

UNIVERSITY OF CAPE COAST

**EVALUATION OF TRAINING OF STAFF THROUGH RIGHTS-BASED
APPROACH: A CASE OF ACTIONAID GHANA**

FRANCISCA AFUA AMOAKO

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APPROACH: A CASE OF ACTIONAID GHANA

BY

FRANCISCA AFUA AMOAKO

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DEVELOPMENT

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DECLARATION

Candidate's declaration

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:..... Date:.....

Name: Francisca Afua Amoako

Supervisor's declaration

I hereby declare that the preparation and presentation of this dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature:..... Date:.....

Name: Prof. S. B. Kendie

ABSTRACT

Good governance is a preferred system of claiming and legitimising rights that can be boosted through effective citizen-state engagement. The state often holds and controls the bulk of public resources and governments must formulate policies and decisions for distribution of such resources to ensure sustainability. While governments are built and held in power by ordinary people, their authority and decision-making mandate often put them in categories above those of ordinary persons.

The new approach to rural development entreats development agencies to assist target populations to demand their rights from duty-bearers. One critical area in this direction is the depth of knowledge of employees of organisations that attempt to initiate Rights-Based Approach (RBA). This study was therefore meant to evaluate training programmes for employees of ActionAid Ghana (AAG) in RBA. A descriptive survey approach was employed for the study. Participants for the survey were employees of AAG, Community-based Organisations (CBOs) and assembly members with a total of 50 respondents.

The findings from the study showed that majority of respondents had an appreciable level of knowledge in RBA. Employees of AAG and their collaborators in the CBOs found that the input of RBA on development of communities in which they were engaged was high. However, collaboration between government agencies and organisations promoting RBA was not seen to be good. Heads of some state agencies felt they were being exposed by RBA. It is recommended that all stakeholders are properly trained in RBA to help accelerate community development.

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DEDICATION

To my children Andriana, Sandra and Joseph-Sixtus Soto who have been an inspiration from the beginning to the end of this task.

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ACRONYMS

AAG	-	ActionAid Ghana
BEWDA	-	BElim Wusa Development Agency
CEDAW	-	Convention on the Elimination of all forms of Discrimination against Women
CS	-	Civil Society
CSO	-	Civil Society Organisation
CSP	-	Country Strategy Paper
DA	-	Development Area
DA	-	District Assembly
DANIDA	-	Danish Development Agency
G-RAP	-	Ghana Advocacy Research Programme
HIV & AIDS	-	Human Immune Virus and Acquired Immune Deficiency Syndrome
ILO	-	International Labour Organisation
LRC	-	Legal Resources Centre
MA	-	Municipal Assembly
MMDA's	-	Metropolitan, Municipal and District Assemblies
NGO	-	Non-Governmental Organisation
PCA	-	People Centred Advocacy
RAVI	-	Rights and Voice Initiative
RBA	-	Rights-Based Approach
RBM	-	Results-Based Management

UN	-	United Nations
UNCF	-	United Nations Children's Fund
UNDG	-	United Nations Development Group
UNFPA	-	United Nations Fund for Population Activities
UNHCR	-	United Nations High Commission for Refugees
UNICEF	-	United Nations Children and Education Fund
UNSSC	-	United Nations Standards Coordinating Committee

CHAPTER ONE

INTRODUCTION

Background to the study

Generally, organisations are committed to achieving their goals by specifying policies and procedures that express their commitment to that requirement. Organisations thereby regulate which activities to be performed, by whom, and how they should be performed within the broad framework of their strategic plan. For this to be achieved, the human resource development of every organisation must be carefully planned to be in line with the services the organisation provides and the capacity building initiatives the human resources receive. Given the wide range of powers and duties of management, it is often important to give adequate time and attention to both the training and development of staff, and at the same time, implement the strategic objectives of the organisation.

Over the years, Non-Governmental Organisations (NGOs) have disbursed micro credit funds to communities for developmental programmes. However, in many cases, micro financing has not been sustained. The service delivery approach was introduced to help sustain micro financing and this led to the provision of infrastructure such as schools, hospitals, clinics, public latrines and the provision of electricity and potable water for communities. The service delivery approach however met with challenges. For instance, communities were not taking up responsibility and ownership of those

infrastructures. Consequently, the challenges led to the adoption of the concept of RBA in the development sector (ActionAid, 2002).

Rights-based approach (RBA) is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed towards promoting and protecting human rights in access delivery (United Nations High Commission for Refugees [UNHCR], 2004). It has been discovered that organisations that use the RBA in their work have come to realise its relevance to organisational success. This is because such staff members tend to be empowered to work and there is the realisation of easy access to duty-bearers thereby influencing decision making at all levels. The RBA has therefore been seen to be necessary hence its adoption for organisational training to ensure that it is deeply reflected in the performance of staff.

One such organisation which adopted the RBA is ActionAid Ghana (AAG). ActionAid (2002) states that, it is an anti-poverty Non-Governmental Organisation (NGO) working in Ghana. AAG is an associate of ActionAid International, working in over 40 countries in the world. AAG's mission is to take sides with poor people in its constituency so as to end or eliminate poverty and injustice: ActionAid (1990). At incorporation, its main objective was to work with the poor and marginalised people in northern Ghana and thus eradicate poverty and injustice. AAG began operations in Ghana in May, 1990 in the Bawku West District of the Upper East region, its first Development Area (DA). Within a period of nine years it had opened offices in four DAs, all within the Northern, Upper East and Upper West regions with a national office initially in Bawku. The national office was eventually moved

to Accra in order to advocate on behalf of the people of the three Northern regions as an area with specific developmental problems and challenges that needed attention from NGOs, donors and government. At the time when its national office was moved to Accra, AAG was providing support in food security, education, health, water and sanitation as well as savings and credit.

ActionAid (1990) in addition to these forms of support, initiated a number of cross-cutting programmes as responses to emerging and imperative concerns. Such programmes initiated were related to HIV and AIDS, gender issues, peace and reconciliation and street children. Furthermore, it responded to emergencies such as epidemics of cerebro spinal meningitis, army worm invasion and ethnic conflicts by using participatory and integrated methods.

AAG further summarised its interventions to achieve the following;

- under education, AAG repairs school buildings, provides teaching materials in the form of textbooks to schools and bicycles as transport for supervisory teaching staff.
- under health, AAG provides supervisory and logistical support for health care.
- under water and sanitation, AAG supports household latrine construction.

After such interventions, AAG developed a Country Strategy Paper I (CSP I) to review the areas of intervention that were being worked on to ensure that evolving developmental issues were captured. These thematic areas were reviewed in 1996 with concentration on provision of service delivery in agriculture and food security, education and institutional capacity building. The CSP I covered the period 1996 to 2000 with the focus on the

poorest and most neglected parts and had responsibility to strengthen the ability of northern Ghanaians to secure increased levels of development assistance. Though the strategies were followed with considerable degrees of success, a better understanding of the nature and causes of poverty threw up new challenges to AAG. Some of the challenges had to do with the implications of the provision of service delivery to communities. There was indication that community members were not involved in any service that was provided which culminated in non-ownership of the projects.

After three years of service delivery, AAG, in 1999, started a process to develop a new CSP and therefore reviewed their country programme which resulted in the CSP II for the period 2000-2004. This paper laid more emphasis on advocacy using the elements of RBA. The aim of this strategy was to empower communities to assume their rights and responsibilities in advocating with duty bearers for the provision of services. To this day, AAG works with more than one million people in six out of the ten administrative regions of Ghana; namely, Upper West, Upper East, Northern, Brong Ahafo, Greater Accra and Volta Regions.

Following the introduction of advocacy through RBA in the strategic direction of AAG CSP II, the concept has been used in all its areas of work. The concept incorporates the participation of community members in decision-making and in the demand for their rights through citizen-government engagement, dialogue and People-Centred Advocacy (PCA) to help protect the rights of the poor and vulnerable with the goal of eradicating poverty.

Thus, since the year 2004, the organisation has fully incorporated RBA in its activities. To succeed in this regard, AAG has trained its entire staff in the elements of RBA. However, key issues remain: for instance: do staff members have adequate knowledge of all the elements/components of RBA? How useful has this knowledge been to their work? What are the challenges involved in operationalising RBA at AAG?

Problem statement

There is concern in the development sector regarding the need to incorporate the RBA to achieve development goals. As a result donor organisations give grants to Civil Society Organisations (CSOs) to engage governments to demand services that need to be provided. This is done through advocacy activities. Organisations which give such grants on behalf of donors are the Ghana Advocacy Research Programme (G-RAP), Rights and Voice Initiative (RAVI) and AAG. In this regard, the high demand of citizens on their government to provide basic services has taken a different turn as citizens are now being empowered to use various advocacy means to demand such services. It is in this light that the RBA concept has become relevant in the development sector. Before the introduction of this concept in Ghana in the late 1990s, donors, CSOs and NGOs provided service delivery support to rural poor communities that needed such services.

AAG adopted and incorporated the RBA into its work to ensure that its constituents are able to engage duty-bearers at the district levels. This became necessary because it was found out that, previously, constituents were not taking responsibility nor ownership of projects provided to them because there

was the general notion that the projects did not belong to the community and therefore repairs and maintenance were left for the donor's attention. There was also the issue of communities lacking confidence to approach duty bearers with their demands. AAG, therefore, decided to incorporate RBA advocacy in their strategy to empower community members to learn to engage with government. In doing this, AAG was aware of the fact that RBA advocacy required considerable time to yield results. This is because the application of advocacy procedures such as lobbying and engagement, advocacy skills as well as understanding power dynamics were required.

The decision by AAG to deploy RBA in its projects in Ghana brings to the fore issues as follows:

- How effective the RBA approach was adequately rolled-out to ensure consistency in its application by AAG staff members?
- Inconsistencies in how staff members of AAG adapted and applied the RBA concept in their work.

Objectives of the study

The broad objective of the study was to evaluate how training in RBA methods has affected staff output in respect of imparting advocacy skills to the communities in which they work. The specific objectives therefore were to:

- assess the knowledge and skills of staff in RBA in AAG;
- assess how RBA skills are applied in their work;
- assess challenges in the application of RBA in their work;
- examine the outcomes of such skills in selected sectors where AAG is engaged; and

- make relevant recommendations from the findings of the study.

Research questions

The questions that the study attempted answering were:

- Do staff members have adequate knowledge of all the elements of RBA?
- How useful has this knowledge been to their work?
- What are the outcomes of the application of RBA?
- What are the challenges involved in operationalising RBA at AAG?

Significance of the study

The importance of the study cannot be overemphasised. Many organisations in Ghana do not recognise the essence of using the elements of RBA which are participation, inclusion, accountability, transparency and power dynamics and it is therefore not considered as a part of their organisational obligation.

Since AAG introduced the concept of RBA in 2000, it is worth appraising it. The drive to evaluate the training through RBA is to bring out the effective and desired results of the approach to AAG's work.

Furthermore, if RBA is incorporated in the workplace, ownership of rights and responsibilities will reduce the work of management to allow communities to lead in the demand for their basic needs. The study seeks to understand how the application of RBA in AAG's work has contributed to community ownership of projects.

Finally, training in RBA will promote a learning process which will in turn help make staff become vested in the activities of the organisation and thus contribute to the effective outcome of the organisation. As a result the study would show how well staff of AAG are versed in RBA.

Limitation of the study

A major limitation of the study was that in-depth interviews which were planned with AAG Programme Managers could not be held because none of the targeted respondents were available at the time of the data collection. It was realised that some of the officials were on their annual leave while others were out of their offices planning for the AAG's 20th anniversary celebration.

Organisation of the dissertation

The dissertation is structured into five chapters. Chapter one is the introductory chapter which gives a general introduction to the study, the history of AAG and the introduction of rights-based approach into its conceptual direction. It also gives a definition of the research problem and spells out clearly the general and specific objectives of the research. The chapter further presents the significance of the study, highlights the research questions to be answered at the end of the study, and the scope of the study. Chapter two identifies and reviews previous and current relevant work done and outlines success stories on the topic.

Chapter three presents the research methodology used for this study. Research design, target group, sampling procedures and the research

instrument used are specifically elaborated on in this chapter. Chapter four presents the analysis of secondary and primary data collected and the findings that have been derived from the analysis of the data.

Finally, Chapter five deals with the summary, conclusion and recommendations of the entire study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter reviews related literature on issues concerning the study, namely, evaluation of training through RBA. It captures relevant works that have been done by the international development agencies such as the United Nations Children's Fund (UNCF) as well as academia in trying to explain the issues of human rights, the concept of RBA, principles and methods of RBA, rights in development, and some success stories.

The concept of human rights

The notion of human rights and the broader concept of human dignity have been formulated over centuries by political philosophers and moral thinkers to express the deep-rooted belief that everyone has a moral claim to be treated equally and justly by others. Human rights set out what it means to be a human being. They guide and instruct governments on how to act, what their functions are, what they are responsible for and how their authority is limited (ActionAid, 2008). According to ActionAid (2008), human rights can be classified into three categories:

- Civil and political rights, or so-called 'negative rights': these focus on what the state should not do to interfere with people's freedoms, such as freedom of speech, association and belief. These are, in effect,

‘keep-out’ notices; for instance, that the state should not prevent the freedom of speech or the freedom of association of individuals or citizens.

- Social, economic and cultural rights or ‘positive rights’: these focus on what the state should do to promote people’s rights. They are concerned with ‘equality’ of condition and treatment; for instance, that the state should offer education for all or that it should guarantee the right to food.
- Collective rights or ‘solidarity rights’: these focus more on the rights of groups of people than on individual rights. They include minority rights, the right to development, environmental rights and the rights to sovereignty and self-determination. The right to development, which has worked its way through the required process to be recognised as a human right (though not legally binding), includes the concept that states can make human rights claims against other states or the international community. This can be with respect to the right to pursue national development policies in an international environment.

Though human rights can be classified into categories and/or definitions as above, they are indivisible. A human being can only be treated with justice, equity and dignity, if all his or her rights are protected, promoted and fulfilled: for instance, a woman who is free to vote and be voted for as a political candidate, but is denied her right to food and education, is not treated justly and equally (ActionAid, 2008).

AAG supports the core belief of international human rights declaration and covenants that every person has a moral claim to be treated equally and justly by others. This also means that human rights are universal and apply to all human beings; no human rights apply only to men, white people or the rich.

An important distinction needs to be made between human rights, which are defined by international instruments and are placed at the centre of their strategy, and legal rights, which are defined by states in their statutes. Human rights are derived from a moral notion that people have rights by virtue of being human while legal rights reflect the power balance between social groups and classes in a given society at a given time, and are liable to abuse.

Most rights become official and legal when they are recognised by, and denote legal entitlements created by the state. In theory, rights can be created, given and removed from people by states at any time. A right is first developed and disputed in a society, and depending on the power relations, a state can choose to recognise a right and create its respective legal entitlements, or can choose not to recognise it: for instance, in many countries where women have no legal rights to land, women have mobilised themselves, created public awareness about their right to land, associated their local struggle with broader human rights covenants and declarations, made alliances, influenced decision-makers, and undertaken many other actions, until a new power relation has obliged the state to legally recognise their right as they perceived it and to create its respective entitlements (ActionAid, 2008).

Human rights differ from legal rights in that people own their human rights by virtue of being human, not by virtue of being citizens of a particular state. In this sense, there is a permanent struggle to broaden a state's legal structure and apparatus, which reflects the balance of power within a society. By reflecting power relations, the legal structure (the set of laws and codes) tends to maintain and perpetuate the domination of the rich and powerful elite who control the state apparatus. In order to be able to implement a broader concept of human rights, there is a permanent challenge to change the legal status to recognise the rights of the excluded, as well as a permanent struggle to implement and realise such rights by holding governments accountable to fulfil these rights. The most sustainable and effective way of achieving this is by changing the power relations in society.

The political philosophers and moral thinkers recognised that since powerful individuals and entities, particularly those governing states, tended to oppress the less powerful and deny them their rights, a human rights framework had to be developed that could go deeper than the laws created by the powerful entities themselves, which could protect and promote all people's rights and determine how states should behave. In so doing, it would keep a check on the power of the state and protect the powerless from the powerful (ActionAid, 2008).

To turn human rights into reality, proponents of human rights agreed on the need for universal laws that could bind all people in all nations and which would hold all states accountable for their conduct. The first of these to be developed, the United Nation's Universal Declaration of Human Rights, reflected the shared aspirations and beliefs on human rights of all member

countries. Further human rights treaties and covenants were then developed, which states had to ratify and which included specific mechanisms on how they should report on their performance with respect to human rights.

For the most part, therefore, ActionAid looks to these international human rights instruments and to national constitutions and laws, which are consistent with the international human rights framework, to frame the content of the rights they work on and for which they advocate. They also facilitate opportunities for people living in poverty or who are excluded, to elaborate on these rights, and which can be added to the existing body of human rights laws and treaties (ActionAid, 2008).

Rights-Based Approach to development

Rights-Based Approach is a conceptual framework for the process of engagement in development that is normatively based on international human rights standards and operationally directed towards promoting and protecting the rights of people. United Nations Development Group [UNDG] (2009) explains that RBA integrates the norms, standards such as indivisibility and inalienability of all rights, meaningful participation of all claim holders, and accountability of all duty bearers as well as principles of the international human rights system into the plans, policies and processes of development. These norms and standards are those contained in the wealth of international treaties like the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) and Convention on the Rights of Persons with Disabilities (CRPD), and declarations such as the Declaration of Rights to

Development of the United Nations General Assembly in 1986 (UNHCR, 2004).

Meaning and importance of Rights-Based Approach

Rights-based approach is an approach that uses rights as a framework for recasting the basis of the relationship between the government, non-state actors and the citizenry (Hawkins, Newman, Thomas & Carlson, (2005). In this respect, the approach enables the citizenry including poor and marginalised groups to participate in both envisioning and shaping outcomes on matters that concern them. It also empowers people and expands the space for the inclusion of the poor in setting and modulating political, economic and social agenda.

To O'Neill (2003), a rights-based approach is founded on the conviction that each and every human being, by virtue of being human, is a holder of rights. A right entails an obligation on the part of the government to respect, promote, protect and fulfil it. The legal and normative character of rights and the associated governmental obligations are based on international human rights treaties and other standards, as well as on national constitutional human rights provisions. Thus a rights-based approach involves not only charity or simple economic development, but a process of enabling and empowering those not enjoying their economic, social and cultural rights to claim their rights. The writer goes further to say that rights-based approach is an evolution in development programme. It “does not require the replacement of traditional planning activities with something completely different. Rather

it serves as a means of adding value to those activities through changes in the ways in which they are implemented and the issues they cover”.

CARE (2000) sees rights-based approach as a technique to deliberately and explicitly focus on people in achieving the minimum conditions for living with dignity. It does so by exposing the root causes of vulnerability and marginalisation and expanding the range of responses. It empowers people to claim and exercise their rights and fulfil their responsibilities. A rights-based approach recognises poor people having inherent rights essential to livelihood security.

Principles and methods of Rights-Based Approach

For every concept to work it must be based on certain principles and this study outlines the following as the principles of RBA as defined by the United Nations Commission on Human Rights (UNCHR). The UNHCR (2004) concludes that rights-based approach includes empowerment, participation, inclusion, accountability, and non-discrimination as well as attention to vulnerable groups. It goes further to explain the following principles which must be part of RBA:

- **Power and transformation:** it is believed that power lies at the heart of what it aims to do. For this reason it is essential that power is examined, understood and worked with in creative ways so as to ensure that parties involved recognise the importance of dialogue.
- **Strengthening voices:** this element is about empowerment; a highly used and abused word which seeks to support empowering processes whereby individuals and groups find their power within, to speak, and

to listen. It is believed that listening also involves power. This works well especially when right holders know they will be heard.

- Participation and inclusion: RAVI (2005) states that these elements are necessary because so many people are excluded and do not participate; therefore, it is important to work with processes that engage on a daily basis, in all sorts of contexts – for example, within state-citizen relationships and household relationships. These elements of RBA, namely participation and inclusion, are not simply part of an event or a one-off action, but are part of what all people involved in development are, viz the need to be part of an approach, a thinking, an understanding and a culture. All people have the right to participate in and access information relating to the decision-making processes that affect their lives and well-being. Rights-based approaches require a high degree of participation by communities, civil society, minorities, women, young people, indigenous people and other identifiable groups.

The UN sees participation as more than merely consulting people. It sees it as actually involving people in the decision-making process at all levels of social, political and economic matters affecting them. It also sets targets and formulates priorities and policies for implementing these plans as well as for monitoring and evaluating progress. Participation must be free, voluntary, effective, and total and should not be subject to sanctions or threats. For people to freely participate in development and in the development process, it is essential that they are provided with the information required to make informed decisions.

People's participation in the development process may take different forms including workshop-based methods to provide training involving affected persons in policy formulation, implementation, and decision-making. It can also take the forms of public meetings, community-based methods including community outreach activities composed of affected persons, focus groups and citizens advisory groups, joint project teams, lobbying, and cultural activities. Whatever methods or tools are used, these must be adapted to specific situations to enable all to fully, voluntarily, freely and effectively participate in the development process. For participation to be genuine, formal mechanisms need to be put in place so that people may question decisions, voice complaints, demand amendments, and hold duty-holders accountable.

- **Accountability:** frequently, a RBA can be misunderstood in a one-sided way, giving an impression that it is all about demanding rights, no matter what the context. State and other duty-bearers are answerable for the observance of human rights. In this regard, they have to comply with the legal norms and standards enshrined in international human rights instruments. Where they fail to do so, aggrieved rights-holders are entitled to institute proceedings for appropriate redress before a competent court or other adjudicator in accordance with the rules and procedures provided by law. Individuals, the media, civil society and the international community play important roles in holding governments accountable in respect of their obligation to uphold human rights.
- **Human rights standards and obligations:** intrinsic to a RBA is the idea that human rights are defined by laws, constitutions, international

treaties and other documents that can be used to guide human development processes. These are standards that have been widely agreed on by the United Nations (UN), United Nations High Commissioner for Refugees (UNHCR), and the United Nations Development Programme (UNDP).

RBA requires to be carried out through advocacy. This advocacy process involves the engagement of people and the state on people's rights and the demand for such rights. To carry out RBA successfully it is necessary to sensitise communities on their roles of getting involved in the process, and responsibilities of owning the process, by showing commitment. This process works well when competences of people are built to assume the required responsibility. As capacity is built, there is the need for a process of ground softening where the duty-bearers are contacted and alliances built to allow free flow of consultations (RAVI, 2007).

The engagement between the people and state involves consultative meetings which make it possible for duty-bearers to be informed of the real needs of the community to enable priorities to be set.

For every concept to be adequately understood and implemented, there requires professional expertise. Such expertise is applied to effectively take on RBA. The UN has displayed such professionalism and expertise. The United Nations Standards Coordinating Committee (UNSSC) has designed Human Rights-Based Approach (HRBA) and Results-Based Management (RBM) workshops for UN programme staff who seek to improve their skills to effectively apply HRBA and RBM tools and principles to the UN's daily

work, especially for the UN Common Country Programming Process where there are defined processes that countries need to follow.

The course uses exercises drawn directly from UN programming processes in various countries, and offers opportunities for participants to learn and internalise these two critical and complementary approaches whose importance has been increasingly recognised in the UN system. One of the characteristics of this course is its focus on the linkages between HRBA and RBM. There is emphasis on the linkages and complementarities between the two, thus enabling participants to learn more holistic and effective programming tools. The concentration is on the use of causality analysis and applied rights-based programming in supporting UN programming processes. The training helps participants to apply the acquired RBM skills to UN programming processes to explain the linkages between HRBA and RBM and to develop action plans on how to use the acquired skills in their programming processes UNSSC (2009).

From the objectives of the training of the UNSSC, skills in advocacy, lobbying, negotiation, consultation, empowerment, accountability, transparency and people centred advocacy are preconditions.

Summarising the skills required, DANIDA (2009) says the overall learning objective is to strengthen competence on how to integrate and mainstream human rights into development planning. In doing so, the cross-roads between poverty reduction, democratisation and human rights are explored. DANIDA adds that the skills create a chance to consider human rights in the workplace as well as in society at large, and helps revisit individual behaviour, attitudes, and values in development interventions.

When this is done the conflict dimensions linked to human rights will be explored and ways to enhance the human rights compliance in areas affected by violence will be applied. Furthermore, ample opportunity will be given to discuss the value added by a RBA planning, the dilemmas and the practical implications.

In a UNDP (2002:14) report, emphasis has been placed on the need for claim-holders to be adequately empowered to participate in the development decision-making process on an equal basis. Horizontal and vertical capacity development of the most marginalised and vulnerable and the development of communication channels to help community members express themselves and thus help the state at the district, regional and national levels will be essential measures for realising rights.

Pursuant to this, the UNDP (2006) expresses the view that right-holders (community members) with the required degree of power can engage with the state from the grass root level to the top. The approach involves the participation of communities at the local, district and regional levels of decision-making and development. A successful implementation of this approach to development will eliminate the problems associated with the top-down decision-making approach. The problems that could have otherwise arisen would include wrong prioritisation of the provision of services, delay in implementation of such interventions, lack of responsiveness of communities and their non-involvement in decisions directly affecting them, among others.

Right to development

The right to development is rooted in the provisions of the Charter of the United Nations, the Universal Declaration on Human Rights and the International Human Rights Covenants. Article 1 of the Universal Declaration on Human Rights states that, “All human beings are born free and equal in dignity and rights; human beings are endowed with reason and conscience and should act towards one another in a spirit of brotherhood” (Columbia University, 1994, 4). This declaration set the standards for the achievement of political, social, economic and cultural rights and freedoms. Declaring that these rights were the foundations of freedom, justice, and peace in the world, the document also reaffirmed the United Nations Charter’s faith in fundamental human rights in the dignity and worth of the human person, and in the equal rights of men and women (UNFPA, 1997).

The United Nations Population Fund report adds that, the United Nations, through the United Nations Charter enjoins member states to undertake to promote social progress and better standards of life, in larger freedom. These member states must also undertake to achieve international cooperation in solving international problems of an economic, social, cultural or humanitarian character. International cooperation among member states is also required in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language or religion. All of these tend to reinforce and facilitate the right to development.

The Universal Declaration on Human Rights contains a number of elements that have become central to the international community’s understanding of the right to development. It attaches importance, for

example, to the promotion of social progress and better standards of life. It also recognises the right to non-discrimination, the right to participate in public affairs and the right to an adequate standard of living. In addition, it contains everyone's entitlement to a social and international order in which the rights and freedoms set forth in the Declaration can be fully realised.

An important step towards the recognition of the right to development is the United Nations General Assembly resolution 1161 (XII). In this resolution, the General Assembly expresses the view “that a balanced and integrated economic and social development would contribute towards the promotion and maintenance of peace and security, social progress and better standards of living, and the observance of and respect for human rights and fundamental freedoms”.

An Institute for Development Studies (Sussex) Working Paper 234 on the perspective of international development agencies on what “rights-based approach” is all about in development, states that the various justifications for the value of rights in development can be classified into three broad categories: namely, normative, pragmatic and ethical (IDS, 2004).

The normative justification is that rights put values and politics at the very heart of development practice. Hausermann (1998) argues that what is distinctive about a human rights approach to development is that it works by setting out a vision of what ought to be: that is, it provides a powerful normative framework to orient development cooperation. In doing so, she suggests, it brings an ethical and moral dimension to development assistance, one that by implication has been lacking. By stipulating an internationally agreed set of norms, backed by international law, it provides a stronger basis

for citizens to make claims to the realisation of their rights and to uphold responsibility of respect and commitment that goes with the realisation of such rights.

Role of rights in development

Sitta (2008) emphasises the integration of human rights into the practice of development cooperation. Sitta however, is of the view that while a consensus seems to exist around the core principles of an “appropriate” development process, there are still a number of different interpretations of how human rights and development relate, and what is meant by rights-based approaches.

Nevertheless, Sitta notes that not enough attention has been given to identifying the extent to which the concept of the right to development and a human rights-based approach to development differ. While the two paradigms have many common points, as the emphasis given to concepts like equality, freedom, participation and non discrimination, there are also some important differences. Expressed simply, the right to development is broader than human rights-based approach because it involves a critical examination of the overall development process, including financial allocation, and priorities in international development cooperation. Thus, the right to development cannot be equated with a rights-based approach to development, because it not only prescribes certain rules according to which development should be realised, but also defines development itself as a human right. This definition has important consequences not only in terms of theoretical debate, but also in its practical implications related to policy-making and international cooperation.

The most important of these consequences is a shift, in the discourse of international development cooperation, from a context of need to a context of right, both at the individual and at the collective points of view.

Webster (2003) is of the view that poverty implies a lack or loss of something and that development for most people means making good this loss. The priority people consider for development may be discouraged with progress or development. The widening industrialised technology gap needs to be reduced. The lack of ambition among the poor could be a perfectly reasonable response to a set of circumstances in which they can catch up with the developed. Another issue is the reconsideration of what is good or worthwhile. For a community person provision of basic rights would be more appreciated than their personal independence and privacy.

Webster (2003) goes further to state that “most of us want to live better and to live the way we have always done; to participate and to remain separate; to keep up with the Joneses and to distinguish ourselves from them; to give our children more options than we have had and to see them choose as we would have chosen” (p. 37).

An empirical example of right to development is the work of Manusher Jonno Foundation (MJF) in Bangladesh which has successfully advocated the rights of people through rights-based approach and people centred advocacy to see civil society empowered to hold state and society accountable. Through their efforts, the organisation has become an autonomous civil society fund disbursing funds to civil society to advocate on issues relating to the rights of its citizens. In July 2007, Manusher Jonno Foundation was rated to be

working well towards an accountable public service in Bangladesh (MJF, 2007).

Linking RBA to the role of right to development, the ILO (2003:2) argues that agreements for the provision of technical assistance and cooperation entered into between the International Labour Organisation and governments or social partners such as Brazil, Angola and Ghana, identified priorities and the relevance to improve upon involvement of people and freedom to work. This has recently been improved upon with the establishment of “Decent Work” programmes in a number of countries. This has been established to provide assistance in instilling basic International Labour Organisation’s values and principles such as freedom, equity, security and human dignity within an agreed framework.

UNICEF (2003:12) reports that most UN development agencies have been pursuing a “basic needs” approach; that is, an approach based on identifying the basic requirements of human development and advocating within societies in favour of their fulfilment. Although human rights are need-based claims, a human rights approach to programming differs sharply from the basic needs approach. Most importantly, the basic needs approach does not imply the existence of a duty-bearer. When demands for meeting needs have no objective, nobody has a clear cut duty to meet needs, and rights are vulnerable to ongoing violation.

UNICEF further explains that the basic needs approach often aims to obtain additional resources to help a marginalised group obtain access to services. A human rights approach, in contrast, calls for existing community resources to be shared more equally, so that everyone has access to the same

services. Assisting people to assert their rights, therefore, often means involvement in political debate. While a basic needs approach does not necessarily recognise wilful or historical marginalisation, a human rights approach aims directly at overcoming such marginalisation in development.

The second important difference between the two approaches pertains to motivation. Basic needs can, in principle, be met through charitable actions. Actions based on a human rights approach are based on legal and moral obligations to carry out a duty that will permit a subject to enjoy a right. As noted earlier, accountability for such a duty depends partly on the duty-bearer's acceptance of responsibility.

The need for rights-based approach application

To some people/organisations, RBA is a panacea for getting community members involved in development in their areas and getting them to own the process of development. Until recently communities could leave facilities like school buildings, water treatment plants and public latrines to deteriorate and breakdown. This was because the communities did not care about such facilities and saw responsibility to be for the government, the donor or whoever built the structure.

With the introduction of RBA, there has been a drastic change in the attitude of people towards such development projects. As most communities have come to realise that they have a voice in what goes on around them, they have therefore become more involved in the processes of demanding their rights for developmental projects and programmes. The UNDG (2009) published a paper on the internet www.undp.org/publications on 6th June, 2009

elaborating that, RBA is applied as a requirement to ensure the enjoyment of a host of international and domestic guaranteed legal and human rights, which if respected, will lead to better development.

The Bureau for Development Policy of the UNDP stated in a report in September 2006 that, in practical terms, the application of the rights-based approach influences programming in at least four ways: firstly, it forces programme staff and policy-makers to reflect upon the why and how of their actions beyond the question of what should be done; secondly, the global legitimacy of human rights provides an objective starting point for dialogue and discussions with government, the people, and external partners; thirdly, it helps policy-makers and citizens to recognise the power dynamics of the development process; and fourthly, the accountability structure pursued through a rights-based approach facilitates the development of quantitative benchmarks and indicators for measuring progress in development planning and delivery. The application of rights-based approach also influences institutions to resolve grievances and moderate conflicts arising through the development process both at the project-level as well as the national level. The application of the rights-based approach also favourably influences the development of programming which prioritises the needs of the poor, marginalised and vulnerable groups. In India, for example, rights-based strategies have been used in programmes to enable marginalised and vulnerable children gain access to primary education and to reclaim their right to food (UNDP, 2006).

Success stories from the application of Rights-Based Approach

The Ghana Civil Society Rights and Voice Initiative (RAVI) is a rights-based fund, funded by the Department for International Development (DfID). It was established in October 2004 with the purpose of enhancing citizen engagement with the state in relation to the respect, protection and fulfilment of civil, cultural, economic, political and social rights. The Initiative complements the multi-donor budgetary support which is currently the main instrument of international development assistance to Ghana. It also facilitates the demand of its citizenry for responsiveness, transparency and accountability in the government's relations with its citizenry.

Rights and Voice Initiative is targeted at strengthening the voices of people living in poverty and who are marginalised to engage with Government on fundamental human rights issues. It is engaged in supporting the organisations of such people and civil society organisations who work with them, to advocate and dialogue with government, with confidence. In short, it is about citizens engaging with their government on issues of importance.

Rights and Voice Initiative does this by providing financial resources and capacity building support to civil society organisations using rights-based approach and people centred advocacy concepts. Both large and small CSOs are eligible for support but small community based organisations are reached and supported through larger intermediary organisations. So far, this fund has been able to reach out to many communities in Ghana and has resulted in some of the success stories captured (RAVI, 2009).

Zuuri Organic Vegetable Farmers Association (ZOVFA) based in the Bawku Municipality of the Upper East Region of Ghana, is one of the

community based organisations working as a partner of RAVI that has this story to tell. ZOVFA consists of four communities. These communities are: Zaago, Asumsapeliga, Tansia and Tetauko. Hitherto, these communities did not know how to approach and tackle issues confronting them. They considered the Municipal Assembly (MA) as being very far away from them and thought it was only ‘big men and women’ who could engage with the Municipal Chief Executive. They did not believe that it was through constant engagement with the relevant duty-bearers such as the Municipal Chief Executive that their demands for roads, schools, boreholes and clinics could be heard. Representatives of the four communities realised the development challenges they were facing in their area and so decided to find a way to address the issue.

They decided that if the issues were to be addressed they needed to have discussions with their Municipal Assembly. The communities were able, through lobbying, advocacy and series of meetings, to present their development challenges to the duty-bearer, the Bawku Municipal Chief Executive who in turn pledged to include them in their Annual and Medium Term Development Plans for implementation. A community member from Tetauko, one of the four communities mentioned above, who presented the issues on behalf of the ZOVFA communities exclaimed “I am so proud of myself to have stood before dignitaries to present issues bothering my community and this has given me more courage to advance these until our voices are heard”.

Another success story reported by RAVI (2009) is on a project called the selection of Voices of the Youth of Bunso in the Eastern region of Ghana.

This association is a partner of The Ark Foundation, a CSO funded by RAVI. The Ark Foundation through its Rights, Empowerment, Access and Participation Project invited Voices of the Youth of Bunso after a RAVI training in RBA to advocacy, for a meeting. The Ark Foundation decided to conduct a participatory rights appraisal/assessment in the community of Bunso where it was revealed that the top most issues of concern to the people were the upgrading and extension of electricity, the provision of potable water and the renovation of a Junior High School block in the township which was in a state of disrepair.

To this effect, the members of the association decided to meet with officials of the East Akim District Assembly, particularly the District Chief Executive and the Member of Parliament for the area, to discuss the issues on upgrading and extension of electricity to the entire community. However, it was difficult to meet with the Member of Parliament because he was always not available. On one of their visits the association was referred to a member of the council of state who hails from the area to solicit support. The association decided to design a plan on what was required for the upgrading and extension of electricity which they presented to the Member of Council of State. One of such meetings was successful as they met the official and he asked the association to give him time to attend to their concern. After the initial meeting the association visited the Member of the Council of State on a number of occasions. Upon realising the process was delaying the association consulted a prominent person who lobbied on their behalf. Shortly after the lobbying, 67 electricity extension poles were acquired by the District Assembly. Subsequent to obtaining the electricity poles, the association has

been able to get the staff of Electricity Company of Ghana to erect the electricity extension poles in order to facilitate the extension process.

Another organisation, BELim Wusa Development Agency (BEWDA) in Bawku, with funding and capacity building support from RAVI has been able to build the capacity of The Organisation of Persons with Disabilities in the Garu/Tempene District of the Upper East Region to engage with the district office of the Ghana Education Service, to solve the problem of low enrolment of children with disabilities into formal education. As a first step, the organisation conducted a census of children who had difficulty in getting to and from school because of their physical disabilities. After that exercise, it was discovered that the United Nations Children's Fund (UNICEF) could support through the provision of tricycles for the disabled. The Organisation of Persons with Disabilities approached UNICEF for support. After a meeting involving many of their members where their concern was discussed, the Organisation of Persons with Disabilities decided to meet the Garu/Tempene District Director of Education to discuss the issue. The District Director of Education agreed to meet officials of the UNICEF for support in the acquisition of the tricycles. After about three months of follow up with the District Director of Education, the Chairman of the Organisation of Persons with Disability was finally invited by the Director for a meeting at which he was informed that UNICEF had provided twenty tricycles for distribution to the children with disabilities. Using his technical expertise, the Officer responsible for special education in the district education office conducted a needs assessment and on the basis of that assessment distributed sixteen out of

the twenty tricycles to sixteen children who are now able to attend school regularly.

O'Neill (2003) reported that Peru faced enormous human rights challenges in the 1990s; among the most pressing is consistent, widespread discrimination against its indigenous population in the remote Andean high land areas. Traditional development efforts put in place by development partners like the UNICEF to reduce high maternal mortality had failed. Andean women died in very high numbers while giving birth; triple the national average of 185 for every 100,000 live births. For years, agencies looked at the problem strictly as a health care issue, and tried to get the government to spend more money on clinics and tried to educate the women on the benefits of modern medicine. Little or no improvement resulted despite the good-faith efforts such as pregnant women visiting antenatal clinics during pregnancy and delivering at clinics of many local non-governmental organisations and civil society organisations.

Using a rights-based approach that looked at several sectors like health, education, indigenous cultural rights, status of women in general, disparities and exclusion, a radically different programme was implemented. After intense consultations with Andean women and local health workers, UNICEF and its local implementing partners conducted a causal analysis, determining that the principal reason for high maternal mortality among indigenous women was rampant gender inequality combined with social and cultural barriers to access health care facilities which themselves were culturally inappropriate, even offensive to indigenous women. Lack of respect for the human rights of women and lack of understanding by health care

workers of the traditions and customs of expectant mothers meant that most gave birth in unsanitary conditions at home resulting in high mortality.

To address this situation, UNICEF, local NGOs and health workers met with women, canvassed their needs and preferences and then met with the “duty-bearers”, that is, the state and local health officials, to design a health care delivery system that would respect the women and local culture. This “dual approach” resulted in strengthening the capacity of the rights-holders to understand that health care is a right and then helped them to design a strategy to assert and claim their rights while simultaneously working with the duty-bearers to improve their capacity to fulfil their obligations.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter sets out the methods and procedures adopted by the researcher to conduct this study. It outlines the study area, the study population and the sampling techniques used, the methods of data collection, the types of data collected and how the data was processed.

Study area

The research was conducted in the Greater Accra, Northern and Upper East Regions of Ghana. These regions were purposefully chosen because they are the areas where RBA processes are implemented. Communities and AAG offices in these areas were chosen because of their involvement in advocating for their rights in society and the need for support to empower them to realise their potential. Again the areas were suitable for the gathering of information on the knowledge and skills of RBA and the results of the approach coupled with challenges faced in the application of such skills.

Research design

This study used a cross sectional survey to investigate RBA at ActionAid. A study design is a planned structure and strategy of investigation so conceived as to obtain answers to research questions or problems

(Kerlinger, 1986:279). According to Kumar (1999), every study design can be classified based on the following determinants: the number of contacts with the study population; the reference period of the study; and the nature of the investigation.

With reference to the number of contacts with the study population, the study design can result in the following classifications namely: cross-sectional studies; pre test and post test studies and longitudinal studies. Cross-sectional study is best suited to studies aimed at finding out the prevalence of a phenomenon, situation, problem, attitude or issue, by taking a cross-section of the population and this design is useful in obtaining an overall picture as it stands at the time of the study. Cross-sectional study has the advantage of being extremely simple in design, cost effective and easy to analyse. Its disadvantage lies in its inability to measure change. To be able to measure change, it is necessary to have at least two observations on the same population (Babbie, 1989:89). These conditions necessitated the use of the cross-sectional survey.

Study population and sample

The study targeted a sample size of 50 respondents. This included employees of AAG, civil society organisations and community based organisations in the Greater Accra, Northern and Upper East Regions. The Northern and Upper East regions were purposefully selected for being specifically relevant to the study and offering pragmatic cases to study. In addition to the purposeful sampling, the researcher adopted a simple random sampling technique to enable the researcher to collect data from various

people and organisations from different backgrounds with relevant information to the study.

Table 1: Sampled Offices, Communities, NGOs, CSOs and CBOs

Groups/Institutions	Sample size	Respondents
ActionAid Ghana	15	Project Coordinator Resource Facilitator Monitoring and Evaluation Facilitator Programme Managers Project Officers
NGOs, CSOs and CBOs	15	Chief Executive Officers Project Officers Project Managers
Leaders of Community groups	20	Elders/Focal Persons Opinion Leaders Youth Leaders Assembly Members

Source: Fieldwork, 2010

The sample comprised programme implementation staff of AAG in the Northern and Upper East regions, partners such as BELim Wusa Development Agency (BEWDA) and Community Development and Advocacy Centre (CODAC) in the Upper East region, as well as the Ghana Developing Communities Association (GDCA) and Northern Sector Action on Awareness Centre (NORSAAC) in the Northern region who are active stakeholders in the

various regions using the elements of RBA in their work. Pusiga, Binduri and Nayorko 1, communities in the Upper East region that benefited from the capacity building initiative were also sampled for the study.

Specifically, the sampled groups were ActionAid Ghana Accra, Tamale and Zebilla offices with a sample size of 15, partner organisations such as civil society organisations and community based organisations with a sample size of 15 and affected communities with a sample size of 20.

Data collection instruments

As the study progressed, the researcher used the ensuing instruments to collect the data. These included the review of related literature, administering interviews and administering structured questionnaires.

A review of related literature enabled the researcher to study published and unpublished works of international organisations and academia including journals both from the internet and in reports. To start with, the researcher identified works related to the study and reviewed the aspects that touched on their knowledge of training in rights-based approach and the associated application strategies, difficulties and successes. Relevant programme documents such as working papers, international journals, training reports, quarterly and annual reports at the organisational level were reviewed to add more depth to the study and to confirm at the end of the study whether or not the results are in line with existing findings. The extensive review of various documents informed and guided the types of questions to be included in the questionnaire.

There were planned one-on-one interviews with key employees in the various organisations on their knowledge and skills in RBA and the use of such skills to help communities to demand their rights. The interview was to find out how effective AAG's programme activities have been, in enhancing community participation in district and regional policy processes.

A mix of open and close-ended questionnaire was used to solicit information from the sampled population to allow respondents to express extended opinions. The questionnaire was used as a vital instrument because the staff of ActionAid Ghana preferred it to personal interviews giving the reason of time and availability. The study went further to seek opinions on community member's level of empowerment in engaging with duty-bearers. Key informants like Community Leaders, Assembly Members, Youth Leaders, community based organisations and other civil society organisations were interviewed on their participation and inclusion in the discussion of issues affecting them, the rights they enjoy as well as the responsibility they take and their accountability to those who guide and work with them. The questionnaire was structured on the following four areas: review of the knowledge and skills in rights-based approach, the application of these skills in the areas of work, examining the results of such skills in sections/areas of concentration by AAG and the challenges faced in the operationalisation of RBA.

Data processing and analysis

The researcher used Statistical Product for Service Solution (SPSS) to analyse the data gathered. Efforts were made to ensure that the targeted

respondents answered all the questions contained in each questionnaire. The questionnaire returned were coded before the data was entered into the computer for processing. After a thorough editing of the information generated in tabula form, the information was analysed. Information generated from the data was analysed in descriptive form.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents results obtained from the administration of the research instruments. Thematic areas within this chapter are background characteristics of respondents, level of knowledge and skills in rights-based approach, application of skills in rights-based concept, perceived results in areas of ActionAid Ghana operations, challenges in application of the model and recommendations of respondents for effective utilisation of rights-based methodology.

Socio-demographic background of respondents

In social sciences research, one relevant issue of consideration is the background information of respondents. It is believed that having knowledge about some basic features of respondents' permits some level of contextualisation. One of the key background data explored was age of respondents. The mean age of respondents was approximately 38 years and the standard deviation was 11 years. The range of ages was 42 years with the maximum being 67 years while the minimum was 25 years. Majority of the study participants were males (80%) whereas the minority were females (20%). This sex skewness is not so much startling as the cultural setting of the study area dictates more males involvement in public and social life than

females. This, however, is not encouraging since the AAG incorporation of RBA in its activities requires gender mainstreaming as a component of RBA.

People's understanding and appreciation of issues are likely to deepen, all things being equal. Educational attainment information was therefore sought from respondents. About three-fourths, (74%) had received tertiary (university, polytechnic and college) education. About one-fifth (20%) respondents had either basic or secondary education. In relation to occupation, nine out of ten responded to the question. Of the forty-six who indicated their occupation, twenty percent were public servants; six percent were working with Community-based Organisations (CBOs) and District Assemblies. The remainder, who constituted slightly more than two-thirds worked with NGOs and/or CS groups.

The setting of the study (that is among AAG workers in the three northern regions of Ghana) dictated the need to explore ethnic diversities of respondents. In all, forty eight of the fifty respondents responded to this question. Eleven respondents, (representing 22%) were Dagombas, nineteen respondents (38%) were of Kussasi ethnic descent while seven respondents (14%) were Frafras. Thirteen respondents (26%) were of other ethnic groups.

Knowledge and skills in rights-based approach

The population for the study was intentionally restricted to people who are considered as active agents for development, either directly or indirectly. Among issues considered under this sub-theme are meaning of RBA, elements of RBA, sources of knowledge in RBA, and others. In the opinion of O'Neill (2003), the RBA notion is hinged around a belief in equality of all persons and

consequently, unbiased perceptions about every actor or actress in the development process. To this end, a question was asked to find out the proportion of respondents who understood the concept. Almost all (98%) of those involved in the study indicated some understanding about the concept except one (2%) respondent who posited lack of understanding of the concept. In order to collate actual views or understanding of the subject, respondents were tasked to explain the concept as they knew it. Several but interrelated opinions were provided.

Table 2: Respondents' knowledge and skills in RBA

Knowledge	Frequency	Percentage
Non-response	1	2.0
A realisation of human rights as a lease for achieving comprehensive development for the vulnerable and excluded	20	40.0
Approach promoting equal sharing of community resources and assisting people exercise their right	15	30.0
Rights issues used as basis to demand/improve services from an authority	14	28.0
Total	50	100

Source: Fieldwork, 2010

As shown in Table 2, twenty respondents (representing 40%) gave their knowledge as “a development approach that puts the realisation of human rights as a lease for achieving comprehensive development”, whilst

fifteen participants (30%) indicated that RBA promotes equal sharing of community resources and the remaining fourteen respondents (28%) noted the approach in which rights issues are used as basis to demand improved services.

One of the core dimensions of the RBA approach is the interface between rights-holder and duty-bearer. Duty-bearers, as suggested by Boesen and Martin (2007), have a moral obligation to jealously guard against illegal trespassing of rights of rights-holders. In this direction, some respondents, with probably deep understanding of the concept explained it as “an organised self process approach in fulfilment of responsibility and demanding accountability from duty-bearers”. This definition provided also goes on to buttress the linkages between rights-holders and duty-bearers. Among the responsibilities of rights-holders is not only to demand accountability from duty-bearers but also a responsibility of respecting the rights of others. Remarkably, these two components are succinctly captured by the afore-stated responses.

One of the earlier orientations for community and organisational development was the top-down approach. Over the years, the relevance of this methodology has waned. The alternative approach to this is the bottom-up approach which embraces indigenous people’s participation in programmes or project conception, planning, implementation and evaluation. Rights-based concept with deep interest in rural development and emphasis on rights-holders also embraces the latter approach. Along with some of the responses generated, some respondents defined RBA as “a development where

beneficiaries are part of identifying, implementing, monitoring and evaluating projects/programmes”.

Ten respondents (20%) confirmed UNDG’s (2009) definition of RBA as “a conceptual frame work that is based on international human rights standards and directed towards promoting and protecting human rights”. These responses provided by the respondents generally give a fair impression of respondents’ level of understanding of the theoretical and practical foundations of the concept they apply.

The study further sought to inquire from the participants what RBA comprises. As the literature suggests, rights can be created or derived by people by virtue of the fact that they are human beings (ActionAid, 2008). These notions about rights transcend cultures. This implies that there are certain features that rights everywhere must display. The various stakeholders’ (staff, community-based organisations, assembly members within the realm of operation of AAG) knowledge of elements of RBA was elicited. As shown in Table 3, nine respondents (representing 18%) could not give the components of RBA. The remainder of respondents provided various answers as shown in Table 3. The respondents who defined RBA as accountability, transparency, participation, rights, responsibilities, power sharing, and rule of law constituted about one-half (44%) of the responses. The next group of respondents numbering nine (representing 18%) indicated that RBA comprised accountability, empowerment, participation, equality and equity. Others were ‘engagement and initiative’ (10%) as well as the principle of universality and indivisibility (4%).

Table 3: Respondents' description of elements of RBA

Elements	Frequency	Percentage
Non-response	9	18.0
Accountability, empowerment, participation, equality and equity	9	18.0
Transparency, rights, responsibilities, power sharing, and rule of law	22	44.0
Engagement and initiative	5	10.0
Lobbying, negotiation and engagement	3	6.0
Universality and indivisibility	2	4.0
Total	50	100.0

Source: Fieldwork, 2010

In the UN State of the Children report (2004), issues of RBA were succinctly captured as universality and inalienability; indivisibility; interdependence and interrelatedness; non-discrimination and equality; participation and inclusion; accountability and the rule of law. In reference to universality and inalienability, the document confides in this context that all people in the world are entitled to them. They cannot voluntarily be given up, nor can others take them away. As stated in Article 1 of the Universal Declaration of Human Rights, "All human beings are born free and equal in dignity and rights." Similarly, in relation to indivisibility, it is stated that whether of a civil, cultural, economic, political or social nature, they are all inherent to the dignity of every person. Consequently, they all have equal status as rights, and cannot be ranked in a hierarchical order.

In empowerment discourse, it has been observed that empowerment will not occur without conscientious efforts. To this end, power has been described as a “zero sum” since, suggesting that as one group/individual gains power, the other loses. Lobbying, negotiation and engagement then become imperative to empowering people, the absence of which is likely to result in poverty and under-development. Lobbying, negotiation and engagement were therefore disclosed by three respondents (6%) as some elements of RBA.

One common trend in all the responses relates to the notion of good governance which embraces almost all the elements raised. Issues about good governance permeate virtually all the discourse on underdevelopment, including the chronic poverty situation in most developing countries, south of the Sahara. For instance, the UN (1990) has argued that corruption, which is a symptom of bad governance, is the bane of Africa’s development. It is therefore imperative that AAG has embraced an approach which attempts to empower the citizenry to demand good governance through accountability, equity from duty-bearers, and participation in programmes meant for their empowerment.

One noticeable domain of the elements of RBA captured by the respondents relates to participation. Posner and Deirdre (n.d.) provide substantial evidence to argue for the potentials of rights-holders in RBA among Liberian refugees in Guinea and Senegal. Through participation, Liberian refugees in Senegal were involved in their own health care project. They started a clinic, using initial funding from the United Nations [UN] and a local agency. The refugees were able to stock medicines in bulk and sell them at a modest profit, allowing the clinic to become self-sustaining. Today, the

centre employs a nurse and a midwife and has funded construction of a well. The provision of clean drinking water has had an additional positive impact on the health of refugees. In contrast, their colleagues in Guinea were refused recognition of their capacities to contribute to their own health care and this lack of recognition and participation has posed formidable, if not insurmountable, barriers to adequate care for refugees.

Another question of interest to the study was to explore the sources from which respondents had acquired knowledge in RBA. Social psychologists have long recognised the interplay between sources, channels, content and target of knowledge as being profound in shaping how people practice the knowledge so acquired. As regards sources for instance, the credibility and perception of depth of knowledge of the communicator is believed to have some appreciable level of influence on the target (Cornejo and Andina, 2004). Characteristic of operations of NGOs, a substantial majority, about (62%) in Table 4 indicated that they had their knowledge in RBA through on-the-job training. Many NGOs prefer this methodology of imparting knowledge to their staff members as on-the-job training offers employees more opportunities of immediate application of course content on the job (Bullough, 2009). Twenty percent also had their knowledge about the concept from short courses. Fifteen percent had taken the trouble to read about RBA from books while three percent had come across the concept in the tertiary institutions where they received their higher education. Most (40.4%) of the respondents acquired their knowledge in RBA about two years ago. Similarly, others (30%) were taught matters concerning RBA three years ago. Approximately fifteen percent each were educated in RBA one year ago and

four years ago. About eighty-six percent indicated that they were taught what they expected from the training schedule they had attended on RBA.

Table 4: Sources of knowledge in RBA

Source	Frequency	Percentage
On-the-job training	40	61.5
Short course	13	20.0
Read from books	10	15.4
Tertiary institution	2	3.1
Total	65	100.0

Multiple responses

Source: Fieldwork, 2010

Another concern of the research was to unearth information on course content. Amongst the various areas respondents explored was Act 29 of Ghana's 1992 Republican Constitution, which deals with rights of the disabled as well as the UN Convention on Human Rights. Other areas were advocacy skills, community mobilisation, financial management, dialoguing, monitoring and evaluation, lobbying skills, conflict resolution, negotiation skills, citizen engagement, and good governance. These responses suggest that AAG staff members are well versed in the concept of RBA which in turn provides a catalyst for effective management of development programmes and projects.

The investigation sought to determine knowledge gaps of the various partners AAG deals with in terms of RBA. This was preceded by a question to find out aspects of RBA which respondents did not know about. The responses were almost unanimous: the majority, thirty respondents (representing 60%)

acknowledged they lacked expertise in some areas of RBA. Some of the knowledge gap areas observed include campaigning, litigation, lobbying, cost-benefit analysis, engagement with duty-bearers, policies and legislations that support RBA and pro-poor policies of government/state institutions. Others indicated were limited knowledge in some provisions of the 1992 Constitution of Ghana, and strengths and limitations of RBA.

Availability of learning materials is critical for sustainability of knowledge in any field of study as they serve as periodic reference materials. Information on availability of RBA materials was sought. Forty of the fifty respondents answered the question. Out of the forty, about three-fourths (67.5%) specified they had enough materials for reference on RBA whereas 32.5% claimed they did not have relevant reference materials on RBA. For those who had materials on RBA, among the materials mentioned were the 1992 Constitution of Ghana, the manual on the UN Convention on Human Rights, and other materials which were mainly course materials and reports of organisations that apply RBA in their programmes and projects.

Application of skills in Rights-Based Approach

Unused skills are simply better not acquired. In the light of this assumption, the study sought to identify areas where the various stakeholders in AAG applied the skills they had acquired.

In order to proceed under this section, the first question was to find out the skills the participants had acquired. Table 5 shows the responses in relation to the question.

Table 5: Participants skills acquired

Skills	Frequency	Percentage
Acquired skills to participate in		
decision making	17	34.0
Skills has empowered them to build		
attitude of owning projects	18	36.0
Created atmosphere for dialogue	5	10.0
Can now organise people	6	12.0
Initiate programmes	2	4.0
In depth participatory rural skills	2	4.0
Total	50	100.0

Source: Fieldwork, 2010

Seventeen respondents (34%) indicated they had acquired the skill to participate in decision-making and to dialogue on issues beneficial to their communities. Eighteen respondents (36%) indicated the skills acquired had empowered them to build the attitude of owning projects they had engaged the district level authorities to construct. Five respondents (10%) indicated the need to create a congenial atmosphere for duty bearers and right-holders to dialogue in decision making and rule of law processes. Six respondents (12%) also indicated that they could now organise people in their communities for meetings. This in some cases had led to women now grouping together to work with opinion leaders in the communities. Two respondents (4%) observed that their training in RBA had made it possible for them to initiate programmes, collaborate and form coalitions or networks to expand their

scope of operations. Similarly, two respondents (4%) revealed that through RBA, they had become grounded in participatory rural skills, human rights aspect of the 1992 Constitution of the Republic of Ghana, as well as the skills in guiding participants in identifying and prioritising needs.

Training and skills' facilitation programmes may not necessarily be exhaustive but in most cases, it is prudent that such skills' training would be able to meet much of the needs of beneficiaries. This prompted the need to investigate the adequacy of these skills. In this regard, twenty respondents (40%) suggested that the skills they had acquired in RBA were adequate while 10 participants (20%) indicated otherwise. For those who suggested that their skills were adequate, they proffered the following reasons: Ten participants (20%) opined that they had been able to use the approach to execute some programmes successfully. Also, three respondents (6%) had engaged RBA to bring National Health Insurance Scheme [NHIS] staff to their communities for community forums where community members were able to engage NHIS staff on pertinent issues about the scheme. For seven respondents (14%) who felt inadequate in RBA, their main contention was that, practitioners in rights to development were required to have regular training programmes in RBA to refresh and keep in tune with current trends in RBA and the remaining three respondents (6%) reported that they could not participate in any training programmes. Twenty respondents (40%) indicated they have not been able to attend any formal training programmes yet but have read about RBA.

The study also attempted to find out the depth of application of RBA in the operations of AAG. By the tenets of RBA, users are required to follow a guide in the application of RBA procedures. Consequently, respondents were

asked to ascertain whether they followed any guide. Table 6 shows that, about fifteen of the study participants (30%) did not provide any response to this question. Their explanation for the non-response was not having a copy of the guide. For those who did have a copy, seventeen participants (representing 34%) pointed out that there was a guide. A similar percentage (36%) suggested there was a guide but they do not use it.

Table 6: Users Guide on RBA

Guide	Frequency	Percentage
No guide to follow	15	30.0
Have copies and use them	17	34.0
Have copies but do not use them	18	36.0
Total	50	100.0

Source: Fieldwork, 2010

In the attempt to find out about the steps in the RBA guide, there were minor variations in responses. It is worth noting that unanimity in delivery of the steps by respondents was not much anticipated since individuals' reception and storage of information differ from person to person (Cornejo & Andina, 2004). In spite of this, RBA follows from the identification of an issue such as poverty, identification of beneficiaries, consultation (with duty-bearers), and establishment of objectives, development of strategies, implementation, monitoring and evaluation. These responses fall broadly into the main anchors of RBA which seek to reduce poverty and vulnerability of the less privileged by emphasising on the rights and responsibilities of rights-holders and duty

bearers. Stakeholders of AAG who are without information on RBA guide requested they are offered some.

Hall (2003) and Ondari-Okemwa (2006) have observed that some NGOs as well as state institutions spend part of their scarce resources on equipping their workers with new knowledge. Usually, such programmes are organised to meet donor support and win public sympathy. However, in their organisations, they provide employees less opportunities for staff to utilise such skills. In this study however, the majority of respondents, forty-three in all (representing 86.1%) disclosed they had the opportunity of applying their skills in RBA in their day-to-day execution of assigned roles. An inference could therefore be drawn that AAG meant business as far as RBA and its role in rural development was concerned.

Results of RBA skills on operations of AAG programmes

The issues of development and human rights have long been considered as two separate arenas, with development largely focusing on meeting the material needs of people and human rights focusing on the rights of people. However, this long-standing dichotomy has begun to change. “Development and rights become different but inseparable aspects of the same process, as if different strands of the same fabric ... All worthwhile processes of social change are simultaneously rights based and economically grounded, and should be conceived in such terms” (Uvin, 2004, 122). The realisation that developmental issues and human rights abuses often have a common cause and a common solution can greatly assist both fields. By accepting human rights and development as intrinsically linked, those working in the

development field have the opportunity to achieve greater output. Consequentially, by viewing development as a right, those in need of development will have a greater influence in programmes affecting them.

AAG in its mission statement intends to end poverty and the vulnerability of the poor. Accordingly, the study investigated the impact AAG staff and partners have made on development in the coverage areas through RBA. The first of the series of questions to assess the results of RBA on AAG related to objectives for the application of RBA. About thirty percent of the respondents indicated that AAG's main objectives for using RBA were to address rights issues through constitutional requirements based on dialogue with power holders. Related to this objective, the 1992 Constitution of Ghana provides some rights, such as the right to education and adequate health services. What AAG does in such critical issues is to empower and encourage rights-holders to demand their due of development projects. Examples of evidence exist in some Ghanaian communities where RBA has been used through similar dialoguing and lobbying approaches. For instance, RAVI (2009) reports of how Voices of Youth of Bunso in the Eastern Region of Ghana employed RBA to obtain electricity extension to some communities in their areas of operation.

The results also tell of how AAG seeks to encourage the citizenry to see themselves as owners of projects. Twenty-four respondents (48%) responded positively as being owners of projects such as the maintenance of bore holes and other community resources. Kanga (2009) notes that one of the success stories of Community Water and Sanitation in the Builsa District in

the Upper East Region is the encouragement of community ownership of potable water facilities in those areas of the region.

Again, AAG attempts to inculcate in CBOs, opinion leaders and community members the desire to demand accountability from duty-bearers and not to see such demands as favours from duty-bearers (22% of responses confirmed this need). Too often in developing countries and less educated communities, people erroneously consider development projects in their jurisdictions as a favour but not a responsibility from duty-bearers. AAG therefore challenges rights-holders to demand what is due them in the distribution of community resources.

The knowledge that AAG seeks to impart to the beneficiary communities is generally intended to accelerate development in those communities. However, some specific areas were identified in the study. Included in the list of such areas was food security, education for all, women's rights, encouragement of attitudinal change, skills, provision of social amenities such as roads, water, and electricity as well as health facilities.

In order to determine success and build on achievements, there should definitely be some criteria to measure such efforts. There were varied responses as shown in Table 7. About ten respondents, (representing 20%) declined to comment on the criteria for assessing output. Four respondents, (representing 8%) indicated data collection and analysis (monitoring and evaluation) as the major approaches of assessing impacts of interventions. Five respondents, (representing 10%) also indicated that assessments were subjectively done through monitoring of people's participation and contributions to decision-making in the various communities. Four

respondents, (representing 8%) disclosed that evaluations were done through success stories as narrated by community members. The success story approach appears to be the favourite as RAVI (2009) suggests. To this end, twenty-two participants, (44%) opined that so far, AAG has been successful in achieving its objectives of improving rights-holders demand for sustainable use of resources by duty-bearers. The remaining five respondents, (10%) were unsure whether AAG has been able to achieve the set targets in RBA.

Table 7: Measurement of successes in application of RBA

Adequacy	Frequency	Percentage
Decline to comment	10	20.0
Monitoring and evaluation	4	8.0
Monitoring of people's participation and contributions to decision-making	5	10.0
Success stories	4	8.0
Sustainable use of resources	22	44.0
Ensure success	5	10
Total	50	100.0

Source: Fieldwork, 2010

Challenges to the application of Rights-Based Approach

Another core area the study was interested in related to finding out some possible factors that served as challenges in AAG's activities. These responses were provided by those who felt AAG had not been able to achieve

its objectives. Some of these challenges were lack of constant capacity building, limited scope of operation in the district (not all communities in the district were covered), and less involvement of the vulnerable groups in the activities as well as the inability to allow people to initiate engagements with duty-bearers. Finally, the change of government in 2009 was observed to have accounted for the challenges. Changes in government have often been one of the challenges to operations of many NGOs around the world and this phenomenon is not peculiar to developing countries alone: for instance in the area of reproductive health, the “global gag rule” which barred organisations receiving funds from US government agencies not to promote abortion services or solicit funds from organisations that supported abortion funding started in 1986, has dilly-dallied among Democrats and Republicans until 2009. This obviously suggests that NGOs operations could be hampered by changes in government regardless of the institutions’ policies on government interactions, especially, in dealing with supposedly sensitive issues such as those on human rights in resource poor countries. Related to the organisations internal set-up and other externalities, the factors that played out were lack of space for engagement (11.0%), lack of cooperation from duty-bearers (46.0%), lack of will power of communities (19.0%) and lack of funds (24.0%).

Amidst the above challenges, AAG has mechanisms in place to monitor its progress on specific projects. About 24 responses, (48%) hinted that monitoring reports were required of staff at regular intervals, five respondents (representing 10%) indicated that progress reports were regularly used by AAG while about 19 respondents (38%) disclosed that reports were

required quarterly from staff of AAG. These reports normally contained issues on planned activities for the period, expenditure, achievements, challenges and way forward/recommendations. Two responses, (representing 4%) revealed that these reports are acted on by management of AAG, particularly, when such reports contain issues that require prompt intervention.

It is often said that identification of a problem provides about fifty percent of the solution. Knowing these challenges and given the intentions of AAG, it is reasonable to expect that there must be some efforts to solve some of the challenges affecting its operations. True to this expectation, ninety-four percent of respondents disclosed that AAG has put in place practical measures to solving the problems associated with its work. The rest, three respondents, (6%) were uncertain about AAG's attempts at solving these challenges.

Some of the measures being used to solve the challenges are building relations in the form of networks by (32%) responses, follow-ups on duty-bearers by (50%) responses and fund-raising activities by (18%) responses. With reference to networks, the conclusion that could be drawn is premised on the assumption that advocacy is best achieved with numbers: that is, if duty-bearers are constantly engaged by majority of people working with common interest in an area, the chances are that, they would be heard. The follow-ups are also two-pronged; one, continuous interaction with rights-holders and duty-bearers and, two, continuous monitoring and evaluation of projects or programmes implemented.

Generally, rating the work of participants in relation to RBA could be described as effective and efficient. This is informed by the fact that thirty-one respondents (representing 62%) revealed that there was a baseline survey

before AAG's introduction of RBA in the operation areas. Seven respondents (representing 14%) also related that there was no baseline survey with twelve respondents (representing 24%) not responding. Respondents had some experiences to share in their use of RBA. Some of these experiences include:

- national level mechanisms put in place to ensure that government bodies such as the assemblies cooperate with CBOs during RBA engagements;
- addition of a little bit of service delivery when the need arises;
- building members capacity; and
- sensitisation on right of people with disabilities and round table discussion with duty-bearers.

Again, respondents revealed that, CBOs could profoundly do better with RBA to ensure some improved services since they have the capacity to deliver. Some respondents also suggested that Metropolitan, Municipal and District Assemblies (MMDAs) and all other government agencies must liaise effectively with NGOs, CBOs and community members on issues of RBA for easy engagement and cooperation by duty-bearers. Finally, the results suggest that some respondents would want to tackle issues about land ownership and property rights as well as extermination of negative widowhood rites and extend them to communities that were not reached.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

In 2005, United Nations Secretary-General Kofi Annan presented a report on the progress of the Millennium Development Goals (MDGs), entitled “In Larger Freedom,” in which he stated; “We will not enjoy development without security, we will not enjoy security without development, and we will not enjoy either without respect for human rights” (Annan 2005:6). The interconnectivity and interdependence of these core issues is the rationale for applying RBA to development. By adapting RBA to development, one may address the root problems of an issue rather than just providing temporary or stopgap measures aimed at addressing singular occurrences.

AAG has engaged RBA in programmes for the past decade with intermittent training of its staff in RBA. The intention of this study was to evaluate the training of staff of AAG in RBA. The main objectives were to;

- assess the knowledge and skills of staff in RBA in AAG;
- assess how RBA skills are applied in their work;
- assess challenges in the application of RBA in their work;
- examine the outcomes of such skills in selected sectors where AAG is engaged; and
- make relevant recommendations from the findings of the study to AAG.

Summary

The study has made a number of observations. Highlights of these are:

- The study revealed that AAG training programmes in RBA were not limited to their paid staff alone. The programmes were inclusive of all relevant stakeholders in fulfilling their organisational mission as district assembly members, and those from CBOs.
- The results also give an indication of appreciable level of awareness among the various stakeholders of AAG in relation to RBA. Almost all the respondents could give an acceptable explanation of the meaning of RBA.
- The most obvious understanding the results provide on respondents definition of RBA could summarily be captured as a development process that adheres to good governance; in which equity, equality, transparency, accountability, participation, power sharing among others, are paramount.
- The most common means through which AAG trained its agents were short courses and workshops, coupled with on-the-job training with the intention of encouraging quick application of the knowledge and skills acquired. Only about 2 percent acquired knowledge in RBA from the tertiary institutions they attended.
- It also emerged from the study that various relevant areas of knowledge were imparted to AAG trainees. Among the areas taught were the 1992 Constitution of Ghana, UN Charter on Human Rights, community mobilisation, advocacy skills, financial management, lobbying skills, conflict resolution and citizen-government

- The study further revealed that the majority of staff and other stakeholders of AAG had adequate materials for referencing on RBA including the 1992 Constitution of Ghana, UN Charter on Human Rights and other training and course manuals.
- A very high proportion (98%) of respondents of the study considered the knowledge and skills they had gained in RBA as adequate for their work.
- Generally, in the assessment of respondents, the application of RBA in the activities of AAG has been successful due to some notable achievements that have been recorded. For instance, through RBA, the spirit of the common good has been accepted by the citizenry as people now take ownership of community properties.
- The most pervasive approach which AAG used to assess its progress was monitoring and evaluation by which data were collected for subsequent analysis and results inputted into existing or new programmes.
- In spite of the forgone issues raised, there were still some challenges to the operations of AAG. For example, assertiveness of the citizenry has not really caught-up with the perceived beneficiaries of programmes of AAG.

Conclusions

It cannot be assumed that simply applying human rights based approach to development will yield absolute positive results. While it cannot be known if RBA yielded better change compared to a traditional approach to development, the benefits of RBA are clear. By placing human dignity at the heart of a development programme, one ensures that noble aims are pursued with the hope of achieving sustained outcomes. Amongst the greatest challenges this generation faces are the environment, demography, poverty, and global politics but also there are thrilling opportunities. Human rights based approach to development offers a means by which these goals may be pursued, and an assurance of dignity in purpose.

Building on the various human rights treaties and established frameworks, various organisations interested in human development have embraced RBA which seeks to ensure that the dignity and worth of all persons are considered in development programmes. The goal of RBA, as respondents have indicated, is to ensure that all aspects of the development programme further and promote the realisation of human rights. The process of RBA includes incorporating human rights standards into all areas of the development process thereby creating a greater likelihood of positive outcomes. Human rights principles provide the standards or rules for the development process. The outcome of RBA is aimed at helping the capacity of the duty-bearers to meet their obligations and the rights-holders to claim their rights. By building capacity, the development programme offers greater chances of sustainable progress. It creates a stable relationship between the

duty-bearers and the rights-holders and helps each of them to fulfil their responsibility and create long-term developmental programmes.

Recommendations

The following recommendations are made based on the results;

- AAG appears to be making progress with the use of RBA in facilitating development projects; however, the frequency of training their stakeholders in RBA has to be on regular basis to enable staff to be abreast with current developments in RBA methodology.
- It is also recommended that NGOs such as AAG using RBA should increase their collaboration with CBOs in their activities. This is borne out of the fact of a cross section of AAG staff indicating that CBOs have great potentials in hastening rural development in Ghana.
- The study also recommends that MMDAs senior management members are trained in RBA. This will reduce the sometimes ‘antagonistic’ perceptions that state agencies portray towards organisations that encourage the citizenry to demand their rights.
- Finally, it is recommended that tertiary institutions training people in development studies should incorporate RBA in their course content. This is because it emerged from the study that majority of respondents had received tertiary education, yet, only a small fraction had learnt about the concept in school.

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APPENDIX
QUESTIONNAIRE

Your acceptance to openly respond to this questionnaire will be gratefully appreciated as it will contribute to the successful completion of this dissertation. Please be assured that your responses are confidentially guaranteed.

SECTION A: Background information of respondents

1. Age of respondent.....
2. Sex
 - Male []
 - Female []
3. Educational background
 - Basic education []
 - Secondary []
 - Tertiary []
4. Occupation
 - Public servant []
 - NGO/Civil Society []
 - CBO []
 - Assembly members []
 - Other
5. Ethnic background.....

SECTION B: Knowledge and skills in rights-based approach

6. Do you understand rights-based approach?

Yes []

No [] [If NO, >>>>>q21]

7. If YES, what is rights-based approach?.....

.....
.....

8. What are the elements of rights-based approach?

.....
.....
.....

9. How did you acquire the knowledge in rights-based approach?

.....

10. Where did you acquire the knowledge?

i. On-the-job training []

ii. Short term course []

iii. Read from books []

iv. A tertiary institution []

v. Other.....

11. How long have you had this training?

i. A year ago []

ii. Two years ago []

iii. Three years ago []

iv. Four years and above []

12. How many days did the training last?.....

13. Were you taught what you needed for your work?

Yes [] No []

14. If **YES**, what was course content?

.....
.....
.....

15. If **NO** why?

.....
.....
.....

16. Are there any aspects of rights-based approach you do not know?

Yes [] No []

17. If **YES**, what are those aspects?

.....
.....

18. If **NO**, what do you know?

.....
.....

19. Do you have available materials on rights-based approach?

Yes [] No []

20. If **YES**, mention them?

.....
.....

SECTION C: Application of skills in rights-based approach

21. Indicate what skills you have in rights-based approach?

.....
.....

22. Are your skills in Rights-Based Approach adequate for the work you do? Yes [] No []

23. If **YES**, explain how.....

.....
.....

24. If **NO**, explain.....

.....

25. Is there a guide to follow for the application? Yes [] No []

26. Do you understand the guide? Yes [] No []

27. If **YES**, what are the steps it outlines.....?

.....

28. If **NO**, what do you need to help you.....?

.....

29. Are you given the space to use your initiative? Yes [] No []

30. If **YES**, how.....

.....

31. If **NO**, explain your answer.....

.....

SECTION D: Results of such skills in selected sectors where ActionAid

Ghana is working

32. What are the objectives of the rights-based approach application?

- i.
- ii.
- iii.

33. What are the areas of expected outcomes?

- i.
- ii.

34. How are the outputs/outcomes determined?

- i.
- ii.
- iii.

35. Have you been able to achieve the expected outcome?

Yes []

No []

36. If **YES**, what have been the results/outcomes.....?

.....
.....

37. If **NOT**, what did you need to do to achieve your objectives?

.....
.....

38. What accounted for the challenges?

- i. Lack of space for engagement
- ii. Lack of cooperation from duty bearers

- iii. Lack of will power of communities
- iv. Lack of funds
- v. Others.....

39. What have been the major successes in the application to your work?

40. What are the reports on the field?

- i. Monitoring reports
- ii. Progress reports
- iii. Quarterly reports
- iv. Annual reports

41. What do your reports entail?

- i.
- ii.

42. Does the organisation act on the report?

SECTION E: Assess challenges in the application of rights-based approach in work

43. What were the challenges you encountered in achieving your objectives?

.....

44. Have any efforts been made to overcome those challenges?

Yes [] No []

45. If **YES**, what efforts and by whom.....

.....

46. If **NO**, why.....
.....

SECTION F: Relevant recommendations

47. How do you evaluate the programme.....?

48. Was there a baseline before the start of the programme?

Yes []

No []

49. How do you know you have been able to achieve the results?

.....
.....

50. What would you want to be done differently?

.....
.....