

Towards Global Citizenship

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Introduction

Welcome to Towards Global Citizenship No.5. Let's begin with the fact that the potential of the United Nations system to coordinate the actions of a myriad of initiatives is often underrated. The UN has and can act as a center not only for harmonizing the actions of nations but also for the creation of value. One of the many ways in which it does this is through the framework of the 2030 Sustainable Development Agenda with its 17 SDGs as a coordinating factor. SDG4, target 7 creates value

through the education of global citizens who can create a world of peace. "We the peoples of the United Nations" have been making ourselves felt through the activities of non-state actors such as NGOs and Faith – based Organizations. Towards Global Citizenship No 5 is one such effort to share our thinking and actions as global citizens and persons who help expand that reality through formal and non-formal education. Thanks to all who have contributed to this edition. And, to our readers, enjoy the content let it help us as we forge our pathway as global citizens.

In this edition we have contributions from Australia, Ghana, India, Kenya, Mauritius, Peru and the NGO Office, New York. The content addresses the Mary Ward Schools Compass, the underlying ethics, principles and spirituality of global citizenship, aspects of policy aligned, ongoing learning, the interrelation between global citizenship and the Sustainable Development Goals and other very interesting initiatives which aimed at educating global citizens.

Mary Ward Schools Compass and Global Citizenship



The **Mary Ward Schools' Compass** has become familiar since the joint CJ/IBVM Mary Ward Schools meeting held in Pretoria South Africa in 2017. Educating global citizens aligns with the Compass but requires conscious reflection and action.

“One of the main goals of global education is to educate students as global citizens working for social change, equality and justice. A Mary Ward school embraces meaningful change at all levels. Teachers not only teach but are willing to “learn”. Modelling their willingness to learn is a crucial example for students.” Read the [Interpretation of the Mary Ward Schools' Compass](#) expressed in India and with the global dimension of our global reality.

Global Citizenship: Aspects of Education Policy

Swati Arora (Loreto Sealdah, Kolkata, India) writes on our education policy and its interconnection with education for Global Citizenship. “Our educational policy is based on spiritual exercises and takes a holistic view of the world. The three main elements are Experience, Reflection and Action. A pre-learning element, context and a post learning element evaluation are also necessary. The policy aims at developing and questioning one’s own conscience as well as in making sound and conscientious decisions.” Read the complete document [here](#).

Life-long learning is essential in our ever-changing world. From the perspective of the global community facilitated by the United Nations, member states and their people are sincerely encouraged to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. (SDG 4).

“The Future is Now”

Loreto Schools Australia Committee (LSAC) hosts annual conferences on a three-year rotational basis: pastoral care, leadership teams, teaching and learning. Anne Muirhead, Director of Mission, Australia, comments on “**THE FUTURE IS NOW: Learning and Teaching Conference**” held for educators in 2018. Learn more [HERE](#).



Ethical and Responsible Student Travel

Ethical and Responsible Student Travel was the title of a conference hosted by John XXIII College, Perth, Australia. The conference was held in major Australian cities throughout 2018 and aims to assist schools critically examine their Immersion and Pilgrimage programs that may visit children in projects overseas. This important aspect of student travel highlights the need to maintain a critical eye on travel activities to ensure the maximum educational benefit through sufficient knowledge of reality of certain situations and the positive impact students can have on their return. Learn more

about this important initiative [here](#).
Janeen Murphy, Director of Faith and Mission, John XXIII College, Perth, Western Australia

Transformational Schools

“Our school is one of five schools chosen as “Transformative Schools” in Peru. Regular meetings of staff from the five schools are held to discuss and advance on the skills we need to promote among the students to educate them as global citizens. We educate our students in empathy, team work, collaborative leadership and capacity for change with the aim of producing positive change in society. The conferences home in on the practice of values such as solidarity, respect and sincerity which help create a specific consciousness. We also focus on the Sustainable Development Goals in Peru, especially on caring for the environment which is integrated in the school curriculum and the day to day planning within the school

Guillermina, Vice- Principal of Fe y Alegría 58, Mary Ward – Peru



Why is it to include Human Rights Education in School Curriculum?

On 10 December 2018, we celebrated the 70th Anniversary of the adoption by the UN General Assembly of the Universal Declaration of Human Rights (UDHR), a document which set out a new direction for humanity. Yet, during the celebrations

it was noted that after 70 year it is surprising the millions of people who are not aware of their human rights. Enjoyment of our human rights is not something that can be taken for granted. They have to be protected. Knowledge is the first step to achieve fulfillment. Read more about this important issue [here](#). And, don't forget to follow #Knowyourhumanrights. *NGO Office NYC*



Global Citizenship: Underlying Principles, Ethics and Spirituality

Mary Ward in her infinite wisdom and virtue encompasses one and all in the spirit of the love which she experienced in her life – the love and compassion of Jesus Christ and His mother, Mary. The strength and energy of the love that vibrated through her has passed down to us as her legacy. We, as teachers are privileged to spread this legacy of peace, joy, strength for spiritual growth for all within our realm through:

- Peace Prayer
- Meditation
- Spending time with children who are less privileged / facing problems
- Adopting and helping a school (Twin school – St Vincent's School, Thakurpukur)

- Regular Value Education and Catechism classes
- Church Services , CLC Activities
- Value Based Assemblies (daily)
- Retreats, Seminars and Orientations
- Making children and adults sensitive to other’s problems and in general to problems in society, and work as a medium of transformation .Being respectful to the needs of others can go a long way in strengthening human relationships.

One of the maxims of Mary Ward “Act not out of fear but solely from love” guides us to achieve ‘VasudhaivaKutumbakam’ which according to the Maha Upanishads is ‘the spiritual understanding that all of the humanity is made of one life energy’.

Submitted by Loreto Bow Bazar, Kolkata, India

Spiritual Formation

The transformative potential of our spirituality is a basic component of our growth as global citizens. Sr. Anne Veronica ibvm, Ghana, shares practices which



Sr. Ann Veronica ibvm.

at *Presentation of Our Lady Girls’ Catholic School* that help sustain students’ inner spiritual journey and its expression in action. “Spiritual formation is one of the key aspects of the Loreto education and as such we give it first priority in the formation of

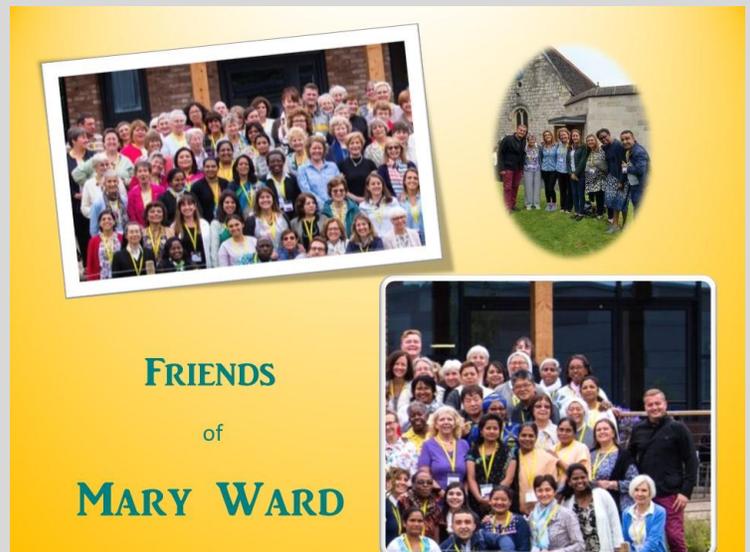
our students”, she writes. Read the complete article [here](#).

Sr. Ann Veronica IBVM, Ghana

Friends of Mary Ward: Towards a Community of Global Citizens

Recently Sr. Mary Agnes CJ announced that a new unit of Friends of Mary Ward has been established at St. Joseph’s School, Jethuli, India. At the NGO Office we were happy to hear that this group is among those who are part of an emerging world community and whose actions contribute to building the community’s values and practices. In our case, the emerging community of Friends of Mary Ward carry on the legacy of this 16th Century visionary in ways that are meaningful in the 21st Century.

Continue [here...](#)



Global Citizenship through the SDGs in Formal and Non- Formal Education

Staff at Loreto Dharamtala, Kolkata take the proposal to constitute 18 July as the International Day of Education for Global Citizenship as the starting point for their reflection. They point out the ways in which this possibility “is not only a path breaking contribution towards the citizens of the world but also a personal achievement of all the Loreto schools across the world since our founder Mary Ward always had a vision

of a child being a global citizen”. Click here to read about the ways in which the integrate values and practices conducive to the education of young global citizens.



Teaching staff at Loreto Dharamtala, Kolkata.

Advocacy: A tool for Global Citizenship

“To reduce inequalities that impede the achievement of our Sustainable Development Goals emphasis should be given to the ‘advocacy’ of these goals and basic human rights”. (Mrs. Ratna Ranjan and Mrs. Sherin Andrews. JPIC Coordinators, India).

This is one of our aims at the NGO Office New York where we work to engage youth in advocacy on the Sustainable Development Goals. [Read more](#) about the work of Youth Representatives, Christina Zha, Genevieve Pennington and Greta Hunt with our youth between ages 16 and 32 in preparation for the UN ECOSOC Youth Forum.



Extracurricular Activities: an essential Component of the Education of Global Citizens

Educating global citizens is complex. Experts on this subject stress that the official school curriculum no longer suffices. Different kinds of extracurricular activities and partnerships are essential to complement the learning and skills needed. Ms. Velma Muyela, Loreto Msongari, Nairobi, K teachers in Loreto Convent Msongari, discusses how, through specific extracurricular activities, “teachers endeavor to create a continued awareness in students of values and practices that will solidify their purpose in acquiring skills that promote aspects of global citizenship” Learn more [here](#).



Ms. Velma Muyela

“Let us recognize that we are all part of each other. We are all human. We are all one.”

— Suzy Kassem, [Rise Up and Salute the Sun: The Writings of Suzy Kassem](#)

JPIC – and Global Citizenship

Global Citizenship and Justice, Peace and Integrity of Creation go hand in hand. They share the same values and the idea of Global Citizenship takes the local JPIC action to another level, that of the global community, of the one human family to which we all belong and to our planet and all its non-human inhabitants. The Annual JPIC Report, IBVM India, provides a colorful declaration of the many ways in which local activates link with the global reality. This document provides an excellent example of the many ways in which the girls and their teachers participate in actions to combat injustice, learn to take care of themselves, provide outreach to more vulnerable population and care for the environment. Read about it [here](#).



Sr. Wamuyu Wachira ibvm

Programme for Christian- Muslim Relations in Africa (PROCMURA)

The Programme for Christian-Muslim Relations in Africa (PROCMURA), a Pan African Christian organisation “stretches a hand of friendship to the Muslim communities in and around Sub-Saharan Africa to build and improve relations for peace and peaceful co-existence.” Interreligious collaboration is a key to peace in our world today and interreligious groups work incessantly with this aim in mind. Wamuyu Wachira ibvm, Kenya works to make our world a more peaceful place. Wamuyu provides us with a beautiful example of reaching out and engaging youth in interreligious peace making. Read her complete article [here](#).



Mrs. Jessica Raeside

Global Collaboration through Literacy.

“The “Global Read Aloud Project” is an engaging and fun way for educators and students to take a step forward to successfully collaborate with other like-minded educators and students around the world, to learn together, by reading the same texts and then sharing their learning using technology. Read about the very interesting [Global Read Aloud Project](#) from Mrs. Jessica Raeside Teacher Librarian, Junior School Library, Kirribilli, Australia.

Girls in Science 4 SDGs

The [Royal Academy of Science International Trust](#) launched the First “[Girls in Science 4 SDGs International Platform](#)” on 6 December 2018 at the [United Nations Headquarters](#)

The objective of this International platform is to give girls the opportunity to gain core leadership skills, training in community-building and advocacy. We researched OUR

GIRLS in science on google and made some interesting discoveries. Read about them [here](#).



Model UN: An Excellent Educational Tool and Experience

Many IBVM and CJ schools around the world engage in Model United Nations Programs. We do it in different ways. It may be organized within a specific school. A group of our schools may come together for MUN. We organize MUN for other schools including our own. We join with youth organizations such as AIESEC. This is the case of Loreto, Kolkata, where students participated in the Global Village MUN aimed at shifting our awareness from national to global citizens. In some countries, such as Mauritius, we engage at the national level. Recently we heard that Kelly Mthembu, Loreto Nana Sita St. Pretoria, South Arica was chosen to represent SA at the [Future We Want](#) Model UN, held in New York on 1st to 3rd March, 2019. She was one of 2600 delegates from 136 countries.

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Thanks to **Mrs. Ratna Ranjan** (left) and **Mrs. Sherin Andrews**, National JPIC Coordinators, India with 15 Loreto Schools spread across India. They circulated the topics for reflection and compiled the feed-back.

RESOURCES

VIDEO. Watch this video called "[Futureproof Education](#)". Peter Merry discusses the state of the world and the kind of education needed to respond adequately. Among other things, he mentions the role of the United Nations Sustainable Development Goals, their relevance for educators and UNESCO resource material.

UNESCO RESOURCES. Education for Sustainable Development (ESD) empowers everyone to make informed decisions in favour of environmental integrity, economic viability and a just society for present and future generations. It aims to provide the knowledge, skills, attitudes and values necessary to achieve progress on the sustainable development challenges captured in the SDGs. It also helps develop competencies that are relevant to a variety of different SDGs. UNESCO provides this unique resource bank designed for educators, education planners and practitioners. It includes hundreds of pedagogical materials, ideas for classroom, multimedia resources and more, detailing how best to integrate Education for Sustainable Development into teaching and learning. Click [here](#) to access resources.