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RIGHTS-BASED APPROACH IN THE WORK OF SAVE THE CHILDREN UK

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Declaration

The work I have submitted is my own effort. I certify that all the material in the Dissertation which is not my own work, has been identified and acknowledged. No materials are included for which a degree has been previously conferred upon me.

Signed: Ha Anh Tran

Date: May 22nd 2013

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Abstract

As human rights and development share the same goal of achieving human liberty and dignity, the human rights-based approach to development has come to life using international human rights standards and frameworks to reinforce the legal obligations states have to create changes towards the fulfilment of human rights and fundamental freedoms. This study aims at diving into the massive theoretical work on human rights-based approaches to form a deep, logical understanding of this concept based on literature review. At the same time, the researcher also aspired to compare and cross-check the results drawn from the previous studies and publications with an empirical study of Save the Children UK whose work has been claimed to be rights-based and rights-oriented. With the time-tested history in fighting for children's rights, Save the Children is believed to be one of the prestigious organisations with the richest experience in being the pioneer and leader in integrating, employing and practising rights-based approach. Save the Children UK has a long history of advocating for, promoting and protecting children rights. The organisation is evolving to reach a wider range of beneficiaries and achieve better programming results with strong campaigning activities. A rights-based approach is very much in line with the vision and mission of the organisation yet it also poses the weakness in providing visible and time-bound results.

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Abbreviations

CRC: The Convention on the Rights of the Child

ESLP: Eat, Sleep, Learn, Play Programme

IMBY: In My Back Yard Programme

FAST: Families and Schools Together Programme

HRBA: Human Rights-Based Approach

M&E: Monitoring and Evaluation

NGO: Non-governmental Organisation

RBA: Rights-Based Approach

UK: United Kingdom

UN: United Nations

UNDP: United Nations Development Program

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNFPA: United Nation Population Fund

UNICEF: The United National Children's Fund

UNIFEM: United Nations Development Fund for Women (now known as UN Women)

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CHAPTER 1

Introduction

1.1 Context

For the past few decades, we have seen numerous radical advancements in various fields that helps remarkably improve living conditions of people all around the world. Yet the impacts they have made seem still patchy and the more we economically develop the wider the gap between the rich and the poor becomes. Issues of hunger, poverty, exclusion, discrimination and inequality are even more severe and drastically deepened in many parts of the world (VeneKlasen et al., 2004). In the efforts to eradicate poverty and fight for basic human rights, there comes the new trend of the era where development and human rights organisations are collaborating and learning from each other to ensure a better result of their operations with a view to advancing the living standards of people. Each field has their own goals and target audiences yet the gap between them is gradually being erased with human rights institutions and agencies paying more attention to economic, social and cultural rights as well as the participation aspect of community development for better exercising and claiming rights, while development organisations trying to adopt a human rights-based approach (HRBA) into their programming, joining the enthusiasm of lobbying and advocacy and paying more attention to hold the states accountable for their international legal commitments.

1.2 Research Focus

1.2.1 Research Focus

As human rights and development share the same goal of achieving human liberty and dignity, the human rights-based approach to development has come to life using international human rights standards and frameworks to reinforce the legal obligations states have to create changes towards the fulfilment of human rights and fundamental freedoms. This study aims at diving into the massive theoretical work on human rights-based approaches to form a deep, logical understanding of this concept based on literature review. At the same time, the researcher also

aspired to compare and cross-check the results drawn from the previous studies and publications with an empirical study of Save the Children UK whose work has been claimed to be rights-based and rights-oriented. With the time-tested history in fighting for children's rights, Save the Children is believed to be one of the prestigious organisations with the richest experience in being the pioneer and leader in integrating, employing and practising rights-based approach.

1.2.2 Personal Motivation and Objectives

I have worked for various non-governmental organisations, local, national and international alike, in both informal and official positions, which have enriched my first-hand experience in see how organisations work in striving for their final goals. It has always been fascinating and appealing to me how different NGOs employ different approaches in order to maximize impacts of their development programmes and projects on lives they touch. Taking this interest into serious account, I would desire to go deeper in understanding the most prominent approach in today development: the human rights-based approach.

Within the boundary of this research, I wish to take into consideration the very approach employed by Save the Children UK (SCUK), with a specific case study on In My Back Yard Programme (IMBY) in order to explore how the approach has been used in practice. I was personally involved in the programme of IMBY as a volunteer and found the programme of much inspiration for both project staff and participants yet it has apparently encountered difficulty in attracting funding and faced a decrease in operation and scale. Thus, it is intriguing to me to find out the reasons behind this limitation to appeal to donors while the programmed is perceived to have been successful.

This analysis will be furthered enhanced with the light set by a critical comparison with the evidence-based approach (EBA) employed by Family and School Together (FAST) programme which has proved widely effective and become the signature work of the organisation at the present, and need-based approach employed by Eat, Sleep, Learn, Play (ESLP) programme. Findings drawn from assessment of the comparison will be expected to present the differences of each approach, especially in the aspect of measuring results and impacts - the essence of accountability to all concerning stakeholders.

1.3 Research Aim & Objectives

With a view to understanding why RBA has been selected and employed in the development sector of a developed country, the research topic has been decided as followed: **Rights-based approach in the work of Save the Children UK** in order to assess the rationale of choosing this particular approach for the strategic orientation of the organization. A case study of In My Back Yard programme will provide further detailed observations and comprehension of how the RBA is embedded in the implementation level. Accountability as one major distinctive feature of RBA will be in focus with close inspection of its capacity of impact measurement.

In order to achieve a thorough and precise account for this issue, a set of specific objectives has been identified for thorough understanding of the approach:

1. Clarification of what is rights-based approach, how it has come into being and operation, its characteristics, advantages and disadvantages, as well as challenges.
2. Exploration of how a rights-based approach is perceived in Save the Children UK, why it has been chosen to be employed in their work with regards to the international and national economic, social and political contexts as well as the situation within the organisation itself, what has been done to integrate the approach in strategy, policy and programming (eg. any guideline, framework or set of indicators in place?)
3. Critical analysis of how rights-based approach has been embedded in different stages of the IMBY programme (in planning, appraisal, proposal writing, implementation, monitoring, evaluation and reporting processes, etc.) and of advantages and difficulties encountered by Save the Children staff in running IMBY.
4. Assessment of the rights-based approach's capacity to produce credible and measurable impacts of change in IMBY compared to that of FAST and ESLP programmes to explain the reasons behind the withdrawal of IMBY from Save the Children's UK national programme.
5. Formulation of recommendations for effective integration and use of a rights-based approach and possible coordination/combination of different approaches.

1.4 Research Significance

As important as the main trend in the development field recently, a human-rights based approach serves as the compass for planning and programming in a great number of development operations (Gauri and Gloppen, 2012). The vast majority of civil society organisations have been quick in employing this approach from strategy designing level to implementation. However, this approach has also received much criticism and opposition from all concerning parties, whether it is donors, communities, authorities, academia and even development organisations themselves. Theis (2004) commented that even though a rights-based approach has attracted a huge quantity of studies and reports and the concept is becoming more and more ‘specialised and diverse’ yet there lacks published works on the practical aspect of rights-based programming. Keeping in mind the lack of systematic and comparative studies on the evaluation of human rights-based approaches (Schmitz, 2012), it is aspired for this research to contribute some further findings on the advances and effectiveness of the approach in fulfilling the aims of development strategies and programming by highlighting its strengths and weaknesses in planning and operation. A brief but critical comparison with programmes which use evidence-based and need-based approaches is also expected to portrait a better understanding of its ability to demonstrate evidences and results, or in other words, the capacity of producing measureable and visible impacts.

1.5 Research Delimitation

Within the boundaries of this research, only the aspect of RBA in the work Save the Children UK is studied with regards to its effectiveness and accountability in their UK national programmes, specifically IMBY programme. This research does not attempt to evaluate RBA in all members’ work across Save the Children Alliance nor does it intend to include Save the Children UK international programmes in other parts of the world outside the UK. The assessment of RBA also focuses on how the organisation views, realises, practises, monitors and evaluates its programmes rather than directly evaluate these programmes.

1.6 Chapter Overview

This research is divided into six main chapters, each of which contributes to the overall results by focusing on their specific roles as explained below:

Chapter I – Introduction

This chapter provides the reader with background information on the current context of development sector and the role that RBA plays in helping civil society to effectively maximise the impacts made by their work. The focus of the research is discussed and justified with clear explanation of personal motivation and research's significance. The overall research aim and objectives are also identified.

Chapter II – Literature Review

This chapter assesses available resources including previous and current studies and documents to form an overview of RBA, exploring its origin and formation, definitions and adoptions by various organisations, clarifying its characteristics, as well as critically analysing opportunities and challenges it faces at international and UK levels. This appraisal serves as the prime foundation upon which the data collected for the study will be analysed and evaluated.

Chapter III – Methodology

This chapter introduces and justifies the research strategy and data collection methods to be adopted for the research. Ethical issues and research limitations are also discussed.

Chapter IV – Findings

This chapter reports on the findings from interviews with Save the Children staff as the main data collection methods to explore how RBA is embedded in the organisation's various levels from strategies, policies to practices. Advantages and disadvantages of the approach is also identified from different perspectives and angles, in comparison with other significant approaches, and with reference to the internal and external factors. Empirical findings will be place side by side with literature findings from Chapter II for critical assessment and discussion.

Chapter V – Conclusion

This chapter includes summary conclusion of the research and introduces recommendation drawn from the findings in both empirical and theoretical study.

Chapter VI - Recommendations

This chapter draws on some major recommendations formulated from the main findings of the previous chapter with a view to improving the effectiveness and efficiency of using RBA through initiatives and well-tailored combination with other approaches.

Other parts of the research include:

- **References:** an alphabetical listing of materials and sources referred to in this study using the Harvard system of referencing.
- **Appendixes:** supplementary materials with background information on Save the Children work and interview guides.

CHAPTER 2

Literature Review

2.1 Human Rights and Development

2.1.1 *History of Human Rights and Development*

Human rights and development have a strong, complex relationship. There has been a long history of the birth and growth between the two areas since the end of the World War II, starting with the Universal Declaration of Human Rights. This very document officially established new moral standards for human rights at international level, with its legal binding effects on all member states of the United who have ratified the bill. Since then, numerous efforts have been made to realize these standards at national, regional and international spheres.

Nevertheless, Sano (2000) argued that “(h)uman rights thought is rooted in the European natural rights philosophy and in the age of Enlightenment with its struggle against absolute monarchy.” This resulted in a new relationship between the state and its people which paved way to the foundation of “individualistic and liberalistic understanding of society” expressed explicitly in the American Declaration of Independence and in the French Revolution. (Sano 2000)

Development, on the other hand, in his opinion, “grew from the decolonization process after World War II and were also inspired by efforts to create a more just world order” (Sano 2000). This aspiration has led to the “economic development” in the 1950s and 1960s and “sustainable and people-centred development” for the 1980s and 1990s (Theis 2004). The struggle against global inequality and poverty, which started to dominate the UN agenda since 1970s and has stayed in the spotlight especially after the Cold War, witnessed a change in perception of root causes of poverty and a quest for sustainability (Theis 2004)

Besides, Theis (2004) adduced that the separation of human rights and development in the global order in the last century was mainly caused by the confrontation of the two poles in the Cold War. Human rights were advocated for by the Western world topped by the United States

concentrating on civil and political rights and freedoms while the Socialist bloc promoted economic and social rights.

2.1.2 Differences and Similarities of Human Rights and Development

At their root nature, human rights and development are two different concepts and had been developed in a relatively separate way. While human rights focus on “the protection of individuals and at times groups against those on power” as well as the imposition of duties on the state to prevent human rights violations and ensure a decent standard of living for its citizens, development mainly deals with economic, social and cultural issues in the face of local and global change. Moreover, “human rights has its subject norms, rules, and duties together with their institutional foundations, whereas development theory has general processes of change, resource control/conflict, and resource allocation at its core” (Sano 2000). Another aspect of distinction that Sano (2000) listed include the professional backgrounds of practitioners of both sides with social, political education and traditions on development and legal jurists for human rights. Methods of quality measurement is also claimed to help differentiate “the effective and goal-oriented transfer of resources and increasing social welfare” function of development and the “establishment and incorporation of human rights norms and legal rules in a given culture” against which human rights measures itself (Sano 2000).

2.1.3 Emerging necessity for collaboration

As different as they may be, there is an unstoppable trend of merging the two fields for better achievements for both (Sano 2000, Gauri and Gloppen 2012, UNDP 2000, Theis 2004). Both Sano (2000) and Manzo (2003) acknowledged the common features of human rights and development stated in UNDP Report 2001, which are the goal of “human freedom” and the value of “human well being” and “self respect”:

‘(H)uman development shares a common vision with human rights. The goal is human freedom. And in pursuing capabilities and realizing rights, this freedom is vital. People

must be free to exercise their choices and to participate in decision making that affects their lives. Human development and human rights are mutually reinforcing, helping to secure the well being and dignity of all people, building self respect and the respect of others’.

(UNDP, Human Development Report 2001, p.9.)

While pointing out differences in strategies and design which is actually good for mutual benefits, UNDP (2000) also affirmed the similar motivation and concern. This UN agency believed that the gap between the two areas is being erased regularly and that the offensive global poverty and inequality we are facing “are now treated as a denial of human rights and thus emerge as continuing human rights challenges” (UNDP 2000: 42).

Sano (2000) also determined that the two fields are “mutually reinforcing” and this “increasing convergence as political participation and social processes of change” is of a great comfort since there is a need for the combination emerging from both with demands of some development activities to become entitlements and several human rights ones to help generate an enabling environment for empowerment. The ability of bring about a room for protection and dignity of human beings has put human rights in priority for development to adopt a new method with a viewing to maximize effectiveness and efficiency (Sano 2000).

Therefore, the human rights-based approach has been introduced and embedded in various UN agencies and non-governmental organisations (NGO) with high hopes that this approach would be able to push forward development interventions. A detailed explanation on this approach will be presented in the next part with insights on its definitions, characteristics, advantages and challenges.

Figure 01 – Brief History of Interrelationship between Human Rights and Development

1948 – Universal Declaration of Human Rights adopted by members of the United Nations, followed by two other international human rights bills: the International Covenant on Civil and

Political Rights (1966) and the International Covenant on Economic, Social and Cultural Rights (1966).

1968 – World Conference on Human Rights (Tehran) formalising the existence of human rights community

1977 – UN Commission on Human Rights established

1986 – Declaration on the Right to Development introduced by UN General Assembly

1993 – World Conference on Human Rights held in Vienna reinforcing the interrelations between human rights and development

1997 – UN Secretary General’s call for all UN agencies and programmes to mainstream human rights throughout the UN system

2000 – UNDP Human Development Report 2000: Human Rights and Human Development Report, emphasizing the necessity of the collaboration between the two fields.

2003 – Common Understanding on the Human Rights Based Approach to Development Cooperation adopted

2.2 Human Rights-based Approach Overview

2.2.1 *History of Different Development Approaches*

The Human rights-based approach is still relatively new but has been quickly picked up by big and small development organisations alike, especially with the leading of the United Nations agencies (Gauri and Gloppen, 2012). It is regarded as the latest emerging tool to further invigorate the impacts of community programmes and projects, starting from the late nineties of the previous century but only really coming the global phenomenon with the introduction of the UN’s Common Understanding on Human Rights-based Approach to Development Cooperation and Programming in 2003 (Schmitz, 2012). However, the development sector has, as a matter of fact, experimented and experienced several other approaches before reaching the human rights-based approach.

Charity and needs-based approaches are considered the most remarkable precedence of the human rights-based approach in the stages of development. Charity is the most initial phase that “involves the cash hand outs or material hand outs” (Chimbuto 2011) that charity groups or organizations collect from philanthropists that have and redistribute to people in need (Parks 2008). In most cases, charity deals with emergency situations where food, shelter, health care, etc. are needed or some urgent community projects to build schools, borehole and clinics or hospitals for local people. On one hand, Parks (2008) asserted charity has certain advantages inclusive of obvious needs and clear goals. As it is monetary and material-based, it seems to be easier to account for, and thus, appeals to funding more, especially with results-based donors. On the other hand, since this approach tackles problems on the surface by providing immediate reliefs and not addressing deeper causes (Parks 2008), the impacts can be short-term and unsustainable. Furthermore, the recipients of such philanthropic acts might feel ashamed and play a passive role when receiving good deeds from outsiders.

The needs-based approach is a next step for development to shift its attention from givers to beneficiaries. It takes a stance from the poor’s point of view focusing on their needs with efforts to tackle the causes of problems. However, this approach can only touch the immediate cause of issues due to the lack of thorough assessment on economic and social structures in order to mobilise people and create greater effects. UNICEF (2007) claimed that one of the limitations existing in charity or needs-based approach can appear top-down and decisions made by charity organizations and authorities can be autocratic and arbitrary, thus insensitive to the true needs of the poor and ignorant to the real causes of problems.

Figure 02 – Charity Approach vs. Needs-based Approach vs. Rights-based Approach

Charity Approach	Needs Approach	Rights-Based Approach
Focus on input, <i>not</i> outcome	Focus on input <i>and</i> outcome	Focus on <i>process</i> and outcome
Emphasizes increasing charity	Emphasizes meeting needs	Emphasizes realizing rights

Recognizes moral responsibility of rich towards poor	Recognizes needs as valid claims	Recognizes individual and group rights as claims toward legal and moral duty-bearers
Individuals are seen as victims	Individuals are objects of development interventions	Individuals and groups are empowered to claim their rights
Individuals deserve assistance	Individuals deserve assistance	Individuals are entitled to assistance
Focuses on manifestation of problems	Focuses on immediate causes of problems	Focuses on structural causes and their manifestations

(Jakob Kirkemann Boesen and Tomas Martin (2007) *Applying a Rights-based Approach - An Inspirational Guide for Civil Society*, The Danish Institute for Human Rights)

The human rights-based approach is a new, innovative approach evolving from charity-based and need-based approaches (Katsui 2008, Boesen and Martin 2007) that focuses on ‘human-centered development’ (Nowosad 2002) where the most marginalised people are prioritised and given chance to actively participate in the process of development as rights holders in claiming their rights and holding states as duty bearers accountable for respecting, protecting and fulfilling those respective rights. As the approach started to take stage, it is believed that this approach prevails for strong emphasis on empowering the disadvantaged, giving them the capacity to address hunger and poverty as well as other issues related to their dignity and well-being at their roots.

Details of how the human rights-based approach is defined and characterized will be discussed in the next part.

2.2.2 Definitions of Human Rights-based Approach

Manzo (2003) declared that the human rights-based approach is quite new and controversial concept and up to date, this approach to development has no universally agreed definition and

each organization has its own definition and principles yet they are all based on the international human rights framework.

The human rights-based approach is generally understood as a normative framework that “integrates the norms, principles, standards and goals of the international human rights system into the plans and processes of development”. It is designed to protect and promote human rights (Boesne and Martin 2007, Robinson 2005) by using them as the “scaffolding of development policy” (Manzo 2003). Besides, ODI (1999) and Manzo (2003) both saw human rights promotion, protection and fulfilment as the end objective of all development projects that employ rights-based approach.

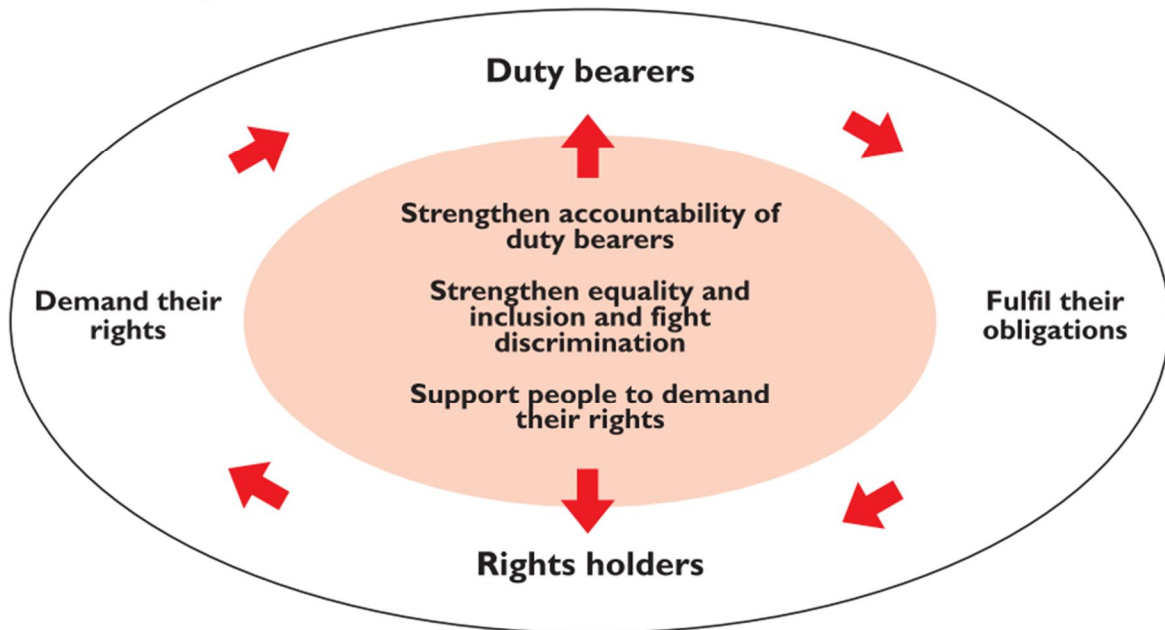
Hunt *et al.* (2004) put more concentration on the empowerment aspect of the concept: “Fundamentally, a human rights approach to poverty is about empowerment of the poor... Provided the poor are able to access and enjoy them, human rights can help to equalize the distribution and exercise of power both within and between societies. In short, human rights can mitigate the powerlessness of the poor”. Chimbuto (2011) held that this approach employs the principle which “puts a human person at the centre of the development process”. This explains the core feature of this approach which produces favourable conditions for the poor to take charge of their own life. No longer should they be passive and slack in solving their own issues but take part in mobilizing and campaigning to claim their deserved rights and demand fulfilment of those rights from the duty bearers.

For Paul (1989:89), the human rights-based approach to development displays an urgent command for all the concerning stakeholders in development since it advocates for the social obligations directed to the states and other duty bearers to agnize the substantial role of human rights in social processes for change. This view is also shared by the former UN Secretary General Kofi Annan: “the rights-based approach to development describes situations not simply in terms of human needs, or of developmental requirements, but in terms of society's obligation to respond to the inalienable rights of individuals” (Annan K., quoted in TWN, 1998). This obligation of duty bearers once more reaffirms the principles of human rights that must be entitled to benefit the deprived and disadvantaged by imposing responsibility on the states, international organisations, international financial institutions and other relevant bodies (Hamm

2001). The principles and elements of this rights-based approach will be discussed in detail in the next section.

Figure 03 – Relationship between Duty Bearers and Rights Holder in Human Rights-based Approach

A rights-based approach and the relationship between duty bearers and rights holders



(Joachim Theis (2004), *Promoting Rights-Based Approaches; Experiences and Ideas from Asia and the Pacific*, Save the Children Sweden)

2.2.3 Principles and Elements of Human Rights-based Approach

2.2.3.1 Human Rights-based Approach Principles

According to UNICEF (2007) and Weerelt (2001), the following distinguish characters that should be pillars in all development interventions using the human rights-based approach: universality, indivisibility, interdependence and interrelatedness, equality, participation and inclusion, empowerment, accountability. But first of all, principle number one is that the approach explicitly recognises national and international human rights normative framework (Kapoor 2010) and this recognition of, reference to and base on human rights treaties allow the human rights-based approach to create ‘a change in perspective’ thanks to the legal binding effect as well as to make impacts on the agents and turn the policy dialogue between donors and recipients to a better situation for the recipients.

- **Universality and inalienability:** As human rights are universal and inalienable, each and every human being born to this world is able to claim for the same right, the rights aspect in a rights-based activities should also satisfy this characteristic.
- **Indivisibility:** Human rights are indivisible and therefore cannot be split and treated differently. There is no particular priority for generalization thanks to the values of these rights vital to different aspects of life. All human rights, ranging from civil, political rights to economic, social and cultural rights are considered as a comprehensive package and should be taken into account when striving for human dignity and decent living standards.
- **Interdependence and interrelatedness:** The relationships between human rights are interdependence, one right’s protection and realization is dependent on that of one or , very often, several other rights.
- **Equality and non-discrimination:** As enshrined in Article 1 of the Universal Declaration of Human Rights, “All human beings are born free and equal in dignity and rights”, everyone is considered equal for the fact of being human. Regardless of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, they are entitled to human rights and freedoms as equal individuals. A human rights-based approach in particular demand a need in focusing on discrimination and inequality by introducing safeguards to protect the rights of the marginalized, by disaggregating data for demonstrating problems faced with by the most vulnerable groups, and by preventing further perpetuation of inequality and power

imbalance or committing to form a new one in the effort to empower local communities (UNICEF 2007).

- **Participation and inclusion:** Kapoor (2010) considered participation as a ‘key element’. All individuals and groups as well as all peoples are entitled to “active, free and meaningful participation in, contribution to and enjoyment of” changes, movements and developments in all areas of the society, whether they are economic, social, cultural or civil, political advancements (UNICEF 2007). Participation lays strong foundation on which human rights and fundamental freedoms can be enjoyed. In order for rights holder to participate in claiming their basic human rights and for duty bearers to build capacity to realize their pledges, participation and inclusion are of great central substance for all concerning parties, especially the poor and excluded, with strong emphasis on empowerment through awareness raising and capacity building for both right holders and duty bearers (Schmitz 2002, Katsui 2008).
- **Empowerment:** “Empowerment is the process by which people’s capabilities to demand and use their human rights grow” (UNICEF 2007). As discussed above on this characteristic of the human rights-based approach, empowerment does not only a pro-poor strategy but more important, the marginalized should take lead in holding the duty bearers accountable with the support of capacity building and other empowerment initiatives. This positive position can benefit those who are vulnerable to be more resilient and proactive in changing their life and others surrounding them.
- **Accountability and respect for the rule of law:** Human rights law defines individuals as rights holders and the state as the direct corresponding duty bearers. With the ultimate goal to promote, protect and fulfil human rights, rights-based initiatives are designed to empower the poor and at the same time invigorate the capacity of those in power to be accountable for their obligations (Theis 2004). The accountability of the states and some other actors such as individuals, local, national and regional organizations, international donors and institutions, private sector and the media is inclusive of both negative actions where they refrain from interfering with or deferring the enjoyment of rights as well as positive actions where human rights promotion and active protection of the states are required (UNICEF 2007)

These principles are shared among all UN agencies whose work is related to economic growth and social development but have also become the base for other civil society organisations to build up their own human rights-based strategies and agendas.

2.2.3.2. Human Rights-based Approach Elements

Organisation for Economic Co-operation and Development (2006) has listed key elements of the human rights-based approach that consist of unique elements which are directly related to the human rights framework and essential elements that can easily spotted in development theories.

Unique elements include:

- *using recommendations of international human rights bodies and mechanisms,*
- *assessing the capacity of rights-holders to claim their rights and of duty-bearers to fulfill their obligations,*
- *and developing strategies to build these capacities.*

Essential elements include:

- *recognising people as key actors in their own development (rather than as passive recipients of commodities and services),*
- *valuing participation, empowerment and bottom-up processes, generally considered good programming practices.*

OECD (2006:60-61)

Theis (2004) articulated that rights-based programming enhance development initiatives in terms of improving impact and sustainability through challenging root causes, creating policy and practice changes, and changing power relations. The human rights-based approach endeavours to address the imbalance of power structure as the primary cause of poverty (Nowosad 2002) by creating changes in all phases of a programme from planning, implementation to monitoring and evaluation (Schmitz 2012). “A rights-based approach requires the development of laws, administrative procedures, and practices and mechanisms to ensure the fulfilment of

entitlements, as well as opportunities to address denials and violations. It also calls for the translation of universal standards into locally determined benchmarks for measuring progress and enhancing accountability” (UNICEF 2007).

In addition, the international community also has responsibility of collaboration and cooperation to promote human rights at a national level for developing world as well as at a global scale for universal achievements (Theis 2004, UNICEF 2007).

2.2.4 Advantages and Disadvantages of Human Rights-based Approach

2.2.4.1 Advantages

Weerelt (2001) argued that the human rights-based approach’s best value is the recognition and transformation of human rights’ potentials to eradicate poverty and hunger, to protect individuals from injustice, inequality and discrimination. Human rights arm development with moral and legal norms, standards and goals of accountability, participation and non-discrimination in the mutual fight for social justice (Weerelt 2001).

Hamm (2001) also believed that the human rights-based approach is mutually beneficial for both development and human rights. Each field gains remarkably in this cooperation. For development, a legal obligation can be imposed on donor and recipient countries and international organizations in the process of implementing a development policy based on human rights, which increases the accountability of both sides and focus on sustainability with long-term goals rather than only short-term time-bound initiatives (Hamm 2001). OECD (2006) emphasized, “a foundation in a coherent, normative framework helps to make these good programming approaches non-negotiable, consistent and legitimate. They create the potential to transform some of the more traditional, technical and beneficiary-oriented or needs-based approaches to aid.” In addition, human rights also “broaden the outlook from the more structural perspective of development to include the level of actors” (Hamm 2001)

As for human rights, such an approach is a great tool to promote the spirit of basic human rights and fundamental freedoms and help realise the enjoyment of rights through all stages of

development strategies and programming “by working for their implementation and realization, by using them as the benchmark for development policy, and by orienting the policy dialogue towards human rights” (Hamm 2001). Moreover, human rights which have served as the common language popular among NGOs and development organisations in recent years prove to raise more awareness and extend acceptance of human rights during the sensitization and promotion processes (Hamm 2001).

Based on the international law system, this approach is also said to benefit both from the moral consensus at global and regional levels and legal binding obligations, which can be useful in implementing and ensuring the quality of development programming. With the comprehensive coverage of basic human rights inclusive of political, civil rights as well as economic, social and cultural rights (Nowosad, 2002), it is deemed to be effective in dealing with cross-cutting issues such as environment and climate change, and humanitarian situations. By shifting the focus onto the poor and excluded groups, a human rights-based approach to development demand efforts to be made in order to reach the most in need people who used to be either ignored or put in a passive position (OECD, 2006). This way their voice will be heard and their identity will be noticed, which gives them valuable self-validation to improve their own destiny. The all-rounded package of basic rights and fundamental freedoms also appeals for the extended collection and use of disaggregated data. It requires a more comprehensive and profound consideration of structural, institutional, political, economic, social and cultural elements that contribute to the formation or aggravate the inequality, gender and ethnic discrimination, imbalanced power relation, exclusion and impoverishment (OECD, 2006).

Another great advantage that the human rights-based approach brings about is the analytical value of human rights (OECD 2006) thanks to its ability to assess the structural and root causes of poverty: “(i)nstead of a needs- based framework, programming based on a human rights analysis looks at states' ability to meet their obligations as well as at their capacity and political will constraints. It also examines citizens' ability to claim their rights, and the cultural and social barriers that may exist.”

Applying human rights into the work of development make considerable changes for project cycle management and new tools, frameworks and methods invented have given the

opportunities for actors to ask new questions from different perspectives and thus to be able to critically and deeply appraise the issues (OECD, 2006).

Apart from the advantages brought about by the human rights-based approach to poverty reduction, OECD (2006) also presented a number of benefits this approach proposes to enhance aid effectiveness for donors. A human rights-based approach changes the direction of aid assistance from direct service delivery to capacity development: individuals are empowered and the state is equipped with necessary tools and resources to improve their ability to fulfil human rights responsibility. As mentioned above, it is the most holistic and all-rounded approach to date that can address the root causes of issues taking into account different levels of actors and various social, economic and political factors. Thus it harbours the ability to create dramatic improvement of the situation, albeit in a longer run. Rights-based development also set a new trend of cooperation and collaboration among different actors, as OECD (2006) suggested, “This trend encourages donor agencies to work with wider sets of actors, often in a facilitative way to support domestic change processes in partner countries.” The rights-based approach also explicitly recognizes the political dimensions of aid as well as reinforces and spread ‘good programming practices (OECD, 2006).

2.2.4.2 Disadvantages

Hamm (2001) and Sano (2000), however, seemed to reserve a more cautious point of view in the capability of the human rights-based approach. While Sano (2000) complained that “Human rights initiatives relate only indirectly to inter-state relations, and they are not adept in addressing issues of efficient resource allocation and in reconciling different strategies and struggles for development”, Hamm (2001) also hesitated this approach itself may not be a definite solution for development but what is most valuable is that it offer the opportunity to bring about substantial changes and options for both development and human rights.

The approach itself also has to deal with hesitation and resistance from all sides though each with different motives and intentions. As it still lack a concrete, clear definition (Harris-Curtis 2003, Katsui 2008), interpretations are left to NGOs or development agencies to understand and explain, which holds risky scenarios of misleading distortions. Tensions from result-oriented

donors also put high pressure on RBA programmes when time-frame implementation and evidence-based reporting are required for accountability and transparency (Weerelt 2001, Schmitz 2012, Gauri and Gloppen, 2012). Some other major supporters like USAID explicitly express their stance to back off from human rights. This presents one of the shortcomings of the approach - the lack of systematic evidence about the results as impact measurement is the big obstacle of RBA in achieving programmes' viable sustainability (Schmitz 2012).

2.2.5 Challenges

Much as RBA appears promising in theories, in its implementation, challenges have been identified and criticism has been received. The discourse of human rights itself has attracted controversial, heated debates and some assert that RBA inherits the flaws of this notion. For example, its European origin may lead to the modern colonialism in disguise (Katsui 2008) or at least consequently generate misfits between western values and socially rooted practices in the third world (Gauri and Gloppen, 2012). The absolutism in its universality leaves little room for cultural relativity and sensitivity (Katsui 2008). The top-down imposition of human rights by the elites also causes part of the fear that the main targeted participants, i.e. the most vulnerable and deprived people, will not actually have their voice heard due to the states' dominant power over the priority making procedures.

Theis (2004) worried about potential and factual tensions that challenge rights-based management, particularly difficulty in fund raising. "Ethical fundraising may lead to a loss in donor income. Marketing departments may find it difficult to communicate human rights messages to the public" (Theis, 2004). This financial dilemma can affect small organisations even more severely in the competition to attract funding. Small and less bureaucratic organisations may also find it troublesome to integrate human rights principles and values into strategies, policies and practice field work (Theis, 2004:48).

In the case study of UNICEF, OECD (2006:106) acknowledged common problems encountered by donor agencies in their attempt to adopt human rights-based approaches. On the internal side, there are challenges in capacity, such as "limited understanding, high staff turnover, over-

stretched staff, or resistance to an approach that may be perceived to be more difficult (such as focusing on process and not just outcomes), and have inadequate resources to handle confrontation with governments.”

With external relationships with partners, the human rights-based approach requires a great deal of effort, time, communication, training and campaigning to set a foundation on which everyone can share the same principles and work towards the same goal. This task is not the easiest one, despite the popularity of the approach; many donors may hold a conservative perspective that is less favourable towards human rights (OECD, 2006).

External challenges also take place when operating development programmes in certain countries and territories where there are political, social and political unrests. Raphael (2005) is cognizant of the significant difficulty in working with government in partner/recipient countries in her HRBAP Programme Review 2003 for UNICEF. Governments with weak capacity, serious corruption and limited accountability and transparency constrain the effectiveness and efficiency of development efforts. Tyrannical regimes entails highly centralised power manner that hinder democracy and freedom, limit participation of their citizens and interrupt the continuity of long-term interventions. In deprived areas where poverty and hunger are horrifyingly devastating, basic survival or institution-building are prioritised and economic growth as well as infrastructure investments, which are not often holistic and sustainable, are favoured over long-term comprehensive structural planning. There are also troubles in collecting disaggregated data or providing education in native languages in the situation of racial and ethnical disputes and discrimination. ‘Open political resistance’ against human rights can be found in a government’s official political environment or even in social context where basic women’s rights of child rights are seen as trivial or even of non-importance. Raphael (2005) also pointed out that a community-focused HRBA approach could be demanding of communities and slow in delivering results.

Sano (2000) also supported Raphael in this aspect of implementation for human rights-based approach to development. He argued that human rights’ influence is universally limited and the impacts which human rights efforts have been made are patchy and even weak in some areas. While human rights are increasingly becoming one of the top priorities in working agendas at

international community, the legal obligations to entitlements are discussed mainly at decision-making level. The vast majority of the poorest, most vulnerable, marginalized people obtain little awareness of the concept yet they are the one who are most in need of support and empowerment. Sano (2000) then concluded that in order to make human rights an inherent part of development policies, the human rights principles should be used effectively to contribute to the course of empowering people at grass root level to claiming their rights and building capacity for the state to carry out their responsibility of promoting, protecting and fulfilling human rights.

2.3 Human Rights-based Approach Adoptions and Interpretations

As the human rights-based approach become a global phenomenon in development sector, it has been wildly and favourably welcomed and adopted in many United Nations organisations (UN in general, UNDP, UNICEF, UNFPA, UNIFEM, UNAIDS, WHO, etc.), developed countries with development and aid programmes, generally regarded as donor states (UK, Sweden, Netherlands, Australia, Norway, etc.) International, national and local non-governmental and non-profit organisations and even international financial institutions like World Bank also take a step to participate in this popular talk of human rights as an end objective.

In the UK, after the British Department for International Development (DfID) as international development agency took lead by endorsing the human rights-based approach in 2000 (DfID, 2000: 7–20), gradually organisations in civil society have also accepted the concept and worked their way into enclosing and mainstreaming it in their work. Among the big names are Oxfam, CARE, Save the Children, PACT, ActionAid International. The emergence of the phenomenon was encourage by the pressure non-governmental organisations were faced with due to criticism of inefficiency and failure in improving social indicators (O'Brien, 2005:204). The human rights-based approach then offered a potential to solve the situation by raising the moral standards with legal binding effects, with the advantage of being politically accepted universally (Qadir, 2012: 13). In a nutshell, “together, human rights and development are more effective than either one on its own” (Theis, 2004)

As mentioned previously, each and every organisation designing their strategies, policies and programming differently when integrating human rights into their own vision, missions and

values. With a wide variety of interests, fields of expertise, experience and desired prospects, no blueprints can be fixed to guide how they should adopt the human rights-based approach (Theis, 2004).

Hamm (2001) highlighted the role of NGOs in shaping the human rights world as well as the development field. He emphasized, "A human rights approach to development works only as long as development and human rights NGOs cooperate and consider each other's work." As human rights frameworks and practices continue to develop and evolve, the close interaction and interdependence between the human rights community and development sphere must form the essential part in the planning and implementation of both fields for mutual benefits and successes (OECD, 2006). Their efforts in the quest of human liberty and well-being are complementary to each other and necessary to monitor and watchdog the actions of states. Cooperation should also be extended to the relationship between states and non-state agents for mutual understanding and sustainable accomplishments (Hamm, 2001).

The table below (Figure 04) demonstrates diversity in employing human rights into the work of civil society organisations and donors categorized by OECD (2006), ranging from implicit integration, specific projects or programmes aiming at a limited number of people, policy changing dialogues towards the fulfilment of human rights, human rights mainstreaming into all areas of interventions, and finally to human rights-based approach which requires structural and institutional changes. Generally speaking, UN agencies and major donor states explicitly determine their work on the base of international human rights bills and treaties, while non-governmental organizations might take a more careful position, especially medium-sized and small organizations adopt the approach in a more subtle manner, often in use at an operational level. However, regardless of the application degree, human rights frameworks still have to place an important role and remains the 'main source of legitimacy' (OECD 2006: 67-8).

Figure 04 – Five Stages of Integrating Human Rights into Development

Human rights-based approaches	Human rights mainstreaming	Human rights dialogue	Human rights projects	Implicit human rights work
Human rights considered	Efforts to ensure that human rights	Foreign policy and aid dialogues	Projects or programmes	Agencies may not explicitly work on

constitutive of the goal of development, leading to a new approach to aid and requiring institutional changes.	are integrated into all sectors of existing aid interventions (e.g. water, education). This may include 'do no harm' aspects.	include human rights issues, sometimes linked to conditionalities. Aid modalities and volumes may be affected in cases of significant human rights violations.	directly targeted at the realisation of specific rights (e.g. freedom of expression), specific groups (e.g. children), or in support of human rights organisations (e.g. in civil society).	human rights issues and prefer to use other descriptors ('protection', 'empowerment' or general 'good governance' label). The goal, content and approach can be related to other explicit forms of human rights integration rather than 'repackaging'.
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(OECD, *Integrating Human Rights into Development: Donor Approaches, Experiences and Challenges*, 2006:35)

2.4 Child Rights and Save the Children UK

2.4.1 Human Rights-based Approach and Child Rights-based Approach

Generally speaking, child rights are human rights. There is only a subtle distinction between the two notions. Human rights are enshrined in international human rights bills and treaties with principles of equality and non-discrimination, to be applied to every individual equally and fairly. However, for some of the most vulnerable groups like children, women and people with disability, there are separate UN conventions that set foundations for the some of their 'special' rights that are necessary to ensure their enjoyment of dignified living conditions. As for their specific conditions of maturity and vulnerability it is universally agreed that children should have a special protection yet reasonable freedom and active participation in matters directly concerning their life.

The very umbrella framework for children's rights work is the Convention on the Rights of the Child (CRC) adopted by the United Nations General Assembly on 20 November 1989 and later becoming the most welcomed human rights convention with currently 193 member states as

parties. This Convention has become the bone structure for child rights agencies to use and develop their policies and approaches to children. Its four principles are: the best interest of the child; non-discrimination; right to life, survival and development; and the right to participation.

There are a large number of child rights organisations working to ensure children's human rights and to provide the best conditions to develop their potentials to the fullest. UNICEF, CIDA, Sida and Save the Children are among the pioneers in advocating for and integrating children's rights into their work. They have contributed significantly to the realisation of child rights. OECD (2006) gave four reasons explaining why children rights have been widely accepted and successfully promoted:

- *First, children's rights are often perceived as less controversial.* The immaturity and innocence of young children makes it particularly easy to provoke the aspiration to protect and support them. However, there might be some difficulty in ensuring their right to participation in some social contexts such as family matters.
- *Second, the CRC has been nearly universally ratified for many years,* meaning there has been a good amount of time and effort made to promote children's rights in a variety of states and territories, even where the human rights language is not publicly favoured or even accepted.
- *Third, the CRC provides a useful series of entry points for programming* thanks to its holistic and comprehensive quality which covers all human rights from civil and political to economic, social and cultural rights, all in one documents.
- *Finally, children's rights open the way to engage in a wide range of sectors* by providing a clear target group with specific task. This characteristic is very useful in the fundraising task.

However, there are some challenges that a child rights-based approach had to face is the limitation of age. On one hand, due to their incompetency and immaturity, some political and economic rights are limited. They are not allowed yet to vote or run for offices, nor can they establish firms and organisations all by themselves. Fundraising and contract signing is another area where they cannot enter. On the other hand, the group of children under the age of 18 is not

fixed. They continually change and change fast. Children depart with their children-led organisations when they reach adulthood, leaving a gap in human resource and expertise.

CHAPTER 3

Research Methodology

3.1 Research Design

3.1.1 Qualitative Study

I find the qualitative and comparative methods most appropriate for this kind of study in order to search for deep, complex analysis of the issue. The qualitative studies have proved very effective in obtaining specific information about behaviours and opinions of a particular population. The qualitative research is also important in that it allows the subject being studied to give much richer answers to questions asked to them by the researcher. It also gives valuable insights that might have been missed by any other method.

3.1.2 Selection of specific programmes

The following programmes of Save the Children UK have been selected for the study:

- In My Back Yard Programme (IMBY)
- Families and School Together (FAST)
- Eat, Sleep, Learn, Play (ESLP)

These three national programmes have been chosen for each of them is supposed to use a different approach as the main method of achieving its own goals and objectives: In My Back Yard with a child rights-based approach, FAST with the signature evidence-based programming, ESLP with the service delivery and need-based approaches. Therefore, it was hoped that the case study to compare these approaches in the aspect of capacity to present measurable and credible result can analyse the differences of each project in order to find out the most effective method of implementing development initiatives.

3.1.3 Selection of respondents for the research

The selection of respondents for the research was based on the identification of the staff that is in charge of integrating child rights into the work of Save the Children in general at the policy and decision making level and the key staff responsible for the planning, implementation and evaluation of the three programmes.

The challenge in selecting the respondents was accessing them during their busy schedules as well as getting them interested in contributing their perspectives and insights to the study. Finally, the following respondents were selected:

- High-ranking officials in management and policy-making level: Child Rights Advisor, Programme Strategy Managers, Head of Programme – South of England
- IMBY staff members: UK Programme Coordinator, London Programme Coordinator and IMBY Project Officers and partners
- Staff members of the evidence-based FAST and need-based ESLP programmes: Programme Coordinators, Project Officers.

3.2 Data collection method:

3.2.1 Interviews

As this research is of the empirical type, the primary data was collected through acquiring relevant information by interviews.

Interviews are determined to be the main method for data collection. For this qualitative research requires in-depth understanding of the field more than just numbers and figures, interviews appears to be the most suitable way to gain profound knowledge and to explore differences and similarities (Greener 2011: 86). As Holstein and Gubrium (1997: 113) suggest, ‘the interview conversation is a pipeline for transmitting knowledge’, interviews can be regarded as ‘a method for generating empirical material’ (Alvesson and Karreman 2011) that give enriched, profound account of personal or professional experience. The interviews will be carried out on face-to-face basis, preferably one-on-one as this is believed to probably be the best way to gain deeper perspectives on the subject with direct contact with the interviewees. The interviews will be

semi-structured in order to retain both the strength of the structured interview where information aimed to be gain will not be missed thanks to its consistent, concrete, disciplined nature and the advantage of the unstructured interview which lays ground for open discussion and depth of subjective response (Winstanley 2009, Greener 2011). The question list can be sent to interviewees in advance for preparation and avoidance of unexpected lack of information. All interviews will be using audio recording for the prevalence and popularity over other methods such as written notes or video recording.

Interviews will be conducted with respondents that have been actively involved in both programmes including the Save the Children UK programme staff, local authorities and charities and schools (partners). The sampling will be non-probability (or non-random) based as it is perceived to be crucial to select the most relevant interviewees who have emerged fully and deeply in the programme implementation and are able to provide possibly the most well-rounded, comprehensive answers of their experience in technical issues such as planning, monitoring and measuring impacts and so on.

Under certain circumstances, *email dialogues or telephone interviews* will be resorted to (but not preferred) with those who are unable to have face-to-face interviews with as this method exposes obvious disadvantages, for example, lack of control over quality and timeliness of response and absence of visual aids (Winstanley 2009).

Participants of interviews

As explained above, interviews were chosen as a method to acquire relevant information for the study from the following participants:

- *High-ranking officials in management and policy-making level* that push forward the idea of embedding RBA into the work of Save the Children UK to find out why the organisation has committed to promoting child rights, what is the role of child rights in the organization's vision, mission and values, and how compatible and effective a human (child) rights-based approach can be expected to achieve these, what has been done so far to integrate the approach into strategies, policies, action plans.

- *IMBY staff members, including UK Programme Coordinator, London Programme Coordinator and IMBY Project Officers and partners:* to find out the initial rationale of the programme, how the integration of RBA was designed to serve the programme's goals and objectives, the advantages and disadvantages (if any) of the RBA that has affected the planning, implementation, monitoring and evaluation processes.
- *Staff of other national programmes including the evidence-based FAST and need-based ESLP programmes:* the data collected from these interviews has been used as a brief comparison between the different approaches of rights-based approach, evidence-based approach, and service delivery and needs-based approach in term of the possibility of impact measuring, monitoring and evaluation only.

Each group of Save the Children staff were to be interviewed with a different set of questions, though overlapping in some areas yet differentiated enough to serve different purposes of each group as discussed above.

The questionnaires are included in the Appendices following the main content of the research.

3.3 Ethic issues:

Informed consent of the following people has been obtained both prior to the commencement of the study and at the time they are approached to take part in the interview:

- Strategy Programme Managers of IMBY, FAST, ESLP
- Programme Coordinators of IMBY, FAST, ESLP
- Project Officers of IMBY, FAST, ESLP
- Child Rights Advisor of Save the Children UK

Risks: No risks were anticipated or actually took place.

Confidentiality and anonymity: All data has been treated in the way that protects the confidentiality and anonymity of the participants and other related people. Coding was used during the gathering and processing of interview tapes, transcripts, and documents.

Ownership of data: All information pertaining to participants will remain the possession of the research and will not be used for any other purpose except for the execution of this study.

Due to certain limitations of the circumstances, no financial support or any other incentives were to be allowed for the. All the data collection sessions were conducted under the principle of sensitivity to the needs and comfort of all respondents (Clough and Nutbrown, 2007).

Given the goal of this study which aims to unearth the differences and similarities, advantages and disadvantages of the three approaches an NGO has been using to implement their work, primary data became the backbone of the fieldwork to provide insights on the comparison. Interviews and questionnaires were selected as the main method for data collection, judging by the nature of this qualitative research, in order to produce a detailed, comprehensive material for the next step of data analysis.

3.4 Research Limitations

The study could have been broader and detailed in terms of both its scope and depth. However, due to time and resource constraints, only the research focus was explored and analysed. Interviews were expected to be carried out in person, one on one, yet due to the limitation of time and geography distances (some interviewees are based in different cities or countries), several interviews were conducted via internet and some unexpected technical problems led to the collection of some data were done electrically.

Assessing every aspect of the rights-based approach to development in policies and implementation would require an enormous amount of time and effort stretched beyond the capacity of the researcher, therefore, besides general analysis of policy making and planning processes, only the prominent aspect of impact measurement was taken into consideration.

With all researches, there are potential risks of data distortion due to personal bias and human errors. This argument is especially relevant for qualitative studies (Quadir, 2012). Due to the instable and personal potentials in nature of qualitative research, limitations may also occurs when determining its reliability and validity, therefore, duplications of the research under the

same methodology, research approach and data collection methods may not necessarily lead to the same findings.

Nevertheless, the researcher have tried her best to minimize the weak areas as much as she could by analysing discoveries, appraisals and knowledge in previous studies and making efforts to capture the essence of how the organisation has embedded child rights at different levels and stages of programming.

CHAPTER 4

Findings

4.1 Child Rights-based Approach Adopted by Save the Children UK

4.1.1 Introduction on Save the Children UK

Save the Children UK is one of the 29 members of Save the Children International. It is a non-political and non-sectarian organisation that has long been one of the oldest organisations pursuing children's rights. The organisation can take pride in itself for having been the first organisation that advocate for the Declaration of Children's Rights in 1920 which later was used as material for the Convention on the Rights of the Child. For more than 90 years, Save the Children has never given up in the struggle for children's wellbeing and decent living standards.

The following section is wished to gain an overview of Save the Children's perspective and understanding of child rights and how far the organisation has gone in employing child rights in their planning and programming. The literature review is based mostly on the book of *Promoting Rights-Based Approaches; Experiences and Ideas from Asia and the Pacific* by Theis (2004) for Save the Children, which will provide theoretical knowledge. Upon that foundation, profound expertise and deep insights of the interviewees gathered during the collection for empirical data will illustrate.

4.1.2 Children's Rights and Save the Children's vision, mission and values

In Annual Report 2008/2009 – Breaking Through, Save the Children declare that fighting for children's rights is the mission of the organisation with a view to “immediate and lasting improvements to children's lives.” Children's rights were underlined in the final goal of the organisation. Their vision were for a world that “respects and values each child, listens to children and learns and where children have hopes and opportunity.” There are, however some changes in the way they prioritise child rights in their agenda. At the moment, Save the

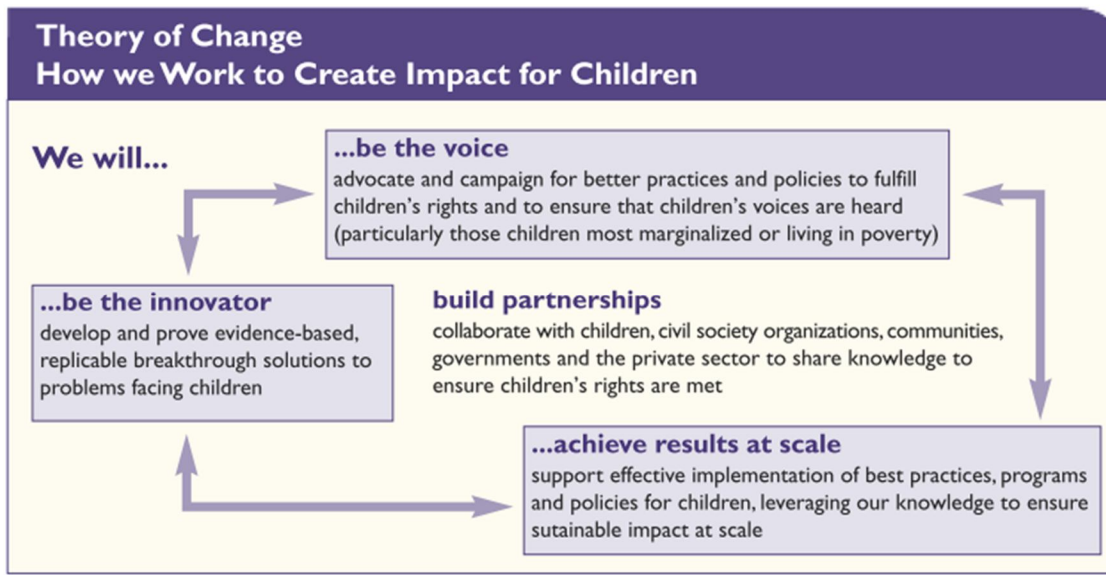
Children’s previous mission has been altered to “inspiring breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives.” It can be seen that the rights element has been removed out of the new mission, yet the vision has shown approval of children rights when they visualize the ideal world “in which every child attains the right to survival, protection, development and participation.” (Save the Children US, 2010)

4.1.3. Children’s Rights in Save the Children’s work

Child rights is the core, featured in all stages in Save the Children UK work, embedded in structures right from the planning, implementing, monitoring and evaluation. Save the Children believe that taking child rights perspectives will help to analyse the situations and circumstances of poverty and other development issues differently from the traditional point of view which only recognises the problems on the surface. A child rights-approach provides the organisation with deeper understanding of the root causes apart from immediate reasons and the ability to identify that one or more children’s rights is being denied or violated.

Consider the newly adopted “Theory of Change” by members of Save the Children International in the figure below.

Figure 05 – Theory of Change



(Save the Children US (2010), *Getting to Great for Children: 2008 – 2012 Strategic Direction – 2010 Refresh*, Save the Children Federation)

The concept demonstrates the new direction of Save the Children with an big ambition to reach a larger number children and make sustainable impacts of their life. This circle starts off with programme designing. A new initiative for a programme starts with an idea considered by the Innovation Board who look at the respective right of the child enshrine in the CRC to make sure that all programming activities must contribute to the fulfilment of children's rights. Other aspects of programming such as feasibility and scales of beneficiaries, accountability and levels of impact will be taken into consideration. Once the programme is put into life, it collects evidences of changes impacts at local level which will later be used for the policy and advocacy work to address the issue at larger scale across the country, raising awareness, appealing for policy changes and at the same time replicating good practices. Successes of the campaigning will then be evaluated and lessons will be drawn for better programming.

In this circle, child rights-based approach is perceived as the framework in each and every step, serving as the lens through which all programmes and advocacy campaigns will be seen and evaluate. The child rights-based approach is believed to set the “tone” for the whole organisation's operations.

Save the Children have signature child rights programmes like Young Ambassadors and advocacy campaigning work that have been well received and have made major contributions to the adoption of Child Poverty Act by the UK government. They have also had significant efforts in representing UK children at UN conferences and other international forums.

4.1.4 Staff's Awareness and Understanding of Child Rights and Child Rights Policy of the Save the Children UK

The number of staff members being interviewed in the research is very limited and therefore the findings on staff's awareness and understanding of the organisation's child rights policies and planning cannot be generalised and concluded as the representative opinion of the whole organisation.

Generally, all the interviewees have a basic knowledge of child rights as the legislative framework for programming and understand this concept is the backbone of the organisation's activities. However, still there appears a gap in staff understanding of child rights-based approach in Save the Children's work. Many have little idea of the principles and elements of the approach. There is a required induction training for every staff member when joining the organisation (also available as optional for volunteers) that includes Child Rights and Child Participation but some complained that a day training in each subject is insufficient for staff of the Programme team, especially those directly working at the field.

There are also a special post of Child Rights Advisor as well as other Child Rights officers across the country, dedicated to the development, control and monitoring the mainstreaming children's rights in all the work of the organisation. However, at the moment the person in charge of this position only work mainly with the Policy, Advocacy and Campaign department, which presents a gap between the Advocacy team and the Programmatic staff.

4.1.5 Child Rights Programming

Child Rights Programming (CRP) (2002) is Save the Children's own label for a rights-based approach (RBA) with a specific emphasis on children and their rights.

(Theis 2004)

Generally speaking, the child right programming and rights-based approach have mutual principles. Child Right Programming has been designed on the foundation of theoretical and practical accomplishments of rights-based approach and adversely, child rights organisations with CRP have also had much to offer the development of human rights-based approaches out of their experience and expertise on a large scale. (Theis 2004)

As mentioned above, Save the Children's Child Rights Programming is a personalized human rights-based approach with small target subjects who are children. Thanks to this reduction on scale, there exist some dissimilarities between the two concept however.

First, children are a very diverse group of human beings with an age range from 0 to 18 and differ from each other in ability and maturity. Therefore, a Child Rights Programming needs to take into account these differences in needs, abilities and competencies. Meanwhile, all other human rights conventions can be of equal effects to children.

Second, it is this diversity in age and ability that reaffirms the adoption of the Convention on the Rights of the Child, which does not only contain all basic human rights and freedoms in both political and social aspects but also acknowledge the necessity for special protection of the child.

Third, this Child Rights Programming upholds the best interest of the child under all circumstances. This is the number one principles of the Convention and should always be considered first and foremost.

Forth, "Child Rights Programming considers children in the broader context of family, community and national and international policies." In each situation and environment, children should be able to have their voice heard and to participate in different activities or matters that concern them. "Child Rights Programming also supports children's involvement in policy

consultations, programme planning, implementation, monitoring and evaluation and in child-led organisations.”

(Theis 2004)

No longer are children considered the passive beneficiaries or the commodities without their own voices of their parents. Children can and should be able to take an active part and contribute to the environment they are living in.

Alongside with human rights principles and standards, Child Rights Programming highlights the three most prominent element in its methods of work: Accountability, Participation and Equity:

Accountability:

- hold duty bearers accountable to respect, protect and fulfil rights
- strengthen accountability and capacity of duty bearers to fulfil their obligations
- strengthen accountability structures and overcome obstacles to accountability

Participation:

- rights holders claim their rights
- support people to claim their rights
- strengthen capacity of activist organisations to claim rights
- broaden and strengthen political space for people to claim their rights

Equity:

- promote the inclusion of all children into mainstream society
- promote equity, diversity, identity and choice
- develop the full potential of all children
- challenge discrimination

(Theis 2004: 23)

4.1.6 Child Rights-based Approach Monitoring and Evaluation

The most important tool that Save the Children UK has invented for child rights-based management of the monitoring and evaluation process is the Global Impact Monitoring (GIM) system, which has been available from 2002 (Theis, 2004). Theis (2004) explained the function mechanism of the systems which assigning annual meetings as the basic methods for review and evaluation. Stakeholders take part in the meetings are those directly or indirectly involved in the organisation's programmes inclusive of but not limited to children, donors, national and local partners, government authorities and other NGOs working in similar issues. The five changes that make up the review meeting's agenda consists of changes in children's lives, in policies and practices, in equity, in participation and in people's capacity. The scale and quality of these changes are the criteria upon which the impact of the programme is to be assessed.

Theis (2004) also complemented this GIM system on serving as the 'flexible and practical tool' for a rights-based approach without having to compromise for the shortage of baseline data and indicators. It is also compatible with the organisation's effort towards children rights and erasing the internal hesitation and resistance to a rights-based approach.

Development interventions are usually time-bound, result-oriented and limited in target subjects as well as operation scale. Development goals are also condensed to "one indicator and not complete". For example, the Millennium Development Goals set target objectives with specific numbers of beneficiaries or just a proportion of the whole population to enjoy advancements in life but in none of these goals, the targets were aimed at 100 per cent. With a rights-based approach, the goal has a longer time span and aims at the right as a whole, ie. everyone should be able to enjoy it, not just one aspect of the right (Theis 2004). Besides, human rights are interdependent and interrelated, each right's fulfilment or violation has a strong influence on the enjoyment other rights. Also, each human right "represents a broad minimum standard that generally cannot be measured with just one single indicator." Therefore, a complete set of indicators to monitor a fulfilment of a child right is an ideal in theory but on practical side, this aspiration reveals methodological and practical challenges. Unfortunately, there have been very few models available which can be turned into the feasible solutions in spite of a large volume of literature on human rights impact measurements and indicators.

4.1.7 Challenges

As appealing and innovative as it may appear, the Child Right Programming encounters some difficulty when being introduced into the alliance. Some Save the Children programmes and members pose hesitation and reluctance to integrate the child rights based approach for the fear of its abstraction, impracticality and the political element. Several trainings on rights-based approaches could not succeed in stopping them from flinching.

Theis (2004) also admitted the other disadvantages of a child rights-based approach. Among them is the long struggle is expected before any radical changes in policies and practices can take place. Besides, changes in legal and political agendas may not go along side with the real improvements of living standards for the excluded and marginalised people. This tardy inconvenience can constraint the opportunities to receive funding from certain donors and decrease the effectiveness and usefulness of available indicators in monitoring and evaluating how the duty bearers realise their commitment to human rights fulfilments.

There is also a suspicion over the effort of Save the Children when the organisation advocates for the elimination of child poverty in the UK. Some doubt the necessity of addressing this problem in the context of a developed country when there is supposed to be much more devastating catastrophes in developing world.

The organisation also has to face the opposition against the promotion of the right to participation of children and young people. Many still retain the old thinking of children as immature people lacking competence to make sound decisions and not trustworthy in contributing ideas and opinions.

Global, regional and national economic recessions also contribute to the scarcity of funding. Even though Save the Children still maintains their position in the top list of organisations to receive financial donations, the generally negative economic environment makes the market much more competitive.

Last but not least, there is the internal challenge with human resource such as the lack of sound understanding of child rights and child rights-based approaches, high staff turnover and inadequate training and sensitization on these issues within the organisation.

4.2 Case Study - RBA's capacity to produce credible and measurable impacts of change in IMBY compared to that of FAST and ESLP programmes

4.2.1 Background Information on Save the Children UK Programmes

In My Back Yard (IMBY)

In My Back Yard Project is an innovative and grassroots programme, designed to provide groups of children, young people and parents the opportunity to have their voice heard by running their own project of change in the local area which can then benefit the lives of 150 wider community members. Each project may last approximately 6 months and follows a staged plan. Among the objectives are raising awareness on child rights and promoting active participation of children and those related in improving living conditions of children. The projects work in partnership with local community organisations to deliver the projects in most deprived areas of UK with highest rates of child poverty (Manchester, Chester, Newham, London, Cardiff, etc.)

Families and School Together (FAST)

Families and School Together is an evidence-based parental engagement and community strengthening programme which brings together 40 parents and 80 children for each session. FAST initially runs for eight weeks in a children's centre or primary school. These weekly sessions are facilitated by a team of local parents, community members and practitioners trained by Save the Children FAST trainers.

Some of achievements:

- In the past year teachers reported a 10% improvement in children's reading, writing and maths after completing the FAST programme.

- There was a 52% reduction in poor child behaviour at home, and a 40% reduction of poor behaviour at school
- 90% of parents said they had stronger relationships with their child

In 2011, 3600 children received support and the number is increasing together with the success of the programme.

Eat, Sleep, Learn, Play (ESLP)

Eat, Sleep, Learn, Play is a programme which directly supports children and families living in the most severe poverty. The programme is designed to provide their families with household essentials, like a child's bed, a family cooker or educational books and toys. A benefits entitlement check is carried out at the beginning of the programme to ensure families are accessing all the support they are eligible for. More than 4000 families have received support from Save the Children UK and satisfaction rate is more than 90%.

4.2.2 Comparison between IMBY, FAST and ESLP Programme

	In My Back Yard	FAST	Eat, Sleep, Learn Play
Main Approach	Child rights-based approach	Evidence-based approach	Service delivery and needs-based approach
Main Approach's Compliance with Programme's Goals and Objectives	<p>There are reports on several different areas, relating to children's rights (i.e. education), and what children had discussed under these contexts.</p> <p>Children had a great say in the direction and design of the programme objectives.</p>	The programme is highly structured, monitored and evaluated throughout the process.	<p>The programme offers crisis grants and support families with household materials based on the need of the family with young children from 0 – 3 years old.</p> <p>It is a service delivery considered 'a safety net' to close the gap between the needs of poor families and the capacity of the government, dealing with the surface of poverty but not the cause</p>
Design and Planning	<ul style="list-style-type: none"> - Consultations on CRC when designing every programme. "It (CRC) is very much kind of a lens that the programme was designed through." - assessment of children's rights were taken into account during the design 		<ul style="list-style-type: none"> - Six focus group discussions: to identify the issues and the suitable approach to effectively roll out the programme - Pilot programmes
Implementation	<p>It provided a focus on children's rights throughout the process:</p> <ul style="list-style-type: none"> - Child rights session at the beginning 		<ul style="list-style-type: none"> - Partners (contact/call centres) receive and fill the application verifying the need of the household

	<p>of each project to educate children and young people on their rights.</p> <ul style="list-style-type: none"> - Right to Participation: Children and young people get to decide what kind topic they want to work on and how. - Empowerment: children got voted for by their peers in the project can join the Young Ambassadors Programme, pretty much of the same rights-based structure 		<p>but the family gets to take the lead in saying their needs</p>
<p>Monitoring and Evaluation</p>	<p>“There was a monitoring tool used (the well-being questionnaire) but this did not reflect the programme goals.”</p> <ul style="list-style-type: none"> - The project was highly accountable to stake-holders. - A separate reporting form was used for the funders. - Young people (rights holders) had a huge say in the design, delivery and evaluation of the project with weekly evaluation tool as well as final evaluation session at the end of each project. - There are volunteer questionnaires before and after projects are included as part of key performances. - A set of evaluation indicators is also available 	<ul style="list-style-type: none"> - The programme is measured on 4 outcome areas and the data collection is based on standardised instruments with validity and reliability. Case studies are also gathered for qualitative data. - There are comprehensive M&E tools - There is high accountability to all stake-holders, although children’s rights to participation are not privileged in the approach. Protection and provision are prioritised through the work. - The approach uses statistics to show that it is making a perceived impact, in the minds of teachers and parents who complete the 	<p>Accountability to families and partners:</p> <ul style="list-style-type: none"> - Impact assessments: in place - Collect on-going case studies and testimonials from families - Phone the family after 6 weeks of item delivery to ensure they have received and is happy with the product and to do a brief satisfaction survey - Planning to have more focus groups discussion to get feedback on the effectiveness, strengths and weaknesses of operation and of the programme.

		questionnaires	
Ability to demonstrate visible and measurable results	<p>M&E tools and indicators are generally effective but the reporting mechanism was a little limited as to the different headings which had to be reported under.</p> <p>Sometimes interesting results came out that didn't fit the pre-decided headings for monitoring, and there was no space to record them.</p> <p>There was no young-person led evaluation in the reporting materials, so the staff designed their own and used them.</p>	The reports, when collated are very thorough and show change, in a snapshot view, across the 8 weeks.	Strong evidence on the impacts of the programme through bi-annual surveys with partners and phone talks with families before and after the programme to assess the outcome and changes made to the family and children.
Advantages	<ul style="list-style-type: none"> - Child rights focuses on what children are entitled to, and what they need in order to grow. - "Child rights-based approach gives a framework and the authenticity of purpose for the project as a whole." - Educate children and young people on child rights which used to be unknown or abstract to many. 	<ul style="list-style-type: none"> - The programme is very effective with successful results and has become the signature programme of Save the Children UK - The foundation of evidence-based approach makes the programme extremely attractive to donors and has secured funding for another 5 years. 	Through assessments, testimonials and case studies, the programme shows real pictures of poverty and how excluded people in deprived areas live.
Disadvantages	<ul style="list-style-type: none"> - Child rights can be a complicated concept for young children of 9, 10 years old or 	<ul style="list-style-type: none"> - The strong, comprehensive evidence-based structure sometimes makes it 	The programme model is only 1 year old and has exposed a number of obstacles:

	<p>even younger</p> <ul style="list-style-type: none"> - Difficult to explain in simple terms on the core values and aims of the programme 	<p>inflexible, unyielding to make changes or adaptations to diverse project environments.</p>	<ul style="list-style-type: none"> - Time-consuming in logistic and administration tasks when working with both partners, sub-contractors and suppliers without a proper technology system
Challenges	<ul style="list-style-type: none"> - A challenge would be that different articles can conflict. Participation can conflict with protection. Children have different evolving capacities to have a say on different issues. It isn't always as simple as ticking boxes for different rights; it takes an on-going dialogue to realise children's rights. - An ambitious number of objectives: there are different focuses in one programme: Child-rights, campaigning, participation, community action/ mobilisation programme 	<ul style="list-style-type: none"> - There are great challenges, bureaucratically, in collecting all the required paperwork. - Difficulty in translation and interpretation in a multi-cultural, multi-lingual school environment in the UK 	<ul style="list-style-type: none"> - There is no direct contact with families and small children to really understand the situation and needs due to the methods of working through the third parties (local organisation and social workers) - Difficulty in collecting case studies and testimonials when families do not want to reveal their situations. - Not enough collection and use of evidences in a systematic way to demonstrate outcomes.
Integration of other approaches (if available)	<ul style="list-style-type: none"> - Generally there is an existence of evidence-based approach to evaluate the projects during and after reviews. - Project officers may make use of other approaches and 	<ul style="list-style-type: none"> - Generally there is a little existence of rights-based approach: the right to education 	<ul style="list-style-type: none"> - Evidence-based approach: quantitative and qualitative results are gathered for policy and advocacy work - Generally there is a little

	perspective in their work: “I probably employed Youth Work principles, and the Participation Standards whilst delivering the work.” (email correspondence 11.03)		existence of rights-based approach: right to participation when the families (often the mother of the child) have the voice heard on what they need in the first appraisal stage.
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4.2.3. Reasons of phasing out of In My Back Yard:

In My Back Yard has proved to be a very successful programme that empowers the participants by helping children, young people and their family to understand children rights, to have their voice and opinions heard as well as develop their skills and self-confidence while creating changes in their life and that of others around them. However, the programme has been reduced from a nation-wide scale to only Westminster Borough of London. Besides, it is expected that the programme will continue to be withdrawn and finally end in 2014. Why does such a meaningful and successful programme have to face this fate? Below are several reasons for this phase out of the programme due to the insufficiency of certain qualities that the organisation and the public are looking for.

First of all, the programme seems to embrace a huge variety of different objectives aiming at child rights, child poverty, campaigning and young people's achievements. This wide range of targets has made it loose to focus and creates difficulty to achieve this all in implementation. Staff and partners find it challenging to facilitate and young people also find it hard to keep focused.

The ambitions in achieving too many objectives in one project of the programme has led to another difficulty to fundraise as it is not clear what the core purpose of the project is. Thanks to the core differences in goals and approaches, In My Back Yard is perceived that it takes longer and more troubles to explain with donors and supporters about the idea throughout the programme as well as the target end results of it. Meanwhile, with FAST or ESLP, it seems much easier to see the benefits and explain the objectives in simple terms. The lack of clarity and focus makes the programme 'a challenge to sell' for the Fundraising team.

The programme also has difficulty in presenting measureable impacts to donors. Even though the direct participants including staff, partners, beneficiaries and volunteers find the programme a very inspiring, creative and successful, the actually achievements gained within 6 months or so of each project is not well interconnected and interrelated to each other as a whole and play only a small part in the aspiration of the final goal, which is the fulfilment of the right to participation.

Other objectives of the programmes such as child rights awareness and skills and confidence gain also proved to be hard to measure. Within a short period of time the available indicators and other M&E tools encounters limitations in measuring visibly influential and rigidly persuasive impacts.

Another ‘weakness’ that In My Back Yard has to deal with is the very nature of campaigning and promoting child rights. As explained above on challenges that Save the Child UK is facing, there is still reluctance in some geographic areas and fields on the recognition of child poverty and child rights, especially the right to participation. Not only adults have limited education on children’s rights but also children and young people have little access to and understanding of their own rights in order to able to demand for the protection and fulfilment. This obstacle might have led to the limited scale of successful and prevented the programme to reach a wider circle of beneficiaries.

Therefore, even though the programme has accomplished remarkable success, it has lost the necessary appeal to donors when convincing them about the effectiveness and efficiency. Without funding as ‘the blood’ of any development initiatives, the programme is exposed to the question of sustainability and has to face the decrease in scope of activity as well as a close shutdown.

However, apart from the reasons closely related to the characteristics and elements of the programme, there is also an organisational change that has contributed to the decision to slowly terminate In My Back Yard. Save the Children UK has been under a structural reconstruction in strategies and policies for some time. There is a new direction of Save the Children UK moving away from older groups to focus on early interventions of young children aged 0 – 5 on a large scale across the UK. Young people in their teenage years will have the opportunities to take part in another programme called Young Leaders, which inherits much rights-based perspectives from In My Back Yard but is expected to be built on a much stronger and more coherent programming. Furthermore, the programme did not have large scale impacts nor could the results it made be scaled up to a national level. Even though it was very successful and made positive changes at local communities but these changes remained local issue-oriented and not remarkable enough for influential changes for children all over the country. In other words, In

My Back Yard itself did not come up to the expectation in terms of broad impacts on a wider scale that the organisation is looking for in its 'Theory of Change'.

CHAPTER 5

Conclusions

Save the Children UK has a long history of advocating for, promoting and protecting children rights. The organisation is evolving to reach a wider range of beneficiaries and achieve better programming results with strong campaigning activities. A rights-based approach is very much in line with the vision and mission of the organisation yet it also poses the weakness in providing visible and time-bound results, which reflects the analysis in the literature studies. There is also a hesitation among the public in accepting child rights, which many perceive to be too complicate, provocative and aggressive. Funding is another challenge that the organisation has to balance. With these external challenges, the organisation has taken a 'softer', more flexible approach with child rights. There has been a 'culture communication shift' in external communication to use simpler, easier to understand, more straight forward terms in campaigning and publications for public audience instead of normal child rights language.

Under new strategic changes, Save the Children is embracing a much more ambitious plan with the Theory of Change to widen and deepen the impacts they make on children's life. A rights-based approach is a concept that underlines all the organisation's efforts and though it might have some limitations in one programme (IMBY) the organisation is ready to take the lessons, make relevant adjustments and combine it with other approaches for better, wider positive changes across the country.

CHAPTER 6

Recommendations

After the studies on current use and application of a child rights-based approach in Save the Children UK, the researcher came up with several recommendations suggested for a better and more effective integration of this approach in the organisation's work:

1. **Re-introduce local rights/needs-based analysis**, in conjunction with children, young people and families to consider priorities for certain work areas. Locally identify needs might help build buy-in, and help prioritise the importance of children's rights.
2. **Combine of different approaches:** Obtain a holistic approach that combine and integrate child rights-based approach, evidence-based approach and service delivery (if applicable) in order to benefit the advantages and strengths of each individual approach.
3. **Combine of different programmes:** Deliver different programmes in the same areas to maximize the close relationships with local authorities, community organisation and groups, partners, to better support families and children of different ages. This is a comprehensive solution that can take advantages of all resources and mutually reinforce the effectiveness of each programme.
4. **Strengthen the policy and advocacy capacity** to educate the public on child rights and child poverty to change old-fashioned perspectives that hinder the development and fulfilment of child rights.
5. **Strengthen the coordination and cooperation in the organisation:** The Programmatic line and the Policy, Advocacy and Campaigning department should have a greater cooperation to gain better understanding of the characters and nature of each team's work and enhance the relationship and collaboration within the organisation, raising the effectiveness and productivity towards the mutual vision of a world where "every child attains the right to survival, protection, development and participation." (Save the Children US, 2010)
6. **Invigorate the internal understanding of child rights and child participation** beside the compulsory induction training. Annual child rights revision trainings and more occasional trainings and workshops on specific urgent issues of children's rights are

beneficial to revive the understanding of the concept's principles and elements and update the organisation's staff with newly found knowledge and practices.

Word counts: 14 844

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Appendices

Appendix A – Interview guide for Save the Children UK high-ranking officials in management and decision-making level

1. What are your key functions (roles and responsibilities) in the organization?
2. Why do you think Save the Children has come back to its roots of promoting child rights?
What are the favourable conditions and challenges (internal and external) to do that at present in the UK?
3. What is the role of child rights in the organization's vision, mission and values?
4. How compatible and effective can RBA be expected to support this promotion of child rights?
5. In your opinion, what are the principles and elements of RBA?
6. What do you think are the major differences between RBA and other approaches to development?
7. Does Save the Children UK have any specific strategies/ frameworks/ policies/ action plans to integrate RBA in your work (planning, management, programming, funding...)?
If yes, how effective and feasible do you think they are?
If no, what document/ framework etc. is used for mainstreaming RBA in your work?
8. Has Save the Children UK undergone any reviews for analysing RBA implementation across the organization? If yes, when?
9. What areas do you think Save the Children UK can improve on in terms of implementing RBA?

Appendix B – Interview guide for IMBY staff members

1. What are your key functions (roles and responsibilities) in relation to IMBY programme?
2. Do you know if Save the Children UK has any specific strategies/ frameworks/ policies/ action plans to integrate RBA in your work (planning, management, programming, funding...) in general?
If yes, how effective and feasible do you think they are in relation to IMBY in particular?
3. In your opinion, what are the principles and elements of RBA?
4. What do you think are the major differences between RBA and other approaches to development?
5. Was IMBY designed through RBA?
If yes, how was the integration of RBA conformed to serve the programme's goals and objectives?
6. How has RBA affected all the stages of IMBY (planning, implementation, monitoring and evaluation processes...)?
7. What do you think can be the key advantages and challenges in implementing IMBY programme through the RBA?
8. Do you think the RBA has helped the programme to demonstrate more measurable and visible impacts of change? Please explain.
9. Are there any impact measuring tools or indicators specifically designed for the programme available? How has this availability (if yes) or lack (if no) affected the accountability of IMBY to different stakeholders (right holders, partners, authorities, sponsors and the organisation itself)?
10. Is there any other approach integrated in the programme in any way?
If yes, how was this approach conformed to serve the programme's goals and objectives as well as implementation? What is its relation with the main approach? Has it contributed to any achievements of the programme?
11. What do you think Save the Children UK can improve on in terms of implementing RBA in IMBY in particular and the organisation's work in general?

Appendix C – Interview guide for FAST and ESLP programmes’ staff

1. What are your key functions (roles and responsibilities) in the (FAST/ ESLP) programme?
2. What approach was mainly used to design your programme? (Evidence-based approach, service delivery approach, need-based approach...?)
3. How has this approach affected all the stages of the programme (planning, implementation, monitoring and evaluation processes...)?
4. What do you think can be the key advantages and challenges in implementing the programme through this approach?
5. Do you think this approach has helped the programme to demonstrate more measurable and visible impacts of change? Please explain.
6. Are there any impact measuring tools or indicators specifically designed for the programme available? How has this availability (if yes) or lack (if no) affected the accountability of the programme to different stakeholders (right holders, partners, authorities, sponsors and the organisation itself)?
7. Do you know if Save the Children UK has any specific strategies/ frameworks/ policies/ action plans to integrate RBA in the organization’s work (planning, management, staff training, programming, funding...) in general?
If yes, how effective and feasible do you think they are?
8. In your opinion, what are the principles and elements of RBA?
9. What do you think are the major differences between RBA and other approaches to development (especially the one used for the programme you are working on)?
10. Is RBA integrated in the programme in any way?
If yes, how was the integration of RBA conformed to serve the programme’s goals and objectives as well as implementation? What is its relation with the main approach? Has it contributed to any achievements of the programme?

Appendix D – Interview form

Data Collection Technique: Semi-structured Interview

Interviewer:

Interviewee reference:

Date:

Time:

Place:

Thank you for agreeing to this meeting. This interview forms part of my dissertation research into (Human) Rights-Based Approach (RBA) in Save the Children UK (UK Programme). The purpose of this interview is to obtain your views on a number of aspects related to RBA in the work of the organization. All information gained from this interview will be processed for academic purposes only. Findings and recommendations of the research may be available as suggestion and reference upon request.

Appendix E – Informed Consent Form

Thank you for agreeing to participate in this research, which will take place from February 11th, 2013 to May 23rd, 2013. This form details the purpose of this study, a description of the involvement required and your rights as a participant.

Please consider this information carefully before deciding whether to participate in this research.

Purpose of the research: To understand the rationale of choosing the rights-based approach for the strategic orientation and programming of an organization in the development sector and how the approach is embedded in the implementation level.

Methods of the research's data collection: One-on-one interviews

Participation: If you decide to volunteer, you will be asked to participate in one interview and answer questions to obtain your views on a number of aspects related to rights-based approach in the work of Save the Children UK. With your permission, the interview will be recorded to help accurately capture your insights in your own words. You will not be asked to state your name on the recording.

Time required: The interview will take approximately 45 minutes to 01 hour.

Benefit: The benefit of your participation is to contribute information to the understanding of the rights-based approach and how it has been implemented in practice.

Risks: No risks are anticipated.

Confidentiality: Your responses to interview questions will be kept confidential. At no time will your actual identity be revealed. You will be assigned a random numerical code. The recording will be erased as soon as when my dissertation has been graded. The transcript, without your name, will be kept until the research is complete.

The insights you give the researcher will be used for writing the dissertation and may be used as the basis for articles or presentations in the future. Under no circumstances will your name or information that would identify you be used in any publications or presentations.

Participation and withdrawal: Your participation in this study is completely voluntary, and you may refuse to participate or withdraw from the study without penalty or loss of benefits to which you may otherwise be entitled. You may withdraw by informing the researcher that you no longer wish to participate (no questions will be asked). You may skip any question during the

interview, but continue to participate in the rest of the study.

To Contact the Researcher: If you have questions or concerns about this research, please contact:

Researcher: Ha Anh Tran

Address: 11 Leonard Road, London E7 0DD

Phone: 07762 837 621

Email: haanhtran@live.com

You may also contact the university member supervising this work:

Supervisor: Dr. Steven Howlett

Address: QB 207, Southlands College, Roehampton University,

80 Roehampton Lane, London SW15 5SL

Email: s.howlett@roehampton.ac.uk

Agreement:

The nature and purpose of this research have been sufficiently explained and I agree to participate in this study. I understand that I am free to withdraw at any time without incurring any penalty.

Signature: _____ Date: _____

Name (print): _____