## IDEA<sup>2</sup> Framework

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## **IDEA<sup>2</sup> FRAMEWORK**

The IDEA<sup>2</sup> Framework is a living, active framework grounded in the principles of social justice, and is used to organize the way we demonstrate principles in social work. IDEA<sup>2</sup> is not designed to be finite or static, but to evolve with the ever-changing definitions that represent our unique social work populations. It is designed to be a stable framework that guides the curriculum of social work and social justice to ensure that students have the tools to engage in equitable practice across social work settings.

**Inclusion** requires us to ask the questions "Has everyone been heard? Has everyone been seen? "Is it a place that promotes belonging and acknowledges and seeks to minimize harm?" Inclusion is the active and intentional process of creating environments where individuals and groups are engaged, respected, valued, and supported through the elimination of practices and behaviors that result in marginalization.

**Diversity** asks the question "Who's in the room?" It insists that individuals holding different identities (i.e., age, class, race), are acknowledged and valued. Diversity means difference across the mosaic of various social dimensions. These include, but are not limited to: age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex assigned at birth, sexual orientation, and tribal sovereign status. Diversity also recognizes and embraces the intersectional identities that individuals can hold.

**Equity** asks the question "Who is trying to get in the room, but cannot?" and "Whose presence in the room is under persistent threat of erasure?" Equity requires fair and just inclusion of all individuals. Equity exists when marginalized groups have equal access to opportunities, power, participation, and resources. Equity promotes justice and fairness in procedures, processes, practices, and policies. Actively addressing equity issues requires ongoing reflection and an understanding of the historical causes of outcome disparities in our society and action to remedy imbalances.

Antiracism asks the question "Whose culture is being ignored or marginalized?" and "What conditions are perpetuating white supremacy?" Antiracism is an active process of identifying, interrogating, and challenging racism and redistributing power in an equitable manner. This is done by changing policies and practices within systems and organizations, as well as critically evaluating the validity of one's own beliefs, values, assumptions, attitudes, behaviors, and understanding how an historically oppressive system may have influenced those values.

A person who practices anti-racism is someone who works to become aware of:

- How racism affects the lived experience of people of color and Indigenous people;
- How racism is woven into the fabric of society and used as a tool, historically and today, to
  systematically ignore, marginalize, and justify violence against and oppression of people of
  color, whether through individual attitudes, public rhetoric, or informally and formally
  through policies and practices within institutions.
- How we may be knowingly or unknowingly participating in and/or perpetuating racism through individual attitudes, actions, and inactions and what steps to take to eliminate related assumptions, attitudes, and behaviors.

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**Anti-oppression** asks the question "Whose safety is being minimized and/or threatened?" "Whose ideas and cultural beliefs are not taken seriously?" and "Who is being exploited?" Oppression is a phenomenon that disempowers, marginalizes, silences, exploits, subordinates, and even eradicates certain individuals or social groups, to further empower and/or privilege the oppressing socially dominant group. In contrast, an anti-oppressive framework includes actions which provide equitable approaches and practices to actively challenge and ultimately upend systems of oppression.