



SOCIETY OF JESUS
SECRETARIAT FOR EDUCATION (Secondary and Pre-secondary)

Working Document
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Global Citizenship: An Ignatian Perspective

Global Citizen: A True Companion of all Humanity and all Creation

Global Citizens are those who continuously seek to deepen their awareness of their place and responsibility, both locally and globally, in an increasingly interconnected world; those who stand in solidarity with others in the pursuit of a sustainable earth and a more humane world as true companions in the mission of reconciliation and justice.

Global Citizenship: A Whole-School Approach

“How can our schools welcome global citizens and offer them an education, one that respects the local particularities of cultures while making our potential and universal commitment evident? We should be able to put together educational programs that help us to think and act locally and globally, without dichotomies between the two dimensions, moving towards interculturality while understanding the cultural, social and religious diversity of our world as something enriching, without losing our Christian and Ignatian identity.” (Fr. Sosa, JESU- Rio2017 n.55)

“Thus, education in Jesuit schools seeks to transform how youth look at themselves and other human beings, at social systems and societal structures, at the global community of humankind and the whole of natural creation. If truly successful, Jesuit education results ultimately in a radical transformation not only of the way in which people habitually think and act, but of the very way in which they live in the world, men and women of competence, conscience and compassion, seeking the greater good in terms of what can be done out of a faith commitment with justice to enhance the quality of peoples' lives, particularly among God's poor, oppressed and neglected.” (IPP, 19)

Our goal is to promote a whole-school approach to the formation of young people who will work to influence structural change in local, regional and global contexts of the world we live in by peaceful means. We hope that students, parents, teachers, administrators, and members of boards of directors of Jesuit schools, will all be Global Citizens who can:

- prayerfully reflect; listen to God and to the realities of the world
- be open;
- think critically;
- show compassion that moves to solidarity with and service of the poor and marginalized;
- commit their talent, time and energy to working for social transformation.

In summary we believe the art of teaching and the way of learning practiced in Jesuit education flows from the belief in a world reconciled to God, to others and to Creation, and we look to the formation of Global Citizens with conscience, competence, compassion and commitment.

In promoting responsible Global Citizenship, and in seeking the participation of young people to make this happen, the relevance and urgency of this initiative needs to be felt in all areas and across all levels of a school community. Global Citizenship education is not an additional program or a supplementary topic in the curriculum. Rather, it is a deeply felt mandate that permeates the core values, curricula, and culture of the whole school community. In this sense, Global Citizenship should be seen and conceived as a constitutive dimension of the Jesuit holistic approach to education today.

Governing Board Meeting:

For some of our schools the Governing Board sets the direction of the work through its fiduciary duties, policy decisions and oversight. Leading by example, the Governing Board sets policy and practices that give witness to the values articulated in the school mission statement. In particular, those policies and practices that promote the Jesuit/Catholic identity of the school and, simultaneously, dialogue, respect and inclusion through interculturality, interreligious dialogue, and personal and social development should be promulgated throughout the whole school community.

Questions for reflection:

- Does the spiritual and mission formation of the Board include the dynamics of Global Citizenship?
- Does the membership on the Board reflect diversity in the larger community?
- Are there specific policies, programs and practices generated or endorsed by the Board that advance the values inherent in Global Citizenship from an Ignatian perspective?
- Are there specific policies, program and practices generated or endorsed by the Board that promote dialogue, respect and inclusivity among the various school constituencies?

- What does “standing in solidarity” with the poor and marginalized mean in the context of the Board?
- How does the Board understand its role in the school’s participation in Global Citizenship education?

For more materials on Global Citizenship from an Ignatian Perspective visit <https://www.educatemagis.org/global-citizenship-an-ignatian-perspective/>