

# **Salesian Educative and Pastoral Project Of the Province<sup>1</sup>**

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**(long or short term, 3-5 years)**

## **Operative Model – Proposal 1 (for provinces with multiple sectors and provincial animation settings)**

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<sup>1</sup> General plan of interventions that assures putting into practice the educative and pastoral proposal of the province. It guides initiatives and resource towards implementing the salesian mission. It is a “long or short term”(3-5 years) plan, in relation to the situation the province is in. The objective of the SEPP, therefore, is not only that of defining contents regarding all the works, sectors and pastoral animation settings on a provincial level, but also defining the dimensions that make up the SEPP. The making of the SEPP is meant to be of support for the planning of the entire mission of the provincial EPC (*SYM Frame of Reference*, 292-293.295-301.313).

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## Presentation (short introduction by the Provincial) [...]

*[Motivation, contents, aims and how the document evolved. It is good to indicate the sources and the basic points of reference that run through the reflections and guidelines of the Province SEPP: cfr. SYM Frame of Reference, pp. 290-293]*

### I. CONTEXT OF THE PROVINCE “ \_\_\_\_\_ ” (analysis of the reality)

*[An educative and salesian understanding of the reality with its challenges, needs and proposals in 3 or 4 pages: SYM Frame of Reference, pp. 296-298]*

#### 1. Careful observation and knowledge of the context and the «type» of young people that are there

*[Describe and analyse briefly: the challenges and tendencies in the actual context; the approach that needs to be taken to encounter the youth reality. This needs to be an attempt in reading the youth scene; it does not need to be a complete analysis of the situation]*

#### 2. Educative and pastoral interpretation of the situation

*[Present in a concrete manner some key elements that help interpreting our mission from an educative and pastoral standpoint. Point out the possibilities that exist and the dangers that are to be encountered today. One needs to avoid the danger of seeing everything as a «problem», or that «naïve optimism» that underestimates the force of resistances]*

##### *Example*

*A first opportunity is the fact that we can rely, at least to some extent, on families and young people open to the proclamation of the Gospel. Besides, beyond the statistics, we meet family groups [...] In relation to the young, true discernment captures the positive signs present in the quest for meaning, quality of life, the great sense of solidarity, peace, justice, openness to a global mentality of which they are the bearers [...] With regard to the transmission of the faith to new generations, we must confess that the local Church makes great efforts to convey to them love for inner life, perseverance in listening to the Word of God, for an orderly sacramental life [...] We run the risk of attempting a ministry conditioned by efficiency, convinced more on the importance of what we "do" for God, than what God does for us. A ministry dominated by the logic of appearance, quantity, effectiveness [...] Obstacles to mission, then, consist of the "poverty" of families and young people. Also with regard to young people, various analysis of their condition converge on "discomfort" as the main aspect [...]*

#### 3. Preferred options (long or short term, 3-5 years)

*[4 or 5 priorities in the form of general objectives that have an open vision on the future, an inspiring and positive vision for all the works and their sectors]*

##### *Example*

- 1) Renovate and strengthen the educative processes in a way that they guarantee the holistic growth of the young.*
  - 2) Offer multiple and varied processes for the human and Christian growth of the young, through personalized journeys that initiate and educate them in faith.*
  - 3) Guide and accompany the young through discernment, helping them in choosing one's direction in view of apostolic commitment.*
  - 4) Helping the young in taking leadership roles through experiences of ministry, volunteering and group experiences as opportunities where they can mature in their faith and service to others.*
- [...]*

[Here starts the PROJECT section: it presents the objectives that will be achieved through **operative and practical guidelines** (SYM Frame of Reference, pp. 297) according to the following]

General objectives	Processes	Interventions
The situation which needs to be changed, made better or strengthened. Answer the following question: <b>faced with this reality, what do I need to do?</b>	Urgent processes that need to be launched to reach the objective. Answer the following question: <b>faced with this reality, what steps need to be taken or sustained to achieve the proposed aim?</b>	A series of clear actions that answer the question: <b>how to put into practice each of the proposed processes?</b>

## II. EDUCATIVE AND PASTORAL COMMUNITY (EPC) IN THE SALESIAN PROVINCE

“ ”

[SYM Frame of Reference, Chapter V]

### General objectives

[1 or 2 **statements or general formulations** (from the analysis of the situation!) that mark the priority goals which we want to reach with our educational and pastoral action as EPC]

#### Example

- 1) Making a reality a coordinated implementation among the various environments the work, always animated by an EPC working as a team.
- 2) Strengthening **time and space of formation together** salesians and lay people at provincial and local levels.

### Processes

[**priorities** – exclude others at this time – that are **strategic** and that present the changes required towards the desired future. These represent **the open, gradual and verifiable road ahead**. 1 or 2 for each priority]

#### Example

- 1.1) Formulate the **three-year SEPP of the work and / or sector**, making sure to harmonize the four dimensions of the salesian pastoral proposal.
- 1.2) Articulate **a plan of formation for the lay and salesians together** with varied proposals.

### Interventions

[3 or 4 for each process, that is **the initiative or the concrete action (or series of actions)** that initiates the progress on the path indicated by the process:]

#### Example

- 1.1.1) Annual planning (1) in which all sectors (2) of the work can share and exchange information on the activities and projects undertaken  
Calendar (3): \_\_\_\_ Responsible (4): \_\_\_\_
- 1.1.2) Development and organization of a seminar on "Management and salesian animation" addressed to the rectors and those with responsibility of the sectors.  
Calendar: \_\_\_\_ Responsible: \_\_\_\_

(1) Without the use of adjectives but **only the subjects**

(2) Important to indicate **those who will benefit from the intervention** (recipients). Identify the persons to whom the project is addressed, i.e. the subjects on whom you want to intervene.

(3) **Examples:**

Three year period 2014-2017

Year 2014-2015

First Trimester of year 20\_\_

Twice a year

From the first semester of year 20\_\_

...  
(4) *Examples for local animation coordination* [SYM Frame of Reference, pp. 273-279]:

- The SDB Community
- The SDB Rector
- The House Council
- The Council of the EPC and / or the work
- The local coordinator of Youth Ministry and the team
- Other bodies and functions of animation and government in the EPC

...  
*Examples for the animation and coordination at province level* [SYM Frame of Reference, pp. 280-283]:

- The Provincial and his Council
- The provincial Youth Ministry Delegate and his team
- Those who hold responsibility in the province for the sectors and provincial animation settings and their teams

### III. DIMENSIONS OF THE PROVINCE SEPP

#### 1. The dimension of the education to the faith

[SYM Frame of Reference, pp. 150-153]

##### General objectives

###### Example

- 1) Strengthen and plan with audacity and creativity **initiatives towards a personalization of faith and meaningful experiences** that help young people mature in the proposal of Salesian Youth Spirituality.
- 2) [...]

##### Process

###### Example

- 1.1) Propose new diversified paths of openness and growth in the faith and of the first announcement in face of indifference.
- 1.2) [...]

##### Interventions

###### Example

- 1.1.1) Publication of materials and resources on the first proclamation of faith, as well as understanding of the sacrament of the Eucharist and initiation to other Christian celebrations.  
Calendar: \_\_\_\_ Responsible: \_\_\_\_
- 1.1.2) Review and renewal of catechetical programs for children, groups of teenagers and Confirmation.  
Calendar: \_\_\_\_ Responsible: \_\_\_\_

#### 2. The educational and cultural dimension

[SYM Frame of Reference, pp. 153-156]

##### General objectives

##### Processes

##### Interventions

#### 3. The social experience dimension

[SYM Frame of Reference, pp. 157-160]

##### General objectives

##### Processes

##### Interventions

## 4. The vocational dimension

[SYM Frame of Reference, pp. 160-162]

General objectives

Processes

Interventions

## 5. Other sectors of animation of Salesian Youth Ministry (according to the reality within the province)

[the SEPP promotes **other educational and pastoral commitments that cut across all of Salesian Youth Ministry, and are rooted in our charism**]

### a) Animation of apostolic vocations

[SYM Frame of Reference, pp. 163-165]

General objectives

Processes

Interventions

### b) Missionary animation and various kinds of volunteer activity

[SYM Frame of Reference, pp. 165-169]

General objectives

Processes

Interventions

### c) Social Communication

[SYM Frame of Reference, pp. 169-173]

General objectives

Processes

Interventions

### d) The Salesian Youth Movement

[SYM Frame of Reference, pp. 173-177]

General objectives

Processes

Interventions

## IV. SECTORS (according to the reality within the province)

[We use the term «sector» to describe the educational and pastoral structure in which the salesian mission takes place **according to a specific educative and pastoral proposal**. Each of them creates an atmosphere and implements a style of relationships within the **Educative and Pastoral Community**. A salesian work may include multiple sectors that complement each other in order to better express the salesian mission]

### 1. The Oratory-Youth Centre

[SYM Frame of Reference, pp. 185-197]

General objectives

Processes

*Interventions*

## **2. The Salesian School and Vocational Training Centre (VTC)**

*[also also the Pre-Vocational Training Centre and Boarding Schools: SYM Frame of Reference, pp. 197-212]*

*General objectives*

*Processes*

*Interventions*

## **3. Salesian Higher Education Institutes**

*[also higher level study and tertiary sector centres, colleges and university residences: SYM Frame of Reference, pp. 212-228]*

*General objectives*

*Processes*

*Interventions*

## **4. Parishes and Shrines entrusted to the Salesians**

*[also public churches: SYM Frame of Reference, pp. 228-241]*

*General objectives*

*Processes*

*Interventions*

## **5. Works and Social services for Youth-at-risk**

*[SYM Frame of Reference, pp. 241-255]*

*General objectives*

*Processes*

*Interventions*

## **6. Other works and services in a variety of settings**

*[SYM Frame of Reference, pp. 255-261]*

### **a) Experiences or services of animation and vocational guidance**

*[Aspirantates; live-in communities, vocational discernment centres]*

*General objectives*

*Processes*

*Interventions*

### **b) Specialised services in Christian formation and spiritual animation**

*[retreat and spirituality houses; centres for pastoral formation and catechises]*

*General objectives*

*Processes*

*Interventions*

### **c) Leisure time services**

*[groups and associations for animation in sport, tourism, music and theatre]*

General objectives  
Processes  
Interventions

## 7. Province animation and coordination

General objectives  
Processes  
Interventions

## V. ASSESSMENT OF THE EDUCATIVE AND PASTORAL PROJECT

[SYM Frame of Reference, pp. 297-298]

Example

- 1) The **provincial youth ministry team** submits to the provincial Council an annual report on the development and implementation of the SEPP after the first three years.
- 2) The **provincial Council** annually evaluates, together with the **rectors of the works**, processes they consider most important and common in different sectors and settings. In each evaluation it is important to examine:
  - if there was a true educational process through the various activities (continuity, complementarity, new possibilities and generated resources, active involvement of those concerned, etc.).
  - the degree of fulfilment of the objectives set; it is essential to choose some specific and measurable indicators against which the relationship between results and objectives can be verified, as well as the relationship between results and resources / tools;
  - the analysis of the causes, personal, structural, organizational, etc., that have helped or hindered the process, to the adequacy of the objectives of the new situation and possibilities.
- 3) The provincial Council at the end of the three years, evaluates the implementation and development of the SEPP, involving each of the EPC's of the works of the province. Before the development of the next Provincial SEPP, the **Assembly or the Provincial Chapter** provides guidance for the next Provincial SEPP [...]