Acknowledgments

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The toolkit was written by Theresa Harris of the Scientific Responsibility, Human Rights and Law Program at AAAS, with essential input and editing by Mark Frankel, Jessica Wyndham, and Ellen Platts.

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- Rush Holt, AAAS
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- Emmanuel Letouzé, Data-Pop Alliance
- Felice Levine, American Educational Research Association
- Bradley Miller, American Chemical Society
- Douglas Richardson, Association of American Geographers
- Gabriel Twose, Society for the Psychological Study of Social Issues
- Jennifer K. Wagner, Esq.
- Ronald Wasserstein, American Statistical Association
- Emira Woods, ThoughtWorks
- Jessica Wyndham, AAAS
SCIENCE AND HUMAN RIGHTS CAMPUS EVENT TOOLKIT

The AAAS Science and Human Rights Coalition is pleased to offer this toolkit to students as a resource for planning events on their campuses and in their communities on the intersections of human rights with science and technology. This toolkit includes ten short video “snippets” including interviews with and presentations by members and leaders of the scientific and human rights communities, discussing an array of issues at the nexus of science and human rights:

- Protecting the human rights of scientists, engineers, and health professionals;
- Applying science and technology to human rights research and documentation;
- Scientific associations as a constituency for human rights;
- Professional ethics and human rights;
- The human right to enjoy the benefits of scientific progress and its applications.

Resources in this toolkit include:

- Tips for planning your campus event;
- Suggestions for facilitating conversations around these videos;
- Ideas for ways attendees can get involved and take action; and
- Tools for collecting feedback and evaluating impact.

These resources are available for free to students. If you use the toolkit, please let us know so we can connect you with other students and provide assistance:

- Email us at srhrl@aaas.org to add your event to our campus event calendar
- Add event details, pictures, and discussions to our social media accounts
  - Twitter: @AAAS_SRHRL or https://twitter.com/aaas_srhrl
  - Facebook: https://www.facebook.com/SRHRL/
- After the event, please let us know how it went by completing this short survey: https://www.surveymonkey.com/r/SRHRLcampusevents.

QUESTIONS?

If you have any questions about the toolkit or would like help planning your event, contact the AAAS Scientific Responsibility, Human Rights and Law Program at srhrl@aaas.org.
Planning Your Event

A well planned event is likely to be a successful event. By addressing each of these questions in your planning, you will develop clear goals, avoid common mistakes, attract attendees, and provide them with the information and environment needed to encourage lively participation.

1) What do you want to achieve?

Set goals for your event. Do you want to attract attention to your campus group, meet new people from different backgrounds, spark ideas, or build momentum to address an urgent issue? How will your event inform participants of opportunities to continue the conversations and get involved? Depending on your answers to these questions you can then answer the question, who is your audience for this event? Setting goals at the beginning of the planning process will guide each step and help you measure whether your efforts were successful.

2) What do you need?

**Space.** When selecting the location for your event, make sure it is well suited for the number of people you expect to attend. Your goals for the event may require a particular type of room and configuration. For example, if you will have a guest speaker or panel, you will need a table at the front and seats for a larger crowd. If your goal is for the participants to engage each other in a dialogue about the videos, a smaller room in which you can sit in a circle, or even a café or similar comfortable place besides a classroom, might work best. The space should be accessible to persons with disabilities. Also consider whether there will be adequate parking and if attendees can easily get to your event using public transportation.

**Equipment.** To show the videos, you will need to consider the appropriate A/V equipment. Larger rooms will require an LCD projector and projection screen. You will also need a computer to show the videos. Does the room have a reliable Wi-Fi connection? If not, make sure to download the videos ahead of time. You will likely need an audio connection too, so the sound from the videos can be heard. Depending on the size of the room and the number of participants, you may need a podium with a microphone for the facilitator and any guest speakers. For groups of larger than 50 participants, consider using a handheld wireless microphone that can be passed around during the discussion. Finally, consider whether you will want to make notes from the conversation. If so, you will want a room with a marker board or a flip chart and markers, so everyone can see the notes.

**People:** This type of event requires a facilitator. The event organizer can take on this role, but it is often more effective for one person to handle the event logistics as “host” and another to facilitate the discussion. In addition, you may need people to help publicize the event, set up the room, and hand materials to participants as they arrive. Will you have a guest speaker or panel of speakers? This can be a good way to draw more people to your event. AAAS can help you identify potential speakers; contact srhrl@aaas.org for ideas and suggestions. If you have a relatively high-profile guest speaker, or someone with special needs, consider designating one person from the organizing group to be responsible for taking care of the speaker’s needs, especially on the day of the event if there is travel involved.

**Information:** This guide provides examples of several types of handouts you may want to adapt for your event and share with participants, including an event agenda and a list of resources for future exploration. If you would like brochures about science and human rights projects at AAAS, including On-call Scientists, the AAAS Science and Human Rights Coalition, and the Geospatial Technologies Project, please email srhrl@aaas.org at least 10 days in advance. Many of the items on the resources list can be downloaded and printed for your meeting, if you would like to make them available to participants. In addition, think about action items and next steps. Will participants need to know more about your campus group or department’s projects? Is there a petition you would like attendees to sign? If so, make those available at your event, along with pens for signing.
Budget: The videos and other resources are available for free on the AAAS website, so this event can be organized for a very low cost. Budget for refreshments and copies of handouts and other materials. If you plan to invite a guest speaker who will travel to your event, you will likely need to cover travel expenses and possibly accommodation. In many cases, these types of expenses can be supported through departmental budgets or student government funding for campus activities. Investigate potential sources of funding well in advance.

3) How will people find out about your event?

Promoting your event is essential. Fortunately, it isn't difficult. Ask yourself: how do I usually hear about events on campus? Then use those same tools – email, social media, newsletters, flyers. Announce your event well-ahead of time and send out reminders right before the event. Don't forget your goals for the event! This is especially true if you want to connect across departments or reach out to different groups, which may require you to break out of your usual networks.

Please tell AAAS about your event so we can share the details with our networks. We list all of the campus events on our website and post events on the AAAS Scientific Responsibility, Human Rights and Law Program’s social media accounts, both before and after the events:

- Twitter: @AAAS_SRHRL or https://twitter.com/aaas_srhrl
- Facebook: https://www.facebook.com/SRHRL/

Sample email invitation

Science and Human Rights: Join the Conversation!
You are invited to "Science and Human Rights: What are the Connections?"
Hosted by [Your Organization or Department]
[Day of the week, Month Day, Year]
[Time]
[Room location]
RSVP by [deadline] at [Link to registration/email address to RSVP/link to Facebook event].

What are the connections between science and human rights? At this event, we will watch a series of short videos that explore issues at the nexus of science and human rights. With these videos, we will talk about the opportunities for positive social change and the important challenges involved in...

- Applying science and technology to human rights research and documentation;
- Protecting the human rights of scientists, engineers, and health professionals;
- Professional ethics and human rights;
- Scientific associations as a constituency for human rights; and
- The human right to access the benefits of scientific progress.

This event has been made possible by the AAAS Science and Human Rights Coalition and the Andrew M. Sessler-AAAS Fund for Science, Education, and Human Rights.

Questions? Contact [name of main point of contact] at [email address/other contact details].
4) What are the next steps?

Every event should have an outcome or suggestions for actions that attendees can take as a result of what they have learned. If your event is designed to tie into an ongoing project or campaign, share information about how attendees can get involved. Other next steps could include:

- Invite attendees to a follow up meeting to discuss relevant articles they have read since the event or share their own research at the intersections of science and human rights;

- Review the syllabi and annotated bibliography developed by the AAAS Science and Human Rights Coalition and send comments and additional materials to the curators identified in those documents (or to srhrl@aaas.org);

- Attend a meeting of the AAAS Science and Human Rights Coalition or schedule a viewing of a meeting webcast;

- Sign up for the Science and Human Rights Report, a monthly newsletter that includes news, events, internships, calls for papers, and other opportunities to get more involved in Science and Human Rights;

- Launch a discussion with faculty aimed at integrating human rights into science, engineering, and health curricula.

If you would like to brainstorm other possibilities, please contact AAAS staff at srhrl@aaas.org. We would welcome the opportunity to discuss opportunities for future engagement that would fit in with your goals and your audience’s interests.

5) Measure your accomplishments and report back

Did you achieve your goals for the event? Recording the number of attendees, their affiliations (if you were aiming to reach a particular group of people or new audiences), and whether they stayed through to the end of the event are a few ways you can determine whether you were successful. You can also ask for feedback through a survey. A sample survey and more ideas and tools are provided in “Collecting Feedback and Assessing Impact” on page 12.
# Suggested event planning timeline

| Six to eight weeks before: | ➢ Set goals for the event, and based on those, list what you will need: space, equipment, people, information.  
➢ Set date and time. Reserve space.  
➢ Invite guest speaker(s), if this will be part of your event. (Contact AAAS if you would like assistance in identifying a suitable speaker.)  
➢ Find out how far in advance you will need to request A/V equipment and/or order refreshments and add that to your schedule (the advance time needed for this will depend on the specific type of event and location).  
➢ Create a plan for publicizing the event. |
|---|---|
| Four weeks before: | ➢ Announce the event on campus calendars, by email, and on social media.  
➢ Send details to srhrl@aaas.org so AAAS can add it to our event calendar and social media. |
| Two weeks before: | ➢ Send reminders about the event, including on social media. Make sure to include the most interesting features of the event (such as a guest speaker or opportunities to meet new people). Don’t forget to mention snacks if you will provide them!  
➢ Confirm who will be responsible for the various tasks leading up to the event, on the day of the event, and follow up afterwards. |
| One week before: | ➢ Test the room’s A/V equipment to make sure it is well-suited for playing the videos.  
➢ Make copies of handouts – agenda, speaker bios, resource list, survey. |
| Day of the event: | ➢ Send reminders about the time and location of the event. Make sure to include details such as directions to the room or parking instructions.  
➢ Get to the room early to make sure all of the equipment is set up.  
➢ Test the A/V equipment.  
➢ Take pictures of the event.  
➢ Collect immediate feedback after the event is over. |
| Day after the event: | ➢ Follow up with participants. Thank them for attending, ask for their feedback, and outline next steps or provide additional resources.  
➢ Share details about your event with AAAS at srhrl@aaas.org. |
Sample event agenda

NOTE: This agenda can be adapted to include guest speakers. You can show all ten of the videos, which will prompt discussion across the key intersections of science and human rights, or you can select a few videos for a more in-depth conversation on one or two topics. The agenda should be determined by your goals for the event.

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<th>AGENDA</th>
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<tr>
<td>[Date, Time]</td>
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<tr>
<td>[Host organization(s)]</td>
</tr>
<tr>
<td>[Names of host, facilitator, guest speaker(s)]</td>
</tr>
</tbody>
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1. Welcome and Introductions – Event Host/Facilitator

2. Science, Technology and Human Rights: What are the Connections? – Facilitator/Guest speaker(s)

3. Videos and Discussion:
   a. Science and Technology in the Service of Human Rights
   b. Human Rights and Scientific Responsibility
   c. Scientists, Engineers, and Health Professionals as Human Rights Defenders
   d. Working Together – Opportunities and Challenges
   e. A Human Right to Science? The Right to Enjoy the Benefits of Scientific Progress and Its Applications

4. Next Steps

5. Wrap Up and Feedback
Facilitating a Discussion on Science and Human Rights

For this type of discussion-driven event, the facilitator plays a very important role. The facilitator introduces the topic, keeps the conversation flowing smoothly, makes sure every participant has an opportunity to express themselves, and closes the event in a way that leads to future engagement, if appropriate.

The facilitator should be involved in organizing the event so that she or he is very familiar with the topic, goals, and audience. However, the facilitator does not need to be the lead event organizer, or even the event host. You might consider inviting a faculty member, a fellow student, or a guest speaker who has experience facilitating cross-disciplinary dialogues. Experts from the Scientific Responsibility, Human Rights and Law Program at AAAS are available to serve as facilitators.

1. **Welcome everyone.** If the group is small enough, ask participants to introduce themselves and share their interest in the topic.

2. **Explain the goals for the event.** Why are you holding this event? Make sure everyone has the agenda and other handouts. If you have a sign-in sheet, explain how you will use the information and ask people to fill it out. Explain how you will collect feedback so that if people leave early you can follow up with them. (If the facilitator and the host are not the same person, the host may welcome everyone and explain the goals.)

3. **Ground rules for discussion.** Explain that this is a very participatory event designed to encourage open discussion. Several of the videos introduce controversial topics on which not everyone will agree. Ask participants to share their own knowledge, listen and learn from the knowledge and views of other participants, and stay open to new ideas. If you will be using a formal technique for giving participants the floor (passing a wireless microphone or using a talking stick, for example), explain that process. If it will be an open discussion, state clearly that the goal is for everyone to participate. Encourage those who are usually quiet to jump in. Once these ground rules are established (and any others that may be part of your group’s usual meeting processes), it is the facilitator’s job to uphold them for the group.

4. **Introduce the topic.** Unless your event includes a guest speaker who will discuss the intersections of science and human rights in his or her talk, the facilitator should introduce the topic. A suggested introduction is provided in the sample agenda, but there are many other ways you could introduce the topic, depending on the participants’ backgrounds and the goals of the event. An introduction to the topic for a campus human rights group might differ from one attended primarily by medical students, for example.

**Sample Introduction**

“Human rights advocates are increasingly turning to scientific research methods and innovative applications of technology for documenting and monitoring human rights abuses. The empirical evidence that results from rigorous scientific research can shine a light on human rights abuses against a hidden or stigmatized population, challenge deeply held beliefs, and help cut through highly politicized debates. Objective reports by scientific experts have been essential to transitional justice processes, including truth and reconciliation processes and courts tasked with holding human rights violators accountable.

During this event, we will watch ten short videos that feature interviews with and presentations by leaders who are making innovative connections between science, technology, and human rights. After each video, we will discuss the points the speaker has made. Beyond the opportunities that science and technology in the service of human rights offer, we will explore some of the difficulties and dangers inherent in these methods. We will discuss the
responsibilities that scientists, engineers, and health professionals have when working on human rights projects, the importance of collaborations for success, and the emerging recognition of the human right to enjoy the benefits of scientific progress and its applications. To kick things off, here is the first video..."

5. **Guide the discussion.** The videos at [http://www.aaas.org/program/science-and-human-rights-campus-event-toolkit](http://www.aaas.org/program/science-and-human-rights-campus-event-toolkit) provide a series of ten “conversation starters.” You can play all of them in order at your event (approximately 25 minutes total), pausing after each to discuss the questions below. Showing all ten videos will cover several key topics at the intersection of science and human rights. You may prefer to select a few videos and hold a more in-depth conversation on one or two topics. This second approach may work best if you have a guest speaker who will address a particular issue. Whether you show all or a select group of the videos, give everyone a chance to think about the answers and discuss their thoughts after each video. This might involve allowing some moments of silence as people think through their responses. If a few people are dominating the conversation, you can specifically invite input from individuals who haven’t been active. Keep track of the time and move to the next video at the appropriate time. Remind participants of the ground rules, when necessary.

**Discussion Questions**

1) **Applying Science to Human Rights: “We can document that” (1 minute, 23 seconds)**
   - In this video, a social psychologist, a statistician, and a geographer talk about their work to advance human rights. How are these disciplines being applied for human rights?
   - What types of human rights challenges are raised by the speakers?
   - What other challenges could these types of scientific research and methods help document?
   - The final speaker highlights the importance of multidisciplinary approaches. What are some of the other sciences, or applied scientific fields that can be used to advance human rights?
   - How can what you are learning in your own courses be used for human rights?

2) **“Opening Up the Democratic Space” Using Technology (1 minute, 29 seconds)**
   - Beyond the specific applications described by Emira Woods, how else has access to technology opened up new opportunities to protect human rights?
   - Are there also potential negative applications of technology for human rights? (Note that later videos will offer additional opportunities to discuss these opportunities and dangers in more depth.)
   - How might technology be used on your campus to “open up” the students and university governance processes?

3) **Case Study: DNA for victim identification and family reunification – New tools, new challenges (5 minutes)**
   - This video provides a specific example of how science and technology are being applied to support victims of human trafficking.
• How much does an understanding of the specific human rights challenge affect the design of this scientific study?

• What are some of the challenges in design and development?

• How can these challenges be addressed in different stages of the project?

• Do you think there is a “knowledge gap” about human rights on your campus? If so, how might that gap be filled?

4) A Role for Science in the Practice of Human Rights (2 minutes, 18 seconds)

• What human rights challenge is the speaker in this video working to address?

• How is that different from the specific scientific question he wants to answer in support of his work?

• What scientific methods, tools, or other resources would be useful here?

• What are other examples of how scientific methods and tools could be used to support the practice of human rights?

5) The Human Rights of Scientists (2 minutes, 37 seconds)

• What special “threats” do scientists pose?

• How can the act of scientific discovery become a challenge to authority that endangers the lives of scientists, as Patricia Davis describes?

• What obligations do governments have to protect scientists?

6) “What Are We Doing to Advance Human Rights?” (3 minutes, 7 seconds)

• What responsibilities do members of the scientific community have to promote and protect human rights in their work?

• What are some of the standards Rush Holt is talking about?

• What are some examples of the ways science has “run roughshod over human rights,” as Rush Holt states?

• How can scientists take measures to prevent negative impacts of their work on human rights?

7) Case Study: Big Data “Conflicting results and power imbalances” (1 minute, 59 seconds)

• Jay Aronson makes a provocative statement. What do you think - is data “the new oil”?

• What are the new human rights opportunities created by advances in data analysis?

• How could “Big Data” negatively impact human rights?
• What would help data scientists prevent negative human rights impacts of their work?
• What responsibility do data users have to protect human rights?

8) Case Study: Tanks or Trees? “Separate the analysis from the agenda” (1 minute, 39 seconds)
• The speaker, Jonathan Drake, uses geospatial analysis and remote sensing to document human rights conditions. What are some other potential applications of this field?
• Can you think of other examples of when scientists have been excited to have data that proves their hypothesis and overlooked alternate solutions?
• Are there special dangers for this kind of error in human rights work?
• What are some of the ways scientists can prevent making this type of mistake? Why would those be helpful?
• Are these preventive measures already part of common research practices?

9) Scientific Associations: A Leadership Role (1 minute, 49 seconds)
• In light of the opportunities we have discussed so far, how can scientific membership associations contribute to advancing science in the service of human rights?
• How can scientific associations help address some of the issues we have discussed so far regarding scientific responsibility? (Remember Rush Holt’s comments about moving forward together in the earlier video.)
• Gabriel Twose talks about how working on your own on a challenging human rights issue can be difficult. Why do you think that is? Have you ever experienced this in your own work or your studies?
• How can multidisciplinary collaborations help address this?

10) The Right to Enjoy the Benefits of Scientific Progress and Its Applications (3 minutes, 16 seconds)
• This right has been included in international human rights documents since the Universal Declaration of Human Rights, which was adopted by the United Nations in 1948. Yet the right is not widely known and understood in the same way as many other rights, such as the right to freedom of expression. Why do you think that is the case?
• What do you think are the most important benefits of scientific progress and its applications to humanity?
• What steps could a government take to protect, respect, and fulfill the right as part of its human rights obligations?
• How would full enjoyment of the right help advance other human rights?

6. Wrap up. Thank participants for coming to the event and for their contributions to the dialogue. Explain the next steps and suggestions for action. Invite participants to share their feedback, both for the event organizers and for AAAS. See “Collecting Feedback and Assessing Impact” on page 12 for more details.
Collecting Feedback and Assessing Impact

The best way to find out if you achieved your goals for the event is to collect feedback from the participants. This feedback can take several different forms:

- **Collect data.** You can count the total number of attendees, and you can count whether they were the audience you wanted to reach: For example, what department are they in? Are they already members of your student group or are they from a different group with which you want to collaborate? You can also count how many attendees actively participated compared to the total number of participants. Another important indicator of success is how many attendees signed up to work on future projects or otherwise took action at or immediately following your event.

- **Note highlights from your event.** What were the best questions or comments from the audience? Did the event generate interesting discussions that you weren’t expecting? Was the general feeling of the event positive and exploratory? Take notes and take pictures.

- **Get immediate feedback.** Hand out pens and a very brief survey (example below); ask participants to return completed survey to you before they leave. Placing a box or tray toward the exit will make it easy for people to turn in the surveys. You can adapt the sample questionnaire to gather information relevant to your own goals for the event. If you do make changes, make sure to keep the survey short—no more than one page—and include one or more questions that prompt attendees to commit to future action.

- **Follow up** with participants, partner organizations or co-sponsors after the event. This follow up should provide them with resources that were mentioned during the event, an invitation to provide additional feedback, and opportunities for future action.

**Sample follow up email**

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**Thank you! Survey, Videos, and Resources**

Thank you for participating in our event!

If you would like to watch the videos again, they are all available at [http://www.aaas.org/program/science-and-human-rights-campus-event-toolkit](http://www.aaas.org/program/science-and-human-rights-campus-event-toolkit). The website also includes additional resources on the connections between science and human rights.

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If you have a special guest speaker or facilitator, send a special “thank you” note to her or him.

Finally, please complete the brief survey at [https://www.surveymonkey.com/r/SRHRCampusEvents](https://www.surveymonkey.com/r/SRHRCampusEvents). This survey will help AAAS expand and improve the resources we provide for campus events. It will also allow us to tell you how the feedback from your event compares with similar events on other campuses.
Sample audience questionnaire

PLEASE CIRCLE OR TEAR THROUGH YOUR ANSWER

<table>
<thead>
<tr>
<th>YES</th>
<th>Did watching the videos help you better understand the connections between science, technology, and human rights?</th>
<th>NO</th>
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<tbody>
<tr>
<td>YES</td>
<td>Did the group discussions about the videos increase your understanding of the complexities in connecting human rights with science and technology?</td>
<td>NO</td>
</tr>
<tr>
<td>YES</td>
<td>Did this event increase your interest in making these kinds of connections as part of your studies and/or career?</td>
<td>NO</td>
</tr>
<tr>
<td>YES</td>
<td>Do you plan to take one of the action steps mentioned during the event?</td>
<td>NO</td>
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If you answered YES to the last question, please fill out the sign in sheet so we can follow up with you. Please share any additional feedback about the event on the back of this survey.

Thank you for joining us!
Sample sign in sheet

Science and Human Rights: What are the Connections?

Please sign in. We will share additional resources, next steps, and a link to a survey with you soon after this event.

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Major (or student group, or other information that corresponds to your event goals)</th>
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Additional Resources

Programs and Projects Mentioned in the Video

AAAS Scientific Responsibility, Human Rights and Law Program
AAAS Science and Human Rights Coalition
AAAS On-call Scientists
AAAS Geospatial Technologies Project
Duke Science and Society: DNA Applications in Human Rights and Human Trafficking

Teaching and Learning Materials on Science and Human Rights

Syllabi: Science and Human Rights
A list of syllabi for courses and teaching modules, with PDFs attached, on science and human rights.

Annotated Bibliography: Science and Human Rights
A bibliography of selected citations that illustrate interest in science and human rights within various scientific disciplines and among scientific associations.

A Very Brief Overview of Modern Human Rights
A backgrounder on modern human rights issues.

Human Rights in Global Health: Team-Based Learning Education Resource for Medical Students, Residents, and Fellows
A resource for educators interested in using a team-based active learning strategy to teach about human rights in global health.

Partnerships: Scientists, Engineers, Health Professionals, and Human Rights Organizations

Guidelines: Scientists Working on Human Rights Projects
Resource for facilitating partnerships between human rights organizations and scientific or engineering experts.

Partnerships: Scientists Working With Human Rights Organizations
Examples of collaborations between scientists from a variety of disciplines and human rights practitioners that cover economic, social, and cultural rights as well as civil and political rights.
Protecting Rights of Scientists, Engineers, and Health Professionals

Organizations Defending the Human Rights of Scientists

Provides contact information for and descriptions of organizations working to protect the human rights of scientists.

Ethics and Human Rights

Social Responsibility: A Preliminary Inquiry into the Perspectives of Scientists, Engineers, and Health Professionals

This report explores the meaning of scientific responsibility as a corollary of the right to enjoy the benefits of scientific progress (Article, 15, ICESCR).

Intersections of Science, Ethics, and Human Rights: The Question of Human Subjects Protection

This report aims to generatediscussion among the physical, life, health, and engineering sciences about how best to address human rights as part of the practice and applications of their work.

Human Rights Activities: Professional and Scholarly Societies

Primer: Scientific Freedom and Human Rights

This primer focuses on equipping scientific and engineering societies with the tools to develop effective processes and procedures to address human rights issues.

Directory: Scientific Societies Working on Human Rights Issues

Profiles and contact information of scientific societies working on human rights. Also features links to resources for scientific society action.

Webinars Exploring Connections between Human Rights and STEM Disciplines

Series of webinars exploring the connections between human rights and STEM disciplines. View the archived webinars.

Article 15: Right to Science

Report: Defining the Right to Enjoy the Benefits of Scientific Progress and Its Applications

This report summarizes the findings of a focus group study aimed at discovering the views on the “right to science” held by American scientists from across disciplines.