

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 the difference 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.
Available at: <http://www.cidh.oas.org/Basicos/English/Basic3.American%20Convention.htm>
- ❖ *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.
Available at: <http://www.cidh.oas.org/Basicos/English/basic5.Prot.Sn%20Salv.htm>
- ❖ *African Charter on Human and People’s Rights*, Nairobi, Kenya, adopted 27 June 1981 and entered into force 21 October 1986.
Available at: http://www.achpr.org/english/_info/charter_en.html
- ❖ *Convention for the Protection of Human Rights and Fundamental Freedoms as amended by Protocol No. 11, “European Convention on Human Rights”* Rome, 4.XI.1950.
Available at: <http://www.echr.coe.int/NR/rdonlyres/D5CC24A7-DC13-4318-B457-5C9014916D7A/0/EnglishAnglais.pdf>
- ❖ Council of Europe. 2002. *The evolution of human rights*. pp. 291–295. In: *Compass – Manual on Human Rights Education with Young People*.
Available at: http://www.eycb.coe.int/compass/en/chapter_4/4_2.html
- ❖ Eide, W. B. & Kracht, U. (editors). 2005. *Food and Human Rights in Development*. Volume I – Legal and Institutional Dimensions and Selected Topics, and Volume II – Evolving Issues and Emerging Applications. Intersentia, Antwerp-Belgium.
- ❖ 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.
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 in Practice, implementation at the national level*, Paper. Rome.
Available at: http://www.fao.org/docs/eims/upload/214719/AH189_en.pdf

- ❖ IPU (Inter-Parliamentary Union)/OHCHR (Office of the United Nations High Commissioner for Human Rights). 2005. *Human Rights: A Handbook for Parliamentarians*. 185 pp.
Available at: <http://www.ohchr.org/Documents/Publications/training13en.pdf>
- ❖ *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>
- ❖ *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.
Available at: <http://www2.ohchr.org/english/law/pdf/ccpr.pdf>
- ❖ Kent, G. 2005. *Freedom from Want: The Human Right to Adequate Food*. Georgetown University Press, Washington, DC, USA. 278 pp.
Available at: <http://press.georgetown.edu/pdfs/9781589010550.pdf>
- ❖ *Universal Declaration of Human Rights* adopted by General Assembly resolution 217 A (III) of 10 December 1948.
Available at: <http://www.un.org/Overview/rights.html>
- ❖ UN. 2001. *Human Rights: A Basic Handbook for UN Staff*. Office of the High Commissioner for Human Rights/United Nations Staff College Project. 127 pp.
Available at: <http://www.ohchr.org/Documents/Publications/HRhandbooken.pdf>
- ❖ 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
- ❖ UNESCO. 2001. *A Guide to Human Rights*. Edited by J. Symonides and V. Volodin. 559 pp.
Available at: <http://unesdoc.unesco.org/images/0012/001233/123368e.pdf>
- ❖ *Vienna Declaration and Programme of Action* adopted by the World Conference on Human Rights in Vienna on 25 June 1993.
Available at: <http://www2.ohchr.org/english/law/pdf/vienna.pdf>

REFERENCE INSTITUTIONS AND ORGANIZATIONS

- ❖ Human Rights Council
<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

- ❖ FAO. 2007. *A Primer to the Right to Adequate Food*. (Part of the e-learning curriculum *Right to Adequate Food in Practice*.) See Lesson 1.
Also available on CD-ROM. See: http://www.fao.org/righttofood/kc/dl_en.htm
- ❖ Freeman, M. 2002. *Human Rights – An Interdisciplinary Approach*. Polity Press, Cambridge, UK.
- ❖ ODI (Overseas Development Institute, UK). 2005. *Integrating Human Rights into Development – A synthesis of donor approaches and experiences*. Prepared by L.-H. Piron and T. O’Neil for the OECD DAC Network on Governance (GOVNET).
Available at: http://www.odi.org.uk/rights/Publications/humanrights_into_development.pdf

- ❖ ODI. 1999. *What can we do with a rights-based approach to development?* ODI Briefing Paper, 1999(3) September. 4 pp.
Available at: <http://www.odi.org.uk/RIGHTS/Publications/rightsbp.pdf>
- ❖ OHCHR. No date. *Human rights-based approach*. (Web site.)
See: <http://www.unhchr.ch/development/approaches.html>
- ❖ OHCHR. 2006. *Frequently asked questions on a human rights-based approach to development cooperation*. UN, New York, USA, and Geneva, Switzerland.
Available at: <http://www.ohchr.org/Documents/Publications/FAQen.pdf>
- ❖ OHCHR. 2006. *Principles and guidelines for a human rights approach to poverty reduction strategies*.
Available at: http://www.undg.org/docs/7659/poverty_strategies.doc
- ❖ Sen, A. 1999. *Human rights and economic achievements*. pp. 88–99, in: J.R. Bauer and D.A. Bell (editors). *The East Asian Challenge for Human Rights*. Cambridge University Press, Cambridge, UK.
- ❖ Shue, H. 1996. *Basic Rights: Subsistence, Affluence, and U.S. Foreign Policy*. (2nd ed.). Princeton University Press, USA.
- ❖ Steiner, H.J. & Alston, P. 2000. *International Human Rights in Context – Law, Politics, Morals*. 2nd ed. Oxford University Press, Oxford, UK.
- ❖ UN. 2003. *Indicators for monitoring the Millennium Development Goals – Definitions, Rationale, Concepts and Sources*. United Nations Development Group, New York, USA. 115 pp.
Available at: http://www.mdgender.net/upload/tools/Indicators_for_Monitoring_the_MDGs.pdf
- ❖ 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

- ❖ 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](http://www.unhchr.ch/tbs/doc.nsf/(Symbol)/3d02758c707031d58025677f003b73b9?Opendocument)
- ❖ Haen, H. de and Thomas, J. 2006. *Putting the right to adequate food into practice: concepts and lessons*. Entwicklung & Ländlicher Raum.
Available at: http://archiv.rural-development.de/fileadmin/rural-development/volltexte/2006/01/ELR_dt_14-17.pdf
- ❖ Eide, W. B. & Kracht, U. (editors). 2005. *Food and Human Rights in Development*. Volume I – Legal and Institutional Dimensions and Selected Topics. 528 pp. Intersentia, Antwerp-Belgium.
- ❖ FAO. 2007. *A Primer to the Right to Adequate Food*. (Part of the e-learning curriculum *Right to Adequate Food in Practice*.) See Lesson 2.
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.
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*.
Available at: http://www.fao.org/docs/eims/upload/214344/RtFG_Eng_draft_03.pdf
- ❖ FAO. 2007. *What is the Right to Food*, Brief.
Available at: http://www.fao.org/righttofood/wfd/pdf2007/what_is_rtf_en.pdf
- ❖ FAO. 2007. *Right to Food in Action*, Brief.
Available at: http://www.fao.org/righttofood/wfd/pdf2007/rtf_in_action_en.pdf
- ❖ Kent, G. 2005. *Freedom from Want: The Human Right to Adequate Food*. Georgetown University Press, Washington, DC, USA. 278 pp.
Available at: <http://press.georgetown.edu/pdfs/9781589010550.pdf>
- ❖ Mechlem, K. 2004. *Food security and the Right to Food in the discourse of the United Nations*. European Law Journal, 10(5): pp. 631–648.
Available at: <http://www3.interscience.wiley.com/cgi-bin/fulltext/118804933/PDFSTART>
- ❖ UNDP. 1994. *Good governance – and sustainable human development*. (Governance for sustainable human development – A UNDP policy document).
Available at: <http://mirror.undp.org/magnet/policy/chapter1.htm>

- ❖ Windfuhr, M. & Jonsen, J. 2005. *Food sovereignty. Towards democracy in localized food systems*. FIAN-International, and ITDG Publishing, Rugby, UK. 57 pp.
Available at: http://www.ukabc.org/foodsovereignty_itdg_fian_print.pdf

REFERENCE INSTITUTIONS AND ORGANIZATIONS

- ❖ Action Aid
<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

- ❖ *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>
- ❖ 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

- ❖ *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.
Available at: <http://www2.ohchr.org/english/law/pdf/ccpr.pdf>
- ❖ 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](http://www.unhchr.ch/tbs/doc.nsf/(Symbol)/3d02758c707031d58025677f003b73b9?Opendocument)
- ❖ *American Convention on Human Rights* adopted at the Inter-American Specialized Conference on Human Rights, San José, Costa Rica, 22 November 1969.
Available at: <http://www.cidh.oas.org/Basicos/English/Basic3.American%20Convention.htm>
- ❖ *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.
Available at: <http://www.cidh.oas.org/Basicos/English/basic5.Prot.Sn%20Salv.htm>
- ❖ *African Charter on Human and People’s Rights*, Nairobi, Kenya, adopted 27 June 1981 and entered into force 21 October 1986.
Available at: http://www.achpr.org/english/_info/charter_en.html
- ❖ *Convention for the Protection of Human Rights and Fundamental Freedoms as amended by Protocol No. 11, “European Convention on Human Rights”* Rome, 4.XI.1950.
Available at: <http://www.echr.coe.int/NR/rdonlyres/D5CC24A7-DC13-4318-B457-5C9014916D7A/0/EnglishAnglais.pdf>
- ❖ *UN General Assembly Declaration on the Rights and Responsibilities of Individuals, Groups and Organs of society to promote and Protect Universally Recognized Human Rights and Fundamental Freedoms* (see A/RES/53/144, of 8 March 1999).
- ❖ *Principles relating to the status and functioning of national institutions for protection and promotion of human rights* (so-called “Paris principles”), endorsed by the UN General Assembly in its resolution A/RES/48/134 of 20 December 1993.
- ❖ FAO E-Learning CD *A Primer to the Human Right to Adequate Food*, Lesson 3.
http://www.fao.org/righttofood/kc/dl_en.htm
- ❖ Cotula, L.& Vidar, M., *The right to adequate food in emergencies*, FAO Legislative Study 77, 2003.
<http://www.fao.org/docrep/005/Y4430E/Y4430E00.HTM>

- ❖ UN. 1999. Updated study on the right to food, submitted by Mr. Asbjørn Eide in accordance with Sub-Commission decision 1998/106 UN Doc. E/CN.4/Sub.2/1999/12 of 28 June 1999.
- ❖ UN Special Rapporteur on the right to food. 2006. Mr. Jean Ziegler. UN Doc. E/CN.4/2006/44 of 16 March 2006.
- ❖ UN Special Rapporteur on the right to food. 2005. Mr. Jean Ziegler. UN Doc. E/CN.4/2005/47 of 24 January 2005.
- ❖ Eide, W. B. & Kracht, U. (editors). 2005. *Food and human rights in development*, Volume 1 – Legal and institutional dimensions and selected topics, Intersentia.
- ❖ Eide, A. 2001. *Economic, Social and Cultural rights: a textbook*, Second Revised Edition, Martinus Nijhoff Publishers.
- ❖ Kent, G. 2005. *Freedom from want. The human right to adequate food*, Georgetown University Press, Washington, D.C.
- ❖ Kuenneman, R. 2002. *Core obligations: Building a Framework for Economic, Social and Cultural Rights*, Intersentia.
- ❖ Oshaug, A., Eide, W. B. & Eide, A. 1994. *Human rights: a normative basis for food and nutrition relevant policies*, in Food Policy, Volume 19, No. 6, pp 491-516.
- ❖ Alston, P., Tomasevski, K. (editors). 1985. *The Right to Food*, International Studies in Human Rights, Martinus Nijhoff Publishers.
- ❖ Vidar, M. 2005. *Legal Framework for the Realisation of the Right to Adequate Food. Background Notes & Discussion Points*.

REFERENCE INSTITUTIONS AND ORGANIZATIONS

- ❖ Human Rights Council
<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>
- ❖ Committee on Economical, Social and Cultural Rights
<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>
- ❖ African Commission on Human and Peoples' Rights
http://www.achpr.org/english/_info/news_en.html
- ❖ 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>
- ❖ Special Rapporteur on The Right to Food
<http://www2.ohchr.org/english/issues/food/index.htm>
<http://www.srfood.org>

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.

REFERENCE MATERIALS

- ❖ *American Convention on Human Rights* adopted at the Inter-American Specialized Conference on Human Rights, San José, Costa Rica, 22 November 1969.
Available at: <http://www.cidh.oas.org/Basicos/English/Basic3.American%20Convention.htm>
- ❖ *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.
Available at: <http://www.cidh.oas.org/Basicos/English/basic5.Prot.Sn%20Salv.htm>
- ❖ *African Charter on Human and People’s Rights*, Nairobi, Kenya, adopted 27 June 1981 and entered into force 21 October 1986.
Available at: <http://www.africa-union.org/root/au/Documents/Treaties/Text/Banjul%20Charter.pdf>
- ❖ *Convention for the Protection of Human Rights and Fundamental Freedoms as amended by Protocol No. 11, “European Convention on Human Rights”* adopted in Rome, 4.XI.1950.
Available at: <http://www.echr.coe.int/NR/rdonlyres/D5CC24A7-DC13-4318-B457-5C9014916D7A/0/EnglishAnglais.pdf>
- ❖ 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](http://www.unhchr.ch/tbs/doc.nsf/(Symbol)/3d02758c707031d58025677f003b73b9?Opendocument)
- ❖ CESCR, *General Comment 9*, the domestic application of the Covenant (19th Session, Geneva, 16 November-4 December 1998). UN Doc. E/C.12/1998/24.
Available at: [http://www.unhchr.ch/tbs/doc.nsf/\(Symbol\)/E.C.12.1998.24,+CESCR+General+comment+9.En?Opendocument](http://www.unhchr.ch/tbs/doc.nsf/(Symbol)/E.C.12.1998.24,+CESCR+General+comment+9.En?Opendocument)
- ❖ FAO. 2007. *A Primer to the Right to Adequate Food*. (Part of the e-learning curriculum *Right to Adequate Food in Practice*.) See Lesson 4.
Also available on CD-ROM. See: http://www.fao.org/righttofood/kc/dl_en.htm
- ❖ FAO. 2004. *Right to Adequate Food Case Study: India. Study conducted for FAO in support of the Intergovernmental Working Group on the Elaboration of a set of Voluntary Guidelines for the Progressive Realization of the Right to Adequate Food in the context of National Food Security*. FAO document IGWG RTFG/INF 4/App. 5.
Available at: <http://www.fao.org/righttofood/kc/downloads/vl/docs/AH200.pdf>

- ❖ FAO. 2006. *Recognition of the right to adequate food at the national level*. pp. 111–140, in: *The Right to Food Guidelines. Information papers and case studies*. Available at: http://www.fao.org/docs/eims/upload/214344/RtFG_Eng_draft_03.pdf
- ❖ *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>
- ❖ Mahabal, Kamayani Bali *Enforcing the right to food in India: The impact of social activism*, ESR Review, Economic Social Rights in South Africa, Vol 5, No. 1, March 2004. Available at: http://www.communitylawcentre.org.za/Socio-Economic-Rights/esr-review/esr-previous-editions/esr_vol5_no1.pdf
- ❖ Künneman, R. 2002. *The Right to Adequate Food: violations related to its minimum content*. In: A. Chapman and S. Russell (editors). *Core obligations: Building a framework for economic, social and cultural rights*. Intersentia, Antwerp, Belgium.
- ❖ Langford, M. (editor). 2003. *Litigating economic, social and cultural rights: achievements, challenges and strategies. Featuring 21 case studies*. Centre on Housing Rights and Evictions (COHRE), Geneva, Switzerland. 184 pp. Available at: <http://www.cohre.org/store/attachments/COHRE%20Litigating%20ESC%20Rights%202003.pdf>
- ❖ *PUCL vs Union of India and others, Writ Petition (Civil) No. 196 of 2001*. Available at: <http://www.righttofoodindia.org/case/petition.html>
- ❖ *The Maastricht Guidelines on Violations of Economic, Social and Cultural Rights*. 22–26 January 1997. 6 pp. Document available at: <http://www.fao.org/righttofood/kc/downloads/vl/en/details/212297.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

- ❖ Committee on Economic, Social and Cultural Rights (CESCR)
<http://www2.ohchr.org/english/bodies/cescr/index.htm>

- ❖ African Commission on Human and Peoples' Rights
http://www.achpr.org/english/_info/news_en.html
- ❖ 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>
- ❖ Right to Food Campaign, India
<http://www.righttofoodindia.org>
- ❖ FAO, Right to Food
<http://www.fao.org/righttofood>
- ❖ Special Rapporteur on The Right to Food
<http://www2.ohchr.org/english/issues/food/index.htm>
<http://www.srfood.org>
- ❖ Food First Information and Action Network (FIAN)
<http://www.fian.org>
- ❖ International Network for Economic, Social and Cultural Rights
<http://www.escr-net.org>

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 World 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.

REFERENCE MATERIALS

- ❖ Eide, A. 2002. Making Human Rights universal in the age of economic globalization. In: Sabine von Schorlemer (editor). *Praxishandbuch UNO*. Springer Verlag, pp. 241-263, Berlin, Germany.
- ❖ Eide, W. B. 2000. *The promotion of a human rights perspective on food security: highlights of an evolving process*. In: E. Clay and O. Stokke (editors). *Food Aid and Human Security*. Frank Cass & Co, London, UK.

- ❖ FAO. 2007. *A Primer to the Right to Adequate Food*. (Part of the e-learning curriculum *Right to Adequate Food in Practice*.) See Lesson 5.
Also available on CD-ROM. See: http://www.fao.org/righttofood/kc/dl_en.htm
- ❖ Jonsen, J. & Sollner, S. 2006. *The legal content of the right to adequate food*. University of Mannheim, Germany, and FIAN International.
- ❖ Rae, I., Thomas, J. & Vidar, M. 2005. *The right to adequate food as a Fundamental Human Right: FAO's Experience*. FAO, Rome, Italy.
Available at: <http://www.fao.org/righttofood/kc/downloads/vl/es/details/212636.htm>
- ❖ Robinson, M. 2002. *The right to adequate food: achievements and challenges*. Report of the UN High Commissioner for Human Rights, WFS: five years later.
Available at: <http://www.unhchr.ch/html/menu2/WFS.doc>
- ❖ SCN (UN System Standing Committee on Nutrition). 2005. Closing the gap on the right to adequate food: The Voluntary Guidelines. SCN News Developments in International Nutrition, No. 30.
Available at: <http://www.unsystem.org/scn/publications/SCNNews/scnnews30.pdf>
- ❖ Vidar, M. 2003. *FAO's work on the right to adequate food since 1994*. Internal note. 10 pp.
Available at: <http://www.fao.org/Legal/Rtf/statemts/vidar2003.pdf>
- ❖ Windfuhr, M. 2002. *Hungry for what is right*. FIAN Magazine 2002/02. Heidelberg, Germany.
- ❖ *Report of the World Food Summit: five years later (Part One)*
<http://www.fao.org/DOCREP/MEETING/005/Y7106E/Y7106E00.htm#TopOfPage>

REFERENCE INSTITUTIONS AND ORGANIZATIONS

- ❖ FAO, Right to Food
<http://www.fao.org/righttofood>
- ❖ Office of the United Nations High Commissioner for Human Rights
<http://www.ohchr.org/english>
- ❖ Rome Statute of the International Criminal Court
<http://www.un.org/law/icc/statute/romefra.htm>
- ❖ World Food Summit: five years later (WFS:fyl) Web site
<http://www.fao.org/worldfoodsummit/english/index.html>
- ❖ Inter-American System of Human Rights Protection
<http://www.cidh.org>
<http://www.corteidh.or.cr>

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.

REFERENCE MATERIALS

- ❖ Eide, W. B. & Kracht, U. (editors). 2005. *Food and Human Rights in Development*. Volume I – Legal and Institutional Dimensions and Selected Topics. Intersentia, Antwerp-Belgium. See Chapter 11.
- ❖ FAO. 2007. *A Primer to the Right to Adequate Food*. (Part of the e-learning curriculum *Right to Adequate Food in Practice*.) See Lesson 6.
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.
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*. Available at: http://www.fao.org/docs/eims/upload/214344/RtFG_Eng_draft_03.pdf
- ❖ FAO. 2006. *The Right to Adequate Food in Practice, implementation at national level*. Available at: http://www.fao.org/docs/eims/upload/214719/AH189_en.pdf
- ❖ FIAN International. 2006. *Voluntary Guidelines and the Right to Adequate Food. From Negotiations to Implementation*. FIAN Document G47e. 16 pp. Available at: <http://www.fian.org/resources/documents/others/voluntary-guidelines-on-the-right-to-adequate-food/pdf>
- ❖ Oshaug, A. 2005. *Developing Voluntary Guidelines for implementing the Right to Adequate Food: anatomy of an intergovernmental process*. In: Eide, W. B. & Kracht U. (editors). *Food and Human Rights in Development. Volume I – Legal and Institutional Dimensions and Selected Topics*. Intersentia, Antwerp-Belgium.
- ❖ Rae, I., Thomas, J. & Vidar, M. 2005. *History and implications for FAO of the Guidelines on the Right to Adequate Food*. In: Eide, W. B. & Kracht U. (editors). *Food and Human Rights in Development. Volume II – Evolving Issues and Emerging Applications*. Intersentia, Antwerp, Belgium.
- ❖ Rae, I., Thomas, J. & Vidar, M. 2007. *The Right to Adequate Food as a Fundamental Human Right: The FAO's Experience*. In: Basudeb Guha-Khasnabis, Shabd S. Acharya and Benjamin Davis (editors). *Food Insecurity, Vulnerability and Human Rights Failure*. Hampshire, England
- ❖ SCN (UN System Standing Committee on Nutrition). 2005. *Closing the gap on the right to adequate food: The Voluntary Guidelines*. SCN News Developments in International Nutrition, No. 30. Available at: <http://www.unsystem.org/scn/publications/SCNNews/scnnews30.pdf>

REFERENCE INSTITUTIONS AND ORGANIZATIONS

- ❖ FAO, Right to Food
<http://www.fao.org/righttofood>
- ❖ Food First Information and Action Network (FIAN)
<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.

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](http://www.unhchr.ch/tbs/doc.nsf/(Symbol)/3d02758c707031d58025677f003b73b9?Opendocument)
- ❖ FAO. 2007. *A Primer to the Right to Adequate Food*. (Part of the e-learning curriculum *Right to Adequate Food in Practice*.) See Lesson 6.
Also available on CD-ROM. See: http://www.fao.org/righttofood/kc/dl_en.htm
- ❖ FAO. Various dates. *The State of Food Insecurity in the World* (SOFI).
See: <http://www.fao.org/SOF/sofi>
- ❖ FAO. 2003. *Anti-Hunger Programme. A twin-track approach to hunger reduction: priorities for national and international action*.
Available at: <http://www.fao.org/righttofood/KC/downloads/vl/docs/AH531.pdf>
- ❖ 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 Adequate Food in Practice, implementation at national level*.
Available at: http://www.fao.org/docs/eims/upload/214719/AH189_en.pdf
- ❖ FAO. 2006. *The Right to Food Guidelines. Information papers and case studies*.
Available at: http://www.fao.org/docs/eims/upload/214344/RtFG_Eng_draft_03.pdf
- ❖ FAO/GTZ. 2006. *Right to Adequate Food – Put it into Practice Briefs*.
Available at: http://www.fao.org/righttofood/download_2008/briefs_EN.pdf

- ❖ 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 Legislating on the Right to Food*. Rome.
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](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.
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

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 lesson 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.
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. 1993. *Guidelines for Participatory Nutrition Projects*. FAO, Rome.
<http://www.fao.org/docrep/V1490E/v1490e00.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*. Volume II. See Chapter 5.
Available at: <ftp://ftp.fao.org/docrep/fao/011/i0351e/i0351e.pdf>
- ❖ FAO/CFS. 2000. *Who Are the Food Insecure? – Method for Locating and Profiling Vulnerable Groups*. Document prepared for 26th Session of the Committee on World Food Security, Rome, 18–21 September 2000. Doc. no. CFS:2000/5.
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>
- ❖ Messer, N. & Townsley, P. 2003. *Institutions and Livelihoods: Guidelines for Analysis*. Rural Development Division, FAO, Rome, Italy.
Available at: <ftp://ftp.fao.org/docrep/fao/006/y5084E/y5084E00.pdf>
- ❖ Oshaug, A., Eide, W. B. & Eide, A. 1994. *Human Rights: A normative basis for food and nutrition-relevant policies*. *Food Policy*, 19(6): 491–516.
- ❖ Revolutionary Government of Zanzibar. 2006. *Zanzibar Food Security and Nutrition Situational Analysis*.
- ❖ Seaman, J., Clarke, P., Boudreau, T. & Holt, J. 2000. *The Household Economy Approach. A resource manual for practitioners*. Save the Children Development Manual, No. 6. Save the Children Fund, London, UK.
- ❖ 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 exist, 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.

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](http://www.unhchr.ch/tbs/doc.nsf/(Symbol)/3d02758c707031d58025677f003b73b9?Opendocument)
- ❖ Cotula L., Djiré M. and Tenga R. W., *The Right to Food and Access to Natural Resources Using Human Rights Arguments and Mechanisms to Improve Resource Access for the Rural Poor*. FAO, Rome, Italy.
Available at: http://www.fao.org/righttofood/publi09/natural_resources_en.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 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.
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. *Recognition of the right to adequate food at the national level*. pp. 111–140, in: *The Right to Food Guidelines*. Information papers and case studies. See Chapter 4.
Available at: http://www.fao.org/docs/eims/upload/214344/RtFG_Eng_draft_03.pdf
- ❖ FAO. 2009. *Guide to Conducting a Right to Food Assessment*, chapter 4. 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 at. <http://www.fao.org/docrep/011/i0351e/i0351e00.htm>
- ❖ FAO. 2009. *Guide on Legislating on the Right to Food*. Rome.
Available at: http://www.fao.org/righttofood/publi_en.htm
- ❖ FAO. 2008 *Avances y Consolidación del Marco Legal e Institucional del Derecho a la alimentación en América Latina*. Rome.
Available at: http://www.fao.org/righttofood/publi08/America_latina_es.pdf

- ❖ FIAN International. 2007. *D:53 Documenting violations of the right to adequate food*. Heidelberg, Germany.
Available at: <http://www.fian.org/resources/documents/others/documenting-violations-of-the-right-to-adequate-food/pdf>
- ❖ *International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)*, adopted and opened for signature and ratification by General Assembly resolution 2106 (XX) of 21 December 1965, entry into force 4 January 1969.
Available at: <http://www2.ohchr.org/english/law/cerd.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>
- ❖ *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.
Available at: <http://www2.ohchr.org/english/law/pdf/ccpr.pdf>
- ❖ IPU (Inter-Parliamentary Union)/OHCHR (Office of the United Nations High Commissioner for Human Rights). 2005. *Human Rights: A Handbook for Parliamentarians*. 185 pp.
Available at: <http://www.ohchr.org/Documents/Publications/training13en.pdf>
- ❖ 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

- ❖ FAO, Right to Food
<http://www.fao.org/righttofood>
- ❖ Food First Information and Action Network (FIAN)
<http://www.fian.org>
- ❖ UN Office of the High Commissioner for Human Rights (OHCHR)
<http://www.ohchr.org>
- ❖ UN Human Rights Council
<http://www2.ohchr.org/english/bodies/hrcouncil>

- ❖ Human Rights Committee
<http://www2.ohchr.org/english/bodies/hrc/index.htm>
- ❖ Committee on Economic, Social and Cultural Rights (CESCR)
<http://www2.ohchr.org/english/bodies/cescr/index.htm>
- ❖ Committee on the Elimination of Discrimination Against Women (CEDAW)
<http://www2.ohchr.org/english/bodies/cedaw/index.htm>
- ❖ Committee on the Elimination of Racial Discrimination (CERD)
<http://www2.ohchr.org/english/bodies/cerd/index.htm>

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 themselves. 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.

REFERENCE MATERIALS

- ❖ FAO. 2003. *Anti-Hunger Programme. A twin-track approach to hunger reduction: priorities for national and international action.*
Available at: <http://www.fao.org/righttofood/KC/downloads/vl/docs/AH531.pdf>
- ❖ FAO. 2004. *Food insecurity and vulnerability in Nepal: Profiles of seven vulnerable groups.* ESA Working Paper No. 04-10. FAO Food Security and Agricultural Projects Analysis Service.
Available at: <ftp://ftp.fao.org/docrep/fao/007/ae065e/ae065e00.pdf>
- ❖ FAO. 2004. *Food insecurity and vulnerability in Viet Nam: Profiles of four vulnerable groups.* ESA Working Paper No. 04-11. FAO Food Security and Agricultural Projects Analysis Service.
Available at: <ftp://ftp.fao.org/docrep/fao/007/ae066e/ae066e00.pdf>
- ❖ 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. 2009. *Guide to Conducting a Right to Food Assessment,* Rome.
Available at: http://www.fao.org/righttofood/publi08/assessment_guide.pdf
- ❖ FAO/GTZ. 1998. *Implications of Economic Policy for Food Security: A Training Manual.* Prepared by Anne Thomson and Manfred Metz. Training Materials for Agricultural Planning, No. 40.
- ❖ 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
- ❖ International Federation of Red Cross and Red Crescent Societies. 2005. *How to conduct a food security assessment. A step-by-step guide for National Societies in Africa.* Geneva, Switzerland.
Available at: <http://www.ifrc.org/docs/pubs/disasters/resources/about-disasters/fs-assessment.pdf>
- ❖ IPU (Inter-Parliamentary Union)/OHCHR (Office of the United Nations High Commissioner for Human Rights). 2005. *Human Rights: A Handbook for Parliamentarians.* 185 pp.
Available at: <http://www.ohchr.org/Documents/Publications/training13en.pdf>

- ❖ Inwent/GTZ/Welthungerhilfe. 2005. *Food and Nutrition Security - Assessment Instruments and Intervention Strategies* – Proceedings International Training Workshop Feldafing 2005, Bonn, Germany.
- ❖ Jonsson, U. 2004. *A Human Rights-based approach to programming*. Working Paper. Available at: <http://www.fao.org/righttofood/kc/downloads/vl/en/details/214055.htm>
- ❖ Klennert, K. (editor). 2005. *Achieving food and nutrition security. Actions to meet the global challenge. A training course reader*. INWENT, Feldafing, Germany. Available at http://www.inwent.org/imperia/md/content/unternehmenskommunikation-intranet/internet/publikationen/food_reader_engl.pdf
- ❖ Standing Committee on Nutrition. 2005. *The SCN four country case studies: Integrating food and nutrition interventions in national development plans in order to accelerate the achievements of the MDGs in the context of the realization of the human right to adequate food. A synthesis of findings and recommendations*. 32nd Session of the SCN, Brasilia, Brazil, 14–18 March 2005. Available at: http://www.unsystem.org/SCN/Publications/country_case_studies/FINAL%20SYNTHESIS.pdf
- ❖ World Bank. 2003. *A User's Guide to Poverty and Social Impact Analysis*. Washington DC, USA. Available at: http://www.fao.org/righttofood/kc/downloads/vl/docs/PSIA_Users_Guide.pdf

REFERENCE INSTITUTIONS AND ORGANIZATIONS

- ❖ FAO information on National Food Security Programmes
<http://www.fao.org/spfs>
- ❖ FAO. Right to Food
<http://www.fao.org/righttofood>
- ❖ Office of the High Commissioner for Human Rights (OHCHR)
<http://www.ohchr.org>
- ❖ Overseas Development Institute, UK (ODI)
<http://www.odi.org.uk>
- ❖ Special Rapporteur on the right to food
<http://www2.ohchr.org/english/issues/food/index.htm>
<http://www.srfood.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 Bank Sourcebook on Poverty Reduction Strategy Papers
<http://www.worldbank.org>