

Salesian Educative and Pastoral Project local¹

(long or short term, 3-5 years)

Operative Model – Proposal

¹ The scope of this document extends to *all members of the salesian work*, especially to those who are responsible for each of the sectors. It is the project *directly operating* in every work (with one sector) and in any sector (in a work with multiple sectors). The SEPP and the Annual Planning Plan are the expressions of each sector (*SYM Frame of Reference*, 292-293. 313).

Presentation (short introduction by the rector)

*[Motivation, contents, aims and how the document evolved. It is useful to underline that the local SEPP is an important tool that help the convergence and unity of objectives and common lines of action in a work. It is helpful to outline the **sources and the basic points of reference**: OPP, Province SEPP and others]*

I. CONTEXT OF THE SALESIAN WORK “_____” (situation analysis)

*[[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

The salesian work must rediscover and enhance its belonging in the local church, as an essential element. The strong moments of popular piety, for example, is a trace of a Christianity that comes from afar, and that in its basic features is intensely shared with the rest of the diocese. Many volunteering initiatives have been relaunched in the last two decades. In this respect, one can point out two urgencies. The first concerns the involvement of the groups in the life of the ecclesial community, especially on parish level; the second one involves special care to the families. Not to overlook a careful preparation of the liturgical moments, spaces for spirituality, cultural and educational proposals meant for them [...]

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) Be open to **families who are experiencing situations of poverty and disability**, favouring this openness in all sectors and pastoral animation settings of the work.
2) **Accompany educators** that within their family and in the world they bear witness to faith and to the reasons that underlie the work choices.
3) Strengthen the presence and involvement at **various urban realities**, with initiatives appropriate to the age and experience of the young people of the salesian work.
[...]*

II. EDUCATIVE AND PASTORAL COMMUNITY (EPC) IN THE SALESIAN WORK “_____”

*[A salesian work can be made up of multiple sectors that complement each other in expressing more fully the salesian mission. For this reason, the EPC has a **wider understanding**, that is, all the sectors and pastoral animation settings of the salesian work. 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 of the work in a wider understanding]*

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 general objectives]*

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

...

III. DIMENSIONS OF THE LOCAL SEPP

1. The dimension of the education to the faith

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

General objectives

Processes

Interventions

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

IV. ORGANISATION

1. The Salesian Community

*(The rector and the house council. Here the following need to be named: **those who form part** of it and the **essential roles**: SYM Frame of Reference, pp. 273-275]*

2. The Council of the Work

*[It is made up of the religious community – or at least a representative of those who have leadership roles: rector and house council – and those with responsibility of the sectors and pastoral animation settings. Here the following need to be named: **those who form part** of it and the **essential roles**: SYM Frame of Reference, pp. 276-277]*

3. The organisation of each sector and pastoral animation setting

*[It is important to present **those with responsibility** (persons or groups):*

- The local Youth Ministry coordinator and team and other groups of the EPC (SYM Frame of Reference, pp. 277-279)*
- meetings, setup, formation and function of the EPC's of the different sectors with their 'Council of the EPC', that is, the body that animates and coordinates the putting into practice of the Educative and Pastoral Project.*

If there is only one EPC, therefore there is only one Council of the EPC that coincides with the Council of the work. If there are several EPC as there are sectors of the work, each one has its own Council, while then there is the Council

of the work made up of the representatives of the Councils of the different EPC's. Here one needs to enlist: the **persona** that compose it and **their essential roles**

4. Criteria, options methodology, organisational and structural guidelines

[The following will ne listed:

- *the coordination of all the sectors and, eventually, the pastoral animation settings, with the criteria and options taken;*
- *organisational and structural choices: spaces, resources and structures; financial demands; common educative and pastoral proposals for youth and families; shared processes of formation; time-table, calendars]*

V. EDUCATIVE AND PASTORAL PROJECT FOR DIFFERENT SECTORS OF THE SALESIAN WORK

VI. ASSESSMENT OF THE LOCAL EDUCATIVE AND PASTORALE PROJECT

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