

THEMATIC UNIT L

MULTILATERAL NEGOTIATIONS ON THE RIGHT TO ADEQUATE FOOD

UNIT PURPOSE

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

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

LESSON L1

International-level obligations for the right to adequate food

LESSON L2

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

LESSON L3

Being effective in multilateral negotiations

LESSON L4

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

LESSON L1

INTERNATIONAL-LEVEL OBLIGATIONS FOR THE RIGHT TO ADEQUATE FOOD

LEARNING OBJECTIVES

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

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

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

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

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

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

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

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

LEARNING STEPS

Step 1: State obligations in international law

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

Step 2: Obligation to cooperate internationally

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

Step 3: Responsibilities of intergovernmental organizations

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

Step 4: Responsibilities of international non-governmental organizations

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

Step 5: Responsibilities of transnational corporations

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

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Available at: <http://www.fao.org/Legal/rtf/Windfuhr.pdf>

REFERENCE INSTITUTIONS AND ORGANIZATIONS

- ❖ Office of the High Commissioner for Human Rights (OHCHR)
<http://www.ohchr.org>
- ❖ Food First Information and Action Network (FIAN)
<http://www.fian.org>
- ❖ International Human Rights Obligations Network
<http://www.lanacs.ac.uk/fss/organisations/humanrights/inthron/publications.htm>
- ❖ Sphere project
<http://www.sphereproject.org>
- ❖ Global Policy Forum
<http://www.globalpolicy.org>
- ❖ UN Global Compact
<http://www.unglobalcompact.org>
- ❖ UN Economic and Social Council
<http://www.un.org/ecosoc>

- ❖ UN Guidelines on Cooperation between the United Nations and the Business Community
<http://www.un.org/partners/business/otherpages/guide.htm>
- ❖ World Business Council for Sustainable Development
<http://www.wbcsd.org>
- ❖ Global Reporting Initiative
<http://www.globalreporting.org>
- ❖ UN Office for Partnerships
<http://www.un.org/partnerships>

LESSON L2

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

LEARNING OBJECTIVES

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

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

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

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

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

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

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

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

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

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

LEARNING STEPS

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

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

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

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

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

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

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

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

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

LESSON L3

BEING EFFECTIVE IN MULTILATERAL MEETINGS

LEARNING OBJECTIVES

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

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

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

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

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

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

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

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

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

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

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

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

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

LEARNING STEPS

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

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

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

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

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

Step 3: How to use various techniques for negotiating

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

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

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

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

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

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

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

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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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Available at: <http://www2.ohchr.org/english/law/pdf/cescr.pdf>
- ❖ Management Sciences for Health and UNICEF, *The guide to managing for quality*, see the content related to “Stakeholder Analysis” and “Negotiation Techniques” at:
<http://erc.msh.org/quality/ittools/itstkan.cfm>
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- ❖ Office of the High Commissioner for Human Rights (OHCHR)
<http://www.ohchr.org>
- ❖ United Nations Development Group (UNDG)
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- ❖ United Nations Development Programme (UNDP)
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- ❖ UN System Standing Committee on Nutrition
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- ❖ Codex Alimentarius Committee
http://www.codexalimentarius.net/web/index_en.jsp
- ❖ International Animal Health/OIE
http://www.oie.int/eng/en_index.htm
- ❖ International Plant Protection Convention (IPPC)
<https://www.ippc.int/IPPC/En/default.jsp>
- ❖ International Portal on Food Safety, Animal & Plant Health
<http://www.ipfsaph.org/En/default.jsp>
- ❖ FAO, Right to Food
<http://www.fao.org/righttofood>

LESSON L4

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

LEARNING OBJECTIVES

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

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

GUIDELINES AND SUGGESTIONS FOR INSTRUCTORS AND TRAINERS

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

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

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

MAIN TARGET LEARNER GROUPS FOR THIS LESSON

Members of national delegations.

LEARNING STEPS

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

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

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

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

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

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

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

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

Step 5: How to prepare for the next extraterritorial meeting

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

REFERENCE MATERIALS

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

- ❖ FAO. 2005. *Voluntary Guidelines to support the progressive realization of the right to adequate food in the context of national food security*. Adopted by the 127th Session of the FAO Council, November 2004.
Part 1 available at: <ftp://ftp.fao.org/docrep/fao/meeting/009/y9825e/y9825e01.pdf>
Parts 2 & 3 available at <ftp://ftp.fao.org/docrep/fao/meeting/009/y9825e/y9825e00.pdf>
- ❖ Held, D. 2004. *A globalising world? Culture, economics, politics*. Routledge, London, UK.
- ❖ Majone, G, & Baake, P. 1996. *Regulating Europe*, European Public Policy Series. Edited by Jeremy Richardson. Routledge, London, UK.
See: <http://books.google.com/books?id=S8uGucBkbpUC&hl=no>;
- ❖ Mauskopf, J.A., Paul, J.E., Grant, D.M. & Stergachis, A. 1998. *The role of cost-consequence analysis in healthcare decision-making*. *PharmacoEconomics*, 13(3): 277–288.
- ❖ Stakeholder Analysis.
See: <http://erc.msh.org/quality/ittools/itstkan.cfm>

REFERENCE INSTITUTIONS AND ORGANISATIONS

- ❖ Codex Alimentarius Committee
http://www.codexalimentarius.net/web/index_en.jsp
- ❖ Committee on Economic, Social and Cultural Rights (CESCR)
<http://www2.ohchr.org/english/bodies/cescr/index.htm>
- ❖ Human Rights Council
<http://www2.ohchr.org/english/bodies/hrcouncil>

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

PART THREE

LEARNING PATHS

LEARNING PATHS FOR DIFFERENT TARGET LEARNER GROUPS

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

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

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

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

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

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

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

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

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

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

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

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

ANNEX

TASK AND LEARNING CONTENT ANALYSIS

LEGEND TO CATEGORIES USED IN THE ANALYSIS

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

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

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

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

TASK	LEARNING CONTENT
<p>LP1. Ratify international instruments on the right to adequate food.</p>	<p>LP1.1 Which are the international and regional instruments that deal with the right to adequate food.</p> <p>LP1.2 What are the implications of the right to adequate food provisions in these instruments for national law.</p> <p>LP1.3 How to advocate for ratification within the established ratification procedures.</p> <p>LP1.4 Understanding the reporting requirements of ratified instruments and the role of legislators in this process.</p> <p>LP1.5 How to monitor government compliance with the provisions of ratified instruments, and identify the need for legislative action to make monitoring effective.</p> <p>LP1.6 How and where to seek advice from international and national experts on how to ratify international and regional right to adequate food instruments.</p>
<p>LP2. Incorporate relevant provisions of ratified international right to adequate food instruments into national legislation.</p>	<p>LP2.1 How to formulate legislative proposals that incorporate relevant right to adequate food provisions of international instruments.</p> <p>LP2.2 What right to adequate food framework law comprises.</p> <p>LP2.3 How to legislate and incorporate the following elements of framework law for the right to adequate food:</p> <ul style="list-style-type: none"> • objectives, definitions and principles; • scope, definition and content of the right to adequate food; • obligations of state authorities under the right to adequate food; • measures to enhance the realization of the right to adequate food; • measures and procedures in case of food emergencies institutional setting for the implementation of the right to adequate food; and • access to justice and remedies for possible violations of the guaranteed right to adequate food. <p>LP2.4 Strategies to ensure that all persons are progressively able to enjoy all social, economic, political and other rights and freedoms in practice.</p> <p>LP2.5 Understand the right to adequate food within the context of rights-based development and poverty reduction.</p> <p>LP2.6 Linking right to adequate food provisions with appropriate sectoral legislation and regulations.</p>

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

TASK	LEARNING CONTENT
<p>LP3. Ensure that relevant existing legislation or proposed legislation takes adequate account of the obligations to respect, promote and protect the right to adequate food as stated in ratified international instruments.</p>	<p>LP3.1 Understand the various state obligations and their implications for legislative action.</p> <p>LP3.2 How to analyse existing legislation and legislative proposals to identify nonconformities with state obligations as found in international instruments.</p> <p>LP3.3 How to make legislative provisions for the state obligations to protect, promote and implement all human rights in national law.</p> <p>LP3.4 How to undertake impact assessments of state actions to identify detrimental effects on the right to adequate food, including:</p> <ul style="list-style-type: none"> • LP3.4a How to define situations that require right to adequate food impact assessment (trade, dams, etc.). • LP3.4b right to adequate food impact assessment methods. • LP3.4c Local-level assessment techniques. • LP3.4d What institutions are qualified to conduct right to adequate food impact assessments and how to strengthen their capacity. <p>LP3.5 Policy and programme analysis to identify discriminatory practices and implementation processes, both negative and positive.</p> <p>LP3.6 Legislative actions needed to correct discriminatory practices and implementation.</p>
<p>LP4. Assess existing legislation relevant to the right to adequate food provisions to identify the need for additional legislation or for modifications in existing legislation, and formulate appropriate legislative proposals.</p>	<p>LP4.1 Policy and legislation gap analysis (comparison between existing laws and right to adequate food provisions needed).</p> <p>LP4.2 Legislative, administrative and other steps necessary to ensure effective implementation of rights and freedoms.</p> <p>LP4.3 Legislating necessary measures to ensure the protection of everyone against any violence, threats, retaliation, adverse discrimination, pressure or any other arbitrary action as a consequence of their legitimate exercise of the rights referred to in the Declaration of Human Rights.</p>
<p>LP5. Formulate and enact legislation to create an understanding of the right to adequate food in the general public through public education and awareness raising programmes.</p>	<p>LP5.1 Ways to promote public understanding of civil, political, economic, social and cultural rights.</p> <p>LP5.2 What policies and programmes are needed to promote and facilitate the teaching of human rights in formal education, and professional and informal training.</p>



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

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



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

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

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

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

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

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

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

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

Primary Area of Responsibility: Public policy formulation and implementation

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

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS**Sub-Group 1B: Policy decision-makers (Code PDM)****Primary Area of Responsibility: Institution building and capacity strengthening**

TASK	LEARNING CONTENT
<p>PDM3. Establish and strengthen inter-institutional coordinating mechanisms for the right to adequate food in the government sector.</p>	<p>PDM3.1 How to decide on the best coordinating mechanisms given institutional constraints; what are critical criteria; what can be learned from country experiences.</p> <p>PDM3.2 How to identify the critical public stakeholders and institutions that need to be coordinated when focusing on the right to adequate food.</p> <p>PDM3.3 How to direct technical staff to formulate proposals for establishing and strengthening inter-institutional coordinating mechanisms.</p> <p>PDM3.4 How can public inter-institutional mechanisms be made effective in coordinating with civil society organizations, including academia, that work in relation to the right to adequate food.</p> <p>PDM3.5 How to strengthen existing human rights coordinating mechanisms and incorporate the right to adequate food.</p>
<p>PDM4. Formulate policies aimed at</p> <ul style="list-style-type: none"> (i) establishing or strengthening recourse and accountability mechanisms for the implementation of policy measures, (ii) safeguarding respect for the independence of the judiciary, and (iii) providing protection for human rights activists and defenders, and staff of NGOs that engage in right to adequate food work. 	<p>PDM4.1 Understanding the meaning and operational significance of recourse and accountability mechanisms.</p> <p>PDM4.2 How to assess the need for establishing or modifying existing mechanisms.</p> <p>PDM4.3 What steps to undertake towards establishing and/or strengthening these mechanisms, and which institutions to involve in this process.</p> <p>PDM4.4 Applying the Paris Principles and criteria contained in constitutions or national laws; how to decide what steps are needed to safeguard judiciary independence and that of human rights institutions.</p> <p>PDM4.5 How to provide human rights institutions with the necessary mandates to effectively provide protection against violation of the human rights of activists.</p>

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

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

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

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

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS**Sub-Group 1C: Civil Servants, Planners, Technical Staff (Code CSP)****Primary Area of Responsibility: National reporting on human rights**

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

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS**Sub-Group 1BC: Policy Decision-makers; and Civil Servants, Planners, Technical Staff (Code PDM&CSP)****Primary Area of Responsibility: International reporting on human rights**

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

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS**Sub-Group 1BC: Policy Decision-makers; and Civil Servants, Planners, Technical Staff (Code PDM&CSP)****Primary Area of Responsibility: National budget formulation and monitoring**

TASK	LEARNING CONTENT
PDM&CSP2. Ensure adequate financial resources for right to adequate food measures in the national budget, and monitor budget implementation.	PDM&CSP2.1 How to construct a right to adequate food budget as part of the national budget.
	PDM&CSP2.2 How to properly cost all policy measures and public actions included in a right to adequate food budget.
	PDM&CSP2.3 Methods of public budget analysis and monitoring.
	PDM&CSP2.4 How to draw conclusions and make recommendations for executive actions to improve proper budget implementation.
	PDM&CSP2.5 Methods to provide constant access to budget information for stakeholders and the general public.

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

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

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

TASK	LEARNING CONTENT
<p>PDM&CSP3. Incorporate provisions of the ICESCR and of other international and regional right to adequate food instruments in national policies and programmes.</p>	<p>PDM&CSP3.1 Which are the relevant provisions related to the right to adequate food in the ICESCR and other international and regional instruments, and how to interpret these provisions for policy formulation.</p> <p>PDM&CSP3.2 How to translate the Right to Food Guidelines into concrete policy proposals.</p> <p>PDM&CSP3.3 Methods of policy review and analysis for consistencies with right to adequate food provisions.</p> <p>PDM&CSP3.4 How to formulate policy proposals that incorporate appropriately right to adequate food provisions, particularly with respect to:</p> <ul style="list-style-type: none"> • policy goals and objectives; • food insecure and vulnerable groups as target groups; • policy implementation strategies that are rights based; and • institutional framework for policy coordination, and policy implementation and monitoring that involve multi-sector participation. <p>PDM&CSP3.5 How to incorporate right to adequate food provisions into overarching policy frameworks, such as Poverty Reduction Strategy Papers (PRSPs).</p> <p>PDM&CSP3.6 Understand the right to adequate food within the context of rights-based development and poverty reduction.</p>
<p>PDM&CSP4. Ensure that policies, programmes and the provision of public services are free from discrimination, and that policy and programme formulation, implementation and monitoring are conducted with full participation by rights holders and their representatives.</p>	<p>PDM&CSP4.1 Understand basic human rights principles as these relate to policy and programme implementation.</p> <p>PDM&CSP4.2 How to identify and analyse discriminatory elements in policies and programmes, and draw up proposals for actions to eliminate discriminatory practices.</p> <p>PDM&CSP4.3 What participation means, different levels of participation and consultation, and how to establish effective partnerships with rights holder groups and their representatives.</p> <p>PDM&CSP4.4 How to promote and facilitate participatory processes and the empowerment of rights holder groups.</p>

Primary Area of Responsibility: Public policy and programme formulation, implementation and monitoring (cont.)

TASK	LEARNING CONTENT
<p>PDM&CSP5. Ensure that national policies and programmes take adequate account of the obligations to respect, promote and protect the right to adequate food as stated in ratified international instruments.</p>	<p>PDM&CSP5.1 Understand the various state obligations and their implications for policies and programmes.</p> <p>PDM&CSP5.2 How to analyse existing policies and programmes proposals to identify nonconformities with state obligations as found in international instruments, and draw up proposals for policy or programme changes based on the analysis.</p> <p>PDM&CSP5.3 How to formulate policy and programme proposals that are adequately consistent with state obligations to respect, protect and promote all human rights.</p>

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

Sub-Group 1D: National Human Rights Institutions (Code HRI)

Primary Area of Responsibility: Contribute to the formulation and monitoring of national laws, policies and programmes

TASK	LEARNING CONTENT
<p>HRI1. Participate in the formulation and review of national laws (including framework law on the right to adequate food), national and local policies and programmes.</p>	<p>HRI1.1 How to assess and provide comments on legislative bills and proposed amendments to laws, and on policy and programme proposals in authoritative and accessible ways.</p> <p>HRI1.2 How to promote the adoption of right to adequate food-based laws, including right to adequate food framework law, to create an enabling policy and programme environment.</p> <p>HRI1.3 How to organize and participate in consultations with stakeholders (public debates, holding public hearings).</p> <p>HRI1.4 Understanding the right to adequate food within the broader context of general development and sector policies and programmes.</p> <p>HRI1.5 Understanding how to incorporate human rights principles in formulating policy objectives and implementation strategies.</p> <p>HRI1.6 Understanding how to incorporate human rights principles in programme formulation and implementation strategies.</p> <p>HRI1.7 Advocacy methods and strategies to promote changes in legislation, policies and programmes.</p>

Primary Area of Responsibility: Contribute to the formulation and monitoring of national laws, policies and programmes (cont.)

TASK	LEARNING CONTENT
HRI2. Monitor the implementation and impacts of national laws, policies and programmes on the right to adequate food.	<p>HRI2.1 How to make use of existing government information systems for monitoring (baseline information on and mapping of nutrition and food security).</p> <p>HRI2.2 Methods to assess the legal, institutional and policy frameworks for the right to adequate food.</p> <p>HRI2.3 Methods of rights-focused monitoring of the impacts and implementation of policies and programmes.</p> <p>HRI2.4 Promote monitoring systems that are rights based.</p> <p>HRI2.5 How to promote valid reporting by governmental institutions on the right to adequate food and the impact of policies and programmes.</p> <p>HRI2.6 How to promote widespread access to information regarding the impacts of laws, policies and programmes on the right to adequate food among vulnerable groups.</p> <p>HRI2.7 How to formulate practical recommendations to the legislative and executive branches of government for right to adequate food considerations in laws, policies and programmes.</p>

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

Sub-Group 1D: National Human Rights Institutions (Code HRI)

Primary Area of Responsibility: Monitor the realization of human rights

TASK	LEARNING CONTENT
HRI3. Monitor progress towards achieving the right to adequate food for all.	<p>HRI3.1 How to establish a monitoring system or sub-system for the right to adequate food, and/or establish firm links with institutional databases and information systems as sources of monitoring information.</p> <p>HRI3.2 How to define and obtain consensus on a monitoring framework for the right to adequate food.</p> <p>HRI3.3 How to use and apply existing monitoring techniques to draw conclusions about progress.</p> <p>HRI3.4 How to incorporate national goals, targets and benchmarks in monitoring progress on the right to adequate food.</p> <p>HRI3.5 Analysis of public budgets for allocations and expenditures for the right to adequate food, and make recommendations to make best use of public resources for the implementation of the right to adequate food.</p> <p>HRI3.6 Methods of intra-governmental reporting on the right to adequate food.</p> <p>HRI3.7 What to look for in assessing reports of policies, programmes and legislation of the right to adequate food.</p>

Primary Area of Responsibility: Monitor the realization of human rights (cont.)

TASK	LEARNING CONTENT
HRI4. Reporting on progress with the realization of the right to adequate food.	<p>HRI4.1 How to organize and coordinate inter-institutional working groups to prepare periodic progress reports.</p> <p>HRI4.2 Understand reporting guidelines from international treaty bodies, particularly the UN Committee on Economic, Social and Cultural Rights.</p> <p>HRI4.3 Understand the contents of the Right to Food Guidelines and General Comment 12.</p> <p>HRI4.4 How to use necessary data and information to produce rights-based indicators for inclusion in progress reports.</p> <p>HRI4.5 How to analyse and draw conclusions from rights-based indicators.</p>

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS**Sub-Group 1D: National Human Rights Institutions (Code HRI)****Primary Area of Responsibility: Provide public information and education regarding human rights**

TASK	LEARNING CONTENT
HRI5. Educate and inform about the right to adequate food to different groups in society and the rights of people to claim the right to adequate food and ways to claim the right.	<p>HRI5.1 How to develop and implement information and communication strategies for different audiences.</p> <p>HRI5.2 Use of existing information and education tools on the right to adequate food, and development of new tools as needed.</p> <p>HRI5.3 How to identify needs for information and education among different audiences.</p> <p>HRI5.4 How to establish partnerships with educational and training institutions for the purpose of educating about the right to adequate food.</p>

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS**Sub-Group 1D: National Human Rights Institutions (Code HRI)**

Primary Area of Responsibility: Establish, facilitate and monitor access to judicial, quasi-judicial and administrative recourse systems

TASK	LEARNING CONTENT
<p>HRI6. Receive, investigate and provide effective redress on complaints and claims of violations of the right to adequate food.</p>	<p>HRI6.1 How to document right to adequate food violations and prepare documented complaints and claims to various recourse systems (testimonies, public hearings).</p> <p>HRI6.2 How to develop and implement human rights complaints mechanisms, including:</p> <ul style="list-style-type: none"> • developing admissibility criteria; • protocols for reception of complaints; • how to process complaints; and • how to monitor disposition of complaints and claims. <p>HRI6.3 Methods of thematic investigations and research on right to adequate food violations.</p> <p>HRI6.4 How to establish and maintain effective communications with judicial, quasi-judicial and administrative redress systems.</p> <p>HRI6.5 Ways to monitor compliance with court orders related to the right to adequate food.</p>

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

Sub-Group 1D: National Human Rights Institutions (Code HRI)

Primary Area of Responsibility: Provide protection to human rights advocates, activists and workers

TASK	LEARNING CONTENT
<p>HRI7. Ensure that all those who work towards the realization of the right to adequate food can do so freely and without any infringement on personal human rights.</p>	<p>HRI7.1 How to ensure the lawful exercise of the occupation or profession of human rights defender by:</p> <ul style="list-style-type: none"> • raising complaints about official acts and behaviour that impede the work, and providing follow up on the disposition of these complaints; • providing qualified legal assistance to human rights defenders; • free access to public hearings, proceedings and trials; • free and unhindered associations with any lawful organization or association; and • providing free and unhindered access to human rights information. <p>HRI7.2 Development of information and educational materials for human rights defenders to explain their rights and responsibilities for lawfully engaging in human rights defence activities.</p> <p>HRI7.3 What to look for when monitoring how human rights advocates and other members of civil society are respected and protected.</p>

GROUP 1 – NATIONAL GOVERNMENT DUTY BEARERS

Sub-Group 1E: Courts and Legal Officers (Code LEG)

Principal Areas of Responsibility: Establish, provide and monitor judicial access to remedies for human rights violations

TASK	LEARNING CONTENT
<p>LEG1. Recognize the right to adequate food as being justiciable in national civil law, and apply legal procedures accordingly.</p>	<p>LEG1.1 How to apply relevant right to adequate food provisions in legal proceedings in ratified international instruments.</p> <p>LEG1.2 How to interpret the right to adequate food in the manner that it has been construed in General Comment 12, Right to Food Guidelines, and other normative documents.</p> <p>LEG1.3 Where the right to adequate food is not explicitly included in national constitution and law, how to apply other explicitly recognized rights as legal arguments for the right to adequate food (for example, the right to life).</p> <p>LEG1.4 How to adjudicate right to adequate food violations as specified in General Comment 12 and the Right to Food Guidelines.</p>

Principal Areas of Responsibility: Establish, provide and monitor judicial access to remedies for human rights violations (cont.)

TASK	LEARNING CONTENT
<p>LEG2. Apply comparative, regional and international case law on the right to adequate food and other related rights (right to life, human dignity, social security, right to work, etc.).</p>	<p>LEG2.1 How to conduct legal research related to the right to adequate food in case law; methods and tools of legal research.</p> <p>LEG2.2 The importance of public interest and strategic litigation.</p> <p>LEG2.3 The importance of providing free legal services to the poor and vulnerable groups to improve access to justice.</p> <p>LEG2.4 How to develop legal arguments and establish legal principles to advance the right to adequate food.</p>
<p>LEG3 Apply relevant decisions of national courts to advance the realization of the right to adequate food.</p>	<p>LEG3.1 Methods of court decision analysis.</p> <p>LEG3.2 When and how to apply human rights and the right to adequate food in other judicial procedures (for example, legal proceedings related to land expropriation and labour disputes).</p>
<p>LEG4 Assess the procedural practices and identify legal obstacles to the full recognition of the right to adequate food as a justiciable right.</p>	<p>LEG4.1 How to assess legal obstacles to the justiciability of the right to adequate food and of all economic, social and cultural rights.</p> <p>LEG4.2 How to offer citizens easy and simple access to relevant information on judicial procedures and practices.</p> <p>LEG4.3 How to establish a balance between transparency in reaching decisions and verdicts, and safeguarding the safety of those who bring right to adequate food claims.</p> <p>LEG4.4 How to ensure participation with no threat in public hearings, proceedings and trials in order to assess their compliance with national law and international human rights obligations.</p>
<p>LEG5. Protect human rights advocates and defenders and other members of civil society who are engaged in activities to further the right to adequate food among vulnerable groups.</p>	<p>LEG5.1 How to establish court rules that allow public interest litigation and broader locus standing.</p> <p>LEG5.2 What courts and state legal officers can do to support and protect human rights defenders and activists.</p> <p>LEG5.3 How to receive information relating to human rights violations without any repercussions for human rights defenders and activists.</p> <p>LEG5.4 Ways that courts and legal officers can provide professionally qualified legal assistance and advice to human rights defenders.</p> <p>LEG5.5 What courts and state legal officers can do to ensure effective protection under national law in reacting against or opposing, through peaceful means, acts or omissions attributable to the state that result in violations of human rights.</p>