

- A. Noronha and N. Soni (2019). Making sense of percentages and its importance in unpacking inequality and discrimination. In: J. Subramanian (Ed.). *Proceedings of the Tenth International Mathematics Education and Society Conference*. Hyderabad: MES10.
- Oxfam India (2021) *The Inequality Virus: Davos India Supplement*. New Delhi: Oxfam India.
- A. Rampal (2015). Curriculum and critical agency: Mediating everyday mathematics. In S. Mukhopadhyay and B. Greer (Eds.) *Proceedings of the Eighth International Mathematics Education and Society Conference*. Portland: MES-8, 83–110.
- O. Skovsmose (2006). Challenges for mathematics education research. In J. Maaß and W. Schölglmann (eds.), *New Mathematics Education Research and Practice*. Rotterdam: Sense Publishers, pp. 33–50.
- S. Takker (2017). Challenges in dealing with social justice concerns in mathematics classrooms. In A. Chronaki (Ed.). *Proceedings of the Ninth International Mathematics Education and Society Conference*. Volos: MES-9, 936–945.
- T. Teo (2010). What is epistemological violence in the empirical social sciences? *Social and Personality Psychology Compass* 4(5), 295–303.
- UN General Assembly. Transforming our world: the 2030 agenda for sustainable development, 21 October 2015, A/RES/70/1, available at: <https://www.refworld.org/docid/57b6e3e44.html> [accessed 7 March 2022].
- UNHCR United Nations High Commissioner for Refugees (2021). Global trends. Forced displacement in 2020. <https://www.unhcr.org/flagship-reports/globaltrends/>.
- UNISDR (United Nations International Strategy for Disaster Reduction) (2015). Sendai framework for disaster risk reduction 2015–2030. http://www.wcdrr.org/uploads/Sendai_Framework_for_Disaster_Risk_Reduction_2015-2030.pdf. [accessed 7 March 2022].
- P. Vale and M. H. Grayen (2021). Reflecting on dilemmas in digital resource design as a response to COVID-19 for learners in under-resourced contexts. *Pythagoras*, 42(1), 17.
- P. Velaskar (2012). Education for liberation: Ambedkar’s thought and Dalit women’s perspectives. *Contemporary Education Dialogue*, 9(2), 245–271.
- M. E. Villarreal and M. C. Borba (2010). Collectives of humans-with-media in mathematics education: notebooks, blackboards, calculators, computers and... notebooks throughout 100 years of ICMI. *ZDM*, 42(1), 49–62.