



LUNDS
UNIVERSITET

Stories from Liberia



(Alendal, Erik. 2019).

A qualitative minor field study conducted locally in Liberia, regarding how individuals perceive their Human Rights in relation to their access to infrastructure including conclusions.

Made by Erik Alendal

Department of Human Rights
Institution of History
Course Code: MRSG62
Term: Spring 2019
Supervisors: Olof Beckman
Words: 16006



Abstract

This thesis and minor field study have aimed to examine the relationship between infrastructure (defined as water, electricity and roads) and Human Rights and *how* this affects the individuals perceived Human Rights, but also how we can better understand this relationship. The field study was conducted locally in Liberia and resulted in nineteen different interviews. The method being used has therefore been Naturalistic Qualitative Interviews, which has been semi structured. The data deducted from the interviews was analysed through the scope of the selected method of Human Rights Based Approach. What this thesis and field study has been able to find regarding the relationship between infrastructure and Human Rights is that the infrastructure plays a big part in how the respondents perceive their Human Rights, but that it is inadequate to just emanate from the respondent's infrastructure prerequisites to explain how it affects. In order to obtain a greater understanding and an adequate explanation of the relationship between the respondents and their infrastructure prerequisites, it was necessary to create a framework to go more in-depth. Through the framework, the thesis was able to conclude that to receive a genuine understanding of the relationship between infrastructure and Human Rights, you must examine the respondent primarily and the infrastructure secondly.

Key Words: Infrastructure, Human Rights, Liberia, Naturalistic Qualitative Interviews, Human Rights Based Approach, Framework, Minor Field Study.

Denna kandidatuppsats och fältstudie har haft syftet att undersöka relationen mellan infrastruktur (definierat som vatten, elektricitet och vägar) och mänskliga rättigheter och *hur* det påverkar en individs upplevda mänskliga rättigheter, men även hur vi kan få en större förståelse över relationen. Fältstudien genomfördes lokalt i Liberia och resulterade i nitton olika intervjuer. Den använda metoden blev därför naturalistisk kvalitativ intervju, som under intervjun var semi-strukturerad. Den data som blev inhämtad genom intervjuerna blev analyserad genom den valda teorin, Human Rights

Based Approach. Vad denna kandidatuppsats och fältstudie har kunnat finna gällande relationen mellan infrastruktur och mänskliga rättigheter är att respondentens infrastrukturens förutsättningar spelar en stor roll för hur han eller hon upplever sina mänskliga rättigheter. Emellertid har uppsatsen genom analysen kunnat konstatera att det är inadekvat att enbart utgå från respondentens infrastrukturens förutsättning för att försöka förklara sambandet. För att kunna få en större förståelse och adekvat förklaring för hur sambandet ser ut mellan respondenten och infrastrukturen skapades ett ramverk. Genom detta ramverk kunde denna kandidatuppsats dra slutsatsen att för att få en genuin förståelse över relationen mellan infrastruktur och mänskliga rättigheter, så måste respondenterna primärt studeras och respondentens infrastrukturens förutsättningar sekundärt.

Nyckelord: Infrastruktur, Mänskliga rättigheter, Liberia, Naturalistisk kvalitativ intervju, Human Rights Based Approach, Ramverk, Minor Field Study.

Table of Content

1	Introduction	6
1.1	Purpose, Problem Statement and Question Formulation.....	6
1.2	Delimitations and Material	7
1.2.1	Primary- and Secondary Materials	8
1.2.2	Source Criticism.....	8
1.3	Ethical Assemessents.....	9
2	Prior Research	11
2.1	Physical Infrastructure	11
2.2	Social Infrastructure	14
2.3	Challenges to Human Rights	15
3	Theory and Method	17
3.1	Theory: Human Rights Based Approach.....	17
3.2	Challenges to Human Rights Based Approach.....	19
3.3	Method: Naturalistic Qualitative Interviews	21
3.4	The Interview in Itself	22
3.5	Selection Process of the Respondents	25
4	How the Analysis will be Conducted	28
5	Analysis	30
5.1	Part One of the Analysis	30
5.1.1	The Water Data	30
5.1.2	The Electricity Data	33
5.1.3	The Road Data.....	36
5.2	Part One Analysis Discussion and Summary	39
5.3	Part Two of the Analysis and its Framework	42
5.3.1	Step 1: Identify the Variables.....	44
5.3.2	Step 2: Separate the Variables and Dependent Variables	44
5.3.3	Step 3: Independent and Dependent Variables	46

5.3.4	Step 4: Manifest the Variables	46
5.3.5	Step 5: What is Latent in the Variables?	47
5.3.6	Step 6: Result and a Greater Understanding	47
6	Result and Discussion	49
6.1	Result.....	49
6.2	Discussion.....	49
7	Summary	52
8	References	54
9	Appendices	57

1 Introduction

During my last semester I did a mandatory internship at an organization which is called Liberia Dujar Association – Sweden. The organization has been at the forefront of different humanitarian projects in Liberia for the last 25 years and is today managing two different schools in Monrovia. This means Liberia Dujar has been in Liberia since the civil war that devastated the country during the 90s and early 2000s. Much of the country's essential social functions were foiled during the civil war, among them its infrastructure. The International Monetary Fund reported in 2017 that the quality of the infrastructure in Liberia was among the lowest in the world.¹ I was already aware of this problem when I started my internship, but it was not until I started working in a Liberian context I could grasp the full magnitude of the problem and its consequences.

1.1 Purpose, Problem Statement and Question Formulation

With my interest in Human Rights I saw a very interesting task emerging. The situation, regarding the infrastructure in Liberia, prompted me to try to examine the correlation, between the state of infrastructure and how a person perceives his/her Human Rights being satisfied. I have been encouraged to follow through with this field study and thesis by the lack of previous research related to this subject. Despite my attempts to map the previous research in the planning of this field study and thesis, the number of useful papers has been limited. This is what has prompted me to examine the effects and correlation between Human Rights and infrastructure for this thesis. What I will state now, and which will be more clarified in the chapter of previous research, is that we know *that* infrastructure influences how a person Human Rights, but not *how*.

¹Dodoo, Lennart. *IMF Report: Infrastructure in Liberia Among Lowest Quality Worldwide*. 2017-01-13.

It is also why I have chosen to phrase my two questions in this thesis in the following way:

How does a person's infrastructure prerequisites affect how an individual perceives his or her Human Rights?

and

How can we better understand it?

1.2 Delimitations and Material

This thesis and field study evolve around the word infrastructure, which will be central throughout this paper. The definition of the word infrastructure, that will be used in this thesis and field study, comes from Dr Timo Henckel, Professor in economy at the University of Basel and Warwick McKibbin, Professor in Macroeconomics at The Australian National University. Together they coined a definition of the word infrastructure in a joint research project.^{2,3} The whole name of the report is: *The Economics of Infrastructure in a Globalized World: Issues, Lessons and Future Challenges*. Their definition of infrastructure and what it includes is: Internet, telephony (fixed line and mobile), railways, air (routes), roads, transport, energy (powerlines) and water (sewers and water conduits).⁴ Although, I see it fit for me to limit myself and just focus on roads, energy (powerlines) and water (sewers and conduits). The reason why this thesis will just focus on these three concepts is because of the timeframe. Moreover, to also to establish correct in-depth analysis, which I argue in this timeframe cannot be done with eight different infrastructure concepts. So, when the word infrastructure will be mentioned in this thesis, it will relate to one of these three concepts: Roads, energy (powerlines) and water (sewers and conduits).

The selected method is naturalistic qualitative interviews and ideas for how the primary material should be analysed in the first analysis (out of two) comes from the book *Kvalitativ Intervju*, by Anne Ryen, published in 2004. The second analysis and its

² Australian National University. *Researcher Service Division*. 2018.

³ Australian National University. Crawford School of Public Policy. *Academic*. 2018.

⁴ Kasper, Eva. *A Definition of Infrastructure – Characteristics and Their Impact on Firms Active in Infrastructure*. (2015). Page 14.

constructed framework is built upon the ideas of by Karl Erik Rosengren and Peter Arvidsson in the book *Sociologisk metodik*, published 2002. Lastly, the theory selected for the thesis is Human Rights Based Approach (HRBA) which is formulated by United Nations Population Fund together with Harvard School of Public Health. The version of HRBA is found in the book: *UNFPA, A Human Rights-Based Approach to Programming: Practical Implementation Manual and Training Materials*, published in 2010.

1.2.1 Primary- and Secondary Materials

The primary material of this thesis is the data collected from the qualitative interviews, which were conducted in the greater Monrovia area in Liberia. The result was nineteen different interviews, with nineteen different respondents forming the basis and primary material for this thesis.

The secondary material used for this thesis; is the prior research (see episode Prior Research). Although, since the primary material in this thesis has been interviews, it is unlikely to find or discover secondary material, which gives direct comments on the primary material. Therefore, the closest this thesis has to direct commentary on its primary material is the prior research, which also is the thesis secondary material.

1.2.2 Source Criticism

The procedure this thesis has taken in terms of taking a critical view on its sources has been to comment directly in the text, once something has been explained. The selected theory has a title named: *Challenges to Human Rights Based Approach*, where critique is being lifted. The selected method has been critiqued throughout the method episode. Additionally, the prior research episodes theorists and what they have argued have been critiqued in the same fashion as above, once their view has been explained.

1.3 Ethical Assessments

While collecting the primary material through interviews in a field study in a foreign country with vast social issues, the focus of taking adequate ethical and moral assessments has included from the start.

The study started with me getting in touch with a few different NGO:s based in Monrovia, before my arrival in Liberia. Once I was in place, I meet representatives from these NGO:s. I told all of the representatives about my vision with the field study, general information about it, but also how the interviews were going to be conducted and the persons I wanted them to reach out to. For more information about the selection process of the respondents, see the chapter: *Selection Process of Respondents*. I finally settled with two contact-persons. Why I settled with these two was because they showed a considerable understanding of what the field study aimed to accomplish, but they also gave the field study meaningful input. In summary, they gave me a genuine and serious impression. We then agreed that they could set up meetings with individuals throughout Monrovia, where I clearly stated that all the respondents should remain anonymous for their own and the field study's sake, meaning they would remain anonymous for me as well. More of that in the next paragraph below.

When it was time for the interview and I sat down with the respondent, I began by explaining the different points of the field study I was conducting and I always emphasised that I was there to strictly examine the phenomenon of infrastructure. This was because I did not want to give out the impression that I was there to attempt to change the individuals' surrounding infrastructure. When this was explained and when the respondent had shown that he/she understood it, I moved over to the consent of the interview. As I mentioned, all the respondents remained anonymous to me. Some argue that there is no such thing as "anonymous" when dealing with interviews, but I would argue the opposite. I specifically asked my contact persons to instruct the respondents beforehand not to mention their name to me. The descriptive information I received from the respondents was their sex, age, geographical location (in a city with close to a million inhabitants) and profession.⁵ Although, after careful consideration, I have come to the

⁵ World Population Review. *Liberia Population 2019*. 2019.

decision not to disclose my respondents profession, since it could make the respondents easier to identify.

There were several reasons why I wanted my respondents to remain anonymous. Among these reasons were to minimize the risk for the respondents to be identified plus that I wanted to create a room where the respondents felt that they could speak more freely. This was important since I was dealing with naturalistic qualitative interviews. This is also why the consent was given orally. The oral consent meant I could handle less of the persons personal-data and make it even harder to trace it back to the respondent. Another reason behind the oral consent was that adults in Liberia has a high illiteracy rate, 42,94% in total and among adult men 60,77% and adult women 27.03%.⁶ Although, the illiteracy did not change the precautions, taken by me. The information and recorded interviews were stored on Dropbox, while I was in Liberia. I was/am aware that such precaution was not adequate, but I could not only store it on my phone or computer, since I feared that if they would be stolen, so would my research be. Although, now it is only stored on my computed and an USB-drive (all of which I told my respondents).

The respondents received my contact persons' email information and I told them that they could contact them if they wanted to get in touch with me after the interview (to remain anonymous). I told the respondents that they could withdraw their information after the interview, since the participation is voluntary and they "own" what they have said and I don't.

⁶ Country Economy.com *Liberia – Literacy Rate*. 2019.

2 Prior Research

When I was trying to map the prior research, I noticed that it was somewhat limited. It was limited in the sense that there was not much to find regarding infrastructure and its relation to how a person perceives his/hers Human Rights. Although, the research of infrastructure and its relation to economic development and well-being is well documented. Nonetheless, the Assistant Professor Jeet Sapkota, at the Kwansai Gakuin University in Japan, did a ground-breaking research/field study, somewhat regarding this subject in 2017, which will be explained below.⁷

2.1 Physical Infrastructure

The name of professor Sapkota's research/field study is: *Access to Infrastructure and human well-being: Evidence from Rural Nepal*. Thereby, it has some differences from what this thesis will try to accomplish, but still there are some thoughts and accomplishments of value for which I will take account in this thesis. And I will now explain why. What Jeet Sapkota first suggest is that there exist three primary impact channels, through which the links between the access to infrastructure and well-being are made. The first reason of these three is that increased access to infrastructure directly benefits households by reducing costs and, increases the quality of health and education, including other services. Services are typically reduced prices of manufactured goods and as a consequence more livelihood choices. Secondly, increased access to infrastructure benefits local businesses and enterprises, through reducing costs, increasing the quality and quantity of produced goods. That, in turn, enhances banking and communication services, but also commercialization of agriculture. Thirdly and lastly, greater access to

⁷ Academia. *Jeet Sapkota*. 2019.

infrastructure benefits communities, through expanding their size, thereby increasing interactions between groups and what follows is a growing social capital.⁸

What Sapkota is describing is the examination of rural communities in Nepal, but since the infrastructure seems to be in the same condition as in Liberia, one could then argue that these points still make Sapkota's results relevant for this thesis.

Sapkota continues to describe the linkages between infrastructure and well-being and explains that the linkage between them goes both ways. By that, he means that an increased well-being will also positively affect the access to infrastructure. As income, education and health levels rise, so does the additional demand on infrastructure.⁹ Could that also be the case for the demand of an individual's Human Rights that an improved infrastructure leads to a demand for improved Human Rights?

What is interesting about Sapkota's study is not only what he presents as facts, that we see a correlation between infrastructure and a person's well-being, but also how his field study has been conducted. This provides valuable points for my field study in Liberia. In his study, the impact of access to different infrastructure services is assessed based on the perception of the respondents, just as my study will, but through interviews. The questions were also conducted in a way so that the person who was being interviewed were asked (in terms of time), how long it takes to reach different infrastructure services and other facilities. This is deserving of some criticism, since he does not follow up on this in his research later on. A valuable point is Sapkota also used a list of infrastructure services, where the person who was being interviewed had to prioritise their first, second and third selection in terms of importance and urgency. This intended to identify the service that may affect their life most significantly and immediately. Through this study Sapkota could find people prioritise different infrastructure services according to their local needs.¹⁰ That way of conducting his research provided me with valuable tools for my qualitative interviews, that I conducted. In a similar fashion I asked my respondents how

⁸Bahadur Sapkota, Jeet. *Access to Infrastructure and Human Well-being: Evidence from Rural Nepal*. 2018. Page 186.

⁹ Bahadur Sapkota, Jeet. *Access to Infrastructure and Human Well-being: Evidence from Rural Nepal*. 2018. Page 186.

¹⁰ Bahadur Sapkota, Jeet. *Access to Infrastructure and Human Well-being: Evidence from Rural Nepal*. 2018. Page 192.

long it took them to get to the closest well/water pump. In summary, the research and field study Sapkota conducted must be deemed as thoroughly executed and a great combination by qualitative and quantitative research.

However, Sapkota has a main focus on roads in his research, which needs to be somewhat complemented. Another essential infrastructure is electricity/power lines and here we do know that this infrastructure component has a relation to Human Rights. Stephen Tully wrote in his report *Access to Electricity as a Human Right*, where he puts focus on the implementation of electricity as a Human Rights within the legal framework and that access to electricity could benefit an individual in several ways. Among these is that improves living standard, helps an individual to maintain good health, but also alleviating poverty and facilitate sustainable development and, most importantly for my thesis: that electricity is essential for realising several inter-related Human Rights.¹¹ What must be noted in relation to Stephen Tully's research is that it was released thirteen years ago then again is that genuine problem? Tully's research is also in line with what is being argued in the research paper: *KFW Development Research*.

Andrea Kämpfe (German Institute for Human Rights) and Dr Leonie Jana Wagner-Purpura (KFW) wrote a paper on *Human Rights and Infrastructure* regarding this. They argue that the realisation of Human Rights needs different kinds of infrastructure. Economic, social and cultural rights need infrastructure such as education. Rights such as health or clean drinking water requires schools, hospitals, water utilities and lastly power supplies. Civil and political rights require democratic and rule of law institutions as well as security- or IT-infrastructure.¹² However, these connections between infrastructure and Human Rights, which is being drawn by Kämpfe and Wagner, can be somewhat interpreted as vague in their text. Nevertheless, the similarities between Sapkota, Tully and Kämpfe, plus Wagner-Purpura researches overlap each other, in the sense that they all argue that individuals need physical infrastructure, to realise more inter-related Human Rights, or to improve their well-being even more. In other words that different types a physical infrastructure are all related and needed to fully realise an individual's Human Rights, or in Sapkota's case, well-being.

¹¹ Tully, Stephen. *Access to Electricity as a Human Right*. 2006. Pages 557 - 587.

¹² Kämpf, Andrea. Wagner-Purpura, Leonie Jana. *Human Rights and Infrastructure*. (2018).

2.2 Social Infrastructure

In addition to what has been written above about the physical infrastructure, I found it adequate to add the research of Dr Melanie Davern, who has researched the well-being related to *social infrastructure*. Dr Melanie Davern is a Senior Research Fellow at RMIT University in Australia and the name of the study is: *Using spatial measures to test a conceptual model of social infrastructure that supports health and well-being*.¹³ Although, I must mention that this study has been conducted in Australia, and on additional western countries, so the context is far from the Liberian one. Nevertheless, I think it is adequate to add this study to my thesis to enhance the dimension of social infrastructure.

Firstly, Dr Davern defines the social infrastructure as: The lifelong service need related to health, education, early childhood, community support, community development, culture, sport and recreation, parks and emergency services. She continues to explain that all these services are needed to promote health and well-being and that underinvestment and poor planning of social infrastructure has been linked to area-based health inequalities.¹⁴ Dr Davern then continues to describe that it is a common misconception, that when most people think of infrastructure, they think of “hard engineering” infrastructure, such as my previous theorist has described. The delivery of social infrastructure is critical for communities to address social services meeting the needs of residents across the lifespan. All these services connected to social infrastructure are mostly government funded and delivery requires expensive investments. However, Dr Davern proceeds to say that it is critical to address the need of social services across the lifespan – essential services that create material and cultural living condition for an area to improve the well-being.¹⁵

The conclusions of the study are that it has defined a clear definition of social infrastructure, and that it is as important as physical infrastructure, to a person’s well-being. Also, that having access to social infrastructure has positive influences on the

¹³ Davern, Melanie. *Using Spatial Measures to Test a Conceptual Model of Social Infrastructure that Supports Health and Wellbeing*. 2018. Page 194.

¹⁴ Ibid. Page 194.

¹⁵ Ibid. Page 195.

subjective well-being of residents. The study ends with pointing out that there is a lack of research regarding this subject and how social infrastructure affects a person's well-being.¹⁶ That is the reason for why I have made the choice to add the dimension of social infrastructure, to see if any of my respondents bring this up, but in relation to their Human Rights, since Dr Davern argue it is as important as the physical infrastructure.

Thus, the prior research regarding both physical and social infrastructure leaves us with the knowledge that we know *that* infrastructure has an impact on Human Rights, but it leaves us with little knowledge in *how* it affects Human Rights and how individuals perceives the impact themselves. How this can affect individuals is something I intend to examine with this thesis and see if the personal experience of my respondents is close with what the theorists argue from this chapter.

2.3 Challenges to Human Rights

Now, before I move on, I would like mention that that the links/effects between Human Rights and ongoing/building of new infrastructure projects is as well-documented as infrastructure and its links to well-being. Although, the construction of infrastructure and its effects on Human Rights is not all positive. Both UNEP (United Nations Environment Programme) and OHCHR (Office of the United Nations High Commissioner for Human Rights) mentions several challenges to Human Rights during the construction of different kinds of infrastructure as well as after their completion. All of which the mentioned theorists above fail to mention.

The risks, which UNEP raises, that can occur during the construction of infrastructure projects and after their completion, are as follows: The health and safety of the workforce may be at risk. An influx of migrant workers can occur. This impacts communities and their traditional livelihoods. Forced resettlement of communities (including indigenous people) occurs. There is environmental impact on communities, including noise, waste and other forms of pollution both during and after construction. Lastly, there is the use of

¹⁶ Ibid. Page 205 - 206.

security service to safeguard the installations.¹⁷ OHCHR raises the same concerns as UNEP but goes further by also saying that these violations are happening, because of the insufficiency or absence of consulting with the local communities. However, OHCHR's greatest concern is that no common set of environmental, social or governance standard is applicable/exist or enforced across all projects. National laws in the areas where these kinds of projects are being constructed are frequently weak and the poor and marginalized are regularly excluded. They are excluded in the sense that affordable/accessible energy, water, sanitation and waste management is relegated to the sideline.¹⁸ The risks that UNEP and OHCHR raise will be considered in the analysis of the interviews of my respondents. Additionally, the analysis will take into account if the respondents have felt neglected in the construction of infrastructure that is meant to supply them with accessible/affordable water and energy/electricity supply.

¹⁷ UNEP. *Human Rights Guidance Tool for the Financial Sector*. 2019.

¹⁸ OHCHR. *Baseline Study on the Human Rights Impact and Implications of Mega-Infrastructure Investment*. 2017. Page 1 – 7.

3 Theory and Method

3.1 Theory: Human Rights Based Approach

As the theory of this theses, I have chosen to use a single theoretical framework. The theory goes by the name Human Rights Based Approach (hereinafter mentioned as HRBA). I will describe below how this theory will be used to help the thesis answer the selected framed questions for field study and how the theory will interact with the selected method.

HRBA assumes that there exists six different core-principles, where all must be respected for a person to see his or her Human Rights fully satisfied. These six core-principles are as follows: Universality and Indisputability, Indivisibility; Mutual Dependence and Mutual Relationship; Equality and Non-discriminatory; Participation and Inclusion plus, Accountability and Rule of Law. When all these core-principles are combined and applied, then you have a favourable environment for the realisation of Human Rights.¹⁹ An extract from The Office of the United Nations High Commissioner for Human Rights, explains HRBA in the following way: Human Rights Based Approach is a conceptual framework for the process of human development, which is normatively based on international rights-standards/Human Rights and is operatively used to promote and protect Human Rights. Its purpose is to analyse the inequalities that is in centre of development problems and addresses discriminatory practices and unjust distribution of power that hinders the progress of development.²⁰ Although, a universal application of HRBA does not exist today. I have selected the version that UNFPA (United Nations Population Fund) has composed together with Harvard School of Public Health, Program on International Health and Human Rights.

¹⁹ UNFPA. *A Human Rights-Based Approach to Programming: Practical Implementation Manual and Training Materials Program*. 2010. Page 73.

²⁰ United Nations. *Frequently Asked Questions on a Human Rights Based Approach to Development Cooperation*. (2006). Page 15.

It's described in the book: *UNFPA, A Human Rights-Based Approach to Programming: Practical Implementation Manual and Training Materials*.²¹

Although, I have already now made the decision to limit myself as to which of these six core-principles that will be used in this field study and thesis. Out of the six core-principles, the core principles of Equality and Non-discriminatory; Participation and Inclusion; and Accountability and Rule of Law will be used. The reason being to limit the scope of both the interviews and the thesis, as time will be limited. I have selected core-principles that are more concrete and are more suitable for focused interview sessions and which can be more easily applied on infrastructure. The excluded core-principles is then: Universality and Indisputability; Indivisibility; Mutual Dependence and Mutual Relationship

The selected core principles that will be used will be concretized here, as I understand it is hard to grasp the concept of the core principles, just by their name.

The core principles are defined in the report UNFPA, A Human Rights-Based Approach to Programming: Practical Implementation Manual and Training Materials. Equality and Non-discriminatory is defined as: All individuals are equal human beings, by virtue of the inherent dignity of each person. This is without discrimination of any kind, such as race, colour, sex, age, language, religion, political or other opinion, national or social origin, disability, property, birth or other status, such as sexual orientation.²²

Participation and Inclusion is defined as: Every person and all people are entitled to active, free and meaningful participation in contribution to and enjoyment of civil, economic, social cultural and political development in which Human Rights and fundamental freedoms can be realized.²³

Lastly, Accountability and Rule of Law is defined as: States and other duty-bearers must comply with the legal norms and standards that are constituted in Human Rights

²¹ UNFPA. *A Human Rights-Based Approach to Programming: Practical Implementation Manual and Training Materials Program*. (2010).

²² UNFPA. *A Human Rights-Based Approach to Programming: Practical Implementation Manual and Training Materials Program*. 2010. Page 75.

²³ UNFPA. *A Human Rights-Based Approach to Programming: Practical Implementation Manual and Training Materials Program*. 2010. Page 76.

instruments. Where they fail to do so, right-holders are entitled to institute proceedings for appropriate redress before a competent court or other adjudicator in accordance with the rules and procedures provided by law. Accountability also means providing important information to the community on what has been done, and how. It requires transparency and openness.²⁴

3.2 Challenges to Human Rights Based Approach

Even though HRBA has been a cornerstone in development strategies, since the start of the millennia does not make it free from critique by any means and it would be completely wrong for me to let it be used in this thesis undisputed. Therefore, I have chosen two papers to criticize the theory when analysing the primary material.

The first paper is from Oxfam America, written by Raymond C. Offenheiser and Doctor Susan Holcombe, named: *Challenges and Opportunities of Implementing a Rights Based Approach to Development*. The paper is, as mentioned above, written in the early 2000s, which could make it a bit outdated, but since HRBA is still frequently being used, I argue it is fit to still use the paper. The paper itself is for the most part positive towards HRBA, but still critiques it. What Offenheiser and Holcombe mentions is HRBA is a development tool where the subject for development is the concept of Human Rights. Most nations will accept the notions of civil and political rights, but the same nations are usually less favourable disposed towards economic and social rights. Why is this? They proceed by explaining that these rights are in contrast with each other, whereas civil and political rights are based on negative freedoms, thus it takes merely a guarantee from the state to ensure them. While economic and social rights are positive freedoms, that states must secure, protect and finance through positive action. Therefore, it is not “natural rights”, which excludes them from the Human Rights. Lastly, Offenheiser and Holcombe add that social and economic rights must be coherent. Thus, every right holder must have a corresponding duty-bearer who enforces these rights while, at the same time, these

²⁴ UNFPA. *A Human Rights-Based Approach to Programming: Practical Implementation Manual and Training Materials Program*. 2010. Page 76.

rights must be potentially enforceable by law and adjudication. If there is no base for this in national law, then it cannot be a Human Right.²⁵

Even though these concerns are expressed throughout the paper, both Offenheiser and Holcombe believes that it is a preferred framework for development in development countries, rather than the traditional “welfare-state model”.²⁶

An extension of what has been said above regarding the challenges to HRBA has been written and authored by John C. Mubangizi and Prenusha Sewperadh in the paper: *A Human Rights-based Approach to combating public Procurement Corruption in Africa*. The paper goes through the complexity in applying the HRBA framework to combat corruption in an African context. One of the first thing that paper states is then about corruption:

Corruption violates the core Human Rights principles of transparency, accountability, non-discrimination and meaningful participation in every aspect of life of the community. Conversely, these principles when upheld and implemented are the most effective means to fight corruption.

In order to combat corruption through the HRBA framework, according to Mubangizi and Sewperadh, African countries must ratify and domesticate all relevant international and regional human rights instruments. This is to best enable the practice of the international legal framework. This is needs to be done in combination with already established and effective constitutional and Human Rights institutions. This is the way to combat corruption through the HRBA framework, but if these components do not exist, the combating is folly.²⁷

²⁵ Offenheiser, Raymond. Holcome, Susan. *Challenges in Implementing a Rights-Based Approach to Development. An Oxfam America Perspective*. 2003. Pages 10-11.

²⁶ Offenheiser, Raymond. Holcome, Susan. *Challenges in Implementing a Rights-Based Approach to Development. An Oxfam America Perspective*. 2003. Page 4.

²⁷ Mubangizi, John. Sewpersadh, Prenisha. *A Human Rights-Based Approach to Combating Public Procurement Corruption in Africa*. 2017.

So, to summarize: the theoretical approach selected to be used in this thesis and field study, to analyse how an individual perceives his or her Human Rights, is the Human Rights Based Approach. However, it cannot be used without being criticized. The core principles: Equality and Non-discriminatory, Participation and Inclusion and Accountability and Rule of Law, are all, as Offenheiser and Holcombe say, positive freedoms.²⁸ Despite that, it is still the preferred framework to use in developing countries.

3.3 Method: Naturalistic Qualitative Interviews

The selected method for information gathering in this thesis and field study is to work with qualitative interviews. But to work with qualitative interviews will have some consequences, both negative and positive. By that, I refer to the debate that has been ongoing within this paradigm that. With qualitative interviews the interviewers' goal should be to produce the collected data as neutrally as possible. However, as the leading theoretics within this paradigm suggest: there is no such thing as a “neutral” point of view while trying to reproduce the data collected from the interviews.²⁹ I am aware of this and will attempt to use data as neutrally as possible.

In order to attain interviews as neutral as possible I see it fit to use the Naturalistic Qualitative Interview. The core of the method is to use a conversation where the social reality, is in fact *the* reality. The goal with the method is to become as close as possible with the individual who is being interviewed, but without “going native”, so the person can describe details from his/her social world, but without the interviewer losing the distance.³⁰ Why I do not want to “go native” is rooted in the profound problem that I will never fully understand the Liberian context, since I do not live there, nor am I a Liberian. So, it would be folly to even try.³¹ The paradigm also puts emphasis on conducting the questions a “how-way”, which enables the representation of how a person perceives and interpreters her/his reality.³² I will now describe more in depth how the Naturalistic Qualitative Interviews are conducted and used in this thesis and field study.

²⁸ Offenheiser, Raymond. Holcome, Susan. *Challenges in Implementing a Rights-Based Approach to Development. An Oxfam America Perspective*. 2003. Pages 10–11.

²⁹ Ryen, Anne. *Kvalitativ intervju*. 2004. Chapter 2. Page 30.

³⁰ Ryen, Anne. *Kvalitativ intervju*. 2004. Chapter 3. Page 32.

³¹ Ryen, Anne. *Kvalitativ intervju*. 2004. Chapter 8. Pages 182–89.

³² Ryen, Anne. *Kvalitativ intervju*. 2004. Chapter 3. Page 42.

As I have mentioned above, I do not fully grasp the Liberian context, which is something that I have borne in mind with the selection of semi-structured interviews. The reason behind that is of course that I am not familiar enough with Liberia and its problems not to use any structure in the interviews. Although, at the same time, I do not want to risk the interviews to be “too structured”, since that could risk that the person who is being interviewed might lose his/her chance to put emphasis on something particular in the interview. What characterizes the semi-structured interviews is that I will have prepared some key-questions and themes beforehand. As it is a more informal way to interview someone, it opens the opportunity for plugin questions, that are not scripted. In conclusion, it is an interview with a set theme, key-questions and intent, but which also holds the door open for extensions into other related themes related to my original intent, depending on where the person who is being interviewed wants to put emphasis. This allows for receiving the in-depth knowledge of the interviewed person.³³

3.4 The Interview in Itself

The overall procedure to conduct a Qualitative Naturalistic Interview, suggested by the author of the book *Kvalitativ Intervju* Anne Ryen is to use three different phases. This was used as guidelines for my own interviews. The phases are: Introduction, main phase and lastly, an ending. This may seem obvious. But, as Ryen starts to boil the three different phases down, the obvious adds value. The introduction of the interview is made by me. I explain the main points of the interview and the ethical deliberations (made by me) and, I try, at the same time, to establish a bridge of connection between me and the person who is being interviewee. This is in order to build a mutual sense of trust between me and the interviewee. This phase also includes me trying to get some descriptive information about the person who is being interviewed. The descriptive information I asked for in every interview was the persons: gender, age, education, profession (which I will not disclose), and in which part of Monrovia the person lived. So, the first phase consists of four steps, which in a good interview, can all be done at the same time.³⁴ This first phase was not be scripted. I to adapted to each person which I meet and the context of the interview, so the things mentioned above could come as natural as possible.

³³ Ryen, Anne. *Kvalitativ intervju*. 2004. Chapter 3. Page 46.

³⁴ Ryen, Anne. *Kvalitativ intervju*. 2004. Chapter 3. Page 48.

This is followed by the main phase, where “Grand Tour Questions”, will be asked. Here I will use the definition of infrastructure as I mentioned, from Dr Timo Henckel and Warwick McKibbin: Internet, telephony (fixed line and mobile), railways, air (routes), roads, transport, energy (powerlines) and water (sewers and water conduits).³⁵ As stated before I have delimited the scope to : Roads, energy (powerlines) and water (sewers and conduits).

The grand tour questions are shown below. But first it should be mentioned; the Grand Tour Questions are, just as Ryen suggests, organized in such a way that the conversation should be as natural as possible. There are also a few plug-in questions. These will also be scripted and are shown below (with the grand tour questions) but will depend on where the person who is being interviewed “takes” the conversation and the context of the interview, just as MacCracken also suggests.³⁶ Thus, the grand tour questions were constant throughout every interview whereas the plug-in questions is shown were used below does not mean by any means that that specific plug-in question was used in every interview. Although,

In the Interviews I used three different grand tour questions, which was as follows:

- *How do you access your water today?*
- *How do you feel about the electricity/current situation?*
- *How would you say that you and your community is treated in the maintenance of the roads?*

Why I felt it was adequate to only use three different grand tour questions and just one question per infrastructure-concept was because I wanted to leave it as open as possible for my respondent to put their emphasis in the interview; something that MacCracken himself suggests. I am not a Liberian, and I can’t fully understand the Liberian context and how it is to live there base on a two-month sojourn. Thus, I found this procedure for conducting the main part of the interview adequate. My sole goal with the interviews was to let my respondent speak and put the emphasis in their interview where they felt it was most important to them. That is why I just had one broad question for every theme/infrastructure component, which I felt opened this possibility.

³⁵ Kasper, Eva. *A Definition of Infrastructure – Characteristics and Their Impact on Firms Active in Infrastructure*. München. 2015. Page 14.

³⁶ Ryen, Anne. *Kvalitativ intervju*. 2004. Chapter 3. Pages 49-55.

The plug-in questions, which I used in the interviews depending on the context and where the respondent decided to put his/her emphasis into the interview was as follows:

Water:

If the respondent expressed that he or she had a hard time finding water, since it was so scarce (though wells and pumps).

- *Do you or your community have a general fear that the water could run out?*

Electricity:

If the respondent expressed some kind of fear about not having access to electricity or felt unsafe during a power outage, my usual follow-up question to that was:

- *When I came to Liberia, I got the advice from my contact persons that I should not be outside after the sun has set, because the streets are not lit up. Is that a principle you follow yourself?*

Roads:

If the respondent expressed concern regarding the road situation, I followed it up with.

- *Does the road situation today hinder you from taking part in in any part of society?*

Cross-theme plug-in question:

The most reoccurring plug-in question throughout my interviews was:

- *How does that feel/ How do you feel about that?*

Why this was so reoccurring was because I wanted to identify different feelings in my respondents regarding different kind of infrastructure aspects. As I have stated above, I wanted to come as close to my respondent's social reality as possible and, in order for me to do that, I felt that it was important to have my respondents express different kinds of emotions on what they stated in my interviews. This plug-in question usually came directly after the other plug-in questions, which proved useful as it led me to come closer to my respondent's social reality.

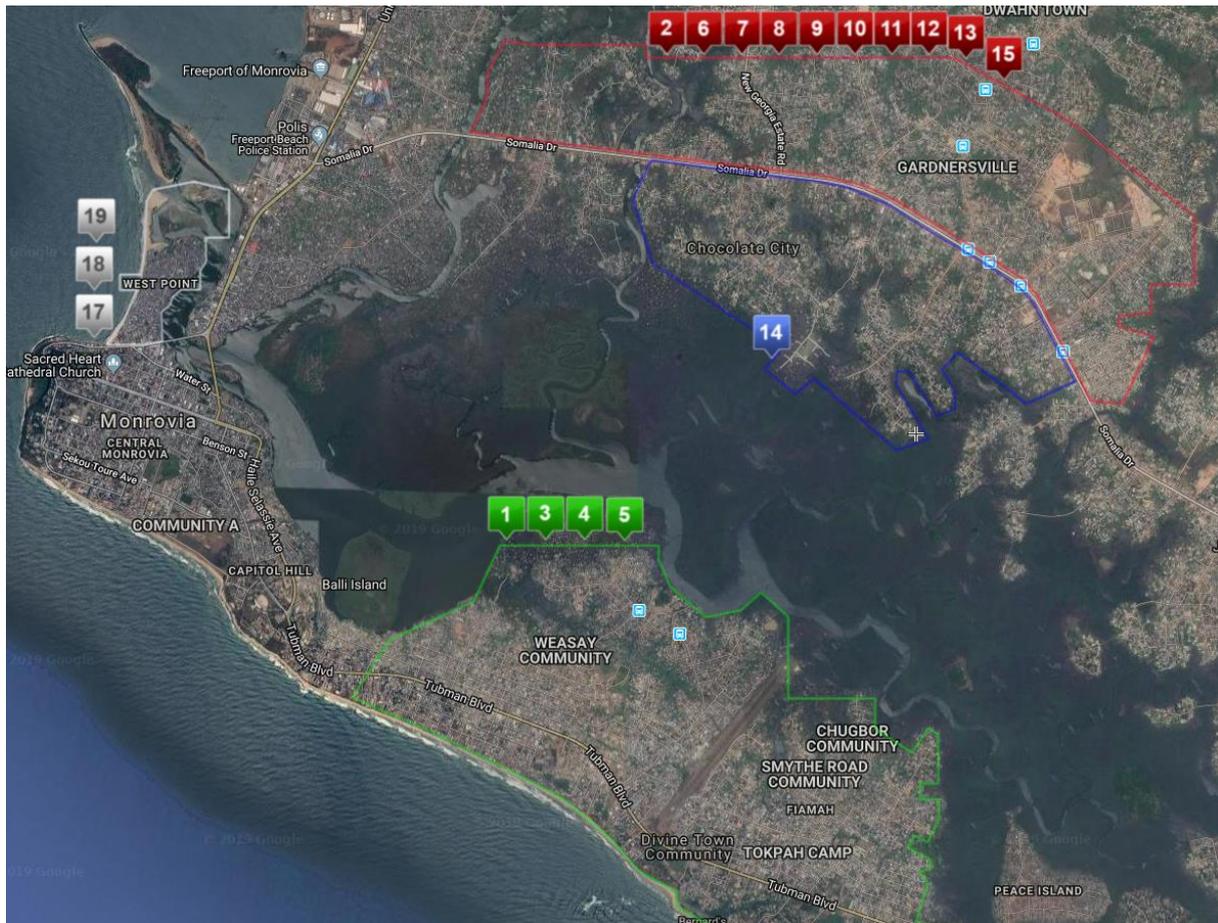
3.5 Selection Process of the Respondents

The initial plan for the selection process of respondents for this thesis and field study was to interview individuals in urban Monrovia and in the surrounding rural counties. This was with the intent to see if the geographical locations could affect how a person perceives his or her Human Rights in relation to the individual's infrastructure prerequisites. However, this changed once I was in place in Liberia. Because of the state of the roads in Liberia and the immense price for travelling from county to county I resorted to narrow down the research to Monrovia and its suburbs.

Although, just because I had to narrow down the geographical scope of my respondents, I still had the intent to make it as diverse as I possibly could. Diverse, in this context, means that different parts of Monrovia have different kinds of infrastructure issues. It is therefore, suitable for this thesis problem framing that the respondents come from different parts of Monrovia. The point of Naturalistic Qualitative Interviews is not to generalize, but to increase the possibility to discover heterogeneous patterns and problems that occur in in the specific context in which the study is being conducted.³⁷ In order to do so, the respondents had to come from different parts of Monrovia, since the different parts have different infrastructure prerequisites. I will also mention that I demanded from my contact persons that all of the respondents were required to be over the age of 18, so that a valid consent of taking part in the interview could be given.

Below is overview map of greater Monrovia. My respondents are named in the order of which they were interviewed so the first respondent I interviewed becomes Nr 1, the second respondent I interviewed becomes Nr 2, etcetera... Thus, the map below is an overview to make it easier for you as the reader to see the geographical location of my different respondents in the greater Monrovia area. All the respondents are represented in the picture except Nr 16 who lives in the town of Sanniguellie in Nimba County, northeast of Monrovia, bordering the Ivory Coast.

³⁷ Ryen, Anne. Kvalitativ intervju. 2004. Chapter 3. Page 81.



Made by Erik Alendal. Website: Scribblemaps.com

As seen in the picture, the field studies respondents are from four different areas in Greater Monrovia (five, counting with Nr 16 in the outside county of Nimba). The areas are as following:

- The area circled in red is Gardnersville, where ten of my respondents reside.
- The area circled in blue is Chocolate City, where one of my respondents reside.
- The area circled in green is Sinkor, where 4 of my respondents reside.
- Lastly, the area circled in white is West Point, where three of my respondents reside.

I meet all my respondents through my two different contact-persons in Monrovia who assisted me in getting in touch with my respondents in the different areas of the city. Both of my contact-persons reside in Monrovia and work in two different NGOs in the city, which I contacted before I came to Liberia. The guidelines my contact-persons received was that the respondents should primary come from different parts of the city, but also that they should have a wide variation in their age and education and professions (again, which I will not disclose), as getting as close to 50/50 in the gender representation. Below is a table of my respondents.

<i>Respondents</i>	Age	Education	Sex
<i>Nr 1</i>	32	None	Male
<i>Nr 2</i>	28	None	Male
<i>Nr 3</i>	45	High school	Male
<i>Nr 4</i>	30	None	Female
<i>Nr 5</i>	41	University	Male
<i>Nr 6</i>	18	High school	Female
<i>Nr 7</i>	19	High school	Male
<i>Nr 8</i>	18	High school	Male
<i>Nr 9</i>	18	High school	Female
<i>Nr 10</i>	18	High school	Male
<i>Nr 11</i>	18	High school	Female
<i>Nr 12</i>	19	High school	Male
<i>Nr 13</i>	51	University	Male
<i>Nr 14</i>	39	College	Male
<i>Nr 15</i>	32	University	Male
Nr 16	53	University	Male
<i>Nr 17</i>	72	None	Female
<i>Nr 18</i>	68	None	Male
<i>Nr 19</i>	36	None	Male

The intent with this selection process was never to argue that this thesis and field study will have a representative statistical selection. The intent was to construct a varied selection and achieve as much as possible in the narrow time frame I had. Based on that, this thesis and field study searched only for variables that are relevant for this thesis problem formulation and its two framed questions.³⁸

³⁸ Ryen, Anne. Kvalitativ intervju. 2004. Chapter 3. Pages 78–79.

4 How the Analysis will be Conducted

Before I highlight the points of the research, I will here describe how I proceeded to analyse the collected data. The purpose with this order is to maintain transparency of the thesis and field study throughout the paper.

As previously mentioned, the selected paradigm of the theoretical framework for this thesis is the Naturalistic Qualitative Interview, which is the approach I will continue to use when analysing the data in the first part of the analysis. Because of that, the central theme will be that there exists one truth, or reality for the respondent, which is what the respondent describes in the interview. The task that then emerges is for me, the interviewer, is to reproduce and represent it as honestly as possible in this paper. The interviewer cannot take for granted that the respondent's version is always correct, but the interviewer will take for acknowledge the possibility of collecting authentic data.³⁹

What is mentioned above is the overarching goal, which is to always represent the collected data as honestly and as truly as possible. In order to reach this goal, this thesis will benefit the most by taking the transcribed material (data) and first categorize it, followed by systematization of the transcribed material (data) and lastly, to interpret the transcribed material (data).⁴⁰ This will be done through calculating and illustrating what the respondents have answered regarding the different infrastructure components, in combination with setting different requirements for the data.⁴¹ All of this will be done in the first part of the analysis.. However, I must be honest and acknowledge that the categorizing started before the transcribing-process and interview-process. It started with what I told my contact-persons, once I arrived in Monrovia; the different kinds of respondents I wanted to interview (see title: Selection process of the respondents). The categorization-process had to start that early, because otherwise it would result in too much of unwieldy data.⁴² The first part of the analysis will also give an answer to the first

³⁹ Ryen, Anne. Kvalitativ intervju. 2004. Chapter 5. Page 105 – 106.

⁴⁰ Ryen, Anne. Kvalitativ intervju. 2004. Chapter 5. Page 108.

⁴¹ Ryen, Anne. Kvalitativ intervju. 2004. Chapter 5. Page 134.

⁴² Ryen, Anne. Kvalitativ intervju. 2004. Chapter 5. Page 117.

formulated question for this thesis: *How does a person's infrastructure prerequisites affect how an individual perceives his or her Human Rights?*

Although, just organizing, systematizing and interpreting the collected data can result in a far too descriptive account of the collected data. Nevertheless, the first part of the analysis will begin, with what I have just mentioned by organizing, systematizing and interpreting the collected data. This will be combined with one additional step in the second part of the analysis.

The second part of the analysis is where the analytical depth of this thesis will be enhanced. The second part will use the information collected and created in the first part of the analysis and use that information to create an analytical framework. The analytical framework will be applied on the collected data to give it a deeper meaning. Here is will try to generate a formal theory to answer the second formulated question to this thesis:⁴³ *And how can we better understand it?*

Thus, a summary of how this analysis will be done in the next episode of this thesis is as follows. It will start by giving a descriptive account of the collected data (the interviews) through my selected theoretical framework Human Rights Based Approach and its's core principles. Human Rights Based Approach will be applied on the account of what the respondents have said regarding what I have examined about infrastructure, meaning water, electricity and roads. Through this approach and by setting different requirements for the data, the data will be organized, systematized and interpreted. This will be followed by answering the first formulated thesis question, which completes the first part of the analysis. Subsequently, the second part of the analysis consist of creating the applicable analytical framework. Here the data (organized, systematized and interpreted), which has been created in the previous step (the first analysis) through what the respondents have said in the interviews regarding the infrastructure, water, electricity and roads will be used to create the framework. The framework will be used to try to shine a new light on the original descriptive data and to enable a deeper understanding of the data, trough the created analytical framework and give an answer to the second formulated question for this thesis.

⁴³ Ryen, Anne. Kvalitativ intervju. 2004. Chapter 5. Page 131.

5 Analysis

Before the account of the analysis, it is adequate to take, a quick general descriptive recap of the respondents once again: Therefore, before reading this, I recommend that you turn to page 27 and read the table again, to get a greater understanding of the respondents. Now, let's move to the process of organizing, systematizing and interpreting the collected data, through Human Rights Based Approach. I will start by presenting the infrastructure component of water, followed by electricity and lastly roads.

5.1 Part One of the Analysis

As I mentioned, the data will be filtered with different set of requirements in order to be organized, systematized and interpreted. These requirements are set by this thesis selected theory, Human Rights based Approach and will be slightly different according to each infrastructure component-

5.1.1 The Water Data

When organizing, systematizing and interpreting the water data, the set of criteria/requirements that will be set, is as follows:

- Does the respondent feel discriminated against regarding the water distribution/access?
- Does the respondent feel precluded by his/her access to water?
- Does the respondent feel that he/she is given opportunity to hold the state accountable and that there is transparency in the decision making, regarding water?

By setting these different criteria/requirements for the data there are things emerging that are of definite interest.

Criterion Number 1: The first criteria derive from the core-principle *Equality and Non-Discriminatory*. What can be interpreted from how the respondents have spoken about this subject is that the education seems to be a key factor. Out of the nineteen respondents, thirteen say that they do not feel discriminated, or at least decide not to speak about the subject in that way or take a discriminated approach to it. All this, while six of the respondents describe their reality as if they are discriminated against in the distribution/access to water. What is of significant interest here is that the respondents who describe their reality in this way, all have a university/college degree (except for one respondent). The respondents who feel discriminated against are nr: One, five, thirteen, fourteen, fifteen and seventeen. Respondent Nr fifteen describes the water issue, as a clear class marker. This is what he had to say about it:

We have to buy a plastic bag. We feel bad. We do not have the chance to buy it. That shows the difference between the rich and the poor. The plastic bottles and the plastic bags.

What he is referring to is that the “poor” buy plastic bags of water, whilst the “rich” can afford to buy plastic bottles of water, which then is a clear class-marker that embodies the discrimination in the water issue. To your right is one of these plastic bags of water. You drink them by biting a whole in one of the four corners and then zip the water from the opening.

(Alendal, Erik. 2019).

Criterion Number 2: The second criterion/requirement derive from the core-principle *Participation and Inclusion*. What this thesis could interpret through the respondent’s different accounts of their reality is that this



description is quite similar for every respondent. No matter the respondent’s gender, education, age or geographical location, most of the respondents describe they carry a heavy burden for obtaining their water, which makes them feel significantly excluded from different parts of society. The reason behind this exclusion is mostly that the respondents must spend large sums of money in order to get clean drinking water, which

makes other activities or goods inaccessible. Out of the nineteen respondents, sixteen describe their reality in this way and all the respondents seem to be quite aware that this is a widespread problem, not just in Monrovia, but in all of Liberia. Respondent Nr five had this to say regarding the water, which they receive from the wells and pumps that makes them spend large sums of money:

This water is bad. Meaning, it sometimes changes colour, since bad things come in it. Since the pipes are broken somewhere. It smells bad. Since it is not good, it is bad for consumption.

The exception here is respondent nr sixteen who is the only respondent that does not reside in Monrovia, but in Nimba County along with respondents nr two and six, which share the same geographical location in Monrovia; Gardnersville. Respondent Nr sixteen describes in his interview that the issue of water is not even a problem where he lives in Nimba County, there they have clean running water from their pipes.

Criterion Number 3: The third criterion/requirement derive from the core-principle of *Accountability and Rule of Law*. What this thesis could interpret from what the respondents had to say regarding this infrastructure component, through the scope of this core-principle, is that the absolute majority of sixteen respondents describe a reality, which is lacking an accountability of the state, regarding access/distribution of water. This is in combination with a lack of transparency of what is going on with the wells and pumps, from which most people receive their water. Respondent nr five had this to say on how the government has acted regarding the water issue.

They do not care. They do not care much. If they would, it would have been changed by now. Not just this government. The previous also has also done more harm than good.

There is also a view, which is shared by other respondents, since they all mean that not much has been done, and they don't believe that much will be done either, by the state in this matter. This has become an issue which the communities have undertaken to solve themselves by digging their own wells and pumps. Although, the exception of the respondent is again nr two, six, sixteen, which also were the exceptions in the previous criterion, plus nr seventeen. Why this is, that these are reoccurring exceptions is explainable through what they say in the

interviews. Starting with nr two and six, which live in the same part of town describe their community leader in the interviews as a person who works actively for the improvement of their community, which seems to have a significant effect on how they perceive their well-being relative to water. Nevertheless, both respondent nr two and six acknowledge that this is a widespread problem, which they fortunately do not have. Why respondent nr sixteen is an exception is because he describes his reality in Nimba County, as a reality without water issues of any sort, which is significantly different from the majority.

5.1.2 The Electricity Data

When organizing, systematizing and interpreting the electricity data, the set of criteria/requirements that will be set is as follows:

- Does the respondent feel discriminated against regarding the electricity distribution/access?
- Does the respondent feel precluded by his/her access to electricity?
- Does the respondent feel that their personal security and that the rule of law is being affected by their access to electricity?

When the electricity data has been organized the it tends to be a bit one sided, but more of that below.

Criterion Number 1: The first criterion derives from the core-principle *Equality and Non-Discriminatory*. Of the nineteen respondents seventeen have formulated, in some way in the interviews, that they do not feel discriminated against regarding this matter. However, this is not because the respondents have functioning electricity. It is because all respondents expressed that they are aware that this is a widespread problem in all of Liberia. Therefore, the respondents cannot express that they perceive their situation as different from others. In other words, the respondents express that it is difficult to feel discriminated against, when you know that the absolute majority lives in the same situation as you. Despite this, there are two exceptions; respondents nr eight and fourteen. Starting with respondent nr fourteen, who is a middle-aged man with a college degree, which has allowed him to travel to nearby countries, where he has seen “functioning”

electricity. He feels discriminated against in an international context, but not compared to other Liberians. The only case, where one of my respondents feel discriminated against, relative to other Liberians is respondent nr eight. One of the things he had to say about this was:

People in my community are feeling very bad, because they do not have current (electricity). So, they are always complaining on the government, complaining day in and day out. Always complaining on the government. I mean we need electricity! We need it in the community. I am also in that category of feeling very bad. Sometimes when I walk about and see other communities that are very bright indeed. I am feeling very jealous and discriminated. We live in the same country but, we are being treated different. We think in our community that we are stepchildren of this country.

With every respondent I interviewed the amount of days they had been without electricity was always mentioned and it always varied from a couple of days to a year. I then feel urged to mention that respondent number eight, which is the exception here had been without electricity for five years, why it is perfectly logical he feels he is discriminated.

Criterion Number 2: The second criterion/requirement derives from the core-principle *Participation and Inclusion*. What this thesis was able to interpret through this core-principle in the interviews is that all the respondents do feel precluded by their lack of access to electricity. The respondents express that the lack of electricity has a deep effect on how they live their lives and that it disables them from taking part in different aspects of society, which in turn makes them feel more excluded. Although, what is of interest in this criterion is the description of what the respondents feel excluded from, or what the respondent feels he/she cannot participate in, because of the lack of electricity. In a response from respondent nr 12, on how the lack of electricity affects him, this is how he responded:

It is killing my dream, because I want to become an engineer and I need current (electricity) for that.

This is just one example of many of how it could affect the respondents, but what is clear is that this issue seems to penetrate gender, class, education, age and geographical location, at least among the individuals I interviewed.

Criterion Number 3: The third criterion/requirement derives from the core-principle of *Accountability and Rule of Law*. This criterion, just as the one above, is decidedly one-sided. All the respondents feel that their personal security and that the rule of law is being affected by their lack of access to electricity. This core-principle and this infrastructure component is the one that is, without a doubt, the most well-documented throughout this thesis' transcribed material. Just like the previous criterion, all nineteen respondents have expressed that the lack of electricity has had a profound effect on how they perceive their own personal security and the rule of law of Liberia and Monrovia. Although, what the respondents bring up has varied. What has been the most significant difference between the respondents is exactly what the respondents express that they fear may happen, when they do not have electricity, or "light". What the respondents have expressed is everything from their food turning bad, not being able to care properly for the elderly and a fear of being raped. Below is one piece of the interview between me and respondent nr four, a female from the Sinkor district:

Respondent nr 4: Sometimes I go outside in about 05:30 in the morning. Go outside to go to the bathroom to urinate, but since the place is very dark it is not safe. Because I fear that someone will come and jump on me, grab me and harm me. Therefore, I have to go and do it in my room.

Erik: In a bucket?

Respondent nr 4: Yes, I urinate in a bucket and then go outside the next day and throw it out. Because I do not want to go outside in the night. Because someone can harm me, since I do not have the current (electricity).

Since the respondents have had so much to say regarding this subject, I find it adequate to add one more quote from one more respondent, to try to do the collected data justice. Respondent nr 8 had this to say about this subject and how it has affected his perception of personal security and rule of law:

People are dying. Last year a girl was killed in my community. She was stabbed behind a fence. So, I will also blame that issue, because of the darkness. It was because of darkness, she was killed, murdered or stabbed. Because if it were light, he

would not have had a dark mind to stab her. But because of darkness, he did that,
and no one saw him.

Why I selected to account for these two quotes from the interviews, with these two respondents, is to illustrate that everyone one of the respondents have expressed a deep concern of their well-being, in some way. But, as I have previously mentioned, the graveness of the accounts differs. The individuals who seemingly seems to express the deepest concerns are the females; the ones who seem to be the most deeply affected individuals because of the absence of electricity, specifically light. The two quotes are from females in two different parts of Monrovia and are among the gravest concerns that were been brought up in my interviews.

5.1.3 The Road Data

When organizing, systematizing and interpreting the road data, the set of criteria/requirements that will be set is as follows:

- Does the respondent feel discriminated against, regarding his/her road prerequisites?
- Does the respondent feel precluded by his/her access to roads?
- Does the respondent feel that their personal security and that the rule of law is being affected by their road access?

Criterion Number 1: The first criterion derives from the core-principle *Equality and Non-Discriminatory*. What is striking here is the similarities in this criterion from the same criterion regarding electricity. Most of the respondents express that they do not feel discriminated against regarding their road situation, since they know that everyone else has a similar situation regarding roads. Although, there is an exception here and it is the respondents from geographical area of West Point. All three of the respondents have expressed that they feel discriminated and why is it that specific to the respondents who reside in West Point? Respondent nr 18 had this to say:

The community (refers to West Point) only has one-way in. One way to come in and back. No roads, only this one way. Everybody all the way from the sea comes for the main road. Because the government does not have the means to construct the roads. But here, only one road. Our road is narrow, we only have an elementary school, no big hospital or pharmacy. The population is too large.

What he describes is that there is only one road in and out of West Point, which has been very problematic in the past. The respondent also says all the major hospitals and schools are outside of the community, which is troublesome for the West Point residents since, as the respondents say, the road is usually jammed with traffic, so they cannot get to school or hospital in time. Although, why they regard their situation as severe could also relate to the situation that occurred in West Point during the Ebola outbreak. The road in and out of West Point was simply blocked. This was because West Point was deeply affected by the virus, so the government decided to put the whole community under quarantine, which was made possible by the situation with a single road, which is what the West Point respondents are referring to.⁴⁴

Criterion Number 2: The second criterion/requirement derives from the core-principle *Participation and Inclusion*. This criterion/requirement shows some differences from the previous ones above. Firstly, it is not as one sided as the one before and secondly the respondents from West Point are being accompanied here by the respondents with a university and college degree. Ten of the nineteen respondents have expressed that they do feel precluded and excluded by their road situation and, hence, nine of the respondents have not expressed it. The interesting pattern here is that the West Point residents are being joined by the respondents with a university/college degree and two residents in the Gardnersville area. Why the respondents who reside in West Point feel this way is stated above. Why the more well-educated respondents feel this way could be that throughout the different interviews they express the benefits in a socio-economic way because maybe they are the only ones who have been given the tools to analyse this problem in this way? There is also a frequent response illustrated by a quote from respondent nr fourteen:

Yeah. Because no good road. The dust makes me feel dirty and different. And because of the dust that gets on me I do not want to meet people sometimes.

⁴⁴ BBC Africa. *Ebola Crisis: Liberia Police Fire at Monrovia Protests*. 21-08-2014.

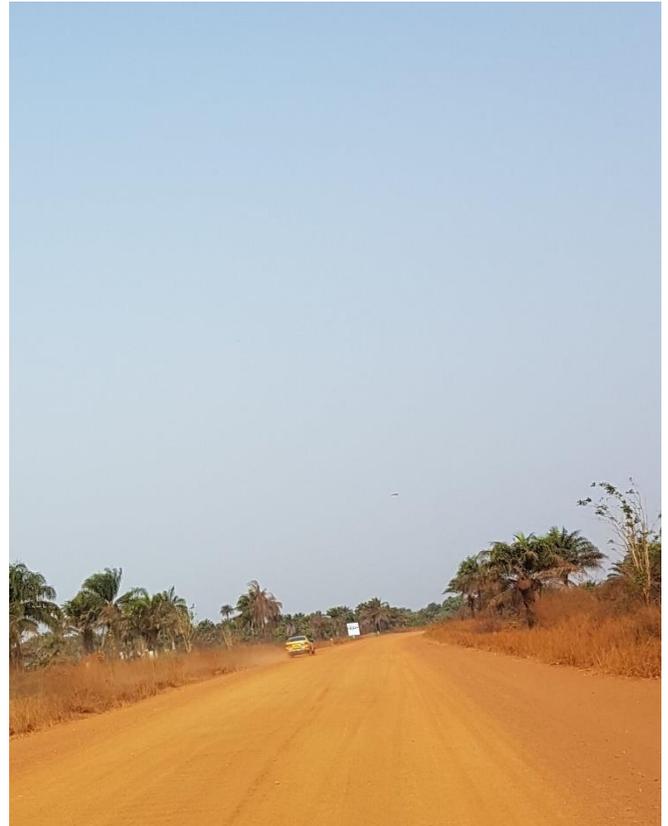
This may seem as a strange problem, but there are many so called “dirt-roads”, in Liberia and even within the city of Monrovia. Many of the respondents raise concerns about this, including the ones who say that they are not precluded by it. This means that many of the respondents regard it as a problem. The picture is taken outside of Monrovia, but I have chosen to include it since it is the same “dirt-roads” that do exist inside the city of Monrovia, which the respondent is referring to. The road in the picture is very representative of the these “dirt-roads”.

(Alendal, Erik. 2019).

Criterion Number 3: The third

criterion/requirement derives from the core-principle of *Accountability and Rule of Law*.

What is becoming even more prominent in this criterion is the division between the more well educated and the remaining respondents. All five respondents with a college/university degree feel that their personal security and the rule of law is being affected by the road situation today in Liberia. The remaining



fourteen respondents have not expressed a concern of the personal security and the rule of law in relation to their road situation, but what is remarkable here is why the respondents from West Point regard the road neither as a risk to their personal safety, nor to the rule of law. Is it because of the lack of education, which correlates to this, or could it be how I phrased the question to them on this subject? Why it is remarkable is because they have been consistent in the two previous criteria, that the roads affect how they perceive things. It could also be the high presence of police officers in the West Point community. Although respondent Nr fifteen from Gardernersville had this to say about the concern of his own and his family’s well-being/safety in their relation to the road:

When it is rainy season, the cars can't even move there. It requires young men to push the cars out of there. That is how poor it is. It spoils all of the movement. It is dangerous too. The roads are not broad and because of the bad quality of them it pushed the people who are walking on the road out in the grass. So, you might be passing a snake in the grass, and the snake hurts you. And only by the grace of God you can survive if you get bitten. Because they are poisonous.

Even though it is just the more well-educated persons who express this in the interview it does not mean that the other fourteen respondents see no risk with the roads. Close to all respondents say they haven't seen any improvements with the roads, or not at least the roads close to them. Some of the younger respondents also express concern with crossing the roads, because of the heavy traffic and the reckless drivers, but when asked they did not see a correlation between the state of the roads and the reckless driving.

5.2 Part One Analysis Discussion and Summary

This discussion on the first part of the analysis will contain the bullet points and the summary of what the respondents have had to say about each Human Rights Based Approach core principle within the scope of each infrastructure component. The thesis' firstly framed question will be answered in this chapter: How does a person's infrastructure prerequisites affect how an individual perceives his or hers Human Rights?

I would like to start off by adding a general observation something, which has not been mentioned yet, which is a pattern throughout every interview. In every interview regarding the different kinds of infrastructure components, depending on what the respondent has felt is the most urgent, the word and feeling of "frustration" has always been brought up. Going through the collected data (the interviews), there has been many reoccurring themes and patterns (which will be explained below), but this is the only constant that has been brought up time and time again independently by the respondents. The clearest conclusion regarding the respondents' relationship between the core-principles and the infrastructure components is that that the more well-educated persons (the ones with a university/college degree) tend to perceive things similarly and more broadly. They were the only ones who felt discriminated against regarding water, they accompanied the West Point respondents in feeling excluded because of their road

prerequisites and, lastly, they were the only ones who claim that their road prerequisites affect how they perceive the rule of law and personal safety. The respondents with a lower education tended to answer somewhat similar too, but not to the same extent as the respondent who were more educated. This is in accordance with what is written in the chapter of the previous research on Sapkota. Sapkota argued that the “*increased well-being*” of a person will lead to that he/she will demand better infrastructure.⁴⁵ This is true, if the argument stands, that a person with a higher education in Liberia, generally has a better quality of life, than the person without a university/college degree. However, what about the other descriptive information, other than the respondent’s education; is there anything worth analysing there?

Firstly, the geographical origin of the respondents has resulted similar answers on many questions, but the origin has the clearest significance in the respondents from the West Point community. This field study and thesis only interviewed three respondents from West Point, so it is hardly a statistically representative selection, by any means. Nevertheless, it is worth mentioning that, according to the collected data (the interviews), the geographical origin plays a significant part in terms of how marginalized a community is, such as West Point..⁴⁶ This is being discussed, since the West Point respondents expressed themselves so similar, but also because the argument could be made that the geographical location of the respondent is an extension of his/her infrastructure prerequisites. The age of the respondents has only mattered in one sense, which is that the younger respondents are the only ones who has raised concerns of crossing the street. The gender of the respondents has not made the respondents answer or describe their reality in relation to their core-principles differently except in one case. The evident case here e is what the female respondents brings up as fears, especially in relation to the core principle of rule of law and electricity. All the male respondents bring up fears in relation to rule and law and electricity as well, but they could be interpreted as lighter concerns. The fears, which are being raised by the female respondents tend to be of a more gruesome and confining kind than their male counterparts. On the other hand, both genders express concerns and fears regarding the core principle of rule of rule and law and electricity. This confirms the idea mentioned by Stephen Tully in the chapter

⁴⁵ Bahadur Sapkota, Jeet. *Access to Infrastructure and Human Well-being: Evidence from Rural Nepal*. 2018. Page 186.

⁴⁶ BBC Africa. *Ebola Crisis: Liberia Police Fire at Monrovia Protests*. 21-08-2014.

of the previous research; that electricity is the key to several inter-related Human Rights, since the respondent's fears are so many and so broad.⁴⁷

As stated above, the most noticeable difference in the descriptive information between the respondents is the level of education and how that seems to affect how an individual perceives his or her core-principles. What also needs to be considered is the awareness of each respondent concerning the state of other individuals' infrastructure prerequisites. This became eminently clear when examining and interviewing the respondents' infrastructure components, electricity and roads in relation to the core-principle Equality and Non-Discriminatory. The thought is worth raising that the respondents could have felt hindered by the awareness of other individuals' situation to express their true thoughts and feelings.

What is also worth mentioning is what this thesis previously included from Dr Davern's research regarding social infrastructure and her argument that it is as important as physical infrastructure. Through the interviews, which is considered in this thesis, none of the respondents has put emphasis on any aspect of the social infrastructure. There could be two reasons behind this. Firstly, that the respondents do not think it is as important. Secondly it may go back to how the interview were conducted, since the questions being asked were about the physical and not the social infrastructure. This could have hindered the respondent from touching the subject. This, in combination with what Kämpfe and Dr Wagner-Purpura said about inter-related Human Rights and that a certain Human Right needs a pre-existing one to be fulfilled, has been rather hard to confirm or dismiss through the interviews with the respondents.

So, through the nineteen interviews which have been conducted for this thesis to examine how a person's infrastructure prerequisites can affect an individual's Human Rights, do the prerequisites matter? Yes, the individual's infrastructure prerequisites do matter for how he or she perceives their Human Rights. This is being shown for each infrastructure component and when analysing them within the scope of Human Rights Based Approach. The interviews do also confirm, what the theorists Jeet Sapkota and Stephen Tully has written regarding infrastructure. Nevertheless, we cannot explain how it affects the

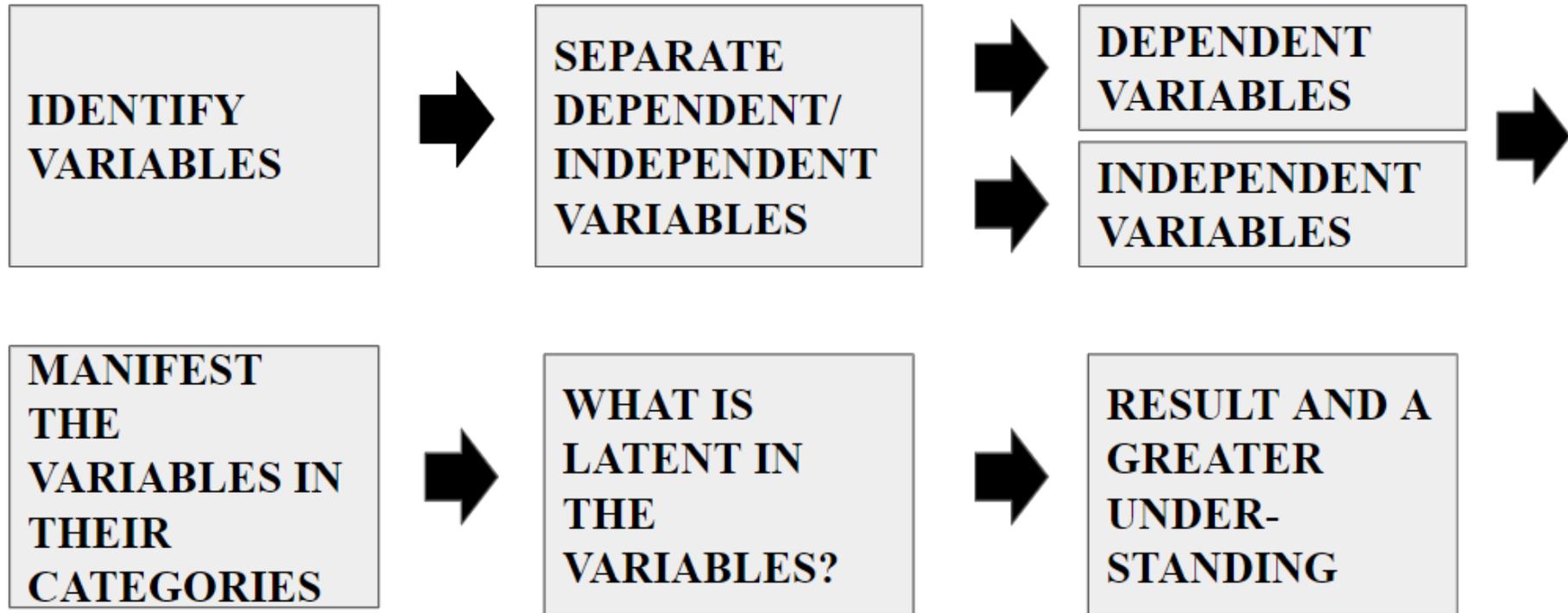
⁴⁷ Tully, Stephen. *Access to Electricity as a Human Right*. 2006. Pages 557–587.

respondents by just looking at their infrastructure prerequisites, since the respondents raise concerns regarding other matters in the interviews. It is therefore inadequate to explain how a person perceives his or her Human Rights by just taking their infrastructure to account. However, the infrastructure plays a big part in in how the individuals perceive their Human Rights, as explained in the first part of the analysis. In the second part of the analysis a framework will be developed to better understand how the infrastructure prerequisites affects a person's perception of Human Rights.

5.3 Part Two of the Analysis and its Framework

The second part will contain an analytical framework for how we can better understand how a person's infrastructure prerequisites affect her/his individual perception of his or her Human Rights. The framework and its application will be shown below in a causality-square manner. To construct this framework, the thesis has learnt on the book *Sociologic Method* and what the writers Karl Erik Rosengren and Peter Arvidsson has discussed regarding regression analysis.⁴⁸ The framework has six different steps which, when applied, will result in a better understanding of this whole problem of infrastructure and Human Rights. On the next page is an overview of the framework, so you as the reader can get a quick overview, before this thesis explains and goes through the framework's different steps one by one. The framework is being created, to attempt to shine a new light on the collected data, from the first analysis.

⁴⁸ Rosengren, Karl Erik & Arvidson, Peter, *Sociologisk metodik*. 2002. Pages 272 – 273.



5.3.1 Step 1: Identify the Variables

Firstly, what do variables mean? A variable in this framework is the reoccurring ideas, arguments or concerns, which are being brought up by the respondents and the ideas confirmed by the respondents from the previous research. These are also combined with what has been deducted by me when going through the transcribed material (data). In short, a variable is what is being brought up by the respondents, what has been confirmed by the respondents regarding the previous research and deducted by me in the data. All the variables have been produced through the scope of Human Rights Based Approach in the first part of the analysis (part one). These variables are as follows:

- The feeling of **frustration**, which have been brought up independently in every interview by **every respondent**.
- The types of **fears** being brought up depends on the genders of the respondent.
- The **awareness** of the respondents, regarding other individual's infrastructure situation.
- The more **marginalized community**, the bigger part the **infrastructure prerequisites** plays.
- **Electricity** is a key to several **inter-related Human Rights** and the **absence or outage of** electricity affects every respondent in different aspects.
- Respondents with a **university/college degree** are more likely to feel **discriminated against**, regarding their infrastructure.
- A **more educated** respondent, thus with increased **well-being**, will **demand higher standards** on their **infrastructure**.
- A **lack of access to roads** makes the respondents feel **excluded**.

5.3.2 Step 2: Separate the Variables and Dependent Variables

Secondly, the eight mentioned variables need to be separated into independent and dependent variables. But what is an independent and a dependent variable? Starting with an independent variable; the variable originates from the respondent internally and is a

force in itself. A dependent variable originates externally from the respondent and is a result of an outside force. In other words, a dependent variable is something internal of the respondent that affects how he/she perceive things and a dependent variable is something that affects the respondent externally of how he/she perceive things.⁴⁹ With that said, of the mentioned variables above, which are the independent and dependent variables? A short explanation will follow underneath each variable, to explain why it is an independent or dependent variable.

Independent Variables –

- The types of fears being brought up depends on the sex of the respondent.

The gender of the respondents is the force in this variable, which is internal and affects what fears are being brought up.

- The more marginalized community, the bigger part the infrastructure prerequisites plays.

The feeling of marginalization of the respondents is the force in the variable, which is internal and is what makes the respondent perceive their infrastructure differently.

- Respondents with a university/college degree are more likely to feel discriminated against, regarding their infrastructure.

Since the education is the internal force for how they perceive that they are discriminated, it becomes a independent variable.

- A more educated respondent, thus with an increased well-being, will demand higher standards on their infrastructure.

The well-being of the respondent is the internal force that decides for how he or she will demand a higher standard of their infrastructure.

Dependent Variables –

- The feeling of frustration, which have been brought up independently in every interview by every respondent.

⁴⁹ Rosengren, Karl Erik & Arvidson, Peter, *Sociologisk metodik*. 2002. Pages 272 – 273.

The feeling of frustration has always been caused by an external issue from the respondent's infrastructure prerequisites.

- The awareness of the respondents, regarding other individual's infrastructure situation.

The respondent's awareness of other individuals' issues and problems regarding their infrastructure is an external actuation, which could affect how the respondent perceive his or her own situation.

- Electricity is a key to several inter-related Human Rights and the absence or outage of electricity affects every respondent in different aspects.

Electricity is an external actuation, which affects the fulfilment of the respondents other inter-related Human Rights.

- A lack of access to roads makes the respondents feel excluded.

The respondents lack of access to roads is an external factor, that in turn affects the respondent's perception of being excluded or not.

5.3.3 Step 3: Independent and Dependent Variables

Now, the variables have been split up into the two categories of independent and dependent variables. Once the split is made, we are left with four independent and four dependent variables as described above.

5.3.4 Step 4: Manifest the Variables

Manifesting the variables means examining the variables in their categories, independent and dependent, to see if there are any connections between the variables within the categories.⁵⁰ By first glancing over the independent variables, one thing becomes obvious. It is the more extreme variables, compared to the dependent variables, we find in that

⁵⁰ Rosengren, Karl Erik & Arvidson, Peter, *Sociologisk metodik*. 2002. Pages 272 – 273.

category. The variables are about fears, marginalization, discrimination and demanding higher standards, compared to frustration, awareness, electricity outages and exclusion from roads. The reason why these variables are more extreme can only be explained by the fact that the independent variables are more personal, since they are internal and not external, unlike the dependent variables. Consequently, the respondents have been able to express themselves in a more personal manner, making them more extreme than the dependent variables. The respondents have, through the dependent variables, been forced to express themselves according to other individuals, or in comparison with other things. Hence, the dependent variables are harder to interpret and have a more general approach as opposed to the personal approach of the independent variables. In short, the manifestation of the independent variables is that they are more personal, and the dependent variables are more general.

5.3.5 Step 5: What is Latent in the Variables?

The second last step is to find what is latent in the independent and dependent variables. Finding what is latent means to find what is hidden, or to what common denominator can the variables be brought to?⁵¹ This analysis has already been done, to some extent, in the previous section. Starting with the dependent variables, the common denominator there is what has already been mentioned; that they are more personal and based on emotions, biases and comparisons made by the persons themselves. The independent variables are a foundation for the interpretation of the dependent variables.

5.3.6 Step 6: Result and a Greater Understanding

Has this framework made it possible to shine a new light on the analysed data (interviews) deducted from the first part of the analysis? Is the understanding of how a person's infrastructure prerequisites affect how she/he perceives his or her Human Rights enhanced through this framework? I would argue so. The thesis' first framed question is this:

⁵¹ Rosengren, Karl Erik & Arvidson, Peter, *Sociologisk metodik*. 2002. Pages 272 – 273.

How does a person's infrastructure prerequisites affect how an individual perceives his or her Human Rights?

What the framework has made me realize is that this way of formulating a question regarding this subject is wrong. Why is that? It is because the question is emanating from a dependent variable, it is how the infrastructure affects the person, which is an external, outside force. The infrastructure becomes primary and the individual becomes secondary. The framework has proven that it becomes more challenging to find out *how* it affects, by looking at the dependent variables, rather than the independent, which makes it more personal. If the question was framed in a way, so that the independent variables were primarily considered, I believe that the first part of the analysis of *how* it affects could have become more in depth. The objective with this thesis was to find out *how* the infrastructure prerequisites affect how an individual perceives his or her Human Rights. If that was the case, this thesis should have primarily examined and had the independent variables as its primary focus, rather than the dependent variables, which this thesis unfortunately has had as its primary focus. The primary focus has been on the respondent's prerequisites, which is a dependent and external variable and I wrote in the conclusion of the first analysis, that we cannot explain how it affects by just only looking at the prerequisites. In this constructed framework this thesis has been able to deduct that the greater focus on the independent variables were missing from the first part of the analysis, which is why it was somewhat inadequate. Therefore, this thesis has, through this framework, been able to shine a new light on the data and explain, that the independent variables should be prioritized, rather than the dependent variable. If the independent variables are prioritized, we will reach a greater understanding for *how* Human Rights and infrastructure interact.

6 Result and Discussion

6.1 Result

Before going through the result of this field study and thesis, I think it is worth repeating that this result is not statistically representative by any means, it is the result of a carefully considered and varied selected group of respondents in the greater Monrovia area in Liberia. Additionally, the data (interviews) reflect the subjective reality of the respondents, but that does not mean the data cannot be seen as authentic representation of the respondent's social reality. With that being said, this thesis can conclude through the requirements/criterion set on the data; And after having organized, systematized and interpreted data that the respondent's infrastructure prerequisites do matter for *how* he or she perceive his or her Human Rights. Although, it is inadequate and incomplete to just explain *how* it affects through the respondent's infrastructure prerequisites. Therefore, the framework was created to better understand this problem. The framework concluded that we will receive a better understanding of how the infrastructure prerequisites affect the individual's Human Rights by primarily examine the respondents and the infrastructure in relation to the respondents themselves. In other words, the respondent's independent variables need to be set in focus, since the independent variables enables a more personal and in-depth analysis. If this is done, we will truly grasp and receive a genuine and clear understanding of the relation between Human Rights and infrastructure.

6.2 Discussion

Where have these two analyses left us and this thesis? The thesis has been able to establish, through the conducted interviews, that an individual's infrastructure does matter for how a person perceives his or her Human Rights. However, it is incomplete to just look and examine

it through the lens of infrastructure, as concluded in the first analysis. The issue needs to be examined through a scope of different variables, where the independent variables should be prioritized, rather than the dependent variables. If the independent variables had been prioritized, the depth of *how* the infrastructure affects individuals could possibly have been increased. The hypothesis for this thesis was to prioritize variables that proved to be dependent. I would argue that this did not become clear until the interviews were conducted so the split in dependent and independent variable is a learning in itself and a possible foundation for further work in this field. All the requirements set on the data in the first analysis builds upon the initial formulation of questions that proved to point to dependent variables. This could be why the first analysis concludes that it is inadequate to just look at the infrastructure prerequisites. If the requirements had been built on independent variables, maybe the conclusion would have been different? The formulation of questions was influenced by my interpretation of the selected theory of Human Rights Based Approach, which the requirements are based on. The case could be that if the theory of HRBA hadn't been used, perhaps the requirements set on the data would not have been built upon dependent variables. However, both dependent and independent variables were studied in the first part of the analysis, as they overlap each other, and since the data is the respondents subjective view, I would argue that the conclusion would have been the same anyway. The selection of variables would, however, play a greater role in a refinement or expansion of this study.

The most documented pattern in this thesis is that the more educated respondents perceive their Human Rights similarly. Despite the small sample, it does confirm the ideas of Sapkota; that the higher wellbeing (which you reach through higher education), the higher standards you demand, including Human Rights. What would have been an interesting in-depth analysis, is if just one infrastructure component was examined, instead of three. The data I received regarding the core-principle Rule of Law and electricity could have become a thesis on its own, since there were so many inter-related Human Rights being brought up in relation to it. This confirms what Stephen Tully (prior research) suggested, that electricity is the key to the fulfilment of several inter-related Human Rights. The research of Dr Davern has not necessarily been proven wrong by this thesis' respondents, but the importance of social infrastructure, which Dr Davern argues is important, has not been highlighted by any of the respondents. Just like the challenges to Human Rights by the building of infrastructure, which is being suggested by OHCHR and UNEP, has not been highlighted either. This is probably since the respondents have been asked to express themselves regarding the lack of infrastructure and not the building aspect of it. What

Kämpfe and Wagner brought up; that the different Human Rights needs different kinds of infrastructure has neither been confirmed nor dismissed. by the respondents. Thus, I can neither prove nor deny this either by analysing the data, since it is confined to the respondents' views.

Despite this, what is clear is that further research needs to be conducted, where the respondents' independent variables are the primary focus to as the basis for an in-depth analysis. By doing this, we can establish the relationship between infrastructure and Human Rights. In other words, how an individual's internal biases and attitudes makes him or her perceive their Human Rights in relation to their infrastructure and not how their external infrastructure makes them perceive their Human Rights in general.

7 Summary

To summarize this thesis in the best way possible, I see it suitable to do so in chronological order. I first encountered the problem of infrastructure and Liberia during my internship and it was also during my internship I decided to follow through with a two month long minor field study in Liberia for which I received a scholarship. The study was conducted in the field in the greater Monrovia area in February and March and the thesis was completed after my return to Sweden in April and May. I conducted nineteen different interviews, where I asked the respondent questions regarding their infrastructure components: Water, Roads and Electricity. The interviews were semi-structured and had a methodological naturalistic qualitative approach, where the aim was to represent the respondents' social reality. The data (transcribed interviews) were later analysed through the lens of my selected theory, Human Rights Based Approach (HRBA). HRBA consists of six core principles, whereas I had to limit myself to three core-principles owing to time constraints: Equality and Non-discriminatory, Participation and Inclusion and Accountability and Rule of Law.

The analysis was divided into two different parts, where the first part involved setting three different requirements on the data concerning what the respondents have had to say about each infrastructure component. The requirements were set through the scope of HRBA's three core-principles in order to categorize, systemize and to interpret the data. Additionally, the first part of the analysis gave answer to the thesis' first framed question: *How does a person's infrastructure prerequisites affect how an individual perceives his or her Human Rights?* The conclusion was that it is incomplete and inadequate to just explain it from the respondent's infrastructure prerequisites, although the respondent's infrastructure plays a big part in how they perceive their Human Rights. Consequently, the second part of the analysis had the aim to construct a framework, for how we could better understand how the infrastructure prerequisites affect the individuals, since the first analysis concluded it was incomplete to just look at the prerequisites. The created framework had six different steps, where eight different variables were created. The eight variables were created through recurring ideas, arguments and concerns expressed by the

respondents, as well as what was deducted by me, including confirmed prior research. Through the framework, the thesis was able to shine a new light on the data and receive a greater understanding by dividing the eight variables into independent and dependent ones, which were analysed accordingly. The conclusion for this thesis second framed question was that, to receive a greater understanding and to go in-depth in *how* infrastructure affects how a person perceives his/her Human Rights, the independent variables must be the primary focus. This is because the independent variables come from within as an individual and are, thus, more personal. The independent variables put the respondent as the primary focus and the infrastructure as secondary, rather than dependent that puts infrastructure as primary and the respondent as secondary. The thesis concludes that more research needs to be conducted on the independent variables to truly receive an understanding of how infrastructure affects how a person perceive his or her Human Rights.

8 References

Primary Material:

The interviewes with the nineteen different respondents has served as this bachelor thesis primary material.

Secondary material/Prior Research:

Bahadur Sapkota, Jeet. *Access to Infrastructure and Human Well-being: Evidence from Rural Nepal*. Vol 28. Development in Practice. 2018.

Davern, Melanie. *Using Spatial Measures to Test a Conceptual Model of Social Infrastructure that Supports Health and Wellbeing*. Vol 1. Taylor and Francis Group. Health and Cities. 2018.

Kämpf, Andrea. Wagner-Purpura, Leonie Jana. *Human Rights and Infrastructure*. No 14. Frankfurt am Main, Germany. Kfw Development Research. Development in Brief. 2018.

OHCHR. *Baseline Study on the Human Rights Impact and Implications of Mega-Infrastructure Investment*. Geneva, Switzerland. United Nations Human Rights Office of the High Commissioner. 22–10-2017.

Tully, Stephen. *Access to Electricity as a Human Right*. Vol 24. Netherlands Quarterly of Human Rights. 2006.

UNEP. *Human Rights Guidance Tool for the Financial Sector*. Nairobi, Kenya. Finance Initiative. Changing Finance, Financing Change. 2019.

<https://www.unepfi.org/humanrightstoolkit/infrastructure.php> (Visited 2019-05-29).

Theory:

Mubangizi, John. Sewpersadh, Prenisha. *A Human Rights-Based Approach to Combating Public Procurement Corruption in Africa*. Vol 10. African Journal of Legal Studies. Brill and Nijhoff. 2017.

Offenheiser, Raymond. Holcome, Susan. *Challenges in Implementing a Rights-Based Approach to Development. An Oxfam America Perspective*. Vol 32. Non-profit and voluntary Sector Quaterly. Sage Publications 2003.

UNFPA. *A Human Rights-Based Approach to Programming: Practical Implementation Manual and Training Materials Program*. New York, USA. United Nations Population Fund. 2010.

Method:

Ryen, Anne, *Kvalitativ intervju: från vetenskapsteori till fältstudier*, 1. uppl., Liber ekonomi, Malmö, 2004

Framework:

Rosengren, Karl Erik & Arvidson, Peter, *Sociologisk metodik*, 5., [omarb. och utök.] uppl., Liber, Malmö, 2002.

Websites:

Academia. *Jeet Sapkota*. 2019. <https://kg-sps.academia.edu/JeetSapkota> (Visited 2019-05-29).

Australian National University. Crawford School of Public Policy. *Academic*. Canberra, Australia. 2018. <https://crawford.anu.edu.au/people/academic/warwick-mckibbin> (Visited 2019-05-29).

Australian National University. *Researcher Service Division*. Canberra, Australia. 2018. <https://researchers.anu.edu.au/researchers/henckel-t> (Visited 2019-05-29).

Country Economy.com *Liberia – Literacy Rate*. Country Economy. 2019.

<https://countryeconomy.com/demography/literacy-rate/liberia> (Visited 2019-05-29).

Dodoo, Lennart. *IMF Report: Infrastructure in Liberia Among Lowest Quality Worldwide*. Monrovia, Liberia. Front Page Africa. 2017-01-13.

<https://frontpageafricaonline.com/news/2016news/imf-report-infrastructure-in-liberia-among-lowest-quality-worldwide/> (Visited 2019-05-29).

Kasper, Eva. *A Definition of Infrastructure – Characteristics and Their Impact on Firms Active in Infrastructure*. München, Germany. Technische Universität München. 2015.

World Population Review. *Liberia Population 2019*. World Population Review. 2019.

<http://worldpopulationreview.com/countries/liberia-population/> World Population Review. (Visited 2019-05-29).

9 Appendices

- Interview guide:

Pre-Interview.

- Presentation of yourself, name, university, age etc...
- Presentation of the purpose of the interviews/field study: *The purpose of these interviews is to find out how a person's infrastructure access effects how he or she perceives his or hers Human Rights...*
- Go through the **ethical/moral assessments** taken by you and if the respondent is okay with you recording the interview.
- The questions are **themes** for a discussion and everything that **you as a think is relevant, is relevant**. I am here because you are the expert of how you see things.
- Inform the person that that he or she has the **right to decide** if he or she wants to take part in the interview and **if he or she wants the interview to end**, he or she has the right to **end it at any time**.

Phase one of the interview.

- Not scripted and depending on context. Collect as much descriptive information about the person who is being interviewed as possible in a natural way.
- **Ask about the respondents sex, age, education,**

Main Phase:**Them 1:** *Water*

- *How do you access your water today?*

Theme 2: *Electricity/power supply*

- *How do you feel about the electricity/current situation?*

Theme 3: *Roads*

- *How would you say that you and your community is treated in the maintenance of the roads?*

Phase 3 - End Phase:

Not scripted and depending on context.

- Ask only if the person has something to add and try to summarize what has been said.