

School Community and Environmental Justice in Teaching and Learning in Nepal

Professor Ganesh Bahadur Singh

Tribhuvan University, Nepal

ganesh.bdr.singh@gmail.com

2 November 2022

JustEd: Education *as* and *for* environmental, epistemic and transitional justice
to enable the Sustainable Development Goals



Student's Voices

- “I think natural environment should flourish even if there are no humans around to enjoy because environment is natural, not artificial whether we are there or not”.
- “Environmental is for people and they have the right to use their surrounding and environment.... But it's about careful and efficient use....”
- *“The environment should be used in a balanced way, the environment should also flourish or be expanded and be protected.The new trees and plants are to be planted and also in areas of deforestation”*
“This environment is not just for humans only but also for animals and other species and it gives meaning to earth.”

Student's Voices

- Students' line of thinking on environment - relationship between nature and human beings
 - nature above humans
 - nature for the better use for humans
 - harmony between nature and living beings
- Connection with lived experience

Teachers' Views – Curriculum and Teaching focus

- Teachers talk in relation to curriculum and content coverage
 - A number of topics of the environment are included in the science subject (content focus)
 - Topic of environmental issues are directly related to life
- Teacher: *In school we teach to save our natural resources which is not possible to apply practically as their (community) butter and bread are earned by this. How does environmental justice weigh up against human survival/flourishing?*

(Thinking alternatives, compatibility)

Head Teacher – Formal, but weak link

- HTs – green school in focus
- One of the HT – green school difficult due to lack of support from community
- TL practices in EnJ (HT and T)
 - Content (adequate) pedagogy (unsatisfactory)
 - Teacher know, but not a point to bring into the classroom – eg. school closure due to air pollution (Kathmandu March 2021, Delhi – Nov 2021)
 - Essay writing, debate, educational tour, field trip, rally etc. in some extent
 - Teacher suggestion – project work, pictorial, videos, YouTube, experiment, field trip – question is why not into practice then?

Epistemic shaping in the classroom

- Place for learner's experience and connections with their day to day surroundings
 - national curriculum and single textbook
 - 20% local curriculum, but not in external examination and less experience in curriculum development
 - CTL practices (62 lessons) – pedagogical constraints
 - Teacher-centered (62) - reading and paraphrasing (43) highlighting main points (27), Partially student centered (2) , Row and Column seating (60)
 - 180+ students: 166 enjoy lesson, 133 lesson clear (reference point!)
 - Classroom questioning: teacher first (95), peer first (54), any of them (34) (reteach, revise, repeat rather than explorative, broadening, justifying, reasoning...)

Epistemic shaping in the classroom - possibility

- Connecting threads – local small hamlet of student to global context
- Lived experience – entering behavior, consolidation
- Engaging and meaningful learning – ‘What? So What? Now What’, “What does it mean to me”, “Reading Against”, “Community Building” and many more...

Thank You

For more information on the JustEd study:
<https://www.bath.ac.uk/projects/justed/>