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Urban Planning and Policy Design

AA. 2022-2023

Design and Supply Services Towards Human Rights:

How to overcome the challenges for the
realization of human rights through public services

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Dedicated to my father, Hasan Balikci, who was the bravest human rights defender...

Abstract

Considering the role of the public services in terms of the capabilities to answer individual needs within the societies, they are seen as interfaces between citizens and human rights. It is argued that there is a strong connection between answering people's needs and fulfilling their human rights within the scope of this thesis. Indeed, there are tremendous challenges behind the ineffective realization of human rights through services. Lack of human rights literacy remains a key reason that is interconnected with the formation process of the other challenges such as the creation of vulnerabilities, lack of user-orientation or digital exclusion. A human rights-oriented approach to service design and supply aims to overcome those challenges and pave the way for improved human rights literacy of actors involved within the service (including service users, designers, developers, and suppliers) while focusing on user-centricity and co-design approach as well as digital innovation to booster service design and delivery methods. The thesis finally conclude that this approach can guarantee better realization of human rights and eventually empowerment of the people.

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1. Introduction

1.1. Set the sense

Public services aim to meet particular needs of the member of societies within the jurisdiction of a government. They can be provided through public bodies that are directly under the control of governments, as well as private sectors or voluntary organizations. Moreover, there is a strong relationship between the competence level of public services in determining the level of meeting human rights in a society. In other words, public services may be seen where citizens can exercise their human rights. So, services become the main fortress of the human rights realization. Even so, it is common to see that public services are not sufficient to meet human rights because of experienced challenges within the design and delivery processes.

It is a fact that human rights are regulated on an inclusive basis for every single member of the societies. Meanwhile, addressing the needs, rights, and expectation of every individual in society, regardless of different identities, is considered as one of the major prerequisites for the development of a public service. People's needs may differ depending on many reasons such as their physical, mental, cultural, or economical condition. Gender, age, race differences or any kind of disability may cause diversification of individual's needs while reaching the same public service type.

Indeed, social status differences such as being an (im)migrant in a country may be a factor in the formation of different identities as well. When individuals' specific needs are not adequately met by the public services, experiencing vulnerabilities become inevitable for some. Hence, having an inclusive base become a prominent necessity for service design and supply. While physically functioning services already experience struggles to become inclusive by being sure that each citizen benefits at the same level from the provided service, the digitization process of the services has taken the situation to a different dimension

(Concilio et al., 2022). It is difficult to expect from each member of the society to adapt themselves easily through digital service transformation. At this point, digital exclusion issue comes to the forefront as a challenge for digitally designed and delivered services.

In order to manage the efficiency of services within the context of human rights, people's participation in the service creation/renovation process has a great importance. At this point, the struggle to create human-oriented services draws attention. It is evident that dealing with human rights related values the human rights literacy assumes great importance at all steps of service ideation, design and provision. Because of the lack of human rights awareness and knowledge of service responsible such as service designer, public official, or any other relevant stakeholder, service users do not exercise their rights within the provided service. So, inadequacy of people's human rights literacy appears as one of the fundamental drivers to the ineffective realization of human rights through public services.

Looking from the human rights lens gain great importance while trying to find possible solutions for the defined challenges to reach human rights realization and succeed on them. Human rights-based approach set a ground to realize human rights necessities in practice when it is adopted to service design and supply processes. In this way, the role of service obligators (service designer/provider) to rights holders (service users) can be defined within the policy frameworks. So, with respect to human rights, possible vulnerabilities of people can be avoided. Also, human rights-based approach makes possible to improve human rights literacy of the people having touch with the services and provides a strong base while designing and delivering services.

Service design approach creates good opportunities to find specific regulations through services for the mentioned challenges behind the ineffective realization of human rights as well. Designing services with the co-design approach eases to put user necessities at the core of the design process and stands out as a way to include users in the process. In this case, also

the role of the service designers and providers gain importance. Their awareness about the tasks they are responsible with, and specifically their human rights knowledge come to the forefront. Also, using the recent technologies with the enough digital infrastructure capability to collect, control and share the data can lead to accomplish the aim of human rights realization through services specially for the public authorities.

The project such as easyRights funded by Horizon 20202 is a relevant project to this thesis especially due to its particular approaches on evaluations and assessment to service design and delivery. Adapted co-design approach and taken actions through it assist in the formation of inclusive societies while providing accessible services by taking advantage of recent technologies to design and deliver services.

Hence, using the service design approach with a human rights lens pave the way for a new way to design, reorganize, and deliver services. Human rights-oriented approach to service design and supply is seen as a way to better design and deliver services while respecting citizen's rights, empowering them and improving human rights literacy.

1.2. Research questions

This thesis work is aimed to explore in depth in relation between human rights and service by focusing on the reasons behind the ineffective realization of human rights through services and on the approaches adopted in service design and supply.

Four research questions have guided the thesis development:

1. Why the services have a great importance and potential in providing human rights?
2. What are the prominent challenges for the public services that create barriers for people to access human rights?
3. What is the role of human rights-based approach to design and supply services being respectful of human rights?

4. What is the best approach to service design to guarantee human-rights sensitive services?

1.3.   The research landscape: the easyRights project

The easyRights is a European project aims to deliver personalized services for (im)migrants[1] by using recent technologies to design services. The initiative, which is funded by the EU Horizon 2020 research and innovation programme, was launched in January 2020 and will last till November 2022. The project tries to improve the existing services depending on the needs of the target groups in 4 pilot cities, namely Palermo (Italy), Larissa (Greece), Malaga (Spain) and Birmingham (UK).

The easyRights project uses digital tools as an opportunity to reduce possible vulnerabilities of (im)migrants. Although the new technologies are used to provide (im)migrant integration within the society, digital tools shaped by the adopted approaches makes the things easier rather than complex. The co-creation approach adopted makes the service user an important element affecting the design process, and this provides human-oriented service creation. On the other hand, easy Rights services are centered to human rights. The target group covers different (im)migrant populations (refugees, asylum-seekers, socio-economic or irregular migrants). Hence, their needs and difficulties within the new city allow to define the scope of the human right lens.

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[1] This thesis adopted the inclusivist approach to defning migrants developed by the International Organisation for Migration (IOM) as an umbrella term, covering all forms of movements, irrespective of the causes, voluntary or involuntary, and the means, regular or irregular. This implies migrants as asylum seekers and refugees as well.

Given the scope of easyRights project focusing on service accessibility and application of human rights while using co-design approach to design digital services, the project can be quite relevant case to address the research questions mentioned above.

1.4.   The work done

Phase 1: Literature review

Firstly, the role of the services, as being interfaces between citizens and human rights, is examined to find an answer the question of "Why the services have a great importance and potential in providing human rights?". In order to find the correct path through the possible answers; firstly, the general definition of public service and its connection to service providers are explained. Then, the worldwide condition of essential public service access is figured out to show the roots of service and human rights relation. Following, the values and the goods provided (which includes public services as general; not only the essential ones) by the services through the human rights lens are evaluated. Finally, the linkage between public services and human rights are shown by explaining both of their interconnected purposes and having a glance at the turning point of service provision in history to see its impacts on human rights.

Secondly the difficulties that are encouraged in public services while trying to deliver human rights are examined to answer the question of "What are the prominent challenges for the public services that create barriers for people to access human rights?" by exploring the creation of vulnerabilities within the people by not being inclusive enough, challenges of the digital transformation process of the services by not being human-driven, the barriers behind the digital exclusion of the people, and the lack of human rights literacy of the service receivers and providers. Then, Human rights lens is used to find possible solutions for the challenges that are defined previously by asking the question of "What is the role of human rights-based approach to design and supply services being respectful of human rights?".

Firstly, the concept of human rights-based approach by understanding the responsibilities of duty bearer to rights holders, secondly, human rights-based approach and its use in service provision, and lastly, the importance of human rights education for the people having touch with the services in order to reduce lack of human rights literacy and the ways of providing this education are explored.

Finally, service design approach is shown as a way to realize human rights in the design and delivery of the public services by having a special focus on digital services by asking the question of "What is the role of the service design approach to achieve human rights-oriented service design and supply?". Firstly, the service design approach and the role of the possible actors that may affect the capability of the services is explored. Secondly, the importance of digital service innovation as a booster to succeed in service design in the digital age is highlighted. Then, the power of open government data and its place in digital service design is discussed.

Phase 2: Surveys and interviews through the easyRights project

Due to the relevance of the approaches that are adopted, easy Rights project has chosen as a research landscape within the thesis context. Since there are matching interests between the thesis and the easy Rights project aim, surveys and interviews are conducted with the collaboration of easy Rights project (see section 6.3). Interview questions are directed to the relevant stakeholders of easy Rights project at pilot's scale involving public officials being responsible of the service delivery, volunteers belonging to non-governmental organizations (NGOs) or supporting agencies and private actors eventually supplying services the immigrants interact with. Survey questionaries covers three main pillars, namely education and training, awareness & empowerment and service design & supply. Survey questions are directed to the information and communication technology (ICT) related people such as digital service designers, interface designers, developers and coders to understand the role of

the technology in designing and developing services as interfaces for human rights. The collection and evaluation of survey and interview answers pave the way for the definition of main objectives of human rights realization through services and the evaluation of the new approach to service design and delivery.

Phase 3: Conclusions

Key findings are explained by highlighting the most crucial points from the literature review and survey and interview evaluations. Then, main objectives of rights-oriented service design approach are examined. New approach is created by combining the specific principles from human rights-based approach and service design approach. In addition, the results of surveys and interviews could enrich the context of the rights-oriented service design approach. Finally, policy guidelines are explained targeting relevant stakeholders in the design and delivery of the services to better guarantee the realization of the human rights through services.

2. Services as Interfaces Between Human Rights and People

2.1. Public services and providers

Services provided to citizens at any scale (urban, regional, national…) may be defined as the provision of some kind of benefits for the individuals or groups by using different media, approaches and tools. Cultural, educational, healthcare, transport or administrative services can be defined as some of the service types classified according to the provided benefit type for the people. Furthermore, services can be classified depending on the necessity level of the provided benefits which affect the scope of the target groups. In this context, public and private service classification becomes important. Since the services are going to be explored through the human rights lens in the following chapters, public service clarification gains importance instead of private ones due to its human rights relevance. Although it is sometimes challenging to classify services, to understand that a service is public or not, it is generally considered that public service should have public interest. In this regard, European Commission suggests the following questions to define scope of the public services:

"(a) Is the service offered to the general public at large?
(b) Is the service assigned a clear specific public interest or purpose?
(c) Is the service subject to particular ownership or status of the entity providing the service (a public entity)?" (Hesselman et al., 2017: p. 4):

According to these questions, for instance, public transportation in the cities is a service which is offered to the general public at large, assigned the total public interest and also provided by the public sector and eventually integrated by private operators. So, it is clear that public transportation is a public service. Another relevant example may be the customer service of any kind of electronic sector. Their service is not offered to the general public or does not have a public interest. Instead, it includes only the specific target group in the society which cares for the clients of that specific electronic device producer. As it is seen from the given examples, the suggested questions are very useful to clarify the differences

between public and private service, but using the answers to these questions to make firm judgments may not be wise in some cases.

Depending on the cases, services may be provided to the target group by public or private sectors or with the collaboration of them which may include any other stakeholders as well. It should not be overlooked that public services are provided only by the public sector in a good many circumstances. While some services such as electricity or water supply may be provided by private sectors, they still remain as public services due to the fact that they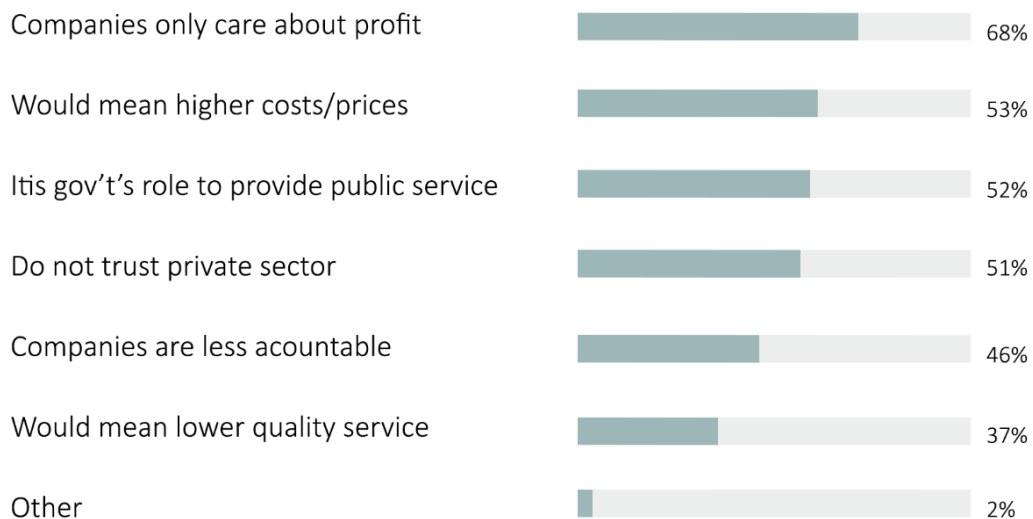 are relevant with the interest of all public (Hesselman et al., 2017). As another example, the contribution of public authorities draws attention when looking at the services provided for (im)migrants. Since (im)migrant rights are universal, it is seen that the services offered to them may be accepted within the scope of public service. On the other hand, the private sector may seem more advanced than the public sector in terms of using digital tools in today's world. This situation causes private sectors to cooperate with the state and provide services to (im)migrants in some instances. Thus, public interest is seen as a crucial criterion whether deciding the service is public or not, plus all the services containing public interest are very relevant tools for the governments to provide people human rights, even with the participation of private sectors (Hesselman et al., 2017).

According to the survey conducted by the Canadian Environics Institute, almost half of the Canadian people are satisfied with the private sectors' increased responsibility in the services traditionally provided by the public sector (Figure 1). In this point, it is important to remember that Canada is a country which has a high level of welfare compared to most European countries. For this reason, it may be said that the services reaching the people, regardless of whether they are delivered by private or public agencies, means ensuring a certain minimum level of quality. The profit-based nature of the private sectors' services should not be forgotten. In fact, as the welfare level of the countries decreases, the level of satisfaction from the public services delivered by the private sector may decrease as well.

Total	45%	29%	26%
Private sector	47%	26%	28%
Public sector	44%	30%	26%
Non profite sector	32%	35%	33%

favour
oppose
cannot say
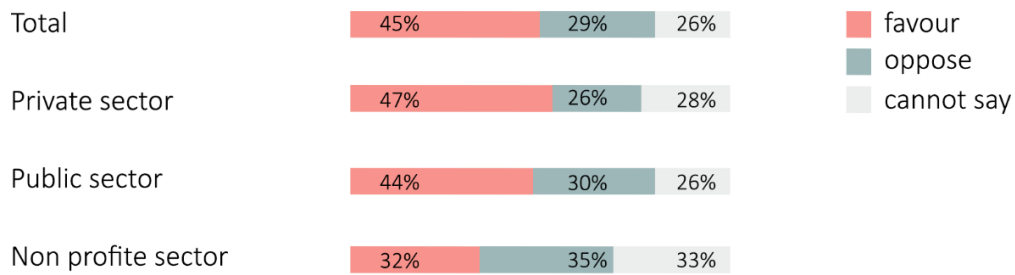
Figure 1: Canadian's satisfaction from the delivery of public service by different sectors, redesigned from: The Environics Institute, 2014.

On the other hand, the main reason for not supporting fully the delivery of public services by the private sector is mainly because of the profit carrying structure of the companies. Almost half of the participants opposing the public service delivery by the private sector do not trust the private companies and they think the private companies may offer higher costs and prices. Also, they see the public service delivery as a role of the public sector (Figure 2).

Companies only care about profit	68%
Would mean higher costs/prices	53%
Itis gov't's role to provide public service	52%
Do not trust private sector	51%
Companies are less acountable	46%
Would mean lower quality service	37%
Other	2%

Figure 2: Reasons of Canadian's opposition for the delivery of public service by the private sector, redesigned from: The Environics Institute, 2014.

When people are asked who should be on the responsible side for the delivery of the service when there is a collaboration between the public and private sectors, half of the people see

government bodies as authorized (Figure 3).

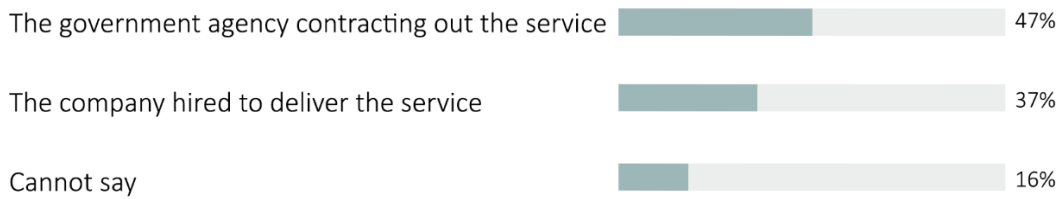| The government agency contracting out the service | 47% |
| The company hired to deliver the service | 37% |
| Cannot say | 16% |

Figure 3: Reasons of Canadian's opposition for the delivery of public service by the private sector, redesigned from: The Environics Institute, 2014.

It is seen that the private sectors may be the providers or/and the stakeholders because of a variety of reasons even in the public service provision. On the other hand, the type of the provider creates differences from many aspects in the provision of services.

2.2.   Accessing essential public services

In order to understand that a service is public, as defined in the previous section (see 2.1.), it would be a valid method to look at whether it is in the interest of all the people in the society. When it comes to the essential public services, making a certain definition becomes a more complex issue. In fact, it is argued that basic public services are mainly uncertain and unstable (Van de Walle, 2008). Although operative policies of the states may be seen as the main determinants to understand the scope of the essential public services in the countries; geographic, socio cultural or economic factors may affect the public's opinion. Access to water, energy, medicines, transportation, waste management may be given as some of the generally accepted essential public service examples in today's world. Actually, the challenge in defining the meaning of essential public services and categorizing them may be thought of as the tip of the iceberg. Despite the fact that the states make accepted definitions and/or the decisions of policy makers take place in the management domain as legal regulation, the main issue is more about limited access of people to the fundamental services within the scope of human rights.

The universal, non-discriminatory and public interest protective nature of human rights may be seen as a guide in determining the scope of essential public services. It is possible to see some encouraging tries in the provision of essential services under the umbrella of human rights law. The project called "Ensuring the Right to Water for the Poorest" commissioned by German Federal Ministry for Economic Cooperation and Development and leaded by Deutsche Gesellschaft für Internationale Zusammenarbeit in Kenya procures clean drinking water for the people who live in the poor neighborhoods in the city (Broberg & Sano, 2017). In order to provide people's inclusion and participation, the water supply network and bellying system is generated and also price regulation adjusted to the earnings of the poor and the benefactors were requested to join the program. Finally, the water and sanitation right were enacted to be involved in the current Kenyan Constitution since 2010 (Broberg & Sano, 2017).

The access to the fundamental services is protected by the international human rights law. On the other hand, there are still 1.3 billion people experiencing multidimensional poverty across the world (Alkire, 2020). According to OPHI, the dimensions of deciding the poverty level of the countries are health, education and standard of living which are mainly provided by the public services (OPHI & UNDP, 2021). It is appropriate to say that poor countries experience difficulties to reach essential services. Global Multidimensional Poverty Index highlights the insufficiency of essential public service provision around in the world as follows (OPHI & UNDP, 2021):

- 481 million people have a child who is not going to school.
- 568 million people suffer from clean drinking water near them.
- 678 million people suffer from lack of electricity.
- 788 million people live with an underfed person.
- 1 billion people fall into durable cooking fuels, insufficient hygiene, and suboptimal accommodation.

Although European countries have better standards of living conditions and fewer challenges to get essential public services compared to the rest of the world, accessibility level of services changes within Europe depending on the individual's income level. According to the European Social Commission Network, sectorial statutes embraced in Europe should seek an attentive equilibrium between the necessity to scale up rivalry in the market, and the requirement to assure continuous availability of high standard "essential services" for everyone at expenses that they are able to afford (ESPN, 2020).
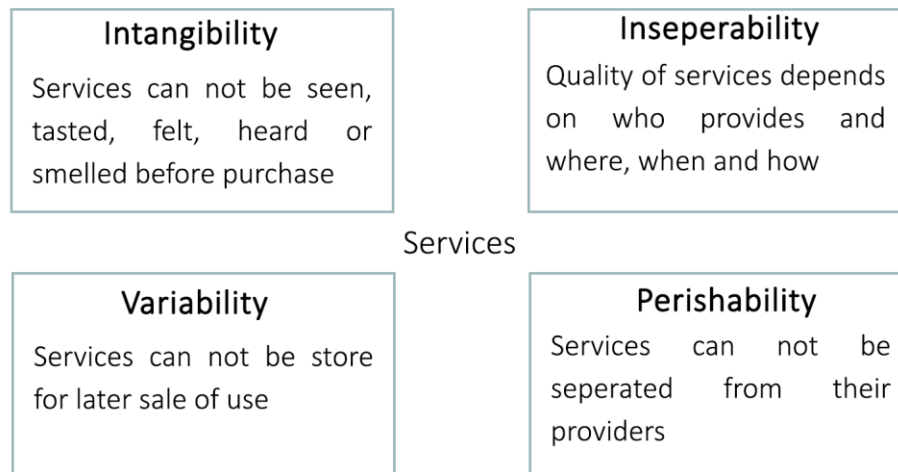
It is a fact that many people around the world still do not have an adequate living standard and access to fundamental services which are the necessities to meet human rights. Here, it is meaningful to remember what O'Neill asks in ''the dark side of human rights'': ''Why should we prize natural or abstract rights if there is no way of ensuring their delivery?'' (O'Neill, 2005: p 427).

While talking about the human rights and service relation, it was important to see the public authority's role in the delivery of basic needs as human rights in order to see the relation between people's needs and human rights (see section 1.2). Human's concrete needs in the service provision process, such as food, clean water, or a place to live, are parts of human rights. It has been shown that the right to access basic needs, which is defined as a universal human right, cannot be fully realized in practice.

It is appropriate to say that public services are interfaces between people and human rights. Thus, essential public services as the vital part of the public services are the building stones of the provision of human rights. Although the following chapters are not going to focus on essential public service provision, it was important to mention essential service access to deeply understand and interiorize the relationship between the services and human rights. In order to achieve maximum level of social justice and inclusion, it is mandatory to actualize the rights to access public services.

2.3. Values and goods provided by the services through the human rights lens

Each service has its own characteristics, but they have some common features in their nature (Figure 4). The most known and approved characteristics of services are summarized as follows: intangibility, inseparability, heterogeneity, perishability (Zeithaml et al., 1985).

Intangibility	Inseperability
Services can not be seen, tasted, felt, heard or smelled before purchase	Quality of services depends on who provides and where, when and how

<div align="center">Services</div>

Variability	Perishability
Services can not be store for later sale of use	Services can not be seperated from their providers

Figure 4: Characteristics of Services, redesigned from: Pearson Education Ltd., 2018.

Inseparability is an aspect that shows the strong linkage between the service and its provider. Because the providers have direct impacts on their services. This fact also supports the variability aspect in terms of the service quality differences depending on the providers. Even the environment, time and the way of provision impact the service quality and creates variable services. The intangibility aspect remains one of the main significative of the services in the literature (Wolak et al., 1998). This fact makes them complex, because of impassibleness to see or feel them as it is for tangible goods. Also, they cannot be controlled as tangible goods by the owners. Instead, service delivery is directly relevant with the relationship between provider and receiver. Some scholars approach with suspicion the intangibility aspect due to the tangible things taking place in the structure of services (Shostack, 1977). One of the important points is to be aware of the difference between the service from the delivered value or object as a result of the provided service. Even though

intangibility is one of the main characteristics of services which are in charge of providing some useful values to the people, there may be tangible or/and intangible products in the delivery part of the services. For instance, a service may be a registration system for social housing which is intangible. After the provision of this service, people may have access to a house which is tangible as a result of the service's process. Likewise, services are intangible values such as access to the education by a teacher, access to medical information, access to communication infrastructure, and transportation or acceptable contracts, but in the end of the process, accessed good provided by the service may be a tangible good such as water, food, house, medicine etc. (Singht, n.d.). It may be more difficult to define the service and product difference when talking about digital services (Tinworth, 2012). For instance, an application for language translation is seen as a service, product and even a tool used to ensure delivery.

When considering the realization of human rights, the importance of services should not be denied. In fact, the efficiency of essential service provision such as food, clean water, etc. is directly linked to efficiency of human rights realization as well. Those services may be seen as the very basic and primary needs to reach human rights. But, the interrelation between the services and human rights are not only limited to the essential public service provision. Values such as feeling secure and safe, feeling understood and communicative are also the parts of some service types that ease human rights realizations. Supplied products or values, as a result of the service delivery process, may even lead to the provision of bottommost human rights related intangible values. Because all the provided values or the products regardless of their (in)tangibility, which may also be part of human rights, serve the indispensable intangible values of human rights such as equality, freedom, inclusion as an embracing cluster to those products or values in the end. For instance, the services for immigrants living abroad and need to find an accommodation or job help them to give what they need. While the needs of those people are provided to them by services, people gain

some values as a result of service provision such as equality, freedom, or inclusion. In other words, the principle of equality and its derivatives, which are at the core of human rights, reach people in some cases through the interface of services.

As a consequence, services should be evaluated as a whole, taking into account the type of service, the providers of the service, and the objects or values involved in the process. The complicated structure of the services may require a special effort to understand each service's specific nature. Thus, considering the transmitted goods and values thanks to the services, they become interfaces to realize human rights in many aspects.

2.4.   Public service delivery and impacts on human rights

It is considered that public services are institutionally controlled and delivered by the public authority. On the contrary, as it is mentioned, public sector delivery of public services is not always possible (see section 1.1). Public services are sometimes delivered by the private sector or with a collaboration of different actors.

According to public service international ''Public services provide equitable redistribution of wealth and in their delivery should ensure that people are treated with equal respect, provided equal protection, and live free of discrimination without regard to age, gender, religion, national identity, race or ethnicity, disability and sexual orientation'' (PSI, 2012). Human rights related to equality and nondiscrimination are protected by laws plus, they are not for the specific group of people but, for all. The main reason for the strong relationship between public services and human rights is that both of them have a public purpose. Since the public services have to behave equally to the people, and provide the services in an inclusive way to each member of the society, one of their responsibilities is also behaving in a coherent way with the human rights laws.

Even though the main accountable for the conversation and publicity of human rights is public states, Local governments have a prominent role in order to promote and execute the

''human rights culture'' with the ''local public services'' (OHCHR, n.d.). Also, more extensive realization than the ''State-focused paradigm'' says that public services are controlled by groups, protect the interest of the society with the human rights concern, but also have to be known by the states and should not conducted by ''commercial or profit making'' aim (Jameson & Aubry, 2020).

It is considered that public services are institutionally controlled and delivered by the public authority. On the contrary, as it is mentioned, public sector delivery of public services is not always possible (see section 1.1). Public services are sometimes delivered by the private sector or with a collaboration of different actors. It is relevant to understand why there are service provider differences in the service delivery, how was their impact on the accessibility of the public services, and whether they meet the human rights policies, it is useful to briefly recall the relevant developments in the historical process. In fact, the answer for those questions even dates back to the evolution of the economic policies of the states.

The understanding of the welfare state, which continued its function until the 1980s, started to get stuck economically. The general opinion is that public expenditures have increased uncontrollably, and therefore the crisis was inevitable. As a solution, a reduction in the economic control of the state was advocated and applied worldwide. Thus, a rapid privatization wave was experienced in the world economy after the 1980's. When the world economy was rapidly liberalized, many developed economies pioneered other developing countries by privatizing their companies. In the same period, privatizations were made in many developing countries, but they remained limited. This process, which resulted in the shrinking of the state, paved the way for the private sector to provide services. The state authorities, which previously assumed the entire role in the transmission of public services to the public, left their place to the private sector in some of these services. In some cases, even essential public services, which are obliged to provide to the entire public and are protected by human rights, have passed into the control of the private sector. The earnings

transmitted from the public to private sector have been gradually increased since the 1980s (Grout, 2008). This situation has led to some disruptions in the transmission of public services to the public, especially in underdeveloped or developing countries. Private sectors, by their nature, are profit-oriented. This is necessary for their existence. This situation does not coincide with the nature of public services. Because public services are focused on the interests of the users to whom the service is provided rather than the interest of the sector providing the service. So, the role of the government has moved from being a provider of the public services to being a regulator of them and thus, it was ensured that the privatized public services were regulated and delivered to the public in a proper way.

Due to the interrelation between the public services and its vital role in the human rights protection and realization, whether the service delivered by public or private sector, they should meet the human rights necessities. Regarding this, especially in the provision of fundamental public services such as water and sanitation, the provider role of the private services may create some hazardous situations because of the aggregation of the three main causes: ''natural monopoly, profit maximization and power imbalances'' (Heller, 2020).

As Heller (2020) highlights, the increase in the ''tariffs'' (paid service cost by the receivers) in France was realized because of the use of expensive technologies by the private sector, and suddenly the paid amount by service receivers is increased as well because of the profit maximization principle of the private sectors (Heller, 2020). So, there is a visible strain between ''the profit seeking nature of the companies'' and its effects on the paid service cost by the receivers, plus there is no enough capability of public responsible to guarantee the proportional cost increase which may impact the service access of citizens (Heller, 2020).

Although the states try to protect their regulatory role, there is an ongoing debate related to the sufficiency of this role to meet human rights. Relatedly, Spicker (2009) reflect as follows:

"Public services have been misunderstood. They are not simply services in the public sector, they are not necessarily there because of "market failure", and they cannot be analyzed by the same criteria as market-based provision...... They act as a trust." (p. 1)

It should be understood that if there are some apprehensions about a public service concerning its inclusiveness of public and its permanence, that service brings an obligation mechanism. (Van de Walle, 2009). The mechanism that enables the state to assume the role of regulator in privatized public services is defined as the public service obligation (PSO). The main reason behind using an obligation mechanism for a public service is to make it used by the public in a proper way even though it is privatized. Here, the duty of providing the control mechanism belongs to the public authorities. On the other hand, there is a similar type of mechanism which is called universal service obligation (USO). The European Commission defines the USO as a type of PSO and a tool to provide the services while meeting minimum service quality level, without considering people's geolocation and at a budget friendly price (European Commission, 2011: p 4). Even though two terms sometimes used interchange in EU legal documents, USO may be seen as the subset of PSO (Houben & Ten Over, 2017). Since the distinction between the USO and PSO is not so clear, it is better to use the more extensive term which is public service obligation (PSO) in our case to make more general inferences.

PSO's are significant tools to protect human rights while delivering privatized essential public services to the people because of the control mechanism provided by the state over the public service. They make sure that a service such as transportation, energy, telecommunication etc. is accessible and available by the public and also deliver a maintained standard with a manner of equality between a variety of individuals. In spite of PSO's are not defined as instruments to ease the human rights benefit, it is not surprising to expect from them to protect human rights in a more comprehensive and legal way (Houben & Ten Over, 2017). Indeed, it has become inevitable for the European Commission to take

important steps on obligations in history. For example, there are obligation mechanisms identified in privatized transport sectors. PSO's in the transport sector are defined in particular statute laws for international land transport, air and sea transport (European Commission, 2011). These sector-particular statute laws determine the rules that Member States have to prosecute while determining public service obligations in any and every transport way (European Commission, 2011). So, it is useful to use PSO's regulation mechanism in order to prevent possible violation of human rights by the private sectors providing fundamental services (Wolf, 2013).

It is seen that economic challenges have produced quite impactive results on the public services and implicitly on human rights. It was important to understand the configuration of service provision from past to today and to do it mentioning about the economic challenges was inevitable. On the other hand, there are contemporary challenges remaining on the agenda that are going to be explored in the following chapter and which may be solved from the service design and human rights lenses.

3. Challenges behind the inefficient realization of human rights through public services

3.1. Creating Vulnerabilities

Ensuring the efficient public service access of all people was defined as crucial for the provision of people's needs which are the necessities of human rights. On the other hand, the values delivered through human rights such as freedom and equity while providing the services leads us to see the issue from another perspective. It should be understood that there is a strong gap between public service access and the human rights values. International Human Rights Law says that ''All human beings are born free and equal in dignity and rights'' (UNHR, 2015). In order for people to experience their innate rights, they should have easy access to public services. Interrelatedly, when the scope of people is narrowed to consider minority groups and the relationship between their access to public services and human rights is examined, many varieties of difficulties are encountered. While there are already existing challenges for the people in general, the vulnerable people lose out more in the access of human rights. Indeed, the second article of IHRL underlies the conflict between the discrimination and the human rights (UNHR, 2015). When the people having different identities do not fully experience their rights, this means they suffer from a type of discrimination.

According to the European Parliament and Council, vulnerable people include ethnic and racial minorities, elderly people, disabled people, single parents with non-adult children, pregnant woman, people with serious physical or mental illnesses, victims of psychological, physical or sexual violence, victims of kidnapping (Directive of the European Parliament and of the Council, 2013). While the services aim to reduce the vulnerability of the disadvantaged groups, the lack of service accessibility that arises due to the challenges experienced in the design and delivery of the services increase their vulnerability even more.

There are plenty of examples that may be given about the difficulties to access even the basic services by vulnerable people in the world.

The paper called 'Addressing inequities in access to healthcare for vulnerable groups in countries of Europe and Central Asia' gives the causes of people's increased vulnerability. Income differences, poverty levels, condition of social protection systems and the unemployment rates are defined as the main reasons behind the created vulnerabilities (Scheil-Adlung & Kuhl, 2011). Particularly, women, poor ones, Roma people and migrants are negatively affected ones (Scheil-Adlung & Kuhl, 2011). It is seen that socio economic condition of people is one of the significant determinants that may increase the degree of vulnerability. Thus, their decreased socio-economic power causes the access problems while getting the public services.

Another important cause of not accessing the basic services by vulnerable groups may be defined as the trust issues between the authorities and the people. Brennan et al. (2015) explain the story of a drug addict and gang member as a case study in their report about the vulnerable groups and inequalities (Brennan et al., 2015). The story shows that the main character refuses to get any help and also is scared to do his official job because of the possibility of getting prison (Brennan et al., 2015). Feeling uncomfortable or scared to ask for the needed service is quite a common reason within the disadvantaged people. It is possible to see the same fear within the (im)migrant or refugee populations. In particular, those groups are afraid of being deported from the country or having ill treatment from the public authorities. It is found that ''fears of mistreatment and deportation'' causes immigrants to take a step back from asking public support in some states of the U.S.A. (ASPE, 2012). It is reported that authorities were used the medical records of the people to sue them, even though they were legally accepted immigrant workers in North Carolina, and these kinds of events increased the possibility of spreading the infectious illness in the state (Collins, 2008; ASPE, 2012).
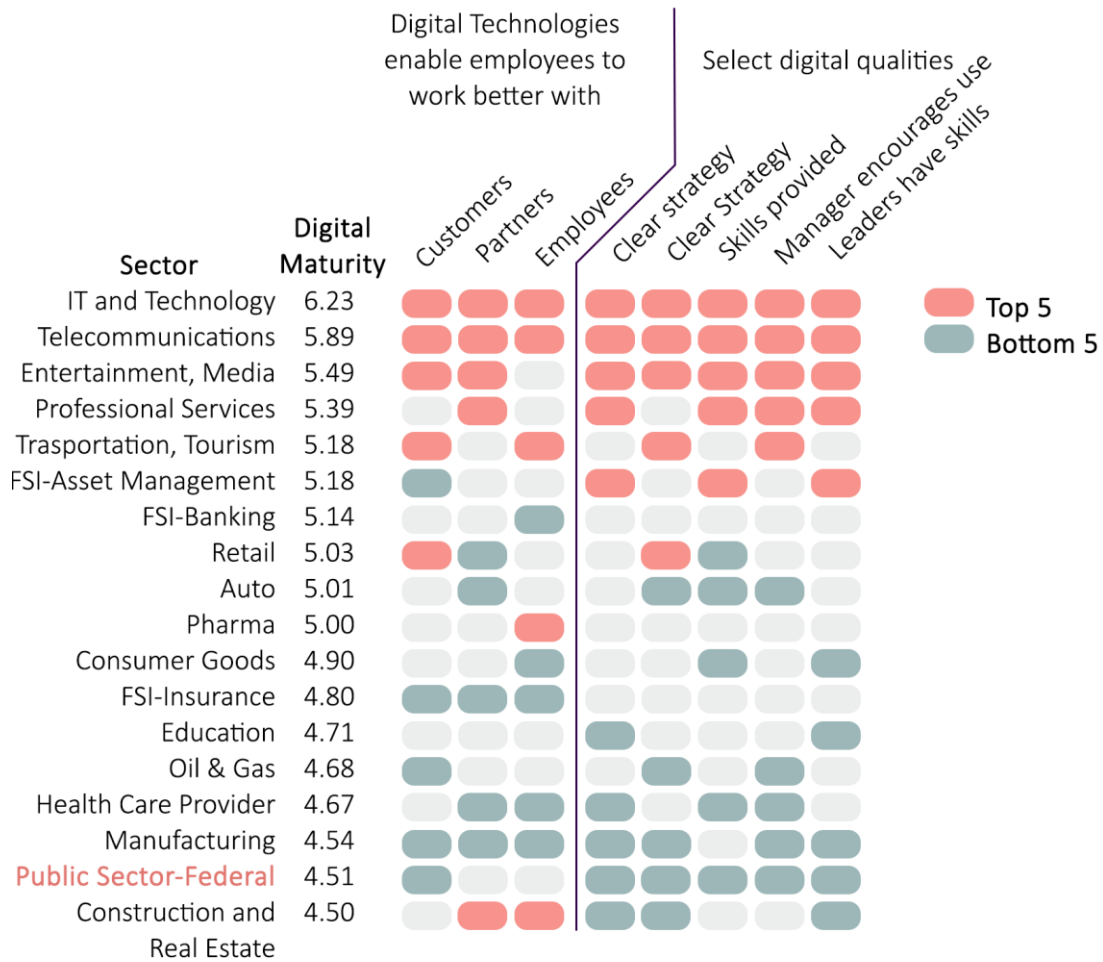
There are some other defined impediments in the access and delivery of public services to the vulnerable groups that may be summarized as complicated bureaucratic steps, inadequate capacitance of public services, insufficient knowledge about using services, lacking ''human resources'' and ''skills'' to handle vulnerable necessities, insufficient information and detrital data about disadvantaged people (UN Department of Economic and Social Affairs, 2021). It may be said that all these obstacles are also a criticism of those who should ensure that their service is accessible.

Although there are plenty of definitions about vulnerable people, maybe the problem starts when making certain definitions for them. As it is mentioned in the beginning of the chapter, ensuring the efficient public service access of all people without classifying them is crucial in the realization of human rights. When the services are organized according to the needs of the majority groups, there will always be someone left behind. Moreover, calling them as vulnerable will be inevitable. As discussed, when there is not enough inclusive service design and delivery models it becomes more difficult to release the human rights of some specific groups. Indeed, the service access difficulties make them more isolated from society. Regarding this, it is meaningful to suggest possible steps covering the empowerment, equality and inclusion of the people having different needs while normalizing their identities.

3.2.   Digital Transformation of public services and lack of user-driven approach

The rapid development of the technology has also reflected on the service sector. Although digital transformation of the services brings along a lot of benefits, some organizations may experience struggles because of its requirements. Governmental organizations in particular have been more affected by the challenges of the digitalization process. The digital transformation continuum is shifting service provision experiences in the societies. While the private sector leads the innovative changes regarding it, this increases the digital service provision expectation of the public from the governmental bodies as well. According to the

MIT Sloan Management Review, the public sector has one of the lowest scores compared to other service sectors in terms of their digital maturity (Figure 5).

		Digital Technologies enable employees to work better with			Select digital qualities				
Sector	Digital Maturity	Customers	Partners	Employees	Clear strategy	Clear Strategy	Skills provided	Manager encourages use	Leaders have skills
IT and Technology	6.23								
Telecommunications	5.89								
Entertainment, Media	5.49								
Professional Services	5.39								
Trasportation, Tourism	5.18								
FSI-Asset Management	5.18								
FSI-Banking	5.14								
Retail	5.03								
Auto	5.01								
Pharma	5.00								
Consumer Goods	4.90								
FSI-Insurance	4.80								
Education	4.71								
Oil & Gas	4.68								
Health Care Provider	4.67								
Manufacturing	4.54								
Public Sector-Federal	4.51								
Construction and Real Estate	4.50								

Top 5
Bottom 5

Figure 5: Digital Maturity level of the services, redesigned from Kane et al., 2015.

It is believed that the digitalization challenge is a strategic issue requiring a holistic perspective more than being a software problem for the governments (Mergel, 2017). In fact, the normative structure of the governments may be a strong cause behind the digitalization challenge as well.

Considering the efficient delivery of public services with the digitalization process, the legacy IT issue stands out as one of the results of the government mentality. Public

administrations lose the innovation possibilities when they do not give enough effort to change the legacy IT with the modern IT solutions (Alexandrova et al., 2015). In fact, the report of the Public Accounts Committee (PAC) highlighted that the decision-making process of the government had negatively impacted during the covid 19 pandemic period because of the issues with data and IT legacy (Evenstad, 2021). This shows that there is an ongoing challenge for public authorities regarding influences of legacy IT on service development. It is believed that "legacy of channels, technology and infrastructure" is one of the main factors that form the circumstance of public service design and delivery (OECD, 2021). Legacy IT challenges as a barrier to deliver efficient services also have strong connection to the inability of adapting user-driven approaches in services. Slovenia's digital public service structure may be given as a quite relevant example in this regard. Although Slovenia has only one national website to supply services, it consists of four different channels. While the government information is collected in the main website, it is divided into different channels and in some cases, users have to deal with unnecessary channels just to reach the service they need. Researches show that aggregation of those channels into one ease the people's access to services, but the existing system still does not allow this. Today, although most digital infrastructure and information has been moved to the "GOV" sites of governments, there are still services delivered by micro websites that stayed behind as legacy IT and cause some confusion for the users (OECD, 2021).

In the formation of legacy IT, not only outdated digital service designs, but also faulty and useless service productions play a role. These services emerge as a result of steps taken without thinking deeply and strategically. The trial of the United States' electronic immigration system (ELIS) may be a relevant example related to this. After the digitizing process of the paper-based immigration services provided physically by the U.S. Citizenship and Immigration Services (USCIS), things did not get easier as expected, on the contrary, they got more complicated. Although the ELIS project gave much effort to organize the

digital data, they did not take into account how the employees carry out the process in the physical environment. Also, the researches made on user experience show that the new process was not as successful as the old one and the paperwork was much more efficient in the delivery of the service. It seems that making digital transformation of the services by simply copying them does not make things easier. Thus, the efficiency of the digital service is a quite challenging and detailed process that has to be led by a user-driven approach (OECD, 2021).

Not being user-driven in service design and development may not directly occur as a result of the digitalization process. The causes may be deeper such as the way of government mentality as mentioned. Anyway, it had an impact on the digital transformation process negatively. In the recent past, it is mainly argued that user-driven approaches are not sufficiently adopted in the digital era of the government systems while delivering services. According to Kotamraju and Geest as a consequence of lack of user involvement in the service design and development, there is an unavoidable delay in e government understanding (Kotamraju & Geest, 2015). The consequences not only may have negative impacts on user related issues such as accessibility and usability as defined, but also the service providers. For instance, possible negative feedback via phone call may cause difficulties for providers such as more labor and correspondingly more spent money. It would be a right move to give the user a chance to participate starting from the design step of the service.

So, it is seen that the inability of state bodies to use the user-driven approach in the provision of digital services at a sufficient level is one of the reasons that creates legacy IT problems and turns the digitalization process into a challenge.

3.3. Digital exclusion

Digital exclusion, which may have direct negative impacts on human rights of service receivers, is another crucial challenge that service designers and providers keep in mind. In the widest sense, digital exclusion happens when a part of the citizens experiences inequivalent access or qualification to information and communication technologies (ICT) that are fundamental to be completely part of the society (Sanders, 2020). This exclusion may occur depending on the abilities of the individual, or completely due to the external factors. Regardless of the reason, digital exclusion is basically the limited and/or unequal access of the ICT based services by some compared to others.

While the majority of households in developed countries have access to the internet, the developing countries' access is equal to almost half of them (Figure 6). On the other hand, there is a dramatic decrease in the percentage of internet accessibility in the least developed countries (Figure 6).
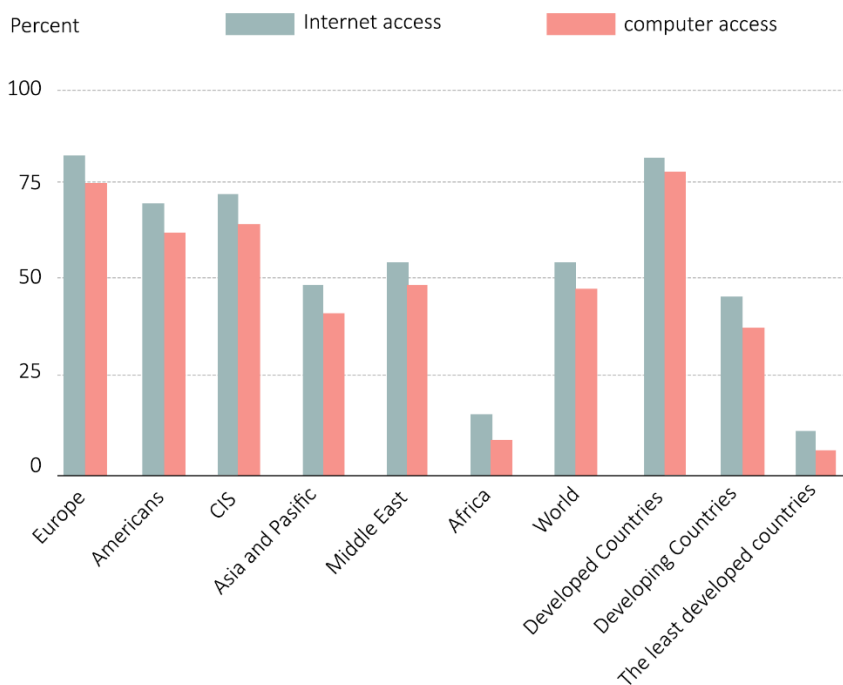
Figure 6: Internet accessibility of households in the world, redesigned from: Ciesielski, 2020.

While some European countries have better digital infrastructure systems others do not. The highest rates in the use of ICT services to interact with public authorities is reported in Denmark, Netherlands, Finland. On the other side, the lowest rates are reported in Bulgaria, Italy, and Romania in Europe (Figure 7).

percent
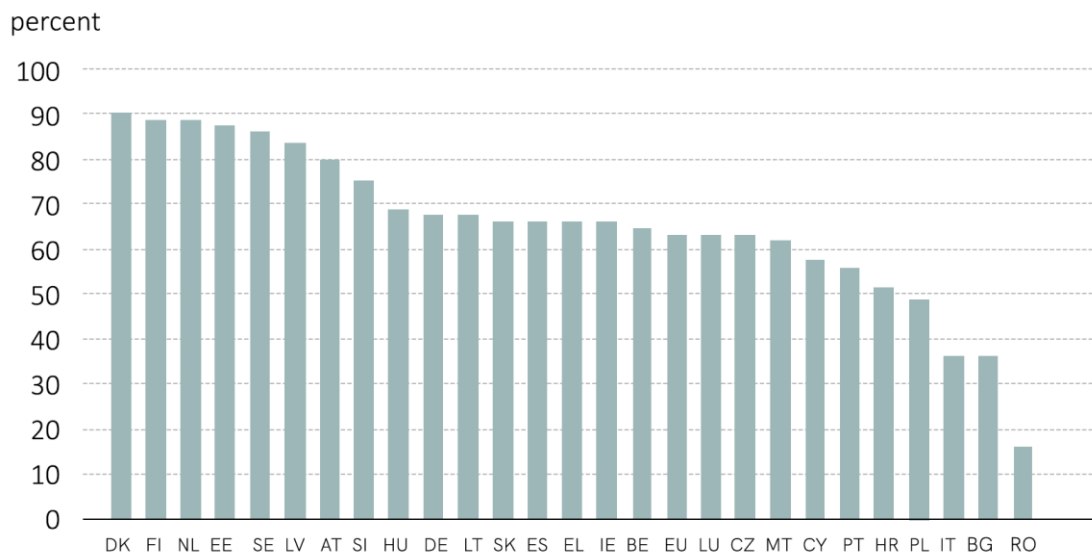
Figure 7: e-Gov users interacting online with public authorities over the internet in 2020, redesigned from: DESI Index, 2021.

The survey involving the Europe, India and xx and conducted by Capgemini Research Institute shows that there is not only one common reason behind the offline populations. The three major factors which are complexity, cost and lack of interest stand out as access barriers in the use of information and communication technologies (Figure 8).

Reason of being offline		Offline groups
Finding expensive the internet cost	→	Younger people aged 22 to 36
		People living in rural areas
The internet being too complex or difficult to use	→	People with a long term health condition
		People with a disability
Lack of interest as a result of fear or a lack of confidence, skills, or experince in using internet	→	Older respondents aged 60+
		Females

Figure 8: Reasons behind being offline, redesigned from: Capgemini Research Institute, 2020.

Some parts of the population are affected by limited internet accessibility and relatedly online services. The causes of digital exclusion also differ between age groups, genders, and the people living in different territories. While the cost is a main reason for being online for the people who are young or/and living in rural areas, the complexity of the internet is a challenge for the people having long term health issues or/and disability. On the other hand, the report of Digital Economy and Society Index 2021 describes the top causes of not using the internet from home as lack of need or interest, insufficient skills, equipment costs and high-cost barriers. While the ones on the top, sharing the same percentage, are ''lack of need or interest'' and ''insufficient skills'', cost related ones are the following (Figure 9). It is seen that elderly people are digitally excluded because of their lack of interest (Figure 10). In Fact, the growing gap between generations because of unstoppable technological developments may be the main responsible of their lack of interest.

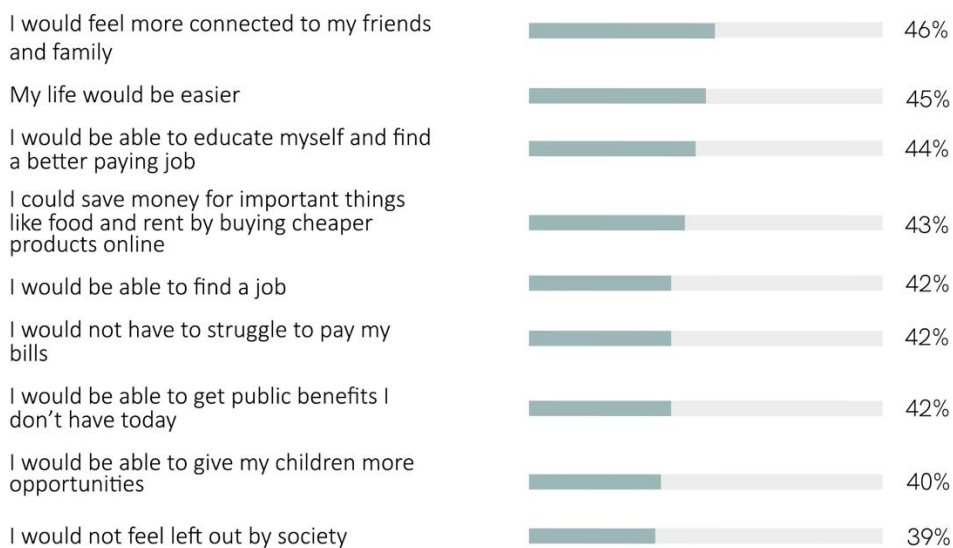|		
The lack of need or interest		45%
Insufficient skills		45%
equipment costs		25%
High cost barriers		22%
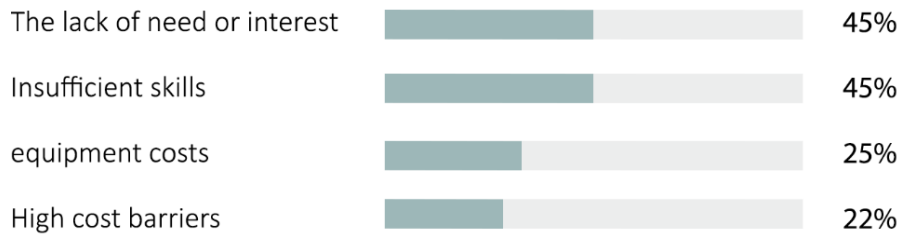
Figure 9: Top causes of not using the internet from home, redesigned from: DESI Index, 2021.
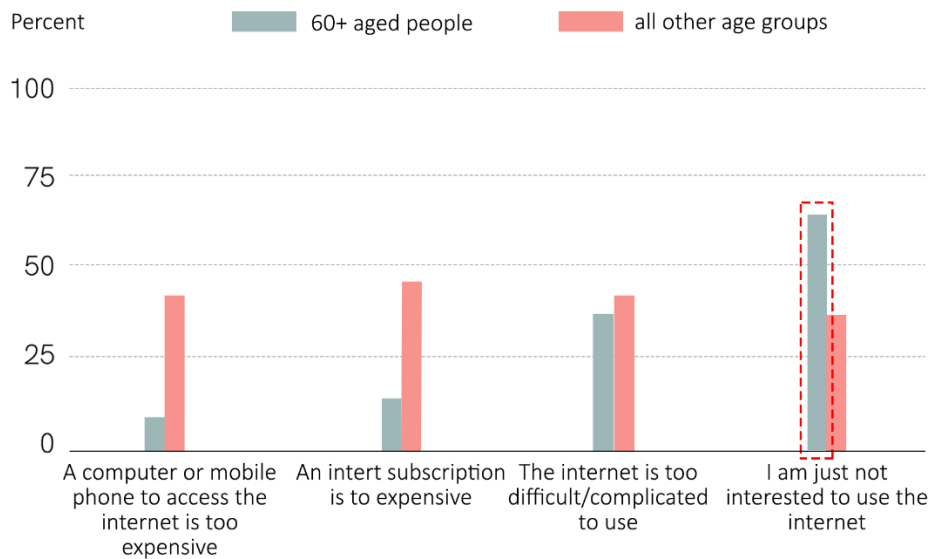
Figure 10: Reasons why the 60+ offline population has never used the internet, redesigned from: Capgemini Research Institute, 2020.

According to Jaeger (2012) the internet is 'inherently unfriendly' for the people who have different abilities and barriers depending on the dimensions of those barriers (Jaeger, 2012). Digital divide may reduce people's life quality because of not taking advantage of digitally provided services. It may cause lack of opportunities in their daily life routine or long-term plans. People may not feel connected enough to their family or friends, able to find a better paying job, giving enough opportunities to their children and in the end, they feel excluded from society (Figure 11). Digital divide challenge also causes problems in the delivery of public services, which are supposed to be offered equally to each citizen within the framework of human rights. The offline population survey conducted by Capgemini

Research Institute shows that 42% of the population think that they would be able to get public benefits they do not have today, if they could be online (Figure 11). The fact that basic services in the society such as government or health ones become more available digitally every passing day. So, the people having digital equipment, infrastructure, skills and who are willing to use them get access easily. On the other hand, the key services become less accessible for the people having the contrary features. Thus, the impact of digital exclusion on people's human rights is scaling up considering the digitalization of basic services more and more in the course of time (Sanders, 2020).

I would feel more connected to my friends and family	46%
My life would be easier	45%
I would be able to educate myself and find a better paying job	44%
I could save money for important things like food and rent by buying cheaper products online	43%
I would be able to find a job	42%
I would not have to struggle to pay my bills	42%
I would be able to get public benefits I don't have today	42%
I would be able to give my children more opportunities	40%
I would not feel left out by society	39%

Figure 11: Percentage of the offline populations agreeing to the statement, ''If I had access to the internet...'', redesigned from: Capgemini Research Institute, 2020

3.4.   Lack of human rights literacy

The subject of human rights and literacies, which are the focus of discussions in many fields from sociology to philosophy or city planning to politics, maintains its place on the agenda with all its intensity even today. As it is discussed, services may be seen as the interfaces between human rights and people (see section 1). At this point, human rights literacies of the service actors having touch with the services come to the forefront in order to make

people fully exercise their rights. It would be appropriate to briefly mention how the perception of human rights and literacies has been shaped over time in the world in order to understand what human rights literacy is and the effects of its lack on the delivery of human rights through services.

After the preparation process by several emissaries from all around the world with their juridical and cultural base, the Universal Declaration of Human Rights (UHDR) was adopted by the General Assembly in 1948 (General Assembly resolution, 1948). It is seen as a milestone in history for several reasons. Most importantly, different nations got a compromise for the first time about the universality of rights and freedoms, and the necessity of the people's protection due to the fact that each person is free, equal and respected (Amnesty International). While the common belief identifies the human rights for each individual from the human family, the disrupter side of human rights in terms of its in(ex)clusive ontology and epistemology indicate the opposite (Becker, 2019). In fact, the human rights violations prove this. Even though there is a fact of human rights in the world, there are many cases where these rights are not met. The continuing unfairness and metanarrative of human rights represent the ''dark side of the human rights'' from the countries having enhanced democracies to non-democratic ones (Roux, 2019).

There is a fact that human rights thoughts are shaped by the western values. The evolution process of human rights for the western people and the western dignity are accepted as main features of ''being human'' (Brown, 1999; Roux 2019). Such that the effects of the Universal Declaration of Human Rights (UDHR) on its ''universality'' is questioned by scholars (Zembylas, 2015; Roux, 2019). It is not surprising that the topic of human rights literacies is mostly discussed in African context in the literature. Since the human rights understanding is shaped by the western way of being human, there may be an adoption problem of human rights in the countries that have different socio-cultural backgrounds.

Relatedly, the human rights literacy of the people living in those regions may be seen differently and/or lacking by the western societies.

While human rights delivery is already quite a challenging issue by virtue of several reasons, the importance of the sufficient knowledge and awareness about human rights become prominent and mandatory. Even one of the outstanding reasons for experiencing human rights delivery problems may be defined as the lack of human rights literacy of the service actors.

Roux highlights that ''refugees from war-torn regions, or economic refugees from deprived countries'' appoint a new sense to ''being human'' (Roux, 2019). This means that their experiences shape their understanding of being human differently. This fact creates difficulties all around the world including European countries. It is important to remember the im(migrants) coming from a place which shaped their understanding of being human may create some adoption problems about the different meanings of being human in that new country. At this point, they may experience lack of human rights literacy challenges. Also, this challenge may affect them more than other citizens due to their existing adoption challenges such as learning a new language, or experiencing a new culture. Unfortunately, they may become vulnerable while trying to fully experience their human rights.

Lack of awareness about human rights is not only limited to the service receivers. Although the professionals coming from the ''law and international relations or political science'' backgrounds may have educated about human rights, the ones who are involved in an interaction with (im)migrants or refugees such as ''public administration staff'' in Europe are not well educated, plus are not adequately conscious about the effects of their expedients on human rights (easyRights, 2022).

Human rights literacy is evaluated in two different planes which are horizontal and vertical. While the vertical plane of human rights covers the juridical obligations of the states aiming

to protect individual's rights and refers ''political literacy'' (Simmonds, 2014), horizontal plane covers discourses about the human rights and aims to promote the ''knowledge and social skills'' regarding it (Roux, 2019: p 24). Here, the sufficient knowledge of the public administration personnel about human rights may be evaluated within their political literacy capacity which is vital in vertical applications. Relatedly, Keet (2007) points out that "Duty bearers" such as service providers, governmental bodies, government departments have to know and assimilate the liabilities of the governments and their role in the "human rights service delivery" sphere (Keet, 2007: p 216).

Another obstacle to the delivery of human rights through public services is the inadequacy of human rights literacy by service actors. While the "limitation of human rights and material realities" (Roux & Becker, 2017) is a highly debated topic within the scholars, these discussions bring along the importance of human rights education for the service receivers and suppliers.

4. Towards a broader concept for services: Human rights-based approach

4.1. What is human rights-based approach?

Human rights-based approach is an approach that takes the human rights principles and necessities at its core. Its aim is to prevent the separation of people from society, especially those with marginal identities. Empowerment, inclusion and equity stands out as the priority necessities in the realization of human rights-based approach. The importance of these principles for the members of societies within the context of 2030 Agenda for Sustainable Development was highlighted in the General Assembly of the United Nations in 2015. (UNHCR, 2015: p 2). They promote the human rights realization as follows:

> *"We envisage a world of universal respect for human rights and human dignity, the rule of law, justice, equality and non-discrimination; of respect for race, ethnicity and cultural diversity; and of equal opportunity permitting the full realization of human potential and contributing to shared prosperity".*

When injustice around the world is investigated, human rights violations come to the forefront as its origin. So, the realization of human rights becomes a critical issue to prevent inequalities that people are exposed to. A number of terms such as equity, equality, nondiscrimination, inclusion, or empowerment are frequently used, which are thought to pave the way of realization of human rights.

One of the main discussed terms regarding human rights is the equality procurement to the people. At this point, seeing the difference between 'equity' and 'equality' concepts may lead to providing equal opportunities for individuals having diversities (Figure 12). While equality means behaving each member of the society along the same line without regarding their specific necessities, equity puts different needs of the individuals in the core (Nedha, 2011). The main issue here is the fact that each individual's needs may be different. Taking an attitude according to the needs of individuals is the main factor that paves the way for equality at the end of the process. Only using the concept of equality may cause individuals

to experience a disadvantageous position. However, the equity approach aims to answer the needs of the people who have the potential to fall into a vulnerable position and prevents possible vulnerabilities.
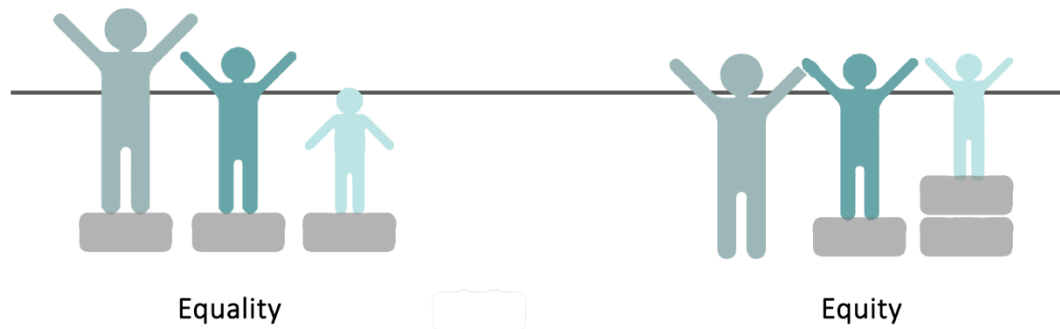

Figure 12: Equality vs Equity, Redesigned from: https://unitedwaynca.org/blog/equity-vs-equality/

It is seen that creating balance within the people by using the equity approach is important while reaching the human rights realization. Indeed, adaptation of the equity approach brings along an inclusion attitude. According to PSI, it is people's right to express their thoughts and to see the results of these thoughts in political and public spaces even if they have different features and needs (PSI, 2012). People such as women, poor, disabled, or immigrants may have different needs, but their inclusion in any decision-making process is vital because of the human rights protection of each person. In the end, the equity and inclusion aspects bring along empowerment of individuals. Indeed, there is the realization of human rights behind the empowerment aspect, which means potential power of each individual to take a stand against the unfair treatment for themselves or others (OHCHR, 2019).

4.2. Human rights-based approach and services

Using the human rights lenses in the provision of services may provide the inclusion of the society having diversities, reduce the inequalities within the society and in the end empower

the people. Regarding that, human rights-based approach in services, which is one of the outstanding topics in recent years as a way to provide human rights through services. The main human rights principles include: Universality and inalienability, indivisibility, inter dependence and inter relatedness, accountability and the rule of law, participation and inclusion, equality and non-discrimination (UNFPA, 2005).
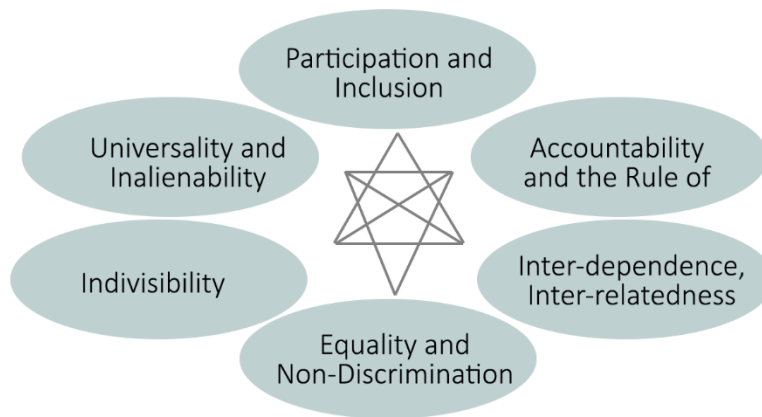
Figure 13: Human Rights Principles, Redesigned from:

https://www.shareweb.ch/site/DDLGN/Documents/SDC_Approach_To_Governance-01.pdf

Human rights-based approach describes the ''rights holders'' and the extent of their rights regarding ''international human rights law'', plus the ''duty bearers'' and their role which includes liabilities to provide human rights (OHCHR, 2015). HRBA strengthens the ''right holders'' and promotes "duty bearers" to fulfill their responsibilities (OHCHR, 2015). It is a notional outline which is highly used by development corporation actors and non-governmental organizations to give support for the human rights development process. Fundamentally, human rights-based approach advocates the principles of international human rights and implements them into the "plan, policies, and processes of development" (Ljungman, 2004).
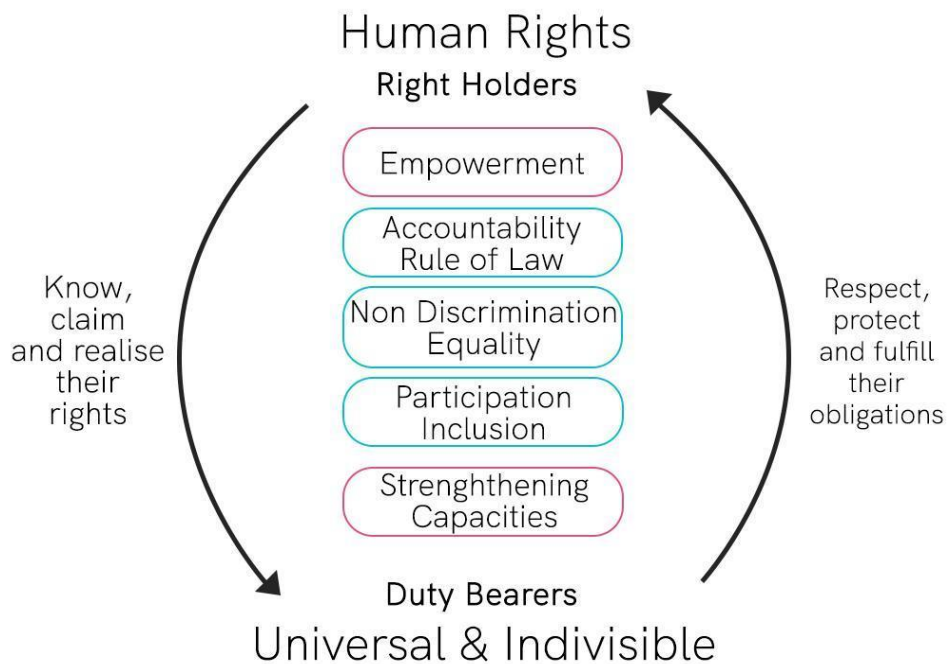
Figure 14: Human rights-based approach framework, Redesigned from: https://slideplayer.com/slide/12633652/

It provides lots of benefits when integrated into the specific process. In our case, the process that wants to be led by human rights-based approach is service provision. People's needs and organizing the services according to it is a crucial process that has to be taken care of in the traditional way of being service structures. Public services are highly related with the individual's quality of life, dignity and sustainable subsistence (UN Habitat, 2009). As pointed out before, empowerment, inclusion and equity aspect take attention due to the necessity of them regarding human rights in the service sphere as well. When the people are able to exercise their human rights under the lens of inclusion and equity by the provided service, they are empowered as well. This means that instead of the top-down decision mechanism of the traditional service provision structures, the people take part in the main core of the services which was already planned to provide them their needs and rights. The

human rights-based approach may be seen as one of the emergent approaches which takes the human needs but also the 'human rights' in the core of the service provision.

Victorian Equal Opportunity & Human Rights Commission, which is a nonprofit organization, highlights the discourse of the Danish Institute about human rights-based approach which provides a broader perspective than the traditional way of thinking in the service provision process. According to them, individual's requirements, difficulties and potencies are the main focus of the human rights-based approach. Additionally, they mention the importance of the understanding of distinction between human needs and rights (Human Rights Commission, 2008). Even though they are a nonprofit organization, their determinations may be helpful for any kind of service sector. Because the traditional way of service delivery focuses more often on the needs of people, seeing differences between the needs approach and rights-based approach may shape our understanding in a clearer way (Figure 15).

Charity Approach

- Focus on input not outcome
  Emphasises increasing charity
- Recognises moral responsibility of rich
  towards poor
- Individuals are seen as victims
  Individuals deserve assistance
- Focuses on manifestation of
  problems

Needs Approach

- Focus on input and outcome
- Emphasises needs as valid claims
- Individuals are objects of development
  interventions
- Individuals deserve assistance
- Focuses on immediate causes of
  problems

Rights Based Approach

- Focus on process and outcome
- Emphasises realising rights
- Recognises individuals and groups
  rights as claims toward legal and
  moral duty bearers
- Individuals and groups are
  empowered to claim their rights
- Individuals are entitled to assistance
- Focuses on structural causes and
  their manifestations

Figure 15: Approaches comparison in service provision, redesigned from: Victorian Equal Opportunity & Human Rights Commission, 2008.

Human rights-based approach is one jump ahead of the needs approach in terms of its monolith perspective. While the rights-based approach lays weight on its mutual relationship with the obligations, needs approach does not do that. O'Neill says ''Rights are seen as one side of a normative relationship between right-holders and obligation-bearers.'' (O'Neill, 2005: p 431). When service users are seen as right holders, it is accepted that stakeholders working in the process of providing this service to them have certain obligations. In this case, the taken actions of obligation bearers are examined inherently to see if they are coherent with the international human rights laws. Another issue is about which position the human rights-based approach puts each individual, especially the vulnerable, and minority people. Are they needy people? or are they a part of the society and

have the equal rights of the rest of the society? When the approach is human rights-based, the answer is going to be from the side of inclusion, equity and empowerment of each member in the society while pointing out the injustices in the service provision.

The human rights-based approach also attracts attention by the scholars searching the necessities of essential services provision. Hessemen, Wolf and Toebes highlight the most crucial essential public service provision standards under the umbrella of human rights-based approach in their publication. The related ones are: "minimum essential levels/progressive realization, non-discrimination and vulnerable groups inclusion, participation and accountability, mid-term/long-term planning and budgeting for EPSP, and private actor standards" (Hessemen et al., 2016: p 18).

There is a sum of service provision examples from different regions around the world concerning human rights. One of them is a project from Zambia called "Agriculture and Rural Development" aims to improve people's food security wherethrough fisheries and husbandry production. Fisheries co-management and nongovernmental organizations follow the inclusiveness concept and assure the vulnerable citizen's access to food, including people with HIV/AIDS. Another project from Cambodia called "Realizing access to quality education for all children" aims to increase qualified education accessibility of children who do not perform well in the downside regions. The solutions concern enhancing government resources and efficient use of the funds by the Ministry of Education Youth and Sports. Even though given examples are not announced as being directly human rights-based, they may be classified under this term because of their intersecting aims such as inclusion, equality and non-discrimination.

Irish human rights and equality commission emphasize the significance of human rights and equality policies in the provision of goods and services for not only the public sector organizations but also the business and education institutions (Irish Human Rights and

Equality Commission, 2014). According to them, the combination of cognizance with a strong interest in the diversity of service users assists creativity, while improving high quality customer service. (Irish Human Rights and Equality Commission, 2014).

It is appropriate to say that human rights-based approach is a lens that may be used in service design and delivery processes to protect individuals' human rights, support the people having obligations in the provision of human rights, and also empower each member of society to be the part of decision-making processes.

Figure 16: Realization of HRBA, redesigned from: https://slideplayer.com/slide/12633652/

4.3.   Human rights education

The inadequacy of human rights literacy has been discussed in the literature on a more general plane. When the relationship between public services and human rights is taken into account, which was emphasized in the previous chapters, it is clear that the lack of human rights literacy should be addressed at this level as well. As it is discussed, insufficiency of human rights literacy, by both rights holders and duty bearers, is one of the obstacles in the realization of human rights in individual's lives (see section 2.3.). Due to the lack of human rights knowledge of the right holders, they may not realize the injustices they experience, and even if they do, they do not know how to find a convenient solution. Similarly, when the duty bearers such as service providers do not have sufficient knowledge about his/her responsibility in the context of human rights, it becomes highly possible to see rights holders suffering from exercising their rights. Hence, human rights education and its scope have continued as one of the frequently discussed solutions to lack of human right knowledge in the literature in order to prohibit possible human rights violations. In other words, in case

of inadequacy of human rights provided through services, it would be appropriate to present human rights education as a solution.

The resources that refer to the importance of human rights education in the literature can be instructive, even if they are not written directly within the scope of public services. Regarding this, what Becker says in the "Human Rights Literacy: Moving towards Rights-Based Education and Transformative Action through Understandings of Dignity, Equality and Freedom" is quite interesting and may be useful in our case.

"Human Rights Education for Transformative Action within a "struggle approach" (Heyns, 2006: p 3) could aid both the processes of facilitating human rights literacy in teacher training and in teaching-learning, as student teachers will implement their understandings of dignity, equality and freedom in rights-based education. To reach this aim, tertiary institutions need to facilitate human rights literacy as involving understandings of dignity, equality and freedom as both rights (legal claims) and values (normative relations), with horizontal and vertical applications, within the South African socio-political and economic context."

While this article refers to the insufficiency of given human rights education only to the students, it highlights how important to receive the human rights education for the people in a position to teach students, namely teachers. The benefits of providing human rights education from an early age to the students are indisputable. But teachers are the ones who can make human rights a part of their education life by providing human rights education to the students. For this reason, teachers need to receive training in order to provide knowledge transfer. In fact, studies on this subject have revealed the necessity of training teachers on human rights as well.

When the subject is the challenges experienced in service design and delivery due to lack of human rights literacy, the scope of the people who need the education should be widened

to all stakeholders which have contact with the service instead of focusing only on the service users. It is a fact that human rights education is important and necessary for the service users when they try to find a legal way for solutions or seek their rights in the face of the problems they experience. But, educated service providers will be much more useful to achieve efficient realization of human rights. However, when looking at the examples in practice, it may be seen that the service providers who are obliged to know human rights do not have enough knowledge and sometimes the source of the problems is based on this.

"Human rights literacy" may help "right based education and transformative action towards an open and democratic society" (Figure 17), when it really gets ahead from only teaching and learning way of human rights education towards considering the importance of behaving communally in interdependency with the ones who are ''marginalized'' towards the rest of the society on purpose of "humanizing educational practice" (Becker, 2015). In fact, the public service era may be seen as a place to actualize this practice.
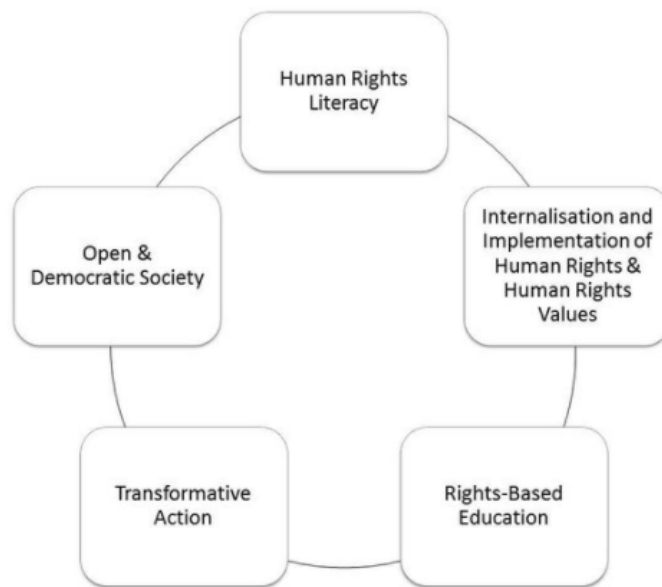
Figure 17: Human rights literacy: Moving towards an open and democratic society through rights-based education and transformative action, Source: Becker, 2015.

5. Towards a broader concept for services: Service design approach

5.1. What is service design approach?

The emergence and accelerated development of service design in the late 1990s allowed design to go beyond simply being a tangible design process. In fact, service design includes abstract and complicated practices. Despite the fact that it is an ever-developing approach, there is no clearly defined simple description which may restrict its evolving nature (Stickdorn et al., 2018). According to Moritz, service design assists to build a service or enhance the established one to provide further beneficial, favorable and desireful for the users and impactful for the sectors (Moritz, 2005). Also, he defines the service design with three main characteristics which are ''multidisciplinary, integrative and holistic'' (Moritz, 2005). The service designers working in different disciplines try to understand the complexity of a specific service and focus on improving it by solving its unique challenges in the service design process. In order to provide an efficient experiment and answer the needs of the service receivers, several tools and methods are integrated from assorted disciplines. In this way, a holistic service may be provided to the user during the service journey. In short, service design is a field that promotes interactions between the service receivers and the service providers considering their point of contact and the offstage necessities for the provision of service (Quicksey, 2018).

Despite the hardship of defining a monotype mechanism to design services, there are path winder examples to make the process understandable. One of the used procedures called ''four step approach'' by Marc Stickdorn chalks out the iterative phases of service design (Stickdorn et al., 2018). The stages are respectively defined as exploration, creation, reflection and implementation. Although it seems as a linear process, each stage may be linked to another stage and create different process patterns depending on the case.
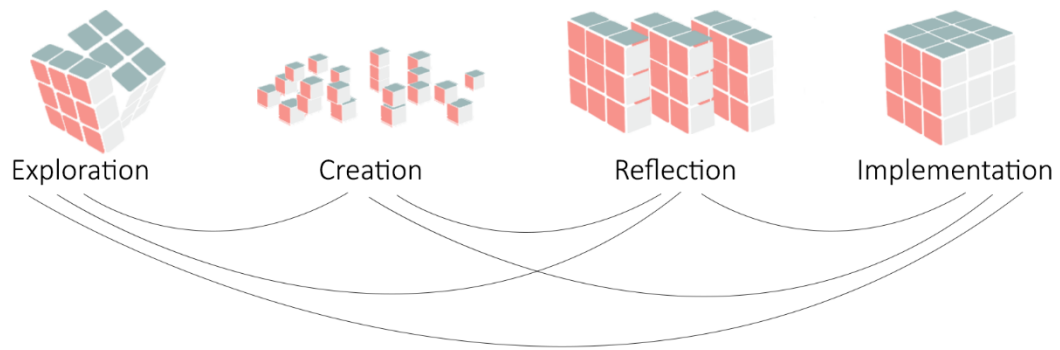
Figure 18: Iterative process of service design, redesigned from: Stickdorn et al., 2018.

The design squiggle is another common illustration to show the process of service design in a simple way (Newman, 2010). The thing to remember here again is that this process is iterative rather than linear as illustrated. At any stage of the process, it may be necessary to go back to the previous step. Indeed, a final stage may be achieved right after the completion of the returned stage. It may even be necessary to go back to the beginning after the last stage has been reached in some cases.

Figure 19: ''The Squiggle'' by Damien Newman, Central Inc., Source: https://thedesignsquiggle.com/

Last but not least, the double diamond diagram model is one of the well-known and used diagrams illustrating the service design process (Figure 22). The discover phase begins with determining the challenge that the service designer should focus on. It is essential to assimilate the existing and possible users' point of view on the studied subject of the determined service in order to design an accomplished service (Stickdorn et al., 2018). In addition, visualizing the current findings helps the designers and other actors understand the situation and produce solutions. The define phase tries to find a clear description of the specific problem that is planned to deal with through the process (Design Council, 2015). While the develop phase is based on developing and testing the previous findings by way of a repetitive operation, the main task of the deliver phase is launching the service by being confident about the well working back indication mechanism of the users.
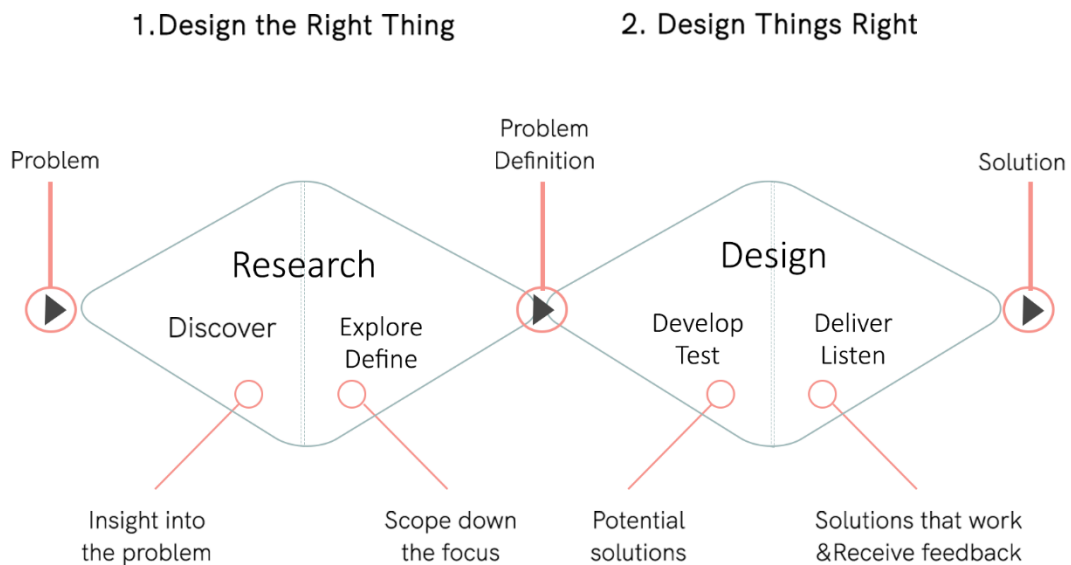
Figure 20: The Double Diamond diagram. Redesigned from: Digi-ark, Wikimedia Commons: https://en.wikipedia.org/wiki/Double_Diamond_(design_process_model)

Service design approach may be implemented regardless of the service type. From private to public, it may be used to provide a quality service to the target groups. Also, the sectors may be varied such as telecommunication, healthcare, security etc. It may be used to create a new

service system or improve the existing service system. Even though there are many different ways of organizing services from past to present, nowadays services are designed more in a human-oriented way to better respond to people's necessities and help to shape emergent socio-economic values. Indeed, a human-needs-oriented approach has been taken a step further in service design and delivery and the human right-based approach, which has recently come to the fore, has started to gain importance. Relatedly, the developing understanding of design thinking, its importance and the willingness for it have brought together designers who are sensitive to social issues (Stickdorn et al., 2018). As a consequence, service design tools and methods have also great importance while designing and implementing the services focusing on the problems of big masses such as misery, homelessness, disability, unemployment, migrant issues etc.

There is a strong relationship between human needs and rights while talking about service provision which both covers design and delivery aspects. Although human rights are at the very core while designing human centric service models, this fact may be ignored by some. Today, the importance given to service design is less concentrated on service types that represent the large masses, namely public services. It is seen that private service providers deliver high quality services to their customers. Even when most of the sources in the literature are examined, a competitive and profit-oriented service design approach is seen in accordance with the free market economy. At this point, it would be appropriate to mention the scarcity of literature explaining how service design should work in services that are offered to large masses, adopt an egalitarian approach, protect the rights of the vulnerable, and protect human rights. Benefiting from service design and getting a high-quality service experiment should not be a luxury, on the contrary, making it accessible to large masses will be a big step to contribute to the protection of human rights. It may be useful for service design methods to have strong social backgrounds to protect and deliver fundamental rights. It will also support the development of the quality of essential service provision.

At this point, it is also meaningful to see how service design is defined in the literature and how it may be connected with human rights issues. The book is called "This is Service Design Doing" which stands out with its holistic approach and the target of covering a wide range of disciplines as a readership published in 2018 by Lawrence, Schneider, Stickdorn, and Hormess. The book explains six main features of service design which are human centered, collaborative, iterative, sequential, real and holistic. When the first edition of the book was published in 2011, the first feature was defined as ''user-centered'' instead of ''human centered'' (Wikipedia: Service design). By changing it in the second edition, ''human'' covers not only the service users but also the other people who are in touch with the service design process in any step. Indeed, the inclusivity of the service designers and any other relevant stakeholders while designing the service become crucial determinants. The first two principles which are ''human centered'' and ''collaborative'' may be a good starting point to create a relation between service design and human rights topics. Those principles may cover the human rights related issues. In fact, they help to increase the interaction of service designers and providers with service users. In this way, a co-creative mechanism emerges in the design process. To give a simple example, we may consider transportation services. The freedom of movement is one of the universally accepted fundamental human rights. Also, it is asserted in Article 13 of the Universal Declaration of Human Rights as follows: ''Everyone has the right to freedom of movement and residence within the borders of each state'' (Wikipedia: Article 13 of the Universal Declaration of Human Rights). Disabled individuals may have difficulties in using a specific transportation service used by the public at large and may feel that their voices are not heard enough. The ''human centered'' and ''collaborative'' principles adopted in service design may be a gap between the service designer and the user and facilitate the information flow.

The main actors of the service design and delivery process may be defined as service designer, service provider and service user (Figure 21). On the other hand, there are other third-party

stakeholders which may be called supporters depending on the provided service's framework.
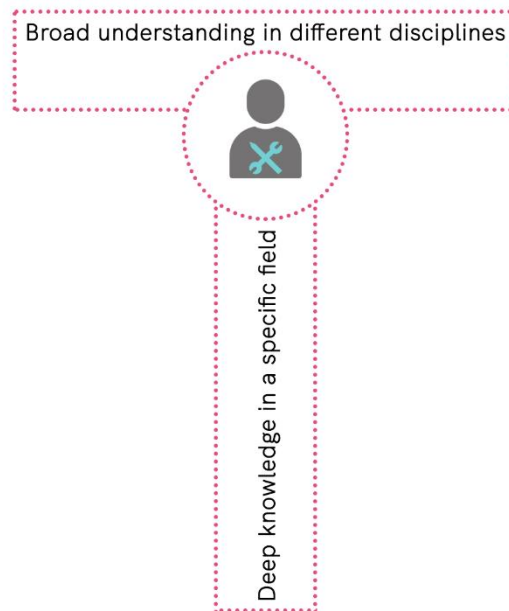

Figure 21: service design actors, redesigned from: Stickdorn et al., 2018.

Another important actor taking place in the service development process is the service provider. Even though they are providers and seem separated from the design process, their role also affects the design process in terms of the efficient delivery of the designed service. The type of service provider differs and diversifies depending on the necessities of the service delivery process. The public officials, volunteers, and private actors may be seen as the primary drivers of service provision.

When it comes to human rights related services, public service delivery rises first. Although the national governments play an important role, they are not the only actors in the delivery of the public services (Albanie, 2016). Specially, the importance of decentralization of the service delivery with the efficiency of local governments gains significance because of their power and ability to keep in touch easily with the citizens. Also, the role of the private sector, civilian population and non-governmental local actors is substantial in public service delivery. It is suggested that local actors should be encouraged to create connections with "centrally governed institutions", since this kind of relations are crucial to sustain the maintainability and liability (Albrecht, 2013: p 20). One of the best-known non-state local actors is non-governmental organizations. They ensure the services mostly in sensitive conditions where governmental organizations are seen as insufficient (Albrecht, 2013).

There are many different disciplines that may play a role in the service design and attach the actions coming from diverse fields (Stickdorn et al., 2018). The background of service designers differs depending on the necessities of the service. Actors involved in service design consist of t-shaped people. T shaped people are the experts having wide specialty in the issue they study and deep realization of the colleagues they work together with (Natalia, 2019). While the top and the horizontal part of T refers to deep understanding in different discipline fields, the vertical and bottom part of T means wide specialty in the field that they study (Figure 22).

Figure 22: T shaped person metaphor, redesigned from: Stickdorn et al., 2018.

Graphic designer, interaction designer, user experience designer, design ethnographer, coder is one of the outstanding branches of service design in recent years. Although there are interrelations between the fields of UX design and UI design, their focus issues differ from each other. While the UI designer is mainly responsible for visual design, the UX designer focuses on the user's entire experience within the service. They implement ''user centered design approaches'' to conceive functioning and satisfying service experiments for the users

in a user-friendly way (Brainstation, 2022). Also, the UX and UI design fields have a great importance in terms of providing usable and accessible digital services. UX designers also pay regard to ''information architecture'' of their ''interactive designs'' to entrench service accessibility (interaction design foundation, n.d.). They mostly work together and feedback each other to get the best result. Main aim is the creation of the most efficient user interface for the users and providing them a sufficient experience. The efficient communication between the service and user is highly relevant with the service usability which provides the arranged interactions. In fact, Interaction design (IX) is important in terms of the efficiency level of the service usability. It may be categorized as a subset of UX design. On the other hand, graphic design is the continuum of making visual substances that aid to correspond information with the end users (West, 2021). The main elements of graphic design involve ''line, color, shape, space, texture, typography, scale, dominance and emphasis, and balance'' (Brainstation, 2022). While graphic design is seen as an ''art'', UI and UX design is seen as a kind of ''science'' (King, 2010). The user-centered design approach perception of UX and UI design fields is crucial. The collaboration between both these disciplines gains importance in the process.

Another outstanding branch is design ethnography. The lexical meaning of ethnography is description of people. It is a research methodology that may be used in many different disciplines. Indeed, there is a powerful link between service design and the ethnographic background of the service receivers. Design ethnographers may use ethnography research methodology to improve empathy for the people they design for and find out better their needs and concerns. When thinking about the context of human rights provision by service design, provided ethnographic research about service receivers may play significant roles for the designer. For instance, the ethnographic background of the users for an immigrant service may vary depending on the migrant's age, country, language, habits, and even the level of technology knowledge. In this case, when the designer knows about the background

of the receivers and collects the valuable data, they may use it and eventually may create efficient use of the service by the receivers and ensure the maximum level of benefit for them.

When it comes to the digital services the role of the coders gains importance. They may play different roles such as software engineer, data scientist, front end web developer, back-end web developer, full stack developer, mobile (app) developer, database developer UI/UX designer, while developing the services. Their roles are differentiated because of their interest and processed other capabilities. Although the disciplines that mentioned before such as UX or IX designer may have the knowledge of coding and using it to improve digital services, each discipline may be represented by different people as well. For instance, while coding is not necessary to be an UX designer, it may assist to build a much more effective work stream (Poladian, 2019).

The relationship between services targeting the public interest and human rights has been examined in previous chapters. At the same time, the difficulties experienced by minority groups such as immigrants in accessing services and the challenge in protecting their human rights at this point are shown. Although service design has critical importance in the creation process of such services, the lack of literature on this subject and thus the inadequacy of practical examples draws attention. The more effective use of service design in the creation process of public services targeting large masses is directly related to the study areas and roles of the actors that may take place in this field.

5.2.   Digital innovation as a booster to service design

There is an ongoing transition from physical based services to digital services as mentioned before. Even though the concept of the definitions related to ''service'' does not change, there are new instruments to design and deliver the services when the non-digital service is compared to digital service. Digital services may be part of physical based services or directly

where the service begins and ends. There may be a tangible or intangible product/value as a result of the last step of the service delivery as mentioned before in the chapter of ''nature of services'' (see section 1.1). The interactions may be limited to the digital level only, or may involve the physical environment as well. All these may vary according to the characteristics of the service.

When the subject is specifically public authorities in the digital service innovation, the government policies also gain importance as the previous step to make service innovations possible. The efficiency and sufficiency of government policies to increase digital maturity pave the way for digital public service innovations. Since the word becomes more and more digital every passing time, the rise in the digital transformation of governmental services is inevitable and mandatory. In order to understand the maturity of the government policies in the digital era, it would be appropriate to examine the Digital Government Index (DGI) (Figure 23). Because the digital maturity of states may also help to understand the development of the public services that they provide. Digital Government Index evaluates and compares the ''maturity of digital government policies'' and enforcement of them considering compatible and the entire government approach (Government at glance, 2021). It helps to understand the government's capability to adapt to the digital world and means to affection of public value as a piece of the government's innovation strategies by having a digital government environment with a variety of actors such as government actors, NGO's, citizens (Government at glance, 2021). The dimensions of DGI are digital by design, data-driven public sector, government as a platform, open by default and user-driven and proactiveness, each of them with the weight of ''0.16'' (Government at glance, 2021). While ''0'' is the lowest score, ''1'' means the maximum. As it is seen from the figure 26, average DGI score within the OECD (The Organization for Economic Co-operation and Development) countries was 0.5 in 2019. Among the 21 countries where the study was conducted, 15 of them were OECD countries. Korea (0.74) and United Kingdom (0.74) are

at the top of the list, while Iceland (0.28) and Sweden (0.26) are at the bottom. One of the outstanding dimensions for our study is the "digital by design" which is defined as an important determinant to see the sufficiency level of the states to use digital technologies while expressing the policies and designing the services (Government at glance, 2021). It is seen that "digital by design" dimension is higher than other dimensions in 2019. The main reason behind this is the push of public digitalization by having e-government systems (Government at glance, 2021).
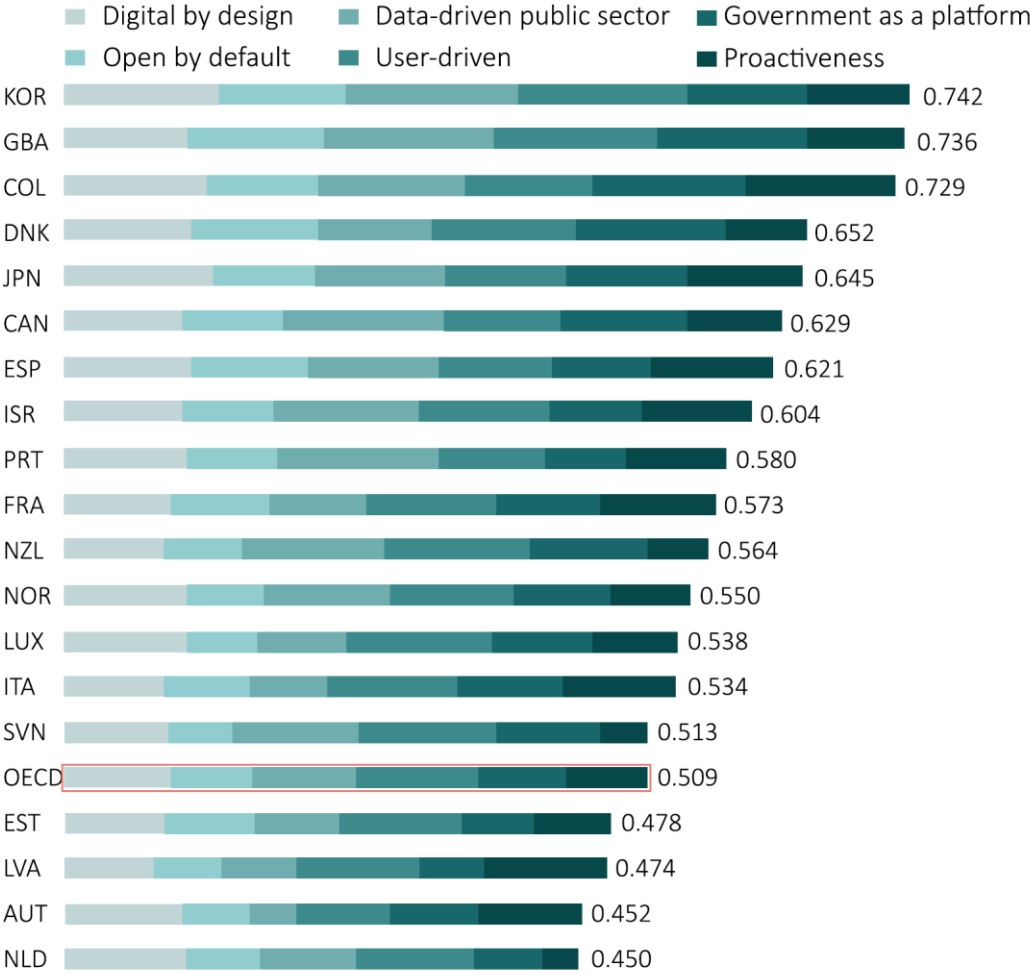
Figure 23: Digital government index, redesigned from: Governance at glance, 2019.

As a way of providing digital transformations for the services, digital service innovation (DSI) is an oncoming study field centering on comprehension of the digital technology techniques in order to see how they provide novelty for the services (Rizk et al., 2017). The increasing concern in service innovation within the public and private institutions on the purpose of empowering their innovative capability is one of the outstanding causes of the DSI existence (Rizk et al., 2017). There are three defined pillars of digital service innovation (Figure 25). Digital infrastructure is crucial to procure efficient servitization for the organizations. In fact, more than half of the European Municipalities have enhanced their expenses in digital infrastructure between the years 2017-2020 (Wikipedia: Digital transformation). On the flip side, innovations of the digital service infrastructures led to formation of different types of service ecosystems. Service ecosystem includes a variety of actors such as providers, suppliers and users (Goodsign, 2020). That means having improved digital infrastructure is crucial to improve the service ecosystems and lead the efficiently designed and delivered digital services. Lastly, the innovation process of digital services brings along the service design (Figure 24).
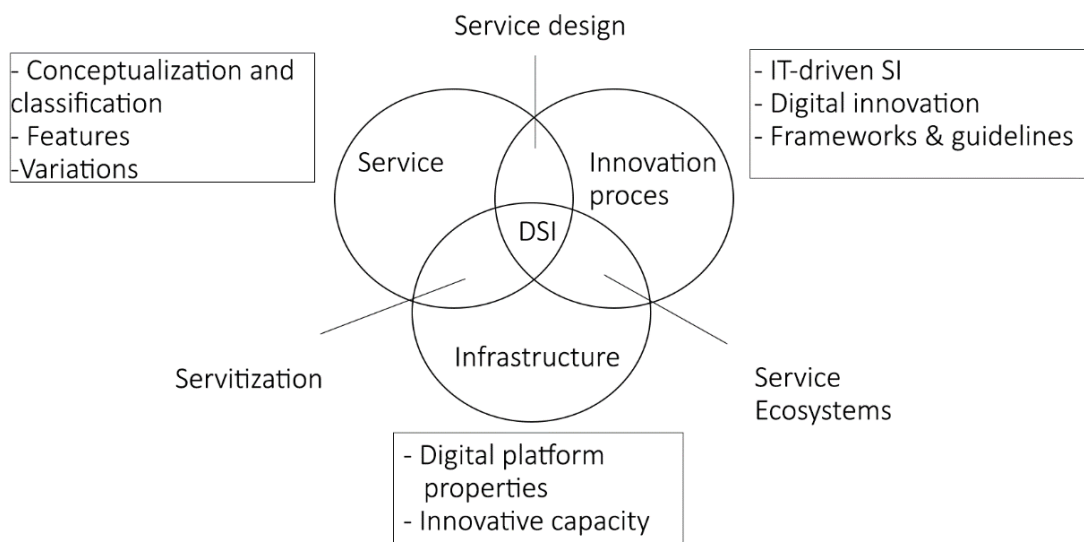
Figure 24: Digital service innovation, redesigned from: Rizk et al., 2017.

5.3.   Open government to design digital services

Looking at the service design with the human driven approach, which is discussed in the previous chapters, basically aims to prioritize human needs and demands in service design and delivery. On the other hand, the same approach only achieves what it advocates by empowering citizens and encouraging them in the policy making, service design and delivery processes. In fact, the same perspective is valid in the design of digital public services.

Open government is the management principle which supports the citizens and their access to the public testimonials and processes to achieve the efficient public administration (wiki, open government). The invitations to ''open governments'' in the last decade by way of ''transparency, participation, and accountability'' is seen as an attempt to guarantee that ordinary government continuums generate ''actions, services, and products'' which are available by public and as the proof of the ''democracy'' existence (Harrison & Syago, 2014). Also, the three main characteristics of open governments which are transparency, accountability and participation (figure) are the keys to improve the connection between the public authorities and citizens, while creating powerful and commutual reliance between them (Governance at Glance, 2017). It is argued that accountability is directly linked to transparency. The transparency of the information procured makes it possible to see any ongoing abusiveness that roots in governments, and the people can hold the government responsible (Harrison & Syago, 2014). On the other hand, most of the resources that hold accountability and transparency together list ''collaboration'' among the prominent principles. The collaboration means organizing partnerships with different stakeholders such as private companies, other public authorities or NGOs (Figure 25). Here, it is necessary to cope with the possible reluctance to switch from a top-down mechanism of the traditional governmental bodies to bottom up with the human driven approach to services. Thus, collaboration also provides ''break barriers and silos'' of the traditional

government organizations that pose an obstacle to reach novelties (Governance at Glance, 2019).

Open government data

Educate citizens
Data visualisation-
Display goverment proces-
Infpgraphics-

Monitor Policies
-Communication strategies
-Dashboard
-Timelines

Transparency

Consult citizens
Seek criticism--
Suggestions-
and ideas

Break down Silos and
Pyramidal structures
-Inside organisations
-Betwen organisations

Open government

Work horizontally
-Betwen organisations
-Agile methodologies
by:
-Empowering citizens
-Favoring cooperations

Deliberate with
citizens
Organize public
debates-

Participation   Collaboration

Co-design policies
with citizens

Organise
partnerships
(Inside/between)

Figure 25: Open government principles, redesigned from Wikipedia: open government

Service design is a field that contains the actions from many disciplines as discussed. Technology is one of the latest disciplines that have been included in the service design process. Digital service design is defined as an ''art'' of developing users experimenting with a ''strong digital element'', more than developing only web services (Tinworth, 2012: p 1). The use of the open government data (OGD) with a citizen driven approach may be a robust way of improving the public governance by empowering the public service design (Governance at Glance, 2017).

OGD also supports and leads up the right to information (RTI). While RTI lays stress on the incumbency of public management to share information, OGD aims to publish the government data and allows their reusage (Yannoukakou, Araka, 2014). Rights to

information (RTI, in other words Freedom of Information (FOI), was accepted within the Universal Declaration of Human Rights by the United Nations General Assembly in 1946 and even empowered in 1948 by way of Article 19 (Donnelly, 2013; Afful Datzie, 2017). FOI and OGD basically both aim to use the government information independently (Ubaldi, 2013; Datzie, 2017). It is appropriate to say that OGD creates a human rights supportive mechanism in the government's public services.

6. The easyRights project and the development of a Policy Brief

6.1. easyRights goals and challenges

Many people around the world are forced to leave their country due to reasons such as war, poverty, and injustice that they experience in their home country. Migrants, refugees, asylum seekers who come to the new country with many hopes experience adaptation problems for different reasons. Inevitable, these problems affect their quality of life because of the insufficient realization to exercise their fundamental rights. In order to accelerate the adaptation process of these people, it is necessary to identify the current challenges and take appropriate steps in this direction. The easyRights project defines two main struggles which are physical and social challenges that prevent (im)migrant integration. While physical challenges are aimed to be solved by easing the chaotic structure of the local, national and international standards around the world, social challenges are going to be solved by changing the feeling of being "illegal citizens" which causes troubles for (im)migrants to exercise their rights (Karimi et al., 2022).

The project gets to the root of the challenges that need to be overcome to ease people's integration. Knowing a different language is one of the main struggles that cause isolation from work, education, or social life. As mentioned in websites and many reports and documents provided by the easyRights consortium, the project aims to improve language skills by using new technologies through web-based services (see www.easyRights.eu). To reach the aim of improved language skills, it is planned to use web-based platforms that specifically include pronunciation training, and additionally provide personalized vocabulary learning. Social exclusion becomes inevitable when the difficulties faced by government channels in communicating with (im)migrants are combined with the language barrier. Government channels are vital to give correct information in an efficient way. Such that, with the digitalization process of services, these channels are provided through digital platforms in today's world. At the same time, these channels are closely linked to the issue

of human rights awareness and empowerments of migrants. Moreover, the tectological aspect of the project focuses on strengthening the communications between the right holders (immigrants) and duty barriers (governments) through the application of Artificial Intelligence. On the other hand, accessibility of the all-improved services is crucial in the context of easRrights. Depending on the characteristics of people, their needs may differ from each other. The differences of service users should not constitute an obstacle to their access to the services. The personalized service experiences offered by easyRights increase the inclusiveness of these services and provide them with ease of access.

At this point, also the co-creation approach gains importance. In order for all mentioned service developments to function as expected, it is necessary to ensure that all people who design, develop or use the service participate in the service improvement process. To provide an efficient service experience, it is important to be sure that the understanding of the actions is shared by all. The organized hackathons give the opportunity to follow the co-creation approach in this regard (Karimi et al., 2022).

At the launch of the initiative in Brussels the Project Coordinator said "This project and collaboration is critically important to ensure that migrants, refugees, asylum seekers and immigrants are able to understand the rights available to them so they can become valued contributing members of society. Collectively governments, civil society and communities will only achieve safer, happy, healthier and prosperous communities if no-one is left behind." (IED, 2020). Thus, it is appropriate to say that easyRights assume the mediator role between the service providers and users, which are governmental bodies and (im)migrants in the project context, while designing the services by using recent technology opportunities with the co-creation approach.

6.2. Creating a policy brief

The easyRights project uses the sustainable policy planning methods to provide accessibility of the rights by designing and delivering services. Capability of the people's human rights literacy and its sustainability in policy applications keeps its place in the core of the policy brief 6.2.

After the recognition of Universal Declaration of Human Rights (UDHR) in 1948, human rights became crucial determinants while taking public policy decisions. UN texts highlight that each state should guard their citizens from human rights violations within their country (easyRights D6.2, 2020). In fact, the most important tasks of public policies, which are created with the approach of protecting human rights, appear as people's compliance and empowerment. Also, human rights protection is represented in the 2021-2027 Action Plan of the European Commission while supporting the authorities and promoting the integration and inclusion of third-country citizens living in their countries. The action plan covers basically the ensurement of the education, labor market, health, and affordable housing access.

Despite the perspectives followed and actions taken regarding human rights, there are still continuing challenges at the local scale. When getting to the bottom of human rights abuses, human rights literacy deficiency of the local authority actors is seen as one of the important reasons. Services may be seen as the interfaces between people and human rights. But the lack of human rights literacy reduces the efficient delivery of human rights through services. In fact, the easyRights project sees a strong connection between the service access, human rights and human rights literacy. Human rights are seen as a language that all human beings should speak. Human rights issue is mainly discussed in diplomatic planes. Instead, in our daily life, we face it many times.

In order to internalize human rights within the governments, policies, communities and finally within the actions, there is a need for efficient knowledge about human rights for everyone. It is appropriate to say that literacy on human rights is necessary and obligatory for any level of the society because of the fact that each of us are human beings and need to know our rights. Especially the ones that are responsible to provide human rights in a direct or roundabout way may have a stronger impact on human rights violations. Services may be seen as a roundabout way to provide human rights. But actually, there is a strong inter connection between the service provision and rights provision. Therefore, human rights literacy should be considered as crucial deliberation not only for the right holders but also for the right obligators.

On the other hand, human rights literacy improvement should not be seen from the side of human rights education only. It also covers the empowerment of the society levels such as governmental body actors, (im)migrants, non-governmental organizations, civil people etc. When it comes to the context of public policies, sustainable and human rights centered public policies need to give a great importance to empowerment of the people and their right holder identity. Also, they should aim for the awareness of individuals about their rights.

Since the access to public services should be equally provided to the individuals in the society, public service planes become very relevant to discuss human rights and human rights literacy. There are a variety of determinants that may impact public service access. Individual's capabilities and education, information access, or practices may have a direct influence in this regard. The connection between "knowledge and human dignity" is accepted after the disappointing result of WW2 (Vadi, 2008: p 350). So, knowledge transfer is one of the crucial responsibilities that authorities have to take into account. It is a way to form people's ideas about their rights and empower them. However, there is a lack of focus of human rights education on service design and delivery. According to the United Nations,

the way to provide efficient human rights education includes improvement of the capabilities and manners beside the knowledge supply for human rights and has a great importance in terms of familiarize, protect and perform the human rights in everyday life (UN, 2017). Despite the steps taken regarding human rights education at the United Nations level targeting the different pillars of society, the trainings are compulsory only in the critical areas.

The easyRights project believes that inclusion of the (im)migrant populations in the new country may be accomplished only if the access, interiorization and finally exercise of the rights are efficient. To reach this aim, fundamental and international human rights of the (im)migrant, and also the rights of newly arrived citizens should be recognized. The complexity of bureaucratic processes also creates walls in front of (im)migrants reaching their rights that will ensure their welfare. This situation is usually due to the (im)migrant's lack of knowledge about the administrative system in the new country. Thus, the efficient realization of the service delivery may require face to face communications specifically for the (im)migrants. Since the services are digitized, there are changes appearing for the people who are not used to facing the system they cope with in the new country. At this point, easyRights aims to deal with these challenges by designing digital services that may ease the interaction of users and services. In this way, while users are informed efficiently about their rights, they reach the services they need as well. It is a fact that ICT technologies cannot find solutions for all inclusion struggles, but they may support them by empowering citizens with the eased access to services and information.

After the use of some defined services for specific cities including Malaga, Larissa, Palermo and Birmingham, nine service ecosystems have been created within the pilot cities (Figure 26).
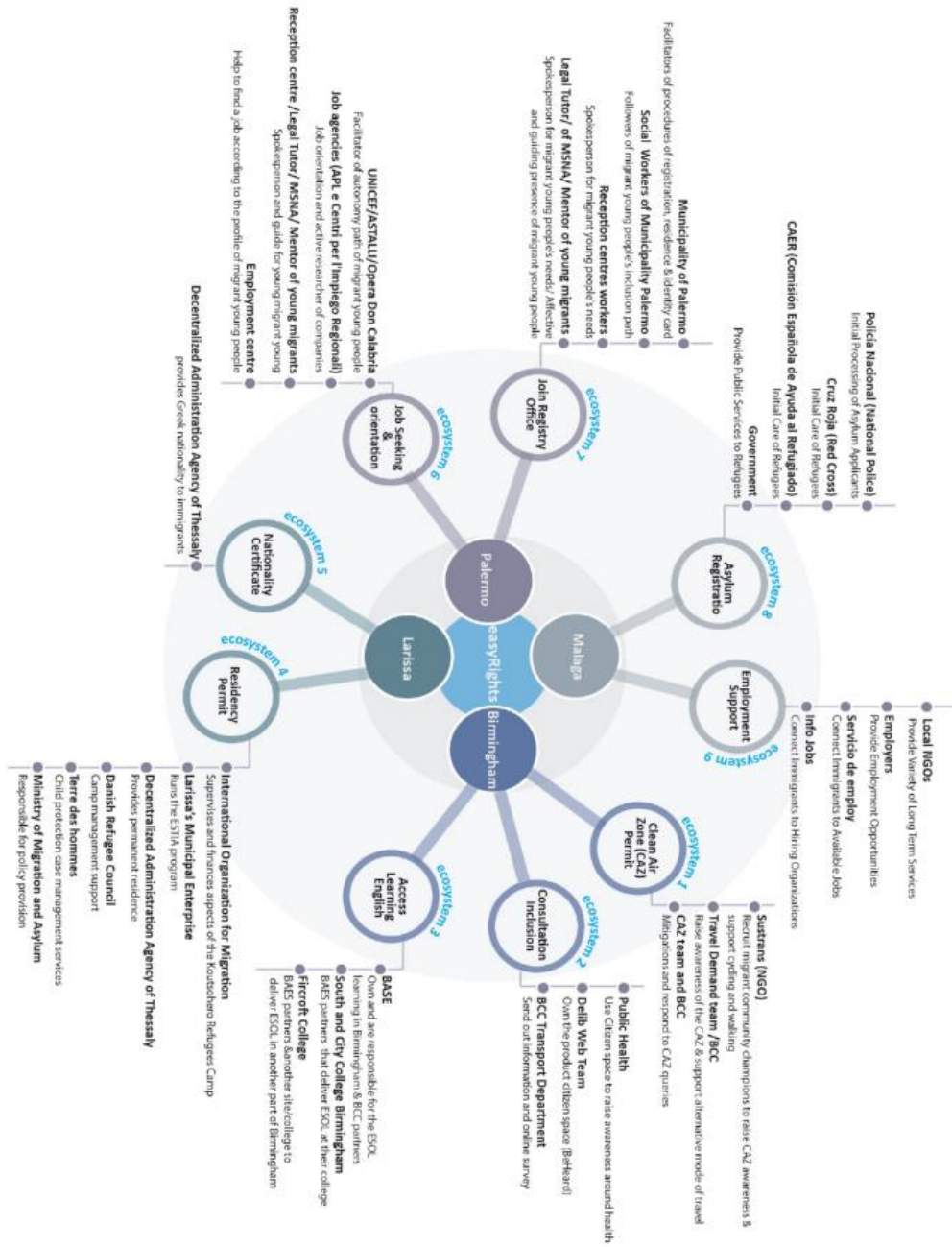
Figure 26: Nine service ecosystems in easy Rights, source: easyRights D6.2 policy brief 1, 2020.

The ecosystems are activated by hackathon experiments including pre hack, hack and post hack events. The easyRights project uses the service design approach to improve suggested service ecosystems towards user centered services by accomplishing their cultural transformation progressively. Since service design is seen as a necessary approach for the easyRights project, it is important to emphasize human rights literacy proficiency of the actors taking place while designing the services apart from service providers, government agency employees, and the public as mentioned previously.

Thus, it is possible to see the human rights awareness of the civil servants, institutions, NGO's, service designers and suppliers, ICT experts and other related actors in the following sections which cover the interviews and surveys conducted with the collaboration of easy Rights.

6.3. Interviews and surveys

The easyRights project targets the service/rights access of (im)migrants while informing them about their rights in the service design and delivery process by using a set of digital tools and AI-based technologies. Also, the heterogeneity of the actors and their roles in the entire process gain importance. In order to reach the project aim, to see the existent diffusion level of human rights, human rights literacy and related topics within the possible actor's roles and approaches becomes momentous. Indeed, the prepared interviews and surveys are directed to the actors that will have direct or indirect influences on the realization of human rights through services and finally on the empowerment and inclusion of the (im)migrants in the societies. Although there are already conducted researches at the United Nations level about the human rights and human rights literacy, the limited number of institutions having direct touch with the (im)migrants were included in the research process. As a result, the

interviews and surveys made within the framework of easyRights give an opportunity to make more comprehensive evaluations to reach the addressed targets.

The interviews are conducted at each pilot's scale and directed to the actors having touch with the services within the context of easyRights, meanwhile survey questionnaires are handled at wider scale (Figure 27).

Activities	Involved actors
Interviews at pilot's scale	- public officials being responsile of the service delivery - volunteers belonging to NGOs or supporting agencies - Private actors eventually supplyig services the immigrants interact with
Questionnaries diffused at wider scale	- service designers - ICT interface designers - developers and coders

Figure 27: Involved actors in surveys and interviews, redesigned from: easyRights D6.2 policy brief 1, 2020.

The interviews are carried through virtual platforms and with the actors including public officials that are responsible for the service delivery, volunteers belonging to NGOs or promoting agencies, private actors supplying services the (im)migrants interact with. 18 people are interviewed in total from Malaga, Palermo, Larissa and Birmingham cities (Figure 28).

City	Interviewers	Total number
Malaga	one NGO director, three NGO operators (two lawyers)	3
Palermo	two public executive directors, two public operators, two academics and activists	6
Larissa	one public executive director, one NGO director, one NGO operator	3
Birmingham	one public executive director, two NGO director, two NGO operators	5

Figure 28: Involved actors in interviews, redesigned from: easyRights D6.6 policy brief 2, 2022.

Interviews aim to collect useful data for empirical evidence and evaluate the human rights literacy of the participants who deal with immigrants in the four cities namely, public officials, NGO volunteers, migrant support agencies, service supplier private actors (easyRights, 2020). The interview questionnaires focus on human rights education and training, people's awareness about human rights and their empowerment through services and representation of human rights within the service design and supply fields (Figure 29).

First pillar (education and training) figures out the participant's and his/her staff educational background regarding human rights, migrants and migrant rights in order to understand from where their human/migrant rights knowledge comes and how regular the human rights trainings for the people dealing with human rights issues. The second pillar (awareness and empowerment) tries to understand human rights awareness of the participants and their empowerment capability of the migrants. In this way, it is aimed to evaluate the way of dealing with the arising human rights issues by participant and his/her service. Last pillar (service design and supply) focuses on the human rights and service design & supply connection. It is aimed to understand the effects of the current service design and supply ways on the human rights related issues within the service that participant work for.

Key interview questions

Pillar 1: Education and training

1. Have you done any training/course on the subject of migration?

2. Have you done any training/cource on the subject of migrant rights?

3. Have your staff had specific training on the subject of human rights within your service?

4. Do you think it is appripriate to provide training courses on human rights issue for those who work in the PA, NGOs?

Pillar 2: Awareness and empowerment

1. Do any human rights issues arise in the interaction with immigrants?

2. Are immigrants aware of being the owner of inalienable human rights?

3. Did you need legal skill or lawyer when face with human rights isues?

4. Have you ever found yourself in difficult situations in which you had to navigate the rules or procedures to be able to give an answer to the people who turn yo your service?

5. What impacts does your service have in ensuring respect for the uhman rights of migrants? What human rights are ensured by accessing your service?

6. What are the implications of failing to access the service for people's lives and specifically on the recognition of their rights?

Pillar 3: Service design and supply

1. Can the provision of services be considered a way to give space and voice to human rights? Why?

2. Did you refer to the issue of human rights in the design and management of the services you are involved in? How? Any guidelines?

3. What are the main dificulties you/your service face in ensuring respect for the human rights of people served?

4. Do you think there are procedures or any specific steps in your serice that create more or less problems than others?

Figure 29: Key interview questions, redesigned from: easyRights D6.6 policy brief 2, 2022.

Survey questions are prepared within the context of the development of the easyRights Policy Brief 2 led by the research team at Politecnico di Milano University. The EUsurvey digital platform is used in the survey preparation and delivery process. Questionnaire aims at exploring the approach adopted by ICT developers (service designers, ICT interface designers, developers and coders) in service design and development while considering the

possible impacts on service users. The questionnaires collected under four main sections were answered by 36 participants in total. Key issues cover the education and training background of the participants regarding human rights (section 2), service design and development capabilities and requirements (section 3), and personal opinions of participants regarding realization of human rights through services (section 4) (Figure 30).

Key survey questions

Section 2: Education and training
1. During your education experience, have you ever heard about the issue of equal accessibility of digital systems and services?
2. Have you ever been trained on human rights?

Section 3: Service design and development
1. Please mark the concern level of the sector you worked in for the accesibility, usability, user experience quality, security issues.
2. Have you ever been involved in co-design activities with the end-users?
3. Have you ever been involved in planning the test of service development?

Section 4: Services and human rights
1. Do you recognize that public services are interfaces between citizens and their rights?
2. Do you think that failing an equal accessibility of services is a risk in relation to related human rights?
3. Do you think software development may be referred to as a domain in which human rights education may represent relevant knowledge?
4. Do you think that adopting a co-design approach (involving users) in service development may be a way to better guarantee the respect of human rights related to the services themselves?

Figure 30: Key survey questions

The evaluation of the interview and survey results aim to pave the way for reaching the key goals of the easyRights project and also to develop policy recommendations for this thesis within the context of human rights-oriented service design and supply which is seen as a way to overcome the challenges for the realization of human rights through public services.

7. Learnings from interviews and surveys

7.1. Results of interviews

Since the interviews are directed to the people working for the migrant services within the scope of easy Rights project, questionaries include specific focus on migrant rights and related issues more than the survey questionaries. The interview can be summarized in three main pillars. First pillar is about education and training on human rights and it focuses on participant's educational background related to human rights, migration and migrant rights while figuring out the participant's personal opinion about the necessity of human rights education. It is seen that each person has their own story regarding human rights and education. There is no regular path in terms of the provided training. While some have more knowledge because of their area of interest, profession, or personal short trainings, some of them have minimum level of knowledge. Especially public sector and relevant actors stay far behind in terms of the human rights knowledge. The actual trainings are usually within the scope of NGO's. Despite the insufficiency of trainings, all participants see human rights education as a critical necessity. Overall implications are summarized in the following figure (Figure 31).

Implications (Pillar 1 : Education and Training)
- The limited vision of questions and problems only arises from contingent reality
- Limited knowledge of the migrants' needs.
- The capacity of facing migrants' problems in a contingent and emergency way.
- Lack of preparation for multilingual and multicultural contexts.
- Lack of specific training for facing children, vulnerable subjects and migrants affected by fiscal and psychological diseases, due to tortures.
- Absence of training on human rights in the schools and in the universities of the member State.
- Knowledge of human rights not required at the tenders or competitions for civil servants in the EU member States, not even for those who work specifically with migrants.
- Role of memory might result in an equitable or biased decision.
- Fragmented, partial knowledge and procedural literacy on the field activities
- Advices come from outsides
- Procedures or activities might changes during crisis or emergency
- Empathy can implement best practices, based on the knowledge of human rights.
- Very good general training but not targeted on the specific service of the civil servants
- Training are not involved migration matters, european laws and protection of human rights

Figure 31: Pillar 1 (education and training) implications, redesigned from: easyRights D6.6 policy brief 2, 2022.

Second pillar is about awareness and empowerment. It tries to figure out the awareness level of both service users(migrant) and suppliers and see if the provided services empower migrants. Although some service suppliers have basic level of awareness about human rights majority of the migrants does not aware of the fundamental rights of life, safety or discrimination issues. This situation makes migrants vulnerable and prevent their empowerment. Regarding this, language issue arises as the main barriers to adapt new life. It reduces the realization of basic human rights via services such as education, health or employment. Thus, the interviewed people need to be trained about human rights issue ease the empowerment of the migrants by adopting and spreading their improved awareness. Overall implications are summarized in the following figure (Figure 32).

Implications (Pillar 2 : Awareness and empowerment)
- Kids of migrants families are not able to access the education and fulfill their basic human rights
- European civil servants don't know any other languages.
- Without a balanced knowledge, the exercise of fundamental rights is very difficult.
- Most civil servants can't work without the help of external experts, external social workers, external lawyers, external linguistic mediatitors.
- Untrained public officials jeopardize the right of asylum as well as the principle of good administration.
- Detention centers are not monitored

Figure 32: Pillar 2 (awareness and empowerment) implications, redesigned from: easyRights D6.6 policy brief 2, 2022.

Third pillar focuses on the service design and supply issue by searching the role of services in the human rights context. Possible challenges and opportunities that services are faced are questioned while respecting human rights. It is seen that there is not enough effort to include migrants in the decision-making processes that are basically taken and function for them. Although the service design is a growing field, it does not fulfill the necessities for the migrants and relatedly human rights. Looking at the overall table, basic language knowledge of the migrants stays insufficient and service design does not fully solve the accessibility problems raising from this. On the other side, bureaucratic steps to complete integration process provide even basic services take too much time. Meanwhile, newly comers suffer and become vulnerable with a high probability. In addition, civil servants tend to ignore the facts about the human rights problems that arises from the long timing and confusing bureaucratic steps. Overall implications are summarized in the following figure (Figure 33).

Figure 33: Pillar 3 (service design & supply), redesigned from: easyRights D6.6 policy brief 2, 2022.

It is seen that (im)migrants experience difficulties not only to realize their rights but also to understand their rights. Indeed, services cause more complexities instead of easing to meet their rights. While the lack of human rights knowledge stays as a core reason, lack of service design approach and empowerment of the service receivers are another critical point to take into account. On the other hand, interview results show that not only migrants but also other groups may be affected because of the lack of human right realization through services such as kids, women. In fact, the special focus on immigrants and their human rights realization give clue about the other human rights practices for different groups in the society as well. Services are supposed to meet the rights of the all the member of the society regardless their identities. As a consequence, it is seen that services are not human rights-oriented even though they are supposed to play a central role to fulfill the human rights.

7.2. Results of surveys

First section aims to understand participant's identity in terms of skills and experiences and main principles that are guiding them in their professional life (Figure 34).

Section 1 : Profile and scope of the work

Q1: What is your age?

Q2: How would you define yourself as per prevailing skill and experience?

Q3: What are the main principles guiding your work when coding/designing?

Figure 34: Framework of survey section 1

People aged 25-39 made up the majority with 58%, followed by 28% between the ages of 40-60, 8% between the ages of 18-24 and 6% over the age of 60 (Figure 35).
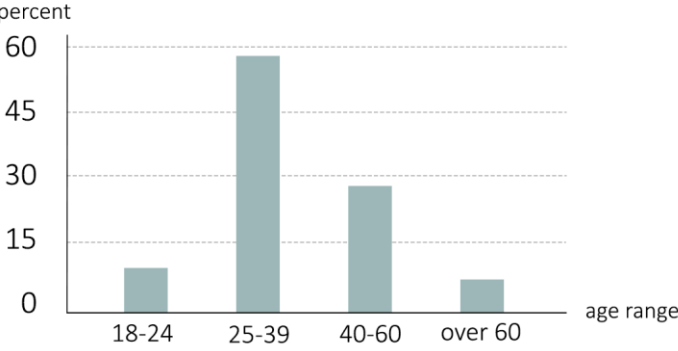
Figure 35: Age distribution

42% of the participants described themselves as coders, 25% as system architects and 14% as interface designers (Figure 36). There were also those who defined themselves with more than one profession or another profession. Some of the outstanding professions were service designer, app developer, AI bot specialist, AI expert, UI/UX designer and speech scientist.

percent
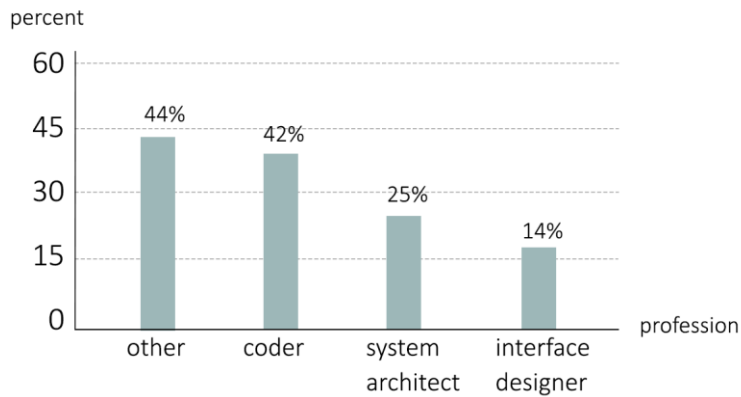
Figure 36: Profession distribution

The question about the main principles that guide their work when coding/designing is answered in different ways. Although it is not appropriate to categorize the responses, it is possible to examine whether they are related to the principles studied/adopted in the thesis research process. Rarely, more than one person adopts similar principles. "Writing clean code" is one of them within the people who identified themselves as coders. This principle may be related to preventing possible usability issues in the use of service within the context of service design approach. Also, human/user centered approach is one of the common answers especially among the service designers. Although the user centered design approach is discussed within the literature review part of the thesis, the main focus was on the user driven approach to highlight the importance of participation of the users to design and deliver efficient services (see section 3.2).

The second section tries to discover educational background and the existing knowledge of the participants regarding equal accessibility of the digital services and human rights (Figure 37).

Section 2 : Education and training

Q4: What is your education level?

Q5: During your education experience, have you ever heard about the issue of equal accessibility of digital systems and services?
   Q5.1: How do you define equal access?

Q6: Have you ever been trained on human rights?
   Q6.1: Please write below, what was the occasion?

Figure 37: Framework of survey section 2

While 39% had a master degree, 28% had a PhD degree, another 25% had a bachelor degree, plus 5% were high school graduates, and 3% were secondary school graduates (Figure 38).
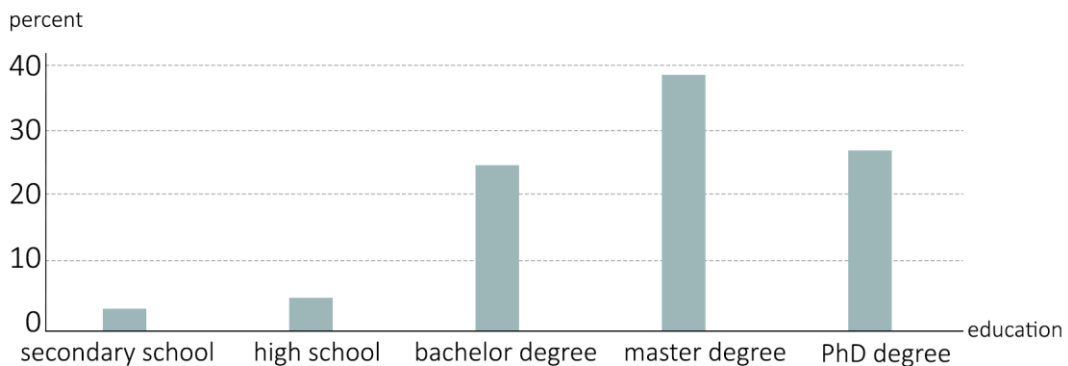
Figure 38: educational background

It is seen that 53% of the participants never heard about the issue of equal accessibility of digital systems and services in their educational life (figure 39). This result is highly connected to the created vulnerabilities of the service users as a challenge (see section 3.3). When there is not enough knowledge and effort to realize the equality aspect in the service design and provision, seeing superficial solutions becomes inevitable. However, equal service access brings an inclusive approach and reduces the victimization of people that may arise from their differences. Afterwards, the people who have heard about equal accessibility of digital services were asked how they define equal access. The responses were related to giving equal opportunity to people using services regardless of their age,

language, gender, race, cultural differences or disabilities. Hence, it is seen that people who are aware of the equal access issue are also able to make relevant description.

On the other hand, **77% of the participants have never been trained on human rights** (Figure 39). As it is mentioned, lack of human rights literacy is one of the compelling challenges that prevent the inefficient realization of human rights through services (see section 3.4). The survey results show how critical the lack of human rights literacy is. As a way to improve human rights knowledge of the designers, developers, providers and related stakeholders, the provided education gains great importance (see section 4.3).
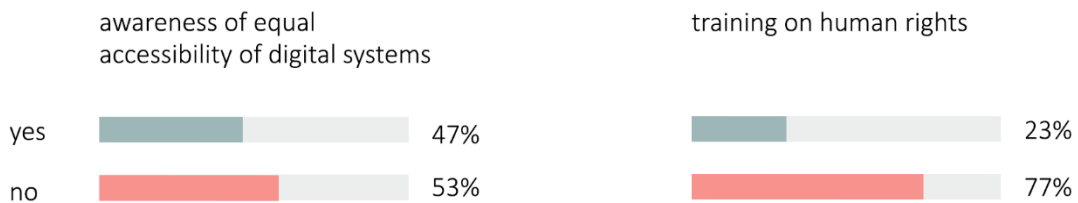
Figure 39: equal accessibility of digital systems & human rights training

Third section of the survey tries to show the participant's evaluation of the services that they worked in in terms of the capabilities that were discussed within the context of easyRights project by having a specific focus on (im)migrant services (Figure 40).

Figure 40: Framework of survey section 3

First of all, participants were asked whether they worked for a public authority or a private sector to design and develop services. It is seen that 36% of the participants are coded/designed for the public authorities, while 73% of them are coded/designed for the private sector. After that, same questions are directed to the participants who said that they contributed to the development of services for a public or private sector in order to understand the different attitudes of the sector types to the service design and development. They were asked to evaluate the sector in terms of their concern level for accessibility, usability, security, and user experience quality of the service (Figure 41).

figure 41: Level of service necessities within the sectors

When the comparable tables are evaluated, the private sector seems more advanced in terms of all aspects which are defined as accessibility, usability of the service, user experience quality and security of the service. This situation also shows how the public service design and development is staying way behind even though they are seen as the main fortresses of human rights. Although the private sector is more appreciated than the public ones, there are some striking details when focusing on the percentage edges. While the private sector is seen more ahead in terms of service experience quality and usability, their advantage level gets closer in terms of security. This shows that service designers work for public authorities that are responsible to improve service quality and usability staying far behind when they are compared to the private sector ones. Hence, the different approached adopted within the different sectors may cause this result.

13% of people within the public service workers and 25% of the people within the private service workers assigned some specific requirements regarding migrants for the development of services (figure 42). These participants are asked to specify the assigned requirements (Figure 43). It is seen that private companies provide more language and visual

communication requirements than public authorities. On the contrary, vocal interface, no text and multi-cultural sensitivity is provided more by the public authorities. When looking at the overall average, language is the most provided requirement, followed by visual communication, vocal interface, multi-cultural sensitivity and no text.
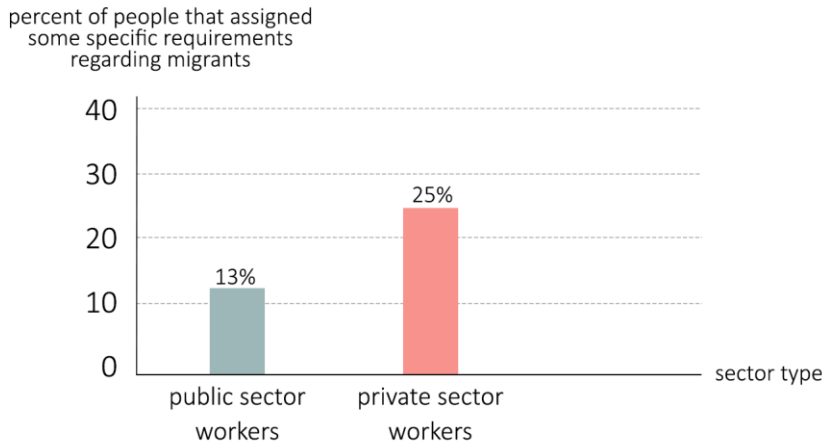
Figure 42: People assigned specific requirements regarding migrants within different sectors
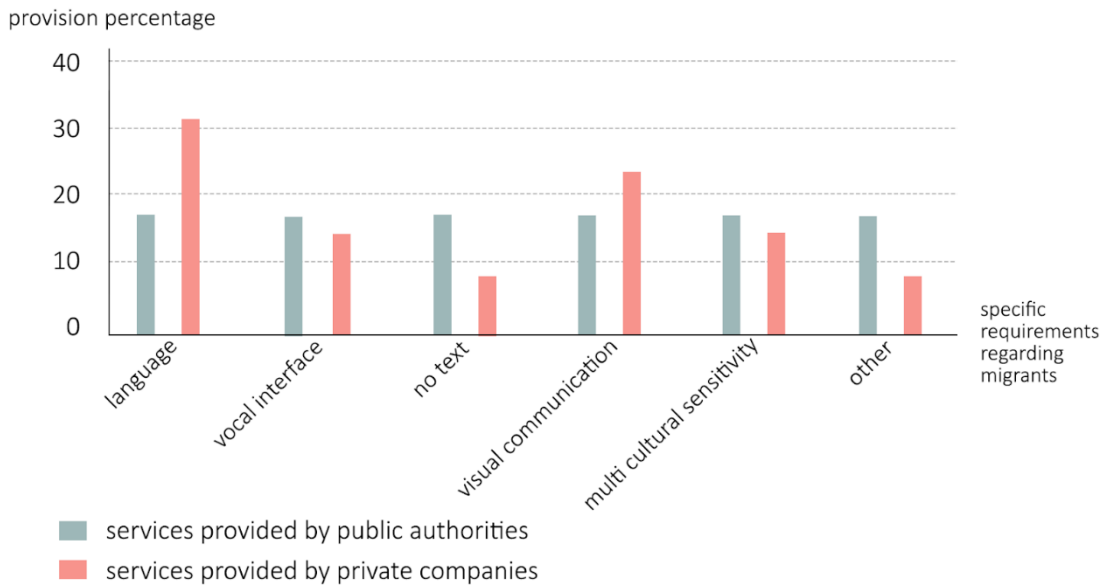
Figure 43: Provision percentage of specific requirements regarding migrant within different sectors

As it is discussed co-design approach is a way to guarantee human rights respected service development. **According to the survey result, only the 56% of the participants are**

involved in co-design activities with the end-users (Figure 44). Also, test of service development with the end-user is crucial to prevent possible unnecessary efforts that may be required later. **Survey results show that 58% of the participants are involved in planning the test of service development.** Within this context, no significant difference was observed in terms of public authority and private sector. Both involvement in co-design activities and planning the test of service development remain insufficient.

involvement in co-design
activities with the end-users

involvement in planning the
test of service development

yes [███████] 56%   [███████] 58%

Figure 44: Involvement within different activities

It is asked to define aim of testing to the people involved in planning the test of the service. While "checking the ease to use of the service" is the mainly used aim, "updating the content" comes followingly. On the other hand, "identifying obstacles in use by migrants" and specially "checking un-expected rights" stays at inadequate level (Figure 45).

percent

100 ┤
    │   86%
 75 ┤ ┌──┐
    │ │ │   62%
 50 ┤ │ │   ┌──┐
    │ │ │   │ │   29%   24%
 25 ┤ │ │   │ │   ┌──┐   ┌──┐   19%
    │ │ │   │ │   │ │   │ │   ┌──┐
  0 ┴──┴──┴─────┴──┴───┴──┴───┴──┴───┴──┴── aim of the
     checking the updating the identifying   checking   other   testing
     ease to use of content   obstacles in un-expected
     the service   use by migrants rights
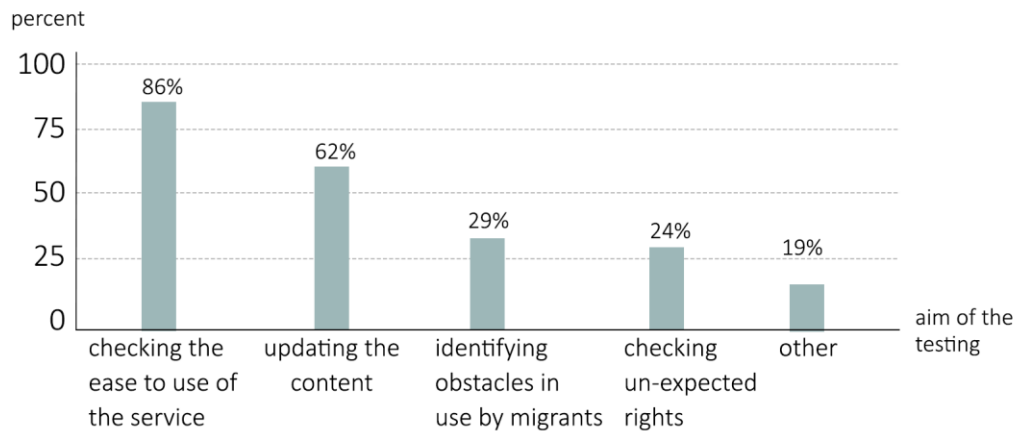
Figure 45: Aim of the testing in planning the test of the service

Finally, the last section aims to see the understanding of the actors about human rights, human rights education and service relation considering digital service developments (Figure 46).

Section 4 : Services and human rights

Q11: Do you recognize that public services are interfaces between citizens and their rights?

Q12: Do you think that failing an equal accessibility of services is a risk in relation to related human rights?

Q13:Do you think software development may be referred to as a domain in which human rights education may represent relevant knowledge?

Q14: Do you think that adopting a co-design approach (involving users) in service development may be a way to better guarantee the respect of human rights related to the services themselves?

Figure 46: Framework of survey section 4

One of the significant discourses within the thesis was about seeing the services as a necessary way to realize human rights while providing equal accessibility of the users. **It is seen that 92% of the participants recognizes the services as interfaces between citizens and their rights and same amount of people thinks that failing an equal accessibility of the services is a risk in relation to related human rights** (Figure 47).

People things that services as interfaces between citizens and their rights   92%

People thinks that failing an equal accessibility of the services is a risk in relation to related human rights   92%
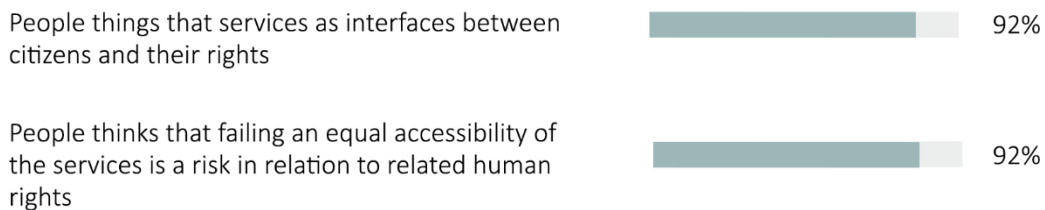
Figure 47: People's opinion about service, equal service accessibility and human rights relation

Since the people that are assigned specific requirements regarding migrants in the design and development of the services ease migrant's service access, they can be considered as the ones that have awareness of the equal accessibility of the services. Also, migrant's rights are highly related to human rights. In fact, 100% of the people assigned specific requirements regarding migrants also think that failing an equal accessibility of the services in a risk in relation to related human rights (Figure 48).

people assigned spesific requirements regarding migrants

people thinks that failing an equal accessibility of the services is a risk in relation to related human rights
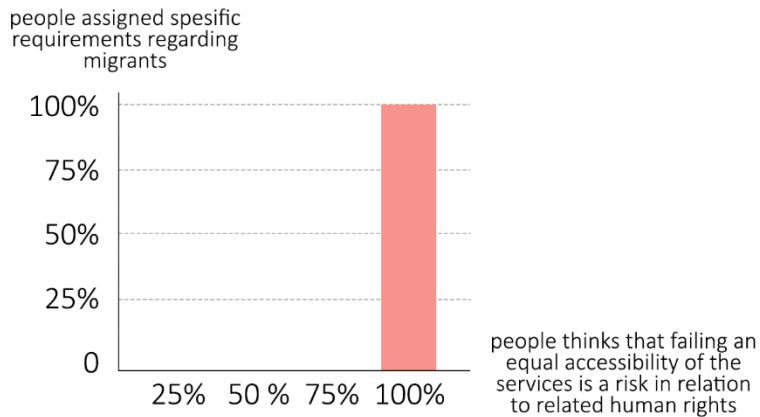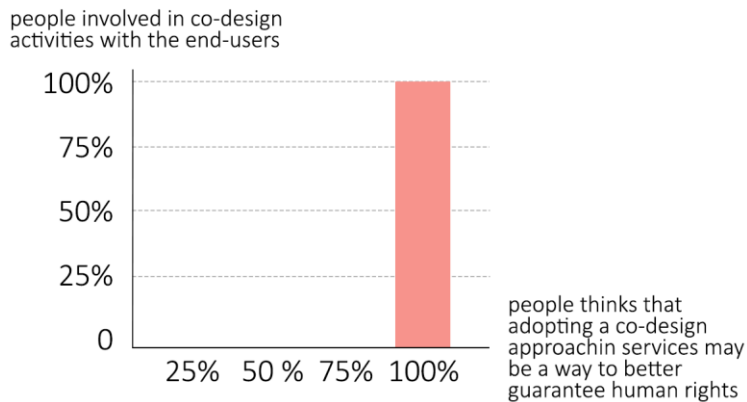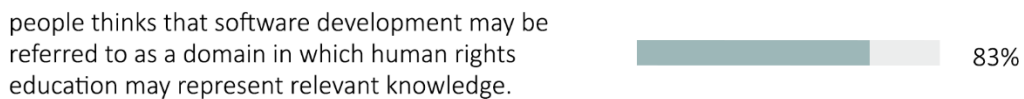
Figure 48: Comparative chart 1

On the other hand, importance of co design approach is highlighted in easy Rights project as a way to ease human rights-oriented services. **It is seen that 98% of the participants thinks that adopting a co-design approach (involving users) in service development may be a way to better guarantee the respect of human rights related to the services themselves** (Figure 49).

people thinks that adopting a co-design approach (involving users) in service development may be a way to better guarantee the respect of human rights related to the services themselves

98%
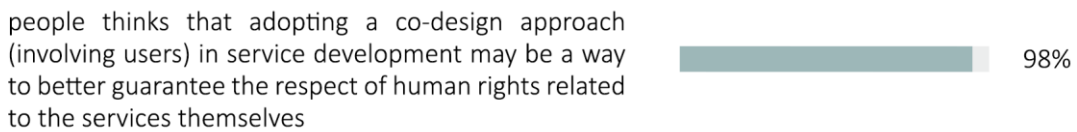
Figure 49: Co-design approach & human rights

Indeed, 100% of the participants that are involved in co-design activities with the end-users think that adopting a co-design approach in services may be a way to better guarantee human rights (Figure 50).

people involved in co-design
activities with the end-users

people thinks that
adopting a co-design
approachin services may
be a way to better
guarantee human rights

Figure 50: Comparative chart 2

Another critical point was about the improvement of human rights literacy while providing services. Hence, software development may create opportunities to enable human rights education through services. **According to the survey results, 83% of the participants thinks that software development may be referred to as a domain in which human rights education may represent relevant knowledge** (Figure 50). Since there are limited sources and researches in this regard, it is not surprising to see that the idea is not approved by the almost all of the participants. In fact, 83% increases to 90% when the participant cluster is reduced to people trained on human rights (Figure 51).

people thinks that software development may be
referred to as a domain in which human rights
education may represent relevant knowledge.   83%

Figure 50: Software development & human rights

people trained on human rights

100%

75%

50%

25%

0

25% 50 % 75% 100%

people thinks that software development may be referred to as a domain in which human rights education may represent relevant knowledge
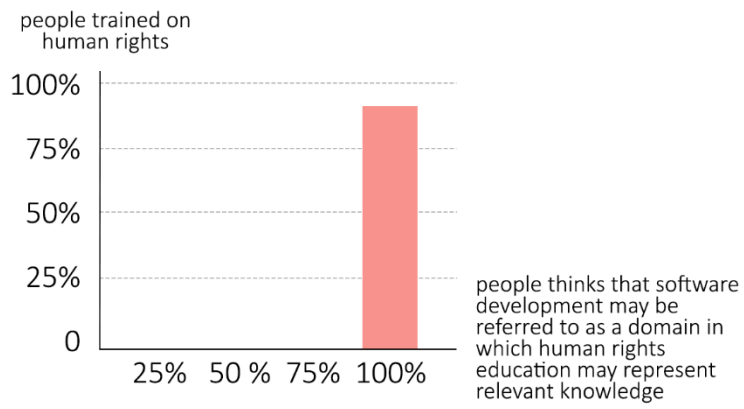
Figure 51: Comparative chart 3

8. Conclusions

8.1. Key findings

It is seen that actions taken within the public service supply processes have a great importance to make people exercise their rights. Their responsibility about meeting each individual's basic needs such as education, health or accommodation brings along being the obligator of the human rights and values as well. While people's basic needs can be considered quite mandatory within the human rights context, some complexities appear in the service supply processes that cause infringement of human rights. Challenges that people experience while trying to reach the needed service create barriers to exercise their rights as well. On the other hand, existing service supply structures does not allow people's empowerment in the process which is one of the prominent needs to exercise human rights.

Bringing people into vulnerabilities for various reasons is the major reason behind the realization issues of human rights through public services. Human rights values require equal treatment for all people, regardless of their language, religion, race, disabilities or any other identities. In fact, the reason behind the inefficient realization of human rights for the people having different identities is not because they are vulnerable, but they identified as vulnerable by others. It is seen that lack of human-oriented services paves the way for the vulnerabilities. Services designed without considering people's differences also create problems in responding to their needs. Especially today, with the digitization of services, the same mentality is manifested in the design and delivery of digital services. This situation shows itself as accessibility, usability and security problems within the digital services. Indeed, vulnerable and minority groups of society such as (im)migrants tend to experience much more intense troubles to reach the needed service when there is not well-organized service design and provision structures.

It is seen that there is a deep reasoning behind the realization challenges of human rights through public services which is called insufficiency of human rights literacy. While the

human rights knowledge and awareness of each member of society is significant, it has a critical importance for specially the ones that are responsible to design and deliver services.

Furthermore, the survey and interview evaluations revealed several significant facts. It is seen that the design of the specific requirements for specific groups was not in sufficient level specially within the public sector. Similarly, involvement in co-design activities with the end user and planning the test of service development was not efficiently accomplished. On the other hand, the personal opinion of the participants was quite positive about the importance of the topics discussed such as human right education, equal accessibility of digital services, use of technology to increase human rights literacy, co-design approach to better guarantee human rights.

Within the scope of the thesis, two main approach is proposed to overcome the experienced challenges withing the services with a respect to human rights which are human rights-based approach and service design approach.

Service design approach aim to explore the service necessities considering user needs. It highly used in under the private services umbrella and grow in a profit-oriented way. It is appropriate to say that there is a lack of service design approach for the services represent large masses/public. On the other hand, human rights-based approach takes its core the human rights principles. It highlights the significance of the obligation bearers to the right holders. While human rights education in particular has great potential to improve human rights literacy within the scope of human rights-based approach, it cannot be a sufficient solution on its own.

Although two main approaches mentioned are complementary in solving the problems, they remain inadequate to handle with the challenges behind the ineffective human rights realization through the services by their own. Indeed, there is a need for an emergent and unified approach that foreseen the human rights realization through public services within

its framework. At this point, human rights-oriented approach to service design and supply is seen as a comprehensive way to reach this aim.

8.2. Designing and supplying human rights-oriented services: policy guidelines

Human rights-oriented service design and supply uses service design approach with a human right lens. Main objective includes better guaranteed and realized human rights through the public services with a raising awareness about human rights and empowerment of the people. In order to design and deliver the services in a human rights-oriented way, it is necessary to actualize set of actions for the ones responsible within the scope of services. Four main strategies are defined to succeed on human rights-orientation which are user-orientation, co-design, digital design and delivery, and improved human rights literacy (Figure 52). Each strategy has been reached as a result of considering the obstacles evaluated through the lens of human rights (Figure 52), plus paves the way for specific policy guidelines.

User-Orientation: policy guidelines

Addressing the needs of every individual in society, regardless of different identities, is one of the main requirements of being a public service. Functional necessities of the service may differ depending on the target group. For instance, if a service has a special target for migrants, the migrant necessities should be identified and service should be designed by using service design tools. If a service target group includes elderly people, their capabilities and needs should be figured out and the service requirements should be arranged with maximum sensibility. Such that, being inclusive and preventing possible vulnerabilities becomes crucial. Thus, the service features such as appropriate language, vocal interface, visual communication or multi-cultural sensitivity should be provided depending on the defined service necessity.

Co-designing: policy guidelines

Co-designing is crucial to design and deliver human-driven services. Services should be designed not only for the users but also with the users, since they function for the users. Indeed, service user's participation in the design process and feedback to the design solutions has critical importance to sustain service design and supply mechanism. Participation of the other relevant stakeholders such as NGO's, local authorities or private services in the design process should be provided. On the other hand, Because of the increased digital service design and delivery, collaboration between ICT developers and service designers become mandatory. Thus, co-design approach provides better designed and delivered services while respecting human rights.

Better functioning digital services: policy guidelines

Designing and delivering digital services with recent technologies aim increased accessibility, usability and security of the services and ease the supply process for the receivers. In this way, citizens can better exercise their rights. At this point, software development become a significant connector between the services and human rights. Test of service development with the end-users has critical importance to succeed on service delivery. Digital services created by using recent technologies should be seen as an opportunity and used to facilitate long bureaucratic steps. In this way, accelerated service delivery helps to reduce possible human rights violations caused by long waiting processes. Specially, there is a need of increased digital service solutions within the public authorities. The big potential of open government data should be understood and serve better functioning services while respecting participation, collaboration and transparency principles.

Improvement of human rights-literacy: policy guidelines

Since the services are seen as interfaces between citizens and their rights, human rights principles should be at the core of the design and supply processes. Taken actions should be evaluated in terms of human rights coherency. It is crucial that service receivers can exercise

their rights and become empowered within the service experience. Besides, regular human rights educations/trainings should be provided for the civils, public officials, service designers and developers, service suppliers such as public operators & directors and any other relevant service stakeholders. In this way, human rights literacy of the people from citizens to all other participants will be increased.

	identified challenges within services	human rights relevance	human rights orientation	Strategies to design and deliver human rights-oriented services
process I	Lack of focus to understand user needs and design/delivery of services in a coherent way to their necessities	Meting the human needs are higly relevant with the freedom and human dignity of the people	Fulfillment of the human neeeds provide grounding for the human rights realization	User-orientation Aimin to understand user necessities in a more comprehensive way Using service design tools to identify service delivery necessities. testing the services with end-users
process II	Lack of participation of users and relevant stakeholders within the process of service design	People have the right to participate within the process that affect them and structure it.	Being participated within the relevant processes provides empowerment of the individuals and beter guaranteed human rights.	Co-designing Designing the service not only for the users but also with the users. Relevant stakeholder's participation/collaboration
process III	Insufficiency of digitally designed and delivered services to meet service aim	Digital exclusion and relevant victimizations become inevitable.	Digital inclusion prevent possible vulnerabilities and provide equal access, Digital rights have to be met.	Better functioning digital services Using digital tools to design and deliver better functioning services with an inclusive approach, Facilitating long buerocratic steps
process IV (key process)	Lack of human rights literacy of the people	Lack of knowledge and awarenes about human rights creates a huge barrier to fulfill or request the rights.	Getting informed about rights increases the awareness of people and internalization of human rights.	Improvement of human rights literacy Providing regular trainings for all relevant service actors Informing users about their rights within the service experience A mechanism to check human rights coherency of the services

Figure 52: Human rights-oriented service design and supply framework

It should be understood that human rights literacy is the key driver to succeed on human rights realization through public services. In fact, its improvement is inter-connected to the other strategies and guidelines mentioned above. It will be improved by each actor from citizens to public officials or ICT experts within the public service experience provided in a human-oriented way. As a conclusion, increased human rights literacy will empower

citizens, empowerment will serve the more democratic societies and better fulfillment of the human rights in the societies.

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