

HIGHLIGHTS OF THE MEETING

Included in this document are the detailed minutes recorded by Bert Boholst. Here, however, are the highlights of the meeting, consisting of: (a) Concrete actions to be taken, and (b) analysis of school statistics.

I. CONCRETE ACTIONS TO BE TAKEN + DATES TO REMEMBER

- 24-30 September 2017: **Workshop on the Principles and Foundation of Jesuit Education** (Chiangmai, Thailand)
- 16-20 October 2017: **JESEDU Rio 2017 International Congress for Education Delegates** (Rio de Janeiro, Brazil)
- 12-18 November 2017: **Workshop on Ignatian Teaching Program** (Sydney, Australia)
- 2 December 2017: Formal opening of Xavier Jesuit School (invitation from Quyen)

- April or June 2018: **Workshop on Communal Discernment** (Philippines, dates to be finalized)
- 10-14 May 2018: Next **JCAP Education Secretaries' Meeting** to be hosted by Indonesia (possibly, Bali)
- 14-17 May 2018: **Focused Strategic Campus Ministry Meeting** (for Cambodia, Japan, and Chinese Province) – also in Indonesia
- August 2018: **4th Ignatian Student Leadership Forum (ISLF)** (possibly in Japan, dates to be finalized)
- September 2018: **Conversations on Ignatian Pedagogy** (Chiangmai, Thailand, dates to be finalized)
- November 2018: **Ignatian Conversations + Coaching** (Sydney, Australia, dates to be finalized)

- 17-20 August 2019: **JESEDU COLLOQUIUM** (Hosting by JCAP and Indonesia whether in Yogyakarta or Bali to be finalized)

- **Project ABCD: The Art of Building Consensus and Dialogue** (to be spearheaded by Adrian and possibly, Lance Ang)
- **Leadership Mentoring Program** (Tom, Quyen) – a pool of mentors to be formed
- **Teacher Exchange Program** (Baskoro, Ari) – a needs assessment among our schools

II. ANALYSIS OF SCHOOL STATISTICS

Here is a summary of the statistics for the Jesuit schools in the Asia Pacific region.

	# of schools	Primary schools	Secondary schools	Student population	Lay teaching staff	Lay non-teaching staff	Jesuits (any role)	Total staff
JCAP	38	18	37	58,476	4,463	1,345	98	5,862
AUS	5	5	4	6,217	646	357	7	1,010
CAMB	1	1	1	256	25	13	3	34
CHINESE	6	3	6	6,517	506	163	12	681
INDON	9	0	9	4,619	420	62	24	506
JAPAN	4	0	4	4,082	226	28	4	258
EAST TIMOR	1	0	1	544	26	13	6	45
MICRON	1	0	1	177	12	6	4	18
PHILS	11	9	11	37,064	2,602	710	38	3,312

Note that apart from the usual statistics, four modes of analysis are offered here: (a) the ratio of lay teachers to non-teachers; (b) the ratio of adult staff to students, (c) the ratio of lay teachers to students, and (d) the ratio of Jesuits to lay staff.

	Lay Teachers to Non-Teachers	Adult Staff to Students	Lay Teachers to Students	Jesuits to Lay Staff	
JCAP	77:23	1 TO 10	1 TO 13	1 TO 60	
AUS	64:36	1 TO 6	1 TO 10	1 TO 143	
CAMB	66:34	1 TO 8	1 TO 10	1 TO 10	*
CHINA	76:24	1 TO 10	1 TO 13	1 TO 56	*
INDON	87:13	1 TO 9	1 TO 11	1 TO 20	
JAPAN	89:11	1 TO 16	1 TO 18	1 TO 64	*
EAST TIMOR	67:33	1 TO 12	1 TO 21	1 TO 7	
MICRON	67:33	1 TO 10	1 TO 15	1 TO 5	
PHILS	79:21	1 TO 11	1 TO 14	1 TO 87	
	<i>BUDGET ALLOCATION</i>	<i>CURA PERSONALIS</i>	<i>INSTRUCTION</i>	<i>IGNATIAN SPIRITUALITY</i>	

For the ratio of lay teachers to non-teachers, in general, the higher the ratio, the better. The reason is that such a figure shows that more resources are being allocated for classroom

teachers than administrative staff. On the average, 77% of our lay staff are teachers compared to 23% non-teaching staff.

For the last three, in general, the lower the figures, the better.

On the average, our schools in Asia Pacific have 1 adult staff per 6 students (*for cura personalis*), 1 lay teacher per 13 students (for instruction), and 1 Jesuit per 59 lay staff (Ignatian spirituality).

As expected, these figures are not consistent across the region. Figures in red indicate that the schools in a particular province/region are faring less than the JCAP figures; those in blue show that they are doing better. Asterisks indicate a non-Catholic majority of the student population (and most likely, staff as well) in the school; hence, the more crucial the role of Jesuits or *solidly formed* lay collaborators.

DETAILED MINUTES

JCAP Education Secretaries' Meeting 2017

Kingsmead Center, Singapore

29 August 2017-02 September 2017

(The most important parts have been highlighted)

MINUTES

Present in the meeting were the following: Johnny Go (JCAP EDU Secretary), Thomas Renshaw (AUS), Quyen Vu (CAMB), Stephen Chow (CHI), Roberto Boholst (E TIMOR), Baskoro Poedjinoergroho (INDON), Kunio Otoshi for Sung---Il Lee (JAP), Adrian Danker (MAL/SING), Rich McAuliff (MICRO), Ari Dy (PHIL) and Karen Goh (JCAP Communication).

Day 1, 30 August 2017

The day began with an opening prayer led by Fr. Johnny Go, S.J. at around 8:30 in the morning. It was followed by personal introductions of each secretary. This year, we welcome the new secretaries: Ari Dy from the Philippines, Thomas Renshaw from Australia, and a substitute of Fr. Lee of Japan, Mr. Kunio.

Fr. Adrian Danker was not present during the morning session because of an event at the St. Joseph's Institution.

PRESENTATION OF FR. STEPHEN CHOW, S.J. ON GC 36

1. He began to remind us on the context of the GC 36. He mentioned that originally they did not want to write a decree but they had to. Reconciliation was very important because of the division all over the world. Thus, Fr. Sosa was quoted as saying that reconciliation is at the heart of the Jesuit mission today.
2. The big words are: Discernment, Reconciliation, Collaboration and Networking.
3. Reconciliation with God, with humanity and with creation. We need to use an inclusive language that is understandable to many in the secular world. More than focusing on rights, we talk about the dignity of the person. We must promote actions and values that can transform our ways.
4. The service of faith and reconciliation has three dimensions: God, humanity and creation.
5. We need to understand the world we live in. It is an ongoing intellectual process.
6. Discernment is our way.
7. Protection and safety of minors is a universal concern.
8. Our task is to form witnesses of friendship and reconciliation, forming students with a global view, not globalization.

COMMENTS AND REFLECTIONS

1. Spiritual conversation as a very important experience. We are not very good at it. The first companions did that in Venice. Today, we tend to jump into solutions rather than talk about the process.
2. We need to listen in a respectful way. The reality is that in the Society, we talk and talk, but eventually the Superior decides. We are very hierarchical, and it can be frustrating at times.
3. It is the same thing in the school. We operate in a hierarchy. We need to promote communal discernment, but it can really be a challenge, because we are all busy, and we cannot afford to go around and simply talk.
4. More and more, our lay partners are asking to define their roles.

We had a break at 10:00.

At 10:30, we broke into dyads to share on the big words: discernment, reconciliation, collaboration and networking. What can we do more of and less of in our schools? How can we help each other?

At 11:15, we returned, and shared.

1. We can focus on humanistic values in our works, especially in places where there are more non-Christians.
2. We need to form our lay leaders, to ignite them with more fire.
3. For those who are in their initial stages of establishing a school, discernment is very important so that the school community understands the character and mission of the school. Fast transitions created misunderstandings, so we need to work for reconciliation so that we can engage in collaboration.
4. The political situation influences the working relationships at school.
5. We need to look more deeply into the so called education tourism. How can we promote more depth in the exchange programs? The preparation, follow-up reflections and evaluation are very crucial in ensuring depth of each experience of visiting people in a new culture for a short time. It is also good to prepare the host communities to receive visiting groups.

We had lunch at 12:00 noon.

We began the afternoon session at 2:00 pm. Adrian Danker joined the session. Karen Goh also joined the meeting in order to listen to the reports of the secretaries.

REPORTS BY PROVINCE AND REGION

We began the session by listening to a keynote delivered for JESSEDU-Rio 2017 Virtual Congress, by David Laughlin, President of St. Louis University High School, entitled Tradition: A Call for Innovation.

For the reports, we tried to focus on commonalities, challenges, and opportunities for learning and synergy.

PHILIPPINES

- Most of the schools were in the transition process from the old set-up to the K to 12 system.
- Reviewed the Jesuit Basic Education (JBEC) Mission and Vision.
- Jesuit Basic Education Subject Teams (JBEST) Meetings where teachers from the Jesuit schools gather to share best practices: Math, Science, CLE, Prefects of Discipline.

- Workshop for Ignatian School Leadership (WISL)
- Reviewed the Jesuit identity of the JBEC schools during the annual meeting in Cebu.

EAST TIMOR

- Updates on the construction of Phase III of Colégio de Sto. Inacio de Loiola—Administration, Faculty, Library and the Canteen.
- Updates on the repairs at Escola Secundaria Católica Nossa Senhora de Fátima—Railaco.
- Tried to put in place structure of governance, and wrote in detail the job descriptions, but are still unstable. All the other areas in the operation and management of CSIL are all in developing stages.
- Concern on the Faculty's insistence of a salary scale, and a Faculty Manual.
- Portuguese language as a challenge.
- CSIL is heavily subsidized. Need to strategize the sustainability issue.
- CSIL has to be inclusive and this should be clear to all the stakeholders.

CAMBODIA

- Video presentation on the updates of Xavier Jesuit School Cambodia.
- In the preparation for the Master Plan, the team generated the following criteria: Happy Learning Community, Khmer Village, Safe, Silence, Nature.
- Heavily subsidized project. Need to raise more funds.
- Concerns on quality education, professional development, teacher education, networking with overseas education institutes, financial sustainability of the project, offer good quality of education to the poor, becoming a pilot school for other schools to follow, personnel.
- XJS Cambodia is not the usual Cambodian school—more hours at school, better programs and more activities.

AUSTRALIA

- Historical updates and statistics of the Australian schools—Jesuit owned and the Jesuit companion schools.
- Overwhelming lay leadership
- Leadership transitions because of the upcoming Governance Restructuring—Jesuit Education Australia
- Significant concerns and uncertainty regarding a new funding model for all Australian schools
- Processes: incorporation, ensuring Catholic and Jesuit identity, review ethos and identity, property ownership clarification, review terms of employment, implementation of the Professional Standards, relationship with the Companion schools

INDONESIA

- Establishing a tool for the evaluation of the implementation of the 4 books on Jesuit Schools standards—Alumni Profile, Faculty, Academics and School Management.
- Promotion of School Leadership to the new generation—Prefect of Discipline, Protocols

- Ensuring implementation of collaboration among the Jesuit schools through Rectors' meetings, Chairs of BOT, Principals
- In the process of examining the Jesuit works in Indonesia. Looking into legal documents and sustainability issues.
- Teacher Training Center—not to form new teachers but to provide further formation programs to neophyte and veteran teachers. Proposal was already submitted to Fr. General. Land was bought 20 years ago, 20 hectares just at the outskirts of Jakarta, near a golf course.

CHINESE PROVINCE

- Six schools with very diverse historical roots and complex issues to face. Decrease in student population is also a concern. Making some schools competitive is another issue.
- Education is not the priority of the province but an important platform for the formation of future collaborators of the Jesuits.
- Implementation of the IPP and 4 Cs, Daily Examen, Ongoing Staff Formation
- Increasing collaboration among the Jesuit schools is a positive development.
- Jesuit presence as Supervisor, chaplain. Succession plan is a challenge.
- Jesuit schools as important bases and support for possible works in the Mainland.

We had Mass at 6:00 pm, dinner followed. Free evening.

DAY 2, 31 August 2017

MINUTES

Present in the meeting were the following: Johnny Go (JCAP EDU Secretary), Thomas Renshaw (AUS), Quyen Vu (CAMB), Stephen Chow (CHI), Roberto Boholst (E TIMOR), Baskoro Poedjinoergroho (INDON), Kunio for Sung---Il Lee (JAP), Adrian Danker (MAL/SING), Rich McAuliff (MICRO), Ari Dy (PHIL) and Karen Goh (JCAP Communication).

The day began with an opening prayer focused on leadership, led by Fr. Johnny Go, SJ.

Keynote of Jose Mesa, entitled "Sent in a Global Network"

- On reconciliation, on having a global point of view
- On the meaning of collaboration, it has to be embedded in the structure. There could be clashes of charisms when we work with other groups. Need to sit down, discuss and dialogue.
- All goes back to individual personalities. Thus, in partnerships or collaboration, common understanding must be established from the very beginning.

PROVINCE/REGION Reports continued

JAPAN

- The four schools are now in one corporation as a result to the April 2015 School Corporation Merger with Sophia School Corporation. There is one Jesuit Chancellor. Each school remains independent, not attached to Sophia University, there is a respect to each school's history.
- Jesuit Education Center: studies, networking, formation.
- JSEC—Jesuit Secondary Education Committee—planning and training programs.
- How could they continue to operate as a Jesuit school without a Jesuit?

MALAYSIA-SINGAPORE

- Three schools are not owned by the Jesuits.
- St. Joseph Private School: Able to do the Ignatian way but has to deal with the Sisters, the Marists and the Bishop. Looking into long-term commitment.
- St. Joseph's Institution: Strong sense of community, safe space, tradition and culture as a school, Catholic tradition, La Sallian. Has to deal with the Brothers, the Franciscan chaplain. Question of how long the Jesuits commit. Personality driven initiative.
- Catholic Junior College: Chaplaincy. Able to do the Ignatian way but with some questions from the alumni on why Jesuits are involved.

MICRONESIA

- Difficult road, expensive, but with long history of significant contribution to the formation of Micronesia's future leaders.
- Alumni are now scholars in American universities, as well as in Sophia University in Japan.
- Long history of involvement of JCAP Scholastics. Gave JCAP some Jesuit leaders.
- Issues on the relationship of Xavier with the partner schools
- Subsidy from the New York province

WRAP-UP: PATTERNS AND COMMON ISSUES

- Incredible diversity and richness of stories and experiences of our JCAP schools.
- Innovative and exciting new moves across the Assistancy, particularly the newly opened schools, which need support and assistance from the long-established schools.
- Versatility. Experiments in collaboration.
- Teacher formation is a must.
- Many of our new and young teachers do not have personal experiences of working with a Jesuit.
- After going through all these Ignatian formation programs, how do we really measure success?
- In our strategies and approaches of teaching, are we really doing the IPP or not?
- There is that drive to review the ethos of our schools in order to deepen our formation programs, and to clarify our priorities.

- Personality driven schools and initiatives can either be good or bad, different from one school to another.
- The commitment to uphold the Jesuit-ness of our schools should be emphasized to our newly recruited teachers.

LUNCH

In the afternoon, we started the session with the keynote from Fr. Benedictus of Indonesia entitled, “Caring for our Common Home: Ecology and Social Justice”.

Reactions to the Keynote

- Competitiveness does not necessarily mean promoting capitalism. While it is true that our schools have been entangled with all these concerns on performances in national examinations, ranking, honors system, we should widen our understanding of competitiveness. It should not be about outperforming others, it should be more of competing with oneself, to do more in order to grow.
- Fr. Nicolas asked the schools to train the young people on how to deal with failure, and not just to be obsessed with success.
- We cannot just simply kick-out students from our schools without giving them second chances through remediation and perhaps counseling.

SOME INFERENCES

- Table on the statistical data of all our schools
- Those provinces and regions with very few Catholic students may possibly help each other by sitting down in order to discuss common concerns and issues.

ICAJE Report

- External Challenges: inclusiveness, diversity, education for justice, access to quality education, education for global citizenship, ongoing spiritual formation, training programs
- Internal Challenges: Cura Apostolica, pedagogical renewal and innovations, soft rejection of Jesuits, support for the work of the Education Delegates, Jesuit care of the schools

UPCOMING Projects

- Masters Program on Jesuit/Ignatian Education/Pedagogy of Fordham University
- New Document on Education—still a draft, not so good draft

6-Year Cycle programs and initiatives

- JESSEDU Congress for Education Delegates, October 2017
- JESSEDU Colloquium for 2019
- JESSEDU Seminar in Rome, 2021
- JESSEDU Congress in 2023 for Education Delegates

Rio-JESSEDU 2017

- Those who will be attending Rio-JESSEDU 2017 from JCAP are: Johnny, Baskoro, Stephen, a substitute of Ari, Jennie.
- This colloquium is expecting around 130 participants, all Education Delegates from all over the world.

JESSEDU Colloquium, August 20-23, 2019

Theme: Jesuit Education and Reconciliation + Peace

- Possible venues in Asia Pacific: Philippines, Australia and Indonesia.
 - Philippines is not possible.
 - Australia can be very expensive and far for participants from the other side of the globe.
 - Indonesia can either be Bali or Jogjakarta.
- Can we say yes to have this colloquium as an Asia Pacific Project?
 - The answer was affirmative.
 - We need to have somebody from Indonesia, a top leader of any of the schools, who can fully focus on the preparations and other related concerns.
 - Logistics will certainly be attended to by the Indonesian province. However, we can all help in the brainstorming on the design of the talks.
- Jogjakarta versus Bali
 - Jogjakarta is good because we have Sanata Dharma University and the other Jesuit schools whose teachers and staffs can be mobilized. Good venues for the conference are available. Hotels are nearby.
 - Bali can be more attractive to people from all over the world. Venue is not a problem. Logistics might be a challenge.
 - Baskoro will talk to his team in Indonesia to get their consensus on where would be the better venue, considering logistics and other concerns.
 - After two weeks from today, we expect to hear an answer so that we can update ICAJE.
- There is a request to move the date to some days earlier.
 - The schools of the Chinese Province, particularly those in Hongkong would be very busy in preparation for their school anniversaries (HK 100th, Kowloon 95th).
 - The proposed start of the colloquium is 17th of August, because the Jesuits of Australia must be in their schools for the feast of the Assumption, August 15th.

Assistancy Education Secretaries Meeting with Fr. General

- Universal apostolic preferences of the Society (and planning).
 - Apostolic priorities must be identified
 - Feedback from lay partners must be heard

- Formation of lay partners in mission
 - Common need and urgent.

- Shift from multi-culturality to inter-culturality in Jesuit education

- The safeguarding of children.
 - Has to make sure that this is implemented.
 - Better to outline this in a separate document rather than in the employment contract of our teachers and staffs.

- Synod on the youth.
 - Listen to young people.
 - Young people's feedback should be heard.

- Role of Jesuits in the education apostolate.
 - Effort to be in the classroom or to do research.
 - Not simply doing administrative works.
 - Needs ongoing discernment
 - Direct contact with the students has significant impact into the personal lives of our students, but our other works can be very demanding as well.
 - Mentoring others, especially our lay collaborators can be a way of influencing or training others to be familiar with our Jesuit ways.
 - Administrator versus Animator
 - The point is, to be assigned in a school, does not simply mean administrative works, there are other options and possibilities—Campus Minister, Teacher, Formation, Counselor and others.

EDUCATE MAGIS

- Updated world SJ schools map
- Some statistics were problematic
- Online courses—global citizenship, staff formation

Questions and Comments

- It would be better if those online courses can be linked to any of the Jesuit universities so that it would be possible to award credits or certificates.
- What happens to the ISLF?

- Is there something new about Myanmar? Fr. Mark Raper is going to Myanmar to become the Mission Superior. But he has not moved to Myanmar yet. We just wait for news.

May 2016 to August 2017 Activities of JCAP Education

- Secretaries' Meeting in Cambodia
- ISLF in Jogjakarta—the third, the first two were in Xavier School San Juan. Who will do the next one? Not Philippines or Indonesia. We do this every year if there is a willing organizer to host. It is an opportunity to share. Good formation for the Jesuit scholastics. It is about creating memories among the young students, strengthening Jesuit identity, vocation promotion.
- Colloquium on the 4 Cs in Jogjakarta. The workshop in Changmai on 24-30 September 2017 has the same focus.
- SFX Global Network Instagram Competition was a resounding success.
- AITP in Kamakura Workshop conducted by the St. Ignatius Riverview (Australia) Team
- WISL 02 on Communal Discernment was held in Tagaytay, Philippines
- Chaplains and Campus Ministers Meeting in Singapore last May 2017
- Global Magis Mannequin Challenge

UPCOMING ACTIVITIES

- Principles and Foundation of Jesuit Education in Chiangmai, 24-30 September 2017
- JESEDU Rio 2017
- 12-18 November 2017: AITP in Sydney, Australia.
 - Cost should not be a worry. If there are difficulties, we can always negotiate with JCAP on possible assistance.

DAY 3, 1 September 2017

MINUTES

Present in the meeting were the following: Johnny Go (JCAP EDU Secretary), Thomas Renshaw (AUS), Quyen Vu (CAMB), Stephen Chow (CHI), Roberto Boholst (E TIMOR), Baskoro Poedjinoergroho (INDON), Kunio for Sung---Il Lee (JAP), Adrian Danker (MAL/SING), Rich McAuliff (MICRO), Ari Dy (PHIL) and Karen Goh (JCAP Communication).

The day began with an opening prayer inspired by the words attributed to Oscar Romero, led by Fr. Johnny Go, SJ.

Yesterday at 3:30 pm, Stephen left for Hongkong because of the opening of the new School Year. This morning, we heard of his appointment as the new Provincial of the Chinese Province. He will continue to act as Education Secretary of his Province until he can find a replacement for himself.

Keynote of Vincent Sekhar, entitled “Our Experiences of God”

- Fundamentalism and prejudice must be corrected.
- We must find the balance between being open to others and to our faith in Jesus as the way, the truth and the life.
- Clarify our very religious commitment and not simply being tolerant.
- Our challenge is to celebrate other religions as well.
- We just have to immerse ourselves into a particular culture or religion, because we can simply be very biased.
- In our lives, we have to brace the interaction between evangelization and missiology.
- The invitation to be tolerant means living out the idea of unity in diversity.

Upcoming Meetings and Projects

- **Next JCAP Education Secretaries’ Meeting**
 - 17-21 May 2018 was the original plan
 - Fr. Tom will not be available on the 19th
 - May 10-14 can be the alternative date, still to be clarified with Fr. Stephen
- **3rd ISLF** was in Yogyakarta, Indonesia, 15-20 August 2016
- **4th ISLF** will possibly be in Japan, dates are still to be determined
 - The schedule depends on the Japanese team’s decision.
 - We cannot do it on the last week of July or first week of August, because we have to be present in our schools for the feast of St. Ignatius.
 - So, it is better to schedule it around the same date as the 3rd ISLF, the second week of August.
 - We’ll wait for the result of the meeting of the Japanese team.
 - Number of Participants: Last ISLF—40 to 50 participants. Are we opening this to all the Jesuit schools of the Assistancy? Perhaps, at least 2 per schools and 1 teacher.
 - Target Grade or Year Level: 11 and 12
 - It is better to set maximum number of participants per country/province/region.
 - In each country, it is better to rotate the school’s turn to send delegates.
 - Around mid-October 2017, we expect to hear from Konio and the Japanese organizing team.
 - ISLF may be conducted every other two years. It has been getting more difficult to find a host.
- **Similar Meetings to the Chaplains and Campus Ministers’ Meeting**
 - To conduct a similar meeting, and the proposed title is “Strategic Student Spiritual Formation—for non-majority Catholic schools (Chinese, Cambodia and Japan)
 - This is an urgent concern, to use more inclusive language, a very good idea.
 - Invite only the target group, but we can invite speakers from all over the Assistancy.

- Meetings such as this may be schedule before or after the secretaries' meeting. For Japan, if it is clear that they must have a representative, then they can organize.
- For 2018, this meeting can also be in Indonesia.
- **Project ABCD: The Art of Building Consensus and Dialogue**
 - A student video conferencing project
 - Jesuit schools are known for debate, but the need now is more of building consensus and dialogue. It is about active listening. To build consensus is to build a common ground. We need to teach these skills and practice them via video conferencing, inter-school. Just like the Faith to Face experience of some of our schools.
 - Student must go through some modules. Train trainers for our teachers.
 - Based on Non-Violent Communication of M. Rosenberg
 - 3 Stages
 - Trainers Training + Module Development—need for volunteers from our Region, considering a group already called CORE
 - Student Formation in Active Listening, Consensus Building, and Dialogue
 - Inter-School Video Conferencing
 - Classroom to classroom, but there must be a moderator, voluntary but we are expected to promote.
 - Australian companion schools may participate. SJI Singapore may also join.
 - This requires commitment. In the past, a similar effort was launched, but one school after another dropped out. Internet connection can also be a problem with this initiative.
- **WORKSHOPS: We target 3 Regional Workshops per year: WISE, TILT, WISL**
- **Focused Efforts**
 - Thailand: 2-4 October 2017
 - Japan: 3-8 August 2018
- We have an **IGNITE Fund** to help those who are in need of financial assistance, just to attend any of our workshops.
 - \$455 for ITP, \$350 for WISL
 - We are planning to be more flexible, not always \$455
 - Will the Australian team be willing to do the AITP in Southeast Asian countries? Because if the cost is expensive, only few participants can join. The advantage of doing it in Australia is the access to actual classroom setting that is using the IPP.
- **Next Year—2018**
 - WISL 02: Workshop on Communal Discernment, Philippines, April or June

- TILT 03: Conversations on Ignatian Pedagogy, Thailand, September
 - WISL 03: Ignatian Conversations + Coaching, Sydney in Australia, November
 - Name for the ABCD Trainors: Lance Ang—an ex-Jesuit novice from Singapore. The speaker to talk about building consensus is more difficult to find.
 - Names for the Team: Jenny Hickie for Ignatian Pedagogy, Martin Scroope, may work with the Riverview team. Fr. Johnny will send an email for more details.
 - 30 to 40 participants because of rooms available and also to manage the dynamic of the group.
 - The months of April and December are difficult for Japan to attend workshops.
 - Need to regularize the schedules so that schools know how to adjust.
- Principle: JCAP offers what is best done as a network and what schools cannot do on their own.
 - **Leadership Mentoring Program (Tom, Quyen)**
 - This is a clear need but always different from each country.
 - Need to support new leaders especially in countries like Cambodia and East Timor.
 - A mentor should be supportive in terms of technical and professional skills, as well as Ignatian charim.
 - Ongoing resource leader, not a supervisor.
 - Pool of mentors where we can choose somebody with whom we can be at ease and comfortable to relate with.
 - There are different ways of looking at the situation: Structural Frame, Human Resource Frame, Political Frame and Symbolic Frame.
 - Funding: Voluntary first
 - We can also scout possible mentors from the participants of our leadership workshops.
 - The goal is to provide accompaniment to new leaders.
 - **Teacher Exchange Program (Baskoro, Ari)**
 - Borrow teachers from one another
 - Need to clarify as to who will pay the salary, the accommodation.
 - Ideally 3 months, short-term, team teaching.
 - Need to define the goal of the exchange so that we can evaluate later.
 - Different from a visit.
 - This is to make our network stronger.
 - We have to be careful to protect our schools from bad teachers.
 - This has been done before, we need to revive now, but we better conduct a survey first on who are the ones willing to send and those who are willing to receive.
 - **Alumni Formation (Bert and Rich)**
 - We actually do not have anything very new to offer to our Regional network.

- This was actually the interest and concern of Stephen, for the alumni in Hongkong, on how to provide ongoing formation to the alumni who are actually crucial in supporting our schools.
 - East Timor is interested to know more on this concern, because in 2018, CSIL will have its first graduates.
 - Micronesia does not have a formal alumni homecoming, but their support is also crucial for the future of the school.
 - We think and feel that each school in each country has a particular way of dealing and working with the alumni. Perhaps, we can just ask the more established schools in our Assistancy to share their documents or stories on how to work with the alumni.
 - Are we targeting those people who are charge of the alumni offices or we targeting the alumni themselves? For Stephen, it seems like he was more concerned on the alumni themselves, how to create an environment or an avenue for them to come and return to their alma mater, to receive ongoing formation, to keep them in touch with the values and principles promoted by our schools.
 - Are we pursuing the idea of organizing the Jesuit school alumni in this Assistancy? Perhaps not really. In the global scope, we do call the graduates of all Jesuit schools as Jesuit alumni.
 - We don't feel the urgency to organize a workshop or a meeting to talk about alumni formation. Perhaps, we, the beginners, may just have to ask around, and request for inputs on how to organize our alumni organizations.
- List of JCAP-EDU activities will be posted soon.
 - Communication via email is the best for the group.
 - Fr. Quyen invited everyone to join the formal opening of Xavier Jesuit School Cambodia on 2 December 2017.
 - Need to express our concern on the sprouting of Teacher Training Institutes in our Assistancy without clear plans, and also the uncertainty of having qualified personnel.