



# HUMAN RIGHT TO WATER AND SANITATION IN THE CONTEXT OF CLIMATE CHANGE

## Site

Centro de formación de la Cooperación Española en Antigua, Guatemala.

## Colaborators

The contact between REDICA and the AECID was made possible through LA-Wetnet. The course coordination was executed by Lilliana Arrieta from REDICA and Andrea García from AECID.

The course facilitation was a responsibility undertaken by Lilliana Arrieta, Laura Valenciano, David Vega y Tatiana Lopera.

## Approaches

The training course was planned with three main focusses on mind.

1. Water and Sanitation
2. A Human Rights Based Approach
3. Climate Change



## Objetives

To strengthen capacities on the human rights to water and sanitation as a way to we contribute to sustainable water governance and quality of life in Latin America.

## Day 1: Human Rights

Once the activity had commenced and Mrs. Aumesquet and Lilliana Arrieta had welcomed all participants, we had a first session focused on Basic Concepts on Human Rights. The following session was on an HRBA and participants received a pair of "Human Rights Glasses" to remind them of the perspective they must have when it comes to the





## Practical exercises and group work

The facilitators prepared case specific exercises to ensure the appropriation of concepts and knowledge by the participants. Here is a list of the activities facilitated:

- Word search
- Priority population color block, chart to identify vulnerability.
- Standard verification tool
- Gender sensibilization activity, man box
- Gender and water game
- Water Governance video on Ecuadorian experience
- Seecon toolbox
- Letter-to-self, progress evaluation
- Jurisprudence from international courts on human right to water, group work
- Dream basin, group work
- Debate exercise in pairs
- Various groups building activities

access to water and sanitation in their day to day. After lunch we had a session on Rights and Customs taking a trip through the different legal bases to the right to water, ending in customs accepted in specific territories and for previously identified communities. The day ended with a practical individual exercise on the topic of vulnerable and marginalized communities and the importance of addressing specific actions to ensure their effective access to water and sanitation. We used the color block tool included in the HRBA Manual developed by Cap-Net, REDICA, SIWI and Water-Lex back in 2014. We adapted it to the characteristics of the group we were working with and it proved to be a successful tool.

### Day 2: Water and Sanitation

The day began with a presentation by Lilliana Arrieta on the requirements for the fulfilment of both the right to water and sanitation. This session was followed by a different one specifically dealing with the nutrient cycle and sustainable sanitation. Participants used their personal computers or tablets in order to explore the sequin sanitation toolbox. We received positive



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feedback. Right after a short break in the morning we had Ing. Tatiana Lopera facilitating a session on the water cycle and IWRM, followed by Ing. David Vega presenting the carbon cycle and a specific case of a project developed in Panama to fix carbon through green means. Right after lunch Lilliana began her session on Standards and fulfilment parameters for Human Rights. The second day ended with a session on Gender Equality and the relationship of both girls and women to water and sanitation. We prepared two practical group exercises to provide enough space for information to be internalized and applied.

### **Day 3: Human Rights and IWRM**

The day started off with an overview of the instances and instruments available to demand the protection of Human Rights in the Latin American region. Lots of questions and comments were exchanged, serving for a healthy exercise loaded with lots of information. The second session of the day focussed on Agenda 21 and its objectives and chapters. Participants came back from morning coffee break to group work on case studies from: Mexico, Paraguay, Honduras and Colombia. They were assigned to a team, allowed to read through each jurisprudence sample and then comment it. Groups presented the content to one another and a discussion was facilitated by Lilliana Arrieta. After lunch participants learned about IWRM planning cycle subsequently building their dream basin with the following components: physical limits, type of territory, bodies of water, socio-economical activities, infrastructure, ecosystem characteristics and population data.

### **Day 4: Climate Change**

Thursday began with an evaluation activity led by Laura Valenciano. Participants were asked to write a letter to themselves with at least three things they knew that morning that they hadn't known back on Monday morning. This introspection exercise was followed by a couple of presentations by Victor Toledo, Guatemalan participant with plenty of experience in water management in Antigua, Guatemala. He showed rain statistics and the consequences of extreme Climate Change manifestations in the region. David Vega shared an experience by UTP with a wind-based water pump as a solution in a rural area of Panama. The group watched a short video about the project implemented that evidenced the change in availability of water resources and the vulnerabilities faced by the community. Lilliana was in charge of the third session on Climate Change adaptation strategies and how these are tied to the fulfilment of the human right to water and sanitation. The



session broke into group work in which participants used water basin characterisations previously prepared for them to complete a tool created by the facilitator of the session. They identified the vulnerabilities and the need to come up with solutions and goals to improve the situation in their assigned basin.



After lunch Laura facilitated a session on water governance and she ran a video from UNDP and the Ecuadorian government about the experience in a project in a rural community near the city of Cuenca.

### Group responses to water basin exercise:

**Energy:** needs to consider the implication of implementation in the community. Diversify source of energy.

**The use of fertilizers:** Nature reservations should be kept aside from anthropological activities. Strengthen the land by not only exploiting one product.

**Territorial plan:** diversify in an orderly manner and ensure activities are properly situated. This will allow normed and safe economic practices.

**Social:** Promote good relationships between stakeholders via participation and education, as well as accepting ancestral practices as viable options when seeking solutions and equitable distribution of resources.

**IWRM:** The group lacked sources of energy so they proposed hydrological plants and environmental educational programs in school.

**Industrial shifts:** incentives and internal programs to reduce waste production created by the industry.  
**Wetlands:** to aid in the job of cleansing the

**Ecosystems:** Biodiversity will prosper due to the fact that economical and social activities will take place in constant harmony with the environmental conditions.

**Food safety:** avoid monoculture in the agricultural sector. Diminish the use of chemicals and fertilisers in food production. incorporating the

**Deforestation:** protection program to establish a natural reservation that will allow the recuperation of the green areas. Protect water basins via planting of local species that will allow proper water filtering and tightening the land.

**Agricultural practices:** safe and technologically up-to-date that will ensure sustainable production.

**Water treatment:** the use of waste water treatment plants in various levels.

**Solid waste:** recycling, reusing and implementing latest technology in waste treatment plants.

**Quality:** Implementing research and laboratories to ensure water quality and characteristics before it reaches the population and be able to provide preventive measures in case of a change in status.

**Sustainable sanitation:** viewing solid wastes as resources once they've made their way out of treatment plants so they can be used as fertilizers and be taken advantage of.

**Some of the other measures for Climate Change adaptation and the fulfilment of the human Rights to water and sanitation had to do with new functioning laws, resilience, water harvesting, education and recreation.**

### Day 5: International community and active citizenship

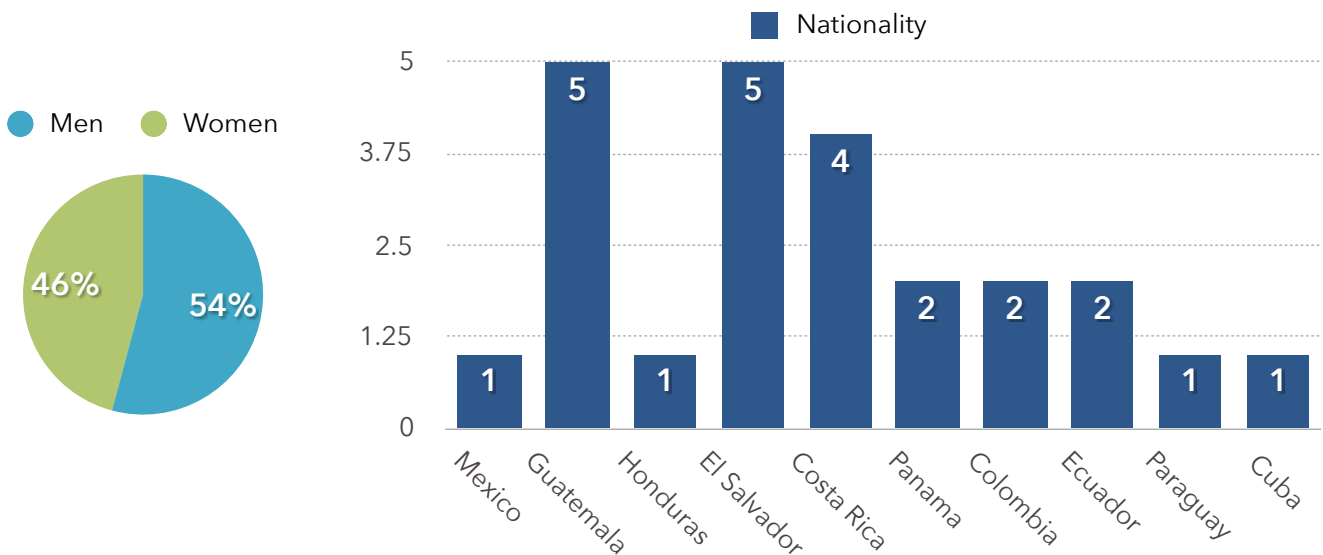
The day started with a presentation on the new Sustainable Development Goals and their implications to the work done by agents in the different levels and sectors of water management and sanitation.

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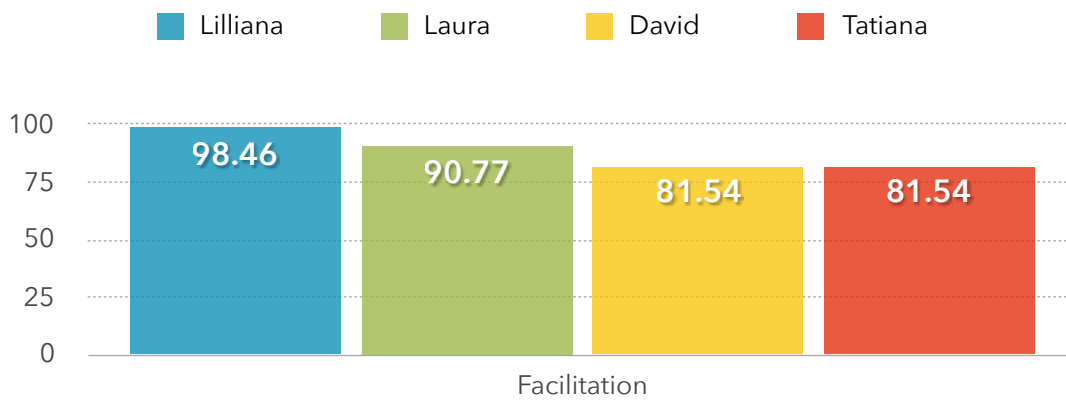
After the presentation on SDGs Lilliana talked to the participants about the recent Paris Agreement on Climate Change. Since we reviewed the online evaluation results that morning we incorporated a practical exercise to strengthen their confidence on how their acquired knowledge on IWRM and Climate Change. Participants were paired up, one in each pair had the hard task of convincing a superior of integrating IWRM to the way they have been doing things so far and their pair had to act as a negative boss. Challenging them to express what they had been discussing in open group made them focus on their task back home and the actual possibilities of implementation considering each one of their context. This exercise proved to the team of facilitators that the Human Right approach had been incorporated in most, if not all, the participants' speeches. After wards a representative from the Spanish Cooperation joined the group in order to take note of the evaluation results. Once all of the day's activities had concluded we gave out certificates and took a couple of group photos.



### Evaluation results:



**We asked participants to evaluate our facilitators:**



**100% of participants stated they feel adequately or very much ready to replicate knowledge and/or apply new knowledge acquired in their place of work.**

**The overall grade given to this capacity development activity by the participants was: 98.54%**

