

Desafíos

Buenos educadores. Personas que sepan acompañar, que piensen en los alumnos más que en sí mismos. Personas con profundidad humana, que no se pierdan en cosas secundarias. Personas capaces de vivir con gente de otras culturas y encarnando los valores humanos que quieren comunicar. Las personas más influyentes en el mundo son las que son capaces de sacrificar un gusto personal por ayudar a un alumno en una crisis o gastar tiempo por ayudar a otros. El último *gadget* electrónico no define a la persona, que tiene siempre que afirmarse en relación a los otros: **aceptar con alegría la diferencia** (cultural, intelectual o religiosa) y **la libertad** son señales inequívocas de madurez en el educador y abren a la confianza de los alumnos.

Peligros y dificultades

Cerrarse a otras sabidurías no-europeas, no-americanas y **tener miedo a la diversidad** de pensamiento y de expresión. Así se pierde la capacidad de encontrar a Dios en el otro y en las culturas o religiones de los demás. He vivido 48 años en Asia y he encontrado allí una profundidad humana y religiosa que ya quisiéramos en nuestros países, incluso en el clero y en los enseñantes. Dios ha estado trabajando en todas las personas y no podemos ignorar qué es lo que ha estado haciendo, a riesgo de poner nuestros ideales limitados por delante de la obra creativa de Dios. ¿Cómo podremos colaborar con la obra de Dios, si no nos interesa lo que ha hecho en otros mundos?

Signos de esperanza

El hecho de que **hay una búsqueda universal** NO para enviar a todos los niños a la escuela, SINO **para ofrecer una BUENA Educación a todos**, sea el sistema político o educativo que sea. El verdadero servicio que podemos ofrecer es el de una BUENA Educación. Esta implica **sacar del interior de las personas lo mejor que Dios**, a través de las culturas, sabidurías y religiones **ha puesto en ellas y desarrollar todas sus capacidades** para que puedan contribuir a mejorar la sociedad.

Recomendaciones

Lo mejor es ir profundo en todas las cuestiones. Nunca ofrecer a los niños cosas que no tengan sentido. Si no funciona o no contribuye al amor de todos, ni mencionarlo en clase. Hay que hacer a la sabiduría creíble, fuente de alegría y bondad, y que contribuya visiblemente a la vida diaria y concreta de personas de diversas culturas y religiones.



**Adolfo
NICOLÁS
PACHÓN, SJ**
ESPAÑA

Nació en Palencia, 1936. En 2008 fue elegido como el trigésimo Prepósito General de la Compañía de Jesús. Doctor en Teología. Pasa en Asia cuarenta y cuatro años de su vida, donde ejerce diferentes funciones y cargos y adquiere gran conocimiento y experiencia de la realidad humana.

Challenges

Getting dragged into the competition and mediocrity of the modern world pretentious values is the biggest challenge. The source of this challenge is parents who know and cherish Catholic education yet they do not themselves practice or even live by Catholic principles. Thus they want what they are not living. And once in the school, the parents make demands on the school towards what they know and are familiar with – materialism, corruption, civic apathy, etc. Thus the school has to **fight to maintain its mission and identity in the face of heavy currents** otherwise. The world is changing at a high speed and we, mostly own buildings and other structures which carry a lot of history so may take much longer to adapt. We will therefore struggle to adapt to globalization and technology. The cost of good education and the need to be at the service of the poor and marginalized poses yet another challenge. Catholic schools are in danger of being elitist. On the other hand, many of the students coming to our schools attend the Gospel of Prosperity Churches and try to spread these ideas in our schools.

Dangers and difficulties

Governments, especially in Africa, are threatened by truly free minds and so try to control through curriculum and other means. Parents on the other hand are concerned about future earning capacity of the child and not much else. Fostering an integrated person where the development of values and not necessarily just good grades can be a challenge.

Signs of hope

The biggest sign of hope is the **confidence** people still have in **Catholic schools**. They still enjoy a healthy reputation even though it is constantly under attack. Another sign of hope is in-built into Catholic education and that is its ability to reflect on itself and adapt. Today education is **preparing students for life** as world citizens. This flexibility is vital if Catholic schools are to remain relevant.

Recommendations

I recommend a **deeper engagement with society**, industry, and innovators so as to shape the curriculum and with it the student who will be ready as a citizen of the future. For truly transforming education we must **see the needs** of society or its ills that need healing and tailor our education approach towards addressing those ills.



Joe
ARIMOSO
ZIMBABWE

Rector of St George's College in Harare. He is also the Jesuit education delegate in Zimbabwe and Mozambique, looking after 21 schools. Jesuit education secretary for Africa and hence he is a member of the International Commission on the Apostolate of Jesuit Education.



José Alberto
MESA
ROMA

Worldwide secretary for Education of the Society of Jesus. As such he is responsible for the coordination of the Jesuit School World Network. He is also a visiting professor at Loyola University, Chicago. He earned a Ph.D. in Philosophy and Education from Teachers College-Columbia University, New York. He has worked for many years in different schools in his home country, Colombia, and was responsible for the construction of the first, in process, LEED certified school in Latin America. His research interests are primarily Moral Education, Citizenship Education, and Ignatian/Jesuit Education/Pedagogy.

Desafíos

El principal desafío es seguir ofreciendo una **educación de calidad** dentro de los actuales parámetros sociales y culturales, y al mismo tiempo, **ser una plataforma evangelizadora** que ponga en contacto las nuevas generaciones con el Evangelio, la persona de Jesús y la Iglesia. Es un desafío que **exige procesos serios de renovación y actualización pedagógica y educativa**. No podemos sentirnos satisfecho únicamente con reproducir lo que hemos hecho en el pasado. Por otra parte, debemos asegurarnos que la Educación Católica conserve su potencial evangelizador y sea una invitación vigorosa a las nuevas generaciones para que se abran al misterio de la fe y de la vida espiritual. Esto debe hacerse incluso en contextos de diversidad religiosa y cultural en los que debemos afirmar nuestra identidad católica y al mismo tiempo, incluso por razón de ella, acoger a todas las personas.

Peligros y dificultades

La principal dificultad es una Escuela Católica **que se niega a cambiar**, a reconocer los cambios profundos que suceden en la sociedad y la manera cómo Dios actúa en ellos. Por lo tanto, es **una escuela que vive del pasado y que se resiste a innovar...** Es el peligro de **aislarse del contexto** y por lo tanto hacerse irrelevante.

Signos de esperanza

La Escuela Católica sigue siendo, en su mayoría, **una escuela reconocida** por la calidad que ofrece, por llegar a los más pobres y marginados y por preservar la herencia espiritual que ha recibido. Muchos padres y madres de familia siguen viendo en la Escuela Católica una propuesta válida para la educación de sus hijos y un sinónimo de sólida formación moral, respeto por la persona y formación integral. Ha, en general, un **gran aprecio y respeto por la Educación Católica**.

Recomendaciones

Es muy importante que **continuemos o emprendamos procesos de renovación** para mostrar el rostro siempre joven de la Iglesia a las nuevas generaciones. En este proceso de renovación es muy importante **enfaticar la formación permanente de los educadores** y de todos los actores educativos para que juntos podamos ofrecer una educación de calidad hoy, especialmente a los marginados. Para todo ello mucho ayudará el **trabajo en redes** en que las escuelas pueden **acometer trabajos comunes** y responder mejor a los desafíos y oportunidades del entorno.



Marie-Thérèse
MICHEL
FRANCE

Graduated in Science of Education and in Languages. Interpreter in a French state office. English teacher mainly in Jesuit schools for 23 years. Director of the training centre for the French Jesuit schools (CEPI). Current Director of the Jesuit European school network (JECSE) from 2010. Member of ICAJE (International Jesuit schools network).

Challenges

To me, the biggest challenge facing Catholic education is “transmission” in a very secularised society. **The transmission of faith, of human values**, of a sense of ‘life worth living’ to the younger generations of teachers and educators so that they can form students ready for the emerging global reality. To answer this challenge, the first thing to do is **to focus on the formation of teachers and school leaders** (heads and deputies). Catholic education **needs competent people**, able to understand today’s world, able to adapt themselves to the digital world without fear.

Transmission of faith is possible if the students meet real witnesses, people who are true enough to follow the Gospel.

Dangers and difficulties

- The main danger is not to believe in the future generations, not to trust them and to have the certitude that the old way will still be the best one.
- The main danger is “copying” the old recipe to answer the challenges of a changing world that we don’t always understand.
- The main danger is undue attachment to our notion of what constitutes a “good school” – the singular focus on good academic results, without regard for the full development of the person or the injustices that are perpetuated by having academic elites.
- The main danger is a form of Christian fundamentalism that can exclude others.

Signs of hope

- There is evidence of an extraordinary dynamism in many countries – the increasing conviction that education is the best way to humanize the world and flee violence and fundamentalism.
- Pedagogical resources, a pastoral emphasis and a willingness to innovate are all features of a Catholic education (at its best) even when the governments are determining the curriculum.

Recommendations

- Trust in the actors/recognition of the adults (lay or religious) who are committed to the ideals of Catholic education.
- Listen to the people in leadership without imposing on them archaic or clerical paradigms.
- Educating is a spiritual exercise that can also transform the adults and so the result is a better humanity.

Challenges

The biggest challenge the Catholic education faces is **the degradation of values** in all fields. There is **increased competitiveness, not collaboration**. Onslaught of consumerism and new Media values are engulfing our values. **Increasing religious fundamentalism** too is hampering our vision. Along with all these the Church's aversion to adapt new ways in the field of education also is another challenge. We need **to build up lay leadership**. Let go attitude is a must from the part of the priest and nuns in this direction. Reaching out the unreached especially to the weak, marginalized and the poor in a hostile atmosphere of India today is also a major challenge.

Dangers and difficulties

The major difficulty is **the lack of willingness on the part of the Church leadership to see the dangers**. The **structural injustice** has to be understood. The Media with the tacit support of political masters, powerful classes are bent on bringing a ruthless hegemony. Our staff and students, who are mainly non-Christians, often do not understand our vision and mission. To bring them into our vision needs sustained in-service training programme. Success is not only marks, but a self-disciplined personal formation.

Signs of hope

In India **we have vision and mission well defined** in our education. We are **committed to serve the poor and the rural people**. We have many dedicated teachers and priests and nuns who **think according to the times**. Many Church organizations started **coming together** for reflections **and acting as one body**. Many schools have started school **improvement programmes**. There are signs that our schools are placing emphasis on discipline, all-round development and spirituality over academic success alone.

Recommendations

There are important or urgently needs addressing so it can **provide a better educational evangelizing service** to society and the Church?

A well knit organized way at all levels of education is needed. The vision and mission should not remain only on papers. Use of technology for spreading our vision is a needed endeavor from the Church. CBCI, and All India Catholic school association, etc., must be serious to implement the vision of the educational mission. **I doubt the effectiveness of the existing bodies and their meetings**. Renewal programmes are a must for our school people.



Sunny
JACOB
INDIA

JEA Secretary South Asia, member of ICA-JE, Rome advisor to the Jesuit Alumni Association of India (JAAI), editorial board member of Catholic News Asia, member of many school Governing bodies, former Principal of Loyola, Baripada and De Nobil School, Dhanbad.