



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

Working Document
November 2019

Global Citizenship: An Ignatian Perspective

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, JESEDU-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.

School Ethos and School Mission Statements

The ethos of the school is important, because this foundational narrative gives vitality to the educational enterprise. An ethos comes alive when the underlying values of the school are owned by all participants. In a school community everyone can do something: students, parents, teachers, leadership teams and board directors all have roles to play. Well-planned links and partnerships with the wider community can enhance the global dimension of a school.

It is important to take the time not only to reflect on the values of the school, but also to reflect on our personal values as Global Citizens who are committed to the mission of developing a more just and humane world. It might be useful to consider these questions:

- How do you define a Global Citizen?
- Why is being a Global Citizen important to you?
- What is your particular role in advancing Global Citizenship education in your school?
- How is dialogue, respect and inclusivity modelled in your school?

A shared understanding of the mission of the school that gives special value to dialogue and diversity will promote the kinds of activities that foster individual and institutional participation in Global Citizenship education. These activities include encounters with local communities of learning, worship, and civic engagement, including inviting them into the school to explore and gain awareness of global perspectives.

Questions for Reflection:

- What values are identified in your school mission statement?
- What values animate your school?
- How does your school mission statement encourage dialogue, respect and inclusivity?
- Does your school mission statement promote the religious dimension of intercultural education? (Rio Action Statement #2)
- Does your school mission statement promote the integration of justice, faith and care for the environment? (Rio Action Statement #8)
- Does your school mission statement promote the participation of the marginalized and poor in quality education? (Rio Action Statement #9)
- Does your school mission statement promote ways to interact and collaborate with other cultures and nations?

Context and relevant questions have been prepared for each segment of the school community. These questions are aimed to provide each group with stimulus to identify what is already in place across the school for developing Global Citizenship awareness, what could be improved, and what could be introduced. These questions can be found here <https://www.educatemagis.org/global-citizenship-a-way-of-proceeding/>

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