

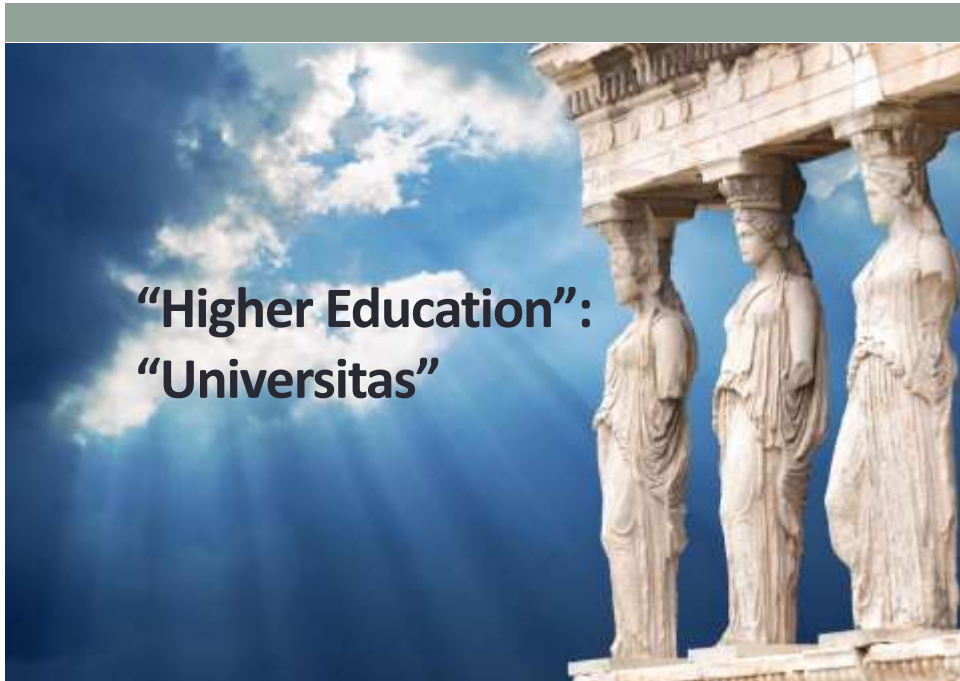


**Catholic Higher Education
in the Philippines:
Towards a Transformed World
Enjoying the Fullness of Life in Christ**

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GENERAL STATEMENTS

Catholic Higher Education



“Higher Education”: **“Universitas”**

- **Pursuit of truth of God, Nature, Human Relations**
 - Encounter
 - Reconciliation
- **In Academic Freedom**
 - Freedom to determine
 - Who may teach, be taught, how to teach, who may be admitted to studies
 - Freedom from Ideology, authoritarianism, doctrinairism

“CATHOLIC...”



Not an oxymoron

- We do not bracket out our faith in our search
- We search in faith

Privilege: preside over the tension between

- Jesus as the source of Truth
- And searching for truth
 - Aggressive secularism:
no religion is better for humanity
 - Mild secularism: religion irrelevant to humanity
 - Only one God: Jesus Christ not that God
 - Despite the Father, Son and Holy Spirit,
the way we live belies our belief



About the World in Which We Live – Needing Transformation



About joy and sorrow in this world

- Happiness and suffering
 - In gadgets, riches, pleasures, wealth, honor
 - In war, poverty, deprivation, sickness, moral struggle



Incarnational vs Eschatological Truth

- Must influence, transform our culture towards “fullness of life” of Jesus (Jn 10:10)
 - Yes to the world. (SpEx)
- About the “fullness of life”
 - Depth and superficiality
 - “Live it up!” Maximize pleasure. “Get a good job for this!”
 - “Life to the full”
 - Spirituality. Struggle for change.
 - The common good
 - “Eyes wide open”
- Catholic HEIs must influence and form our leaders
- For “Fullness of life”: Now, but not yet.



**“A transformed world
enjoying the fullness of Christ”**

RVM Vision.

I. The conservative and transformative dimensions of Catholic Education

CONSERVATIVE:

Transmit Knowledge and Skills:

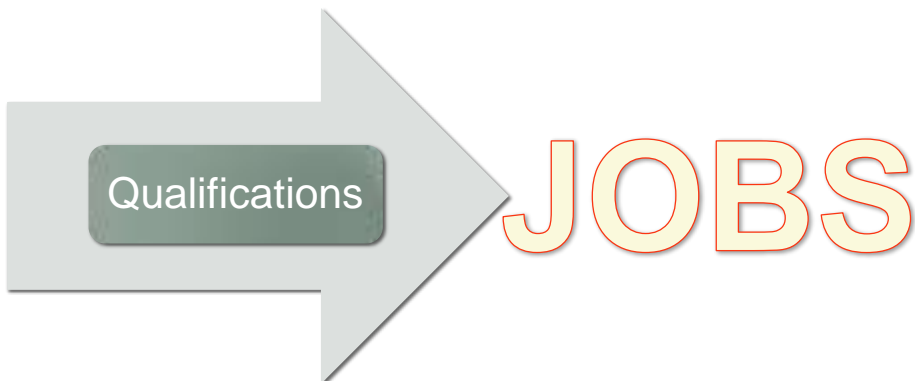
- We do not need to re-invent the wheel
- Traditions of teaching
- “Stabilizing”



Learning Outcomes. Qualifications.



ASEAN 2015





Note:

ASEAN is an economic community.
As such, it needs to be assessed
(cf. *Evangelii Gaudium*)

ASEAN is an economic community.

- PRC Chair Atty: Teresita Manzala during CEAP-FAPE Summit on K-12 Transition: “Agreement on everything in ASEAN except ethics.”
- Winners and losers
- Consumption and Over-Consumption
- Environmental degradation
- Quality of human life



TRANSFORMATIVE

Education is not just about conservation of unjust structures



Rural poor

Education is not just about
conservation of unjust structures



Urban poor

Education is not just about conservation of unjust structures



Displaced indigenous peoples

Transformative Dimensions

- Not just about enabling people to be productive in status quo structures
- Transforming people, society, cultures
(*Ex Corde Ecclesiae*)



II. What must be transformed
must be discerned.

“Discerned”

It must be “educated”,
“led out of”
disjoint between
what is
and what ought to be.

Discernment in general

- Different from **reflection, deliberation, decision making**
- It is **FAITH-based** and seeks **God’s will**
- Cultivated ability to gather facts, knowledge
 - Social sciences
 - Teachings of the Church
- Multi-level, multi-disciplinary conversations towards analysis
- Seeks recognition of God’s will
 - Moral imperatives



DISCERNMENT in practice

- Primary responsibility of the school/HEI
- In the context of the life of the Church/Religious Congregation within the Church
 - *Plight of the People of God.*
 - *Actual Social action*
- Prayer



JEEPGY CONCERNS

- Imply a vision of society as it ought to be.
- Presupposition of JEEPGY concerns: the FAITH, the shared basis of our unity, transformative education, advocacy





JUSTICE AND PEACE

- Commutative and distributive justice
- The common good and social justice
- The justice system and the need for judicial reform
- **Dialogue: intra-faith and inter-religious**
 - URGENT today: BANGSAMORO
 - What we must teach
 - What we must form

ENVIRONMENTAL STEWARDSHIP

- *Instruction and Formation*
 - Agenda for green campuses
- *Beyond instruction to advocacy*
 - Agenda for renewable energy
 - Agenda for urban planning
 - Hotspots
 - *Tampakan, South Cotabato*
 - *Ligwasan Marsh*



ENGAGED CITIZENSHIP

- Formation for service based on need in society
- Formation for leadership based on the common good



POVERTY REDUCTION

- Creation of wealth and equitable distribution





YOUTH EMPOWERMENT

- But not only youth empowerment
- Empowerment for power



OTHER URGENT AREAS

FAMILY LIFE





DIALOGUE



- Inter-religious
- Intra-religious

**III. Transformative action of Catholic
Higher Education must be brought
about not just by new knowledge but
by activated freedom.**

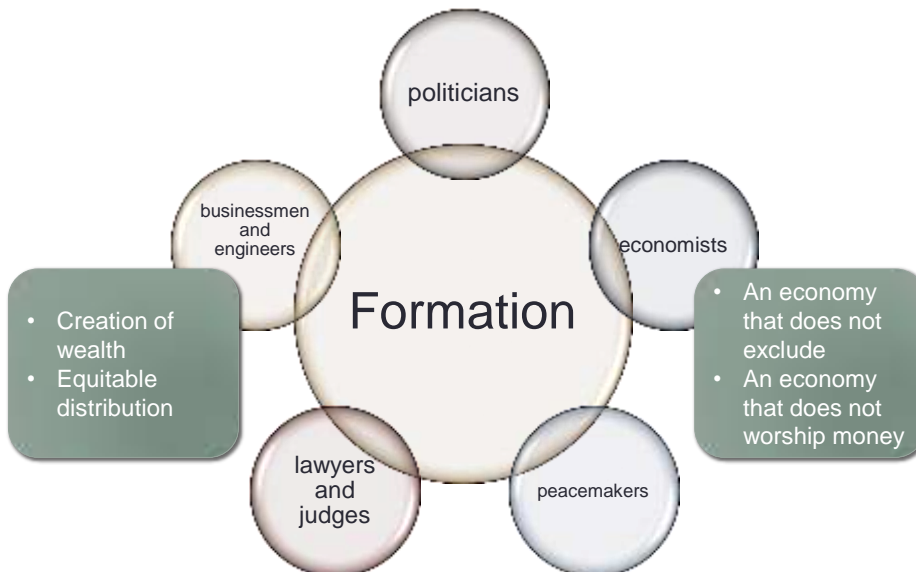
The way we teach / form

- What we teach...in such as commerce
- What we admire and reward

Need for attention to Leadership Development

- The future society to which we are committed
- Formed commitment to the common good
- Institutional support in explicitation of the common good.

Impacts on Disciplinary Education/Formation



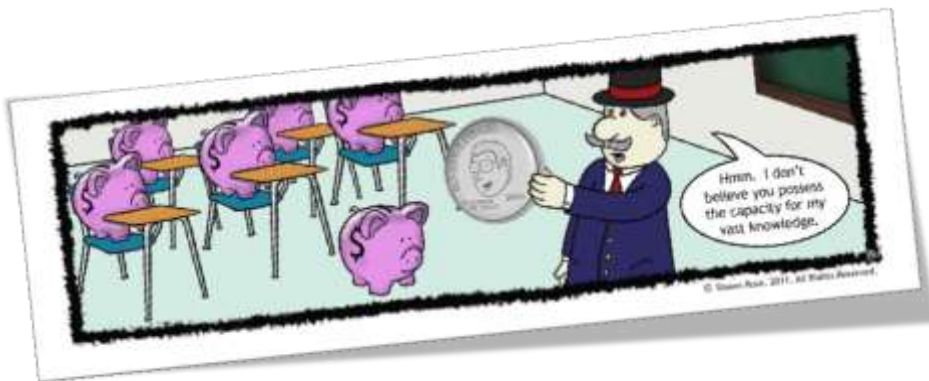
**IV. Transforming action of
Catholic Higher Education is applied
not only to what is transformed but to
the agent(s) of transformation**

INDIVIDUALS CHANGE

INSTITUTIONS CHANGE

The educational context involving the transformation of education itself.

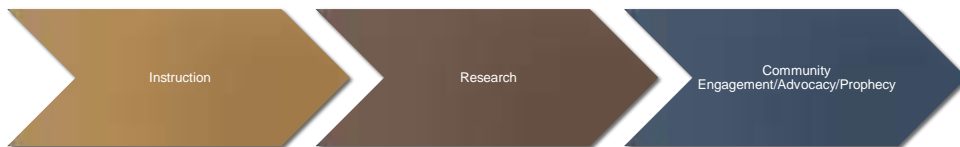
- Rejection of the “banking theory” of education



The educational context involving the transformation of education itself.



The educational context involving the transformation of education itself.



The educational context involving the transformation of education itself.

- WHOLE SCHOOL
 - Not peripheral
 - Not outsourced
 - Integrated

The prophetic dimension of Catholic education based in the faith

- Empowered, prophetic engagement
- Expect:



Ongoing re-definition of Vision and Mission in academic freedom

- **Mission responds to urgent needs of society**
 - *As enunciated by Abp. Soc Villegas, DD*
 - Human meaning. Faith
 - Common good
 - Cultural transformation
 - Dialogue for peace
 - Environmental protection
 - ***Other important issues***
 - Renewable energy
 - Educational Reform
 - Health Care

Ongoing multi-disciplinal conversations relative to the common good.

Cultivation of Appropriate Spirituality

- Alienated labor vs. spirituality
- Possible sources:
 - Sacred Scripture
 - Social Teaching of the Church
 - *Ex Corde Ecclesiae*
 - *Evangelii Gaudium*
- Service
- Leadership
- In Discipleship

V. Transforming action must benefit from education.

- Educated Engagement for change
 - Good persons as agents of change
 - Professional competence in transformation
- Influences others



VI. Transforming action must be not only individual but institutional, not isolated but networked for potentiated engagement.

- Schools with Schools
- Schools with CEAP Region and with NAC
- CEAP and Copeca
- CEAP and NABEi
- Media
- Congress
- Malacañang



THANK YOU!
