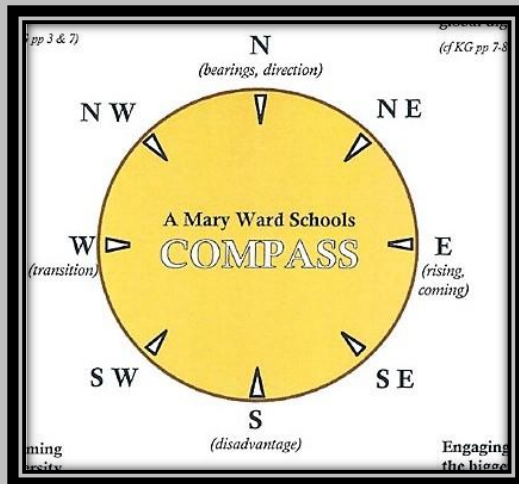


Towards Global Citizenship

Welcome to the third edition of *Towards Global Citizenship*, a publication which aims to share knowledge, reflections, initiatives and efforts to be and to educate global citizens both in formal and non-formal systems. The United Nations Conference on Education for Global Citizenship, held in Gyeongju, South Korea in 2016, gave a group of Mary Ward Sisters and Colleagues the impetus to take on this initiative. A second event, the International Mary Ward Schools' Conference held in South Africa from June 25th to July 2nd 2017, added to the momentum.

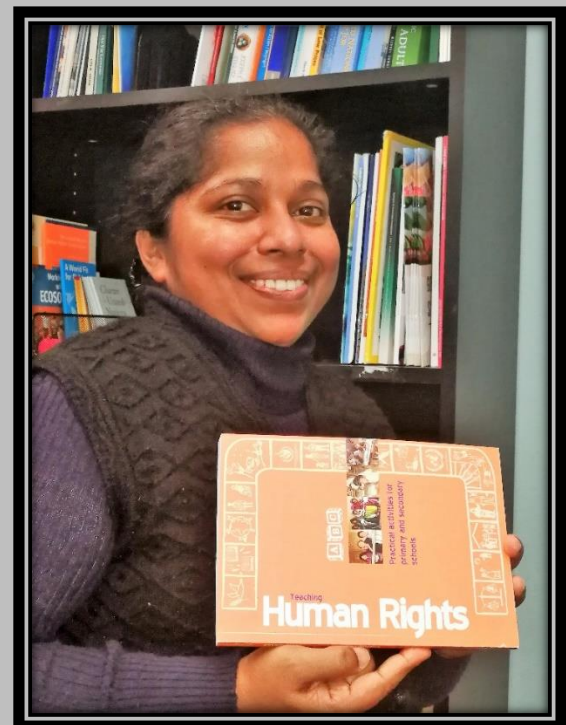


Participants at the international Conference produced a set of guidelines called A “Mary Ward Schools’ Compass”. These guidelines, while recognizing our traditional values, are still relevant for education today, and encourage a contemporary response to the needs of the 21st Century. As we engage with the bigger picture of a globalized and interconnected world, we think and act justly, embrace and affirm diversity and cultivate values needed today. We endeavor to express our focus and traditional values in creative and innovative ways, suitable for our times and are resolved to be agents of change. A specific example quoted where ??is that a Mary Ward School, today, develops responsive and effective ways to enable the young to engage safely and ethically with social media and emerging technology, creating global digital citizens. Through formal and non-formal education for global citizenship we strive to create a culture in which we, humans, learn to live together in peace on this planet with its limited resources.

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70th Anniversary of the Universal Declaration of Human Rights



“The world is preparing to celebrate the 70th anniversary of the declaration of human rights” writes Sr. Cynthia Mathew CJ at the NGO Office, New York. “How many are aware of our Human Rights? Can we really celebrate HUMAN RIHGHTS when millions of people are deprived of their basic human rights?” Cynthia offers us a table which

shows how human rights and the 2030 Sustainable Development Goals (SDGs) are tied together in a mutually reinforcing way, in which binding human rights obligations underpin the political commitment to the SDGs. Take a few minutes to browse over this very interesting information [here](#).

What does Global Citizenship Mean for Me and what am I doing about it?



Sr. Nirmala Arul ibvm India writes: “The term Global Citizenship primarily challenges me to look beyond myself. It makes me feel that I belong, not only to my country, India, but to the universe at large. It increases in me a demanding responsibility for what is happening around me as I am deeply connected in the world. Global Citizenship reminds me that I am a social being and whatever I do, either positively or negatively, has an enduring impact on the world”.

In her [Reflection on Global Citizenship and Education for Global Citizenship](#), Nirmala speaks about her personal efforts along with a specific initiative she has taken with adolescents from different schools.



Creating Student Agency as Global Citizens through the Future Problem-Solving Program

Ms Nicole Sabbadin outlines the recent involvement of girls in a globally focused event. “As teachers, we don’t want our students to be overwhelmed by the enormity of problems faced in the world. Instead, we want them to embrace a creative problem solving mindset and develop agency as collaborators who can suggest innovative futuristic solutions.

Such twenty-first century mindset skills are ones the Future Problem Solving Program encompasses - a program in which Loreto Kirribilli in Sydney, Australia, has engaged in the last few years. This program was created by Dr E. Paul Torrence in 1974, aimed at gifted and talented students, and it is a part of the extra-curricular Gifted and Talented program offered at Loreto Kirribilli”. Read Nicole’s complete article [here](#).

[The ABCs of Global Citizenship Education – A Resource](#)

Global citizenship refers to a sense of belonging to the global community and a common sense of humanity, with its presumed members experiencing solidarity and collective identity among themselves and collective responsibility at the global level. Global citizenship can be seen as an ethos or a metaphor rather than a formal membership. Being a framework for collective action, global citizenship can, and is expected to, generate actions and engagement among, and for, its members through civic actions to promote a better world and future. Read the complete ABCs of global Citizenship Education elaborated by UNESCO [here](#).

Eco-Schools: Engaging the Youth of today to protect the climate of tomorrow.

Loreto Curipipe, Mauritius is one of those schools worldwide that works to ensure young people have power to be the change for sustainability that our world needs by engaging them in fun, action-orientated and socially responsible learning. It is one of an Indian Ocean islands Eco Schools and has recently won the Green Flag Award. CONGRATULATIONS!

[Watch their excellent video.](#) It showcases the different aspects worked on at Eco Schools. It is a learning process for teachers and students. Observance of International Days, specific projects such as the creation of eco-games or aquaponics, practices of care, community service, waste management, conferences all contribute to an excellent education of global citizens.



Educating Global Citizens in Ghana

Sr. Anne Veronica ibvm writes: As we embark on this road to raise global citizens through our education here in Ghana we hope to sensitize our students to global issues, stimulate their interest and enable them to debate on them at the school and national levels while helping them come up with some action plans to enable them to participate and make what they are learning a reality here in their environment.

To achieve this we have initiated a Model United Nations (MUN) Club in our school to help our students learn about diplomacy and international issues. It is a young, enthusiastic and vibrant club made up of about fifty Junior High School students. They are very interested in what is happening around the globe. They are already aware of global issues such as immigration, climate change, poverty, environmental degradation, human trafficking, conflict and war among others. Read the complete article [here](#).



Students Connect: Rural/ Urban, Continent to Continent



Utta Pradesh, India

“In order to promote the concept of global citizenship a programme exchanging of news and views was conducted between the urban and rural children through letter writing. 30 students each participated in this activity. They wrote to their friends on the other end regularly sharing about all that was happening around them and mainly what is pertaining to them. Through this exercise, which was appreciated by both, the groups widened their outlook and enhanced their understanding of urban life and village life respectively. “

Sr. Sunita Litty CJ

The Peace Crane Project

“The Peace Crane Project is an ongoing initiative to promote peace and understanding, connecting children from all over the world. Once paired, the children exchange the peace cranes they've made, with carefully written messages of peace inside, either through exchanging emailed photographs and videos or by posting the actual cranes through the mail. The Loreto Grade 3s, as well as some of the older grades,



led by our Religious Education Coordinator, Ms Connie Gilbert, spent hours in the build-up to the United Nations' International Day of Peace on 21 September, learning how to make the intricate folds that miraculously transform a square piece of paper into a graceful crane”. [Read more](#) about what the students did with the Peace Cranes and how they connected with kids in another continent. Ms. Leanne Tester, Loreto Strand, South Africa

Exchange: South Africa Loreto School South Africa and Mary Ward Gymnasium Germany

“Loreto Schools constitute a multi-cultural and diverse family of schools, located on every continent, through the creation of an international network. Loreto IBVM schools communicate and co-operate with each other through initiatives such as:

- internet technology,
- personal contact and
- exchange and educational visits in order to help build a better world”

(Loreto IBVM Educational Guidelines Kolkata India 2001)

In light of the above, Loreto School Queenswood’s Senior Choir (by invitation from Maria Ward Gymnasium Grammar School in Günsburg, Germany) embarked on a trip of a lifetime (personal contact). [Read the complete story](#) of the visit as shared by Mr. Marcelo Pallozzi, School Principal.



Addressing a Global Concern: Human Trafficking

Human trafficking awareness workshops in Fe y Alegría N° 58 Mary Ward Perú

“We are free and may we always be free,” were words from the Peruvian National Anthem which dominated workshops on human trafficking in Fe y Alegría N° 58 Mary Ward.

The workshops involved explaining trafficking in all its forms and pupils were made aware of this worldwide problem and, in particular, of the dangers of trafficking in Peru.

The aim was to show that it is not only a problem affecting other children and young people but that they themselves could become victims. They need to know that children everywhere are at risk and it does not have to do with geographical location but more with vulnerability. [Read the complete report](#) including comments from the participants.



In response to the question “**What would be helpful in this publication**”, Sr. Basilisa Materu ibvm, Tanzania, makes the following suggestions:

As Loreto family in Tanzania, we would be very grateful, if this Newsletter (publication) addresses issues on

- a) Quality Education; that is how to make it possible to the young Tanzanians have access to quality Education.
- b) Environmental conservation
- c) Poverty Eradication
- d) Gender inequality

Readers are invited to take up some of these points in our next publication.

Resource: [Measuring global Citizenship Education: A collection of Practices and Tools](#)

Even though the concept of global Citizenship exists for several millennia, today it is recognized in many countries as a strategy for helping children and youth prosper in their personal and professional lives and contribute to building a better world. This toolkit is intended to shed light on one aspect of operationalizing global citizenship education (GCED): how it can be measured. It is the result of the collective efforts of the Global Citizenship Education Working Group (GCED-WG), a collegium of 90 organizations and experts co-convened by UNESCO. You are encouraged to read it and share any comments on it with the IBVM/CJ Global Citizenship Network

[This video](#) shares with you the photos submitted for this third edition of the written publication “Towards Global Citizenship”. They capture the aspirations, and positive action of adults who work tirelessly to create a more humane, just and sustainable world for children and youth around the world. **THANK YOU FROM THE NGO OFFICE, NEW YORK.**