

THEMATIC UNIT D

FORMULATION, IMPLEMENTATION AND MONITORING OF NATIONAL LAWS, POLICIES AND PROGRAMMES

UNIT PURPOSE

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

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

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

LESSON D1

Ratification of international instruments on the right to adequate food

LESSON D2

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

LESSON D3

Formulation of right to adequate food framework law

LESSON D4

Incorporating the right to adequate food in national laws and policies

LESSON D5

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

LESSON D6

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

LESSON D1

RATIFICATION OF INTERNATIONAL INSTRUMENTS ON THE RIGHT TO ADEQUATE FOOD

LEARNING OBJECTIVES

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

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

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

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

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

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Legislators (Parliamentarians) and National Policy Decision-makers.

LEARNING STEPS

Step 1: Analysis of international and regional instruments

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

Step 2: From normative content to national laws and policies

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

Step 3: Mobilizing broad-based support for ratification

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

Step 4: Roles and responsibilities

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

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- ❖ FAO. 1999. *Extracts from international and regional instruments and declarations, and other authoritative texts addressing the right to adequate food*. (FAO) Legislative Study, No. 68.
Available at: <http://www.fao.org/righttofood/kc/downloads/vl/docs/AH524.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.
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Parts 2 & 3 available at <ftp://ftp.fao.org/docrep/fao/meeting/009/y9825e/y9825e00.pdf>

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- ❖ Kent, G. 2005. *Freedom from Want: The Human Right to Adequate Food.* See Chapter 3. 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 5. FIAN International, Heidelberg, Germany.
Available at: <http://www.fian.org/resources/documents/others/right-to-food-resource-manual-for-ngos/pdf>

REFERENCE INSTITUTIONS AND ORGANIZATIONS

- ❖ Community Law Centre, University of the Western Cape, South Africa
<http://www.communitylawcentre.org.za>
- ❖ Centre for Human Rights, University of Pretoria, South Africa
<http://www.chr.up.ac.za>
- ❖ FAO, Right to Food
http://www.fao.org/righttofood/index_en.htm
- ❖ Human Rights and Peace Centre, Makerere University, Uganda
<http://huripec.ac.ug>
- ❖ International Fund for Agricultural Development
<http://www.ifad.org>
- ❖ Uganda Human Rights Commission
<http://www.uhrc.ug>
- ❖ South African Human Rights Commission
<http://www.sahrc.org.za>
- ❖ Denmark's National Human Rights Institution
<http://www.humanrights.dk>
- ❖ Commission on Human Rights and Administrative Justice of Ghana
<http://www.chrajghana.org>
- ❖ Human Rights Commission of Zambia
<http://www.hrc.org.zm>

- ❖ National Human Rights Institutions Forum
<http://www.nhri.net>
- ❖ Inter-American Institute for Human Rights, Costa Rica
http://www.iidh.ed.cr/default_eng.htm
- ❖ Food First Information and Action Network (FIAN)
<http://www.fian.org>

LESSON D2

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

LEARNING OBJECTIVES

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

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

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

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

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

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

MAIN TARGET LEARNER GROUP FOR THIS LESSON

National policy decision-makers.

LEARNING STEPS

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

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

Step 2: Incorporating state obligations in national policies

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

Step 3: Defining policy options

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

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. 2009. *Guide on Legislating for the Right to Food*, Chapters 7 and 8. Rome. Available at: http://www.fao.org/righttofood/publi_en.htm
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- ❖ FAO. 2005. *Voluntary Guidelines to support the progressive realization of the right to adequate food in the context of national food security*. Adopted by the 127th Session of the FAO Council, November 2004.
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- ❖ World Bank. 2006. *Poverty and Social Impact Analysis of Reforms. Lessons and Examples from Implementation*. Edited by A. Coudouel, A.A. Dani and S. Paternostro. Available at http://siteresources.worldbank.org/INTPSIA/Resources/490023-1120845825946/PSIACASESTUDIES_BOOK.pdf
- ❖ World Bank. 2008. *Good Practice Note: Using Poverty and Social Impact Analysis to Support Development Policy Operations*.
Available at: http://siteresources.worldbank.org/INTPSIA/Resources/GPN_August08_final.pdf

REFERENCE INSTITUTIONS AND ORGANIZATIONS

- ❖ FAO, Right to Food
<http://www.fao.org/righttofood>

- ❖ Office of the High Commissioner for Human Rights (OHCHR)
<http://www.ohchr.org>
- ❖ Brazilian Action for Nutrition and Human Rights (ABRANDH)
<http://www.abrandh.org.br>
- ❖ Fair Trade Alliance, The Philippines
<http://www.fairtradealliance.org>
- ❖ Food First Information and Action Network (FIAN)
<http://www.fian.org>
- ❖ Brot für die Welt, Germany
<http://www.brot-fuer-die-welt.de>

LESSON D3

FORMULATION OF A RIGHT TO ADEQUATE FOOD FRAMEWORK LAW

LEARNING OBJECTIVES

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

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

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

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

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

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

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

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

MAIN TARGET LEARNER GROUP FOR THIS LESSON

Legislators (Parliamentarians) and their staff.

LEARNING STEPS

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

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

Step 2: Designing a participatory drafting process

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

Step 3: Formulating law objectives, definitions and principles

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

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

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

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

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

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

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

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

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

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- ❖ CESCR, *General Comment 12, the right to adequate food* (20th session, 1999), UN Doc. E/C.12/1999/5 (1999)
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- ❖ FAO. 2008. *Avances y Consolidación del Marco Legal e Institucional del Derecho a la Alimentación en América Latina*.
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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.
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- ❖ Committee on Economic, Social and Cultural Rights (CESCR)
<http://www2.ohchr.org/english/bodies/cescr/index.htm>
- ❖ Office of the High Commissioner for Human Rights (OHCHR)
<http://www.ohchr.org>
- ❖ Special Rapporteur on the right to food
<http://www2.ohchr.org/english/issues/food/index.htm>
<http://www.srfood.org>

LESSON D4

INCORPORATING THE RIGHT TO ADEQUATE FOOD IN NATIONAL LAWS AND POLICIES

LEARNING OBJECTIVES

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

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

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

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

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

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

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

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

LEARNING STEPS

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

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

Step 2: Rights-based development

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

Step 3: Formulation exercises

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

Step 4: Review of policy and legislation formulation processes

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

REFERENCE MATERIALS

- ❖ CESCR, *General Comment 12, the right to adequate food* (20th session, 1999), UN Doc. E/C.12/1999/5 (1999)
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<http://www2.ohchr.org/english/bodies/cescr>
- ❖ FAO, Right to Food
<http://www.fao.org/righttofood>
- ❖ FAO, Agricultural Development Economics Division (ESA)
<http://www.fao.org/es/esa>
- ❖ FAO, Policy Assistance and Resources Mobilization Division (TCA)
<http://www.fao.org/tc/tca>
- ❖ Food First Information and Action Network (FIAN)
<http://www.fian.org>
- ❖ International Human Rights Obligations Network
<http://www.lancs.ac.uk/fss/organisations/humanrights/inthron>
- ❖ Office of the High Commissioner for Human Rights (OHCHR)
<http://www.ohchr.org>
- ❖ Overseas Development Institute, UK (ODI)
<http://www.odi.org.uk>
- ❖ United Nations Development Group (UNDG)
<http://www.undg.org>
- ❖ United Nations Development Programme (UNDP)
<http://www.undp.org>
- ❖ United Nations Educational, Scientific and Cultural Organization (UNESCO)
<http://www.portal.unesco.org>
- ❖ United Nations Population Fund (UNFPA)
<http://www.unfpa.org>

LESSON D5

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

LEARNING OBJECTIVES

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

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

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

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

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

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

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

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

MAIN TARGET LEARNERS GROUPS FOR THIS LESSON

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

LEARNING STEPS

Step 1: Monitoring frameworks

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

Step 2: Application of monitoring indicators

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

Step 3: Analysis of monitoring information

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

Step 4: Reporting monitoring information

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

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

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Available at: http://pdf.wri.org/wherepoor_final14cases.pdf

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- ❖ Consultative Group on International Agriculture Research
<http://www.cgiar.org>
- ❖ FAO, Right to Food
<http://www.fao.org/righttofood>
- ❖ FAO, FIVIMS
<http://www.fivims.org>
- ❖ FAO, Country Profiles and Mapping Information System
<http://www.fao.org/countryprofiles/default.asp>
- ❖ Food First Information and Action Network (FIAN)
<http://www.fian.org>

LESSON D6

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

LEARNING OBJECTIVES

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

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

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

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

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

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

LEARNING STEPS

Step 1: From monitoring to advocacy and negotiation

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

Step 2: Consensus building on policy and programme change

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

Step 3: Negotiating with decision-makers about changes needed

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

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- ❖ Citizens' Initiative for the Rights of Children Under Six. 2006. *FOCUS Report on Children under Six*.
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- ❖ FAO, *Food Security Information for Action Programme*, e-learning course: Collaboration and advocacy techniques.
Available at: <http://www.foodsec.org/index.htm>
- ❖ FAO. No date. *The Project on Negotiation for Agriculture at FAO*. General bibliography on negotiation skills.
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Available at: <http://www.fian.org/resources/documents/others/the-road-to-freedom/pdf>
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<http://www.abrandh.org.br>
- ❖ FAO, Food Security Information for Action Programme, Rome
<http://www.foodsec.org>
- ❖ Overseas Development Institute, London, UK
<http://www.odi.org.uk>
- ❖ Food First Information and Action Network (FIAN)
<http://www.fian.org>
- ❖ National Council on Food and Nutrition Security (CONSEA – Conselho Nacional de Segurança Alimentar), Brasilia, Brazil
<http://www.consea.mg.gov.br/siteconsea>
- ❖ South African Human Rights Commission
<http://www.sahrc.org.za>
- ❖ Right to Food Campaign, India
<http://www.righttofoodindia.org>

THEMATIC UNIT E

PUBLIC BUDGET PLANNING, IMPLEMENTATION AND MONITORING

UNIT PURPOSE

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

LESSON E1

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

LESSON E1

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

LEARNING OBJECTIVES

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

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

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

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

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

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

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

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

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

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

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

LEARNING STEPS

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

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

Step 2: Indicators of public budget analysis

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

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

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

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

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

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- ❖ FAO. 2005. *Voluntary Guidelines to support the progressive realization of the right to adequate food in the context of national food security*. Adopted by the 127th Session of the FAO Council, November 2004.
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- ❖ Norton, A. & Elson, D. 2002. *What's behind the budget? Politics, rights and accountability in the budget process*. Overseas Development Institute, London, UK.
Available at: <http://www.odi.org.uk/RIGHTS/Publications/budget.pdf>

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- ❖ International Budget Partnership
<http://www.internationalbudget.org>
- ❖ Brazilian Action for Nutrition and Human Rights (ABRANDH)
<http://www.abrandh.org.br>
- ❖ FUNDAR – Centro de Análisis e Investigación, Mexico
<http://www.fundar.org.mx>
- ❖ Human Rights Internship Program (IHRIP), Institute of International Education, USA
<http://www.iie.org//Website/WPreview.cfm?WID=189>
- ❖ IDASA – Institute for Democracy in South Africa, Pretoria
<http://www.idasa.org.za>
- ❖ IBASE – Instituto Brasileiro de Análises Sociais e Econômicas, Brazil
<http://www.ibase.br>
- ❖ INESC – Instituto de Estudos Socioeconômicos, Brazil
<http://www.inesc.org.br>

- ❖ Uganda Debt Network, Kampala
<http://www.udn.or.ug>
- ❖ National Council on Food and Nutrition Security (CONSEA – Conselho Nacional de Segurança Alimentar), Brasilia, Brazil.
<http://www.consea.mg.gov.br/siteconsea>
- ❖ For a Web site that lists groups in a number of countries that undertake public budget analysis work, and how they can be contacted, see:
<http://www.internationalbudget.org/groups/index.htm>

THEMATIC UNIT F

INSTITUTION BUILDING AND CAPACITY STRENGTHENING

UNIT PURPOSE

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

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

LESSON F1

Assessing the institutional and administrative framework

LESSON F2

Establishing and ensuring effective human rights institutions

LESSON F3

Ensuring coordination

LESSON F1

ASSESSING THE INSTITUTIONAL AND ADMINISTRATIVE FRAMEWORK

LEARNING OBJECTIVES

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

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

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

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

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

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

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

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

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

LEARNING STEPS SHOULD INCLUDE

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

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

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

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

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

REFERENCE MATERIALS

- ❖ 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. 2009. *Guide to Conducting a Right to Food Assessment*, Chapter 4.2 and 4.3, Rome.
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Part 1 available at: <ftp://ftp.fao.org/docrep/fao/meeting/009/y9825e/y9825e01.pdf>
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- ❖ Food First Information and Action Network (FIAN)
<http://www.fian.org>
- ❖ 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>
- ❖ 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>
- ❖ UN Human Rights Council
<http://www2.ohchr.org/english/bodies/hrcouncil>

LESSON F2

ESTABLISHING AND ENSURING EFFECTIVE HUMAN RIGHTS INSTITUTIONS

LEARNING OBJECTIVES

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

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

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

The Paris Principles establish minimum standards for an effective national human rights institution. They define a platform from which to analyse an existing human rights institution, or institutions that have assumed some responsibility for

human rights where no human rights institution exists as such. This lesson must also bring into focus, through a best-practices approach, practical experiences from a number of countries that have effective human rights institutions. These best practices should be analysed to identify political, social, financial and institutional factors that contribute to the good functioning and sustainability of human rights institutions. This approach should aim at helping to define the respective roles and responsibilities that legislators, policy decision-makers and international agencies should assume in either establishing or strengthening human rights institutions.

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

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

LEARNING STEPS

Step 1: Analysis of the institutional human rights environment

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

Step 2: Planning for action

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

Step 3: Stakeholder participation in implementation

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

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

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

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Available at: http://www.fao.org/righttofood/publi08/assessment_guide.pdf
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- ❖ FAO. 2005. *Voluntary Guidelines to support the progressive realization of the right to adequate food in the context of national food security*. Adopted by the 127th Session of the FAO Council, November 2004. See Guideline No. 18.
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- ❖ OHCHR. 2005. *Economic, Social and Cultural Rights. A Handbook for National Human Rights Institutions*, New York and Geneva.
Available at: <http://www.ohchr.org/Documents/Publications/training12en.pdf>

REFERENCE INSTITUTIONS AND ORGANIZATIONS

- ❖ Uganda Human Rights Commission
<http://www.uhrc.ug>
- ❖ Human Rights Commission of South Africa
<http://www.sahrc.org.za>
- ❖ National Human Rights Commission of India
<http://nhrc.nic.in>
- ❖ Ministério Público, Federal Government of Brazil
<http://www2.pgr.mpf.gov.br>
- ❖ Norwegian Centre for Human Rights, University of Oslo
<http://www.humanrights.uio.no/English>
- ❖ Office of the High Commissioner for Human Rights (OHCHR)
<http://www.ohchr.org>

LESSON F3

ENSURING COORDINATION

LEARNING OBJECTIVES

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

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

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

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

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

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

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

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

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

LEARNING STEPS

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

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

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

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

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

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

Step 4: Coordinating mechanisms with civil society and academia

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

REFERENCE MATERIALS

- ❖ Crowston, K. No date. *A taxonomy of organizational dependencies and coordination mechanisms*.
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- ❖ FAO. 2007. *A Primer to the Right to Adequate Food*. (Part of the e-learning curriculum *Right to Adequate Food in Practice*.) Also available on CD-ROM.
See: http://www.fao.org/righttofood/kc/dl_en.htm
- ❖ FAO. 2005. *Voluntary Guidelines to support the progressive realization of the right to adequate food in the context of national food security*. Adopted by the 127th Session of the FAO Council, November 2004.
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- ❖ OHCHR. 2002. *Handbook on National Human Rights Plans of Action*. Professional, Training Series No. 10. New York and Geneva
http://www.unescap.org/drpadd/vc/orientation/M4_intro.htm
- ❖ *The Cordoba Declaration on the Right to Food and the Governance of the Global Food and Agricultural Systems*, launched on the occasion of the 60th anniversary of the Universal Declaration of Human Rights, 10 December 2008
http://www.fao.org/righttofood/download_2008/cordoba_declaration_final.doc

REFERENCE INSTITUTIONS AND ORGANIZATIONS

- ❖ FAO, Right to Food
<http://www.fao.org/righttofood>
- ❖ International Human Rights Obligations Network
<http://www.lanacs.ac.uk/fss/organisations/humanrights/inthron>
- ❖ National Council on Food and Nutrition Security (CONSEA – Conselho Nacional de Segurança Alimentar), Brasilia, Brazil
<http://www.consea.mg.gov.br/siteconsea>
- ❖ Right to Food Campaign, India
<http://www.righttofoodindia.org>
- ❖ Secretary General’s High-Level Task Force on the Global Food Security Crisis
<http://www.un.org/issues/food/taskforce/index.shtml>
- ❖ United Nations Development Group
<http://www.undg.org>
- ❖ United Nations Development Programme
<http://www.undp.org>

THEMATIC UNIT G

HUMAN RIGHTS MONITORING AND INTERNATIONAL REPORTING ON PROGRESS

UNIT PURPOSE

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

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

LESSON G1

Monitoring the realization of the right to adequate food

LESSON G2

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

LESSON G1

MONITORING THE REALIZATION OF THE RIGHT TO ADEQUATE FOOD

LEARNING OBJECTIVES

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

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

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

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

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

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

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

LEARNING STEPS

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

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

Step 2: Right to adequate food monitoring framework

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

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

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

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

Step 3: Rights-based monitoring

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

Step 4: Implementation, participation and sharing monitoring information

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

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Vol. 2 <http://www.fao.org/docrep/011/i0351e/i0351e00.htm>
- ❖ FAO-FIVIMS. *Guidelines for National FIVIMS. Background and Principles*. IAWG Guidelines Series No. 1. Rome, FAO, 2000.
Available at: <http://www.fao.org/DOCREP/003/X8346E/X8346E00.HTM>

REFERENCE INSTITUTIONS AND ORGANIZATIONS

- ❖ Committee on Economic, Social and Cultural Rights (CESCR)
<http://www2.ohchr.org/english/bodies/cescr/index.htm>
- ❖ Food First Information and Action Network (FIAN)
<http://www.fian.org>
- ❖ FAO, Right to Food
<http://www.fao.org/righttofood>
- ❖ FAO, FIVIMS
<http://www.fivims.org>
- ❖ Office of the High Commissioner for Human Rights (OHCHR)
<http://www.ohchr.org>
- ❖ Special Rapporteur on The Right to Food
<http://www2.ohchr.org/english/issues/food/index.htm>
<http://www.srfood.org>

LESSON G2

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

LEARNING OBJECTIVES

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

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

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

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

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

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

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

LEARNING STEPS

Step 1: Reporting guidelines

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

Step 2: Indicators construction

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

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

Step 3: Inter-institutional coordination and participation

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

Step 4: Actual report writing

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

REFERENCE MATERIALS

- ❖ CESCR, *General Comment 12, the right to adequate food* (20th session, 1999), UN Doc. E/C.12/1999/5 (1999)
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- ❖ FIAN International and Welthungerhilfe, *Screen State Action Against Hunger. How to use the Voluntary Guidelines on the Right to Adequate Food to monitor public policies*, November 2007.
Available at: <http://www.fian.org/resources/documents/others/screen-state-action-against-hunger/pdf>
- ❖ UN. 2001. *Revised General Guidelines regarding the Form and Contents of Reports to be Submitted by States Parties under Articles 16 and 17 of the International Covenant on Economic, Social and Cultural Rights* (E/C.12/1991/1).
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- ❖ FAO, Right to Food
<http://www.fao.org/righttofood>
- ❖ Human Rights Council
<http://www2.ohchr.org/english/bodies/hrcouncil>
- ❖ Office of the High Commissioner for Human Rights (OHCHR)
<http://www.ohchr.org>
- ❖ Special Rapporteur on the right to food
<http://www2.ohchr.org/english/issues/food/index.htm>
<http://www.srfood.org>
- ❖ UN General Assembly
<http://www.un.org/ga>
- ❖ Inter-American Commission of Human Rights
<http://www.cidh.org>

THEMATIC UNIT H

PUBLIC INFORMATION, EDUCATION AND ADVOCACY

UNIT PURPOSE

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

LESSON H1

Supporting formal education and professional training

LESSON H2

Educate and inform about the right to adequate food

LESSON H3

Promoting public participation

LESSON H1

SUPPORTING FORMAL EDUCATION AND PROFESSIONAL TRAINING

LEARNING OBJECTIVES

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

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

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

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

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

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

LEARNING STEPS

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

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

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

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

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

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

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

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

Step 5: Involving the mass media

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

REFERENCE MATERIALS

- ❖ EC-FAO Distance learning course on food security entitled '*Collaboration and Advocacy Techniques*'.
Available at: http://www.foodsec.org/DL/dlintro_en.asp
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Parts 2 & 3 available at <ftp://ftp.fao.org/docrep/fao/meeting/009/y9825e/y9825e00.pdf>

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

LESSON H2

EDUCATE AND INFORM ABOUT THE RIGHT TO ADEQUATE FOOD

LEARNING OBJECTIVES

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

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

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS, TEACHERS AND TRAINERS

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

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

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

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

LEARNING STEPS

Step 1: Identifying information needs

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

Step 2: An information and communication strategy

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

Step 3: Developing educational and training materials

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

Step 4: Communicating through the mass media

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

REFERENCE MATERIALS

- ❖ FAO. 2007. *A Primer to the Right to Adequate Food*. (Part of the e-learning curriculum *Right to Adequate Food in Practice*.) See Lessons 3, 4 & 5. Also available on CD-ROM.
See: http://www.fao.org/righttofood/kc/dl_en.htm
- ❖ FAO. 2005. *Voluntary Guidelines to support the progressive realization of the right to adequate food in the context of national food security*. Adopted by the 127th Session of the FAO Council, November 2004.
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
- ❖ FAO. 2007. *Right to Food, Lessons Learned in Brazil*, Rome.
Available at: <http://www.fao.org/docrep/010/a1331e/a1331e00.htm>
- ❖ FAO. 2007. *The Right to Adequate Food: A Window on the World* (illustrated by young people for young people), *Resource and Activity Guide*, Rome.
Available at: <http://www.fao.org/docrep/009/a1301e/a1301e00.htm>
- ❖ Künnemann, R. & Epal-Ratjen, S. 2004. *The right to adequate food: a resource manual for NGOs*. See Chapter 9. FIAN International, Heidelberg, Germany.
Available at: <http://www.fian.org/resources/documents/others/right-to-food-resource-manual-for-ngos/pdf>

REFERENCE INSTITUTIONS AND ORGANIZATIONS

- ❖ Action Aid
<http://www.actionaid.com>
- ❖ Commission on Legal Empowerment of the Poor
<http://www.undp.org/legalempowerment>

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

LESSON H3

PROMOTING PUBLIC PARTICIPATION

LEARNING OBJECTIVES

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

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

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

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

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

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

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

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

LEARNING STEPS

Step 1: What does participation mean?

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

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

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

Step 3: Involving key stakeholders

Scope notes: Illustrate the following tasks:

- ◆ identify external stakeholders and provide opportunities to offer input into decisions that could affect their human rights, their health, property values, livelihoods, etc. A minimum number of individuals from various organizations should be considered, including: human rights-based NGOs; indigenous peoples; tribal governments; civic and public interest groups; grassroots and community-based organizations; business and trade organizations; women's groups; homeowner and resident's organizations; labour unions; media and the press; local industry; religious groups; and universities and schools;
- ◆ identify key individuals who can represent various stakeholder interests. Learn as much as possible about stakeholders and their concerns through personal consultation, by telephone interviews, or written contacts. One must ensure that information gathering techniques include modifications for minority and low-income communities, so that attention must be paid to language, cultural barriers, technical background, literacy, access to respondent, privacy issues and preferred types of communications;
- ◆ seek stakeholder involvement early in the policy-making process, beginning in the planning and development stages and continuing through implementation and oversight, as well as developing co-sponsoring-*cum*-co-planning relationships with community organizations, providing resources for their needs.

Step 4: Methods to ensure public participation

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

Step 5: Making information available in a timely manner

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

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

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

REFERENCE MATERIALS

- ❖ EC-FAO Distance learning course on Food security entitled '*Collaboration and Advocacy Techniques*'.
Available at: http://www.foodsec.org/DL/dlintro_en.asp
- ❖ EPA (United States Environmental Protection Agency). 2000. *The Model Plan for Public Participation*.
Available at: http://www.epa.gov/compliance/resources/publications/ej/model_public_part_plan.pdf
- ❖ FAO. 2003. *A handbook for trainers on participatory local development: The Panchayati Raj model in India*. Regional Office for Asia and the Pacific, Bangkok.
Available at: <http://www.fao.org/docrep/007/ae536e/ae536e00.htm#Contents>