



EarthCARE

Global Justice Framework

The EarthCARE Global Justice framework emerged out of an international research network of eco-social learning initiatives that seek to integrate ecological, cognitive, affective, relational, and economic (EarthCARE) approaches to local and global justice. This framework is intended to push the boundaries of prevailing approaches to global change and related definitions of 'global citizenship', 'development', 'success', and 'sustainability' beyond problematic patterns of simplistic analyses and engagements well documented in research (see 'HEADS UP' checklist). The framework aims to support the design of deep learning processes that can enable CARE-ful learners to think, relate and work together differently to alleviate the effects and transform root causes of unprecedented global challenges. Below are some of the guiding priorities of each dimension of the framework:

Earth justice

- (Re)framing "the environment" as a set of human and other-than-human relations and interdependencies, rather than a set of resources to be extracted/exploited by humans
- Understanding the challenges of food/water security/sovereignty of soil regeneration
- Working towards practices of clean energy, zero waste, cradle-to-cradle design

Cognitive justice

- Identifying and interrupting the harmful effects of a monoculture of thought premised on a singular narrative of human progress, development and evolution
- Recognizing the contextual possibilities and limitations of all knowledge systems
- Creating interfaces between different knowledge systems that honor the integrity and gifts of each, while recognizing their limitations, tensions and incommensurabilities

Affective justice

- Prioritizing our collective need for healing from historical and intergenerational trauma
- Recognizing the uneven distribution of collective trauma and its effects
- Learning to be comfortable with the difficulties and discomforts of working through complexities, paradoxes, complications, uncertainties and disillusionments

Relational justice

- Dismantling inherited hierarchies that hinder symmetrical relationships, and working towards ethical, equitable power relations, reciprocity, and solidarity
- Taking into account interconnected contexts, and how change in one place can affect change in another, both intentionally and not
- Securing relationships and forms of social-ecology that can uphold the health and wellbeing of present and future generations

Economic justice

- Analysing how unjust systems of trade, labor relations, governance, and value production generate violence and inequalities
- Learning lessons from the failures of both capitalism and socialism
- Learning about alternative economic paradigms such as degrowth, buen vivir, gift economies and solidarity economies, enacting redistribution in the short-term, and creating new, non-exploitative/extractive systems in the long-term

An EarthCARE-Informed Approach to Global Citizenship Education

Global citizenship education informed by the EarthCARE Global Justice Framework is less concerned with cultivating prescriptive approaches to problem-solving and more concerned with preparing people to work with and through the *complexities, uncertainties, paradoxes, and complicities that characterize efforts to address unprecedented global challenges.*

In this approach to global citizenship, learners would be supported to:



- Identify and transform problematic on-going patterns of North-South engagement that tend to be hegemonic, ethnocentric, depoliticized, ahistorical, paternalistic and offer uncomplicated solutions (HEADS UP checklist);
- Develop complex, systemic, multi-layered, and multi-voiced questions and analyses that challenge and provide alternatives to simplistic solutions to global injustices;
- Weave local and global CARE-ful coalitions that advance critically informed approaches to global justice in multiple contexts, and engage constructively with difficult issues that emerge in processes of deep intercultural, intergenerational, and intersectional learning and change;
- Cultivate awareness of how we are implicated in the problems we are trying to address – that is, how we are all both part of the problem and the solution in different ways;
- Expand frames of reference, acknowledging the gifts, contradictions and limitations of different knowledge systems, moving beyond ‘either or’ towards ‘both and more’;
- Move reciprocally from theory to practice and from practice to theory, understanding the essential and dynamic link between theory and practice and valuing each equitably;
- Open our social and ecological imagination to different forms of knowing and being, and different futurities beyond a single story of progress, development and evolution;
- Sense our connectedness with and responsibility towards each other and the planet.

For more information, a copy of Prof. Dr. Andreotti’s contribution to the international symposium and a reading list, please visit: blogs.ubc.ca/earthcare