Social Justice and Equity in Tertiary Education

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**Title:**

Teaching Social Justice in Higher Education: An Experiential Learning Exercise in a Business Ethics Class

**Abstract:**

This paper describes an experiential learning exercise on social justice in a business ethics course taught at a private university in Kenya. The activity was designed to enhance students’ moral awareness about the plight of Kenyan workers and the responsibility that business firms have in fostering the dignity of human work. Divided into small groups, students did home visits in a poor neighborhood and conducted face-to-face interviews with heads of families about their household income, living expenses, and working conditions. Students were asked to share the insights they learnt as a group and submit individual reflection papers about lessons drawn from these visits. Analysis of student experiences reveal how this exercise has significantly enhanced their appreciation of the dignity of the poor. Students’ insights also show how they personally benefited from the values of the people they interacted with during the visits. These values include resilience, sense of solidarity, generosity, hope, optimism, hard work, love for their children, and a strong faith in God.

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