

# Tools for Implementing the Voluntary Guidelines on the Governance of Land Tenure (VGGT)



**PARTICIPATORY ACTION-TRAINING GUIDE**

**Inspired by:** Participants of the International Course: “Tools for implementation and enforcement of the Voluntary Guidelines on the Governance of Land Tenure (VGGT) in the framework of the Sustainable Development Goals (SDGs) at sub-national and national levels in Bolivia and Peru.” This course was held in the city of Cochabamba, Bolivia, from 24 to 28 October 2016.

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

**Compiled and written by:** Carlos Revilla

**Edited by:** Programa Urbano - UNITAS

**Illustration:** J. Gonzalo Llanos C.

**Pictures and video:** Arturo Quinteros

**Review:** Equipo Programa Urbano – UNITAS

**Translated by:** Sara Shields

**Printed:** Ediciones Gráficas Virtual

**UNITAS – 2016**

Unión Nacional de Instituciones para el Trabajo de Acción Social

**Executive Director:** Susana Eróstegui

Crespo St. N° 2532

Phone: 591 – 2 – 2420512 /2417218

Fax: 591 – 2 – 2420457

**La Paz – Bolivia**

 [unitas@redunitas.org](mailto:unitas@redunitas.org)

 [@redunitas](https://twitter.com/redunitas)

 [/redunitasbolivia](https://facebook.com/redunitasbolivia)

 [youtube.com/redunitas](https://youtube.com/redunitas)

**Web page:** [www.redunitas.org](http://www.redunitas.org)

Download this book using this QR



<https://goo.gl/gufHmA>

## ACKNOWLEDGEMENTS

Arturo Bellot – WeltHungerHilfe, for the confidence placed in the Urban Program of UNITAS

Members of the Alianza por el Derecho Humano a la Alimentación Adecuada for their collaboration in the activities of the project:

Centro Peruano de Estudios Sociales CEPES, Perú

Centro de Estudios y Promoción y Desarrollo – DESCO, Perú

Asociación de Instituciones de Promoción y Desarrollo – AIPE, Bolivia

TIERRA, Bolivia

Walter Limache - NINA Program for his collaboration and participation in the VGGT – SDG course

Laureano Del Castillo, Director Ejecutivo CEPES, for his comments to the guide




**CONTENTS**

	<b>PAGE</b>
Foreword	7
Introduction and overview – VGGT guide	9
General outline of the facilitation guide	15
<b>INTRODUCTORY MODULE:</b> WELCOME AND INTRODUCTIONS	21
<b>MODULE 1:</b> THE LAND TENURE SITUATION IN THE LOCAL SOCIO-ECONOMIC CONTEXT	26
<b>MODULE 2:</b> UNDERSTANDING THE VGGL – BACKGROUND AND CONTENT	38
<b>MODULE 3:</b> THE ACTORS INVOLVED IN THE GOVERNANCE OF LAND TENURE	56
<b>MODULE 4:</b> THE SUSTAINABLE DEVELOPMENT GOALS AND HOW THEY RELATE TO THE VGGT	60
<b>MODULE 5:</b> THE VGGT IN RELATION TO HUMAN RIGHTS	67
<b>MODULE 6:</b> APPLYING HUMAN RIGHTS ENFORCEMENT MECHANISMS TO VGGT ISSUES	86
<b>MODULE 7:</b> THE VGGT IN LOCAL PLANNING: PROPOSALS FOR CHANGE	89
<b>PARTICIPANTS</b>	99



## FOREWORD

The Alliance for the Human Right to Adequate Food, which promotes sustainable food and nutrition security and sovereignty, brings together civil society organisations and networks in Peru and Bolivia, including AIPE, CEPES, DESCO, Fundación Tierra and UNITAS. The Alliance is supported by Welthungerhilfe in both countries.

As a member of the Alliance, the National Union of Institutions for Social Action Work (Unión Nacional de Instituciones para el Trabajo de Acción Social - UNITAS) is delighted to present these “Tools for Implementing the Voluntary Guidelines on the Governance of Land Tenure (VGGT).” The tools are set out in the form of a participatory action-training guide that can be used by many different actors and groups connected with development and human rights issues.

The guide is the second in a series that seeks to expand the debate in civil society and the possibilities for building proposals to address the problems and challenges involved in the responsible governance of land tenure in the region, and especially in Peru and Bolivia. By using these tools, the VGGT framework can be brought closer to the reality of small-scale producers and all those actors and sectors of society who depend on land, fisheries and forests for their livelihoods.

The guide was developed in a participatory way with representatives of various sectors who helped to validate its methodologies and content. Their voices and the views that they expressed were then shared with and complemented by public servants from several municipalities. Thanks to all their contributions, we were able to arrive at better ways to approach good governance practices, as part of the participatory building of proposals for development from local, regional and national territories.

To sum up, the guide seeks to encourage in-depth, democratic thinking on the defence of economic, social and cultural rights, linking these with the Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests developed by the United Nations Food and Agriculture Organisation (FAO), as part of the new UN global agenda and Sustainable Development Goals.

This coincides with the strategic objectives of UNITAS and its partner organisations, who have been working for more than forty years to build alternative proposals for development and change that will lead to a more democratic, solidarity-based, equitable and fair society.

We invite the users of this guide to take up the challenge of disseminating thinking and learning based on shared experiences and extend it to other settings and realities, both locally and in other countries in our region.

We would like to thank everyone who participated in this valuable and fruitful process, culminating in the specific output we are now placing at the service of the public. It has opened new pathways for continuing the processes of capacity strengthening, training and communication thus begun, abiding by the principles of participation, group reflection and the collective building of knowledge for action.

Susana Eróstegui

**EXECUTIVE DIRECTOR**

**UNITAS**

## INTRODUCTION AND OVERVIEW – VGGT GUIDE

### a) *The guide's scope and approaches*

From the perspective of world food security, the VGGT are the point of reference to guide and improve the governance of tenure of land, fisheries and forests, supporting the progressive realisation of the right to adequate food for all in the context of national food security. The human rights framework also provides for enforcement and accountability mechanisms, which may be non-judicial, quasi-judicial or judicial, at the national and international level. These help to strengthen the fight for access, preservation and secure tenure of essential productive resources such as land by the small-scale producers, indigenous and rural communities who are directly affected.

A guide to strengthen capacities for implementing the VGGT in the framework of the SDGs and human rights is not just an essential input. Its publication is also an important output from the work of the Alliance for the Human Right to Adequate Food in Bolivia and Peru.

Methodological tools for education and capacity strengthening on the VGGT have been developed before. These include the training programme designed by the FAO<sup>3</sup> for civil society organisations to use the VGGT, which is based on the participants' reality and experience and connects that with the theoretical and regulatory content of the guidelines. This training establishes a clear link with the human rights framework but places less emphasis on presenting the tools required for demanding enforcement. These tools are a key component of the guide we are presenting here. Another guide, produced by FIAN,<sup>4</sup> is likewise structured around a cycle that starts with the participants' practical experience and needs. It refers explicitly to the problem of the voluntary nature of the VGGT compared to the compulsory enforcement of human rights. It also helps to identify various creative ideas for mobilisation and social action in defence of the right to food and land in the framework of the voluntary guidelines.

These are undoubtedly key resources for anyone seeking to carry out training on the VGGT. We believe that the popular education approach in the guide we are presenting here can complement them positively. The guide enables an integrated and effective training and ownership-building process to be taken forward by means of a wide repertoire of training content, techniques and activities.

The usefulness of the different methodologies and participatory techniques included in this guide for learning and ownership of a range of content and concepts was tried and tested during the pilot course on the VGGT, SDGs and human rights held in the city of Cochabamba in October 2016. After an evaluation and final adjustments, this guide is the result of that training process.

<sup>3</sup>Francesca Carpano. División de Asociaciones, Promoción institucional y Desarrollo de Capacidad. PowerPoint presentation. 24 June 2016. Bogotá, Colombia.

<sup>4</sup>[http://www.fian.org/en/library/publication/peoples\\_manual\\_to\\_guide\\_the\\_struggles/](http://www.fian.org/en/library/publication/peoples_manual_to_guide_the_struggles/)

The guide uses the popular education approach to facilitate participatory learning suited to the participants' needs and backgrounds. By spending time together, sharing experiences and participating in the proposed activities, they are able to develop the aptitudes and individual and collective commitment required to take action to implement the VGGT as well as other similar processes. The training process also reconstructs the regulatory framework in Bolivia and Peru with the aim of providing road maps for enforcement.

Likewise, the action-reflection-action approach ensures that the capacity strengthening process starts from the group's needs and leads to a work plan with commitments by the participants to replicate it, including by means of actions aimed at enforcing the implementation of the SDGs and the VGGT at the local, national and regional level.

### *b) Key pointers for using the guide*

The guide seeks to expand the debate in civil society and the possibilities for building proposals to address the problems and challenges involved in the responsible governance of land tenure in the region, and especially in Peru and Bolivia.

To achieve this objective, the content and methodologies developed combine the popular education and strategic human rights litigation approaches. These were applied during the international course entitled “The Voluntary Guidelines on the Governance of Land Tenure (VGGT) in the framework of the Sustainable Development Goals (SDGs).” This course ran from 24 to 28 October in the city of Cochabamba, and was attended by representatives of civil society organisations, government institutions and non-governmental organisations from Peru and Bolivia. Participants carried out practical work on the tools for implementation and enforcement with a focus on human rights.

The course consists of a welcome and introductions session followed by seven modules. These begin with a participatory assessment of the situation and needs of people living in poverty conditions and their municipal settings. Next, participants reflect on the actions taken by the state (projects, investments and transfers) and how well these are suited to the problems identified. Based on this assessment, the general content and objectives of the VGGT and SDGs are introduced, looking at their links with human rights and how these in turn relate to each country's development plans. The course concluded with the design of 12 project proposals based on each municipal-level problem.

- **Module 1.**

The land tenure situation in the local socio-economic context

- **Module 2.**

Understanding the VGGL – background and content

- **Module 3.**

The actors involved in the governance of land tenure

- **Module 4.**

The Sustainable Development Goals and how they relate to the VGGT

- **Module 5.**

The VGGT in relation to human rights

- **Module 6.**

Applying human rights enforcement mechanisms to VGGT issues

- **Module 7.**

The VGGT in local planning: proposals for change

Each course or learning workshop will always be different because participants will come from a range of realities and diverse cultural backgrounds. They will also have different experiences and types of knowledge regarding human rights, the right to adequate food and the Voluntary Guidelines on the Governance of Land Tenure, in addition to the different economic and political realities in their countries.

We recommend starting by ensuring that the gender-sensitive approach is encouraged in equitable participation of women and men throughout the entire event, so the call must also achieve that sensitivity and address the various problems and issues discussed from their differential impact on lives of men and women and other vulnerable sectors. It is therefore important that methodology be adapted to different audiences and take into account their needs participation in an inclusive perspective. The organizers should pay particular attention to the educational needs and circumstances 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, has been engaging at least 4 facilitators (men and women) who have allowed rotate strategically in sessions and tools applied by taking advantage of their particular expertise techniques and knowledge. This 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 can be adjusted to different situations and partially or totally applied according to need.

It is important that the number of participants should not be greater 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 all (participants and facilitation team) the opportunity to actively participate in all learning activities.

It is recommended a quiet and away from the city location, the venue should have a large and accessible main room where chairs (comfortable and meet ergonomic criteria) can be distributed as a “half moon” or “U”. This allows a sense of horizontality and 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 which will be used in the sessions and activities, should be easily accessible for facilitators / and participants.
- Another table for facilitators who are taking actions to systematize each session 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, so we have a “multi-themed room” where you can pick up ideas and issues of previous sessions 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 not mandatory given that creativity of a popular educators should help them to adapt to participants contexts and conditions.

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

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

## GENERAL MATERIALS

Ballpoint pens

Drawing pins

Masking tape

String or thread

Clothes pegs or sticky tape

Sheets of coloured paper

Thick and thin marker pens

Post-it notes in various colours

Balls of wool in six different colours

Flip charts

Glue sticks

Different-coloured cards

Blindfolds

Scissors

Foam rubber in different colours

A candle

Sheets of card

Balloons

Photocopies of the Course Methodology document

Photocopies of the Course Agenda

Placards with the different international conventions and treaties

Case of a rights violation by the relevant country (the State's report, civil society's report and the committee's response)

Copy of articles from the Costa Rica Convention

Copy of articles from the San Salvador Protocol

Copies of the Constitutions of Bolivia and Peru

Copies of the Optional Protocol

Table of treaties signed by Peru and Bolivia

Leaflets summarising the SDGs

SDG goals and targets document

Sheets of coloured paper with the text of each of the 17 goals

Cards with the words: respect, protect, fulfil (realise/guarantee)

Guide to how the constitution relates to ESCER

Infographics

Maps of the participants' municipalities

Local or national development plans

Names of the actions established in the constitution to defend rights, on letter-sized sheets of paper

Role-cards equal to the number of participants

Full and summary texts of the VGGT

Video/still camera

Data show projector

Music player

# GENERAL UTLINE OF THE FACILITATION GUIDE



## INTRODUCTORY MODULE: WELCOME AND INTRODUCTIONS

<b>Session N° 1</b>	<b>Welcome, course agenda and methodology</b>
Objective	Ensure that everyone (participants and facilitators) has the same understanding of the course content, objectives and methodology, and the tasks involved.
<b>Session N° 2</b>	<b>Individual introductions and personal expectations</b>
Objective	Get to know the participants and find out their expectations of the course. Lay the foundations for an atmosphere of trust and commitment to the objectives of the course.
<b>Session N° 3</b>	<b>Oranges and Lemons</b>
Objective	Start to get to know each other and feel comfortable (with everyone else and with the space) Memorise the names of the other participants
<b>Session N° 4</b>	<b>Our organisations</b>
Objective	Present the organisations by identifying shared areas of work

## MODULE 1: THE LAND TENURE SITUATION IN THE LOCAL SOCIO-ECONOMIC CONTEXT

<b>Session N° 5</b>	<b>Problem Mapping (Part 1): Land tenure, governance and poverty</b>
Objective	Carry out a participatory assessment of the situation with regard to access to land and its use, management and control, and how this relates to other socio-economic problems in each locality.
<b>Session N° 6</b>	<b>Problem Mapping (Part 2): Actions taken by the State and other actors regarding the conditions of tenure of land and productive resources</b>
Objective	Reflect on the efficiency, effectiveness and equity of public management of development and the governance of land tenure and access to productive resources in each municipality.
<b>Session N° 7</b>	<b>Problem Mapping (Part 3): Counting up</b>
Objective	Analyse the performance of the different levels of government in terms of how they addressed the problems of land tenure against the background of other general poverty and development problems, in order to identify the development vision that determines this performance
<b>Session N° 8</b>	<b>Problem Mapping (Part 4): Plenary</b>
Objective	Build up a general overview of the factors that determine problems with land tenure in local indigenous and rural settings

## MODULE 2: UNDERSTANDING THE VGGL - BACKGROUND AND CONTENT

<b>Session N° 9</b>	<b>Activity 1: Eviction, disaster, visit (getting to know the VGGT)</b>
Objective	Introduce participants to the objectives and general content of the VGGT, based on their own experience
<b>Session N° 10</b>	<b>Activity 2: Governance</b>
Objective	Work collectively on the concept of governance as outlined in the VGGT and the SDGs
<b>Session N° 11</b>	<b>Activity 3: The Shipwreck: an exercise in the governance of land, fisheries and forests.</b>
Objective	Carry out a governance exercise to enhance understanding of the issues addressed in the VGGT and their importance
<b>Session N° 12</b>	<b>Activity 4: Video explaining the VGGT</b>
Objective	Provide an overall explanation of the VGGT and their usefulness in practice, reinforcing the key themes covered in this module

## MODULE 3: THE ACTORS INVOLVED IN THE GOVERNANCE OF LAND TENURE

<b>Session N° 13</b>	<b>Part 1: The actors, authorities and procedures involved in the governance of land and productive resources</b>
Objective	Map the actors, authorities and formal or established procedural pathways involved in the governance of land tenure (the established arrangements)
<b>Session N° 14</b>	<b>Part 2: The actors and procedures involved in the governance of land tenure (the established arrangements)</b>
Objective	Provide an overall explanation of the VGGT and their usefulness in practice, reinforcing the key themes covered in this module

## MODULE 4: THE SUSTAINABLE DEVELOPMENT GOALS AND HOW THEY RELATE TO THE VGGT

<b>Session N° 15</b>	<b>Activity 1. Walking on the SDGs: the link with our day-to-day problems</b>
Objective	Provide a general introduction to the 17 Sustainable Development Goals
<b>Session N° 16</b>	<b>The web: the multi-dimensional nature of poverty and the integrated nature of the SDGs</b>
Objective	Analyse the integrated nature of the SDGs and how they apply to the multi-dimensional nature of poverty problems

## MODULE 5: THE VGGT IN RELATION TO HUMAN RIGHTS

<b>Session N° 17</b>	<b>The human rights balloon</b>
Objective	Encourage participants to reflect on human rights principles and how they relate to people's individual and group behaviour, drawing on simple and accessible concepts (survival, self-preservation, the idea of "us" and "other people").
<b>Session N° 18</b>	<b>The Human Rights Lane: the right to land and territory in the treaties</b>
Objective	Identify where matters regarding land, fisheries and forests are mentioned in the human rights treaties
<b>Session N° 19</b>	<b>Activity: the VGGT in our Constitution</b>
Objective	Identify the constitutional rights related to ESCR and the VGGT
<b>Session N° 20</b>	<b>Snapshots</b>
Objective	Identify the State's obligations with regard to ESCR and how this links to the VGGT commitments
<b>Session N° 21</b>	<b>Role-play on marriage</b>
Objective	Find out about the regional and international human rights protection and monitoring systems linked to land and other productive resources

## MODULE 6: APPLYING HUMAN RIGHTS ENFORCEMENT MECHANISMS TO VGGT ISSUES

<b>Session N° 22</b>	<b>Constitutional rights lawsuits</b>
Objective	Identify and interpret the constitutional rights lawsuits provided for in the Constitution
<b>Session N° 23</b>	<b>Mock hearing</b>
Objective	To find out more about the regional petitions and individual complaints system

## MODULE 7: THE VGGT IN LOCAL PLANNING: PROPOSALS FOR CHANGE

<b>Session N° 24</b>	<b>Rural inequality: one step forward, one step back</b>
Objective	1. Identify the factors that determine inequality in access to land and safeguards that protect tenure rights in the participants' communities. 2. Identify the orientation of local and national development plans with regard to the factors that determine inequality in rural areas.
<b>Session N° 25</b>	<b>The scale model of development</b>
Objective	Work on the VGGT and SDG approach in our participatory development plans
<b>Session N° 26</b>	<b>Group design of draft plans and proposals for implementing the VGGT</b>
Objective	Apply all the knowledge acquired to design advocacy plans to get the VGGT implemented in our contexts

# FACILITATION GUIDE



## **“Tools for Implementing the Voluntary Guidelines on the Governance of Land Tenure (VGGT)”**

PARTICIPATORY ACTION-TRAINING GUIDE

### **INTRODUCTORY MODULE: WELCOME AND INTRODUCTIONS**

The participatory training processes proposed in this guide are focused both on the sharing and building of knowledge and on motivating people and encouraging the determination that underpins actions aimed at bringing about individual and collective change. With this in mind, the very fact that participants come together in a meeting provides a valuable opportunity to go beyond the merely cognitive side and link it to changes in attitudes, perceptions and actions on the reality of the governance of land tenure and other socio-economic aspects that are relevant to the people involved in the process.

The aim of participatory training is not to get everyone to share the same ideas in a top-down, information-transfer approach. On the contrary, it seeks to take advantage of the diversity of experiences and backgrounds among the participants to encourage a non-hierarchical, respectful debate, questioning assumptions and preconceived ideas and identifying their shared or different problems. This can only happen when the participants feel comfortable with each other in a safe learning environment. The objective of this first part of the process is therefore to:

- ★ *Welcome everyone and get to know each other*
- ★ *Present the course agenda and methodology*
- ★ *Make everyone feel comfortable with all the others, as well as the space we are in*
- ★ *Help to create a safe environment for learning*
- ★ *Find out everyone’s expectations of the course*
- ★ *Encourage everyone to participate at every stage of the course*

<b>Session N°1</b>	<b>Welcome, course agenda and methodology</b>
<b>Objective</b>	Ensure that everyone (participants and facilitators) has the same understanding of the course content, objectives and methodology, and the tasks involved.
<b>Duration</b>	<b>30 minutes</b>
<b>Activity</b>	<p>Introduction:</p> <ol style="list-style-type: none"> <li>1. Welcome participants and present the objectives of the course and the agenda for each day.</li> <li>2. Present key elements of the course methodology.</li> </ol> <p><i>Note.-</i> It is important to ensure that the course content and objectives are clear to everyone right from the start. Because some participants might not be familiar with the Popular Education methodology, it is a good idea to take a few minutes to explain its participatory and dynamic nature. This is particularly important for participants who are expecting a taught course where the content is presented solely or mainly by the organisers.</p> <p>This session is also a good time to establish certain guidelines and ground rules for participation, to avoid some people monopolising the opportunity to speak while others keep silent. The emphasis is on respecting opinions and speaking time as a necessary condition for constructive debate and dialogue.</p>
<b>Materials</b>	- Copies of the course schedule
<b>Source</b>	<b>Dignity International, Training Guide on ESCER, unpublished internal document, 2009.</b>



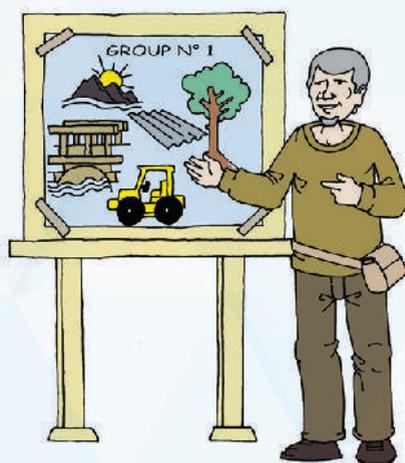
<b>Session N°2</b>	<b>Individual introductions and personal expectations</b>
<b>Objective</b>	Get to know the participants and find out their expectations of the course. Lay the foundations for an atmosphere of trust and commitment to the objectives of the course.
<b>Duration</b>	<b>40 minutes</b>
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. The facilitator asks the participants to stand up.</li> <li>2. Next, light a candle and explain that it is a symbol of the participants' knowledge and experience. Under the Popular Education approach, this knowledge and experience is the main input, key to the success of the course and the changes it seeks to bring about. Explain that as the candle is passed from one participant to another, each person should introduce themselves (name, organisation, etc.) and then say what they are bringing to share in this course (some personal feature or characteristic, the contribution they can make – their light) as well as what they want to take away from the course (their expectations).</li> <li>3. At the end of the round of introductions, the facilitator offers a brief summary of what the participants are bringing to the course. Next, the facilitator introduces him/herself in the same way as the participants.</li> <li>4. Close the session by reaffirming that the candle is the symbol of each person's light, which joins with everyone else's light to build a group fire. Suggest that we keep our fire alight throughout the course and make it burn brighter.</li> </ol>
<b>Materials</b>	- A candle
<b>Source</b>	<b>Activity 1. Dignity International, Training Guide on ESCER, unpublished internal document, 2009.</b>



<b>Session N° 3</b>	<b>Oranges and Lemons</b>
<b>Objective</b>	Start to get to know each other and feel comfortable (with everyone else and with the space). Memorise the names of the other participants
<b>Duration</b>	<b>15 minutes</b>
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Sitting in a circle, everyone has to find out the name of the person on their left and the person on their right.</li> <li>2. The facilitator starts by asking someone at random. If people are asked “lemon”, they have to answer with the name of the person on their left; if they are asked “orange”, they must say the name of their person on their right. If the person asking the question says “shake up the basket”, everyone must change places and sit on different chairs in the circle, and the game begins again.</li> <li>3. Whenever anyone makes a mistake, by forgetting a name or confusing left and right, that person 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.</li> </ol>
<b>Materials</b>	- None
<b>Source</b>	<b>Adapted from “Técnicas Participativas para la Educación Popular”, Vol. II, 8.21, ALFORJA, IMDEC, Mexico, 1997.</b>



<b>Session N°4</b>	<b>Our organisations</b>
<b>Objective</b>	Present the organisations by identifying shared areas of work
<b>Duration</b>	<b>40 minutes</b>
<b>Activity</b>	<ol style="list-style-type: none"> <li>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 interactively and spontaneously. Then ask them to get into groups.</li> <li>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 peoples, etc.)</li> </ol> <p>The session ends with the groups presenting their symbol to explain the work the group does.</p>
<b>Materials</b>	- Flip charts and various materials available on the facilitator's table
<b>Source</b>	<b>Adapted from Dignity International, Training Guide on ESCER, unpublished internal document, 2009.</b>



The problems and day-to-day situations experienced by the participants are the starting point for any political awareness-raising process aimed at practical action to change those problems. Helping to identify the problems that people see as important and define as a priority, rather than telling them what problems we think they have or ought to address, not only forms part of the basic democratic principles of Popular Education, but is also the first step on the way to their own empowerment and political awareness. By starting from people's practical experience it is possible to encourage or promote the subjective, personal and collective conditions and dispositions needed to start taking action to change these problems. It is very difficult to get people to mobilise around an issue they do not see as one of their problems.

By critically reflecting on these problems from a historical perspective, the aim is not only to pinpoint their causes and the social and power relations involved in them, but also to question people's assumptions and views of that reality, in a frank but respectful way.

This unit seeks to accompany participants in the process of identifying and discussing the most pressing problems facing each organisation with regard to land tenure, in the broader framework of access to productive resources and the socio-economic context in each locality.

Because this is a participatory assessment module, the facilitator's intervention should be sparing and discreet, refraining from trying to influence the results. The facilitator should give the participants enough space to express themselves and record their opinions and views of the situation as clearly as possible.

1 Educación Popular: Un acercamiento a una práctica libertaria. By Wenceslao Moro, 2016. <http://www.nodo50.org/pretextos/educ1.htm>. Last accessed 15/02/2016.

<b>Session N° 5</b>	<b>Problem Mapping (Part 1): Land tenure, governance and poverty</b>
<b>Objective</b>	Carry out a participatory assessment of the situation with regard to access to land and its use, management and control, and how this relates to other socio-economic problems in each locality.
<b>Duration</b>	<b>90 minutes</b>
<b>Activity</b>	<ul style="list-style-type: none"> <li>A. Ask the participants to get into groups by municipality or locality.</li> <li>B. Give each group the map of their municipality or locality and a set of five blocks of small different-coloured sticky notes (post-it notes). (If a map is not available for all of them, they can draw one, showing the internal boundaries, districts, areas or communities, areas used for productive activities, or key features in the landscape such as forests, mountains, etc).</li> <li>C. Ask them to think about and list the 5 main problems in their locality, municipality or community concerning general socio-economic matters, ordering them by priority, with 1 being the most pressing problem and 5 the least important of the problems identified. (These problems may refer to poverty and development matters in general.)</li> <li>D. It is a good idea to get the groups to agree that they will all use the same colour coding for the level of priority (eg. 1: red, 2: pink, 3: orange, 4: yellow, 5: green) so that it will be easier to compare the maps and problems later.</li> <li>E. Once they have identified these problems, ask them to repeat the exercise but this time identifying 5 specific problems (economic, legal, institutional, trade-related, causing conflict or disputes) related to the conditions of production, access, use, tenure, management and control of land and productive resources in particular.</li> <li>F. Having given the instructions, allow the discussion to flow so that the groups can reach agreement, bearing in mind that there may be different points of view, especially with regard to how to prioritise the problems. It is therefore essential for the facilitator to encourage everyone in the groups to participate and arrive at a consensus around the order of priority, so that the views of some people are not imposed upon others.</li> <li>G. Next, using the map and the sticky notes in 5 colours, they should identify the areas (communities or districts, areas used for production, etc.) where these problems manifest themselves most clearly or happen most frequently. The number of post-it notes of the same colour or referring to the same problem that they stick on the map is up to the group. Before they stick the post-it notes on the map, ask them to clearly differentiate those that refer to land issues by marking them with the letter L.</li> <li>H. Next, ask them to write down the problems in Matrix 1, in order of priority, and classify them according to Table 1.1. Explain the key themes in some detail, referring to the classification system in Table 1.1.</li> </ul>

MATRIX 1					
N°	General Problems	GENERAL CLASSIFICATION	N°	Problems with land and productive resources	CLASSIFICATION BY KEY VGGT THEMES (example)
1			1		
2			2		
3			3		
4			4		
5			5		

CLASSIFICATION TABLE 1.1	
GENERAL CLASSIFICATION <sup>2</sup>	CLASS. KEY VGGT THEMES
Public services and social protection (PSSP)T	Encroachment by third parties (E)
Work and decent employment (W)	Infrastructure (I)
Social and political participation (P)	Water for irrigation (Wi)
Secondary infrastructure (SI)	Supplies for production (livestock, seeds, fertilizer) (S)
	Machinery and tools (Mt)
	Training and technical upgrading (T)
	Capital and credit (Cc)
	Land titling (Lt)
	Boundaries (B)
	Investments that reduce or affect land, forests and water sources (In)
	Environment and climate change (Ecc)
	Land market (Lm)
	Transport infrastructure (Ti)
	Market (M)
	Migration for work (Mw)

<sup>2</sup> See the section on Methodology (section 2.1) in the book "Pobreza y caminos de cambio: visiones desde los sujetos. Investigación participativa en siete municipios de Bolivia". Available at: <http://www.redunitas.org/programaurbano/documentos/Informe%20Final%20COMPASS%20PDF.pdf>

	<p>I. Making use of their completed matrix, ask them to answer the following questions within each group:</p> <p>a. According to the <b>general problems</b> you have identified: How can you describe the municipality or locality affected by these problems? Are the problems due to people not having enough income to meet their basic needs? Do they have to do with the lack of employment and decent working conditions? Do they refer to the lack of good quality public services: drinking water, sanitation, electricity, education and health? How do people usually define or talk about poverty in this municipality or locality?</p> <p>b. According to the <b>problems with land and productive resources</b> you have identified: Is there a lack of legal security in access to land and essential productive resources (market, finance, training, not enough water for irrigation and livestock)? Are the problems due to conflicts over land ownership, boundaries or encroachment? Are they because you don't have land titles? Are they due to the absence of institutions and laws to protect our rights to land, territory, forests or fisheries? Are they connected with investments and the influence of specific powerful groups acting in their own interests? Do they happen due to the failure to respect the right to prior consultation? Are they due to pollution of the environment or climate-related matters? Are they due to the prevalence of discriminatory social and cultural norms? How do these problems affect men and women differently? How do they affect other vulnerable groups, eg. children, people with disabilities, women, older people, indigenous people?</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Maps of municipalities or flip charts</li> <li>- Post-it notes in 5 colours (eg. 1: red, 2: pink, 3: orange, 4: yellow, 5: green) for each group</li> <li>- Photocopies of the classification table</li> <li>- Thin and thick marker pens</li> <li>- Masking tape</li> </ul>
<b>Source</b>	<b>Designed by the UNITAS Urban Programme, La Paz – Bolivia, 2016.</b>

A- GET INTO GROUPS



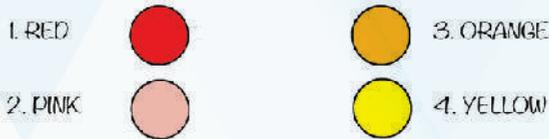
B- GIVE THEM THE MAP OF THEIR MUNICIPALITY



C- THINK ABOUT AND LIST THE 5 MAIN PROBLEMS IN THEIR LOCALITY



D- USE THE SAME COLOUR CODING FOR THE LEVEL OF PRIORITY



E- IDENTIFY PROBLEMS



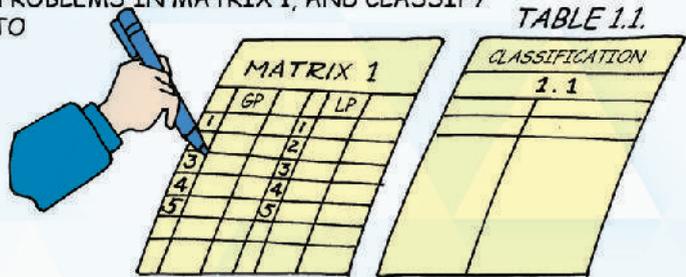
F. GIVE THE INSTRUCTIONS, ALLOW THE DISCUSSION TO FLOW SO THAT THE GROUPS CAN REACH AGREEMENT



G. USING THE MAP AND THE STICKY NOTES IDENTIFY THE AREAS WHERE THESE PROBLEMS MANIFEST THEMSELVES MOST CLEARLY OR HAPPEN MOST FREQUENTLY



H. WRITE DOWN THE PROBLEMS IN MATRIX 1, AND CLASSIFY THEM ACCORDING TO TABLE 1.1.



I. WITH THE COMPLETED MATRIX, ANSWER THE QUESTIONS WITHIN EACH GROUP



<b>Session N° 6</b>	<b>Problem Mapping (Part 2): Actions taken by the State and other actors regarding the conditions of tenure of land and productive resources</b>
<b>Objective</b>	Reflect on the efficiency, effectiveness and equity of public management of development and the governance of land tenure and access to productive resources in each municipality.
<b>Duration</b>	<b>120 minutes</b>
<b>Activity</b>	<p>Do a fun activity or energizer before starting part two of the mapping.</p> <ol style="list-style-type: none"> <li>1. Keep the same groups by municipality as in the previous activity.</li> <li>2. Ask participants to recall all the projects/works of infrastructure/actions/legal decisions/titling carried out by local, subnational and national government bodies in the last three years that have to do with the conditions and problems affecting access, tenure and use of land and productive resources in each municipality.</li> <li>3. Next, they should note these down on three different coloured post-it notes for each level of government (local, subnational and national), as well as an additional colour for the actions taken by other actors. (It is a good idea to use post-it notes of a different shape to those used to identify the problems, eg: square ones.)</li> <li>4. Without removing the post-it notes of problems placed on the map in the previous activity, ask them to stick their post-its of actions by the government and other actors on the map in the places where they were carried out.</li> <li>5. As in the previous session, it is a good idea to get the groups to agree that they will all use the same colour coding for the different actors (eg. central government: blue; subnational or departmental government: red; municipal government: green) so that it will be easier to compare the maps and problems later.</li> <li>6. Next, following the same idea, ask the groups to list the things that have not been done and/or should have been done (omissions) by each level of government regarding the conditions and problems of access, tenure and use of land and productive resources in each municipality. Ask them to mark these square post-its with the letter “O” and place them around the edges of the map.</li> </ol>

7. Next, analyse how the actions and omissions match or fail to match the problems. To do this, the post-its should be moved to Matrix 2 (see below) copied on a flip chart, either by transcribing them or by attaching the post-its to the matrix using sticky tape. In this way, a list will start to take shape in the first column. In the second column, a number can be assigned to each action, showing the problem that the actions and omissions correspond to. The non-matches obviously do not get given a number because they do not correspond to any of the problems. The third column should be used to list the specific actors/officials/government departments that carried out the action (or not) at each level of government. Depending on the context, this applies particularly to the central government level. This last column will be used to draw up our map of actors and their roles and responsibilities in a later session.

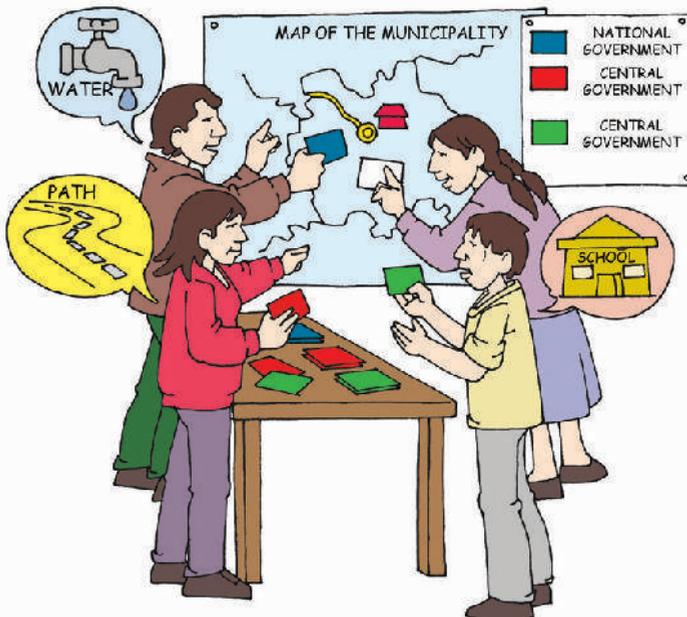
*Note 1.- Before moving the post-its to the matrix they need to be photographed or shown. The facilitator can encourage a brief conversation comparing the maps to animate the task.*

*Nota 2.- First, Matrix 2 should be applied to the Land and Productive Resources (RRPP) problems and actions. Then, a similar exercise should be applied to the general problems and actions.*

**Matrix 2: LAND AND PRODUCTIVE RESOURCES**

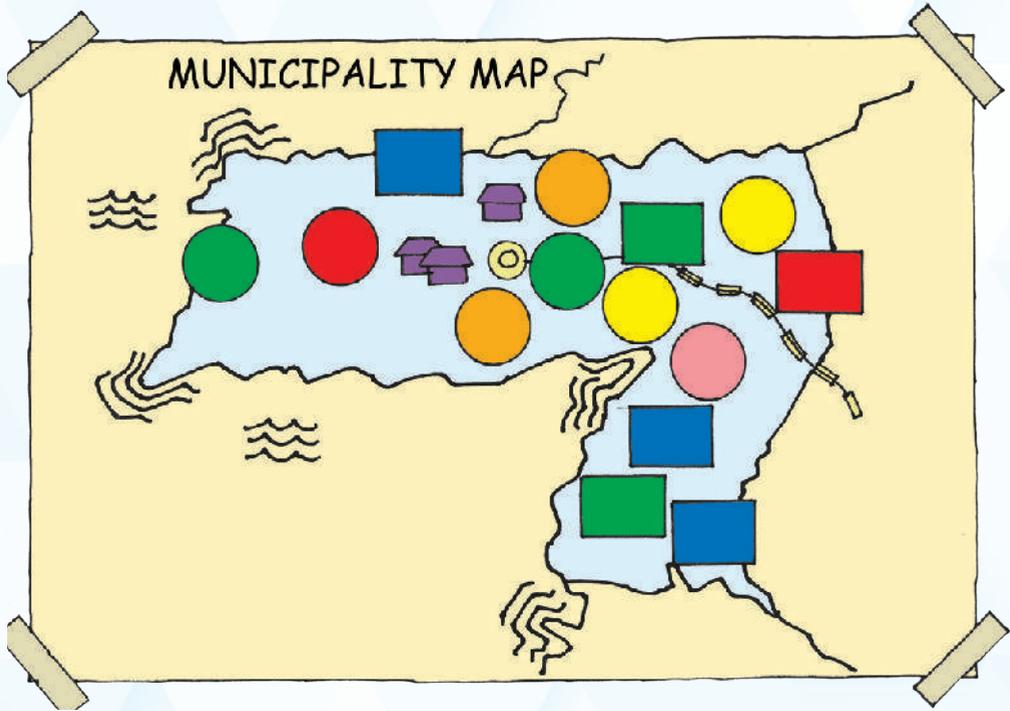
	LEVEL	LIST OF ACTIONS	CLASSIFICATION BY PROBLEM (1-5)	LIST OF THOSE RESPONSIBLE
<b>MATCHES</b>	MUNICIPAL	- - Etc.	1 2 Etc.	- - Etc.
	DEPARTMENTAL	- -	- -	- -
	NATIONAL	- -	- -	- -
<b>OMISSIONS</b>	MUNICIPAL	- -	1 2	- -
	DEPARTMENTAL	- -	- -	- -
	NATIONAL	- -	- -	- -
<b>NON-MATCHES</b>	MUNICIPAL	- -	N/A	- -
	DEPARTMENTAL	- -	N/A	- -
	NATIONAL	- -	N/A	- -

	<p>8. Once they have finished this task, ask the participants to take some time to analyse the results of the matrices within their groups, answering the following questions:</p> <p>Is there a geographical or thematic match between the actions taken by the different levels of government and the problems identified? In other words, were the actions carried out in the places where the problems are, and did they address these problems? What type of actions do we see matching the problems? According to the classification of the problems, which things were not done, should be done or still need to be done in order to solve the problems identified regarding access, tenure and use of land and productive resources in each municipality? Were actions taken that do not correspond to the problems? What type of actions that do not correspond to the problems were carried out and why? What are the reasons why the needs and actions do or do not match? Are the reasons economic, social, cultural or political?</p> <p>9. Repeat the same process with the general problems.</p>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>- Maps of the municipalities</li> <li>- Post-it notes in 3 colours (eg. central government: blue; regional or departmental government: red; municipal government: green) for each group</li> <li>- Thin marker pens</li> <li>- Sticky tape</li> <li>- Matrix 2 on flip charts</li> </ul>
<p><b>Source</b></p>	<p><b>Designed by the UNITAS Urban Programme, La Paz – Bolivia, 2016.</b></p>



Session Nº 7	Problem Mapping (Part 3): Counting up																														
<b>Objective</b>	Analyse the performance of the different levels of government in terms of how they addressed the problems of land tenure against the background of other general poverty and development problems, in order to identify the development vision that determines this performance.																														
<b>Duration</b>	<b>45 mins.</b>																														
<b>Activity</b>	<p>Do a fun activity or energizer before starting part three of the mapping.</p> <ol style="list-style-type: none"> <li>1. Ask participants to count up the actions taken by the different levels of government (national, subnational and municipal), and define how many of these actions thematically or geographically matched and/or responded to the problems identified in the previous activity, as well as looking at how many of the actions did not match up with the problems. Likewise, they should count up the omissions and attribute them to each level of government. This will make it possible to see the performance, effectiveness and role of each actor with regard to the general problems and the problems specific to land and productive resources.</li> <li>2. The results of this task should be transcribed or written in Matrix 3 for each group of problems (general and specific to land and productive resources).</li> </ol> <table border="1" data-bbox="345 828 1182 1119"> <thead> <tr> <th colspan="5">Matrix 3: COUNT-UP OF ACTIONS</th> </tr> <tr> <th>Level</th> <th>MUNICIPAL</th> <th>SUBNATIONAL</th> <th>NATIONAL</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td># of Matches</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td># of Non-Matches</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td># of Omissions</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>TOTAL.-</b></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>3. Once they have completed the matrix, ask the participants to discuss the following questions within their groups: Which level of government is the most active on production and land governance issues? Which level of government has the most matches and which has the fewest? Which level of government has the most absences or omissions? Which levels of government seem to have difficulty fulfilling their obligations and what are these difficulties? What is the role of the other levels of government? Which levels of government are the most absent or have the most things still to do?</li> <li>4. By looking at the matrix we can evaluate the performance of each level of government in each context. The questions that arise next are: What are the reasons for this performance? What does this performance show us about the policy orientation of the government and other actors? What priorities or interests does this performance respond to at the different levels of government?</li> </ol>	Matrix 3: COUNT-UP OF ACTIONS					Level	MUNICIPAL	SUBNATIONAL	NATIONAL	TOTAL	# of Matches					# of Non-Matches					# of Omissions					<b>TOTAL.-</b>				
Matrix 3: COUNT-UP OF ACTIONS																															
Level	MUNICIPAL	SUBNATIONAL	NATIONAL	TOTAL																											
# of Matches																															
# of Non-Matches																															
# of Omissions																															
<b>TOTAL.-</b>																															
<b>Materials</b>	- Flip charts with Matrix 3: Count-up of actions																														
<b>Source</b>	<b>Designed by the UNITAS Urban Programme, La Paz – Bolivia, 2016.</b>																														

Session N° 8	Problem Mapping (Part 4): Plenary
<b>Objective</b>	Build up a general overview of the factors that determine problems with land tenure in local indigenous and rural settings.
<b>Duration</b>	<b>150 mins.</b>
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Previously, the facilitator will group the matrices -worked by the different groups- by geographical similarity or common problems to systematically. By this mean, the facilitator will guide the debate towards a critical analysis</li> <li>2. Likewise, the photographs of the maps are ordered to be projected in the debate.</li> <li>3. The facilitator reads out the first matrix of problems and asks the authors to explain it. While the matrix is being read out, the map that relates to it should be shown on the projector screen. Next, the facilitator asks if any of the other groups have a matrix with similar problems. If they do, these groups should explain their matrix next, and so on until all the matrices have been presented. The aim is to group together the problems more coherently.</li> <li>4. While the groups are reading out the matrices and the types of problems grouped according to the classification in Matrix 1, the facilitator should introduce the meaning of the VGGT as summarised in the classification table.</li> <li>5. Based on the grouping of the problems, the groups go on to present Matrix 2 with the aid of the projection of their maps. The aim is to identify the actors and agencies responsible for the VGGT.</li> <li>6. Finally, move on to Matrix 3 on performance. The facilitator starts the reading of the groups' matrices, asking the participants to explain and comment on them. The aim is to encourage active discussion and reflection on the matrices.</li> </ol> <p><b>Analysis</b></p> <ol style="list-style-type: none"> <li>a) What are the main problems affecting producers in our countries?</li> <li>b) What are the causes of these problems?</li> <li>c) What are the people responsible at the different levels of government doing or not doing? What is their vision of development? What do they allocate resources and effort to?</li> <li>d) With respect to identified problems, How well do these actors perform in terms of effectiveness and effectiveness? What are the reasons for that performance?</li> </ol>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Photos of the maps</li> <li>- The completed Matrices 1, 2 and 3</li> <li>- Board or flip chart</li> <li>- Projector</li> </ul>
<b>Source</b>	<b>Designed by the UNITAS Urban Programme, La Paz – Bolivia, 2016.</b>



The Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests were approved in 2012 by the Committee on World Food Security (CFS) and developed under the leadership of the United Nations Food and Agriculture Organisation (FAO). Their aim is to contribute to global and national efforts to eradicate hunger and poverty, based on the principles of sustainable development (emphasis added), recognising the centrality of land to development by promoting secure tenure rights and equitable access to land, fisheries and forests<sup>3</sup>.

The purpose of these Voluntary Guidelines is to serve as a reference and provide guidance to improve the governance of tenure of land, fisheries and forests, with the overarching goal of achieving food security for all, and to support the progressive realisation of the right to adequate food in the context of national food security.

**The voluntary guidelines on the governance of land tenure provide guidelines on the following topics:**

- 1. Legal recognition and allocation of tenure rights and duties.-** This part addresses the legal recognition of the tenure rights of indigenous peoples and other communities with customary tenure systems, as well as informal tenure rights; and the initial allocation of tenure rights to land, fisheries and forests that are owned or controlled by the public sector.
- 2. Transfers and other changes to tenure rights and duties.-** This part provides guidelines for when tenure rights are transferred or changed in various ways after their initial recognition or allocation.
- 3. Administration of tenure.-** This part addresses governance of the administration of tenure of land, fisheries and forests with regard to records of tenure rights, valuation, taxation, regulated spatial planning, resolution of disputes over tenure, and transboundary matters. It provides guidelines and recommendations on these aspects.

<sup>3</sup> Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security. CFS. FAO. United Nations, Rome 2012. Available at: [www.fao.org/docrep/016/i2801e/i2801e.pdf](http://www.fao.org/docrep/016/i2801e/i2801e.pdf)

4. **Responses to climate change and emergencies.-** In all cases, States should strive to prepare and implement resettlement programmes in consultation with the people who may be displaced, and with their participation. The provision of an alternative place to settle should not jeopardise the livelihoods of others.
5. **Promotion, implementation, monitoring and evaluation.-** provides guidance on how the principles and practices mentioned in the Guidelines can be promoted, implemented, monitored and evaluated. States are encouraged to set up multi-stakeholder platforms and frameworks at local, national and regional levels, or to make use of existing ones, taking a collaborative approach to the implementation of the Guidelines. They are encouraged to monitor and evaluate the implementation in their jurisdictions, and to evaluate the impact on improved governance of tenure of land, fisheries and forests.

With this framework in mind, this module seeks to introduce participants to the general content and objectives of the VGGT, based on the participants' own experience, work collectively on the concept of governance as defined in the VGGT, present the principles of the VGGT and their relationship with the SDGs, and finally arrive at conclusions on their practical usefulness and applicability in the participants' own contexts.

### **LEAFLET 1<sup>4</sup> (SEE IN ANNEXES).**

**VOLUNTARY GUIDELINES ON  
THE RESPONSIBLE GOVERNANCE OF TENURE OF LAND, FISHERIES AND FORESTS  
IN THE CONTEXT OF NATIONAL FOOD SECURITY**

**Objectives of the Guidelines**

These Voluntary Guidelines seek to improve governance of tenure of land, fisheries and forests. They seek:

Secure and equitable access to land, fisheries and forests for all, especially vulnerable and marginalized groups	Protect the global commons	Social justice	Participatory
Maximize utilization of land, fisheries and forests	Quality utilization	Rural development	Environmental protection
Resilient livelihoods		Sustainable social and economic development	

All programmes, policies and technical assistance to improve governance of tenure through the implementation of these Guidelines should be consistent with States' existing obligations under international law, including the Universal Declaration of Human Rights and other international human rights instruments.

**What is the purpose of the Guidelines?**

The Guidelines promote responsible governance of tenure of land, fisheries and forests, with respect to all forms of tenure: public, private, communal, indigenous, customary, and informal.

Their overarching goals are:

1. To support livelihoods for all

2. To ensure that the most vulnerable and marginalized people benefit from the implementation of the Guidelines

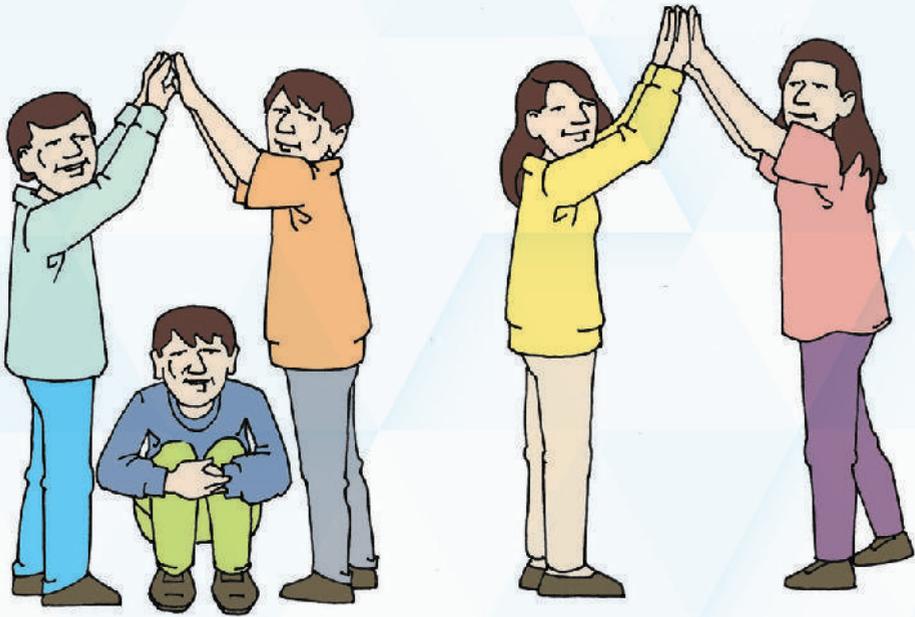
The Guidelines are meant to benefit all people in all countries, although there is an emphasis on vulnerable and marginalized people.

The Guidelines serve as a reference and set out principles and internationally accepted standards for practices for the responsible governance of tenure. They provide a framework that States can use when developing their own strategies, policies, legislation, programmes and activities.

They allow governments, civil society, the private sector and citizens to judge whether their proposed actions and the actions of others constitute accessible practices.

4 The information in the leaflets 1, 2, 3 and 4 is drawn from: Voluntary Guidelines on the Governance of Tenure at a glance. FAO, Rome 2012. Available at: <http://www.fao.org/docrep/016/i3016e/i3016e.pdf>

Session N° 9	Activity 1: Eviction, disaster, visit (getting to know the VGGT)
<b>Objective</b>	Introduce participants to the objectives and general content of the VGGT, based on their own experience
<b>Duration</b>	<b>90 mins.</b>
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Ask the participants to get into groups of three.</li> <li>2. Two of them should stand facing each other, holding their arms out to make the frame of a house. The third person is the resident of the house and should be sitting or standing inside it, encircled by the arms of the other two.</li> <li>3. The facilitator shouts out one of the three instructions: VISIT, EVICTION or DISASTER.</li> <li>4. When the facilitator shouts out VISIT, the residents of the houses have to find another house to visit. When s/he shouts DISASTER, the residents stay where they are, but the houses break up and the people framing them go to form another house around a different resident. When the facilitator shouts EVICTION, everyone has to move from where they are and go on to form another house with another resident. It is important to explain that when the instruction is EVICTION, the house people can become residents and vice versa. Everyone can change their role and start again.</li> </ol> <p><b>Note:</b> <i>At the start of the game, there must be one person without a home who is looking for a house to live in.</i></p> <p><i>Analysis:</i></p> <ol style="list-style-type: none"> <li>a) What did you think of this experience? How did you feel when you were visiting, when you got evicted and when a disaster struck? What did you feel like when you were looking for a house to live in, when you couldn't find one, and when everything fell to pieces? Did you feel secure, uncertain, excited? The game was fun, but how do you think people feel when these things actually happen to them?</li> <li>b) Ask the participants: What is the process in your communities for a family to access a plot of land? How do you resolve conflicts? Are there any conflicts around property, boundaries, evictions or land invasions? How do you deal with these problems?</li> <li>c) Do you feel secure on your land? Are there any threats? What are the main threats and who are the people making the threats?</li> <li>d) Group and analyse the responses based on the problems and key VGGT themes identified in the previous activity (Matrix 1).</li> <li>e) Hand out Leaflet 1. Explain the objectives and purpose of the VGGT in terms of safeguarding access and tenure rights to land, forests and fisheries.</li> </ol>
<b>Materials</b>	- Leaflet N° 1 on objectives and purposes
<b>Source</b>	<b>Adapted from Dignity International, Training Guide on ESCER, unpublished internal document, 2009.</b>



## 2.1 The concept of governance and how it applies to land tenure

**Governance** has been defined as “the action and effect of governing and government”. This refers to the specific way in which governments establish their agendas, design their policies, take decisions and evaluate their impacts (Aguilar Villanueva in Mayorga and Córdova 2007:1). It is quite difficult to make a distinction between this and the concept of **governability**, which looks at “how” governing is done, paying particular attention to political stability. In other words, it focuses on how society reacts to government decisions and their degree of legitimacy (Camou in Mayorga and Córdova 2007:2).

Thus, while governance refers to a system of formal and informal rules (also called the institutional framework), which establishes the rules of the game or guidelines for interaction between actors in the public decision-making process, governability can be understood as the capacity of socio-political systems (and, by extension, economic systems) to formulate and implement public decisions, turning citizens’ demands or preferences into concrete policies. So, we can speak of governability when all the actors involved inter-relate with each other to take collective decisions and resolve their conflicts and disagreements within a certain institutional framework (the system of governance).<sup>5</sup>

<sup>5</sup> **GOBERNANZA:** Como definimos la gobernanza y la gobernabilidad. GovernAsia. Sistema de información sobre Gobernanza en Asia. Available at: <https://www.casaasia.es/governasia/blog/?cat=6>. Accessed 18/11/2016, 16:51 hrs.

The spread in the use of the concept of governance in the 1990s meant that it transcended academic settings to gain currency in the political sphere, where it has operated less as an explanatory concept and more as a “programmatic or normative” concept, since it is used to outline a set of parameters for what the decision-making process in the public sphere should be. The term “governance” can be used in different contexts such as corporate governance, international governance, national and local governance or governance of land tenure.

According to the Voluntary Guidelines (FAO 2012), weak governance of land tenure adversely affects social stability, the sustainable use of the environment, investment and economic growth. People can be condemned to a life of hunger and poverty if they lose their tenure rights to their homes, land, fisheries and forests and their livelihoods, because of corrupt tenure practices or if implementing agencies fail to protect their rights. People may even lose their lives when weak tenure governance leads to violent conflict. Responsible governance of tenure, conversely, promotes sustainable social and economic development that can help to eradicate poverty and food insecurity, and encourages responsible investment.

The Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests are both analytical and programmatic in nature. On the one hand, the governance of tenure is a crucial element in determining if and how people, communities and other groups are able to acquire rights, and associated duties, to use and control land, fisheries and forests. On the other, the guidelines indicate how governments, communities and other related actors can define agreements and legal and policy frameworks to enable equitable access to these resources.

## LEAFLET 2 (SEE IN ANNEXES)



### The case for responsible governance of tenure

Many examples of responsible governance of tenure and its administration can be found around the world. However, studies show that problems are encountered with governance of tenure, in one way or another, in all regions of the world, and in high-income and low-income countries alike. Many tenure problems arise because of weak governance, and attempts to address tenure problems are affected by the quality of governance.

Weak governance	Responsible governance
Marginalizes the poor who lose out because they lack the political force to influence decisions, and because they lack the financial resources to bribe corrupt officials	makes access to land, fisheries and forests more equitable
makes already socially and economically marginalized women more vulnerable	protects people from the arbitrary loss of their tenure rights, including through forced evictions
hinders environmental sustainability by enabling people to profit from overexploiting resources	helps ensure no one is subject to discrimination under laws, policies and practices
affects economic growth by discouraging investments	leads to more transparent and participatory decision-making
	helps ensure that all people are treated equally when laws are enforced
	helps ensure disputes are resolved before they degenerate into conflict
	simplifies the administration of tenure and makes it more accessible and effective to all

### Tenure and Responsible Governance

TENURE: Purchase, Own, Use, Rent, Produce; relationships between men, women and communities with their spaces and territories

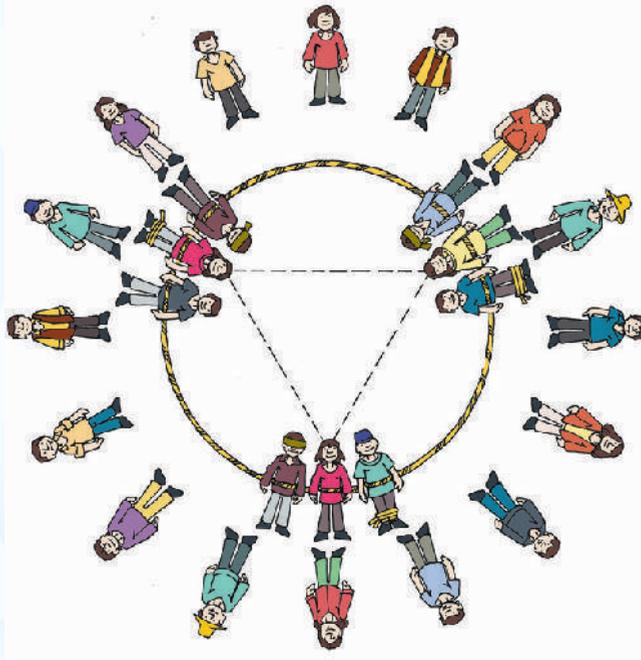
GOVERNANCE: Administration, Leadership, Guidance, Management, Decision-making

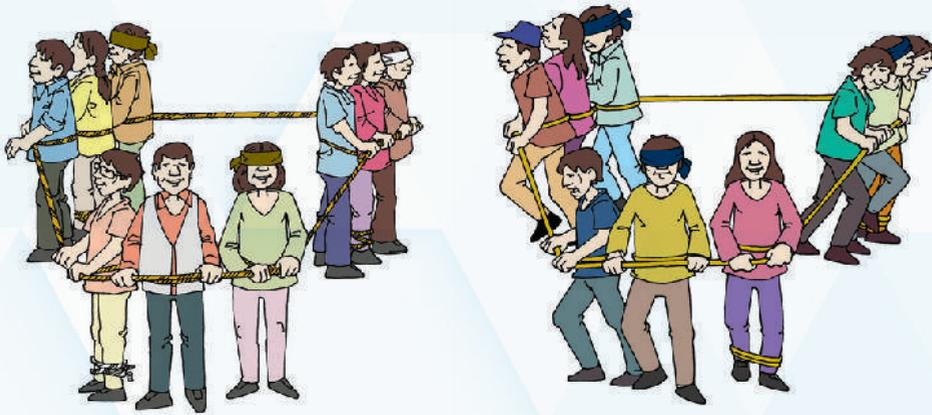
RESPONSIBLE: With sensitivity, love, care, solidarity, justice, freedom and respecting human rights.

Session N°10	Activity 2: Governance
<b>Objective</b>	Work collectively on the concept of governance as outlined in the VGGT and the SDGs
<b>Duration</b>	<b>80 mins.</b>
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Ask for nine volunteers from among the participants.</li> <li>2. The volunteers divide into three groups of three: 1) the State, 2) rural and indigenous organisations, 3) agribusiness people, cattle ranchers, large landowners, etc.</li> <li>3. Each group of three stands on the corners of an imaginary triangle, facing outwards. The rest of the participants form a circle around them, facing inwards, i.e. toward the triangle.</li> <li>4. Once the three people in the three groups are in place, the 9 volunteers forming the triangles are tied together with a cord round their waist.</li> <li>5. Going from left to right, blindfold the eyes of the first person in each group, tie the feet of the second person together and leave the third person free.</li> </ol>

<p><b>Activity</b></p>	<ol style="list-style-type: none"><li>6. The facilitator stands facing the first group of three, holding some fruit. Show the fruit to the participants, telling them: “this is YOUR objective”, making it clear that you are addressing all three groups. (When saying this, emphasise YOUR objective, but mime offering the fruit to everyone, not just the group in front of you).</li><li>7. Without saying anything else, the facilitator places the fruit a metre and a half away from the group s/he was facing.</li><li>8. Proceed in the same way with the other groups and the other sets of objects: a hammer, some nails and pieces of wood for the second group, and a piece of card and some marker pens for the third group. Each time, emphasise “YOUR objective” with your voice, but mime offering the objects to everyone, not just the group in front of you, and then place the objects a metre and a half away from the group you are facing, without saying anything else.</li><li>9. Next, the facilitator explains that the game consists of trying to reach the target objects and that all the groups should try to do this without speaking. Explain that the game ends when the objective is reached, emphasising the idea of “THE OBJECTIVE” without saying anything that would encourage them to compete with each other.</li><li>10. The three groups should act freely, but warn them to avoid hurting anyone by bumping into each other. What usually happens is that each group will try to reach what they think is “THEIR” objective, not the others.</li><li>11. After a reasonable amount of time, stop the game and ask whether they reached THE objective. There are likely to be different opinions. The facilitator should invite one or more of the observers who said “no” to take the place of one of the people in the groups in the triangles.</li><li>12. Next, launch a second attempt, but this time all the participants are allowed to talk. The situation might disintegrate into disorder and confusion. Stop the game again and ask if they reached the objective. If anyone says “NO”, a third attempt can be made, switching the participants around again.</li><li>13. When you think that the group has ground to a halt or reached the objective, begin the analysis.</li></ol>
------------------------	--

<b>Activity</b>	<p><b>Analysis:</b></p> <p>a) You can start the analysis by asking the participants what they thought of the experience, and then move on to what the cards and the three sets of objects symbolise, eg: appropriation of the profits from the land (the card and marker pens); protection of land rights (the fruit); public policies to increase the productivity of farming (the hammer and nails).</p> <p>b) Next, ask again if the objective was reached. The objective is considered to have been fully reached when the partial objectives are achieved (people free themselves from being tied up and blindfolded), and when they make conscious and effective use of the objects (eating the fruit, making something with the hammer and nails, writing something on the card using the marker pens).</p> <p>c) Next, present the components of good governance of land tenure set out in Leaflet 2.</p> <p>d) Based on Matrix 2 from the first module, ask: Is there good governance of land tenure in your country, municipality and community? Why? Record the answers on a flip chart.</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Leaflet 2 on governance</li> <li>- Fruit</li> <li>- Tools or other useful objects</li> <li>- Card and marker pens</li> </ul>
<b>Source</b>	<p><b>Adapted from “Técnicas Participativas para la Educación Popular”, Vol. II, 8.29, ALFORJA, IMDEC, Mexico, 1997.</b></p>





## 2.2 Getting to know the VGGT in more depth: practical aspects of governance

The key themes addressed in the VGGT include a series of practical aspects that enable the responsible governance of land tenure to be applied in different contexts and situations, similar to those in the participants' real lives. The following summary and suggested activity will enable them to find out more about those aspects and situations where the VGGT can be implemented.

### 1. Legal recognition and allocation of tenure rights and duties

**Safeguards.-** States should establish safeguards, in accordance with national laws, to avoid infringing on or extinguishing the tenure rights of others, including legitimate tenure rights that are not currently protected by law, such as gathering rights.

**Public land, fisheries and forests.-** Where States own or control land, fisheries and forests, they should recognise, respect and protect the legitimate tenure rights of individuals and communities, including those with customary tenure systems, in keeping with existing obligations under national and international law.

**Indigenous peoples and other communities with customary tenure systems.-** States should provide appropriate recognition and protection of the legitimate tenure rights of indigenous peoples and other communities with customary tenure systems, in keeping with their existing obligations under national and international law, and with due regard to voluntary commitments under applicable regional and international instruments.

**Informal tenure.-** Where informal tenure to land, fisheries and forests exists, States should acknowledge it in a manner that respects existing

formal rights under national law and in ways that recognise the reality of the situation and promote social, economic and environmental wellbeing. States should promote policies and laws to provide recognition to such informal tenure. Where it is not possible to provide legal recognition to informal tenure, States should prevent forced evictions that violate existing obligations under national and international law.

## 2. Transfers and other changes to tenure rights and duties

**Markets.-** States should recognise and facilitate fair and transparent sale and lease markets as a means of transfer of rights of use and ownership of land, fisheries and forests. All actions should abide by existing commitments under national and international law, and measures should be taken to prevent corruption, speculation and the illegal market in land, in order to benefit the poorest.

**Investments.-** Responsible investments should do no harm, safeguard against dispossession of legitimate tenure right holders and environmental damage, and should respect human rights. Such investments should be made working in partnership with relevant levels of government and local holders of tenure rights to land, fisheries and forests, respecting their legitimate tenure rights. States should provide safeguards to protect legitimate tenure rights, human rights, livelihoods, food security and the environment from risks that could arise from large-scale transactions in tenure rights.

**Land concentration and other readjustment approaches.-** Where appropriate, States may consider land consolidation, exchanges or other voluntary approaches for the readjustment of parcels or holdings to assist owners and users to improve the layout and use of their parcels or holdings, especially in order to promote food security and rural development in a sustainable manner.

**Restitution.-** Where appropriate, considering their national context, States should consider providing restitution for the loss of legitimate tenure rights to land, fisheries and forests.

**Redistributive reforms.-** In the national context and in accordance with national law and legislation, redistributive reforms may be considered for social, economic and environmental reasons, among others, where a high degree of ownership concentration is combined with a significant level of rural poverty attributable to lack of access to land, fisheries and forests.

**Expropriation and compensation.-** Subject to their national law and legislation and in accordance with the national context, States should expropriate only where rights to land, fisheries and forests are required for a public purpose. States should clearly define the concept of public purpose in law, in order to allow for judicial review. States should respect all legitimate tenure right holders, especially vulnerable and marginalised groups, by acquiring the minimum resources necessary and promptly providing just compensation in accordance with national law.

### 3. Administration of tenure

**Records of tenure rights.** States should provide systems (such as registration, cadastre and licensing systems) to record individual and collective tenure rights in order to improve security of tenure rights, including those held by the State and public sector, private sector, and indigenous peoples and other communities with customary tenure systems, and to facilitate the functioning of local societies and markets. In order to reduce the costs and time required for delivering services, implementing agencies should adopt simplified procedures and locally suitable technology. States and non-state actors should endeavour to prevent corruption in the recording of tenure rights by widely publicising processes, requirements, fees and any exemptions, and deadlines for responses to service requests.

**Valuation.** States should ensure that appropriate systems are used for the fair and timely valuation of tenure rights for specific purposes, such as the operation of markets, security for loans, transactions in tenure rights as a result of investments, expropriation and taxation. Valuation systems should take into account non-market values, such as social, cultural, religious, spiritual and environmental values, where applicable.

**Taxation.** States have the power to raise revenue through taxation related to tenure rights so as to contribute to the achievement of their broader social, economic and environmental objectives. Tax policies and laws should be used where appropriate to provide for effective financing for decentralised levels of government and local provision of services and infrastructure.

**Regulated spatial planning.** States should conduct regulated spatial planning, and monitor and enforce compliance with those plans, which should provide for balanced and sustainable territorial development. States should strive to reconcile and prioritise public, community and private interests and accommodate the requirements for various uses,

such as rural, agricultural, nomadic, urban and environmental uses. National, regional and local spatial plans should be coordinated.

**Resolution of disputes over tenure rights.** States should provide access through impartial and competent judicial and administrative bodies to timely, affordable and effective means of resolving disputes over tenure rights, including alternative means of resolving such disputes, and should provide effective remedies and a right to appeal. Such remedies should be promptly enforced. States should make available, to all, mechanisms to avoid or resolve potential disputes at the preliminary stage, either within the implementing agency or externally. Dispute resolution services should be accessible to all, women and men, in terms of location, language and procedures.

**Transboundary matters.** States and other parties should contribute to the understanding of transboundary tenure issues affecting communities, such as with rangelands or seasonal migration routes of pastoralists, and fishing grounds of small-scale fishers, which lie across international boundaries.

#### 4. Responses to climate change and emergencies

**Climate change.** Where appropriate, States should strive to prepare and implement strategies and actions in consultation and with the participation of all people, women and men, who may be displaced due to climate change. Any provision of alternative land, fisheries, forests and livelihoods for displaced persons should not jeopardise the livelihoods of others.

**Natural disasters.** All parties should ensure that aspects related to the tenure of land, fisheries and forests are addressed when preventing and preparing for natural disasters and in their responses to them. Regulatory frameworks for tenure, including spatial planning, should be designed to avoid or minimise the potential impacts of natural disasters.

**Conflicts regarding the tenure of land, fisheries and forests.** All parties should take steps to resolve tenure problems through peaceful means, and prevent them leading to conflicts. States should revise relevant policies and laws to eliminate discrimination and other factors that can be a cause of conflicts. Where appropriate, States may consider using customary and other local mechanisms that provide fair, reliable, gender-sensitive, accessible and non-discriminatory ways of promptly resolving disputes over tenure rights to land, fisheries and forests.

## LEAFLET 3 (SEE IN ANNEXES)

What do the Guidelines cover? 

**LAND**

  Secure access to land may allow a family to produce food for household consumption and to increase household income by producing commodities for sale in the markets.

 Secure land tenure also provides a valuable safety net as a source of shelter, food and income in times of hardship.

**FISHERIES**

  Responsible tenure arrangements are fundamental for securing the livelihoods of tens of millions of people who depend on marine and inland capture fisheries.

 Strengthened tenure rights and tenure arrangements, when coupled with good governance and the inclusion of the fishing industry and fishworkers' organizations, help ensure fisheries are exploited sustainably and benefits are shared equitably.

**FORESTRY**

  Forests are often owned and controlled by the State. Recognizing and securing tenure rights of forest-dependent people, including Indigenous peoples, is fundamental for securing livelihoods in forest communities.

 Improved governance (e.g. effective law enforcement, reduced corruption and greater transparency) can promote sustainable forest management and reduce unauthorized activities.

**CROSS-SECTORAL ISSUES**

  Tenure rights to land, fisheries and forests are often interlinked. The livelihoods of many of the rural poor are diversified and are dependent on access to various natural resources (e.g. combining crop agriculture and livestock grazing with fishing and gathering of forest products).

 Each year, several million hectares of forested land are converted to agriculture and other land uses without prior authorization. This is due to a number of factors, including uncertainty regarding forest tenure, weak law enforcement, corruption and lack of transparency.

<b>Session N°11</b>	<b>Activity 3: The Shipwreck: an exercise in the governance of land, fisheries and forests.</b>
<b>Objective</b>	Carry out a governance exercise to enhance understanding of the issues addressed in the VGGT and their importance
<b>Duration</b>	<b>90 mins.</b>
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Participants get into three or four mixed groups of 5 or 6 people. Ask each group to imagine that they have been shipwrecked. Tell them that with great difficulty they have managed to reach an island as part of a group of 40 people and they will have to spend the next four years of their lives there until they are rescued and can return home. Because there are couples and families with children in the group, after the first year the population will have grown by 5 people, by the end of the second year 10 more people will have been born, in the third year 7 more people will be born, and at the start of the fourth year another 10 will be born, making a total of 72 people who will need to be supported in the last year before the rescue.</li> <li>2. They will live on the island in the following conditions: <ol style="list-style-type: none"> <li>a) a) They will occupy a physical space absolutely identical to planet Earth today. The area is only 4 square kilometres in size, it has limited resources and the land is divided up as follows: <p>1/4 is land suitable for agriculture with the following characteristics:</p> <ul style="list-style-type: none"> <li>- Under normal farming conditions, it will produce enough to feed 40 people per year</li> <li>- However, because the soil is very fragile it must be left fallow every other year to prevent a loss of soil fertility.</li> </ul> <p>1/4 is primary forest with the following characteristics:</p> <ul style="list-style-type: none"> <li>- The area it covers could potentially be farmed for two years to grow enough food for 60 people.</li> <li>- However, the area is totally covered with trees that absorb rainwater to produce the little fresh water that can be found on the island.</li> <li>- If it is left absolutely untouched the forest will produce enough water for drinking and agriculture to meet the needs of 60 people per year.</li> </ul> <p>1/4 is a lake with only enough fish to feed thirty people for a year;</p> <p>1/4 is land unsuitable for agriculture and with little natural vegetation.</p> </li> </ol> </li> </ol>

<p><b>Activity</b></p>	<p>b) The climate is hot, with a constant temperature of 30° during the day, falling to a very cold 5° at night. It only rains for 30 days a year. There are mosquitoes carrying diseases such as malaria. Dangerous wild animals come out at night to hunt for prey. It is very difficult to walk from one area to another because the terrain is so rough.</p> <p>3. Tell the groups that at the time of the shipwreck they have been appointed to lead the survivors and are responsible for their survival on the island.</p> <p>4. There are 46 objects on the boat and each group can rescue 5 of these objects to take with them. The members of the group need to reach agreement on which 5 objects they decide to take with them in order to survive.</p> <p>5. List of objects they can choose to take with them:</p> <ol style="list-style-type: none"><li>1. A complete set of fishing tackle.</li><li>2. Two spades and two gardening hoes.</li><li>3. A football.</li><li>4. Two guitars.</li><li>5. Twenty bars of soap.</li><li>6. A box of carpentry tools.</li><li>7. The original painting of the Mona Lisa.</li><li>8. Ten films and a battery-operated projector.</li><li>9. One rucksack for each person in the group.</li><li>10. A hundred rolls of toilet paper.</li><li>11. One cow and one bull.</li><li>12. 100 boxes with a selection of tinned food, each containing 73 individual daily rations (enough food for 40 people for 6 months).</li><li>13. Primary school books for learning to read and write.</li><li>14. A hundred books of classic literature.</li><li>15. A hundred bottles of alcoholic drinks.</li><li>16. A new jeep.</li><li>17. One piece of a device for collecting rainwater that will hold enough water for 15 people for a year (it doesn't work without the other piece of the device).</li><li>18. A rowing boat.</li><li>19. Ten bars of pure gold.</li><li>20. A hundred boxes of matches.</li><li>21. A large fishing net.</li><li>22. A three-year-old horse.</li><li>23. A good quantity of medicines.</li><li>24. A hundred packets of tobacco.</li></ol>
------------------------	--

**Activity**

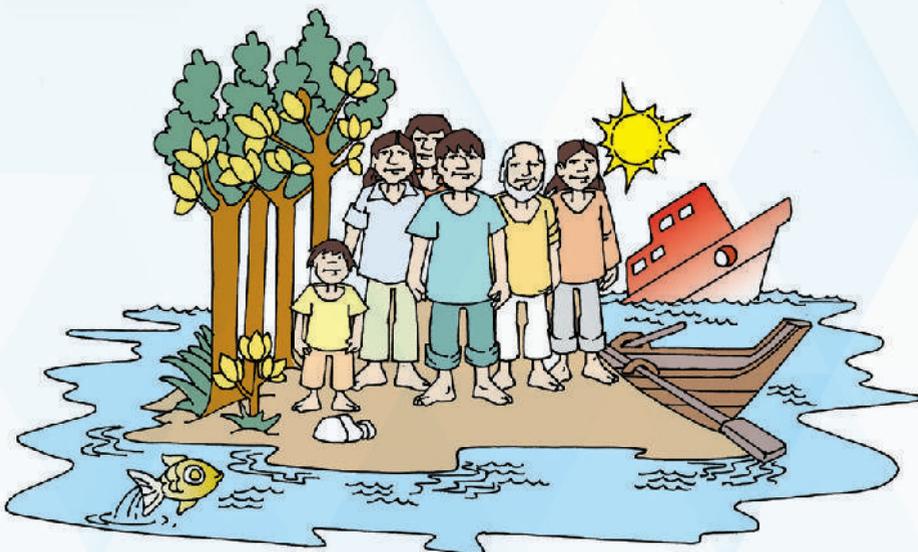
25. A complete set of surgical equipment.
26. A Siamese cat.
27. Vaccinations against various tropical diseases.
28. Cosmetics and beauty products.
29. Various types of seeds.
30. A typewriter.
31. Four bags full of warm clothes.
32. 25 photographs of loved ones.
33. 5,000 sheets of writing paper.
34. A rifle and a hundred bullets.
35. Oil painting equipment and thirty tubes of paint.
36. A hundred records and a battery-operated record player.
37. A diesel-powered electricity generator.
38. A Cadillac and 4,000 litres of petrol.
39. Materials for making a photo documentary.
40. Five tents that can sleep 10 people each.
41. Industrial machinery and supplies.
42. The second piece of a device for collecting rainwater that will hold enough water for 15 people for a year (it doesn't work without the other piece of the device).
43. A set of cooking pots.
44. A mobile phone (it is not known whether there is a signal).
45. A solar panel for generating electricity.
46. A chainsaw.

6. Once they have finished deciding, each group explains which objects they have chosen and why. Was it easy or hard to make the choice? Why? The facilitator should try to find out what they discussed in order to arrive at their decisions, and get them to discuss the implications of each choice in terms of the environment, consumption patterns and the development model.

**Analysis:**

- a. What were the group's priorities? Were they thinking mainly of the people (with all their needs and tastes)? Or the environment (the island and all its living beings)? Or just the economic side (take advantage of all the resources available, whatever the cost)? Can we think of human wellbeing by focusing on just one of these dimensions to the detriment of the others?
- b. What similarities are there between the problems you experienced in the game and the problems you identified in your communities? Limited resources? Lack of tools, facilities and knowledge?

<p><b>Activity</b></p>	<ul style="list-style-type: none"> <li>c. What similarities are there between the discussions you had and the decisions you had to take in the game with the decisions that are taken in your municipality by the different levels of government?</li> <li>d. With the help of Leaflet 3, explain that the VGGT address issues to do with land, forests and fisheries as well as cross-sectoral issues, just as we saw in the game.</li> <li>e. Next, the facilitator asks each group to look at the leaflets summarising the VGGT (see annex) and see if the topics covered match the 5 specific problems related to land and productive resources that they identified in the first module.</li> <li>f. Next ask the trigger questions to start the critical analysis within the groups: Are the guidelines set out in the VGGT valid for, consistent with and applicable to our realities and the type of problems that affect us? Why? Are there any problems or difficulties that the guidelines don't cover?</li> <li>g. Taking into account the participants' criticisms and positive remarks on this approach, ask them: What should be done or proposed to overcome poverty and address the problems related to land in our world, country and community?</li> <li>h. Note down the conclusions on a flip chart so that they can be returned to in subsequent activities.</li> </ul>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>- Leaflet N° 3</li> <li>- Summary of the VGGT</li> <li>- Marker pens</li> <li>- List of objects to choose from</li> </ul>
<p><b>Source</b></p>	<p><b>Adapted</b> by the UNITAS Urban Programme, La Paz – Bolivia, 2016 from The Shipwreck: <a href="http://www.educarueca.org/spip.php?article18">www.educarueca.org/spip.php?article18</a></p>



Session N°12	Activity 4: Video explaining the VGGT
<b>Objective</b>	Provide an overall explanation of the VGGT and their usefulness in practice, reinforcing the key themes covered in this module
<b>Duration</b>	<b>70 mins.</b>
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Show the video on the VGGT.</li> <li>2. Present Leaflet 4 on the overview of the guidelines.</li> <li>3. Go back to the original groups (the ones that did the problem mapping). Ask them to look at their matrices of problems and actions in detail.</li> <li>4. Based on this analysis of their problems, ask them to look at the general outline of the content of the VGGT to see which sections could be useful to address their problems with land and productive resources.</li> <li>5. Based on the sections they select, ask the groups to read the paragraphs that interest them in the full text of the VGGT.</li> </ol> <p><b>Analysis in plenary:</b></p> <ol style="list-style-type: none"> <li>a) What did you think of what you just read? Did you find anything useful?</li> <li>b) What would the VGGT be useful for? How can they be implemented?</li> <li>c) What weaknesses have you found in the VGGT? How can these weaknesses be overcome or tackled?</li> <li>d) Note down the participants' ideas.</li> </ol>
<b>Materials</b>	<ul style="list-style-type: none"> <li>– Leaflet N° 4 (see annex)</li> <li>– Video: Governance of land. European Union</li> <li>– FAO: <a href="https://www.youtube.com/watch?v=dLqbi8xu3gw">https://www.youtube.com/watch?v=dLqbi8xu3gw</a></li> <li>– Full text of the VGGT - FAO</li> </ul>
<b>Source</b>	<b>Adapted</b> by the UNITAS Urban Programme, La Paz – Bolivia, 2016.

MODULE

3

THE ACTORS INVOLVED IN THE GOVERNANCE OF LAND TENURE

Good governance helps to reduce or resolve conflicts between the opposing interests of different actors – such as the political and economic elites as opposed to the interests of the poor or other civil society actors, for example – by means of basic agreements, norms or procedures that become institutional in nature (Camou in Mayorga and Córdova 2007).

The concept of governance involves fields of governmental action (the political, economic and social fields) that can be properly linked if they are based on “a series of basic agreements between the governing elites and a significant majority of the population” (Ibid: 51). If these agreements become institutional in nature they are able to reduce uncertainty, conferring legitimacy upon the government’s actions.

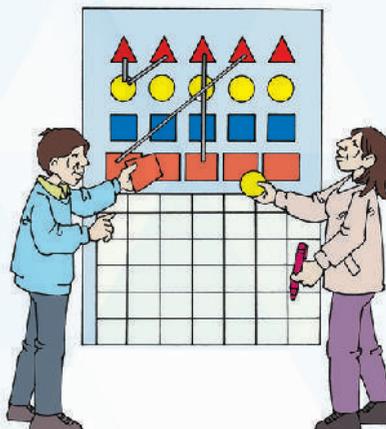
The analysis of governance proposed below focuses on the actors and procedures involved in the process of decision-making regarding land tenure, as well as the formal and informal procedures that have been established or set up so that those decisions can be implemented.

<b>Session N° 13</b>	<b>Part 1: The actors, authorities and procedures involved in the governance of land and productive resources</b>
<b>Objective</b>	Map the actors, authorities and formal or established procedural pathways involved in the governance of land tenure (the established arrangements)
<b>Duration</b>	<b>120 mins.</b>
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Participants get into groups according to their similar problems with land/productive resources (Matrix 1), which can be the same as those defined in the plenary session at the end of Module 1. There are expected to be 4 groups with a maximum of 9 participants each and a minimum of 5.</li> <li>2. Give each group some cards of the same colour with key words indicating their problems with land/productive resources as defined in Matrix 1, without repeating them.</li> <li>3. Go back to Matrix 2, where they specified the levels of government involved in the VGGT (matches, non-matches and</li> </ol>

4. Give them some different-shaped cards (circles, rectangles or triangles).
5. Give them two or more flip charts.
6. Ask them to place or stick the cards with the problems at the bottom of the flip chart.
7. With the aid of Infographic 1 and column 4 (actors) of Matrix 2, ask them to think about the responsible authorities that they can turn to for getting these problems addressed.
8. Once they have thought of all the possible actors and levels of government that correspond to their problems, they should write them down one by one on the cards in different shapes and colours to differentiate them.
9. Next, once they have written down all the actors, using as reference the infographic 1, ask them to put together a formal route of the State instances for the resolution of the identified problems. For example, a route may be the judicial branch (with certain Colors and shapes) and another one the administrative procedures of the executive branch (with different colors and shapes depending on whether they are national or subnational).
10. These links are made using different coloured wools or strings that can be taped so afterwards can be correct moved.
11. Next, the groups present the results of their work in a plenary session.

**Note.** It should be emphasised that we are only talking about formal, established procedures at this stage. We are not assessing whether they work well or not, only how they ought to work according to the rules.

<p><b>Activity</b></p>	<p><b>Analysis in plenary:</b></p> <ol style="list-style-type: none"> <li>Was it easy or difficult to identify the authorities and trace the pathways? Why?</li> <li>Which are the main actors, actions and procedures we have traced for each of our problems?</li> <li>Next, based on the work done, the facilitator clarifies the actors and procedures formally established in each country, explaining each actor's formal roles and responsibilities.</li> <li>Following this presentation, everyone clarifies and corrects the established pathways and procedures for each group's specific problems, with the aid of the infographic 1 (see format picture below).</li> <li>Inform them of other procedures that the participants haven't thought of.</li> <li>Give a bit more time for group work so that the groups can adjust their diagrams and move the pathways they have drawn based on the corrections and new information.</li> <li>The adjusted actions – the connector lines - should be in the following colours: legal (red), executive (yellow), administrative (green). The cards with the actors and authorities should be kept the same.</li> <li>Ask them to name the actions and authorities involved in each problem: eg. "lawsuit" brought before the "agro-environmental court" (on a red card), a "complaint" lodged with the "Ministry of Energy and Mines" (yellow), etc.</li> </ol>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>- Matrix 1 and Matrix 2 from the first module</li> <li>- Infographic N° 1 (see in annexes)</li> <li>- Full text of the VGGT</li> <li>- Thin marker pens</li> <li>- Sticky tape</li> <li>- Flip charts</li> <li>- Card</li> <li>- Coloured wool or strings</li> <li>- Colorful cards of different shapes (triangles, rectangles and squares)</li> </ul>
<p><b>Source</b></p>	<p><b>UNITAS Urban Programme, La Paz – Bolivia, 2016.</b></p>



<b>Session N°14</b>	<b>Part 2: The actors and procedures involved in the governance of land tenure (the established arrangements)</b>																												
<b>Objective</b>	Evaluate how effectively the actors, authorities and formal procedural pathways involved in the governance of land tenure operate, and identify their weaknesses and strengths																												
<b>Duration</b>	<b>120 mins.</b>																												
<b>Activity</b>	<p>1. Ask the participants to conduct a critical analysis of the procedures (the routes that are defined by the State to resolve identified problems), identifying their strengths, weaknesses, opportunities and threats (SWOT), using the following matrix in groups.</p> <table border="1"> <thead> <tr> <th></th> <th><b>Procedures pathway</b></th> <th><b>Authorities</b></th> <th><b>S</b></th> <th><b>W</b></th> <th><b>O</b></th> <th><b>T</b></th> </tr> </thead> <tbody> <tr> <td>Problem 1</td> <td>Procedure 1</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Problem 2</td> <td>Procedure 2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Problem 3</td> <td>Procedure 3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Analysis in plenary</b></p> <ol style="list-style-type: none"> <li>Place the flip charts and procedures matrices where they can easily be seen. The facilitator attempts to make an initial grouping by similarity.</li> <li>The facilitator starts by reading one route and ask the participants to complement it. Ask if anyone sees similarities between the procedures presented and their own procedures and related problems. Allow time for comments and contributions</li> <li>Ask: Are these procedures viable in our countries? What are the factors that make these procedures difficult or non-viable? Are they internal or external factors?</li> <li>Explain what the VGGT propose regarding the procedures to be followed. How can they be implemented? What should the authorities do to ensure that the procedural pathways are accessible and enable governance to be exercised?</li> <li>Next, the facilitator summarises the arrangements proposed by the VGGT and compares them with the procedures in each country. This can be based on the full text of the VGGT, reading out certain paragraphs that are relevant to the participants' SWOT analysis.</li> </ol>		<b>Procedures pathway</b>	<b>Authorities</b>	<b>S</b>	<b>W</b>	<b>O</b>	<b>T</b>	Problem 1	Procedure 1						Problem 2	Procedure 2						Problem 3	Procedure 3					
	<b>Procedures pathway</b>	<b>Authorities</b>	<b>S</b>	<b>W</b>	<b>O</b>	<b>T</b>																							
Problem 1	Procedure 1																												
Problem 2	Procedure 2																												
Problem 3	Procedure 3																												
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Matrix N° 1 – problems</li> <li>- Print-outs of the SWOT matrix</li> <li>- Infographic N° 1</li> <li>- VGGT document</li> </ul>																												
<b>Source</b>	<b>UNITAS Urban Programme, La Paz – Bolivia, 2016.</b>																												

MODULE

4

## THE SUSTAINABLE DEVELOPMENT GOALS AND HOW THEY RELATE TO THE VGGT

Sustainable Development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. According to this perspective, which guides the vision of the 2030 Development Agenda, the limits to development are not absolute. Rather, they are determined by the level of technology and social organisation, their impact on environmental resources and the capacity of the biosphere to absorb the effects of human activity. It is possible to improve both technology and social organisation to usher in a new era of economic growth that is sensitive to environmental needs.

The 2030 Development Agenda is a comprehensive, global plan of action that proposes to eradicate poverty in all its forms and dimensions, including extreme poverty, identifying this as the main challenge facing the world and an essential requirement for consolidating sustainable development by 2030. The 17 Sustainable Development Goals and their 169 targets build on the Millennium Development Goals (MDGs) established in the year 2000, seeking to achieve the targets that remain pending and integrating the three dimensions of sustainable development – economic, social and environmental – in the results expected to be achieved by 2030.

One key objective of the SDG Agenda is Goal 2, which aims to end hunger, achieve food security and improved nutrition, and promote sustainable agriculture. This goal takes up and reinforces the spirit of the VGGT. Thus, Target 2.3 proposes to double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers by 2030, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment. Target 2.3 is complemented by Target 2.4, which states: “By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality.”

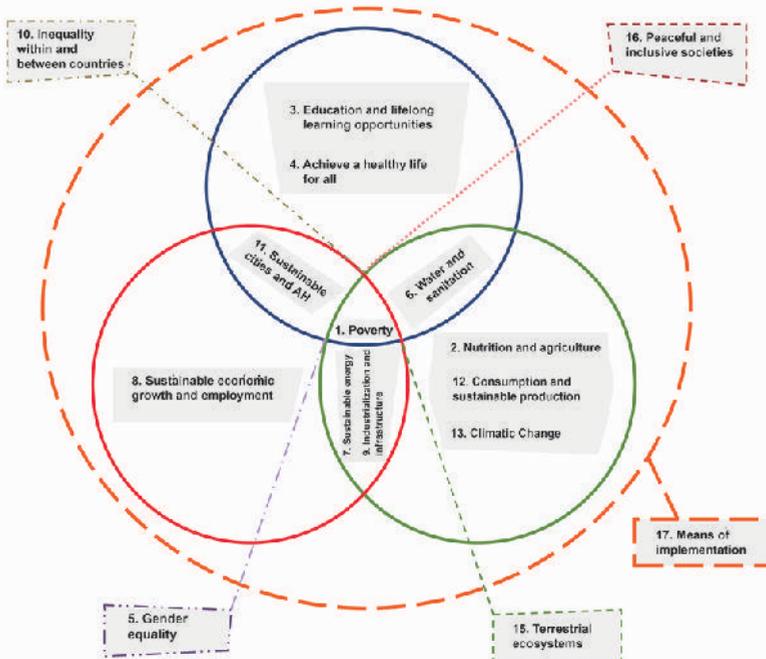
**SEE IN ANNEXES**

### Sustainable Development Goals

<p><b>Goal 1</b> End poverty in all its forms everywhere</p> <p><b>Goal 2</b> End hunger, achieve food security and improved nutrition and promote sustainable agriculture</p> <p><b>Goal 3</b> Ensure healthy lives and promote well-being for all at all ages</p> <p><b>Goal 4</b> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p><b>Goal 5</b> Achieve gender equality and empower all women and girls</p> <p><b>Goal 6</b> Ensure availability and sustainable management of water and sanitation for all</p> <p><b>Goal 7</b> Ensure access to affordable, reliable, sustainable and modern energy for all</p> <p><b>Goal 8</b> Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p> <p><b>Goal 9</b> Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</p> <p><b>Goal 10</b> Reduce inequality within and among countries</p>	<p><b>Goal 11</b> Make cities and human settlements inclusive, safe, resilient and sustainable</p> <p><b>Goal 12</b> Ensure sustainable consumption and production patterns</p> <p><b>Goal 13</b> Take urgent action to combat climate change and its impacts*  <small>* Acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.</small></p> <p><b>Goal 14</b> Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p> <p><b>Goal 15</b> Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</p> <p><b>Goal 16</b> Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</p> <p><b>Goal 17</b> Strengthen the means of implementation and revitalize the global partnership for sustainable development</p>
--	---

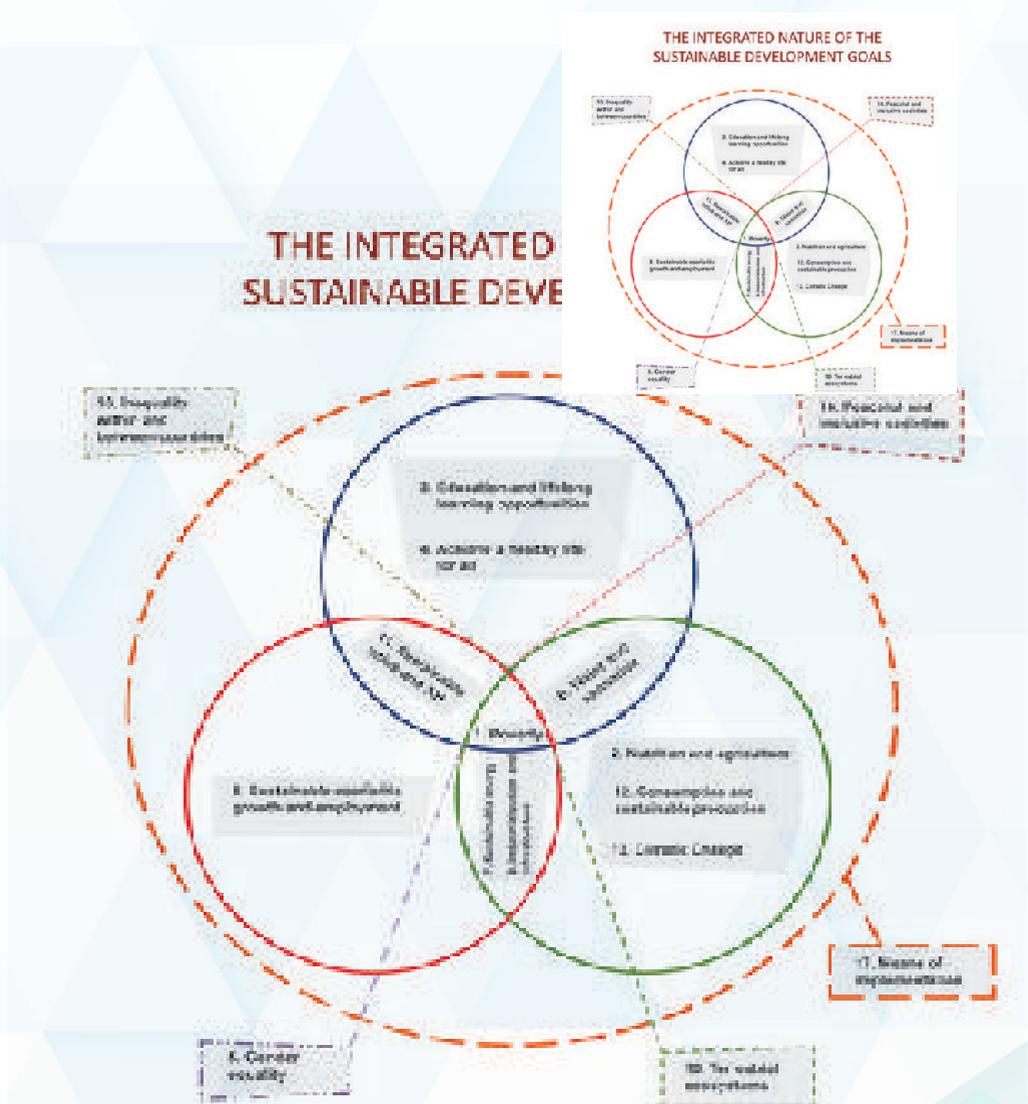


## THE INTEGRATED NATURE OF THE SUSTAINABLE DEVELOPMENT GOALS



Session N°15	Activity 1. Walking on the SDGs: the link with our day-to-day problems
<b>Objective</b>	Provide a general introduction to the 17 Sustainable Development Goals
<b>Duration</b>	<b>80 mins.</b>
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. To start with, the facilitator uses masking tape or string to mark out a diagram of three intersecting circles inside one larger circle (see suggested diagram below) on the floor, covering a large area of the room (approx. 15 square metres), and places sheets of coloured card with the text of each of the 17 SDGs inside the diagram, leaving enough space for at least four people to stand around or on top of each sheet of card.</li> <li>2. Next, hand out the leaflets summarising the SDGs (see the leaflet in the annex) and give a brief explanation of them (the drafting process, agreements and the purpose of the agenda).</li> <li>3. Next, ask the same groups who worked on the maps by locality or municipality to go and collect the 10 main problems they identified in their localities (Module 1: problem mapping). The groups should go over the problems and distribute them among all their members. Next, ask the participants to stand on the Agenda items (Goals) that are related to or address the problem or problems they are holding. Thus, the participants from each municipality or locality should move one by one to each Goal that corresponds to their problem, so that no two members of the same group are ever in the same place.</li> <li>4. Once they have done this, ask the participants for their opinion about the results of locating their problems in the relevant spaces in the diagram of circles. For example, they should say how and why the members of each group are distributed between certain Goals, whether the different groups coincide on the same Goal, which Goals have the most people standing on them, why some Goals have more people standing on them than others, why there are empty spaces, etc.</li> <li>5. Next, with the help of the full text of the SDGs, the people from different localities who came together in the same space (topic) should read the entire Goal they are standing on, including its targets, and discuss as a group whether the Agenda as worded is aimed at resolving the problems in their locality or municipality, and why (not).</li> </ol>

<b>Activity</b>	<p><b>Analysis</b></p> <p>a) The facilitator encourages closing thoughts about the scope of the Agenda and its potential for addressing the social and economic problems in the participants' municipalities or localities.</p> <p>b) The analysis should focus particularly on Goals 1 and 2, which should be the ones most people are standing on, and reiterate how they relate to the VGGT.</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Thick marker pens</li> <li>- Sheets of card summarising the SDGs</li> <li>- Leaflet setting out the SDG goals and targets. 1 per group.</li> <li>- Masking tape</li> <li>- Sheets of coloured paper with the text of each of the 17 goals</li> </ul>
<b>Source</b>	<b>UNITAS Urban Programme, La Paz – Bolivia, 2015.</b>



## 4.1 The multi-dimensional nature of poverty in the SDGs

The preamble to the Declaration on the SDGs states that “sustainable development recognises that eradicating poverty in all its forms and dimensions, combating inequality within and among countries, preserving the planet, creating sustained, inclusive and sustainable economic growth and fostering social inclusion are linked to each other and are interdependent.” Reflecting the integrated approach that was agreed upon, the new Goals and targets are closely interrelated and linked by numerous cross-cutting elements.

Therefore, governance of the tenure of land, fisheries and forests should also apply to civil, political, economic, social and cultural rights. Likewise, the text of the VGGT recognises that responsible governance of tenure of land, fisheries and forests is inextricably linked with access to and management of other natural resources, such as water and mineral resources.<sup>6</sup>

Often, the worst poverty situations are caused by multiple intersecting factors. While some problems have existed for decades (such as land inheritance practices whereby land is only passed down the male line, customary caring and household duties disproportionately burdening women), others are new (for example, changing family composition and roles, HIV, inter-generational conflict, climate change, increased dependence on transnational markets, rapid fluctuations in international commodity and food prices). It is the interplay between these “old” and “new” factors that produces the worst experiences of poverty and exclusion. Gender inequality intersects with other issues to create new forms of social exclusion.<sup>7</sup> such as those linked to the tenure of land, forests and fisheries.

6 Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security. CFS. FAO. United Nations, Rome 2012. Available at: [www.fao.org/docrep/016/i2801e/i2801e.pdf](http://www.fao.org/docrep/016/i2801e/i2801e.pdf)

7 Andrea Rigón (Coordinator). Setting the post-2015 development compass: Voices from the ground. CAFOD, Participate, 2013.

<b>Session N°16</b>	<b>The web: the multi-dimensional nature of poverty and the integrated nature of the SDGs</b>
<b>Objective</b>	Analyse the integrated nature of the SDGs and how they apply to the multi-dimensional nature of poverty problems
<b>Duration</b>	<b>30 mins.</b>
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. The participants stay in the same places on the diagram of the SDGs that they chose in the previous activity.</li> <li>2. Next, the facilitator gives a ball of wool to one of the participants at random, and asks them to read a story (see suggested María story in Annex 3). Whenever the problems described in the story coincide with the issues addressed by one of the goals on the large pieces of card where one of the participants is standing, that participant can ask for the ball of wool. The person holding it will throw the ball over without letting go of their end of the wool, so that a web continues to be formed until the end of the story.</li> <li>3. Once the story is finished and the web has been woven, the facilitator asks: What do you think of this story? Is it similar to the problems you experience in your municipalities or localities? In real life, do these problems appear separately or are they related to each other? How are they related and why?</li> </ol> <p><b>Analysis</b></p> <ol style="list-style-type: none"> <li>a) The facilitator closes the session by reflecting on the importance of understanding the SDGs as an integrated whole and how they relate to the multi-dimensional nature of poverty we have been analysing.</li> <li>b) The facilitator explains the idea behind the slogan “no one will be left behind” and how important it is to civil society that none of the goals should be considered achieved unless the rest are too.</li> </ol> <p><b>Note.-</b> For the story to be meaningful, it is important to ensure that it is suited to the participants’ own reality. The story should also include problems related to the cross-cutting themes that will be analysed in the next module. It is therefore a good idea to adapt the suggested story based on the problems that the participants themselves identified as a priority.</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Ball of wool or string</li> <li>- María’s story (see suggested story in the annex)</li> </ul>
<b>Source</b>	<b>UNITAS Urban Programme, La Paz – Bolivia, 2015.</b>



## MODULE

## 5

## THE VGGT IN RELATION TO HUMAN RIGHTS

The VGGT follow and build on the Voluntary Guidelines to support the progressive realisation of the right to adequate food in the context of national food security (Voluntary Guidelines on the Right to Food), which were adopted at the 127th Session of the FAO Council in November 2004, and the International Conference on Agrarian Reform and Rural Development (ICARRD), held in 2006.

Rights related to access to land, forests, fisheries and other productive resources are enshrined in various international and regional human rights charters. The rights to food and an adequate standard of living form part of the economic, social and cultural rights set out in the International Covenant on Economic, Social and Cultural Rights approved by the United Nations in 1976.

The VGGT are aligned with several conventional human rights principles such as human dignity, non-discrimination, equity, gender equality, accountability, the right to consultation and participation, and continuous improvement.

At the same time, as the FAO says, the Guidelines “are complementary to and support” national, regional and international human rights initiatives that enshrine rights related to the security of tenure of land, fisheries and forests, as well as initiatives aimed at improving governance.<sup>8</sup>

Even though they are voluntary, implementation of the Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests (VGGT) and the Sustainable Development Goals (SDGs), particularly Goal 2, can be strengthened under a rights enforcement approach. By connecting with the human rights framework and instruments, they can progressively guide public policy. Because it is compulsory to enforce human rights, there are a series of judicial enforcement and accountability mechanisms at the national and international level that can be applied to take forward the implementation of the VGGT and SDG frameworks.

Drawing on the participants’ own views, this module seeks to establish clearer and stronger links between the VGGT and the legal and institutional human rights framework in which they are embedded, in order to strengthen implementation of the guidelines.

<sup>8</sup> Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security. CFS. FAO. United Nations, Rome 2012. Page 1, Part 1. Available at: [www.fao.org/docrep/016/i2801e/i2801e.pdf](http://www.fao.org/docrep/016/i2801e/i2801e.pdf)

Session N° 17	The human rights balloon
<b>Objective</b>	Encourage participants to reflect on human rights principles and how they relate to people's individual and group behaviour, drawing on simple and accessible concepts (survival, self-preservation, the idea of "us" and "other people").
<b>Duration</b>	<b>60 mins.</b>
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Give each participant a balloon and ask them to blow it up.</li> <li>2. Ask them to play around with their balloon.</li> <li>3. Next, ask them to think of their balloon as something very important to them that they value highly. They can do this by drawing a symbol on it using a thick marker pen. Ask them if they like their balloon and to express their affection for it.</li> <li>4. Next, give each participant a drawing pin.</li> <li>5. Tell them once that they need to protect their balloon at all costs. Create a bit of 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.</li> </ol> <p><b>Note:</b> It is not advisable to repeat the initial instruction to protect the balloon at all costs. Although many people will ask things like "Do we protect our own?" "Do we attack other people's balloons?", it is better not to answer and launch straight into the countdown to start the game.</p> <p><b>Analysis:</b></p> <ol style="list-style-type: none"> <li>a. This exercise highlights the idea of self-preservation. Ask everyone what very important and highly valued thing they imagined their balloon to be. Based on what the participants say, encourage them to think about aspects such as dignity and life as the basic principles of human rights.</li> <li>b. Next, review the ideas covered in Module 1 "Our organisations" in the first module and ask them if they see any similarity between these and the concepts they have just discussed after the balloon game. Why are they similar?</li> <li>c. Next, ask the participants to identify the paragraphs in the VGGT document where the words "human rights" and "human dignity" appear.</li> <li>d. Show the video of the human rights timeline.</li> <li>e. Conclude the session by emphasising the importance of human rights in the VGGT. The VGGT are governed by the principles of human rights.</li> </ol>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Balloons and drawing pins</li> <li>- Video: United For Human Rights. The Story of human rights: Available at: <a href="https://www.youtube.com/watch?v=oh3BbLk5UIQ">https://www.youtube.com/watch?v=oh3BbLk5UIQ</a></li> </ul>
<b>Source</b>	<b>Adapted from: "From Poverty to Dignity: A Learning Manual on Human Rights Based Development". Dignity International, The Netherlands, 2007.</b>



## 5.1 The VGGT and how they relate to the Human Rights Instruments

The FAO states that “all programmes, policies and technical assistance to improve governance of tenure through the implementation of these Guidelines should be consistent with States’ existing obligations under international law, including the Universal Declaration of Human Rights and other international human rights instruments.”<sup>9</sup>

The human rights instruments provide for an integrated approach, not only to the problem of the lack of access to food and its availability, but also the shortfalls and difficulties in access, availability and security of the various means necessary to obtain food – including land and other essential productive resources – present in different specific local contexts.

Although there is no human right to land, rural communities’ right to land is implicit in other human rights enshrined in the international treaties: the right to own property, the right to free determination, ethnic minorities’ right to their cultural life, and the right to an adequate standard of living. The first three provide frontline safeguards for the land rights of people who already own land; only the right to an adequate standard of living, on its own or in combination with other rights, provides the basis for people without land to demand their right to it.<sup>10</sup>

The **Universal Declaration of Human Rights (UDHR)**. Everyone’s right to own property, alone or in association with others, and the right not to be arbitrarily deprived of their property, is enshrined in Article 17.

9 Voluntary Guidelines on the Governance of Tenure at a glance. FAO, Rome 2012. Available at: [www.geoeduca.org/labendicion/docus/i3016s.pdf](http://www.geoeduca.org/labendicion/docus/i3016s.pdf)

10 Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security. CFS. FAO. United Nations, Rome 2012. Available at: [www.fao.org/docrep/016/i2801e/i2801e.pdf](http://www.fao.org/docrep/016/i2801e/i2801e.pdf)

The **International Covenant on Economic, Social and Cultural Rights (ICESCR)**, which entered into force on 3 January 1976, establishes in Article 11 that the right to an adequate standard of living includes adequate food and the continuous improvement of living conditions. Paragraph 2 of Article 11 instructs States to adopt more immediate and urgent measures to guarantee “the fundamental right of everyone to be free from hunger” and malnutrition. The right to adequate food is realised when every man, woman and child, alone or in community with others, has physical and economic access at all times to adequate food or means for its procurement (including land).

In its **General Comment N°12**, the **CESCR Committee** establishes that the right to adequate food “shall not therefore be interpreted in a narrow or restrictive sense which equates it with a minimum package of calories, proteins and other specific nutrients.” On the contrary, the importance of the productive resources required to access food and have it available – such as land, water, credit and technical training – must also be considered. Availability is understood to mean the possibilities a person has for feeding themselves directly, by farming productive land or using other natural sources of food.

The **International Covenant on Civil and Political Rights**. Similarly to the ICESCR, in relation to land it establishes in Article 1 that all peoples have the right to self-determination and to freely pursue their economic, social and cultural development. In no case may they be deprived of their own means of subsistence.

The **Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)** establishes in Article 14 that rural women have the right to full and equal access to economic resources. In particular, clause g) recognises their right to have access to agricultural credit and loans, marketing facilities and appropriate technology, and to receive equal treatment in land and agrarian reform plans and resettlement schemes.

**ILO Convention 169** is one of the international treaties that defines indigenous people’s land rights in the greatest detail. Article 14, among others, establishes that “The rights of ownership and possession of the peoples concerned over the lands which they traditionally occupy shall be recognised. In addition, measures shall be taken in appropriate cases to safeguard the right of the peoples concerned to use lands not exclusively occupied by them, but to which they have traditionally had access for their subsistence and traditional activities. Particular attention shall be paid to the situation of nomadic peoples and shifting cultivators in this respect.”

The **American Convention on Human Rights (ACHR)** forms part of the Inter-American Human Rights System. It says in Article 21 that: “1. Everyone has the right to the use and enjoyment of his property. The law may subordinate such use and enjoyment to the interest of society. 2. No one shall be deprived of his property except upon payment of just compensation, for reasons of public utility or social interest, and in the cases and according to the forms established by law. 3. Usury and any other form of exploitation of man by man shall be prohibited by law.”

<b>Session N°18</b>	<b>The Human Rights Lane: the right to land and territory in the treaties</b>
<b>Objective</b>	Identify where matters regarding land, fisheries and forests are mentioned in the human rights treaties
<b>Duration</b>	<b>60 mins.</b>
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Prepare placards with summary versions of the various human rights treaties (See in annexes: IDHR, ICESCR, ICCPR, CEDAW, CERD, the San Salvador Protocol, the Declaration on the Right to Development). Hang the placards along a route (the Human Rights Lane).</li> <li>2. The participants get into the same groups that worked on the VGGT procedures (session 13). Give each group a list of their problems related to the tenure of land, fisheries and forests. Each group takes a walk along the Human Rights Lane, where the placards showing various international treaties are posted. They should identify the provisions or articles where rights related to their problems are mentioned.</li> <li>3. When they identify the rights corresponding to each problem, the group should note down the convention/treaty where they are mentioned and the specific articles, especially those that refer to the right to food, land and territory.</li> <li>4. The trail should last approximately 20 minutes</li> </ol> <p><b>Analysis:</b></p> <ol style="list-style-type: none"> <li>a) Back in the room, the facilitator asks: What did you think of this activity? What similarities or differences did you find between the VGGT and human rights in the various treaties? How important are these rights in the treaties?</li> </ol>

<p><b>Activity</b></p>	<p>b) The right to land and food has always occupied an important place in human rights treaties, but it should be understood that its meaning in these treaties is linked to human dignity and poverty eradication.</p> <p>c) Conduct a more in-depth analysis of Article 11 of the ICESCR, the CESCR Committee's General Comment N° 12, and ILO Convention 169.</p> <p>d) In contrast to the VGGT, the human rights treaties are mandatory and there are established mechanisms to enforce compliance with them.</p> <p>e) Take advantage of the discussion to explain the difference between a convention, a treaty, a covenant and a declaration, and clarify the voluntary nature of the VGGT.</p>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>- Summaries of human rights treaties (see annex)</li> <li>- Wool or sticky tape</li> <li>- Printed copies of summary human rights treaties</li> </ul>
<p><b>Facilitator Source</b></p>	<p><b>Adapted from: "From Poverty to Dignity: A Learning Manual on Human Rights Based Development". Dignity International, The Netherlands, 2007.</b></p>



## 5.2 Rights related to land in our Constitution

The VGGT establish a series of guidelines and recommendations to ensure that countries' domestic laws recognise and protect the rights to tenure, ownership and use of land, forests and fisheries.

In order to determine whether these laws reflect the provisions made in the international human rights instruments and the VGGT, we need to look at the Constitution and the place that human rights occupy in the hierarchy of domestic laws.

A country's Constitution is the most important national instrument for guaranteeing human rights. Constitutions often contain a significant amount of text on rights and set out how States understand their obligations. Sometimes they also include mechanisms to protect rights, either by means of institutions such as the Human Rights Defender or National Human Rights Commissions, or specific guarantees to defend rights and provide a timely response in matters that could cause irreparable damage. The Constitution places limits on the exercise of power by public institutions.

A country's Constitution not only includes a set of rights for its own citizens, but also determines the status of human rights treaties and gives citizens the legal power to resort to any court and national authorities to ensure that their rights are respected. This text is known as the "constitutional block".

<b>Session N°19</b>	<b>Activity: the VGGT in our Constitution</b>
<b>Objective</b>	Identify the constitutional rights related to ESCR and the VGGT
<b>Duration</b>	<b>30 mins.</b>
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Hand out a copy of the country's Constitution and a leaflet summarising the VGGT to each participant.</li> <li>2. Participants work in the same groups as in the Human Rights Lane activity.</li> <li>3. Ask them to look for the chapters in the Constitution that mention rights related to land, productive resources and Sustainable Development Goal 2.</li> </ol>

<p><b>Activity</b></p>	<p><b>Analysis:</b></p> <p>a) How important is land-territory and agricultural development in the rights enshrined in our Constitution? What mission and role does our Constitution confer upon the State with regard to these rights? Are constitutional rights respected in our country? If so, how?</p> <p>b) Next, the facilitator presents the articles in the “constitutional block” and explains where the international treaties stand in the constitutional hierarchy.</p> <p>c) Based on this review of the “constitutional block”, analyse the question: How high do human rights rank in our country’s laws?</p>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>- Copies of the Constitution</li> <li>- Summary version of the VGGT</li> </ul>
<p><b>Source</b></p>	<p>UNITAS Urban Programme, <b>Facilitator’s Guide on the SDGs, unpublished, 2015</b></p>

### 5.3 The State’s obligations with regard to ESCR and how this relates to the issues of land, fisheries and forests

The Guidelines should be interpreted and applied consistent with existing obligations under national and international law, and with due regard to voluntary commitments under applicable regional and international instruments.

States have specific obligations to respect, protect and fulfil human rights. When a government ratifies an international human rights treaty, it assumes three types of obligation. These are known as the obligations to respect, to protect and to fulfil. There are specific obligations that States must undertake to comply with, arising from the rights related to land tenure and ownership.

- The obligation to **respect** means that the State itself must not violate a human right. It requires States to refrain from any action that could interfere with its citizens’ enjoyment of their rights. It implies restraint. With regard to the human right to food, this means that forced displacement or eviction from land without proper compensation by the State are violations of the right to food because the victims lose their access to the land that is the source of their sustenance<sup>11</sup>.

<sup>11</sup> Ibid. page. 49

- The obligation to **protect** means that the State must act to protect one person's human right from being violated by other people. This obligation implies that the State must urge individuals and organisations to respect the rights of others, and impose sanctions to punish human rights violations committed by private individuals or organisations. It implies taking action. With regard to the human right to food, this means being vigilant to ensure that companies or private individuals do not deprive other people of access to adequate food and the means to obtain it, including land and other essential productive resources.
- The obligation to **fulfil** requires the State to act to achieve the full realisation of rights. Such actions may include enacting laws, implementing budgetary or economic measures, or making the work of the justice system and administrative agencies more effective. It implies actions to guarantee that the people who need to can access and use productive resources so that they can secure their livelihoods, including food.

To understand and apply the State's obligations with regard to human rights, it can be very useful to study the following documents:

1. ***The International Covenant on Economic, Social and Cultural Rights, to explain the nature of States' obligations:*** the nature of the obligations States have to respect, protect and fulfil is particularly highlighted in this treaty. This Covenant is also related to several of the Sustainable Development Goals.
2. **General Comment No. 3 (1990)** – This additional document drawn up by the body that oversees the International Covenant on ESC Rights (the CESCR Committee) describes and explains the exact nature of States' obligations clearly and in detail. It has interpretive value and can be cited as an official UN document.
3. **General Comment No. 12 (1992)** – Likewise drawn up by the CESCR Committee, this describes the characteristics of the human right to adequate food and how it relates to associated rights such as the right to the means necessary to produce food (land, water, etc). It also clearly determines States' obligations in this area in particular.

Although these are the documents most closely related to the content of the VGGT, point 4.8 of the Guidelines stipulates that, "Given that all human rights are universal, indivisible, interdependent and interrelated, the governance of tenure of land, fisheries and forests should not only take into account rights that are directly linked to access and use of land, fisheries and forests,

but also all civil, political, economic, social and cultural rights. In doing so, States should respect and protect the civil and political rights of defenders of human rights, including the human rights of peasants, indigenous peoples, fishers, pastoralists and rural workers, and should observe their human rights obligations when dealing with individuals and associations acting in defence of land, fisheries and forests.”<sup>12</sup>

Session N°20	Snapshots
<b>Objective</b>	Identify the State’s obligations with regard to ESCR and how this links to the VGGT commitments
<b>Duration</b>	<b>60 mins.</b>
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. It is a good idea to start with a popular theatre exercise to help participants feel more comfortable with role play. First, ask two participants to stand facing each other as though they were in front of a mirror. One of them has to mirror the movements of the other, with 5 or 6 different movements. Next, all the participants together use bodily movements to turn themselves into a tree in 7 steps, starting from being seeds and ending with the mature tree. This will help them to loosen up and feel comfortable in the space.</li> <li>2. In the second part of this activity, participants split into 3 groups. To start with, as a practice, each group can represent the scene of a traffic accident in the form of a snapshot or still photo, using only their bodies, no props. After this practice, the same groups work on the following activity: <ul style="list-style-type: none"> <li>➤ Give each group a card with one of the following words: respect, protect, fulfil (realise/guarantee).</li> <li>➤ Give the groups a list summarising the ICESCR. Ask them to choose one of the rights (to food, water, housing, etc.)</li> </ul> </li> </ol>

12 Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security. CFS. FAO. United Nations, Rome 2012. Page 7, Part 2. Available at: [www.fao.org/docrep/016/i2801e/i2801e.pdf](http://www.fao.org/docrep/016/i2801e/i2801e.pdf)

<p><b>Activity</b></p>	<ul style="list-style-type: none"> <li>➤ Tell them to design a snapshot of: 1) a (general) violation of that right and (2) realisation of the State's obligation to respect/protect/fulfil that right, depending on the word on each group's card (10 minutes).</li> <li>➤ Next, each group presents their snapshots to the other two, who have to identify the situation and the right, as well as the role of the State.</li> <li>➤ After the presentation of each snapshot, discuss the right represented and the role of the State, and correct any mistakes if necessary (20 minutes).</li> </ul> <p><b>Conclusion of the session.-</b></p> <ul style="list-style-type: none"> <li>a) The facilitator gives a presentation of the State's obligations with regard to human rights. (a suggestion of presentation is in annexes)</li> <li>b) Place emphasis on the State's obligations with regard to human rights and their meaning. Next, explain the commitments States undertake in terms of the right to property (to own land), the right to free determination, the right to food, and related issues such as access to and availability of productive resources.</li> </ul>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>- Cards</li> <li>- Data Show</li> <li>- Marker pens</li> </ul>
<p><b>Source</b></p>	<p><b>Adapted from: "From Poverty to Dignity: A Learning Manual on Human Rights Based Development". Dignity International, The Netherlands, 2007.</b></p>



## 5.4 Human rights systems and monitoring bodies related to the VGGT

When they ratify the various regional or global human rights treaties/covenants/conventions, States parties accept their obligation and responsibility at the national and international level for complying with them. As an essential part of this commitment, States agree to submit to the authority of the regional or international human rights protection systems and monitoring bodies. These bodies are able to produce regular reports and hear complaints about individual situations, depending on the case.

### ***The Inter-American Human Rights System***

The Inter-American System for the protection of human rights is a regional protection system which emerged with the adoption of the American Declaration of the Rights and Duties of Man (1948), the Charter of the Organization of American States (1948) and the American Convention on Human Rights (which was adopted in 1969 and came into force in 1978), all of which were established in the framework of the Organization of American States.

The Inter-American System consists of two main bodies: the Inter-American Commission on Human Rights (IACHR) and the Inter-American Court of Human Rights.

The *Inter-American Commission on Human Rights* has its headquarters in Washington, DC, in the United States. It is composed of seven independent members with a recognised background in human rights. They serve in a personal capacity and are not representatives of any government. They are elected by the General Assembly of the OAS for a four-year term. The main function of the IACHR is to promote the observance and defence of human rights, as well as serving as the OAS consultative body on these matters. The Commission has a broad mandate. It:

- Receives, analyses and investigates complaints alleging violations of human rights
- Requests that States adopt precautionary measures to prevent serious and irreparable harm to human rights in serious and urgent cases
- Holds hearings during its periods of sessions when it invites individuals from civil society and State representatives to discuss situations or complaints of rights violations lodged with the system

- Monitors the general human rights situation in the OAS's member States and, when it deems appropriate, publishes country-specific human rights reports
- Creates rapporteurships to study issues of regional interest and relevance
- Conducts visits to countries to analyse the general human rights situation on the ground or investigate specific cases.

The *Inter-American Court of Human Rights* was established in 1979 after the American Convention on Human Rights entered into force, and has its permanent headquarters in San José (Costa Rica). It is an autonomous judicial institution of the Organization of American States, whose purpose is to enforce and interpret the American Convention on Human Rights and other treaties concerning similar matters. The Court consists of seven judges, who are nominated and elected by the parties to the American Convention for a six-year term and may only be re-elected once.

Individuals, groups and organisations are not allowed to bring a case directly before the Court. The Inter-American Commission can refer a matter to the Court, provided that the State concerned has accepted the Court's authority. The Court bases its rulings on the various regional and international human rights treaties.

The Inter-American Court of Human Rights issued a ruling on 31 August 2001 in the case of the *Mayagna (Sumo) Awas Tingni Community v. Nicaragua* that is considered a landmark in the protection of indigenous communities' rights to land. Basing its judgment on the rights to judicial protection and property enshrined in the ACHR, the Court explicitly pointed to the absence of an adequate state mechanism to respond to the requests of the Awas Tingni community for the titling of its lands, as well as the failure of the Nicaraguan courts to respond to the appeals for protection presented by the community in a reasonably timely manner<sup>13</sup>. The Nicaraguan State also violated the community's rights by failing to recognise and adequately protect its customary land tenure rights and by having granted a private company a logging concession on the community's ancestral lands. It is also important to review the case of the *Saramaka People v. Suriname*, where several of the community's rights were upheld with regard to the recognition of their land and territory.

13 MONSALVE SUÁREZ, Sofía: "Derecho a la tierra y derechos humanos" in DERECHO A LA TIERRA conceptos, experiencias y desafíos. EL OTRO DERECHO, N° 31-32. Page 42. August 2004. ILSA, Bogotá D.C., Colombia.

## **The International (United Nations) System of Human Rights Monitoring Bodies**

The monitoring bodies based on the UN Charter, including the Human Rights Council, and the bodies set up to monitor specific international human rights treaties are UN entities composed of independent experts whose mandate is to monitor States parties' compliance with their obligations.

There are two types of human rights monitoring bodies in the UN system: 1) the bodies based on the UN Charter and 2) the treaty bodies.

### 1) The monitoring bodies based on the Charter include **the Human Rights Council and Special Procedures**

The rapporteurs, together with working groups, form part of the United Nations Human Rights Council's "Special Procedures". The mandate that the United Nations has given them is to "examine, monitor, advise and report publicly" on human rights problems through "activities undertaken by special procedures, including responding to individual complaints, conducting studies, technical cooperation at the country level, and engaging in general promotional activities."

There are some special rapporteurs and working groups that are able to receive communications on issues regarding food, land and territory. These include:

- The Special Rapporteur on the right to food
- The Special Rapporteur on the human rights of internally displaced persons
- The Special Rapporteur on the human rights of migrants
- The Special Rapporteur on minority issues
- The Special Rapporteur on the rights of indigenous peoples
- The Special Rapporteur on the issue of human rights obligations relating to the enjoyment of a safe, clean, healthy and sustainable environment
- The Working Group on the issue of human rights and transnational corporations and other business enterprises
- The Working Group on the use of mercenaries as a means of violating human rights and impeding the exercise of the right of peoples to self-determination

These rapporteurs address a wide range of human rights issues linked to the VGGT and they have different procedures for civil society to make its voice

heard regarding States' fulfilment of their obligations in the area of land, fisheries and forests. These procedures are described on the webpage:

**[http://spinternet.ohchr.org/\\_Layouts/SpecialProceduresInternet/ViewAllCountryMandates.aspx?Type=TM](http://spinternet.ohchr.org/_Layouts/SpecialProceduresInternet/ViewAllCountryMandates.aspx?Type=TM)**

2) The treaty bodies, because they are more specific, may be more effective in protecting or monitoring rights related to the tenure of land, fisheries and forests.

In contrast to a Declaration of Human Rights, which is voluntary in nature, when a State signs up to and ratifies a treaty, it takes on the obligation to adopt measures to ensure that all of the State's citizens can enjoy the rights stipulated in the treaty. In the international or United Nations system, there are ten human rights treaty bodies composed of independent experts with recognised competence on the issues, who are nominated and elected by the States parties to serve fixed-term mandates, renewable every four years. These treaty bodies monitor the exercise of rights in the States parties by means of two mechanisms:

- ✓ Regular reports, which are non-legally binding
- ✓ The mechanism of individual complaints that can be presented against these States.

By using the individual complaints mechanism, which is quasi-judicial in nature, anyone may bring a complaint against a State party alleging a violation of the rights enshrined in the treaty to the body of experts charged with monitoring the treaty. While there are some procedural variations among the 10 mechanisms, their design and operation are very similar<sup>14</sup>. Los procedimientos de cada órgano de tratado pueden consultarse en el sitio web <http://www.ohchr.org/EN/HRBodies/TBPetitions/Pages/IndividualCommunications.aspx>.

The treaty bodies for the treaties that establish rights linked to land, fisheries and forests, and which have reporting or complaints procedures, are underlined in the following table:

<sup>14</sup> Office of the United Nations High Commissioner for Human Rights. Individual Complaint Procedures under the United Nations Human Rights Treaties. Fact Sheet N° 7/Rev.2. Available at: [www.ohchr.org/Documents/Publications/FactSheet7Rev.2.pdf](http://www.ohchr.org/Documents/Publications/FactSheet7Rev.2.pdf). Accessed: 16/08/16, 16:49 hrs.

TREATY BODY	TREATY
1. <u>Human Rights Committee (CCPR)</u>	1. <u>1. International Covenant on Civil and Political Rights (1966) and its optional protocols</u>
2. <u>Committee on Economic, Social and Cultural Rights (CESCR)</u>	2. <u>International Covenant on Economic, Social and Cultural Rights (1966) and its optional protocol (2008)</u>
3. Committee on the Elimination of Racial Discrimination (CERD)	3. International Convention on the Elimination of All Forms of Racial Discrimination (1965)
4. <u>Committee on the Elimination of Discrimination against Women (CEDAW)</u>	4. <u>Convention on the Elimination of All Forms of Discrimination against Women (1979) and its optional protocol (1999)</u>
5. Committee against Torture (CAT)	5. Convention against Torture and Other Cruel, Inhuman or Degrading Treatment (1984)
6. Committee on the Rights of the Child (CRC)	6. Convention on the Rights of the Child (1989) and its optional protocols (2000)
7. Committee on the Protection of the Rights of All Migrant Workers and Members of their Families (CMW)	7. International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (1990)
8. Committee on the Rights of Persons with Disabilities (CRPD)	8. International Convention on the Rights of Persons with Disabilities (2006)
9. Committee on Enforced Disappearances (CED)	9. International Convention for the Protection of All Persons from Enforced Disappearance (2006)
10. Subcommittee on Prevention of Torture and other Cruel, Inhuman or Degrading Treatment or Punishment (SPT)	10. Optional Protocol of the Convention against Torture (OPCAT) (2002)

In the case of Chief Bernard Ominayak and the Lubicon Lake Band v. Canada, the indigenous community of Lake Lubicon made use of the ICCPR Optional Protocol to bring a complaint to the Human Rights Committee against Canada for violating Article 1 of the International Covenant on Civil and Political Rights.

Although at that time the State recognised the right of its indigenous inhabitants to continue their traditional way of life, the government of the province of Alberta expropriated the territory of the Lubicon Lake Band to serve the interests of private companies who intended to prospect for gas and oil. The Committee ruled that the case was admissible, although it did not base its arguments on the alleged violation of Article 1. Instead, it referred to Article 27, which establishes that minorities have the right to pursue their own cultural life, to profess and practise their own religion, and to use their own language.<sup>15</sup> Thus, the Committee adopted a broad interpretation of Article 27 and applied it to the protection of land and territory.

ILO Convention 169 is particularly important for issues of indigenous rights and territory. The International Labour Organization is a UN agency but it is not a treaty body. Because indigenous peoples are not part of the ILO's tripartite governing structure, which represents governments, employers' and workers' organisations, they are unable to communicate information and comments on the implementation of the Convention directly. Neither are they able to present complaints with the aim of ensuring that the ILO's monitoring bodies are aware of the progress, challenges or violations of the Convention with regard to problems of land and territory. In practice, however, indigenous peoples have forged alliances, especially with trade unions, to present information, comments and complaints.

The Committee of Experts on the Application of Conventions and Recommendations (CEACR) examines government reports and makes comments for the State concerned with the aim of guiding the process of applying the convention. The comments made by the Committee of Experts are presented next to the Conference Committee on the Application of Standards, which selects a small number of these comments to be discussed in a tripartite forum, which then draws up conclusions for the States concerned<sup>16</sup>.

15 MONSALVE SUÁREZ, Sofía: "Derecho a la tierra y derechos humanos" in DERECHO A LA TIERRA conceptos, experiencias y desafíos. EL OTRO DERECHO, N° 31-32. Page 55. August 2004. ILSA, Bogotá D.C., Colombia.

16 [http://www.ilo.org/global/standards/subjects-covered-by-international-labour-standards/indigenous-and-tribal-peoples/WCMS\\_205230/lang--es/index.htm](http://www.ilo.org/global/standards/subjects-covered-by-international-labour-standards/indigenous-and-tribal-peoples/WCMS_205230/lang--es/index.htm)

Session N°21	Role-play on marriage
<b>Objective</b>	Find out about the regional and international human rights protection and monitoring systems linked to land and other productive resources
<b>Duration</b>	<b>80 mins.</b>
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Ask a group of 5 volunteers to act out a role-play.</li> <li>2. Give them some pointers by telling them that 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.</li> <li>3. At the beginning of the relationship 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. (The groups should decide on the details of the script.)</li> <li>4. Once they have acted out the role-play, ask the participants what they think about it. Does the couple have obligations before they get married? Do obligations arise from getting married? Why? What are they?</li> <li>5. Present the slide or table showing the covenants/treaties looked at during the Human Rights Lane activity and their respective treaty bodies. Place emphasis on the difference between a treaty, a convention, a declaration and a covenant. Explain what they are, making comparisons with contracts and formal and informal or tacit agreements in everyday life (eg. marriage, relationship, sales contract, rent contract, etc.)</li> <li>6. Make the analogy between the protection and monitoring bodies and the bride's family.</li> </ol> <p><b>Analysis:</b></p> <ol style="list-style-type: none"> <li>a) As we saw with human rights, signing international treaties and covenants brings with it certain commitments and follow-up obligations.</li> <li>b) Can civil society report or present complaints about the State's failure to respect the rights related to the VGGT? Why? Do the VGGT arise from a treaty, a declaration or a covenant?</li> <li>c) Who is the State accountable to with regard to the fulfilment of land rights and the VGGT?</li> <li>d) How can the enforceability of human rights, especially the ESCR, help us to take forward the VGGT?</li> </ol>

<b>Materials</b>	<ul style="list-style-type: none"><li>- Slides or table showing the treaties and treaty bodies (see annexes)</li><li>- Data show</li></ul>
<b>Source</b>	UNITAS Urban Programme, <b>Facilitator's Guide on the SDGs, unpublished, 2015</b>



## 6.1 Constitutional reviews to defend citizens' rights

Constitutional reviews are a type of **judicial appeal** to safeguard citizens' constitutional rights. A specific court, which may be a Constitutional Court, the Supreme Court or a constitutional rights adjudicator, hears the appeal and rules on it in keeping with each country's procedural law. In some constitutions, there are different types of lawsuits that can be used for development matters and to defend human rights. The aim of this section of the guide is to identify these types of lawsuits and analyse how they apply to issues related to land and food.

Session N° 22	Constitutional rights lawsuits
<b>Objective</b>	Identify and interpret the constitutional rights lawsuits provided for in the Constitution
<b>Duration</b>	40 mins.
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. In plenary, with the help of copies of the Constitution, look at the constitutional rights lawsuits that can be brought in the country.</li> <li>2. Participants get into groups based on the number of different lawsuits identified.</li> <li>3. Each group studies the nature of their lawsuit and the procedures involved.</li> <li>4. Using drawings and other materials available, the groups design a roadmap of the relevant procedure on a flipchart. It should include the name of the lawsuit, the situations it applies to, its purpose and the type of rights it protects (civil, political, economic, social and cultural).</li> </ol> <p><b>Analysis:</b></p> <ol style="list-style-type: none"> <li>a) Once the groups have presented their roadmaps, analyse which could be the most useful for taking forward the implementation of the VGGT and the SDGs in relation to the problems identified as a priority by the participants.</li> <li>b) Mark the flipcharts with the selected lawsuits and hang them in a visible place until the end of the workshop.</li> </ol>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Copies of the Constitution</li> <li>- Guide to how the Constitution relates to ESCR</li> </ul>
<b>Source</b>	UNITAS Urban Programme, <b>Facilitator's Guide, 2014.</b>

Session N° 23	Mock hearing
<b>Objective</b>	To find out more about the regional petitions and individual complaints system
<b>Duration</b>	<b>40 mins. Preparation</b>
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Give a presentation of the main characteristics, roles and procedures of the human rights protection bodies.</li> <li>2. If needed, choose a case with a report (preferably finding it admissible) from one of these bodies (regional commission or UN treaty bodies). The case should be related to land rights or the problems identified by the participants. Also prepare copies of the articles of the treaty alleged to have been violated.  <b>Note.-</b> Reports on court rulings in cases such as <i>Awas Tingni v. Nicaragua</i> or <i>Saramaka v. Suriname</i> are very illustrative of these types of problem. The reports are available on the Inter-American Court of Human Rights website: <a href="http://corteidh.or.cr/">http://corteidh.or.cr/</a></li> <li>3. Based on this report, the facilitator writes a summary of the petitioners' and the State's positions, and the Commission or Committee's ruling.</li> <li>4. Participants get into three groups: 1) petitioners, 2) State and 3) Commission or Committee. Give copies of the summaries of the petitioners' and the State's positions to groups 1 and 2 respectively. Only Group 3, which is the Commission or Committee, is allowed to see the final ruling, as well as the two sides' positions. The three groups should also have the relevant articles of the convention or treaty referred to in the case.</li> <li>5. After they study the case, arrange the furniture in the room in a U shape for the mock hearing. The group acting as the Commission or Committee will chair the hearing, allocating each side 3 minutes to present its arguments and another 3 minutes for replies and rebuttals. Then the Commission reads out its ruling, which is the same as in the summary of the case.  <b>Analysis:</b> <ol style="list-style-type: none"> <li>a) What did you think of the activity? Why did the Commission or Committee rule the case admissible? What were the arguments in dispute? Did the two sides argue the merits of their case clearly?</li> <li>b) Next, clarify the admissibility requirements (exhaustion of domestic remedies, application deadline, procedure for bringing the case to the Commission, compatibility, etc.)</li> <li>c) The facilitator should help participants to identify the obligations that the State has failed to fulfil in the case presented and analyse how a good case can be built and brought before the Commission or the relevant Committee. The facilitator should also help participants to fully understand the case.</li> <li>d) The activity can help to open up a discussion about what happens after the case has been declared admissible, the rulings issued by these bodies and the results that can be obtained in the quasi-judicial and court systems.</li> <li>e) Finally, analyse the viability of this mechanism for addressing land tenure issues in the framework of the VGGT.</li> </ol> </li> </ol>

<p><b>Activity</b></p>	<p><b>Recommendations.-</b></p> <ul style="list-style-type: none"> <li>✓ The decision to work on a ruling on admissibility or a ruling on the merits of a case is very important. This will depend on the group's interests and experience. If they are organisations looking at the issue for the first time, it is advisable to start by analysing a ruling on admissibility. This will enable them to gain a better understanding of how to access the regional complaints systems, and also allow them to understand the procedures as a whole.</li> <li>✓ It is a good idea to start by recalling the role-play activity on marriage (see Module 5), clarifying that this will be a complaint based on obligations that have been signed up to.</li> <li>✓ Bear in mind that this is group work, and people who have some legal training will find it easier, but the challenge is to enable the whole group to understand the case and the procedures. That is why the explanations need to be given first, before starting the activity.</li> <li>✓ For the same reason, it might also be necessary to give some background information on the case before starting the activity. For example, in the case of the Saramaka People v. Suriname, the issue was concessions granted to private companies, the Saramaka were not recognised as an indigenous people, etc.</li> <li>✓ Before giving out the copies of the report or ruling to the groups, it is a good idea to underline important sentences or phrases to make it easier for the participants to understand.</li> <li>✓ It is necessary to differentiate between admissibility arguments (arguments regarding the formal procedures for presenting the complaint) and arguments on the merits of the case.</li> <li>✓ It is important to have a copy of the relevant articles of the convention or treaty referred to in the case to make it easier for the participants to understand the arguments.</li> <li>✓ It is important to differentiate between admissibility procedures and the hearing on the merits of the case.</li> </ul>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>- Case of a rights violation in a relevant country brought before a Committee or Commission</li> <li>- Copies of the treaty or convention articles related to the case (in the case of Saramaka v. Suriname see: ILO Convention 169)</li> </ul>
<p><b>Source</b></p>	<p>UNITAS Urban Programme, <b>Facilitator's Guide, 2014.</b></p>



## THE VGGT IN LOCAL PLANNING: PROPOSALS FOR CHANGE

According to the United Nations Development Programme (UNDP)<sup>17</sup>, the world is more unequal today than at any time since the Second World War. This situation cannot be sustained for much longer. Inequality has jeopardised economic growth and poverty reduction. It has stalled progress on education, health and nutrition for large swathes of the population, thus undermining the very human capabilities necessary for achieving a good life. It has limited opportunities and access to economic, social and political resources. Furthermore, inequality causes social discontent, driving conflict and destabilising society.

The concentration of ownership of large areas of land in a few hands, together with other discriminatory and exclusionary policies, procedures and social norms, is an important factor in inequality in rural areas. The fight against poverty must be closely linked to a reduction in inequality as one of the main challenges. Therefore, implementation of the VGGT implies ensuring fair land distribution processes guided by effective, results-oriented policies aimed at addressing the causes of poverty.

In the national context and in accordance with national law, redistributive reforms may be considered for social, economic and environmental reasons, including in those cases where a high degree of land ownership concentration is combined with a significant level of rural poverty attributable to lack of access to land, fisheries and forests. Redistributive reforms should guarantee that men and women have equal access to land, fisheries and forests.

Together with this, States should eliminate and prohibit all forms of discrimination related to tenure rights, including those resulting from a change in marital status, lack of legal capacity, and lack of access to economic resources. In particular, States should ensure equal tenure rights for women and men, including the right to inherit and bequeath these rights.

States should consider providing non-discriminatory and gender-sensitive assistance to vulnerable people who are unable through their own actions to acquire tenure rights to sustain themselves, to gain access to the services of implementing agencies and judicial authorities, or to participate in processes that could affect their tenure rights. All members or representatives of affected

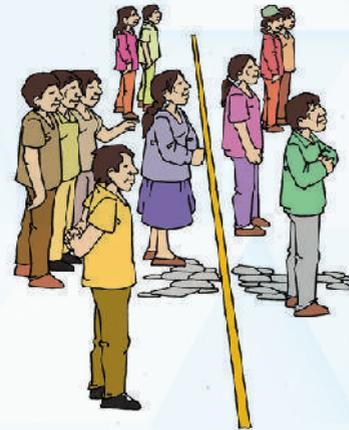
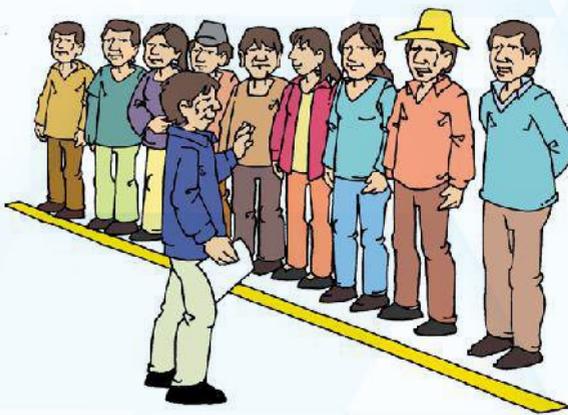
<sup>17</sup> Humanity Divided: Confronting Inequality in Developing Countries. United Nations Development Programme, New York, November 2013.

communities, including vulnerable and marginalised people, should be able to participate fully and effectively in the drafting of policies and laws related to the tenure systems of indigenous peoples and other communities with customary tenure systems.

Session N° 24	Rural inequality: one step forward, one step back
<b>Objective</b>	<ol style="list-style-type: none"> <li>1. Identify the factors that determine inequality in access to land and safeguards that protect tenure rights in the participants' communities.</li> <li>2. Identify the orientation of local and national development plans with regard to the factors that determine inequality in rural areas.</li> </ol>
<b>Duration</b>	<b>120 mins.</b>
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Hand out one role-card to each participant (the roles correspond to different members of society), in keeping with the social and cultural context where the workshop is being held. The role-cards should include categories of people in society who occupy different positions in the rural or agrarian social structure (eg. landless farm labourer, cattle rancher, agribusiness person, cooperative miner, coca grower, indigenous person, CEO of a multinational, owner of a mining concession, etc.). The facilitator should allow each participant to get into the role assigned to them. They have to imagine what this person does in a whole day 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.</li> <li>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.</li> <li>3. Start asking the participants the questions related to the realisation of economic, social, cultural and environmental rights, with an emphasis on rural society. The participants should respond in keeping with their assigned identity (role).                     <p><i>Questions.-</i></p> <ul style="list-style-type: none"> <li>✓ Do you have enough land to produce food to feed your family?</li> <li>✓ Do you have enough food to eat?</li> <li>✓ Do you have a decent house with running water and a toilet?</li> <li>✓ Can you buy new clothes regularly?</li> <li>✓ Do you have good access to medical care when you are ill?</li> </ul> </li> </ol>

<b>Activity</b>	<ul style="list-style-type: none"> <li>✓ Do you have access to a school for your children?</li> <li>✓ Do you have secure tenure to your land?</li> <li>✓ Do you know where to go if there is a conflict over your land?</li> <li>✓ Do you trust the authorities responsible for resolving these conflicts?</li> <li>✓ Are you able to access credit?</li> <li>✓ Do you have enough tools, machinery and inputs to be able to produce?</li> <li>✓ Do you get regular training to be able to produce more and better?</li> <li>✓ Are you able to dispose of your land freely, bequeath it, sell it, lend it, mortgage it, etc.?</li> <li>✓ Are you prepared when a natural disaster happens?</li> <li>✓ Can you marry who you want?</li> <li>✓ Can you vote in national and local elections?</li> <li>✓ Are you afraid of the police?</li> <li>✓ Can you participate in public life in your community and municipality?</li> <li>✓ Do other people respect your opinion?</li> <li>✓ Do you never feel discriminated against?</li> <li>✓ Do you have promotion at work?</li> <li>✓ Are you paid a good wage?</li> <li>✓ Are you paid equal wages for equal work?</li> <li>✓ Is your future secure?</li> </ul> <p>4. If they feel they can answer “yes” to the question, they should take a step forward. If they feel that the answer is “no”, they take a step backward. Some will move forward and others will move back, so that at the end some will have moved ahead of the starting line and others will have stayed behind.</p> <p>5. Ask the participants to stay in their final positions and then reveal their identity, one by one.</p> <p><b>Analysis</b></p> <p>a) The facilitator asks: Did you enjoy the activity? What is the message of this activity? Who are the people discriminated against and marginalised in our rural society? What are the reasons for this marginalisation? (access to land, access to productive resources, sex, ethnic origin, etc.); Who has more land? Who has less? How do these processes affect men and women differently? Do you think everyone is in the right place, according to where society would locate them?</p> <p>b) In plenary, the facilitator presents the key features of the municipal or national development plan.</p>
-----------------	---

<p><b>Activity</b></p>	<p>c) Give participants the documents or outlines of each municipality's plan or their country's plan and ask them to think about whether these plans address the ideological or economic factors that cause the inequality and discriminatory situations that persist in rural areas.</p> <p>d) Going back to the problems identified in Module 1 (problem mapping), analyse the elements in these plans that relate to the problems identified by the participants in relation to the VGGT and SDG 2, and whether these plans offer possibilities for addressing these problems or present difficulties for doing so.</p> <p>e) To open a discussion in plenary, ask: What should be done to overcome rural inequality? What proposals can we implement to overcome inequality?</p> <p><b>Note.-</b> The roles need to be suited to the rural socio-economic and cultural context of the participants.</p>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>- Role cards and list of questions</li> <li>- Local or national development plans</li> </ul>
<p><b>Source</b></p>	<p><b>Adapted from: "From Poverty to Dignity: A Learning Manual on Human Rights Based Development". Dignity International, The Netherlands, 2007.</b></p>



### 8.1 Planning development based on spatial planning

The way in which States – through local and national governments – conduct spatial planning affects tenure rights by placing legal restrictions on the ways land can be used and exploited. Planning is fundamental to ensure that resources are used sustainably and combat unequal access to those resources.

The VGGT stipulate that States should conduct regulated spatial planning and monitor and enforce compliance with those plans, which should include balanced and sustainable territorial development. Spatial planning should reconcile and harmonise different objectives regarding the use of land, fisheries and forests.

States should strive to reconcile and prioritise public, community and private interests and accommodate the requirements for various uses, such as rural, agricultural, nomadic, urban and environmental. Spatial planning should consider all tenure rights, including overlapping and periodic rights. National, regional and local spatial plans should be coordinated.

States should place responsibilities at levels of government that can most effectively deliver services to the people. States should clearly define the roles and responsibilities of agencies dealing with tenure of land, fisheries and forests. States should ensure coordination between implementing agencies, as well as with local governments and indigenous peoples and other communities with customary tenure systems.

States should ensure that there is wide public participation in the development of planning proposals and the review of draft spatial plans to ensure that the priorities and interests of communities, including indigenous peoples and food-producing communities, are reflected. When necessary, communities should be provided with support during the planning process. States should endeavour to prevent corruption by establishing safeguards against improper use of spatial planning powers, particularly regarding changes to regulated use.

Spatial planning should duly take into account agro-ecological approaches and the sustainable intensification of land use, as well as the need to meet the challenges of climate change and food security.

Session N° 25	The scale model of development
<b>Objective</b>	Work on the VGGT and SDG approach in our participatory development plans
<b>Duration</b>	<b>90 mins.</b>
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Ask participants to get into four groups. Give the groups the news that thanks to a million-dollar international project they have the opportunity to enter a competition for their locality or municipality to receive the funding they need to eradicate poverty.</li> <li>2. In order to win, they have to present the best regulated spatial planning project for the municipality to a judging panel of funders which includes one international cooperation representative, one official from the municipal government and one from the central government.</li> <li>3. They should illustrate their spatial planning proposal and the ideal distribution of land and productive resources in their municipality by making a scale model, using all the available materials. The model should reflect their development vision and all the projects needed to overcome poverty and inequality. They will have to present the model to the panel of funders, who will ask questions and criticise the project from the standpoint of their respective interests.</li> <li>4. However, in each group there will be an infiltrator hired by a group opposed to the interests of the community. The infiltrator will try to change the orientation of the project so that it fails or favours interests contrary to those of the poorest members of the community. The group should try to identify the infiltrator and denounce him/her; if they denounce the right person, the infiltrator must leave the group. The infiltrator must therefore be very cunning to avoid being thrown out and achieve his/her purpose of sabotaging the project. If they denounce the wrong person, the ones making the false accusation must leave the group, running the risk of weakening it.</li> <li>5. The facilitator hands out pieces of white paper to everyone in the group, explaining that the person who gets the marked paper will be the saboteur. Obviously, the participants must not show their paper to anyone and keep their identity secret.</li> </ol> <p><b>Analysis:</b></p> <ol style="list-style-type: none"> <li>a) Once the scale models have been presented to the judging panel, start in plenary by asking the groups to describe how the process of making the scale model and identifying the infiltrator was for them. The following questions are suggested for this: <ul style="list-style-type: none"> <li>- Questions about making the scale model: How did the group manage to stick to their shared vision of spatial planning and development, taking everyone's interests into account?</li> <li>- Questions about the infiltrator: What doubts or uncertainty did the presence of the infiltrator make you feel? What did that person do to sabotage the project? What ideas did they introduce?</li> </ul> </li> </ol>

<b>Activity</b>	<p>b) What is our development vision and what is the government's? What implications do these visions have for wellbeing and inequality in our municipality? What can we do to build or strengthen participatory development visions and spatial plans of our own, identified by and for the people most in need?</p> <p>c) Analyse the guidelines on spatial planning in point 20, part 5 of the VGGT and the possibility of applying them in our local context.</p> <p>d) Take advantage of the activity to talk about the means that can be used to ensure that the community is genuinely involved in spatial planning processes, including those we have looked at during the course.</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Various different materials that may be available</li> <li>- VGGT document</li> </ul>
<b>Source</b>	UNITAS Urban Programme, <b>Facilitator's Guide</b> , 2014.



Session N° 26	Group design of draft plans and proposals for implementing the VGGT
Objective	Apply all the knowledge acquired to design advocacy plans to get the VGGT implemented in our contexts
Duration	80 mins.
Activity	<ol style="list-style-type: none"> <li>1. Participants get into groups by municipality, with subgroups by municipality.</li> <li>2. Based on the problems identified in Module 1 and the spatial planning proposal from the previous activity, ask them to determine the scope and content of the VGGT and how it could be used in advocacy work on a specific issue in their municipality.</li> <li>3. Ask them to draft a proposal for action and a work plan for implementing it. They should present the proposal in a matrix on a flip chart that must include the following points: <ul style="list-style-type: none"> <li>➤ Problem to be addressed</li> <li>➤ Rights violated (how these rights are affected, using reasoned arguments based on the VGGT and human rights)</li> <li>➤ People affected</li> <li>➤ Those responsible for the rights violation</li> <li>➤ State institutions obliged to respect, protect or fulfil these rights</li> <li>➤ Purpose of the action</li> <li>➤ Components of the action (legal, political, communications)</li> <li>➤ Resources required for the action</li> <li>➤ Time schedule and people responsible.</li> </ul> </li> <li>4. The groups present the matrices of their draft proposal.</li> <li>5. The facilitator reviews the matrices and suggests adjustments to them.</li> <li>6. The criteria for evaluating the proposal are based on the PANEL principles: <ul style="list-style-type: none"> <li><b>Participation.-</b> They should provide for the community to be involved.</li> <li><b>Accountability.-</b> They should establish mechanisms and times for information and feedback to the community.</li> <li><b>Non-discrimination.-</b> They should involve vulnerable groups.</li> <li><b>Empowerment.-</b> The activities should tend to improve the decision-making capacity of the community, especially the most excluded groups.</li> <li><b>Links with human rights standards.-</b> The objectives should be aimed at addressing VGGT-related problems and include reasoned arguments based on the provisions made in the guidelines and human rights. Ideally, they should include activities that make use of the human rights enforceability tools and procedures.</li> </ul> </li> </ol>
Materials	Matrices
Source	UNITAS Urban Programme, <b>Facilitator's Guide, 2014.</b>





# PARTICIPANTS



N°	Name and surname	City / Country	Institution / organization
1	NOE COCA CACERES	Yapacaní, Santa Cruz - Bolivia	Gobierno Autónomo Municipal de Yapacaní
2	EUSEBIO MELEAN SILES	Yapacaní, Santa Cruz - Bolivia	Asociación de Productores Semilleristas "Nuevo Amanecer" SENA
3	BETTY ANDUARY	Charagua, Santa Cruz Bolivia	Asamblea de Pueblo Guaraní—APG
4	WILMA ORUÑO MAMANI	Taraco, La Paz - Bolivia	Gobierno Autónomo Municipal de Taraco
5	SEBASTIAN MAMANI QUISPE	Taraco, La Paz - Bolivia	Gobierno Autónomo Municipal de Taraco
6	ALFREDO CHUVIRÚ GARCIA	Lomerio, Santa Cruz Bolivia	Gobierno Autónomo Municipal de San Antonio de Lomerio
7	JOSÉ MASAY SOQUERÉ	Lomerío, Santa Cruz Bolivia	Gobierno Autónomo Municipal de San Antonio de Lomerio
8	ELMAR MASAY SOQUERÉ	Lomerío, Santa Cruz Bolivia	Central Indígena de Comunidades Originarias de Lomerio
9	AGUSTIN MOY YUBANURE	Lomerío, Santa Cruz Bolivia	Central Indígena de Comunidades Originarias de Lomerio
10	FRANZ EDWIN GONZALES TIRADO	Yamparáez - Chuquisaca BOLIVIA	Gobierno Autónomo Municipal de Yamparáez
11	JOSÉ ALFREDO CLAURE CAMACHO	Yamparáez - Chuquisaca BOLIVIA	Gobierno Autónomo Municipal de Yamparáez
12	JUAN DE LA CRUZ IRAIPI OREYAI	Urubichá, Santa Cruz - Bolivia	Gobierno Autónomo Municipal de Urubichá
13	SARA MULLER HEREDIA	Las Piedras, Gonzalo Moreno, Pando - Bolivia	Federación Regional de Mujeres Campesinas Indígena Originario Bartolina Sisa
14	SHIRLEY BARBA ROSSEL	Las Piedras, Gonzalo Moreno, Pando - Bolivia	Federación Sindical Única de Trabajadores Campesinos Regional Madre de Dios Pando
15	PATRICIA SALINAS	Las Piedras, Gonzalo Moreno, Pando - Bolivia	Gobierno Autónomo Municipal de Gonzalo Moreno
16	ANTELO TICONA CALLISAYA	Batallas, La Paz Bolivia	Central Agraria Unión Catavi Gobierno Autónomo Municipal de Batallas
17	ANDREA SEGALES CONDORI	Batallas, La Paz Bolivia	Gobierno Autónomo Municipal de Batallas
18	WALTER LIMACHE	La Paz - Bolivia	Programa Nina Unión Nacional de Instituciones para el Trabajo de Acción Social - UNITAS
19	LUCÍA SANTOS PERALTA	Lima - Perú	Centro Peruano de Estudios Sociales - CEPES
20	EUFEMIA MIJAHUANCA MARTINEZ	Aymaraes - Perú	Federación de Mujeres de la Provincia de Aymaraes FEMUPAY

21	BLANDINA CONTRERAS YANCE	Victor Fajardo - Ayacucho Perú	Organización de la Mujer Campesina e Indígena—OMUCAI Pachamama Confederación Campesino del Perú - CCP
22	CÉSAR MANUEL OLIVARES CAMPOS	Huancavelica - Perú	Centro de Estudios y Pro-moción del Desarrollo - DESCO
23	EDITH ARONI CHAMPI	Huancavelica - Perú	Comunidad Campesina de Pilpichaca
24	LLUBISA M. EGG TAMAYO	Palcazu - Perú	Cooperativa Apasc Sancore Palcazu
25	MAUD OUZILLEAU	Bordeaux - Francia	UNITAS - Programa Urbano
26	CECILIA CORDOVA	La Paz - Bolivia	CHRISTIAN AID

## List of facilitators team Programa Urbano - UNITAS

- 1 CARLOS REVILLA
- 2 WALTER ARTEAGA
- 3 ALFREDO CAHUAYA
- 4 KATHERINE ILLANES
- 5 DAVID BIRBUET
- 6 ARTURO QUINTEROS
- 7 ELIODORA LAURA





Alianza por el  
Derecho Humano  
a la Alimentación  
Adecuada



Por un mundo sin hambre



## ANNEXES

- **Summaries of human rights treaties**

From Poverty to Dignity “a learning manual on human rights based development” Summaries of human rights treaties. (Pages 51, 84 – 94):

<http://dignityinternational.org/v3/wp-content/uploads/2014/03/Manual-Full.pdf>

- **LEAFLET 1, 2, 3 VGGT**

[http://www.redunitas.org/LEAFLET 1, 2, 3 VGGT.pdf](http://www.redunitas.org/LEAFLET_1,2,3_VGGT.pdf)

- **LEAFLET 4 VGGT**

[http://www.redunitas.org/LEAFLET VGGT 4.pdf](http://www.redunitas.org/LEAFLET_VGGT_4.pdf)

- **Presentación Cuerpos de Tratados y Observaciones Generales (Only in Spanish version)**

[http://www.redunitas.org/Cuerpos de Tratados y Observaciones Generales.pdf](http://www.redunitas.org/Cuerpos_de_Tratados_y_Observaciones_Generales.pdf)

- **Presentación Obligaciones DESC (Only in Spanish version)**

[http://www.redunitas.org/Presentacion Obligaciones DESC.pdf](http://www.redunitas.org/Presentacion_Obligaciones_DESC.pdf)

- **VGGT AT A GLANCE**

[http://www.redunitas.org/FAO VGGT AT A GLANCE.pdf](http://www.redunitas.org/FAO_VGGT_AT_A_GLANCE.pdf)

- **Voluntary Guidelines on the esponsible Governance of tenure of land, fisheries and forests in the Context of national food security**

[http://www.redunitas.org/FAO VGGT VOLUNTARY GUIDELINES.pdf](http://www.redunitas.org/FAO_VGGT_VOLUNTARY_GUIDELINES.pdf)

- **Video: Responsible Governance of Tenure. European Union – FAO**

<https://www.youtube.com/watch?v=dLqbi8xu3gw>

- **Video: United For Human Rights. The Story of human rights:**  
<https://www.youtube.com/watch?v=oh3BbLk5UIQ>
  
- **Annex 3 - María story (Asni's Story). From Poverty to Dignity "a learning manual on human rights based development" Page 104 105**  
<http://dignityinternational.org/v3/wp-content/uploads/2014/03/Manual-Full.pdf>
  
- **Infografía 1 caso Bolivia (Only in Spanish version)**  
[http://www.redunitas.org/Infografia\\_1\\_caso\\_Bolivia.pdf](http://www.redunitas.org/Infografia_1_caso_Bolivia.pdf)
  
- **Report Sustainable Development Goals UN**  
<https://documents-dds-ny.un.org/doc/UNDOC/GEN/N15/437/14/PDF/N1543714.pdf?OpenElement>
  
- **Matrix 1**  
[http://www.redunitas.org/MATRIX\\_1.docx](http://www.redunitas.org/MATRIX_1.docx)
  
- **Matrix 2 Y 3**  
[http://www.redunitas.org/Matrix\\_2\\_Y\\_3.docx](http://www.redunitas.org/Matrix_2_Y_3.docx)
  
- **Presentación NNUU taller DVGT ODS (Only in Spanish version)**  
[http://www.redunitas.org/Presentacion\\_NNUU\\_taller\\_DVGT\\_ODS.pdf](http://www.redunitas.org/Presentacion_NNUU_taller_DVGT_ODS.pdf)
  
- **Agenda patriótica Bolivia esquema (Only in Spanish version)**  
[http://www.redunitas.org/Agenda\\_patriotica\\_Bolivia\\_esquema.pdf](http://www.redunitas.org/Agenda_patriotica_Bolivia_esquema.pdf)
  
- **Bolivia PDES 2016 – 2020 (Only in Spanish version)**  
[http://www.redunitas.org/Bolivia\\_PDES\\_2016\\_2020.pdf](http://www.redunitas.org/Bolivia_PDES_2016_2020.pdf)

- **Perú Plan Bicentenario (Only in Spanish version)**

[http://www.redunitas.org/Peru\\_Plan\\_Bicentenario\\_versionfinal.pdf](http://www.redunitas.org/Peru_Plan_Bicentenario_versionfinal.pdf)

- **Plan Bicentenario Perú esquema (Only in Spanish version)**

[http://www.redunitas.org/Plan\\_Bicentenario\\_Peru\\_esquema.pdf](http://www.redunitas.org/Plan_Bicentenario_Peru_esquema.pdf)

- **Qepi - THE INTEGRATED NATURE OF THE SUSTAINABLE DEVELOPMENT GOALS**

[http://www.redunitas.org/Qepi\\_ingles.jpg](http://www.redunitas.org/Qepi_ingles.jpg)