



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.

Executive/Administrative Meeting:

Good leaders through their own words and deeds inspire others to seek the good, great leaders through their own words and deeds inspire others to seek the greater good. The day-to-day lived example of school leaders can profoundly influence both the adults and children in the school. School leaders create conditions in which diversity is celebrated, dialogue is valued, faith is nurtured, collegiality is fostered, and individuals are empowered to initiate and innovate. Resources are in the service of the creation of these conditions.

Questions for reflection:

- How does and to what extent does the Administrative Team define and give importance to Global Citizenship education?
- Does the Administrative Team engage in ongoing faith and mission formation?
- How does the Administrative Team reflect the values of respect, diversity and inclusivity?
- Does the Administrative Team model collegiality among its members; in their relationship with faculty and staff; in the day-to-day operations of the school?
- How does the Administrative Team, promote interreligious dialogue and make possible worship experiences from religious traditions of the “other”?
- How does the Administrative Team understand its role in educating Global Citizens?
- Among the school’s priorities, where does the Administrative Team place Global Citizenship awareness and education? What structures have been created to make this possible?

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