

Right to food training



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The content of this handbook is based on FAO's guide *Right to Food Curriculum Outline*, written by Mauricio Rosales, Arne Oshaug, Maarten Immink and Beatrice Ghirardini.

José María Medina Rey and María Teresa de Febrer (PROSALUS, Spain) adapted it to the “handbook” format. The translation into English of this handbook was done by Stephen Carlin and Beth Gelb.

The purpose of this handbook focusing on TRAINING is to provide guidance on the proper way to implement training processes on the right to food by adapting them to the target audiences.

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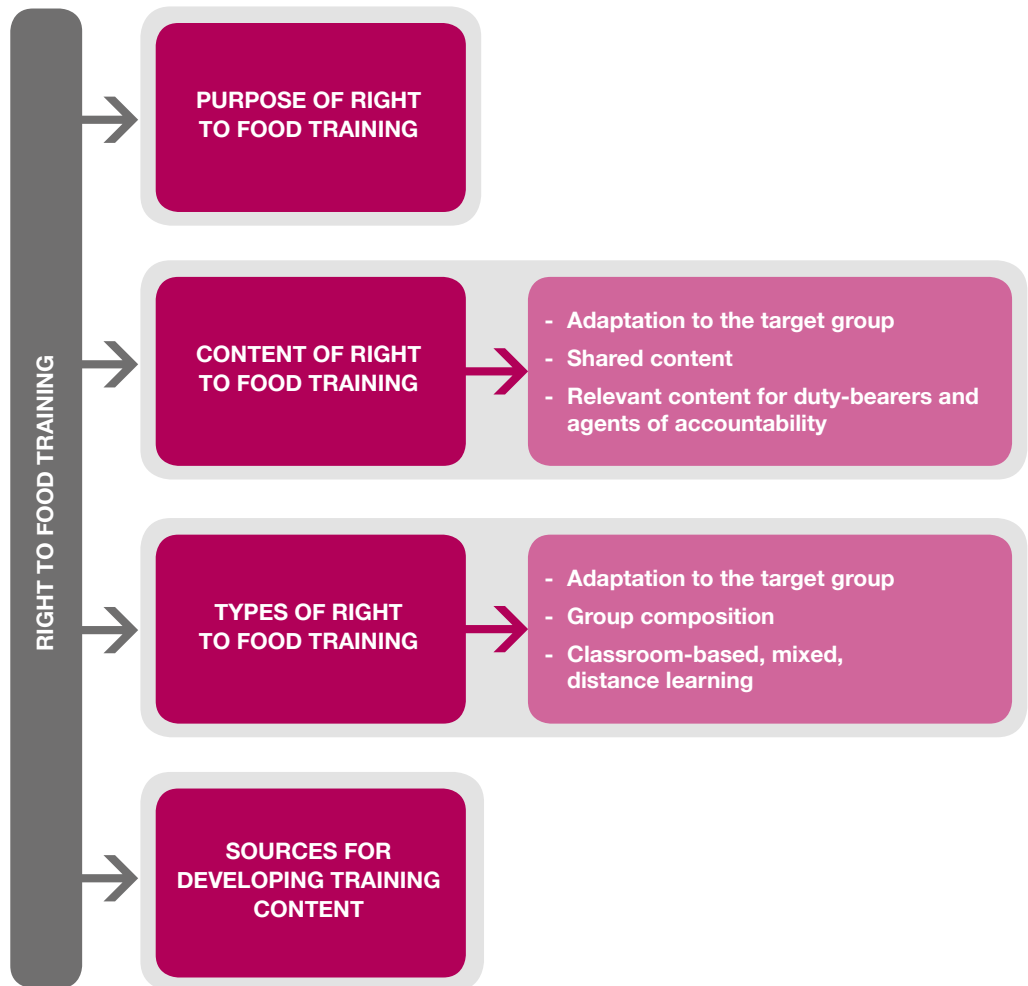
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The FAO glossary on the right to food is available at:
<http://www.fao.org/righttofood/knowledge-centre/glossary/en>

We can identify three groups of relevant stakeholders involved in the realization of the human right to food: rights-holders, duty-bearers and agents of accountability.

Training processes focusing on the human right to food should help strengthen the capacity of duty-bearers to fulfil their mission, encourage the empowerment and participation of rights-holders, and actively involve agents of accountability.¹

The right to food **duty-bearers** are state institutions.² Several factors can influence or condition duty-bearers. It is therefore necessary to strengthen the capacity of duty-bearing institutions, taking into account the different dimensions affecting or defining their capacity:

- **Motivation.** The different people occupying political and civil service posts responsible for undertaking the main duties related to the realization of the right to food may be more motivated to adequately meet these duties, to the extent that they have a better and deeper understanding of the issues, thus bolstering their certainty when taking action.
- **Authority.** The policy-makers or civil servants in question should have the authority to take the necessary steps to realize the right to food. Training can help raise awareness of one's own authority or that of other officials, and can be key in exercising that authority in an appropriate manner.

1. Please see Handbook 9 of this collection for a description of these relevant stakeholders.

2. Please see Handbook 1 of this collection for details on state duties regarding the right to food.

- **Access to resources.** To have access to and control of the necessary economic, human and organizational resources is key to developing measures aimed at the realization of the human right to food. Training can affect the decisions taken by policy-makers in terms of resource allocation, improving the use of resources while focusing them on the most relevant areas, and also regarding aspects related to the definition, implementation and monitoring of public budgets.
- **Communication skills.** A deeper awareness of the right to food can help duty-bearers communicate in a more informed manner and aid in comprehending the importance of keeping rights-holders duly informed, in a timely fashion and through the appropriate channels.
- **Appropriately informed decisions.** Duty-bearers must be capable of taking rational decisions, understanding the impact of each decision and learning from experience. Right to food training can help in gaining an understanding of the different components requiring action, and of the network of immediate, underlying and structural causes that play a role in situations of food insecurity affecting vulnerable groups to which answers and appropriate solutions must be found.

All human beings are **rights-holders**. All people, without exception, are entitled to human rights, including the human right to food. It is important for rights-holders to develop their own capacity to exercise them, to be conscious of their existence and to be able to take decisions with regard to their implementation. This requires the promotion of a participatory and demanding citizenry that is aware of its rights and able to claim them. Right to food training **can help to empower rights-holders** by providing them with the knowledge and tools necessary to demand that their rights be respected, protected and fulfilled and to hold duty-bearers accountable, with a view to **active, conscious and informed participation** in the processes that may affect the realization of the right to food.

There are a number of different sorts of organizations and institutions with different scopes that, while not right to food duty-bearers *per se*, are committed to promoting the realization of these rights. **Agents of accountability** can play a very important role if they become **actively involved** with rights-holders to enhance their organization for the defence and promotion of their rights and work with duty-bearers **to create an enabling environment** for the realization of this right. Proper training can help these agents to organize their work, bolstering the motivation that they normally have with the technical expertise needed to act, with the highest level of professionalism and effectiveness, in the complex sphere of human rights in such varied fields as law, policy, programmes and projects, public budgets, etc.

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CONTENT OF RIGHT TO FOOD TRAINING

2.1. ADAPTATION TO THE TARGET GROUP

The needs and expectations of each specific learning group participating in a right to food training process depend on the type of agent (i.e. whether they are rights-holders, duty-bearers or agents of accountability), their knowledge and prior experience, and the challenges that they will face in the performance of their duties.

It is therefore advisable to assess the knowledge, skills and attitudes of the learning group, as well as the functions and tasks that they typically perform with regard to the right to food and what they expect and need to get out of the training. This assessment should be done prior to establishing course content so that the latter can be adapted as much as possible to the reality of each learning group.

ADAPTING TRAINING TO LEARNING GROUPS

TYPES OF STAKEHOLDERS	AIM OF THE TRAINING	MAIN FOCUS POINTS	MOST IMPORTANT HUMAN RIGHTS PRINCIPLES
Rights-holders	Promote empowerment and active participation in the processes that affect them.	Awareness of their rights and the ability to claim respect, protection and fulfilment of these rights, through the means available in the legal system.	<ul style="list-style-type: none"> - Empowerment - Participation - Non-discrimination
Duty-bearers	Build capacity to help them fulfil their obligations.	Enhancing motivation, exercise of authority, allocation of resources, communication and decision-making for the realization of the right to food of vulnerable groups.	<ul style="list-style-type: none"> - Transparency - Accountability - Rule of law - Human dignity
Agents of accountability	Promote active involvement in creating an enabling environment for the realization of the right to food.	Developing the skills needed to analyse food insecurity and vulnerability and their underlying causes, and to engage in political and technical dialogue with policy-makers.	<ul style="list-style-type: none"> - Participation - Human dignity - Non-discrimination

2.2. TEACHING MATERIAL COMMON TO ALL LEARNING GROUPS

While it is true that training activities must be adapted to the needs and expectations of each specific learning group, some basic content should be considered for all learning groups, although the focus and depth with which it is taught may vary from group to group. Thus, if the preliminary assessment shows that the learning group is lacking in some or all of the basic elements, these should be incorporated as the initial step in the right to food training pathway.

BASIC CONTENT FOR USE WITH ALL RIGHT TO FOOD TRAINING PATHWAYS

TOPICS	CONTENT	SCOPE
1. Introduction to human rights	1.1. Concept of human rights	Explain the concept of human rights, describing their general principles and characteristics as set out in the Universal Declaration of Human Rights and the covenants; different generations of human rights.
	1.2. Regulatory sources of human rights	International human rights law as a source of positive and negative obligations. Different sources of international law: international conventions (treaties, covenants, protocols, etc.), international custom, general principles of law recognized by judicial decisions. Binding and non-binding instruments of international human rights law.
	1.3. Human rights defence mechanisms	Universal, regional and national protection systems. Differences between judicial, quasi-judicial and non-judicial institutions responsible for implementing human rights monitoring.
	1.4. Human rights institutions	Functions and tasks of the main bodies entrusted with protecting and implementing human rights monitoring.
2. Human Rights-Based Approach to development (HRBA)	2.1. Concepts and principles of HRBA	HRBA concepts and how they relate to human rights principles. Roles of duty-bearers and rights-holders. HRBA in development theories.
	2.2. Using HRBA in development projects	Applying HRBA to the different phases of development projects (identification, design, implementation, monitoring and evaluation).
	2.3. Contribution of HRBA to development	Describe how HRBA is more efficient in empowering individuals and communities and how empowerment enables more sustainable development. Practical examples.
3. Concept of the human right to adequate food	3.1. Definition of the concept	Concept of the right to adequate food. Key elements. Enabling environment. Differences with respect to the concepts of food security and food sovereignty.

BASIC CONTENT FOR USE WITH ALL RIGHT TO FOOD TRAINING PATHWAYS (cont.)

TOPICS	CONTENT	SCOPE
3. Concept of the human right to adequate food (cont.)	3.2. Process of defining and developing the right to food	Universal Declaration of Human Rights. International Covenant on Economic, Social and Cultural Rights. World Food Summits. General Comment 12. Right to Food Guidelines.
	3.3. Adequacy	Core content of food adequacy in terms of cultural acceptance, safety and nutritional quality for a healthy life.
	3.4. Food accessibility	Physical and economic conditions that have a bearing on access to food.
	3.5. Food supply stability	Conditions of economic and environmental sustainability having an impact on food supply.
	3.6. Effects of food deprivation	Social consequences and effects on human health. Types of malnutrition.
4. Rights and duties	4.1. Rights-holders	Understanding that everyone is entitled to the right to adequate food as a universal human right.
	4.2. Duty-bearers	The state as the duty-bearer of human rights obligations. Obligation to adopt measures for the progressive realization of the right to food. Obligation not to discriminate. Obligation to respect, protect and fulfil.
	4.3. Agents of accountability	Institutions that are not duty-bearers but are actively involved in generating an environment conducive to realizing the right to food.
5. Violations and redress mechanisms	5.1. Right to food violations	What constitutes a violation of the right to food? Violations by act or omission of the state. Examples of violations according to General Comment 12.
	5.2. Redress mechanisms	Mechanisms whereby to lodge a claim for violation of the right to food. National mechanisms: judicial, quasi-judicial and administrative appeals. International mechanisms established by regional human rights treaties and the Optional Protocol to the International Covenant on Economic, Social and Cultural Rights (ICESCR).

BASIC CONTENT FOR USE WITH ALL RIGHT TO FOOD TRAINING PATHWAYS (cont.)

TOPICS	CONTENT	SCOPE
6. The right to adequate food in practice	6.1. Hunger and food insecurity as a human rights issue	Populations facing food insecurity and vulnerability. Underlying and structural causes of their situation. Cause–effect analysis.
	6.2. Assessment of the situation of the right to food	Evaluation of existing policies and institutional and legal frameworks for compliance with the obligations of the right to adequate food, and to inform strategies being considered for adoption.
	6.3. National food security strategies	Development of a solid food security strategy encompassing the four components of food security, as an expression of a states' degree of political commitment to the progressive realization of the human right to food.
	6.4. Monitoring the realization of the right to adequate food	Monitoring from a human rights approach. Methodologies, procedures, indicators, monitoring information.
	6.5. Capacity building	Strengthen the capacity of duty-bearers to meet their obligations and empower rights-holders to actively participate and demand accountability.

2.3. RELEVANT CONTENT FOR THE DIFFERENT TASKS PERFORMED BY DUTY-BEARERS AND AGENTS OF ACCOUNTABILITY

Any of the major stakeholders, whether they be rights-holders, duty-bearers or agents of accountability, are potential targets for right to food training, although the content will vary depending on their functions and duties.³

While the basic content presented in the previous section may suffice when training rights-holders, the duty-bearers and agents of accountability comprise a wide range of agents who have different roles and tasks and therefore a wide range of training needs.

3. Please see Handbook 9 for an analysis of the relevant stakeholders for the realization of the human right to food.

A detailed analysis of the functions and duties of each of the right to food agents is essential in identifying relevant training content with great detail and accuracy. Here we will simply present the main content that may be of interest to the different groups.⁴

2.3.1. Relevant content for duty-bearers

Over and above the core content common to all stakeholder groups, the different duty-bearers (lawmakers, policy-makers, civil servants, judges, national human rights institutions) share the content related to the roles and tasks for which they are responsible, i.e. content that raises their awareness of their duties so that they can assume these consciously and effectively.

Together with this basic content for duty-bearers, we would draw attention to other content of interest to most of them:

- **Evaluation of the right to food** which, in the case of lawmakers, will focus on assessment of the legal framework; in the case of policy-makers, on the political framework; in the case of civil servants and planners, in addition to the political framework, on situations of food and nutrition insecurity and vulnerability; and in the case of human rights institutions, on any of these areas.
- **Incorporation of the right to food in national law and policy**, based on the assessment of the current political and legal right to food framework as well as identifying necessary reforms or modifications.
- **Institutional right to food framework** which, in the case of lawmakers, could serve as a guide leading to the establishment and proper functioning of the national human rights institution; in the case of policy-makers, could focus on the assessment of the institutional and administrative framework; for civil servants, could focus on institutional coordination; and for human rights institutions, could focus on all institutional aspects.
- **Secure resources to finance right to food measures and monitor budgets**, incorporating public budget analysis and allocation and spending trend analysis methodologies and budget indicators to monitor government commitments.

4. This detailed analysis of duties, tasks and content related to each agent can be found in FAO. 2009. *Right to Food Curriculum Outline*, part 3. Rome.

- Prepare the national position in **multilateral** right to food **negotiations**. Moreover, lawmakers and policy-makers must pay attention to international right to food obligations, capacity building to ensure effectiveness at international meetings, and multilateral agreement monitoring.
- **Information, education and promotion of the right to food**: in the case of lawmakers, this is accomplished by supporting education and training in both formal and non-formal settings; in the case of policy-makers and civil servants, by supporting their inclusion in formal educational processes and promoting public participation; and in the case of national human rights institutions, by promoting education, citizen information and participation.

SUMMARY OF RELEVANT CONTENT FOR DUTY-BEARERS

SUBJECT	RELEVANT TRAINING CONTENT FOR			
	LAWMAKERS	POLICY-MAKERS	CIVIL SERVANTS	HUMAN RIGHTS INSTITUTIONS
Roles and tasks	Roles and tasks of each of the duty-bearers in the realization of the human right to food			
Assessment	Legal framework	Policy framework	Food insecurity	All approaches
Incorporation in laws and policies	Main right to food elements for the formulation of national laws and policies			
Application in programmes	Control of the executive with regard to programmes implemented and their effects	Preparation and approval of programmes to fulfil the right to food	Implementation and monitoring of programmes	Audit of the implementation and verification of programme impact
Institutional framework	Establishment and correct functioning of national human rights institutions	Assessment of the institutional and administrative framework	Institutional coordination	All approaches
Financial resources	Financial resources needed for measures relating to the right to food and monitoring of budget execution			
Multilateral negotiations	National positions, international obligations, capacities, agreement monitoring		Participation in the preparation of national positions	
Education	Incorporation in formal education	Formal education, promoting public participation		Public information and participation

2.3.2. Relevant content for agents of accountability

The list of those primarily responsible for the realization of the right to food⁵ includes international institutions related to human rights, food and nutrition security and even the right to food. Presumably, these institutions have the necessary capabilities to assume their responsibilities within the area of the right to food, although the level of development and ownership of this issue is certainly not uniform among the staff.

Therefore, here we focus on the relevant training content for **civil society organizations** which is a group that, owing to size, heterogeneity, capillarity and involvement, is particularly interesting from the point of view of capacity building for the realization of the right to food. Social organizations act in many ways, with various forms of action and playing a number of different roles (information, awareness, training, defence, advocacy, monitoring, mobilization, etc.), meaning that there is also a wealth of training material which could be useful in helping staff perform their duties.

Perhaps one of the most appropriate and characteristic spheres of activity of these organizations is **assessment, monitoring and social surveillance**. The following training content is relevant to the right to food:

- assessment of situations of food and nutrition insecurity and vulnerability, as well as their underlying causes;
- assessment of the legal, political, institutional and administrative framework for the realization of the right to food;
- monitoring the implementation and impact of right to food policies and programmes.
- monitoring right to food budget allocations and expenditures;
- monitoring the realization of the right to food and Universal Periodic Reviews, providing the Committee on Economic, Social and Cultural Rights (CESCR) with shadow reports;
- monitoring the attention paid by the judiciary and national human rights institutions to right to food cases;
- tracking international agreements signed by the government and their fulfilment by the same.

Other important areas to consider regarding the training of civil society organizations are right to food **training, information and awareness raising**, as well as accompaniment in the lodging of **claims in cases of violation of this right**.

5. Please see section 2.2 of Handbook 9 of this collection.

- Identify a specific group of right to food duty-bearers or agents of accountability in your work environment.
- What are or should be their main functions and tasks regarding the right to food?⁶
- What gaps do you see in their training that could keep them from better performing their duties?
- Provide an outline of the content that should be included in training for this group.

6. For support, please see Handbook 9 of this collection.

In the same way that course content must be adapted to the needs and expectations of each learning group (see section 2.1), the way in which the course is structured must also adapt to the needs and possibilities of each group. When **adapting the type or format of the course**, bear in mind that it should **have an impact on those dimensions of capacity building** that were identified in the preliminary evaluation as training priorities.

Another important aspect when planning the type of course is the **makeup of the learning group**. One option would be to create homogeneous groups with people who perform (or are going to perform) similar tasks and duties in the realization of the right to food, or heterogeneous groups in which duty-bearers and agents of accountability from different areas participate. Each option has potential benefits, which should be kept in mind when setting course objectives and deciding on the type of course:

- Training courses with **homogeneous groups** allow for a content structure adapted to the needs and interests of the group as a whole, to the extent that it directly corresponds with the duties and tasks that the participants will have to perform.
- Training courses with **heterogeneous groups** can contribute to understanding the different roles and limitations that each must face. This may facilitate coordination,

collaboration and complementarity in the search for a common purpose. Also, if training is participatory, it can incorporate diverse views and approaches to the issues that will enrich learning.

Defining a right to food training course also entails deciding whether it will be **classroom-based, mixed or distance learning**. Each modality has its advantages and disadvantages that must be considered in light of the specific learning group, the training objectives pursued and the content and duration of the course.

COMPARATIVE SUMMARY OF MODES OF TRAINING		
MODE	ADVANTAGES	DISADVANTAGES
Classroom-based	<ul style="list-style-type: none"> - Direct teacher–student contact which can increase motivation. - More interaction which helps to assimilate knowledge better and faster. - Recommended for those who are not accustomed to reading or studying. Questions are answered swiftly and effectively. The teacher is always available. - The teacher’s voice and body language are the best communication tools. - Group interaction means that it is less likely that students become isolated, and provides opportunities for collaboration. 	<ul style="list-style-type: none"> - It is usually more expensive than other modalities. - Inflexibility: it has a clear geographical and time limitation. - The teacher imposes the learning pace. - Time is spent travelling to and from school. - There is a greater danger that students take a passive role as mere receivers, do not participate and fail to clearly and deeply reflect on the subject matter.
Mixed (classroom and distance learning)	<ul style="list-style-type: none"> - Lower cost in terms of time and money spent on transport. - Encourages students to develop various skills, such as communicating using different languages and media, and helps develop personal autonomy and critical thinking. - Guides and regulates the learning process while also giving students control, allowing them to set their own pace. 	<ul style="list-style-type: none"> - Involves travel for students. - Usually requires computers and an Internet connection (at least where the distance learning part depends on digital components). - Depending on how the course is set up, flexibility may be lost in terms of each student’s pace.

COMPARATIVE SUMMARY OF MODES OF TRAINING (cont.)

MODE	ADVANTAGES	DISADVANTAGES
<p>Distance learning</p>	<ul style="list-style-type: none"> - Does not require the physical presence of students in a classroom, making training compatible with other activities. - Students set their schedule, pace and course location. - This modality is less expensive than classroom training. - Good for organized students who are used to independent study. - The use of different media means that students have more resources to help them assimilate content. - Facilitates the diversification and expansion of course offerings. - Students are at the core of the learning process and take an active part in their own training; they are the ones who set their own learning pace. - There are more and more two-way communication tools that ensure a dynamic and innovative learning process. - Promotes attitudes and values of responsibility, discipline, commitment and autonomy. 	<ul style="list-style-type: none"> - Contact with the teacher is more limited and it may take longer to clarify misconceptions. - Communication is reduced to a single channel and is less thorough, so students could become isolated and demotivated. - Requires greater self-discipline. It is not advisable for people without reading or study habits. - Requires a computer and an Internet connection. - Constraints in achieving the goal of socialization, an essential element in the teaching–learning process. - Less direct sharing of experiences than normally occurs with the teacher–student relationship. - Generally speaking, switching to a distance education system requires specific adaptation on the part of students in terms of teaching materials and interacting through digital media.

Once those in charge of implementing a right to food training course have identified the learning group and its training needs, assessed their knowledge, skills and attitudes, defined learning objectives (especially concerning the capacities they want to reinforce), and identified the specific content and the type of course, they must then prepare the content and group dynamics.

Training organizers may decide to seek the support of specialized personnel for the preparation and teaching of the course. However, if experts on the specific subject are not available or there are not enough resources to bring in outside collaborators, training organizers may choose to prepare the course themselves, and in that case will need to go to the right sources to cover the content identified.

There are a number of **available sources** on right to food content that can facilitate the preparation work by the team of trainers. While this is by no means an exhaustive list, here are some of the main sources of information that may be helpful.

4.1. FAO WEBSITE

On the website <http://www.fao.org/righttofood> can be found:

- key right to food documents (such as General Comment 12 and the Right to Food Guidelines);
- a publications section where one can read and download most of the materials produced by this team in recent years;
- a right to food knowledge centre featuring digital introductory courses, a glossary of terms, a methodological toolbox with several thematic guides (legislation, monitoring, evaluation, budget, training), a legislative database, and other learning resources;
- a section featuring news and events related to the subject;
- a presentation of the work and projects undertaken by the Right to Food Team.

4.2. REPORTS BY THE UN SPECIAL RAPPORTEUR ON THE RIGHT TO FOOD

This Special Rapporteur was created in the year 2000⁷ and its functions include the presentation of periodic reports to the Human Rights Council and the General Assembly of the United Nations. The reports prepared by the Rapporteur's office both during the term of Special Rapporteur Jean Ziegler (2000–2008) and that of Olivier de Schutter (which began in 2008) have generated a very interesting body of literature, which develops and delves deeper into the concept of the human right to food and its components and analyses different aspects that impact the realization of the right to food.

7. For further details, please see section 2.2.7 of Handbook 9 of this collection.

MAIN SUBJECTS ADDRESSED TO DATE IN THE REPORTS ISSUED BY THE SPECIAL RAPPORTEUR ON THE RIGHT TO FOOD

- Right to food in international law.
- Specific measures to promote the introduction of the right to food in national legislation.
- Obstacles to the realization of the right to food.
- Justiciability of the right to food.
- International humanitarian law.
- Water and the right to food.
- System for collecting and responding to allegations of violation of the right to food.
- International trade and food security.
- Food sovereignty.
- Transnational corporations and the right to food.
- Right to Food Guidelines and extraterritorial obligations of states regarding the right to food.
- Defending the right to food in the era of globalization.
- Right to food of children and hunger refugees.
- Food crisis and the right to food.
- Role of development cooperation and humanitarian aid in the realization of the human right to food.
- The role of multilateralism in the food crisis.
- The food industry and the right to food.
- Land grabbing.
- Agro-ecology and the right to food.
- Access to land, agrarian reform and the right to food.
- Gender, women's rights and the right to food.
- Right to food of indigenous people.
- Responsibilities of international organizations *vis-à-vis* the right to food.
- Desertification, land degradation and the right to food.
- Impact of biofuels on the right to food.
- Seed policies and the right to food.
- Alternative business models for the right to food.
- Link between agriculture, food and health.
- Threat of ocean grabbing to the right to food.

There is also a set of reports on the situation of the right to food in particular countries to which the Special Rapporteur has made special missions: the Federal Democratic Republic of Ethiopia, Palestine, the People's Republic of Bangladesh, the Federative Republic of Brazil, the Republic of the Niger, the Republic of Benin, the Republic of Guatemala, the Republic of Nicaragua, the People's Republic of China, the Syrian Arab Republic, Mongolia, the Lebanese Republic, the Republic of Cuba, the Plurinational State of Bolivia, and others.

All of these documents can be found at:

- Website of Jean Ziegler: <http://www.righttofood.org>
- Website of the Special Rapporteur: <http://www.srfood.org>
- Website of the United Nations Human Rights Council:
<http://www.ohchr.org/EN/Issues/Food/Pages/Documents.aspx>

4.3. ALLIANCE AGAINST HUNGER AND MALNUTRITION

The Alliance Against Hunger and Malnutrition was created in 2003 by the three food agencies based in Rome and Biodiversity International to focus attention on the need for greater political will capable of transforming national and global commitment into action to end hunger and malnutrition, in fulfilment of the first of the Millennium Development Goals. On the Alliance website there is a section with different types of materials (documents, videos, audio, images) in English, French and Spanish.

<http://www.theaahm.org/resources/en>

4.4. INTERNATIONAL FOOD POLICY RESEARCH INSTITUTE (IFPRI)

The IFPRI seeks sustainable solutions to put an end to poverty and hunger. It is one of 15 centres supported by the Consultative Group on International Agricultural Research, an alliance of governments, private foundations and national and international organizations. Its website (multilingual) features a wide range of reports, studies and documents related to food and nutrition security. Information on the IFPRI and access to its publications are available at: <http://www.ifpri.org> and a virtual library with documents in several languages at: <http://ebrary.ifpri.org>

4.5. FIAN INTERNATIONAL VIRTUAL LIBRARY

FIAN (FoodFirst Information and Action Network) is the first and one of the leading international civil society organizations specializing in the human right to food. It has been working in this field since 1986 and has a solid track record in investigation and reporting of violations of this human right.

The website (English, French and Spanish) features a virtual library with more than 400 documents as well as sections presenting its work and news updates.

<http://www.fian.org/es/library/publications>

4.6. WEBSITE OF THE “RIGHT TO FOOD. URGENT” CAMPAIGN

Several Spanish Non-governmental Organizations have been developing this campaign since 2003. Today it is run by PROSALUS (coordination), Action Against Hunger, ActionAid International, Caritas Internationalis and ONGAWA.

During this time the campaign has produced several studies on right to food issues (concept, cases of infringement, voluntary guidelines, biodiversity, biofuels, food security governance, financial speculation and food crisis, climate change, advocacy guide, practical guide for cooperation projects, personal commitments in the fight against hunger) and has compiled many articles and documents in Spanish on the right to food from different sources, plus a host of related news items. All documentation can be found on the campaign website: <http://www.derechoalimentacion.org>

4.7. RIGHT TO FOOD AND NUTRITION WATCH

Since 2008 the Right to Food and Nutrition Watch, formed by a large group of international NGOs, has been publishing an annual report that analyses different aspects related to the right to food:

- 2008. The world food crisis and the right to food
- 2009. Who controls the governance of the world food system?
- 2010. Land grabbing and nutrition: challenges for global governance
- 2011. Claiming human rights: the accountability challenge
- 2012. Who decides about global food and nutrition?
- 2013. Alternatives and resistance to policies that generate hunger.
- 2014. Ten years of the Right to Food Guidelines: gains, concerns and struggles.

All these reports are available on their website: <http://www.rfn-watch.org>

4.8. THE RIGHT TO FOOD OBSERVATORY FOR LATIN AMERICA AND THE CARIBBEAN

This is an initiative of a group of Latin American universities with the support of the FAO Regional Office, specifically the Hunger-Free Latin America and the Caribbean 2025 Initiative. The observatory, established in early 2011, is currently composed of more than 20 academic institutions from throughout the region, represented by different law schools or centres for legal studies, with the clear mission of contributing to greater awareness and promotion of the right to food.

This new academic network was designed to promote discussion about how to approach this right, its effective execution in national legislations, and the impact of the latter on the effective protection of the right to food. It also seeks to encourage research among teachers and students and to become an important centre for the dissemination and systematization of information on this human right, putting it at the disposal of law students, university professors, lawyers, judges, civil servants and the general public.

Each year the members of the network organize a regional workshop to discuss and learn about the various teaching experiences, and to exchange information about progress made in local, national and regional policy frameworks.

The website of the observatory includes a library with the most recent publications on the right to food: <http://www.oda-alc.org>

4.9. ARCHIVE OF ACTIONAID PUBLICATIONS ON FOOD RIGHTS

ActionAid International is a federation of civil society organizations that share a common brand and international intervention strategy. One of the issues that the federation has been working on in recent years is the fight on hunger and the promotion of the human right to food, which has resulted in different courses of action, including the creation of the International Food Security Network.

Its website has a repository of its publications (reports, studies, etc.) with a subject filter providing easy access to the approximately 75 that are related to food rights:

<http://www.actionaid.org/publications>

4.10. RIGHT TO FOOD CAMPAIGN IN INDIA

This campaign is an informal network of organizations and individuals committed to the realization of the human right to food. It emerged following the filing of a lawsuit in 2001 before the Supreme Court demanding the use of food stocks to protect the hunger-stricken population.

Among the many things that can be found on their website, there is a large collection of articles and documents organized by subject (all documents are in English).

http://www.righttofoodindia.org/links/articles_intro.html

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This collection of RIGHT TO FOOD HANDBOOKS has been compiled from publications forming part of the Right to Food Methodological Toolbox prepared by FAO's Right to Food Team.

The RIGHT TO FOOD HANDBOOKS have been developed under the project entitled "Coherent Food Security Responses: Incorporating Right to Food into Global and Regional Food Security Initiatives", co-funded by the Spanish Agency for International Cooperation for Development (AECID).



For more information on the Right to Food Methodological Toolbox, visit the website: www.fao.org/righttofood or contact us at: righttofood@fao.org

RIGHT TO FOOD HANDBOOKS

1. The right to food within the international framework of human rights and country constitutions
2. Development of specific right to food legislation
3. Review of the compatibility of sectoral laws with the right to food
4. General aspects regarding monitoring the right to food
5. Procedures for monitoring the right to food
6. Information for monitoring the right to food
7. Assessment of the right to food
8. Advocacy on the right to food based on the analysis of government budgets
9. Who's who in the right to food
10. Right to food training

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