

# Global Leadership Program 2024

## Terms of Reference

### **Youth Empowerment in Intercultural Society: towards a Rooted Global Citizenship.**

#### **A. General Overview & Backgrounds**

The Global Leadership Program (GLP) is conducted annually by AJCU-AP (Association of Jesuit Colleges and Universities in Asia Pacific). The GLP program aims to provide opportunities for students from member universities to discuss global issues in their respective countries. In addition, the program also seeks to prepare students to become leaders with global insight. In its implementation, GLP has several main agendas, namely Lectures, Presentations, Fieldwork, and Cultural Performance to develop Ignatian Leadership. GLP 2024 brings Universal Apostolic Preferences (UAP) to the programs and events.

In 2019, the Society of Jesus announced four new "Universal Apostolic Preferences" (UAPs) to guide its mission for the next ten years. One of the UAP's is "journeying with young people" to accompany them to find God's will in the time of changes and disruptions. Young people today experience challenges: uncertain relationships in a digital era, political tension and division, and interreligious and intercultural clashes. These situations encourage the Society of Jesus and its collaborators to accompany young people in cultivating their capability to discern and be more responsible as individuals and members of society.

Unlike multicultural society, which only focuses on the existence of several cultural or ethnic groups in communities, intercultural society emphasizes communities living in the same area with a deep understanding and respect for all cultures (Schriefer, 2016). Intercultural societies maintain open relations of interaction, exchange, and mutual recognition of their own and respective values and ways of life. It is a process of active tolerance and the maintenance of equitable relations where everyone has the same importance and where there are no superiors or inferiors, better or worse people within the society (Council of Europe, n.d.). An intercultural society might serve as a proper ecosystem for young people to improve their skills and express their creativity.

The more globalized world and young people's creativity have become the ingredients in GLP. The participants are called upon to take part in promoting global citizenship. They

are encouraged to express their voices for the betterment of the wider global society. With their unique backgrounds, interests and experiences, the participants can experience real tensions, propose practical solutions to social issues, and discern positive ideas and insights during GLP. In alignment with the Pope's encyclical Letter *Fratelli Tutti* (All Brothers) chapter six, GLP promotes dialogue across borders to nourish friendship and grow together.

As an example of a global society, Yogyakarta offers endless opportunities for intercultural exploration for GLP participants. It is a city in the heart of Java Island in Indonesia that embodies the dynamic interplay between modernity and tradition. The city has a long history of cultural combination resulting from various religious influences. It is also a melting pot of different ethnicities and races due to the numerous higher education that attract students from different areas.

Global Leadership Program 2024 intends to bring several leadership values held by Jesuit institutions. During the program, the participants are expected to experience and witness situations that need leaders' discernment personally. Some of the leadership values that become the focus of GLP 2024 are serving others, understanding the self as interdependent to others and dependent on God, pursuing various perspectives, committing to *cura personalis*, building a local and global community of learners, collaborating and networking with any parties across cultures, serving others on the margins, developing openness to transform, understanding the spirit of *Magis* to achieve the greater good, and pursuing social analysis responding to social, economic and environmental justice. The participants are also expected to connect their prior experiences and backgrounds in identifying and locating the problems and proposing leadership solutions for the problems during their observation in GLP 2024.

Considering all the above, GLP 2024 has the theme Youth Empowerment in Intercultural Society: towards a Rooted Global Citizenship. The program focuses on the participants' authentic experience in addressing local situations as part of a global society. It aims to build strong and impactful connections among the participants. The participants are empowered to preserve the world as a common home.

## **B. Goals:**

The programs and activities in GLP 2024 intend to introduce the selected themes and focus in Yogyakarta to all the delegates and participants. The students are expected to observe

the phenomena, map problems and issues, and provide critical perspectives as prospective global leaders to overcome the problems. They also can present their brief but comprehensive ideas, insights, and feasible plans in written and oral forms.

### **C. Speakers:**

1. Keynote Speaker : Inayah Wulandari Wahid
2. Youth and Lifestyle : F.X. Ouda Teda Ena, M.Pd., Ed.D.
3. Youth and Belief Systems : Dr. Inayah Rohmaniyah, S.Ag., M.Hum., M.A.
4. Youth and Social Economy: Bennedictus Hari Juliawan, S.J., Ph.D.

### **D. Participants**

The participants of GLP are the delegates from Jesuit institutions in Asia-Pacific regions, including (but not limited to) Universitas Sanata Dharma (Indonesia), Ateneo de Manila University (the Philippines), Sogang University (South Korea), Sophia University (Japan), and Fu Jen University (Taiwan). Each institution will send 5-6 students and one chaperon to participate in the program.

### **E. Venue**

GLP 2024 will be held mainly in Universitas Sanata Dharma and Syantikara Community Retreat Facilities. The delegates will also visit specific places to get in-depth experience on the subthemes. The lecture sessions will be held in Universitas Sanata Dharma.

### **F. Keynote Session Schedule**

The keynote session is scheduled on August 13, 2024 at 10:00-12:00 in Driyarkara Seminar Room, Universitas Sanata Dharma. The keynote speaker will deliver the lecture for approximately 90-100 minutes followed by a question-and-answer session.

### **G. Subthemes & Fieldtrip Activities**

#### **1. Youth and Lifestyle**

The first sub-theme in GLP 2024 is Youth and Lifestyle. The participants will visit a unique business in Yogyakarta, *Omah Petroek*. It is suitable for young people to enjoy traditional experiences in a modern context. The founder has a vision to preserve traditional culture

and art, which modernisation and globalisation threaten. Fashion, food, architecture, and art performances are rich in conventional Javanese elements with a touch of modern trend. Therefore, young people can have more exposure to traditional culture while enjoying the modern lifestyle. This exciting place becomes a platform for intercultural exchange, fostering understanding and appreciation of different cultural traditions.

Omah Petroek provides a space for anyone seeking cultural atmospheres and ambience. Various groups and communities commonly hold cultural activities and gatherings at Omah Petroek, including (but not limited to) traditional gamelan performances, puppet shows, cultural organizational meetings, etc. GLP delegates will visit Omah Petroek to experience the collaboration between modern and traditional lifestyles. In particular, the delegates will actively learn about the intricate art of Batik. They can express their thoughts and ideas on the fabric after being introduced to various philosophical backgrounds of the motives. The student's goals are to foster a deep appreciation for Indonesia's cultural heritage and learn how a space like Omah Petroek can bridge the gap between the past and the future.

Specifically, at *Omah Petroek*, the participants will experience and discuss the philosophical backgrounds of *Batik*. They will physically experience making/drawing the clothes and discussing Batik as a text in social discourse. They need to figure out the problems related to the production, distribution, and reception of Batik in society. The participants will be accompanied by some resource persons who will tell the history, the meaning of the patterns, and the challenges they face in preserving Batik. In making Batik, they are expected to realize the complications in producing the clothes. They will collaborate with other participants to work more efficiently. During the activity, the participants reflect on the following guiding questions (but not limited to):

1. How do young people perceive traditional clothes like Batik?
2. How does Batik become part of youth's lives? In what ways?
3. How do young people respond to the richness of values in Batik? Why?
4. What similar experience did the participants have in their places and cultures concerning youth's response to traditional cultures?
5. What is the main problem in preserving Batik?
6. What do the participants suggest to overcome the problem?

GLP 2024 participants will get the clothes they produce as tokens and some leadership skills. By reflecting and answering those guiding questions, the participants are expected to exercise their social analysis skills, collaborate with others, and respond to various perspectives.

## **2. Youth and Belief Systems**

The second sub-theme in GLP 2024 is youth and belief systems. During the programs, participants will visit a religious organization located in Yogyakarta. This organization is an Islamic boarding school (*Pesantren*). They generally provide formal and non-formal education, ranging from primary to higher education. The teaching embraces diversity, promotes tolerance, and upholds humanistic values. During GLP 2024, the participants can observe the school's regular schedules and activities. They also can experience and get involved in some activities by students. Later, they can contemplate how the school and the students address the tension between traditional and modern Islamic schools.

The delegates will visit Sunan Pandanaran Pesantren, a religious-based boarding school based on Islamic traditions and values. The pesantren provides a space where education and religious tradition meet. In the pesantren, the students not only study and learn academic curriculum but also live their life according to Islamic values. One prominent practice is separating male and female students in some activities, the dressing code, the prayer, etc. The students live in boarding rooms and scheduled activities and routines. During the one-day cultural visit, the delegates will observe and join the students' activities to experience the ambience. They might learn to perform simple musical performances, dance, or any other cultural arts. The activity aims to expose the delegates to a particular common religious and educational practice in Indonesia. The delegates are expected to get in contact with the students and conduct small conversation with them. Hopefully, after the cultural visit, the delegates can reflect on their own life and prior experience to anticipate the world diversity that they might encounter.

Notably, during their visit to the boarding school, the participants will have a discussion and sharing sessions with the school's principals and the students. They need to map the strategies implemented by the principals and the students in dealing with problems in the schools. There are some guiding questions that the participants can use to spot the leadership values in the boarding school:

1. Why do the students choose to study in *Pesantren* and at the visited *Pesantren*?
2. What are their expectations in studying there?
3. What are the possible conflicts and problems that occurred in the school?
4. How do the principals address and resolve the problems?
5. How do their religious perspective influence their daily routines and activities?
6. How do students implement their religious points of view?
7. What leadership values are needed to enhance the quality of the school, improve the students' educations and solve the occurring problems?
8. Is there any similar schooling model in the participants' places and cultures?

After the discussion and sharing session, they will observe how students live and incorporate their religious views into their daily routines. They also will work with the students to practice a dance. This performance aims to build the collaboration and connection between the participants and the students. By participating in the activities, GLP delegates are exposed to experiences that provide clues to some leadership values, such as understanding self as interdependent to others and dependent on God, pursuing various perspectives, serving others on the margins, developing openness to transform, committing to *cura personalis*, and collaborating and networking with any parties across cultures.

### **3. Youth and Social Economy**

Creative "Youth-led social enterprises can address pressing social and environmental issues while providing young people with employment opportunities" (OECD, n.d.). In most countries, youth-led enterprises slowly dominate the economy; indeed, the government supports this. Yogyakarta, a well-known city for its education, has some young entrepreneurs working in creative industries. Yogyakarta has several spaces provided by the government, such as Sleman Creative Space and Pusat Desain Industri Nasional (National Industrial Design Center) Yogyakarta, as well as AMIKOM CREATIVE ECONOMY PARK (a collaboration between Silicon Valley Innovation Center and AMIKOM University) to boost creative industries in Yogyakarta. GLP 2024 participants can take a look at the creative process by young people for their financial empowerment.

Generation Z is widely recognized for their creativity. They possess numerous avenues to express their passions and, in turn, monetize their talents. AMIKOM, one of Yogyakarta's

private IT universities, is aware of this trend and strongly emphasises evolving into a hub for creative economy and entrepreneurship education. The university has also ventured into various commercial enterprises, including television and radio channels, 2D and 3D animation film production for cinema and television, software design and development, internet connectivity services, TV and outdoor advertising, computer skills training, and IT and creative economy consulting. Furthermore, they have established an animated film marketing network, providing invaluable internship opportunities for their students.

This program allows participants to engage with these businesses directly, providing a unique chance to witness sound recordings for animated films and even participate in the process. By partaking in these activities, delegates are expected to gain significant knowledge and hands-on experiences within the dynamic and burgeoning creative industry of Indonesia, with a particular focus in Yogyakarta.

During the activity, the participants will learn the creative park's history, vision, and mission to empower their students to be financially independent. The students will listen to the rector's explanations and visit the economic 'laboratory' on the campus. In the discussions, the participants can use the following guiding questions to map the leadership values in AMIKOM Creative Economy Park:

1. From what economic class/status are the students?
2. Why do they choose to study in the university?
3. How do the students envision their future after graduating from the university?
4. What kinds of activities do the students think can enhance and improve their economy?
5. What social problems are addressed and solved by implementing the economy park?
6. Do the participants have similar schooling models in their places and cultures?
7. How can the strategy in AMIKOM Creative Economy Park be suitable in the participants' contexts?
8. What leadership models and values are needed to improve the park?

The participants will also get involved in the creative production process during the activity. For instance, they will fill in the voice over of an animated character in a movie. By doing so, the participants will learn the creative process and efforts in the production. They are expected to experience practical activities in listening to various perspectives, understanding

unique others, building local and global communities, and pursuing social analysis to address and respond to social, economic and environmental justice.

## **H. Programs**

The overall programs are interconnected with one another. The activities explore the concepts and practices in implementing leadership values and skills. During their participation, the participants will get involved in the following:

### *1. Lectures and Fieldworks*

The lectures will be given at the beginning of GLP 2024. By the lectures, the participants are introduced to the theme and the subthemes. There will be one keynote speaker and three speakers for the subthemes. The participants will confirm their understanding and insights from the lectures in the fieldwork. They will be grouped into three groups, each of which will visit a particular thematic site.

### *2. Individual & Group Reflection*

Reflection is part of the Jesuit learning process. After the participants perceive and experience the activities, they must connect and reflect on their experiences with their contexts. They also share the results of their reflections with one another to find common thoughts and ideas for planning further actions.

### *3. Group Presentation*

Being able to work together is a leadership skill. The participants need to collaborate with one another in some activities during GLP 2024. At the beginning of GLP, they prepare a university presentation to introduce their groups to other delegates. This group presentation can be prepared before they come to the venue. During their participation, the delegates will be grouped again into three thematic fieldwork groups. They will visit particular places to observe the implementation of the subthemes in practice. After the fieldwork, they need to present their findings as a group. Lastly, at the program's end, the participants must also present their responses/reflections about the program in a unique performance. This group presentation can be anticipated before the departure, but it should be connected to the experience during the program.

### *4. Cultural Exposure Activities*

A leader should be able to appreciate differences. Taking place in Yogyakarta brings benefits to GLP participants and delegates. Some activities will involve the contacts of

cultures and habits. The thematic fieldwork provides the participants with experience to witness diverse socioeconomic and cultural backgrounds. The discussion and sharing sessions are also open feasibility to understand various cultural backgrounds and thoughts.

**Some further readings:**

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