



JCAP EDUCATION SECRETARIES' MEETING

Cambodia, May 30 – June 2, 2016

MINUTES

Present in the meeting were the following: Mark Raper (JCAP President), Eric Velandria (JCAP Socius), Johnny Go (JCAP EDU Secretary), Jennie Hickey (AUS), John Ashley Evans (CAMB), Stephen Chow (CHI), Roberto Boholst (E TIMOR), Baskoro Poedjinoergroho (INDON), Sung-II Lee (JAP), Adrian Danker (MAL/SING), and Rich McAuliff (MICRO).

Absent: Tony Pabayo (PHI)

WELCOME AND OVERVIEW

As a welcome to the first-time attendees (Adrian, Johnny, Jennie, and Rich), everyone was invited to a round of introductions. An overview of the meeting was provided, and materials distributed.

UPDATES FROM ICAJE

The highlights of the recent ICAJE meeting in Rome were shared with the group (cf. Slides 3-9). ICAJE sends the education secretaries four concrete calls to action:

- to participate in its international events: join the JESU International Congress (October 16-20, 2017) and even consider hosting the 2nd ICAJE International Colloquium (2019). Johnny was requested to get more information in terms of preferred dates, actual number of colloquium days, expected number of participants, and expected subsidy/fundraising from the host. According to a subsequent email from Jose Mesa, ICAJE Secretary: Preferred dates late summer of the US hemisphere, 4 to 5 days, around 400 participants, and subsidy depends on the needs.
- To strengthen our own regional network through:
 - i. our regular secretaries' meetings
 - ii. regional events: We have four upcoming ones this year; regional staff formation programs: Designing a comprehensive systematic program has been identified as a priority.
 - iii. our own website (jcapedu.wordpress.com): We agreed to make it a private site because of concerns about the data posted there. The secretaries signed up, but not everyone had the ability to navigate within the website, so this is an issue.
- To share the requested information and to supported ICAJE initiatives—e.g.:

- i. the new document on education “New Signs of the Times” when it is published,
 - ii. the survey on our schools re the Protocol for the Protection of Minors **(Deadline: end of June).**
- To participate in and strengthen our global online community at educatemagis.org by:
 - i. using it for our communication (and registering if we have not): The secretaries were given time to register on the site during the meeting.
 - ii. raise awareness in our schools especially by asking our heads and Principals to register **(Deadline: End of October).**
 - iii. promote the Educate Magis map in our schools through a St. Francis Xavier Day competition **(December 3 this year)** of the best photos of students posing before the map. Mechanics of the competition will be emailed for feedback and approval.

REPORTS: CONTEXTS & DEVELOPMENTS

The education secretaries reported on the state of the educational apostolates in their respective Provinces/Regions by answering the following questions:

- What are the highlights or significant developments in the education apostolate in my Province/Region?
- What are some of the issues/challenges that our schools are facing? What needs do we have?

The following school data have been most recently sent by the different secretaries although it became clear that corrections still need to be made.

	CAMB	JAPAN	CHINA	INDON	PHIL	AUS	TIMOR	TOTAL
SCHOOLS	1	4	6	8	12	5	1	37
STUDENTS	335	4,056	6,523	4,465	29,688	6,273	394	51,734
%		< 1 to	< 1 -	50-	30 -	< 1% -		
CATHOLIC	< 1%	2.5%	26%	100%	97%	98%*	100%	
JESUITS	2	8	6	23	37	10	6	92
LAY STAFF	15	346	501	410	1,455	620	19	3,366
TOTAL STAFF	17	354	507	433	1492	630	25	3,458

Australia (Jennie)

- Greater efforts for synergy between education and the social ministries
- Desire for international connections via 2012 ICAJE Colloquium, 2014 SIPEI Conference, others including teacher exchange programs
- Need for staff formation especially with Chris Gleeson and Martin Scroope for Ignatian formation

- Leadership program for senior- and middle-level leaders
- Need to limit work on promoting Ignatian education with so-called Companion Schools because of limited resources
- Study on a more effective governance system of schools given diminishing Jesuit manpower

Cambodia (Ashley)

- The value of regional cooperation as evident in the way the master plan for Xavier Jesuit School was improved due to Quyen's help and regional contacts from Timor, so the value of regional cooperation

Micronesia (Rich)

- That 3 presidents of Micronesia are alumni shows the influence and network of Xavier High School in the country.
- The other "Jesuit-managed" schools have been set up without sufficient discernment. The strategy is to phase out the Jesuits in these vicariate schools. The plan is for 1 or 2 Jesuits to go around the region, spend a year or two in the vicariate schools, and slowly phase themselves out.

Malaysia/Singapore (Adrian)

- Education was never considered a key apostolate in the region until recently, where more intentional efforts have been exerted by the Provincial (Colin Tan). Jesuits are being sent to study education now. A breakthrough in the Province mindset.
- 3 schools are affiliated with the Society in some way: (a) The archdiocesan school in Kuching, Malaysia, entrusted to the Society and headed by a Jesuit Principal, (b) the Lasallian school, St. Joseph Institute in Singapore, with a Jesuit Principal, and (c) CJC which has a Jesuit campus minister. Each school provides a different model of Ignatian education: by osmosis (a & c), and by stewardship (b).
- In the works: a partnership between the Jesuit-managed schools, (b) a statement on the education apostolate.

Indonesia (Baskoro)

- A mammoth project, a four-volume guide for Indonesian Jesuit schools, has been completed and is now undergoing editing for publication. It features: alumni profile (the ultimate goal of the schools), staff formation, curriculum, and school management (this last three means to the goal).
- There is also a Jesuit leadership program where the goal is to ensure that teachers are happy to teach and students are happy to learn. It's a 9-month program with 4 modules (3 days of lecture per module), complemented with practice and mentoring (through school visit) after every module.

Japan (Lee)

- The shift to one governing board for Sophia University and all four high schools in Japan is not easily understood by the public. The move is due to diminishment in Jesuit leadership.
- Focus has shifted from simply academic excellence to Ignatian Leadership

China (Stephen)

- All schools in the Chinese Province now have lay principals, including one lady principal in St. Ignatius, Taipei
- Team spirit among school administrators is growing, so province networking is effective
- Wah Yan Kowloon started the daily practice of Examen, with the students in the Junior Form more receptive. Stephen has done a study on the impact of the examen on students.
- The Provincial while refraining from identifying education as a priority has conceded that it is an important platform for the priorities.
- The AITP reunions have been an effective means for dialogue and formation.
- Challenges: (a) How to prepare young people to be politically active in an increasingly polarized society, where emotional reactions towards issues are more of a norm; (b) dropping enrolment in Macau and Taiwan.
- Needs: (a) a formation program for Jesuit chaplains; and (b) a successor for Stephen

East Timor (Bert)

- Challenges: (a) lots of Jesuit movements, need for Jesuits and other leaders (religious sisters) to stay longer, (b) difficulty in finding good teachers, (c) problematic teacher-admin communication, (d) need to shift from the mindset of expelling students to remediation, and (e) financial sustainability due to reliance on subsidies.

Note: No report from the Philippines due to Tony's absence.

FOUR UPCOMING EVENTS

The secretaries met after dinner on the first day of the meeting in order to discuss the following:

WORKSHOP ON IGNATIAN SCHOOL LEADERSHIP or WISL (Tagaytay. PHILIPPINES, Jul 6-10, 2016)

Since Tony, who will be hosting WISL, was absent, Johnny just extended the invitation to the secretaries to try to recruit more participants since the WISL was just a month away. Australia and Japan expressed their difficulty with the dates.

IGNATIAN STUDENT LEADERSHIP FORUM (Yogyakarta. INDONESIA, 15-20 Aug 2016)

Johnny gave a background of the ISLF: The idea emerged during the Fukuoka Colloquium in

2010, where the secretaries were encouraged to begin a school-twinning program. Instead of twinning with a school, a network of five schools was established among Xavier School (Philippines), Sophia Fukuoka High School (Japan), St. Aloysius (Australia), St. Canisius (Indonesia), and Wah Yan Kowloon (Hong Kong). The reason the network was limited to five schools was to enable each school to send more participants.

The five schools were supposed to take turns hosting the event in order to offer a different experience to the student leaders. For example: The Philippines focused on immersion in poverty. Indonesia and Japan were expected to offer distinct experiences of culture and religion. It was hoped that Hong Kong would focus on business and Australia on its flora and fauna.

Two ISLFs have been conducted, both hosted by Xavier School. Though highly successful, the original idea of alternating the hosting among the five schools did not happen.

This concept, however, was revised to open the forum to the Asia-Pacific region. Baskoro distributed a program description of this year's ISLF and reported that the steering committee has been working to prepare for the event. He ended by inviting other interested schools to register.

JCAP COLLOQUIUM ON THE 4 Cs (Yogyakarta. INDONESIA, 21-24 Sep 2016)

Baskoro shared the program and schedule of the JCAP Colloquium with the secretaries. Concern was raised on the brevity of the program and on having only one resource person (Jose Mesa). Baskoro was requested to consider limiting the outing to the afternoon of the last day, and to recruit one or two persons who could share their best practices in implementing the 4 Cs in their schools. The deadline for registration is **end of July**.

ADVANCED IGNATIAN TEACHING PROGRAM (AITP) (Kamakura, JAPAN. 6-13 Nov 2016)

Jennie and Lee have agreed to work together to send the details of the AITP to the secretaries for distribution to the schools. Johnny mentioned that the AITP team has been invited to WISL, just as the WISL team will be attending the Kamakura workshop, so that they could work together in further defining the purposes and target audiences of their respective workshops.

UPDATE ON JCAP

Mark was requested to give a report for the Conference, where he gave three main points:

1. The need to go to the frontiers (Pope Benedict, GC35) and peripheries (Pope Francis)
2. Fire that kindles other fires (Hurtado) – to promote our story because it gives meaning and provides focus in a fragmented world
3. Networking (governance) – Need to fill present lacunae in the governance of the Society where the secretaries such as Jose Mesa need to be emposwered for networks to be more effective. Mark stressed the need for the “why” of networking.

As an example, he cited East Timor, the impact of the networking not just on the institution, but on the country.

Two videos were also shown: One on the mission of JCAP and the other on Myanmar.

CONVERSATIONS: CURRENT SITUATION & WAYS FORWARD

Johnny introduced the session by expressing his need to hear from the different secretaries about their hopes and dreams after listening to their respective contexts. The session's concrete goal was to identify possible projects that the JCAP EDU secretaries could work on. The guide questions were:

- How can the Asia-Pacific network of Jesuit schools assist and support the schools in my Province/Region?
- How can the JCAP Secretary for Pre- & Secondary Education assist and support me in my work?

Many new ideas emerged from the discussions:

- Video conferencing among students (Rich)
- Studies such as the one conducted by Stephen on the *Examen*
- Staff formation program – but this is already a priority; in fact, it was already scheduled for discussion in the afternoon.
- Teacher exchange program – Baskoro already has a template for this, but this can be a win-win situation, where both the teacher being sent can learn and the school receiving the teacher can benefit as well. Salaries and other such logistics will need to be threshed out.
- Alumni formation – Stephen expressed the need for the formation of our alumni as well, not just on the school- or national level, but on the regional level.
- Leadership mentoring program – More veteran administrators &/or teachers accompany and mentor those in need overseas (through Skype, email, etc.)
- Same-group meetings for sharing of best practices (e.g., chaplains as suggested by Stephen—or Presidents/Principals, Religious Educators/Campus Ministers, Student Activities Coordinators or those in-charge of students' overseas trips, etc.) – We decided that we would try to schedule these meetings before the education secretaries' meetings so that those interested could join them.

The desire for regents and tertians on experiments to help out in Micronesia, East Timor, and Cambodia was also expressed, but it was agreed that the directors of work would course their requests through their Provincials.

After hearing one another's preferences and reasons, the group was asked to vote for their top two priorities. These were the results:

Student video conferencing	Micro, Aus, China, Mal/Sing
Studies & research work	E Timor, Micro
Teacher exchange program	Mal/Sing, Jap, Aus, Camb

Leadership mentoring program	E Timor
Alumni formation	Jap, Chi, Indon

After discussion and some discernment, we cast our votes again and identified the following projects as priorities we will work on:

- Ignatian staff formation
- Teacher exchange program
- Alumni formation

Note: The other projects will not be discarded, but will be taken up once opportunities arise for them.

The participants were requested to sign up under the committee that they are most interested to work in. Here is the list:

IGNATIAN STAFF FORMATION	TEACHER EXCHANGE PROGRAM	ALUMNI FORMATION
*Jennie	*Baskoro	*Stephen
Lee	Lee	Bert
Ashley	Adrian	Rich

** Facilitators for the project committees*

The committees were requested to brainstorm and do some pencil-pushing to be ready to report for their next meeting.

IGNATIAN STAFF FORMATION

We discussed the issues that some people shared regarding the paper written by Chris. Here are the clarifications that resulted from the discussion:

- Focus:** The program will focus on Ignatian formation rather than professional development. Needs for professional development (e.g., how to teach Mathematics, etc.) can be coursed through Johnny, who is happy to serve as a liaison to individuals or groups within our network who are willing to help.
- Duration and venue:** We agreed that original proposed duration was too long and unrealistic for schools, so we will design one- or two-week courses, as suggested by Lee in his comments.
- Target audiences:** We need to define specific target audiences in the different workshops we design in terms of language proficiency (English), religious tradition, and educational experience
- Existing workshops (AITP and WISL):** These ongoing courses are to be treated as modules of the program we are developing. We will tweak them to further improve them. In fact, both teams will try to attend one another's workshops

this year so that they can further define their objectives and target markets.

- e. **Affiliated and Jesuit-managed schools:** The question of including these schools was raised again, and we reaffirmed our policy of inclusiveness but with clear priority for the Jesuit schools.
- f. **Strategy:** Train the Trainers (TTT, as proposed in the paper by Chris), mobile regional teams, or EAPI-based. The consensus was to be flexible and use a combination of these since we don't want to leave the trainers to their own devices without support from the regional teams. One concrete thing that needs to be done is to internationalize the existing AITP and WISL teams.
- g. **Methodology:** As Jennie suggested, we must model the Ignatian Pedagogy in all these workshops.
- h. **Mobile Regional Teams of Facilitators:** We need to form the team as soon as we design every course. As mentioned earlier, they need to be international teams, including members who can inculturate &/or translate the courses for schools that need customized courses for language or other reasons (see c above).

The following framework of five areas for training was presented as a means of organizing the different modules and courses, as well as identifying the different target audiences. The goal is to design the courses gradually that will offer two to three modules per area for different stakeholders (teachers, administrators, and board members). One is then free to create a program using the menu of courses available.

Proposed 5 AREAS <i>Ignatian Staff Formation Program</i>	5 DOMAINS* <i>Our Way of Proceeding (US)</i>	WHAT <i>Examples of Topics or Modules</i>	FOR WHOM <i>Examples of Target Audiences</i>
Ignatian Mission & Identity in Education	Domain 1: Jesuit Catholic Mission & Identity	Characteristics of SJ Education	Administrators, Experienced Teachers, Board Members
Ignatian Spirituality in Education	Domain 3: Spiritual Formation	Teaching as a Vocation	Experienced Teachers
Ignatian Leadership in Education	Domain 2: Governance & Leadership	Discernment & Communication (WISL)	Potential & Current Administrators
Ignatian Learning & Formation	Domain 4: Educational Excellence	IPP (AITP)	Academic & Formation Heads
Ignatian Service for Justice	Domain 5: Faith that Does Justice	?	Experienced Teachers

** The proposed 5 areas correspond to the so-called “5 Domains” identified for standards and benchmarking in the US Jesuit document, Our Way of Proceeding. These standards are valuable in designing the courses.*

Eric suggested that it may be fruitful for some to undergo the entire course, which the group agreed with.

Next steps

1. The project committee on the Ignatian Staff Formation will conduct online brainstorming and discussion among themselves to list possible modules per area with defined target audiences.
2. This will be presented to the secretaries at our next meeting to get feedback, and we will identify which among them should be prioritized based on the needs of our schools.
3. Meanwhile, possible facilitators and especially “translators/inculturators” will be identified and already invited to join the WISL and/or AITP teams.
4. Johnny will try as much as possible to meet with as many of the leading stakeholders (Principals, etc.) as possible to consult them and get their support.

Important: New Development

Upon the request of Japan, an introductory/overview Ignatian Education workshop will already be designed for implementation in August. We ask that *potential trainers* be sent to this workshop. Further details will be announced.

Minutes prepared by:

Johnny

Note: See the succeeding pages for: (a) Dates to be mindful of, and (b) Survey of schools re the protocol

DATES TO BE MINDFUL OF

2016	
End of June 2016	Survey of schools re protocol on the protection of minors (see attached checklist)
July 6 - 10	WISL (Tagaytay, Philippines)
July 31	Deadline for registration for JCAP Colloquium on the 4 Cs, Yogyakarta
August 15-20	Ignatian Student Leadership Forum (ISLF), Yogyakarta
September 21-24	JCAP Colloquium on the 4 Cs, Yogyakarta
End of October	Registration of school administrators on Educate Magis
November 6-13	AITP, Kamakura
December 3	Launch of St. Francis Xavier Day Educate Magis Map Photo Competition
2016	
May 24-27, 2017	JCAP Education Secretaries' Meeting, possibly in Chuuk, Micronesia (Plan B: Kuching, Malaysia; Singapore), and possibly with a sharing of best practices among chaplains, campus ministers, and religious educators
March 1 – April 30	JESEDU Virtual Congress (cf. Educate Magis for details)
August	Introductory/Overview Ignatian Education Workshop for Trainers (Venue TBA)
October 16-20	JESEDU International Congress, Rio de Janeiro
2019	2 nd ICAJE International Colloquium

REPORT OF JCAP EDUCATION SECRETARIES' MEETING

Macao, MAY 19 (Arrival Day) – May 22, 2015

(This is a general Report rather than accurate Minutes of the meeting)

Prepared by Chris Gleeson SJ

Those participating were: Stephen Chow SJ (Chinese Province), Tony Pabayo SJ (Philippines), J. Ashley Evans SJ (Cambodia), Sung Il Lee SJ (Japan), Baskoro Poedjinoegroho SJ (Indonesia), Eric Velandria SJ (Socius to the JCAP President, Manila), Bert Boholst SJ (Timor Leste), and Chris Gleeson SJ (Chair, Australia).

We welcomed newcomers Eric and Bert and expressed gratitude for their joining us.

Apologies: Adrian Danker SJ (Malaysia/Singapore) and Rich McAuliff SJ (Micronesia)

1. Some Highlights from the various Province Reports which began our meeting (submitted as news items for the first 'Educate Magis' newsletter):

- The Ateneo de Manila is meeting the challenge of the country's decision to add two more years to secondary schooling, by taking in 300 students in Year 11 next school year, introducing co-education at this senior level, and offering 100 scholarships/bursaries to students from Government schools which cannot afford to provide another two years education. Congratulations to the Ateneo on this bold generosity!
- Indonesia is nearing completion of its own 'Ratio Studiorum' – a mammoth task of compiling in one volume for its Province schools a Profile of Jesuit alumni/ae; Curriculum based on the Ignatian Pedagogical Paradigm (IPP); policies and procedures for Teacher Formation; and principles and procedures for Jesuit school management.
- In its follow-up to SIPEI at Manresa in November last year, the Australian Province has recently brought together its Directors of Teaching and Learning to focus on 'Conscience' as one pillar of the 4 C's – Conscience, Competence, Compassion, and Commitment. St. Ignatius College Riverview Rector, Ross Jones SJ, gave a splendid paper on 'Conscience' which can be found on the Educate Magis website.
- In the Chinese Province next school year all its schools will have Lay Principals – leaders who have been well prepared by Colloquium programs offered in recent years.
- Japan is proceeding down an interesting path of governance by subsuming all its school boards under one Board, which will embrace responsibility for both higher learning at the University level as well as secondary and primary education.
- The Philippines is again offering its highly successful WISL PROGRAM – Workshop in Ignatian School Leadership – to some 30 school leaders from across the Conference, July 6-10.
- Our two new schools in the Jesuit Asia Pacific Conference – in Timor Leste and Cambodia – are making very good progress, the fruit of many years of careful planning and strong support in the Conference. Their newness is a sign of new life and hope for the future.

Other news items:

- Bert Boholst reported that the new school in Kasait, Timor Leste, has 6 buildings now – 4 classrooms each – and the 3 year levels thus far have been increased from 90 to 105. Preparations are in place for beginning the new adjoining Teacher Training Institute in 2016 which will use some of the school buildings currently in place
- Ashley Evans gave us an update on the four stages planned for the new school in Cambodia: Community Learning Centre; Kindergarten; Primary section; and Secondary section.
- REGENCY: All were in agreement that a teaching Regency has so much to offer our scholastics in the way of giving them skills in management, communication, collaboration, and personal structure in their lives. We need to keep recommending the teaching Regency to our Major Superiors!
- For Hong Kong/China, the mission in their schools is one of values education. Recently the Provincial claimed that “Education is important, but not our priority. It is a platform for us to promote our priorities ... however, our schools are the best platforms among others.”
- It is impressive to note that the 2 Macau schools, which extended such generous hospitality to us during our meeting, have attained new levels of collaborating with one another, as well as working closely with the two Wah Yan Colleges in Hong Kong.

Educate Magis

While it was generally considered to be ‘a good start’ and has splendid potential as an instrument for global networking amongst Jesuit schools, it was clear when we looked more closely at the website, that there are a number of gaps and mistakes in terminology. E.g. Sung Il Lee is listed as the Head of School at Hiroshima Gakuin, and Chris Middleton is listed as ‘Head of School’ at Xavier College, Melbourne, where he is actually the Rector.

GIAN – Global Ignatian Advocacy Network

We had a brief discussion expressing puzzlement about the poverty of the JCAP response to the GIAN survey on the advocacy for the universal right to quality education. *Promotio Justitiae 110* quoted the following:

“In 2012 the network mapped information available in the Provinces and conferences to know what the Society of Jesus is doing on advocacy for the right to education and to establish connections between Jesuit and non-Jesuit institutions.

76 institutions (Schools, Social Centres, NGO, universities and others) belonging to various Conferences of South Asia (27), CPAL (19), Europe (15), Africa (13), Asia-Pacific (1) and USA (1) replied to the questionnaire. These institutions are mainly dedicated to the care of children and youth, and indigenous populations in marginalized rural and urban areas.

- They consider advocacy as a priority, though the number of people dedicated to this task in these organizations is very small, or in some cases, none.

- . The recurrent topics for advocacy are: a) quality of education, b) education of girls and women, c) education of marginalized groups, d) promotion and defence of education as a human right.
- . Besides these institutions, many more local organizations and institutions are in touch with the grassroots with a potential for mobilization and communication. Hence we can develop into a universal body, enabling the capabilities of others within the framework of the GIAN.”
- . This clearly needs follow-up at the JCAP executive level.

Discussion of the 4 C’s Final Document from SIPEI, November, 2014

There was general consensus that this document was very useful for:

- reworking our educational heritage
- confirming and affirming what we are already doing, but giving more depth – ‘the spiral approach’ - to our ministry of forming students, teachers and general staff, alumni/ae
- helping us to review our commitment to Jesuit education
- providing a framework of review
- offering a digest of *The Characteristics* and the *IPP*
- helping in the shaping of identity in East Timor

Father President’s Video

We were grateful to receive Father Mark’s video reflecting on education as the ‘engine’ of the Jesuit Asia Pacific Conference. He made three points for us to consider:

- the importance of taking time to plan carefully and reach consensus for new projects
- the importance of focusing on the poor and those on the margins; Inclusivity.
- The indispensable value of collaboration across the whole region

Some felt that there could be added a 5th C – namely, ‘Christ-centered’, while others mentioned the importance of sensitivity to the multiplicity of religious perspectives in the Conference. Perhaps the 5th C could be seen as subsumed under the rubric of looking at reality with the eyes of God?

The JCAP Apostolic Plan 2014-2019

Eric Velandria led discussion on the Apostolic Plan, reminding us of JCAP’s 3 main priorities: Migration; Reconciliation with Creation; Youth and Young Adults.

There was some discussion about the relevance of migration to our work in schools, some feeling it was a very distant priority for us. In turn, Eric demonstrated that migration has many causes and can be treated profitably in numerous curriculum subjects. Stephen Chow also made the point that the 3 JCAP priorities fit in well with the SIPEI final document on the 4 C’s.

Ignatian Student Leadership Program

As the next host of the Student Leadership Program, Baskoro proposed two dates: July 1-8, August 17-24. He subsequently eliminated July 1-8 for lack of accommodation, leaving members to work out whether they could muster students and staff for what appears to be a very good program for August 17-24 in Jogjakarta. Australia expressed doubt whether they could send any delegates – given the short notice and the timing in their mid-Term 3. Others said that they would discuss possibilities with their School Principals and get back to Baskoro at the earliest opportunity.

The idea of extending the Student Leadership Program beyond the original 5 schools received some support, but the mechanics of who might take responsibility for hosting and coordinating such an event remained a *mysterium contemplandum*. We will need to return to this issue on another Agenda at another time.

Ignatian Staff Formation at the EAPI

The Japanese Provincial's Letter to the Director of the EAPI exploring the possibility of offering 6-month or 3-month courses in Ignatian Formation of teaching staff was discussed. Very few felt that they could take staff away and replace them for such lengthy periods, but said they would be more comfortable with 1 month-6 weeks modules. Tony Pabayo, Eric Velandria, and Chris Gleeson were detailed to explore possibilities for such shorter time frame modules.

Father General's Letter on Child Protection

Some Provinces like Korea do not have a Protocol and this is a very dangerous lacuna in the current situation worldwide. Chris Gleeson is to send the Draft Australian Protocol (if he can gain approval to do so) to JCAP Education secretaries.

Upcoming JCAP Education Events Template

WISL	annually in the Philippines
AITP 2015	Sydney, November, 2015
AITP 2016	Japan, 2016
JCAP Colloquium	Jogjakarta, 2016
JCAP Education Secretaries	Siem Reap, May 2016

ACTION LINES AS FOLLOW-UP TO MEETING

- BASKORO and LEE to organize with their School Principals a Sustainability Coordinator in all their schools
- Chris to send Ross Jones' booklet on the Examen to Stephen Chow and Irene Cheung

- All to get back to Baskoro asap with student and staff numbers for the August 17-24 Student Leadership Program in Jogjakarta
- Chris to explore the possibility of sending to all JCAP Education Secretaries the Draft Australian Protocol on Child Protection
- Tony P, Eric V, and Chris to explore the idea of offering 1 month – 6 week modules on Ignatian Formation for JCAP lay teachers

NOT DONE AT THE MEETING – setting a date for the next Skype Meeting for JCAP Education Secretaries. This will be done via email very soon.

SPECIAL THANKS

On behalf of us all, I want to thank Stephen Chow who organized our three days together so efficiently and thoughtfully. The hospitality of the Mateo Ricci and Estrela do Mar school Communities was outstanding and maintained the bar at a very high level for future meetings! Thank you very much, Stephen!

Chris Gleeson SJ

JCAP Secretary for Schools

30 May 2015

DISCUSSION PAPER ON IGNATIAN FORMATION FOR JCAP SCHOOL STAFF

FOR SIEM REAP MEETING OF JCAP EDUCATION SECRETARIES, MAY, 2016

Prepared by Chris Gleeson SJ

PRELIMINARY NOTE

The paper is divided into 3 Parts:

- A. The original Draft proposal written by Eric Velandria, Tony Pabayo, and Chris Gleeson in October 2015
- B. Responses to this Draft by Father Lee, John Ashley Evans, Stephen Chow, and Bert Boholst
- C. Some questions to be answered in order to find a way forward

PART A - IGNATIAN FORMATION FOR JCAP TEACHERS

Context

On January 30, 2015, the Japanese Provincial, Father Yoshio, wrote to the Director of the EAPI proposing that there be established a 6-month course on Ignatian education for teachers in Japanese Jesuit schools.

At their May meeting in Macau this year, the JCAP Education Secretaries discussed the possibilities for this proposal, agreeing that it was impractical for schools to send away teachers to a course of this length. They believed a course of some 4-6 weeks was much more viable – to which could be added on-line teaching modules. Chris Gleeson, Eric Velandria, and Tony Pabayo were then delegated to explore the practicalities for providing Ignatian Formation for JCAP teachers within these parameters.

Revised Proposal

After some considerable discussion and consultation, Chris Gleeson, Eric Velandria, and Tony Pabayo believe that we need to put in place a 'train the trainers' (TTT) program, whereby we endeavour to develop committed teams of school staff who would then return to their own JCAP schools to deliver Ignatian Formation and Education in the context of their own schools.

The Goal

Ambitious as it might first appear, the goal of this program would be to establish a formation team in all 36 schools of the Conference, who would be responsible for providing ongoing Ignatian Formation in their school communities.

Where to From Here?

- Our next task is to speak to the JCAP Education Secretaries in the upcoming Skype Conversation on November 4th to canvass their support for this program. If in agreement, their task will be then to speak with their Principals to enlist their close collaboration in ensuring that this program is successful. Principals will need to think very carefully about the committed people who would comprise their ongoing school Ignatian Formation team.
- To work with the EAPI in Manila to book a time in July-August 2016 for the first 'train the trainers' (TTT) program, with the expectation that we can obtain 6 JCAP school teams comprising 4-5 people in each team, who would be committed and highly capable of taking some of the program back to their own schools and adapting it as their particular context demands

Program Content

A good deal of work needs to be done on this, but current thinking suggests that we will cover the following items in a progressive learning style required by the EAPI:

- The story of Ignatius
- The history of Jesuit education
- Significant Educational writings today – ‘The Characteristics’ and the ‘IPP’
- The writings of Ignatius – The Autobiography, the Letters, the Constitutions
- Ignatian Spirituality – general themes from ‘The Spiritual Exercises’
- The Ignatian way of proceeding in life
- The First Spiritual Exercises (Annotation 18)
- A silent Retreat Experience
- Strategies for implementing the above in our schools on returning home

Yet to be done

- ✓ Procuring a team of facilitators to lead the 3T Program
- ✓ Procuring approval from Father President and his Consult to proceed
- ✓ Finalizing a 4-6 week timeframe with the EAPI where we can locate the Program
- ✓ Deciding what modules need to be taught on-line and how best to offer this material effectively and financially
- ✓ Researching the possibilities for this program to provide significant University accreditation

PART B - VARIOUS RESPONSES TO THE ABOVE DRAFT PROPOSAL

FATHER LEE’S COMMENTS

May I suggest the following:

1. The Length of the teachers formation program

An even shorter period of a program for Ignatian formation of teachers, say, two weeks. This would definitely minimize the absence of teachers from school.

Instead of offering a program lasting 4 to 6 weeks, why not breaking it down into two or three and having them as a series of a program in 2 or 3 years.

As the paper “Ignatian formation for JCAP teachers” says, the possibility of offering 6-month or 3-month courses in Ignatian formation of teachers is difficult.

A shorter program would be surely appreciated, if you consider the reality of running school. A long period of absence of teachers would be too difficult for school to accept.

It seems good to have a course for 4 weeks or 6 weeks in a long vacation, but still it might be a problem. A long vacation falls in a different timing in a different school in Asia and Pacific.

Late July and August is a good timing for schools in Japan Province, but schools in other provinces may find this schedule difficult. They may be still in session.

A two-week program would be manageable for schools even in session.

There is another good point of a two-week course, compared to a 4-6 week course. If the long 4-6 week program is divided into 2 or 3 sessions going over 2-3 years, each session can be more progressive.

Participants could go step by step. Participating teachers could digest what they have learned and experienced each time with a span of months or a year.

For example, in the first series (the first year), basic understanding of Jesuit Education, in the second session (the second year) Spiritual Exercises, and finally (the final year), practical application and Jesuit school networking.

There is no need to put everything in one time only program.

A problem may arise in offering a short program like this: the cost of transportation. Since participants take part two or three times, the cost of transportation will be double and more.

2. Items to add to the program content

There are some items that should not be missed.

Even though I think that the program content specified in the paper “Ignatian formation for JCAP teachers” implicitly includes Ignatian leadership,

may I suggest Ignatian leadership be added to the content as a single item. Under the leadership of Father Lee, the four secondary Jesuit schools in Japan have just started to study this Ignatian leadership.

Other items to add are building the network of Jesuit schools between provinces and the co-operating in Jesuit mission.

Building the network would be a good item as teachers come from various provinces.

Even though I mention last, the topic of the co-operating in Jesuit mission is very important and necessary. Our four schools in Japan are going to be facing the reality of no Jesuits on campus.

As Father Lee terms it well, we are becoming "Jesuit schools without Jesuits".

JOHN ASHLEY EVANS

23.2.2016

Dear Chris,

Thanks for all the work that you have done on preparing for a possible Ignatian formation program for JCAP teachers to be run at the EAPI.

It seems that the outline program covers Ignatian Spirituality well. We support this program for our Asia-Pacific Assistancy.

However, the teachers from Cambodia come from a very low level of intellectual formation with a low level of English competency. It might be helpful to distinguish between the needs of Ignatian teachers in three categories.

- Japan, China and Australia where teachers are well trained but working in a secular context and a developed economy.
- Indonesia and the Philippines where teachers are well trained but working in an inter-religious context and a developing economy.
- Timor Leste and Cambodia (and Micronesia) where teachers are poorly trained and working in weak and under-developed economy. The Cambodian context is Buddhist so Ignatian Spirituality is foreign to our teachers. We will need to provide more Catechism and Spirituality here before our teachers can benefit from the Ignatian Formation program at the EAPI.

The needs of teachers from these three contexts may be very different and difficult to train at the same time.

When Ms. Jenny Go was Education secretary, she followed Daven Day's initiative to invite all "Ignatian" inspired schools to participate in the programs. This meant that the Ursuline schools in Thailand for example participated and they (not the Jesuits) translated the IPP program into Thai

This will be a fundamental apostolic option or choice that Johnny Go could make for our future work together.

However, if we kept the focus just on Jesuit schools, we would need to include modules on the History and Philosophy of Education so that our teachers can broaden and deepen their understanding of the education process. Ignatian pedagogy is an icing on the cake but we need the cake to ice in the first place. We would need other modules on the use of art and music in education and also the use of games and puzzles etc. A module on the use of the Internet in education would also be useful.

Thanks for your understanding,

Ashley"

Bert Boholst - 11.11.2015

Dear Fr. Chris,

Sorry for this late reply. Actually as I have always mentioned, the problem for us here in East Timor is language. So it may still take some time before we can fully participate in formation programs such as this.

I agree with Fr. Lee's concerns. We might need more time to discuss on the details of this program. Perhaps the meeting in Cambodia will be a good time to agree on how to proceed further.

Perhaps it is better to test the program with our schools first before we open it to other Ignatian schools.

Thanks,

Bert

Stephen Chow – 6.11.2015

Dear Chris,

I do share Fr. Lee's concerns. It would be better to provide a solid program for our teachers. I also wonder if the start time of July 2016 might not be too rush for us. Principals and teachers would like to know more about the program and its content before they will commit themselves. We may want to solicit their feedback of the program as it is being shaped.

I also think that inviting educators from other Ignatian schools in Asia Pacific is a good idea. But we may not be ready to entertain other schools outside of the Asia Pacific region until the program has run for a few years.

Just my two cents.

Peace,

Stephen

John Ashley Evans – 6.11.2016

Dear Chris,

Thanks for these comments.

It seems to me that Fr. Lee is correct. It is important to get this program right. If we start too fast, we might not have enough support to keep going and might not meet the real needs of our schools and teachers.

I also agree with Fr. Provincial of Japan that we can discuss the question of opening it to others interested in Ignatian schools rather than purely Jesuit schools.

In this sense, we need to have more dialogue partners i.e. the Principals of schools who may be interested in such a program.

These are my thoughts for now.

Ashley

PART C – SOME QUESTIONS TO BE RESOLVED IN MOVING FORWARD

- 1) Ashley's excellent response of February 23 this year highlights the question – whom do we wish to target? What is our audience?
- 2) Understanding that the process is just as important as the content of the program, if not more so, what should be our methodology? Should we use the 'Train the Trainers' (TTT) method, whereby we focus on developing teams for each Province/Region who would take back their learnings and share them with Jesuit schools (and others) in their home country? This is very different from the current WISL and AITP programs where we are basically providing Ignatian Formation for **individual** leaders in our schools.
- 3) If we decide to proceed with the TTT method and focus, the support of School Principals becomes even more important. We would need to ensure that the Team members are carefully selected for our program, are highly respected and professional teachers, and not just people being rewarded for longevity of service. This was the secret to the success of the Colloquium on the Ministry of Teaching in the Assistency – the training of teams launched at Baguio in May, 1980, and still continuing in some part of JCAP
- 4) Because of the difficulty of timing for some Provinces/Regions and possibly the limited availability of the EAPI, there might need to be two programs of two weeks duration at different times each year.
- 5) In a sense, once the above questions about audience, methodology, and logistics are answered, the questions about content will be much simpler.