

Education, Exclusion And Citizenship

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Inclusive Citizenship, gender and poverty: some implications for education for citizenship

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ABSTRACT *This article is divided into two parts. The first discusses citizenship with reference to the ideal of inclusive citizenship and to the position of two overlapping groups whose struggle for inclusive citizenship is not yet fully won: women and people experiencing poverty. The second part draws out some implications for education for citizenship. It does so from the perspective both of strengthening the citizenship of marginalized groups and of educating others to adopt an inclusive and respectful stance towards them. It addresses the intimate/domestic sphere on the one hand and the global on the other. It concludes by arguing for a form of education for citizenship which can contribute to the development of an inclusive citizenship, which is also pluralist, reflexive and participatory.*

Introduction

Underpinning the idea of education for citizenship is typically an implicit or explicit ideal of citizenship as a force for inclusion. The first part of this article therefore discusses the ideal of inclusive citizenship both in general terms and with reference to two groups whose struggle for inclusive citizenship is not yet fully won: women and people experiencing poverty. They are, of course, overlapping groups, given women's greater risk of poverty world-wide and their role as the managers and shock-absorbers of poverty (Women's Budget Group, 2005). However, for ease of analysis their relationship to citizenship will be explored separately.

The second part draws out some implications for education for citizenship from the perspective both of strengthening the citizenship of marginalized groups and of educating others to adopt an inclusive and respectful stance towards them in both a national and global context. The article uses the term 'education for citizenship' rather than 'citizenship education' to denote a focus that is broader than formal citizenship education programmes, which are part of the schools curriculum. It is written from a UK perspective but draws on a wider literature, including from the global South.

Inclusive citizenship

One reason why citizenship is a contested concept is that it operates simultaneously as a force for both inclusion and exclusion. Traditional citizenship theory tended to highlight the inclusionary side and largely to ignore the

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