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Human rights and knowledge through experience

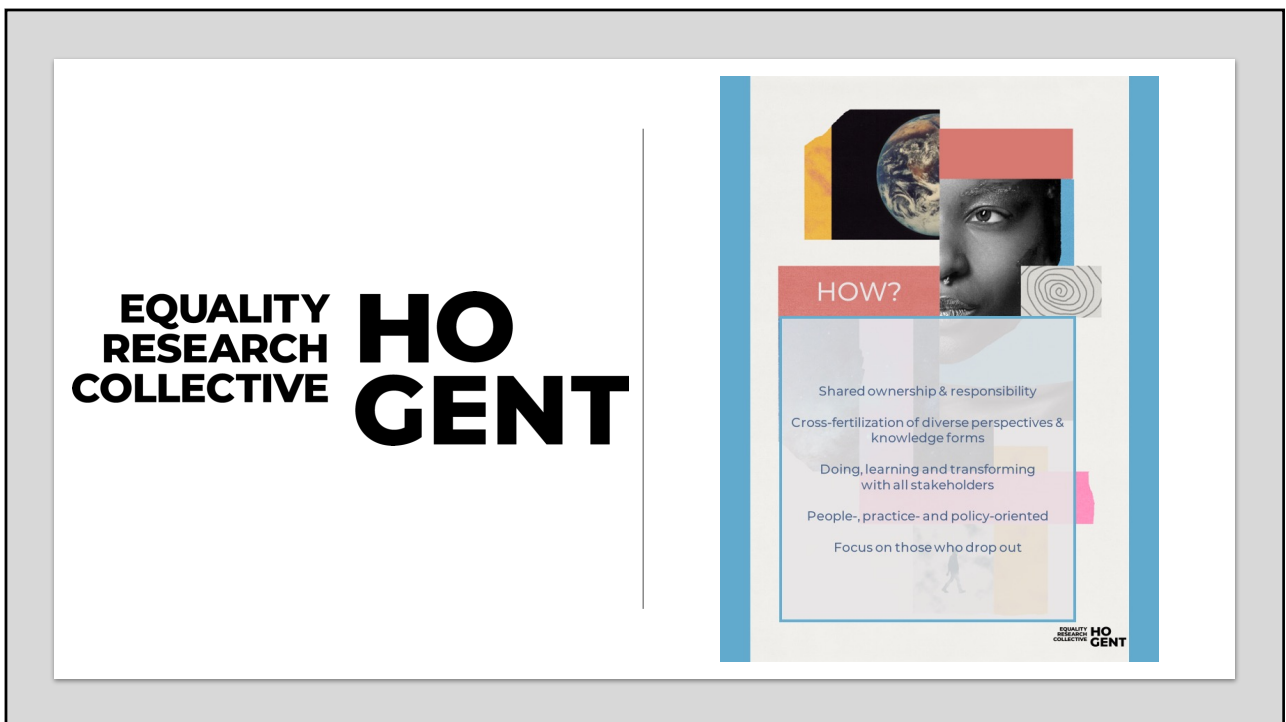
- In the field of human rights: recognition of **scientific knowledge** (knowledge coming from scientific research on human rights) and **practical knowledge** (knowledge coming from 'doing' human rights)
- Lack of **knowledge through experience** = knowledge on human rights, based on the experiences of those people who face violations of their human rights on daily basis
- Non-recognition of experiential knowledge = **issue of epistemic injustice**: '*injustice done to someone specifically in their capacity as a knower*' (Fricker, 2007)
- ≈ slogan 'Nothing about us without us is for us'

→ how the recognize and use knowledge through experience as a third source of knowledge in theory, policy and practice?

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The challenge of knowledge construction

- **History of social care research and education:**
- Professional authority and expertise
- Elitist structure that reproduces social inequalities and representations from the hegemonic centre



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Knowledge by experience

- Knowledge by experience as third form of knowledge
- Interdisciplinarity
- Interwoven in our research, education and student support
- Shared responsibility in the construction of knowledge in different stages of the project
- Aiming for transformative change and sustainable co-impact



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What sets us apart?

- Five paid experts by experience
- 'Equal colleagues in team'
- Social work and special needs education
- Education – research – student support
- Focus on 'structural embedding'
- Space for experiment



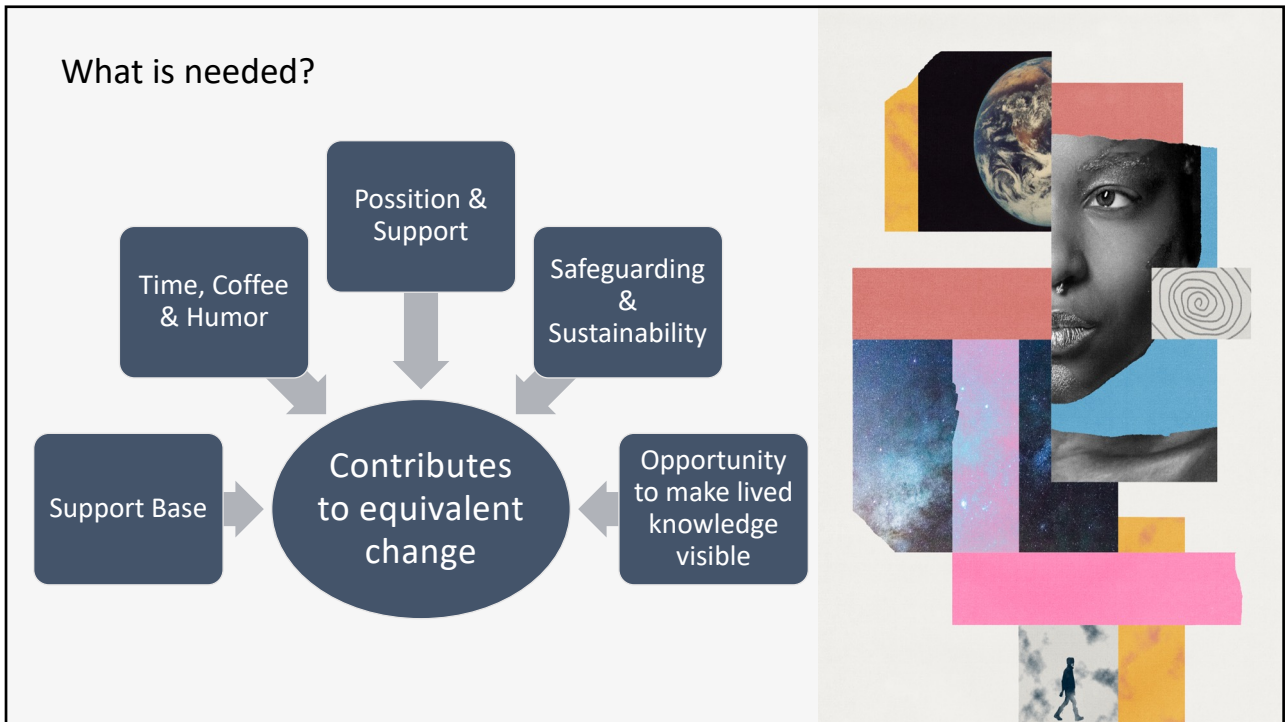
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What is required to make it successful?

- Support and trust from coordination and staff (intervision)
- 'Believers' and pioneers
- Start small and build 'succes'
- It takes '2-3 years'
 - Relation building
 - Content building
 - Shaping the pedagogical space
- Belonging and stigma
- Safe space
- Shared goal



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What is needed?

“Precious is the wisdom that comes through experience is gained.”
Robert Ascham

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