

Assessment Institute 2021

Promoting and Assessing Human Rights-Based Social Work Teaching Practice

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Our Institutions as Global Communities

“Universities should be about more than developing work skills. They must also be about producing civic-minded and critically engaged citizens - citizens who can engage in debate, dialogue and bear witness to a different and critical sense of remembering, agency, ethics and collective resistance.”

► Henry Giroux

Workshop Agenda

- ▶ Introduction and Workshop Overview
- ▶ Why a Human Rights Lens?
- ▶ Interactive Mapping
- ▶ A Human Rights Curriculum
- ▶ Broadening Global Capacity
- ▶ Collaborative Dialogue
- ▶ Wrap Up

Map Exercise





- | | | |
|---------------------------|-------------------|-------------------------|
| 1. Belgium | 12. Serbia | 23. Cameroon |
| 2. Netherlands | 13. Moldova | 24. Equatorial Guinea |
| 3. Luxembourg | 14. Macedonia | 25. Rwanda |
| 4. Switzerland | 15. Albania | 26. Cambodia |
| 5. Slovenia | 16. Cyprus | 27. Panama |
| 6. Croatia | 17. Lebanon | 28. Malawi |
| 7. Bosnia and Herzegovina | 18. Guinea-Bissau | 29. Liechtenstein |
| 8. Czech Republic | 19. Guinea | 30. Montenegro |
| 9. Slovakia | 20. Ghana | 31. Kosovo |
| 10. Austria | 21. Togo | 32. Palestine Territory |
| 11. Hungary | 22. Benin | |

Map Exercise Options

1. Have each student or small groups identify as many countries as possible on the blank map and then discuss the concepts of global communities.
2. Have each student note a place on the map that they have a connection to - visited, worked, interacted with a person/persons from that particular locale, etc., and then share some aspect of that experience.

Why a Human Rights Lens?

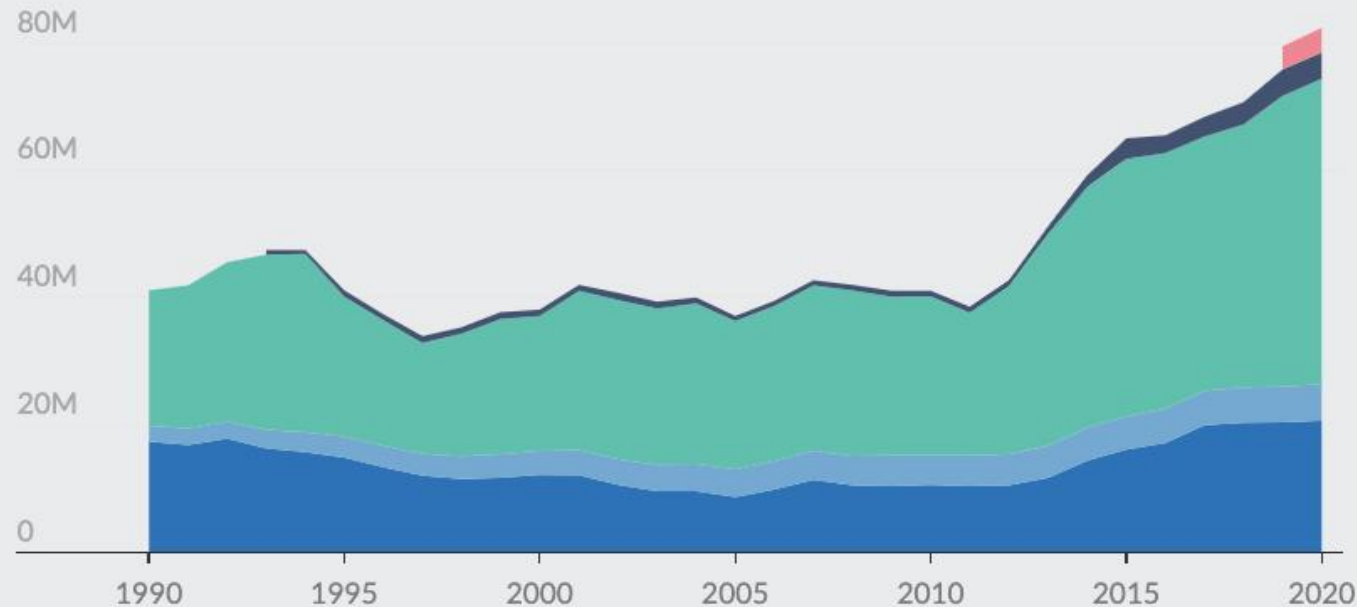
- ▶ Globalization
- ▶ Geopolitical Challenges
- ▶ Socio-Economic Forces

Example: Global Migration Crisis (UNHCR)

82.4 million people worldwide were forcibly displaced

at the end of 2020 as a result of persecution, conflict, violence, human rights violations or events seriously disturbing public order.

■ Refugees (under UNHCR's mandate) ■ Palestine refugees (under UNRWA's mandate)
■ Internally displaced people* ■ Asylum-seekers ■ Venezuelans displaced abroad**



18 June 2021

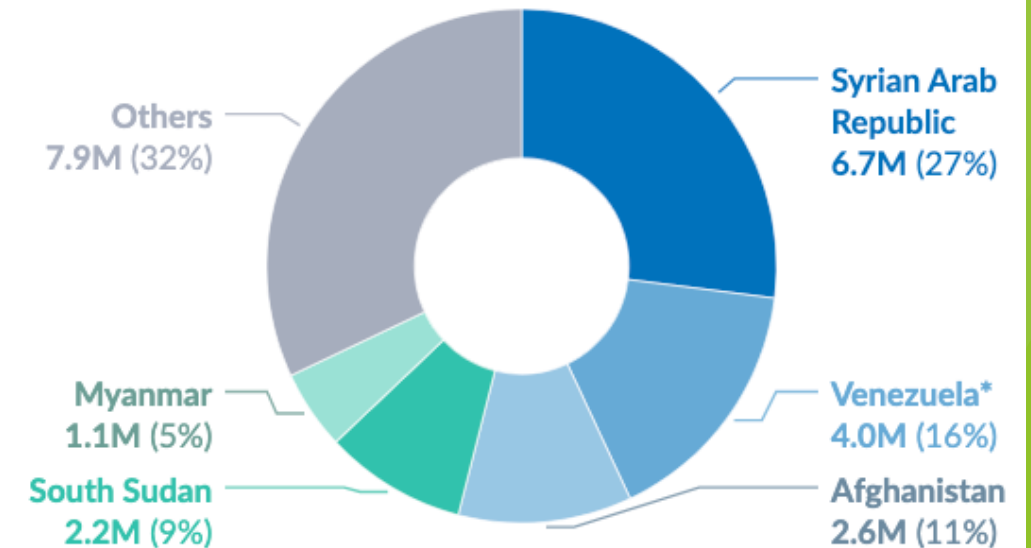
* Source: IDMC

** This number excludes Venezuelan asylum-seekers and refugees.

Source: [UNHCR Global Trends 2020](https://www.unhcr.org/en-us/figures-at-a-glance.html)

68% originated from just five countries

More than two thirds of all refugees and Venezuelans displaced abroad came from just five countries.



18 June 2021

* This is the number of Venezuelan refugees and Venezuelans displaced abroad.

To deny people their human rights is to challenge their humanity.

► Nelson Mandela

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected. ★



Preamble

All people everywhere have the same human rights which no one can take away. This is the basis of freedom, justice and peace in the world.

This Declaration affirms the dignity and worth of all people, and the equal rights of women and men. The rights described here are the common standard for all people everywhere. Every person and nation is asked to support the understanding and respect for these rights, and to take steps to make sure that they are recognized and observed everywhere, for all people.

Basis and Extent of Human Rights

ARTICLE 1:

Everyone is born **free** and **equal** in **dignity** and with rights.



ARTICLE 2:

You should **never** be **discriminated** against for any reason.



Economic, Social, & Cultural Rights

ARTICLE 22:

You have the right to **social security**.



ARTICLE 23:

You have the right to **desirable work** and to join **trade unions**.



ARTICLE 24:

You have the right to **rest** and **leisure**.



ARTICLE 25:

You have the right to an **adequate standard of living**.



ARTICLE 26:

You have the right to **education**.



ARTICLE 27:

You have the right to **Participate** in the **Cultural Life** of Community.



Civil & Political Rights

ARTICLE 6:

You have the right to be treated as a **person in the eyes of the law**.



ARTICLE 3:

Everyone has the rights to **life**, **liberty** and **security**.



ARTICLE 7:

You have the right to **equality before the law**.



ARTICLE 4:

No-one shall be held in **slavery** or servitude.



ARTICLE 8:

You have the right to **remedy by competent tribunal**.



ARTICLE 5:

No-one shall be subjected to **torture** or to cruel or degrading treatment.



ARTICLE 9:

No-one shall be subject to **arbitrary arrest**, detention or exile.



ARTICLE 10:

You have the right to a **fair public hearing**.



ARTICLE 11:

You have the right to be considered **innocent until proven guilty**.



ARTICLE 12:

No-one has the right to interfere with your **privacy**, family, or home.



ARTICLE 13:

You have the right to freedom of **movement** in and out of the country.



ARTICLE 14:

You have the right to seek **asylum** in other countries from persecution.



ARTICLE 15:

You have the right to a **nationality**.



ARTICLE 16:

You have the right to **marriage** and to raise a **family**.



ARTICLE 17:

You have the right to own **property**.



ARTICLE 18:

You have the right to **freedom of belief** and religion.



ARTICLE 19:

You have the right to **freedom of opinion** and expression.



ARTICLE 20:

You have the right to **freedom of peaceful assembly** and association.



ARTICLE 21:

You have the right to **take part in the government** of your country.



Conditions Necessary For the Exercise of the Rights



ARTICLE 28: You have the Right to a **Social Order** that Articulates this Document.

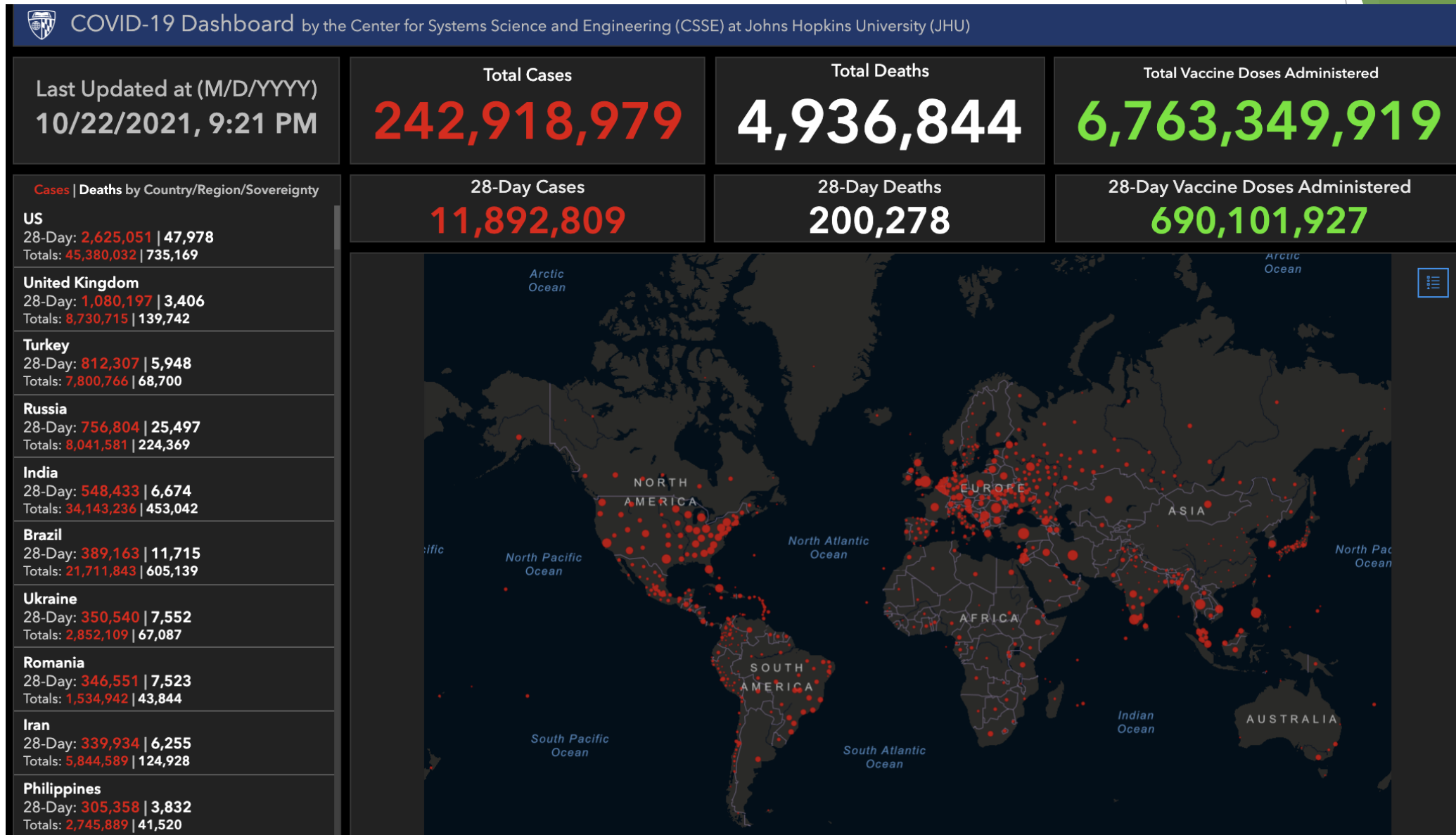


ARTICLE 29: We all have a **responsibility** to the people around us and should **protect** their rights and freedoms.

ARTICLE 30: You have the right to **freedom from** State or personal **Interference in these rights**.

(Human Rights Educators USA, 2021)

Example: Coronavirus COVID-19

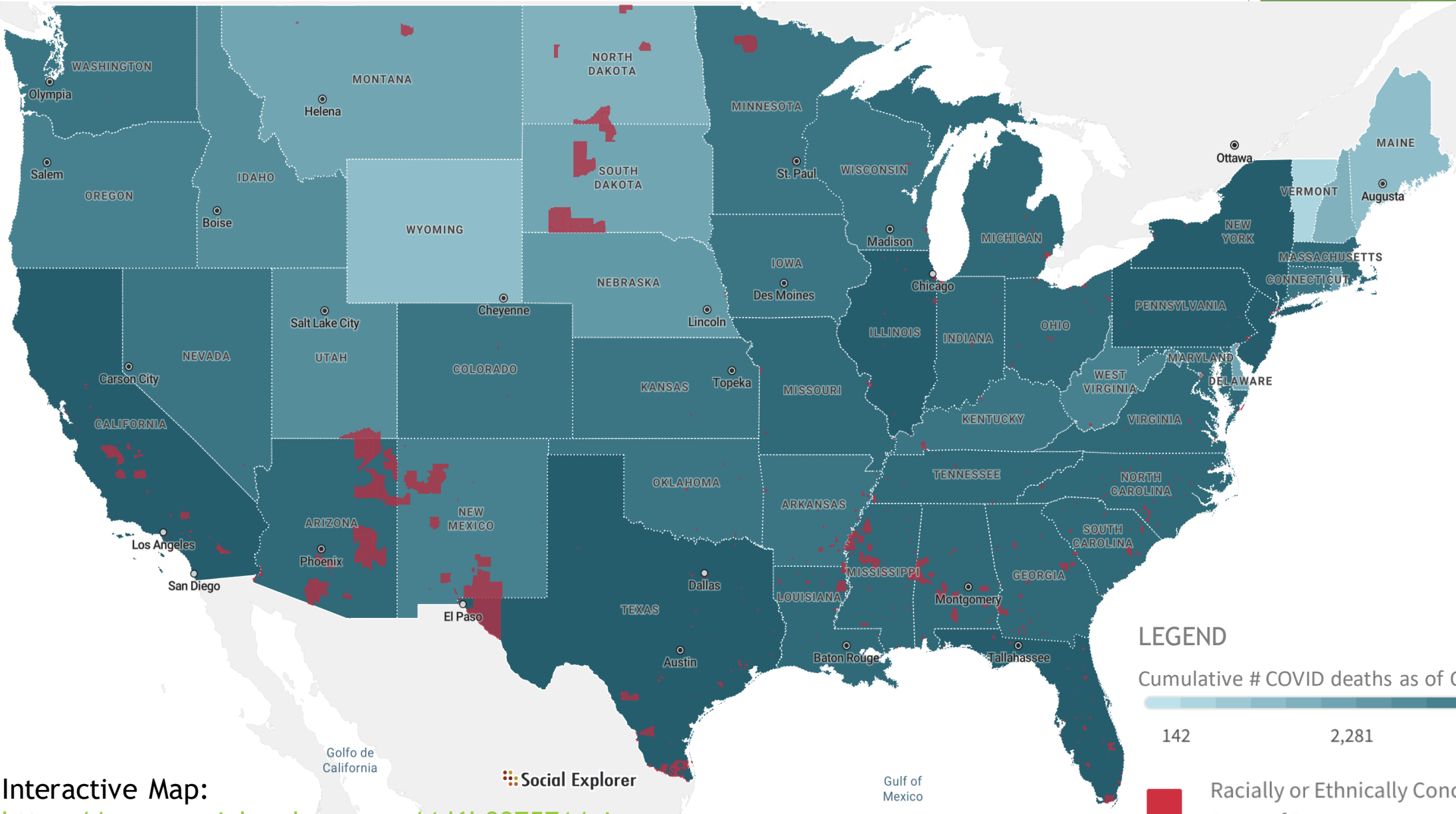


<https://coronavirus.jhu.edu/map.html>

Collaborative Dialogue - Human Rights and Covid-19

What are examples of human rights issues related to Covid-19 from a global perspective?

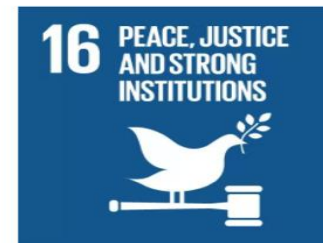
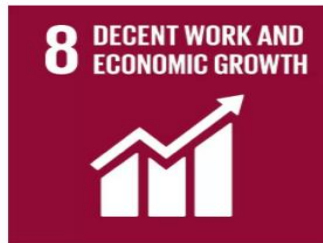
COVID Deaths by State as of October 13, 2021



Interactive Map:
<https://www.socialexplorer.com/4d6b897571/view>

Social Explorer

UN Sustainable Development Goals




<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

<https://ourworldindata.org/extreme-poverty>

SDGs Making a Difference at IUPUI

“IUPUI's Office of International Affairs is using the Sustainable Development Goals as a cornerstone of its internationalization efforts, and is encouraging faculty, staff, students and all IUPUI units to embrace the goals in global teaching, research and service.”

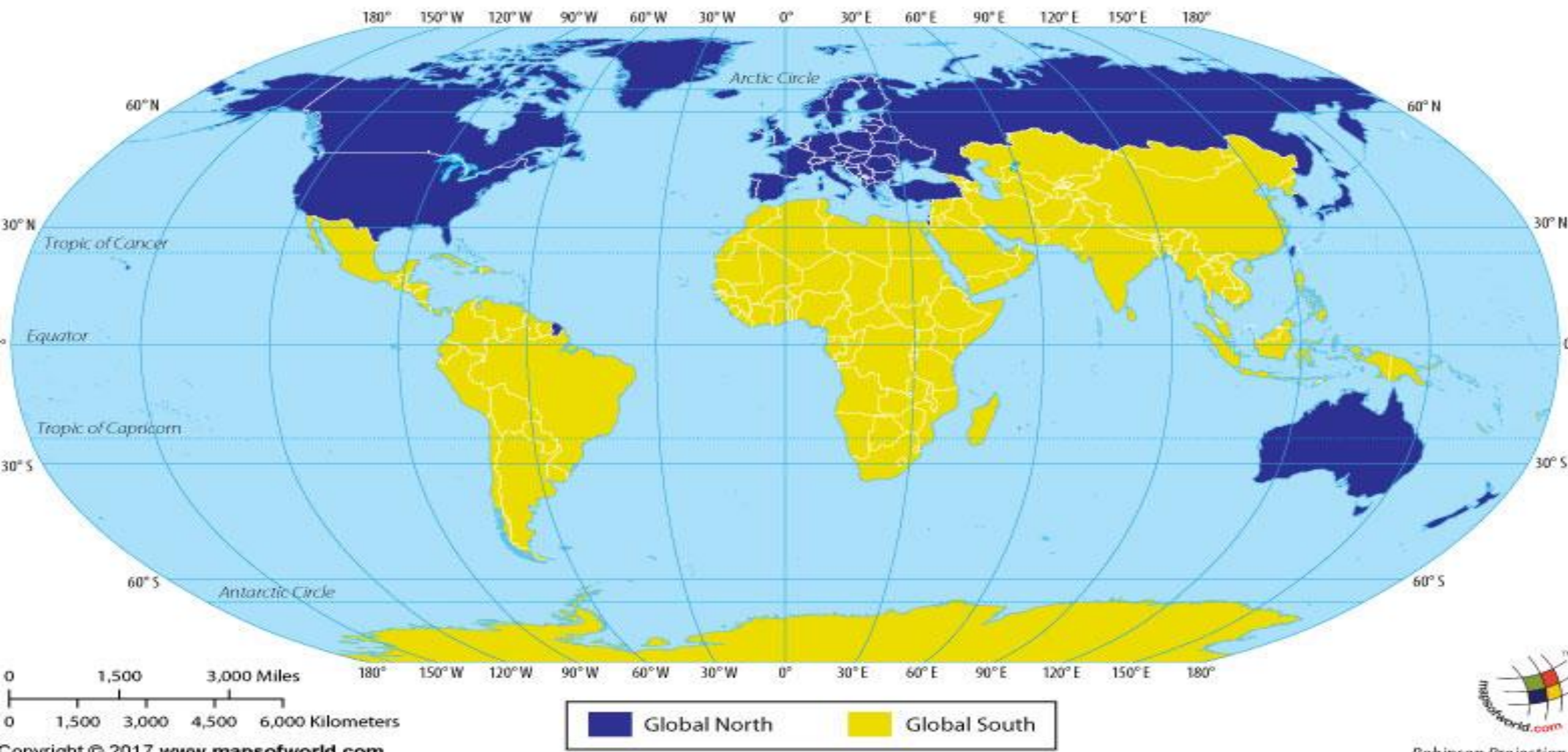
(Davis and Kahn, 2021)



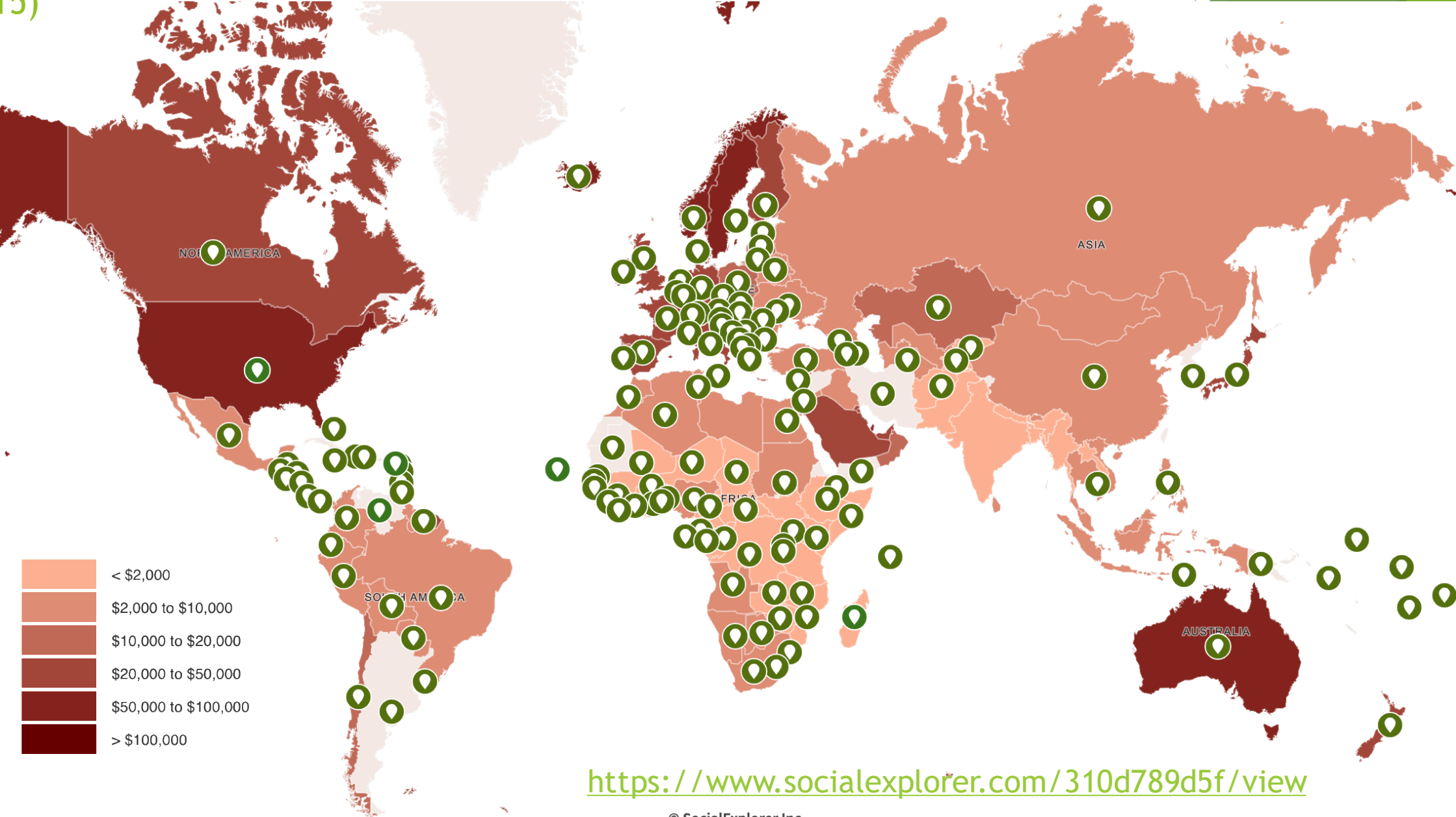
“Reduce and eliminate extreme poverty, to ensure sustainability of economic and social development, to strengthen human dignity and rights and to prevent violent conflicts”

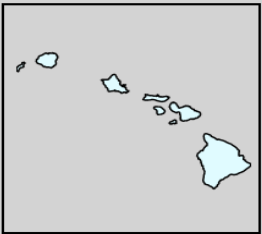
(United Nations)

The North-South Divide



UN Signatory Countries & GDP per capita (2015)

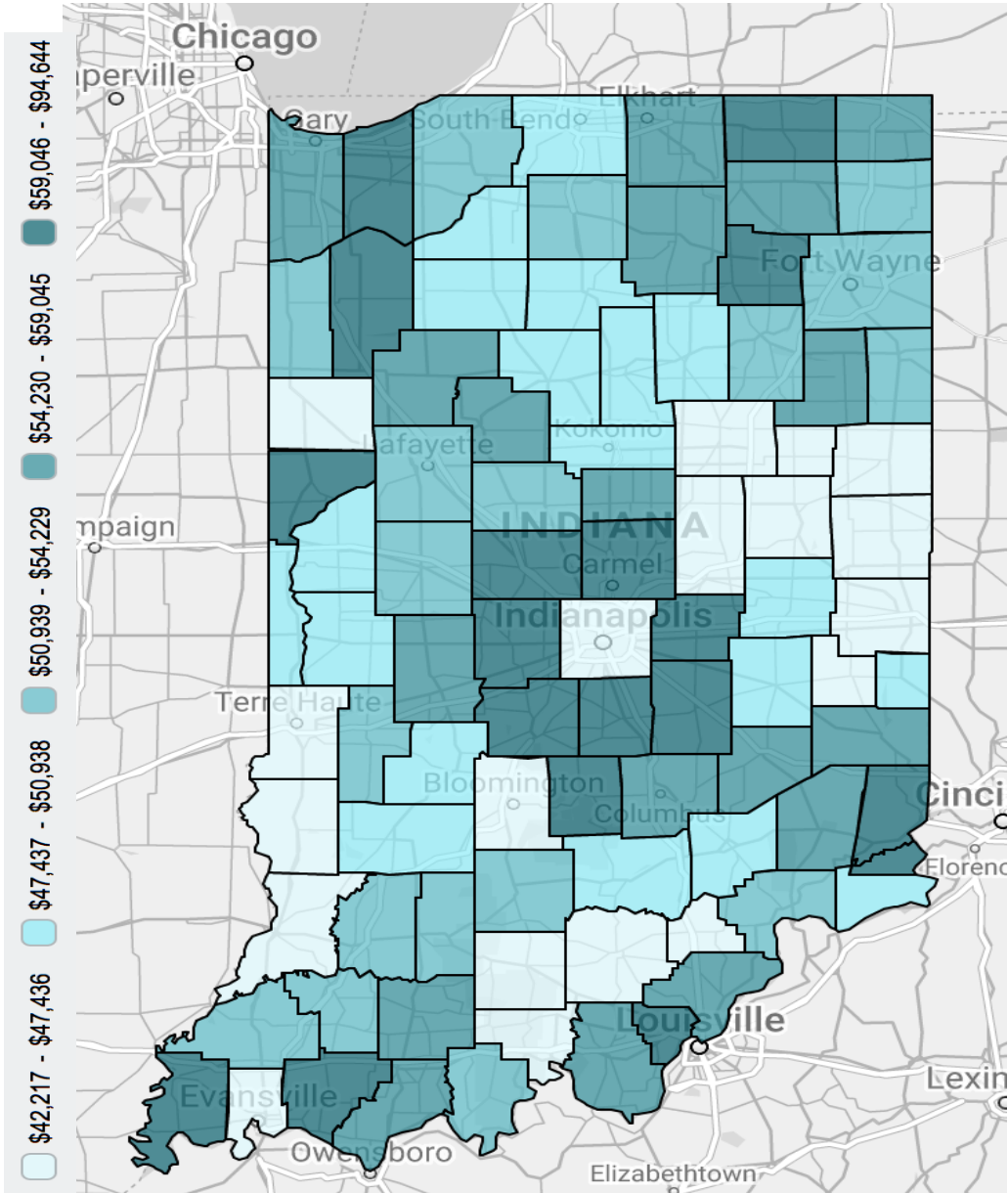




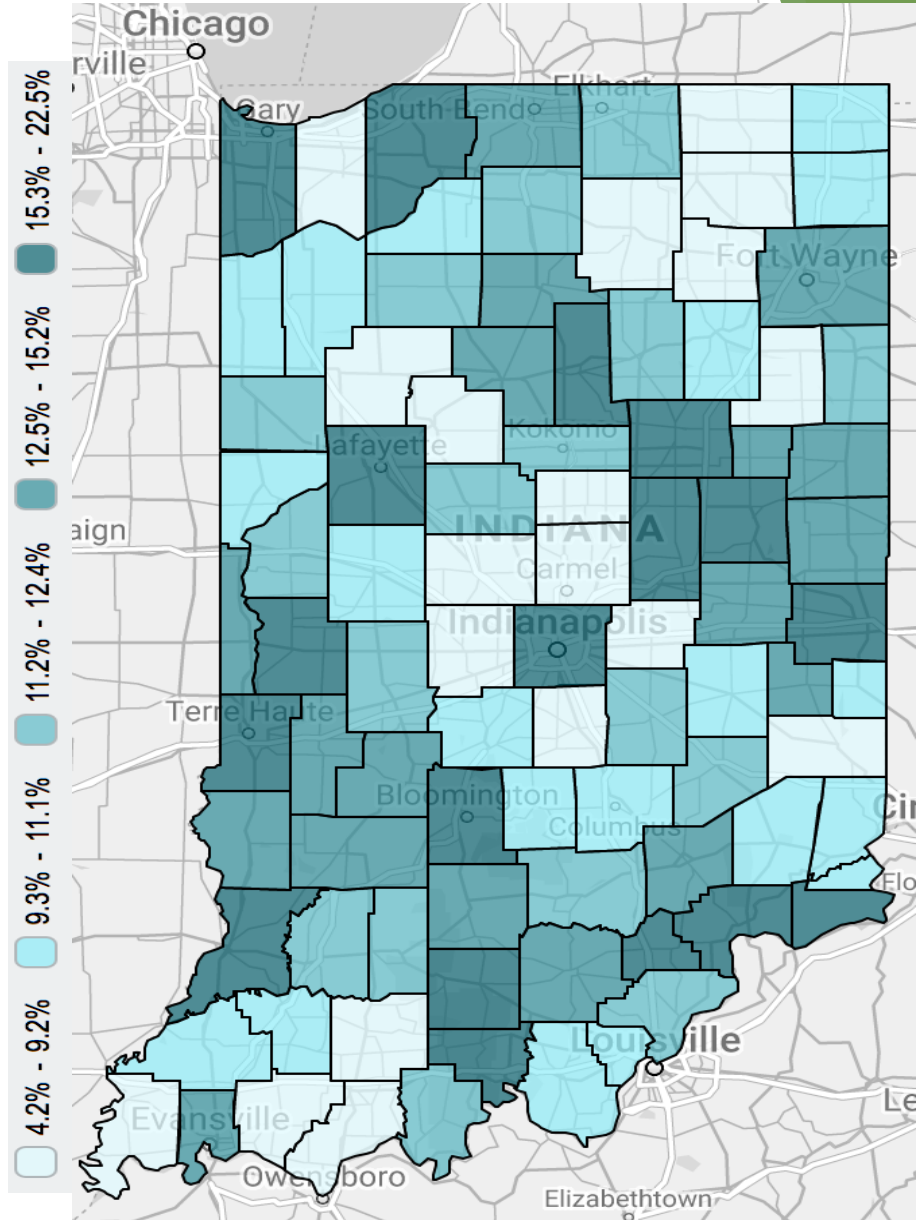
7.6% - 10.7% 10.8% - 12.1% 12.2% - 13.2% 13.3% - 15.3% 15.4% - 43.1%

<https://www.census.gov/quickfacts/fact/map/IN/IPE120218#viewtop>

Median Household Income, 2014-2018



Persons in Poverty, 2020



Indian Farmers' Protest (2020-): *Farmers' rights matter... (Pious Malliar Bellian, MSW)*

- ▶ **Parliament of India passed 3 FARM ACTS in September 2020**
- ▶ 1. Farmers' Produce Trade and Commerce Act
- ▶ 2. Farmers' agreement on Price Assurance and Farm Services Act
- ▶ 3. Essential Commodities Act
- ▶ Agricultural Produce Market Committee (APMC) system will be abolished. Decentralization process will not be there anymore.
- ▶ Farmers will not receive Minimum Support Price (MSP)
- ▶ This Act has removed certain Essential Commodities like Potatoes, Onions, Oil etc.
- ▶ There is a danger that the corporates and private companies can store up and the farmers can not sell them when they produce those commodities.

Voices and rights of the farmers unheard...

- ▶ Convene a special Parliament session to repeal the farm laws
- ▶ Make Minimum Support Price and state procurement of crops a legal right
- ▶ Reduce diesel prices for agricultural use by 50%
- ▶ Federal government should not interfere in state subjects, decentralization in practice
- ▶ Withdrawal of all cases and against and release of farmer leaders.

Response & Reactions (International)

United Nations:

Called on the Indian Government to allow the protests: that people have a right to demonstrate peacefully and authorities need to let them do so.

International Monetary Fund:

The need for creating a social safety net to protect those who might be adversely impacted during the transition to this new system.

Human Rights Watch:

Called on the Indian government to drop baseless criminal charges against journalists covering the protests.

Reference

Kallol (2020-12-05). "People have a right to demonstrate peacefully: UN spokesperson on farmers' protests". The Hindu. ISSN 0971-751X. Archived from the original on 2020-12-08. Retrieved 2020-12-09.

"IMF backs India's farm reforms: 'Will reduce middlemen, enhance efficiency'". The Financial Express. Press Trust of India. 2021-01-15. Archived from the original on 2021-01-15. Retrieved 2021-01-16.

"India: Journalists Covering Farmer Protests Charged". Human Rights Watch. 2021-02-02. Retrieved 2021-02-02.

New farm laws 2020: All you need to know I IDR (idronline.org).

"Bharat Bandh: What are the demands of farmers? – Here's all you need to know". The Free Press Journal, 2020-12-08.

Collaborative Dialogue

- ▶ In what ways has your organization incorporated the Sustainable Development Goals in institutional, program, or curricular efforts?

Human Rights Curriculum

The fundamental concepts of social work remain grounded in social justice and human rights.

► (Mapp, 2014)

Curriculum, Outcomes, and Activities

- ▶ Overview of course - development and goals
- ▶ Human Rights surveys and analysis
- ▶ Activity - Where Do You Stand?
- ▶ UN trip
- ▶ International Global Awareness Day Poster Session
- ▶ Proposed Study Abroad Course

Advancing Human Rights

- ▶ CSWE 2008 - “Advancing Human Rights as a Core Competency”
- ▶ IU School of Social Work - Curriculum changes
- ▶ MSW Courses:
 - Diversity, Human Rights, and Social Justice
 - Community and Global Theory and Practice
- ▶ Learning outcomes and trends
- ▶ Professional capacity

Human Rights Surveys and Analysis - Study Methodology

- ▶ The presenters employed a mixed-methods examination of graduate social work curricula and evaluative data measuring student learning of human rights at one school of social work.
- ▶ The researcher-instructors disseminated the “Human Rights Engagement in Social Work” and “Human Rights Exposure” surveys, created by McPherson and Abell (2012), to MSW students enrolled in the core course, *Community and Global Theory and Practice*.
- ▶ Surveys were administered in-person and online via Qualtrics as pre- and post-tests. Study protocol also involved reflexive analysis of course content and institutional capacity-building related to global social work.
- ▶ Response rates were more challenging with Covid-19 and online courses.

Overview of Evaluative Data

- ▶ Review the Survey Tool
 - ▶ Human Rights in Social Work Education (HRESW)
 - ▶ Human Rights Exposure in Social Work (HRXSW)
(McPherson and Abell, 2012)
- ▶ The engagement survey (25-item scale) and the exposure survey (11-item scale) utilize a seven-point likert scale to assess students' understanding of the human rights lens (McPherson et al, 2017).
- ▶ Quantitative Outcomes
 - ▶ HRESW:
 - ▶ Pre-test Mean = 6.3
 - ▶ Post-test Mean = 6.4
 - ▶ HRXSW:
 - ▶ Pre-test Mean = 5.3
 - ▶ Post-test Mean = 6.1

Human Rights Engagement in Social Work Survey

	Strongly Disagree 1	Disagree 2	Slightly Disagree 3	Neither Agree nor Disagree 4	Slightly Agree 5	Agree 6	Strongly Agree 7
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
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23							
24							
25							

Human Rights Exposure in Social Work Survey

Strongly Disagree 1	Disagree 2	Slightly Disagree 3	Neither Agree nor Disagree 4	Slightly Agree 5	Agree 6	Strongly Agree 7				
1	I have read the Universal Declaration of Human Rights (UDHR)			1	2	3	4	5	6	7
2	My social work curriculum covered the Universal Declaration of Human Rights (UDHR)			1	2	3	4	5	6	7
3	My education covered human rights violations that happen in the United States			1	2	3	4	5	6	7
4	My coursework covered international human rights issues			1	2	3	4	5	6	7
5	Social work has been a good way for me to learn about human rights			1	2	3	4	5	6	7
6	I have heard or read about social and cultural rights			1	2	3	4	5	6	7
7	I hear about human rights from the media on an ongoing basis			1	2	3	4	5	6	7
8	I learn about human rights issues in my work			1	2	3	4	5	6	7
9	My friends and family discuss human rights issues with me			1	2	3	4	5	6	7
10	I am aware that the United Nations has a role in monitoring international human rights			1	2	3	4	5	6	7
11	I have heard that the National Association of Social Workers (NASW) endorses the Universal Declaration of Human Rights			1	2	3	4	5	6	7

Survey Results

- ▶ Pre- and post-test responses from MSW students enrolled in the course, *Community and Global Theory and Practice* across eight semesters from Spring 2019 to Summer 2021.
- ▶ Project yielded N=107 for pre-survey responses and N=150 for post-survey responses to the two instruments (McPherson & Abell, 2012).
- ▶ Pre- and post-test survey responses indicate increased mean scores for both scales
 - ▶ HRESW: Pre-test Mean = 6.3 and Post-test Mean = 6.4
 - ▶ $\Delta = 1.6\%$
 - ▶ HRXSW: Pre-test Mean = 5.3 and Post-test Mean = 6.1
 - ▶ $\Delta = 15.1\%$
- ▶ Greater percent change in human rights exposure mean scores. Post-survey data indicate high human rights engagement and exposure among students (scores > 6).
- ▶ Reflexive analysis of course content included examination of course syllabi, competencies, assignments, classroom activities, and experiential student learning.
- ▶ Examination of institutional capacity highlighted processes and outcomes related to the formation of a new global social work curriculum committee and a global social work certificate.

Course Content - Anti-Oppressive Practice

Anti-oppressive practice (like social justice-oriented practice) is a lens through which social workers may:

- ▶ View the world
- ▶ Ask questions
- ▶ Build techniques to reaffirm social justice
- ▶ Reframe discourses and raise consciousness
- ▶ Expand resources to the oppressed
- ▶ Redistribute power
- ▶ Connect personal problems and structural causes
- ▶ Link denial of basic individual rights to collective action to attain these rights
- ▶ Resist in new spaces and build on opportunities arising from resistance

(Mullaly, 2010)

Class Activity -

“Where Do You Stand?”

- ▶ **Oxfam Income Activity** - Students are assigned one of the identities then arrange themselves in order of income.
 - ▶ They are then asked to consider how they would arrange themselves in terms of other factors, such as: health and mental health outcomes, educational opportunities, food security, housing access, safety, overall well-being, social capital, etc. (This can be done in a large or small group format and usually requires research using the World Bank, the World Happiness Index, Bloomberg Healthiest Countries Index, World Press Freedom Index, the World Inequality Database, etc.)
 - ▶ The goal is to create awareness and dialogue around the critical resources that impact global citizens in various ways along with the acknowledgement that power and oppression play a key role.

Where Do You Stand? - Identity Examples

- ▶ Pema, 32, Bhutan. You are a yak farmer in a rural town. Your family has herded yak for generations and you earn your income through the selling and bartering of yaks and other livestock, butter, cheese, and meat. Income last year: \$1,700
- ▶ Lars, 50, Denmark. You are an associate professor at a technical university in Denmark. You enjoy your work and value your colleagues. You are able to support your family and you live comfortably. Income last year: \$79,000
- ▶ Nicole, 42, UK. You're an investment banker in central London. As a female you work extra hours and feel compelled to work extra hard in a male-dominated sector. You sometimes worry about the ethics of your company's investments, but you also worry about the impact on your career if you speak out. Income last year: \$500,000



UNA-USA Global Engagement Summit

United Nations Headquarters | New York, NY



Issue Tracks:

- Conflict Resolution and Humanitarian Response: Yemen
- Nuclear Proliferation: Hot Topics And Cold Tensions
- Cities And The Sustainable Development Goals
- Achieving Zero Hunger: The New Reality

Action Tracks:

- Leave No Girl Behind: Changing the World to Empower Girls
- Shared Action For Human Rights: The UN And Partners On The Ground
- Planet Earth: Partnering for Urgent Climate Action
- Global Goals, Local Leadership: The SDGs And You





UNA-USA Global Engagement Summit

Student Reflections



“After attending the *Achieving Zero Hunger: The New Reality* action track, I have brainstormed ideas to provide more resources and wrap around services to the Supplemental Food Program, that I manage at a food bank in Indiana... Utilizing crops to feed people directly will significantly improve food insecurity in many communities impacted by food deserts and poverty. My experience at the Summit has developed my competency of global social work practice.”

“One thing comes to mind as most important is the idea of collaboration as advocacy: ‘survivor centered advocacy’ is what a panelist called it. To me this means partnering with groups and communities. This means truly getting to the root of understanding their plight and plea and creating a platform for that voice to be heard. This is something I plan to put in place as I work with different populations in my career. Specifically, working in the area of refugee work.”



International Awareness Day Poster Session





SCHOOL OF
SOCIAL WORK

FREEDOM OF THE PRESS IN INCREASINGLY AUTHORITARIAN SOCIETIES

Aimee Patras
Kellie Nichelson
Cali O'Connor
Kenzie Rambicure
Lindsey Campbell
MSW Candidates 2020

INTRODUCTION

Human Rights & Freedom of the Press

The Universal Declaration of Human Rights contains three different articles that pertain to freedom of the press. First, Article 1 states, "All human beings are born free and equal" (United Nations, 1948). Next, Article 3 states, "Everyone has the right to life, liberty, and security of person" (United Nations, 1948). The safety of journalists is being threatened around the world. In the last decade, 1010 journalists have been murdered (UNESCO, 2018). Finally, Article 19 states, "Everyone has the right to freedom of opinion and expression" (United Nations, 1948).

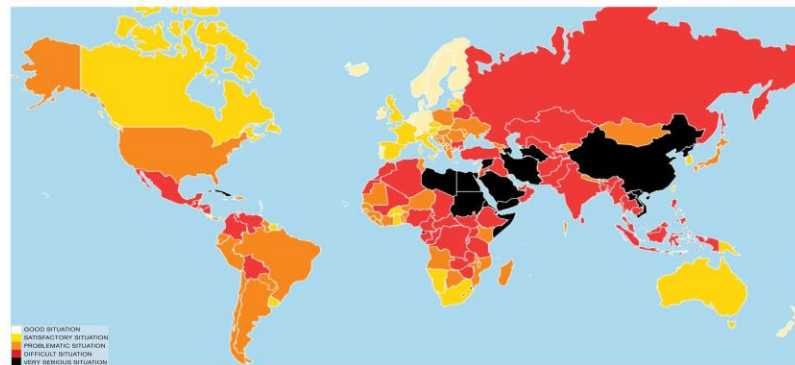
"The primary purpose of journalism is to provide citizens with the information they need to be free and self-governing"
(Kovach & Rosenstiel, 2014).

Democratic & Authoritarian Societies

In a Democratic society, citizens have freedom of speech, religion, and the press, as well as little if any government involvement in media. In contrast, in Authoritarian societies, citizens lack the basic freedoms granted to those in a democratic society and they have heavy government censorship. It is important to note that in an authoritarian society, the government chooses what you can and cannot have, and this includes knowledge. Therefore, if the government does not want you to know something, you will not know it (Independence Hall Association, 2019).

It is important to note that even though a democratic society is seen as the ideal in regard to freedoms, freedom of the press threats can and do happen in all forms of society.

DEGREES OF FREEDOM



Reporters Without Borders (RSF) publishes an annual report on the state of press freedom using the RSF Index, which assesses 180 countries for the state of journalism and then assigned a score from 1-100; the best possible score is zero and the worst score is 100. Countries are scored using an 87 question self-reported survey distributed to experts in the field with connections to countries throughout the world. The RSF Index is organized into seven indicators: 1) pluralism, 2) media independence, 3) environment and self-censorship, 4) legislative framework, 5) transparency, 6) infrastructure, and 7) abuses. Scores then place countries into one of five categories: 1) good situation, 2) satisfactory situation, 3) problematic situation, 4) difficult situation, and 5) very serious situation (Reporters, 2019)

2019 Press Freedom Rankings:

1) Norway	46) Chile	178) Eritrea
2) Finland	47) Romania	179) North Korea
3) Sweden	48) United States	180) Turkmenistan

THE AGE OF INFORMATION

Positive Effects

Recent technological advances have allowed for faster, more cost-effective outlets to provide citizens news in real time. New media technologies have provided a platform for dialogue across borders. Information is now enriched by more voices, cultures, and viewpoints that participate in free speech on a global scale (Kaul, 2012). Citizen Journalism is a new concept in which news is collected and disseminated by the general public, allowing anyone to participate in reporting events. These implications all culminate to the globalization of information in ways that were not possible in prior decades.

Negative Effects

Despite an increase in information accessibility, freedom of the press is declining, and there are new threats to it in every part of the world. Soft censorship is just one of eighty-two forms of modern censorship, it occurs when governments apply financial pressure to media to sway their reporting perspectives (Podesta, 2009). Additionally, over the last decade the War on Whistle blowers has prompted a dramatic increase in criminal prosecutions to deter national security leakers (Benkler, 2004). Internet media has been criticized as an "elitist bourgeois construct" that only exists to serve those in power and is incapable of advocating for the interests of people as a whole (Kaul, 2012). New media has normalized hate speech and fostered echo chambers for confirmation biases. Perhaps the greatest threat to press freedom is the abundant information manipulation that saturates media at a higher rate than ever before.

GLOBAL INTERVENTIONS

Social workers should involve themselves to support policies on local and international levels to guarantee press freedoms, human dignity and promote development. Social workers have the platform to advocate for literacy and media literacy development in all countries to increase individual capacity.

Amnesty International

Through detailed research and determined campaigning, Amnesty International fights abuses of human rights worldwide, brings torturers to justice, changes oppressive laws and free people jailed for voicing opinions. Change is created through human rights research, advocacy and lobbying (Amnest, n.d.)

First Draft

This organization is dedicated to supporting journalists, academics and technologists working to address challenges relating to trust and truth in the digital age. First Draft hosts global verification and collaborative investigation networks to expand the community research and development of best journalism practices (First, n.d.)

Reporters Without Borders

Provides international effort to protect journalists physical and digital security. Provides legal assistance to support journalists and countries by drafting legislation to support basic freedoms of media and press. RSF mobilizes worldwide awareness campaigns to draw public attention to violations against journalists, media outlets and provides information about the press situations in all countries (Reporters, n.d.)

FAKE NEWS THREAT

Typology

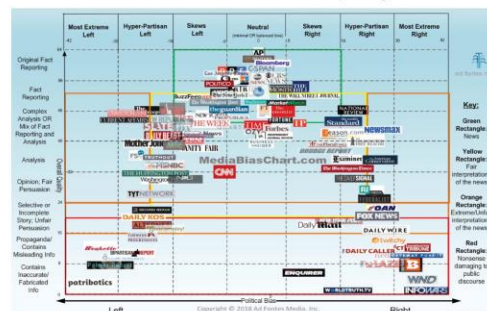
Tandoc, et. al, (2018) identify six predominant forms of fake news: satire, parody, fabrication, photo manipulation, advertising, and propaganda. It is important to note, the last four mentioned are differentiated by the malicious intent to misinform for a political or financial purpose, and fabricated news stories thrive in societies with tension and lack of trust among different people groups (Tandoc, et. al, 2018).

Disconnective Power

Fake news stories, which can spread rapidly through social media platforms, are disruptive to human relationships. They can be internalized as truth and lead to violence against opposing groups or large scale political influence. Disinformation efforts weaponize fake news (Asmolov, 2018) and are of particular concern to social workers for the insidious ways in which they dissolve horizontal relationships to the other, while strengthening vertical, subjugated relationships to power.

Know the Source

Not all news sources are created equal. News literacy means being able to distinguish between fabricated stories, propaganda, news commentary, interpretation of the news, and news stories. The graph below provides a depiction of news outlets distributed on two scales: bias and quality.



Amnesty International (n.d.) Freedom of Expression.
Asmolov, G. (2018). The disconnection power of disinformation campaigns. *Journal of International Affairs*, 71(1.5), 69-76.
Berman, N. (2017). The victims of fake news. *Columbia Journalism Review*.
Freedom House. (2017). Press freedom's dark horizon. *Freedom of the Press*. 2017.

Tandoc, E., Wei Lim, Z., & Ling, R. (2018). Defining "Fake News". *Digital Journalism*, 6(2), 137-153. DOI: 10.1080/21670811.2017.1360143
Reporters Without Borders (n.d.) Presentation. Retrieved from: <https://rsf.org/en/presentation>
Kaul, V. (2012). The pros and cons of new media and media freedom. *Journal of Mass Communication*.

Amnesty International (n.d.) Freedom of Expression.
Kovach, B. & Rosenstiel, T. (2014). The elements of journalism, revised and updated 3rd edition: What newspeople should know and the public should expect. Three Rivers Press: New York, NY.
United Nations. (1948). Universal declaration of human rights.

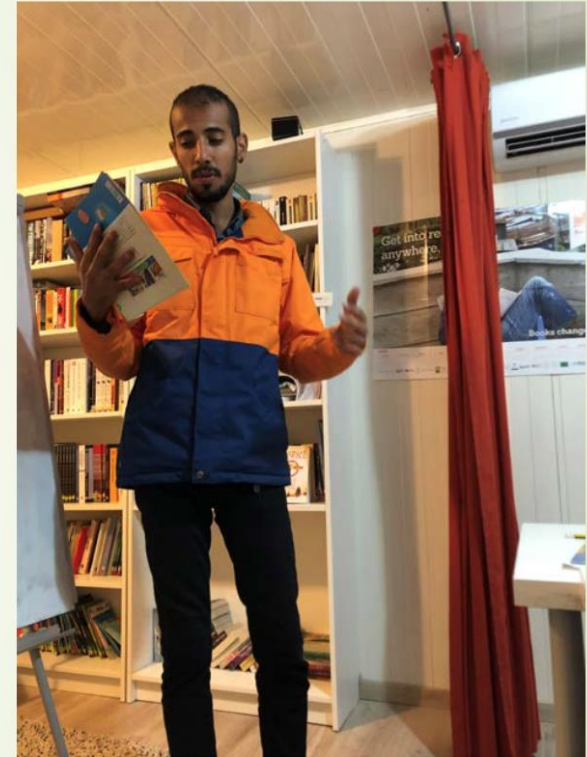
Proposed Study Abroad

- ▶ Regarding culture and diversity, the challenge for the human rights worker is to maintain a strong human rights perspective that regards universal human rights as important, but also works toward culturally appropriate ways in which they can be realized in different cultural contexts which are always evolving.
 - ▶ (Ife, 2012)

- Eleonas refugee camp based in Athens, Greece
- About 1,500 residents
- One of the only mainland refugee camps!



“Project Elea is a group of volunteers from around the world who have come together to work collaboratively with the residents of Eleonas Refugee Camp in Athens to improve living standards and community well-being”



Collaborative Dialogue

- ▶ Based on your personal teaching experiences, how have you incorporated human rights content into your curriculum?

OR

- ▶ What suggestions would you make for furthering curriculum that advances human rights?

Broadening the Global Capacity of IUSSW

- ▶ International and Global Affairs, a new standing committee
- ▶ Study abroad courses
- ▶ International field opportunities
- ▶ Visiting scholars: e.g., Moi University, Eldoret, Kenya
- ▶ Building partnerships: e.g., University of Port Harcourt, Nigeria
- ▶ Fulbright scholars: Dr. Margaret Adamek and Dr. Carmen Luca Sugawara
- ▶ Global Certificate
- ▶ Proposed Director of International and Global Affairs position



We are a leader in global social work and labor studies education, research, and practice, actively engaged in sustainable community transformation grounded in a human rights and social justice framework.

CONNECT WITH US



GLOBAL ENGAGEMENTS

Our faculty and students come to IUSSW from around the globe and engage in education, research and services to meet global demands and challenging contexts of our time. IUSSW global partners extend to five continents (Europe, Africa, Asia, and North and Central America) across the globe. Below are some specific areas and countries that IUSSW is engaged with through study abroad, teaching, research, and service.

Academic Activities

Faculty and students are engaged in study-abroad and service-learning courses. Students participate in practicum abroad. Faculty members teach in Africa and Europe.

Research

Faculty and students are engaged in global research projects. Some research areas are civil society, community-engagement, racism, labor issues, aging, vulnerable children, refugees, and contemporary slavery.

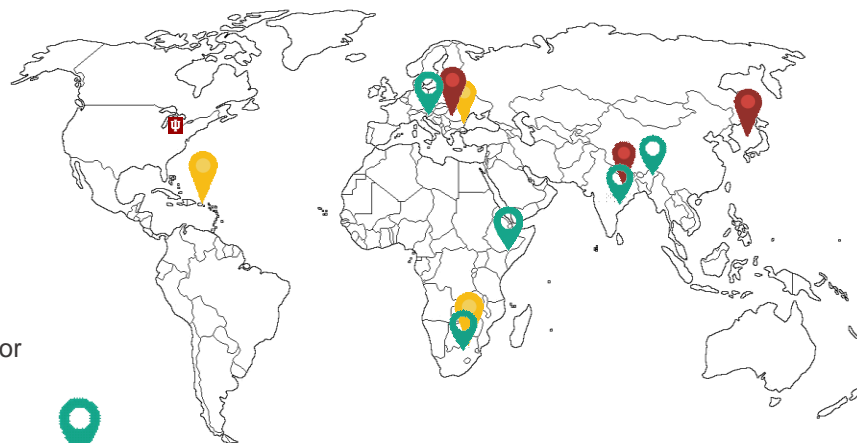
Service

Our academic community is engaged in service opportunities in various countries such as Croatia, Nigeria, and Ethiopia among others. Capacity building and curricular developments are a few examples.








Study Abroad Courses:

Croatia 
South Korea 
India 



Research
Bangladesh
Croatia
Kosovo
Ghana
India



China 
Ireland 
UK 
South Africa 
Africa
Ethiopia 



Practicum Abroad Courses:

Croatia 
Dominican Republic 
South Africa 

Collaborative Dialogue

- ▶ Future practice considerations - How do we navigate global practice/international work with ongoing and varied Covid-19 challenges worldwide?
- ▶ Final thoughts?

Wrap-Up

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THANK YOU!!

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<https://www.scidev.net/global/features/linking-science-and-human-rights-facts-and-figures/>

IUPUI Resources

- ▶ IUPUI Office of International Affairs - <https://international.iupui.edu/global-learning/iupui-sdgs.html>
- ▶ Dimensions of Global Learning - <https://international.iupui.edu/global-learning/curriculum-internationalization/global-dimensions.html>
- ▶ Curriculum Development with Global Perspectives - <https://international.iupui.edu/global-learning/curriculum-internationalization/approaches.html>
- ▶ Diplomacy Learning Labs - <https://international.iupui.edu/global-learning/diplomacy-lab.html>

Human Rights in Higher Education Resources

- ▶ Boston College, Center for Human Rights and International Justice - <https://www.bc.edu/bc-web/centers/chrij.html>
- ▶ Columbia University, Institute for the Study of Human Rights - <http://www.humanrightscolumbia.org/education>
- ▶ Harvard Kennedy School, Carr Center for Human Rights Policy - <https://carrcenter.hks.harvard.edu/technology-human-rights>
- ▶ NYU, Center for Human Rights and Global Justice - <https://www.law.nyu.edu/centers/chrgj-center-for-human-rights-global-justice>
- ▶ Stanford, Center for Human Rights and International Justice - <https://humanrights.stanford.edu/>
- ▶ UC Berkley, Human Rights Center - <https://humanrights.berkeley.edu/home>
- ▶ University of Dayton, Human Rights Center - <https://udayton.edu/artssciences/ctr/hrc/index.php>
- ▶ University of Minnesota, Human Rights Library - <http://hrlibrary.umn.edu/>
- ▶ University of Minnesota Law School, Human Rights Center - <https://law.umn.edu/human-rights-center>

Human Rights Organizations and Reports

- ▶ American Association for the Advancement of Science (AAAS) - <https://www.aaas.org/programs/science-and-human-rights-coalition>
- ▶ Engaging Students in Human Rights Projects as Part of STEM Curricula - <https://www.youtube.com/watch?v=LNl2YhFZZm4>
- ▶ Freedom House - <https://freedomhouse.org/>
- ▶ Inside Higher Education - <https://www.insidehighered.com>
- ▶ National Center for Civil and Human Rights - <https://www.civilandhumanrights.org/>
- ▶ New Tactics - <https://www.newtactics.org>
- ▶ Open Global Rights - <https://openglobalrights.org>

Human Rights Organizations and Reports, continued

- ▶ Report on Human Rights Practices - <https://www.state.gov/reports/2020-country-reports-on-human-rights-practices/>
- ▶ Robert F. Kennedy Human Rights Organization - <https://rfkhumanrights.org/>
- ▶ United for Human Rights - <https://www.humanrights.com/>
- ▶ United Nations, UDHR - <https://www.un.org/en/about-us/universal-declaration-of-human-rights>
- ▶ United Nations, SDGS - <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
- ▶ United Nations Refugee Agency - <https://www.unhcr.org>

Mapping Resources

- ▶ Census Interactive Maps - <https://www.census.gov/programs-surveys/geography/data/interactive-maps.html>
- ▶ Johns Hopkins University, Coronavirus Resources - <https://coronavirus.jhu.edu/map.html>
- ▶ Our World in Data - <https://ourworldindata.org/extreme-poverty>
- ▶ Social Explorer - <https://www.socialexplorer.com/>
- ▶ United Nations Refugee Agency - <https://www.unhcr.org/en-us/figures-at-a-glance.html>