

# Embedding a justice approach in secondary education

A Practical Guide for Teachers and Teacher Educators



Boat school in Bangladesh, a group of children outside their school. Abir Abdullah/Climate Visuals Countdown



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## Rationale

**When this guide was being prepared, it was recorded as the world's hottest day for the third time within a week. At the same time, the World Health Organization (WHO) announced the urgency for health-focused climate action for food supplies, drinking water, clean air and safe shelter as the impacts of climate change are catastrophic for human health as well as the planet. The World Bank announced a study that indicated life expectancy at birth has declined by 20 years in low-income countries.**

In today's world, where environmental issues, inequalities, conflicts, and climate change are increasing rapidly, the need for a justice approach to education has become more critical than ever before. This approach aims to equip young people with a deep understanding of environmental, epistemic and transitional injustices and empower them to take active positions in creating a more just, equitable, healthy and sustainable society.

The JustEd study brought to light how complex trajectories across policy, curriculum, and classroom practices are shaped by experiences of injustices and justices. Unequal access to learning opportunities necessitates pedagogies and curriculum content that integrate a justice approach. A justice approach to education enables young people to recognize and respond to environmental degradation, climate crises, social injustices, discrimination, conflicts and violence. It also aims to give marginalized individuals and communities a voice, encourage questioning of existing inequalities, and promote critical consciousness regarding issues such as racism, violence, poverty, and inequitable access to resources. This approach also aims to support teachers to encourage young people to make choices that will help to deliver the Sustainable Development Goals, for example to take action around climate change (SDG13), to help reduce inequalities (SDG10) and to promote peace and justice (SDG16).

This guide aims to engage secondary school teachers and teacher educators in three distinct, but interconnected aspects of justice – environmental, epistemic and transitional justice – and provide guidance and tools to help them embed a justice approach in their teaching and educational practice.

**PART 1** of this guide gives an overview of a Justice Approach to Education.

**PART 2** explains the key concepts of environmental, epistemic and transitional justice and how they can be integrated into teaching.

**PART 3** summarises six pedagogical dimensions and illustrates how they can be put into practice. This includes recommended activities that can be used to integrate a justice approach to teaching.

**PART 4** includes sample activities – situated in the contexts of Nepal, Uganda and Peru – indicating the use of six pedagogical dimensions in practice for teaching environmental, epistemic and transitional justice.

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***“A justice approach to education enables young people to recognize and respond to environmental degradation, climate crises, social injustices, discrimination, conflicts and violence.”***

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# Part 1: Overview of a justice approach to secondary education

## 1. Introduction

Through our research with young people and teachers in Nepal, Peru and Uganda, we have generated new knowledge on the relationship between secondary education and young people's understanding and intended contributions to sustainable development. Based on our analysis, we argue that educators and schools need to invest far more attention to ensure that young people have just experiences in schooling. We call this 'education as justice' and it is realized when school environments and educational experiences support young people to understand the multiple injustices (and justices) that they encounter in their daily lives. Through secondary school curriculum and pedagogy, young people are supported to consider and respond to these (in)justices. When schools are advancing education as justice, young people are far more likely to take positive actions to advance sustainable development.

The key components of 'education as justice' are illustrated in the diagram below. In section III of this guide, we discuss pedagogies that are important to a justice approach, these are critical to embed a justice approach in education.

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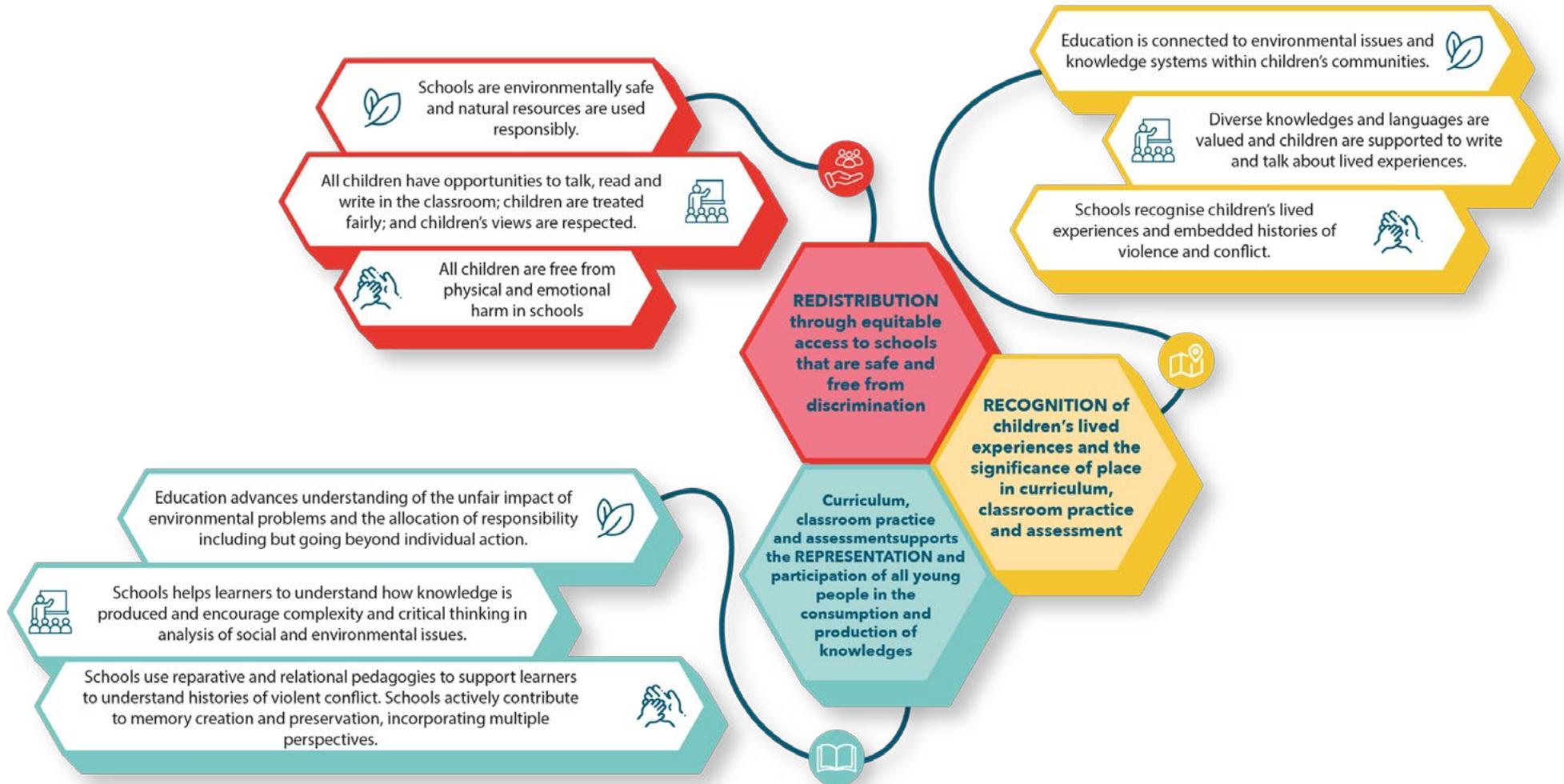
***“Based on our analysis, we argue that educators and schools need to invest far more attention to ensure that young people have just experiences in schooling.”***

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Landslide in Peru. Alberto Orbegoso.

## Education as Justice Framework



## 2. A Justice Approach to Education

In this document we focus on three types of justice:

### Environmental justice in education:

- Responds to the environmental and social impacts of climate change and environmental degradation.
- From an environmental perspective, this relates to the extent to which education can;
  - contribute to the survival and flourishing of the natural environment; and
  - support the collective behaviour changes and political action that are needed for the survival and flourishing of the natural environment.
- From a social perspective, we consider environmental justice to be;
  - about equality and fairness in how humans experience, benefit from and are held accountable for the natural environment.

### Transitional justice in education

- This relates to the material, pedagogic and policy changes that are needed to;
  - recognise the dignity of individuals and groups,
  - acknowledge past and present violations and injustices, and
  - repair and redress the causes, effects and legacies of past violations.

### Epistemic justice in education:

- Refers to;
  - the equitable distribution of knowledge within society,
  - creating equal opportunities to contribute to and benefit from the production and consumption of knowledge.
- This relates to;
  - how different kinds of knowledge, experiences and perspectives –for example Western, Indigenous, local and children’s knowledge – are included, taught and assessed in schools.
- A key consideration is the extent to which schools foster equality and non-discrimination in the production, recognition and consumption of knowledge, appreciating that educational experiences of epistemic justice contribute to democratic participation.



Girl finishing homework under a firefly lamp in Uganda. Barefoot Power Ltd - 2012 Ashden Award winners. AshdenCreative Commons

# Part 2: A justice approach to secondary education



*A girl presenting a group activity during a mathematics class in Soroti, Uganda/Expedito Nuwategeka*

## 1. Environmental Justice

Environmental justice refers to the concept that all people should have access to natural resources such as land, water, forests, as well as the right to live in a healthy environment for adequate wellbeing and individual and collective development. Equally as important to the concept of environmental justice is the idea that (non-human) nature also has rights that should be respected. The rights of humans and non-humans in this context can be seen as in tension with each other, but it is important to recognise this complexity.

### 1.1. What does teaching environmental justice look like?

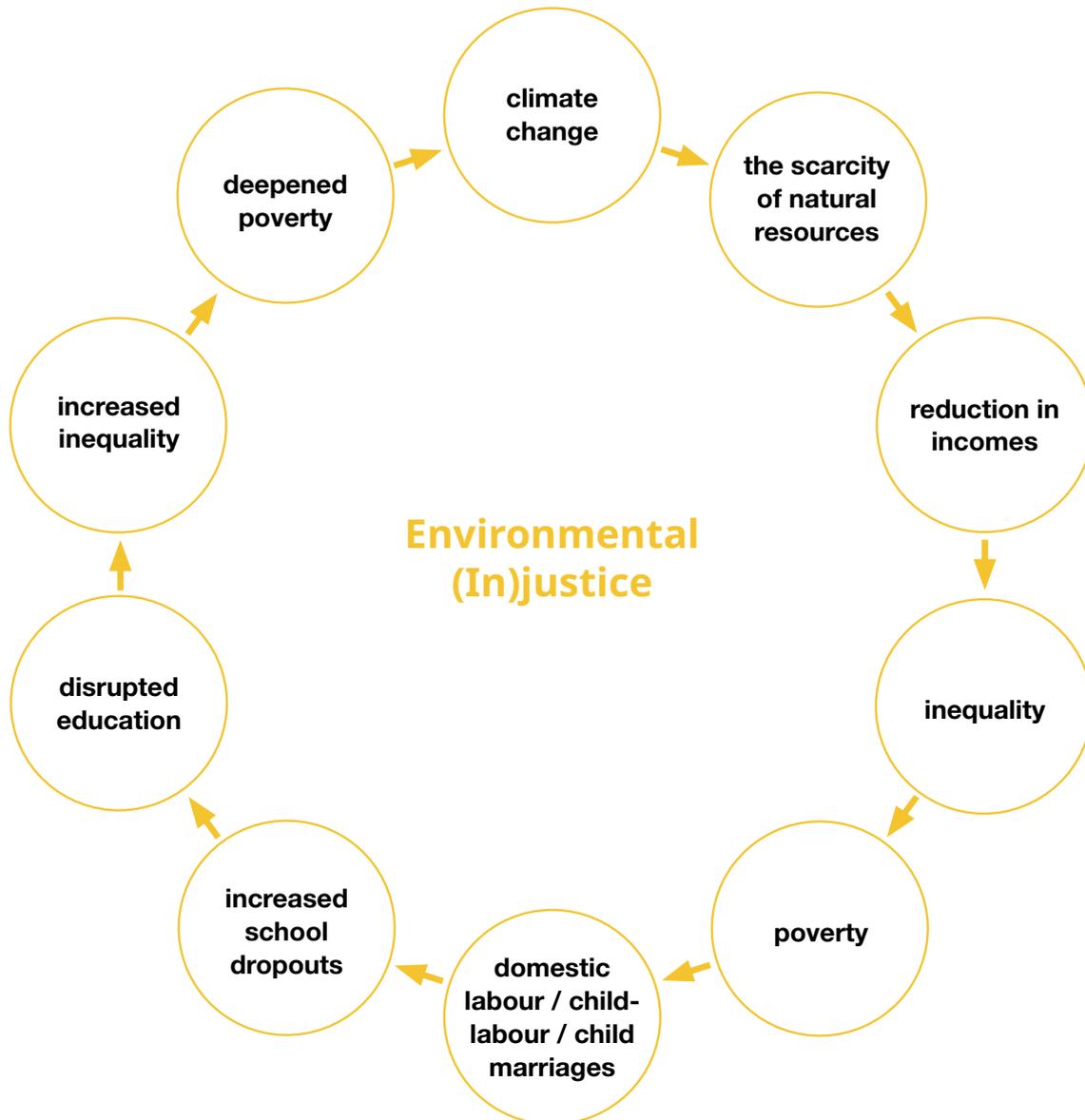
Environmental education is not only related to teaching about climate change, but it is also related to teaching about a complex system indicating the place of human and non-human beings in the global world and the interconnected influences of economic, social and political factors.

Climate change and environmental degradation including toxic contamination of the land, ecosystem destruction, air pollution and water pollution are among (in)justice and (in)equality issues and they are affected by local and global economic, social and political factors. For instance, when climate change causes the scarcity of natural resources; while high-income countries have the power to reach natural resources, it is more difficult for those countries and communities that are economically and socially marginalized. That is, low-income countries, people of colour and indigenous peoples are more burdened by environmental pollution and degradation. This results in more economic problems such as reduction in incomes, and further increases in inequality and poverty. As a result, with the aim of decreasing the expenses and increasing the income of the household, social problems such as child marriages, domestic labour, child labour and school dropouts increase.



Floods affect people, a house almost submerged, family members on the roof and in a small coracle Moniruzzaman Sazal, [Climate Visuals Countdown](#)

Environmental problems such as increasing natural disasters, high temperature, high levels of pollution, flooding or drought negatively affect the physical learning environments and disrupt education as well. This, in turn, deepens inequality and poverty:



**Environmental education that embeds environmental justice supports learners to:**

- appreciate the tensions and balance between human and non-human environment rights and understand that both can exist sustainably,
- recognize the unfair distribution of the effects of climate change and environmental degradation, as well as the unfair distribution of the burden in responding to climate crises, and
- contribute to people's equal access to natural resources such as land, water, forests, as well as the right to live in a healthy environment for wellbeing and individual and collective development.

## 1.2. Why should I embed environmental justice into my teaching?

The effects of climate change and environmental degradation on both individuals and the natural world are evident. There has been a significant rise in biodiversity loss, environmental degradation, pollution, as well as an increase in the frequency and severity of droughts and floods. The climate crisis affects all of us, encompassing various aspects of our lives and the world we inhabit. Its influence and consequences are pervasive, impacting ecosystems, societies, economies, and the wellbeing of our planet. However, the distribution of climate change impacts is unjust, as certain countries and certain groups of people experience milder effects while others bear a disproportionately higher burden, particularly taking into account that those most affected often have fewer resources and capabilities to begin with compared to those least affected.

**For these reasons, it is urgent that I embed an environmental justice approach into my teaching. Embedding environmental justice approach into teaching will enable learners to:**

- understand scientific knowledge about climate change and be able to analyze the causes and the effects of environmental degradation and injustice,
- develop mitigation and adaptation strategies for climate change, environmental degradation and injustice,
- comprehend the inseparable interconnections between power, wealth, and inequalities in relation to environmental degradation and the way societies respond to climate crises,
- cultivate a deeper comprehension of human interactions with the natural environment and facilitate the development of practical solutions to enhance the protection of local ecosystems,
- develop awareness and consciousness towards environmental injustices, as well as understanding of choices and skills for reducing emissions while considering local culture, industries, and socio-economic conditions,
- analyze, critique, and evaluate environmental issues and understand the world around us,
- evaluate actions towards the environment through informed judgement, and a sense of individual and collective responsibilities, and
- appreciate the environment, its existence, and rights.

## 1.3. What happens if I do not embed an environmental justice approach into my teaching?

- Students have difficulty developing a systemic understanding towards environmental issues; and they focus more on individual action rather than considering it as collective community action. For example, they carry the burden of protecting the environment, planting the trees and recycling without being aware of the power of collective community action or the role of the national/multinational stakeholders.
- Students find it difficult to understand the issues about climate change from different perspectives. For example, having only human-rights based approach but not nature-rights based approach (they can see the effects of climate change from the perspectives of human-rights but not focus on the effects on the nature)
- They struggle to find meaning in their lessons if the lessons are insensitive to their backgrounds or local livelihoods.

## 1.4. How can I embed an environmental justice approach into my teaching?

### I can...

- integrate environmental rights focusing on both human wellbeing, such as their right to live in healthy natural environments, and the inherent rights of nature such as animals and forests and indicate the shared existence of human and the nature,
- create environmental consciousness of equity and justice considerations by highlighting the connections between environmental issues and social injustices such as poverty and inequality (e.g., deforestation causes increase in climate change and while some people are using the products of the forests, the other people need to live with the negative effects of it such as poverty and hunger caused by landslides, floods and droughts),
- integrate both local and global dimensions from systems thinking perspectives. As the world is a big system on its own and everything happening in any part of the world is connected to the other thing as part of the whole system, I can indicate the relationship between the parts of a system rather than looking at only the isolated parts. For instance, while directly addressing the issues of fairness and equity at the local level, I can make interconnections with global systems. I can indicate the local environmental harms and health issues in my country caused by the global corporate practices that prioritize profits over health and wellbeing of people and the environment (e.g., global oil and coal mining companies and their local offices and their effects on depleting natural resources and economy of high-income and low-income countries),
- indicate complex relationships with an interdisciplinary approach with various fields such as environmental science, sociology and economics to address the multifaceted nature of environmental issues (e.g., environmental, social and economic effects of coal mining factories). In this way, I can help my students to have multiple perspectives in understanding the causes, impacts, and potential solutions to environmental justice issues in a comprehensive manner,
- use place-based approaches to embed the places where my students live, the local geographies and the environmental issues to teaching activities and the materials to encourage students to engage meaningfully in the places where they live (e.g., emphasizing ‘the causes and effects of air and water pollution in my country’ when discussing the topic of ‘pollution in the world’),
- embed environmental justice into social sciences curriculum. It is important that students have scientific knowledge about climate change and environmental issues, but this is not only a subject related to natural sciences about ecology. If I am a teacher of social sciences, I can integrate it into my curriculum highlighting the environmental issues and their social effects,
- use transformative learning approaches that include deep and constructive acquisition of learning with critical perspectives to produce behavior change and social action rather than simply transferring knowledge from the books to students,
- reflect the perspectives of both individual agency and collective community action in environmental protection, justice and equity. I can encourage my students to see how their small individual actions can have a big impact on environmental justice issues but rather than putting the burden on them. I can also highlight the importance of community action by participating in local organizations and the role of corporate practices, the governments, and the policies in taking action towards environmental justice.

## 2. Epistemic Justice

Epistemic justice is a form of justice that addresses what knowledge, or whose knowledge is valued, with a particular focus on how the perspectives, knowledge and traditions of marginalised groups may be under-represented in knowledge consumption and production. It requires all people regardless of gender, socio-economic status, ethnic or racial identity, language, physical condition or other similar characteristics to be able to access diverse forms and sources of knowledge and participate in the production of knowledge that is relevant to society.

### 2.1. What does an epistemic justice approach to teaching look like?

Epistemic justice approach refers to the equitable distribution, recognition and validation of knowledge within society. It refers to creating equal opportunities for everyone to contribute to and benefit from the production and consumption of knowledge. In education, it requires that all students are given equal access to schools that are safe and free from discrimination. Epistemic justice approach includes the three dimensions as knowledge recognition, production and consumption:

- Justice in knowledge recognition aims to reduce inequalities, emphasizing knowledge diversity and respect to different cultures, traditions, religions, people with disabilities, refugees, and migrants to consume and produce knowledge. It also aims to indicate the importance of being able to understand oneself and the conditions of one's experience and to be able to articulate those experiences for others to understand them.
- Justice in knowledge production enables them to generate new knowledge, bringing this together with existing knowledge, that may be needed for them to participate fully in society in the future. We consider equal opportunities in producing knowledge in education to be a pre-cursor to contributing to the pool of knowledge resources that people recognise and draw upon in democratic societies (i.e. 'knowledge democracy').

- Justice in knowledge consumption requires being able to meaningfully engage and participate in class activities for all students. It enables each individual to participate fully in the consumption of knowledge through effective pedagogies.

#### **In short, epistemic justice is about;**

- knowledge democracy
- equality in the recognition, production and consumption of knowledge,
- the need for all people regardless of class, socio-economic status, gender, ethnic or racial identity, language, physical condition or other similar characteristics, to be able to access knowledge and participate in its production.

### 2.2. Why should I embed an epistemic justice approach into my teaching?

The way knowledge is produced, interpreted and used in schools, and societies more broadly, is influenced by different power structures in societies. Being aware of the relations between these structures help us know "who" generates the knowledge, how knowledge is validated and how some perspectives may be excluded in the process. As education has knowledge acquisition, production, and use among its basic aims, it is important to know about these relations and indicate the equality in the production, interpretation and use of knowledge at schools.

**For that reason, I need to embed epistemic justice approach into my teaching to;**

- promote empathy and understanding towards people with different experiences and backgrounds,
- empower students to challenge discrimination in a society,
- promote respect towards different perspectives in knowledge production, so that they are able to participate future society,
- encourage students to be part of solving community level issues
- encourage students to recognise how different forms of knowledge are created and what knowledge is valued,
- promote fairness and equality in knowledge production, recognition and consumption,
- create awareness of different perspectives in knowledge production such as indigenous groups, women, and migrants,
- create awareness about the political, class/ caste-based and other social and economics interests invested in the production and valuing of different forms of knowledge, and
- promote the capacity to critically evaluate the validity, reliability and values underpinning diverse sources of knowledge, for example taking into account the quality of evidence and arguments that ‘facts’ are based on, the beliefs that are related to different kinds of knowledge. This ability to critically analyse knowledge enables learners to distinguish good quality information from fabricated knowledge and misinformation, as well as to respect how different world views and beliefs may give rise to different kinds of knowledge.

### **2.3. What happens if I do not embed an epistemic justice approach into my teaching?**

- Students may have only one perspective of knowledge production, and they find it difficult to understand the relations between different power sources as the sources of injustice (e.g., domination of Western knowledge in curriculum gives little space for local and indigenous knowledge, the colonial legacies and the continuation of English/ Spanish as the main languages of education, etc.)
- In multicultural classes, when English is used as the language of instruction, children experience a linguistic barrier, and this can hinder their access to knowledge and their experience of schooling as safe and supportive.
- When the cultural and linguistic diversity is not recognized in classes, indigenous students are considered only as recipients but not as producers of knowledge, which violates epistemic justice.
- Educational practices such as teaching that focuses predominantly on content rather than pedagogy; techniques such as rote memorization; and assessment approaches that value memorized facts and figures play an injustice role to the students and create low skilled, poorly educated graduates.

### **2.4. How can I embed an epistemic justice approach into my teaching?**

**I can...**

***For Knowledge Recognition:***

- recognize diversity among students,
- encourage intersectionality by understanding that each student in the class is coming from a different background and respect and understand them by supporting accordingly,
- treat students respectfully and equally in their capacity as knowers, and value their knowledge,
- emphasize knowledge diversity in my classroom using different knowledge philosophies, such as African and indigenous approaches, in my teaching resources, activities and assessment techniques,

- mention about rights, (in)equalities, racism and discrimination from different perspectives (e.g., minorities, disparities in relation to minorities, local, national and international contextualization of (in)equalities, early child marriages), and
- give respect to different cultures, traditions, religions, classes, socio-economic conditions, learning difficulties and language diversities in the school and classroom environment, teaching materials and assessment techniques.

### *For Knowledge Production:*

- help my students to understand the features of how knowledge is produced. For example, encourage critical thinking to question why and how certain knowledge is produced, how to analyze the sources of information they come across and to think about who might benefit from spreading certain types of knowledge (e.g., questioning knowledge of history for reasons of conflicts and wars from the perspectives of different communities),
- make them part of knowledge production, by providing activities that encourage complexity, depth and critical thinking to enable analysis and critique of key issues through learner-centered approaches, instead of using rote learning, textbook-based and teacher-centered methods,
- bring different philosophies such as African and indigenous to the fore in addition to Eurocentric philosophies to guide them with different perspectives in producing knowledge,
- encourage students to reflect their relationships with the places they live while producing knowledge,
- encourage co-construction of knowledge through participatory teaching methods such as guiding students in designing group projects to analyse the causes and effects of a local or global problem and to work on finding solutions,
- encourage students to bring in their own knowledge and perspectives based on informal curriculum coming from their local communities into the classroom, and use their own language(s) where appropriate,
- encourage experiential learning from which students draw knowledge from their own experiences, and

- use application-based, formative assessment such as individual or group projects, discussions, presentations, portfolios, filming and interviewing to support students to talk and write about environmental issues.

### *For Knowledge Consumption:*

- treat students fairly, respect their views, and backgrounds and encourage equal participation,
- develop cognitive and linguistic capacities, and the intellectual virtues of students using effective teaching strategies, activities and assessment techniques based on their individual needs keeping in mind that each student has unique learning needs and abilities,
- provide opportunities and resources to all students regardless of their gender, class, socio-economic status, and learning ability to talk, read and write in the classroom, and address their concerns and questions during learning,
- be sensitive to different languages and remove the linguistic barrier to access the knowledge through drawing on children's own language in multicultural classrooms,
- use local language(s) to arouse interest and develop from pre-existing knowledge, when necessary, in order not to create a language barrier,
- engage students in their own learning using learner-centred approaches and employ pedagogies that support learning rather than teaching to promote effective learning,
- encourage students to appreciate and evaluate different sources of knowledge by introducing media literacy skills such as using real-world samples indicating the consequences of unreliable sources, or analysing case studies of biased information, or using different types of media such as newspapers, books, videos or social media posts to identify their reliability,
- relate foreign content in the curriculum to students' own experiences by giving examples from their local contents, and
- discourage punishment due to failure to understand content or pass assessments; on the contrary, support those students more by designing different learning activities based on their needs and abilities.

## 3. Transitional Justice

Transitional justice in education relates to learning about the causes and outcomes of violence, conflict and human rights abuses, recognizing the significance of taking responsibility for past mistakes and restoring justice for shaping a peaceful shared future. It emphasizes both material and symbolic reparations and the role of memory, which are fundamental to addressing and reconciling societies marked by collective experiences of violence and human rights abuses.

### 3.1. What does teaching transitional justice look like?

As education reflects and shapes both past and future perspectives, it can play a transformative role for current and future peace. This includes preventing conflict and violence by creating awareness about the past and the causes that may have led to violent conflict or human rights abuses, as well as by repairing, reconstructing and helping redress inequalities that may have led to past injustices.

#### **Transitional justice is about:**

- repairing the wrongs of the past,
- acknowledging the importance of responsibility and reconciliation for possibilities of future peacebuilding,
- redressing those affected by periods of violence such as civil wars, violent conflicts or authoritarian regimes, where systematic abuses of human and civil rights occur,
- reconciling societies that have undergone collective experiences of violence by placing emphasis on the development of memory and specific reparations.

\*We ideally present here how transitional justice approach can be embedded in the curriculum; however, we recognise how challenging it can be for a teacher due to its complex nature. Teachers need to have a deep and broad knowledge of the transitional justice issues and be familiar with different cases and distinct personal histories of the local and global context with a critical approach. They also need to balance the different perspectives and be sensitive about the emotional impacts of the transitional justice issues in classrooms.

### 3.2. Why should I embed a transitional justice approach into my teaching?

Education reflects both past and future perspectives and is a key factor in transitional justice processes. Education can have a transformative role by helping repair past injustices and pave the way for more just and peaceful futures. It is difficult to consider the role of peacebuilding for young people without recognition of past and everyday instances of violence. For that reason, by embedding transitional justice into curricula, young people can recognise past violence, take a role in overcoming past injustices and promote positive peace.

**I need to embed a transitional justice approach into my teaching to:**

- raise awareness about the past instances of violence and human rights abuses to help preventing them from happening again,
- support overcoming the causes of past injustices, which are often based on different (racial, ethnic, gender, epistemic, class and geopolitical) forms of discrimination, exclusion and abuses of power,
- reflect on past injustices to make inroads into future justices,
- repair systemic forms of violence and injustice and promote positive peace,
- contribute actively to the work of memory creation and preservation including multiple perspectives,
- develop understanding of environmental issues and encourage positive climate action through repairing injustice issues,
- promote judicial redress of injustices,
- create knowledge in repairing fractured justice systems/institutions, and
- build social trust.

**3.3. What happens if I do not embed a transitional justice approach into my teaching?**

- Students are left unsupported in making sense of difficult and complex issues,
- Students might have disconnection to the place where they live and lose their potential for community development or action,
- Conflicts remain covered and unrepaired, and peacebuilding takes time,
- Past injustices may not be acknowledged accurately and just like the different parts of a puzzle, students only get one piece of the puzzle, and the puzzle stays incomplete, and this hinders reparations.

**3.4. How can I embed a transitional justice approach into my teaching?**

**I can...**

- engage my students in discussions about the importance of transitional justice,
- make schools free from physical and emotional violence, including fear of and actual corporal punishment,
- indicate the global and local past wrongdoings and injustices (e.g. human rights violations, racism, colonization, oppression and discrimination), with their impacts on people in the past and for the future,
- recognize children's lived experiences and embed histories of violence and conflict into my teaching,
- recognise different forms of violence and how they might affect us (not only physical violence, but also gender based violence and epistemic violence),
- contribute actively to the work of memory creation, for example, by visiting museums or monuments,
- use reparative pedagogies to support learners to understand and reflect on histories of violent conflict, including those linked to colonial, imperial and capitalist oppression and extraction,
- encourage critical thinking and reflection on issues of justice, human rights, and contextualised conflicts,
- indicate the experiences of local people and indigenous measures on reconciliation and peace into classroom activities,
- integrate projects that require students to analyse transitional justice issues critically, and
- encourage inclusiveness in school and make the school a safe haven to discuss transitional (in)justice issues.

# Part 3: Pedagogies for a justice approach to secondary education



*Environmental education. Ryan Brown / UN Women*

Based on the JustEd study, we have developed six dimensions of a justice-based approach to secondary curriculum and pedagogy. These are inter-related and essential approaches that can provide the necessary support for learners to be able to analyse and evaluate justice-related issues, understand the world around

them, and enable them to take positive action, particularly related to peace, climate action and reducing inequalities. These six dimensions are outlined in the image below:



# 1. Critical Pedagogy of Place

Critical pedagogy of place aims to develop educational practices and discourses that analyse the interconnectedness of environment, culture, and education in the places learners inhabit (Gruenewald, 2003). In the critical pedagogy of place, learning is situated in cultural, economic, political, geographical and ecological places where learners live and meaningful connections are made with their lived experiences, including of (in)justices, as well as the histories of these places.

## 1.1. To use critical pedagogy of place in my classes, I need to:

- put students' local environments at the center to teach a subject matter and design learning experiences accordingly. I need to give examples based on the local area to engage them meaningfully in the places where they live and encourage them to take action in their communities.
- indicate social, political and economic contradictions between their experiences of (in)justice in their communities and the formal knowledge they are presented with in the classroom.
- promote critical discourse to arouse curiosity and inquiry, analyzing different causes and outcomes of historical events, their impacts on different groups and how they can be understood from multiple perspectives.

In this way, with critical perspectives and local activities, students become meaningfully engaged in their local community and learn to make inferences to act for the global world.

## 1.2. How could it be used in teaching?

### As a teacher, I can...

- design small group discussions about an issue of justice from students' local experiences which can turn into a whole class discussion from global perspectives. For example, I can divide the class into two. In group one, they can identify and discuss local environmental problems such as drought or landslides focusing on the local causes and effects from environmental, social and economic perspectives. In the other group, students can discuss the local solutions to that problem. Then, this activity may be turned into a class discussion by indicating the environmental, social and economic contradictions around the topic critically by emphasizing its relations with the global cause-effects and global solutions.
- relate experiences of (in)justice to the places students live. For example, while talking about justice-related topics, global environmental issues such as air and water pollution, gender discrimination or conflict between the communities; I could begin the discussion with the examples students are experiencing. After arousing students' interest in the topic, I can indicate global issues and highlight related connections. For example, while talking about global pollution, when there are extensive school closures due to high levels of air pollution, based on this local issue, I can give space for students to discuss, critique and reflect on the impact of air pollution in their daily lives first, and then they can discuss the global impacts of air pollution. Or they can discuss the issues of gender discrimination with the samples starting from their own homes, their own schools or their own communities and go on with global examples.

- indicate direct contrast on what they are experiencing in their daily lives at home and in their neighborhoods to what they learn at school, for the injustice issues such as violence, conflicts, social taboos, cast-based discrimination, child marriage and use of punishment at schools. I can give space to young people to analyze or reflect on these contradictions to deepen learners' knowledge and attitudes.
- invite local people to the classes to discuss the local problems and the solutions (e.g., talking to local people about their local solutions for addressing loss of biodiversity and where indigenous knowledge can bring new insights to the topic).
- organize field trips for students to experience the real environments for learning. For example, for teaching about biodiversity, loss of biodiversity can be observed with field trips to the local places. The causes and the effects of loss of biodiversity can be observed with local examples and the impacts of it on the global world can be discussed as another activity. After the discussion, students can prepare local projects in small groups and present their solutions to the local people.
- create local projects. Students can work together with local authorities or local people to find an issue of environmental, epistemic or transitional injustice, to analyze it and design a community-based action research to find a solution to it (e.g., a research project to find a solution to loss of biodiversity, poverty of a local community, preventing violence towards a group of people, etc.)
- use community mapping. Students can be asked to map their local areas to make them (and their teachers) recognize their place of importance. This activity can be done in pairs, or in groups of three. Each pair or group can be given a picture of the local community. To make each map distinguishable from the other participant(s), students are asked to identify or draw on the map the places they live, places they like or don't like, important places for them, places that are unsafe, etc. with the help of a different colored marker, or different colored post-it notes for each member. If they like, they can extend the map, if it doesn't reach far enough, or draw a perimeter where they feel their community stops. Then, they can report back on what they have mapped.
- ask students to write stories about a historical event in their neighborhood. They can indicate how it was lived and how it affected different people.



Fig: Community Map created by participant students in Lalitpur District.

## 2. An Interdisciplinary Approach

Interdisciplinary approaches to teaching support learners to understand the complexity of particular issues, through developing and connecting skills and knowledge from different disciplines. From an environmental justice perspective, it explicitly prepares students to respond to the “socio-political, socio-economical and biophysical aspects of environmental problems” (Warburton, 2003; Bender, 2012). Teaching needs to include concepts and examples from natural science about what climate change is, while also addressing historical and geographic knowledges on climate change and social impacts (e.g., historical data on climate change, impacts on ecologies, migration, etc.), and considering current social issues relates to climate change (e.g., politics around climate action). Adopting an interdisciplinary approach enables students to have a more comprehensive understanding of environmental justice and leads them to take action for a better future.

### 2.1. To use an interdisciplinary approach in my classes, I need to:

- work collaboratively with other teachers from different subject areas choosing a common topic to work on in parallel to each other,
- integrate multiple perspectives into their teaching activities by the help of different disciplines such as history, economy, geography,
- indicate the connections between different subject areas and how they approach different topics (e.g., connections between the environment, science, economy, sociology and history),
- show students how different disciplines come together to address complex, real-life problems,
- encourage students to integrate knowledge/ methods/strength in specific subject areas to multiple disciplines, and
- promote holistic understanding of the world by indicating the relations between the disciplines.

### 2.2. How could it be used in teaching?

#### I can...

- incorporate various subjects like science, social studies, economics, and languages. For this, I need to collaborate with other teachers in designing lesson plans. The lessons may be in parallel with each other so that they cover the same content weekly or monthly to reflect the interdisciplinary perspectives on a topic. For example, science can be used to explain the causes and effects of environmental pollution, while social studies can be used to explore the cultural and historical aspects of the issue. Economic causes and effects of environmental pollution can be addressed through economics while language arts can be used for teaching communication skills discussing the effects of pollution on people’s health.
- identify relevant subjects and collaborate with other teachers to introduce how an issue of injustice affects society from the lenses of different disciplines. For instance, I can encourage students to explore the process of environmental degradation historically in history lessons and discuss the social and cultural effects of environmental degradation in social sciences.
- use real-life case studies to indicate justice related issues. For this, students can be asked to bring real life examples to the class as an example to justice related issues such as domestic violence or inequality to be discussed. This can be in the form of a video or written or verbal presentation. Then, they can be divided into groups and each group can be assigned a discipline such as social studies, languages and science and they can discuss the issue from the perspectives of the given disciplines.

- use project-based learning activities in class. Group projects can be organized to encourage interdisciplinary cooperation among students to reflect different perspectives in cooperation with other teachers. In this activity, teachers need to work collaboratively. For instance, students can be divided into groups, and they may be assigned different projects based on local problems. One of the groups can be asked to prepare a project about finding “how clean their water is and what the causes and effects of the result they found are on people and the ecology”. To be able to do this project, students will need to use their knowledge of science, physics and chemistry to analyze the

chemicals in the water and do some experiments; also use their knowledge of biology, social studies and languages to conduct research and use collaborative learning and critical thinking skills to analyze the causes and effects of it on people and ecology. When they focus on local problems, the critical place-based approach will also support this work. This activity can be used both for teaching and assessment. For teaching, groups can report their findings and teachers from different disciplines can analyze the steps and support students’ learning. For assessment, students can be assessed based on the steps of the project regarding each discipline.



*A truck on a dirt road loaded and piled high with firewood taken from the forest. Loic Braune*

## 3. Critical Thinking

Critical thinking is the ability to analyze the information you gather through different sources and develop reasoned arguments and decisions based on different points of views. The characteristics of critical thinking are listed as the ability to (1) analyse arguments, claims, or evidence, (2) make inferences using inductive or deductive reasoning, (3) evaluate and (4) make decisions and solve problems (Lai, 2011). From an epistemic justice perspective, these characteristics can be particularly applied to how knowledge is produced and consumed, and what knowledge(s) may be dismissed based on prejudice (Fricker, 2007).

### 3.1. To use critical thinking activities in my classes, I need to:

- ask open-ended questions for answers that require critical thinking rather than the ones that are written in the textbooks to enrich the prescribed curriculum,
- encourage students to ask questions and refine them through their enquiries,
- use problem solving activities by indicating a problem and working on the ways to solve it through thinking critically from different perspectives,
- support students in making analysis through designed activities and promote creativity,
- explicitly consider the potential contradictions between different perspectives and claims to knowledge and help children make decisions about them based on rigorous enquiry and argumentation,
- use activities that require the use of higher order thinking skills such as analysis, synthesis and evaluation,
- encourage students to consider the advantages and disadvantages of the issues to indicate different perspectives and promote holistic thinking, and
- foster decision making.

In this way, going beyond memorization, students will think about concepts, question the knowledge presented to them before accepting them as an absolute truth, analyze the issues considering advantages and disadvantages from diverse perspectives. By applying their prior knowledge and experiences into their analyses, they will make analyses, synthesis and evaluation to give independent decisions and apply their learnings to various contexts.

### 3.2. How could it be used in teaching?

#### I can...

- identify conflicting perspectives such as economic development vs. environmental protection.
- encourage students to identify local and global injustice issues such as massive deforestation for charcoal production, land conflicts or social discrimination, and analyze them critically to think about the causes of injustice and how they affect both their own communities and different communities in the world.
- encourage students to evaluate local policies (e.g., commitment to Sustainable Development Goals) about environmental, social and economic issues and regulations critically to understand the impact of various policies on promoting justice.
- promote critical evaluation of media on environmental, social and economic issues. Teachers can select a media content such as a TV program or newspaper article on a justice related issue and as a whole class, students are asked to analyze the causes and effects of the issue and advantages and disadvantages of the content on different people, different groups or the ecology.
- analyze, evaluate or evidence the contradictions between the issues such as the cultural and ethnic diversity covered in the school curriculum and students' own experiences of discrimination and marginalization.
- encourage students to research justice issues and write essays or research papers discussing the

causes/effects or advantage/disadvantage of a justice related issue to gain a deeper understanding and develop critical thinking skills.

- design activities for debate and discussion. I can facilitate classroom debates and discussions on environmental, epistemic or transitional justice issues to help students learn to develop their arguments and express their ideas clearly and effectively and develop critical thinking skills by considering different perspectives.
- make case study analysis. For instance, I can introduce a concept of environmental injustice such as inadequate access to healthy food, emphasizing its importance in addressing the impacts of it on local marginalized communities. Then, I can collect real-life environmental justice cases locally to reflect different perspectives of the issue. I can divide the class into small groups and assign each group a case study to analyze. Then, the groups are asked

to conduct research on their cases. To guide students for critical analysis, they can be given some questions to focus on:

- What are the problems in each case?
- Who is affected by the issue?
- What are the underlying local and global causes of the issue?
- How are social, economic and environmental issues contributing to the issue?
- What are the short term and long-term consequences of the issue?
- What can be the possible solutions to the issue?

Then, each group may present their case study analysis to the class. At the end of the activity, a class discussion about the case studies is recommended so that students can reflect their own ideas on each case study.



Children walking to a nearby river to get water in Lao PDR. ADB/Asian Development Bank

## 4. Systemic Thinking

Systemic thinking supports analysis of issues related to justice through the consideration of the interconnected nature of all parts of a system rather than considering them as isolated issues. It means understanding the interactions among local and global issues and local and global systems within social, economic, and environmental aspects and the ability to think in systems. It involves understanding how related causes and effects are interconnected and how changes in one issue can impact the whole system (Ateskan & Lane, 2018).

From an environmental justice perspective, it is related to the system of the Earth including nature, human and non-humans. It is important to integrate systemic thinking approach to the issues related to justice to recognize the fundamental problems to find effective solutions. In the analysis of the issues, the systems they belong to and the relations between the parts of it should be taken into consideration

### 4.1. To use systemic thinking activities in my classes, I need to:

- introduce the concept of system to students,
- promote holistic approach to teaching environmental, epistemic and transitional justice issues by discussing different perspectives and exploring how they connect to each other,
- indicate that environmental, epistemic and transitional justice issues are interconnected with various social, economic and political systems; and one issue of injustice affects the other issues of injustice.
- encourage students to identify stakeholders such as national and multinational actors when addressing the injustices to understand the whole system with its parts,
- indicate the power students have through individual and collective action to create positive systemic change.

In this way, students have a holistic understanding of the world with humans and non-humans considering the interconnected nature of its systems with economic, social, environmental and political subsystems. They also understand the complexity of the issues recognizing the relationship between the subsystems and between the local and the global issues as parts of a whole system.

### 4.2. How could it be used in teaching?

#### I can...

- introduce the concept of system to students, emphasizing how they are interconnected and interdependent (e.g., the system of water cycle, food chain, or the Earth's atmosphere) to develop a better understanding of how different components of the environment interact with each other; or how they and their families are interconnected to a social system such as a part of a local community, school or workplace; economic system as an employee or customer; and a political systems such as citizens or voters,
- indicate the need for systemic change for injustice issues by emphasizing the power of collective responsibility of each member of the system such as national and multi-level responsibilities, in addition to the power of individual responsibility,
- indicate that environmental, epistemic and transitional justice issues are not isolated, in fact, they are interconnected with various social, economic and political systems; and one issue of injustice affects the other issues of injustice as well. For example, the depletion of natural resources, which is a type of environmental injustice, can lead to conflict and war, known as transitional justice. As a result, poverty and inequality become more prevalent, leading to a lack of access to knowledge as a type of epistemic injustice.

- use real-world and place-based examples. I can provide students with real-world examples of systemic issues, such as the ways in which environmental destruction often disproportionately affects marginalized and low-income communities; or how discrimination and inequality may be contrary to social cohesion. I can indicate the importance of considering the broader systems that contribute to these issues, such as multinational practices or government policies.
- use critical thinking and questioning activities. For example, I can encourage students to think critically about the systems they encounter in their daily lives such as a school system or an economic system by making connections between different processes and issues. Then, I can encourage students to question the implications of their actions, as well as the actions of others on the environment and communities.
- engage students in collaborative problem-solving to address environmental, epistemic and transitional justice issues. For instance, I can create opportunities for students to work together in groups to conceptualize solutions indicating the systemic nature of the solutions.
- use multimedia resources to enhance teaching, such as videos, podcasts, and images, to help students better visualize complex systemic issues. In this way, I can encourage emotional impact and empathy towards different perspectives.



*Boy, bike and smoke. Aulia Erlangga*

## 5. Individual Agency and Collective Responsibility

This dimension is closely tied to systemic thinking and empowers students to comprehend their own influence without overburdening them with their individual responsibility. As Bandura's theory of human agency emphasises, education has a crucial role in facilitating individuals and also cultivating the significance of collective actions (Koskela & Paloniemi, 2023). From a justice perspective, it nurtures understanding about one's own responsibility in relation to justice as well as the roles and responsibility of national and multi-national actors. It highlights the importance of promoting connections between their individual actions and broader social change.

### 5.1. To promote individual agency and collective responsibility in my classes, I need to:

- promote a classroom atmosphere where students feel safe and comfortable to express their thoughts, ideas and concerns on justice issues,
- encourage students to take responsibility for their own learning by providing them with opportunities to explore and learn about justice issues on their own,
- foster awareness on the importance of individual actions and the collective responsibility for justice related issues,
- encourage students to become active members of various groups and organizations that support justice issues,
- encourage critical thinking on the interconnectedness of individual actions and collective responsibility,
- indicate the responsibility of national and multinational actors on the causes and the effects of justice related issues, and
- foster collaboration between the students and national and multinational actors for promoting justice.

By implementing these strategies, I can empower students to recognize their own agency, understand the significance of collective action, and contribute actively to environmental, epistemic and transitional justice efforts.

### 5.2. How could it be used in teaching?

#### I can...

- promote a classroom atmosphere where students feel comfortable and confident to express their thoughts, ideas and concerns on transitional justice issues. For example, I can use discussion and debate activities by emphasizing respect, empathy and responsibility to develop a sense of individual agency. I can use case studies and real-world examples through videos, news or social media to help students understand the impacts of individual agency and collective responsibility.
- track with students their government's or regional level commitments on climate action such as their commitment to the Sustainable Development Goals and the Paris Agreement,
- make connections to the real-life local and global injustice issues by organizing field trips, inviting guest speakers from local people, engaging with related local organizations and policy makers to encourage students discuss the justice related issues and the possible solutions to help students to see the practical implications of their individual and collective actions for creating change.
- guide students do research on a local injustice issue such as use of local languages in instruction or use of corporal punishment at schools in small groups and write a policy brief for the local stakeholders to inform them about the problems and the recommendations for the solutions.
- choose a local injustice issue such as gender discrimination or deforestation. Then, I can encourage students to connect with their communities and engage in local charities by arranging trips to actively discuss justice related issues and work on the possible solutions creating local projects.
- encourage students to write policy documents based on their research or projects about injustice issues at schools and share these with regional or national governments and track their actions accordingly.

## 6. Reparative Pedagogy

A reparative approach to teaching and learning highlights dignity, truth-telling, multiplicity, responsibility and creativity (Paulson, 2023). It involves pedagogies that “attempt to address wound, injury and suffering within a frame that takes into consideration histories of violence, oppression and social injustice, without falling into the trap of sentimentality” (Zembylas, 2017, 24). Reparative pedagogies involve teaching and discussion of justice issues such as racism, colonization, oppression and discrimination; and they are used to address historical or ongoing inequalities and injustices to provide healing, critical consciousness and change.

- promote the importance of peace,
- engage students in discussions about the importance of transitional justice,
- indicate the global and local past wrongdoings and injustices (e.g., human rights violations, racism, colonization, oppression and discrimination), with their impacts on people in the past and for the future by using newspaper, online resources or real-life stories,
- analyze global case studies of transitional injustice processes such as human rights violations, racism, colonization, oppression and discrimination to understand the local conflicts, and contribute actively to the work of memory creation by visiting museums or monuments.

### 6.1. To use reparative strategies in my classes, I need to:

- inform myself about historical or ongoing local and global conflicts, violence and injustices,
- create inclusive and safe learning environments for all students in class,
- promote activities to discuss historical and ongoing environmental, epistemic or transitional injustices towards certain groups indicating diverse perspectives,
- involve related materials in the curriculum and teaching for repairing the harms of the past in dignifying, truth-telling, multiple and creative ways,
- encourage empathy and understanding towards marginalized groups,
- encourage students to question societal norms and assumptions to create deeper understanding for the causes of injustices,
- provide opportunities for the students experiencing conflict and injustice to share their experiences and discuss repairing strategies,
- indicate the need for healing for historical injustices,
- promote inclusive learning environments to support the well-being of the students who experienced transitional justice, and

In this way, I can foster a transformative educational experience by educating students about justice issues for repairing historical harm and contributing to creating a more just and equitable society to become active agents of change.

### 6.2. How could it be used in teaching?

I can...

- promote truth telling in how they use curriculum and teaching materials about a conflict or oppression, indicating multiple truths and their consequences. For example, especially in history lessons, conflicts can be explained through indicating multiple truths of multiple communities,
- use case studies to indicate responsibility, multiplicity and creativity. For instance, I can bring case studies of environmental injustices such as waste disposal in some areas to analyze their impacts on the environment and the people; or conflicts about certain groups through videos, newspapers or local stories and each case can be analyzed in small groups or as a whole class to find the responsible actors, indicate multiple truths and create healing strategies,

- use object elicitation techniques. They can use objects and images as prompts to discuss histories of violence in their classes and make connections in their learning. Students can be asked to bring an object such as photo, costume or realia that symbolise locally relevant conflicts, abuse, and violence and talk about the violence they experience within their communities in class. Then, as a class they can reflect different perspectives and truths towards the issue and work on the repairing strategies.
  - use River of Life activity. In this activity, river is used as a symbol to encourage reflection on the key stages in their lives, their positive experiences and the difficult challenges that contributes to their lives (Moussa, 2009). I can ask students to draw the river of their life by using the river as a metaphor. Students are asked to indicate different stages with different flows in the water – where the river has been small, wide, turbulent, or peaceful- to represent their own personal experiences and motivations and challenges. Then, they can report back to the whole class or in small groups sharing their rivers and discussing their experiences.
  - encourage discussion activities. For instance, by aiming to promote peace, I can divide the class into groups of four assigning each group a type of peace as ‘peace at home’, ‘peace at school’, ‘peace in our community’ and ‘peace in the world’. Each group is asked to provide a mind map to indicate their ideas about peace.
  - I may ask some questions to students to guide them for critical thinking:
    - What does peace mean to you?
    - Why is peace important for you?
    - How would you describe peace at home, at school, in your community and in the world?
    - What can be the threats for peace?
    - What are the actors of peace?
    - How do you think peace would be possible for everyone at home, at school, in your community and in the world?
- After each group works on the questions, they are asked to present their ideas to the class and a whole class discussion can be held as a follow-up activity.



Female workers sort out plastic bottles for recycling in a factory. Plastic and climate change. Abir Abdullah/ Climate Visuals Countdown

# Part 4:

# Sample activities

Teachers are recommended to integrate and adapt these activities into their lessons based on their local contexts, subject areas and grade levels.

# Activity I

## AIR POLLUTION IN NEPAL

### Pre-reading:

- Teacher opens a discussion about “air pollution in Nepal”.
- Teacher asks a few questions to students to arouse interest and elicit their knowledge on the topic;
  - Are you happy with the air quality in Nepal?
  - Are you, or your family, experiencing any problems related to air pollution?

*Critical pedagogy of place*

**While-reading:** (The texts given here is just for guidance to provide a context to discuss the local environmental, epistemic or transitional issues. To use critical pedagogy of place, teachers are recommended to use texts related to their own contexts such as news from daily newspapers, printed or online media, or texts from books or social media, etc.)

- Students are asked to read the text\* taken from online resources and indicate health-related consequences of air pollution in Nepal.
- In small groups, students can be given some questions to be discussed. They can do some research on the internet while getting prepared for the discussion.

### Post reading:

- Students discuss the given questions in small groups (Teachers are recommended to start the discussion with the ideas in the text and continue with general issues related to the local and global context indicating the interconnectedness between the issues) :

*Critical thinking approach*

- What do you think are the main sources of air pollution in Nepal? (Students can be guided to question vehicle emissions, industrial activities, burning of waste, etc)
- What can be the detrimental effects of air pollution on public health?
- Are you or your family experiencing any health issues due to air pollution?
- What do you think the detrimental effects of air pollution are;
  - on agriculture,
  - ecosystem,
  - water system?

*Systemic thinking*

- Next, groups share their answers with the whole class.
- Then, for the whole class discussion, these questions can be used:

**Critical thinking**

- What can be the causes of air pollution in Nepal? Do these causes originate in Nepal or elsewhere in the world?
- How do you think environmental issues such as air pollution can be related to economic issues?
- Can you see any relation between the economic issues and environmental and social issues in Nepal?

**Interdisciplinary learning & Systemic thinking**

**Critical pedagogy of place & critical thinking & systemic thinking**

- Do you think that access to clean air in Nepal is equal? Are there some people who have better access to clean air? Are there others who are forced to endure very poor air quality due to pollution?
- How do you consider Nepal's air pollution concerns as part of the global system?
- What measures could be taken to improve air pollution? What do international bodies say about this (e.g. UNFCCC)? What does the national or local government advise or do to improve the air quality? What could you do to improve the air quality? What about the role of different industries or commercial companies?

**Field trip:**

- Teacher organizes a field trip to observe air quality monitoring sites with students.
- They might ask students to think about how they might themselves measure the quality of the air they breathe (e.g., using their senses, can they detect when the quality of air is not good? For example, how does the sky look, how do their throat or eyes feel? Are there any devices that provide indications of air quality? What about indicators in nature – e.g., health of plants).
- Then, teacher encourages students to question and explore the system of air quality monitoring.

**Critical pedagogy of place & critical thinking & systemic thinking**

- Project work
- Students can work on designing projects with the local authorities on;
  - What steps can be taken by local authorities to stop or decrease air pollution and its effects in Nepal?
  - What steps can be taken by global authorities to stop or decrease air pollution and its effects in Nepal and in the other parts of the world?

**Interdisciplinary learning & individual agency and collective responsibility & systemic thinking**

### **\*Text to be read**

#### **AIR POLLUTION IN NEPAL**

A city of medieval palaces and temples, Kathmandu, Nepal lies in a bowl-shaped valley along an ancient trade route linking India and Tibet. The largest metropolitan city in Nepal, it serves as the center for history, art, culture, education, healthcare and economy. The city is growing rapidly, with an estimated three-fold increase between 1990 and 2015, from 400 000 to 1 200 000 people.

In recent years, air pollution in Nepal has become a serious environmental and public health risk, with pollution levels 4.9 times higher than recommended by the WHO. Deteriorating air quality in Kathmandu is putting hundreds of thousands of Nepalese at risk of several health problems. In fact, the WHO has consistently found air pollution to be the leading risk factor for death and disability in Nepal.

The air quality of the city has been a major public health problem causing air pollution-related morbidity and mortality, placing an economic burden on the country due to loss of productivity and over-utilization of health system resources. Until recently, there were no air quality monitoring stations in place, which was a major obstacle to mitigation of existing air pollution in the country. There has also been a lack of health impact assessment data to estimate the health and economic burden of air pollution as well as of the sectoral measures needed to tackle this environmental challenge.

In response, the government of Nepal, through its Department of Environment, has established three monitoring sites; two in Kathmandu valley and one in Dhulikhel, and plans to set up a network of air quality monitoring sites throughout the country. As the first South-East Asian city to pilot the Urban Health Initiative - launched with strong political support - lessons learned in Kathmandu will serve as an example and open the door to air pollution and health mitigation projects in other major Southeast Asian cities facing air pollution problems. Plans are underway to build the capacity of key stakeholders and perform joint multi-sector data analysis.

Adapted on 21 July 2023 from:

World Health Organization. (2023, July 21). Urban Health Initiative - Pilot Projects: Kathmandu. Retrieved from <https://www.who.int/initiatives/urban-health-initiative/pilot-projects/kathmandu>

## Activity II

### BRIDE PRICE IN UGANDA

*relating topics to students' own lives and experiences through critical pedagogy of place*

#### Pre-reading

- Teacher assigns students a topic to do research before the lesson:
  - Ask your parents or the married couples around you about their marriage traditions and ceremonies.
  - How did they get married? What ages were they? What events led up to them getting married?
  - What types of different roles and responsibilities are connected with marriage ceremonies? (e.g., roles and responsibilities by gender, age, relationship to the bride or groom, religious and community leaders)
- Students do research about the local marriage traditions and come to the next class ready to tell their stories. They might choose to tell these stories through different mediums, for example posters, drawings, crafts.

*Critical thinking approach, place-based learning approach*

- After listening to the stories, teacher asks some questions:
  - Do these stories of marriage traditions include traditions from different ethnic tribes and castes? How diverse/similar are they?
  - Are there any differences between different communities regarding the marriage traditions?
  - What are the different roles and responsibilities taken on by different family and community members for the marriage ceremonies?
  - Did anything stand out for you about the stories you heard about?
  - Do you think there is anything unfair or unjust about these marriage traditions?
  - Would you like to get married in the same way?
  - Do you think they have equal responsibilities? Why/ why not?

*Critical thinking approach, place-based learning approach (content is based on their own places)*

**While-Reading** (The texts given here is just for guidance to provide a context to discuss the local environmental, epistemic or transitional issues. To use critical pedagogy of place, teachers are recommended to use texts related to their own contexts such as news from daily newspapers, printed or online media, or texts from books or social media, etc.)

- Students read the text\* taken from online resources and discuss the injustice issues they could notice in the text.

**Post-reading**

*Critical thinking approach*

Discussion activities:

- Could you spot the violence, inequality and discrimination issues in the text?

*Critical thinking approach*

- What might be the reasons of having bride price?
- What are the pros and cons of the practice of bride price?

*Interdisciplinary learning approach*

- Do you think there are environmental, social and economic reasons for this?

*Critical thinking approach*

- Why do you think the high-income countries do not have the same tradition?

*Systemic thinking approach*

- What might be reason of countries being low income(poor)?

*Individual agency and collective responsibility*

- How can this problem be solved?

*Systemic thinking, interdisciplinary and critical thinking approach*

**Follow-up:**

Members of women organizations can be invited to discuss injustice issues towards women and what students can do individually and as a collective action towards this.

### **\*Text to be read**

*\*Trigger warning for sensitive content: This text includes distressing experiences of domestic violence which maybe upsetting for some students. Teachers are recommended to approach this material with caution and take care of students' emotional well-being.*

#### **BRIDE PRICE IN UGANDA**

Uganda has banned the practice of making divorced women refund their bride price. Campaigners say bride prices devalues women and is at the root of much of the violence they experience.

CNN:

Florence Musidika was a primary school teacher in an unhappy and violent marriage. In 2002, she asked her husband for a divorce. In response, she was subjected to violence by her husband. Miraculously, 27-year-old from Mbale in eastern Uganda survived the violence but was soon confronted by a new injustice: under customary law her marriage to her abusive husband could not be dissolved until her family had refunded the bride price he had paid by in exchange for her hand.

Musidika is just one of many women whose families knew of her suffering but, unable to return the payment – often made in livestock – they sent her back to her abuser, imploring her to “try and be a good wife,” explains Atuki Turner, the founder of women’s rights organization Mifumi.

For the last 15 years, Mifumi has been campaigning to get bride price banned because, as Turner argues, it devalues women and is at the root of much of the violence Ugandan women experience.

On 6 August, Uganda’s Supreme Court, agreed in part with Mifumi and ruled that the practice of refunding bride price on the dissolution of a customary marriage was unconstitutional and should be banned. They disagreed that bride price itself was unconstitutional, but the ruling is the beginning of a process of shifting bride price from a fee paid for a woman into a gift – not demanded and not refunded.

Speaking from Kampala, Turner describes how she felt on hearing the news: “I was euphoric! The night before the ruling I couldn’t sleep but [as soon as I heard] I was shouting for joy. We have struggled for the last 14 years...I am really happy. My heart is full.”

Adapted on 21 July 2023 from:

CNN. (2015, August 19). Bride price: The tradition that refuses to die in Uganda. CNN. Retrieved from <https://edition.cnn.com/2015/08/19/africa/bride-price-uganda-mifumi-atuki-turner/index.html>

## Activity III

### INDIGENOUS COMMUNITIES IN PERU

*Encourage  
critical  
place  
based  
learning*

#### Pre-reading:

- Teacher starts the lesson with a discussion question:
  - Why do you think some Amazon indigenous communities in Peru might be at risk?
- Teacher can lead the discussion to 'Santa Rosillo de Yanayacu' as one of the communities of Amazonian Indigenous Peoples.

*Encouraging  
critical thinking*

**While-reading:** (The texts given here is just for guidance to provide a context to discuss the local environmental, epistemic or transitional issues. To use critical pedagogy of place, teachers are recommended to use texts related to their own contexts such as news from daily newspapers, printed or online media, or texts from books or social media, etc.)

- Teacher gives the case of "Santa Rosillo de Yanayacu" to the class in small groups to be read in the text\* taken from online resources and discuss it shortly. Teacher asks each group:
- What kind of problems does the community of "Santa Rosillo de Yanayacu" face recently?
- What do they want to have?
- What does the Federation of Kechua Chazuta Amazonian Indigenous Peoples (FEPIKECHA) in Peru do?

#### Post-reading:

- Discussion activities:
  - What is the issue of injustice in the text?
  - How do you think this problem can be solved?

*Critical thinking  
& systemic  
thinking*

- Role play:

*Use of reparative pedagogy by encouraging empathy and understanding towards marginalized groups.*

- Teacher asks for volunteer students to take the roles of:

**Marisol García Apagüño:** an Indigenous leader the Federation of the Kechua Chazuta Amazonian Indigenous Peoples (FEPIKECHA).

**Cristina Gavancho:** a lawyer from the Institute for Legal Defense, has been working with the Santa Rosillo de Yanayacu.

**Quinto Imuna:** the president of Santa Rosillo de Yanayacu.

**Mario Ernesto Torres:** head of the natural resources planning and management arm of the ARA.

- Students play their roles and discuss the issue of injustice based on their roles.

*Systemic thinking, critical thinking*

- Then, as a class, based on the quotation in the text:  
“We don’t want any more land invasions or deforestation; we want a dignified life for future generations”
- students;
  - define the problem,
  - analyze the reasons,
  - and recommend solutions.
- Finally, they write a letter explaining their suggestions to the related agencies.

*Individual agency and collective responsibility*

### **\*Text to be read**

#### **Indigenous communities at risk of losing forests to timber, drug and land trafficking**

The Indigenous community of Santa Rosillo de Yanayacu, located in northern Peru, has been facing illegal timber, drug and land trafficking for the past several years.

Satellite data and imagery suggest deforestation associated with these incursions has increased in 2022. The community lacks a communal land title to their territorial forests; experts say this is opening the door to settlers who are using threats to bar regional authorities from intervening.

Santa Rosillo de Yanayacu is one of a number of Indigenous communities in the region contending with deforestation from outsiders. Santa Rosillo de Yanayacu isn't the only Indigenous community in the region impacted by illegal deforestation activities; other territories, such as Anak Kurutuyacu, have also been affected. On Sept. 2, 2022, concerned communities established the San Martín Regional Roundtable to address incursions.

"We have faced threats since 2017, more or less, and every time that something has happened, we have reported it to the authorities; however we don't have a concrete solution," said Marisol García Apagüño, an Indigenous leader and minutes secretary for the Federation of the Kechua Chazuta Amazonian Indigenous Peoples (FEPIKECHA). Mario Ernesto Torres, head of the natural resources planning and management arm of the ARA (the San Martín Forestry and Wildlife Directorate of the Regional Environmental Authority, known by its Spanish acronym ARA) acknowledged that the response of regional authorities has been limited.

"This year we have visited twice, but deforestation continues regardless," Torres said. "The authorities enter the region, and we are there for a day or two, but then we go away and the problem persists."

Cristina Gavancho, a lawyer from the Institute for Legal Defense, has been working with the Santa Rosillo de Yanayacu community since 2020. She told Mongabay she has filed four complaints with the Specialized Environmental Prosecutor's Office of Alto Amazonas for environmental crimes. Other complaints registered in previous years ended up being shelved, she added.

### **No land titles, no land rights**

Gavancho said they have filed a complaint against the Regional Directorate for Agriculture for granting land titles for rural properties within the community's forests to individuals who are not community members. Meanwhile, Santa Rosillo de Yanayacu community members are left languishing without a collective title to their own land, Gavancho added. She said this is due to the fact that the communal territory has not yet been fully demarcated.

"I believe that the lack of land titling is the main problem here and that it is driving all the other conflicts in the community," she said.

Santa Rosillo de Yanayacu was officially recognized in 2015 and is one of 32 communities that are entitled to land titles under a government program called Cadastre, Titling and Registration of Rural Land in Peru. However, sources said the program's promised benefits have not yet come to pass.

Incursions into Santa Rosillo de Yanayacu territory were given special attention at a November 2021 meeting of the San Martín Technical Titling Board. According to a document signed after the meeting, members agreed "to create an exclusive commission to address the problems of the native community."

However, Matías Pérez Ojeda del Arco, advocacy coordinator for international organization Forest Peoples Programme (FPP), said there's been little to no movement since.

"There have been no big steps forward in the titling process in Santa Rosillo de Yanayacu, despite the fact that a subcommission was created last year specifically to look at this community's case," Pérez Ojeda del Arco said.

Santa Rosillo de Yanayacu president Quinto Imuna agreed, adding that he believes the lack of progress on this front shows his community is not a priority for authorities.

"The state is in no rush to grant us land titles," Imuna said. "If we had them, then we'd have something to lean on. We don't want any more land invasions or deforestation; we want a dignified life for future generations."

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Written by Dr. Nese Soysal on behalf of the JustEd Project.