**First versionn**

**Citizenship education, multilateral institutions and the decolonial challenge in Latin America**

This paper analyses key multicultural institutions proposals of democratic citizenship education (DCE) in Latin America. It does so by considering schools as sites that reflect and inform wider cultural, political, ideological and economic struggles at the global level. Drawing on critical pedagogy and decolonial theorists, it argues that the diagnoses of values deficits and civic disengagement made by multilateral institutions and the Eurocentric underpinnings that are at the core of these hegemonic discourses in the region sustain global/colonial inequities. Likewise, they ignore trajectories of alternative pedagogies such as expressions of youth engagement and student mobilizations, rich experiences of participatory democracy, and long histories of intercultural and decolonial pedagogies that emerge to challenge these Eurocentric normative standards. It concludes by proposing to recreate a pedagogical imaginary informing citizenship education that better responds to the historical trajectories Latin America and a more productive dialogue with Western traditions of democratic citizenship education.

**Published versionn**

**Citizenship education discourses in Latin America: multilateral institutions and the decolonial challenge**

Understanding multilateral institutions’ role in the construction of desirable goals for educational reform is a key element to grasp the weight globalization has on local practices of education. Comparative studies of civics and moral education point to the idea of ‘citizenship’ as a site revealing not only the political economy but also the cultural politics involved in the globalization of education. Through political discourse analysis, this paper analyzes key multilateral agencies’ discourses on citizenship education for Latin America. It traces the concerns, diagnoses, definitions and proposals of what citizenship education is (or should be) in agenda-setting documents and policy reports promoted by these organizations. Drawing on Latin American decolonial theories of globalization, it challenges the principles of competences and convivencia underpinning multilateral citizenship education discourses, and presents alternative—often overlooked—participatory and decolonial pedagogical experiences and conceptions that open new standpoints for citizenship education comparative research in the region.