



Centre for Human Rights Education Post Graduate Colloquium

12 AUGUST 2017: Curtin University Building 211.223



WELCOME

...to the Centre for Human Rights Education's annual post-grad colloquium. We will hear from CHRE post-graduate students whose presentations will focus on elements of their PhD research. This is a valuable opportunity for you as students to present your work to your peers, and to discuss topics of interest in a collegial environment. Presentations at university research colloquia are important opportunities to develop scholarship and critical friendships. There will also be a panel presentation by CHRE researchers, and time provided for feedback.

Programme:

9:00am	Breakfast bites* (CAS Foyer) then move to Room 211.223 for presentations
9:30am	Welcome and introductions - Professor Baden Offord
9:40am	Presentation 1 - Mary Lynn De Silva
10:00am	Presentation 2 - Chemutai Glasheen
10:20am	Presentation 3 - Misty Farquhar
10:40am	Morning Tea*
11:10am	Presentation 4 - Elizabeth Lang
11:30am	Presentation 5 - Anita Lumbus
11:50am	Discussion and Panel - Lisa Hartley, Yirga Gelaw Woldeyes and Greg Watson
12:10pm	Close



* Vegetarian options available.

CENTRE FOR HUMAN RIGHTS EDUCATION POST GRADUATE COLLOQUIUM 2017

Presentation abstracts:

Mary Lynn de Silva

'Feel the Light': The Story of a PhD

Rabindranath Tagore once said, "Faith is the bird that feels the light when the dawn is still dark." As a researcher, Mary Lynn's journey has been no different. Blind alleys and forests with no paths become familiar terrain. Intuition and intellect, like the millions of light-sensitive silver halide crystals of camera film, form both the substance of creativity and survival. Too much or too little exposure to light destroys an image. The pursuit of truth – light – requires technique, courage and gamble. Ultimately, however, it is trust in the picture that is felt before it is realized that helps discern the paths to pursue, and which to abandon.

Chemutai Glasheen

Telling Stories, Telling Rights

Stories have been the cornerstone of education in most cultures. The United Nations Convention of the Rights Children (CRC) requires that the principles and provisions of the Convention be widely known, by appropriate and active means, to adults and children alike. I am a storyteller and my mission is to make accessible the contents of the treaty to young people with the understanding that stories are the cultural transmitters of children's rights. Literary writing offers an opportunity for an engagement on what human rights are and how they manifest in an every day lived experience. In this presentation, I explore the collegial relationship between human rights and literature with a focus on African understandings of human rights.

Misty Farquhar

Living outside the binary in Australia: fence-sitter or bridge-builder?

In recent times in Australia there has been increased recognition of same-gender attracted people, but people who do not fit into a socially normative binary definition of sexuality (non-monosexual) and gender identity (non-binary) have not reached the same level of recognition.

As such, they can be more vulnerable to systemic and individual victimisation than those who fit within more binary models, even within the LGBTIQ+ community. My research aims to make the experiences of non-monosexual / non-binary people in Australia visible, particularly in relation to social recognition. Data is currently being collected through surveys and semi-structured interviews.

Elizabeth Lang

Education, Opportunities and Outcomes for South Sudanese Girls in Western Australia

The presentation will provide a brief insight into the research which is focused on exploring the educational opportunities and outcomes of 5-18 year-old South Sudanese girls living in Western Australia to uncover the challenges unique to this group and the opportunities presented by refugee resettlement in Australia. The research seeks to uncover the challenges experienced by girls in educational attainment when compared to their Australian female counterparts and also their South Sudanese male counterparts. Presenting a perspective on the impact of gender on identity and educational opportunities, challenges and outcomes. The experience of migration to Australia presents new challenges and opportunities for furthering the education of girls. The historical, cultural and political context of South Sudan also provides an important insight into the experience of education for girls. There will also be a short discussion on key research areas, rationale, methodology and assumptions underlying the research. Key to this is the issue of intersectionality (of race, gender, socio-economic status, culture, refugee experience etc.), which is used to frame and conceptualise the research. The issue of positionality will be explored further with regards to some of the potential ethics and politics involved for me personally as a South Sudanese woman with a lived refugee experience undertaking research in my community.

Anita Lumbus

Photovoice and empowerment: reflections on a project with refugee women

Photovoice is a participatory research tool where participants are given cameras to photograph issues of concern in their community and engage in critical dialogue and reflection about their photos in small groups. It also aims to influence policy makers through the power of the visual image. It is promoted as a method for facilitating empowerment, particularly among people who experience marginalisation, providing a creative and accessible way for people to express their needs and issues.

In 2016 I conducted a research project using photovoice to explore refugee women's perspectives on settlement in Western Australia. I will present on the themes I identified based on interviews and group discussions with women on their experience of the photovoice process, as well as draw on the relevant literature in considering its effectiveness as a tool for empowerment.

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