

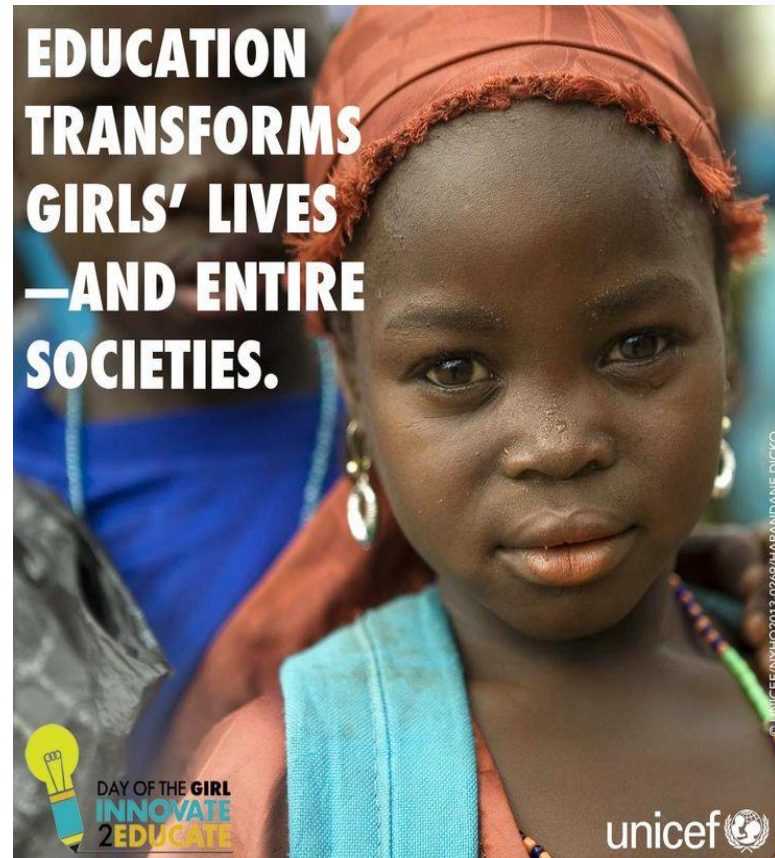
# Gendering Global Citizenship Education (GCE)

Aarti Saihjee

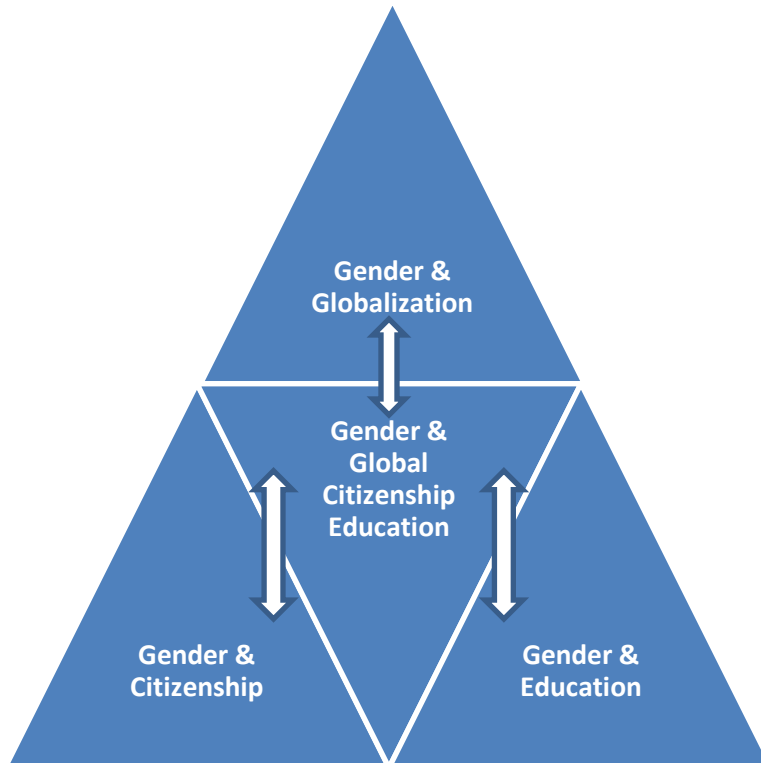
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# GCE vision – reimagining education



# Why do we need to view GCE through a gender lens?



- Gender is implicated in the framing concepts/processes;
- Disrupts, challenges and strengthens GCE
- Goes beyond gender parity in education;
- Amplifies the debate on significance of gender equality and global public goods;

# Building on what we know ...

## Where does the “praxis” take place?

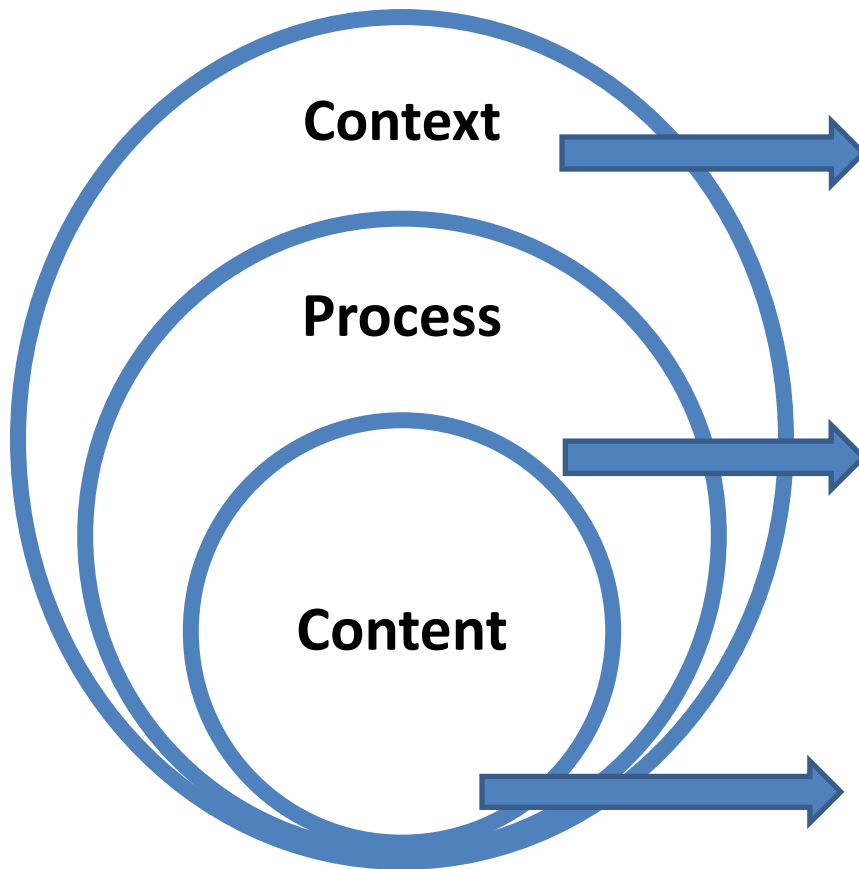
- Local – global continuum
- Development continuum
- Intersecting identities

## How we know?

- Reflexive, participatory, dialogical, & critical pedagogy;
- Civic engagement;

## What do we know?

- Inclusive, multi-cultural, gender-responsive, & rights-oriented; hidden curriculum



# Advancing GCE – issues for reflection

- **Limits of GCE in context of inequitable access to quality learning opportunities;**
- **Holistic and/or “subject” approach;**
- **Educating “workers” and/or “citizens”;**
- **Educators as global citizens negotiating multicultural classrooms;**
- **Contested nature of GCE – who “globalizes” and who is “globalized”;**
- **Does/will the nature of GCE differ in the global north and global south?**
- **Demonstrating change – process and/or outcomes**

# THANK YOU

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