Introduction

As the United Nations approaches the 75th Anniversary of its foundation, the need for global cooperation in building a better future for all people and our planet has become more critical. The human population is faced with multiple crises including those of climate change, inequality, new patterns of violence, major changes in technology and massive population displacement. The vision of our shared future, laid out in the Sustainable Development Agenda, is a source of hope and possibility. Just when we need global cooperation in this endeavor, we find that it is flagging in ways that lead to mistrust of traditional institutions and their relationships with countries. It is a time when, as a guiding principle, the ideal of global citizenship is needed more than ever. This publication continues to highlight the Mary Ward Global Network’s efforts to create a culture, educational philosophy and practice that contribute to building global cooperation and a vision of people collaborating for the common good, the health of our planet and a life of peace and prosperity.

Mary Ward Schools Compass: A global Connector for Mary Ward Educators.

As educators in the Mary Ward tradition we concern ourselves with the murmurings of our hearts, the pulse of our communities, through to the whispers of the cosmos. Faith and justice are not separate mission foci but inextricably linked in a spiritual, social and educational tradition that calls us to find God in all parts of our reality. The writings of Ilia Delio capture this spiritual consciousness:

We humans are evolution made conscious; hence our choices for and in the world shape the future of the world.
- Ilia Delio, From Teilhard to Omega: Co-creating an Unfinished Universe

In shaping the future of our blessed and broken world we are provided with bespoke prompts to guide our dreaming, discernment and decision-making: the Gospels, the vision and virtues of Mary Ward, principles of Catholic social teaching, the calls of our General Congregations and a plethora of material from various provinces, NGOs, education authorities etc. Our COMPASS from the 2017 Mary Ward Schools’ Conference in Pretoria is one such ‘way-marker’. Continue reading this reflection contributed by Anne Muirhead, Director of Mission, Australia.
Educating ourselves on Global Citizenship

As educators educating ourselves on global citizenship is part of lifelong learning. When searching the web on ways to educate ourselves, I could not find anything. Every entry was related to teaching global citizenship to students and nothing specifically about educating ourselves and deepening our understanding of the issue. It seems to be taken for granted that, as it is still a concept and process in the making, each one of us will find our own way forward.

Global Citizenship Education for Unknown Futures, a Report from the Bridge 47 project, maps past and present experiences and debates. Their work is based on the conviction that Global Citizenship Education has a vital role to play in creating a fairer and more inclusive world, where individuals and communities come together and change the world. Confronting and overcoming global challenges, from social exclusion to climate change, requires an international understanding of the problems we face and this requires shared solutions.

Transformation: Reflections on theory and practice of system change, written by Johannes Krause in 2014 for DEEEP, a project of the DARE Forum of CONCORD, the European Development NGO confederation. Their aim is to be a driver for new transformative approaches to development and education through working towards systemic change and active global citizenship.


Forum on Transformative Global Citizenship Education - Korea

The Busan declaration on peaceful, just and inclusive societies in Asia and beyond (sdg16+), January 2018 was the background for the Forum on Transformative Global Citizenship Education for peaceful, just and inclusive societies held in the city of Busan, Korea on 23 – 24 October 2019. Sisters Agatha, Paul and Theresa CJ, from Korea attended on behalf of the Mary Ward Family Network in Asia. The programme focused on sharing initiatives and experiences of global citizenship with the goal of promoting global citizenship education (SDG 4.7) as a way of addressing the challenges related to sustainable Development goals 16 and 17. Ways in which global
challenges and issues such as inequality, climate crisis, xenophobia, violent extremism, refugees and migrants could be addressed through global citizenship education in Primary/Elementary, Secondary/High School, Higher Education (University) and life-long Education were considered through the lens of the main components of Target 4.7. These included: Education for sustainable development; Education for sustainable lifestyles; Education for Human Rights; Education for Gender Equality; Education for a culture of peace and non–violence; Education for Global Citizenship; Education for cultural diversity and culture. Our participants engaged in sessions on Democracy Education in Asia, Reducing Inequality and Realizing Global Citizenship, Education for Sustainable Development in Japan, Using Difficult History to Teach Empathy, Advancing Human Rights Protection and Peace Building through Education and GCED and Climate Change. We were especially touched by a session with a presenter from Fiji. He shared his thoughts on the Pacific Ocean saying: "From implementing national action plans, to pushing for global reductions in carbon emissions, the Pacific Islands are fortifying themselves against a changing climate, all while taking the lead in highlighting the issue on the international stage. The Pacific needs to decide for itself for its future as the issue is NOT about CHARITY, BUT DIGNITY."

It is encouraging to see how organizations are building up experience and knowledge of Education for global citizenship. This is the case of REDES a coalition of NGOs engaged in the promotion of a more solidarity based society. We belong to the coalition and Aurora Moreno, Province UN Representative, Spain works actively with the coalition and specifically with the sub-group on Education. They have worked on a framework for “Transformative Education for Global Citizenship”. The original document is in Spanish but they have very kindly translated it to English. It has valuable information to help us continue our consideration of the concept of Global Citizenship and ways in which to advance this goal. It includes a definition of global citizenship, the diverse approaches to the issue, a definition of transformative education, the methodology, monitoring and evaluation involved. Finally, REDES suggests that, in addition to formal education, this model is suitable for all forms of non-formal and informal education.

**Global Initiative: International Day of the Girl**

In 1995, before the girls of today were born, the fourth World Conference on Women made history for the women’s rights agenda with the adoption of the Beijing Declaration and Platform for Action, the most visionary blueprint for the
empowerment of women and girls. The Beijing Declaration is the first to specifically call out girls’ rights.

On December 19, 2011, United Nations declared October 11 as the International Day of the Girl Child, to recognize girls’ rights and the unique challenges girls face around the world. The day aims to highlight and address the needs and challenges girls face, while promoting girls’ empowerment and the fulfillment of their human rights.

Since 2012 our schools have commemorated this day in a variety of ways. The working Group on Girls, in a drive to engage the girls encouraging them to express their experience, have invited girls to contribute. The NGO Office is happy to receive a copy of what is sent to the Working Group on Girls and we are delighted to see that more girls contribute each year.

This year we received, videos, reflections, poetry and Art from girls in Canada, India, Nepal, Mauritius, Spain, South Africa and Australia. They were asked to tell us what it is like to be a girl where they live. Their contributions provide us with an insightful perspective on the lives of girls in many parts of the world today.

*Girls who write Poetry* is a collection of poems from twenty six Indian and South African girls.

Take a look at [Girl Power through Girls’ Art](#).

What are our Girls Saying? Watch videos with girls from India and Australia telling us [What it is like to be a Girl](#) in their country.

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**Exciting Model United Nations (MUN) initiatives in Nepal and Ireland**

Model UN provides students with a truly holistic educational experience. They undergo rigorous academic preparation, expand their knowledge of other cultures, acquire strong public speaking skills, learn to advocate on behalf of the country they represent and are prepared to think critically on their feet. Model UN demonstrates that cross-cultural engagement does not just occur across country borders, but that citizen diplomacy can occur in spite of geographic limitations. As the global youth population continues to increase, the need for youth ownership of global issues will continue to rise. Creating opportunities like Model UN for youth will build a generation of engaged leaders who can confront the problems of today and tomorrow. Recently we discovered two very interesting examples of the establishment of Model UN in one of our schools and in a short space of time extending the participation to other schools. Two very interesting examples; one of *Shiwali Shrestha* a student from Nepal, now recently graduated, who initiated MUN at her school. Read [The Byzantine MUN Circuit of Nepal](#) where Shiwali comments on MUN at St. Mary’s High School Nepal and in the country at large.
Secondly, Shiobaun McGee, who teaches at Loreto Letterkenny, Ireland took the initiative to bring MUN to her school and others. Watch this video where Shiobaun explains her adventure with MUN.

Global Young Leaders Conference

In July 2019, an inaugural group from Loreto Toorak, Melbourne, Australia took part in the Global Young Leaders Conference, a leadership and politics program involving student delegates from around the world with a focus on the United Nations Sustainable Development Goals. The conference administered by Envision Education, took place in Washington DC and New York City, USA. After a rigorous application process, and with support from a past student, Marietta, Bridie, Alessandra, Mia and Millie were chosen to participate in the conference.

They were accompanied by Michelle McCarthy, Director of Mission and Leadership. Along with some 300 young people from around the world they focused on the global challenges the world faces, while developing skills in cross cultural communication, international relations and diplomacy and, above all, leadership. Read about their learnings and insights from the Global Young Leaders Conference and their Address to the School Assembly on their return. Those who were at the Education conference in South Africa will remember Susan Stephens, School Principal of Loreto Toorak.

The World’s Largest Lesson

The World’s Largest Lesson brings the Global Goals to children all over the world and unites them in taking action. Since its launch in September 2015, it has reached over 130 countries and impacted over 8 million children each year. Some of our schools have availed of this opportunity. Recently we heard that schools in Ireland and Spain had this amazing experience.

On 30th September, students from Loreto Letterkenny took part in the World’s Largest Lesson guided by representatives of UNICEF, Ireland. At one point they were joined by Irish Minister for Education, Joe Mc Hugh.
The World’s largest Lesson in Madrid, Spain

“Irlandesas Madrid” had the privilege of being chosen to participate in the World’s Largest Lesson in the initiative held in Spain.

On 28 October, volunteers from AIESEC, the international youth organization, guided hundreds of learners on the SDGs and especially climate action and care of the environment. They were supported by Spanish companies Iberdrola and Truss Madrid in this initiative. Watch the video of the event, at the beginning of which Beatrice Lopez, reminds them of the Education Meeting held in South Africa

Educating Global Citizens and SDG2

Throughout the 2018 –2019 academic year, BVM Loreto Schools in Spain worked on SDG 2: “End hunger, achieve food security and improved nutrition and promote sustainable agriculture”. A project, promoted by Fundación Mary Ward, it is part of the yearly programme of Education for Citizenship. The programme focuses on the importance of food security for all and the impact of early malnutrition on children’s development for the future. Students reflected on the causes, the consequences and the connection of Food Insecurity with our own lifestyles, climate change, plastics use, food waste...

Working in small groups, pupils from our schools investigated the reality behind food insecurity. They learned about the projects that the IBVM and Mary Ward International support to fight hunger, especially in Rumbek (South Sudan), Mathare (Kenya) and Lodha community (India).

Finally, with all the information acquired, the working groups created and recorded different talks - simulating TED Talks - to share their learnings with the rest of the world. These talks - named as “BVM Talks” - under the slogan “Ideas to change the world” have been shared on the web, and the students themselves voted for the best one, taking into account the content and the originality of the talk. All of them (some in English) are available here: https://fundacionmaryward.org/bvmtalks/

Collaboration - The Way Forward.

Two global issues, Quality Education (SDG4) and Life Below Water (SDG 14) are presented through, art, poetry and information on actions in the Third Edition of India Loreto Schools JPIC Newsletter.

The second half of the Newsletter contains the 2019 Report on the Tree Plantation, the third year of a province JPIC decision, taken in 2015, to plant 100,000 (Lak) trees by 2020. They are well on the way. Finally, a progress update on the installation of rooftop solar panels, a huge effort to reduce carbon emission. Here is an excellent example of meaningful collaboration. Read Third Edition of Newsletter.