

FLACSI



ANNUAL REPORT 2022

Hello!

Welcome to the FLACSI 2022 Annual Report

Here you will find a report on the initiatives and projects carried out by FLACSI during 2022

Join me!



Annual Report 2022

Latin American Federation of Jesuit Schools

Translation by: Laura Reyes – Liceo Javier Guatemala (ACOSICAM)

Marlene Fajardo - Liceo Javier Guatemala (ACOSICAM)

Paola de Esquivel - Liceo Javier Guatemala (ACOSICAM)

Review: Felipe Carrillo - FLACSI

Editing: Javier González - FLACSI

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#SomosFLACSI





Last year was one of great changes. The magnitude of the pandemic began to decrease but we are aware that it hasn't ended.

The action of our schools has been carried out in a hybrid context of online and in-person activities which has required a great capacity of adaptation, flexibility, and creativity to hold the educational task. This has been a central moment to recapture and put in practice the learnings acquired during the last two years that will be central for shaping the future of education.

The financial impact of the pandemic over our school communities represents a challenge for the next years and is a reminder of the importance of promoting solidarity among the networks and schools that make part of FLACSI, so that this situation will not limit the fulfillment of the universal right to quality education in the region.

In this context, it is essential to acknowledge the commitment of all the school leaders, administrators and faculty members that contributed everyday with the work of our schools. Thanks to all of them for keeping the tradition of Jesuit education alive and for contributing to its permanent renovation.

The pandemic has brought uncertainty, distress, challenges, and changes in our school communities, but it has also been the time in which we have lived the celebration of the Ignatian Year. During this time the Society of Jesus celebrated a moment for personal and institutional conversion that invites us to "see all the new things in Christ". FLACSI made part of this celebration that occurred during its 20th anniversary. The Ignatian Year concluded on July 31st, but the capacity to keep the spirit of this celebration resides in each one of us.

In this changing and challenging context in which we celebrate life, FLACSI is

living its own process of change with the purpose of keeping relevant to its mission by responding to the signs of the times. The new Strategic Plan of the network was designed and approved. This has been the result of a wide process of discernment and inquiry that was held with the purpose of supporting the work of the provincial education networks in Latin America in the fields of staff training, educational research, reflection on curricula and the promotion of global citizenship.

The approval of the strategic plan also led to a process of renovation in the internal organization of FLACSI, with the objective that the new shared vision can be nurtured with the contributions from all its members and that its action impacts over the daily work of all the schools. 2023 will be the opportunity to make this dream come true all together.

Sincerely,

Raimundo Barros, SJ
President of FLACSI



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OUR SCHOOLS

WE ARE



16.517
STAFF MEMBERS

9.615
Faculty Members

262
Jesuits

5.063
Administrators

1.557
Counseling and
Accompaniment



129.194
STUDENTS

70.472
Male

58.722
Female



THESE ARE
OUR SCHOOLS

92%
CO-ED



87% Humanist education
13% Technical education



92% Jesuit Schools*
8% Companion Schools*

* Based on 85 schools that responded the last FLACSI Survey



TO WRAP UP...







The Federation groups an educational community of **129.194 students** and **16.517 staff members** involved in accompanying students.



#WEAREFLACSI

NETWORK - COUNTRY	SCHOOLS	STUDENTS	STAFF MEMBERS
 	17	15.426	2.173
 	17	28.234	4.264
 	16	16.161	1.956
 	9	13.286	1.868
 	7	10.075	1.091

NETWORK - COUNTRY	SCHOOLS	STUDENTS	STAFF MEMBERS
 	6	12.727	1.521
 	6	8.500	965
 	4	5.309	558
 	4	4.319	559
 	3	6.524	369

NETWORK - COUNTRY	SCHOOLS	STUDENTS	STAFF MEMBERS
 	3	4.127	744
 	3	4.001	361
 	1	507	90



The Latin American Federation of Jesuit Schools is a regional network that connects:

18
COUNTRIES

12
EDUCATION NETWORKS
+ 1 REGION (PUERTO RICO)

96
SCHOOLS

129.194
STUDENTS

16.517
STAFF MEMBERS





JESUIT GLOBAL NETWORK OF SCHOOLS

On Friday November 26th, at 17:00 GMT, Fr. General Arturo Sosa SJ officiated a Mass in the Church of Saint Ignatius in Rome, to commemorate the 400th Anniversary of St. John Berchmans' death with the official foundation of the Jesuit Global Network of Schools - JGNS.

"The Jesuit Global Network of Schools will be inspired by the leadership testimony of Saint John Berchmans for the realization of the Universal Apostolic Preferences, especially from his invitation to do ordinary things in an extraordinary way, reflecting God's love for us". Arturo Sosa, S.J.



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Once this significant and vibrant moment concluded, the JGNS was officially founded as the expression of the collective global identity of the Jesuit and Companion secondary and pre-secondary schools committed to the Jesuit mission of justice and reconciliation in our world today. Also as an expression of the commitment to strengthen collaboration, discernment, and networking as part of our contemporary way of proceeding.

Read communiqué



Since now on, each education network or school that makes part of the JGNS will be able to communicate to the public its membership to a global body that gathers together the identity, efforts and gifts of 2.525 schools, 1.632.796 students, 100.846 educators and 1.958 Jesuits in 78 countries worldwide.

FLACSI is one of the 10 networks that make up this new body of global dimensions. From its representation in ICAJE to its participation in the different spaces that bring together the educational ministry of the Society

of Jesus, it constantly contributes to enriching educational reflections from a Latin American perspective, while serving as a bridge to connect provincial educational networks and schools in the region with the world.



Jesuit Global
Network of Schools



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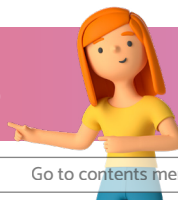
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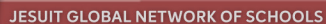
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78 COUNTRIES

72

55.314
EDUCADORES



255

89.297
EDUCADORES

22

70
IESUITAS



5.640
EDUCADORE

20

7
JESUITAS

Servicio Jesuita para Refugiados (JRS)

Programas educativos que implican una instrucción formal, informal y en línea para niños, jóvenes y adultos refugiados

Fe y Alegría

Movimiento de educación popular y promoción social

FLACSI is one of the 6 Jesuit Conference Networks that together with Fe y Alegría and the Jesuit Refugee Service (JRS) form the Jesuit Global Network of Schools.





IGNATIUS YEAR



On July 31, 2022, the Ignatian Year came to a close. Since May 2021, all the school communities of our Jesuit Global Network of Schools followed the invitation of Fr. General Arturo Sosa SJ to “see all things new in Christ” in reflection, discernment and sharing through the lens of the Universal Apostolic Preferences.



Watch the video summary of Jesuits Global

FLACSI added up to the different actions proposed in the framework of the celebration throughout the year. Likewise, from FLACSI schools a wide diversity of actions was presented for the celebration.

An example of this was when the FLACSI schools gathered to communicate a common message around the Ignatian Year. Through a monthly video, students from our schools explained in simple words what the Ignatian Year meant to them, and what they felt their calling was.

It was a common agenda of publications that took place from May 2021 to May 2022:

Shared through @flacsijovenes

Click on each video to watch!



Students from Colombia



Students from Brazil



Students from Venezuela



Students from Mexico



Students from Central America



Students from Peru



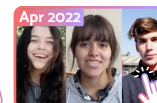
Students from Paraguay



Students from Bolivia



Students from Puerto Rico



Students from Chile



Students from Argentina and Uruguay

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JESUIT GLOBAL NETWORK OF SCHOOLS

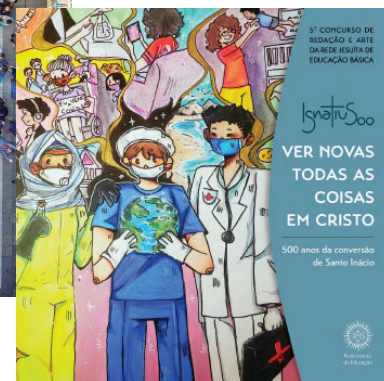
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Additionally FLACSI communicated the different celebrations that were taking place in the schools through its social media. It is difficult to focus only on a few activities because there were many schools that mobilized their school communities to celebrate this conversion festival: workshops, musicals, talks, galas, meetings, Eucharists, art shows, solidarity campaigns, plays, among others.

The Ignatian Year was like a birthday celebration: We celebrate birthdays as a party, but the most important thing is not the party, it's the celebration of life. For this reason, if the party continues, the Ignatian Year will continue living on each one of us. **Let's celebrate life!**



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LATIN AMERICAN CONFERENCE OF PROVINCIALS APOSTOLIC PLAN (PAC.2-CPAL)

In June 2021, Father General Arturo Sosa SJ, approved the second Apostolic Plan of CPAL (PAC.2) to be implemented in a period of six years (2021 - 2027). Its elaboration was the result of an evaluation process in which nearly three thousand collaborators participated and, which subsequently allowed a broad consultation to be carried out for the construction of objectives, goals, indicators and action lines to articulate the work of the 15 networks that are part of the Conference.



Read communique



PAC.2 has three priorities that will guide the work of the Conference for the coming years:



1. Promote through all the apostolic services a spiritual experience and formation that places each person with God.



2. Collaborate in fostering a culture of encounter, social friendship and justice, in closeness to the lives of the outcasts and the excluded.



3. Contributing in all the apostolic networks to offer education and formation that promotes holistic personal and social development, creativity, ethical formation in citizenship and ecological responsibility.

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These priorities become operational through six strategic lines:

1. Sharing Spiritual Exercises and Discernment.
2. Support the Apostolic Plans of Cuba-Haiti and the Amazon.
3. Coordinate networks for the service of migrants, indigenous peoples and African-descendants.
4. Update the Common Educational Framework and promote the Universal Right to Quality Education.
5. Strengthen provincial capacities to prevent all kinds of abuse.
6. Support vocational ministry and accompany region-wide formation of Jesuits.

The approval of PAC.2 was very positive news for the entire region. The final result has been a plan that will guide the joint action of all the apostolic services of the Society of Jesus in Latin America, by supporting the priorities of the provincial apostolic plans and the strategic plans of the regional networks. In this way, it is expected that with the support of all the collaborators in the region, it will be possible to carry out actions that will impact beyond national borders.



FLACSI has been participating actively in the construction of the plan and in the implementation of the projects. All schools and education networks in the region are invited to know and to adopt this document, in order to contribute from education to this shared regional dream.



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EDUCATION MINISTRY - CPAL

The consortium formerly known as EduRed is a space of collaboration that gathers the three educational networks of the Society of Jesus in Latin America (Fe y Algora, AUSJAL and FLACSI), in which the union of spirits, efforts and resources are invested in the realization of common objectives associated with education in the region.



During the last year, the common projects of the consortium, which have been carried out since 2019, have presented high dynamism, and are moving towards concrete results for the benefit of the networks:

- ☒ **Promotion of the Universal Right to Quality Education – DUEC:** the interred commissions have advanced in the preparation of two documents (i) comparative policy on the DUEC in Latin America; (ii) consultation document on the status of DUEC fulfillment in Latin America.
- ☒ **Ignatian Pedagogical Innovation-INPI:** (i) second update of the Ignatian Pedagogical Innovation characterization document; (ii) instrument for collecting innovation experiences in educational centers of the Society of Jesus.
- ☒ **Consortium of Education Observatories:** a new initiative that was formulated at the beginning of 2022, in order to promote research by bringing together the efforts of the education observatories of the universities entrusted to the Society of Jesus and the educational networks of the Society of Jesus in Latin America, to promote the DUEC.

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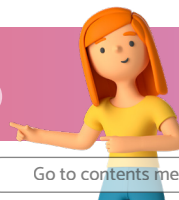
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✓ Updating the Common Educational Framework of CPAL: the work began

in 2022 with the constitution of a Commission that is in charge of carrying out inquiries and reflecting to determine the relevance of this work, which will bring together all the networks and apostolic services of the CPAL that carry out educational work.



to the consolidation of this work. Its results will be reflected in the improvement of the education provided to thousands of people across the region.

✓ The three networks carry out permanent work to promote the Pope Francis' Global Compact on Education. In 2022 joint actions were carried out to join the International Week of Action for Education. This work will continue for the oncoming years.

FLACSI participated and contributed actively to the aforementioned spaces, from different instances. Be this a motive for recognizing the contribution and efforts made by the network's Core Team and by a broad group of educators who have been contributing



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NEW SCHOOLS IN FLACSI

After a broad process of discernment in the Chilean Province of the Society of Jesus, on March 9th, 2022, the request for the adhesion of seven new schools to FLACSI was presented. This request was ratified by the General Assembly of FLACSI at its first meeting of the year.

For FLACSI is a motive for celebration that the new seven schools have joined this great Latin American Ignatian family, which now has 96 schools and brings together nearly 130,000 students and more than 16,000 collaborators in 18 countries, which, in turn, are part of a global network present in 72 countries around the world. Together we form the Global Jesuit Network of Schools.

We are sure that the trajectory and experience of these schools will represent a central contribution to the work promoted by FLACSI. **Welcome!**



Read communiqué

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The process of design of a new strategic plan that will guide the actions of FLACSI in the period 2023-2025 began in January 2021.

Creating a response to the new reality in which we are was the main challenge. Therefore, the design of the strategic plan demanded listening and inquiring in order to capture the voices, experience, and desires expressed from the different levels of the network.

With this purpose, the process was structured in the following phases:

1. EVALUATE

JANUARY TO JULY 2021


Direccinamiento Estratgico IV
2018-2020




Evaluate the actions developed within the framework of the previous strategic plan.



The Core Team, the General Assembly, and other partner networks participated in the process.

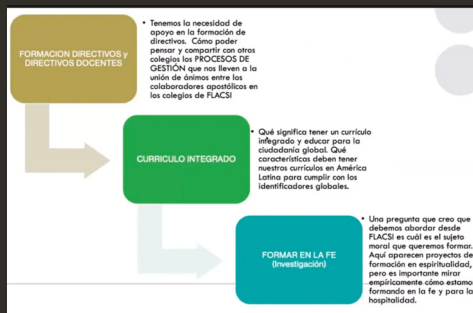


2. VISION

· JANUARY TO JULY 2021 ·



The Education Delegates of FLACSI shared their dreams about the future of Jesuit education and Jesuit schools.



Likewise, they proposed the initial strategic guidelines to guide the work of FLACSI in order to move towards the desired horizon.



Direccionamiento Estratégico FLACSI 2022 - 2024

- TRAINING AND FORMATION
- RESEARCH AND INNOVATION
- CURRICULUM
- GLOBAL CITIZENSHIP
- INSTITUTIONAL STRENGTHENING.



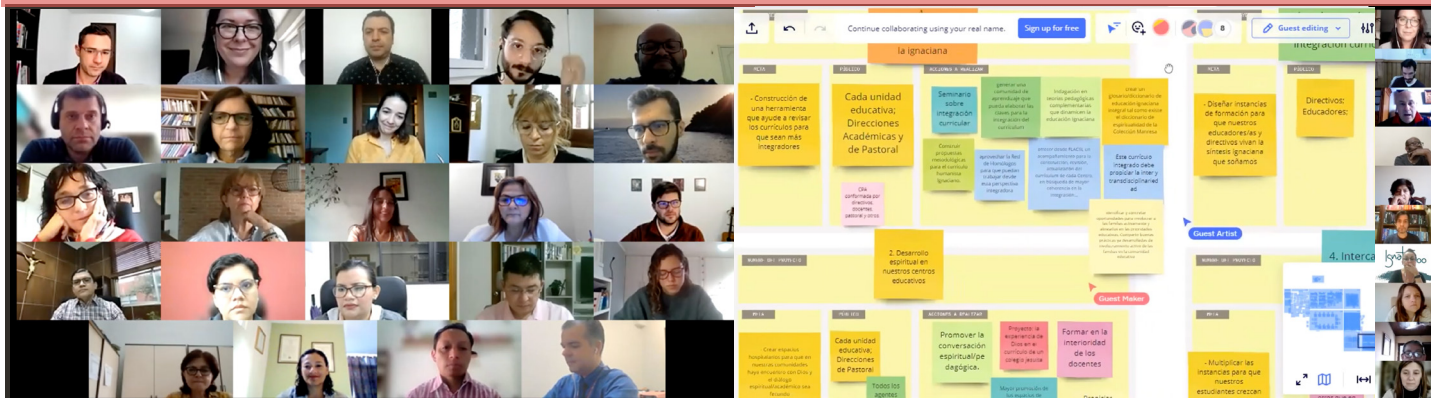
Strategic lines



3. DESIGN

· AUGUST TO DECEMBER 2021 ·

3.1 THEMATIC COMMITTEES



Four thematic committees composed by representatives of different levels of the network (General Assembly, Board of Directors, school leaders, administrators, faculty members and alumni), worked together with the support of experts, to broaden the reflections on the strategic guidelines and design the projects that will guide the actions for the next three years.



1 · Curriculum Commission: centered on the integration of the experience of God; justice and reconciliation; and, global citizenship into the curriculum.



2 · School Management: focused on the development of models and solutions to make Jesuit schools sustainable, solidary and networked.



3 · Pedagogical Research and Innovation: research and reflection that favors the renewal of the educational proposal.



4 · Institutional Strengthening: to encourage networking at the local, national, regional, and global levels.



Each commission held working sessions, in which they held conversations with experts and participated in project design workshops.

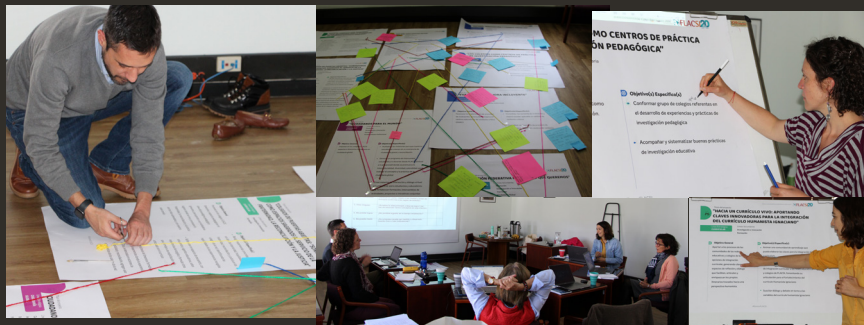


This part of the process was conducted by the FLACSI Core Team with the advisory of the *Unisinos* University of Brazil.

3.2 LANDING OPERATIONAL PLANS



The FLACSI Core Team met from December 6th to 10th in Bogota, Colombia. This was their first in-person meeting after two years.



This meeting was held with the aim of adjusting the projects and making them more coherent. Subsequently, the team prepared the operational plans for the first year of the strategic plan.



The initial lines for a new model of organization in FLACSI that will allow the adequate implementation of the plan were proposed.



The result of this work was presented to the General Assembly of FLACSI, which after providing feedback to the proposal, approved the strategic plan.

The General Assembly also agreed to continue moving towards the definition of the new management model needed for the implementation of the plan.



Watch the video summary!



4. TOWARDS A NEW MANAGEMENT MODEL

· JANUARY TO JULY 2022 ·

4.1 RE-THINKING FLACSI

Roles Redes Provinciales

Liderar

- Ejecución de uno o varios proyectos de FLACSI en su totalidad
- Objetivos, metas y acciones

Coliderar

- Ejecución de uno o varios proyectos, con el apoyo del Equipo Central de FLACSI
- Objetivos, metas y acciones

Apoyar

- Aportes significativos al desarrollo del proyecto
- Recursos, experiencia

The new strategic plan assigns a new role to the provincial education networks that form FLACSI. In this new scenario, the networks will play a leading role by contributing directly with their experience, capacities, and resources in the implementation of the projects. There will be networks in charge of leading or co-leading some of the projects.

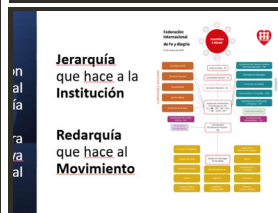
4.2 GETTING TO KNOW OTHER MANAGEMENT MODELS TO INSPIRE THE TRANSFORMATION IN FLACSI



The FLACSI Core Team made part of conversations with other regional education networks to learn about their management models.



With AUSJAL (Latin American Network of Jesuit Universities), the discussions were centered in their project design processes and their management model in which some universities lead specific projects.



With Fe y Alegría the emphasis was placed on the organization of the network by federative priorities that promote shared leadership.

4.3. THE INTERNAL VIEW IN THE LIGHT OF EXTERNAL EXPERIENCES




The conversations with Fe y Alegría and AUSJAL were essential to make a detailed analysis of the organization of FLACSI, in light of the changes needed to implement the new projects.

With this inspiration, a new organizational model was developed for FLACSI, characterized by shared leadership, fluid communication and unity of spirit.

This new model was summarized in a document named “Protocol for the Implementation of the FLACSI Strategic Plan 2023-2025, that was approved by the General Assembly in November 2022.



FLACSI'S STRATEGIC PLAN, AT A GLANCE

<p>L1: Formación</p> <p>P1. Contribuir a la formación de líderes de gestión de redes educativas promoviendo y de equipos directivos de colegios FLACSI, a través de la implementación de una Plataforma de Gestión del Aprendizaje (PGA) para atender las necesidades representadas desde redes educativas y colegios.</p> <p>Indicador de Impacto: Formación de líderes y gestión de las propuestas formativas.</p> <p>Líderes: </p> <p>Colideres: </p> <p>Apoys: </p>	<p>L2: Investigación e Innovación</p> <p>P2. Contribuir con energía crítica en la implementación de mejoras, innovación y renovación de propuestas educativas de calidad.</p> <p>Indicadores de Impacto: Colegios involucrados en procesos de mejora de la calidad educativa efectuados por FLACSI.</p> <p>... Mejoras e innovaciones logradas en los colegios.</p> <p>Líderes: </p> <p>Colideres: </p> <p>Apoys: </p>	<p>L2: Investigación e Innovación</p> <p>P3. Promover y acompañar colegios como centros de práctica e investigación pedagógica.</p> <p>Indicador de Impacto: grupo de colegios referentes acreditados y acompañados que han desarrollado propuestas pedagógicas e investigación pedagógica para 2023.</p> <p>Líderes: N/A</p> <p>Colideres: N/A</p> <p>Apoys: N/A</p>
<p>L2: Investigación e Innovación</p> <p>P4. Fomentar la implementación de procesos de evaluación, innovación y mejora en centros educativos de contexto crítico (DUEC).</p> <p>Indicador de Impacto: se cuenta con una herramienta de mejora e innovación ajustada e implementada en al menos el 50% de colegios de contexto crítico.</p> <p>Líderes: </p> <p>Colideres: </p> <p>Apoys: </p>	<p>L3: Currículo</p> <p>P5. Apoyar a los procesos de los equipos de los roles educativos y colegios de la región, claves de integración curricular hacia una perspectiva humanista del x. xxi.</p> <p>Indicadores de Impacto: Los claves para la integración curricular son utilizados por los colegios.</p> <p>... Los colegios que participan en las diferentes instancias del proyecto declaran que las claves de integración curricular son útiles para sus revisiones curriculares.</p> <p>Líderes: </p> <p>Colideres: </p> <p>Apoys: </p>	<p>L3: Currículo</p> <p>P6. Promover en los colegios FLACSI itinerarios y espacios pedagógicos desde una perspectiva regional, para ser verdaderos lugares donde se vive y promueve la fraternidad, la reconciliación y la justicia con los más vulnerables y con nuestro caso centro.</p> <p>Indicador de Impacto: los colegios participantes del proyecto han reflexionado en red y puesto en marcha experiencias significativas en clave de fraternidad, reconciliación y justicia y las comparten con otros centros.</p> <p>Líderes: </p> <p>Colideres: </p> <p>Apoys: </p>
<p>L4: Ciudadanía Global</p> <p>P7. Impulsar en los colegios FLACSI espacios e itinerarios formativos en ciudadanía global.</p> <p>Indicador de Impacto: los colegios enriquecen su dimensión global con experiencias e itinerarios formativos facilitados por FLACSI.</p> <p>Líderes: </p> <p>Colideres: </p> <p>Apoys: </p>	<p>L5: Fortalecimiento Institucional</p> <p>P8. Asegurar una gestión federativa que permita el alcance de los objetivos trazados en el Documento Estratégico de FLACSI para el periodo 2023 – 2024.</p> <p>Indicador de Impacto: proyectos del direccionamiento estratégico implementados con el apoyo de una gestión federativa fortalecida.</p> <p>Líderes: N/A</p> <p>Colideres: N/A</p> <p>Apoys: N/A</p>	

The plan is structured in five strategic lines and eight projects that represent the first steps to be undertaken to advance towards a horizon built for 10 years, based on the inquiries and discussions in the General Assembly at the beginning of the process about their vision of Jesuit education and FLACSI schools for the year 2032.

In this way, the action of FLACSI for the period 2023-2025 will focus on Training and Formation; Research and Innovation; Curriculum; Global Citizenship; and Institutional Strengthening.

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FLACSI PROJECTS REPORT 2022



SCHOOL MANAGEMENT QUALITY SYSTEM (SMQS)

During this period, progress was made in different fields related to: training and capacity-building for schools and networks in the implementation of the System; launching a pilot with the goal of implementing the system in low-income schools; the consolidation of a team to provide assistance to the participant schools; and the analysis of the new strategic plan in the projects that are more related with the SMQS.

Training proposals

The schools developed their activities

in accordance with the plans set for the implementation of the SMQS (either on its first or second cycle). In addition, some schools made part of a set of new training and advisory opportunities called “Committed to Improvement”, that FLACSI, through the SMQS, made



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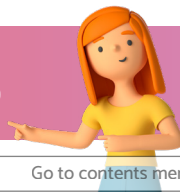
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available for its member schools in 2021. Of these proposals, the one called “training and technical update” was well received in different countries and was implemented in collaboration with the school networks in Brazil (RJE) and Paraguay (ACESIP). It was also implemented in *Colegio Centro América* and *Colegio Loyola* in Nicaragua. At the close of this report, progress was being made for the implementation of a course for the Peruvian Schools Network (ACSIP).

So far, other courses were offered on:

- ✓ Systematization and analysis of performance and learning results.
- ✓ Management of change in schools.

Regarding the “Systematization and analysis of performance and learning results” Course:

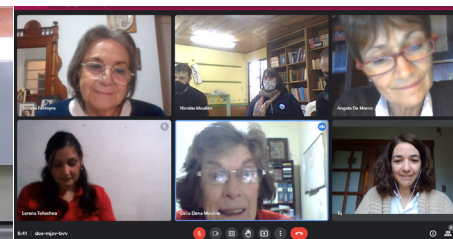
- 66 people participated in the training sessions (35 participants from Nicaragua and 31 participants from the first edition of the

course aimed at managers and educators from Paraguay).

The proposal aimed to interdisciplinary teams with participants working at different levels or cycles in their schools.

When asked about the training sessions, the participants shared the following impressions:

- ✓ 96% of the participants considered that the course facilitated the development of all the expected competencies.



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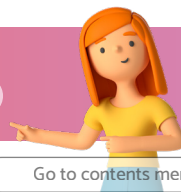
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✓ 93% recognized that they have integrated new learnings on systematization and analysis of performance and learning results.

✓ 86% considered that the training sessions were useful for their work in their schools.

This training opportunity is available to other interested school networks and schools.

Regarding the “Change management in educational centers” Course:

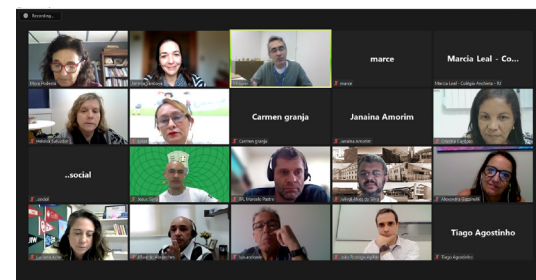
· 30 collaborators from the schools of the Brazilian Jesuit Education Network (RJE) and the network’s Core Team participated in the course. With the goal

of enabling participants to accompany the RJE schools in evaluation and improvement processes held in the frame of the SMQS, the course was aimed at people who perform external facilitation functions, internal quality coordination, support professionals, members of the core team, among others.

The course focused on identifying the importance of evaluation and improvement in the context of educational research; managing the self-evaluation tool and application methodology; leading the design and monitoring of improvement plans; and, identifying and developing skills for facilitating evaluation and improvement processes.

The program consisted of 4 modules that were developed in 8 weeks with synchronous and asynchronous activities on an online platform, through individual and collaborative work..

✓ 100% of the participants affirmed that the training proposal was totally useful for their work. .



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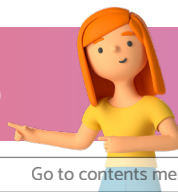
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SQMS in schools and networks

The SQMS advanced in building alliances with some of the FLACSI provincial school networks. This is the case of the RJE-Brazil that has been a strategic actor for the promotion of continuous improvement and educational quality.

An effort was made to respond to the needs raised by different networks by ensuring the development of a shared-network implementation system for all FLACSI that can facilitate collaborative learning in successive applications as the key to continuous improvement. In this model, the experience and know-how of each network are shared with others, always taking care of the singular learning of each school in the process.

In addition, schools from different networks (Mexico, Nicaragua, and Paraguay) began their second cycle of improvement in the second semester of 2022.

SQMS Pilot Project: Implementation in Low-Income Schools

The pilot is being implemented in two schools in Argentina and Brazil. Both schools are progressing at a good pace and are committed to the project. Meetings have been held between the external advisory teams, with the aim of assessing the work process, identifying key elements in the implementation strategy and pointing out lessons learned and challenges for the next steps. Milestones and successes were identified in the methodology, which was

adapted for these schools according to their size and needs. This pilot is an important learning opportunity for FLACSI, in order to be able to expand collaboration with all schools that wish to work on evaluation processes and improve the quality of school management.



Read **communiqué**



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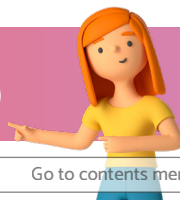
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The Advisory Team

The team that accompanies the schools holds meetings to share, reflect, analyze and debate. Formed by professionals and facilitators belonging to different school networks, this space is positioned as an optimal strategy for exchange and professional learning.



Read communiqué



Some of the points prioritized in the reflections have been:

- Protocol for accompanying schools that resume the implementation of the SQMS (after suspending it during the pandemic).
- Challenges related to leadership in schools, the commitment of management teams, and the role of the school leadership.
- Baselines generate good experiences in all contexts because they mobilize schools to think about potential learning outcomes.
- They have also participated in other spaces, for example with the Jesuit European Committee for Primary and Secondary Education (JECSE) around the theme of “Spaces for Safeguarding”.

Choose what you want to read next!

Contributions to the new strategic plan

In response to the needs raised by some schools and guided by the evaluations and learnings derived from the successive implementation of the SQMS, contributions were made regarding the promotion of a culture of quality and innovation in Jesuit schools. These contributions were included to the design of the projects for the new strategic plant.



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ACADEMIC AND PASTORAL DIRECTORS COLLEAGUE NETWORK

The role of the conversation broker in school leadership

Managerial leadership is a central topic in schools, because today leadership goes beyond administration. Being a leader implies a continuous exercise of collaboration at the service of many variables, such as the shared mission, the ability to manage change, the achievement of conscious transformations, and a great sense of cooperation.



- ★ **Oct/28/2021** · With the collaboration of Elba Lazzaroni of the Argentine-Uruguayan Network of Ignatian Schools (RAUCI), a conversation was held on the role of the Conversation Broker in managerial leadership.
- ★ It was a stimulating space to confirm personal views and actions on leadership. The conversation focused on the functions of School Principals from a self-critical, reflective, and discerning to analyze practices of leadership and review their work.
- ★ **Participants:** Ir. Raimundo Barros SJ, president of FLACSI; Nancy Rodas, Principal of Colegio Técnico de Javier de Asunción (Paraguay); Guillermo Lemos, President of Colegio San Ignacio de Montevideo (Uruguay); and Fabricio Alaña, S.J. Vice-President of FLACSI.

Read **communiqué**

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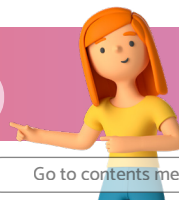
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Their contributions pointed to a more circular and distributed leadership, its challenges during pandemic, and the key elements for making this possible from a humanizing and constructive character that promotes the growth of the institutions and collaborators that share the mission of educating.

We hope that the contributions that emerged from this conversation have motivated transformations in the practices of school leadership to foster transformation.

An Ignatian humanist curriculum for the 21st century

EsThis project seeks to integrate the key elements of Ignatian identity to the schools' curriculum in order to respond to the challenges of the present time. An Ignatian humanist curriculum of the 21st century should address Human Excellence and include the skills required to make that students are persons for and with others.

With this goal, a commission¹ formed by academic colleagues promoted reflection in the network in order to enhance the schools' curriculum by analyzing best practices in FLACSI schools. The result was six keys to their implementation that can help to strengthen the identity of Jesuit Education in the classroom.



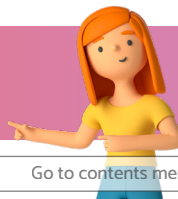
¹ This commission is made up of Ignacio Cassi of Colegio Seminario (Uruguay); Nancy Rodas of Colegio Técnico Javier (Paraguay); Rolando Herrera of Colegio Externado de San José (El Salvador); Wilman González of Unidad Educativa Particular Borja (Ecuador) and Vilma Reyes of FLACSI (Colombia).

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★ **May/O4/2022** - The commission created a draft document that was shared with Principals and Pastoral Directors, in order to show a possible way to put into practice the Ignatian humanist curriculum of the 21st century and to gather contributions to be included in the document. Several schools contributed from their experience to this discussion.

★ It has been an experience that has fostered dialogue, reflection and perspective. The document was presented to all the schools in November 2022 and will make part of a wider reflection on curriculum that will continue during the implementation of the new FLACSI Strategic Plan.



Teaching Laboratories based on the Global Identifiers of Jesuit Schools: A Living Tradition in the 21st Century

This project seeks the articulation of the Pastoral and Academics to achieve the following goals:

- Promote an integrated perspective of the curriculum by fostering a comprehensive and flexible vision of the ways of teaching and learning.
- Allow teachers to reflect on what they do in the classroom in order to design meaningful learning experiences, thus expanding and enriching their own pedagogical tasks for continuous improvement.

It is an invitation to promote dialogue and share visions on teaching practices from an interdisciplinary perspective.

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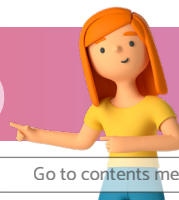
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A commission of academic colleagues from FLACSI schools² produced a document that explains what the teaching laboratories are, parting from an integrated vision of the curriculum. They chose the 10 Global Identifiers of A Living Tradition and developed them further to a pedagogical level, so that teachers in FLACSI schools can write and share their experiences in a common language.

² This commission is composed of: Verónica Gallesio and Lucía González from Colegio San Ignacio (Uruguay); Natalia Gómez from Instituto Jesuita Sagrada Familia (Argentina); Francisca Esquivel from Colegio San Roque González (Paraguay); Raúl Padilla from Instituto Lux (Mexico); Silvana Bontorín from RAUCI (Argentina-Uruguay); Julival Alves da Silva from Colégio Diocesano (Brazil); Yuliana Meza from Unidad Educativa Javier (Ecuador) and Vilma Reyes from FLACSI (Colombia).

★ **Apr/28/2022** · TA Colloquium was held with Principals and Pastoral Directors to share the initiative and receive feedback.

The level of participation and the quality of the contributions received will be central for the further phases of the project.



Read **communiqué**

In the following months, Principals and Pastoral directors are invited to promote this project among teachers, pastoralists and coordinators to share their best practices based on the ten global identifiers, with the idea of fostering dialogue and debate around the idea of a curriculum that integrates a wide range of formative aspects that were previously excluded.

Ve a www.menti.com y utiliza el código 3946 8615

En dos palabras define ¿Qué son los indicadores globales de los Colegios Jesuitas?



Photo: B. Rodríguez



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COMMUNICATION COORDINATORS COLLEAGUE NETWORK

Presentation of the Guidelines for Internal Communication

★ **Oct/19/2021** · Launching of the Guidelines for Internal Communication, document produced by the Communication Coordinators Colleague Network and the School Management Quality System (SMQS).

★ **Participants:** more than 150 collaborators including school managers, communicators, faculty members, among others.

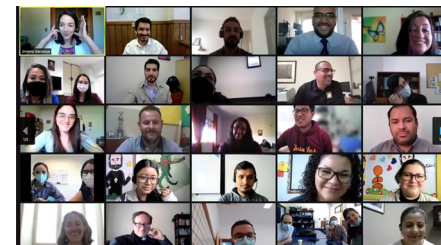
★ The online work for the creation of the document had two moments: presentation and workshop.

★ **Presentation:** a commission formed by participants of the network presented the process, contents, and structure of the document and gave some insights on its use.

★ **Workshop “Let’s think together about internal communication”:** groups of representatives of the FLACSI schools were invited to discuss internal communication within their institutions and identify the potential contribution of the guidelines.



The fact that the presentation was done by different stakeholders was evidence of a participatory process of collaborative work, which is reflected in the final product that was presented.



Guidelines in Spanish



Guidelines in Portuguese

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Main Actions in 2022

★ Common agenda of digital media publications

May/2021- May/2022 · Up to May 2022, schools and networks posted common publications in digital media. The main topics were the Ignatian Year and the 20th Anniversary of FLACSI.

Read more in the section "Ignatian Year" in this report



★ Coming up together with the 2022-2023 actions

Mar/16/2022 · Planning meeting for the network.

★ Participants: Communication representatives from the provincial Jesuit school networks.

★ Goal: follow-up to the agreements established in the previous years, and frame collective actions to be implemented during 2022-2023.

Among those, the common agenda of publications for 2023 in the subjects of fraternity, peace, and Ignatian identity.

More information



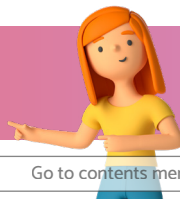
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GLOBAL CITIZENSHIP PROJECT

Deep and committed participation

This phrase summarizes what happened with the initiatives that FLACSI offered to its students during the period. Around 1.000 students, many of them still from home, did not hesitate to engage in a conversation about human rights of forced migrants and fraternity as a response. Also in another conversation about the socioecological crisis uncovered during the pandemic and the possibility to reduce the impact of our actions on the planet. This occurred in a time when the pandemic was not giving us a rest: while some schools were still working 100% online, others

were returning to the so long-awaited in-person classes.

Nowadays, in FLACSI we are also going through a transition stage: we are in the process of implementation of a new strategic plan, in which the Education for Global Citizenship continues to be a priority, being it one of the five strategic lines of the plan, which will guide the actions of FLACSI for the next years

“Our presence in so many places and cultures around the world allows us to create and offer educational proposals for an intercultural view of the world, in which all human beings and their peoples possess a “global citizenship””. (Fr. Arturo Sosa SJ address during JESEDU-Río 2017)

This period has been a time of sharing learnings derived from the projects with students, of collaborating in other spaces considering the acquired experience, and of continuing to nurture our own path with other experiences and initiatives.

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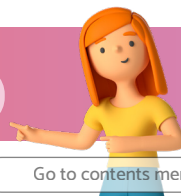
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Hereunder, some of those collaboration and networking examples are shared:

ENVIRONMENTAL AWARENESS

★ **Oct/21:** Launching of the Global Environmental Framework, for the Care of the Common Home.

This framework was elaborated during one year by a Global Taskforce, formed by collaborators of works of the Society and education networks from around the world, among them, the Coordinator of the FLACSI Environmental Awareness Project.

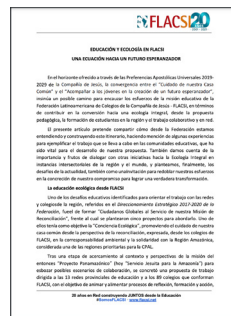


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★ **Dec/21:** Article “Education and Ecology in FLACSI: an equation for a hopeful future”.

Written by Jimena Castro Mejía, Coordinator of the FLACSI Environmental Awareness project. This article was highlighted in the

Newsletter of the Virtual Centre of Ignatian Pedagogy (CVPI for its acronym in Spanish). The article describes the efforts carried out by FLACSI to contribute in the conversion towards an integral ecology by fostering spaces for reflection and networking.



Read the article

★ **May/22:** Participation in the Online Eco-pilgrimage, organized by the World Union of Jesuit Alumni - WUJA

This event was organized by the youth section of WUJA, to discuss local and global challenges of climate change from an Ignatian perspective and to reflect on the diverse realities, as well as sharing ideas and action initiatives.

Jimena Castro participated as panelist and shared some steps of the Ignatian Movement for Ecology: an awareness and reflection proposal promoted in FLACSI schools with the support of pedagogical guidelines for Integral Ecology and for the protection of

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the the Amazon; online discussions with students and different regional actions that have been held during the last years.

★ Jun/22: Participation in the webinar “Our Mission of Love for all Creation”

This was the second of a series of webinars promoted by the Secretariat for Secondary and Pre-Secondary Education of the Society of Jesus in collaboration with ICAJE (International Commission on the Apostolate of Jesuit Education) and Educate Magis. This event explored the Global Identifier #4: “Jesuit Schools are committed to the Care of all Creation” and FLACSI shared the work that is being promoted in terms of Environmental Awareness with schools from the region.

WUJA
WORLD UNION OF JESUIT ALUMNI
YOUTH WING

X CONGRESS
WORLD UNION JESUIT ALUMNI
BARCELONA 2022

ECO PILGRIMAGE

4th Stop: LATIN AMERICA - BRAZIL

MAY 14
via ZOOM

2 p.m. (GMT)
11 a.m. (BR)
9 a.m. (PE)

PROF. IMA VIEIRA, PhD
Researcher at Museu Paraense
Emílio Goeldi

JIMENA CASTRO
Global Citizenship Project
Coordinator at FLACSI

Sign up here!

Meet young Jesuit Alumni from different countries to discuss the challenges of the Amazon Rain Forest.

Translation ESP-ENG

Read communique

OUR MISSION OF LOVE FOR ALL CREATION

Jesuit Global
Network of Schools

educate magis
empowering education

OUR MISSION OF LOVE FOR ALL CREATION
NUESTRA MISIÓN DE AMOR POR TODA LA CREACIÓN
NUESTRO COMPROMISO UNIVERSAL POR TODA LA CREACIÓN

3º CONVERSATORIO VIRTUAL

**“How to move from indifference to action?
Doing nothing is also the problem!
This invites us to mobilize”**

I would like to end leaving you an invitation,
a call, but not mine from students.

Read communique

Watch the video of the webinar

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GLOBAL CITIZENSHIP

★ **Mar/22:** TaWorkshop on Global Citizenship for the Jesuit Schools System of Mexico

Workshop “Global Citizenship: An Ignatian perspective”, designed and delivered to Principals of the Jesuit Schools System of Mexico, presenting and updating some of the core topics in our educational work to form in Global Citizenship.



★ Ignatian Global Engagement Mentors Program of the Jesuit Schools Network of North America - JSN

FLACSI was invited to be part of this schools' mentoring program in Global Citizenship. The “I-GEM” is a framework of training and accompaniment to model global experiences and collaboration aiming at enhancing awareness and action to strengthen the global perspective of the schools. The program has a duration of two years, in which the Coordinator of Global Citizenship Projects will be participating. The initial mentor training took place in Washington, D.C., in August 2022.



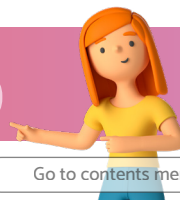
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INSTITUTIONAL STRENGTHENING

The actions held under this framework focused mainly in the network's governance and administration; the development of a new organizational model; and the joint work with other networks of the Society of Jesus at the regional and global levels.

★ Active and participative governance

A wide variety of actions that actively involved the government of FLACSI were held.

The General Assembly has had four sessions, two ordinary and two

extraordinary. These meetings, along with the previous and subsequent online discussions, were crucial for the approval of the new strategic plan and for producing the guidelines that are guiding the consolidation of a new management model for FLACSI.

The Directive Council has had a significant role in mentoring and accompanying the President and Core Team in regular management affairs that have been essential to make strategic and operational decisions. A special acknowledgement to Fabricio Alaña SJ (EC), Mtra. Lorena Giacomán (MX) and Leonardo Nardin SJ

(ARU) for their permanent commitment and dedication to this regional work.

Introductory sessions for new Delegates. These are spaces where the new Education Delegates are invited to participate in a meeting with the Core Team of FLACSI



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to be consulted about challenges and expectations on their networks, in order to present the different solutions that the projects of FLACSI can offer. Along with this initiative, informative and conversation sessions with the provincial school networks were also offered. If there is any interest in holding an informative session please contact a member of the Core Team of FLACSI.

★ Moving forward a new management model

The approval of the new strategic plan of FLACSI brought the need of developing a new model of organization to implement the plan.

The initial actions held by the Core Team of FLACSI focused on studying the experiences of fellow networks such as AUSJAL and Fe y Alegría while analyzing the organization and functioning of FLACSI. These actions allowed projecting a new model of organization characterized by flexibility, shared leadership and a greater role to the provincial school networks in the implementation of the projects.

This new management model was presented and discussed with the General Assembly between September and November. Once it was approved, a collaborative planning process between the provincial networks and the Core Team of FLACSI began, in

order to determine the actions that will be held during the first year of the strategic plan. This model is allowing FLACSI to direct, in the best possible way, the knowledge, contributions, and resources of every member network in order to serve its mission.

Read more in the “FLACSI toward 2022-2024” section.



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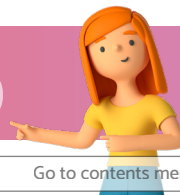
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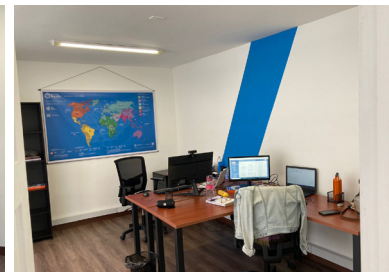




★ Foundation FLACSI

In February 2022, FLACSI was officially acknowledged by the Colombian authorities as a non-profit organization “Fundación Federación Latinoamericana de Colegios de la Compañía de Jesús”. This fact has marked an important milestone in the network’s history, by allowing FLACSI to count with a legal-administrative structure that is functional to its reality, in order to respond efficiently to the different needs that arise.

Additionally, as a result of the permanent relation of collaboration with the International Federation Fe y Alegría, FLACSI opened an office in the facilities of Fe y Alegría in Bogotá. In addition to the evident advantages that this fact represents for FLACSI in terms of operational matters, this is an opportunity to continue strengthening links to enhance joint initiatives between both networks.



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★ Alliance-Building and Networking

📌 Secretariat for Secondary and Pre-Secondary Education of the Society of Jesus

FLACSI makes part of the International Commission on the Apostolate of Jesuit Education - ICAJE, a space where permanent reflections about the state of Jesuit education worldwide are carried out; where joint work initiatives linking all regions, are presented; and, where contributions from a Latin American perspective to global reflections are shared.

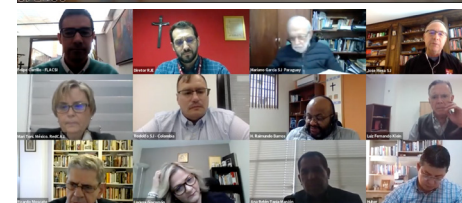
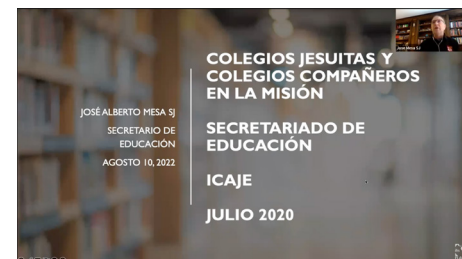
In addition to the online meetings, FLACSI participated in the Annual Meeting of



ICAJE in May 2022. Among the main topics discussed were the challenges and learnings acquired during the pandemic; the launch of the Jesuit Global Network of Schools; the outcomes of the Colloquium JESEDU-Global2021; and, the actions to promote and apply the Integrated Perspective of Contemporary Jesuit Education.

FLACSI also organized two spaces of conversation between the Secretariat for

Education of the Society of Jesus, José Mesa, SJ and the Education Delegates of Latin-America, about two recent documents that have been issued by the Secretariat: *Roles and responsibilities of the Jesuit Education Delegate*; and *Jesuit and Companion Schools*.



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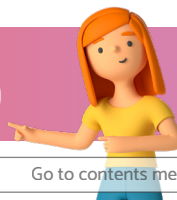
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Conference of Provincials for Latin America and The Caribbean - CPAL

FLACSI is part of the Enhanced Team of CPAL, a space that gathers the coordinators of the networks that support all the apostolic services linked to the Conference, and where the joint actions to serve the mission of the Society of Jesus in Latin-America are coordinated.



Read [communiqué](#)



After approval of the Second Common Apostolic Plan of CPAL, the actions held in this space have been focused on the development of joint strategies that enable the coordination to implement the priorities set in the plan. This work has been done through permanent inquiries, joint spaces for reflection and discernment and an in-person meeting in Lima, Peru at the beginning of April.

As a result of the Lima Meeting, FLACSI consolidated a series of partnerships to support the work of other networks and to count with their support for the actions set in the new FLACSI Strategic Plan. Besides the mentioned projects held within the

Education Ministry, there are collaboration agreements with AUSJAL, Fe y Alegría, Jesuit Migrants Network, Youth and Vocations Network, and Claver Network. Some of these agreements are already being developed, while others are being integrated into the operational planning for the next period.

Other educational networks



Jesuit Schools Network - JSN

- ☒ Exchange of information for the definition of common working spaces that can be part of the new strategic plans of both networks.
- ☒ Participation of three FLACSI representatives at the JSN Colloquium in June 2022, where the Universal

Choose what you want to read next!

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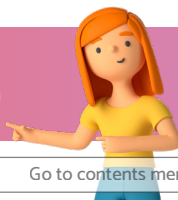
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FLACSI PROJECTS REPORT 2022

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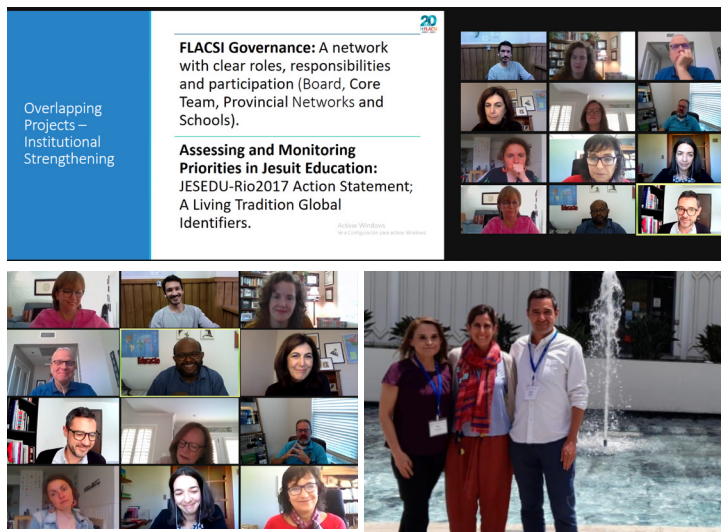
COMMUNICATION REPORT

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- ✓ Apostolic Preferences and their implications for Jesuit education were addressed.
- ✓ Coordination of the global citizenship projects promoted by the two networks.



Jesuit European Committee for Primary and Secondary Education - JECSE

- ✓ Participation of three representatives of FLACSI in two reflection and training spaces about safe and healthy environments, organized by JECSE
- ✓ Invitation by JECSE to four members of FLACSI to participate in the Facilitators' Training Workshop of Learning by Refraction, organized by JCAP and JECSE

Jesuit Conference of Asia-Pacific (JCAP-Education)

- ✓ Participation of four representatives of FLACSI the Master Class of Learning by Refraction with the goal of offering this experience in Spanish and Portuguese for the members of FLACSI

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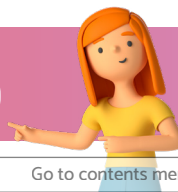
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COMMUNICATION REPORT

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INFORME DE COMUNICACIÓN

PÁGINA WEB



45



Alcance

132.605
VISITAS

Personas que nos vistaron

88.209

Una persona puede tener una o más visitas

Dispositivos desde donde nos vistaron

50% ORDENADOR

50% DISPOSITIVOS MÓVILES
49% Móvil - 1% Tablet

Países desde donde nos vistaron 125



Canales desde dónde llegaron las personas a nuestro sitio web

BÚSQUEDA ORGÁNICA

64%

Incluye todos los buscadores, como la Búsqueda de Google, Bing o Yandex

DIRECTO

18%

Suelen ser visitantes que han llegado a nuestro sitio sin haber hecho clic en un enlace presente en otro sitio web, en un buscador o en una red social

REFERENCIA

12%

Páginas de otros sitios web, incluidos blogs y foros, que dirigen al nuestro

PRINCIPALES:

- csgabriel.edu.ec
- classroom.google.com
- colsanjose.edu.co
- campusvirtual.unah.edu.hn
- jesuitasmexico.org

REDES SOCIALES

6%

Por ejemplo, Facebook, Twitter, Instagram y YouTube

PRINCIPALES:

- Facebook
- LinkedIn
- Instagram Stories
- Pinterest
- YouTube

Contenido

1º FLACSI: ¿Sabes qué significa IHS?

FLACSI: ¿Sabes qué significa IHS?

10 de febrero de 2021



6,2 mil
visitas

2º San Luis Gonzaga: Patrono de la Juventud

San Luis Gonzaga el Patrono de la Juventud

10 de febrero de 2021



2,8 mil
visitas

3º Decálogo de hábitos para el cuidado de la Casa Común

Ignoramos por la Ecología: ¡Mira nuestro decálogo de hábitos para el cuidado de la Casa Común!

10 de febrero de 2021



2,4 mil
visitas

4º Colegios y redes: ACODESI

Asociación de Colegios Jesuitas de Colombia (ACODESI)

10 de febrero de 2021



1,8 mil
visitas

INFORME DE COMUNICACIÓN

REDES SOCIALES



@flacsi.net

Seguidores

7.072

Principales países

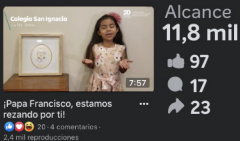


Alcance

116.366

1 Número total de personas que vieron nuestras publicaciones

Contenido



1 Contenido con mayor alcance en el periodo

Comunicaciones FLACSI

Suscriptores

904

Principales países



Alcance

8.165 Vistas

1 Vistas totales para el periodo

791 Tiempo de reproducción (horas)

1 Horas totales estimadas de tiempo de reproducción por parte del público

Contenido



LinkedIn

Seguidores

432

Principales países



Función laboral

- 1° Educación
- 2° Medios de comunicación
- 3° Desarrollo empresarial
- 4° Administración
- 5° Recursos humanos

Alcance

613 Vistas

1 Vistas totales para el periodo

Contenido



@flacsijuvenes

Seguidores

936

Principales países

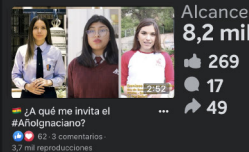


Alcance

45.429

1 Número total de personas que vieron nuestras publicaciones

Contenido



1 Contenido con mayor alcance en el periodo

@flacsijuvenes

Seguidores

1.931

Principales países



Alcance

83.372

1 Número total de personas que vieron nuestras publicaciones

Contenido



1 Contenido con mayor alcance en el periodo

INFORME DE COMUNICACIÓN

Google Search Console



¿Cómo llegan las personas a nuestra web?

Consultas más buscadas

- flacsi
- ihs significado
- fratelli tutti
- qué significa ihs en la iglesia católica
- pachacutí uruguay

Clics totales

13,3 mil

Número de veces que los usuarios han hecho clic para llegar a nuestro sitio

Dispositivos

52% Móviles 47% Ordenador 01% Tablets

Impresiones

1,2 mil

Número de veces que se ha visto un enlace a nuestro sitio en los resultados de búsqueda

Principales países

México 1° Argentina 2° Colombia 3°

Tipo de Búsqueda

Web 11 mil
Imagen 2 mil
Video 300

Tipo de Búsqueda de Google por cantidad de clics



Páginas que más crecieron



FLACSI: ¿Sabes qué significa IHS?



1,3 mil
Clics

61,8 mil
Impresiones



San Luis Gonzaga: Patrono de la Juventud



896
Clics

63,2 mil
Impresiones



Recurso: "Versión popular de Fratelli Tutti"



387
Clics

4,7 mil
Impresiones



Información disponible desde mayo de 2022 a través de Google Search Console



FLACSI ANNUAL REPORT 2022



FLACSI



Red Global
Jesuita
de Colegios

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