
GLOBAL CITIZENSHIP

IBVM EDUCATORS' PERSPECTIVE

2017



Dear Reader,

Global Citizenship: IBVM Educators' Perspective 2017 is the result of a survey carried out in IBVM schools around the world.

In recent years the concept of global citizenship has made inroads into the general discourse on globalization. United Nations General Secretary, Ban Ki-moon, included the promotion of global citizenship as one of the three dimensions of the Global Education First Initiative, launched in 2012. That was also the first time a Secretary General of the United Nations made education a priority.

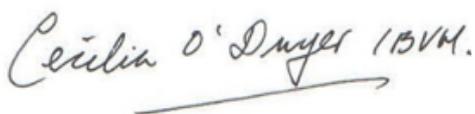
Education is one of the 17 Sustainable Development Goals (SDG Goal 4). Access to quality education through our whole lifespan is considered a tool for the implementation of the 2030 Sustainable Development Agenda. Education for Global Citizenship (SDG 4.7), which applies to every country, is deemed an important basic tool for attaining this universal Development Agenda.

Over past decades the Institute of the Blessed Virgin Mary has increased in awareness and understanding of its reality as an international body with worldwide educational institutions. Our NGO at the United Nations is part of a coalition working to promote global citizenship. Some months ago, Sr. Noelle Corscadden, on behalf of General Leadership, invited me to prepare some primary information on this topic for the International Education Meeting to be held in South Africa in 2017.

As a first step, I distributed a survey to educators in all our schools. Aware of the fact that teachers are already engaged in aspects of education for global citizenship, even though it may not be explicit, I also invited some of you to prepare, from a global citizenship perspective, short reflections on specific topics related to curriculum.

The results of your input is presented in this document which will, hopefully, spark further reflection, conversation and exchange on the topic.

My sincerest gratitude to those who distributed the information, filled out the survey, prepared reflections, compiled and edited the document – I am most grateful.

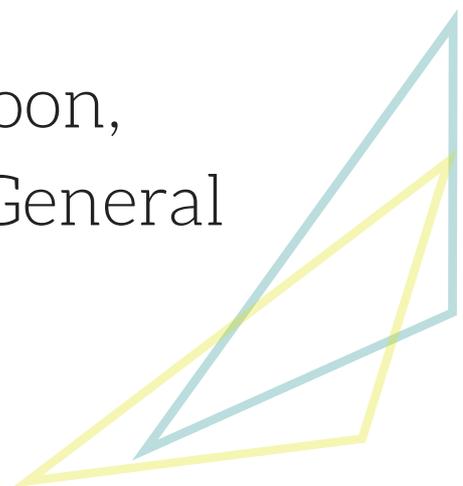
A handwritten signature in cursive script that reads "Cecilia O'Dwyer IBVM." with a horizontal line underneath the name.

Cecilia O'Dwyer IBVM
IBVM NGO Office to United Nations



Education is critical to nurture global citizens who can rise to the challenges of the 21st century... Let us work together to foster education for global citizenship—education that empowers people to contribute to our common future.

—Ban Ki-moon,
UN Secretary General



Introduction

Our world is more interconnected and interdependent than ever before. The speed and depth of globalization is increasing exponentially every day and the consequences can be as exciting and rewarding as they can be difficult and costly. In this ever-evolving era, the idea of the global citizen has emerged as the safeguard and steward who will ensure the former outweighs the latter. Since the Kolkata Educational Guidelines were published in 2003, each IBVM, Loreto, and Loretto school has implemented its own specialized educational model, and implicit or explicit global citizenship curriculum therein.

The promotion of Justice, Peace and Integrity of Creation is a Gospel imperative and a priority within Loreto/IBVM education. Loreto/IBVM educators recognize their responsibility to develop agents of social change who will commit themselves to building a better world. This is not an option but an integral part of the educational process. In educating for responsible global citizenship, God's Kingdom is made more visible.

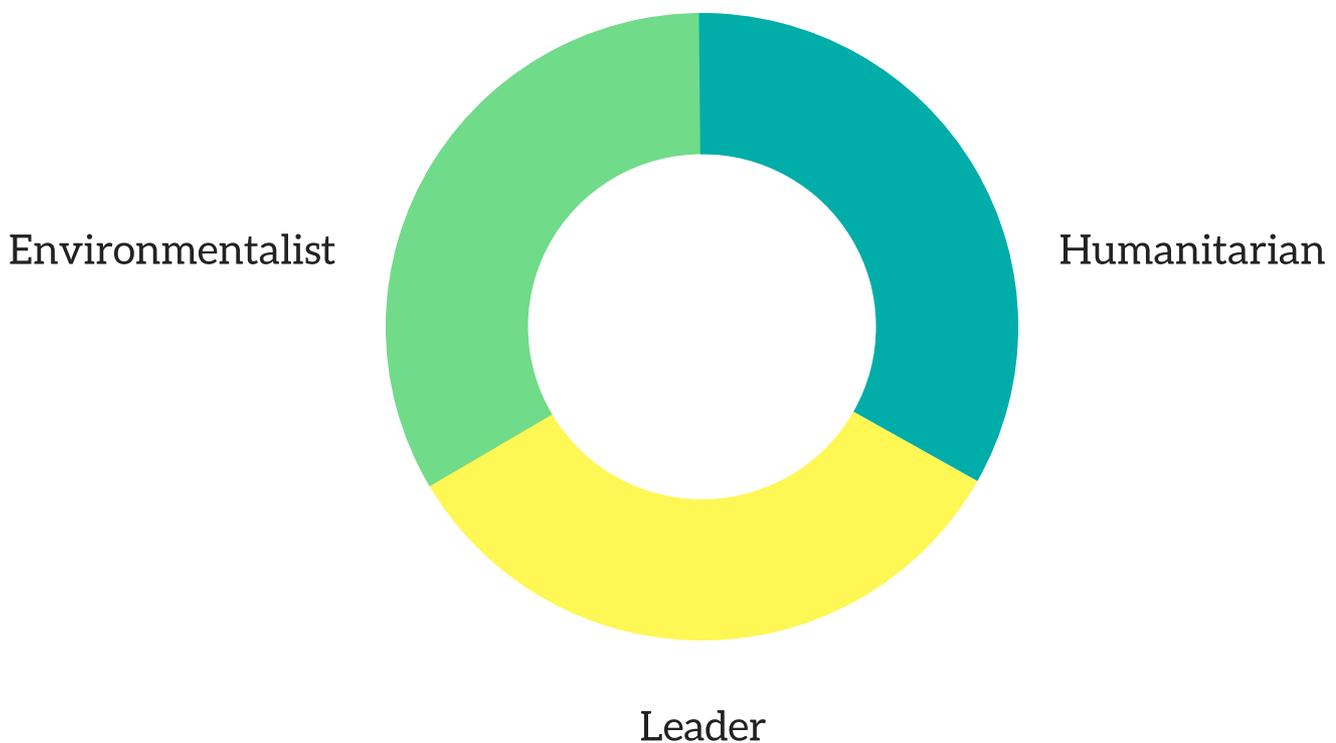
—Loreto Education Guidelines

Because a universal definition of global citizenship does not exist, this report synthesizes voices from over 30 schools across 12 countries capturing a comprehensive insight into what global citizenship means for us and our role as teachers.

Global Citizenship

Any person of the human race who identifies as a member of the wider humanity and an emerging world community. They not only identify with this community's values, they actively collaborate with others on the local, national and international level, towards shared universal goals for the betterment of all present and future generations.

This means being simultaneously a(n)



in belief, word, heart, and action.

Global citizenship is a product of international self-consciousness—an awareness of the ever-growing political, economic, social, and cultural interconnectedness and interdependency between the local, the national, and the global. Similar to the philosophy of “Vasudheva Kutumbhakam”—the world is one family—a global citizen’s awareness, empathy, compassion, and actions transcend their political and geographical borders, in order to create an ethos of ‘oneness’. This ethos involves a process.

Global Citizenship Process

Awareness

Learning about the injustices, issues, crises, and challenges that face our humanity

Empathy

Understanding and identifying with the welfare of others and our planet, and fundamentally linking our interests to the lives of others and the planet

Compassion

Sympathizing and caring about the suffering, injustice, and/or misfortune of others and our planet

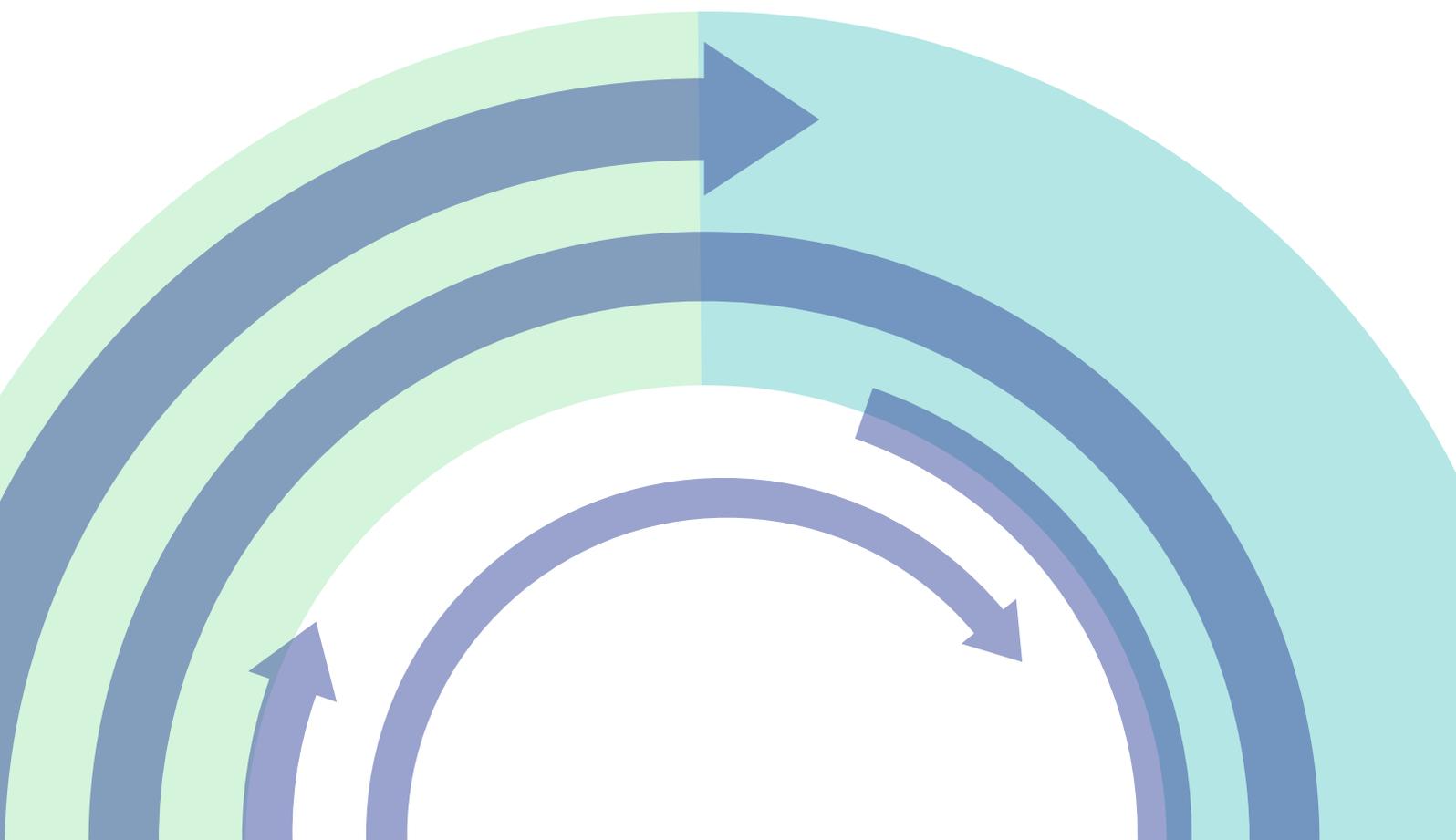
Reflection

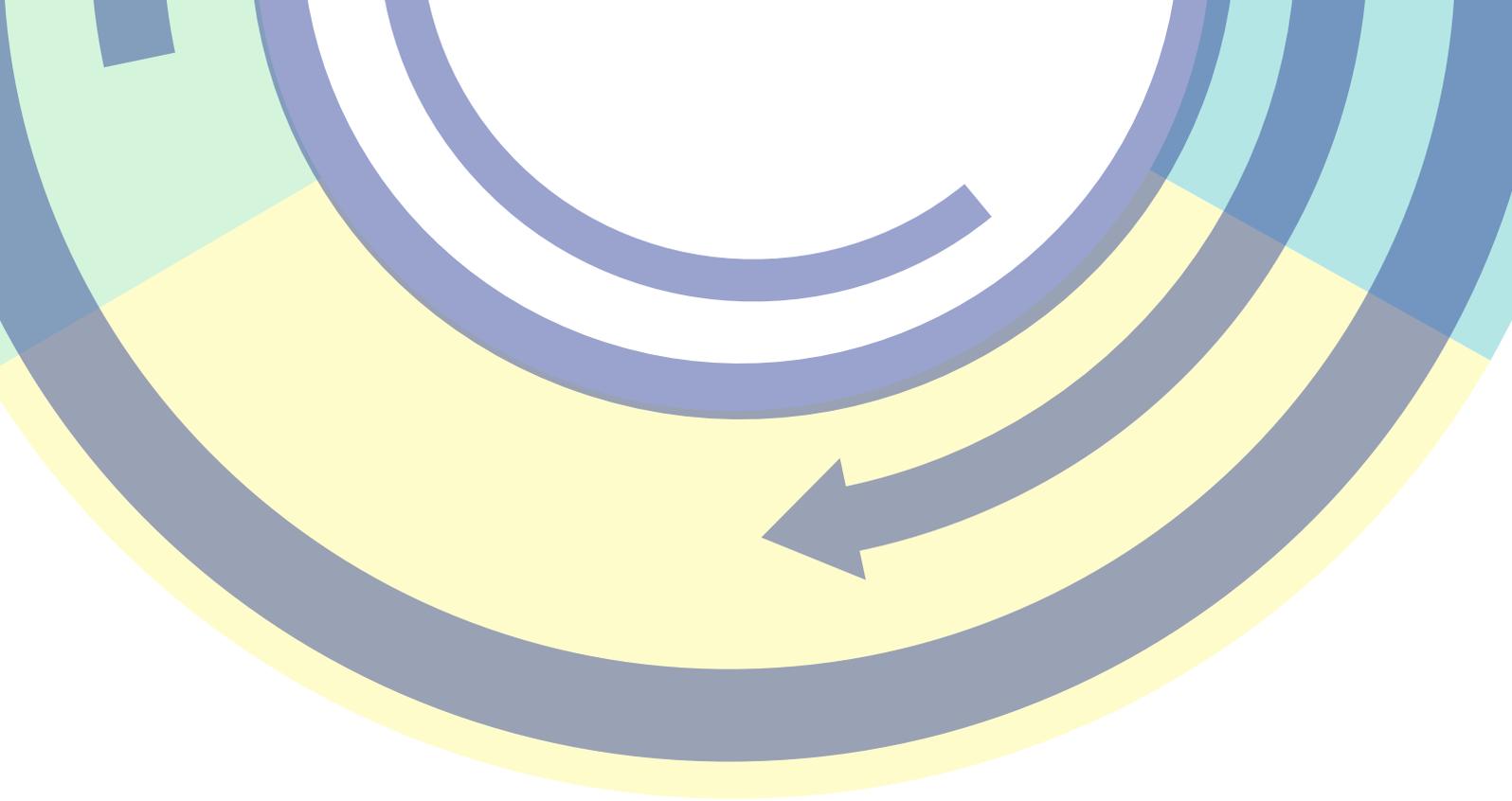
Internalizing the problems and getting inspired to be a part of the solutions

Action

Regularly contributing to/participating in local, national, and/or international humanitarian and environmental endeavors.

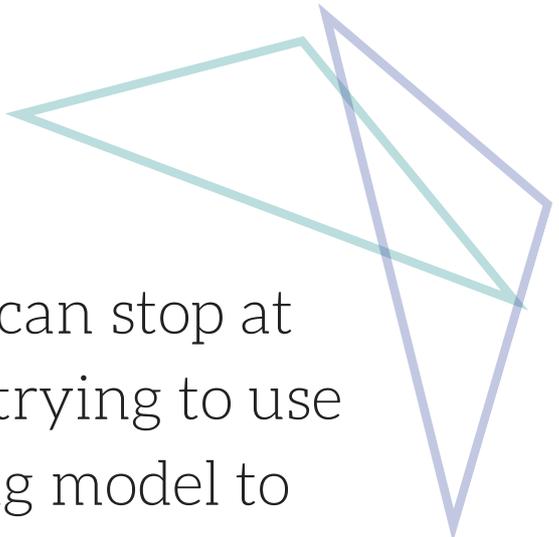
However small their action(s), global citizens understand that they can, *and therefore have a responsibility*, to influence their community, nation, and globe for future generations in a positive way. In order to be that leader of change, they actively, and continuously study local, national, and international current affairs, in order to turn the process into a self-perpetuating lifestyle.



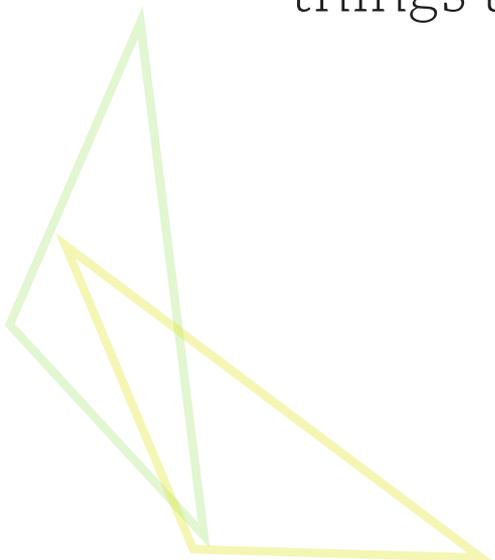


It is essential that those involved in Loreto/IBVM education have the wisdom and the courage to respond and adapt to continually changing circumstances. Therefore, ongoing discernment is required to ensure that systems and structures take into account contemporary needs.

–Loreto Education Guidelines



Quite often students can stop at compassion, but we're trying to use an integrated learning model to move beyond compassion to reflection and then to action, so that really what they're getting is an idea that they can make a difference in the world and that they can do things that have a real impact.



—Carolina Murdoch
Loreto Normanhurst
New South Wales
Australia

A global citizen thinks and operates in



selflessness, promoting the civic, physical, spiritual, emotional, and cultural welfare of others and the environment, locally, nationally, and globally.

respect for diverse realities, traditions, cultures, and nationalities and cares for others, irrespective of physical appearance, socioeconomic status, religious or political affiliation.

resilience, where students persevere to overcome adversity and improve their living conditions and those of others

critical, transformative, and collaborative ways, that will safeguard, celebrate, and promote positive, healthy forms of globalization and environmental sustainability.

Mary Ward's vision of a cohesive world is over four centuries old and her philosophical foundations have permeated every school's culture with global citizenship standards. Leading by example, students look to the teachers as their primary model of global citizenship in action.



Though our schools and colleges worldwide may be known by different names for historical reasons - IBVM, Loreto or Loretto - there has always been a strong sense of belonging to one international family and of sharing a common identity through our founder Mary Ward.

—Mary Wright IBVM
General Leader 1998 - 2006

Elements of Global Citizenship

A global citizen embodies a combination of different levels of

Behaviors



The following highlight the top cited attributes from our teachers.

Global Citizenship Values

Universal Community

Patriotism

Global awareness and
sense of belonging

International dialogue

Universal Goals for Livelihoods

Environmental Sustainability

Food Security

Ethical product consumption

Universal Human Rights

Gender Equity

Intersectional and

Intergenerational Social Justice

Transformative Education

Universal Spirituality

World Peace

The 'Art of Giving'

Humanitarianism

Unconditional Love

Ethics and ethos of service and leadership

Understanding of the five major world religions



courage
forgiveness
responsibility
compassion
acceptance
sincerity
awareness
honesty
understanding
selflessness
tolerance
open mindedness
humility
gratitude
integrity
freedom
resilience
joy
friendliness
respect

Global Citizenship Skills



Global Citizenship Behaviors



Leadership

Community Service

Celebrating important global/humanitarian holidays

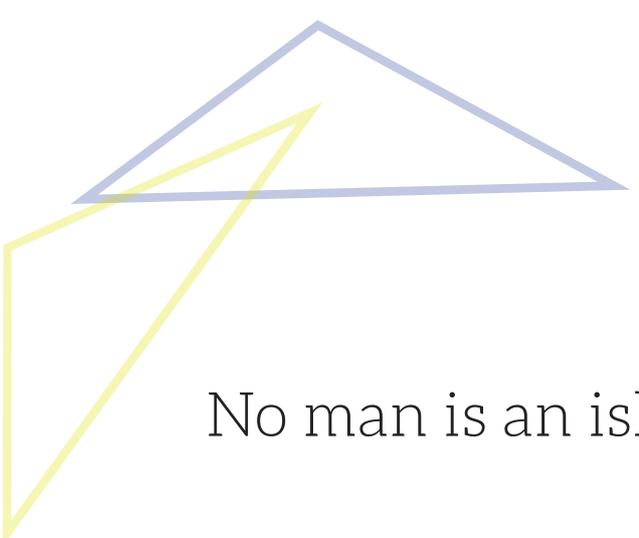
Learning about and staying engaged with current affairs

Reasonable Consumption Lifestyle

Volunteering

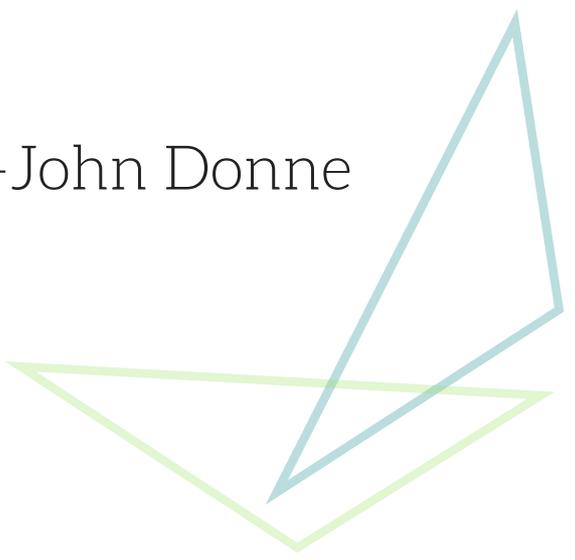
Fundraising

Charity



No man is an island entire of itself.

—John Donne



Connecting the Global to the Local

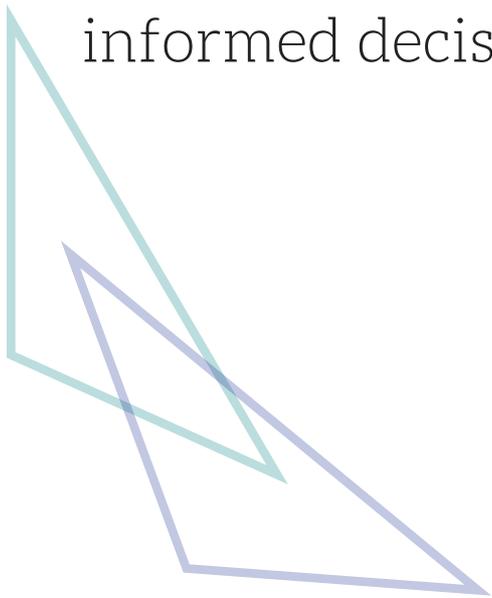
Whether people live on an island, have never or will never travel, people can still be global citizens by staying engaged with the global discourse. In 2015, more than 190 world leaders committed to 17 Sustainable Development Goals (SDGs) to guide the world in ending extreme poverty, fighting inequality & injustice, mediating climate change, and more. Below are the 17 Sustainable Goals, and it is inspiring to see so many of the same values and goals from the IBVM, Loreto, and Loretto community embedded in this framework.



Although the first and most widely accepted global agenda in the history of humankind, the *SDG framework* is a catalyst for change rather than a mandate for it. Ultimately the SDGs provide teachers with a global touchstone from which students can practice critical thinking, questioning the status quo, designing amendments, and innovating new ideas. By marrying the Kolkata Educational Guidelines with the SDG framework, every student and teacher can feel empowered with the tools and vision to be critical and transformative global citizens.



It is vital to note that teachers at all levels of learning should not approach education for a global child with the feeling that they know and must have all the answers. This feeling of most teachers, according to personal observation, is erroneous and impossible considering the fast changing world. Personally, the role of the teacher is to enable pupils to find out about their world for themselves and to support them as they learn to assess evidence, negotiate and work with others, solve problems, make informed decisions, and be critical thinkers.



—Sir Cornelius
Presentation of Our Lady
Girls' Catholic School
Ghana

Future Goals and Next Steps

It is widely agreed, throughout the IBVM, Loreto, and Loretto community, that teachers need to be global citizens first in order to be role models for their students. While they should keep abreast of international global issues to incorporate in the classroom, it would be helpful if they could be given opportunities to expand their worldview via experiences abroad. The most cited example of this included interschool exchange programs and secondments for the teachers to be able to live in other countries. Regularly scheduled workshops, trainings, retreats, and seminars were also requested in order to help integrate global citizenship education into the curricula (supervised by respective heads of departments). Virtual support could be provided across the board for both these frameworks in the form of national and international networks:

- Platforms to share research on a monthly basis with other faculty members and incorporate research on classroom teaching
- Skype sessions with colleges and teacher training Institutes for an exchange of ideas/idea sharing sessions
- Web conferences/videos

Schools can also foster more support for teachers by offering:

- Opportunities & mentorship for teachers to advance their educational standing.
 - Inclusive education in order to teach to differently abled children
 - Case study approach to teaching and learning
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Curriculum

The educational approach that our community thinks is best for developing global citizens is **holistic education**. It encourages a student-centered curriculum that nourishes the whole person. Fundamental goals include:

- Intellectual: Critical Thinking (emphasis on literature)
- Creativity (emphasis on arts education)
- Social: Relationship Building
- Climate Change Proficiency
- Cultural Diversity
- Physical Health & Teamwork
- Moral Integrity
- Spiritual: Faith, Reflection, Meditation, & Religious Experiences

The most widely suggested method of implementation is by tying the theoretical development of the standard curriculum to an **applied interdisciplinary approach**. For example:

- Project-Based Learning
- Community Service-Learning
- Group Presentations
- Class/Schoolwide debates

This shows students, if they have the will, they can become successful leaders of change.

Curriculum focuses could include:

- Thinking Based Learning
- Life Skills
- Citizenship Education
- Value Based Education
- Peace Studies
- Human Rights Education
- STEM
- Foreign Languages
- Multiple Intelligences
- Spiritual Intelligence: Awareness
Empathy
Emotional
Intrapersonal
Interpersonal

Regular school excursions could include:

- City heritage walks
- Museum visits
- Eco-Trips
- Observing the working of the legislature
- Retreats
- International exchange programs

Extracurricular activities to suggest to students could include:

- Mock United Nations
- Letters between students from IBVM/Loreto /Loretto schools around the world
- Volunteering
- Fundraising
- Balanced consumption between social media and credible sources; e.g journals, books, newspapers, academic research papers

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- 
- Debate team
 - Music
 - Sports
 - Panel discussions
 - Peer to peer counseling
 - Student Council
 - Host a student on an exchange program in your school or home
 - Encourage students to study, work, or do an internship abroad at some point in their academic careers

Partnerships with:

- state aided schools around the world
- local governments
- local religious establishments
- local NGOs
- local social justice groups and organizations

are invaluable ways to tie together all of the above into synergistic learning experiences that contribute to society and expand students' civic mindedness.

Other suggestions:

- Morning assemblies
- A course on self-defense for both students and teachers (tailored for women and girls)
- First aid
- Disaster management
- Financial education
- Entrepreneurial training

Site Examples

Holistic Education

1. Loreto Normanhurst Student Growth Model which is a holistic look at how a student can grow and develop while she's here but also with that view to outside the school and where she goes from here.
2. The FACE Curriculum comes out of the growth model where: faith, academia, community, and extra-curricular come together—four equally important components to developing a holistic education and a whole person
3. New Strategic Plan: A 1) Person, 2) Faith, and 3) Ecology centered school where we're not only looking at an individual but the individuals in the here and now and intergenerational responsibility in terms of the environment and that faith being carried out to the wider world

—Libby Parker
Loreto College Normanhurst,
Australia

Intellectual

English programs and texts are woven around central questions that deal with an individual's sense of identity and place in the world for example, Who am I? Who will I become? What are the assumptions that shape societies and our world? How does the surrounding world impact the self? As a teenager, how am I being manipulated and positioned? How does this affect my understanding of my place in the world?

Can I know myself if I don't know the world? How do I develop this awareness and respond?... From a focus on the Australian Indigenous, to voices and perspectives from various cultures, and the representation of different places, students come to appreciate how composers express and respond to personal circumstance, cultural context, social position, gender assumptions, and racial prejudice. An appreciation of the importance of adopting a responsibility to develop the voice of their generation creatively and effectively to the world underpins such an approach.

—Christine Davis
Loreto Kirribilli, Australia

Creativity

Engagement in the arts helps students to stretch their minds beyond the boundaries of the printed text or the rules of what is provable. The arts free the mind from rigid certainty. We must not ignore the benefits of seeking, finding, and developing multiple solutions to the myriad of problems facing our society today! These processes, taught through the study of the arts, help to develop the tolerance for coping with the ambiguities and uncertainties present in the everyday affairs of human existence...The premier organizations in the corporate world today recognize that the human intellect “draws from many wells” (Eisner, 1987). Arts education gives access to the deepest of those wells.

—Mr. Rikesh Goburdhun
Loreto College Bambous Virieux,
Mauritius

Loreto Convent School, Skinner St. has learners who are second, third, and even fourth English language speakers. The arts allow learners who may not be able to articulate themselves in English to express themselves better through the arts...In my class, art allows me to understand a child's feelings or thoughts about a subject. Through their art using colors, movement and facial expressions, I am able to understand their views on the world and how they see themselves in the world and how they interact with it.

—Mrs. Karen Nkosi

Loreto Convent School Nana Sita St., South Africa

Social

Pastoral Care is a major focus with the emphasis of looking after each other and being of service to the people around us. With the inclusion of special needs students in many classrooms, the students learn many valuable life lessons and develop a sense of gratitude for their “God given” skills and talents.

—Tony Corbett

Loreto Nedlands,
Australia

On September 21st, The International Day of Peace, students were encouraged to make peace with a friend or a teacher with whom they were not on good terms. They offered a paper dove to that person as a sign of reconciliation.

—Francoise Arlove

Loreto College Curepipe,
Mauritius

Climate Change Proficiency

Opportunities for the promotion of stewardship are also evident within all works across the various year levels. For example the year 12 level unit, 'Living with Climate Change,' equips students to be responsible global citizens and helps enact change through various means. Last year our geography class conducted an interclass debate that was open to the whole of the school to watch. This debate was looking at alternative energy sources and our classes also signed a petition urging governments to sign the Paris climate change agreement.

—Diane Hanson
Loreto College Coorparoo, Australia

Our most recent project has been the generation of digital maps for developing countries. Our project is entitled "Global Citizens Mapping The Future". The project generates spatial data and illustrates how it can be used to improve people's lives and tackle global issues like land erosion, deforestation, climate change, population movements and densities. you can follow the project on #MapLesotho.

—Portmarnock Community School,
Ireland

Cultural Diversity

One way to effectively raise a complete global citizen is for our students to embark on educational tours to other sister schools around the world which we are very lucky to have.

This will not only allow the students to have fun and broaden their minds but also help them to have an authentic global experience. If students go abroad, they get the chance to see that the world is made up of many different people speaking many different languages, practicing many different religious beliefs and doing things in common such as eating, working and socializing in many different ways. The benefits of which include:

- Appreciating other cultures and customs
- Countering or preventing racial prejudices
- Boosting self-awareness and self esteem
- Learning that what is different is not bad

—Sir Cornelius
Presentation of Our Lady Girls' Catholic School,
Ghana

At Loreto Convent Valley Road School, the East African Model United Nations Club (EAMUN) provides an opportunity for members to develop an awareness of global issues. This club is affiliated with Model United Nations. It is an academic simulation of the United Nations (UN) that aims to educate participants about civics, current events, effective communication, globalization and multilateral diplomacy. Students take on roles as diplomats and participate in a simulated session of a United Nations Conference.

They adopt a country, investigate international issues that may be relevant to the allocated country, debate, deliberate, consult, and then develop solutions to world problems. These solutions are presented to an annual conference as resolutions.

EAMUN specifically:

1. Is a fun way of learning about the world. Having fun makes it easier to learn something and more likely to stick.
2. Helps exercise the skills that are necessary throughout any career eg. research, public speaking, debate, leadership, and teamwork skills.
3. Allows one to meet and develop a network of friends from different countries at conferences.

—Mrs. Josephine Oludhe
Loreto Convent Valley Road,
Kenya

Physical Health & Teamwork

By its very nature, sport is about citizenship because it is about inclusion and participation. It stands for human values such as respect for one another no matter the difference in culture and diversity, acceptance of binding rules, teamwork and fairness, humbleness, self-discipline and punctuality.

In sports winning is not the only gauge of progress. Our students are encouraged to discover the intrinsic motivation an individual gets in taking responsibilities and actions to make a difference.

They are taught never to draw back, but to go to the end no matter what the final result may be.

–Cathy de Cazanove and the LCQB PE DEPARTMENT
Loreto College Quatre Bornes, Mauritius

Moral Integrity

The students are aware of their peers who are struggling academically, financially or psychologically and they themselves bring this to the attention of the teachers and they also find solutions. For example they contribute money to buy someone uniform or books or transport money. They support each other morally and physically.

–Violet Nyirenda
Loreto Convent School Nana Sita St.,
South Africa

Teachers of moral education use authentic or real life experiences, such as going on the retreat, to expose the girls to community and enhance their sense of belonging and citizenship as well as developing their social skills. For instance, the monthly distribution of groceries to the needy people of the locality further strengthens their bonds with the society and allows them to gain insight into the lives of the underprivileged and be more civic minded while developing their empathetic feelings and sense of responsibility towards the society. As the students themselves are the leaders of such projects, they learn how to

be proactive and nurture new projects for the improvement of society.

—Mrs. Lovyna Gungadeen
Loreto College Rose-Hill,
Mauritius

Spiritual

Twice a year at the beginning and at the end of the school calendar, students of different faiths are invited to celebrate in the school mass. This is an opportunity for all students to pray and sing together and a way of exploring, learning, accepting and respecting others' faiths.

Spiritual education prepares the students of Loreto Colleges to meet the challenges which face us—challenges so vast, so complex, and constantly changing their nature and scope. This learning process leads to an ongoing exploration of life. The different projects or activities linked to spiritual classes encourage students to 'think globally and act locally', encourage spiritual development and global awareness in schools. It offers a framework and a large scope of activities for clarifying values and articulating visions, in order to build the type of schools in which people matter. The aim for education is no less than a spiritual quest for the time we live in.

—Martine Cotte
Loreto College Quatre Bornes,
Mauritius

It is not how much we put

but

how much love we put in the

giving.

—Saint Mother Teresa



EDUCATOR INSIGHTS

	Country	Region/City	Name of School	
1	India	Kolkata	Loreto Teacher Training College	<p>“They key teaching in the classroom is one which enables the teacher to transact their lessons more easily. Child-centered, activity-based learning, children are learning how to be more confident, they learn how to interact with each other, there is team spirit and bonding, and simultaneously learning is going on.”</p> <p style="text-align: right;">—Mrs. Neela Gosh</p>
2				<p>“Exposure to the different types of people living in different types of places and leading different lives is very essential to our youngsters... Now is the time to explain how our cultures and traditions may be different, but do not have to clash. Discernment is important.”</p> <p style="text-align: right;">—Loreto House Teacher Training Department</p>
3			Loreto Teacher Bow Bazaar	<p>“Children enjoy art because it needs no language. It’s a free expression of one’s mind. The art that the students learn and appreciate here is not only Indian. The art of neighboring countries, the art of far away lands, far western lands, and far eastern lands—everything has been appreciated by the students.”</p> <p style="text-align: right;">—Mrs. Indrani Ganguly</p>
4	Kenya	Nairobi	Loreto Convent Msongari	<p>“The USA elections were a good example of global citizenship, the world was glued to the exercise to the end. There were comments on the presidency despite people not being citizens of USA.”</p> <p style="text-align: right;">—Mrs. Anne Adongo Okwembah</p>

5	Kenya	Nairobi City	Loreto Convent Valley Road	<p>“Loreto Convent Valley Road School’s vision is to become an exemplary girl’s school in offering holistic education that is globally competitive. The school’s mission is to empower the girl child for responsible global citizenship by providing her with holistic education founded in justice, dignity, equality and respect for all.”</p> <p>—Mrs. Josephine Oludhe</p>
6				<p>“When confirmed one becomes a full member of the church. The child will be able to live with others in the home, school, local and world communities in relationships based on understanding, trust, friendship, concern, justice and love.”</p> <p>—Loreto, Kenya</p>
7	Australia	Victoria	Loreto College Ballarat	<p>“Now more than ever, the international network of Loreto schools and colleges must continue to play a role in personal and social transformation. In particular...the development of agents of social change.”</p> <p>—Mandy Carroll</p>
8		Adelaide	Loreto College Marryatville	<p>“The adults of the future in our care are to be people who identify with being part of an emerging world community and whose actions contribute to building this community's values and practices.”</p> <p>—Nancy Rodi</p>
9		Sydney	Loreto Kirribilli	<p>“The world view promoted at Loreto Kirribilli is one that is sensitive to social justice, inclusion and the freedom that comes with healthy spiritual awareness.”</p> <p>—Christine Davis</p>

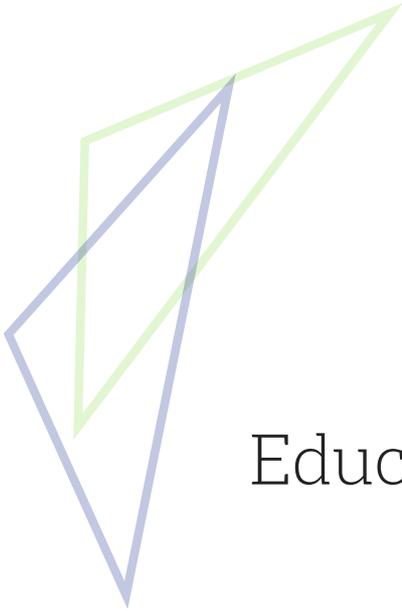
10	Australia	Sydney	Loreto Kirribilli	<p>“When I go to a country, I’d like to be able to communicate with people in their own language because it is only in this manner that one can get to know the culture and the way in which people think.”</p> <p>“The ability to speak other languages is very precious in today’s world and so the ability to speak a second language demonstrates to an employer that you are a person who perseveres and puts in your all.”</p> <p>“We think learning Mandarin is very interesting. It provides lots of opportunities in the future. Last year we went to Shanghai for two weeks. Our Chinese improved greatly.”</p> <p>“Even though Australia has the reputation of being a multicultural nation, the majority of Australians don’t speak anything other than English. And so for me, studying French for the past five years has given me a deeper understanding of the French-speaking world and if I hadn’t studied French, my life wouldn’t be so enriched.”</p> <p style="text-align: right;">—Student Testimonials</p>
11		Nedlands	Loreto Primary School	<p>“Being a Global Citizen is not only reading a website or watching a news article or placing money inside a tin...By “getting our hands dirty” and working with charities and listening to guest speakers we can develop empathy, a social conscience that fuels our desire to help and be an ACTIVE global citizen.”</p> <p style="text-align: right;">—Tony Corbett</p>

12	Australia	Brisbane	Loreto Coorparoo	<p>“The geography curriculum here at LC naturally lends itself to the Catholic identity, both in terms of social justice and our responsibilities to be stewards of the earth.”</p> <p>“Feedback from the students’ immersion visits to Timor Leste and Vietnam, was overwhelmingly positive. They were amazing first hand experiences that I have no doubt will inspire them even more to want to make a difference for good in the world.”</p> <p style="text-align: right;">—Diane Hanson</p>
13		Sydney	Loreto Normanhurst	<p>“We’re not just made up of silos, there are all these things that come together to help us to recognize we fit in to a much bigger picture of humanity. Our responsibility comes outside to love one another.”</p> <p style="text-align: right;">—Libby Parker</p>
14	Ghana	Obuasi	Presentation of Our Lady Girls’ Catholic School	<p>“In our school, like all the Loreto Schools all over the world, we educate all students irrespective of their ability, religion, ethnic, social, economic and political affiliation. In fact here in Ghana we even have students from the neighbouring African Countries (Nigeria, Togo).”</p> <p style="text-align: right;">—Sr. Anne Veronica</p>
15				<p>“It is vital to note that teachers at all levels of learning should not approach education for a global child with the feeling that they know and must have all the answers. This feeling of most teachers according to personal observation is erroneous and impossible considering the fast changing world. Personally, the role of the teacher is to enable pupils to find out about their world for themselves and to support them as they learn to assess evidence, negotiate and work with others, solve problems, make informed decisions, and be critical thinkers.”</p> <p style="text-align: right;">—Sir Cornelius</p>

16	Mauritius	Bambous Virieux	Loreto College Bambous Virieux	<p>“Engagement in the arts helps students to stretch their minds beyond the boundaries of the printed text or the rules of what is provable. The arts free the mind from rigid certainty. We must not ignore the benefits of seeking, finding, and developing multiple solutions to the myriad of problems facing our society today! These processes, taught through the study of the arts, help to develop the tolerance for coping with the ambiguities and uncertainties present in the everyday affairs of human existence...The premier organizations in the corporate world today recognize that the human intellect “draws from many wells” (Eisner, 1987). Arts education gives access to the deepest of those wells.”</p> <p style="text-align: right;">—Mr. Rikesh Goburdhun</p>
17		Curepipe	Loreto College Curepipe	<p>“At Loreto College Curepipe we put emphasis on fostering “a mindset to care for humanity and the planet” in learners and to undertake responsible actions when and where necessary.”</p> <p style="text-align: right;">—Francoise Arlove</p>
18		Rose Hill	Loreto College Rose-Hill	<p>“To combat the lingering threats of terrorism at national and global level, teachers of humanities understand that there is a need to raise the awareness of the students and encourage them to reflect on why developing a sense of belonging and citizenship is primordial for global peace and societal advancement.”</p> <p style="text-align: right;">—Mrs. Lovyna Gungadeen</p>

19	Mauritius	Quatre Bornes	Loreto College Quatre Bornes	<p>“Last year one of our students was one of the Mauritian delegates who participated in the international model United Nations in India. She shared her experience during our morning assembly, she said she realized that we are all part of the global world and how one can impact positively or negatively on the planet.”</p> <p>“We are going to implement the project, ‘Education for Sustainability.’ This project is a commitment to an educational system that is transformative, value based, and future oriented. This kind of system empowers by facilitating experientially the knowledge, understanding, wisdom, and practices for making a positive impact on the sustainability of our collective and future wellbeing.”</p> <p style="text-align: right;">—Lucie Leve Hang & Cathy Mtius</p>
20				<p>“Education for world citizenship must prepare us collectively to know the yet unknown. The courage not to fear or deny differences; but to respect and strive to understand people of different cultures, and to grow from encounters with them... In our schools students are taught what they are good at, what they like, and how to get to where they want to go without hurting others.”</p> <p style="text-align: right;">—Martine Cotte</p>
21	South Africa	Pretoria	Loreto Primary Queenswood	<p>“St. Francis de Sales encourages us that the heart that is willing to bend will not break. This flexibility of heart should be the hallmark of all who wish to replace:</p> <ul style="list-style-type: none"> • Religious intolerance with inter religious dialogue. • Racism and Xenophobia with unconditional acceptance of people who are different from us. • Sexism with equality that that human dignity demands.” <p style="text-align: right;">—Jaco Visagie</p>

22				<p>“Being a good citizen is not developed through mere participation in social activities. At the heart of good citizenship is social responsibility. It means doing your part for the common good, making your community and its institutions work well, serving the community, and obeying the laws.”</p> <p style="text-align: right;">—Jean Yon</p>
23	South Africa	Pretoria	Loreto Convent School Nana Sita St.	<p>“A faith based education is valuable because it moulds learners into responsible, mature adults who contribute to caring for all of God’s creation and the society at large.”</p> <p style="text-align: right;">—Violet Nyirenda</p>
24				<p>“Loreto Convent School on Skinner has learners who are second, third, and even fourth English language speakers. The arts allow learners who may not be able to articulate themselves in English to express themselves better through the arts...In my class, art allows me to understand a child’s feelings or thoughts about a subject. Through their art using colors, movement and facial expressions, I am able to understand their views on the world and how they see themselves in the world and how they interact with it.”</p> <p style="text-align: right;">—Mrs. Karen Nkosi</p>
25	UK	Chorlton, Manchester	Loreto High School, Nell Lane	<p>“I believe that Mary Ward would want us to continue with her vision to educate young people to be ‘Seekers of Truth and do’ers of Justice’. At Loreto High School this is what we endeavour to do.”</p> <p style="text-align: right;">—Geraldine Mulholland</p>



Education is not a preparation
for life but is life itself.

—John Dewey



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