


RIGHT TO FOOD CURRICULUM OUTLINE





RIGHT TO FOOD CURRICULUM OUTLINE

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

A decorative graphic consisting of two overlapping wavy bands. The top band is light grey and the bottom band is dark red. They curve across the page from left to right.

FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS
Rome, 2009

The designations employed and the presentation of material in this information product do not imply the expression of any opinion whatsoever on the part of the Food and Agriculture Organization of the United Nations (FAO) concerning the legal or development status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries. The mention of specific companies or products of manufacturers, whether or not these have been patented, does not imply that these have been endorsed or recommended by FAO in preference to others of a similar nature that are not mentioned.

The views expressed in this information product are those of the author(s) and do not necessarily reflect the views of FAO.

ISBN 978-92-5-106279-1

All rights reserved. Reproduction and dissemination of material in this information product for educational or other non-commercial purposes are authorized without any prior written permission from the copyright holders provided the source is fully acknowledged. Reproduction of material in this information product for resale or other commercial purposes is prohibited without written permission of the copyright holders. Applications for such permission should be addressed to:

Chief

Electronic Publishing Policy and Support Branch
Communication Division

FAO

Viale delle Terme di Caracalla, 00153 Rome, Italy

or by e-mail to:

copyright@fao.org

© FAO 2009

Contents

Preface	vii
Acknowledgements	ix
Acronyms and abbreviations	x
PART ONE – PREAMBLE	1
1. INTRODUCTION	3
<i>Purpose of the curriculum outline</i>	5
2. THE ROLE OF ACADEMIC INSTITUTIONS	7
3. NOTES FOR THE USERS OF THE CURRICULUM OUTLINE	9
<i>Purpose of these notes</i>	9
<i>Logic of the development process of the curriculum outline</i>	9
4. TARGET LEARNER GROUPS	12
<i>Users of the curriculum outline</i>	14
5. THE STRUCTURE OF THE CURRICULUM OUTLINE AND HOW TO USE THE DOCUMENT	15
PART TWO – THEMATIC UNITS	17
THEMATIC UNIT A: INTRODUCTION TO THE RIGHT TO ADEQUATE FOOD	19
<i>Lesson A1: Introduction to human rights</i>	21
<i>Lesson A2: Human rights-based approach to development</i>	26
<i>Lesson A3: The concept of the right to adequate food</i>	30
<i>Lesson A4: Rights and obligations</i>	34
<i>Lesson A5: Recourse mechanisms</i>	39
<i>Lesson A6: History of the right to adequate food</i>	44
<i>Lesson A7: The right to food guidelines</i>	47
<i>Lesson A8: The right to adequate food in practice</i>	50

THEMATIC UNIT B: ROLES AND RIGHT TO ADEQUATE FOOD TASKS	55
<i>Lesson B1: Roles and right to adequate food tasks of national government duty bearers</i>	57
<i>Lesson B2: Roles and right to adequate food tasks of non-governmental organizations and social movements</i>	61
<i>Lesson B3: Roles and right to adequate food tasks of international donor and technical cooperation agencies</i>	64
THEMATIC UNIT C: ASSESSING THE REALIZATION OF THE RIGHT TO ADEQUATE FOOD	67
<i>Lesson C1: Assessment of food security and nutrition situations and vulnerability</i>	69
<i>Lesson C2: Assessment of existing right to adequate food legislation and formulation of new legislation</i>	75
<i>Lesson C3: Assessment of the policy framework</i>	82
THEMATIC UNIT D: FORMULATION, IMPLEMENTATION AND MONITORING OF NATIONAL LAWS, POLICIES AND PROGRAMMES	87
<i>Lesson D1: Ratification of international instruments on the right to adequate food</i>	89
<i>Lesson D2: Promotion and protection of the right to adequate food in national policies and extraterritorial agreements</i>	94
<i>Lesson D3: Formulation of a right to adequate food framework law</i>	98
<i>Lesson D4: Incorporating the right to adequate food in national laws and policies</i>	104
<i>Lesson D5: Monitoring the implementation and impacts on the right to adequate food of national policies and programmes</i>	108
<i>Lesson D6: Advocacy and negotiating for policy and programme change for the right to adequate food</i>	112
THEMATIC UNIT E: PUBLIC BUDGET PLANNING, IMPLEMENTATION AND MONITORING	115
<i>Lesson E1: Ensuring financial resources for right to adequate food measures and monitoring budget implementation</i>	117
THEMATIC UNIT F: INSTITUTION BUILDING AND CAPACITY STRENGTHENING	123
<i>Lesson F1: Assessing the institutional and administrative framework</i>	125
<i>Lesson F2: Establishing and ensuring effective human rights institutions</i>	129
<i>Lesson F3: Ensuring coordination</i>	133

THEMATIC UNIT G: HUMAN RIGHTS MONITORING AND INTERNATIONAL REPORTING ON PROGRESS	137
<i>Lesson G1: Monitoring the realization of the right to adequate food</i>	139
<i>Lesson G2: International reporting on progress with the realization of the right to adequate food</i>	143
THEMATIC UNIT H: PUBLIC INFORMATION, EDUCATION AND ADVOCACY	147
<i>Lesson H1: Supporting formal education and professional training</i>	149
<i>Lesson H2: Educate and inform about the right to adequate food</i>	152
<i>Lesson H3: Promoting public participation</i>	156
THEMATIC UNIT I: ENFORCEABILITY OF, AND ACCESS TO, JUDICIAL, QUASI-JUDICIAL AND ADMINISTRATIVE RECOURSE SYSTEMS	159
<i>Lesson I1: Using national legislation to implement the right to adequate food</i>	161
<i>Lesson I2: Redress of complaints and violations of the right to adequate food</i>	167
<i>Lesson I3: Supporting individuals to claim the right to adequate food</i>	172
<i>Lesson I4: Monitoring the functioning of the judiciary and of human rights institutions</i>	175
THEMATIC UNIT J: POLICY ASSISTANCE AND ADVICE BY INTERNATIONAL AGENCIES	179
<i>Lesson J1: Technical and legal advice to address violations of the right to adequate food</i>	181
<i>Lesson J2: The right to adequate food in planning processes of UN agencies</i>	185
<i>Lesson J3: Promoting and mainstreaming the right to adequate food in national policies and programmes</i>	189
THEMATIC UNIT K: RESPECT FOR AND PROTECTION OF HUMAN RIGHTS ADVOCATES, ACTIVISTS AND WORKERS	193
<i>Lesson K1: Ways to provide legal protection for human rights advocates, activists and workers</i>	195
THEMATIC UNIT L: MULTILATERAL NEGOTIATIONS ON THE RIGHT TO ADEQUATE FOOD	199
<i>Lesson L1: International-level obligations for the right to adequate food</i>	201
<i>Lesson L2: Preparing at home for multilateral negotiations on the right to adequate food</i>	207

Lesson L3: Being effective in multilateral meetings 212

Lesson L4: Follow up at home and preparations for the next multilateral negotiations on the right to adequate food 218

PART THREE – LEARNING PATHS 223

LEARNING PATHS FOR DIFFERENT TARGET LEARNER GROUPS 225

ANNEX 1. Task and learning content analysis 233

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.



Kostas G. Stamoulis
Director
Agricultural and Development
Economics Division (ESA)



Anton Mangstl
Director
Knowledge Exchange and
Capacity Building Division (KCE)

Acknowledgements

The development of this curriculum outline would not have been possible without advice and guidance from many people. It benefited greatly from two consultative workshops organized in Rome. The first 'curriculum scoping' workshop was held in March 2007 to launch the effort in partnership with a number of experts. The second workshop was held in June 2007, and its primary purpose was to finalize the tasks and content analysis as a basic input to develop the current curriculum outline. We are very grateful to the participants in these workshops: Wenche Barth Eide, Nathan Byamukama, Marc Cohen, Federica Donati, Asbjorn Eide, Ilka M. Esquivel, Karim Ghezraoui, Abdulai Jalloh, George Kent, Sibonile Khoza, Magdalena Kropiwnicka, Resurreccion Lao, Anja Mihr, Luis Enrique Monterroso, Silvana Moscatelli, Biraj Patnaik, Gina Rivas Pattugalan, Anna Rappazzo, Elisabetha Recine, A. Byaruhanga Rukooko, Julia Sievers, Franz Simmersbach and Flavio Valente.

We would like to thank FIAN International, the UN System Standing Committee on Nutrition (and particularly its Working Group on Nutrition, Ethics and Human Rights), Akershus University College, Oslo, and the University of Oslo for their technical inputs, but, above all, for joining this collaborative effort.

We are grateful for those members of the Right to Food Unit at FAO who contributed lesson outlines and reviews: Margret Vidar, Dubravka Bojic Bultrini, Luisa Cruz and Frank Mischler. Other members of the Right to Food Unit provided comments and inputs on earlier drafts: Barbara Ekwall, Isabella Rae and Lidija Knuth.

We have learnt a great deal on curriculum development from our colleagues in the Outreach and Capacity Building Branch of FAO: Charles Andrew Nadeau and Cristina Petracchi. We are thankful for their guidance.

We would like to thank especially Simona Smeraldi for her logistical support during the workshops and Nancy White for her remarkable facilitation that made the workshops a success.

The Right to Food Production team ensured the formatting and layout of the publication: Mauricio Rosales, Gabriele Zanolli, Tomaso Lezzi and Daniela Verona.

Barbara Ekwall, Coordinator of the Right to Food Unit, had the overall responsibility for the preparation of the present Curriculum.

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 für 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

