THE RIGHT TO FOOD

RIGHT TO FOOD CURRICULUM OUTLINE

BOOK 4

FAO FIAT PANIS

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This curriculum was authored by Mauricio Rosales, Arne Oshaug, Maarten Immink and Beatrice Ghirardini.

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Preface

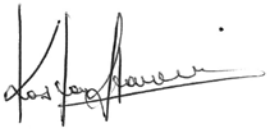
States should provide proper training to officials responsible for the implementation of the progressive realization of the right to adequate food (Right to Food Guideline 11.9).

Educational development within human rights in general, and the right to adequate food in particular, is one condition for people and nations to make progress towards the realization of the right to adequate food. The basis of any training and advocacy programme should be a relevant and well planned generic curriculum, which can be adapted in a specific context, and where learning objectives are fully embedded within training strategies. Parts of a right to adequate food curriculum already exist but they are dispersed and target a variety of not well-defined audiences. Our aim is to develop a very practical generic curriculum that includes a variety of relevant topics of importance for the realization of the right to adequate food. Such a curriculum should cover general normative principles and issues, and should be able to accommodate specific issues that are important within diverse contexts.

The curriculum development process itself was participatory and focused on the tasks and responsibilities of duty bearers. The process started with a detailed task analysis of various duty bearer groups. Experts and stakeholders from a number of countries identified the right to adequate food knowledge needed by different target groups to contribute to the implementation of the right to adequate food through their normal responsibilities. This is directly in line with the Right to Food Guidelines, which encourage states "...to apply a multi-stakeholder approach to national food security to identify the roles of, and involve all relevant stakeholders, encompassing civil society and the private sector..." (Right to Food Guideline 6.1). The results of the task analysis provided a basis for defining the learning contents to be included under a number of thematic units, each of which contains the outlines of a number of specific lessons. Analysing likely knowledge gaps of target learner groups helped to set learning objectives for each lesson, and to define learning paths by combining different lessons for various learner groups. These elements make up the core of this right to adequate food curriculum outline.

The right to adequate food curriculum outlined here is unique, not only because of the process by which it was developed, but also because it stresses the practical implications of implementing the right to adequate food at country level. To our knowledge, there is no other curriculum outline like this for economic, social and cultural rights.

The right to adequate food curriculum will serve as a guide for instructors and trainers when they need to develop courses and training programmes on the right to adequate food. Recognizing that some of the materials have yet to be created for a portion of the curriculum, the lesson outlines contain suggestions for lesson authors on content, as well as relevant documentary sources and available institutional and individual resources. Lastly, the curriculum outline will also serve to orient the preparation of didactic, educational and advocacy materials to support the implementation of the right to adequate food.



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Acronyms and abbreviations

ABRANDH	Ação Brasileira pela Nutrição e Direitos Humanos (Brazilian Action for Nutrition and Human Rights)
AIDS	Acquired Immune Deficiency Syndrome
CBO	Community-Based Organization
CESCR	Committee on Economic, Social and Cultural Rights
CONSEA	Conselho Nacional de Segurança Alimentar (Brazil)
CSP	Civil Servants and Planners
FAO	Food and Agriculture Organization of the United Nations
FIAN	Food First Information and Action Network
FIVIMS	Food Insecurity Vulnerability Information and Mapping System (FAO)
GA	General Assembly (of the United Nations)
GATS	General Agreement on Trade in Services
GTZ	Gesellschaft fur Zusammenarbeit (Germany)
HIV	Human Immunodeficiency Virus
HRI	Human Rights Institution
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant on Economic, Social and Cultural Rights
IFAD	International Fund for Agricultural Development
IFI	International Finance Institution
IFPRI	International Food Policy Research Institute
IGO	Inter-Governmental Organization
IGWG	Intergovernmental Working Group (for the elaboration of a set of Voluntary Guidelines to support the progressive realization of the right to adequate food in the context of national food security)
IMF	International Monetary Fund
LEG	Legal Officers
LP	Legislators
MDG	Millennium Development Goal
NGO	Non-Governmental Organization
ODI	Overseas Development Institute
OHCHR	Office of the High Commissioner for Human Rights

PANTHER	Participation, Accountability, Non-discrimination, Transparency, Human dignity, Empowerment and Rule of law
PDM	Policy Decision-Makers
RCA	Role and Capacity Analysis
SCN	UN System Standing Committee on Nutrition
SM	Social Movement
TCA	Technical Cooperation Agency
UN	United Nations
UNDAF	United Nations Development Assistance Framework
UNDG	United Nations Development Group
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
VAM	Vulnerability Assessment and Mapping
WFP	World Food Programme
WFS	World Food Summit
WHO	World Health Organization
WTO	World Trade Organization

PART ONE
PREAMBLE

1
INTRODUCTION

The Right to Food Guidelines[1] re-affirm that states have the primary responsibility to promote and protect the right to adequate food. This means that state duty bearers should have adequate capacity to discharge those responsibilities. Failure to meet their responsibilities may be due to a lack of capacity. It assumes that duty bearers know what their responsibilities are. The concept of capacity, as applied here, is broken down into five dimensions: motivation, authority, access to resources, communication skills, and capacity to make rational decisions. A capacity analysis seeks to investigate why duty bearers do not meet their duties, by identifying and assessing gaps in each of the dimensions of the capacity of duty bearers, so that remedial actions can be proposed. These dimensions of capacity of duty bearers are:

- being motivated to accept responsibility for making decisions and implementing measures for the enjoyment of rights;
- having the authority to implement such measures;
- having access to and controlling economic, human and organizational resources. Being capable of communicating well with other duty bearers and rights holders;
- being capable of making rational decisions and learning from experience.

What does this all mean for the development and implementation of a right to adequate food course curriculum? First, it means that in the process of designing certain courses or training programmes, the capacity of the learner groups

1 FAO. 2005. *Voluntary Guidelines to support the progressive realization of the right to adequate food in the context of national food security.* Adopted by the 127th Session of the FAO Council, November 2004. Part 1 available at: ftp://ftp.fao.org/docrep/fao/meeting/009/y9825e/y9825e01.pdf
Parts 2 & 3 at ftp://ftp.fao.org/docrep/fao/meeting/009/y9825e/y9825e00.pdf

targeted should be assessed. What is their capacity to undertake specific right to adequate food tasks as part of normal responsibilities? Secondly, the courses or programme may need to be designed to attempt to have an impact on more than one dimension of capacity. Thirdly, the way that the courses are imparted, i.e. the course modality or format, should also be designed to have an impact on one or more dimensions. And lastly, if the concern is (as it should be) for the real impact of the learning, understanding what dimensions of capacity represent obstacles to implementing right to adequate food tasks is important in deciding what corollary actions to the training are needed. Even though those actions may fall outside the competence of the course instructor or trainer, they should be shared with the appropriate duty bearers to deal with.

How can the course content have an impact on dimensions of capacity? By providing knowledge, understanding and/or skills, individual control over human resources is increased. With more knowledge and understanding, inter-person communication may improve, together with the capacity to make rational decisions. Persons who have a greater understanding may also be more motivated to act, and feel more secure in accepting responsibility.

It is also possible that a course that is designed for one duty bearer group may have an impact on the capacity of another duty bearer group. For example, a right to adequate food course that is targeted at policy or institutional decision-makers may actually lead to an increase in access to economic, human or organizational resources.

Course modalities can have an impact on capacity to undertake right to adequate food tasks. If a course is designed to be highly participatory and promotes inter-person communication, this may contribute to greater capacity to communicate with other duty bearers when different duty bearer groups are among the course participants.

Concretely, what does this all mean for the users of the present course curriculum, i.e. the instructors and trainers? Instructors and trainers should:

- make an attempt to understand the gaps in the capacity of the target learner group prior to designing the course curriculum. Preferably, pre-course interactions with members of the target learner group are helpful, for example, by administering a brief assessment instrument. The same instrument can then be administered again to the target learner group after the course curriculum has been completed;

- develop the course content by selecting and combining specific modules or units that address, in combination, knowledge and experience gaps in the target learner group; the course curriculum presented here thus represents a menu from which to choose;

- develop course modalities that can be expected to affect several dimensions of capacity, as explained above;

- if feasible, undertake post-course assessment with course participants to see whether the course content and the course modality have effectively contributed to the capacity to undertake the right to adequate food tasks on which the course focused.

PURPOSE OF THE CURRICULUM OUTLINE

Overall intent

The purpose of this right to adequate food curriculum outline is to contribute to strengthening in-country capacity to implement the right to adequate food by different state duty bearers and by others with responsibilities to work towards the realization of the right to adequate food. It is through the implementation of effective measures by various stakeholder groups that the right to adequate food can be protected and progressively realized for all. Among the learner groups targeted by this course curriculum are staff of human rights institutions, and of non-governmental organizations (NGOs) and social movements that represent rights holders. In accordance with the Right to Food Guidelines, states should empower civil society to participate in the implementation of these Guidelines through capacity building.[2] Thus, in effect, the curriculum targets duty bearers, rights holders and what have been termed 'agents of accountability', namely, human rights institutions.

This document outlines a right to adequate food curriculum and presents a compendium of lessons designed to provide different right to adequate food actors with knowledge, understanding and skills needed for the implementation of certain right to adequate food tasks as part of their normal obligations, responsibilities and activities. By being exposed to and internalizing additional knowledge and skills, in-country actors are expected to become more effective in developing, implementing and monitoring right to adequate food measures by: (i) being more motivated, (ii) acquiring more authority to act, (iii) being able to communicate better with other actors, and (iv) making better decisions to protect and implement the right to adequate food; this in addition to augmenting their knowledge and skill base, and thus their own human capital.

The curriculum outline can be used as a reference guide by course instructors and trainers when developing specific courses or complete training programmes, and by commissioned lesson authors. It provides guidance on what knowledge and skills may be needed to improve the capacity of certain target learner groups to protect and actively work for the realization in the country of the right to adequate

2 Right to Food Guideline 11.11

food, within the context of their normal responsibilities. Specific thematic training programmes of different duration can be developed by combining lessons contained in this outline, such as on how to assess and monitor the right to adequate food status in the country, or how to promote respect for, and provide protection of, human rights workers. Content from the unit lessons can be adapted to be integrated into specific courses offered at secondary schools and universities on economic, social and cultural rights, or as part of a political science or human rights curriculum. The lesson outlines can serve to develop long-distance e-learning courses, or right to adequate food advocacy materials.

2
THE ROLE OF ACADEMIC INSTITUTIONS

As the readers may have noted, academia is not included in the list of specific target learner group for this right to adequate food curriculum. That does not mean this sector is ignored; on the contrary, academic institutions have particularly crucial roles to play in capacity development for work with the realization of the right to adequate food. Scholars from various academic institutions and with different backgrounds have already contributed to the development of this curriculum outline, and will be further called upon as lesson authors. However, several factors warrant a functional distinction between academia and the specified learner groups targeted by this right to adequate food curriculum outline.

Academic institutions of research and higher education have the double function of being both 'knowledge producers' and teachers. As the first, they are expected to continuously develop and legitimize new insights and understanding, while teaching should be a mix of conveying established knowledge and inspiring innovative thinking among a wide range of 'learners'. Learners need to be not only students following a regular line of study, but also groups that are given opportunities for continued learning in specialized fields related to their work situation. Many of these will eventually serve as teachers or trainers of yet new learners. Given the many disciplines and subjects typically found within academia, scholars and teachers at academic institutions form a particularly heterogeneous group that can contribute to capacity development for the right to adequate food, from a variety of disciplinary perspectives.

In a considerable number of countries, academic institutions enjoy a certain respect from leaders and society in general, and are considered authoritative sources of information obtained through research and studies. This means they can often, though not always, more easily help legitimize innovative approaches and facilitate the use of new knowledge, given their presumed greater freedom of expression than might be the case with other groups, whether in government or civil society.

That such freedom is often jeopardized in some countries does not detract from the general rule of the role expected of universities in society.

While there is a tremendous need to mobilize more academic groups and institutions for capacity building in different aspects of the right to adequate food and of related human rights, experience has shown that the willingness is often limited to free space and resources for formal training. Specialized departments and curricula are often overloaded with requests for formal training to cover new fields, and discipline-loyal scholars are carefully watching that any add-on subject must not come in at the cost of 'their own' subjects. Consequently there are, so far, relatively few formal programmes in institutions of higher learning around the world in terms of courses and modules on the right to adequate food. It is therefore crucial to build up academic interest in human rights, including economic, social and cultural rights, and specifically in the right to adequate food. The means by which this can be achieved need to be considered carefully.

Academic institutions will themselves draw greatly from the right to adequate food curriculum by having their own insights and contributions complemented by expertise and experiences from people with different backgrounds. It is important, however, to recognize that academic institutions have scholarly and educational activities based on their own inbuilt premises. This should not be seen as a constraint, but rather an opportunity for a continuously widening scope of choices of theoretical and practical approaches. These can still remain well within the broader frame of curriculum objectives and content, as suggested here.

Other, non-academic, groups will obviously also be part of the training in the right to adequate food. These groups may include staff of capacity building units in national or international NGOs; technical cooperation agencies; national human rights institutions; or line ministries. Some of these will be closer to communities and grassroots organizations and therefore best serve as the actual instructors and trainers vis-à-vis community members and members of grassroots organizations. Through mutual respect and collaboration, all will contribute to creating needed capacity at all levels, speaking with a common voice.

3
NOTES FOR THE USERS OF THE CURRICULUM OUTLINE

PURPOSE OF THESE NOTES

These notes are designed to provide the users with an understanding of the process by which the right to adequate food curriculum outline was developed and what its purpose is.

LOGIC OF THE DEVELOPMENT PROCESS OF THE CURRICULUM OUTLINE

The main features of the development process are the following, more or less in sequence:

- different experts were involved, individually and through consultative workshops;[3]
- a task and learning content analysis was undertaken as the starting point for developing the curriculum outline;
- right to adequate food tasks were linked to main areas of primary responsibilities of different state and non-state actor groups, who constitute the target learner groups;

3 FAO organized two consultative workshops in Rome during the process of developing the right to food curriculum. The first workshop was held in March 2007 for the purpose of launching the effort, in partnership with a number of experts. The second workshop was held in June 2007, and had as its primary purpose to finalize the tasks and content analysis as a basic input into developing the current curriculum outline aimed at strengthening in-country capacity for the implementation by different stakeholder groups of the human right to adequate food. This workshop brought together 22 experts and institutional representatives to review the draft of the tasks and content analysis document, and to provide inputs for the design of the curriculum.

- knowledge needed to implement different right to adequate food tasks as part of primary responsibilities was identified for each target learner group;
- learning objectives were formulated for different lessons;
- lesson contents were outlined to meet learning objectives.

The task and learning content analysis constitutes a basic input into developing the course curriculum. It closely relates to what is referred to as role and capacity analysis. Role and capacity analysis (RCA) originates in organizational theory and leadership building.[4] RCA offers a solid framework that can incorporate a range of other approaches and methods. While the methodology was originally developed by and for programme staff in development organizations, it is equally valid for understanding roles and capacities of staff in government departments and institutions, civil society organizations and in academic communities. Here we are particularly interested in the capacity of various stakeholder groups to contribute to the implementation of the right to adequate food. Understanding gaps in capacity of duty bearers and of others with responsibilities for the right to adequate food should help shape the courses and their contents, with the aim of strengthening the capacity of those groups. The basic idea is that various duty bearers in society all play different roles for the fulfilment of a specific human right.

A role analysis seeks to identify relevant duty bearers, understand their duties and assess the degree to which duty bearers meet their responsibilities. Basically, the key questions are: (i) Who or which institutions and organizations are the duty bearers in relation to the realization of a certain human right in a given country? (ii) What are their specific corresponding obligations and responsibilities? and (iii) How do the duty bearers perform in meeting their obligations and responsibilities?

For the preparation of this curriculum outline, a partial role analysis was performed as part of the task and learning content analysis. A number of duty bearer groups and the areas of their primary responsibilities were identified (see the Annex on Task and Learning Content Analysis).[5] Next, certain right to adequate food tasks were defined as part of their normal or primary responsibilities. The incorporation of these right to adequate food tasks as part of their normal responsibilities is thus designed to increase the role and effective contribution of these and others duty

4 In the right to food movement and the nutrition and human rights discourse, role and capacity analysis entered on the scene in the beginning of the present decade when the UN System Standing Committee on Nutrition (SCN) proposed this analysis as a tool for developing process indicators to monitor the realization of the rights to food, health and care (SCN, 2001). Initially developed by the UNICEF Regional Office of East and South Africa (UNICEF-ESAR, 2000) to give practical guidance for programme staff to implement human rights-based development programming, it has since been developed further by others (Gillespie, 2001; Jonsson, 2003; Sabatini, 2005; Engesveen, 2005).

5 It was decided not to include certain potential learner groups, such as private sector associations or organizations, as primary audience groups.

bearer groups to the realization of the right to adequate food. What of course was not done was an assessment of the degree to which duty bearers actually perform their primary responsibilities. To be meaningful, this can only be done in specific situations.

The primary responsibilities of the various target learner groups were sorted by the following broad thematic areas in order to make the whole exercise manageable:

- assessing the right to adequate food;
- formulation, implementation and monitoring of national laws, policies and programmes;
- public budget planning, implementation and monitoring;
- institution building and capacity strengthening;
- human rights monitoring and international reporting on progress;
- public information and education, and advocacy;
- enforceability of, and access to, judicial, quasi-judicial and administrative recourse systems;
- policy assistance and advice by international agencies;
- respect for and protection of human rights activists and workers;
- multilateral negotiations on the right to adequate food.

The specific roles of each learner group in these broad areas may be different. But when it comes to fulfilling those roles with respect to the right to adequate food, there is considerable overlap in knowledge needed among certain groups. We shall deal with this issue of overlaps below. And of course, depending on institutional mandates, not all groups have responsibilities in each of these ten areas.

4
TARGET LEARNER GROUPS

The major learner groups that were identified are the following:

- legislators and their staffs;
- policy decision-makers, politicians;
- civil servants: planners, technical staff in public institutions;
- human rights institutions;
- courts and legal officers;
- NGOs engaged in right to adequate food work;
- social movements;
- technical cooperation agencies; international financial institutions.

Some of these groups are generically defined as individuals who occupy certain positions within an institution, while in other cases reference is made to an institution or organization. In the latter case, it will be necessary to define with greater precision which individuals with what duties or responsibilities should be included in the target learner group. This may of course differ from country to country, depending on institutional or organizational mandates.

The matrix in the following Section brings together the different learner groups and the broad areas of responsibilities (thematic areas) that were outlined above. Greater detail can be found in the Annex. Since the areas of responsibilities or thematic areas, as well as the target learner groups, are broadly defined, there are overlaps in right to adequate food tasks. In many cases, a course or training programme should target members of multiple learner groups. A multiple group course modality contributes to cross-group understanding of respective roles and of constraints faced by each group. It may contribute to an understanding

of how to form multi-group partnerships with a common aim. In those cases, a specific training module could be included on how members of different learner groups can work together. Courses that target a single learner group should not be interpreted as being exclusive in the sense of excluding anyone. It merely suggests the course content might most immediately benefit members of a specific learner group.

TABLE 1. Thematic units

TARGETED LEARNER GROUPS	RELEVANT THEMATIC UNITS											
	A. Introduction to the right to adequate food *	**B.** Roles and right to adequate food tasks *	**C.** Assessing the realization of the right to adequate food	**D.** Formulation, implementation and monitoring of national laws, policies and programmes	**E.** Public budget planning, implementation and monitoring	**F.** Institution building and capacity strengthening	**G.** Human rights monitoring and international reporting on progress	**H.** Public information and education, and advocacy	**I.** Enforceability of, and access to, judicial, quasi-judicial and administrative recourse systems	**J.** Policy assistance and advice by international agencies	**K.** Respect for and protection of human rights advocates, activists and workers	**L.** Multilateral negotiations on the right to adequate food
NATIONAL GOVERNMENT DUTY BEARERS												
1. Legislators	✓	✓	✓	✓	✓	✓			✓		✓	✓
2. Policy decision makers; politicians	✓	✓	✓	✓		✓						✓
3. Civil servants, planners, technical staff	✓	✓	✓	✓			✓					
4. Decision-makers, planners, technical staff	✓	✓	✓	✓	✓		✓					
5. Human rights institutions	✓	✓	✓	✓	✓		✓	✓	✓		✓	
6. Courts and legal officers	✓	✓							✓		✓	
CIVIL SOCIETY AND SOCIAL MOVEMENTS												
7. Non-governmental organizations	✓	✓	✓	✓	✓		✓	✓	✓			
8. Social movements	✓	✓	✓	✓				✓	✓			
INTERNATIONAL DONOR AND TECHNICAL COOPERATION AGENCIES												
9. International Financial Institutions	✓	✓			✓					✓		✓
10. Technical Cooperation Agencies	✓	✓				✓				✓		

*** Note on thematic units A and B:** Thematic Units A and B should be taken by all learners, independent of target group, as part of an introductory course. Unit A introduces basic concepts and terminology, of the right to adequate food and of human rights principles in a broader context. Unit B has been designed to link specific right to adequate food tasks to normal roles and responsibilities of the various target learner groups.

USERS OF THE CURRICULUM OUTLINE

This curriculum outline focuses on duty bearers and on representatives of rights holders as the target learner groups. Members of academia are viewed here mainly as instructors, not as duty bearers. Academic institutions have a crucial role to play in capacity development for the realization of the right to adequate food at country level, as briefly explained above. This role consists of serving as: first, a source of expertise to contribute to the lesson contents, as lessons authors, and, second, as instructors and trainers of members of target learner groups. Representatives of various academic institutions have already contributed to the development of this curriculum outline, and will undoubtedly be called upon to be lesson authors. Their inputs are important as members of the capacity building group, i.e. as users of this curriculum outline, and as lesson instructors. Thus, academics form part of the core users group of this right to adequate food curriculum.

Others, outside of academic institutions, may also have necessary expertise, and may be in a position to be instructors and trainers. These individuals might include staff of a capacity building unit in (i) a national or international NGO, (ii) a technical cooperation agency, (iii) a national human rights institution, or (iv) a government institution such as a line ministry. The curriculum covers a considerable number of subjects, pointing to the need to involve instructors and trainers with expertise in different fields and subject matters.

A ‘training of trainers’ system could be created, with experts who have considerable capacity in specific parts of this right to adequate food curriculum, or who have previously received relevant training, preparing others to serve as instructors or trainers.

5
THE STRUCTURE OF THE CURRICULUM OUTLINE AND HOW TO USE THE DOCUMENT

The curriculum outline is structured as 12 thematic units, each with one or more lessons. A total of 41 lessons are included in this curriculum outline. Each lesson outline covers the following:

- **Learning objectives** identifying what the learners are expected to be able to understand and/or do, once they have completed the lesson.
- **Guidelines and suggestions for instructors and trainers** for developing the specific contents of the lesson.
- **Main target learner group or groups** (in accordance with Table 1. See also Annex).
- **Learning steps** to orient the lesson authors and the instructors and trainers as to how the lesson content should relate to the normal roles and responsibilities of members of the target learner group(s); this orientation is provided in the form of scope notes.
- **Reference materials**, which provide information on sources of reference materials, in the form of documents (hard and electronic copies), e-learning courses and materials, manuals, reference guides, etc. Reference materials can be used by lessons authors, and/or can serve as background or reference materials for the instructors and course or training participants. An effort is made to include easily accessed materials.

- **Reference institutions or organizations** as a list of institutions or organizations that are known to have specific expertise related to the lesson content, and could serve as sources of additional information or documentation.

This curriculum outline will guide instructors and trainers in developing lesson contents. Once lessons have been prepared, they will become an integral part of a right to adequate food curriculum. Some instructors and trainers may already offer courses that include lessons that are part of this curriculum. This would serve to validate lesson contents and would indicate where changes are called for. In this way this curriculum could benefit from the insights gained from the actual teaching or training experience.

PART TWO
THEMATIC UNITS

THEMATIC UNIT A
INTRODUCTION TO THE RIGHT TO ADEQUATE FOOD

UNIT PURPOSE

This unit provides basic information on and concepts of the human right to adequate food.

It presents the human rights principles, and defines and explains the implications of the right to adequate food concept. It illustrates the history of this right and how it is defined in the Right to Food Guidelines. The unit also introduces some practical applications of the right to adequate food and describes the process of implementation of this right.

LESSON A1
Introduction to human rights

LESSON A2
Human rights-based approach to development

LESSON A3
The concept of the right to adequate food

LESSON A4
Rights and obligations

LESSON A5
Recourse mechanisms

LESSON A6
History of the right to adequate food

LESSON A7
The right to food guidelines

LESSON A8
The right to adequate food in practice

LESSON A1
INTRODUCTION TO HUMAN RIGHTS

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- define the concept of human rights;
- identify the sources of human rights law;
- describe the mechanisms of protection of human rights; and
- recognize some key terms of international law.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

This lesson provides an overview of:

- human rights instruments and developments;
- the role of United Nations organs in protecting human rights;
- the international mechanisms that have evolved to monitor the implementation of rights and process complaints;
- strategies engaged to promote and protect human rights within the United Nations; and
- the role of the Office of the United Nations High Commissioner for Human Rights (OHCHR) and other United Nations partners.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

All target learner groups.

LEARNING STEPS

Step 1: The concept of human rights

Scope notes: Describe the nature of rights systems and how these systems work, involving rights holders, duty bearers and agents of accountability. Consider the human rights system as one concrete manifestation of general rights systems. Explain the concept of Human Rights, describing its main principles as contained in the Universal Declaration of Human Rights and its characteristics (establish thedifference between Human Rights, Fundamental Rights and the division of First-, Second- and Third-generation Rights.). Describe the origin of the current protection of Human Rights as a historic momentum after the Second World War. Briefly explain the difference between Human Rights Law and Humanitarian Law, with reference to Right to Food Guideline 16.

Step 2: Human rights law sources

Scope notes: Explain the role of international human rights law as a protection of the rights of individuals against actions or omissions of state officers. Describe international human rights law as a source of positive and negative obligations. Then explain the different sources of international law. The main sources of international law are international conventions of a general or particular nature (treaties, covenants, protocols, etc.); international custom; and subsidiary sources, namely the general principles of law recognized by civilized judicial decisions. Explain the main characteristics of binding and non-binding instruments of international law.

Step 3: The mechanisms of protection of human rights

Scope notes: Explain the universal, regional and national system of human rights protection. Clarify the existing differences between judicial, quasi-judicial and non-judicial institutions responsible for monitoring human rights implementation. Use practical descriptions and illustrative examples.

Step 4: Human rights institutions

Scope notes: List and briefly explain the main roles and tasks of the principle treaty-bodies in charge of protecting and monitoring Human Rights implementation.

REFERENCE MATERIALS

- *American Convention on Human Rights* adopted at the Inter-American Specialized Conference on Human Rights, San José, Costa Rica, 22 November 1969.

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- *Additional Protocol to the American Convention on Human Rights in the area of Economic, Social and Cultural Rights "Protocol of San Salvador"*, adopted at San Salvador, El Salvador on November 17, 1988, at the eighteenth regular session of the General Assembly.

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- *International Covenant on Civil and Political Rights* adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI) of 16 December 1966.

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- *Universal Declaration of Human Rights* adopted by General Assembly resolution 217 A (III) of 10 December 1948.

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- *Vienna Declaration and Programme of Action* adopted by the World Conference on Human Rights in Vienna on 25 June 1993.

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REFERENCE INSTITUTIONS AND ORGANIZATIONS

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  http://www2.ohchr.org/english/bodies/hrcouncil
- Office of the High Commissioner for Human Rights (OHCHR)
  http://www.ohchr.org
- Human Rights Committee
  http://www2.ohchr.org/english/bodies/hrc/index.htm
- African Commission on Human and Peoples' Rights
  http://www.achpr.org/english/_info/news_en.html
- Committee Against Torture (CAT)
  http://www2.ohchr.org/english/bodies/cat/index.htm
- Committee on the Elimination of Discrimination Against Women (CEDAW)
  http://www2.ohchr.org/english/bodies/cedaw/index.htm
- Committee on Economic, Social and Cultural Rights (CESCR)
  http://www2.ohchr.org/english/bodies/cescr/index.htm
- Committee on the Elimination of Racial Discrimination (CERD)
  http://www2.ohchr.org/english/bodies/cerd/index.htm
- Committee on the Protection of the Rights of All Migrant Workers and Members of their Families (CMW)
  http://www2.ohchr.org/english/bodies/cmw/index.htm
- Committee on the Rights of the Child (CRC)
  http://www2.ohchr.org/english/bodies/crc/index.htm
- Committee on the Rights of Persons with Disabilities (CRPD)
  http://www.ohchr.org/EN/HRBodies/CRPD/Pages/CRPDIndex.aspx
- European Court on Human Rights
  http://www.echr.coe.int/echr
- Inter-American Commission of Human Rights
  http://www.cidh.org
- Inter-American Court of Human Rights
  http://www.corteidh.or.cr/index.cfm
- UN General Assembly
  http://www.un.org/ga

LESSON A2
HUMAN RIGHTS-BASED APPROACH TO DEVELOPMENT

LEARNING OBJECTIVES

At the end of this lesson, the learner will be able to:

- understand the concept of human rights-based approach;
- understand how a human rights-based approach can be applied and used in development projects; and
- understand how a human rights-based approach contributes to development.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

This lesson introduces the concept of human rights-based approach to development, and it is intended to help learners understand how human rights can be applied at all stages of development. It builds upon the previous lesson in this unit (Lesson A1: Introduction to Human Rights), in effect focusing on direct programme implications while keeping theory to a minimum.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

All target learner groups.

LEARNING STEPS

Step 1: Human rights-based approach: concept and principles

Scope notes: Describe the concept of human rights-based approach as based on human rights principles (participation, accountability, non-discrimination, transparency, human dignity, empowerment and recourse mechanisms – PANTHER); explain that it is both an approach for leading processes and outcomes. Describe, briefly, the roles of duty bearers and rights holders. Include various interpretations of the concept in the current development discourse.

Step 2: Using a human rights-based approach in development projects

Scope notes: Describe how one can use a human rights-based approach at all stages of projects (assessment, design, implementation, monitoring and evaluation). Use practical descriptions, with examples.

Step 3: How a human rights-based approach contributes to development

Scope notes: Describe how a human rights-based approach leads to more efficient progress by empowering people and communities, and how this self-empowerment leads to more sustainable development. Explain how a more efficient process benefits development projects at all levels.

Step 4: Practical examples from the field

Scope notes: Use successful country examples (Brazil, Malawi, Sierra Leone) to show that what has been discussed in previous learning steps can be achieved in practice.

REFERENCE MATERIALS

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- UNESCO. 2003. *The Human Rights-Based Approach to Development Cooperation. Towards a Common Understanding Among UN Agencies*. 2003.
  Available at: http://www.unescobkk.org/fileadmin/user_upload/appeal/human_rights/UN_Common_understanding_RBA.pdf

REFERENCE INSTITUTIONS AND ORGANIZATIONS

- Office of the High Commissioner for Human Rights (OHCHR)
  http://www.ohchr.org
- Overseas Development Institute, UK (ODI)
  http://www.odi.org.uk
- United Nations Development Group (UNDG)
  http://www.undg.org

- United Nations Development Programme (UNDP)
  http://www.undp.org
- United Nations Educational, Scientific and Cultural Organization (UNESCO)
  http://portal.unesco.org
- United Nations Population Fund (UNFPA)
  http://www.unfpa.org

LESSON A3
THE CONCEPT OF THE RIGHT TO ADEQUATE FOOD

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- define the concept of right to adequate food;
- understand the importance of realizing the right to adequate food;
- identify the differences between right to adequate food, food security and food sovereignty; and
- identify the conditions required to achieve the right to adequate food.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

This lesson provides the definition of the right to adequate food and highlights the value added by complementing food security concepts and programmes with human rights principles. It also clarifies some common misperceptions about the right to adequate food. Introduce the concepts of legal obligations, accountability, participation, non-discrimination and empowerment. Use General Comment 12 as the main basis for this lesson.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

All target learner groups.

LEARNING STEPS

Step 1: Definition of the right to adequate food

Scope notes: Provide a definition of the right to adequate food and illustrate it by focusing on the key points (sustainability, dignity, cultural acceptability, non-interference with other human rights, non-discrimination, etc.). Highlight the aspects of the provision of food and the need to create an enabling environment. Define what the right to adequate food is not by addressing common misperceptions.

Step 2: Adequacy of food

Scope notes: Highlight the core content of adequacy of food in terms of cultural acceptability, free from harmful contents and nutritionally adequate for a healthy life.

Step 3: Food accessibility

Scope notes: Describe the physical and economic conditions that have an impact on access to food.

Step 4: Stability of food supply

Scope notes: Discuss the economic and environmental sustainability conditions influencing food supplies.

Step 5: Consequences of food deprivation

Scope notes: Describe the health and social consequences of people being deprived of food.

Step 6: Why the right to adequate food is a concern for us?

Scope notes: Describe the reasons for which the right to adequate food is an important issue from different points of view (international obligation; justified on economic and political grounds; human dignity). Use examples and scenarios to illustrate how individuals are deprived of their right to adequate food, and the consequences for these individuals, and indirectly for the state.

Step 7: What is new about the right to adequate food?

Scope notes: Highlight the differences between the right to adequate food compared to the concepts of food security and food sovereignty.

REFERENCE MATERIALS

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REFERENCE INSTITUTIONS AND ORGANIZATIONS

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  http://www.actionaid.org
- Committee on Economic, Social and Cultural Rights (CESCR)
  http://www2.ohchr.org/english/bodies/cescr/index.htm
- Food First Information and Action Network (FIAN)
  http://www.fian.org
- FAO, Right to Food
  http://www.fao.org/righttofood
- International Food Policy Research Institute (IFPRI)
  http://www.ifpri.org
- Office of the High Commissioner for Human Rights (OHCHR)
  http://www.ohchr.org
- Special Rapporteur on The Right to Food
  http://www2.ohchr.org/english/issues/food/index.htm
  http://www.srfood.org
- World Food Programme
  http://www.wfp.org

LESSON A4
RIGHTS AND OBLIGATIONS

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- understand that everyone is equally entitled of adequate food as a universal human right that must be claimed when it is directly violated or simply not realised;
- understand state obligations under the terms of the International Covenant on Economic, Social and Cultural Rights (ICESCR);
- identify the three levels of state obligations; and
- be aware of the responsibilities of individuals and other parts of the society.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

This lesson focuses on the rights holders and duty bearers of the right to food and their main rights, obligations and responsibilities. Describe the core component of any legal system of rights, namely, rights holders, duty bearers and agents of accountability. Emphasize the need for the state to establish claim mechanisms to link the rights holders to the duty bearers, as suggested in Right to Food Guideline 7.2. By considering the various state obligations, illustrate the difference between violating and not complying with right to food obligations.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

All target learner groups.

LEARNING STEPS

Step 1: Rights holders

Scope notes: Describe and explain the notion of rights, and more specifically the right to food, as an entitlement inherent in every human being. The right to food is universal, interdependent, and indivisible, and also needs to be interrelated with other rights in order to be successfully realised. The right to information is fundamental to the realisation of the right to food since informed participation is a main condition to be aware of its own rights and thus, to hold duty bearers accountable for their actions and omissions. Learners should understand that every individual should be considered as active participant in the realisation of the right to food rather than passive recipient of political decisions.

Step 2: State obligations

Scope notes: Describe the obligations, commitments and responsibilities of the duty bearers at national and international level. Explain that there are three levels of state obligations which are: i) the obligation of respect ii) protect and iii) fulfil (facilitate, provide). Learners should understand the difference between positive and negative obligations. Provide examples of right to food violations and highlight the need for establishing recourse mechanisms to redress those violations and to provide effective and prompt remedies which will progressively contribute to the realization of the right to food. The different types of recourse mechanisms –administrative, quasi judicial and judicial– should be clearly introduced but not extensively presented in this lesson.

REFERENCE MATERIALS

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LESSON A5
RECOURSE MECHANISMS

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- understand the concept of violation of the right to adequate food; and
- identify possible recourse mechanisms.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

Learners should understand that states that have ratified the International Covenant on Economic, Social and Cultural Rights (ICESCR) are obliged to give effect to the right to adequate food of the individuals within their territory. The lesson should provide learners with several examples of recourse mechanisms allowing complaints about alleged violations of the right to adequate food at the national and the international level.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

All target learner groups.

LEARNING STEPS

Step 1: What constitutes a violation of the right to adequate food?

Scope notes: Emphasize that the violations of the right to adequate food can arise from the failure of a state to meet its obligations. Explain that this can occur through direct action (of a state or of other entities insufficiently regulated by a state), leading to interference with the enjoyment of the right; or omission to take necessary measures stemming from legal obligations. Highlight the importance of distinguishing the inability from the unwillingness of a state to satisfy its obligations (General Comment 12) and the need to ensure justiciability.

Step 2: What constitute recourse mechanisms for right to adequate food violations

Scope notes: Describe that the task of implementing human rights and providing recourse for violations is primarily a national one, for which each state is responsible. Explain that in the case of an alleged violation of a human right, an individual should have access to effective judicial or other appropriate remedies (General Comment 9; CESCR. 1998) and can seek its upholding at the national and the international level.

Step 3: National-level recourse mechanisms

Scope notes: Learners should become familiar with national mechanisms that allow individuals to complain about alleged violations of the right to adequate food. Describe judicial, quasi-judicial and administrative recourse mechanisms, and give concrete examples that differentiate between these.

Step 4: International-level recourse mechanisms

Scope notes: Explain that in cases when redress cannot be obtained at the national level, an individual can address an international human rights complaint mechanism, when such mechanism exists. Emphasize regional mechanisms such as the African Commission on Human Rights and the Inter-American Commission and Court of Human Rights establishing the difference between a judicial international mechanism and a quasi-judicial one. Explain the provisions and the reach of the Optional Protocol to the ICESCR that has been adopted on 10 December 2008 by the UN General Assembly and that constitutes an important mechanism to bring justice to the victims of violations of the rights protected on the ICESCR.

Step 5: Violation scenarios

Scope notes: Provide examples of right to adequate food violations, and highlight access to various recourse mechanisms.

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LESSON A6
HISTORY OF THE RIGHT TO ADEQUATE FOOD

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- identify the stages of the historical development of the right to adequate food; and
- understand that the right to adequate food is not new and that it has roots in the Universal Declaration of Human Rights, and it is as well acknowledged in several international and regional treaties.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

This lesson describes the history of the development of the right to adequate food. Emphasize that much effort was required before the right to adequate food could be understood in all its importance and consequences for individuals and states. The lesson shows the collaboration needed to elaborate the concept of right to adequate food by many different institutions, both governmental and non-governmental, and by professionals working in the field of human rights and in particular for the right to adequate food. Clarify that the 'right' to food concept was not invented by FAO; the recognition of the right to adequate food as a fundamental human rights dates back to the early years of the UN. Stress the fact that the right to adequate food, as a human right, is not a new approach and is not up for discussion. The history is divided into 3 phases for greater clarity and understanding: Articulation and Adoption; Ratification and Broadening of Scope and Content; and Promotion and Realization.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

All target learner groups.

LEARNING STEPS

Step 1: Articulation and Adoption

Scope notes: Start from Roosevelt's speech in 1941. Note Article 25 of the Universal Declaration of Human Rights (UDHR). The articulation of ideals of the right to adequate food (idealization) through their adoption in international and national law. Include the four freedoms speech (http://en.wikipedia.org/wiki/Four_Freedoms); the Charter of the United Nations; and the Universal Declaration of Human Rights, Article 25.

Step 2: Ratification and broadening of scope and content

Scope notes: The broadening of the scope and of the content of the right to adequate food. Describe how the right to adequate food has been included in the International Covenant on Economic, Social and Cultural Rights (ICESCR), and in other international legal instruments, and re-affirmed at the Word Food Summit (WFS). Include the ICESCR; other international treaties and UN conventions; WFS Declaration; General Comment 12; and the Millennium Declaration.

Step 3: Promotion and realization

Scope notes: The promotion of the recognition and implementation of the right to adequate food worldwide. Illustrate the establishment of the IGWG (http://www.fao.org/righttofood/en/highlight_51621en.html) and development of the Voluntary Guidelines. Include the World Food Summit: Five Years Later; the Intergovernmental Working Group on the Voluntary Guidelines; and the Right to Food Guidelines.

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LESSON A7
THE RIGHT TO FOOD GUIDELINES

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- understand the relevance of the Right to Food Guidelines as a tool to support the progressive realization of the right to adequate food; and
- understand what the Right to Food Guidelines mean for different users.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

This lesson is intended to explain the Right to Food Guidelines as a tool to provide guidance on how to progressively implement the right to adequate food. Explain that the value of the Right to Food Guidelines lies in the fact that they have moved beyond the normative content of the right to adequate food to a more practical application of the concept of the right to adequate food. They apply the definition of the right to adequate food to concrete areas of national policies that play a role in the achievement of food security. The guidelines stress the need for an enabling environment, assistance for the food insecure, and state accountability. Explain how the Guidelines should be used as a reference for policy and programme decisions, for actions by civil society, for technical assistance to countries by international agencies, etc.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

All target learner groups.

LEARNING STEPS

Step 1: Articulation and adoption of the Guidelines

Scope notes: Explain the nature of the Guidelines as an operational tool to guide the implementation of the right to adequate food. Expand on the history of the negotiation and why it was necessary to elaborate the Guidelines. Explain the process from the World Food Summit: Five Years Later and how it led to the Intergovernmental Working Group and the unanimous adoption by FAO Council in 2004.

Step 2: The importance of the Guidelines

Scope notes: What is the intention of the Guidelines, and how can they be used? Explain the fact that the Guidelines focus on state policies that can contribute to the realization of the right to adequate food. Provide an overview of the three sections (Enabling Environment; Assistance; and Accountability) and each of the 19 Guidelines. Expand on the contribution of the Guidelines to the achievement of the Millennium Development Goals (MDGs).

Step 3: Relevance of the Guidelines for development practitioners

Scope notes: Although the Guidelines were elaborated by states for government officials, they constitute a useful tool for civil society and NGOs. Elaborate on the limitations of the Guidelines. Elaborate on the challenges ahead with the application of the Right to Food Guidelines at country level.

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  http://www.fian.org

LESSON A8
THE RIGHT TO ADEQUATE FOOD IN PRACTICE

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- understand the process of implementing the right to adequate food as it is defined in the Right to Food Guidelines.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

Putting the right to adequate food into practice still remains a huge challenge for most governments and development practitioners. The Right to Food Guidelines provide guidance for the implementation of the right to adequate food. However, because of their general nature, they do not provide precise instructions for the particular situation of a country. This lesson defines an implementation process of 7 steps, based on the Right to Food Guidelines. These steps are meant to serve as guidance; the actual process differs from country to country. Stress the right to adequate food as a multi-faceted concept, with legal, economic, social and institutional dimensions. Explore the institutional changes needed to pursue the implementation of the right to adequate food, and the interrelatedness of human rights and the implications for coordinated sector policies and programmes. Emphasize capacity building as an important cross-cutting issue.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

All target learner groups.

LEARNING STEPS

Step 1: Identifying the hungry, food insecure and poor as a human rights concern

Scope notes: Identifying the individuals whose right to adequate food is not realized, as well as the underlying and root causes of their hunger. Information is needed on location, demographic and socio-economic characteristics, including livelihoods, and on the reasons why these groups suffer from hunger and malnutrition. Physiological vulnerability should also be taken into account, in particular age and health status. Explain different methods available, such as profiling and causality analysis.

Step 2: Conducting a thorough right to adequate food assessment

Scope notes: Conducting a thorough assessment of existing policies and legislative and institutional frameworks to ascertain their compliance with right to adequate food obligations. Explain that the assessment is needed to understand the current situation and decide what measures are required. The Right to Food Guidelines encourage states to assess laws, policies and institutions to identify challenges for realizing the right to adequate food.

Step 3: Sound national food security strategies

Scope notes: Developing a sound food security strategy directed at the four components of food security. The degree of a state's commitment to the progressive realization of the human right to adequate food can be observed in its development and implementation of policies. Emphasize that public policies should focus on those whose rights are not fully realized, and on their participation in the formulation, implementation and evaluation of policies. A sound food security programme should be rights based and should consider state obligations.

Step 4: Allocating obligations and responsibilities

Scope notes: Allocating obligations and responsibilities among all the institutions involved in the realization of the right to adequate food. Explain that, even if the state is the primary duty bearer to realize the right to adequate food, obligations and responsibilities may be allocated among many organs and institutions. The definition of the roles of different sectors and levels of government institutions has to be clear in order to ensure transparency and accountability. Of particular importance is the designation of a coordinating institution for the design and implementation of strategies.

Step 5: Legal, policy and institutional frameworks of the right to adequate food

Scope notes: Strengthening the national legal framework on the right to adequate food consistent with pertinent provisions of international law. Depending on the outcomes of the previous steps, an improvement of the legal protection of rights

holders may be required. Clarify that the legal entitlements of rights holders under the right to adequate food and legal obligations of the state should be recognized by law. This will ensure that individuals can hold their governments accountable for actions and omissions.

Step 6: Monitoring the realization of the right to adequate food

Scope notes: Monitoring progress in implementing the right to adequate food implies the monitoring of: changes in the food security situation over time; the implementation of specific programmes of relevance to the right to adequate food (e.g. the national food security strategy); compliance with obligations under ICESCR and constitutional obligations; specific aspects of the ICESCR commitment, such as 'using the maximum of available resources'; and instances, nature and frequency of violations of the human right to adequate food.

Step 7: Ensuring recourse mechanisms

Scope notes: Strengthening or establishing recourse procedures to enable victims of violations to claim their rights and to ensure that violations are adequately addressed. Stress that only when rights holders are informed about their rights and entitlements, aware of the recourse mechanisms and able to claim their rights, can we truly speak about 'implementation' of the right to adequate food concept.

Step 8: Capacity building

Scope notes: Capacity building is a cross-cutting issue and it is fundamental for all 7 steps of the right to adequate food implementation. A human rights-based approach relies on a dual strategy of strengthening the capacity of duty bearers to carry out their obligations while equally focusing on assisting rights holders to empower themselves and be able to demand accountability. Both arms of the strategy require awareness raising and education on the right to adequate food. Emphasize advocacy, training and education.

Advocacy is of great importance as a means of spreading understanding of the right to adequate food. It can motivate governments to take action to fulfil their obligations to end hunger and it can provide political leaders with the mandate and support they need to take action.

Training is also crucial for the government, legislature and judiciary, NGOs, the media, the private sector and other stakeholders. This includes training for nutritionists, food safety experts, other professionals working in food and nutrition, and officials such as policy-makers and administrators. Trained representatives of the media can deliver a more accurate picture of the right to adequate food, as being a matter of empowerment, not of handouts. Trained government officials will understand their own roles in implementing the right to adequate food, and their obligation to provide the public—including those who are most marginalized and vulnerable—with full and unbiased information.

Education is critically important for the realization of the right to adequate food. Not only is skills training essential to the process of sustainable development, but it is also crucial that general education be provided to everyone, in order that all are aware of the rights they can claim. This is particularly the case for women and girls, who are often discriminated against: it is well attested that better education of mothers leads to better nutrition in their children, who are thereby also enabled to learn and achieve more when in school. Children's capacities to ensure their own future food security are enhanced if human rights, agriculture, food safety, nutrition, environmental and health education are integrated into school curricula at all levels.

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  Available at: http://www.fao.org/righttofood/publi_en.htm
- FAO. 2009. *Guide on Right to Food Budget Analysis*. Rome.
  Available at: http://www.fao.org/righttofood/publi_en.htm

REFERENCE INSTITUTIONS AND ORGANIZATIONS

- Committee on Economic, Social and Cultural Rights (CESCR)
  http://www2.ohchr.org/english/bodies/cescr
- FAO, Right to Food
  http://www.fao.org/righttofood
- Food First Information and Action Network (FIAN)
  http://www.fian.org
- FIVIMS Unit, FAO
  http://www.fivims.org
- International Fund for Agricultural Development (IFAD)
  http://www.ifad.org
- International Food Policy Research Institute (IFPRI)
  http://www.ifpri.org
- Special Rapporteur on the right to food
  http://www2.ohchr.org/english/issues/food/index.htm
  http://www.srfood.org
- United Nations Development Programme (UNDP)
  http://www.undp.org
- Vulnerability Analysis and Mapping VAM (WFP)
  http://vam.wfp.org

THEMATIC UNIT B
ROLES AND RIGHT TO ADEQUATE FOOD TASKS

UNIT PURPOSE

The unit allows learners to understand how specific tasks aimed to apply the right to adequate food can become part of their normal responsibilities.

It also provides orientation through the curriculum by establishing a selection of specific sections based on learners' job profiles.

LESSON B1

Roles and right to adequate food tasks of national government duty bearers

LESSON B2

Roles and right to adequate food tasks of non-governmental organizations and social movements

LESSON B3

Roles and right to adequate food tasks of international donor and technical cooperation agencies

LESSON B1
ROLES AND RIGHT TO ADEQUATE FOOD TASKS OF NATIONAL GOVERNMENT DUTY BEARERS

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- recognize their respective roles in the realization and protection of the right to adequate food as part of their normal responsibilities; and
- understand how to translate those roles into specific right to adequate food tasks.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

This lesson builds on the structure of the Annex on Task and Learning Content Analysis, and is intended to help learners understand how specific tasks aimed to further the right to adequate food can become part of their normal responsibilities. The lesson should include exercises whereby the learner provides specific examples of their normal areas of decision-making or action, and is then guided to understand how a right to adequate food task can become part of it. At the same time, the exercises should be interactive, in the sense of validating the roles and tasks that are outlined in the Annex and on which the subsequent lessons are based. This lesson should also contribute to an understanding by members of each learner group of the roles and tasks of other learner groups in realizing and protecting the right to adequate food.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Legislators and their staff; policy decision-makers; government technical staff and planners; staff of human rights institutions; and court and legal officers.

LEARNING STEPS

Step 1: Roles of legislators and their staff

Scope notes: Discuss the normal responsibilities of legislators, such as: (i) formulating legislative bills and enacting these into laws; and (ii) reviewing public budget proposals, approving budgets, and monitoring budget implementation. Review the eleven right to adequate food tasks in the Annex (Tasks LP1–LP11), and structure specific exercises aimed at understanding what are the practical implications are of some of the right to adequate food tasks as part of normal responsibilities and activities.

Step 2: Roles of policy decision-makers and their staff

Scope notes: Discuss the normal responsibilities of national policy decision-makers, such as: (i) formulating, implementing and monitoring public policies and programmes; (ii) formulating and monitoring national budgets; (iii) institution building and capacity strengthening; and (iv) national and international reporting on human rights. The role of technical staff and planners is to produce outputs in support of these areas of responsibility. Review the right to adequate food tasks in the Annex, and structure specific exercises aimed at understanding what are the practical implications are of some of the right to adequate food tasks as part of normal responsibilities and activities.

Step 3: Roles of human rights institutions

Scope notes: Discuss the normal responsibilities of human rights institutions, such as: (i) contributing to the formulation and monitoring of national laws, policies and programmes; (ii) monitoring and national reporting on the realization of human rights; (iii) providing public information and education with respect to human rights; (iv) monitoring access to judicial, quasi-judicial and administrative recourse systems; and (v) providing protection to human rights defenders and activists. Review the seven right to adequate food tasks in the Annex (Tasks HRI1–HRI7), and structure specific exercises aimed at understanding what the practical implications are of some of the right to adequate food tasks as part of normal responsibilities and activities.

Step 4: Roles of court and legal officers

Scope notes: Discuss the normal responsibilities of court and legal officers, which are to establish, provide and monitor judicial access to remedies for human rights violations. Review the five right to adequate food tasks in the Annex (Tasks LEG1–LEG5), and structure specific exercises aimed at understanding what are the practical implications of some of the right to adequate food tasks as part of normal responsibilities and activities.

REFERENCE MATERIALS

- CESCR, *General Comment 12, the right to adequate food* (20th session, 1999), UN Doc. E/C.12/1999/5 (1999)

  Available at: http://www.unhchr.ch/tbs/doc.nsf/(Symbol)/3d02758c707031d58025677f003b73b9?Opendocument

- Eide, W. B. & Kracht, U. (editors). 2005. *Food and Human Rights in Development*. Volume I – Legal and Institutional Dimensions and Selected Topics. See Chapter 8. Intersentia, Antwerp, Belgium.

- Eide, W. B. & Kracht, U. (editors). 2005. *Food and Human Rights in Development*. Volume II – Evolving Issues and Emerging Applications. See Chapter 7. Intersentia, Antwerp, Belgium.

- FAO. 2005. *Voluntary Guidelines to support the progressive realization of the right to adequate food in the context of national food security*. Adopted by the 127th Session of the FAO Council, November 2004.

  Part 1 available at: ftp://ftp.fao.org/docrep/fao/meeting/009/y9825e/y9825e01.pdf

  Parts 2 & 3 available at ftp://ftp.fao.org/docrep/fao/meeting/009/y9825e/y9825e00.pdf

- FAO. 2006. *The Right to Food Guidelines. Information papers and case studies*. See Chapter 8.

  Available at: http://www.fao.org/docs/eims/upload/214344/RtFG_Eng_draft_03.pdf

- FAO. 2006. *The Right to Food in Practice, implementation at the national level*, Paper. Rome.

  Available at: http://www.fao.org/docs/eims/upload/214719/AH189_en.pdf

- FAO. 2009. *Guide on Legislating on the Right to Food*. Rome.

  Available at: http://www.fao.org/righttofood/publi_en.htm

- FAO. 2009. *Guide to Conducting a Right to Food Assessment*. Rome.

  Available at: http://www.fao.org/righttofood/publi08/assessment_guide.pdf

- FAO. 2008. *Methods to Monitor the Human Right to Adequate Food*, Vol. 1 Making the Case for Rights-Focused and Rights-Based Monitoring and Vol. 2. An Overview of Approaches and Tools. Rome.

  Available at: Vol 1. http://www.fao.org/docrep/011/i0349e/i0349e00.htm

  Vol. 2 http://www.fao.org/docrep/011/i0351e/i0351e00.htm

- FAO. 2009. *Guide on Right to Food Budget Analysis*. Rome.

  Available at: http://www.fao.org/righttofood/publi_en.htm

- *International Covenant on Economic, Social and Cultural Rights* adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI) of 16 December 1966.

  Available at: http://www2.ohchr.org/english/law/pdf/cescr.pdf

- *Principles relating to the Status of National Institutions for the Promotion and Protection of Human Rights* (The Paris Principles) adopted by General Assembly resolution 48/134 of 20 December 1993.

  Available at: http://www2.ohchr.org/english/law/parisprinciples.htm

REFERENCE INSTITUTIONS AND ORGANIZATIONS

- Office of the High Commissioner for Human Rights (OHCHR)

  http://www.ohchr.org

- UN Human Rights Council

  http://www2.ohchr.org/english/bodies/hrcouncil

- Committee on Economic, Social and Cultural Rights (CESCR)

  http://www2.ohchr.org/english/bodies/cescr

- International Co-ordinating Committee of National Institutions for the Promotion and Protection of Human Rights

  http://www.nhri.net/default.asp?PID=85&DID=0

- International Food Policy Research Institute (IFPRI)

  http://www.ifpri.org

- FAO, Right to Food

  http://www.fao.org/righttofood

- Food First Information and Action Network (FIAN)

  http://www.fian.org

- National Human Rights Institutions Forum

  http://www.nhri.net

- Special Rapporteur on the right to food

  http://www2.ohchr.org/english/issues/food/index.htm

  http://www.srfood.org

LESSON B2
ROLES AND RIGHT TO ADEQUATE FOOD TASKS OF NON-GOVERNMENTAL ORGANIZATIONS AND SOCIAL MOVEMENTS

LEARNING OBJECTIVES

At the end of the lesson, the learners will be able to:

- recognize their respective roles in the realization and protection of the right to adequate food as part of their normal responsibilities; and
- understand how to translate those roles into specific right to adequate food tasks.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

This lesson builds on the structure of the Annex on Task and Learning Content Analysis, and is intended to help learners understand how specific tasks to further the right to adequate food can become part of their normal responsibilities. Thus, the starting points are areas of normal responsibility of each target learner group. The lesson should include exercises whereby the learner provides specific examples of their normal areas of decision-making or action, and is then guided to understand how a right to adequate food task or tasks can become part of it.

At the same time, the exercises should be interactive, in the sense of validating the roles and tasks that are outlined in the Annex and on which the following lessons are based. This lesson should also contribute to an understanding by members of each learner group of the roles of other learner groups in realizing and protecting the right to adequate food. The learning steps are not so much steps, but rather modules that focus on the roles of various learner groups.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Staff of NGOs, and representatives of social movements.

LEARNING STEPS

Step 1: Roles of non-governmental organizations

Scope notes: Discuss the normal areas of activities of NGOs engaged in right to adequate food work: (i) provide public information and advocate for human rights, promoting political and social mobilization; (ii) participate in the formulation of policies, programmes and national laws; (iii) monitor access to judicial, quasi-judicial and administrative recourse systems; and (iv) monitor the realization of human rights and prepare monitoring reports on human rights. Review the nine right to adequate food tasks in the Annex (Tasks NGO1–NGO9), and structure specific exercises aimed at understanding what the practical implications are of some of the right to adequate food tasks as part of normal responsibilities and activities.

Step 2: Role of social movements

Scope notes: Discuss the normal responsibilities and activities of social movements, such as: (i) social and political mobilization and advocacy; and (ii) monitoring public actions and promoting human rights. Review the four right to adequate food tasks in the Annex (Tasks SM1–SM4), and structure specific exercises aimed at understanding what the practical implications are of some of the right to adequate food tasks as part of normal responsibilities and activities.

REFERENCE MATERIALS

- Eide, W. B. & Kracht, U. (editors). 2005. *Food and Human Rights in Development*. Volume II – Evolving Issues and Emerging Applications. See Chapter 8. Intersentia, Antwerp, Belgium.
- FAO. 2005. *Voluntary Guidelines to support the progressive realization of the right to adequate food in the context of national food security*. Adopted by the 127th Session of the FAO Council, November 2004.

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  Parts 2 & 3 available at ftp://ftp.fao.org/docrep/fao/meeting/009/y9825e/y9825e00.pdf
- FAO. 2006. *The Right to Food Guidelines. Information papers and case studies*. See Chapter 8.

  Available at: http://www.fao.org/docs/eims/upload/214344/RtFG_Eng_draft_03.pdf

REFERENCE INSTITUTIONS AND ORGANIZATIONS

- Action Against Hunger

  http://www.actionagainsthunger.org
- Brazilian Action for Nutrition and Human Rights (ABRANDH)

  http://www.abrandh.org.br
- Prosalus, Salud y Desarrollo

  http://www.prosalus.es
- FAO, Right to Food

  http://www.fao.org/righttofood
- Food First Information and Action Network (FIAN)

  http://www.fian.org
- Right to Food Campaign, India

  http://www.righttofoodindia.org
- Institute of Development Studies

  http://www.ids.ac.uk

LESSON B3
ROLES AND RIGHT TO ADEQUATE FOOD TASKS OF INTERNATIONAL DONOR AND TECHNICAL COOPERATION AGENCIES

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- recognize their respective roles in the realization and protection of the right to adequate food as part of their normal responsibilities; and
- understand how to translate those roles into specific right to adequate food tasks.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

This lesson builds on the structure of the Annex on Task and Learning Content Analysis, and is intended to help learners understand how specific tasks to further the right to adequate food can become part of their normal responsibilities. The lesson should include exercises whereby the learner provides specific examples of their normal areas of decision-making or action, and is then guided to understand how a right to adequate food task or tasks can become part of it. At the same time, the exercises should be interactive, in the sense of validating the roles and tasks that are outlined in the Annex and on which the following lessons are based. This lesson should also contribute to an understanding by members of each learner group of the roles of other learner groups in realizing and protecting the right to adequate food. The Right to Food Guidelines (Section III) that relate to international food aid, the role of the international community, international technical cooperation, official development assistance, and external debt management should be reviewed, and learners should be assisted in thinking through the operational significance of these guidelines.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Staff of international financial institutions and of technical cooperation agencies.

LEARNING STEPS

Step 1: Staff of international financial institutions

Scope notes: Discuss the normal responsibilities and activities at country level of international financial institutions, such as: (i) policy assistance and advice; and (ii) national budget monitoring and budget advice. Review the five right to adequate food tasks in the Annex (IFA1–IFI5), and structure specific exercises aimed at understanding what are the practical implications of some of the right to adequate food tasks as part of normal responsibilities and activities.

Step 2: Staff of technical cooperation agencies

Scope notes: Discuss the normal responsibilities and activities at country level of technical cooperation agencies, such as: (i) policy and programme assistance and advice; and (ii) national capacity strengthening. Review the seven right to adequate food tasks in the Annex (Tasks TCA1–TCA7), and structure specific exercises aimed at understanding what are the practical implications of some of the right to adequate food tasks as part of normal responsibilities and activities.

REFERENCE MATERIALS

- Eide, W. B. & Kracht, U. (editors). 2005. *Food and Human Rights in Development*. See Chapters 9 & 10 in Volume I – Legal and Institutional Dimensions and Selected Topics, and Chapters 14, 17 & 18 in Volume II – Evolving Issues and Emerging Applications. Intersentia, Antwerp, Belgium.
- FAO. 2005. *Voluntary Guidelines to support the progressive realization of the right to adequate food in the context of national food security*. Adopted by the 127th Session of the FAO Council, November 2004.

  Part 1 available at: ftp://ftp.fao.org/docrep/fao/meeting/009/y9825e/y9825e01.pdf

  Parts 2 & 3 available at ftp://ftp.fao.org/docrep/fao/meeting/009/y9825e/y9825e00.pdf
- Global Donor Platform for Rural Development, Charter of March 2008.

  Available at: http://www.donorplatform.org/index.php?option=com_content&task=view&id=15&Itemid=131

REFERENCE INSTITUTIONS AND ORGANIZATIONS

- Canadian International Development Agency (CIDA)
  http://www.acdi-cida.gc.ca/index-e.htm
- FAO, Right to Food
  http://www.fao.org/righttofood
- Food First Information and Action Network (FIAN)
  http://www.fian.org
- FAO Technical Cooperation Programme (TCP)
  http://www.fao.org/tc/tcp
- German Technical Cooperation
  http://www.gtz.de/en
- Global Donor Platform for Rural Development
  http://www.donorplatform.org
- International Fund for Agricultural Development (IFAD)
  http://www.ifad.org
- Organisation for Economic Co-operation and Development
  http://www.oecd.org
- Swiss Agency for Development and Cooperation
  http://www.sdc.admin.ch
- International Monetary Fund
  http://www.imf.org
- Federal Ministry for Economic Cooperation and Development (BMZ)
  http://www.bmz.de/en/index.html
- UN System Network on Rural Development and Food Security
  http://www.rdfs.net/about/about_en.htm
- World Bank
  http://www.worldbank.org
- Europeaid
  http://ec.europa.eu/europeaid

THEMATIC UNIT C
ASSESSING THE REALIZATION OF THE RIGHT TO ADEQUATE FOOD

UNIT PURPOSE

Thematic Unit C provides guidance on assessing the realization of right to adequate food.

The Unit illustrates methods to assess the food security and vulnerability situation, how the existing legislation takes into account the right to adequate food concept, and how policies, strategies and programmes are conducive to progressively realize the right to adequate food.

LESSON C1

Assessment of food security and nutrition situations and vulnerability

LESSON C2

Assessment of existing right to adequate food legislation and formulation of new legislation

LESSON C3

Assessment of the policy framework

LESSON C1
ASSESSMENT OF FOOD SECURITY AND NUTRITION SITUATIONS AND VULNERABILITY

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- identify methods to assess food security, nutrition, poverty and general development conditions;
- apply methods to identify and characterize food insecure, malnourished and vulnerable population groups;
- interpret reports that address food security and nutrition, and vulnerability situation analyses for countries or sub-national regions; and
- formulate targeted policy and programme options which take into consideration the food security and nutrition assessment and the vulnerability analyses.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

This lesson is strongly linked to policy and programme formulation, implementation and monitoring. Food security, nutrition and vulnerability assessment serve a number of purposes: (i) identifying and characterizing food insecure, malnourished and vulnerable population groups; (ii) establishing baselines; (iii) defining targets and benchmarks; and (iv) understanding why certain groups suffer from food insecurity

and malnutrition, and particularly whether discrimination is one of the reasons. The right to adequate food, and equity as a human rights principle, promote policies and programmes that target the most food insecure and vulnerable groups. The Right to Food Guidelines make repeated reference to the need that policies and programmes be targeted at the most needy and vulnerable, and that vulnerability assessments are important in defining a national right to adequate food strategy. Monitoring the impacts of policies and programmes means measuring changes from a starting point. Accountability as a human rights principle means having established targets and benchmarks against which to monitor changes in policy and programme outcomes. Targeted policies and programmes need to address the underlying causes of food insecurity and malnutrition to be effective, and should be implemented to eliminate existing discriminatory practices, including the most marginalized population groups.

This lesson should provide the learner with a basic overview of existing methods of assessing food insecurity, malnutrition, poverty incidence and socio-economic development. The learner should be able to access detailed information about specific methods, as these are too many to cover adequately in one lesson. These assessments have been and are being carried out in many countries, and thus considerable documentation of their actual applications is available.

Specific examples from countries can be used to illustrate the application of methods, or even have the learner carry out small practical exercises. The different assessment methods should be linked to different ways of obtaining the information needed. Relying on existing assessment reports, the learners should be shown how to interpret the findings and conclusions, and then formulate policy and programme options that: (i) target the most food insecure and vulnerable; (ii) can be expected to address effectively the reasons why these groups are food insecure or vulnerable; and (iii) will be implemented in non-discriminatory ways. Such documentation can also serve to show the learners how to establish a baseline with key indicators, and how targets and benchmarks are established.

This lessons aims to strengthen the capacity of technical staff of government institutions, including human rights institutions, to make sound policy and programme proposals for consideration by policy decision-makers. The lesson should provide staff of NGOs with many elements to increase their effectiveness in participating in policy and programme formulation, and in monitoring their impacts in holding the state accountable for the realization of the right to adequate food. Social movements need to be able to make their independent assessments on behalf of vulnerable groups concerning the food security and nutrition situation, assess policy and programme proposals against real conditions among vulnerable groups, and advocate for changes in policies and programmes that have a negative impact on members of vulnerable groups that they represent.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Technical staff of government institutions, human rights institutions and NGOs, and representatives of social movements.

LEARNING STEPS

Step 1: Focus on assessment methods

Scope notes: Learners should be provided with a solid overview of assessment methods, and how these have been applied in describing food security and nutrition situations, identifying the neediest groups, and understanding reasons why people are food insecure and malnourished.

Step 2: Data and information needs of assessment methods

Scope notes: Linking the data and information needs to specific assessment methods, and by what methods such data or information can be obtained. Data and information gathering methods and tools can be characterized as to what extent they are participatory and empowering, and what the criteria are in deciding when best to apply which method.

Step 3: Analysis of assessment reports

Scope notes: Learners should become familiar with typical assessment and analytical reports. They should understand how the assessment was structured, how the methods were implemented, how the data and information were analysed, and, in particular, how the findings are linked to the assessment conclusions and recommendations. Emphasis should be placed on extracting from these reports, and the analysis they contain, how human rights principles such as non-discrimination, participation and equity can be assessed.

Step 4: From assessment and analysis to policy and programme options

Scope notes: Linking the assessment findings, conclusions and recommendations to the formulation of policy and programme options that target the neediest, and effectively address the reasons why different groups are food insecure and malnourished, including discriminatory practices in the implementation of existing policies or programmes.

REFERENCE MATERIALS

- ActionAid International. 2005. *Participatory Vulnerability Analysis. A Step-by-Step Guide for Field Staff*. ActionAid, London, UK.

  Available at: http://www.actionaid.org.uk/doc_lib/108_1_participatory_vulnerability_analysis_guide.pdf

- Eide, W. B. & Kracht, U. (editors). 2005. *Food and Human Rights in Development*. Volume I – Legal and Institutional Dimensions and Selected Topics. See Chapter 3. Intersentia, Antwerp, Belgium.

- FAO. Various dates. *The State of Food Insecurity in the World* (SOFI).

  See: http://www.fao.org/SOF/sofi

- FAO. 2005. *Voluntary Guidelines to support the progressive realization of the right to adequate food in the context of national food security*. Adopted by the 127th Session of the FAO Council, November 2004.

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- FAO. 1993. *Guidelines for Participatory Nutrition Projects*. FAO, Rome.

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- FAO, 2008. *Methods to Monitor the Human Right to Adequate Food*. Volume II. See Chapter 5.

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  Available at: http://www.fao.org/docrep/meeting/x8018e.htm

- FAO-FIVIMS. 2002. *Making FIVIMS Work for You. Tools and Tips: Understanding Food Insecurity and Vulnerability*.

  Available at: http://www.fivims.org/index.php?option=com_sobi2&sobi2Task=sobi2Details&sobi2Id=140&Itemid=71

- FAO/WFP. 2007. *Comprehensive Food Security and Vulnerability Analysis. West Bank and Gaza Strip*.

  http://www.wfp.org/sites/default/files/CJFSVA.pdf

- Inwent/GTZ/Welthungerhilfe. 2005. *Food and Nutrition Security – Assessment Instruments and Intervention Strategies* – Proceedings International Training Workshop Feldafing 2005, Bonn, Germany.
- Ismail, S., Immink, M. & Nantel, G. 2005. *Improving Nutrition Programmes – An Assessment Tool for Action*. Revised Edition. FAO, Rome, Italy. 95 pp.

  Available at: ftp://ftp.fao.org/docrep/fao/009/a0244e/a0244e00.pdf
- Kent, G. 2005. *Freedom from Want: The Human Right to Adequate Food*. See Chapter 5. Georgetown University Press, Washington, DC, USA. 278 pp.

  Available at: http://press.georgetown.edu/pdfs/9781589010550.pdf
- Künnemann, R. & Epal-Ratjen, S. 2004. *The right to adequate food: a resource manual for NGOs*. See Chapter 2. FIAN International, Heidelberg, Germany.

  Available at: http://www.fian.org/resources/documents/others/right-to-food-resource-manual-for-ngos/pdf
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- Swindale, A. & Bilinsky, P. 2006. *Development of a universally applicable household food insecurity measurement tool: process, current status and outstanding issues*. Journal of Nutrition, 136: 1449S–1452S (Supplement on Advances in Developing Country Food Insecurity Measurement).
- WFP/Revolutionary Government of Zanzibar/Save the Children. 2003. *Household Economy Analysis for Zanzibar – Final Report*, May 2003.
- WFP/VAM. 2007. *Food Security and Market Monitoring Report, No. 9* (Occupied Palestinian Territory).

  Available at: http://wfp.org/country_brief/middle_east/palestinian_territory/reports/0706foodsecurityreport.pdf

LINKS

Comprehensive Food Security and Vulnerability Analysis:

- Country Nutrition Profiles
  http://www.fao.org/ag/agn/nutrition/profiles_en.stm
- Food Security and Nutrition Information System of Cambodia
  http://www.foodsecurity.gov.kh
- National Institute of Statistics of Rwanda
  http://www.statistics.gov.rw

FAO Food Security Information for Action Programme:

- Publications
  http://www.foodsec.org/pubs.htm
- E-learning courses
  http://www.foodsec.org/DL/dlintro_en
  (Courses: food security information systems and networks; reporting food security information; availability assessment and analysis; baseline food security assessments; livelihoods assessment and analysis; nutritional status assessment and analysis).

REFERENCE INSTITUTIONS AND ORGANIZATIONS

- FAO, FIVIMS
  http://www.fivims.org
- Vulnerability Analysis and Mapping VAM (WFP)
  http://vam.wfp.org
- Southern Africa Development Community (SADC)
  http://www.sadc.int/english/fanr/food_security/regional_assessment.php
- UN System Standing Committee on Nutrition
  http://www.unscn.org
- World Health Organisation
  http://www.who.int/en

LESSON C2
ASSESSMENT OF EXISTING RIGHT TO ADEQUATE FOOD LEGISLATION AND FORMULATION OF NEW LEGISLATION

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- undertake a gap analysis of existing legislation with reference to the right to adequate food and human rights principles.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

An adequate national legal framework is a crucial prerequisite for the successful realization of a right. A wide array of laws serve the realization of the right to adequate food, with topics ranging from food safety, to laws governing access to natural resources (land, water, forests, fisheries, etc.), to private law areas such as inheritance law, to labour legislation, and to social security and welfare legislation. As a first step in the gap analysis, a broad overview of legislation relevant to the right to adequate food should be undertaken. Next, the analysis should focus on the most relevant areas and where shortcomings can be detected. Reference to the normative content of the right to adequate food is important in detecting shortcomings.

The assessment should focus on the contents of the laws, and on the actual implementation practices and procedures to examine whether the contents are conducive to furthering the right to adequate food, and that the implementation

processes conform to human rights principles of non-discrimination, equity, participation, protection of human dignity, transparency, etc.

Actual implementation processes and practices of national laws are more difficult to assess. The assessment may need to delve into administrative practices, and involve civil servants and perhaps clients of public services, who should provide insights into administrative practices (e.g. how many requests for welfare assistance are made and denied, and on which legal/illegal grounds?). Shortcomings of administrative capacity might appear as an important stumbling block. It might become evident that laws are ambiguously worded, or are too ambitious and are ill-suited to the national context.

MAIN TARGET LEARNER GROUP FOR THIS LESSON

Legislators (Parliamentarians) and their staff.

LEARNING STEPS

Step 1: Law and regulation analysis

Scope notes: *Constitutional Rights* – A first step concerns an assessment of the provisions in the national constitution, to examine whether:

- the right to adequate food is explicitly protected as a constitutional right;
- aspects of the right to adequate food are protected by other constitutional rights (health, nutrition, social assistance, life and human dignity, work);
- the right to adequate food or some elements of it are protected only for certain groups (e.g. nutrition rights of children); or
- the constitution contains principles or state directives relevant to the right to adequate food.

If the right to adequate food is recognized as an individual right, is it also recognized as a justiciable right? If a constitution contains only state directives or principles, which role do such directives and principles play? Do they inform policy-making or do they also serve (as in India or Bangladesh) to interpret the scope of other rights, such as the right to life?

National Legislation – While the recognition of the right to adequate food takes place at the constitutional level, its effective protection needs to be ensured at the statutory level, i.e. mainly through sector legislation dealing with issues such

as food safety, social security, access to natural resources or labour. This is a lot of ground to cover. To keep the assessment manageable, criteria that prioritize the inclusion of specific legislation in the assessment should be defined as a first step of the assessment. Guiding this prioritization should be the elements in the core content of the right to adequate food.

Customary Law – In many countries, customary law interplays with statutory law in fields of relevance to the right to adequate food. In particular, access to resources such as land and water may be regulated, to a large extent, by customary law. The extent to which customary law plays a role should be analysed, as well as the manner in which it interfaces with statutory law. If possible, tensions between customary law and statutory law and between customary law and human rights principles (often discrimination can be an issue in customary law) should be identified. While it is likely that the assessment will not be able to deal with the content of—typically unwritten and diverse—customary law, it should try to identify whether right to adequate food problems originate from the content of customary law or its interface with statutory law, and whether these problems merit a more detailed follow-up analysis.

Step 2: Gap analysis (comparison between existing laws and provisions needed)

Scope notes: *Implementation of Laws and Regulations* — An assessment based on human rights principles includes an analysis of what exists and what does not exists, the outcomes and impacts, and the processes by which certain measures are elaborated and implemented, to examine whether these processes conform to human rights principles and approaches, and to assess what effect they have. Thus, the assessment should extend to the degree of adequacy of the existing laws, their structure and implementation, and of the de facto reach of the most relevant pieces of legislation. To undertake such an analysis, the learners should become familiar with the concept of right to adequate food framework law as a systematic framework that helps to identify the need for the development of specific areas of policies and legislation for the right to adequate food, and outlines the human rights principles to which implementation of policies and legislation must conform.

Some sample questions that may be relevant here are:

- to what extent are laws relevant to the right to adequate food, covering social assistance, access to land or water, etc., effectively implemented?
- where and under what conditions are they implemented?
- does implementation reach the rural areas and cover rural populations, or food insecure and vulnerable population groups?
- do administrative processes foreseen in the legislation de facto exclude certain groups from access to benefits (regardless of the text of the law)?

Step 3: How to identify possible discrimination and other human rights violations in existing laws and regulations

Scope notes: Learners should become thoroughly familiar with the human rights principles as articulated in international and national instruments and be able to spot violations in real world situations. For example, non-discrimination, together with equality before the law and equal protection of the law without any discrimination, constitute a basic and general principle relating to the protection of human rights. Thus, Article 2, paragraph 1, of the International Covenant on Civil and Political Rights obliges each state party to respect and ensure to all persons within its territory and subject to its jurisdiction the rights recognized in the Covenant without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Article 26 not only entitles all persons to equality before the law as well as equal protection of the law, but also prohibits any discrimination under the law and guarantees to all persons equal and effective protection against discrimination on any ground such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Indeed, the principle of non-discrimination is so basic that Article 3 obliges each state party to ensure the equal right of men and women to the enjoyment of the rights set forth in the Covenant. While Article 4, paragraph 1, allows state parties to take measures derogating from certain obligations under the Covenant in time of public emergency, the same article requires, *inter alia*, that those measures should not involve discrimination solely on the ground of race, colour, sex, language, religion or social origin. Furthermore, Article 20, paragraph 2, obliges states parties to prohibit, by law, any advocacy of national, racial or religious hatred that constitutes incitement to discrimination.

Because of their basic and general character, the principles of non-discrimination as well as that of equality before the law and equal protection of the law are sometimes expressly referred to in articles relating to particular categories of human rights. Article 14, paragraph 1 (International Covenant on Civil and Political Rights, ICCPR), provides that all persons shall be equal before the courts and tribunals, and paragraph 3 of the same article provides that, in the determination of any criminal charge against them, everyone shall be entitled, in full equality, to the minimum guarantees enumerated in subparagraphs (a) to (g) of paragraph 3. Similarly, Article 25 provides for the equal participation in public life of all citizens, without any of the distinctions mentioned in Article 2.

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LESSON C3
ASSESSMENT
OF THE POLICY FRAMEWORK

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- understand whether policies, strategies and programmes are conducive to progressively realizing the right to adequate food;
- assess whether policies, strategies and programmes respond to the underlying and root causes of the non-realization of the right to adequate food of certain groups; and
- formulate targeted policy and programme options from the food security and nutrition assessment and vulnerability analysis.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

The purpose of assessing the policy framework of a country is to reveal to what extent policies, strategies and programmes are conducive to realizing the right to adequate food and whether the policy framework responds to the underlying and root causes of the non-realization of the right to adequate food of certain groups. The Right to Food Guidelines stress the need for a thorough assessment of the overall policy framework to define a national right to adequate food strategy.

Specifically, the assessment should focus on the impacts, and on the distributional effects of those impacts, particularly among food-insecure and vulnerable groups.

The assessment should also be extended to include the processes by which policies and programmes are formulated and implemented.

In the specific case of the right to adequate food, the policy framework should contribute to creating an enabling environment that allows everyone to feed themself. Direct food policies should have clear and practical definitions of policy objectives towards the progressive realization of the right to adequate food. Indirect food policies should, at the least, respect and protect the right to adequate food. The Right to Food Guidelines include all policy areas to be considered when implementing the right to adequate food.

MAIN TARGET LEARNER GROUP FOR THIS LESSON

National policy decision-makers; technical staff of government institutions, human rights institutions and NGOs.

LEARNING STEPS

Step 1: Understanding the human rights dimension of policies and programmes

Scope notes: Learners should become familiar with tools that allow assessing whether (i) human rights principles guide all phases of the programming and implementation process; and (ii) whether these programmes contribute to the development of capacities of right holders to claim their rights, and of duty bearers to meet their obligations and undertake their responsibilities.

Step 2: Assess whether policies, strategies and programmes respond to the underlying and root causes of the non-realization of the right to adequate food of certain groups

Scope notes: Comparing the findings of the vulnerability analysis (Lesson C1) with the assessment of the policy framework, learners should be able to conclude whether the existing programmes correspond to the identified needs and the causes of malnutrition. Learners should identify gaps and shortcomings.

Step 3: Formulate targeted policy and programme options from the food security and nutrition assessment and vulnerability analysis

Scope notes: Linking the assessment findings, conclusions and recommendations to the formulation of policy and programme options that target the neediest, and effectively address the reasons why different groups are food insecure and malnourished, including discriminatory practices in the implementation of existing policies or programmes.

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THEMATIC UNIT D
FORMULATION, IMPLEMENTATION AND MONITORING OF NATIONAL LAWS, POLICIES AND PROGRAMMES

UNIT PURPOSE

The unit provides guidance on creating and enabling a national policy and legal environment for the right to adequate food.

It illustrates the implications of ratifying international instruments on the right to adequate food and provides policy-makers and legislators with guidelines for building national laws, policies and programmes to support the right to adequate food.

The unit also provides NGOs, social movements and human rights institutions with guidelines to monitor the impacts on the right to adequate food of national policies and programmes and to advocate for policy and programme change.

LESSON D1

Ratification of international instruments on the right to adequate food

LESSON D2

Promotion and protection of the right to adequate food in national policies and extraterritorial agreements

LESSON D3

Formulation of right to adequate food framework law

LESSON D4

Incorporating the right to adequate food in national laws and policies

LESSON D5

Monitoring the implementation and impacts on the right to adequate food of national policies and programmes

LESSON D6

Advocacy and negotiating for policy and programme change for the right to adequate food

LESSON D1
RATIFICATION OF INTERNATIONAL INSTRUMENTS ON THE RIGHT TO ADEQUATE FOOD

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- identify all the international and regional instruments that deal with the right to adequate food, particularly those instruments that have not been ratified by the country;
- understand the implications of the contents of these instruments for the formulation and implementation of national laws and policies that enable the progressive realization of the right to adequate food;
- formulate and implement a dissemination policy and action plan for the ratification of the right to adequate food instruments; and
- recognize the roles and responsibilities of decision-makers in the executive and legislative branches of government in the ratification process of international right to adequate food instruments.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

The right to adequate food is covered in a number of international and regional instruments, including the Universal Declaration of Human Rights, and the International Covenant on Economic, Social and Cultural Rights.

This lesson aims to focus on those instruments that the particular country has not yet ratified. In the case of instruments that have been ratified, it would be useful to acquire documentation that describes the process that was used and led to ratification. What can be learned that may be useful for initiating a process towards ratification of instruments that have not yet been ratified? To the extent necessary, a review of the ratification process as established in the country may be useful. Learners should acquire an understanding of how to interpret the normative content of the right to adequate food, and how to adopt this into national legislation and policies. They should become fully aware of what obligations are aquired by both branches of government by ratifying specific instruments, including reporting requirements. General Comment 12 and the Right to Food Guidelines provide interpretations of the normative content that should be reviewed with the learners. This lesson should also be an opportunity for learners to understand how to involve other stakeholders and obtain broad-based support from colleagues and other stakeholders for both ratification and towards incorporation of the right to adequate food in national laws and policies. The respective roles of legislators and decision-makers in the executive branch in getting international instruments ratified should be highlighted, as well as how to coordinate efforts by both branches of government.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Legislators (Parliamentarians) and National Policy Decision-makers.

LEARNING STEPS

Step 1: Analysis of international and regional instruments

Scope notes: This analysis serves to make an inventory of all relevant international and regional instruments, and to earmark those that the country has ratified, and those it has not. The analysis should provide a clear and comprehensive synthesis of the right to adequate food as delineated in these instruments, its normative content, and how the right to adequate food relates to other rights—health, education, etc.

Step 2: From normative content to national laws and policies

Scope notes: Ratification of international instruments is only significant if the normative provisions with respect to the right to adequate food are introduced into national legislation and policies. Legislators and policy decision-makers must thus understand how to transform these provisions into actionable national legislation and policy statements. They should know how to monitor progress in introducing right to adequate food provisions in national legislation and policies.

Step 3: Mobilizing broad-based support for ratification

Scope notes: While ratification is legally done by the legislative branch of government, broad-based support for ratification is required when it comes to implementation of the provisions of the international instruments. Thus, legislators and policy decision-makers should work together to obtain the political and social support necessary for ratification. For this effort they should devise an advocacy strategy. Information about the food security, nutrition and poverty situation will be an important input into developing this strategy. At the same time, they should work together to inform about the right to adequate food provisions in instruments that have already been ratified.

Step 4: Roles and responsibilities

Scope notes: Legislators enact bills into laws, and are also in charge to review policies, and in many countries ratify international instruments. They must understand what obligations are acquired by ratifying these instruments, including reporting requirements and follow-up actions needed to introduce right to adequate food provisions adequately into national legislation. Policy proposals are normally drafted by policy decision-makers and presented for adoption to the legislative branch. This process requires close collaboration among legislators and policy decision-makers.

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LESSON D2
PROMOTION AND PROTECTION OF THE RIGHT TO ADEQUATE FOOD IN NATIONAL POLICIES AND EXTRATERRITORIAL AGREEMENTS

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- understand the policy orientations contained in the Right to Food Guidelines and what these mean for creating an enabling national policy environment for the right to adequate food;
- translate state obligations to respect, protect and fulfil into specific policy focus and objectives; and
- provide specific guidance to technical staff for the preparation of policy issue papers and other documentation for policy formulation, stressing potential impacts of policies and extraterritorial agreements on the realization of the right to adequate food.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

This short lesson is meant to provide national policy decision-makers with the main elements of right to adequate food policy orientations. The Right to Food Guidelines should become a frequently used reference for these learners. The lesson is designed to provide these learners with a minimum basis for participation as learners in Lesson D4 (Incorporating the right to adequate food in national laws and policies). In analysing the contents of the Right to Food Guidelines, emphasis should be placed on the policy implications of the normative

content, not limited to national policies, but also when negotiating international trade agreements (dealt with in Part III of the Right to Food Guidelines). These learners should fully understand what the various categories of state obligations mean, and what the implications are for formulating specific policies. Policy issues papers often serve to outline policy options for new policies or for proposals to modify existing policies. These learners will be responsible for the preparation of such papers, and must effectively mandate their staff appropriately. They must be able to provide solid guidance on how to approach specific issues and think through how certain options may be expected to have an impact on the right to adequate food, and how to shape such options to protect the right to adequate food.

The lesson format in this case should be adjusted out of consideration that national policy decision-makers cannot be expected to participate in long face-to-face meetings or classes.

MAIN TARGET LEARNER GROUP FOR THIS LESSON

National policy decision-makers.

LEARNING STEPS

Step 1: Creating an enabling policy environment for the right to adequate food

Scope notes: What are the main elements of an enabling policy environment for the right to adequate food? What key sectors most immediately relate to the right to adequate food? How to transform the normative content of the Right to Food Guidelines into proposals for overarching policies as well as sector policies?

Step 2: Incorporating state obligations in national policies

Scope notes: What are the categories of state obligations and how do these apply to policies? What should be considered to ensure that policies are implemented in ways that fully reflect the state's obligations to respect and protect the right to adequate food? How to analyse policy proposals and options, and what criteria to use, to ensure that they are fully in harmony with state obligations?

Step 3: Defining policy options

Scope notes: In providing guidance and orientation to technical staff, these learners should be able to orient policy analysis with respect to the potential impacts of policy options and proposals on the right to adequate food and harmonization with state obligations.

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  http://www.fairtradealliance.org
- Food First Information and Action Network (FIAN)
  http://www.fian.org
- Brot für die Welt, Germany
  http://www.brot-fuer-die-welt.de

LESSON D3
FORMULATION OF A RIGHT TO ADEQUATE FOOD FRAMEWORK LAW

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- describe the advantages of legislating for the right to adequate food;
- understand the relevance of a participatory law-drafting process;
- analyse and give opinions on the conformity of laws with the right to adequate food and human rights principles, and their conduciveness to the realization of this right; and
- formulate proposals for new legislation, and amendments to or modifications of the existing legislation, for the fulfilment and protection of the right to adequate food in a country.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

Whether the right to adequate food is directly recognized in a state constitution or can be implicitly derived from other constitutionally recognized human rights, framework law is a useful means to articulate its skeleton and to provide means of enforcement at the administrative and judicial levels. This lesson is designed to provide law-makers with guidance and practical information for developing or strengthening a national legal framework on the right to adequate food.

The lesson should first introduce the relevance of a participatory drafting process. The broad support of all relevant parts of society, including the government,

the general public and the private sector, for a new right to adequate food framework law is one of the essential preconditions for its successful enforcement. Because of the great number of actors who will have a role in implementing the right to adequate food in a country, the lesson should provide learners with sufficient information about such process (e.g. involving various government departments in the drafting work, employing sufficiently broad expertise, actively involving and consulting civil society and concerned groups such as farmers and trade unions, including through public hearings and public discussion papers). Examples from other countries, in particular those that have recently adopted national laws on food and nutrition security, can be used to illustrate different ways of ensuring the support of the government and society for a new law.

The lesson should build and strengthen the capacity of law-makers to analyse existing legislation, give legal opinions and formulate proposals for new legislation. Legislative provisions must be clear and precise, and framed in a way to make a law work in practice. They must reflect human rights principles of participation, accountability, non-discrimination, transparency, human dignity, empowerment and rule of law. Case studies can be developed to illustrate how this can be achieved, and how differently framed legal provisions can lead to different results in practice (e.g. a high level of discretion left to administrative authorities can lead to discriminatory practices and corruption).

Because the law will be tailored to the particular circumstances of a given country and its legal system, the lesson should discuss various elements that can be addressed by the framework law. A framework law on the right to adequate food should give a precise definition of the scope and content of the right to adequate food; set out the obligations of state authorities; establish the necessary institutional mechanisms; and give the legal basis for subsidiary legislation and other necessary measures to be taken by the competent authorities. For example, it can provide legal basis for adopting special measures needed to correct the existing inequalities within society with respect to access to food or to means for its procurement. It can also play a fundamental role in defining the entitlement to a minimum amount of food that persons have under this fundamental human right, and which the state is required to provide immediately. The right to adequate food framework law should also stipulate the financial arrangements needed for its realization in practice. The lesson should discuss in some detail the advantages and inconveniences of various approaches to dealing with the elements to be addressed by a framework law. Examples from existing national laws or draft bills can be used for illustrative purposes.

MAIN TARGET LEARNER GROUP FOR THIS LESSON

Legislators (Parliamentarians) and their staff.

LEARNING STEPS

Step 1: Importance of the form and legal status of right to adequate food framework law

Scope notes: Legislators must be familiar with this particular legislative technique; the term 'framework law' refers to a legislative technique used to address cross-sectoral issues and facilitate a cohesive, coordinated and holistic approach to them. Highlight that insofar as it establishes a general frame for action, framework legislation does not regulate the areas it covers in detail. Because it is designed to cover the whole subject area and enshrine the human right to adequate food, the framework law will become the reference standard for food issues in the country. Learners should become aware of the crucial importance of the position of the framework law in the national legal order for its future interpretation and enforcement, and its interaction with other sectoral legislation affecting the enjoyment of the right.

Step 2: Designing a participatory drafting process

Scope notes: Actively involving the stakeholders concerned into a law-drafting process fosters a sense of ownership and increases the acceptance of new legislation by society: both those who will be affected by it and those that will be called on to enforce it. Describe various approaches that can be used to consult stakeholders and collect views. Learners should acquire the capacity to assess whether draft legislation is precise, comprehensive and appropriate, i.e. whether it takes into account all relevant interests and contains provisions that reflect local circumstances.

Step 3: Formulating law objectives, definitions and principles

Scope notes: Underline that the objectives and principles stated in the framework law guide the competent authorities' actions in its implementation and assist in the interpretation of the law's provisions. The definitions section ensures an agreed, specific meaning for certain terms that may recur throughout the text. Learners should become familiar with human rights terminology and categories contained in the international standards on the right to adequate food, and develop thorough knowledge and understanding of human rights principles as articulated in international instruments and of how they can be integrated into the framework law provisions.

Step 4: Framing substantive provisions establishing the right to adequate food and corresponding obligations of state authorities

Scope notes: An explicit legal norm on the right to adequate food is the necessary basis for elaborating its content, for demanding its realization and also for monitoring it. Learners should be able to draft provisions that clarify the content of

the right to adequate food and elaborate on the main components of this human right. They should also acquire the capacity to analyse or to draft legal provisions on the applicable government obligations (i.e. to respect, protect and fulfil the right to adequate food). Describe and discuss what each state obligation under the right to adequate food can imply for public authorities dealing with matters affecting the availability, accessibility, stability, utilization and adequacy of food. Illustrate how differently drafted provisions can lead to different interpretations in practice. For illustrative purposes, use examples from recently adopted or draft laws on food and nutrition security, or from legislation related to other human rights.

Step 5: Framing provisions establishing institutional settings for implementing the right to adequate food

Scope notes: Learners should understand the importance of an adequate institutional setting for implementing the right to adequate food. Describe and discuss the main features, principles and functions of the institution coordinating the work of various state agencies and actors whose activities have an impact on the realization of the right to adequate food in a country. Explain the distinction between 'technical' monitoring (gathering and analysing data on the food security situation, health and nutrition status, vulnerability, etc.) and 'human rights' monitoring (monitoring the degree of enjoyment of the right to adequate food). Highlight the meaning and relevance of an integrated approach to monitoring, and discuss the advantages of designating one institution to take a lead in right to adequate food monitoring. Learners should understand how civil society participation in decision-making can improve transparency, efficiency and effectiveness of the government and lend credibility and legitimacy to government decisions. Examine and discuss various forms and mechanisms that could be deployed to consult civil society and other stakeholders and to actively involve them in governmental decision-making, planning and implementation processes affecting the availability, accessibility and adequacy of food.

Step 6: Framing provisions on appeals and review proceedings, and financial considerations

Scope notes: Key factors that significantly influence the realization of human rights guaranteed by law are mechanisms available in the event of violations. Learners should acquire the capacity to draft provisions related to access to justice and remedies for violations of the right to adequate food. Discuss administrative, judicial and quasi-judicial systems of protection and enforcement of the right to adequate food, including through analysis of the existing case-law of national courts, as well as of international and regional human rights mechanisms.

Highlight the role of a framework law on the right to adequate food for ensuring financing arrangements necessary for the implementation of the right to adequate food in a country, and for establishing the principles that will govern the allocation and spending of resources.

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- Food First Information and Action Network (FIAN)
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- Office of the High Commissioner for Human Rights (OHCHR)
  http://www.ohchr.org
- Special Rapporteur on the right to food
  http://www2.ohchr.org/english/issues/food/index.htm
  http://www.srfood.org

LESSON D4
INCORPORATING THE RIGHT TO ADEQUATE FOOD IN NATIONAL LAWS AND POLICIES

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- understand the right to adequate food within the context of rights-based development and poverty reduction;
- transform the right to adequate food provisions and normative content into legislative proposals and policy objectives;
- incorporate human rights principles in national legislation and policy implementation strategies; and
- facilitate policy and legislation formulation processes that are participatory and empowering.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

This is a key lesson with respect to national adoption of right to adequate food provisions in international instruments and of human rights principles in the implementation of national legislation and policies. This lesson significantly builds on the following lessons: (i) Assessment of existing right to adequate food legislation and formulation of new legislation (C2) and Formulation of new right to adequate food framework law (D3); (ii) Ratification of international instruments on the right to adequate food (D1); and (iii) Promotion and protection of the right to adequate food in national policies and extraterritorial agreements (D2). A review of the main

content of these three lessons is the starting point. This lesson (D4) should provide a significant understanding of what rights-based development means, and of the linkages between the right to adequate food and rights-based development, and with poverty reduction strategies.

The lesson should have a hands-on format, by structuring exercises for the actual formulation of legislative proposals, and of policy goals and objectives of sector, poverty reduction and development strategies and policies. One approach might consist of the formulation of a national food security and nutrition policy as an overarching policy framework for right to adequate food measures, and the formulation of legislative proposals for the human rights-based implementation of the food security and nutrition policy. A good number of country examples are available for analysis. The participation of staff from human rights institutions and NGOs creates an opportunity to interact directly with legislators, policy decision-makers and technical staff, all working together, and thus complementing relevant technical knowledge with human rights expertise.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Legislators, policy decision-makers, parliamentary staff, technical staff of line ministries, and staff of human rights institutions.

LEARNING STEPS

Step 1: Review of main right to adequate food elements for national laws and policies

Scope notes: Review Lessons D1, D2 and D3, including: (i) normative content of the right to adequate food in international and regional instruments; (ii) main elements of right to adequate food framework law; and (iii) policy orientations contained in the Right to Food Guidelines, and essential elements of an enabling policy environment.

Step 2: Rights-based development

Scope notes: Making human rights a reality for all, and the processes of development as interrelated and mutually reinforcing. Rights-based development is understood as a people-centred process that aims to fully and totally respect the dignity and the full capacities of all human beings. It therefore involves the integration of human rights norms, standards and principles in all national plans, policies and development processes. Democracy, development, respect for and protection and fulfilment of human rights, and fundamental freedoms are interdependent and mutually reinforcing. What are paradigms of rights-based development?

Step 3: Formulation exercises

Scope notes: These exercises are designed to actually proceed to formulate policy goals, objectives and strategies, as well as legislative proposals, within the broader context of rights-based development and poverty reduction strategies. Learners should be exposed to actual and relevant policies and legislation, in a country case study approach. Different learner groups can draw up proposals, to be then compared in joint discussions to reach consensus proposals. Use risk and opportunity assessment techniques in these exercises.

Step 4: Review of policy and legislation formulation processes

Scope notes: A review of actual in-country experiences of policy formulation processes, and drawing out the lessons learned, particularly focusing on the alignment of such processes with human rights principles and approaches.

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- FAO, Right to Food
  http://www.fao.org/righttofood
- FAO, Agricultural Development Economics Division (ESA)
  http://www.fao.org/es/esa
- FAO, Policy Assistance and Resources Mobilization Division (TCA)
  http://www.fao.org/tc/tca
- Food First Information and Action Network (FIAN)
  http://www.fian.org
- International Human Rights Obligations Network
  http://www.lancs.ac.uk/fss/organisations/humanrights/inthron
- Office of the High Commissioner for Human Rights (OHCHR)
  http://www.ohchr.org
- Overseas Development Institute, UK (ODI)
  http://www.odi.org.uk
- United Nations Development Group (UNDG)
  http://www.undg.org
- United Nations Development Programme (UNDP)
  http://www.undp.org
- United Nations Educational, Scientific and Cultural Organization (UNESCO)
  http://www.portal.unesco.org
- United Nations Population Fund (UNFPA)
  http://www.unfpa.org

LESSON D5
MONITORING THE IMPLEMENTATION AND IMPACTS ON THE RIGHT TO ADEQUATE FOOD OF NATIONAL POLICIES AND PROGRAMMES

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- apply methods of rights-focused monitoring of impacts and implementation processes of national policies and programmes;
- analyse monitoring information and formulate practical recommendations to policy decision-makers and legislators on right to adequate food considerations in national laws and policies; and
- disseminate relevant monitoring information and analysis to different stakeholder groups.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

This is very much a hands-on lesson, in that the learners should not only read about monitoring methods, but should actually apply these methods in structured exercises. This lesson builds on the companion lesson entitled: Assessment of Food Security and Nutrition Situations and Vulnerability (Lesson C1). It therefore assumes that the learners are familiar with the assessment methods covered in Lesson C1. Such assessments serve to establish a baseline against which to monitor policy and programme impacts, as well as to serve as an input into the formulation of targeted right to adequate food policies and programmes.

The purpose of assessing and monitoring policy impacts and implementation, and the legal and institutional factors that condition these, is to promote change

to ensure that policy implementation processes are human rights-based, and that policy and programme impacts are equitable and target the most food insecure and vulnerable groups. Monitoring policy and programme impacts and implementation processes is also a tool to hold state duty bearers accountable for poor performance, inefficient use of public resources, or for policy and programme effects that are detrimental to the realization and protection of human rights. At the same time, policy and programme impacts need to be monitored to ensure that these are in line with national goals and targets, including MDGs.

Learners should become familiar with rights-focused and rights-based monitoring methods. The former refers to monitoring (i) how different policies, programmes and other governmental actions affect the realization of the right to adequate food; and (ii) the ways in which these governmental measures are implemented. Rights-based monitoring means that the monitoring process itself conforms to human rights principles.

The learners should become capable of analysing and interpreting relevant assessment and monitoring information. Based on the findings and results of the analysis, learners should be able to formulate new policy options to strengthen the impacts on the right to adequate food and other economic, social and cultural rights, or to modify policy and programme implementation so that it conforms to human rights principles and approaches, or a combination. This, and promoting changes in the legal and institutional frameworks, involves different stakeholders and decision-makers who need to be effectively reached with monitoring results. Hence the learners should be able to transform policy and programme monitoring findings and results into advocacy statements for policy and programme change. This is the focus of Lesson D6: Advocacy and negotiating for policy and programme change for the right to adequate food.

MAIN TARGET LEARNERS GROUPS FOR THIS LESSON

Technical staff of government ministries and agencies, of human rights institutions and NGOs, and representatives of social movements.

LEARNING STEPS

Step 1: Monitoring frameworks

Scope notes: A review of assessment methods that were covered in C1 would be useful at the start. How to select national policies and programmes that are to be monitored for right to adequate food impacts. How to establish a framework for monitoring policies and programmes that looks at impacts on and implementation of the right to adequate food.

Step 2: Application of monitoring indicators

Scope notes: Criteria for the selection of outcome and process indicators to monitor relevant policies and programmes. How to access existing indicator-data resource banks. What data or information are needed to construct existing indicators or to construct new indicators on measuring changes in capacity of duty bearers (see the Introduction to this curriculum outline), empowerment, and in the equitable distributions of policy and programme benefits?

Step 3: Analysis of monitoring information

Scope notes: Analytical techniques to be applied to monitoring information. Analysis designed to find answers to questions such as: (i) What are the effects of policies and programmes on the realization of the right to adequate food, and on achieving national goals and targets? (ii) Do policies and programmes effectively respect, protect and facilitate the realization of the right to adequate food, especially among the neediest segments of society? (iii) Are these policies and programmes implemented in ways that are transparent, non-discriminatory and in accordance with the rule of law? and (iv) Do they involve good governance and include mechanisms by which public officials can be held accountable for their performance and use of public resources?

Step 4: Reporting monitoring information

Scope notes: Through an analysis of country reports of policy and programme impacts and implementation processes, learners should be able to synthesize monitoring information, and prepare reports, short briefs and other material for dissemination. Learners should become familiar with mapping techniques to produce maps using appropriate software as a way to synthesize monitoring information, and be able to interpret maps.

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- FAO. 2008. *Methods to Monitor the Human Right to Adequate Food*, Vol. 1 Making the Case for Rights-Focused and Rights-Based Monitoring and Vol. 2. An Overview of Approaches and Tools. Chapters 2-5, 8-9. Rome.
  Available at: Vol 1. http://www.fao.org/docrep/011/i0349e/i0349e00.htm
  Vol. 2 http://www.fao.org/docrep/011/i0351e/i0351e00.htm

- FAO, UNEP and the CGIAR, web site intended to promote networking and information exchange on poverty mapping and related issues:
  http://www.povertymap.net
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- FAO, Right to Food
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- FAO, FIVIMS
  http://www.fivims.org
- FAO, Countri Porfiles and Mapping Information System
  http://www.fao.org/countryprofiles/default.asp
- Food First Information and Action Network (FIAN)
  http://www.fian.org

LESSON D6
ADVOCACY AND NEGOTIATING FOR POLICY AND PROGRAMME CHANGE FOR THE RIGHT TO ADEQUATE FOOD

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- use advocacy and communication techniques to present solid arguments to policy decision-makers and programme managers; and
- apply negotiation methods to reach consensus about needed policy or programme changes that lead to more effective protection of the right to adequate food, and to its realization, and to ways of implementing policies and programmes that are in line with human rights principles.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

This lesson builds on Lessons D4 and D5, and takes as the point of departure the findings and results of monitoring policy and programmes relevant for the realization and protection of the right to adequate food. Once these results have been collated, and conclusions have been drawn about changes needed, advocacy and negotiation with decision-makers is needed to have the policy or programme changes implemented. Different actor groups may reach different conclusions about changes needed, so negotiations are required to reach consensus. Then the consensus changes have to be negotiated with decision-makers. This lesson should employ role playing and simulated exercises, to provide learners with more practical experience. Actual case studies should form a basis for discussion and illustration.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Staff of human rights institutions and NGOs engaged in right to adequate food work; representatives of social movements; and technical staff of governmental institutions.

LEARNING STEPS

Step 1: From monitoring to advocacy and negotiation

Scope notes: Transforming technical monitoring results and conclusions into advocacy statements for different audiences and decision-makers. Strategic ways to disseminate advocacy statements orally and in written form, making use of public forums and the mass media.

Step 2: Consensus building on policy and programme change

Scope notes: Methods to build coalitions among right to adequate food actors. How to apply negotiation skills to reach a consensus among coalition partners about policy or programme changes needed.

Step 3: Negotiating with decision-makers about changes needed

Scope notes: Knowing when to compromise and when not. What negotiation strategies and techniques are especially effective when dealing with policy decision-makers and programme managers? What can be learned from actual case studies?

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- Food First Information and Action Network (FIAN)
  http://www.fian.org
- National Council on Food and Nutrition Security (CONSEA – Conselho Nacional de Segurança Alimentar), Brasilia, Brazil
  http://www.consea.mg.gov.br/siteconsea
- South African Human Rights Commission
  http://www.sahrc.org.za
- Right to Food Campaign, India
  http://www.righttofoodindia.org

THEMATIC UNIT E
PUBLIC BUDGET PLANNING, IMPLEMENTATION AND MONITORING

UNIT PURPOSE

This unit supports several learner groups, each with a different role related to the various phases of the annual budget cycle, in planning, implementing and monitoring public allocations and expenditures for the right to adequate food.

LESSON E1

Ensuring financial resources for right to adequate food measures and monitoring budget implementation

LESSON E1
ENSURING FINANCIAL RESOURCES FOR RIGHT TO ADEQUATE FOOD MEASURES AND MONITORING BUDGET IMPLEMENTATION

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- understand public budget structures;
- understand how to analyse operating and capital budgets to identify allocations and expenditures that are pro right to adequate food;
- construct simple indicators and link these to budget data availability and access;
- interpret the results of trend analysis of allocations, expenditures and expenditure gaps; and
- link allocation and expenditure trends to national policy goals and to relevant targets for the right to adequate food and other economic, social and cultural rights.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

The Right to Food Guidelines encourage governments at all levels to allocate within their budgets financial resources for anti-hunger, food security and nutrition, and in general for basic social programmes that benefit the most needy and vulnerable. The Right to Food Guidelines suggest that states ensure transparency and accountability in the use of public resources and in the budgeting process, and promote broad-based participation in public budget decisions. Public budget analysis is a significant tool that can promote greater transparency, accountability and participation.

This is a crucial lesson that targets several learner groups, each with a different role related to the various phases of the annual budget cycle (budget formulation, enactment, implementation and auditing).

While government budget planners and decision-makers and staff of international financial institutions are familiar with budget structures and budget costing procedures, they may not be familiar with how to formulate and analyse budgets from the point of view of ensuring public resources for the realization of economic, social and cultural rights. Economic, fiscal and financial policy objectives usually dominate budget formulation and enactment. Legislators, although tasked with budget reviews and approvals, may normally have a limited capacity to understand the intricate details of public budgets. Human rights institutions may not have the required technical capacity to use public budget analysis as a tool to monitor public budgets and use the results to hold government accountable for the use of public resources for the realization of economic, social and cultural rights.

This lesson is methods-oriented, and public budget analysis is complex. Fortunately, public budget analysis is undertaken by civil society groups in a number of countries, and methods are fairly well documented, while many illustrative examples of actual country-level applications of these methods are available. The budgeting process has also been analysed from the point of view of transparency and accountability of government actions. This lesson should thus make full use of illustrative examples from a number of countries in showing how budget monitoring tools and analysis can be applied to reach conclusions concerning whether governments make maximum use of available public resources for the progressive realization of the right to adequate food and of other economic, social and cultural rights (Article 2.1 of the ICESCR). Trend analysis of budgetary allocations and expenditures to support the realization and protection of the right to adequate food is fundamental in public budget analysis. Learners should become familiar with constructing indicators that tell a story about trends in allocations to, and expenditures (including identifying expenditure gaps) of, what may be a pro-right to adequate food sub-budget. They should become able to interpret these indicators to draw conclusions about government's political commitment to policy goals and achievement of national targets that are relevant for the realization

of the right to adequate food and of other economic, social and cultural rights. Thus, public budget analysis should always be linked to national policy objectives, goals and targets, and to international commitments for the realization of the right to adequate food.

Since so many different actor groups are involved or relate to public budgets, it is important to bring representatives of these different groups together in a common learning experience to improve communication among them, and work towards an alliance among decision-makers, analysts and human-rights advocates. In a distance-learning mode, it may be necessary to modularize the lesson content, with technical modules focused on methods of public budget analysis for analysts, and modules for all that focus on interpretation of analytical results for decision taking, advocacy and negotiation.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Legislators and their staff, budget planners and decision-makers, staff of human rights institutions and right to adequate food NGOs, and staff of international financial institutions.

LEARNING STEPS

Step 1: Understanding public budgets for the right to adequate food

Scope notes: Learners should become familiar with different budget structures, and how to extract from budgets details of allocations and expenditures that are pro right to adequate food. Approaches may include identifying programmes and measures that protect and contribute to the implementation of the right to adequate food, or institutional budgets for the provision of public services, or a combination of these. Actual national budgets and practical exercises should be used here. How to conclude whether the budgeting process is transparent and participatory, taking specific country examples as the starting point.

Step 2: Indicators of public budget analysis

Scope notes: What budget indicators are often constructed and how can these be interpreted from a rights perspective? What are in-country problems with budget data availability and access, and how can these problems be overcome?

Step 3: Trend analysis of right to adequate food allocations, expenditures and expenditure gaps

Scope notes: How to conduct trend analysis of specific budget indicators, and draw conclusions about government's intentions with respect to ensuring financial resources for the right to adequate food and other economic, social and cultural rights. How to use trend data to hold government accountable for inefficient use of financial resources for the right to adequate food.

Step 4: Budgets and political commitments and policy goals and objectives

Scope notes: How can monitoring of public budgets contribute to the formulation of economic, fiscal and social policies that are conducive to the achievement of national goals and targets. What are specific country examples that link public budget analysis to policy (re-)formulation, and what is needed for this to happen?

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  http://www.abrandh.org.br
- FUNDAR – Centro de Análisis e Investigación, Mexico
  http://www.fundar.org.mx
- Human Rights Internship Program (IHRIP), Institute of International Education, USA
  http://www.iie.org//Website/WPreview.cfm?WID=189
- IDASA – Institute for Democracy in South Africa, Pretoria
  http://www.idasa.org.za
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- Uganda Debt Network, Kampala
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- National Council on Food and Nutrition Security (CONSEA – Conselho Nacional de Segurança Alimentar), Brasilia, Brazil.
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- For a Web site that lists groups in a number of countries that undertake public budget analysis work, and how they can be contacted, see:
  http://www.internationalbudget.org/groups/index.htm

THEMATIC UNIT F
INSTITUTION BUILDING AND CAPACITY STRENGTHENING

UNIT PURPOSE

This unit explains how to analyse the role and capacity of existing institutions, linking them to the results of the right to adequate food assessment.

The unit also provides guidance on developing an action plan for establishing human rights institutions and describes the steps needed to establish and strengthen coordinating mechanisms.

LESSON F1

Assessing the institutional and administrative framework

LESSON F2

Establishing and ensuring effective human rights institutions

LESSON F3

Ensuring coordination

LESSON F1
ASSESSING THE INSTITUTIONAL AND ADMINISTRATIVE FRAMEWORK

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- describe the steps needed by policy-makers to assess institutional frameworks and administrative measures.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

Implementing right to adequate food policy and legal frameworks requires effective institutions at all levels. Experience in many countries shows that the realization of the right to adequate food is dependent on the duty bearers' performance in implementing their respective obligations and responsibilities. Sometimes, legislation and policies are formulated and appropriate institutions are in place, but do not function adequately to provide the specific services demanded. As part of the assessment, it is important to follow the normative advice contained in the Right to Food Guidelines to assess "the mandate and performance of relevant public institutions" (Guidelines 5.1).

The cross-sectoral nature of the right to adequate food requires coordination across government ministries and offices at the national, sub-national and local levels. Clarifying the allocation of roles and responsibilities between sectors and levels of government can lead to enhanced accountability and more effective action.

An institution is understood to be an agent in charge of performing a specific function that is foreseen in a public policy, strategy or programme, or executing a law or regulation. It thereby functions as a duty bearer for this particular item. An institution in this sense could be a ministry or a department of a ministry, an organization or office entrusted by government, a committee or secretariat, etc.

Staff at all levels in institutions whose capacity is to be assessed should participate fully in such assessments; they should be fully aware of the purpose of the capacity assessment and fully understand the assessment methods to be applied.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

National policy decision-makers, technical staff of government institutions, human rights institutions and NGOs.

LEARNING STEPS SHOULD INCLUDE

Step 1: How to assess country institutions and structures to identify weaknesses and to build strength

Scope notes: The learner has to compare the findings of the vulnerability assessment with the institutional framework. This would include the following sub-steps:

- responsibility: Which are the institutions in charge of a specific service related to food security and the right to adequate food?
- authority: Can the institution speak with authority about a specific topic? What is the institution's standing?
- access to and control of resources: Do they have sufficient resources to fulfil their mandate?
- capacity: Has the institution the technical capacity to fulfil its assigned tasks?

Step 2: How to assess administrative rules and procedures to see whether they facilitate policies that would contribute to the right to adequate food

Scope notes: The learner has to compare the findings of the vulnerability assessment with administrative rules and procedures. Are any rules and procedures a real hindrance to some individuals in realizing their right to adequate food (examples would be tedious rules for owning or inheriting land; discriminatory rules for certain groups to start a business).

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- UN Human Rights Council
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LESSON F2
ESTABLISHING AND ENSURING EFFECTIVE HUMAN RIGHTS INSTITUTIONS

LEARNING OBJECTIVES

At the end of the lesson, the learners will be able to:

- apply a role and capacity analysis to existing human rights institutions, using the Paris Principles as a standard for national human rights institutions;
- develop an action plan for establishing a human rights institution, or to strengthen an existing human rights institution;
- understand their respective roles and responsibilities in ensuring that the country has an effective and well-functioning human rights institution; and
- provide advice on how human rights institutions can participate in the development of national laws, including framework law on the right to adequate food.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

The Paris Principles establish minimum standards for an effective national human rights institution. They define a platform from which to analyse an existing human rights institution, or institutions that have assumed some responsibility for human rights where no human rights institution exists as such.

This lesson must also bring into focus, through a best-practices approach, practical experiences from a number of countries that have effective human rights institutions. These best practices should be analysed to identify political, social, financial and institutional factors that contribute to the good functioning and sustainability of human rights institutions. This approach should aim at helping to define the respective roles and responsibilities that legislators, policy decision-makers and international agencies should assume in either establishing or strengthening human rights institutions.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Legislators, policy decision-makers, staff of human right institutions and staff of international technical cooperation agencies.

LEARNING STEPS

Step 1: Analysis of the institutional human rights environment

Scope notes: Methods of role and capacity analysis applied to an existing human rights institution or a set of institutions that have some responsibility for human rights. Do the institutional mandates conform to the Paris Principles? How is the right to adequate food and other economic, social and cultural rights incorporated in the work plans of human rights institutions? Is adequate legislation in place for strong human rights institutions? Is the national policy framework conducive to strong human rights institutions, and does it clearly spell out the roles of legislation, national policy decision-makers and international technical cooperation agencies?

Step 2: Planning for action

Scope notes: Based on the results of the analysis, learners should become able to lay out a joint action plan to either strengthening existing human rights institutions and/or human rights coordination mechanisms, or to establish a human rights commission in sustainable ways.

Step 3: Stakeholder participation in implementation

Scope notes: The learners should understand what their respective roles and responsibilities are in ensuring over time that the human rights institutions function well and are politically and financially sustained.

Step 4: Participation in the development of a framework of law

Scope notes: Learners should understand the roles of human rights institutions in the development of legislation for the right to adequate food. The responsibilities of human rights institutions include, among others, to (i) examine the legislation and administrative provisions in force, as well as bills and proposals, and make recommendations to ensure that these provisions conform to the fundamental principles of human rights; (ii) recommend the adoption of new legislation, the amendment of legislation in force and the adoption or amendment of administrative measures; and (iii) promote and ensure the harmonization of national legislation, regulations and practices with the international human rights instruments to which the state is a party, and their effective implementation.

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  http://www.humanrights.uio.no/English
- Office of the High Commissioner for Human Rights (OHCHR)
  http://www.ohchr.org

LESSON F3
ENSURING COORDINATION

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- describe needed and necessary steps to establish coordinating mechanisms; and
- identify which level of government-civil society interaction is best suited for a given context.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

This lessons aims to highlight the importance of ensuring coordination among government institutions for the realization of the right to adequate food. Good successes have been reported from countries that have established an institution that is dedicated solely to food security and has the mandate to coordinate all efforts undertaken by the state.

Programmes and policies regarding the right to adequate food are complex and need good management arrangements; overall, the challenges to be addressed are as much institutional as technical. Such entities usually perform better if they are not linked to one specific ministry as this may hamper inter-ministerial cooperation. Civil society representation should be ensured in these coordinating institutions.

To this end, it is recommended that a national coordination council be established in each country. This is addressed in the FAO Right to Food e-learning course.

The design of the council, its composition and its link to the executive have to be fine-tuned and adapted to the country's need. Cross-cutting issues are often perceived as an additional workload. The designers of the council have to consider what the incentives will be for council members to (actively) participate.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

National policy decision-makers; technical staff of government institutions, human rights institutions and NGOs.

LEARNING STEPS

Step 1: right to adequate food relevance for different government departments and ministries, and identify players at all levels.

Scope notes: Interdependency, coordination of tasks, use of resources, sharing of information should be laid out. Reference has to be made to the findings of the assessment of the institutional framework.

Step 2: How to establish a coordination structure and identify lead conveners

Scope notes: There should be an entity responsible for coordinating the cross-cutting issue food security. Otherwise, there is a risk of duplication and mismatch. This coordinating body, however, has to have a strong position and be respected by the line ministries. The mandate and objectives of the council have to be clear and widely accepted. Pay due attention to reporting processes: What is the 'output' of council discussions (e.g. policy recommendation). Who will receive this output (a ministry, parliament, the president, etc.) and how is this entity obliged to react? The themes to be discussed and addressed by the council need to be clear and represent a shared interest. Incentives need to be in place for institutional and individual participation and commitment.

Step 3: What are the government measures and systems for coordinating human rights efforts

Scope notes: This should be linked to monitoring. There are different areas of human rights monitoring that might be conducted by different entities. For example, monitoring of the human rights standards (being free from hunger) can be part of traditional food security monitoring; monitoring of human rights violations can be done by an independent commission or a public prosecutor.

Step 4: Coordinating mechanisms with civil society and academia

Scope notes: Create an arena for communication, discuss possible common goals or differences that would be there of necessity, avoid creating dependencies and co-option, avoid creating discrepancies between tasks and resources, agree on models to be used.

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  http://www.consea.mg.gov.br/siteconsea
- Right to Food Campaign, India
  http://www.righttofoodindia.org
- Secretary General's High-Level Task Force on the Global Food Security Crisis
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- United Nations Development Group
  http://www.undg.org
- United Nations Development Programme
  http://www.undp.org

THEMATIC UNIT G
HUMAN RIGHTS MONITORING AND INTERNATIONAL REPORTING ON PROGRESS

UNIT PURPOSE

This unit illustrates methods to monitor and report internationally on the progress with the realization of the right to adequate food.

The unit supports different stakeholders in joining efforts in monitoring the realization of the right to adequate food, and in preparing periodic reports to the UN Committee on Economic, Social and Cultural Rights.

LESSON G1

Monitoring the realization of the right to adequate food

LESSON G2

International reporting on progress with the realization of the right to adequate food

LESSON G1
MONITORING THE REALIZATION OF THE RIGHT TO ADEQUATE FOOD

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- recognize the importance and the obligation of monitoring the realization of the right to adequate food;
- understand what additional dimensions are introduced by rights-focused monitoring;
- understand how to make the monitoring process rights-based; and
- identify steps to implement monitoring systems for the realization of the right to adequate food at country level involving different institutions and organizations.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

The Right to Food Guidelines strongly suggest that states monitor the realization of the right to adequate food over time, making use of existing monitoring information systems and addressing information gaps. The focus should be on the most food insecure and vulnerable, and on monitoring the extent to which their right to adequate food is being realized. Participatory approaches need to be applied in the monitoring process, to make it more rights-based.

This lesson is designed to raise awareness and educate decision-makers about the obligation and importance of monitoring the realization of the right to adequate food. The learners should acquire a basic knowledge about how to approach monitoring the realization of the right to adequate food, what this entails, who should participate in the monitoring process, and how to implement in-country monitoring of progress with the realization of the right to adequate food. The lesson is meant to contribute to mobilizing different stakeholders to join efforts in monitoring the realization of the right to adequate food, even if different stakeholder groups prepare their own monitoring reports. The lesson should lay the groundwork for initiating the technical work and the application of monitoring methods, as discussed in Lesson D5, and should motivate the preparation of international monitoring reports in participatory and transparent ways (Lesson G2).

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Decision-makers and staff of government institutions, human rights institutions and NGOs.

LEARNING STEPS

Step 1: Why to monitor the realization of the right to adequate food?

Scope notes: Review the obligation to monitor the right to adequate food as stipulated in ratified international agreements. How monitoring the right to adequate food differs from monitoring food security.

Step 2: Right to adequate food monitoring framework

Scope notes: Rights-focused monitoring entails monitoring outcomes and implementation. It means monitoring:

- the decisions, actions and conduct of political, economic, social and institutional systems and actors that are expected to contribute to the realization of rights;
- the impact of measures that are expected to contribute to the progressive realization of human rights; and
- final impacts to determine whether or not human rights have been increasingly respected and protected, and are being fulfilled in practice.

Monitoring the progressive realization of economic, social and cultural rights requires benchmarks, set as a minimum threshold for the realization of the rights.

Benchmarks define where the country should be at specific points in time, as intermediate points towards reaching more long-term goals and targets, such as the MDGs, the achievement of which requires establishing benchmarks at specific points in time prior to 2015. Relevant national development, or poverty or hunger reduction goals and targets, should also be brought into the monitoring framework.

Step 3: Rights-based monitoring

Scope notes: Rights-based monitoring means analysing the monitoring process to see if it is rights compliant and is conducted in ways that are consistent with human rights principles and approaches. This in turn means that the monitoring process needs to be transparent; that stakeholders have equal opportunity to participate in the monitoring process and that their participation empowers them; and that right holders and duty bearers are fully informed at all stages about the monitoring outcomes and results so that they can act on this information.

Step 4: Implementation, participation and sharing monitoring information

Scope notes: Learners should become aware of country-level opportunities and challenges to implementing monitoring of the right to adequate food, building on existing monitoring information systems. Strategic approaches to overcome in-country challenges, including inter-institutional information sharing and linking monitoring information to decision-making. How rights-based approaches can be incorporated into ongoing monitoring activities as part of an overall strategy, through the adoption of progressive and incremental approaches that build capacity over time and respect resource constraints. How to link monitoring the right to adequate food with general awareness raising and public education about the right to adequate food and other economic, social and cultural rights. Examples from several countries can be analysed. For example, national human rights institutions, such as the South African Human Rights Commission and the Uganda Human Rights Commission, as well as right-to-food NGO networks that exist in India, Brazil, Uganda and elsewhere, undertake awareness building and public education activities targeted at both right holders and duty bearers.

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- FAO. 2005. *Voluntary Guidelines to support the progressive realization of the right to adequate food in the context of national food security*. Adopted by the 127th Session of the FAO Council, November 2004. See Guideline No. 17.

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- FAO. 2008. *Methods to Monitor the Human Right to Adequate Food*, Vol. 1 Making the Case for Rights-Focused and Rights-Based Monitoring and Vol. 2. An Overview of Approaches and Tools. Rome.

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  Vol. 2 http://www.fao.org/docrep/011/i0351e/i0351e00.htm
- FAO-FIVIMS. *Guidelines for National FIVIMS. Background and Principles*. IAWG Guidelines Series No. 1. Rome, FAO, 2000.

  Available at: http://www.fao.org/DOCREP/003/X8346E/X8346E00.HTM

REFERENCE INSTITUTIONS AND ORGANIZATIONS

- Committee on Economic, Social and Cultural Rights (CESCR)

  http://www2.ohchr.org/english/bodies/cescr/index.htm
- Food First Information and Action Network (FIAN)

  http://www.fian.org
- FAO, Right to Food

  http://www.fao.org/righttofood
- FAO, FIVIMS

  http://www.fivims.org
- Office of the High Commissioner for Human Rights (OHCHR)

  http://www.ohchr.org
- Special Rapporteur on The Right to Food

  http://www2.ohchr.org/english/issues/food/index.htm

  http://www.srfood.org

LESSON G2
INTERNATIONAL REPORTING ON PROGRESS WITH THE REALIZATION OF THE RIGHT TO ADEQUATE FOOD

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- apply the reporting guidelines established by UN treaty monitoring bodies;
- understand the contents of the Right to Food Guidelines and of the General Comment 12 (CESCR, 1999) as frameworks for preparing periodic progress reports;
- describe rights-based indicators for the progress reports, making use of existing data and information;
- organize inter-institutional working groups for the preparation of periodic progress reports; and
- prepare periodic reports to the UN Committee on Economic, Social and Cultural Rights (CESCR) in accordance with the reporting guidelines established by the Committee.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

Independently of which institution takes or is assigned the lead in preparing right to adequate food progress reports for CESCR, it is intended that the report preparation process helps to focus on the right to adequate food and to mobilize national stakeholders. Thus, attention should be given in this lesson as to how different institutions can work together in preparing reports. Analysis of the

CESCR report preparation processes in a number of countries may be useful here, linking the preparation process to the content and quality of the report. A great deal of the work of preparing the report is technical, but high level staff should be able to provide solid guidance to technical personnel, including on how to structure the reports in accordance with reporting guidelines and suggested monitoring indicators provided by CESCR. In preparing the periodic reports, technical staff from various governmental institutions and non-governmental agencies will have to rely largely on existing assessment and monitoring data and information relevant to the right to adequate food and other economic, social and cultural rights. It would therefore be useful if these staff were previously exposed to several lessons in this curriculum, specifically Lesson C2 (Assessment of existing right to adequate food legislation and formulation of new legislation); Lesson C1 (Assessment of food security and nutrition situations and vulnerability); and Lesson D5 (Monitoring the implementation and impacts on the right to adequate food of national policies and programmes). This lesson (G2) builds on Lesson 1 (G1) in this thematic unit, but focuses more on technical and organizational aspects of preparing reports for CESCR.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

National policy decision-makers, technical staff of governmental institutions, including human rights institutions, and staff of NGOs engaged in economic, social and cultural rights work.

LEARNING STEPS

Step 1: Reporting guidelines

Scope notes: The reporting guidelines issued by CESCR provide the framework for the reports. The learners should be able to interpret these guidelines and transform them into a report structure and outline. Further guidance for the report is provided by the content of the Right to Food Guidelines and the General Comment 12. Learners should be able to take these guidelines and focus not only on the report on right to adequate food outcomes, but also on implementation processes and the extent to which they are rights-based.

Step 2: Indicators construction

Scope notes: Indicators have been detailed for inclusion in the reports, such as the IBSA list of indicators (see, http://ibsa.uni-mannheim.de). The learners should be able to construct these indicators from existing data, and be able to disaggregate them as suggested by the guidelines, by sex, age, location, income groups, etc.

Country experiences with these indicators, as well as with others, to the extent that these experiences have been documented, should be carefully examined. The learners should become familiar with methods of analysis to draw useful conclusions about progress with the realization of the right to adequate food.

Step 3: Inter-institutional coordination and participation

Scope notes: Those who will be involved in the preparation of the report should be drawn from a number of institutions, whether considering the official government's report or any shadow report prepared by the non-governmental sector. Such an inter-institutional group will have to rely on documentation, data and other information from different sectors and sources. Here a review of country experiences, as suggested in the section above on Guidelines and suggestions for instructors, teachers and trainers, should be very useful. The learners should know which sources to rely on and where to search for information.

Step 4: Actual report writing

Scope notes: This last step should consist of practical exercises that involve drafting sections of a hypothetical report. These exercises should also be provide practice in how to organize the work among members of a drafting committee.

REFERENCE MATERIALS

- CESCR, *General Comment 12, the right to adequate food* (20th session, 1999), UN Doc. E/C.12/1999/5 (1999)

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  Part 1 available at: ftp://ftp.fao.org/docrep/fao/meeting/009/y9825e/y9825e01.pdf

  Parts 2 & 3 available at ftp://ftp.fao.org/docrep/fao/meeting/009/y9825e/y9825e00.pdf

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  Available at: http://www.fian.org/resources/documents/others/screen-state-action-against-hunger/pdf

- UN. 2001. *Revised General Guidelines regarding the Form and Contents of Reports to be Submitted by States Parties under Articles 16 and 17 of the International Covenant on Economic, Social and Cultural Rights* (E/C.12/1991/1).

  Available at: http://www2.ohchr.org/english/bodies/cescr/NGOs.htm

- UN. 2004. *Compilation of Guidelines on the Form and Content of Reports to be Submitted by States Parties to the International Human Rights Treaties*. (HRI/GEN/2/Rev.2, Chapter I paras.1-4; Chapter II para 43), New York.

  Available at: http://www2.ohchr.org/english/bodies/icm-mc/documents.htm

- UN. 2008. *UN General Assembly resolution A/RES/63/117*, adopted on 10 December 2008. Optional Protocol to the International Covenant on Economic, Social and Cultural Rights.

  Available at: http://www2.ohchr.org/english/law/docs/A.RES.63.117_en.pdf

REFERENCE INSTITUTIONS AND ORGANIZATIONS

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  http://www2.ohchr.org/english/bodies/cescr/index.htm

- FAO, Right to Food

  http://www.fao.org/righttofood

- Human Rights Council

  http://www2.ohchr.org/english/bodies/hrcouncil

- Office of the High Commissioner for Human Rights (OHCHR)

  http://www.ohchr.org

- Special Rapporteur on the right to food

  http://www2.ohchr.org/english/issues/food/index.htm

  http://www.srfood.org

- UN General Assembly

  http://www.un.org/ga

- Inter-American Commission of Human Rights

  http://www.cidh.org

THEMATIC UNIT H
PUBLIC INFORMATION, EDUCATION AND ADVOCACY

UNIT PURPOSE

This unit explains the need for supporting formal education and professional training on the right to adequate food. It also provides guidance on using different educational tools and communication strategies and on promoting public participation in policy and legal development.

LESSON H1

Supporting formal education and professional training

LESSON H2

Educate and inform about the right to adequate food

LESSON H3

Promoting public participation

LESSON H1
SUPPORTING FORMAL EDUCATION AND PROFESSIONAL TRAINING

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- identify actions that could be taken to support formal education and professional training on the right to adequate food.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

This lesson should illustrate how different actors (legislators, governments, UN organizations) could support education and training on the right to adequate food. It should also describe possible ways to establish partnerships with educational and training institutions for the purpose of education on the right to adequate food and other economic, social and cultural rights.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Legislators, policy-makers, staff of technical cooperation agencies, staff of NGOs.

LEARNING STEPS

Step 1: The importance of training on the right to adequate food

Scope notes: Describe how professional training and formal education for different audiences on right to adequate food can have a practical impact on the realization of human rights. Highlight the importance of training on issues like approach, community-based data collection, report writing, and monitoring of the right to adequate food.

Step 2: Promoting education and training on the right to adequate food

Scope notes: Describe how legislators could promote policies to facilitate the teaching of human rights at all levels of formal education and professional training. Provide examples where possible.

Step 3: Training on the use of the Right to Food Guidelines

Scope notes: Illustrate methods that governments can apply to promote the use of the Right to Food Guidelines in policy development.

Step 4: How UN organizations could support the right to adequate food

Scope notes: Include support in analysing competence needs, support to governments and other actors in incorporating the right to adequate food in formal education and training, and liaise with Ministry of Education (and other relevant Ministries) so that the right to adequate food becomes part of school curricula at all levels.

Step 5: Involving the mass media

Scope notes: Describe ways to establishing partnerships with the mass media for the dissemination of information on the right to adequate food.

REFERENCE MATERIALS

- EC-FAO Distance learning course on food security entitled *'Collaboration and Advocacy Techniques'*.

  Available at: http://www.foodsec.org/DL/dlintro_en.asp

- FAO. 2005. *Voluntary Guidelines to support the progressive realization of the right to adequate food in the context of national food security*. Adopted by the 127th Session of the FAO Council, November 2004.

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REFERENCE INSTITUTIONS AND ORGANISATIONS

- Commission on Legal Empowerment of the Poor
  http://www.undp.org/legalempowerment
- Food First Information and Action Network (FIAN)
  http://www.fian.org
- FAO, Right to Food
  http://www.fao.org/righttofood
- FAO Education for Rural People
  http://www.fao.org/sd/erp/index_en.htm
- Food Force
  http://www.food-force.com
- Food Security Information for Action
  http://www.foodsec.org
- Brazilian Action for Nutrition and Human Rights (ABRANDH)
  http://www.abrandh.org.br
- Human Rights Education Associates
  http://www.hrea.org/index.php?base_id=145
- Right to Food Campaign, India
  http://www.righttofoodindia.org
- People´s Movement for Human Rights Education
  http://www.pdhre.org/index.html
- United Nations Standing System Committee on Nutrition
  http://www.unscn.org
- United Nations Educational, Sciencitific and Cultural Organization
  http://portal.unesco.org/education/en/ev.php-URL_ID=48712&URL_DO=DO_TOPIC&URL_SECTION=201.html

LESSON H2
EDUCATE AND INFORM ABOUT THE RIGHT TO ADEQUATE FOOD

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- identify needs of different audiences for information and education on the right to adequate food;
- identify ways to claim the right to adequate food and other economic, social and cultural rights; and
- develop information and communication strategies for different audiences, making use of existing information and education tools on the right to adequate food, and developing new tools as needed.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS, TEACHERS AND TRAINERS

In order for information and education efforts on the right to adequate food to be effective, the learners should be able to identify different audiences and be able to link the provision of information and educational materials to the information and knowledge needs identified for different audience groups, whether it is for raising general awareness, educating, influencing decisions and actions, or mobilizing for action. The learners should be able to use existing information and education tools, have capacity to develop new tools as needed, and know how to exchange information through networking and other means. They need to know how right to

adequate food information can be incorporated into formal education and training programmes, and how to develop appropriate materials. Reliance on the mass media for the dissemination of right to adequate food information is essential to reach rights holders, informing them about ways to claim the right and to participate in public decision-making. Information strategy should specifically focus on how to reach the most vulnerable and marginalized, including women. The learners have to understand the language of mass communication, and be able to prepare appropriate messages for different audiences.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Staff of human rights institutions and NGOs engaged in right to adequate food work, and representatives of social movements.

LEARNING STEPS

Step 1: Identifying information needs

Scope notes: Methods to engage in dialogues with different audience groups to ascertain what they know about the right to adequate food and other economic, social and cultural rights, how they understand the relevant concepts and what violations are, and what information they have about ways to report violations and seek redress.

Step 2: An information and communication strategy

Scope notes: What are the essential elements of an information and communication strategy, and how to respond to different information and education needs of different audiences? What basic tools are available that are particularly suited for dissemination of right to adequate food information, and how to apply those tools effectively. How to use right to adequate food information and develop solid pro-right to adequate food arguments in advocacy and mobilization efforts.

Step 3: Developing educational and training materials

Scope notes: How to develop educational and training materials on the right to adequate food that can be incorporated into formal education and training programmes. What examples are available from which to learn? What materials already exist that might be useful?

Step 4: Communicating through the mass media

Scope notes: How to go about establishing good relations with different mass media? What media to use in reaching different audience groups? What materials will different media accept?

REFERENCE MATERIALS

- FAO. 2007. *A Primer to the Right to Adequate Food.* (Part of the e-learning curriculum *Right to Adequate Food in Practice*.) See Lessons 3, 4 & 5. Also available on CD-ROM.

  See: http://www.fao.org/righttofood/kc/dl_en.htm

- FAO. 2005. *Voluntary Guidelines to support the progressive realization of the right to adequate food in the context of national food security*. Adopted by the 127th Session of the FAO Council, November 2004.

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- FAO. 2006. *The Right to Food in Practice, implementation at the national level*, Paper, Rome.

  Available at: http://www.fao.org/docs/eims/upload/214719/AH189_en.pdf

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  Available at: http://www.fao.org/docrep/010/a1331e/a1331e00.htm

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  Available at: http://www.fao.org/docrep/009/a1301e/a1301e00.htm

- Künnemann, R. & Epal-Ratjen, S. 2004. *The right to adequate food: a resource manual for NGOs*. See Chapter 9. FIAN International, Heidelberg, Germany.

  Available at: http://www.fian.org/resources/documents/others/right-to-food-resource-manual-for-ngos/pdf

REFERENCE INSTITUTIONS AND ORGANIZATIONS

- Action Aid

  http://www.actionaid.com

- Commission on Legal Empowerment of the Poor

  http://www.undp.org/legalempowerment

- Food First Information and Action Network (FIAN)
  http://www.fian.org
- FAO, Right to Food
  http://www.fao.org/righttofood
- FAO Education for Rural People
  http://www.fao.org/sd/erp/index_en.htm
- Food Force
  http://www.food-force.com
- Food Security Information for Action
  http://www.foodsec.org
- Brazilian Action for Nutrition and Human Rights (ABRANDH)
  http://www.abrandh.org.br
- Human Rights Education Associates
  http://www.hrea.org/index.php?base_id=145
- Right to Food Campaign, India
  http://www.righttofoodindia.org
- People´s Movement for Human Rights Education
  http://www.pdhre.org/index.html
- United Nations Standing System Committee on Nutrition
  http://www.unscn.org

LESSON H3
PROMOTING PUBLIC PARTICIPATION

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- describe how to promote public participation in policy and legal development; and
- illustrate how to promote and facilitate participatory processes and the empowerment of rights holders, particularly of the most vulnerable and marginalized population groups.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

This lesson is designed to highlight the importance of promoting meaningful public participation in the development of policy and legal frameworks.

The lesson should describe how to ensure that arenas for public participation policies are consistent with the requirements laid down in the constitution of the country, laws and domestic regulations.

It should also stress the importance of obtaining senior management support (civil servants, high level politicians) to ensure that the relevant practices are modified to ensure early, effective and meaningful public participation, and stress the need to identify internal and external stakeholders and establish partnering relationships. Lack of popular participation is linked to discrimination and marginalization of specific population groups. Learners should know how to reach out to marginalized groups, and empower them for meaningful participation.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Legislators, policy decision-makers, civil servants and civil society organizations.

LEARNING STEPS

Step 1: What does participation mean?

Scope notes: Explain the meaning of participation, the different levels of participation and consultation, and the importance of establishing effective partnerships with rights holder groups and their representatives, particularly with marginalized groups, such as ethnic minorities and women's and religious groups.

Step 2: Importance of active participation and representation of right holders in the proposal, formulation, implementation and monitoring of policies, laws and programmes

Scope notes: Highlight the importance of participation in policy formulation. Illustrate the role of participation and empowerment as fundamental to an inclusive, rights-based approach. Describe how to enhance participation at all levels of project formulation and implementation. Explain how to identify and analyse discriminatory elements in policies and programmes, and draw up proposals for actions to eliminate discriminatory practices and empower marginalized population groups for effective participation.

Step 3: Involving key stakeholders

Scope notes: Illustrate the following tasks:

- identify external stakeholders and provide opportunities to offer input into decisions that could affect their human rights, their health, property values, livelihoods, etc. A minimum number of individuals from various organizations should be considered, including: human rights-based NGOs; indigenous peoples; tribal governments; civic and public interest groups; grassroots and community-based organizations; business and trade organizations; women's groups; homeowner and resident's organizations; labour unions; media and the press; local industry; religious groups; and universities and schools;

- identify key individuals who can represent various stakeholder interests. Learn as much as possible about stakeholders and their concerns through personal consultation, by telephone interviews, or written contacts. One must ensure that information gathering techniques include modifications for minority and low-income communities, so that attention must be paid to language, cultural barriers, technical background, literacy, access to respondent, privacy issues and preferred types of communications;

- seek stakeholder involvement early in the policy-making process, beginning in the planning and development stages and continuing through implementation and oversight, as well as developing co-sponsoring-*cum*-co-planning relationships with community organizations, providing resources for their needs.

Step 4: Methods to ensure public participation

Scope notes: Describe the methods to ensure public participation in policy and legal development (open hearings, written comments to draft legislation, public councils, etc.), mechanisms for information dissemination and accessibility, and how to develop systems for receiving, capturing and documenting information from the public (for ease of referencing and retrieving). Focus on the following issues in setting up public meetings: maintain honesty and integrity throughout the process; recognize community-based and indigenous knowledge; encourage active community participation; utilize cross-cultural formats and exchanges; and use gender-sensitive communication means. How to ensure the participation in public meetings of marginalized groups.

Step 5: Making information available in a timely manner

Scope notes: Legal and judiciary stakeholders should be viewed as full partners. Describe how they can be provided with information at the same time as it is submitted for formal review to relevant state actors, such as the state itself, tribal or federal regulatory agencies.

Describe how to ensure that personnel at all levels in relevant organizations clearly understand policies for transmitting information to rights holder in a timely, accessible and understandable fashion, including use of means of communication targeted at grassroots levels, such as popular theatre, rural radio and village meetings. Mention the opportunity of establishing site-specific community advisory boards where there is sufficient and sustained interest.

Consider the need to regionalize materials to ensure cultural sensitivity and relevance. Focus on the importance of readability and accessibility of information, including the translation of executive summaries, fact sheets and targeted documents in lay language whenever practicable and appropriate.

REFERENCE MATERIALS

- EC-FAO Distance learning course on Food security entitled *'Collaboration and Advocacy Techniques'*.

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- EPA (United States Environmental Protection Agency). 2000. *The Model Plan for Public Participation*.

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- FAO. 2003. *A handbook for trainers on participatory local development: The Panchayati Raj model in India*. Regional Office for Asia and the Pacific, Bangkok.

  Available at: http://www.fao.org/docrep/007/ae536e/ae536e00.htm#Contents

THEMATIC UNIT I
ENFORCEABILITY OF, AND ACCESS TO, JUDICIAL, QUASI-JUDICIAL AND ADMINISTRATIVE RECOURSE SYSTEMS

UNIT PURPOSE

This unit describes how different actors can ensure enforceability of and access to recourse systems.

After defining the concept of justiciability of the right to adequate food, the unit explains how to properly investigate complaints and claims of violations of this right, how to support individuals claiming, and monitor the functioning of recourse systems.

LESSON I1

Using national legislation to implement the right to adequate food

LESSON I2

Redress of complaints and violations of the right to adequate food

LESSON I3

Supporting individuals to claim the right to adequate food

LESSON I4

Monitoring the functioning of the judiciary and of human rights institutions

LESSON I1
USING NATIONAL LEGISLATION TO IMPLEMENT THE RIGHT TO ADEQUATE FOOD

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- understand the concept of justiciability of the right to adequate food;
- analyse human-rights case-law;
- identify legal provisions relevant for the realization of the right to adequate food; and
- use national constitution and laws to enforce the right to adequate food.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

The greatest challenge with respect to the right to adequate food is finding the most effective means for implementing it, i.e. the means by which this right can be given concrete effect and public authorities be held accountable for their action or inaction. This lesson is designed to provide legal practitioners with practical information and knowledge about the possibilities of justiciability as one of the means for implementing and advancing the right to adequate food. Litigation about the right to adequate food, even if not successful, can contribute to changing public perceptions about rights related to food, and further a more general understanding that these rights have relevance as a matter of law and cannot be reduced into mere political or moral aspirations.

The lesson should explain the meaning of the concept of justiciability of the right to adequate food. The learners should be made aware of the relevance of the existence of a clear legal rule as the basis to claim the protection of the right to adequate food. There are at present few countries with express constitutional provisions of the right to adequate food. There is a lack of a consistent body of case-law on which to draw, in order to prepare a new case and apply law to a new set of facts. The lesson should enable the learners to look into a range of different sources of law in order to identify the legal basis for a right to adequate food claim (e.g. ICESCR or other international human rights treaties, constitutional provisions, laws and regulations, and case-law). The lesson should describe the experience of directly applying international human rights instruments and standards by domestic courts in different parts of the world. The learners should be given information about comparative legal experiences that indicate ways of protecting the right to adequate food indirectly, through broad interpretation of other human rights (e.g. right to life, right to housing) or through claiming violation of the right to adequate food as violation of another right (e.g. minimum wage, social assistance, fishing rights or land rights).

The lesson should also provide learners with the practical information and tools allowing them to search data about the right to adequate food, and relevant case-law of domestic courts as well as of regional and international human rights systems.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Legal Practitioners.

LEARNING STEPS

Step 1: Make use of existing legal entitlements in support of right to adequate food claims

Scope notes: All recourse is easier when there are clear legal provisions on entitlements and obligations, in different sectoral laws, from land laws to social security legislation. A violation of the right to adequate food that is expressed as denial of a specific entitlement is relatively easy to deal with and should normally have a straightforward administrative recourse attached to it. The human right to adequate food in these cases supports the claim, but is not its sole basis. This makes it easier for administrative, quasi-judicial and judicial mechanisms to make a decision in the matter at hand.

Step 2: Recognizing justiciable dimensions of the right to adequate food

Scope notes: The explicit inclusion of the right to adequate food in the state constitution in the form of the fundamental human right provides individuals with a legal entitlement that they can enforce before the competent administrative and judicial authorities. Highlight that when there is constitutional protection, there is both recognition of the importance of this right in a country and clear democratic legitimacy of its judicial enforcement. Describe and discuss methods and ways to use relevant right to adequate food provisions that are found in international instruments, and to interpret the right to adequate food in accordance with the developed international standards (General Comment 12; Reports of the Special Rapporteur on the right to adequate food; Right to Food Guidelines). Describe and discuss how the protection of the right to adequate food can be claimed in relation to other human rights where the right to adequate food is not recognized in the constitution, in a statute or through the domestic applicability of international human rights treaties. Explain and make learners familiar with the interdependence and interrelatedness of all human rights.

Step 3: Using comparative, regional and international case-law decided on the right to adequate food and those on other human rights

Scope notes: The learners should be familiar with the methods and ways of conducting legal research in the field of human rights, and with the relevant practical tools. Describe the relevance of various case-law databases, and explain how to use them. While there are few cases where the basis of judgment was the legal provision on the right to adequate food, most comparative experiences regarding the right to adequate food were decided on the basis of a constitutional provision guaranteeing another human right (e.g. right to life, human dignity, social security, right to work, human dignity). Describe and analyse a number of cases, and discuss legal arguments used by both lawyers who have brought the cases before the courts, and by judges who have expansively interpreted other human rights as also including the right to adequate food. Highlight that these examples demonstrate how duties stemming from the right to adequate food overlap with duties stemming from other rights, and how this interdependence provides a stepping-stone for pursuing the implementation of the right to adequate food. Discuss the importance of public interest litigation, and of providing free legal services to the poor and vulnerable groups in order to improve their access to justice.

Step 4: Using national courts' decisions on other legal rights affecting the right to adequate food (e.g. minimum wage, pension, social assistance benefits, fishing rights, consumer rights)

Scope notes: In some cases, the protection of the right to adequate food has been claimed on the basis of laws establishing and protecting other legal rights. Describe a number of cases where the recognition and payment of an income

(a minimum wage, pension or social assistance allowance) was challenged for its adequacy in terms of covering food requirements. On the basis of these examples, examine and discuss different techniques of court decisions' analysis, and when and how to apply human rights and the right to adequate food in this kind of judicial proceedings. Examples of agrarian law and agrarian courts, common in a number of countries, are also a good example of proceedings where the judicial enforcement of measures oriented to ensure access and security of tenure of land can advance the implementation of the right to adequate food.

Step 5: Assessing procedural practices in order to identify obstacles for the justiciability of the right to adequate food

Scope notes: As for any other right, the right to adequate food must meet a number of pre-requisites in order to be fit for adjudication. Underline that besides the existence of a clear legal basis for claiming its protection, there must be adequate procedures and the regular functioning of an independent and impartial judiciary system in a country. Discuss the main problems and challenges regarding the justiciability of the right to adequate food, and how do Judicial Networks assess obstacles for economic, social and cultural rights fulfilment. Examine how could easily accessible databases with relevant information on administrative, judicial and quasi-judicial procedures and practices be made available to citizens. Highlight the crucial importance of disseminating information about relevant case-law among the stakeholders concerned and civil society.

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LESSON I2
REDRESS OF COMPLAINTS AND VIOLATIONS OF THE RIGHT TO ADEQUATE FOOD

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- properly investigate complaints and claims of violations of the right to adequate food;
- understand redress systems at national level;
- utilize right to adequate food claims mechanisms;
- monitor compliance with court orders related to the right to adequate food; and
- provide legal protection to those who bring complaints or claims of violations.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS, TEACHERS AND TRAINERS

This lesson is meant to provide the learners with practical tools to investigate and provide effective redress of complaints and violations of the right to adequate food. They should be made aware of all the existing judicial, quasi-judicial and

administrative redress systems in the country. The learners should be able to contribute to strengthening existing redress systems, and, where needed, to develop and implement new redress systems. Learners should have tools to monitor if and how court orders are complied with, and in case of non-compliance, what their role should be to obtain compliance. They need to know how to document different types of retribution against rights claimants and what their respective roles are in protecting rights claimants from any type of retribution.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Staff of human rights institutions, and court and legal officers.

LEARNING STEPS

Step 1: Methods to investigate and document right to adequate food violations

Scope notes: When right to adequate food complaints and claims are lodged, these need to be investigated and documented. Each redress system will have its own procedures to document and present the complaint or claim. Court officers will be more concerned with judicial procedures and with legal research in comparative, regional and international case law, while staff of human rights institutions will be concerned with all three redress systems. The latter are also more likely to undertake legal research and studies of aspects of the right to adequate food, and must be able to use appropriate research tools. Investigative methods may include recording eye witness accounts and testimonies, and conducting public hearings.

Step 2: Utilize right to adequate food complaints and claims mechanisms

Scope notes: The important aspects of a complaint and claim mechanism: (i) admissibility criteria; (ii) procedures for receiving complaints or claims; (iii) procedures for processing complaints or claims; and (iv) monitoring the disposition of complaints or claims. The learners should become fully familiar with these aspects of existing systems, particularly as they relate to right to adequate food complaints or claims, and should become capable of establishing both admissibility criteria and procedures for reception, processing and monitoring of complaints or claims.

Step 3: Protecting right to adequate food claimants

Scope notes: Legal and other officers should inform those who lodge complaints or claims what they need to do to report any type of retribution. The learners should be able to identify different types of retribution and inform rights claimants accordingly, including about methods of documenting retribution. Learners must also be able to take effective action to stop any form of retribution. This may involve the provision of free legal services to right to adequate food claimants.

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LESSON I3
SUPPORTING INDIVIDUALS TO CLAIM THE RIGHT TO ADEQUATE FOOD

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- identify cases of violations of the right to adequate food;
- make effective use of existing recourse mechanisms to present cases of violations of the right to adequate food and of other economic, social and cultural rights;
- make proposals to strengthen such mechanisms;
- develop legal, political and media strategies to create awareness about right to adequate food violations and how these should be redressed; and
- understand how to establish and maintain databases on violations of the right to adequate food, and on the outcomes and dispositions of right to adequate food cases.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

In order to identify right to adequate food violations, specific criteria need to be applied with reference to the core content of the right to adequate food. Learners should understand those criteria and be able to apply them in practice.

They must be able to apply methods to document violation cases, in format and content consistent with norms established by various recourse mechanisms. They should have a good grasp of how to present cases and on how to follow-up on the disposition of presented cases. By systematically keeping records of cases of right to adequate food violations and with what result these were disposed of, much can be learned, including how to mount legal and political strategies and awareness raising campaigns aimed at obtaining positive results in the future.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Decision-makers and staff of NGOs engaged in human rights work, and of social movements, particularly those focused on right to adequate food issues, or other economic, social and cultural rights.

LEARNING STEPS

Step 1: Identification and documentation

Scope notes: Establishing criteria to identify violations of the right to adequate food. What can be learned from previous experiences? How to reconcile differences in the application of criteria by different actors? What are the documentation requirements of various recourse systems, and what methods can be applied to obtain the required information?

Step 2: Use of existing recourse mechanisms

Scope notes: Learners should be thoroughly familiar with existing administrative, quasi-judicial and judicial recourse mechanisms, and should know how to interact with each system, including how to present violation cases. They should understand the difference between right to adequate food violations that are also non-delivery of existing legal entitlements, and those violations that point to a gap in or inconsistency of legal measures. They should fully understand what are the rights of rights claimants on behalf of whom cases are brought.

Step 3: Awareness creating strategies

Scope notes: Methods to use actual violations cases to create greater awareness about the right to adequate food among rights holders, as well as political, social and legal actors.

Step 4: Learning from past right to adequate food cases

Scope notes: What are the minimum information and documentation requirements for each case to become a useful component in a database? How to synthesize and analyse the case data to draw useful conclusions about how to present cases and to follow up on their disposition, and the role of the media and advocates in obtaining positive results. By what means to keep track of right to adequate food violations cases for entry into the database.

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LESSON I4
MONITORING THE FUNCTIONING OF THE JUDICIARY AND OF HUMAN RIGHTS INSTITUTIONS

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- understand the international and national frameworks of the roles of the judiciary and human rights institutions;
- assess the functioning of courts and human rights institutions against criteria of independence;
- identify and document cases that point to violations of the independence of courts and human rights institutions; and
- formulate legislative proposals to ensure the independence of the judiciary and human rights institutions.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

The question addressed in this lesson is a broad one, but is vital for access to recourse mechanisms, including right to adequate food complaints and violation cases. The learners should acquire sufficient capacity to identify and document violations against established frameworks of the roles of the judiciary and human rights institutions, and applying objective criteria of independence, including those

enshrined in the Paris Principles. Both learner groups should have the capacity to formulate legislative proposals based on the assessments to guarantee the independence of courts and human rights institutions. Practical exercises based on actual or hypothetical cases as part of this lesson should be helpful in providing the learners with actual skills.

MAIN TARGET LEARNER GROUP FOR THIS LESSON

Staff of NGOs engaged in right to adequate food work; legislators and their staff.

LEARNING STEPS

Step 1: Roles of the judiciary and human rights institutions

Scope notes: A thorough analysis of the roles of the judiciary and of human rights institutions as laid out in the constitution, national and international laws. What documentation to access as sources of information.

Step 2: Assessment methods

Scope notes: Methods to assess the functioning of courts and human rights institutions, examining their mandates and the ways that they actually operate. Compare the ways that they actually operate against specific independence criteria for the judiciary and for human rights institutions. How to examine the functioning of courts and human rights institutions to assess their independence.

Step 3: Documentation of violations

Scope notes: How to identify actual cases that show a violation of independence, and how to investigate and document such cases for public dissemination and advocacy purposes.

Step 4: Legislating for independence of the judiciary

Scope notes: How to formulate legislative proposals based on the assessment findings and conclusions, and documentation of actual cases that show violations of the independence of the courts and/or human rights institutions. Describe the principles of separation of powers (and its benefits) and checks and balances, and the legislative actions needed to support and promote the independence of the three branches of government.

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THEMATIC UNIT J
POLICY ASSISTANCE AND ADVICE BY INTERNATIONAL AGENCIES

UNIT PURPOSE

This unit offers guidance to staff of international agencies and organizations that deal with human rights in providing technical and legal advice on the right to adequate food and applying the right to adequate food principles in their planning processes.

LESSON J1

Technical and legal advice to address violations of the right to adequate food

LESSON J2

The right to adequate food in planning processes of UN agencies

LESSON J3

Promoting and mainstreaming the right to adequate food in national policies and programmes

LESSON J1
TECHNICAL AND LEGAL ADVICE TO ADDRESS VIOLATIONS OF THE RIGHT TO ADEQUATE FOOD

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- understand what constitute a violation of the right to adequate food;
- identify institutional roles with respect to right to adequate food violations;
- apply methods to identify right to adequate food violations and ways to seek redress; and
- apply methods to monitor right to adequate food violations and follow-up actions.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

This lesson is designed to provide international staff with the capacity needed to advise staff of national human rights institutions, of other government institutions and of NGOs with respect to violations of the right to adequate food and associated rights. To some extent, this is a lesson for trainers who will contribute to strengthening national capacities. This lesson provides some of the basic elements that are further expanded in Lesson F2 to provide assistance and support to establishing strong national human rights institutions. Though some learners may have considerable expertise in human rights or a specific economic, social

and cultural rights, the focus in this lesson is on right to adequate food violations. In each of the learning steps, the roles of and capacities needed among international agencies and organizations should be discussed as a cross-cutting issue. This lesson should draw on in-country experiences and present comparative analysis of these situations.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Staff of international agencies and organizations that deal with human rights (civil and political rights, rights of indigenous peoples), or dealing specifically with one or more economic, social or cultural right (right to adequate food, right to education, right to health, right to work, etc.).

LEARNING STEPS

Step 1: What constitute a right to adequate food violation?

Scope notes: Learners should become thoroughly familiar with the normative content of the right to adequate food, and how this content has been interpreted in different countries. When is the right to adequate food justiciable in a particular country?

Step 2: Institutional roles and responsibilities

Scope notes: Learners should gain an understanding of the different redress mechanisms (judicial, quasi-judicial and administrative), and what types of institutions have or should have responsibility for each of these redress mechanisms. How to identify such institutions, and how to assess their capacity to assume responsibilities for the effective functioning of redress mechanisms?

Step 3: Methods

Scope notes: Learners should become fully familiar with methods to identify right to adequate food violations, including familiarity with criteria that define a violation. They should get to know what are the ways to access judicial, quasi-judicial and administrative redress mechanisms, and how their functioning has been assessed in a number of countries. What methods have been employed to monitor right to adequate food violations and of the ways that violations have been addressed? What can be learned from monitoring violations of other economic, social and cultural rights. How those lessons learned can contribute to the justiciability of the Right to food?

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  http://www.unscn.org

LESSON J2
THE RIGHT TO ADEQUATE FOOD IN PLANNING PROCESSES OF UN AGENCIES

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- understand the interdependence and interrelatedness of human rights, and apply these concepts in planning inter-agency strategies and joint work;
- apply good practices of inter-agency planning and coordination for the purpose of introducing and promoting the right to adequate food and other human rights in UN country-level work; and
- assess what agency capacities are needed for effective inter-agency planning for the right to adequate food and other economic, social and cultural rights.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS, TEACHERS AND TRAINERS

The Right to Food Guidelines urge the international community, and specifically the UN System, to actively support national development efforts towards the

progressive realization of the right to adequate food. The UN Development Assistance Framework (UNDAF) and the One UN initiative are all attempts to promote sound inter-agency planning, particularly at country level. These planning frameworks are important to introduce the right to adequate food as a cross-cutting issue in UN development work, to stress the interdependence and interrelatedness of economic, social and cultural rights, and to ensure that human rights principles are fully reflected in the ways that UN agencies provide policy assistance and advice. The introduction of human rights into UN agency planning will require additional capacities, and agencies should be able to assess the additional capacity needed, and expertise required to deal strategically with capacity gaps. There is a body of evidence of country experiences with rights-based planning and mainstreaming human rights in UN country work. This body of evidence should be carefully analysed, perhaps by applying a Strengths, Weaknesses, Opportunities, Constraints (SWOC)[6] approach, to see what types of factors facilitate or are obstacles, and how to overcome the latter.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Staff in UN Agencies at Headquarter and Regional Levels, and UN Country Teams.

LEARNING STEPS

Step 1: A common language and platform for the right to adequate food, and other human rights

Scope notes: Create a common understanding of the right to adequate food, of its interrelatedness and interdependence with other human rights, and of how to implement human rights principles in UN development work. What does mainstreaming human rights principles mean in practice?

Step 2: Inter-agency planning and coordination to promote the right to adequate food and other economic, social and cultural rights

Scope notes: What are the specific roles that each agency can play. What are common intra-agency obstacles to participate in inter-agency planning processes, and what might be the strategies to overcome those obstacles.

6 Also frequently termed SWOT: Strengths, Weaknesses, Opportunities, Threats.

Step 3: Agency capacities to be a partner in inter-agency planning for the right to adequate food

Scope notes: Methods to ascertain current agency capacities to be a partner in inter-agency planning and coordination for the promotion of the right to adequate food and other economic, social and cultural rights. How is an agency standing with filling capacity gaps? Which sources can be relied upon to assist agencies in filling capacity gaps?

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LESSON J3
PROMOTING AND MAINSTREAMING THE RIGHT TO ADEQUATE FOOD IN NATIONAL POLICIES AND PROGRAMMES

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- understand what it means to mainstream right to adequate food outcomes and human rights approaches in national policies and programmes;
- apply good practices in assisting governments with introducing and promoting the right to adequate food and other human rights in national policies and strategies; and
- assess what agency capacities are needed to assist governments with promoting and mainstreaming the right to adequate food in national policies and programmes.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS, TEACHERS AND TRAINERS

The Right to Food Guidelines emphasize that the concern by the international community over the persistence of hunger in the world should translate into active support to governments in their efforts to combat hunger and malnutrition.

Policies and programmes are means by which governments can combat food insecurity and malnutrition, and work towards the realization of the right to adequate food. Food security and nutrition, and indeed right to adequate food issues, may in the first instance correspond to an agency agenda, but not necessarily to a national policy agenda. This may thus involve delicate promotional activities initially. To ensure that the policy assistance is relevant and effective, it should address real constraints in national policies to mainstreaming food security, nutrition, the right to adequate food and human rights. To be effective, it is important that the external policy assistance team has credibility, which is earned by high quality technical work and a long-term commitment to policy formulation and implementation in constant partnership with national counterparts. Coordination among agencies in providing rights-oriented policy assistance is important. Capacity strengthening is becoming a core technical assistance activity in policy assistance work. In planning policy assistance to countries it is therefore necessary to allocate adequate resources to specific capacity strengthening activities. All these considerations may require additional installed human resources and financial support capacities in agencies offering policy assistance. This lesson links up with Lesson J2 and agency approaches to rights-based planning.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Staff providing policy assistance in UN agencies at headquarter and regional levels, UN country teams and UN human rights bodies.

LEARNING STEPS

Step 1: Understanding the right to adequate food mainstreaming process

Scope notes: Create a common understanding of what is implied by mainstreaming the right to adequate food in policies and programmes. What criteria apply to assess the extent to which the right to adequate food is mainstreamed in the formulation and implementation of policies and programmes.

Step 2: Understanding the opportunities and constraints at country level in mainstreaming the right to adequate food in national policies and programmes

Scope notes: How to recognize and capitalize on opportunities to assist governments with mainstreaming the right to adequate food in policies and programmes. How to assess constraints to right to adequate food mainstreaming, and what might be done to help governments overcome those constraints.

Step 3: Best practices

Scope notes: A review of practical experiences with policy assistance provided by international agencies to national governments. Specific case studies of mainstreaming in policies and programmes issues such as gender, food security and nutrition, and other cross-cutting ones, to extract lessons learned about the mainstreaming process and how to promote policy priorities.

Step 4: Agency capacities to provide policy assistance for the right to adequate food

Scope notes: Methods to ascertain current agency capacities, and strategies to fill capacity gaps. The importance of inter-agency coordination in providing policy assistance.

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THEMATIC UNIT K
RESPECT FOR AND PROTECTION OF HUMAN RIGHTS ADVOCATES, ACTIVISTS AND WORKERS

UNIT PURPOSE

This unit indicates ways to promote respect and ensure protection for human rights advocates, activists and workers.

LESSON K1

Ways to provide legal protection for human rights activists, advocates and workers

LESSON K1
WAYS TO PROVIDE LEGAL PROTECTION FOR HUMAN RIGHTS ADVOCATES, ACTIVISTS AND WORKERS

LEARNING OBJECTIVES FOR LEGISLATORS AND STAFF

At the end of the lesson, the learner will be able to:

- understand how existing laws may have an impact on the work of human rights workers who advocate the right to adequate food; and
- determine what legislation is needed to enable the judiciary and human rights institutions to promote respect for the rights of human rights workers and provide them with effective legal protection.

LEARNING OBJECTIVES FOR COURT AND LEGAL OFFICERS

At the end of the lesson, the learner will be able to:

- establish court rules that allow public interest litigation;
- provide legal assistance and advice to human rights workers whose rights have been violated; and
- take appropriate actions under national law when violations of the rights of human rights workers are attributable to acts or omissions of the state.

LEARNING OBJECTIVES FOR STAFF OF HUMAN RIGHTS INSTITUTIONS

At the end of the lesson, the learner will be able to:

- understand the role of human rights institutions and what they should assume as their responsibility to ensure the lawful work by human rights professionals and activists; and
- apply methods to monitor how the rights of human rights workers are respected and protected.

LEARNING OBJECTIVES FOR ALL THREE GROUPS

At the end of the lesson, the learner will be able to:

- understand what are the respective roles of each group in coordinated efforts to protect human rights workers; and
- develop information and education materials for human rights advocates, activists and workers, that explain their rights and responsibilities to undertake their work and to report violations of their rights.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

This lesson has different learning objectives for each of the three learner groups to whom this lesson is adressed. This is because each group has a different role to play in protecting human rights workers. Yet, these roles are inter-dependent, and thus a coalition and commitment among these groups need to be fostered. So, instead of developing three separate lessons, one for each learner group, this lesson should have a separate module for each learner group, and a common module for all three groups as part of the same lesson.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Staff of human rights institutions; court and legal officers; and legislators and their staff.

LEARNING STEPS

Step 1: Who are human rights activists, advocates and workers? (Module for all)

Scope notes: The vulnerability of those who fight for their own or the of others human rights has long been recognized. Right holders who stand up for their

right to adequate food, in the context of their access to land, natural resources, employment or social assistance, for instance, can be seen as human rights activists. Landless peasants are one example of a group that has fought for its rights and often been met with violence. Other individuals and groups who take it upon themselves to help others to claim their rights are also part of this group. These people may be referred to as human rights activists, advocates or workers, whereas those fighting for their own rights are normally not referred to as human rights advocates or human rights workers. It is important to recognize that human rights activists do not always use human rights language, yet should be afforded protection.

Step 2A: Role in protecting human rights workers (Module for legislators and staff)

Scope notes: Adequate legislation needs to be in place to enable the judiciary and human rights institutions to act in case of violations. In order to formulate new legislation, or amend existing legislation, legislators need to understand what those violations consist of, and how the judiciary and human rights institutions can or should act. A first step is to analyse relevant existing legislation to determine if human rights workers are indeed adequately protected under the law.

Step 2B: Role in protecting human rights workers (Module for court and other legal officers)

Scope notes: The learners should know what court rules need to be in place for public interest litigation and broader locus standing. They need to know how to establish rules and procedures that guarantee no repercussions for human rights workers who report and document for the courts, violations of the human rights of third parties, and how to provide legal assistance and protection to human rights workers.

Step 2C: Role in protecting human rights workers (Module for staff of human rights institutions)

Scope notes: The roles of human rights institutions requires adequate capacity to: (i) raise complaints about official acts and behaviour of state officials that impedes human rights work; (ii) provide legal assistance to human rights workers; (iii) ensure access to public hearings and trials and free association with any lawful organization; and (iv) ensure uncensored access to human rights information. Human rights institutions should establish criteria to determine when violations take place of the right of human rights workers to be respected and protected, and have the capacity to monitor the disposition of cases where violations of the rights of human rights workers have taken place.

Step 3: Working together (Module for all three learner groups)

Scope notes: This module should help the three learner groups understand how to work together, whereby legislators ensure that enabling legislation that clearly articulates how human rights workers need to be protected is in place, and that allows human rights institutions and the courts to assume their roles. The court system and human rights institutions also need to work together. Human rights institutions need to know how to bring cases of violations to the attention of the courts, and how to refer human rights workers for legal assistance. All three groups should have the capacity to formulate clear messages for information and educational materials for human rights workers, which explains: (i) their rights and responsibilities under applicable law; (ii) what constitutes violation of their rights; (iii) what to do when they feel their rights have been violated; and (iv) how to document any violations.

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THEMATIC UNIT L
MULTILATERAL NEGOTIATIONS ON THE RIGHT TO ADEQUATE FOOD

UNIT PURPOSE

This unit describes how different actors can approach and participate in multilateral negotiations of relevance to the right to adequate food.

It explains how to develop a communication strategy, prepare multilateral meetings and share documentation of the meetings with the members of the domestic network.

LESSON L1

International-level obligations for the right to adequate food

LESSON L2

Preparing at home for multilateral negotiations on the right to adequate food

LESSON L3

Being effective in multilateral negotiations

LESSON L4

Follow-up at home and preparations for the next multilateral negotiations on the right to adequate food

LESSON L1
INTERNATIONAL-LEVEL OBLIGATIONS FOR THE RIGHT TO ADEQUATE FOOD

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- describe the current understanding of international legal obligations;
- make reference to and explain the significance of the UN Charter, the Universal Declaration of Human Rights, relevant provisions of the International Covenant on Economic, Social and Cultural Rights, Right to Food Guideline 19, and their Part III; and
- distinguish between different actors at the international level, in addition to states.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

Generally human rights obligations apply to states concerning its population. Therefore the international dimension is complementary to national-level obligations and do not replace them. The context can be highly controversial, and it should be kept in mind that there is very little international consensus about the international dimension, although Right to Food Guideline 19 and the content of Part III do constitute consensus about these issues at some level.

Given the controversy of legally binding international-level obligations, and in the light of the growing importance of international actors who are not states (NGOs, funds, corporations), it is important to acknowledge the moral basis of the Universal Declaration of Human rights and its relevance to individual and corporate behaviour. This is relevant to the present globalization of finances, services, goods, etc., which has not been accompanied by globalized welfare for people, consumer protection and fair agricultural trading systems. For the moral basis of human rights see the primer developed by FAO.

This area is in flux. This means that there are often disagreements linked to the globalization process and about who benefits and who is negatively affected. Academics, when discussing these issues, sometimes are no longer really talking about what the law is, but what the law should be. Engaging learners of this module in discussions about what would be the best way for the law to develop can be of great interest to them, especially those who are themselves actors in the international arena.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Policy decision makers and legislators; diplomats; and staff of international organizations.

LEARNING STEPS

Step 1: State obligations in international law

Scope notes: Generally, international law concerns the relationship between states. Human rights obligations are also agreed between states, but apply to states concerning their own people, rather than to other states. The state is the primary duty bearer toward the people within the state's territory. At the same time, the ICESCR has explicit provisions on international cooperation. The exact meaning of these provisions remains controversial, but the text in Part III of the Right to Food Guidelines provides some guidance towards consensus. The learner should master some key concepts that need to be clarified, in particular 'extraterritorial obligations' and 'international obligations' (see Coomans and Kamminga, 2004). The controversial nature of the subject should be explained, along with possible reasons for the controversy (including sovereignty and the obligation of non-interference).

Step 2: Obligation to cooperate internationally

Scope notes: Here there is a need to go in depth into the possible meaning of Arts. 2 and 11 of the ICESCR, and from there discuss whether the levels of obligations (respect, protect, fulfil) apply at the international level, and, if so, how. Briefly discuss obligations of states when they operate in an international organization and in international negotiations. Also discuss the question of transnational corporations in the context of the obligation to protect.

Step 3: Responsibilities of intergovernmental organizations

Scope notes: Distinguish between governing bodies of intergovernmental organizations (IGOs) and their secretariats. Discuss the implications of the UN Charter and the near-universal ratification of key human rights instruments for the IGOs as such. In particular, people have sought to demonstrate that the international financial institutions—the World Bank, the International Monetary Fund and the World Trade Organization —have obligations for the right to adequate food and other human rights. IGOs that profess a human rights-based approach to their work might be inclined to hold themselves accountable for respect for human rights. Could internal accountability mechanisms be strengthened?

Step 4: Responsibilities of international non-governmental organizations

Scope notes: While international NGOs are not subject to international laws and thus cannot have legally binding international human rights obligations, many have taken it upon themselves to adopt human rights-based approaches. There are even some mechanisms of accountability, such as the Sphere project, that attempt to clearly define rights such as the right to adequate food. Nevertheless, it is clear that international NGOs have only moral, not legal, responsibilities.

Step 5: Responsibilities of transnational corporations

Scope notes: In the light of the economic dominance of many multinational or transnational corporations, there are increasing pressures for them to take on more responsibility for their action in countries outside their headquarters. Corporate social responsibility and the global compact are part of this development. There have also been criticisms of the fact that the international human rights regime is overly state-centred and that there is a need to make transnational corporations legally accountable and even direct subjects of international human rights law. Now they often develop their own ethical guidelines without obligations on the side of the company. Discuss efforts of the Sub-Commission on Human Rights and the Special Representative of the UN Secretary-General.

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LESSON L2
PREPARING AT HOME FOR MULTILATERAL NEGOTIATIONS ON THE RIGHT TO ADEQUATE FOOD

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- describe how domestic measures affect the realization of the right to adequate food in other countries; and
- prepare a strategic plan on how to approach and participate in multilateral negotiations of relevance to the right to adequate food.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

This lesson is oriented towards strategic thinking domestically for the benefit for all actors, disregarding line-thinking or demarcations according to subjects (often called reductionism, but is the rule of the day. Holism is rather the exception). It becomes therefore essential to build strategic alliances that can provide support across traditional lines or borders in order to provide mutual support and forge useful regional links.

The thinking around multilateral negotiations on the right to adequate food is built around the following provisions of the ICESCR:

- Article 2 (take steps, individually and through international assistance and co-operation, especially economic and technical, to the maximum of its available resources, with a view to achieving progressively the full realization of the rights recognized in the ICESCR);
- Article 6 (the right to work);
- Article 9 (the right to social security);
- Article 10 (protection and assistance to the family);
- Article 11 (the right to an adequate standard of living, including the right to adequate food);
- Article 12 (the right to physical and mental health);
- Article 13 (the right to education);
- Article 17 (implementation and reporting to UN treaty bodies);
- Article 22 (technical assistance by UN agencies); and
- Article 23 (internationally supported action).

In addition, the lesson content relates to relevant General Comments (particularly on food, health and water), especially paragraphs 36 to 41 in General Comment 12 on the right to adequate food (as specified in Article 11 of the ICESCR); to the Charter of the United Nations (paragraphs 9–15 and 55–56); and to the Right to Food Guidelines (paragraphs 1, 15 and 19).

This lesson should make full use of the dynamics in the various arenas in which multilateral negotiations take place. Being prepared at home is half the job to being heard during negotiations, in discussions or in networking with like-minded countries or delegations. Learners should become familiar with the theory and practice of networking, strategic planning and negotiation techniques.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Legislators, technical staff in public institutions, NGOs, mass media.

LEARNING STEPS

Step 1: Assess who are doing what domestically, and how these are linked with multilateral negotiations on the right to adequate food

Scope notes: Explain the concept of multilateral negotiations on the right to adequate food. Assess the current situation with respect to multilateral negotiations and identify principal actors involved in these engagements. This should be possible by examining existing documents or through consultation with specialists. Furthermore, identify obligations (specific roles and responsibilities) of domestic civil servants in multilateral negotiations on the right to adequate food.

Step 2: Establish a network of relevant actors with domestic responsibility and who are participating in or giving instructions to those who participate in multilateral negotiations on the right to adequate food

Scope notes: Build networks. According to Krebs and Holley (see references) say: "Communities are built on connections. Better connections usually provide better opportunities. But, what are better connections, and how do they lead to more effective and productive communities? How do we build connected communities that create, and take advantage of, opportunities in their region or marketplace? Improved connectivity is created through an iterative process of knowing the network and knitting the network."

Step 3: Sharing information about multilateral negotiations relevant for agriculture, food, nutrition and human rights

Scope notes: Formally establish and operate the network. Be sure to hand over to an institution in order to build accountability, capacity development of public staff, and sustainability for future function and use of extraterritorial contacts and networks (informal and formal).

Step 4: Develop a clear political mandate for the delegation to participate in negotiations or other activities linked to multilateral negotiations for the right to adequate food

Scope notes: Structure and content of mandates and instructions; linking delegations to each other in a strategic plan for multilateral negotiations where all relevant line ministries feature. Decide which ministry should be the lead ministry (in general, foreign affairs would normally be the Ministry for Foreign Affairs; in agriculture it could be the Ministry of Agriculture, and sometimes also the Ministry of Fisheries or the Ministry of Forestry, depending on sector focus and importance domestically; in financial questions, such as discussed in the World Bank, IMF and sometimes in the WTO, the Ministry of Finance; and for trade (domestically and internationally) normally the Ministry of Trade.

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  http://www2.ohchr.org/english/bodies/cescr/index.htm
- Ecumenical Advocacy Alliance
  http://www.e-alliance.ch
- Human Rights Council
  http://www2.ohchr.org/english/bodies/hrcouncil
- Office of the High Commissioner for Human Rights (OHCHR)
  http://www.ohchr.org
- Right to Food Campaign, India
  http://www.righttofoodindia.org
- United Nations Development Group (UNDG)
  http://www.undg.org
- United Nations Development Programme (UNDP)
  http://www.undp.org
- United Nations Population Fund (UNFPA)
  http://www.unfpa.org
- UN System Standing Committee on Nutrition
  http://www.unscn.org
- World Health Organisation (WHO)
  http://www.who.int/en
- World Bank
  http://www.worldbank.org
- World Trade Organisation
  http://www.wto.org/english
- International Monetary Fund
  http://www.imf.org/external/index.htm

LESSON L3
BEING EFFECTIVE IN MULTILATERAL MEETINGS

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- communicate to various target groups issues specific or related to the human right to adequate food, specified in the mandate of a national delegation;
- guide the leader of a national delegation, and otherwise participate as a catalyst to promote the issues in the mandate of the national delegation in issues important to promote the human right to adequate food;
- develop statements on the human right to adequate food to be delivered by a national delegation in multilateral negotiations;
- ensure that agreements and international measures will at the minimum not harm the human right to adequate food domestically; and
- describe how to promote the human right to adequate food, as described in covenants, conventions, in the General Comment 12 and in the Right to Food Guidelines, in agreements, measures and statements in extraterritorial matters.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

Communication is essential if a national delegation wants their proposals to be listened to and the issues understood, and finally, based on that, to support those statements. Communication needs therefore to be central to every multilateral negotiation. Communication is thus a process that allows delegations and their members to exchange information by several methods so that it will have the final result sought.

Communication happens at many levels (even for one single action), and in many different ways. In this context, when speaking about communication, it is very important to be sure about what aspects of communication one is speaking.

Definitions of communication range widely, but here we recognize only statements, interactions, written messages, etc., by human beings about the right to adequate food and communicated in various extraterritorial settings. Communication is usually described by a few major dimensions:

- content (what type of things are communicated);
- source/sender/encoder (by whom);
- form (in which form);
- channel (through which medium);
- destination/receiver/target/decoder (to whom);
- purpose/pragmatic aspect (with what kind of results).

A member of a national delegation to multilateral meetings, here mainly in multilateral forums of discussions, negotiations, etc., must therefore be sure of the purpose, content, form and channel for this communication. They must therefore be well prepared before multilateral meetings, including the purpose of the meeting, background documents, the content (which will influence the composition of a delegation, or, if only one person, to be able to consult specialists on specific issues), the form of negotiations or setting of the multilateral engagement, as well as the format and process of the meeting.

The two last learning objectives (4 and 5) may require the specific expertise of human rights lawyers. If that is relevant, such staff should be included in the delegation in question, or if that is not possible, be carefully consulted in advance and be available to respond to queries during the meeting (SMS, telephone, e-mails, etc.). Issues and challenges will vary according to the organization hosting the meeting, conference or summit, and the level of national participation, such as only civil servant level, political level (ministers, head of state), a mix of them, or if the delegation is expanded or composed of a mix of such persons

due to the complexity of the issues. Additional staff often includes researchers or academic staff, NGO representatives or representatives from the private sector. In such situations it is very important to have clear mandates delineating responsibilities, and who would have the final say if conflicts arise in the delegation or with other delegations.

Objectives 4 and 5 would also require lobbying events prior to statements. This can be informal in corridors, during breakfasts, lunches or dinners, where like-minded delegations are invited. Such events can be used to forge linkages and ties, share views on issues so that statements can be shared to generate support, etc. Well planned and executed lobbying may lead to success, but it is no guarantee.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Civil servants engaged in domestic policy with links to extraterritorial agreements (multilateral, conferences and summits), participating in multilateral work, and in developing regulations and laws with clear links to WTO, Codex Alimentarius Commission, FAO, WHO, World Bank, etc. This includes also lawyers in the public sector.

LEARNING STEPS

These should take close note of the preparation domestically (Lesson L2 above), particularly Learning Step 4.

Step 1: How to ensure that the conditions for successful multilateral negotiations for the right to adequate food are in place

Scope notes: Ensure that one is drawing on national networks, that the necessary political documents are consulted, that those issues are affecting the content of the mandate for the delegation, and that the composition of the delegation reflects the challenges of the extraterritorial negotiations.

Step 2: How to establish or re-establish a network of relevant actors with other delegations in international settings and to share information about multilateral negotiations relevant for the human right to adequate food

Scope notes: Build or rebuild international networks; don't forget business cards! Better connections usually provide better opportunities: how could this lead to more effective and productive outcomes of extraterritorial meetings? How to improve connectivity with other like-minded delegations, and take advantage of opportunities in the region in question for the benefit of your country?

Step 3: How to use various techniques for negotiating

Scope notes: Negotiation is the process of searching for an agreement that satisfies various parties. An agreement may be reached either through barter or through real negotiation. Barter allows only one party—the party in a position of power—to 'win'; the other party is forced to accept something of lesser value. A real negotiation implies a 'win-win' situation, in which all parties are satisfied. It is important to analyse the interest of the parties involved in extraterritorial negotiations, because this will generate an understanding of their perceptions, their style of negotiation, and their interests and principles of work; it will also shed new light on one's own approach.

Step 4: How to develop effective and well formulated interventions, making sure that the content includes well reflected issues on the right to adequate food linked to the domestic scene as well as the global, ensure that the text is in line with the target audience (with references to interventions by other delegations if possible), and that pragmatic aspects are adequately considered

Scope notes: This is mainly a communication issue, and must be seen here as essential for a wanted outcome. Other delegations should accept the language so that they listen to and understand the issue. It should also reflect informal talks or lobbying events with them so they would support the statement. Such a communication process should allow delegations and members of those to exchange information by several methods so that it will have the final outcome desired.

Step 5: How to ensure respect for human rights in own trade import-export policy, in WTO participation and in regional trade agreements

Scope notes: Delegation members must know clearly that there is such a thing as the right to adequate food. That is described and laid out in the Universal Declaration on Human Rights (Art. 25), in the ICESCR (Art. 11), and in the General Comment 12 (CESCR, 1999). An important tool is the Right to Food Guidelines, which was developed by FAO member countries themselves and endorsed by the FAO Council in 2004.

Step 6: How to protect and promote the right to adequate food in trade negotiations and agreements

Scope notes: Partly the same as for the Scope notes on Learning Step 5 above.

REFERENCE MATERIALS

- CESCR, *General Comment 12, the right to adequate food* (20th session, 1999), UN Doc. E/C.12/1999/5 (1999)

  Available at: http://www.unhchr.ch/tbs/doc.nsf/(Symbol)/3d02758c707031d58025677f003b73b9?Opendocument

- CESCR, *General Comment 14, the right to the highest attainable standard of health*, (22th session) UN Doc. E/C.12/2000/4.

  Available at: http://www2.ohchr.org/english/bodies/cescr/comments.htm

- CESCR, *General Comment 15, the right to water*, (29th session) UN Doc. E/C.12/2002/11.

  Available at: http://www2.ohchr.org/english/bodies/cescr/comments.htm

- *Charter of the United Nations*, signed on 26 June 1945, in San Francisco, and came into force on 24 October 1945.

  Available at: http://www.un.org/aboutun/charter

- FAO. 2005. *Voluntary Guidelines to support the progressive realization of the right to adequate food in the context of national food security*. Adopted by the 127th Session of the FAO Council, November 2004. In particular, see guidelines 15 & 19.

  Part 1 available at: ftp://ftp.fao.org/docrep/fao/meeting/009/y9825e/y9825e01.pdf

  Parts 2 & 3 available at ftp://ftp.fao.org/docrep/fao/meeting/009/y9825e/y9825e00.pdf

- Haugen, H.M. 2007. *The Right to Adequate Food and the TRIPS agreement*. Martinus Nijhoff, The Netherlands.

- Held, D. 2004. *A globalising world? Culture, economics, politics*. Routledge, London, UK.

- *International Covenant on Economic, Social and Cultural Rights* adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI) of 16 December 1966.

  Available at: http://www2.ohchr.org/english/law/pdf/cescr.pdf

- Management Sciences for Health and UNICEF, *The guide to managing for quality*, see the content related to “Stakeholder Analysis” and “Negotiation Techniques” at:

  http://erc.msh.org/quality/ittools/itstkan.cfm

  http://erc.msh.org/quality/ittools/itnegot2.cfm

REFERENCE INSTITUTIONS AND ORGANISATIONS

- Committee on Economic, Social and Cultural Rights (CESCR)
  http://www2.ohchr.org/english/bodies/cescr/index.htm
- Human Rights Council
  http://www2.ohchr.org/english/bodies/hrcouncil
- Office of the High Commissioner for Human Rights (OHCHR)
  http://www.ohchr.org
- United Nations Development Group (UNDG)
  http://www.undg.org
- United Nations Development Programme (UNDP)
  http://www.undp.org
- UN System Standing Committee on Nutrition
  http://www.unscn.org
- World Health Organisation (WHO)
  http://www.who.int/en
- World Bank
  http://www.worldbank.org
- World Trade Organisation
  http://www.wto.org/english
- International Monetary Fund
  http://www.imf.org/external/index.htm
- Codex Alimentarius Committee
  http://www.codexalimentarius.net/web/index_en.jsp
- International Animal Health/OIE
  http://www.oie.int/eng/en_index.htm
- International Plant Protection Convention (IPPC)
  https://www.ippc.int/IPP/En/default.jsp
- International Portal on Food Safety, Animal & Plant Health
  http://www.ipfsaph.org/En/default.jsp
- FAO, Right to Food
  http://www.fao.org/righttofood

LESSON L4
FOLLOW UP AT HOME AND PREPARATIONS FOR THE NEXT MULTILATERAL NEGOTIATIONS ON THE RIGHT TO ADEQUATE FOOD

LEARNING OBJECTIVES

At the end of the lesson, the learner will be able to:

- prepare appropriate documentation of negotiation meetings to be shared with members of domestic networks (addressed in Lesson L2 above), including the mandate of the delegation, list of documents obtained in the meeting and statements made by the delegation, in addition to describing;
- what other delegations contributed in the way of interesting interventions;
- conclusions of the discussions and final results obtained in the meeting;
- persons and institutions to whom the documentation should be distributed, including: those responsible for domestic policy development, all members of the delegation, relevant ministries and departments, public services and other relevant public institutions, committees and others of the network (transparency and engagement is vital in communication and will improve accountability); and
- prepare for the next extraterritorial meeting.

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

This lesson addresses the same issues of the second lesson, but now applied to a situation where an extraterritorial meeting has taken place. The focus is still on civil servants. This lesson should be seen as addressing total strategic and holistic thinking for the benefit for all national actors and not for specific interest groups. Building strategic alliances that provide support across traditional lines or borders and that forge useful links between regions is essential.

The format and structure of meeting documentation varies between different bodies, both in the UN, the government sector, the private sector, NGOs and others. The point here is therefore not the structure of such a report, but rather the use of it for communication and information, as well as for preparing for the next extraterritorial meeting.

This lesson should thus include issues important for the dynamics in the various arenas where multilateral negotiations for the right to adequate food take place, and how these can benefit domestic development. Being prepared at home, and using the outcome for domestic development, is half way to a successful change towards the right to adequate food domestically. As for the second lesson (L2), the learners should become familiar with theory and practice of networking, strategic planning and negotiation techniques.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Members of national delegations.

LEARNING STEPS

Step 1: How to utilize an established network of relevant actors for sharing information and outcome relevant to the multilateral negotiations on the right to adequate food

Scope notes: Better connections usually provide better opportunities. Good connections would lead to more effective and productive communities though information sharing, taking account of international events and regulations in view of domestic development of laws and regulation. To utilize the domestic network for this, an iterative process of knowledge sharing and strategic thinking is essential.

Step 2: How to present and share the positive and negative results related to the political mandate of the delegation

Scope notes: Structure and content of meeting documentation that covers mandates and instructions. How to link different national delegations (going to different arenas) to each other in a strategic plan for multilateral negotiations on the right to adequate food, whereby all relevant line ministries participate. How to decide which public institution (ministry, human rights institution) should lead the delegation.

Step 3: How to utilize the result in development and modification of domestic law and regulation of relevance for the right to adequate food

Scope notes: The modification and development of domestic law and regulation require legal staff with an in-depth knowledge of the right to adequate food. One needs to understand why economic and social regulations are part of national development, including a reflective view on the frontier of public policy and public administration, such as in Asia and Europe. This regulation, which needs to be implemented by independent regulatory bodies, can replace older forms of state intervention and the Keynesian welfare state, particularly with human rights-based development.

Step 4: How to make a consequence analysis of the outcome with the view of a possibility for protecting, promoting and using human rights and right to adequate food approaches for economic and social policy development

Scope notes: There exist several approaches to perform consequence analysis (cause–effect analysis) using qualitative and quantitative models. Relevant methods are failure mode and effect analysis (FMEA), which analyses all components, their failure modes, and impact on operation; and the fault tree analysis (FTA) method, which provides for a more detailed failure analysis. FTA uses logical relations between component faults to model more complex process failures. The cost–consequence format is readily understandable and applied by healthcare decision-makers (depending again where the civil servant are coming from). The decision-maker may use selected items from the cost–consequence analysis to compute composite measures, such as cost per life-year gained or cost per quality-adjusted life-year (QALY) gained. In general, the cost–consequence approach, by making the impact of decisions as comprehensive and transparent as possible, will enable decision-makers to select the approaches and measures most relevant to their perspective and will also give them confidence that the information provided by the extraterritorial meeting, supplemented by domestic information and data, can credibly be used as the basis for law and regulation modifications, and finally for resource allocation decisions by parliament, governments, etc.

Step 5: How to prepare for the next extraterritorial meeting

Scope notes: Go through the same procedure as in the second lesson (L2, above) in order to be sure that the delegations to the next extraterritorial meeting will be well prepared for making an impact by guiding decisions (towards the right to adequate food for all) in a direction desired by the country the delegation represents.

REFERENCE MATERIALS

The references in the previous two lessons are also relevant here.

- FAO. 2005. *Voluntary Guidelines to support the progressive realization of the right to adequate food in the context of national food security*. Adopted by the 127th Session of the FAO Council, November 2004.

  Part 1 available at: ftp://ftp.fao.org/docrep/fao/meeting/009/y9825e/y9825e01.pdf

  Parts 2 & 3 available at ftp://ftp.fao.org/docrep/fao/meeting/009/y9825e/y9825e00.pdf

- Held, D. 2004. *A globalising world? Culture, economics, politics*. Routledge, London, UK.

- Majone, G, & Baake, P. 1996. *Regulating Europe*, European Public Policy Series. Edited by Jeremy Richardson. Routledge, London, UK.

  See: http://books.google.com/books?id=S8uGucBkbpUC&hl=no;

- Mauskopf, J.A., Paul, J.E., Grant, D.M. & Stergachis, A. 1998. *The role of cost-consequence analysis in healthcare decision-making*. PharmacoEconomics, 13(3): 277–288.

- Stakeholder Analysis.

  See: http://erc.msh.org/quality/ittools/itstkan.cfm

REFERENCE INSTITUTIONS AND ORGANISATIONS

- Codex Alimentarius Committee

  http://www.codexalimentarius.net/web/index_en.jsp

- Committee on Economic, Social and Cultural Rights (CESCR)

  http://www2.ohchr.org/english/bodies/cescr/index.htm

- Human Rights Council

  http://www2.ohchr.org/english/bodies/hrcouncil

- Office of the High Commissioner for Human Rights (OHCHR)
  http://www.ohchr.org
- United Nations Development Group (UNDG)
  http://www.undg.org
- United Nations Development Programme (UNDP)
  http://www.undp.org
- UN System Standing Committee on Nutrition
  http://www.unscn.org
- World Health Organisation (WHO)
  http://www.who.int/en
- World Bank
  http://www.worldbank.org
- World Trade Organisation
  http://www.wto.org/english
- International Monetary Fund
  http://www.imf.org/external/index.htm
- Codex Alimentarius Committee:
  http://www.codexalimentarius.net/web/index_en.jsp
- International Animal
  http://www.oie.int/eng/en_index.htm
- International Plant Protection Convention (IPPC)
  https://www.ippc.int/IPP/En/default.jsp
- International Portal on Food Safety, Animal & Plant Health
  http://www.ipfsaph.org/En/default.jsp
- FAO, Right to Food
  http://www.fao.org/righttofood

PART THREE
LEARNING PATHS

LEARNING PATHS FOR DIFFERENT TARGET LEARNER GROUPS

Based on the task analysis, a correspondence between learner's tasks and curriculum lessons can be established (see the Annex on *Task and Learning Content Analysis*). This allows trainers and instruction designers to select lessons from the curriculum in order to match the needs of their target audience.

The following tables provide a list of relevant lessons that have been identified for each group. The third column, 'Corresponding Tasks', indicates whether a lesson corresponds to one or more tasks (please refer to the Annex on *Task and Learning Content Analysis* for more information) or if it is a prerequisite for other lessons.

Please note that, while some lessons have been identified as particularly relevant for each learners group, trainers and learners are free to take any lesson they are interested in, even if not included in their learning path.

LEARNING PATH FOR GROUP: LEGISLATORS (CODE LP)		
UNIT	**RELEVANT LESSONS FOR THE GROUP**	**CORRESPONDING TASKS (see Annex)**
A	A1 – Introduction to human rights A2 – Human rights-based approach to development A3 – The concept of the right to adequate food A4 – Rights and obligations A5 – Recourse mechanisms A6 – History of the right to adequate food A7 – The right to food guidelines A8 – The right to adequate food in practice	Prerequisite lessons
B	B1 – Roles and right to adequate food tasks of national government duty bearers	Prerequisite lesson
C	C2 – Assessment of existing right to adequate food legislation and formulation of new legislation	LP4
D	D1 – Ratification of international instruments on the right to adequate food	LP1
	D3 – Formulation of a right to adequate food framework law	LP4
	D4 – Incorporating the right to adequate food in national laws and policies	LP2
E	E1 – Ensuring financial resources for right to adequate food measures and monitoring budget implementation	LP12, LP13
F	F2 – Establishing and ensuring effective human rights institutions	LP10
H	H1 – Supporting formal education and professional training	Prerequisite lesson for H2
	H2 – Educate and inform about the right to adequate food	LP7
I	I4 – Monitoring the functioning of the judiciary and of human rights institutions	LP9
K	K1 – Ways to provide legal protection for human rights advocates, activists and workers	LP11
L	L1 – International-level obligations for the right to adequate food	LP1, LP2, LP3
	L2 – Preparing at home for multilateral negotiations on the right to adequate food	LP1.1, LP3.4a, LP8.2, LP8.4
	L3 – Being effective in multilateral meetings	LP1.3, LP1.6, LP2.5, LP3.1, LP7.3
	L4 – Follow up at home and preparations for the next multilateral negotiations on the right to adequate food	LP2, LP3

LEARNING PATH FOR GROUP: POLICY DECISION-MAKERS (CODE PDM)		
UNIT	**RELEVANT LESSONS FOR THE GROUP**	**CORRESPONDING TASKS (see Annex)**
A	A1 – Introduction to human rights A2 – Human rights-based approach to development A3 – The concept of the right to adequate food A4 – Rights and obligations A5 – Recourse mechanisms A6 – History of the right to adequate food A7 – The right to food guidelines A8 – The right to adequate food in practice	Prerequisite lessons
B	B1 – Roles and right to adequate food tasks of national government duty bearers	Prerequisite lesson
C	C3 – Assessment of the policy framework	PDM2
D	D1 – Ratification of International Instruments on the right to adequate food	PDM1
	D2 – Promotion and protection of the right to adequate food in national policies and extraterritorial agreements	PDM2
	D4 – Incorporating the right to adequate food in national laws and policies	PDM2, PDM&CSP3
E	E1 – Ensuring financial resources for right to adequate food measures and monitoring budget implementation	PDM&CSP2
F	F1 – Assessing the institutional and administrative framework	PDM3, PDM4
	F2 – Establishing and ensuring effective human rights institutions	PDM3
G	G1 – Monitoring the realization of the right to adequate food	PDM&CSP1, prerequisite lesson for G2
	G2 – International reporting on progress with the realization of the right to adequate food	PDM&CSP1
H	H1 – Supporting formal education and professional training	Prerequisite lesson for H3
	H3 – Promoting public participation	PDM1
L	L1 – International-level obligations for the right to adequate food	PDM1, PDM&CSP1, PDM&CSP3
	L2 – Preparing at home for multilateral negotiations on the right to adequate food	PDM2 particularly PDM2.4, PDM&CSP1, PDM&CSP3.1, PDM&CSP3.2, PDM&CSP3.5
	L3 – Being effective in multilateral meetings	PDM1.1, PDM1.6, PDM&CSP1
	L4 – Follow up at home and preparations for the next multilateral negotiations on the right to adequate food	PDM2, PDM4, PDM&CSP1, PDM&CSP3

LEARNING PATH FOR GROUP: CIVIL SERVANTS, PLANNERS AND TECHNICAL STAFF (CODE CSP)		
UNIT	**RELEVANT LESSONS FOR THE GROUP**	**CORRESPONDING TASKS (see Annex)**
A	A1 – Introduction to human rights A2 – Human rights-based approach to development A3 – The concept of the right to adequate food A4 – Rights and obligations A5 – Recourse mechanisms A6 – History of the right to adequate food A7 – The right to food guidelines A8 – The right to adequate food in practice	Prerequisite lessons
B	B1 – Roles and right to adequate food tasks of national government duty bearers	Prerequisite lesson
C	C1 – Assessment of food security and nutrition situations and vulnerability	CSP2
	C3 – Assessment of the policy framework	CSP1
D	D4 – Incorporating the right to adequate food in national laws and policies	PDM&CSP3
	D5 – Monitoring the implementation and impacts on the right to adequate food of national policies and programmes	CSP2
	D6 – Advocacy and negotiating for policy and programme change for the right to adequate food	CSP2
E	E1 – Ensuring financial resources for right to adequate food measures and monitoring budget implementation	PDM&CSP2
F	F1 – Assessing the institutional and administrative framework	CSP2
	F3 – Ensuring coordination	CSP2
G	G1 – Monitoring the realization of the right to adequate food	PDM&CSP1, prerequisite lesson for G2
	G2 – International reporting on progress with the realization of the right to adequate food	PDM&CSP1, CSP3
H	H1 – Supporting formal education and professional training	Prerequisite lesson for H2
	H3 – Promoting public participation	CSP4
L	L2 – Preparing at home for multilateral negotiations on the right to adequate food	PDM&CSP1, PDM&CSP3.1, PDM&CSP3.2, PDM&CSP3.5
	L4 – Follow up at home and preparations for the next multilateral negotiations on the right to adequate food	CSP3, PDM&CSP1, PDM&CSP3

LEARNING PATH FOR GROUP: HUMAN RIGHTS INSTITUTIONS (CODE HRI)		
UNIT	**RELEVANT LESSONS FOR THE GROUP**	**CORRESPONDING TASKS (see Annex)**
A	A1 – Introduction to human rights A2 – Human rights-based approach to development A3 – The concept of the right to adequate food A4 – Rights and obligations A5 – Recourse mechanisms A6 – History of the right to adequate food A7 – The right to food guidelines A8 – The right to adequate food in practice	Prerequisite lessons
B	B1 – Roles and right to adequate food tasks of national government duty bearers	Prerequisite lesson
C	C1 – Assessment of food security and nutrition situations and vulnerability	HRI2
	C3 – Assessment of the policy framework	HRI1
D	D4 – Incorporating the right to adequate food in national laws and policies	HRI1
	D5 – Monitoring the implementation and impacts on the right to adequate food of national policies and programmes	HRI2
	D6 – Advocacy and negotiating for policy and programme change for the right to adequate food	HRI2
E	E1 – Ensuring financial resources for right to adequate food measures and monitoring budget implementation	HRI3.5
F	F1 – Assessing the institutional and administrative framework	HRI2
	F2 – Establishing and ensuring effective functioning of human rights institutions	HRI1, HRI2
	F3 – Ensuring coordination	HRI2
G	G1 – Monitoring the realization of the right to adequate food	HRI3, prerequisite lesson for G2
	G2 – International reporting on progress with the realization of the right to adequate food	HRI4
H	H2 – Educate and inform about the right to adequate food	HRI5
I	I2 – Redress of complaints and violations of the right to adequate food	HRI6
K	K1 – Ways to provide legal protection for human rights advocates, activists and workers	HRI7
L	L2 – Preparing at home for multilateral negotiations on the right to adequate food	HRI4.4.1, HRI4.2, HRI4.3

LEARNING PATH FOR GROUP: NGOS AND NETWORKS (CODE NGO)		
UNIT	**RELEVANT LESSONS FOR THE GROUP**	**CORRESPONDING TASKS (see Annex)**
A	A1 – Introduction to human rights A2 – Human rights-based approach to development A3 – The concept of the right to adequate food A4 – Rights and obligations A5 – Recourse mechanisms A6 – History of the right to adequate food A7 – The right to food guidelines A8 – The right to adequate food in practice	Prerequisite lessons
B	B2 – Roles and right to adequate food tasks of non-governmental organizations and social movements	Prerequisite lesson
C	C1 – Assessment of food security and nutrition situations and vulnerability	NGO8
	C3 – Assessment of the policy framework	NGO4, NGO5
D	D4 – Incorporating the right to adequate food in national laws and policies	NGO5
	D5 – Monitoring the implementation and impacts on the right to adequate food of national policies and programmes	NGO8
E	E1 – Ensuring financial resources for right to adequate food measures and monitoring budget implementation	NGO8.6
F	F1 – Assessing the institutional and administrative framework	NGO4
	F3 – Ensuring coordination	NGO4
G	G1 – Monitoring the realization of the right to adequate food	NGO8 + prerequisite lesson for G2
	G2 – International reporting on progress with the realization of the right to adequate food	NGO9
H	H1 – Supporting formal education and professional training	Prerequisite lesson for H2
	H2 – Educate and inform about the right to adequate food	NGO1
I	I3 – Supporting individuals to claim the right to adequate food	NGO6
	I4 – Monitoring the functioning of the judiciary and of human rights institutions	NGO7
L	L4 – Follow up at home and preparations for the next multilateral negotiations on the right to adequate food	NGO8, NGO9

LEARNING PATH FOR GROUP: SOCIAL MOVEMENTS (SM)		
UNIT	**RELEVANT LESSONS FOR THE GROUP**	**CORRESPONDING TASKS (see Annex)**
A	A1 – Introduction to human rights A2 – Human rights-based approach to development A3 – The concept of the right to adequate food A4 – Rights and obligations A5 – Recourse mechanisms A6 – History of the right to adequate food A7 – The right to food guidelines A8 – The right to adequate food in practice	Prerequisite lessons
B	B2 – Roles and right to adequate food tasks of non-governmental organizations and social movements	Prerequisite lesson
C	C1 – Assessment of food security and nutrition situations and vulnerability	SM2
D	D5 – Monitoring the implementation and impacts on the right to adequate food of national policies and programmes	SM1
	D6 – Advocacy and negotiating for policy and programme change for the right to adequate food	SM2
H	H2 – Educate and inform about the right to adequate food	SM1.9
I	I3 – Supporting individuals to claim the right to adequate food	SM3

LEARNING PATH FOR GROUP: INTERNATIONAL FINANCE INSTITUTIONS (IFI)		
UNIT	**RELEVANT LESSONS FOR THE GROUP**	**CORRESPONDING TASKS (see Annex)**
A	A1 – Introduction to human rights A2 – Human rights-based approach to development A3 – The concept of the right to adequate food A4 – Rights and obligations A5 – Recourse mechanisms A6 – History of the right to adequate food A7 – The right to food guidelines A8 – The right to adequate food in practice	Prerequisite lessons
B	B3 – Roles and right to adequate food tasks of international donor and technical cooperation agencies	Prerequisite lesson
E	E1 – Ensuring financial resources for right to adequate food measures and monitoring budget implementation	IFI4
L	L3 – Being effective in multilateral meetings	IFI1
	L4 – Follow up at home and preparations for the next multilateral negotiations on the right to adequate food	IFI2, IFI3, IFI5

LEARNING PATH FOR GROUP: TECHNICAL COOPERATION AGENCIES (TCA)		
UNIT	**RELEVANT LESSONS FOR THE GROUP**	**CORRESPONDING TASKS (see Annex)**
A	A1 – Introduction to human rights A2 – Human rights-based approach to development A3 – The concept of the right to adequate food A4 – Rights and obligations A5 – Recourse mechanisms A6 – History of the right to adequate food A7 – The right to food guidelines A8 – The right to adequate food in practice	Prerequisite lessons
B	B3 – Roles and right to adequate food tasks of international donor and technical cooperation agencies	Prerequisite lesson
F	F2 – Establishing and ensuring effective functioning of human rights institutions	TCA6, TCA7
H	H1 – Supporting formal education and professional training	TCA5
	H2 – Educate and inform about the right to adequate food	TCA5
J	J1 – Technical and legal advice to address violations of the right to adequate food	TCA4
	J2 – The right to adequate food in planning processes of UN agencies	TCA2
L	L1 – International-level obligations for the right to adequate food	TCA1, TCA2
	L4 – Follow up at home and preparations for the next multilateral negotiations on the right to adequate food	TCA1, TCA3, TCA4, TCA5, TCA6, TCA7

LEARNING PATH FOR GROUP: COURTS AND LEGAL OFFICERS (LEG)		
UNIT	**RELEVANT LESSONS FOR THE GROUP**	**CORRESPONDING TASKS (see Annex)**
A	A1 – Introduction to human rights A2 – Human rights-based approach to development A3 – The concept of the right to adequate food A4 – Rights and obligations A5 – Recourse mechanisms A6 – History of the right to adequate food A7 – The right to food guidelines A8 – The right to adequate food in practice	Prerequisite lessons
B	B1 – Roles and right to adequate food tasks of national government duty bearers	Prerequisite lesson
I	I1 – Using national legislation to implement the right to adequate food	LEG1
	I2 – Redress of complaints and violations of the right to adequate food	LEG2, LEG4
K	K1 – Ways to provide legal protection for human rights advocates, activists and workers	LEG5

ANNEX
TASK AND LEARNING CONTENT ANALYSIS

LEGEND TO CATEGORIES USED IN THE ANALYSIS

CSP	Civil servants, planners and technical staff
HRI	Human rights institutions
IFI	International finance institutions
LEG	Courts and legal officers
LP	Legislators
NGO	Non-governmental organizations and networks
PDM	Policy decision-makers
SM	Social movements
TCA	Technical cooperation agencies

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

Sub-Group 1A: Legislators (members of parliament/congress and their staff) (Code LP)

Primary area of responsibility: Formulate legislative bills and enact bills into laws

TASK	LEARNING CONTENT
LP1. Ratify international instruments on the right to adequate food.	**LP1.1** Which are the international and regional instruments that deal with the right to adequate food. **LP1.2** What are the implications of the right to adequate food provisions in these instruments for national law. **LP1.3** How to advocate for ratification within the established ratification procedures. **LP1.4** Understanding the reporting requirements of ratified instruments and the role of legislators in this process. **LP1.5** How to monitor government compliance with the provisions of ratified instruments, and identify the need for legislative action to make monitoring effective. **LP1.6** How and where to seek advice from international and national experts on how to ratify international and regional right to adequate food instruments.
LP2. Incorporate relevant provisions of ratified international right to adequate food instruments into national legislation.	**LP2.1** How to formulate legislative proposals that incorporate relevant right to adequate food provisions of international instruments. **LP2.2** What right to adequate food framework law comprises. **LP2.3** How to legislate and incorporate the following elements of framework law for the right to adequate food: • objectives, definitions and principles; • scope, definition and content of the right to adequate food; • obligations of state authorities under the right to adequate food; • measures to enhance the realization of the right to adequate food; • measures and procedures in case of food emergencies institutional setting for the implementation of the right to adequate food; and • access to justice and remedies for possible violations of the guaranteed right to adequate food. **LP2.4** Strategies to ensure that all persons are progressively able to enjoy all social, economic, political and other rights and freedoms in practice. **LP2.5** Understand the right to adequate food within the context of rights-based development and poverty reduction. **LP2.6** Linking right to adequate food provisions with appropriate sectoral legislation and regulations.

Primary area of responsibility: Formulate legislative bills and enact bills into laws (cont.)

TASK	LEARNING CONTENT
LP3. Ensure that relevant existing legislation or proposed legislation takes adequate account of the obligations to respect, promote and protect the right to adequate food as stated in ratified international instruments.	**LP3.1** Understand the various state obligations and their implications for legislative action. **LP3.2** How to analyse existing legislation and legislative proposals to identify nonconformities with state obligations as found in international instruments. **LP3.3** How to make legislative provisions for the state obligations to protect, promote and implement all human rights in national law. **LP3.4** How to undertake impact assessments of state actions to identify detrimental effects on the right to adequate food, including: • LP3.4a How to define situations that require right to adequate food impact assessment (trade, dams, etc.). • LP3.4b right to adequate food impact assessment methods. • LP3.4c Local-level assessment techniques. • LP3.4d What institutions are qualified to conduct right to adequate food impact assessments and how to strengthen their capacity. **LP3.5** Policy and programme analysis to identify discriminatory practices and implementation processes, both negative and positive. **LP3.6** Legislative actions needed to correct discriminatory practices and implementation.
LP4. Assess existing legislation relevant to the right to adequate food provisions to identify the need for additional legislation or for modifications in existing legislation, and formulate appropriate legislative proposals.	**LP4.1** Policy and legislation gap analysis (comparison between existing laws and right to adequate food provisions needed). **LP4.2** Legislative, administrative and other steps necessary to ensure effective implementation of rights and freedoms. **LP4.3** Legislating necessary measures to ensure the protection of everyone against any violence, threats, retaliation, adverse discrimination, pressure or any other arbitrary action as a consequence of their legitimate exercise of the rights referred to in the Declaration of Human Rights.
LP5. Formulate and enact legislation to create an understanding of the right to adequate food in the general public through public education and awareness raising programmes.	**LP5.1** Ways to promote public understanding of civil, political, economic, social and cultural rights. **LP5.2** What policies and programmes are needed to promote and facilitate the teaching of human rights in formal education, and professional and informal training.

Primary area of responsibility: Formulate legislative bills and enact bills into laws (cont.)

TASK	LEARNING CONTENT
LP6. Formulate and enact legislative provisions to introduce recourse and accountability mechanisms for the right to adequate food in national law.	**LP6.1** Definition of recourse mechanism sand human rights principles of specific importance. **LP6.2** Steps needed to establish or modify recourse mechanisms for right to adequate food provision in collaboration with human rights institutions (commissions, ombudsperson's office or other relevant mechanisms). **LP6.3** Definition of accountability mechanism and human rights principles of specific importance. **LP6.4** Steps needed to establish or modify accountability mechanisms for right to adequate food provision in collaboration with human rights institutions.
LP7. Ensure meaningful, effective and free public participation in discussions on policy issues related to the right to adequate food and in the formulation of legislative proposals.	**LP7.1** Methods to ensure public participation in policy and legal development (open hearings, written comments to draft legislation, public councils, etc.). **LP7.2** How to simplify right to adequate food related materials and bills for public understanding (e.g. translating right to adequate food materials into local languages). **LP7.3** Mechanism for information dissemination and accessibility. **LP7.4** How to develop systems for receiving, capturing and documenting information from the public (for ease of reference and retrieval).
LP8. Formulate legislation that includes respect for, and protection of, the right to adequate food in the implementation of extraterritorial agreements (such as international trade).	**LP8.1** How to ensure respect for human rights in own trade and import-export policy, in WTO participation and in regional trade agreements. **LP8.2** Gap analysis of existing rules and regulations for international trade and adherence to human rights laws and principles. **LP8.3** Identification of legislative actions needed to close the gaps identified between existing rules and regulations and human rights laws and principles. **LP8.4** How to protect the right to adequate food in trade negotiations and agreements.
LP9. Formulate and enact legislation that ensures the independence of the judiciary.	**LP9.1** Principles of separation of powers (and its benefits) and of check and balances. **LP9.2** How to assess the gap between the principle of judicial independence and the reality. Criteria to assess judicial independence. **LP9.3** Legislative actions needed to support and promote the independence of the three branches of government. **LP9.4** The role of legislatures in monitoring judicial independence. How to work with media and civil society to demonstrate that independence.

Primary area of responsibility: Formulate legislative bills and enact bills into laws (cont.)

TASK	LEARNING CONTENT
LP10. Ensure that adequate legislation is in place with respect to establishing and the effective functioning of human rights institutions in conformity with the Paris Principles.	**LP10.1** What are the Paris Principles, and how to translate these into legislative content. **LP10.2** How to assess compliance with the Paris Principles by existing human rights institutions, and identify needs for legislative action. **LP10.3** How to establish human rights institutions that comply with the Paris Principles, and identify needs for legislative action. **LP10.4** How to monitor the roles and capacities of human rights institutions, and identify legislative actions to improve the functioning of these institutions.
LP11. Formulate and enact legislation to promote respect for, and the protection of the work of, human rights advocates, defenders and other members of civil society.	**LP11.1** How laws may affect positively or negatively the work of human rights defenders. **LP11.2** Steps needed to assess how the judiciary protects human rights advocates, defenders and other members of civil society who assist vulnerable groups in the realization of their right to adequate food. **LP11.3** Possible measures for the judiciary, human rights council or other appropriate public actors to close the gaps identified.

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

Sub-Group 1A: Legislators (members of parliament/congress and their staff) (Code LP)

Primary Area of Responsibility: Review public budget proposals, approve budgets, and monitoring budget implementation

TASK	LEARNING CONTENT
LP12. Review and approve budget proposals that ensure that public funds are used most effectively and efficiently for the implementation and protection of the right to adequate food.	**LP12.1** How to ensure proper costing of laws, policies, plans and programmes, and how to assess and interpret cost estimates and make counter proposals. **LP12.2** How to present solid pro-right to adequate food arguments in budget negotiations.
LP13. Monitor approved budgetary expenditures for the implementation and protection of the right to adequate food, and identify expenditure gaps.	**LP13.1** Methods of public budget analysis and interpretation. **LP13.2** Legislative actions needed to ensure that legislatures have constant access to detailed budget data. **LP13.3** Methods to disseminate budget information to the general public.

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

Sub-Group 1B: Policy decision-makers (Code PDM)

Primary Area of Responsibility: Public policy formulation and implementation

TASK	LEARNING CONTENT
PDM1. Ratify the ICESCR and other international and regional right to adequate food instruments (if not yet ratified), and disseminate information with respect to ratified right to adequate food instruments within the public and private sectors and civil society.	**PDM1.1** Understanding of the right to adequate food in all relevant international and regional instruments, such as the Universal Declaration of Human Rights, International Covenant on Economic, Social and Cultural Rights, and in General Comment 12 and the Right to Food Guidelines. **PDM1.2** How to establish and implement a dissemination policy and action plan for the right to adequate food based on the contents of international and regional instruments. **PDM1.3** How to organize and participate in consultations with stakeholders and in public forums (public debates). **PDM1.4** How to advocate for ratification within the established ratification procedures. **PDM1.5** Understanding the reporting requirements of ratified instruments and the role of the executive branch in this process. **PDM1.6** How and where to seek advice from international and national experts on how to ratify international and regional right to adequate food instruments.
PDM2. Promote and use the Right to Food Guidelines in policy decisions, and promote and protect the right to adequate food and other economic, social and cultural rights in extraterritorial agreements (such as in trade agreements) and in policies related to private sector activities	**PDM2.1** How to create an enabling national policy environment for the realization of the right to adequate food and other economic, social and cultural rights. **PDM2.2** How to translate the contents of the Right to Food Guidelines into concrete policy options and measures within a specific country setting. **PDM2.3** How to turn state obligations of respect, protect and facilitate into concrete policy orientations and focus; how to reflect state obligations in formulated policies. **PDM2.4** How to direct technical staff to prepare policy issues papers and other documentation as an input into policy formulation, stressing potential impacts of policy options on the food security, livelihoods and right to adequate food of vulnerable groups.

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

Sub-Group 1B: Policy decision-makers (Code PDM)

Primary Area of Responsibility: Institution building and capacity strengthening

TASK	LEARNING CONTENT
PDM3. Establish and strengthen inter-institutional coordinating mechanisms for the right to adequate food in the government sector.	**PDM3.1** How to decide on the best coordinating mechanisms given institutional constraints; what are critical criteria; what can be learned from country experiences. **PDM3.2** How to identify the critical public stakeholders and institutions that need to be coordinated when focusing on the right to adequate food. **PDM3.3** How to direct technical staff to formulate proposals for establishing and strengthening inter-institutional coordinating mechanisms. **PDM3.4** How can public inter-institutional mechanisms be made effective in coordinating with civil society organizations, including academia, that work in relation to the right to adequate food. **PDM3.5** How to strengthen existing human rights coordinating mechanisms and incorporate the right to adequate food.
PDM4. Formulate policies aimed at (i) establishing or strengthening recourse and accountability mechanisms for the implementation of policy measures, (ii) safeguarding respect for the independence of the judiciary, and (iii) providing protection for human rights activists and defenders, and staff of NGOs that engage in right to adequate food work.	**PDM4.1** Understanding the meaning and operational significance of recourse and accountability mechanisms. **PDM4.2** How to assess the need for establishing or modifying existing mechanisms. **PDM4.3** What steps to undertake towards establishing and/or strengthening these mechanisms, and which institutions to involve in this process. **PDM4.4** Applying the Paris Principles and criteria contained in constitutions or national laws; how to decide what steps are needed to safeguard judiciary independence and that of human rights institutions. **PDM4.5** How to provide human rights institutions with the necessary mandates to effectively provide protection against violation of the human rights of activists.

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

Sub-Group 1C: Civil Servants, Planners, Technical Staff (Code CSP)

Primary Area of Responsibility: Public policy and programme formulation, implementation and monitoring

TASK	LEARNING CONTENT
CSP1. Assessment of the food security and nutrition conditions as an input into policy formulation and establishing policy priorities.	**CSP1.1** Understanding the right to adequate food in all relevant international and regional instruments, such as the Universal Declaration of Human Rights, International Covenant on Economic, Social and Cultural Rights, and in General Comment 12 and the Right to Food Guidelines. **CSP1.2** Assessment methods of food security, nutrition, poverty, livelihoods vulnerability, and human development. **CSP1.3** How to assess food security and nutrition situations from a human rights and right to adequate food perspective. **CSP1.4** Understanding the right to adequate food within the broader context of general development and sector policies and programmes. **CSP1.5** How to prepare analytical synthesis reports with findings and conclusions that are action-oriented and provide clear policy guidance. **CSP1.6** Advocacy methods to promote changes in policies and programmes based upon assessment results and conclusions.
CSP2. Monitor the implementation and impacts of policies and programmes on the right to adequate food.	**CSP2.1** How to make use of existing government information systems for monitoring (baseline information on and mapping of nutrition and food security). **CSP2.2** Methods to assess the legal, institutional and policy frameworks for the right to adequate food. **CSP2.3** Methods of rights-focused monitoring of the impacts and implementation of policies and national programmes. **CSP2.4** How to implement and promote monitoring systems that are rights based. **CSP2.5** How to prepare monitoring reports on the right to adequate food and policy and programme impacts among food insecure, malnourished and vulnerable groups. **CSP2.6** How to promote widespread access to information regarding the impacts of laws, policies and programmes on the right to adequate food among vulnerable groups. **CSP2.7** How to formulate practical recommendations to policy decision-makers and legislators for right to adequate food considerations in laws, policies and programmes.

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

Sub-Group 1C: Civil Servants, Planners, Technical Staff (Code CSP)

Primary Area of Responsibility: National reporting on human rights

TASK	LEARNING CONTENT
CSP3. Generate monitoring information and prepare periodic reports on progress with the realization of the right to adequate food.	**CSP3.1** How to establish a monitoring system or subsystem for the right to adequate food, and/or establish firm links with institutional databases and information systems as sources of monitoring information. **CSP3.2** How to define and obtain consensus on a monitoring framework for the right to adequate food. **CSP3.3** Understand the contents of the Right to Food Guidelines and General Comment 12. **CSP3.4** How to use and apply existing monitoring techniques to draw conclusions about progress. **CSP3.5** How to incorporate national goals, targets and benchmarks in monitoring progress on the right to adequate food. **CSP3.6** Analysis of public budgets for allocations and expenditures for the right to adequate food, and make recommendations to make best use of public resources for the implementation of the right to adequate food. **CSP3.7** What to look for in assessing reports of policies, programmes and legislation of the right to adequate food. **CSP3.8** How to prepare concise monitoring reports for different audiences with conclusions and recommendations that are action oriented.

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

Sub-Group 1BC: Policy Decision-makers; and Civil Servants, Planners, Technical Staff (Code PDM&CSP)

Primary Area of Responsibility: International reporting on human rights

TASK	LEARNING CONTENT
PDM&CSP1. Prepare periodic reports for the UN Committee on economic, social and cultural rights on progress with the realization of the right to adequate food.	**PDM&CSP1.1** How to organize and coordinate inter-institutional working groups to prepare periodic progress reports. **PDM&CSP1.2** Understand reporting guidelines from international treaty bodies, particularly the UN Committee on Economic, Social and Cultural Rights. **PDM&CSP1.3** Understand the contents of the Right to Food Guidelines and General Comment 12. **PDM&CSP1.4** How to use necessary data and information to produce rights-based indicators for inclusion in progress reports. **PDM&CSP1.5** How to analyse and draw conclusions from rights-based indicators.

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

Sub-Group 1BC: Policy Decision-makers; and Civil Servants, Planners, Technical Staff (Code PDM&CSP)

Primary Area of Responsibility: National budget formulation and monitoring

TASK	LEARNING CONTENT
PDM&CSP2. Ensure adequate financial resources for right to adequate food measures in the national budget, and monitor budget implementation.	**PDM&CSP2.1** How to construct a right to adequate food budget as part of the national budget. **PDM&CSP2.2** How to properly cost all policy measures and public actions included in a right to adequate food budget. **PDM&CSP2.3** Methods of public budget analysis and monitoring. **PDM&CSP2.4** How to draw conclusions and make recommendations for executive actions to improve proper budget implementation. **PDM&CSP2.5** Methods to provide constant access to budget information for stakeholders and the general public.

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

Sub-Group 1BC: Policy Decision-makers; and Civil Servants, Planners, Technical Staff (Code PDM&CSP)

Primary Area of Responsibility: Public policy and programme formulation, implementation and monitoring

TASK	LEARNING CONTENT
PDM&CSP3. Incorporate provisions of the ICESCR and of other international and regional right to adequate food instruments in national policies and programmes.	**PDM&CSP3.1** Which are the relevant provisions related to the right to adequate food in the ICESCR and other international and regional instruments, and how to interpret these provisions for policy formulation. **PDM&CSP3.2** How to translate the Right to Food Guidelines into concrete policy proposals. **PDM&CSP3.3** Methods of policy review and analysis for consistencies with right to adequate food provisions. **PDM&CSP3.4** How to formulate policy proposals that incorporate appropriately right to adequate food provisions, particularly with respect to: • policy goals and objectives; • food insecure and vulnerable groups as target groups; • policy implementation strategies that are rights based; and • institutional framework for policy coordination, and policy implementation and monitoring that involve multi-sector participation. **PDM&CSP3.5** How to incorporate right to adequate food provisions into overarching policy frameworks, such as Poverty Reduction Strategy Papers (PRSPs). **PDM&CSP3.6** Understand the right to adequate food within the context of rights-based development and poverty reduction.
PDM&CSP4. Ensure that policies, programmes and the provision of public services are free from discrimination, and that policy and programme formulation, implementation and monitoring are conducted with full participation by rights holders and their representatives.	**PDM&CSP4.1** Understand basic human rights principles as these relate to policy and programme implementation. **PDM&CSF4.2** How to identify and analyse discriminatory elements in policies and programmes, and draw up proposals for actions to eliminate discriminatory practices. **PDM&CSP4.3** What participation means, different levels of participation and consultation, and how to establish effective partnerships with rights holder groups and their representatives. **PDM&CSP4.4** How to promote and facilitate participatory processes and the empowerment of rights holder groups.

Primary Area of Responsibility: Public policy and programme formulation, implementation and monitoring (cont.)

TASK	LEARNING CONTENT
PDM&CSP5. Ensure that national policies and programmes take adequate account of the obligations to respect, promote and protect the right to adequate food as stated in ratified international instruments.	**PDM&CSP5.1** Understand the various state obligations and their implications for policies and programmes. **PDM&CSP5.2** How to analyse existing policies and programmes proposals to identify nonconformities with state obligations as found in international instruments, and draw up proposals for policy or programme changes based on the analysis. **PDM&CSP5.3** How to formulate policy and programme proposals that are adequately consistent with state obligations to respect, protect and promote all human rights.

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

Sub-Group 1D: National Human Rights Institutions (Code HRI)

Primary Area of Responsibility: Contribute to the formulation and monitoring of national laws, policies and programmes

TASK	LEARNING CONTENT
HRI1. Participate in the formulation and review of national laws (including framework law on the right to adequate food), national and local policies and programmes.	**HRI1.1** How to assess and provide comments on legislative bills and proposed amendments to laws, and on policy and programme proposals in authoritative and accessible ways. **HRI1.2** How to promote the adoption of right to adequate food-based laws, including right to adequate food framework law, to create an enabling policy and programme environment. **HRI1.3** How to organize and participate in consultations with stakeholders (public debates, holding public hearings). **HRI1.4** Understanding the right to adequate food within the broader context of general development and sector policies and programmes. **HRI1.5** Understanding how to incorporate human rights principles in formulating policy objectives and implementation strategies. **HRI1.6** Understanding how to incorporate human rights principles in programme formulation and implementation strategies. **HRI1.7** Advocacy methods and strategies to promote changes in legislation, policies and programmes.

Primary Area of Responsibility: Contribute to the formulation and monitoring of national laws, policies and programmes (cont.)

TASK	LEARNING CONTENT
HRI2. Monitor the implementation and impacts of national laws, policies and programmes on the right to adequate food.	**HRI2.1** How to make use of existing government information systems for monitoring (baseline information on and mapping of nutrition and food security). **HRI2.2** Methods to assess the legal, institutional and policy frameworks for the right to adequate food. **HRI2.3** Methods of rights-focused monitoring of the impacts and implementation of policies and programmes. **HRI2.4** Promote monitoring systems that are rights based. **HRI2.5** How to promote valid reporting by governmental institutions on the right to adequate food and the impact of policies and programmes. **HRI2.6** How to promote widespread access to information regarding the impacts of laws, policies and programmes on the right to adequate food among vulnerable groups. **HRI2.7** How to formulate practical recommendations to the legislative and executive branches of government for right to adequate food considerations in laws, policies and programmes.

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

Sub-Group 1D: National Human Rights Institutions (Code HRI)

Primary Area of Responsibility: Monitor the realization of human rights

TASK	LEARNING CONTENT
HRI3. Monitor progress towards achieving the right to adequate food for all.	**HRI3.1** How to establish a monitoring system or sub-system for the right to adequate food, and/or establish firm links with institutional databases and information systems as sources of monitoring information. **HRI3.2** How to define and obtain consensus on a monitoring framework for the right to adequate food. **HRI3.3** How to use and apply existing monitoring techniques to draw conclusions about progress. **HRI3.4** How to incorporate national goals, targets and benchmarks in monitoring progress on the right to adequate food. **HRI3.5** Analysis of public budgets for allocations and expenditures for the right to adequate food, and make recommendations to make best use of public resources for the implementation of the right to adequate food. **HRI3.6** Methods of intra-governmental reporting on the right to adequate food. **HRI3.7** What to look for in assessing reports of policies, programmes and legislation of the right to adequate food.

Primary Area of Responsibility: Monitor the realization of human rights

TASK	LEARNING CONTENT
HRI4. Reporting on progress with the realization of the right to adequate food.	**HRI4.1** How to organize and coordinate inter-institutional working groups to prepare periodic progress reports. **HRI4.2** Understand reporting guidelines from international treaty bodies, particularly the UN Committee on Economic, Social and Cultural Rights. **HRI4.3** Understand the contents of the Right to Food Guidelines and General Comment 12. **HRI4.4** How to use necessary data and information to produce rights-based indicators for inclusion in progress reports. **HRI4.5** How to analyse and draw conclusions from rights-based indicators.

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

Sub-Group 1D: National Human Rights Institutions (Code HRI)

Primary Area of Responsibility: Provide public information and education regarding human rights

TASK	LEARNING CONTENT
HRI5. Educate and inform about the right to adequate food to different groups in society and the rights of people to claim the right to adequate food and ways to claim the right.	**HRI5.1** How to develop and implement information and communication strategies for different audiences. **HRI5.2** Use of existing information and education tools on the right to adequate food, and development of new tools as needed. **HRI5.3** How to identify needs for information and education among different audiences. **HRI5.4** How to establish partnerships with educational and training institutions for the purpose of educating about the right to adequate food.

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

Sub-Group 1D: National Human Rights Institutions (Code HRI)

Primary Area of Responsibility: Establish, facilitate and monitor access to judicial, quasi-judicial and administrative recourse systems

TASK	LEARNING CONTENT
HRI6. Receive, investigate and provide effective redress on complaints and claims of violations of the right to adequate food.	**HRI6.1** How to document right to adequate food violations and prepare documented complaints and claims to various recourse systems (testimonies, public hearings). **HRI6.2** How to develop and implement human rights complaints mechanisms, including: • developing admissibility criteria; • protocols for reception of complaints; • how to process complaints; and • how to monitor disposition of complaints and claims. **HRI6.3** Methods of thematic investigations and research on right to adequate food violations. **HRI6.4** How to establish and maintain effective communications with judicial, quasi-judicial and administrative redress systems. **HRI6.5** Ways to monitor compliance with court orders related to the right to adequate food.

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

Sub-Group 1D: National Human Rights Institutions (Code HRI)

Primary Area of Responsibility: Provide protection to human rights advocates, activists and workers

TASK	LEARNING CONTENT
HRI7. Ensure that all those who work towards the realization of the right to adequate food can do so freely and without any infringement on personal human rights.	**HRI7.1** How to ensure the lawful exercise of the occupation or profession of human rights defender by: • raising complaints about official acts and behaviour that impede the work, and providing follow up on the disposition of these complaints; • providing qualified legal assistance to human rights defenders; • free access to public hearings, proceedings and trials; • free and unhindered associations with any lawful organization or association; and • providing free and unhindered access to human rights information. **HRI7.2** Development of information and educational materials for human rights defenders to explain their rights and responsibilities for lawfully engaging in human rights defence activities. **HRI7.3** What to look for when monitoring how human rights advocates and other members of civil society are respected and protected.

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

Sub-Group 1E: Courts and Legal Officers (Code LEG)

Principal Areas of Responsibility: Establish, provide and monitor judicial access to remedies for human rights violations

TASK	LEARNING CONTENT
LEG1. Recognize the right to adequate food as being justiciable in national civil law, and apply legal procedures accordingly.	**LEG1.1** How to apply relevant right to adequate food provisions in legal proceedings in ratified international instruments. **LEG1.2** How to interpret the right to adequate food in the manner that it has been construed in General Comment 12, Right to Food Guidelines, and other normative documents. **LEG1.3** Where the right to adequate food is not explicitly included in national constitution and law, how to apply other explicitly recognized rights as legal arguments for the right to adequate food (for example, the right to life). **LEG1.4** How to adjudicate right to adequate food violations as specified in General Comment 12 and the Right to Food Guidelines.

Principal Areas of Responsibility: Establish, provide and monitor judicial access to remedies for human rights violations (cont.)

TASK	LEARNING CONTENT
LEG2. Apply comparative, regional and international case law on the right to adequate food and other related rights (right to life, human dignity, social security, right to work, etc.).	**LEG2.1** How to conduct legal research related to the right to adequate food in case law; methods and tools of legal research. **LEG2.2** The importance of public interest and strategic litigation. **LEG2.3** The importance of providing free legal services to the poor and vulnerable groups to improve access to justice. **LEG2.4** How to develop legal arguments and establish legal principles to advance the right to adequate food.
LEG3 Apply relevant decisions of national courts to advance the realization of the right to adequate food.	**LEG3.1** Methods of court decision analysis. **LEG3.2** When and how to apply human rights and the right to adequate food in other judicial procedures (for example, legal proceedings related to land expropriation and labour disputes).
LEG4 Assess the procedural practices and identify legal obstacles to the full recognition of the right to adequate food as a justiciable right.	**LEG4.1** How to assess legal obstacles to the justiciability of the right to adequate food and of all economic, social and cultural rights. **LEG4.2** How to offer citizens easy and simple access to relevant information on judicial procedures and practices. **LEG4.3** How to establish a balance between transparency in reaching decisions and verdicts, and safeguarding the safety of those who bring right to adequate food claims. **LEG4.4** How to ensure participation with no threat in public hearings, proceedings and trials in order to assess their compliance with national law and international human rights obligations.
LEG5. Protect human rights advocates and defenders and other members of civil society who are engaged in activities to further the right to adequate food among vulnerable groups.	**LEG5.1** How to establish court rules that allow public interest litigation and broader locus standing. **LEG5.2** What courts and state legal officers can do to support and protect human rights defenders and activists. **LEG5.3** How to receive information relating to human rights violations without any repercussions for human rights defenders and activists. **LEG5.4** Ways that courts and legal officers can provide professionally qualified legal assistance and advice to human rights defenders. **LEG5.5** What courts and state legal officers can do to ensure effective protection under national law in reacting against or opposing, through peaceful means, acts or omissions attributable to the state that result in violations of human rights.

GROUP 2 – NON-GOVERNMENTAL ORGANIZATIONS AND SOCIAL MOVEMENTS

Sub-Group 2A: Non-governmental Organizations Engaged in right to adequate food Work (Code NGO)

Principal Areas of Responsibility: Provide public information and advocate for human rights; political and social mobilization

TASK	LEARNING CONTENT
NGO1. Provide public education on the concept and practical meaning of the right to adequate food (following General Comment 12 and the Right to Food Guidelines), addressing state and non-state decision-makers and actors.	**NGO1.1** Understanding the right to adequate food and how to implement the right to adequate food in practical ways; differences between food security, food sovereignty and the right to adequate food. **NGO1.2** What added value of the human rights concept is in the struggle for social justice, both before courts and in dialogue with governments and in the media. **NGO1.3** Understand the contents of General Comment 12 and the Right to Food Guidelines and what these mean in practical terms. **NGO 1.4** Sources of human rights, categories of state obligations, different types of human rights, universality, interrelatedness and interdependence and indivisibility of human rights as expressed in international instruments. **NGO1.5** Ways to strengthen the capacity to advocate for human rights and the right to adequate food among different decision-makers and actors, and for inclusion of the right to adequate food in public policies and programmes. **NGO1.6** How to establish claim instruments and recourse systems parallel to public measures. **NGO1.7** How to promote enforcement and justiciability of the right to adequate food. **NGO1.8** Techniques and methods to facilitate communication on the right to adequate food to the broader public, including schools, academic institutions, local radio stations and the mass media.
NGO2. Support networking and alliance building capacity, including with networks not directly working on the right to adequate food, and with organizations of marginalized communities, women's groups, indigenous people's and Afro- descendants' organizations, Dalit groups, the elderly, disabled, people living HIV/AIDS, etc.	**NGO2.1** Principles of networking, establishing and maintaining different kinds of strategic partnerships and alliances for the promotion of the right to adequate food at local, national and international levels. **NGO2.2** How to establish and maintain a network based on human rights principles. **NGO2.3** Existing common normative basis for dialogue and interpersonal cooperation. **NGO2.4** Techniques and methods to put the realization of the right to adequate food as a basis for a joint action agenda among a variety of stakeholders. **NGO2.5** Methods to understand the human rights concerns and violations among various marginalized and vulnerable groups.

Principal Areas of Responsibility: Provide public information and advocate for human rights; political and social mobilization (cont.)

TASK	LEARNING CONTENT
NGO3. Advocate and lobby policy-makers and legislators for the ratification of international right to adequate food instruments, and for the inclusion of the right to adequate food in relevant laws, policies and programmes.	**NGO3.1** Techniques and methods to advocate and communicate with policy-makers and legislators within an integrated strategic framework. **NGO3.2** How to build arguments why ratification of international right to adequate food instruments is important for the country. **NGO3.3** Methods to assess the incorporation of the provisions of ratified international right to adequate food instruments in existing national laws, policies and programmes. **NGO3.4** How to build coalitions among right to adequate food actors to promote the incorporation of the right to adequate food in national laws, policies and programmes.

GROUP 2 – NON-GOVERNMENTAL ORGANIZATIONS AND SOCIAL MOVEMENTS

Sub-Group 2A: Non-governmental Organizations Engaged in Right to Adequate Food Work (Code NGO)

Principal Areas of Responsibility: Participate in policy and programme formulation and reviews of laws promoting human rights

TASK	LEARNING CONTENT
NGO4. Participate in the development and implementation of the national strategy for the realization of the right to adequate food.	**NGO4.1** Methods of right to adequate food assessment. **NGO4.2** Identification of gaps in the legal, policy and institutional frameworks for the right to adequate food. **NGO4.3** Understanding the normative basis of international right to adequate food instruments, General Comment 12, Right to Food Guidelines, Paris Principles. **NGO4.4** How to move from normative content to practical and strategic plans of action. **NGO4.5** How to ensure that the implementation of the right to adequate food strategy is rights based. **NGO4.6** How to build multi-stakeholder partnerships and alliances for the implementation of the right to adequate food strategy.

Principal Areas of Responsibility: Participate in policy and programme formulation and reviews of laws promoting human rights (cont.)

TASK	LEARNING CONTENT
NGO5. Participate in partnerships with all stakeholders in the review of laws, and formulation of policies and programmes related to the right to adequate food.	**NGO5.1** How to assess and provide comments on legislative bills and proposed amendments to laws, and on policy and programme proposals. **NGO5.2** How to promote the adoption of right to adequate food-based laws, including right to adequate food framework law, to create an enabling policy and programme environment. **NGO5.3** How to organize and participate in consultations with stakeholders (public debates). **NGO5.4** Understanding the right to adequate food within the broader context of general development and sector policies and programmes. **NGO5.5** Understanding how to incorporate human rights principles in formulating policy objectives and implementation strategies. **NGO5.6** Understanding how to incorporate human rights principles in programme formulation and implementation strategies. **NGO5.7** Advocacy methods and strategies to promote changes in legislation, policies and programmes.

GROUP 2 – NON-GOVERNMENTAL ORGANIZATIONS AND SOCIAL MOVEMENTS

Sub-Group 2A: Non-governmental Organizations Engaged in Right to Adequate Food Work (Code NGO)

Principal Areas of Responsibility: Monitor access to judicial, quasi-judicial and administrative recourse systems

TASK	LEARNING CONTENT
NGO6. Provide support to individuals and representative groups to strengthen their capacity to claim the right to adequate food.	**NGO6.1** How to make effective use of existing recourse mechanisms. **NGO6.2** How to contribute to establishing and strengthening recourse mechanisms, if non-existent or weak. **NGO6.3** How to identify cases of violation of the right to adequate food, and how to document such cases for advocacy purposes. **NGO6.4** How to develop and implement legal, political and media strategies for specific cases. **NGO6.5** How to establish and maintain databases on violations of the right to adequate food, and monitor the outcomes and dispositions of these cases.

Principal Areas of Responsibility: Monitor access to judicial, quasi-judicial and administrative recourse systems (cont.)

TASK	LEARNING CONTENT
NGO7. Monitor the functioning of the judiciary and human rights institutions to ensure their independence.	**NGO7.1** Understanding the national and international frameworks of the roles of the judiciary and human rights institutions. **NGO7.2** How to assess the functioning of courts and human rights institutions against criteria of independence, with reference to the Paris Principles. **NGO7.3** How to examine rulings of the courts and the disposition of violation claims by human rights institutions. **NGO7.4** How to establish and maintain databases of cases of violations of the right to adequate food, and monitor the outcomes and dispositions of cases. **NGO7.5** How to identify cases of violation of the independence of courts or human rights institutions, and how to document such cases.

GROUP 2 – NON-GOVERNMENTAL ORGANIZATIONS AND SOCIAL MOVEMENTS

Sub-Group 2A: Non-governmental Organizations Engaged in Right to Adequate Food Work (Code NGO)

Principal Areas of Responsibility: Monitor the realization of human rights and prepare monitoring reports

TASK	LEARNING CONTENT
NGO8. Monitor progress towards achieving the right to adequate food for all.	**NGO8.1** How to establish a monitoring system or subsystem for the right to adequate food, and/or establish firm links with institutional databases and information systems as sources of monitoring information. **NGO8.2** How to define and obtain consensus on a monitoring framework for the right to adequate food. **NGO8.3** How to use and apply existing and rights-focused monitoring techniques to draw conclusions about progress. **NGO8.4** How to assess existing monitoring systems, and draw up proposals for strengthening those systems incorporating rights-based monitoring of the right to adequate food. **NGO8.5** How to consider and use national goals, targets and benchmarks in monitoring progress on the right to adequate food. **NGO8.6** Analysis of public budgets for allocations and expenditures for the right to adequate food, as an indication of the government's commitment to the progressive realization of the right to adequate food. **NGO8.7** Sources of data and information on the right to adequate food, and how to acquire access to such sources. **NGO8.8** What to look for in examining reports of policies, programmes and legislation of the right to adequate food.
NGO9. Reporting on progress with the realization of the right to adequate food.	**NGO9.1** How to establish partnerships among NGOs and networks for the preparation of periodic progress reports to national and international bodies. **NGO9.2** Understand reporting guidelines from international treaty bodies, particularly the UN Committee on economic, social and cultural rights, for the preparation and presentation of shadow reports. **NGO9.3** Understand the contents of the Right to Food Guidelines and General Comment 12 as guides for the preparation of progress reports. **NGO9.4** How to use necessary data and information to produce rights-based indicators for inclusion in progress reports. **NGO9.5** How to analyse and draw conclusions from rights-based indicators.

GROUP 2 – NON-GOVERNMENTAL ORGANIZATIONS AND SOCIAL MOVEMENTS

Sub-Group 2B: Social Movements (Code SM)

Principal Areas of Responsibility: Social and political mobilization; advocacy

TASK	LEARNING CONTENT
SM1. Actively participate with all governmental and non-governmental stakeholders in the development, implementation and monitoring of the strategy for the realization of the right to adequate food.	**SM1.1** How to undertake a capacity gap analysis to identify areas where capacity strengthening is needed so that the social movement will have the capacity along the lines of paragraphs 21–35 of General Comment 12. **SM1.2** How to establish accountability and recourse mechanisms at community and grassroots levels. **SM1.3** How to formulate advocacy arguments with respect to the right to adequate food of specific population groups (women, children, vulnerable livelihood groups). **SM1.4** Simple methods to monitor community- and grassroots-level actions with respect to their positive or negative impact on the right to adequate food of vulnerable groups. **SM1.5** Techniques and methods to negotiate with policy- and decision-makers. **SM1.6** How to build and strengthen partnerships and alliances at local, national and international levels. **SM1.7** Technical and organization skills to facilitate networking. **SM1.8** How to mobilize support and advocate for human rights issues at grassroots level. **SM1.9** Preparation of advocacy materials for right to adequate food stakeholders at all levels, including grassroots level.
SM2. Act constructively on behalf of vulnerable groups on achieving human rights goals within specific socio-economic, political, cultural and institutional settings.	**SM2.1** How to undertake a local-level situation analysis of socio-economic, political, cultural and institutional factors that have an impact on the human rights, and specifically on the right to adequate food, among vulnerable groups. **SM2.2** How to formulate an action plan to promote changes to further the right to adequate food and other human rights in the socio-economic, political and institutional environment, while respecting cultural values.

GROUP 2 – NON-GOVERNMENTAL ORGANIZATIONS AND SOCIAL MOVEMENTS

Sub-Group 2B: Social Movements (Code SM)

Principal Areas of Responsibility: Monitor public actions and promote human rights

TASK	LEARNING CONTENT
SM3. Document and assist with the corrections of specific human rights violations in vulnerable groups	**SM3.1** How to identify and document cases of violations. **SM3.2** How to present cases of violations and advocate for the speedy correction of those cases. **SM3.3** How to build and maintain databases of violations of the right to adequate food as a tool to monitor the outcomes of each reported case. **SM3.4** How to develop legal, political and media strategies for specific cases of violations.
SM4. Hold the state accountable for the fulfilment of their obligations to achieve the right to adequate food for all.	**SM4.1** Simple rights-focused methods to monitor state actions with respect to the right to adequate food. **SM4.2** How to identify and assess existing information systems to be used to monitor state actions. **SM4.3** How to identify specific cases of non-compliance with state obligations, using monitoring information and other documentation. **SM4.4** How to prepare monitoring reports, and contribute to parallel reports on the right to adequate food to UN CESCR.

GROUP 3 – INTERNATIONAL DONOR AND TECHNICAL COOPERATION AGENCIES

Sub-Group 3A: International Financial Institutions (Code IFI)

Principal Areas of Responsibility: Policy assistance and advice

TASK	LEARNING CONTENT
IFI1. Promote the integration of human rights-based concerns in economic policies, strategies and programmes.	**IFI1.1** What are the principles and approaches of the right to development. **IFI1.2** The right to adequate food within the context of socio-economic development and poverty reduction. **IFI1.3** How to integrate human rights principles in formulating economic, fiscal and monetary policies.

Principal Areas of Responsibility: Policy assistance and advice (cont.)

TASK	LEARNING CONTENT
IFI2. Assist countries with assessing the implications of major economic development problems that may have an impact on the right to adequate food, as a basis for formulating policy options for development.	**IFI2.1** How to design and conduct a food security and nutrition situation analysis. Vulnerability assessment methods. **IFI2.2** What inter-institutional arrangements are needed to undertake these assessments. **IFI2.3** How to formulate development policy options from analytical results, particularly policy options that can contribute positively to the realization of the right to adequate food.
IFI3. Provide policy advice that fully considers how economic, monetary and fiscal policies affect the realization of the right to adequate food.	**IFI3.1** How to conduct policy impact analysis to identify impacts that are detrimental to the realization of the right to adequate food. **IFI3.2** How to formulate policy options that: (i) strengthen positive impacts on the realization of the right to adequate food, and (ii) provide full protection of the right to adequate food. **IFI3.3** How international financial institutions can contribute to creating awareness among national fiscal and monetary authorities of the need to consider human rights and right to adequate food in policy formulation. **IFI3.4** How to provide advice to national authorities on monitoring right to adequate food impacts of economic, fiscal and monetary policies.

GROUP 3 – INTERNATIONAL DONOR AND TECHNICAL COOPERATION AGENCIES

Sub-Group 3A: International Financial Institutions (Code IFI)

Principal Areas of Responsibility: National budget monitoring and budget advice

TASK	LEARNING CONTENT
IFI4. Monitor national budgets to assess whether budget allocations and expenditures represent the most efficient use of financial resources to further the realization of economic, social and cultural rights, and specifically the right to adequate food.	**IFI4.1** How to conduct public budget analysis from a right to adequate food perspective. **IFI4.2** How to formulate recommendations for budget policy changes that are conducive to the realization of the right to adequate food and other economic, social and cultural rights.
IFI5. Promote budgeting processes at all levels that are participatory and consultative, and that provide for full disclosure of approved budgets, access to budgetary data and continuous information on budgetary implementation.	**IFI5.1** Participatory budgeting methods. **IFI5.2** Methods of citizens' audits. **IFI5.3** Synthesis of budget information for broad dissemination. **IFI5.4** How to facilitate continuous and easy access to budget data for various stakeholders. **IFI5.5** How to advocate among budget authorities to provide continuous access to budget data.

GROUP 3 – INTERNATIONAL DONOR AND TECHNICAL COOPERATION AGENCIES

Sub-Group 3B: Technical Cooperation Agencies (Code TCA)

Principal Areas of Responsibility: Policy and programme assistance and advice

TASK	LEARNING CONTENT
TCA1. In providing policy and programme assistance and advice for development and poverty reduction, fully incorporate human rights-based approaches.	**TCA1.1** What are the principles and approaches of the right to development. **TCA1.2** The right to adequate food within the context of socio-economic development and poverty reduction. **TCA1.3** How to integrate human rights principles in formulating social and economic policies for development and poverty reduction. **TCA1.4** What is needed to make national counterparts receptive to incorporating a human rights-based approach in development and poverty reduction policies and programmes. **TCA1.5** Methods of rights-based planning.
TCA2. Incorporate the right to adequate food and other economic, social and cultural rights in common planning processes among UN agencies.	**TCA2.1** What the interdependence and interrelatedness of all economic, social and cultural rights means in practice. **TCA2.2** Good practices of inter-agency planning and coordination. **TCA2.3** What agency capacities are needed to make inter-agency planning effective.
TCA3. Provide technical support to national governments and others to integrate the right to adequate food in formulating, implementing and monitoring development strategies and in food security and nutrition and sector policies and programmes.	**TCA3.1** How to create political will and social awareness for the right to adequate food to be mainstreamed in policies and strategies. **TCA3.2** How to identify and analyse entry points for mainstreaming the right to adequate food in development and poverty reduction strategies, in food security and nutrition policies and plans, and sector policies. **TCA3.3** How to learn from best practices and past experiences in other countries. **TCA3.4** Programme assessment methods that stress state obligations, rights-based implementation and rights-focused impacts. **TCA3.5** How to assess institutional capacities to mainstream the right to adequate food in policies and strategies, and formulate an action plan to strengthen those capacities. **TCA3.6** Formulation of policy and strategy implementation principles and processes that are human rights based. **TCA3.7** How to address accountability, transparency and respect for the rule of law in policies and strategies. **TCA3.8** Methods of rights-focused monitoring and why it is important. **TCA3.9** How to provide advice on establishing a rights-based monitoring system as part of ongoing food security, poverty and development monitoring.

Principal Areas of Responsibility: Policy and programme assistance and advice (cont.)

TASK	LEARNING CONTENT
TCA3. Provide technical support to national governments and others to integrate the right to adequate food in formulating, implementing and monitoring development strategies and in food security and nutrition and sector policies and programmes.	**TCA3.10** How to address accountability and transparency in monitoring and evaluation; establishing targets and benchmarks. **TCA3.11** How to design and conduct right to adequate food situation analysis. **TCA3.12** How to obtain international assistance and cooperation in order to develop a human rights-based policy framework for the right to adequate food. **TCA3.13** How to deal with constraints and barriers to rights-based policy formulation and implementation where there is no good governance, no human rights institutions, nor independent judiciary. **TCA3.14** How to collaborate with different sectoral ministries addressing key food security issues. Identifying and addressing inter-institutional coordination issues.
TCA4. Provide technical and legal advice to countries to address effectively violations of the right to adequate food.	**TCA4.1** How to identify and define various institutional roles with respect to right to adequate food violations and define the role of the lead agency. **TCA4.2** What constitute violations of the human right to adequate food. **TCA4.3** What are the various response mechanisms for right to adequate food violations. **TCA4.4** Methods to identify and follow up on right to adequate food violations. **TCA4.5** What institutional structures exist in countries to monitor right to adequate food violations. **TCA4.6** How to promote inter-institutional sharing of information on right to adequate food violations, and methods to safeguard confidentiality of information and safety of groups and individuals.
TCA5. Provide technical support to governments and other national actors to incorporate right to adequate food in formal education and training.	**TCA5.1** How to conduct a role and capacity analysis of different state and non-state stakeholders with respect to the right to adequate food. **TCA5.2** How to determine capacity strengthening needs of different state and non-state right to adequate food actors. **TCA5.3** Structuring course curricula to address capacity strengthening needs. **TCA5.4** Development of relevant didactic materials. **TCA5.5** How to assist teachers and trainers with incorporating right to adequate food materials in school curricula and training courses.

GROUP 3 – INTERNATIONAL DONOR AND TECHNICAL COOPERATION AGENCIES

Sub-Group 3B: Technical Cooperation Agencies (Code TCA)

Principal Areas of Responsibility: National capacity strengthening

TASK	LEARNING CONTENT
TCA6. Provide technical and legal support to the establishment of national human rights institutions.	**TCA6.1** How to incorporate the Paris Principles in the institutional blueprint of the human rights institution and in the institutional terms of reference. **TCA6.2** How to mobilize political and social support and needed resources. **TCA6.3** What executive and/or legislative actions are needed to establish the human rights institution. **TCA6.4** How to learn from experiences in other countries with establishing human rights institutions.
TCA7. Provide technical, legal and financial support to improve the capacity of existing national human rights institutions to promote and protect the right to adequate food.	**TCA7.1** How to conduct a role and capacity analysis of existing human rights institutions. **TCA7.2** Identify capacity strengthening needs and constraints to the effective functioning of the human rights institution. **TCA7.3** How to formulate an action plan and mobilize needed resources. **TCA7.4** How to mobilize political and social support for the human rights institution. **TCA7.5** How to make the human rights institution more accessible to the general public.

METHODOLOGICAL TOOLBOX ON THE RIGHT TO FOOD

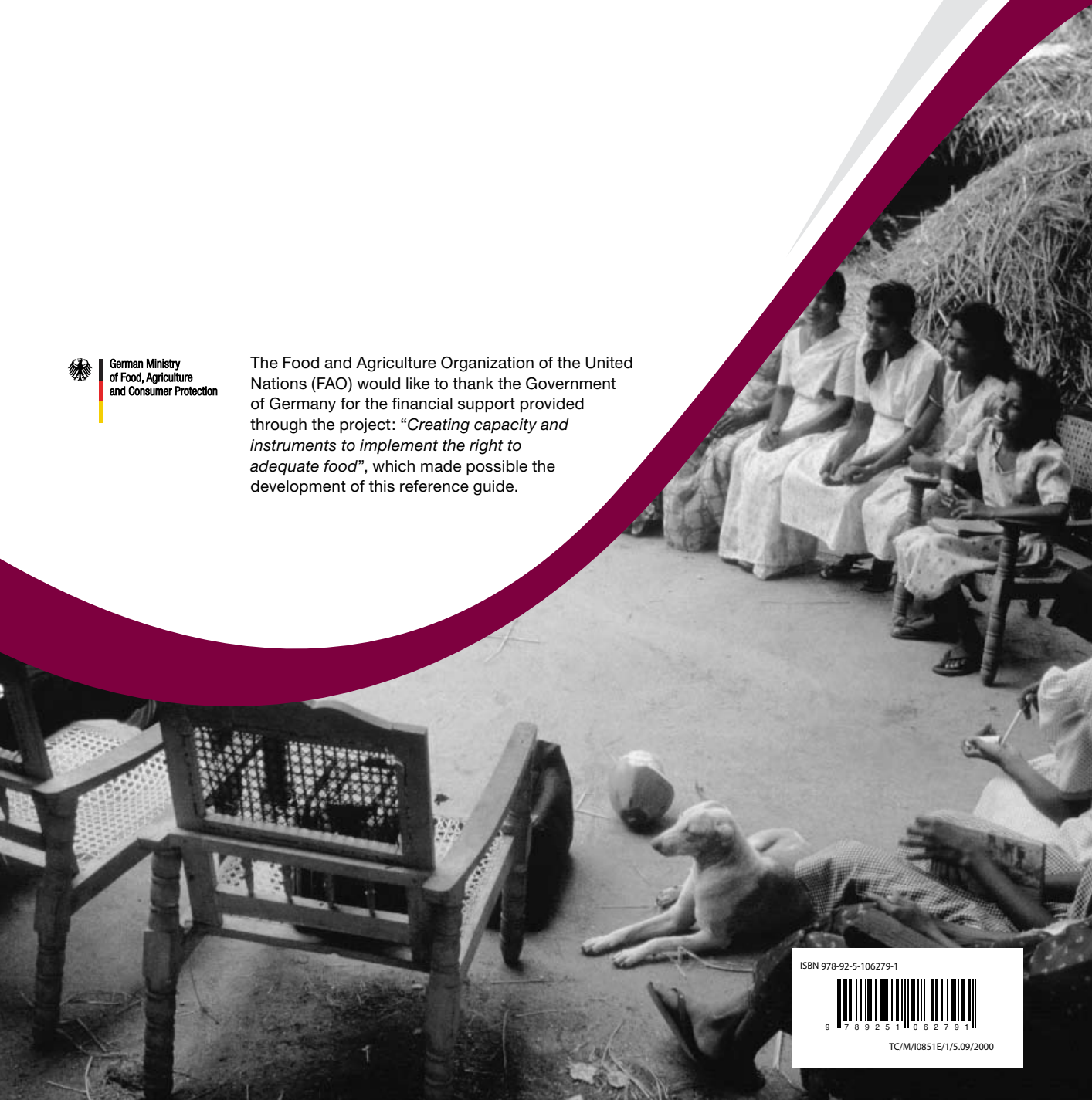
The purpose of the Methodological Toolbox is to provide a practical aid for the implementation of the Right to Food Guidelines.

It contains a series of analytical, educational and normative tools that offer guidance and hands-on advice on the practical aspects of the right to food. It covers a wide range of topics such as assessment, legislation, education, budgeting and monitoring. It emphasises the operational aspects of the right to food and contributes to strengthening in-country capacity to implement this right.

Visit our website http://www.fao.org/righttofood

METHODOLOGICAL TOOLBOX ON THE RIGHT TO FOOD:

1. GUIDE ON LEGISLATING FOR THE RIGHT TO FOOD
2. METHODS TO MONITOR THE HUMAN RIGHT TO ADEQUATE FOOD [VOLUME I - VOLUME II]
3. GUIDE TO CONDUCTING A RIGHT TO FOOD ASSESSMENT
4. RIGHT TO FOOD CURRICULUM OUTLINE
5. BUDGET WORK TO ADVANCE THE RIGHT TO FOOD



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