



2013 INTERNATIONAL MISSION ASSEMBLY

RELAN REGIONAL REPORT

- Purpose:**
- A. To highlight developments and initiatives in response to the orientations of the 2006 International Assembly (IA 06). These orientations can be found in the Report of the International Assembly 2006: Associated for the Lasallian Educational Mission (Section 5: Our Final Outcomes, pp. 34-40).
 - B. To highlight the ongoing challenges across each Region. These challenges not only refer back to the orientations of IA 06 but also refer to current and future challenges within the broader framework of the three themes for the 2013 International Assembly (IA 13).
- Process:** The Regional Report is constructed by the Regional Delegation Leader/Coordinator in agreement with the General Councilor for the Region, or by the General Councilor himself. Consultation with Mission Councils and other relevant authoritative groups is encouraged.
- Presentation:** As each Regional Report will be translated into the other two official languages, the style of the responses needs to be concise. A “point form” in order to assist the feedback from the Regions.
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Theme 1: Lasallian Pedagogy

1a. Educational Service of the Poor (Orientation 5, IA 06)

- A. Since 2006
 - a. The continued presence of ministries directly serving the poor serves as models of inspiration for the creation of new programs in direct service of the poor. Some examples include: the Catalyst Schools in Chicago, the Cristo Rey schools and the San Michel Academy in Montreal.
 - b. Continuing the efforts of the past several decades, in 2011-2012, the secondary schools of the Region provided \$80 million in financial aid to students in need.
 - c. The opening of our school and college/university facilities and the creation of programs (i.e., afterschool programs, community outreach, evening adult education, health clinics, etc.) in response to the needs of our local communities.
- B. Challenges
 - a. The challenge of addressing the financial viability, sustainability and accessibility, for the poor and working class, of our schools/agencies and formation programs, including seeking alternative government funding options like Charter schools and school vouchers as well as networking with organizations to advocate for state tax credits to support and sustain ministries directly serving the poor.
 - b. The challenge of transforming school cultures to meet the new and emerging types of poverty by integrating the needs and perspective of the poor and working class into the fabric of district and regional formation programs, school curricula and ministry governance structures.



- c. The challenge of re-defining “excellence” for Lasallian ministries. Is our pursuit of excellence preventing us from serving the people we are called to serve?

Theme 2: Evangelization & Pastoral Ministry

2a. New Responses of the Mission to New Realities (Orientation 1, IA 06)

- A. Since 2006
 - a. Examples of new responses since 2006 include: the *First Generation Initiatives* at Lasallian Colleges and Universities, *The Sanctuary Model* at the Saint Gabriel’s System for court-adjudicated youth, and *Choice* at Tides Family Services as well as individual and family counseling programs in our various ministries.
 - b. The Region has been responsive to the Rights of the Child through its National Education Huether Conference (2008 theme: Globalization; 2009 theme: Sanctuaries), its organization of a Lasallian Conference at the United Nations in 2010 on the Rights of the Child, and with the Conference of Visitors releasing a public statement “Standing for Children.”
 - c. Educational and formation responses to our new realities include: a new series of High School Religion textbooks by Saint Mary’s Press, launching the AXIS digital Journal of Saint Mary’s University promoting Lasallian research, and the annual Brother Luke Salm Religious Education Workshop hosted by the District of Eastern North America.
- B. Challenges
 - a. The challenge of providing more effective networking of schools, i.e., Miguel Schools and Secondary Schools, in order to strengthen their responsiveness to the needs of their students and clients.
 - b. The challenge of seeking greater collaboration with organizations that have complementary missions in order to provide professional growth opportunities, funding sources, and support to strengthen programs.
 - c. The challenge of funding participants to regional formation programs.

2b. Multi-Cultural and Multi-Religious (Orientation 2, IA 06)

- A. Since 2006
 - a. The Region addresses the multi-cultural and multi-religious needs of our students, staff and faculty through local, District and Regional education formation programs such as: Huether Conferences, Ministry Days of Prayer, International Lasallian Days of Peace, curricular and co-curricular activities.
 - b. Mission assessment tools of each District include questions regarding what is being accomplished relative to multi-cultural and multi-faith realities in the ministries.
 - c. The wide distribution of Circular 461 with its sections on the multi-faith reality of the Institute, providing and provoking intentional use of other faiths in prayer services and creating a welcoming community to other faiths are examples of the Region’s effort at promoting better understanding of our multi-religious world.
- B. Challenges
 - a. The challenge of recruiting and retaining diverse (ethnic and religious) faculty, staff and board members in our schools and agencies.



- b. The challenge of being proactive in addressing the realities and needs of multi-religious, multi-cultural students, clients, faculty, staff and stakeholders.
- c. The challenge for all Lasallians in recognizing that, because we are Catholic, we are therefore open both to welcoming people from diverse faith traditions, to working with and serving people of diverse faith traditions and promoting education for a multi-religious, multi-cultural awareness.

2c. Understanding Lasallian Mission (Orientation 3, IA 06)

- A. Since 2006
 - a. The Lasallian Association of Secondary School Chief Administrators and the yearly gatherings and collaboration of College and University Presidents and Admission Counselors, and gatherings of Youth and Family Service providers has enhanced the national identity and strengthened the Lasallian network in the Region.
 - b. The Region's Branding Initiative is an example of strengthening our network.
 - c. Networking and identity recognition for a better understanding of our Lasallian Mission has been accomplished through the various Regional and District Formation programs such as the Buttimer Institute, the Lasallian Leadership Institute, Lasallian Social Justice Institute, Huether Lasallian Conference, Francophone Canada's annual Founders' Day Assembly, the San Francisco District's Discerning Leaders Program and the New Orleans-Santa Fe District's Lasallian Commitment Retreat.
- B. Challenges
 - a. The challenge of measuring the effectiveness of our ministries over the long term. Are we doing what we say we're doing? How to quantify and qualify data, showing mission effectiveness and Gospel proclamation, using objective measurements?
 - b. The challenge of the potential tension between social norms and our Lasallian culture: the impact of technology and social media on school community as well as the impact on the spiritual level with these norms and our core Catholic and Lasallian values.
 - c. The challenge of maintaining Lasallian identity: forming future generations of Lasallian educators imbued with and faithful to the heritage.

2d. Pastoral and Faith Formation of Youth (Orientation 4, IA 06)

- A. Since 2006
 - a. Lasallian Youth assemblies, campus ministry and community service programs and immersion programs are long-standing activities and structures of the Districts of the Region that promote the values of faith, service and community and contribute to the pastoral and faith formation of youth.
 - b. Pre-Huether Conference gatherings of Regional Lasallian Youth Moderators and Young Lasallian assemblies (VEGA) are examples of adult "communities" that serve as references for young people.
 - c. The 2010 United Nations Lasallian Conference on the Convention on the Rights of the Child and the follow-up programs at local ministries have strengthened students' knowledge of other cultures and traditions as well as their commitment to the promotion of social justice.



- B. Challenges
- a. The challenge of training and supporting Lasallians to accompany all Young Lasallian groups: youth, Young Lasallians and Lasallian Collegians.
 - b. The challenge of evangelization, i.e., “spreading the Gospel....and us[ing] the appropriate language to speak of Jesus Christ to those to whom they bring their message” Rule (11 & 15), given the societal shift from “religious” practice to “spirituality” and student and client perceptions of church by using the current research and best practices to accompany students and clients.
 - c. The challenge of being attentive to the results and implications of specific national studies on youth and religion, and of remaining faithful to our catechesis in light of the Bishops’ framework for the religion curriculum of Catholic schools.
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Theme 3: Educational Community

3a. Understanding of and the Process of Association (Orientation 6, IA 06)

- A. Since 2006
- a. In 2009 a Regional Task Force exploring new structures for mission included in its final report to the Visitors a position paper on Association in the Region.
 - b. Through research (three doctoral dissertations), formation (Buttimer, LLI and LSJI) and discussion (2011 Lasallian reunion for those who completed a Regional formation program) the Region remains focused on growing in our understanding of Association.
 - c. Local association groups in Rhode Island (RILAG), New York City (LAMM) and Philadelphia (PALM), annual workshops/retreats for young Brothers and Lasallian Volunteers living in Lasallian communities are examples of reflections on association and the Lasallian family.
- B. Challenges
- a. The challenge of training and supporting Lasallians to accompany and animate adult Lasallians as they journey through the process of association with particular attention to creating new and sustaining current Associative groups across the Region.
 - b. The challenge of utilizing social networking to connect and create opportunities for Lasallian communities and formation.
 - c. The challenge of engaging young Lasallians in Association for mission, particularly alumnae/alumni and collegians in the Young Lasallian Movement.

3b. Initial and Ongoing Formation for Mission and Association (Orientation 7, IA 06)

- A. Since 2006
- a. Regional Formation programs continue to be a rich resource and opportunity for both initial and ongoing formation for Partners and Brothers. For example, the Region conducted the two-year (2010-2012) *Called to Be Brothers* continuing formation program and in 2010 the Region hosted a VEGA Assembly for Young Lasallians and in 2012 Saint Mary’s University and Christian Brothers Conference hosted the Lasallian Research Symposium. Also, Districts within the Region continue association for students through annual Lasallian Youth assemblies.



- b. The Lasallian Volunteer staff and the Regional Vocation/Formation Committee collaborate on annual Discernment workshops for Lasallian Volunteers.
- c. Formation programs of local Boards of Trustees have been developed at the local, District and Regional levels.

B. Challenges

- a. The challenge of forming the next generation of Lasallian formators.
- b. The challenge, at the individual ministry level, District level and Regional level, of creating whatever structures and devoting whatever resources are required to address this challenge (for example Lasallian Animator and/or ministry Lasallian Formation Team).
- c. The challenge of identifying, training and accompanying future Lasallian administrators with particular attention to the areas of gender, ethnic, cultural and religious diversity (Succession Planning).

3c. Structures for Mission and Association (Orientation 8, IA 06)

A. Since 2006

- a. The Regional Lasallian Education Council, with voice and vote, was established in 2011.
- b. All Districts created Mission Councils and hold Mission Assemblies.
- c. The colleges/universities in the Region have been instrumental in the development of IALU and the higher education formation program in Rome.

B. Challenges

- a. The challenge of supporting structures at all levels and finding the right type of relationships, the appropriate channels of communications, and the lines of authority regarding the Regional Lasallian Education Council and District Mission Councils.
- b. The challenge of continuing to develop structures that more fully call Brothers and Partners to exercise co-responsibility for the mission and promotion of a culture of vocation.
- c. The challenge of developing further and strengthening the linkages for greater international collaboration: twinning, CIL, IALU.