## 

## SOCIETY OF JESUS

## SECRETARIAT FOR EDUCATION (Secondary and Pre-secondary)

## Working Document

## November 2019

## Global Citizenship: A Next Step Template

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| **UAPs 2019-2029** | **JESEDU-Rio2017 Action Statement** |
| **1. To show the way to God through discernment and the Spiritual Exercises** | **A. The Experience of God** |
| **2. To walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice.** | **C. Caring for Our Common Home: Reconciliation with God, Humanity and Creation**  **D. Sent in a Global Network** |
| **3. To accompany young people in the creation of a hope-filled future** | **B. Tradition and Innovation** |
| **4. To collaborate in the care of our Common Home** | **C. Caring for Our Common Home: Reconciliation with God, Humanity and Creation** |

**Global Citizenship: A Next Step Template (Blank)**

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| **UAPs 2019-2029** | **JESEDU-Rio2017 Action Statement** | **Implementation: Curricular** | **Implementation:**  **Co-Curricular**  *(to include institutional “whole school” activities that involve (almost) all stakeholders)* | **Sharing with the Network** |
| **1. To show the way to God through discernment and the Spiritual Exercises** | **A. The Experience of God**  #1. The delegates commit to **promote the Examen of Consciousness** in each of the schools to help students listen to their inner voice and learn the path of interiority.  #2. The delegates commit to work with the schools to ensure a module (or some such unit of the curriculum) of **interreligious education** is implemented.  This module should allow students to learn about and from the world´s religions and respect the various ways religions express and celebrate the divine.  #3. The delegates commit to **find ways in which Ignatian Spirituality (ref *The Exercises*) can be actively adapted to the school** setting so that students learn the habit of stillness and the practice of discernment. |  |  |  |
| **2. To walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice.**  **4. To collaborate in the care of our Common Home** | **C. Caring for Our Common Home: Reconciliation with God, Humanity and Creation**  #8. The delegates commit **to promoting an environmental and social policy for each of our schools** and to proposing ways regional networks can clearly **integrate justice, faith, and care for the environment** within the curricula of the schools highlighting critical thinking, political awareness, and social engagement – all to be reflected in classroom and school practices.  #9. The delegates commit to ensuring that schools have a program in place that allows students from **marginalized and poor sectors of society to participate in a quality education** and to ensuring that schools serving the marginalized and poor reach beyond their experiences to build bridges with other people and communities.  **D. Sent in a Global Network**  #12. The delegates further **commit to working with the schools´ leadership to oblige all faculty and staff be formed in global citizenship** so that they can help students understand their future as global citizens. **#13.** The delegates commit to making Educate Magis an integral tool and resource in the schools to help animate their global dimension. |  |  |  |
| **3. To accompany young people in the creation of a hope-filled future** | **B. Tradition and Innovation**  #4. The delegates commit to engaging a process of **Ignatian discernment that will lead to a plan of innovation for each school** and a periodic review that corresponds to the local context and our tradition. #5. The delegates commit to reviewing with schools the traditional organizational structures and roles with a particular regard for **gender stereotypes and gender inequalities.** #6. The delegates commit to working with the schools to enhance the way **parents and families** are invited into our education and formation. #7. The delegates commit to urge the schools to reflect on the nature of human holistic excellence (the 4 Cs) so that academic success can be understood in its proper context. The delegates also commit to urge the schools **to reflect on traditional notions of success and failure in the lives of our students**. |  |  |  |

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