

INTERNATIONAL PERSPECTIVES
IN SOCIAL JUSTICE PROGRAMS
AT THE INSTITUTIONAL AND
COMMUNITY LEVELS

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

Senior Series Editor: Patrick Blessinger, St. John's
University and Higher Education Teaching and
Learning Association, USA

Associate Series Editor: Enakshi Sengupta, Higher
Education Teaching and Learning Association, USA

Published volumes:

- | | |
|-----------|---|
| Volume 19 | Teaching and Learning Strategies for Sustainable Development |
| Volume 20 | University Partnerships for Sustainable Development |
| Volume 21 | Civil Society and Social Responsibility in Higher Education: International Perspectives on Curriculum and Teaching Development |
| Volume 22 | Introduction to Sustainable Development Leadership and Strategies In Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Taisir Subhi Yamin |
| Volume 23 | University–Community Partnerships for Promoting Social Responsibility in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Craig Mahoney |
| Volume 24 | Enakshi Sengupta, Patrick Blessinger and Craig Mahoney |
| Volume 25 | Integrating Community Service into Curriculum: International Perspectives on Humanizing Education – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla Makhanya |
| Volume 26 | International Perspectives on Improving Student Engagement: Advances in Library Practices in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Milton D. Cox |
| Volume 27 | Improving Classroom Engagement and International Development Programs: International Perspectives on Humanizing Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla Makhanya |
| Volume 28 | Cultural Competence in Higher Education – Edited by Tiffany Puckett and Nancy Lind, |
| Volume 29 | Designing Effective Library Learning Spaces in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla S. Makhanya |
| Volume 30 | Developing and Supporting Multiculturalism and Leadership Development – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla S. Makhanya |
| Volume 31 | Faculty and Student Research in Practicing Academic Freedom – Edited by Enakshi Sengupta and Patrick Blessinger |
| Volume 32 | International Perspectives on Policies, Practices & Pedagogies for Promoting Social Responsibility in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Craig Mahoney |
| Volume 33 | International Perspectives on the Role of Technology in Humanizing Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla S. Makhanya |
| Volume 34 | Humanizing Higher Education through Innovative Approaches for Teaching and Learning – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla S. Makhanya |
| Volume 35 | Humanizing Higher Education through Innovative Approaches for Teaching and Learning, |
| Volume 36 | Integrating Research-based Learning across the Curriculum, |

INNOVATIONS IN HIGHER EDUCATION TEACHING AND
LEARNING VOLUME 37

INTERNATIONAL PERSPECTIVES IN SOCIAL JUSTICE PROGRAMS AT THE INSTITUTIONAL AND COMMUNITY LEVELS

EDITED BY

ENAKSHI SENGUPTA

*Centre for Advanced Research in Higher Education,
New York, USA
International HETL Association, New York, USA*

PATRICK BLESSINGER

*St. John's University, New York, USA
International HETL Association, New York, USA*

Created in partnership with the
International Higher Education Teaching and Learning Association



**Higher Education
Teaching & Learning**

<https://www.hetl.org/>



**emerald
PUBLISHING**

United Kingdom – North America – Japan
India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2021

Copyright © 2021 Emerald Publishing Limited

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-80043-489-9 (Print)

ISBN: 978-1-80043-488-2 (Online)

ISBN: 978-1-80043-490-5 (Epub)

ISSN: 2055-3641 (Series)



ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.

Certificate Number 1985
ISO 14001



INVESTOR IN PEOPLE

CONTENTS

List of Contributors vii

Series Editors' Introduction ix

PART I EDUCATION AS A FUNDAMENTAL RIGHT

Chapter 1 Introduction to International Perspectives in Social Justice Programs at the Institutional and Community Levels
Enakshi Sengupta and Patrick Blessinger 3

Chapter 2 Education in Human Rights: Changing the Way We Think and How We Feel
Alan Vogelfanger 13

Chapter 3 Bridges to Zambia: Teaching Human Rights Through Immersion Experience
Alia Sheety, Erin McLaughlin and Susan Jacques Pierson 29

Chapter 4 What Next? Skill Development for Livelihood: A Study of Bangladeshi Immigrant Workers in Kurdistan
Enakshi Sengupta 45

Chapter 5 Prison Education Through Open and Distance Learning: Experiences from India
Umesh Chandra Pandey 57

Chapter 6 Widening Participation in Service Learning
Faith Valencia-Forrester and Bridget Backhaus 77

PART II PROMOTING SOCIAL JUSTICE AMONG STUDENTS

Chapter 7 Flux of Digital Activism to Leverage Peace and Human Rights
Anil Shukla and Kshama Pandey 91

Chapter 8 Promoting International Human Rights Values Through Reflective Practice in Clinical Legal Education: A Perspective from England and Wales <i>Irene Antonopoulos and Omar Madhloom</i>	109
Chapter 9 Bridging the Gap: Implementing Equity-Minded Academic and Mentoring Support Services for Foster Youth within University Writing Programs <i>Paul Beehler and Rory Moore</i>	129
Chapter 10 Promoting Gender Equality in Colleges of Education in Ghana Using a Gender-Responsive Scorecard <i>Wisdom Kwaku Agbevanu, Hope Pius Nudzor, Sharon Tao and Francis Ansah</i>	151
Chapter 11 Ethical Issues and the Nordic Education Model: Learning-Driven Ecosystems Applied to International Cohorts <i>Bruno F. Abrantes, Thomas D. Eatmon and Charlotte Forsberg</i>	177
<i>About the Authors</i>	197
<i>Name Index</i>	205
<i>Subject Index</i>	213

LIST OF CONTRIBUTORS

<i>Bruno F. Abrantes</i>	Niels Brock Copenhagen Business College, Denmark
<i>Wisdom Kwaku Agbevanu</i>	University of Cape Coast, Cape Coast, Ghana
<i>Francis Ansah</i>	University of Cape Coast, Cape Coast, Ghana
<i>Irene Antonopoulos</i>	De Montfort University, Leicester, UK
<i>Bridget Backhaus</i>	Griffith University, Queensland, Australia
<i>Paul Beehler</i>	University of California at Riverside, USA
<i>Patrick Blessinger</i>	International Higher Education Teaching and Learning Association, New York, USA
<i>Thomas D. Eatmon</i>	Niels Brock Copenhagen Business College, Denmark
<i>Charlotte Forsberg</i>	De Montfort University, Leicester, UK
<i>Omar Madhloom</i>	University of Bristol, Bristol, UK
<i>Erin McLaughlin</i>	Cabrini University, Pennsylvania, USA
<i>Rory Moore</i>	University of California at Riverside, USA
<i>Hope Pius Nudzor</i>	University of Cape Coast, Cape Coast, Ghana
<i>Kshama Pandey</i>	MJP Rohilkhand University, Bareilly, India
<i>Umesh Chandra Pandey</i>	Indira Gandhi National Open University, Bhopal, India
<i>Susan Jacques Pierson</i>	Cabrini University, Pennsylvania, USA
<i>Enakshi Sengupta</i>	International Higher Education Teaching and Learning Association, New York, USA
<i>Alia Sheety</i>	Cabrini University, Pennsylvania, USA
<i>Anil Shukla</i>	MJP Rohilkhand University, Bareilly, India
<i>Sharon Tao</i>	Cambridge Education, Cambridge, UK
<i>Faith Valencia-Forrester</i>	Griffith University, Queensland, Australia
<i>Alan Vogelfanger</i>	University of Buenos Aires, Argentina

This page intentionally left blank

SERIES EDITORS' INTRODUCTION

The purpose of this series is to publish current research and scholarship on innovative teaching and learning practices in higher education. The series is developed around the premise that teaching and learning is more effective when instructors and students are actively and meaningfully engaged in the teaching–learning process.

The main objectives of this series are to:

- 1) present how innovative teaching and learning practices are being used in higher education institutions around the world across a wide variety of disciplines and countries;
- 2) present the latest models, theories, concepts, paradigms, and frameworks that educators should consider when adopting, implementing, assessing, and evaluating innovative teaching and learning practices; and
- 3) consider the implications of theory and practice on policy, strategy, and leadership.

This series will appeal to anyone in higher education who is involved in the teaching and learning process from any discipline, institutional type, or nationality. The volumes in this series will focus on a variety of authentic case studies and other empirical research that illustrates how educators from around the world are using innovative approaches to create more effective and meaningful learning environments.

Innovative teaching and learning is any approach, strategy, method, practice, or means that has been shown to improve, enhance, or transform the teaching–learning environment. Innovation involves doing things differently or in a novel way in order to improve outcomes. In short, innovation is a positive change. With respect to teaching and learning, innovation is the implementation of new or improved educational practices that result in improved educational and learning outcomes. This innovation can be any positive change related to teaching, curriculum, assessment, technology, or other tools, programs, policies, or processes that leads to improved educational and learning outcomes. Innovation can occur in institutional development, program development, professional development, or learning development.

The volumes in this series will not only highlight the benefits and theoretical frameworks of such innovations through authentic case studies and other empirical research but also look at the challenges and contexts associated with implementing and assessing innovative teaching and learning practices. The volumes represent all disciplines from a wide range of national, cultural, and organizational contexts. The volumes in this series will explore a wide variety of teaching and learning topics such as active learning, integrative learning, transformative

learning, inquiry-based learning, problem-based learning, meaningful learning, blended learning, creative learning, experiential learning, lifelong and lifewide learning, global learning, learning assessment and analytics, student research, faculty and student learning communities, as well as other topics.

This series brings together distinguished scholars and educational practitioners from around the world to disseminate the latest knowledge on innovative teaching and learning scholarship and practices. The authors offer a range of disciplinary perspectives from different cultural contexts. This series provides a unique and valuable resource for instructors, administrators, and anyone interested in improving and transforming teaching and learning.

Patrick Blessinger
*Founder, Executive Director, and Chief Research Scientist,
International HETL Association*

Enakshi Sengupta
Associate Editor, International HETL Association

PART I

EDUCATION AS A FUNDAMENTAL RIGHT

This page intentionally left blank

CHAPTER 1

INTRODUCTION TO INTERNATIONAL PERSPECTIVES IN SOCIAL JUSTICE PROGRAMS AT THE INSTITUTIONAL AND COMMUNITY LEVELS

Enakshi Sengupta and Patrick Blessinger

ABSTRACT

The Sustainable Development Goals promoted by United Nations (UN) advocate that education is a fundamental right for human beings, and free universal primary education should be accessible to all regardless of gender or country of origin. Education on human rights aims to provide information on fundamental rights, equality and being non-discriminatory in nature by having its universal appeal. Learners should be exposed to human rights education and to relate it to their cultural context and build on real-life experience. Students should be encouraged to foster participation in creating a learning environment free from fear and upholds empowerment and human rights values. Universities and faculty members play a vital role in imparting education that helps build a strong foundation of society where people are respected and treated equally and gets equal opportunity for upward social mobility while protecting the dignity of such rights. This book addresses the role of education to uplift people out of poverty and oppression by imparting social justice education at the institution and the community level. Chapters are dedicated to human rights education which talks about fostering a sense of awareness among learners about the dignity of human life through various interventional programs. Such rights are

International Perspectives in Social Justice Programs at the Institutional and Community Levels
Innovations in Higher Education Teaching and Learning, Volume 37, 3–11

Copyright © 2021 by Emerald Publishing Limited

All rights of reproduction in any form reserved

ISSN: 2055-3641/doi:[10.1108/S2055-364120210000037001](https://doi.org/10.1108/S2055-364120210000037001)

discussed with respect to migrant workers, foster youth and prisoners in different countries and how students from all levels can benefit from such education.

Keywords: Equality; non-discriminatory; accessibility; United Nations; empowerment; social mobility; opportunity; social justice; awareness

INTRODUCTION

The United Nations (UN) advocates the need for human rights education (HRE) for every student at the university level, arguing that a systematic change is needed in the educational system in which HRE needs to be incorporated in a more consistent manner (UN, 2006). In the present-day scenario, there is limited knowledge on the presence of HRE in the curriculum how a complete course can be evaluated and its value understood by both the learners and faculty members (Quennerstedt, 2015). Universal Declaration of Human rights (UN, 1948) acknowledged that all individuals globally are universally entitled to free and fair practice of their human rights. The Vienna Declaration and Programme of Action, adopted by the World Conference on Human Rights, affirmed that

States are duty-bound ... to ensure that education is aimed at strengthening the respect of human rights and fundamental freedoms [and that] ... this should be integrated into the educational policies at the national as well as international levels. (UN General Assembly, 1993, Part I, para 33)

Following this declaration and in keeping with the policies, the UN Decade of Human Rights Education (1995–2004) was launched (UN Commission on Human Rights, 2000) and again in 2006, the UN World Program for Human Rights Education (World Program) was presented (UN, 2006). The programs aimed to encourage countries to develop their HRE curricula according to their cultural context and social structure. The Decade of Human Rights Education (1995–2004) gave guidelines and enumerated both processes and policy structures that the nation could adopt. The scope for the World Program, was more encompassing and broader. While it started in 2005, it defines HRE as “education, training and information aiming at building a universal culture of human rights through the sharing of knowledge, imparting of skills and molding of attitudes” (UN, 2006, p. 1).

HRE recommended by the World Program was divided into three different phases, and each had its own focus. The first phase that began in 2005 and continued till 2009 and was dedicated to integrate and inculcate HRE in the schools. It was aimed at addressing and identifying gaps

absence of explicit policies and detailed implementation strategies for human rights education and the lack of systematic approaches to the production of materials, the training of teachers and the promotion of a learning environment which fosters human rights values. (UN General Assembly, 2010, p. 295)

Once the gaps were identified, UN coordinating committee emphasized the human rights framework, policies to develop teacher’s training on human rights

and how these programs could be integrated into the teaching curriculum of the students.

The second phase from 2010 to 2014 was focused on developing HRE more on a higher education context and declared the access to HRE and adequate training both for educators and the students as a fundamental right. The Declaration highlights three critical dimensions of HRE:

- education about human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection;
- education through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners; and
- education for human rights, which includes empowering persons to enjoy and exercise their rights and to respect the rights of others (UN General Assembly, 2011, Article 2).

The third and ongoing phases from 2015 to 2019 stressed the need to reengage and further strengthen the first two phases (UN General Assembly, 2014). The emphasis in this phase was to integrate HRE in the given curricula of the students and further research and investigate how this could be done seamlessly.

Empirical evidence on HRE research has shown that the subject had not been well integrated with the education system. The very first dimension of such programs is aimed at learning about human rights and then the second dimension is learning for human rights (Patel, 2007). Higher education needs to adopt the two phases to gain a comprehensive understanding of the subject and other components such as the existing structures, cultural context and the organizational framework is equally important in understanding and inculcating the subject in the existing curriculum of the students.

EDUCATION AS A HUMAN RIGHT

The modern human rights movement when traced back in history can be attributed to two key political revolutions in the late eighteenth century: the American Revolution and the French Revolution. The two key documents that owed its origin to these revolutions were the US Bill of Rights and the French Declaration of the Rights of Man and of the Citizen. Both documents emphasized political and civil rights.

The Universal Declaration of Human Rights or UDHR, Article 26, states that every individual has the right to education. Education shall be free, in the formative years of an individual and should be made compulsory by every nation. Technical and professional training shall be made generally available to all those who desire to access it, and higher education shall be equally accessible to all based on merit. Education should be designed in a manner that enhances the full development of the human personality and helps in strengthening of respect for

human rights and fundamental freedoms. Education should aim at understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the UN for the maintenance of peace. Parents have a prior right to choose the kind of education that shall be given to their children. These rights have enormous implications as to how each country allocates their resources, the roles of all parties engaged in the educational system and how all parties are treated within the educational system. Thus, understanding education as a human right forms the basis for moral and legal rights and inclusion of diversity in education.

The Dakar Framework of Action considers education as fundamental human rights as

It is the key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the 21st century, which are affected by rapid globalization. The basic learning needs of all can and must be met as a matter of urgency. (*Dakar Framework of Action, 2000, Article 6*)

Yet the truth has often been very different from the ideal state of being. Many children and adults remain deprived of educational opportunities and lead a life of abject poverty, and more so in the recent years with mass migration, war and pandemics. Normative instruments of the UN and United Nation Economic and Social Council Organization (UNESCO) have formulated the international legal obligations for the right to education. These instruments are meant to promote and develop the concept that every individual is entitled to enjoy access to education of good quality, without discrimination or exclusion.

It therefore becomes the duty of governments to fulfill their obligations, legally, politically and morally, to provide education for all and implement effective strategies toward education for all. Education is the primary tool for social mobility helping economically and socially marginalized adults and children to move out of poverty and lead a better life.

International agencies and universities working in this field have been appealing to widening participation by removing unnecessary access barriers and eliminating the monopolization of higher education by privileged groups and by improving practices in higher educational institutions that facilitate the free flow of higher education services across borders. As a result, over the last few generations, we have experienced, in many countries, a shift from elitist higher education systems toward mass and universal system of education.

Traditional boundaries for higher education institutions are increasingly melting giving way to online education and free access to resources as institutions are adapting to the rapidly changing conditions of an increasingly hyper-connected, globalized world. Higher education is entering a brave new era - an era where lifelong (and life-wide) learning is increasingly viewed as a fundamental human right. The notion of lifelong learning as a human right (and post-secondary education as a significant vehicle for delivering those lifelong learning opportunities) has started to gain more attention because of its growing importance in work and social lives of people.

CONCLUSION

Teaching human rights as a subject requires the democratization of the educational system and training of educators to be capable of imparting such education. Teaching of such a subject call for a multidisciplinary approach and a participatory mode of instruction. Faculty members must be sensitized to the need for HRE and the concept of justice, liberty, equality and dignity of individuals. Policymakers and influencers must understand the lack of accessibility of education and education being the only possible way toward upwards social mobility. Reorientation of teaching methods and curriculum will be required to incorporate new components into the existing syllabi.

CHAPTER OVERVIEWS

“Education in Human Rights: Changing the Way We Think and How We Feel,” by Alan Vogelfanger, is about education as a fundamental right that can lift people out of poverty, empower women, safeguard children from exploitative labor and promote democracy. In this sense, the right to education, which is recognized in several treaties, cannot be separated from the right to an education in human rights. The latter is crucial to the realization of human rights and contributes significantly to achieving equality, tolerance and respect for the dignity of others. Plus, through education in human rights, people would not also become more sympathetic about our differences, but they would also be empowered to demand and exercise their own rights, which will certainly contribute to their observance and implementation. This chapter will explore why education in human rights is one of the most powerful tools to prevent atrocities and to guarantee every person a dignified life. Consequently, it will also argue that it is vital to integrate HRE into the curriculum and classroom. Furthermore, this chapter will consider the right to receive this kind of education and the State’s obligation to guarantee it. Finally, it will analyze the best ways to teach human rights in higher education through active learning (simulations, discussions, role-play and moot-courts).

“Bridges to Zambia: Teaching Human Rights Through Immersion Experience,” authored by Alia Sheety, Erin McLaughlin and Susan Jacques Pierson, talks about education as a fundamental factor of development, preparing the educated for a better tomorrow. Education serves to improve quality of life, is a means of enhancing the economic growth for individuals and nations and provides a way for marginalized children and adults to exchange lives of desperation, poverty and injustice for those illuminated with liberty, justice and self-determination. Education is declared by the UN as a human right. This chapter present one model to teach for human rights through experiential learning. It shares a unique experience of education and business students in their immersion trip to Zambia. The model used to develop the partnership is Integral Human Development (IHD). This chapter provides description of the model, how it was implemented and shares direct citations from students’ reflection journals highlighting three themes: communication, reciprocity and self-exploration.

“What Next? Skill Development for Livelihood: A Study of Bangladeshi Immigrant Workers in Kurdistan,” authored by Enakshi Sengupta, explores UN advocating compulsory and free education for all as specified in the Millennium Development Goal. Education is a right of every human being and it is the right to realize other rights. It is the right toward social mobility and to achieve an economic stability in life. Every year hundreds and thousands of people from the developing world leave their home in search of livelihood. They undertake perilous and life-threatening journey in search of jobs. Often, they are motivated with the desire to earn more and ensure a better livelihood for them and their families back home. At times they are driven by persecution, genocide or natural disasters. Bangladesh has been a source of immigrant workers who have been seeking employment mainly as unskilled workers outside their country. These workers working in construction sites, malls or as domestic helps have a “shelf life,” which barely exceeds the age of 50 years. This study conducted in a province of Kurdistan region in northern Iraq explores the fear of losing their livelihood post 50 years of age. In most cases, these workers have not been educated and have not received any skill development training which would enable them to remain as the bread earner long after they have returned home. Both quantitative and qualitative studies were conducted with 149 workers from Bangladesh who have been staying and working in Duhok. The findings have been explained and suitable recommendations were provided in keeping with the data analysis.

“Prison Education Through Open and Distance Learning: Experiences From India,” written by Umesh Chandra Pandey, begins by discussing the United Nation’s Standard Minimum Rules for Treatment of Prisoners, popularly known as Nelson Mandela Rules categorically advocates for the Prison Education and its integration with the educational system of the country. Moreover, principles for the treatment of prisoners, adopted by United Nation in 1990, guarantees that prisoners retain the human rights and fundamental freedoms set out in Universal Declaration of Human Rights, which includes right to take part in education also. However, there is little sensitization about the rights of prisoners in many countries. The issue has gained prominence as several international organizations have now raised concern on these matters. Education of jail inmates has attracted the attention of Open and Distance Learning systems (ODL) in India. Among all the ODL institutions, Indira Gandhi National Open University (IGNOU) has been the major role player. Right from its first initiative to have a special study center in Tihar Jail in 1994, IGNOU’s network for jail inmates has undergone significant expansion. University has now strong presence in the prisons. Under a special collaborative arrangement with Ministry of Home Affairs, IGNOU has started free education to jail inmates from 2010. This chapter gives a glimpse about the model being followed by IGNOU for providing education inside prisons, highlights its good practices, gaps in its functioning and makes recommendations for further strengthening of this network.

“Widening Participation in Service Learning,” by Faith Valencia-Forrester and Bridget Backhaus, is about work-integrated learning (WIL) and service learning which are widespread approaches to experiential, practice-based learning in Australia. Both are associated with extensive bodies of research that support their