themselves? Which actions turned out to be no more than sticking plasters? Which type of actions in these two countries best address the problems affecting food security and sovereignty? Which of these projects help to guarantee the HRAF? b) Finally, ask this question: What actions/policies/projects – other than those already carried out – can we suggest to improve the conditions for family farming? Note down the results on a board and keep it in a visible place throughout the rest of the course so that the suggestions can be taken up in the strategies. <p>Note.- Because this module draws on the experience of the participants, it is a good idea to make an audiovisual recording of the whole module.</p>
Materials	Flip charts Marker pens Post-its in various colours Different-coloured cards
Facilitator	
Source:	Adapted by the UNITAS Urban Programme from “Técnicas Participativas para la Educación Popular” Vol. I, p. 5.45, ALFORJA, Programa Coordinado de Educación Popular, Santiago de Chile, 1987.





UNDERSTANDING HUMAN RIGHTS – THE BASICS

Human Rights principles

Trigger question:

¿What do we know about Human Rights and ESCER?

Session N° 13	What's positive about human rights, the factors that obstruct them and what we don't understand about human rights
Objective	Reflect on our understanding of human rights. By thinking about what's positive, the factors that obstruct human rights and what's not clear to us, we become aware of our knowledge and questions about human rights.
Duration	45 mins
Activity	<p>Ask each participant to write on three different cards:</p> <ul style="list-style-type: none"> ... what's positive about human rights ... the factors that obstruct human rights ... what's not clear <p>Suggestion: take one area at a time (instead of asking them to think about all three at once).</p> <p>Each person writes down their thoughts individually and pins their cards on the relevant flip chart.</p> <p>Conclusion of session: When all the cards with the individual responses have been pinned on the flip charts, read (some of) them out loud to everybody. We will be returning to this exercise at the end of the course. Place emphasis on what is not clear and bear it in mind during the rest of the course.</p>
Materials	<ul style="list-style-type: none"> Flip charts Different-coloured cards Drawing pins Marker pens
Facilitator	
Source:	Adapted from “From Poverty to Dignity: A Learning Manual on Human Rights Based Development”, p. 40. Dignity International, The Netherlands, 2007.



Session N° 14	The basic human rights principles
Objective	<p>Encourage participants to reflect on the role of human rights in relation to people's individual and group behaviour, drawing on simple and accessible concepts (survival, self-preservation, the idea of "us" and "other people").</p> <p>Identify group constructions: social rules, cooperation, solidarity, etc.</p>
Duration	45 mins
Activity	<p>The human rights balloon</p> <ol style="list-style-type: none"> 1. Ask the participants to blow up a balloon 2. Ask them to play around with the balloon. 3. Ask them if they enjoyed playing with the balloon. Next, ask them to think of the balloon as something very important to them that they value highly. 4. Next, hand out drawing pins. 5. Tell them that they need to protect their balloon at all costs. Create suspense by asking "Are you ready?" and count 1, 2, 3... GO! What usually happens is that some people go on the attack and others just defend their balloons. <p>Note: This exercise highlights the idea of the natural instinct for self-preservation. Ask everyone what very important and highly valued thing they imagined their balloon to be. Based on the participants' contributions, draw attention to aspects such as dignity and life.</p> <p>Next, ask them how all this is relevant to respecting and protecting human rights.</p> <p>Reflect more deeply on the nature of human rights – they're innate, they belong to me, they</p>
Materials	Balloons and drawing pins
Facilitator	
Source:	Adapted from "From Poverty to Dignity: A Learning Manual on Human Rights Based Development", p. 46. Dignity International, The Netherlands, 2007.



Session N° 15	The Universal Declaration of Human Rights and its content
Objective	Introduce participants to the Universal Declaration of Human Rights and what it means, based on people's own problems.
Duration	70 mins
Activity	<p>Making connections: the problems and rights web</p> <p>Ask the participants to form a circle.</p> <p>Hand them out copies of the Universal Declaration of Human Rights. Next, give each person a card that summarises one of the articles of the Human Rights Declaration. Ask them to have a look at the article assigned to them and if anyone doesn't understand it they can put their hand up and be given an explanation by a facilitator.</p> <p>Each person should have more or less the same number of articles.</p> <p>Ask the participants to stand in a large circle in the middle of the room.</p> <p>Tell them that the game involves reading the article they have in their hands to the other people participating in the activity. Motivate them by telling them that this is a game about paying attention and they should concentrate hard.</p> <p>Place the person with the right to adequate food in the middle of the circle, ask them to start by reading their article and give them a ball of wool. Anyone who thinks the article they have is related to the article just read out asks for the ball of wool. It will be passed to them but the first participant will not let go of the other end.</p> <p>The people who have not asked for the ball of wool at any time should read out their article and the other participants in the circle should suggest how it is related to the other human rights.</p> <p>When people receive the ball of wool, they should explain why they asked for it and how their article is related to some of the problems affecting the right to adequate food and the other human rights.</p> <p>If nobody asks for the ball of wool, the next person on the left should read out their article.</p> <p>Analysis</p> <p>Once all the articles in the Universal Declaration of Human Rights have been read out, the activity's facilitator introduces the following new elements:</p> <p>Reflect on the relationship between day-to-day problems and the right to adequate food, and extent to which human rights are able to resolve structural problems (or their causes).</p> <p>Explain the concepts of interdependence, universality and inalienability of the rights set out in the Declaration.</p> <p>Tips:</p> <p>The facilitator should be very dynamic and active to keep people's attention on the game and explain anything that is not clear to them.</p> <p>The articles need to be read aloud and clearly to keep the game going and make sure that the others understand. If there are people who have trouble reading their articles out clearly, the facilitator should help them.</p> <p>The rights define a standard below which they cannot be realized. If one right is infringed, the others are affected too, and that is why the Declaration of Human Rights shows how they all form a coherent, interconnected whole.</p> <p>At the end of the activity, the web woven by the participants with the ball of wool should be placed on the floor so that they can look at what they have made.</p>
Materials	Cards with articles of the Universal Declaration A ball of coloured wool Thick marker pens Drawing pins Masking tape
Facilitator	
Source:	Adapted by the UNITAS Urban Programme from "From Poverty to Dignity: A Learning Manual on Human Rights Based Development", p. 176. Dignity International, The Netherlands, 2007.





UNDERSTANDING HUMAN RIGHTS: THE BACKGROUND AND INTERNATIONAL STANDARDS

UNDERSTANDING HUMAN RIGHTS: THE BACKGROUND

The history of Human Rights and ECONOMIC, SOCIAL, CULTURAL AND ENVIRONMENTAL RIGHTS (ESCER)

Session N° 16	The history of Human Rights
Objective	<p>Identify the main milestones in the history of Human Rights and ESCER, combining views from official history and the history of the people's struggle for dignity, identifying events ranging from the local to the universal.</p> <p>Analyse the background and/or social, economic and political context in which Human Rights and ESCER emerged.</p>
Duration	30 mins
Activity	<p>Video of the timeline</p> <p>Show the video of the human rights timeline and go over the main points. Ask the participants to write down the most important milestones in the collective development of human rights on 6 sheets of coloured paper (2 milestones from world history, 2 from Latin American regional history and 2 from their own country).</p> <p>Conclusion of the session: In plenary, hang up the wool and each participant fixes their sheets of paper to the wool (ordering them by year). The facilitator and the participants together reconstruct the history based on the milestones mentioned and adding other important events that may have been left out.</p>
Materials	<p>Sheets of coloured paper</p> <p>Wool and sticky tape</p> <p>Video of the history of human rights (online at: https://www.youtube.com/watch?v=7H7Cm5uVRY0)</p>
Facilitator Source:	Adapted by the UNITAS Urban Programme from "From Poverty to Dignity: A Learning Manual on Human Rights Based Development", p. 42. Dignity International, The Netherlands, 2007.

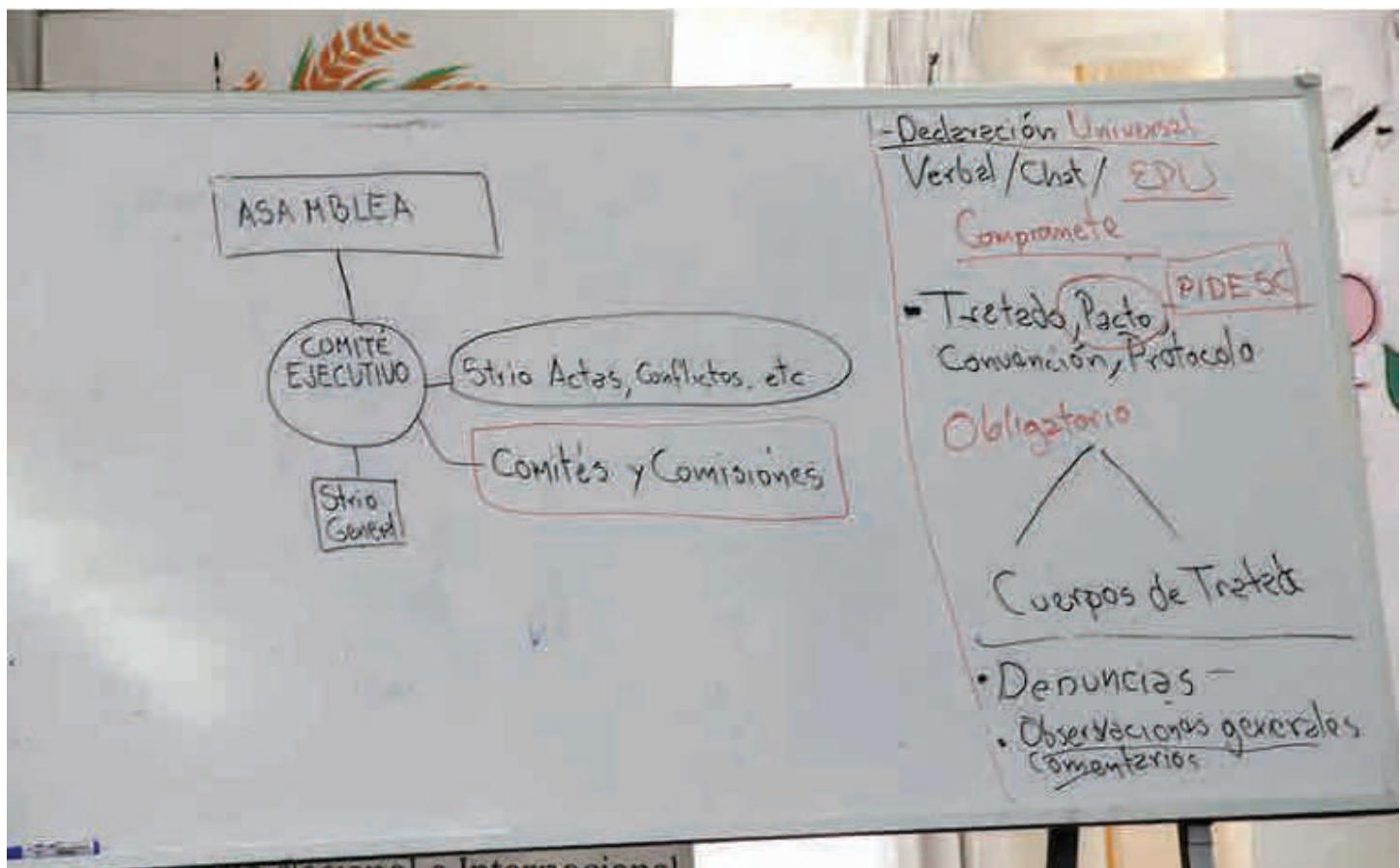


The ESCER system

Session N° 17	The United Nations system: good things and bad things
Objective	Find out about the international bodies and agencies linked to ESCER
Duration	1 hour
Activity	<p>Part 1.</p> <p>Ask the group to write on cards what comes to mind when they hear “United Nations”.</p> <p>Do a round of the whole group, then ask them to divide their cards as follows:</p> <p>1/ – what is good about the United Nations; 2/ - what they feel is bad about the United Nations.</p> <p>Summarise the opinions before going on to part 2.</p> <p>Part 2.</p> <p>The facilitator asks the participants to draw the diagram of their organisation on a piece of paper (steering committee, general secretary, leadership portfolios, general assembly, etc. and the relevant procedures). Next, with the participants’ help, the facilitator puts together a joint organisational diagram and compares this with the organisational diagram of the UN.</p> <p>Next, start the presentation of the slides, making comparisons with the participants’ organisations so they reach a better level of understanding.</p> <p>Then introduce the United Nations human rights system.</p> <p>Suggestions:</p> <p>The UN System:</p> <p>Strengths: Images / A lot of information in a short time /</p> <p>Weaknesses: It feels like a lesson but with too much information / Too dense</p> <p>Solution: Add a half-hour activity. For which concepts? General Assembly/ Security Council/ Human Rights Council and Resolutions/Treaties</p> <p>Option 1: Use a role-play (two types, volunteers and spectators). For example: Before a war, the General Assembly adopts a resolution or a recommendation, which then goes before the Security Council ... Regime change following the war, and the Human Rights Council comes in to oversee respect for rights. To look at the difference between a treaty and a resolution, ask for two volunteers, one to be the diplomat and the other the minister (treaty or resolution).</p> <p>Option 2: Ask questions or a quiz during or after If something happens what do I do? What do we need for this?</p>
Materials	Slides Biros and cards
Facilitator	
Source:	Adapted from “From Poverty to Dignity: A Learning Manual on Human Rights Based Development”, p. 75. Dignity International, The Netherlands, 2007.



Session Nº 18	The Inter-American System: the Commission and the Court
Objective	Find out about the regional bodies and agencies linked to ESCER
Duration	60 mins
Activity	PRESENTATION. Start with questions about the IACtHR, the Commission and the Court. After explaining the procedures, show the slides with statistics on the cases before the IACtHR
Materials	Slides
Facilitator	
Source:	Designed by the UNITAS Urban Programme in: Facilitator's Guide for the Training and Strategic Intervention on ESCR Course, La Paz, 2012.



UNDERSTANDING HUMAN RIGHTS: INTERNATIONAL STANDARDS ON HUMAN RIGHTS

Where do we find ESCER? Which agencies, declarations, treaties, treaty bodies, pacts, mechanisms and documents about ESCER exist today? Which of these were signed up to by our countries and when?

Session N° 19	The HRAF in International Human Rights Treaties
Objective	Familiarise participants with the main international treaties on human rights, including the right to food.
Duration	1 hour, 20 mins
Activity	<p>Human Rights Lane</p> <p>Participants divide into 5 groups. Each group will walk along the Human Rights Lane (where placards with various international treaties are posted: IDHR, ICESCR, ICCPR, CEDAW, CERD, the San Salvador Protocol, ILO Convention 169, UN Declaration on the Rights of Indigenous Peoples, etc.). They should identify the articles where something to do with the right to adequate food is mentioned (noting the article and its content). When they identify the articles, each group should note which system it belongs to: the Universal or the Inter-American System.</p> <p>Next, each group discusses what the different treaties say about the HRAF.</p> <p>Each group presents their findings, identifying the treaties and the articles mentioning the HRAF. Check if the different groups have mentioned the same treaties and articles. Hand out a table showing where the articles about the HRAF can be found in each of the treaties.</p> <p>Analysis</p> <p>What does the HRAF consist of? What does it mean and what is its objective? What characteristics does it have when the right is realized?</p> <p>The right to adequate food is realized when every man, woman and child, alone or in community with others, have physical and economic access at all times to adequate food or means for its procurement (CESCR General Comment No. 12)</p> <p>Clarify the concepts of adequacy and sustainability:</p> <p>The concept of adequacy is particularly significant in relation to the right to food since it serves to underline a number of factors which must be taken into account in determining whether particular foods or diets that are accessible can be considered the most appropriate under given circumstances for the purposes of article 11 of the Covenant. The notion of sustainability is intrinsically linked to the notion of adequate food or food security, implying food being accessible for both present and future generations. The precise meaning of "adequacy" is to a large extent determined by prevailing social, economic, cultural, climatic, ecological and other conditions, while "sustainability" incorporates the notion of long-term availability and accessibility.</p> <p>The ESCR Committee considers that the core content of the right to adequate food implies:</p> <ul style="list-style-type: none"> - the availability of food in a quantity and quality sufficient to satisfy the dietary needs of individuals, free from adverse substances, and acceptable within a given culture; - the accessibility of such food in ways that are sustainable and that do not interfere with the enjoyment of other human rights. <p>Accessibility encompasses both economic and physical accessibility:</p> <p>Economic accessibility implies that personal or household financial costs associated with the acquisition of food for an adequate diet should be at a level such that the attainment and satisfaction of other basic needs are not threatened or compromised.</p> <p>Physical accessibility implies that adequate food must be accessible to everyone, including physically vulnerable individuals, such as infants and young children, elderly people, the physically disabled, the terminally ill and persons with persistent medical problems, including the mentally ill.</p>
Materials	Placards with the different pacts and treaties Sheets of paper with rights linked to the HRAF
Facilitator	
Source:	Adapted from "From Poverty to Dignity: A Learning Manual on Human Rights Based Development", p. 76. Dignity International, The Netherlands, 2007.





Session N° 20	The HRAF and the Voluntary Guidelines
Objective	Identify and interpret the content of the HRAF
Duration	45 mins
Activity	Presentation and discussion
Materials	Table of Guidelines and the HRAF
Facilitator	
Source:	Designed by the UNITAS Urban Programme, La Paz, 2015.



Session N° 21	The HRAF in our country's Constitution
Objective	Identify and interpret the content of the HRAF in the constitution
Duration	30 mins
Activity	<p>Participants get into 2 groups for each country. Ask them to locate the HRAF in their country's constitution and summarise what it says.</p> <p>Next, ask them to present the results of their analysis.</p> <p>What differences are there between the two constitutions with regard to the HRAF?</p> <p>Do you notice any differences compared with the content of the international treaties?</p> <p>Next, show and compare the text of each country's constitution.</p> <p>Finish with an explanation of this content.</p>
Materials	Copies of the constitutions of Bolivia and Peru
Facilitator	
Source:	Designed by the UNITAS Urban Programme in: Facilitator's Guide for the Training and Strategic Intervention on ESCR Course, La Paz, 2012.



HUMAN RIGHTS OBLIGATIONS

The State's Obligations

Session N° 22	The state's general obligations with regard to ESCER (Parts 1 and 2)
Objective	Identify the state's obligations with regard to ESCER and analyse General Comment No. 3.
Duration	60 mins
Activity	<p>Part 1: Group snapshots (30 minutes)</p> <p>Start with a popular theatre exercise to help participants feel more comfortable with role play. Ask them to face each other in pairs as though they were in front of a mirror, and one person has to mirror the movements of the other.</p> <p>Part 2: Next, continuing with the practice, tell them that they have to turn themselves into a tree in 7 steps, starting at the bottom and moving up to the top. The facilitator calls out the steps:</p> <ul style="list-style-type: none"> a. Imagine you are a seed buried in the earth. b. Now the seed begins to put down roots. c. Now the seedling begins to shoot and the trunk starts to form. d. Branches grow out from the trunk. e. Leaves and fruit grow on the branches. f. Now the fruit is ripe and falls to the ground. g. The seeds from the fruit germinate once again in the earth. <p>Once the participants have loosened up and practised different types of bodily expressions and gestures, move on to the next activity:</p> <p>1. The participants split into 3 groups:</p> <p>a) For the first exercise, ask each group to take 5 minutes to represent the scene of a traffic accident in the form of a snapshot or still photo. Each group presents their scene and the other two groups watch and interpret what happened in the accident.</p> <p>b) Now, moving on to the state's obligations, assign each group a concept: respect, protect, fulfil/guarantee.</p> <p>- Based on the concept they were assigned, ask each group to present a snapshot similar to the previous exercise, showing: 1) a (general) violation of the right to food and (2) realization of the state's obligation to respect that right (10 minutes).</p> <p>- The groups take turns to present their snapshots one by one (first the violation of the right and second the realization of it) and the other groups interpret what they are trying to show in the scene, the right they are trying to represent and the concept they were assigned. Discuss and expand upon the concept and correct any mistakes regarding its meaning, if necessary (20 minutes).</p>
Materials	Cards with the words: respect, protect, fulfil/guarantee
Facilitator	
Source:	Adapted from "From Poverty to Dignity: A Learning Manual on Human Rights Based Development", p. 103. Dignity International, The Netherlands, 2007.



Session N° 23	The state's specific obligations with regard to the HRAF
Objective	Identify the state's obligations with regard to the HRAF and analyse General Comment No. 12.
Duration	60 mins
Activity	Slide presentation Analysis Plenary discussion: Introduction to the different types of obligations – respect, protect, fulfil/ guarantee
Materials	Flip chart and marker pens
Facilitator	
Source:	Committee on ESCR General Comment No. 12.



Session N° 24	The state's obligations in practice
Objective	Identify the role of the state and whether it is fulfilling its obligations in practice
Duration	1 hour, 30 minutes
Activity	<p>ONE STEP FORWARD, ONE STEP BACK</p> <p>Group work</p> <p>1. Hand out one role-card to each participant (the roles may correspond to people involved in or connected in some way to farming), in keeping with the social and cultural context where the workshop is being held. The role-cards should include people in society who occupy different positions in the social structure (eg. landless farm labourer, factory worker, government minister, CEO of a multinational, agri-businessperson, housewife, politician, indigenous person, small-scale farmer, etc.). The facilitator should allow each participant to get into the role assigned to them on the card. They have to imagine what this person does every day from the moment they wake up until the time they go to bed. Ask the participants to keep their assigned identity secret for the time being.</p> <p>2. Next, ask all the participants to stand in a straight line, shoulder to shoulder in the middle of the room behind a starting line marked out earlier.</p> <p>3. The facilitator starts asking the questions(*) related to the realization of economic, social, cultural and environmental rights, and the participants must respond in keeping with their assigned identity. If they feel they can answer positively to the question, they should take a step forward. If they feel that the answer is negative, they take a step backward. Some will move forward and others will move back, so at the end some will have moved ahead of the starting line and others will have stayed behind.</p> <p>34 Ask the participants to stay in their final positions and then reveal their identity, one by one.</p> <p>(*) QUESTIONS</p> <ul style="list-style-type: none"> • Do you have a decent house with running water and a toilet? • Can you buy new clothes regularly? • Do you have enough food to eat? • Do you have good access to medical care when you are ill? • Do you have access to a school for your children? • Is your livelihood secure? • Can you marry who you want? • Can you vote in national and local elections? • Are you unafraid of the police? • Do other people respect your opinion? • Do you never feel discriminated against? • Do you have promotion at work? • Are you paid a good wage? • Are you paid equal wages for equal work? • Is your future secure?
Materials	Cards showing the roles, in keeping with the number of participants Questions
Facilitator	
Source:	Adapted from "From Poverty to Dignity: A Learning Manual on Human Rights Based Development", p. 140. Dignity International, The Netherlands, 2007.



NATIONAL ENFORCEMENT AND PROTECTION

MECHANISMS (PERU AND BOLIVIA)

Session N° 25	How our Constitution defends the HRAF
Objective	Identify the mechanisms for the enforcement and protection of the HRAF in Peru and Bolivia
Duration	1 hour 30 mins
Activity	<p>The Actions Barometer</p> <p>Give the participants handouts or tell them where they can find the actions to defend and enforce rights in their country's constitution.</p> <p>In groups of 5 people from the same country, participants analyse the actions and procedures established in their constitution. Ask them to identify which of these might be useful to defend the HRAF. Next start the work in plenary, first with one country and then with the other.</p> <p>Work in plenary by country</p> <ol style="list-style-type: none"> 1. Place pieces of paper with the name of each defence action established in the constitution on the floor, keeping a reasonable distance between them. 2. Ask participants to decide individually and get in a line behind the action they believe best defends the HRAF. The choice of action should not be based on which is closest to what each person would like, but which is really the most useful for defending this right. <p>Reflection: Group analysis and discussion</p> <ol style="list-style-type: none"> 3. Ask different participants at random why they chose a particular action, using the following questions: <ol style="list-style-type: none"> a) Why did you choose or stand behind action X? b) Why do you agree more with X rather than Y or Z? c) Who agrees with what the participant has just explained? Why? Who doesn't agree? Why? <p>Highlight the differences between each action.</p> <p>Then move on to the next group from the other country and repeat the procedure.</p> <p>Conclusion of session</p> <ol style="list-style-type: none"> 4. Based on the discussion, conclude the session by presenting the actions seen as most useful in each country and why. 5. Apart from the constitution, what other mechanisms are there in your country to defend rights? (eg. the Human Rights Defender, etc.) <p>Tips for the facilitator</p> <p>Explain that it is not necessary to be 100% in agreement with an action; the idea is to choose one to contribute to the discussion.</p> <p>Explain that it is not a question of getting the "right" answer, but to see that each person's view of the same concept might be very different and we need to take that rich variety of opinions into account.</p>
Materials	Copies of each country's constitution Guide to the relationship between the constitution and ESCER Names of the actions established in the constitution to defend rights, on letter-sized sheets of paper
Facilitator	
Source:	Adapted by the UNITAS Urban Programme, La Paz, 2015.



Session N° 26	The treaty bodies
Objective	Find out about the international bodies and agencies linked to ESCER.
Duration	60 mins
Activity	<p>Ask a group of 5 volunteers to act out a role-play. Give them some pointers by telling them they should act out the process a couple goes through from the moment when the young man declares his love and they become an established couple until they get married. At the beginning of the relationship everything goes well because the commitment is loose and the man has a lot of freedom, but afterwards they should show that marriage implies a more serious commitment that the husband does not abide by. He is therefore called to account and reprimanded by his wife's relatives – in-laws, cousins, etc.</p> <p>Ask participants their opinion of the role-play and present the slide or list showing the treaties and their respective treaty bodies, together with the list of signatory countries. Place emphasis on the difference between a treaty, a convention, a declaration, a covenant and a pact. Explain what they are, making comparisons with contracts and formal and informal agreements in everyday life (eg. marriage, relationship, sales contract, rent contract, etc.).</p>
Analysis	<p>Present the slide or list showing the treaties and their respective treaty bodies, together with the list of signatory countries. Place emphasis on the ESCR Committee.</p> <p>As we saw with human rights, signing international treaties and covenants brings with it certain commitments and follow-up obligations. Use the introduction to the SDGs agreement to reflect on the obligations arising from it. What differences and similarities are there between the human rights and SDG obligations? Who is the state accountable to with regard to its fulfilment of these obligations? Who can we report to or present complaints to when the state fails to fulfil its SDG obligations?</p>
Materials	<p>Slides</p> <p>List of treaties signed by Peru and Bolivia</p>
Facilitator	
Source:	Designed by the UNITAS Urban Programme, 2014.



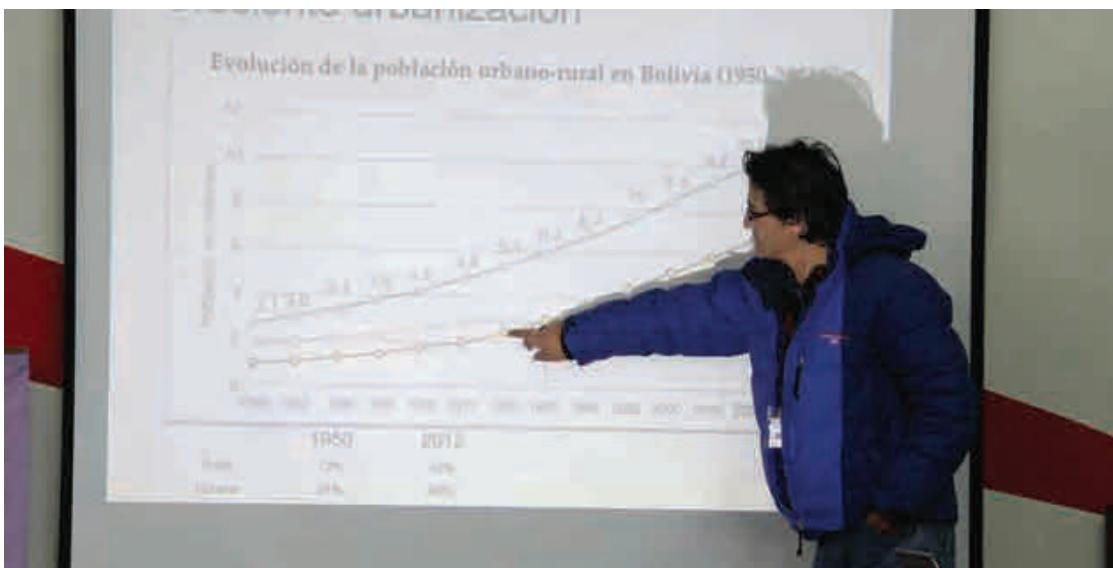
Session Nº 27	A closer look at the CESCR individual complaints procedure
Objective	Help participants to get to know the ICESCR in more depth Look at how to use the Optional Protocol to the ICESCR
Duration	1 hour
Activity	<p>1. Prepare four sets of cards with the steps to follow to present complaints to the ESCR Committee.</p> <p>2. Ask participants to get into four groups and give them the cards.</p> <p>3. Participants should order the cards in what they think is the right sequence.</p> <p>4. Finally, the facilitator explains the procedure and the concepts, but only in general terms. They will be compared and looked at in more depth in the next activity on the Inter-American System.</p> <p>Note: The entry into force of the Optional Protocol to the ICESCR represents a hugely important historical step forward because there is no other text related to international covenants guaranteeing protection for ESCER and the ICESCR that allows victims of a state's failure to fulfil its obligations to submit that non-compliance to what amounts to quasi-judicial scrutiny. This implies recognition on the part of the international community that the rights contained in this covenant are just as enforceable as the rights recognised in the ICCPR. Therefore, the indivisibility and interdependence of all human rights – as proclaimed at the International Conference on Human Rights in Teheran in 1968 and reaffirmed at the World Conference in Vienna in 1993 – will be strengthened in practice.</p>
Materials	Copies of the Optional Protocol Cards with the steps in the Protocol (one set per group)
Facilitator	
Source:	Designed by the UNITAS Urban Programme, 2011.



Session Nº 28	A closer look at the individual complaints procedure in the Inter-American System
Objective	Help participants to increase their knowledge of the San Salvador protocol and the use of the Inter-American System's protection mechanisms
Duration	1 hour, 30 mins (50 mins preparation and 40 mins session)
Activity	<p>Acting out a case brought before the Inter-American Commission and the ESCR Committee</p> <p>Explanations need to be given first, before the exercise: We are bringing a case but the focus is on the submission procedure rather than the substance of the case. Maybe give some background information before starting the exercise.</p> <p>Participants get into three groups (the State, the Petitioners, the Commission).</p> <p>Each group will receive the state and civil society reports in the case beforehand. Group 3 (the Commission) will also have the Commission's ruling. In each section of the summary hand-out, underline which sentences are important to understand the case.</p> <p>Explain that they must understand the arguments that each party will be presenting later in the role-play, as though it was a real hearing.</p> <p>Arrange three tables in a U shape, with the Commission in the middle and the parties at the sides.</p> <p>Having reviewed the collective rights case (the right to food), they should act out the presentation of the case.</p> <p>The Commission group is responsible for moderating time, assigning 3 minutes to the Petitioners to present their complaint, 3 minutes to the State to present its response, and then allow each party to reply, making a total of 12 minutes. Next, the Commission reads out its resolution, which will be the same as in the real case and only they have seen beforehand.</p>
	<p>Analysis</p> <p>The facilitator should assist participants to effectively understand the case.</p> <p>Clarify the content of the complaint and the resolution.</p> <p>The facilitator should help participants to identify the obligations that the state has failed to fulfil in the case presented and to analyse how to build a good case to be brought before the Commission.</p> <p>The facilitator explains the admission procedures, friendly settlement, referral of the case to the Inter-American Court of Human Rights, etc.</p>
	<p>Note</p> <p>Take up the ideas and concepts from the previous activity on the ICESCR protocol in order to reinforce them, given that the procedures are similar.</p> <p>Bear in mind that this is a group exercise. There is enough time for someone who already has legal training to understand the case and say something, but it would be very difficult for the whole group to understand the case and agree on a line of defence in such a short time and without help.</p>
Materials	<p>Copy of articles from the Costa Rica Convention</p> <p>Copy of articles from the San Salvador Protocol</p> <p>Case of rights violations in a relevant country</p>
Facilitator	
Source:	Designed by the UNITAS Urban Programme, 2011.



Session N° 29	Panel on family farming and the HRAF (presentations)
Objective	Provide up-to-date information (from research carried out by specialist institutions) on the situation of family farming and the HRAF in Bolivia and Peru
Duration	1 hour, 30 mins.
Activity	<p>Presentations and debate.</p> <p>A panel of network members give presentations about the results of research studies (CEPES and TIERRA).</p> <p>The moderator will encourage a debate between the panellists and then open up to questions from participants.</p>
Materials	<p>Data show projector</p> <p>Presentations (progress reports and/or summaries of research results)</p>
Facilitator	
Source:	Adapted by the UNITAS Urban Programme, 2015.



Practical Session

General Run-Through

Session N° 30	Run-through of Modules 3 to 5
Objective	Go over the content of the previous modules and familiarise ourselves with human rights terms
Duration	1 hour
Activity	<p>Human Rights and HRAF jargon</p> <p>Divide participants into three groups. Give each group a puzzle consisting of a jigsaw of words and another with muddled up definitions of human rights and HRAF concepts. They have to try to match one with the other and thus put the jigsaw together. After a reasonable amount of time, go over the answers in plenary in a participatory way and ask the participants to do a self-evaluation. At the end, hand out the list of answers (the glossary of terms) to each participant.</p>
Materials	Jigsaw of human rights words and concepts, photocopies of the glossary of terms for each participant. Guessing game
Facilitator	
Source:	Adapted from "From Poverty to Dignity: A Learning Manual on Human Rights Based Develop-



REGIONAL ADVOCACY AND PARTICIPATION FORUMS ON THE HRAF

Session N° 31	National advocacy and participation forums
Objective	Inform participants about the options available in their country for advocacy, accountability and participation with regard to the HRAF
Duration	60 mins
Activity	<p>Stakeholder map of ministries, institutions and organisations</p> <p>A panel of network members give presentations about the results of their research (DESCO and TIERRA).</p>
Materials	Data show projector
Facilitator	
Source:	Adapted by the UNITAS Urban Programme, 2015.



Session Nº 32	Regional advocacy and participation forums (part 1)
Objective	Inform participants about the regional options available for advocacy, accountability and participation with regard to the HRAF
Duration	30 mins
Activity	<p>Presentation on CAN and UNASUR</p> <p>PowerPoint presentation on advocacy forums</p> <p>Give a PowerPoint presentation on the different regional integration mechanisms and their forums for participation as well as the human rights standards they have developed. Continue with a round of questions and clarifications.</p>
Materials	Data show projector
Facilitator	
Source:	Designed by the UNITAS Urban Programme, 2015.



Session N° 33	Regional advocacy and participation forums (part 2)
Objective	Inform participants about the regional options available for advocacy, accountability and participation with regard to the HRAF
Duration	1 hour, 50 mins
Activity	<p>Part 2. The World Café</p> <p>Set up three tables, one for each organisation, with a facilitator who knows about the organisation at each table.</p> <p>Each table has a handout with a summary description of the relevant organisation and a large sheet of paper.</p> <p>Participants get into three groups and each group visits one of the tables at a time. At the table they read the summary handout and note down on the sheet of paper any other information they know about the regional integration organisation. They are allowed to ask the facilitator questions, and the facilitator should take advantage of this to provide them with more information about the options available for participation and HRAF protection in each organisation. The new information they learn should be written down on the sheet of paper. After 20 minutes, the groups of participants change table.</p>
Materials	<p>Infographics</p> <p>Handouts with a summary description of each organisation</p> <p>Three tables and chairs for each group</p> <p>3 sheets of paper and 3 biros</p> <p>Books on the CAN, UNASUR, Hunger-Free Latin America and the Caribbean Initiative</p>
Facilitator	
Source:	Adapted by the UNITAS Urban Programme, 2015.



ENFORCEMENT AND ADVOCACY STRATEGIES FOR THE HRAF

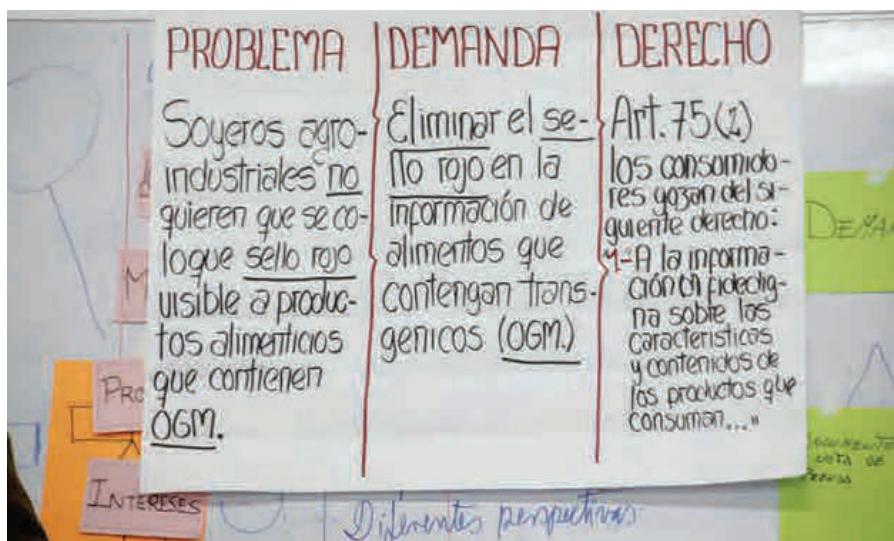
Session N° 34	The talking picture
Objective	Highlight the importance of good communication and the development of clear messages for reaching the media
Duration	60 mins
Activity	<p>The facilitator asks for two volunteers. Give one of them a sketch of a diagram made up of a circle, a square, a triangle and a rectangle that intersect at random. The other is unable to see the diagram and should stand facing a board with his/her back to the first participant. The first participant tells the second what the diagram looks like so that he/she can draw it on the board. During the first attempt, the participant doing the drawing is not allowed to ask the one holding the diagram any questions (time: 3 minutes). Then they make a second attempt and this time questions are allowed (time: unlimited until the drawing is completed). At the end of the two attempts, the resulting drawings are compared and participants analyse which of them turned out to be most similar to the original and the reasons why this is so.</p> <p>The exercise ends with a reflection on the importance of communicating the right message. Is it possible to communicate a really clear message at the first attempt? But sometimes we only get one opportunity and we need to do it properly. How can we make our demands understood in the short time conceded to us by the media and the authorities?</p>
Materials	Cards Flip chart Marker pens Sketch of the diagram
Facilitator	
Source:	Adapted from “Técnicas Participativas para la Educación Popular”, Vol. I, 4.8, ALFORJA, Santiago de Chile, 1987.



Session N° 35	Content analysis: the type of news items and messages in the media about HRAF issues
Objective	Reflect on the characteristics of the messages usually communicated with regard to rights (in the tabloid press or isolated cases of HRAF problems).
Duration	60 mins
Activity	<p>Participants get into 2 groups (one for each country).</p> <p>Give the groups a selection of news items about the topic from different newspapers and ask them to analyse the origin and characteristics of the messages. Do these news items reflect the groups' own situation and demands? Are they news about human rights? How do the media present them? How can we read them differently?</p>
Materials	<p>News items about the topic</p> <p>News from each region/country related to the HRAF</p> <p>Flip charts</p> <p>Glue</p>
Facilitator	
Source:	Designed by the UNITAS Urban Programme, La Paz, 2011.



Session N° 36	Developing messages on the HRAF
Objective	Reflect on the characteristics of the messages usually communicated with regard to rights (in the tabloid press or isolated cases of HRAF and ESCER problems).
Duration	60 mins
Activity	<p>Step 1.</p> <p>Participants get into 2 groups, one for each country. Based on the problems in each country they prioritised at the beginning, they should identify the underlying problem situation, demands and rights as briefly and succinctly as possible.</p> <p>Step 2.</p> <p>The groups develop three messages or key ideas based on these problem situation, demands and rights.</p> <p>Once they have done that, they should write a press release setting out the most important elements in each case as succinctly as possible.</p> <p>Reflection</p> <p>Reflect on how important it is for organisations to develop clear messages that can capture the essence of their demands and the rights-based approach. Avoid politicising demands and distorting the information. The clearer an organisation's positions are, the better they will be reflected in the media.</p> <p>These press releases will be the basis for communicating the problems, but they should be improved over time as circumstances change. Planning the messages we are going to use for our advocacy work is a very important task and every component of the organisation should be involved in it.</p>
Materials	Newspapers News items from each country about the HRAF Flip charts Glue
Facilitator	
Source:	Designed by the UNITAS Urban Programme, La Paz, 2011.



Session Nº 37	Using the media available
Objective	Build our capacity to use accessible and effective means of communication.
Duration	30 mins
Activity	<p>Step 1.</p> <p>Give the participants some advice about how to reach the media, such as making contact with journalists, and give examples of creative campaigns that caught the media's attention. You can show some examples by using the following links:</p> <p>http://www.implicate.org/2013/</p> <p>https://www.inspiraction.org/nuestro-trabajo/campanas-de-concienciacion?page=2.</p> <p>Step 2.</p> <p>Give some examples of mass media and mini-media that organisations can use.</p> <p>Give an explanation and an example of how to use social media (Facebook) and then move to a practical exercise where participants open an account on each site, keeping in mind the importance of the messages and images they use. They can also practise publishing the press release they have written.</p> <p>Step 3.</p> <p>Based on a SWOT analysis of each case (depending on available resources), identify which are the best media to use for effective internal and external communication. You can use a matrix for this, divided into internal and external media. This will be used as the basis for designing a media plan for each case, to be included in the strategies.</p>
Materials	Internet access to look at the websites
Facilitator	
Source:	Designed by the UNITAS Urban Programme, La Paz, 2014.



Session N° 38	Improving our skills as spokespeople: getting our message across in an interview
Objective	Practise communicating messages on the mass media
Duration	90 mins
Activity	<p>Set up a closed circuit TV system with a video camera, data show projector and audio equipment. The spectators are unable to see the set, which is behind some partitions; they can only see the projector screen.</p> <p>Making use of the press releases / messages they put together earlier, the participants from each country get organised and prepare for a TV interview with two types of interviewers: one hostile and the other sympathetic to the topic. Tell them that the interview will not have a script, but they should try to get their messages across even though the interviewers may draw them into discussing other issues or try to challenge them. Each group will make two attempts at a 4-minute interview. Pause after the first attempt and let the other participants express their opinion based on the following questions: Did you manage to understand the message clearly? Is it the same as the key messages prepared by the group in the previous activity? After listening to relevant suggestions and comments the group makes another attempt, and so on with all participants.</p> <p>Conclusion: Explain the concept of being a spokesperson and its importance in group terms. The spokesperson role should not be seen as the province of one individual; instead, every component of the organisation – from the grassroots to the leadership – should be able to communicate the information. It is important to know how to obtain and handle interviews because they are a unique opportunity to communicate our demands. This applies not only to the media but also to our meetings with the authorities.</p> <p>Note.- One option is to turn off the screen and act out a radio broadcast in order to look at the differences between talking on the radio and talking on TV.</p> <p>The interviewers should be deft with their questions but they should also let the interviewees express</p>
Materials	Data show projector Camera Curtain (a bedsheet)
Facilitator	
Source:	Designed by the UNITAS Urban Programme, La Paz, 2014.



Session Nº 39	Political strategy or legal strategy
Objective	Understand the concepts of strategy and tactics
Duration	60 mins
Activity	<p>The naval battle</p> <ul style="list-style-type: none"> • Participants divide into two groups. • Each group chooses a captain of the fleet. • Except for the captain, each group divides into warships and mines. • The group decides where the mines should position themselves to protect their naval base, and they go to their places. • The participants who are acting as warships must be blindfolded. • The captain steers the warships towards the enemy's base, using only sound signals. • The winner is the team that reaches the enemy base most often in the allotted time without crashing into the mines. <p>Define the concepts of objective, tactics and strategy.</p> <p>Plenary discussion of the strategies adopted by our groups, based on the definition of the terms STRATEGY and TACTICS.</p>
Materials	<p>Masking tape</p> <p>Blindfolds</p>
Facilitator	
Source:	Adapted from "Técnicas Participativas para la Educación Popular", Vol. II, 8.21, ALFORJA, IMDEC, Mexico, 1997.



Strategies with the human rights-based approach

Session N° 40	Advocacy strategies with the human rights-based approach: PANEL
Objective	Work on the human rights-based approach in strategies
Duration	30 mins
Activity	<p>1. Divide the participants into four groups.</p> <p>2. Ask them to come up with a striking acronym – a word made up of the first letters of a series of words – to convince the world about a good human rights-based development practice.</p> <p>3. After each group presents their acronyms, take a vote to allow the majority to decide which is the most popular acronym.</p> <p>4. Explain the acronyms in the human rights-based approach. Explain that the next part of the training will focus on each of the concepts in the acronym PANEL:</p> <ul style="list-style-type: none"> Participation Accountability Non-discrimination Empowerment Linking to Human Rights Standards
Materials	Slides on the approach
Facilitator	
Source:	Adapted from “From Poverty to Dignity: A Learning Manual on Human Rights Based Development”, p. 61. Dignity International, The Netherlands, 2007.



GROUP DESIGN OF NATIONAL AND REGIONAL STRATEGIES

GROUP WORK

Designing Strategies (mixed country and regional groups)

Session N° 41	Designing Strategies
Objective	Apply everything we have learned to design advocacy strategies on the HRAF for use at the national and regional level
Duration	240 mins
Activity	<p>Participants form two mixed groups according to their thematic interests and individual profiles.</p> <p>Tell them that they have to design a strategy with national and regional activities.</p> <p>Based on the problems shown on the problem map from the first module, they should work on the following:</p> <ul style="list-style-type: none"> - Building the case: the legal argument - Objective to be achieved within a year - Stakeholder map - Key messages - Definition of national and regional advocacy forums - National and regional advocacy activities - Time schedule - A creative presentation to communicate the key messages. <p>Each group should work on a joint general strategy based on their own experiences and the issues addressed by the integration organisations.</p> <p>This module – Designing Strategies – is a critical and vital part of the training course because it:</p> <ul style="list-style-type: none"> • enables a thorough revision of the course contents • reinforces learning, as participants work together intensively in smaller groups • provides good group dynamics and interaction among the participants from the different countries • enables us to see how others analyse and work on the problem situation • allows the participants to apply the learning to a real situation, thereby putting the learning into practice.
Materials	A large quantity of rough paper, thick marker pens, masking tape.
Facilitator	
Source:	Adapted from “From Poverty to Dignity: A Learning Manual on Human Rights Based Development”, p. 205-210. Dignity International, The Netherlands, 2007.

THIS GROUP WORK LASTS FOR THE REST OF THE DAY.



PRESENTATION OF THE STRATEGIES

Session N° 42	Presentation of the Strategies
Objective	Find out about the strategies the groups have designed, enrich them together and approve a joint strategy
Duration	
Activity	<p>The groups present the campaign they have designed to a judging panel, with the facilitators playing the role of judges.</p> <p>After each group's presentation, the panel evaluates the campaign's objective, its supporting arguments related to human rights and the HRAF, the key messages and how it was presented. Next, they open it up for discussion.</p> <p>After the two presentations, the panel presents a possible synthesis to make a single global strategy.</p> <p>Everyone works together to make adjustments and reach agreement.</p>
Materials	
Facilitator	Team
Source:	Adapted from "From Poverty to Dignity: A Learning Manual on Human Rights Based Development", p. 205-210. Dignity International, The Netherlands, 2007.



CLOSING REMARKS ON THE COURSE



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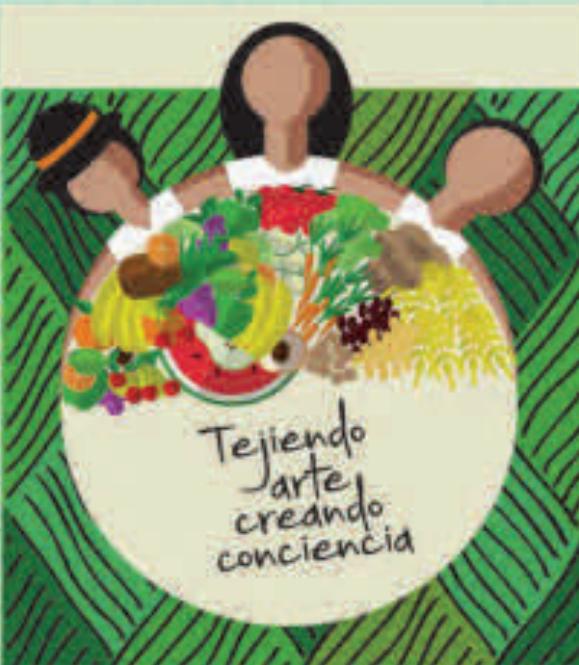
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Título: Por una Alimentación
Autor: Fabiola Sanjines A.



Título: Por una alimentación
Autor: Ariel Ramos.



Título: Creando conciencia
Autor: Fabiola Sanjines A.



