



# INSTITUTIONAL EDUCATIONAL PROJECT

Order of Augustinian Recollects



**educar**  
augustinian recollect  
international educational network



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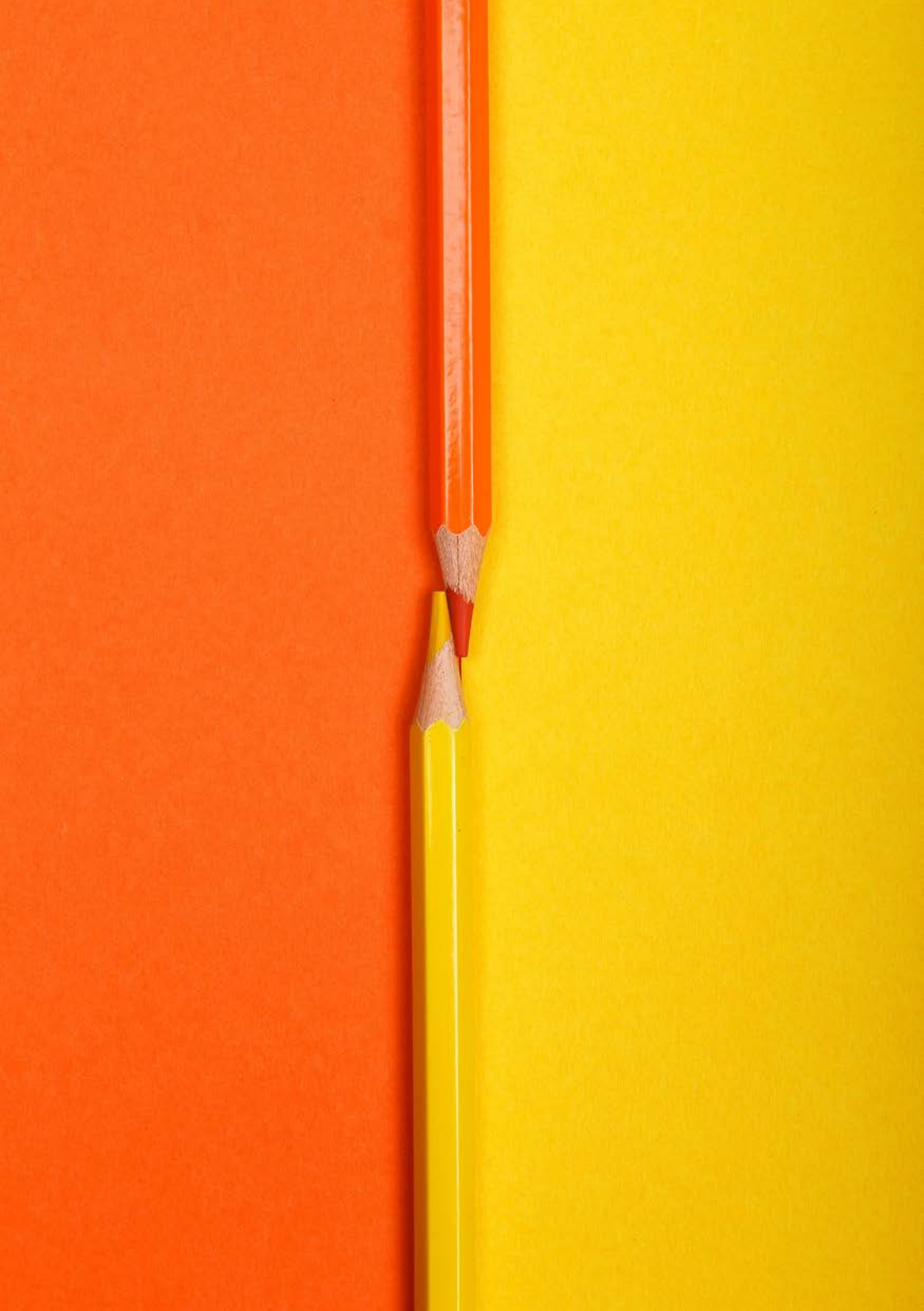
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# INSTITUTIONAL EDUCATIONAL PROJECT

Order of Augustinian Recollects





## INTRODUCTION TO THE NEW EDITION

The Institutional Educational Project of the Order of Augustinian Recollects (PEI) is the reference document for our evangelizing work in the world of education. It defines the character, mission, vision, values, and identity of the Augustinian Recollect educational centers. The PEI also allows us to project our work in education into the future. To this end, we formulate a strategic option that takes the form of improvement objectives and indicators that allow us to confirm the steps we have taken.

The first edition of the PEI was produced in May 2014 at a meeting held in Salamanca (Spain). This new edition retains the fundamental elements of that document, introducing an update of the global context and redefining the objectives for the 2022-2028 six-year period. However, we consider it appropriate to review this document in 2026 in order to be able to evaluate all the new development objectives and better define the indicators.

Following the General Chapter of 2022, together with the PEI, the Augustinian Pedagogical Bases have also been revised and expanded, and two more tools have been created to facilitate programming and improvement: the Dictionary of Competencies for Educational Centers of the EDUCAR network (DICAR), and the MELIOR certification process. These two documents will be published independently.

As an annex to the PEI, an update of the EDUCAR Network Bylaws is included.

The Prior General and his Council studied and approved this new edition of the IMP at the General Council meeting held in July 2023.







## ANALYSIS OF THE GLOBAL CONTEXT

Our current global context is complex and diverse. The impact of globalization and technology is creating an increasingly interconnected world at a faster pace, with possibilities never before imagined, but which also poses great challenges in terms of ethics, security, privacy, and values.

It highlights the growing economic and social inequality, the increase in population in some geographic areas and aging in others, and factors transforming social relations and the structure of families.

The experience of traditional values is diverse in the different geographical areas, with an increase in individualism, relativism, and materialism. However, especially after the experience of the COVID-19 pandemic, interest in the inner, spiritual, and purely human experiences is gradually increasing in response to interaction in digital environments. Solidarity and social awareness are also very present, especially among the youngest, who commit themsel-

ves and fight for causes they consider just. There are also philosophical and ethical tensions, exemplified by new challenges related to life, human dignity, ecology, and peace.

Globalization is transforming economies and societies worldwide, which in turn is changing ways of life and human relationships. Social networks and the ongoing process of digitalization are also having a significant impact on culture and social life. In the short and medium term, phenomena such as artificial intelligence, new energy sources, or neuroscientific knowledge will open up possibilities never before imagined while at the same time entailing risks that we do not yet contemplate today.

Secularization and the loss of traditional religiosity in some parts of the world have given rise to new forms of spirituality and religious practices. At the same time, there is a resurgence of religiosity in some parts of the world, which may give rise to tensions and conflicts in some cases.

Education today faces great challenges, such as adaptation to new technologies, the progressive digital divide, and inequality of opportunities. Although access to education has improved, there are many difficulties for students to complete the entire educational process. Another

major challenge is to prepare students for an ever-changing working world full of uncertainties. It is necessary to foster motivation, creativity, and a critical spirit in a context plagued by fake news. Moreover, it is still difficult to adequately train and motivate educators to meet all these challenges.

The generation of students we have in our school classrooms today is called Generation Alpha. It comprises people born from around 2010 to the present. Generation Alpha is the first generation to be born fully immersed in the digital age and is expected, so far, to have more access to education, be more technologically advanced, and be globally connected. Among the most common characteristic traits of the Alpha generation, they are expected to be multitasking, entrepreneurial, open-minded to diversity and intolerant of discrimination, environmentally conscious, and, if you dig deeper, with a desire for transcendent encounters. They are also expected to be more environmentally and socially conscious and to play an important role in shaping the future of society.



## WHERE WE ARE

Our educational presence is very varied, both geographically and in the social reality where it develops its work. The educational offer is also plural, from university studies through educational centers that integrate all initial, middle, and pre-university educational levels and educational projects in areas of special need or aimed at significantly vulnerable students.

The presence of educational centers in South America, Central America, the Philippines, and Spain is very significant. There are projects recently integrated into the network, such as the network of parochial schools in Sierra Leone, which open up a new perspective of collaboration and intercultural enrichment.

To this plurality of presences should be added the network of schools of the Augustinian Recollect Sisters (ARS), Augustinian Recollect Sisters of the Heart of Jesus (ARCJ), and Augustinian Recollect Missionary Sisters (MAR).



Countries with **RedEducar** presence



List of educational centers by country (excluding ARS, ARCJ, and MAR educational centers)

## ARGENTINA

- Augustinian Institute (San Martín)
- Nuestra Señora de Luján School (Rosario)
- San Agustín School (Mar de Plata)
- San José School (Villa Maipú)
- Colegio Niño Jesús y San Ezequiel Moreno (Santa Fe)
- Argentine Antarctic Institute (Mar de Plata)

## BRAZIL

- Santo Agostinho School - Leblon Unit (Rio de Janeiro)
- Santo Agostinho School - Novo Leblon Unit (Rio de Janeiro)
- Santo Agostinho School - Cultural Institute Unit (Rio de Janeiro)
- Creche Santa Rita (Rio de Janeiro)
- Escola Santa Mônica (Briefs)

## COLOMBIA

- Colegio Agustiniano Floridablanca
- Colegio Agustiniano San Nicolás (Medellín)
- Colegio Agustiniano Campestre (Palmira)
- Colegio Agustiniano Ciudad Salitre (Bogotá)
- Colegio Agustiniano Norte (Bogotá)
- Colegio Agustiniano Suba (Bogotá)
- Colegio Agustiniano Tagaste (Bogotá)
- Augustinian University Uniagustiniana (Bogotá)

## COSTA RICA

- Colegio Técnico Agustiniano (Cartago)

## SPAIN

- San Agustín Center (Motril)
- Colegio Agustiniano (Madrid)
- Romareda School (Zaragoza)
- Sacred Heart School (Guadalajara)
- San Agustín School (Chiclana)
- Colegio San Agustín (Valladolid)
- St. Thomas of Villanova School (Granada)
- Colegio Seminario Menor Agustiniano (Guadalajara)
- Augustinian University Residen-

ce (Salamanca)

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## **UNITED STATES OF AMERICA**

- St. Benedict School (Montebello, California)

## **PHILIPPINES**

- Colegio San Nicolas de Tolentino-Recoletos (Talisay, Negros Occidental)
- Colegio de Sto. Tomas-Recoletos (San Carlos, Negros Occidental)
- Colegio de San Pedro-Recoletos (Valencia, Negros Oriental)
- Sacred Heart School of Cavite (Alfonso, Cavite)
- San Pedro Academy – Recoletos (Caidiocan, Negros Oriental))
- San Sebastian College-Recoletos (Cavite City, Cavite)
- San Sebastian College-Recoletos (Manila-Canlubang-Surigao)
- University of Negros Occidental-Recoletos (Bacolod)
- University of San Jose-Recoletos (Balamban)
- University of San Jose-Recoletos (Cebu)

## **GUATEMALA**

- Colegio Agustiniano (Guatemala)

## **MEXICO**

- Fray Luis de León School (Querétaro)

## **PANAMA**

- St. Augustine's College (Kankintu)
- Colegio San Agustín (Panama))

## **PERU**

- Colegio Agustiniano San Martín de Porres (Lima)
- St. Rita de Casia School (Lima)

## **DOMINICAN REPUBLIC**

- St. Rita parish school (San Cristobal)

## **SIERRA LEONE**

Currently, in Kamalo, there are three kindergartens, 44 elementary schools, two junior high schools, and one senior high school administered by St. Paul's Parish-Kamalo..

- St. Paul's Nursery School (Kamalo)
- St. Paul's Primary School (Kamalo)
- St. Paul's Junior Secondary School (Kamalo)
- St. Paul's Senior Secondary (Kamalo)
- R.C Primary School Kamabai (Kamabai)
- St. Thomas Jr. Secondary School (Kamabai)

- St. Thomas Senior Secondary School (Kamabai)
- St. Augustine Pre. School (Kamabai)
- St. Theresa Primary School Bumban (Kamabai)
- St. Charles Primary School Kakendema (Kamabai)
- R.C Primary School Kamayusufu (Kamabai)
- R.C Primary School Kakorla (Kamabai)
- R.C Primary School Kabakeh (Kamabai)
- R.C. Primary School Kayonkoro (Kamabai)
- R.C. Primary School Kanikay (Kamabai)
- St. Joseph Primary School Bumbandain (Kamabai)
- R.C. Primary School Kakayon (Kamabai)
- R.C. Primary School Kagbankona (Kamabai)
- R.C. Primary School Bumbankakendeka (Kamabai)
- R.C Primary School Kamagbengbeh (Kamabai)
- R.C. Primary School Kathantha (Kamabai)
- R.C. Primary School Mayongbo (Kamabai)
- R.C. Primary School Kamathidi (Kamabai)
- R.C. Primary School Kamakol (Kamabai)
- R.C. Primary School Kabuita (Kamabai)
- R.C. Primary School Kasassie (Ka-

- mabai)
- R.C. Primary School Kamakitta (Kamabai)
- R.C. Primary School Katenneh (Kamabai)
- R.C. Primary School Kathombo (Kamabai)
- R.C. Primary School Kadala (Kamabai)
- Matutelima Training Center (Kamabai)
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## VENEZUELA

- Colegio Agustiniano Cristo Rey (Caracas)
- Fray Luis de León School (Caracas)
- Colegio Agustiniano San Judas Tadeo (Caracas)
- Colegio Santo Tomás de Villanueva (Caracas)







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OWN  
**CHARACTER**



## INTRODUCTION

Our proper character is the document that defines the work of the educational apostolate of the Order of Augustinian Recollects. It is concretized in the **MISSION, VISION, VALUES, and IDENTITY**.

The educational apostolate has full meaning and validity in the Augustinian Recollect charism<sup>1</sup> and stands today as one of the best and most necessary evangelizing platforms, especially for the younger generations.<sup>2</sup>

<sup>1</sup> Cf. CA 307.

<sup>2</sup> LIV OAR GENERAL CHAPTER, 17th Ordination.

## 1

## MISSION

The educational mission of the Order of Augustinian Recollects, as an integral part of the Church<sup>3</sup>, consists in the integral education of the human person as a proposal to society in order to tend to the great common project in which we all feel brothers and sisters. We want to develop this mission from the values of the Gospel and from a Christian humanist project.<sup>4</sup>

The ultimate reason for our presence in the educational world is to provide a service to society that fosters an environment of evangelization (humanization of persons and structures, cultural dialogue, transmission of Christian and Augustinian Recollect values).

Our motto is **LOVE AND SCIENCE<sup>5</sup>**:  
Educating the mind and the heart.

To achieve this mission, we have established three Augustinian-inspired

<sup>3</sup> Cf. VC 96.

<sup>4</sup> Cf. CV 79.

<sup>5</sup> ST. AUGUSTINE, s. 53, 15: "supereminentem scientiae caritatem Christi" (Eph 3, 1719).



axes that structure every action and proposal of our pastoral and educational project:



### **Knowledge (Cognitive dimension)**

*"I seek you in order to find you and I find you in order to continue seeking you with greater ardor" (ST. AUGUSTINE, trin. 15, 2, 2).*

*Seek and find the Truth by developing intellectual and life skills for continuous learning*



### **Will (Personal dimension)**

*"The healthier the free will is, the freer it is, the freer it will be. And so much the healthier the more it is subordinated to divine mercy and grace" (ST. AUGUSTINE, epis. 157, 2, 8).*

*Motivate the student and help him/her to build his/her personality by exercising true freedom.*



### **Love (Interpersonal and transcendent dimension)**

*"Each one is such as his love is" (ST. AUGUSTINE, ep. lo. tr. 2, 14).*

*Love constitutes us as persons; we are what we love. Good love will consist in properly ordering desires and affections and valuing reality, others,*

*oneself, and God in their just measure. To seek the Good (God) and to realize it in others and in oneself.<sup>6</sup>*



Each one is  
such as his  
love is

*St. Augustine*



<sup>6</sup> "The love of God is the first thing to be commanded, and the love of one's neighbor the first thing to be practiced" lo. eu. tr. 17, 8.

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## VISION

We want to be educational communities that, in a dynamic and meaningful environment, are inspired by Augustinian pedagogy and Recollect spirituality, enabling the student:

- **to acquire the skills necessary for life,**
- **to build a more fraternal and supportive society,**
- **to have a goal of becoming happier people.**

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## VALUES

The values that characterize our educational style are inspired by the life journey and doctrine of St. Augustine and respond to the deepest aspirations of the human being.

### **Interiority**

*“Do not want to disperse yourself outside, enter within yourself, for in the inner man dwells the truth; and if you find that your nature is changeable, transcend yourself” (ST. AUGUSTINE, uera rel. 39, 72).*

*With the challenge of dispersion and superficiality, interiority is understood as a fundamental attitude by virtue of which one opts for the capacities and values that tend to the inner world of the person. It is expressed through silence, reflection, recollection, and realism.*

### **Truth**

*“The voice of truth is not silent; it does not move the lips, but shouts from within the heart” (ST. AUGUSTINE, in Ps. 57, 2).*

Faced with the challenge of relativism, reason, and faith make it possible to find within man the Truth that dignifies him as the image of God. Truth is expressed through authenticity, honesty, humility, and sincerity.



## Freedom

Authentic freedom is to live “not as servants under the law, but as free persons under grace” (ST. AUGUSTINE, reg. 8, 47).

In the face of the challenge of hedonistic and unimportant consumerism, freedom is the capacity to live stripped of everything that does not allow the development of the dignity of the person. To be free implies self-possession in order to dispose of oneself and give oneself to God and to one’s brothers and sisters. Freedom consists in not living as slaves to anyone or anything, not even to ourselves, but in being capable of choosing and assuming a personal and social project at every moment; it is expressed through responsibility, self-determination, coherence, and planning.



## Friendship

“To love and to be loved is the most important thing for me” (ST. AUGUSTINE, conf. 3, 1).

In the face of the challenge of super-

ficiality and insensitive indifference, friendship means a bond that unites people in mutual sympathy, whose ideal is to come to have everything in common and to dedicate themselves together to the search for God with one soul and one heart. It is expressed through trust, confidence, fidelity, and devotion.



## Community

“Charity [...] is understood in this way: that it puts common things before its own and not its own before common things” (ST. AUGUSTINE, reg. 5, 30).

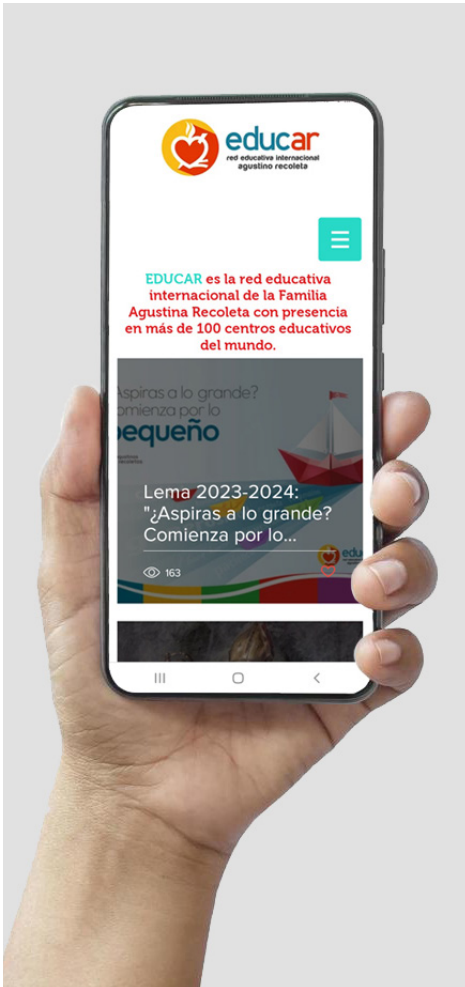
Faced with the challenge of narcissistic and competitive individualism, the community is the experience of an attitude opposed to selfishness, self-indulgence, and the understanding of leadership as power. It is expressed through communication, the communion of goods, the acceptance of differences, and the elaboration of common projects for the future.



## Solidarity in Justice

“You give bread to the hungry, but it would be better if no one were hungry, and so you would give no one to eat. You clothe the naked, if only they were all clothed and there were no such need” (ST. AUGUSTINE, ep. lo. 8, 5).

*Faced with the challenge of social exclusion, injustice, and the proliferation of a culture of death, justice in solidarity tends to forge people who are more aware of the interdependence between people and nations. . It expresses itself in mercy, the public defense of denied values, the option for the excluded, and the appreciation of interculturality.*



The Order of Augustinian Recollects arose at the end of the 16th century on the initiative of a group of Augustinians who sought to revitalize the experience of St. Augustine in the Church. Our family, attentive to the social and ecclesial needs, has a long educational history and has developed its activity in the most diverse social environments. Its spirit and style of education are still alive and in tune with today's society and the demands of today's man.

The two DIMENSIONS of Augustinian man, in a dialectical relationship of complementarity, are:

- **PERSONAL:** In restless search for truth through the path of interiority to reach transcendence. *d para llegar a la transcendencia.*
- **COMMUNITARIAN:** Progressively concretized in fraternity, solidarity, justice, and solidarity.

Thus, AUGUSTINIAN RECOLLECT SCHOOLS are characterized by:

- A progressive apprenticeship that leads to an ever-increasing knowledge of all reality, especially of man and God.
- A sincere and noble openness to all people in order to build a more egalitarian, fraternal, and supportive society.

The **IDENTITY TRAITS OF** our school are defined on three levels:



As an **EDUCATIONAL** Center:

- The integral formation of the person, developing personal skills and fostering a critical spirit.
- Dialogue with the ways of life, customs, and traditions of the society in which they live.
- Work habits and a dynamic spirit that transforms society.
- Personalized and liberating teaching.



As a **CATHOLIC** Educational Center:

- The feculture dialogue .
- The personal and communal living of the faith through the proclamation of the Gospel, sacramental life, the building of the Kingdom, and moral education.
- The transmission of evangelical criteria and attitudes for personal and community praxis.
- School religious instruction in accordance with the guidelines of the Catholic Church.



As an **AUGUSTINIAN** Educational Center:

- Study, reflection, and interiority directed to the discovery of the Truth revealed in Christ.
- Self-realization in freedom and responsibility, always in relation to others.
- The closeness to the students so they feel satisfied and happy in their work, their relationships with teachers and classmates, and all the school life activities.
- Openness to others and to transcendence.
- The search for God in personal experience and in the progress of science.
- A simple lifestyle sensitive to the needs of others and the integrity of creation.
- The integration of diversity so that unity is built in diversity and the pace of the weakest is respected.

*“The love of God is the first thing that is commanded, and the love of neighbor is the first thing that must be practiced”*







2

# STRATEGIC **CHOICE**

## STRATEGIC CHOICE

We define this strategic option as a set of far-reaching institutional decisions that contain the keys to face the new challenges from our own character successfully and considering the context.

### DEFINITION OF THE STRATEGIC OPTION

To develop an Augustinian Recollect pedagogical-pastoral style/model for the entire Order.

LEADERSHIP OBJECTIVES	IMPROVEMENT PLANS	INDICATORS
<p><b>Promote the Augustinian Recollect charism of the AR Educational Centers</b></p>	<p>Strengthening of accompaniment processes for members of the educational community.</p> <p>Promote the self-evaluation of the management of the Augustinian Recollect charism by the centers through the MEGCAR and the MELIOR certification.</p>	<p>Definition and implementation of accompaniment strategies</p> <p>Centers that apply MEGCAR and receive MELIOR certification.</p>
<p><b>Strengthen networking for the implementation of the educational project.</b></p>	<p>Consolidation of the EDUCAR NETWORK as a space for decision-making, channeling guidance, and exchange of experiences.</p>	<p>Compliance with EDUCAR's bylaws and the annual guidelines for the Educational Centers.</p>
<p><b>Consolidating the shared mission</b></p>	<p>Clarify the roles of management teams, performance evaluation, and selection of people based on the DICAR dictionary of competencies (Adaptation in each region).</p>	<p>Application of profiles and attributions of management teams, performance evaluation, and selection of people following the DICAR dictionary of competencies (Adaptation in each region).</p>



EDUCATIONAL OBJECTIVES	IMPROVEMENT PLANS	INDICATORS
<p><b>To develop the Augustinian pedagogical bases with concrete methodological proposals.</b></p>	<p><b>1)</b> Create tools that facilitate the implementation of the Augustinian Pedagogical Foundations in the classroom: methodological proposals, classroom programming, etc.</p>	<p>Existence of tools.</p>
	<p><b>2)</b> Formation and accompaniment of teachers in implementing the Augustinian Recollect pedagogical style.</p>	<p>Existence of programs and tools to support teacher training.</p>
	<p><b>3)</b> Application of Augustinian pedagogical proposals in the classroom.</p>	<p>Educational centers applying Augustinian pedagogical proposals in the classroom.</p>
<p><b>To foster relationships among the teachers of the educational centers of the Order to share pedagogical experiences.</b></p>	<p>To make the EDUCAR network communication platform more dynamic for teachers.</p>	<p>Participants in the communication platform. Shared projects on the platform.</p>
	<p>Encourage teacher meetings.</p>	<p>Meetings and participants</p>
<p><b>Implement the training plan for teachers of the EDUCAR network.</b></p>	<p>Implementation of the training plan for teachers of the EDUCAR network.</p>	<p>Training actions for the implementation of the training plan.</p>

EVANGELIZATION OBJECTIVES	IMPROVEMENT PLANS	INDICATORS
<p><b>Consolidate educational centers as evangelizing platforms that live school in pastoral ministry.</b></p>	<p>Integrate the pastoral aspect into the student's support or tutorial action plan.</p>	<p>6 minimum pastoral work sessions</p>
	<p>Encourage pastoral and faith maturity activities for students, parents, and educators.</p>	<p>Special celebrations of the liturgical calendar</p>
<p><b>Strengthen the spiritual experience in the centers through greater participation of the members of the educational community.</b></p>	<p>Incorporate the use of Augustinian materials into the center's annual plan.</p>	<p>Use of EDUCAR network materials</p>
	<p>Promoting community life experiences</p>	<p>Conducting family religious celebrations</p>
<p><b>To strengthen the work of evangelization in our educational centers, implementing the JAR itinerary and processes of vocational promotion and accompaniment of families.</b></p>	<p>To initiate -where it is not present- and consolidate the JAR itinerary in our educational centers.</p>	<p>Level of consolidation of the ARBs in the schools</p>
	<p>Promote a vocational culture in which life projects are consolidated.</p>	<p>Existence of a vocational plan in the educational center.</p>

SOCIAL ACTION OBJECTIVES	IMPROVEMENT PLANS	INDICATORS
<p><b>Promote solidarity, social justice, and care for the environment.</b></p>	<p>Create plans in collaboration with ARCORES</p>	<p>Social promotion actions</p>
<p><b>Promote social and missionary volunteer programs.</b></p>	<p>Create plans in collaboration with ARCORES</p>	<p>Volunteer programs</p>
<p><b>Promoting a culture of good treatment</b></p>	<p>Dissemination and adaptation of the ARCORES child protection plan.</p>	<p>Programs to promote a culture of good treatment</p>

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**BYLAWS**



## BYLAWS AUGUSTINIAN RECOLLECT INTERNATIONAL EDUCATIONAL NETWORK

### Nature and constitution of the EDUCAR network

1. The EDUCAR network is the international educational network of the educational centers of the Augustinian Recollect family. It was officially constituted by the Prior General of the Order, with the consent of his Council, on October 3, 2017.

2. The EDUCAR network is a non-profit organization of international character, dependent on the Prior General of the Order of Augustinian Recollects. By its nature, it is a network that seeks to strengthen the educational apostolate of the Order and the Augustinian Recollect family, generating common policies, strategies, and actions for the educational and social transformation of the countries where the Order is present.

3. Its name derives from the word EDUC, which evokes the word 'education' and is common in the official languages of the Order (Spanish,

English, and Portuguese), and from the suffix AR, referring to Augustinian Recollect.

4. The headquarters of the EDUCAR network is at the General Curia of the Order: Viale dell'Astronomia, 27. 00144 - Rome (Italy).



### Objectives of the EDUCAR network

5. The objectives of the EDUCAR network are:

a) To animate and coordinate the educational mission of the Order of Augustinian Recollects, fostering interprovincial collaboration and the relationship with the educational centers of the Augustinian Recollect Family.

b) To promote the relationship and collaboration among the educational centers of the Augustinian Recollect family: religious, directors, educators, administrative and service personnel, students, families, and alumni.

c) To spread the principles of Augustinian pedagogy and spirituality in the educational centers of the Augustinian Recollect family and to collaborate with them in the formation of teachers.

d) Work with ARCORES in the de-

sign and implementation of social initiatives, justice, peace, promotion of good treatment, and defense of creation in the educational field.

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## Organization of the EDUCAR network

**6.** The EDUCAR network depends directly on the Prior General of the Order of Augustinian Recollects, who will appoint a coordinating team with a president at the head, who will be in charge of fulfilling the objectives.

**7.** The Coordinating Team shall be composed of:

- a) The President.
- b) The four Coordinators of the geographic regions. If any of the provinces is not represented, the person in charge of education shall be integrated.
- c) International Task Force Coordinators.

**8.** The EDUCAR network is composed of four geographic regions where there is a presence of educational centers of the Order. At the head of each region, there will be a Coordinator who will be able to count on his work team:

- a) Americas Region I: Mexico, Guatemala, Costa Rica, Panama, Dominican Republic, Colombia, and USA.
- b) Americas Region II: Argentina, Peru, Brazil, and Venezuela.
- c) Region of Europe: Spain.

d) Asia and Africa Region: Philippines and Sierra Leone.

**9.** The EDUCAR network develops its objectives through four International Work Teams headed by a Coordinator.

a) International Pastoral Team: in charge of promoting the school in pastoral ministry and encouraging evangelization, vocation ministry, and the integration of the Augustinian Recollect Youth; it prepares pedagogical-pastoral materials for each course and proposes pastoral activities.

b) International Formation Team: in charge of developing pedagogical and spiritual formation itineraries to support the work of the educational centers; it prepares formation materials and promotes activities and meetings.

c) International Communications Team: responsible for promoting communication among educational centers at the national, regional, and international levels; it maintains the official communication channels of the EDUCAR network (website and social networks) in coordination with the Order's Communications Office.

d) International Projects Team: responsible for promoting national, regional, and international projects in



educational centers; promotes cultural contests and competitions, alumni participation, exchanges of educators and students, and collaborative initiatives with ARCORES and other organizations of the Order.



**Functions**

**10.** The coordinating team of the EDUCAR network has the following functions:

- a) Develop an annual plan of objectives and activities for the EDUCAR network.
- b) To follow up on the work developed by the regions and work teams of the EDUCAR network.
- c) Meet periodically to evaluate the objectives and activities developed in the regions and promoted by the work teams.
- d) To prepare an annual budget for the expenses of the EDUCAR network, which will be integrated into the budget of the General Curia.
- e) Prepare the EDUCAR meetings.
- f) In order to fulfill these functions, the coordinating team may rely on advisors or collaborators.

**11.** The President has the following duties:

- a) Encourage the development of the EDUCAR NETWORK as a platform for evangelization in the educational

centers of the Order.

- b) Convene and chair the meetings of the coordinating team.
- c) Ensure that the agreements and decisions made by the coordinating team are complied with.
- d) Maintain communication with the coordinating team.

**12.** The regional coordinators have the following functions:

- a) Encourage the development of the EDUCAR NETWORK as a platform for evangelization in the educational centers of the Region.
- b) Periodically convene the directors of the educational centers in the region to set objectives and evaluate the proposed activities.
- c) Maintain communication with the President of the EDUCAR network.

**13.** International team coordinators have the following duties:

- a) Establish and coordinate a working team with representatives from all regions.
- b) Ensure that the objectives entrusted to the work team are met.
- c) Maintain communication with the regional liaisons of the work team.



## Secretariat and treasury of the EDUCAR network

14. For the proper management of the administrative tasks and economic management of the activities organized by the EDUCAR network, there shall be a secretariat headed by a member of the coordinating team.

15. The functions of the EDUCAR network secretariat are as follows:

- a) To prepare and keep the minutes of meetings and other official documents of the EDUCAR network.
- b) To have the data registry of the educational centers of the EDUCAR network up to date.
- c) Forward the information determined by the President and the coordinating team to all the educational centers of the EDUCAR network.
- d) To prepare an annual report on the activities of the EDUCAR network.

## The educational centers of the EDUCAR network

16. By their nature, all educational centers of the Order of Augustinian Recollects belong to the EDUCAR network. Likewise, all educational centers of the rest of the Augustinian Recollect family may be incorporated into the network upon request to the President.

17. Every educational center in the

EDUCAR network is committed to:

- a) Integrate into the educational project of the center the essential elements of the Order's Institutional Educational Project.
- b) Develop the Augustinian Pedagogical Foundations in the teacher training program of the center.
- c) Participate in the initiatives proposed by the EDUCAR network aimed at students and teachers.
- d) Collaborate with the social initiatives of ARCORES that support the educational work of the Order or the Augustinian Recollect family in the most disadvantaged areas.
- e) To make membership in the EDUCAR network more visible and to disseminate its objectives and activities.
- f) Collaborate financially with the EDUCAR network to carry out its objectives and activities.

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## EDUCAR meetings

18. EDUCAR meetings bring together educational centers of the network at the national, regional, or international level.

19. An international meeting shall be held every two years, and in the intervening year, the meeting shall be held on a national or regional basis.







## NOTES







augustinian  
recollets