



## Integrating social justice education for a just and egalitarian society: Pushing beyond the boundaries of possibilities in Nigerian education

Chia Ogheneovo Esther

Department of General Studies Education, School of General Education, Federal College of Education Zaria, Nigeria

### Abstract

The global trend of human rights abuse and the need to promote global competence calls for an education that is all encompassing and inclusive for all the diverse groups and populations represented in the classroom. Education should bridge the gap of social inequalities that exists in the society. Education in Nigeria is aimed at building a just and egalitarian society, social justice education provides a force necessary for pushing beyond the boundaries of possibilities in Nigerian education. Teaching for social justice provides a theoretical approach to educating students on their rights, injustices around them and the global community. Thus providing a voice to the marginalized and building an egalitarian and just society. The paper, utilizes the literature review methodology, highlights the conceptual clarifications of terms, evolution of social justice education, goals, features, and elements of social justice education in a just and egalitarian society. The paper, also examined the principles, roles and the needs of building a well-balanced and informed citizenry through social justice education and its influence in achieving a just and egalitarian society in Nigeria. This paper clearly shows the need for our educational systems to constantly work to ensure a more democratic learning environment, justice and fairness to all while tenaciously seeking more objective ways to promote and achieve our national set goals and objectives.

**Keywords:** social justice education, egalitarianism, education, democratic teaching, equitable pedagogy

### 1. Introduction

There is a growing tension that can be seen among people of different religious, ethnic, cultural and political affiliations in Nigeria. It therefore calls for the need to teach learners to value differences between people, acknowledge the reality of interdependence, develop tolerance and acceptance of diversity, shun prejudice, discrimination and stereotyping of people who share different opinion and belong to different social groups. Social justice education advocated in this paper is aimed at achieving a society where diversity is appreciated and not seen as a reason for violence and discrimination against people of different religious, ethnic and political affiliations. In this 21<sup>st</sup> century there is a global call for the re-orientation of young minds in appreciating equality, global and local interdependence, building a just, fair, and democratic society through the integration of social justice education into the school curriculum. Social justice education for a just and egalitarian society is aimed at advancing children's moral and ethical development and seeking a collective means of bringing an end to violence, taking a collective stand against injustice in our society and global community at large.

“Teaching for social justice involves advancing children's moral and ethical development and helping children learn how to (a) value differences between people, (b) identify social injustices in the world around them, and (c) take collective action to remedy the social injustices they find” (Lucey & Laney, 2009, p. 261) [34]. Social justice education is intended to assist students in discovering and wielding their own power as both knowledgeable and critical people in attempt to create a more just society (Chapman, Hobbel, & Alvarado, 2011) [9].

Education for Social Justice is concerned with facing the challenges presented to humanity through the process of

globalization. Schools may play a pivotal role in this process and must be “tied to a struggle for a better life for all, through the construction of a society based on non-exploitive relations and social justice” (Calabrese-Barton, 2003: 27) [7]. Cochran-Smith (2004) [10] espoused that working for social justice in education means guiding students in critical self-reflection of their socialization into this matrix of unequal relationships and its implications, analysis of the mechanisms of oppression, and the ability to challenge these hierarchies. Teaching for social justice is an attempt by classroom teachers to promote equity within their classrooms in light of high-stakes testing and the current accountability movement (Dover, 2013) [14]. Carlisle, Jackson, and George (2006) [8] define social justice education as, “the conscious and reflexive blend of content and process intended to enhance equity across multiple identity groups (e.g. race, class, gender, sexual orientation, ability), foster critical perspectives, and promote social action”. Education generally aims at self-realization, better human relations, individual and national efficiency, effective citizenship, national consciousness, national unity as well as towards social, cultural, economic, political, scientific and technological progress (Kalusi, 2010) [26].

### 2. Conceptual Clarification of terms

#### Social Justice Education

Bell (1997) [4] defines social justice as being a goal and a process. “The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs,” (Bell, 1997, p. 3) [4] while, “the process for attaining the goal of social justice should be democratic and participatory, inclusive and affirming of human agency and human capacities for working collaboratively to create change”. Hackman (2005) [23] further expanded Bell's goals

of social justice education to include student empowerment, the equitable distribution of resources and social responsibility, and her processes to include democracy, a student-centered focus, dialogue, and an analysis of power. Social justice education does not merely examine difference or diversity but pays careful attention to the systems of power and privilege that give rise to social inequality, and encourages students to critically examine oppression on institutional, cultural, and individual levels in search of opportunities for social action in the service of social change. Social justice is defined as "... promoting a just society by challenging injustice and valuing diversity." It exists when "all people share a common humanity and therefore have a right to equitable treatment, support for their human rights, and a fair allocation of community resources." In conditions of social justice, people are "not be discriminated against, nor their welfare and well-being constrained or prejudiced on the basis of gender, sexuality, religion, political affiliations, age, race, belief, disability, location, social class, socioeconomic circumstances, or other characteristic of background or group membership" (Toowoomba Catholic Education, 2006).

### Education

Education is defined by Kalusi (2010) <sup>[26]</sup> as involving all aspects of the society from the material conditions to the cognitive and psychological states of the individuals with a view to promoting knowledge and understanding. It is both a formal and informal ways of acquiring the necessary skills, knowledge, character development for survival and making useful contributions to our societies intelligently and the global community at large.

### Egalitarianism

The idea of social inequality, prejudice, discrimination and stereotyping has been an age long challenge to the existence of humanity. Societies has been invaded and torn apart for these causes. Ejieh (2004) <sup>[16]</sup> espoused that no society is happy about the existence of social inequality and most member of any society envision a society in which all members are equal and receive equal treatment; such a society is referred to as an egalitarian society. Egalitarianism therefore is an ideology, principle or doctrine referring to equal rights, benefits and opportunities or equal treatment for all citizens of a society. This is opposed to the elitist ideology, which refers to a few people or a selected group of people receiving some preferential treatment mainly because of some social advantages they have over the majority of the members of the society (Ejeh 2004) <sup>[16]</sup>.

## 3. Literature Reviews

### Evolution of Social Justice Education

The field of Social Justice Education evolved in part from struggles of various civil right movements over the past fifty years within which concepts such as social justice, liberation and oppression are central categories for analyzing, investigating, evaluating and transforming interlocking systems of discriminatory institutional structures and cultural practices and social behavior (Adams, Bell & Griffin, 2007.) <sup>[1]</sup> Students in social justice education study the inequities that people experience on the basis of their social group memberships, through systems of constraint and advantage reproduced through the social processes of exploitation, marginalization, powerlessness, cultural imperialism, and violence (Young, 1990) <sup>[50]</sup>. Social justice education pays

attention to the resources that individuals, families, social groups and communities bring to personal and social change and to the transformation of educational institutions and practices.

Social justice education also pays careful attention to process in educational and structural interventions and practices. This attention to process includes balancing the emotional with the cognitive; acknowledging and supporting the personal while analyzing and intervening in social systems; attending to social relations within and among families, schools and communities; developing competencies in collaboration and interpersonal and intergroup relationships as well as education and advocacy. Social justice practitioners evaluate and acknowledge the shifting contexts of human interaction and the need for social and personal equity (Finkle 2011) <sup>[18]</sup>. Social justice" has recently become increasingly popular in teacher education and is all encompassing of a large range of practices and perspectives (Adams, Bell, & Griffin, 2007) <sup>[1]</sup>, such as anti-oppressive education (Kumashiro, 2004) <sup>[30]</sup>, critical literary practices (Comber, 2001; Dozier, Johnston, & Rogers, 2005; Vasquez, 2004) <sup>[11, 15]</sup>, critical, multi-cultural, and anti-bias education (Derman-Sparks & Ramsey, 2006; Sleeter, 2005) <sup>[13, 43]</sup>, and culturally-relevant pedagogy (Ladson-Billings, 1994). This multilayered concept is centered on valuing the human rights of all people and is utilized by various "educators who set as a task the fostering of a more democratic society through classroom practices" (Boyles, Carusi, & Attick, 2009, p. 30) <sup>[6]</sup>. Teaching for Social Justice is an educational philosophy that evolved out of and extended the concept of social justice, thereby placing it in the classroom as pedagogy to be implemented in multiple content areas. Rather than looking at society as a whole, teaching for social justice is focused on equality in the learning environment. In the pedagogical sense, Oyler (2011) <sup>[41]</sup> emphasizes teachers must assume a capacity rather than a deficit orientation to children, families, and their communities, with a developing knowledge of oppression and a keen eye for inequity as it functions in schools, and a commitment to equity pedagogy" (p. 148). In social justice education, race, religion, gender, and sex are considered inclusionary rather than exclusionary components (Adams, Bell, & Griffin, 2007) <sup>[1]</sup>. Whether it is considering gender, race, ethnicity, socioeconomic status, learning or physical abilities, language, or sexual orientation, teaching for social justice is all-inclusive and contends all students should be taught in a way that stimulates a consciousness of membership and agency within students (Greene, 1998) <sup>[21]</sup>. According to Bell (1997) <sup>[4]</sup>, "social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure". Some experts define teaching for social justice as having beliefs with an emphasis on ethical values, care, and respect (Marshall & Oliva, 2006). Kohl (2001) <sup>[27]</sup> argues that to create schools that are socially just, one must advocate for moral responsibility. Young (1993) <sup>[51]</sup> explains that everyone in a just society should be able to "develop and exercise her or his intellectual, social, emotional, and expressive capacities" (p. 123). Greene (1998) <sup>[21]</sup> explains that in a just society everyone affected by a decision should have a part in making the decision. Likewise, Hooks (1994) <sup>[24]</sup> expresses that a fundamental goal of transformative pedagogy is creating a democratic classroom setting where everyone is committed to contribute. Lynch and Baker (2005) <sup>[35]</sup> call for equality of condition as

a central criterion of justice in education. They argue that we must look for equality in five dimensions: “resources; respect and recognition; love, care and solidarity; power; and working and learning” (p. 132). Within each of these dimensions, they describe how we may change educational practices to support a more holistic vision of equality in education. Bell (1997) <sup>[4]</sup> provides a set of lenses and terms, what she calls theoretical foundations, for social justice education. She offers a historical, conceptual, and contextual account of oppression, describing it as pervasive, restricting, hierarchical, complex, internalized, and systemic. She argues we need theoretical/conceptual accounts because they offer “clear ways to define and analyze oppression so that we can understand how it operates at various individual, cultural, and institutional levels” (p. 4).

Griffiths, (1998) opined that attention must be paid to 'social justice in education' - how principles are enacted in education, including the democratization of classroom relationships - and to 'social justice from education', meaning the effects of education in the wider society such as how it can counter or ameliorate the reproduction of social and economic disadvantage and disconnection. Even with the push for a more inclusive and diverse content and pedagogy in education, the hierarchical structures in society continue to influence education that lacks representation of marginalized populations. Consequently, when consciousness of diversity is limited in education, the dominant culture continues to dominate, thereby, often leaving the voices of the too oppressed and marginalized populations silenced in many ways (Howard, 2006; Kumashiro, 2000; Ladson-Billings, 2006; Ndimande, 2004) <sup>[25, 30, 31, 38]</sup>.

### Features of Social Justice Education

Nieto and Bode (2007) <sup>[40]</sup> highlight features of social justice education that reference both theory and practice in the classroom. The authors contend social justice:

1. Challenges, confronts, and disrupts “misconceptions, untruths, and stereotypes that lead to structural inequality and discrimination based on race, social class, gender, and other social and human differences,”
2. Provides “all students with the resources necessary to learn to their full potential,”
3. Draws on the “talents and strengths that students bring to their education,” and
4. Creates a “learning environment that promotes critical thinking and supports agency for social change” (p. 11).

### Goals of Social Justice Education

The Social Justice Training Institute with the assistance of Adams, Bell, and Griffin (1997) <sup>[4]</sup> defines the goal of social justice education as a means to provide “full and equal participation of all groups in a society that is mutually shaped to meet their needs”. In the definition social justice “includes a vision of society that is equitable... [where] its members are physically and psychologically safe and secure” (Social Justice Training Institute, 2006, p.1). Lipman (2004) <sup>[33]</sup> frames four imperatives that create a vision of social justice education.

Equity: all children should have equal opportunities and rights, but special efforts must be made to overcome past injustice and inequalities of race, gender, and class.

Agency: Education should allow students to take action to change their personal situations and social injustice. It should support youth to be active participants in the challenges

facing them, and arm them with the tools they will need to survive and thrive in the face of multiple forms of oppression. Cultural Relevance: Teachers should use students’ cultures to support academic success. They should work to develop sociopolitical consciousness and challenge unjust conditions. Critical Literacy: Schools should be a place in which students can examine knowledge and their own life experiences critically. The curriculum should be grounded in students’ experiences and challenge official knowledge that distorts the histories of marginalized groups. (Lipman, p.17).

Social justice is defined as the movement of society toward greater equality, economic fairness, acceptance of cultural diversity, and participatory democracy (Warren, 1998) <sup>[49]</sup>. Goals of social justice include empowering marginalized communities and changing unjust institutional arrangements (Lewis, 2004) <sup>[32]</sup>. Such outcomes reflect social change, which is the ultimate goal of social justice. Social change implies beneficial advances in society. Social justice education involves increasing students’ awareness of social inequalities, identifying the roles that individuals and institutions play in maintaining such inequalities, and taking corrective action (Meyers, 2009) <sup>[37]</sup>. Social justice education is student-centered, experiential, collaborative, intellectual, analytical, multicultural, value-based, and activist (Wade, 2001) <sup>[48]</sup>.

### Elements of Social Justice Education in a just and Egalitarian Society

The teaching of social justice education and creating a just and egalitarian society should encompass all these essential elements:

- Freedom of choice and liberty
- Equality and equal opportunities
- Fairness and justice
- Love and respect for diversity
- Cooperation to resist every form of oppression
- Dismantling of prejudice, discrimination social bias and stereotyping.
- Human dignity in labor and self-development
- Tolerance and peaceful coexistence
- Upholding of human rights and values
- Interdependence and responsible citizenship.

### 4. Discussions

#### The Role of Social Justice Education for a just and Egalitarian Society

Teaching for social justice will require a “restructuring of the school curriculum, its purposes, nature, goals and objectives, taking into consideration the growing and changing needs of the society.” Education is an empowerment to reach full potential and it bridges the gap of social inequalities and class mobility. Education is the most important channel of social mobility (Aminigo, 2003) <sup>[3]</sup>. Education will lead to the three core indices of development being present in the society. These indices, as identified by Todaro and Smith (2009) <sup>[46]</sup>, are:

- Sustenance: The ability to meet basic needs
- Self-esteem: Having self-worth and self-respect, and
- Freedom from servitude: The ability to choose and be emancipated from oppressive institutions and dogmatic beliefs.

Grant and Agosto (2008) <sup>[19]</sup>, Nieto (2000) <sup>[39]</sup> contends “social justice is an individual, collective, and institutional

journey that involves self-identity awareness, learning with students, developing meaningful relationships, developing multilingual/multicultural knowledge, challenging racism and other biases, having a critical stance, and working with a community of critical friends” (p. 187). Extending the concept further, Lucey and Laney (2009) <sup>[34]</sup> claim, “Teaching for social justice involves advancing children’s moral and ethical development and helping children learn how to (a) value differences between people, (b) identify social injustices in the world around them, and (c) take collective action to remedy the social injustices they find” (p. 261).

Green, (2007) opined that not only do incorporating social justice ideals help to create a moral, ethical, and equal learning environment, but given the various characteristics of diversity found in classrooms today, the practice can be fodder for a rich assortment of culturally-based learning scaffolds. Bell (2007) <sup>[1, 5]</sup> asserted that the goal for social justice education is to enable people to develop the critical analytical tools necessary to understand oppression and their own socialization within oppressive systems and to develop a sense of agency and capacity to interrupt and change oppressive patterns and behaviors in themselves and in the institutions and communities in which they participate (p. 2). Social justice-oriented teaching reflects an understanding that teachers can work to: challenge and alter an educational system inadequately serving large numbers of children, particularly poor children, children of color, and children with special needs (Kozol, 1991; Oakes & Lipton, 2003; Zollers *et al.*, 2000) <sup>[28, 53]</sup>; develop and enact academically rigorous curriculum relevant to the increasingly racially and ethnically diverse student population and bolstering the learning and achievement of all students in the classroom (Cochran-Smith, 2004; Haberman, 1995; Ladson-Billings, 1994, Sleeter, 2005; Zeichner, 2003) <sup>[10, 22, 43, 52]</sup>.

Similarly, Sensoy and DiAngelo (2012) <sup>[42]</sup> suggested that social justice advocates recognize that unequal social relations are prevalent at both individual and systemic levels; understand their own position in relation to inequalities; think critically about systems, structures, and knowledge; and “act from this understanding, in service of a more just society” (p. 145). Ayers, Quinn, and Stovall (2009) <sup>[45]</sup> added that social justice education rests on three pillars: equity, activism, and social literacy (p. xiv). They assessed equity in terms of fair access to challenging and enriching educational experiences and the outcomes of schooling. They called for activism from both educators and students, citing the importance of “agency, full participation, preparing youngsters to see and understand, and when necessary, to change all that is before them” (p. xiv). Finally, they argued that learning should be relevant—that social literacy entails critiquing social ills, understanding identity, nourishing connection, challenging oppression, and acting courageously. Translating these broad goals to the classroom, those who teach for social justice advocate for a particular vision of the world, one where diversity is prized, every student is valued, information is critiqued, and resources are distributed fairly.

## 5. Conclusion

Today’s educators have a responsibility to prepare tomorrow’s adults to be socially responsible, achieve greater life opportunities, be productive, and well-balanced citizen in a global and enriched intellectual environment. Social justice education is the bedrock of building a just, fair and egalitarian

society. Its roles in national and sustainable development in any nation cannot be overemphasized. Social justice education has the potentials to equip the individual with the right type of knowledge, skills, attitude and values to become a global citizen making useful contributions to the harmonious existence of the global community.

There is a need to develop and train prospective teachers to understand diversity and social justice as a way to achieve a just and egalitarian society. Democratic principles should be upheld in the classroom, this will enable learners to freely discuss issues without fear or bias. Carlisle, Jackson, and George (2006) <sup>[8]</sup> argue that a just school would promote inclusion and equity, hold high expectations for all students, develop reciprocal community relationships, involve a system wide approach, and entail direct social justice education and intervention (pp. 57-61).

Nigeria recognizes the place of education as an asset to achieve global competence and multiple perspectives. Education is a viable instrument to combat ignorance, fight prejudice, and destroy the fabric of discrimination and stereotyping, while providing an enabling environment for peace and unity in diversity. However, for education to achieve its full potentials, all curriculum and instructions must be predicated on these valuable keys:

Respect for the worth and dignity of individuals; faith in man’s ability to make rational decisions; moral and spiritual values in interpersonal and human relations; shared responsibility for the common good of society; respect for the dignity of labor; and promotion of the emotional, physical and psychological health of all children these and many more are inherent in social justice education to achieve a just and egalitarian society.

## 6. References

1. Adams M, Bell LA, Griffin P. Teaching for Social Justice. Routledge: Taylor & Francis Group: New York, 2007.
2. Au K. Isn’t culturally responsive instruction just good teaching? *Social Education*, 2009; 73(4):179-183.
3. Aminigo IM. Educational Philosophy and National Development. Buguma, Rivers State: Hanging Gardens Publishers, 2003.
4. Bell LA. Theoretical foundations for social justice education. In Adams, M., L. A. Bell, & P. Griffin (Eds.), *Teachings for diversity and social justice: A sourcebook*. New York: Routledge, 1997.
5. Bell LA. Theoretical foundations for social justice education In M. Adams, L. A. Bell, & P. Griffin (Eds.), *teaching for diversity and social justice*. New York: Routledge, 2007, 1-14
6. Boyles D, Carusi T, Attick D. Historical and critical interpretations of Social justice. In W. Ayers, T. Quinn, D. Stovall (Eds.), *Handbook of social justice in education* (pp. 30-42). New York, NY: Routledge, 2009.
7. Calabrese Barton A. *Teaching Science for Social Justice*. New York: Teacher’s College Press, 2003.
8. Carlisle RL, Jackson B, George A. Principles of social justice education: The social justice education in schools project. *Equity & Excellence in Education*. 2006; 39(1): 55-64.
9. Chapman T, Hobbel N, Alvarado NV. A social justice approach as a base for teaching writing. *Journal of Adolescent & Adult Literacy*. 2011; 54(7):539-541.

10. Cochran Smith M. *Walking the road: Race, diversity, and social justice*. New York, NY: Teachers College Press, 2004.
11. Comber B. Critical literacies and local action: Teacher knowledge and a “new” research agenda. In B. Comber & A. Simpson (Eds.), *Negotiating critical literacies in classrooms*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers, 2001, 271-282.
12. Darling Hammond L, French J, Garcia Lopez S. (Eds.). *Learning to teach for social justice*. New York, 2002.
13. Derman Sparks L, Ramsey PR. *What if all the kids are white? Anti-bias, multicultural education with young children and families*. New York, NY: Teachers College Press, 2006.
14. Dover AG. Teaching for social justice: From conceptual frameworks to classroom practices. *Multicultural Perspectives*. 2013; 15(1):3-11.
15. Dozier C, Johnston P, Rogers R. *Critical literacy/critical teaching: Tools for preparing responsive teachers*. New York, NY: Teachers College Press, 2005.
16. Ejiehu MUC. *Egalitarianism and Management of Education*. Faculty of Education, Obafemi Awolowo University, Ile-Ife, Nigeria, 2004.
17. Federal Government of Nigeria. *National Policy on Education*. Lagos: Nerdc Press, 2004.
18. Finkle, D. *Social Justice Education*. Written For: Youth for Independence, forum for professors, conservative students, tea party and the like, 2011. Retrieved from <http://www.studentsforabetterfuture.com/social-justice-education/>
19. Grant CA, Agosto V. Teacher capacity and social justice in teacher education. In M. Cochran-Smith, S. Feiman-Nemser, J. D. McIntyre, & K. E. Demers (Eds.). *Handbook of research on teacher education: Enduring questions in changing contexts*. New York, NY: Routledge/Taylor & Francis Group and Association of Teacher Educators, 2008.
20. Green S. Preparing special educators to work with diverse student populations: Culturally responsive teaching and its alignment with the teaching of social studies. *Black History Bulletin*. 2007; 70(1):12-18.
21. Greene M. Introduction: Teaching for social justice. In W. Ayers, J. A. Hunt, T. Quinn (Eds.), *Teaching for social justice: A democracy and education reader*. New York, NY: Teachers College Press, 1998, xxvii-xlvi.
22. Haberman M. *Star teachers of children in poverty*. West Lafayette: Kappa Delta Pi, 1995.
23. Hackman HW. Five essential components for social justice education. *Equity & Excellence*. 2005; 38(2):103-109.
24. Hooks B. *Teaching to transgress: Education as the practice of freedom*. New York, NY: Routledge, 1994.
25. Howard GR. *We can't teach what we don't know: White teachers multiracial schools* (2nd ed.). New York, NY: Teachers College Press, 2006.
26. Kalusi JI. The Relevance of Philosophy of Education in National Development. *Nigerian Journal of Educational Philosophy*. 2010; 6 (1):76-92.
27. Kohl H. Teaching for social justice. *Rethinking Schools Online*, Winter, 2001, 15(2).
28. Kozol J. *Savage inequalities: Children in America's schools*. New York: Harper Perennial, 1991.
29. Kumashiro, K. *Toward a Theory of Anti-Oppressive Education*. *Review of Educational Research*, 2000; 70(1): 25-53.
30. Kumashiro KK. *Against common sense: Teaching and learning toward social justice*. New York, NY: Routledge Falmer. Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass, 2004.
31. Ladson Billings G. From the achievement gap to the education debt: understanding achievement in U.S. schools. *Educational Researcher*. 2006; 35(7):3-12.
32. Lewis TL. Service learning for social change? Lessons from a liberal arts college. *Teaching Sociology*. 2004; 32(1):94-108.
33. Lipman P. *High stakes education: Inequality, globalization, and urban school reform*. New York: Routledge Falmer, 2004.
34. Lucey TA, Laney JD. This land was made for you and me: Teaching for economic justice in upper elementary and middle school grades. *The Social Studies*. 2009; 100(6):260-272.
35. Lynch K, Baker J. Equality in education: An equality of condition perspective. *Theory and Research in Education*. 2005; 3(2):131-164.
36. Marshal D, Oliva M. *Leadership for social justice: Making revolutions in education*. Boston: Allyn & Bacon, 2005.
37. Meyers SA. Service learning as an opportunity for personal and social transformation. *International Journal of Teaching and Learning in Higher Education*. 2009; 21(3):373-381.
38. Ndimande BS. [Re] Anglicizing the kids: Contradictions of classroom discourse in post-apartheid South Africa. In N. K. Mutua & B. B. Swadener (Eds.), *Decolonizing research in cross-cultural contexts*. Albany, NY, SUNY Press, 2004, 197-214.
39. Nieto S. Placing equity front and center: Some thoughts on transforming teacher education for a new century. *Journal of Teacher Education*. 2000; 51(3):180-187.
40. Nieto S, Bode P. *Affirming diversity: The sociopolitical context of multicultural education* (5th Ed.). Boston, MA: Allyn & Bacon. NY: Teachers College Press, 2007.
41. Oyler C. Preparing teachers of young children to be social justice-oriented educators. In A. L. Goodwin, & B. Fennimore (Eds.) *Promoting social justice for young children: Facing critical challenges to early learning and development*. New York, NY: Springer, 2011.
42. Sensoy O, DiAngelo R. Is everyone really equal? An introduction to key concepts in social justice education. J. A. Banks (Ed.) *New York, NY: Teachers College Press*, 2012.
43. Sleeter CE. *Unstandardizing curriculum: Multicultural teaching in the standards-based classroom*. New York, NY: Teachers College Press, 2005.
44. Smith A. *Training and development in Australia*. Sydney: Butterworths, 1992.
45. Stovall D, Quinn T, Ayers W. *Handbook of social justice in education*. New York: Routledge, 2009.
46. Todaro MP, Smith SC. *Economic Development* (10th ed). Harlow, England: Pearson Education Limited, 2009.
47. Vasquez VM. *Negotiating critical literacies with young children*. Mahwah: Erlbaum, 2004.
48. Wade R. “... And justice for all”: Community service-learning for social justice (ECS Issue Paper: Community Service/Service-Learning). Denver, CO: Education Commission of the States, 2001.

49. Warren K. Educating students for social justice in service learning. *The Journal of Experiential Education*, 1998; 21(3):134-139.
50. Young IM. *Justice and the politics of difference*. Princeton, NJ: Princeton University Press, 1990.
51. Young IM. *Justice and communicative democracy*. In R. Gottlieb (Ed.). *Radical philosophy: Tradition, counter-tradition, politics*. Philadelphia: Temple University Press, 1993, 123-143.
52. Zeichner K. The adequacies and inadequacies of three current strategies to recruit, prepare, and retain the best teachers for all students. *Teachers College Record*. 2003; 105(5):490-519.
53. Zollers NJ, Albert LR, Cochran Smith M. In pursuit of social justice: Collaborative research and practice in teacher education. *Action in Teacher Education*. 2000; 22(2):1-14.