

Towards Global Citizenship

Welcome to the fourth edition of **Towards Global Citizenship** and another opportunity to build on our learning and experience of global citizenship and of education for global citizenship. Thanks for your contributions to this issue.

It is almost a year since the Mary Ward Schools held in South Africa from June 25th to July 2nd, 2017 and two years since the UN DPI/NGO Conference in Gyeongju South Korea. These events have placed us on a pathway towards Global Citizenship.

These publications encourage us to raise our awareness of the path we are walking together, to pay attention to what we are doing together and to learn from one another.

The NGO Office, New York

2. Global Citizenship and the Capability Approach

Sr. Anu George CJ

Global citizenship has emerged as a trend in recent times with more and more people seeing themselves as [global minded](#). The economic, technological and cultural exchanges around the world or in other words 'globalization' has promoted among people a sense of living in a single world society. Globalization is a contested idea, especially when it is understood merely as an economic process and as policy dominance of richer nations over poorer ones. On the other hand, global connectedness has undoubtedly led to the formation of global citizens. It has called for people's Global citizenship calls for appreciation of diversity in terms of culture and race and as well as socio-economic status. attention to world problems and has clearly advanced their understanding of the social problems that affect the world, as a global citizen is part of a borderless society. The basic assumption about citizenship is based on equality of rights and status. Therefore, persons who aspire to be global citizens should have clear judgement about justice and inequality, in the first place. Continue reading [here](#).

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Sr. Anu George CJ



Sr. Victorine Nyang'or Ibvm

3. School Policy and Activities

By Sr. Victorine Nyang'or Ibvm

A vision of a given institution determines what is held important and gives room to activities and practices that promote that vision. Global citizenship is a very relevant topic for Loreto Convent Msongari whose vision is 'To be an exemplary school offering holistic education to the child that makes them globally competitive' our Mission is 'To progressively inculcate in our students the values propagated by Mary Ward our foundress through an effective and innovative curriculum within a dynamic society.

Loreto Convent Msongari was founded in 1921 by the Loreto sisters being their first mission in East Africa. It is located in Nairobi, The school admits students from different parts of the world. We run two systems of education concurrently, that is the Kenyan 8.4.4 Education system and the I.G.C.S.E British Curriculum. This composition in itself has created room for our students to relate and think globally as they get to mingle, learn together participate in co-curricular activities and share common facilities.

Continue [here](#) to read about their international travel initiative and East Africa Model United Nations.

4. Ongoing learning for teachers at St. Mary's School, Katmandu, Nepal.

Ms. Jaya Hangma Subba

The contemporary world is far more connected than ever before. The internet and the social media has brought us all close and we are citizens of this globe closely knitted together. Any event that happens in any place in the world; be it a global sporting event, a traumatic incident or an award show, the whole world has access to it either through television or social media such as Facebook or Instagram.

Whilst the virtual media connects us emotionally; migration, holidays and business travel connect us physically. Today, we see people of all religions, castes and colours representing one nation; demonstrating that we truly live in a global world. Furthermore, incidents such as the Refugee crisis in Syria and Burma, initiatives such as Global warming, the world trade organisation and natural disasters such as the Earthquake in Nepal have brought the world together, making us not just humans looking out for each other but Global citizens living under one nation, the Earth.



Ms. Jaya Hangma Subba

St.Mary's school, Kathmandu has manifold activities that teach both the staff and students that we are but Global Citizens. Our home is not just limited to Nepal but the whole universe is our home. The school has various clubs such as Scouting, Environment club, Friends of Zoo-FOZ, Social Service Club, Friends of Mary Ward-FMW, Students Quality Circle-SQC, Model United Nation-MUN etc. cater the needs of the students to be educated as world citizens. Read more [here](#).



6. From National Citizenship Education to Education for Global Citizenship: Aspects included in the Curriculum.

Ms Michelle Mc Carthy

Loreto Mandeville Hall Toorak has a long tradition of offering the study of politics as part of our school curriculum. In the Victorian (state) education system, both global and Australian politics can be studied as part of the Victorian Certificate of Education (VCE) during the final years of secondary schooling. Both the Australian and Victorian curriculum mandate the study of civics and citizenship across primary and secondary years, and this rich subject area is also studied here at Loreto in Years 6, 9 and 10 particularly.

The VCE subject Global and Australian politics is an engaging and rich subject. Each year we have students in Year 11 and 12 who choose to study this subject, when many other schools are no longer running classes, particularly in Australian politics. As Year 11s the students firstly study a semester of Australian politics and then a semester of global politics. This ensures that they are able to understand both their own political system and context, and then further appreciate the global issues in which Australia also plays a part. The global political issues covered include such topics as; global Read [the complete article](#)

5. Loreto, Dharamtala, Kolkata, India shares ongoing learning opportunities for teachers.

A series of workshops covered values, policies and tools to enable teachers and leadership be on top of present education issues. They include inclusive education of differently abled children which celebrates diversity, accepts difference, provides clarity around inclusion and exclusion to provide meaningful inclusion.

Child safety and the protection of children from sexual abuse has corresponding legislation (POCSO ACT) and from the perspective of educational institutions, understanding and implementing are essential. Committees are set up to deal with the issue in each school.

“Books and Beyond” is the title of another workshop which discussed the use of film as an educational tool. New methods and techniques for teaching history were promoted and wildlife conservation through specific focus on the tiger are among the various interesting adult learning experiences. Read the complete document [here](#).



7. Towards global dimension to the child's growth.

Mrs. Jessica Gomes Surana

Our Curriculum, at Loreto Entally, Kolkata, is geared towards giving a global dimension to the child's growth. The syllabi in various subjects are so designed that the child is able to think global and act local. In English Literature, the children are exposed to English, American, European, African, Indian writers. Their universality and external values are imbibed by the students. The historical events unleashed on the global stage are studied chronologically and their impact on human kind is analysed. Such events range from the world wars to the cold war and the Middle-East crisis. The constitution of USA is taught at par with the Indian constitution and a study on the two distinctive styles as made.



Mrs. Jessica Gomes Surana and girls

Through many fun activities, including quizzes and debates, children are exposed to global events like Fifa, Olympics, Oscars and Grammy Awards. Awareness is generated to events pertaining to the changing economic index, environmental issues, political ideologies, scientific, inventions. Special Days are observed like World Water Day, Human Rights' Day, Woman's Day, Earth Day. Some more events like Earth Hour, World Environment Day, World Refugee Day, World Aids Day, sensitize our children to global issues, encouraging them to think, seek answers, act.

Learn to BE
Learn to KNOW
Learn to DO



8. Teaching the Sustainable Development Goals (SDGs) as a Tool for Global Citizenship

If we are to win a great fight, we need to use a mighty weapon - Education. It is said that without education, we cannot move forward as a society, let alone a global society. Global citizenship is a sense of belonging to a broader community beyond our national boundaries. It is a deep holistic understanding that what I decide and do today, influences today and tomorrow for everyone, everywhere on the globe - this we need to be taught from a very young age. Prioritising the education of sustainability development for good global citizenship in our schools is the perfect place to start.

Sustainable development, by its very nature is holistic and integrated and should therefore be carefully woven into our school life. This does not necessarily mean to redesign the wheel, but to align our existing efforts towards a common goal. It is like taking individual 'colourful threads' (existing isolated efforts), beautiful in and of themselves but now weaving them into a tapestry, a common goal, a grand design where all our efforts will align into a sustainable future for us and our planet 'where no one is left behind'.

Read the complete article [here](#).

*From Mbalenhle Makena (Gr.10), Aphiwe Thabeth (Gr. 10) and Mrs. C Matebesi (Geography Teacher)
Loreto Convent School, Nana Sita Street, Pretoria, South Africa.*

**HOW DOES THE MARY WARD SCHOOLS
"COMPASS" ALIGN WITH EDUCATION FOR
GLOBAL CITIZENSHIP?**

LET US KNOW WHAT YOU THINK!

9. Model United Nations: a tool to promote Global Citizenship

Ms Anuradha Joshi

In this age of globalization where geographical boundaries are melting, paving the way for the dawn of a new era, for an educational institution imparting knowledge that caters to the demands of a new world order is indeed daunting. St. Mary's School, Kathmandu as a premier institution has always believed in generating active, more concerned global citizens with local values and norms intact. In this context our school conducts a myriad of extracurricular activities while at the same time balance the need to achieve higher academic goals. In this regard the MODEL UNITED NATIONS - a program that was launched in the year 2015 has had a dominant impact in preparing the future global citizens.



Ms. Anuradha Joshi

Model United Nations or MUN is an activity in which students typically role-play delegates to the United Nations and simulate UN Committees. It is a way to become an active, more concerned global citizen. It builds confidence and leadership and diplomatic skill. It is an exercise in intensive research, public speaking and teamwork.

Our journey to MUN began when in the year 2015 we were invited to participate in the Rato Bangla School MUN, a neighboring school. Recognizing its credibility in preparing future leaders, our school decided to host one on the initiative of its own high school students in December of 2016. This event sprung many surprises in exploring talents that were otherwise latent but vociferous as a delegate defending its motion. Read complete article [here](#).



Left – right: Lin Marie, Quency Victoire, Priya Woodun, Charlene Marris, Annabelle Cotte, Zaahirah Kohealtee, Back row: Dinesh Sadoo

10. Aquaponics Food Sustainability: A Cutting Edge Project at Loreto College Curepipe, Mauritius.

Aquaponics has been gaining considerable attention lately in the farming industry as a sustainable, efficient and environmentally friendly way to produce food. It consists of a combination of aquaculture and hydroponics that grows fish and plants together in one integrated system and a mutually beneficial cycle – that is, in a symbiotic environment.

Loreto College Curepipe, integrated in the ECO-Schools world-wide initiative and SDG Ambassador School avails of many creative programs to educate in sustainability Read further on the Aquaponic Initiative here. The framework of the Sustainable Development Goals SDGs functions as a cohesive and integrative factor. For example, the Aquaponic project underlines the direct connection of the initiative with eight of the 17 SDGs. Read more about the project [here](#).

12. JPIC and Global Citizenship

Ms Mandy Carroll

” Coming together is a beginning; keeping together is progress; working together is success”.

Loreto College Ballarat is in a regional location, approximately 120 kilometres from a capital city, that does provide a sense of being somewhat isolated, even immune from the troubles of the world. Nevertheless, some of our students have been fortunate to travel overseas on family trips, or as part of a school excursion including the pilgrimage to Ireland and language immersion in Japan and France. But, their reliance on social media ironically shrinks their understanding of what is happening in their global sphere, so dependent are they on their immediate social circle. So much of their understanding of what is happening around the world is dependent on how it is presented to them and their readiness to listen and move beyond their immediate landscape.

Therefore, the implications behind educating our young people to be Global Citizens suggest, indeed demand, that we offer them a curriculum and experiences that help them to accept responsibility, as members of the human family, to act ethically and with integrity. They are after all, going to be the heiresses to whatever we leave behind. At Loreto College, the social justice program, known as JPIC (Justice and Peace and the Integrity of Creation) embodies the idea of the 2018 Reflections for Mary Ward week. (We recently added another letter to the acronym; JPICA, the A representing all students on the committee who advocate for justice and peace and stewardship of the environment.) Continue [here](#)



Ms Mandy Carroll



11. Partnerships: Essential in the Education of Global Citizens.

Mr. Ángel Hernández and Mr. Antonio Pérez

On 9 March 2018, IBVM School, Cullera, Madrid, Spain became the scenario for the World's Largest Lesson, an initiative to introduce the Sustainable Development Goals to children and young people everywhere and unite them in action. Angel Hernandez and Antonio Perez partnered with two NGOs the experience to the teachers and students of the entire secondary school: Project Everyone, an NGO which seeks to put the power of great communications behind The Sustainable Development Goals and AISEC, the largest youth led NGO in the World. UNESCO supports the World's Largest Lesson initiative. Young AISEC leaders led the sessions.

A dynamic methodology allowed for analysis of specific problems related to extreme poverty, inequalities, climate change. Their reflections were connected within the framework of the 17 SDGs. They were encouraged to come up with solutions to these local problems and to take action. From the perspective of the school leadership, the activity was aimed at developing the spiritual intelligence in their young people through a deepening of their understanding of injustices and our need be responsible in addressing them. Read what they say for the Spanish newspaper, El Pais [here](#).



Ms Niara Gago

13. Human Rights Education in partnership with UNESCO

Ms Naiara Gago

High School learners from IBVM School Leioa, Spain were given the amazing opportunity of participating in an international contest of audiovisual works sponsored by UNESCO. Called #dameunminutode#givemeaminute, the aim of the contest is to encourage young people to make short videos of one minute duration on human rights violations in a specific area. This year the subject was SDG4, “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” and Article 26 of the Universal Declaration of Human Rights., “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit”

Thanks to the collaboration between the departments of philosophy and that of Information and Communication Technology and to the dedication of teachers and students 5 groups from “Irlandesas Leioa” were among the finalists. During the award ceremony, the students and families present engaged on conversation on the need to ensure universal access to quality education. Watch the videos [here](#)

14. Millennium Kids ‘Advocacy: A powerful example of non-formal education for Citizenship

“Dear Millennium Kids and those cheering on Millennium Kids”, writes Sara Hildebrand, founder of the organization. Evanne Hunter ibvm and Ann McGowan (Mary Ward Centre, Toronto) were among those cheering the 25 Millennium Kids who hand delivered 17 Sustainable Development Goal collage boxes to Ministers and members of Parliament (Ontario Legislature) to remind their leaders that Ontarians want to fulfill the SDGs & that collaboration from every level of government and every Canadian is needed to fulfill the Sustainable Development Goals by 2030. The 17 SDG collage boxes, one for each SDG, were handmade by students during twenty Millennium Kids' workshops. Because the SDGs were adopted by the federal government, we are uncertain how familiar provincial ministers and members of Parliament are with all 17 and their 169 targets. Therefore the initiative was aimed at this level of government.



Mrs. Ann McGowan and Sr. Evanne Hunter

During the preparation for the event the young people were reminded that the members of their government and parliament have to act on behalf of all Ontarians. They were encouraged to use the inclusive “we” in their questions, for example: “will we increase Ontario’s SDG efforts to keep our SDG promise rather than will you increase your efforts”. Using inclusive “we” language is a compelling way to remind our leaders that they are tasked with representing and putting into action priorities of younger and older Canadians.

15. INVITATION and RESOURCES



GLOBAL CITIZENSHIP

THIS INITIATIVE OFFERS A UNIQUE OPPORTUNITY FOR IBVM AND CJ YOUTH TO VOICE THEIR OPINIONS, SHARE IDEAS, AND THINK TOGETHER ABOUT WHAT THEY CAN DO TO ACHIEVE THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT.

Eligibility:
Candidates between 16 and 35 years of age including Loreto/Loretto and CJ students and teachers, UN animators and coordinators, and Sisters.

To register, please visit
www.marywardcentre.ca/global-citizenship-initiative.html.



Make the voice of young people from IBVM and CJ Networks heard at the 2019 ECOSOC Youth Forum

Christina Zha, Mary Ward Centre, Toronto, is spearheading an initiative for young people between the ages of 16 – 35 to join a process which, while allowing for discussion and learning on the implementation of specific Sustainable Development Goals, will lead to a joint Statement coming from our youth around the world at the 2019 Youth Forum. This initiative can be undertaken until the end of November 2018.

For more information, including a video by Christina and the registration Form, which is open until 30 September, go to Mary Ward Centre.

<http://www.marywardcentre.ca/global-citizenship-initiative.html>

Plan in advance. Make the most of this opportunity offered to Youth from the IBVM and CJ Networks around the world.

Education for Global Citizenship: A guide for schools

Learn how to embed global citizenship in your school

This guide is packed with practical information for mapping global citizenship across different subject areas and age groups. It also includes inspiring case studies from schools that take a global citizenship approach to teaching and learning. Resources by age range, by topic and by curriculum

[Education for Global Citizenship: A guide for schools \(745kB\) download](#)

Measuring Global Citizenship Education

The idea of global citizenship has existed for several millennia. In ancient Greece, Diogenes declared himself a citizen of the world. The Maha Upanishads of ancient India spoke of the world as one family. Today, education for global citizenship 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. [citizenship.pdf](#)