Gendering Global Citizenship Education (GCE)

Aarti Saihjee
UNGEI Secretariat, New York
January 2015
GCE vision – reimagining education

“EDUCATION is the most powerful weapon which you can use to change the world.”

- Nelson Mandela

EDUCATION TRANSFORMS GIRLS’ LIVES — AND ENTIRE SOCIETIES.
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

www.ungeei.org