

JCAP Education Secretaries' Meeting 2018

Gonzaga College, Jakarta

10- 14 MAY 2018

Present in the meeting were Johnny Go (JCAP EDU Secretary), Thomas Renshaw (AUS), Quyen Vu (CAMB), Stephen Chow (CHI), Roberto Boholst (E TIMOR), Baskoro Poedjinoergroho (INDON), Sumio Takahashi for Sung--Il Lee (JAP), Rich McAuliff (MICRO), Ari Dy (PHIL) and Eric Velandria (JCAP).

Tony Moreno (JCAP President) joined us for the first day.

HIGHLIGHTS AND FOLLOW-UPS

The following are the highlights from our meeting. I have listed down the main courses of action we have agreed to take. Special thanks to Ari and Bert for the minutes of the first two days, to Tom for facilitating our discernment process, and finally, to Baskoro for hosting the meeting!

- **2018 JCAP IGNITE Workshops Apprenticeships:** Johnny requested for apprentices who will be trained and eventually conduct the workshops on their own. He will email everyone to solicit names.
- **4th ISLF (Tokyo Prefecture, Japan) August 8 to 13, 2018:** Last call for participants (e.g., Indonesia, Micronesia) to register. There are still available slots for students and chaperones so each one is asked to write Ms. Miyako Sakura of the JEC Office to make the request.
- **Other Upcoming 2018 Events and Dates to take note of** (Registration ongoing):
 - (a) “:Learning by Refraction” IPP Workshop (23-29 September in Seven Fountains, Chiang Mai, Thailand)
 - (b) **International Conference on Educational Frontiers (3-5 October** in Ateneo de Manila University, Philippines) – www.educfront.com , and
 - (c) **Ignatian Conversations and Companionship Workshop (11-17 November** in Riverview, Sydney, Australia).
- **New Projects**
 - (a) **Teacher Volunteer Program:** We agreed to send out a survey to interested schools (cf. minutes for details)
 - (b) **Project ABCD (Art of Building Consensus and Dialogue)** in cooperation with Educate Magis' Connected Classrooms: We will pilot this through two or more schools that might be interested.
- **II COLLOQUIUM JESEDU JOGJA 2020:** We agreed that while Indonesia is the main host, this would be a regional project that we would all support. We also suggested that a full-time Event Coordinator be hired for one year prior to the colloquium.

*Important update – Due to requests from North America and Europe, the date has been moved up to **June 29 to July 5, 2020.***

- **Proposed Universal Apostolic Priorities:** We submitted the following as the UAPs that we propose for the Universal Society:

Universal Apostolic Preferences	Reasons why this could be an important universal apostolic preference
1 st INTELLECTUAL DIMENSION OF ALL OUR APOSTOLATES	The use of the word “dimension” is deliberate since the preference we propose is not limited to higher education teaching and research or specialized studies for our men. Rather, we refer to the scholarship and critical thinking we ought to bring to all our apostolates, as well as to the promotion of critical rationality among the people we serve, especially our students. This is especially crucial given the adverse effects that social media tend to have on deep reading and thinking.
2 nd MIGRATION AND DISPLACED PEOPLES	We believe that this continues to be an urgent and important problem that the Society can continue to help alleviate not only through JRS but through other efforts—including the promotion of and formation in global citizenship and interculturality.
3 rd CHINA AND THE CHINESE DIASPORA	Due to the massive—and growing—influence of China today as a world power, it is important that the Society continues to find ways of engaging effectively with China. As mentioned earlier, this should not be limited to providing support for the Chinese Province. We propose that we include in this preference the Chinese people all over the world, especially the large numbers of new migrants, by creative ways of reaching out and ministering to these communities wherever they may be found.
4 th YOUTH FORMATION	The youth is obviously an important sector that the Society has always valued. We propose that they be included as a universal apostolic preference because they are especially vulnerable to the effects of social media especially in terms of the erosion of faith, rationality and values. We understand youth to include school students and post-school young adults.
5 th RECONCILIATION WITH CREATION	While the environment is certainly already very much part of the global consciousness, we believe that our institutions and communities are not yet able to “walk the talk” because of the costs of green living. We also propose that this preference be understood not as an exclusively ecological concern, but as a more holistic concern as proposed by Pope Francis in <i>Laudato Si</i> , where he conceives of reconciliation with creation as necessarily linked with the work for justice.

Next Education Secretaries’ Meeting: May 15 (Thu) to 19 (Sun), 2019 (possibly in Taipei)

DETAILED MINUTES

DAY 01: MAY 11 (Ari Dy)

The meeting started at 830am with Johnny Go presiding. After an opening prayer, we welcomed JCAP President Fr Tony Moreno who will be joining the first part of the meeting, and JCAP Socius Fr Eric Velandria. Then a round of brief introductions was done for the sake of the newcomers, notably Mr. Sumiyo Takehashi, representing the Japanese Province. This year, Adrian Danker is unable to attend due to a meeting at the Ministry of Education.

Johnny presented the agenda for the meeting:

- JCAP Status and Directions
- Province and Region Presentations
- JCAP Updates and Projects
- ICAJE Updates and Projects
- Reflection and discussion on Fr. General's Talk at JESSEDU in Rio 2017
- Workshop on Apostolic Preferences of the Universal SJ

Session 1: JCAP Status and Directions c/o Tony Moreno, SJ

Tony's title: Conversation with the Jesuit Education Commission

- Will also present the apostolic plan of JCAP that lasts until 2019.
- Without preempting it, will present the process underway in the universal SJ for discerning universal apostolic preferences
- prefer the word "conversation" of Howard Gray, as something we need to do in a deeper way as Jesuits

1. Some challenges of Jesuit education – Fr General's message

"to be spaces for educational investigation, true laboratories in innovation in teaching, from which we can draw new teaching methods and models."

"...to make progress in educating for justics...." Which goes hand in hand with reconciliation

"to respect and care for our 'common home' demands that our institutions train our students in the environmental dimension of reconciliation."

"...to protect minors and vulnerable individuals...."

to cultivate "an experience of faith that can transform personal and social life."

To promote "global citizenship"

The big challenge: to promote apostolic imagination and creativity. And thus discernment is common is crucial to open the avenue for this.

"Renewal is an ongoing task in educational work. We need to go a step ahead of what we know and imagine today. Our educational model needs to prepare young people for the future. We cannot lie stuck in educational models in which we as adults do not feel comfortable, and

therefore we need to take a step forward. We need to be alert to the danger of the institutional momentum that prevents discernment and needed renewal.”

2. JCAP Apostolic Plan

Tony started with a video providing some JCAP statistics and the goals for 2014 to 2019.

- Review of the JCAP Apostolic Plan in the context of the universal apostolic preferences. In particular
 - Streamline, capacitate and make more flexible the governance structures. E.g., the “chopsticks” cultures, consostium for East Timor. Shared that feedback from Latin America is great interest in geopolitics of Asia-Pacific eg moves towards reconciliation in Korea and the big role of China; likewise in climate change whereas the US is less engaged; fastest growing economies in the world are here, but poverty and inequality are also growing
 - Prepare Jesuits and lay for leadership
 - Promote apostolic availability, discernment and creative collaboration
 - Reconciliation with creation
 - Interreligious dialogue (Buddhism and Islam)
 - Migration
 - Youth
 - Promote the mission of reconciliation and justice. Eg so easy to fan the flames of hatred and division on social media, even Jesuits can be guilty of this
 - Interact and collaborate with the different apostolic sectors and networks in JCAP and beyond
 - Accompany and support for small and struggling units of the educational network
 - Use discernment in common and spiritual conversation in apostolic planning
 - Appropriate universal apostolic preferences in educational ministries
 - Promote process rather than just occupy spaces in the educational ministries

Discussion:

Stephen: we hear a lot about apostolic or Ignatian imagination but what does it mean exactly?

Tony: would tie it up with discernment; to be ready to do new things and not be limited by the status quo

Tom: anchor back to the meditaiton on the Incarnation, a good springboard for Ignatian imagination

Tony: important to pay attention to the needs of the struggling, smaller units

Rich: any insight into migration crisis, specially Rohingya crisis in Myanmar?

Tony: the Pope was cautioned against using the R word in Myanmar but he did mention it in Bangladesh. In Myanmar it is a nationalist agenda against the Rohingya, not a religious crisis because even Muslims despise the Rohingya Muslims. Louie Bacomo, the new AP JRS Director, has been asked to craft a response to the crisis.

Baskoro: You mentioned men and money, and the struggling schools in East Timor and Cambodia, plus Pitoyo’s Xavier Learning Center in Thailand. Just wondering if we have enough

men and money, and discernment, to be doing all this. What is the future in regard to men and money?

Tony: Thailand is a higher ed institution and Ateneo de Davao is helping them. AJCU will also be asked to help. For Cambodia, there was an extensive study on sustainability. Same concern for East Timor. In the judgment of Fr General, it can be done. The invitation is to look for ways of collaboration. Fe y Alegria is interested to go to Cambodia. Things happen because of a lot of collaboration.

Tom: concern in Australia about further requests for financial support. New legislation says that any money that comes to a school can only be used for the school; not for outreach. Australian Province was happy to help East Timor and raised 2.5M dollars, but looking back on that, the insight is that they have neglected the needy in their own country and the constituents have asked to be able to support other causes. Therefore, would struggle with requests for more support.

Tony: Very sensitive but finances are a real concern. For example in East Timor the % of subsidy was very high but there is an effort to bring this down. Fiscal management is very important so that there is no excessive reliance on external funding. Eg class size, tuition, etc.
-support is not only financial, but also capacity building, accompaniment, etc.

Johnny: struck by the experience of the transcendent and how this can be done where Christianity is a minority; needs further work to make Ignatian spirituality more inclusive

Eric: finding that language and linking it to interreligious dialogue; facilitating collaboration

Tom: recalled a conversation where the importance of Jesuits collaborating with each other also requires effort

Stephen: global citizenship may be problematic as a term, esp the term “global”; can we highlight “dignity of life” and not only of human life; add this dimension to the language of human rights which is a very Western concept; dignity is a shared concept across cultures and religions

Tom: so much diversity in our assistancy helps us think more easily of broader concerns in the universal SJ; whereas other assistancies may think in the same way; part of our journey in Australia to be more and more multicultural

Bert: on collaboration, we have a long way to go in East Timor; each one of us trying to help is also trying to survive—sisters, lay people, etc.; maybe the problem is we are all fighting for our own spaces and not sure whether we are all accepted as outsiders; eg when he is told that he is doing something as a Filipino and others will say it must be done in an East Timorese way but what that means exactly is not clear; so there is a lot of internal tensions within the region

Quyen: we are trying to find Jesuits who can work in education in Cambodia; but other Provinces are also diminishing in numbers; any way forward?

Tony: there is more hope if Provincials are approached directly; eg Vietnam may have people; and to be more specific about the skills needed

Johnny asked if among the priorities, there is something more that Tony would want this group to focus on. Tony left it to the group to decide what can be contributed, without attempting to do everything.

Break and Photo op at 10:00 am

Session 2 Province Reports

Australia by Tom

Cf. presentation slides

1.. Overview

- data on 5 Jesuit schools and 6 companion schools; highlight on Redfern Jarjum College opened in 2013, only 16 students all aborigines; 8 staff; trying to uplift them so they can go to mainstream schools
- companion schools are supported with Ignatian spirituality, IPP, etc., but not for overall oversight from the Province
- JACSA network of Jesuit and companion schools meet thrice a year
- companion schools have less % Catholic population
- newest school is Xavier Catholic College in Ballina; year 2000, Jesuit affiliation 2016

2. Jesuit Education Australia

- new organizational structure for educational apostolate has been launched and is now in first year of implementation
- presented and explained new structure of Jesuit Education Australia (JEA)
- increased focus on formation of board of directors and top leadership
- Professional Standards esp in relation to protection of minors will continue being a sensitive touchpoint as the government implements new rules.
- schools area all crafting strategic plans for the next 20 years, including new infrastructure

Other issues

1. new governance structures – a learning year for all
2. significant changes in each of the Jesuit owned schools
3. Redfern Jarjum College needs a new Principal
4. Reviewing and updating the arrangements with companion schools
5. Proposed changes at Loyola Senior High School in Mt Druitt; diocese wants to close it and incorporate with other schools. The Diocese wants to reimagine the offerings at this school - moving the mainstream offerings to the Years 7-10 feeder campuses and focusing on trade training at Loyola.

Discussion:

Johnny: Any pushback from the schools? Not really because the schools had asked for the new structure. Adelaide had concerns about the possibility of solvency but this has been clarified.

-Japan had gone through a similar process of incorporation

-the difference is that Australia retained the boards of each school, but Japan has only one board for all the schools

Challenge has been getting schools to get used to the new structure that there is oversight coming from JEA. Another challenge is the crisis in the Australian Catholic Church and the impact on training the next generation of leaders.

Quyen asked Tom re his experience doing this work without being based in a school. Tom said he is based in the Provincial's office; all the schools' top leadership know him; but there is concern about over-centralizing things. The message Tom has conveyed is that JEA is not there to control them. Not being in a school is a help so as not to project a "big brother" image.

Cambodia by Quyen Cf presentation slides

- Primary school has 324 students in K-3
- High school has 77 in G7-8
- total 401 and growing by about 100 each year
- 56 total staff, with one Jesuit teaching, and two in Admin
- high school teachers teach only part time; paid by the hour, even for meetings
- 5 Jesuits and 3 lay people form the Design and Construction Team
- top governance is with Education Mission Leadership Team: 5 Jesuits, 4 non-J
- shared master plan of school; 17 hectares
- funding comes from Korea, Germany, Japan, Australia until lately

Discussion

Johnny asked about problem of part time teachers.

Eric asked about sustainability. Quyen shared plans for an endowment fund, and charging tuition is not possible because public education is available.

-need more efforts for sustainability

Rich: What makes this school different? Quyen pointed to pastoral care, training opportunities, etc. Eg public system is only 4 hours a day while we have a whole day program. We have a 2-week new year break, government has a whole month. We try to provide better quality.

Chinese by Stephen Chow Cf presentation slides

1. Presented statistics on students and staff
2. Lights(1)
 - Jesuit education received special recognition by an acclaimed professor in Taiwan; whereas unknown before.
 - Examen practice is spreading in our schools
 - 'New' Ignatian educators orientation and formation is being practiced or picked up by some of our schools, e.g., Wah Yans, Ricci
 - greater appreciation of Jesuit values and approach among teachers
3. Lights (2)
 - Networking and collaboration: exchange programs with Russia, Hungary, US, UK, China. Sister schools with Indonesian Jesuit schools
 - Social justice: direct subsidy scheme (DSS) exploration and submission of application, to allow students from low SES to enroll in Wah Yan HK but which also means charging tuition to those who can pay; whereas at present there is no tuition because of government funding; immersion programs in Cambodia and China, others like the Philippines being explored ; to foster spirit of being persons for others
4. Lights (3)
 - Teaching and learning: self-directed learning to nurture reflective and self-directed learners; promoting positive education and values education to form character; STEM education being promoted for a better future
5. Shadows (1)
 - External factors: Chinese government's intervention through the local government; decreasing student population (due to SARS outbreak in 2003) is a threat to our schools

- in Macau and Taiwan; the Catholic student population is very small in our schools in Macau and Taiwan, and in HK it is projected to decrease
6. Shadows (2)
 - Cultural factors: students focus on academic development more than values; tutorials after school, no time for clubs and service activities; how to make others including teachers and parents, understand and love Jesuit education
 7. Shadows (3)
 - Internal human resources: very few teachers willing to participate in the programs as they are busy with teaching and marking; some teachers refuse to come onboard but cannot be dismissed; there is inertia among some very experienced teachers
 8. Shadows (4)
 - Teaching and learning: improvements not apparent in self-directed learning

Discussion

Johnny asked if WYHK would consider an international curriculum like IB. Stephen said yes but not expensive programs like IB because of the cost; priority is to attract low income families.

Quyen asked about the plan to start charging tuition in WYHK.

Johnny asked what the JCAP network could help with... Stephen identified teacher exchange, and earlier mentioned service programs.

At the request of some, Stephen also gave a brief overview of current developments in the Church in China.

East Timor by Bert Boholst Cf presentation slides

Original name was Projeto Educacao Jesuita but the government said they are just a project so the new name is Jesuit Education Project.

Bert is the Principal of Loyola, which sits in a 8 hectare property; high school onl (G7-12) with 691 students; from 83 when they started in 2013. De Brito is the teachers' college. 52 staff, with 4 Jesuits.

- milestones in academics; students who topped the national exams
- international exposures for security group
- student activities introduced
- facilities being finished include the canteen, library; chapel blessing planned for 4 Nov 2018; first SHS graduation on 22 Dec 2018.

Dreams and Challenges

- organizational structure: JEP Project Board to become a Board of Trustees? Constitute a Board for each school? Share some costs of maintenance and security with De Brito? One head for both units, like a President or Education Delegate?
- new director needed in 2019 for CSIL, preferably an East Timorese
- prepare faculty and admin manuals
- faculty development (topics like classroom management, IPP, etc.)
- infra: chapel, science lab, new vehicle, etc.; some still in need for donors
- financial sustainability

Discussion:

Johnny asked what help is needed from this group. Perhaps the organization of the Board?
 -Side(?)’s decision to expand the teacher training college into three faculties is an example of a governance decision that should have been decided at the Board level
 -the regional superior, Joachim, is pushing for this

-for faculty development, Bert sees the language as the challenge.

-Baskoro asked about the number of East Timorese Jesuits who work with Bert; mainly it’s Side who is committed to Basic Ed; waiting for Plinio to return;

Indonesia by Baskoro

Without using slides, Baskoro presented five update points.

1. Protocol on Minors and Vulnerable Adults
2. Designing tools to ensure that books produced by the Province on educational policy are being implemented. Books are on desired profile of alumni, teacher formation, management, IPP curriculum
3. Working with young people to train future Principals
4. To reinforce the need for collaboration among Jesuit schools, through meetings of students and teachers. Regular meeting every two years; 700 students will gather in Canisius this year.
5. Fr General has given approval for a teacher training center in Jakarta, but asking for more detailed financial report. Working on business plan/feasibility study.

Discussion

Eric reminded all to be updated about their Child Protection policies.

-due to cultural factors, Indonesia has needed more time to formulate the policies
 -Johnny asked Sumio about Japan where there are no such protocols too; still on committee level
 -Eric and Rich asked more about the books produced by Baskoro for implementation in all the schools. Baskoro shared that he started during the time of Fr Riyo as Provincial, trying to formulate standards for their schools and not just claim to be excellent. The books were prepared by a team.

-The school leaders meet with Baskoro in the first days of December each year. Baskoro also has a strong voice in the appointment of new administrators, and the decisions on specialized training for Jesuits and lay leaders.

Japan by Sumio Takahashi Cf hand out

Sumio presented the structure of the new Jesuit Education Center (JEC). The former Jesuit Secondary Education Committee now works under the JEC. This has stemmed from the merger of the four schools into one corporation and board as of 2017.

Discussion:

Johnny asked how the Japanese model is different from the Australian one. Tom responded that Japan has only one board while Australia retains the boards of each school. What Tom finds helpful is the articulation of three focus areas in Japan for JEC, namely Research, Partnership, and Formation.

The day’s sessions ended at 5:05pm. Mass was at 6:15 presided by Tom. Free evening.
 Tony Moreno left after lunch to travel to Chiangmai for the meeting of the spirituality group.

Philippines report by Ari, and Micronesia by Rich, will be done tomorrow.

DAY 02: 12 MAY 2018 (Bert Boholst)

The morning session started with an Opening Prayer led by Fr. Johnny.

MICRONESIA

- The mission was under the responsibility of the American Jesuits.
- Inculturation was the first agenda—more on how to bring the faith and western education to areas that are not western, how to make it a Micronesian school.
- In 2008, there was only 8 hours of electricity, no water, and no money. The roads were intolerable.
- The mission in Micronesia is for 3 countries, and 6 cultural groups. At some point, there was a thought of relocating Xavier to another place. Eventually, the decision was to remain in Chuuk, because the parents observed that the kids remained humble, and they would return home happy because they were exposed to a simpler and more meaningful life. The governments of those countries with embassies in Micronesia advised the Jesuits to stay because Chuuk was a failed state, only Xavier was a success.
- In nearby villages, children were not going to school because the teachers were not around, so the Jesuits organized programs and activities that eventually raised the quality of education in the area.
- At present, the new Director is a Jesuit from New York with his American ideal of a Jesuit school. It is a huge challenge.
- At Xavier, they teach 3 Cs and how to be men and women for others, not just to the individual student but for the whole institution.
- Now the challenge is on how to hold on to inculturation and the experience of a quality Jesuit High School.
- Grateful for the continued support of JCAP by sending Jesuits: 2 Australians, 1 Japanese, 1 Indonesian, 1 Micronesian.
- They are lucky to have 1 Micronesia lay principal for 9 years now.
- Yap Catholic High School was not doing well, so the Jesuits were asked to come. It is a diocesan school.
- There are 5 schools, 2 Jesuits and other Jesuits are in the Board.
- Xavier prepares the Micronesian leaders of the future.
- No MOU with the diocese. No contract. Simply an agreement with the Provincial and the Bishop.
- Micronesia is open to programs of JCAP.
- Micronesia is interested to look into the curriculum of other Jesuit schools so that they can make their own as well.

PHILIPPINES

- Basic Education schools in the Universities have bigger population because of the Senior High School. They expanded to cover up losses of having no first year university students. Now, the problem is the very limited Jesuit presence. The move was basically because of financial considerations.
- Infrastructure is now becoming a problem as well. They are running out of space. So constructions are ongoing.
- The Philippines has a total student population of 41,144, with 38 Jesuits, and 3350 Staff.

- ERDA Tech was founded by a Jesuit from China who initially worked with the Chinese seminarians, then he taught in non-sectarian universities. The high drop-out rate in public schools was his concern in 1974, so he had many efforts to help the poor. In the 1990s, he opened a technical high school, more than 20 years. In 2009, Fr. Tritz was in his 90s, Johnny Go as then president of Xavier School agreed to adopt ERDA. The school was 20 years old then.
 - In 2013, Xavier School had its Strategic Planning, under the leadership of Fr. Ari Dy. The School Board decided to move the ERDA Tech to where the jobs are available. The Lopez family provided the land in Batangas. It will have a dormitory in order to accept students from far places.
 - ERDA Tech is an adopted school of Xavier School, not directly under the Province, because we have very few Jesuits. It is run by a lay principal. It is a school for the poor. It is like an outreach of Xavier, so that there has been more and more social interaction with XS and ERDA. More donors are from Xavier. They are hoping to open next year.
 - It is a promising model. There are resources in XS to build a school for the poor, an institutional way, nation building, and long term commitment of the school.
 - Residential—nationwide recruitment of students
- JBEC Philippines had several activities:
 - Principals Meeting. Preserving our School's Jesuit Identity. Jesuit gathering after the meeting. Support the lay people more strongly so that they get used with it when there are no more Jesuits as school leaders.
 - March 2018 Principals' Meeting. 13 Action Points from Rio was discussed. Innovation was the main topic. What kind of innovation we need to do in our own schools?
 - WISL Batch 8 in April
- Ongoing Concerns
 - Province Roadmap to Mindanao has moved the Jesuit schools to review their curriculum to give a special attention to Mindanao. As a result, the Mindanao-Sulu Timeline was published.
 - Assistance to Bukidnon Mission Schools (5). Identifying their needs—ongoing. Sometimes, what we do could be for us and not for the needs
 - Campaign against historical revisionism (martial law)
 - Providing "Continuing Professional Development" units. Before the teachers can renew their license, they need 45 units every three years. All the schools are certified as providing training.
- Is there division of the Filipino Jesuits because of the present president? Few are publicly known supporting the President—a minority. This president is unpredictable, not like Marcos.
- In the classroom, around 40. Class size is an overrated factor. 42 is maximum. However, we also consider the teacher's capacity. Teachers don't stay long. They look for other works.
- The two-year Senior High School affects the acquisition of Jesuit values.

MINUTES of 2017 in Singapore

- Short student visits to schools like two weeks are more manageable.

- How do we really measure success after attending all these programs? No answer yet.
- Are we really using IPP? No clear answer yet. IPP Workshop in September in Thailand.
- Governance. What is the appropriate model? What does lay collaboration look like in governance?
- What if we have a minimum number of Jesuit? Where do we place them? Jesuit presence— animator, administrator? Or in the classroom, or in research? We need to think through it. We can discuss this in the next meeting.
- Support for Cambodia and Micronesia with regard to teachers can be explored when we discuss the Teacher-Exchange Program.
- Fr. General: SJ schools should not just follow the mainstream. How can we be different from others? How can we move away from the idea of education as a business? Innovation? How can we become a credible voice?

BUSINESS ARISING FROM THE MINUTES of 2017 in Singapore

- Most of the events listed in the minutes happened: Workshops with Principals, Rio de Janeiro, Workshop in Australia, Inauguration of XSC, Workshop on Individual Discernment, Secretaries' Meeting now
- We need a more inclusive language and approach for Ignatian Spirituality. There is a need to have an inter-cluster meeting with Ignatian Spirituality so that Ignatian Spirituality can become more meaningful and powerful for the young people of today.
- A new proposal to look into Student-Exchange between the schools.
- Participants from the Chinese Province appreciated the case studies in Chiangmai workshop. The part on discernment was so heavy, especially for the non-Christians. The approach was psychological but they did not get it. Diversity of the group explained why they were not on the same level. There was a lot of translation. Their contexts varied. They were happy because of the quiet times. Those from Cambodia asked for a faculty retreat. Language was an issue. It is easy when people are familiar with the Christian language. It may be good to have separate groups for Christians and non-Christians.
- Our workshops can indeed be tedious because of the language.
- With Jenny's participation as facilitator of the workshop, she can now give more concrete information to convince those in Australia to join these workshops.
- The 3 workshops are scheduled in April, September, and November. All agreed with the months but China has a problem with September. Late September is fine.
- Ignite Fund is available to subsidize those who cannot afford.

JCAP UPDATES

Workshops

- We have had a good number of participants in our workshops:
 - Principle and Foundation of Jesuit Education in September 2017, 35 people
 - Ignatian Teacher Program, November 2017, 30 people
 - Leadership by Discernment, April 2018, Thailand, 39 people
- We need to form a team of apprentice who can also possibly run these workshops in their Provinces/Regions. So far, we simply rely on who is available. Do we have possible candidates?
 - China: Clement and Vincentius
 - Philippines: Jane but it might be good to look for other prospects

- Micronesia: Mark
- Cambodia: Damou
- Australia: Ignatian Coordinators
- Japan: non-Christian but English teacher, Christian but not so good in English. However, they already have a range of trainings in August 2018
- East Timor: nobody yet
- Originally the workshops were meant for trainers.
- We hope that those apprentices can run these workshops in the future. We cannot be perfect but we have to try them out.

4th ISLF, August 8-13, 2018

- Chinese and East Timor have registered. Cambodia is not sending. Philippines will send.
- Micronesia—still to get back with Dennis, they are still on break. Do we need to open it to other schools? Prioritize the Jesuit schools.
- Australia: Struggling to decide because they do not fully know as to what will really happen?
- In Japan: Meet the students at the airport. Sophia University. Prepared the flow of activities and schedule. Social problem in Japan and they also want to know the other countries. Will be helpful to know as to who to contact with. Sakura is the contact person to ask questions on practical matters and on the formation program. Chaperons would be better to get in touch with Ms. Sakura. War, Ecology and Migrant are the themes. Ignatian Student Leadership Program: How to bring in the leadership aspect? We think of the mission on how to make this world a better place. How to bring out the potentials in them. Explicit process to link it to Ignatian Leadership. There is always the tension between local initiative and regional concerns.
- Send an email to Miss Sakura and the secretaries so that we can have an updated number of participants.
- Indonesia: We do not know yet. We wait for Baskoro.

23-29 September 2018, Conversations on Ignatian Pedagogy

- This workshop is intended for the Academic Leaders and Classroom teachers

3-5 October 2018, API or the Asia Pacific Initiative: Jesuit Education Consortium: Enkindling Asian minds and hearts, one learner at a time.”

- It is an international education conference in Manila. The target participants are educators, in order to exchange ideas.
- Visit the website www.educfront.com.
- The Keynote Speakers are Gino Borromeo, Christine Halse, PhD., Fr. Michael Garanzini, S.J.
- People are invited to present their research papers.
- Project-Based Learning Master Class, whole day
- Three days of keynote, and then break-away group
- Still waiting for topics. Calling for Abstracts.
- Good opportunity for networking.
- October 6 is just for the participants from the Jesuit schools.

Ignatian Conversation and Companionship

- Leadership Workshop on Coaching and Mentoring to be held on 11-17 November 2018

- Target: Administrators and Senior Faculty, Principals
- One day for travel, one day of going back, break in the middle—tour the city, following the Riverview model
- These workshops would usually make people become more appreciative of what they have, and they also connect with people who can possibly help them.

Upcoming Projects of JCAP: Teacher Exchange Program, Video Conferencing Project, Student Exchange Program, Alumni Formation Program, Inclusive Ignatian Spirituality Project, Leadership Mentoring Project

Teacher Exchange Program

- It is good to clarify our understanding of this program. Is it the traditional understanding of two schools exchanging teachers or more than that? It could be sending teachers to help other schools with lesser resources. It could also give the teachers an experience of the universal character of the Society of Jesus. It can also be simply going deeper into our collaboration.
- Cambodia: To receive a volunteer teacher is not a problem. To send away a teacher is a big challenge because of their qualification limitations.
- East Timor has already started some kind of a teacher exchange program with Japan. One teacher is sent every year to observe Jesuit schools in Japan. Willing to receive and send teachers.
- Australia: Team-teaching works. Operational guidelines—protocol on protecting with minors must be noted.
- China: This program is quite a commitment financially, and with their family concerns, it can be a challenge. Two months might be too long.
- For Indonesians, no problem to stay for long.
- Allowance for the volunteer teacher depends on the situation. If possible, the receiving school should provide, not unless the sending school is generous enough.
- Before sending, we have to negotiate the need.
- Micronesia prefers to receive, 3 months or a year of stay.
- Australia: In the past, they received teachers who were sent for some three months. For some teachers, they are attracted to go to East Timor and Cambodia.
- Volunteer teachers can team-teach, or work together with a local teacher so as to avoid disruption of schedule. This program is not just for teachers. Chaplains may also benefit from this.
- Japan: Since their English is not so good, they look forward to receive English teachers.
- Who are the ones willing? Do we need to do some matching?
 - In each school, there should be an internal guidelines as to who may qualify to do volunteer works.
 - We call them volunteer teachers.
 - For the Chinese Province: Still have to consult. English teachers are most welcome.
 - Philippines: Xavier School can commit to send, for three months, but still has to check on the available people.
 - It would be helpful to solicit possible names and preferences so that we can start this program moving.

- This program should not disrupt the schools, should be voluntary, and there should be some matching on the needs of the receiving school and the qualifications of the volunteer teacher.

Video Conferencing Project

- This is sponsored by Educate Magis. It is about active listening, building consensus, and dialogue. Educate Magis has the capacity to connect classrooms.
- Can we name schools to participate in this pilot?
 - Because the teachers involved are the ones to plan the lesson together.
 - Xavier School (PHIL) and Mateo Ricci (CHN) could pilot it.
 - It could be integrated in the academic program or may also be part of the extra-curricular activities.
 - It is too early for Cambodia.
 - Australia: Jenny will be asked to explore on the possibility of this program.
 - Japan is still very traditional in their manner of teaching. There is that desire to change, but it can be difficult.
 - East Timor: The students are excited but the internet connection is a challenge.
 - The teachers must be willing to do it so that the program can prosper.

Student Exchange Program

- We have been doing this with other countries, but not so much in the context of our Conference.
- It can be for 10 to 14 days. We cannot make it too long because parents can be so anxious.
- The focus could be on classroom experience, cultural experience, and service experience.
- 10 students per group, never more than 20, 15 is the upper limit—easy to manage.
- China: If sending, they pay for everything.
- How different is this program from ISLF? It is more of building up friendship. They can have more friendship among students.
- Australia: Home stay but not always. There are risky areas.
- We need to study first.

We did not discuss the following programs:

- Alumni Formation Program
- Inclusive Ignatian Spirituality Project
- Leadership Mentoring Project

As related to the 6 Challenges from Fr. General (JESSEDU Rio)

- JESSEDU-RIO2017, International Congress for Jesuit Education Delegates
- Fr. Baskoro shared that what he liked most with the JESSEDU Rio is more on the process. It was not just talks, there were opportunities to practice discernment in common, and there were prayers, sharing and mass.
- Fr. Stephen shared that it was a very good experience. He was particularly impressed by Benny's input on the social front, challenging the competitive culture of the schools. Some principals were not comfortable with the idea.
- Fr. Baskoro expressed his pride of how we are at JCAP, because we can work together.
- Fr. Johnny shared that it was so different because of the variety of languages. There were good ideas but there were also wild ideas. As a whole, it was a powerful experience.

ICAJE

- Nine-Year Cycle: JESSEDU Congress in October 2017, JESSEDU Colloquium 2020. JESSEDU Seminar 2023, JESSEDU Congress 2026
- ICAJE Global Level, ASIA PACIFIC Conference Level, PROVINCE + REGION Local Level
- How about our schools? How are we? How are people reacting with all these conferences, seminars and workshop? Is there anything that we need to agree?
- There is always an economic side to it. The bigger schools can actively participate. However, money should not be the main obstacle, because on the Assistancy level, we have the IGNITE Fund. We should try to include other schools.
- Moving to 9-Year cycle is helpful because it allows space for Province activities.
- We have to keep in mind that there will always be a regular repetition for the explanation of the protocol. And Rome will always ask us on our efforts on this.
- March should be the month when we should be ready for the statistics and to have some updates on our efforts related to the protocol.

13 Action Statements at JESSEDU Rio

We had a sharing in triad on this and later we had some reflections in the plenary:

- It was good. We talk about many other things.
- Examen is important
- Integration of faith, justice, and care for the environment—need to educate our people. This could be something to talk about in our next meeting.
- Process of discernment—related to examen. Boys need more exercise to be still in mind and body. Given the smart phones and the social media, we need to help them become still. Related to stillness.
- Every Delegate is asked to conduct discussion on this 13 action statements in their Provinces and Regions.
- We have three years to look into these.
- Identify our priorities.

II JESSEDU Colloquium Yogyakarta 2020

Sanata Dharma University

Theme: Education for Depth + Reconciliation

Goal: To reflect and explore as a global network our responsibility and methods to educate for depth and reconciliation.

- Soon, there is a meeting on the finances. Rough budget is ready.
- It is good because the young Indonesian Jesuits are involved.
- Translators are important. However, in Boston, English was the language. If we decide to have translators, then we need for Spanish and French. Do we have the necessary audio equipment?
- There might be a need to invite or include other Jesuits to be involved from the Assistancy, to help the Committee. We can consider this because all of us is the host.
- We need people to take down notes. Perhaps there is no need. We just have to video, and ask copies of the presentations.
- More slots will be given to JCAP for the Colloquium in Jogjakarta

- Need to think through about the accommodation—4 hotels. It is good for each one to make reservations perhaps.
- It might be good to hire a professional event organizer.
- Reconciliation: It is good to have some theologians to unpack this word. What does that mean in the context of inter-religious dialogue?
- The colloquium is four days without the travel, all in all 6 days.
- Who are the possible speakers? Fr. General, expert on Islam, Dan Madigan who is an Australian expert on Islam, Michael Amalados of India for Buddhism.
- There could be a break-out workshops on specific topic: religions, educate for interreligious dialogue.
- Broad structures: self, God, others, creation
- Spiritual conversations should be considered, focus on the process.
- Prayer time and liturgies could consider the Asian ways. Prayer spaces, spots.
 - Buddhism
 - Islam
 - More cultural rather than religion
 - Mindfulness
- During the colloquium, practices should be environmentally considerate.