



## The Jesuit Global Network of Schools Discerning for a Hope-Filled Future

The upcoming **II Colloquium JESSEDU-Global2021**--to be held on the 500th Anniversary of the Conversion of St. Ignatius of Loyola--has been envisioned as an opportunity for our Jesuit Global Network of Schools to discern for a “hope-filled future.” Our mission, after all, has been defined by our Universal Apostolic Preferences as primarily one of accompanying young people in the creation of such a future.

The Ignatian Year invites us to reflect on the conversion of the soldier Inigo de Loyola 500 years ago, when his life was disrupted by a cannonball, leaving his leg--and all his worldly dreams--broken. His life after Pamplona turned into a pilgrimage, a lifelong search of where God was leading him.

Due to the global pandemic, Jesuit schools today know what disruption is like, exposing to us the flaws and limitations of our current educational structures and systems. **The COVID 19 crisis has been our cannonball moment.**

Like the convalescent soldier, we are invited to conversion--a change in our usual way of proceeding, and to join Ignatius in a pilgrimage that will hopefully continue transforming Jesuit education. Given all the uncertainties and new questions that we will encounter along the way, perhaps all we will be capable of is to limp along this pilgrimage and like Ignatius, encounter detours and dead ends.

But we can learn from our founder: To be courageous despite uncertainties and to be open so that we can truly discern where our mission of Jesuit education is being led, despite detours and dead ends. Our new document *A Living Tradition* brings us to our current understanding of Jesuit Education and its global identifiers. Moreover, it invites to continue, precisely, the kind of discernment that we want to continue in our current context.

We are also aware that our colloquium will take place during Pope Francis called for a broad [New Compact on Education](#) that can bring hope and transformation to our broken world and provide access to all to the quality education needed today.

Thankfully, we can draw from the long and rich history and tradition of Jesuit education, and we have a compass in the four Universal Apostolic Preferences.

So here are the central questions that will be proposed to us at this global colloquium: What self-reinvention do we need to undergo to transform ourselves into responsive and resilient Jesuit schools for a post-pandemic world? What initial steps might we take to begin this pilgrimage?

The Colloquium will have four strands, each focusing on an important component of our mission today: **Educating for Faith, Education for Depth, Educating for Reconciliation, and Education for Global Citizenship.**

A handwritten signature in blue ink that reads "Ignatius". The lettering is cursive and stylized, with a prominent vertical line for the 'I' and a large, sweeping 'S' at the end.

## KEYNOTE SPEAKERS

Each strand will feature two Keynote Speakers whose 15-minute talk will lead us in reflecting over our mission.

<b>STRAND 01</b>	<b>EDUCATING FOR FAITH</b>	<b>Fr. JAMES HANVEY SJ (Europe)</b> <b>FR. AGBONKHIANMEGHE OROBATOR SJ (Africa-Madagascar)</b>
<b>STRAND 02</b>	<b>EDUCATING FOR DEPTH</b>	<b>Ms. MARGARET SILF (Europe)</b> <b>Fr. JOE ARUN SJ (South Asia)</b>
<b>STRAND 03</b>	<b>EDUCATING FOR RECONCILIATION</b>	<b>Fr. ELIAS LOPEZ SJ (Europe)</b> <b>Dr. JASMIN NARIO-GALECE, PhD (Asia Pacific)</b>
<b>STRAND 04</b>	<b>EDUCATING FOR GLOBAL CITIZENSHIP</b>	<b>Dr FERNANDO REIMERS, PhD</b> <b>The ICAJE TASK FORCE ON GLOBAL CITIZENSHIP</b>



II COLLOQUIUM JESEDU-Global2021  
The Jesuit Global Network of Schools  
**Discerning for a  
Hope-Filled Future**

### **WHAT WILL THE GLOBAL COLLOQUIUM EXPERIENCE LOOK LIKE?**

Our fully online **II Colloquim JESEDU-Global 2021** has been designed with the quality of the delegates' experience foremost among the considerations. We want the experience to be truly global and productive, but at the same time engaging without being too demanding on the time and energy of the delegates.

The Colloquium will have a variety of online experiences:

- **Global Gatherings** (synchronous/real-time)
- **Reflection Modules** corresponding to the four (4) strands (asynchronous/self-scheduled)
- **Discernment Circles** (synchronous/real-time)
- **Regional Conversations** (synchronous/real-time)

**There will only be two synchronous Global Gatherings:** the **Opening Ceremony on the 28th of June 2021** and the **Closing Ceremony on the 2nd of July 2021**. Both will be two (2) hours maximum, the exact schedule still to be announced, based on the time slots considered best for most participants.

**The Opening and Closing Ceremonies will be the only two “real-time” global events where all the delegates from around the world will gather as a global network.**

However, two weeks prior to the Opening Ceremony (starting 14 June 2021), delegates will already be invited to participate in the asynchronous **Reflection Modules** by watching the **pre-recorded Keynote Addresses** for the four strands and engaging in the **online conversations** prepared after each keynote. The Reflection Modules will be available on Educate Magis. Delegates may opt to participate in these asynchronous modules individually or in groups, depending on their preference. *They may decide to undergo these modules anytime between 14 June and their scheduled Discernment Circles meeting, 1 July at the very latest.*

After the Opening Ceremony, every participant is expected to attend one virtual meeting with his/her pre-assigned **Discernment Circle**. These will be opportunities for smaller groups of 15 to 20 delegates--*coming from different regions*--to share their thoughts and experiences--including reactions to the Keynotes--and to listen to one another. A format (based on the Spiritual Conversations) will be suggested, as well as Reflection Questions. A facilitator and a secretary will be assigned for every Discernment Circle, with the proper orientation given to them ahead of time. To ensure that the experience in each discernment circle will be more global, diversity will be an important criterion in forming the groups even as language and time zones will also need to be taken into consideration.

The fruits of the reflection and conversations from the **Reflection Modules** and **Discernment Circles** (as well as the **Virtual Colloquium** last year) will be collated, synthesized, and presented at the Colloquium's **Closing Ceremony**.

Finally, there will be the six **Regional Conversations**, to be held separately and to be organized and conducted by the respective ICAJE Delegates for **North America, Latin America, Europe, Africa & Madagascar, South Asia, and Asia Pacific**. These **Regional Conversations**, to be scheduled hopefully within a month or two after the Colloquium, will provide the Colloquium delegates an opportunity to discuss follow-up courses of action and/or regional collaborations resulting from what has been discussed and learned in the colloquium.

Given this line-up of events, a delegate is expected to spend a maximum of 8 to 9 hours for the duration of two to three weeks including the week of the Global Colloquium proper.

In summary, a delegate is expected to participate in the following:

<b>OPENING CEREMONY</b>	28 June 2021	Maximum of two (2) hours
<b>REFLECTION MODULES</b>	Asynchronous - up to the individual delegates between 14 June and 2 July 2021	Approximate total of two (2) to three (3) hours for all the modules
<b>CLOSING CEREMONY</b>	2 July 2021	Maximum of two (2) hours
<b>REGIONAL CONVERSATION</b>	To be scheduled by the ICAJE Delegate For the Region Within 2 months after 2 July	Maximum of two (2) hours

### **Registration**

- Registration is by invitation only (from the ICAJE Delegate for the region).
- US\$ 100 for each participant (subsidies are available upon request).
- Each delegate will receive a Certificate of Completion at the end of the colloquium and upon participating in the process.
- Registration opens by end of January 2021 % Educate Magis

### **Criteria for Inviting Participants**

The delegation from each region should:

1. Consist of a good combination of lay people (men and women) and Jesuits.
2. Consist of a good combination of participants who are new to these global meetings and some who have already participated in the first cycle of global gatherings.
3. Consist of people in leadership positions or who are being prepared for them.
4. Consist of people who will presumably remain active in our schools for many years to come and are not going to leave/resign soon.

5. Participants should be willing and committed to actively participate in the whole colloquium and later offer workshops or webinars at their local and regional levels that can communicate the spirit of the Colloquium.

**Regional Quotas**

Five hundred (500) places are available in the Colloquium. The quota of participants is set based on the number of schools within each region with a cap of 100 maximum per region:

- + - 50 schools: 50 participants
- + - 100 schools: 80 participants
- + - 200 schools or more: 100

The ICAJE delegate of the region will be requested to coordinate the invitations to the delegates for his/her region:

REGION	QUOTA	REMARKS
NORTH AMERICA	80	
LATIN AMERICA	80	
EUROPE	100	
AFRICA & MADAGASCAR	50	
SOUTH ASIA	100	
ASIA PACIFIC	70	50 from Asia Pacific (+ 20 Philippines for hosting)
Fe Y Alegria	10	
JRS Education	10	

## Scholarships

Scholarships are available only for the delegates from Africa and Madagascar and the delegates from South Asia. The scholarships can be partial (U\$50) or total (U\$100).

The maximum number of scholarships available is as follows:

- Africa and Madagascar: 20 (total or 40 partial)
- South Asia: 30 (total or 60 partial)

## Scholarship Application Procedures

1. Applicants must apply directly through their corresponding ICAJE Regional Delegate.
2. The application process opens in December of 2020 and closes in March of 2021.
3. In order to apply for a scholarship every applicant must present a letter of recommendation from the ICAJE Regional Delegate that corresponds to his/her region.
4. The organizing committee may request more information from the Regional Delegate if necessary.
5. The committee will send a letter with the decision to the Regional Delegate, who in turn must inform the beneficiary.

The logo features the word "Ignatius" in a dark teal, handwritten-style font, with a vertical line extending upwards from the letter 'i'. To the right of "Ignatius" is the number "500" in a similar, rounded, handwritten-style font.



### **COJESEDU**

CHAIR: JOSE ALBERTO MESA SJ (Secretariat)  
FACILITATOR: JOHNNY GO SJ (JCAP)  
MEMBERS: JENNIE HICKEY (AUSTRALIA)  
FELIPE CARILLO (Secretariat)  
EAMONN MCGUINNESS (EDUCATE MAGIS)

### **STEERING COMMITTEE**

CHAIR: JONJEE SUMPAICO SJ (PHILIPPINES)  
MEMBERS: Jeraldine Ching  
Jude Liao  
  
CONSULTANTS: JOHNNY GO SJ (JCAP)  
JENNIE HICKEY (AUSTRALIA)  
JESUS AVILA (EDUCATE MAGIS)

### **ICAJE**

JOE ARIMOSO SJ (Africa-Madagascar)  
RAIMUNDO BARROS SJ (Latin America)  
ILSE DEKKER (Europe)  
JOHNNY GO (Asia Pacific)  
SUNNY JACOB SJ (South Asia)  
BILL MULLER SJ (North America)

**REFLECTION QUESTIONS FOR THE KEYNOTES AND DISCERNMENT CIRCLES**  
(Guide for Designing Modules and Regional Conversations)

<b>STRAN D 01</b>	<b>EDUCATING FOR FAITH</b>	<p>In an increasingly multi-religious and secularised world, <b>how do we educate for faith</b> as inclusive but distinctly Catholic schools? In what ways, can we accompany the youth so that we <i>show</i> them—rather than just tell them—a way to God that leads to a meaningful faith commitment and purpose in life?</p> <p><i>The Global Pandemic has underscored every person’s fundamental need for a meaning and purpose of one’s life. How can we as Jesuit and Catholic schools help our students discover theirs?</i></p> <p>Because “we teach who we are,” how can we educators model more “consistent” lives?</p>
<b>STRAN D 02</b>	<b>EDUCATING FOR DEPTH</b>	<p>In an age of increasing pluralism, amidst conflicting claims to truth and easy soundbites, <b>how do we educate for depth?</b> In what ways can we accompany our students so that they learn to value truth and to persevere in seeking it, paying full attention to experience and engaging in careful—and even scholarly—reflection to guide their decisions?</p> <p><i>The Global Pandemic has emphasized the need--more than ever--to think critically, to evaluate diverse and conflicting claims and sources, against the prevailing copy-and-paste culture and allergy to nuance and complexity.</i></p> <p>How can our classrooms be conducive for deep thinking? How do we define ‘depth’ in our mission today?</p>

<p><b>STRAN D 03</b></p>	<p><b>EDUCATING FOR RECONCILIATION</b></p>	<p>In a world of increasing polarisation and fragmentation, <b>how do we educate for reconciliation?</b> In what ways can we prepare our students to become agents of reconciliation, willing to walk with the excluded and to take responsibility in caring for our common home?</p> <p><i>The Global Pandemic has shown us that we are at the mercy of our planetary home, Earth. It has also illustrated how the marginalized suffer the most and tend to be further excluded in terms of health and safety, digital access to information, etc.</i></p> <p>How can our schools be sanctuaries of reconciliation? How do we define ‘reconciliation’ in our mission today?</p>
<p><b>STRAN D 04</b></p>	<p><b>EDUCATING FOR GLOBAL CITIZENSHIP</b></p>	<p>In a world where the stranger is increasingly our neighbor, <b>how do we educate for global citizenship?</b> What does it mean—and what does it entail—to act as global citizens today? In what ways can we help our students imbibe a sense of <i>interculturality</i>: the disposition to celebrate—rather than just tolerate and without falling into a superficial relativism—the gift of human diversity and their own culture and the desire to collaborate with others in building a hope-filled future?</p> <p><i>The Global Pandemic has shown us that whether we like it or not, we are weathering the same storm, albeit in different boats.</i></p> <p>How can we as a global network strengthen this rediscovered sense of interconnectedness and use it to help and protect those in smaller and more vulnerable boats?</p> <p>Faced with global issues and crises that demand nothing less than a global collaboration, in what ways can we guide our students to care for creation and to walk with the marginalized?”</p>


 The logo for Ignatius, featuring the name 'Ignatius' in a stylized, handwritten-style font with a large 'I' and 'S', followed by 'oo' in a smaller font.