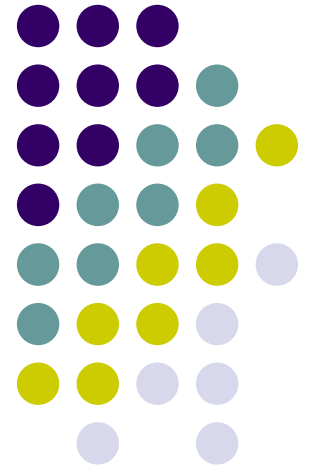


Teaching Policy Practice in a Global Context

A presentation based on the work of
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UNC School of Social Work
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Overview

This presentation outlines a new policy practice course built on the foundation of international human rights emphasizing the comparative policy analysis and principles of liberty, equality and justice within a social development perspective. The course is geared towards fourth-semester MSW students with a macro focus. Recommended assignments, texts, and classroom activities are included.

The New Social Policy Course



- Designed for fourth-semester MSW students in the Management & Community Practice Concentration
- Students will become well-versed in critical thinking, policy analysis, and policy practice skills
- Students will be able to analyze policy and policy implementation, program design, and current social issues within a comparative international context
- Students will consider the effects of globalization on local, national, and international issues



Globalization

- Globalization poses threats to people living in underdeveloped nations with limited opportunities
- In the U.S. the impact of globalization is most severe for low-wage earners
- In other parts of the world lowest paid workers are often in dangerous and exploitative conditions



Globalization (continued)

- Policy practice needs to be taught from a global perspective, as the world becomes smaller with instantaneous communication technology, world trade agreements, and rapid migration (Deardorff & Stern, 2002)
- Students learn to question who wins and loses as a result of policy decisions at local, state, national, international, and corporate levels
- Students learn how policy makers can be influenced by local, national, international organizations concerned with human rights

Globalization (continued)



- Hispanics are largest minority group in U.S.
- Migrants in the U.S. are from a diversity of the world's regions and cultures
 - Leads to tensions around race, religion, and rights of immigrants resulting in an increase in social and economic problems requiring public policies at federal, state, and local levels
- This is a time of political and economic uncertainty

Social Development



- Social development is a perspective that underpins many international development policies and programs
- It emphasizes individuals' rights to learn, participate, and prosper in local and national economies
- One focus is economic opportunity and participation at the community level

Social Development Perspective



- Underpins many international development policies and programs, especially United Nations initiatives (Midgley & Sherraden, 2000; Stavenhagen, 2000).
- Empowerment of all people to participate in the economy as both producers and consumers

Social Development Perspective (continued)



- Social development is beginning to emerge in social interventions (e.g. TANF)
- MSW students should seek intervention ideas from developing nations, especially those influenced and funded by the UN

Course Objectives



- 13 course objectives
- Holistic in nature
- Include global, national, state, and local policy analysis and an examination of advocacy methods and social action initiatives

Course Structure



- Based on 4 major components:
 - Ethics and social work values
 - Social movements and social issues
 - Social policy analysis
 - Policy practice products

Principles Underlying Course Content



- Core Values (Drake, 2001):
 - Equality – individuals are entitled to equal treatment or consideration when their circumstances coincide
 - Freedom – used in a social sense for civil liberty
 - Liberty – used in a personal sense to incorporate free will
 - Justice – requires differential treatment of individuals according to differences in circumstances
- After establishing these principles, question global human rights and policy

Human Rights Declarations and Related Documents



- International Bill of Human Rights composed of:
 - United Nations Universal Declaration of Human Rights (UNDHR) – 1948
 - International Covenant on Economic, Social and Cultural Rights – 1966
 - International Covenant on Civil and Political Rights – 1966
- Students become familiar with these documents and discuss how they relate to current national and global issues and apply them to policy analysis

Human Rights Declarations and Related Documents (cont.)



- Class discussion of how human rights relate to social work ethics
 - Discuss ideas of self-determination and other population-specific dilemmas (e.g. rights of women)
 - Discuss responsibility of government in securing and protecting human rights
 - Discuss liberal and conservative social policy

Human Rights Declarations and Related Documents (cont.)



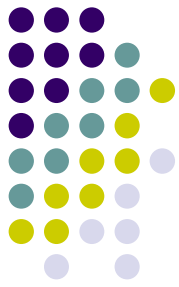
- Convention on the Rights of the Child (CRC)
 - Focuses on health, educational, and civil rights (Andrews & Kaufman, 1999).
- Refugee Convention
 - Emphasizes right to seek asylum and find safe refuge in another state, return rights to his/her original state, and right to integrate locally or resettle in a third country (Steiner, Gibney, & Loescher, 2003)

Human Rights Declarations and Related Documents (cont.)

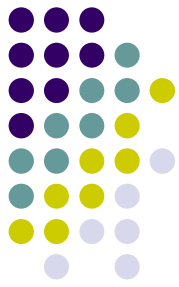


- Convention to the Elimination of All Forms of Discrimination Against Women (CEDAW)
 - Defines types of discrimination against women and addresses cultural context and tradition-shaped gender roles (United Nations, 1999).

Implementation of UN Policies at the National and Program Level



- Students are encouraged to conceptualize potential policies and interventions to realize human rights goals
- UN declarations, conventions, and treaties provide a base from which government and nongovernmental organizations develop local and national plans of action (e.g. After Belize signed the CRC they received money through UNICEF to establish national programs supporting children's rights).



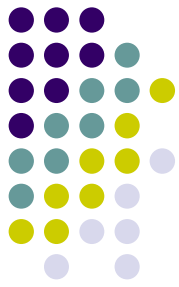
Policy Analysis

- Students must choose a policy (global, national, or local) and analyze it incorporating the principles of liberty, freedom, equality, and justice
 - Does the policy affect change?
 - Does it treat all people equally?
 - Who benefits from policy privileges?
 - Does it promote a set of values or accommodate diverse groups?
 - Does it change individuals or environments?

Policy Practice

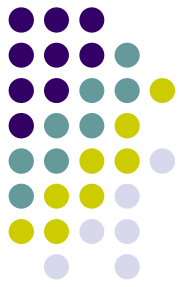


- Policy advocacy is discussed
- Practice skills emphasized: administrative policy development, legislative policy proposal, lobbying
- Written and presentation skills important parts of policy practice:
 - Students are required to make two policy presentations



3 Assignments

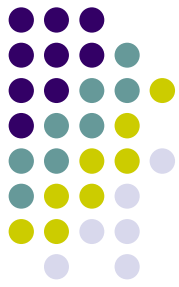
- 1) Students make policy comparisons among 3 countries (U.S., a Western European country, and a less industrially developed nation) using information from the Human Development Index
 - Students choose countries and issues of personal interest and complete the International Policy Analysis Grid (Attachment A)
 - Students present information to peers on a range of issues and countries (e.g. housing issues in U.S., Sweden, and Egypt)



Assignments (cont.)

- 2) Students choose either:
 - a) a critique of legislative or administrative policy or
 - b) an analysis of a lobbying visit to a local or state politician to advocate for a particular policy position
- 3) Students complete an analysis of a national or international policy

Other Curriculum Suggestions

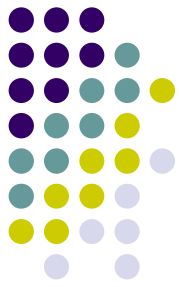


- Guest speakers who could share their perspective on the policy development process (examples from past classes: state representative, indigenous woman from Guatemala who spoke about the 36-year civil war and reconciliation process)
- Apply NASW Code of Ethics to policy analysis and connect its provisions to human rights

Other Curriculum Suggestions (cont.)

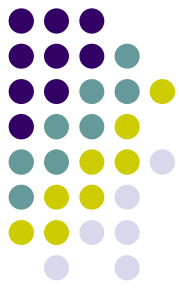


- Model the 3-country policy comparison to prepare students for their assignment
- Create a climate for safe dialogue
 - Mutual respect and trust
 - Encourage students to take a position on tough issues



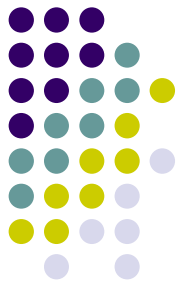
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