

An Evaluative Framework for Social Justice for Higher Education Teaching and Learning

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In this paper we begin by presenting social justice and ethics of care perspectives which we believe could be useful for making moral and political judgements about the adequacy of social arrangements for teaching and learning in higher education institutions. These perspectives include the human capabilities approach as developed by Amartya Sen and Martha Nussbaum; Nancy Fraser's three-dimensional concept of social justice; and the political ethics of care perspective as developed by theorists such as Tronto and Svenhuijsen. In this paper we offer a combined normative framework emanating from these perspectives. We argue that this framework provides a useful tool to judge the extent to which institutional contexts are conducive to student flourishing and wellbeing. In the final part of the paper we suggest examples of the sorts of practices and considerations which would need to be implemented in the South African context in order to achieve participatory parity.