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ANNUAL REPORT

21



 Arenales
EDUCATIONAL NETWORK

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 Arenales
EDUCATIONAL NETWORK



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1. LETTER FROM THE PRESIDENT

I am pleased to present this new edition of Arenales' Annual Report, which has already become a tradition. Every year, it tries to reflect a little of what is happening in our network of schools, each of them in such different places and circumstances.

Our desire in Arenales has always been to work collaboratively at all levels: among students and teachers; with families and within each family; between students and teachers; between schools; and, of course, with our environment. It is our aim to encourage a work and relationship method in which we all seek to learn from each other, working as a team, with a deep sense of service to others, always striving to contribute to the construction of a better world.

The pandemic has made us realize how vulnerable we are and how much we need each other, highlighting the significant role of schools in helping us to grow in times of adversity.

This spirit is rooted in the Christian identity of our project. Our corporate values are inspired by the values that Christian humanism has made the foundation of our civilization and that the Catholic Church tirelessly promotes. The pandemic has made us realize how vulnerable we are and how much we need each other, highlighting the significant role of schools in helping us to grow in times of adversity.

The 2020/21 academic year has been very special indeed, marked by the enormous effort to make our schools safe places, to compensate as much

as possible for everything that the health crisis has disrupted, to be close to those who need it the most and to leave no one behind. Our entire educational community has responded with great dedication and commitment, and I can only reiterate my appreciation and gratitude for their efforts. We have seen many people suffer, for very different reasons, and I hope that we will always know how to be close to one another in difficult moments, so that everyone feels supported and understood, and to show our affection and closeness.

This year has also been special because of the need to join a peaceful and serene protest against a series of legislative changes that were hostile to educational plurality. We have made our voices heard through the MasPlurales (MorePlural) platform in defense of the rights of families, and we will always do so in the face of any outrage, no matter where it comes from.

I would like to end this letter by sincerely thanking all the people who are part of Arenales for their commitment and hard work. They have proved their ability to manage an unprecedented situation serenely and positively, as befits our task as educators. We do not know well what the future holds, but I am sure that, with this spirit, we will come out stronger.



ALFONSO AGUILÓ
President

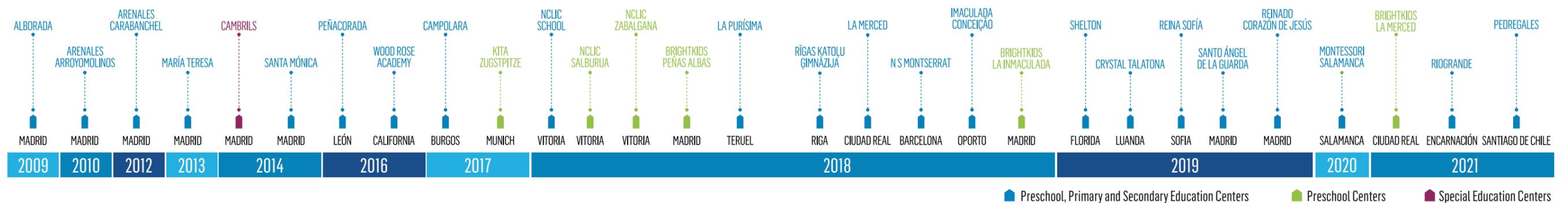
2. EVOLUTION OF ARENALES' EDUCATIONAL NETWORK

The Arenales Project continues to grow. As an international network of associated educational centers that seek to provide their students with a high level of academic training and promote values related to hard-work, carried out from a dimension of service to others.

The network currently integrates 29 educational centers distributed across 9 different countries: large and small, old and new, in large cities or small towns.



Madrid, Barcelona, Burgos, Ciudad Real, León, Teruel, Salamanca, Vitoria, Oporto, Luanda, Sofia, Munich, Florida, California, Encarnación (Paraguay), Santiago de Chile.



Being part of a network allows schools to maintain their own identity while enriching themselves with the contributions of others. We all help and learn from each other, looking for a shared intelligence that allows us to collaborate effectively. Experience and ideas flow from one center to another.

The ways of belonging to the network are varied. There are schools that have just gotten started while others were founded long ago by religious congregations or other institutions and have later joined the network. The Christian identity of schools is revealed in many ways, what brings richness and a unique character to our organization. Schools are open to everyone, regardless of their beliefs. The values we promote are shared and appreciated by people from very diverse cultures, religions and backgrounds.

The first school of the network opened its doors in 2009, in Alcalá de Henares. The oldest one was founded in 1898, in Teruel, and was incorporated in 2018. Throughout the years, very diverse schools have been added to the network, in large cities or small towns, in Spain or in other countries, with a few years or more than a century of experience.

3. ABOUT US

Our history: opening, integration, collaboration



MONTESSORI SALAMANCA SCHOOL

3.1. MISSION, VISION, VALUES

Comprehensive and personalized education, with a Christian vision of life

MISSION

We offer a personalized and comprehensive approach to education, grounded in a Christian vision of the individual and the world. The educational process is carried out in a context of absolute individual freedom as we teach lessons on responsibility, transcendence, social transformation, and personal development that seek continuous self-improvement for each individual.

VISION

We want to be recognized as an active and flexible educational community, oriented towards the service of diverse people and institutions, facilitating them to be creative and autonomous, and united in the task of building a better world.

VALUES

Our schools place a particularly strong emphasis on studying and working hard, doing one's work well, constantly striving to better one's self, maintaining a positive outlook on life, and encouraging personal freedom and responsibility. We believe traits such as loyalty, truth, justice, solidarity, and peace.

3.2. Educational Project

Innovation, autonomy, mentoring

IAM is our transformation program, with which we seek to be avant-garde educational centers in the 21st century. All of this because we are convinced of:

THE LEADING ROLE OF FAMILIES



THE CORE VALUE OF OUR CHRISTIAN IDENTITY



THE TRANSFORMATIVE POWER OF EDUCATION AND TEACHING



INNOVATION

We educate for a changing world. We teach students skills and competencies that enable them to function in today's unpredictable scenarios. Personalized education requires constant adaptation: to different ways of being, learning styles and new sensibilities. We seek to move forward permanently, sharing every accomplishment and learning from others.

AUTONOMY

We help each person to take control of their own life, to become autonomous individuals, leaders of a reflexive and responsible construction of their own character, emotional development and professional career. We develop competencies that strengthen personal leadership, the ability to communicate and the sense of service.

MENTORING

Mentoring makes everyone – father, mother, teacher, student – protagonist of their own education and, at the same time, collaborator in the education of others. The result is a climate of trust and collaboration, as shared intelligence always implies a gain. Every time you collaborate, you add; every time you share, you multiply.



There is no fixed methodology in the Network: each school preserves its own history and identity. We share an open and inclusive educational model that favors diversity and equal opportunities. Thus, we find many different people spread around the world who feel part of our project: «IAM Arenales: Innovation, Autonomy, Mentoring».



3.3. OUR IDENTITY TRAITS

Human education that facilitates the pursuit of excellence



LANGUAGES

In Arenales, early learning of English is considered to be fundamental

«The confidence to communicate in other languages has been one of the best things I have learned from Arenales, as well as the desire to continue learning and improving a different language. The study of foreign languages at Arenales gives us the opportunity to achieve the level required to pass official exams and obtain recognized language certifications. Arenales has offered me a solid knowledge of languages that I put into practice at University and in my professional life».

Sergio Alonso
Arenales Carabanchel Alumni

86%

passed official language tests such as: Cambridge Assessment, Trinity College, Oxford Test of English, TOEFL, SAT and Goethe-Institut.

EDUCATIONAL INNOVATION

For every teacher and every student to develop their full potential

«At school, we learn how to use innovation as a motivational tool to awaken the desire to learn autonomously. This allows us to give added value to what already exists, leading us to increase and ease access to information in order to manage it responsibly and to make better use of the time available».

Raúl Miranda
Teacher at Alborada School

84%

of families understand that the professional and personal excellence of teachers is vital for the development of their children.

SCHOOL OF VALUES

Our educational and work model is based on a Christian vision of the person and the world

«It has been a year in which we have dealt with uncertainty, facing challenges and looking for new solutions. The pillars that support education and the values that the school has always instilled in us have been more necessary than ever during this academic year. Although COVID-19 has conditioned us to some extent, we have been able to continue with our task thanks to the guiding principles that always inspire us. Instilling these values in the spirit of a child or adolescent is the true miracle of education».

Raquel Carboné
Nurse at Arenales Arroyomolinos School

91%

of families consider education in values to be very relevant at schools.

CHRISTIAN IDENTITY

We train people able to justify their principles

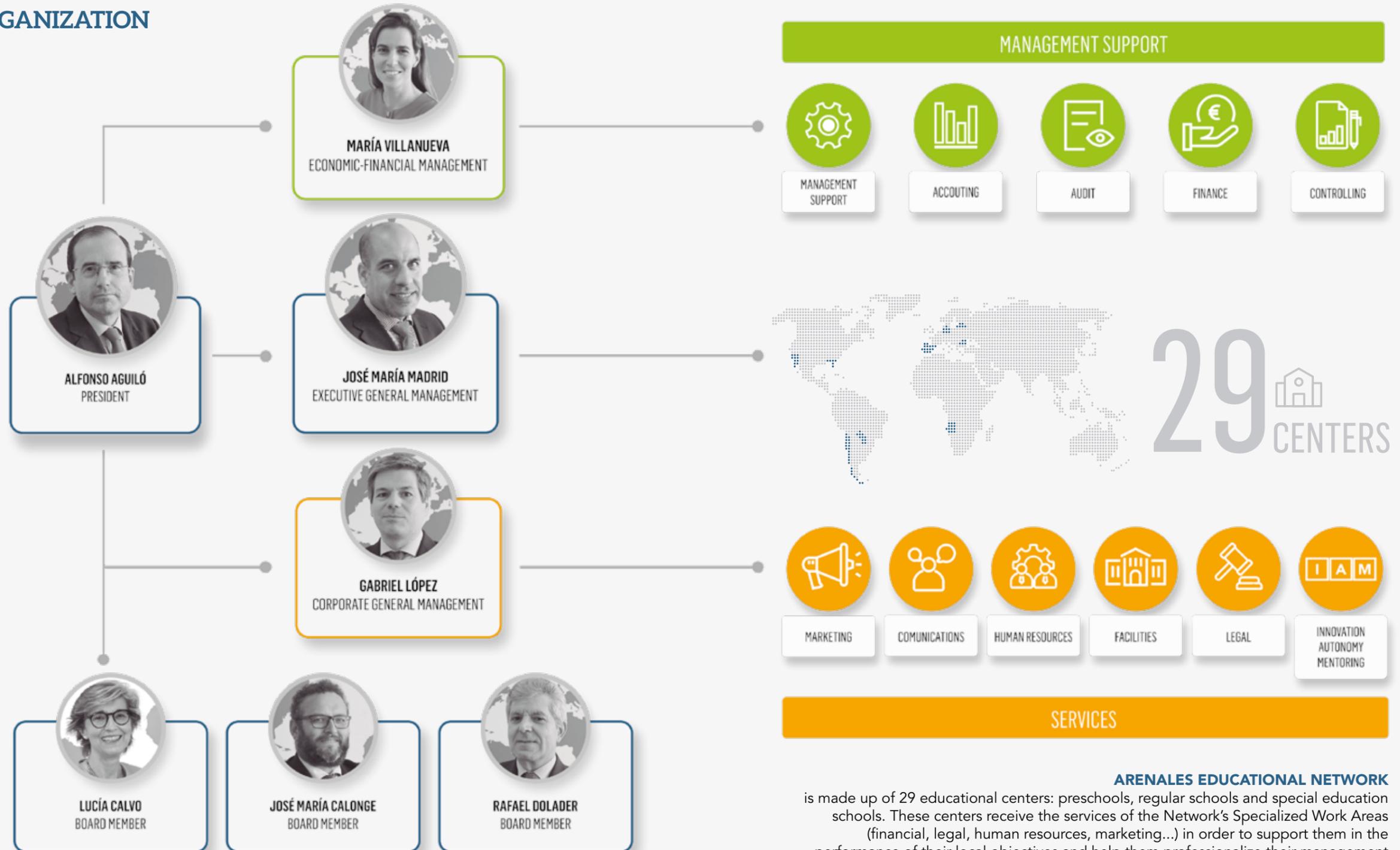
«The best way for children to learn a value is by giving them example. This is the basis on which we work at the school: giving good examples to our children, from kindergarten to high school. The concept of "visible angles" embodied by Santo Ángel School was what most helped us to choose it, along with its daily manifestation of values through their support, solidarity, sense of responsibility towards others, commitment, recognition of people's strengths and service to others... in short: their availability and Christian closeness to everyone.».

Inmaculada Barriga and Jorge Sacristán
Family from Santo Ángel de la Guarda School

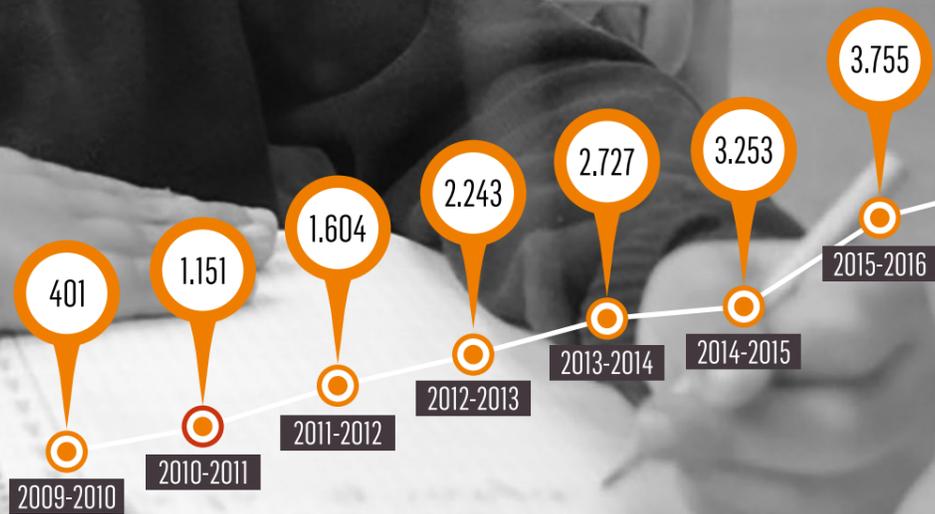
90%

of our families trust in the process of personal, social and spiritual development that we work with the students.

3.4. THE ORGANIZATION



ARENALES EDUCATIONAL NETWORK is made up of 29 educational centers: preschools, regular schools and special education schools. These centers receive the services of the Network's Specialized Work Areas (financial, legal, human resources, marketing...) in order to support them in the performance of their local objectives and help them professionalize their management tasks. The work areas and schools are managed by the Board, which sets the direction of the Institution. The Board also supports the management of each school to achieve its objectives, so that they are enriched by belonging to a Network while maintaining their own identity.



4. STUDENTS

We conceive education as a process that allows each student to create their own personal improvement project. We strive for each student to develop their personal abilities and talents, according to their age, with the motivation to learn autonomously.

PRIMARY AND SECONDARY EDUCATION

STUDENTS

7,992

PRESCHOOL EDUCATION

STUDENTS

2,921

SPECIAL EDUCATION

STUDENTS

123

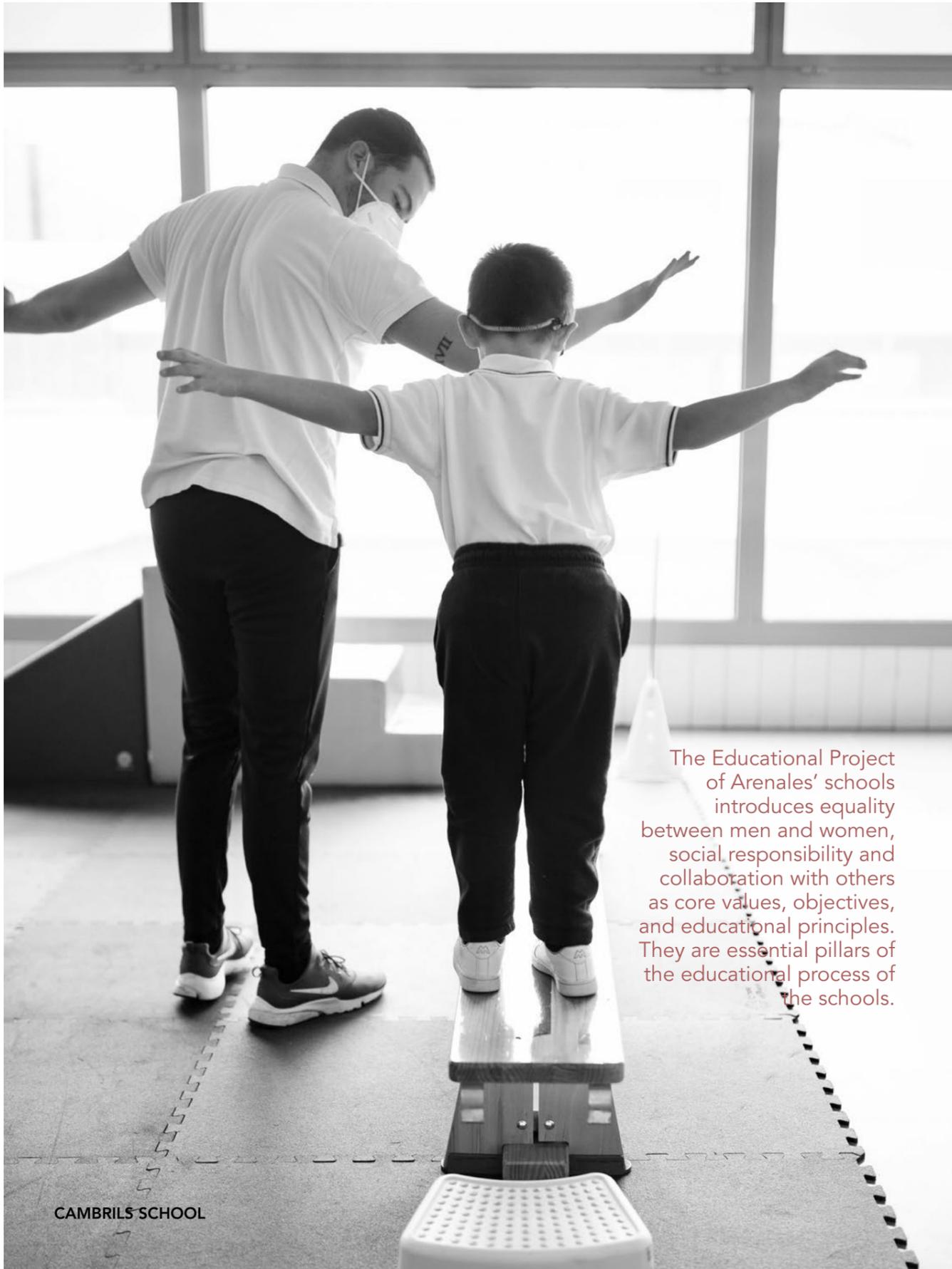


TOTAL

11,023

STUDENTS

Since 2009, with the opening of the first Arenales' school, the Network has been increasing its number of students thanks to centers that have just begun their journey and others that were founded by religious congregations or other institutions and that have later joined Arenales' Network.



The Educational Project of Arenales' schools introduces equality between men and women, social responsibility and collaboration with others as core values, objectives, and educational principles. They are essential pillars of the educational process of the schools.

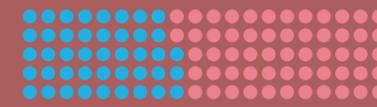
CAMBRILS SCHOOL

5. PROFESSIONALS



The professionals we have at Arenales are the driving force of the Network. They are the best asset of schools; committed people in continuous personal, intellectual and professional training for the improvement of the centers.

MANAGEMENT POSITIONS



OF MEN 42.70%  OF WOMEN 57.29% 

TEACHERS



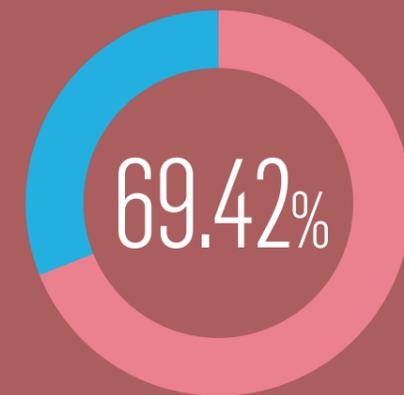
OF MEN 27.74%  OF WOMEN 72.25% 

ADMINISTRATION AND SERVICES



OF MEN 36.09%  OF WOMEN 63.90% 

WOMEN OVER TOTAL STAFF



OF MEN 30.57%  OF WOMEN 69.42% 


1,220
 PROFESSIONALS

Understanding the opinion of our educational community is fundamental in the continuous improvement of our services. Trust and closeness with families allow us to work towards achieving the level of satisfaction they deserve.



6. SATISFACTION

SATISFACTION WITH TEACHERS

85%

COMPREHENSIVE CARE FOR FAMILIES

82.6%

ACADEMIC TRAINING

80.2%

HUMAN TRAINING

80.1%

FAMILIES WHO RECOMMEND OUR SCHOOLS

91%

OVERALL SATISFACTION

84%

Data extracted from surveys carried out to Arenales' educational community during the 2020/21 Academic Year.



7. 2020/21 COURSE OVERVIEW

During the 2020/21 academic year, we have worked intensively to achieve normality while learning to adapt to the new circumstances. Below is a review of the various actions and initiatives that have been promoted by Arenales Educational Network in order to reinforce our sense of belonging to a network.



ARENALES EDUCATIONAL NETWORK

Arenales and UNIR join forces in "EducaVirtual", a response to distance education

During confinement, we had to teach from home and manage to keep up with the learning process. "EducaVirtual" was born to turn this need into a virtue. It consists of a platform that offers content to schools facilitating the development of the blended learning educational model. Arenales, Orvalle School and International University of La Rioja (UNIR) joined forces to create this space with the participation of several of their teachers. Today, content continues to be generated for students from 7 to 18 years old.



ARENALES IN SOUTH AMERICA

Arenales will be present in Paraguay and Chile

Two new educational centers have signed collaboration agreements with Arenales Educational Network: the Paraguayan Riogrande School and the Chilean Pedregales School. These two agreements represent the first alliance between Arenales and South American schools; two schools that reinforce the international character of Arenales Educational Network and multiply the possibilities of sharing knowledge with other professionals in the sector.

ONLINE JOINT TRAINING

Monthly training sessions for management teams

Principals of Arenales' schools and other partner schools such as Los Tilos, Orvalle, Senara, Fuenllana, Tajamar, and Retamar, among others, have met on a monthly basis to attend training sessions aimed at improving management skills. The topics covered in these sessions include: tutoring with parents; leadership in educational centers; promotion strategies; relevant legal issues in educational centers; and teacher performance evaluation. This initiative helps us in the growth and improvement of institutions that work towards educational excellence.



HEROES OF THEIR SCHOOLS

Arenales pays tribute to the maintenance staff of schools

The maintenance personnel have been a key figure throughout this year, and thus Arenales' centers have paid them a well-deserved tribute. Among the several reasons for this, we highlight their constant support during the months of confinement, their tireless work to transform the centers into safe places and their outstanding ability to react after the effects of Filomena storm. Thank you all for being there.

Other news of interest:

COUNSELORS' DAY

The value of guidance

More than thirty Counselors and Principals from Arenales' centers and partner schools shared experiences on the guidance of students and families. Laura Serrano, Principal of Cambrils School and organizer of the conference, explained the importance of "understanding the concerns of families in view of the situation they live, to provide a comprehensive response, especially under the circumstances caused by the COVID-19 crisis".

ALBORADA AND ARENALES ARROYOMOLINOS

Arenales' Schools join forces in "Portal FP" of vocational training

Arenales Arroyomolinos and Alborada School have collaborated with other partner organizations such as the Technological Institute Fuenllana, Tajamar FP and Andel, to jointly launch the "Portal FP", a virtual directory containing offers from a wide range of vocational training degrees in the Autonomous Community of Madrid.



ARENALES' PTA

Carlos Andreu training session for schools' PTA

In March, more than a thousand families logged in to attend Carlos Andreu's online session entitled "Being happy in times of uncertainty". This conference was aimed at providing families and Parent-Teacher Associations (PTA) of the network with key insights on how to achieve happiness in these uncertain times.

Watch the session using this code:



8. INTERVIEW

Mother Francisca María Gil, Mother Superior of the Theatine Sisters of the Immaculate Conception Congregation.

“There is an explicit desire on both sides to carry on the spirit in which this school was born”

Nostra Senyora de Montserrat School (Parets del Vallès, Barcelona) joined our Network in 2018. Through the Albada Foundation, Arenales has taken over the management of this educational project that was promoted more than 70 years ago by the Theatine Sisters Congregation. From Nostra Senyora de Montserrat we work to continue the evangelizing and educational mission inspired by Mother Ursula, founder of the Congregation, always remembering her words: “Make love the rule of life”. We spoke with Mother Francisca, Mother Superior of the Theatine Sisters of the Immaculate Conception Congregation, who brought us closer to the figure of Mother Ursula and to the apostolic and educational action that the Theatine Sisters have carried out for centuries. More significantly, Mother Francisca also told us about the role that Arenales has assumed in this center.

Q. Please, tell us: who are the Theatine Sisters and who is Mother Ursula?

A. Do I have a space or time limit? Because the answer to this question is very difficult to summarize in a few lines. I could say so much about Mother Ursula... Nevertheless, I will try to recapitulate the beginning of everything.

We, the Religious Theatines of the Immaculate Conception - that is our name in the Church - are women who, out of pure love of God, have been called to maintain and make known in every place and time the wonderful charisma of a young Neapolitan - Ursula Benincasa - a contemplative and silent woman. She allowed her heart to enjoy a profound encounter with the Lord and, without the slightest



intention of founding a Congregation, she soon found herself surrounded by women of all ages who approached her in order to learn the many virtues that characterized her humble existence. They realized that what was said about her in the city of Naples was far from the truth of her reality. Thus, the young women courageously left everything behind and decided to stay and live with her. After obtaining the necessary permissions from the ecclesiastical authorities, the Congregation was born more than 400 years ago.

Q. In what countries are the Theatine Sisters present at the moment and what missions are they carrying out in those territories?

A. The figure and charisma of Ursula Benincasa are known nowadays in Spain, Mexico, Puerto Rico, Miami, Burkina Faso, Benin, Brazil and, of course, in Italy, where the Congregation has several communities. I would say that the fundamental pastoral mission is educational, although there are sisters whose work is carried out with the sick, to whom they generously devote their lives. Likewise, the Theatine Sisters selflessly devote themselves to

Our own experience regarding the school's reality and the open and sincere dialogue with Arenales encouraged us to make the decision to place in the hands of the Foundation the future of this project on which we have been working for 71 years.

educational pastoral work in different areas: children and the youth (in schools and kindergartens); women (especially in Africa)... In both cases, our Sisters collaborate with great commitment, generosity and enthusiasm in the parish (catechesis for First Communion and Confirmation, adult education, vocation projects...), in addition to all that the Lord, our Only Good, may suggest to us for the glory of God and the salvation of souls.

Q. Mother Ursula was entrusted with a mission by God more than 400 years ago. One of her mandates was the Christian education of children and the youth. After so much time and so many social changes, in what way are Mother Ursula's teachings still present in her schools, residences, health and care centers...?

A. We try to live in all her teachings the joy - to which she insistently invited us - and love - which was her only Rule - with our gaze always fixed on the cross, on the Blessed Virgin Mary and on our hearts open to the grace of the Eucharist, her three great loves that sustained the greatness of her heart.

Q. In Spain, in 1947, Nostra Senyora de Montserrat School opened its doors. What were the beginnings of this school like? What influence has it had on its surroundings?

A. We first began with a small school with no differentiated classes in a small house. Later on, we acquired a larger piece of land and built the school, which eventually has become a kindergarten and a primary and secondary school.

Q. Since 2018, Arenales has become part of the history of NS Montserrat. What motivated you to trust Arenales to continue with the NS Montserrat project?

A. The testimony of people we trusted about the effective work carried out by the Foundation in other centers, as well as the inability to carry on with the school on our own... Mr. Alfonso Aguiló and Mr. José M^a Calonge encouraged us to place in the hands of the Foundation the future of this project in which we have been working for 71 years.

Q. How was the news received at the time?

A. For the most part, the Communities received the news well -and with hope, I would dare say-, understanding the reason for this decision. We held several meetings with the teachers, some of whom expressed their gratitude for our interest in their future work; others, naturally, were initially concerned about such a change, but were soon reassured by the continuity of a mission that had already been in place for so many decades.

Q. How can the two institutions continue to work together in order to achieve the goals of the mission entrusted to Mother Ursula?

A. We are exploring with the Foundation the best way to make the charisma of Mother Ursula reach the whole educational community, as well as to spread the knowledge of the Theatine mission through African countries, among other things. There is an explicit desire on both sides to maintain the spirit with which this school was born, and we want to find the best ways to achieve this at all times.

9. INITIATIVES



ALBORADA (MADRID)

Alborada, winner of the School Choir Contest of the Autonomous Community of Madrid

This year, the members of the Alborada Secondary School Choir have won the first prize in the 17th edition of the School Choir Contest of the Community of Madrid. This annual contest brings together thousands of students from a dozen schools. The Monumental Theater in Madrid was the place chosen for the final round of this contest, the purpose of which is to promote choral work in educa-

tional centers. At Alborada, the complementary musical activity offered has allowed about thirty students to work with effort and dedication in spite of the circumstances caused by COVID-19. Social distancing, masks, and hydrogel have been present throughout the course, but have not managed to end the passion for music, and for offering a good choral work in each of the phases of the Contest.

REINADO (MADRID)

Guiding future professionals

Reinado School participates in the UNI DREAM program. The goal is to continue guiding our students enrolled in the final years of high school during their university studies, whether national or international. The program aims to inform about the possibilities of studying in American, European and Spanish universities.

All Arenales' schools are enriched by belonging to the same network and maintaining their own identity. Comprehensive and personalized education, the hallmark of Arenales, is reflected in the educational projects that the centers promote during the academic year. We have seen this characteristic nexus represented in 29 different projects belonging to 29 educational centers around the world. We invite you to get to know them.

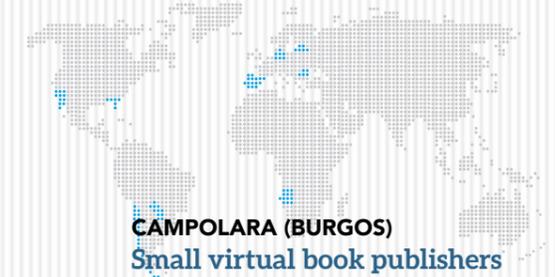
ARENALES ARROYOMOLINOS (MADRID)

Commitment to vocational training in IT and Communications

In September of this year, the first Arroyomolinos' vocational training graduating class started school. Arenales Arroyomolinos has opted to expand its educational offer with a comprehensive project of vocational training for educational cycles related to the professional sector of IT and Communications. The center offers official degrees in Basic Vocational Training (Office Computing), Intermediate Level (Microcomputer Systems and Networks) and Higher Level (Web Applications Development).



29 SCHOOLS UNIQUE PROJECTS



CAMPOLARA (BURGOS) Small virtual book publishers

Sometimes innovation is aligned with tradition. This was shown to us by Campolara's educational project with 7- and 8-year-old students, who became book publishers for a few hours. Using two randomly selected words, they had to write a story by hand and then illustrate it in a drawing. Once the text and the image were composed, they moved on to the digital stage, transferring all the material to a tablet. Subsequently, a digitally edited story was produced. Such a project has made it possible to develop the literacy skills of the youngest children in an innovative way.



CAMBRILS (MADRID)

ETWINNING: United in Diversity

eTwinning is a European work community of teachers and school. Its aim is to promote the exchange and collaboration between different schools and teachers so that their students can be favored by the cooperative work between centers, always using new technologies and digital skills to create opportunities for interaction with their peers and develop a common project. Cambrils decided to twin with students learning Spanish as a second language from a British school of inclusive education called Cottenham Village College. The project "United in Diversity" was conducted in several online sessions where students could learn more about the particularities and

customs of the culture from both countries. Our students prepared, guided by their tutors, a presentation on the different habits that children in Spain have on a normal weekday, while Cottenham Village College students did the same. Thanks to this activity, our students were able to exchange information and ask questions to their English-speaking peers, and vice versa. The second meeting took place in December, where both groups of students had the opportunity to get to know the different Christmas traditions. Children benefited from the online inclusion with students from another country, learning and developing social and technological skills so necessary for their future.



REINA SOFÍA SPANISH SCHOOL (BULGARIA)

Gold in Mathematics and Bulgarian language

Three students from Class 3 (9-10 years old) have been awarded the Gold Medal by the Bulgarian National Teachers' Union. The pupils took part in two different national competitions, winning gold in both of them: one focused on Mathematics and the other specialized in Mathematics.

9. INITIATIVES



ARENALES CARABANCHEL (MADRID) Museum of instruments made from recycled materials

Second and third year of Secondary School students from Arenales Carabanchel have become "luthiers" for a term. During the months of January and February, they have conducted several projects in the subject of Music, in which they had to research and build musical instruments.

Third grade Secondary School students have analyzed and replicated instruments from the Baroque period (16th-17th centuries), while second grade students have worked on modern string and percussion instruments (20th-21st centuries). The model of the instrument was built with recycled materials. The inspiration and guidance for this project came from the Cateura Foundation (Paraguay), which builds musical instruments with recycled materials to help children and young people living in precarious and vulnerable conditions.

After much effort, the entrance to the center was set up with an area displaying the instruments, improvising a museum of instruments. Through this project, our students have not only learned about musical culture, but also about solidarity and respect for the environment and for others.



CRYSTAL TALATONA (ANGOLA)

Crystal School of Talatona: a life choice

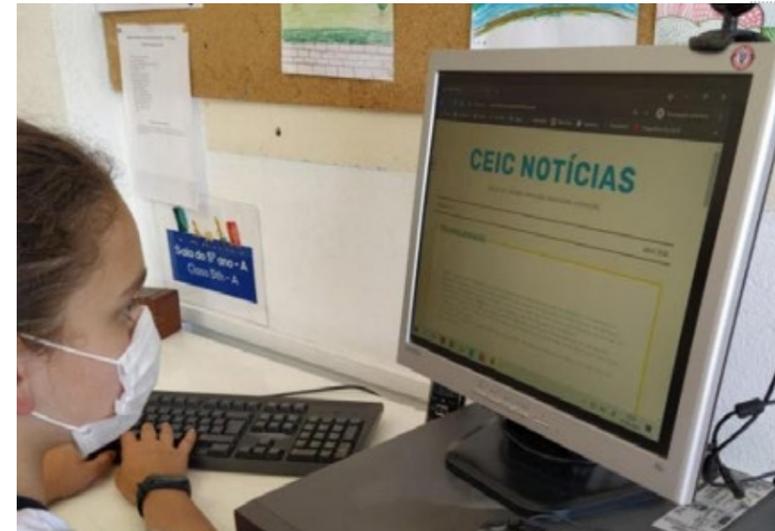
Crystal Talatona School was born in response to a demand from Angolan families who wanted to offer their children a rigorous and high-quality academic instruction, combined with a solid human and Catholic education. This educational model is disruptive in the African country, as it consists of an Angolan school with international studies and a focus on education in values.

At the end of our third academic year, we are very positive about these past two years, which have been marked by unprecedented events. In the midst of a pandemic, we have witnessed a growing demand from numerous families who have chosen us for our trilingual system -Portuguese, Spanish and English -, our mastery of new technol-

ogies and our educational approach based on principles and values that we consider fundamental.

We believe that having families who manage to attract other parents with the same vision about education and with the commitment to work along with the school, helps the educational project continue to grow. Moreover, the close relationship between families and the school encourages us to go further while inspiring us to do better.

The spirit of dedication and growth, always in favor of others, encourages us to live the experience of school in joy, as a family, as a community. This spirit is present in all our daily activities and distinguishes us from the rest.



IMACULADA CONCEIÇÃO (PORTO)

"CEIC Notícias" (CEIC News), a commitment to autonomy and truth

This year, we have witnessed the birth of the school newspaper: "CEIC Notícias". This initiative began as a simple informative wall mural and has ended up being a digital media platform. Thus, the interest and good work of students and teachers resulted in a new digital and more accessible version of the newspaper.

The idea behind the newspaper, which was born as a personal initiative of fifth and sixth grade Primary School students, was planned in the "Office of Letters" class. The project methodology was used to promote the autonomy of students, as part of the educational proposal of Arenales' IAM principles.

Such autonomy and commitment to the success of the newspaper has manifested itself through the interest of the students in learning about high-impact stories, interviewing major figures, using creativity and focusing only on the truth. "CEIC Notícias" brings a different perspective of the school to the entire educational community of Imaculada Conceição (Porto).

Visit the website using this code:



RIOGRANDE (ENCARNACIÓN. PARAGUAY)

First South American school in Arenales' Network

Riogrande school has joined this year Arenales Educational Network by signing a collaboration agreement. The presence and participation of Riogrande will bring experience, methodology and expertise to all schools in the network. The school's mission is fully aligned with Arenales Educational Network, and its incorporation makes it the first Arenales' school in South America and the 28th in the Network globally.



KITA ZUGSPITZE (MUNICH)

A year marked by confinement

At the Kita Zugspitze, a kindergarten in Munich, the situation during the current academic year can be summed up in one short sentence: a major improvement in quality. During the two months of confinement, teachers continued to work, partly in person. Since children were not able to come to Kita, spare time was used to decorate the kindergarten and prepare teaching materials for the families, so that the children could keep up with the learning process. It was the perfect time to create closer ties with families, as video calls were regularly made to parents to accompany them and show support despite the distance. Contacts and closeness grew, and everyone was looking forward to meeting digitally. The return to the day-to-day running of the kindergarten was celebrated with great joy and, as some classrooms had to be closed at certain times due to restrictions, there were new opportunities to manage the situation together with parents and teachers.

9. INITIATIVES

LA INMACULADA (MADRID) The little ones meet the books

On the occasion of Book Day (April 23), La Inmaculada Nursery School decided to bring their students (0-3 years old) closer to reading, but in a different way. In order to provoke that first contact between children and books, the teachers decided to create a library inside the classroom. Since then, the little ones began to interact with tales and books they came across. They learned how to turn the pages; they began to visualize the images; and, little by little, they started to develop their imagination. These first lessons were completed with a costume party in which children were invited to dress up as their favorite fairy tale character.

LA MERCED (CIUDAD REAL) "Brightkids La Merced" opens its doors

The center from Miguelturra expands its facilities by creating a nursery school, a space designed for students aged 1-2 years old. The school counts with experienced teachers, safe facilities designed for the little ones and a dining room with its own kitchen where every little detail is taken care of. Furthermore, the school works on projects that include learning patterns of the Montessori methodology for the wellbeing and comfort of students. In short, the center has all the resources to offer a space of welfare for our young students.



LA PURÍSIMA (TERUEL)

A day at King Alfonso X the Wise's court in the city of Teruel

In coincidence with the 800th anniversary of "Alfonso X the Wise", the secondary students of the school went to San Juan Square in Teruel to perform a small representation of the king's court. The children, helped by their teachers, studied, researched and worked on this distinguished historical figure. Subjects such as Astrology, Geography, Chess, Music, Poetry... are essential to understand the figure of the monarch. They all knew how to successfully embody the most characteristic aspects of Alfonso's court, and thus the performance al-

lowed observers to be transported for a few minutes the monarch's epoch, and to better understand the influence of Alfonso the Wise on world history. Two students were in charge of narrating, in verse, a brief biography that rounded off this live history exercise.

Watch the performance using this code.



WOOD ROSE ACADEMY (CALIFORNIA. UNITED STATES)

Spelling Bee, young spelling experts

Experts explain that knowing how to spell helps to obtain more vocabulary and to learn and practice spelling rules. It also helps to improve diction and to work on public speaking, among many other skills. At Wood Rose they know this and are pleased to see several of their 3rd-8th graders participating in the Annual Sussan E. Chabot Spelling Bee this year. Three of the students were among the top finishers, with Nicholas Coker placing first and being selected to represent the school in the County Spelling Bee competition.



MONTESSORI (SALAMANCA)

We are stronger together

This year, difficult for many in different areas, Montessori School is proud to have a high quality human team. All of them, teachers, parents and students, have lived up to their motto "A place to become a person" and have managed to grow, overcoming adversity. All the work and effort of the academic year have yielded excellent results. The grades of our students in the University Entrance Exams have served to place us as the second-best school in the Autonomous Community of Castile-León (Ranking

by EL MUNDO). Likewise, in Cambridge University exams, 95% of students presented to First and Advanced passed their challenge with a high grade. The illusion and sacrifice put at the service of others have obtained a great reward. The school-family relationship has been strengthened after a year in which the symbiosis has been perfect: being parents the first educators, walking in the same direction as teachers and personal tutors favors the comprehensive development of students, which is our main objective.

MARÍA TERESA (MADRID) "The first female mayor of the city may be here"

During this course, large celebrations have been reduced in capacity, but we have put, if possible, more care in every detail. An example of it was the solemn graduation ceremony of María Teresa high school's third graduating class. The Principal, Roberto García, addressed the graduates recalling the voyage of Juan Sebastián Elcano around the world in the 5th centenary of Magellan's death. He told them about the journey they will have to undertake from now on; about the importance of choosing the good and living in truth; about the need to focus on the development of the person; about living the virtues that provide ethical leadership (courage, humility, magnanimity) that allowed Elcano, along with perseverance, to complete his historic feat. The ceremony was presided over by the Mayor of Alcobendas, Rafael Sánchez Acera. The municipal representative urged students to give more meaning to "being" than to "seeming", talking about the importance we give in social networks to reflections of reality that are not real life. He ended by joking about the possibility of the first female mayor of the city coming out of this promotion.

PEDREGALES (SANTIAGO DE CHILE)

A new Chilean school joins Arenales

One of the latest additions to Arenales Educational Network is Pedregales School, located in Chicureo, near Santiago de Chile. The school offers education from Preschool to Primary School and still has a future to be written. A new building is currently planned for 2024.



9. INITIATIVES



PEÑACORADA (LEÓN) We celebrate María Montessori's 150th birthday

Educator María Montessori would celebrate her 150th birthday this year. The educational legacy of one of the most relevant educators in history is still alive in schools around the world. Her work, knowledge and methodology are the heritage to which thousands of educators resort today to work with their students in the classroom. An extraordinary woman who has shaped the pedagogy of this center. Her anniversary has been used as an opportunity to get to know her more and better. On the occasion, five days of online sessions were organized by experts who brought us closer to the "permanent" aspects of her method.

Access the playlist of the sessions on her using this code:



RĪGAS KATOĻU ĢIMNĀZIJA **Creatio, new space for new artists**

The students of Rīgas katoļu ģimnāzija have created a cultural space called "Creatio" in the basement of the old school building, which used to be empty. With the

support of the Riga City Council, the youth have renovated the facilities on their own in order to have a place to exhibit their creative expression projects. The need for such a place was especially felt by the young artists, who are currently working on an art program that will be open to the public when restrictions over social gatherings in the country are lifted.



NCLIC (VITORIA)

Thinking-Based Learning

NCLic is collaborating with the NCTT (National Center for Teaching Thinking) to contribute to the Thinking-Based Learning (TBL) of about twenty educators from the Kido Schools project. This group, pioneer in new methodologies, is composed of educational centers from 0 to 6 years of age from different parts of the world: London, Houston, Dubai, Mumbai, Bangalore, Singapore and Hong Kong. Theory sessions are led by the precursor of this methodology, Robert Swartz. As far as the practical part is concerned, it is Iratxe Aguinaco, preschool teacher, who, based on the wide and

proven experience in our own center, is in charge of showing the application in the classroom of Thinking Based Learning for children from 18 months to 6 years old. Thanks to this synergy with the NCTT, two NCLic teachers, Iratxe and Andrea Aguinaco, will be certified as coaches of this methodology, which will allow them to evaluate other colleagues so that they can obtain the TBL teacher certification and thus implement these techniques in the classroom. To this end, both teachers will receive training from Robert Swartz to become coaches and subsequently be evaluated.



NOSTRA SENYORA DE MONTSERRAT (BARCELONA)

Reinventing a school cooperative in times of pandemic

Students who reach fifth grade of Primary School at NS Montserrat (Parets del Vallès) are integrated into the Entrepreneur Project, an educational initiative in which they learn how to launch a cooperative. They are in charge of creating and managing it, while organizing themselves to produce handmade products, which they sell once a year at a local market. This year, two cooperatives were created and had to adapt to the circumstances, with physical sales becoming virtual ones. Each class created its own cooperative: 5thA launched "K-UNITS" and 5thB "Cooperavida" ("Cooperalive"). Both companies have made it possible to work with the students transversally in the different areas of the primary school curriculum and facilitate the acquisition of basic competencies.

As a result, a website and a blog were created to display the samples and sell them online and at school. Families of the center collaborated in this work, participating in the purchase of the products. This year, the profits obtained between the two cooperatives amounted to 3,398.89 euros, part of



which was given to the NGO La Lucha de Arnau (Arnau's Fight), which raises funds for research into histiocytosis and childhood cancer.

Entrepreneur Project proposes a methodology where the students are the protagonists and the center of their own learning. It is based on practical work where active, cooperative and meaningful learning takes place, since everyone has a responsibility and is part of a department. Thus, students choose the management team; their product through a study of supply and demand; the design of advertising so that people know of its existence; the price, calculating the value of the first materials and the profit margin to be achieved...



SANTA MÓNICA (MADRID) ABN Method at Santa Monica School

For the past two years, kindergarten teachers have been trained in the ABN method (Algorithm Based on Numbers) to bring Mathematics closer to students in a more playful way. This methodology encourages mental arithmetic through everyday objects (buttons, toothpicks, clothespins, etc.) and it proposes that students learn at their own pace, in a natural way, from situations that are close and easy for them to manipulate.

There are multiple benefits to this procedure: it improves calculation skills, adapts to the student, brings quality to learning, and adds a dynamic character to the subject of Mathematics, increasing students' motivation.

The school's classrooms have been filled with dice, cards, chopsticks, lots of materials and other resources to achieve logical-mathematical sequencing.

It has been a success embarking and betting on this new project, as we are already seeing the positive results of this magnificent method. Undoubtedly, this revolution in the learning process of kindergarten has been a successful investment.



SHELTON ACADEMY (MIAMI. UNITED STATES)

Shelton Academy will open a new campus in 2022

Shelton Academy's educational project grows. The school located in Florida (USA) will move to a new campus, a few blocks away from its current location, in order to be able to serve all its students in a more personalized way.

The new Shelton Academy campus will have about 172,000 square feet. This facility will have the capacity to accommodate 600 students, with the possibility of providing space for an additional 1,500 students in five years. It is scheduled to open in 2022, and will house spaces for

academic, cultural and sports purposes that, combined, will allow the institution to become a place where academic excellence is reinforced. The physical space of the new facility will have 60 classrooms capable of accommodating students ranging from preschool to high school. The ample space and number of classrooms equipped with the latest technologies will allow to hold classes with fewer students and to alternate between face-to-face lessons and online master classes, reinforcing personalized education.



PEÑAS ALBAS (MADRID) Stories to work on multiple intelligences

This year in our school we introduced a new methodology, "Project Based Learning", which we apply from the approach of multiple intelligences.

We have created synergies between our accumulated experience and knowledge, and the areas of interest and learning of the children in order to carry out a more comprehensive, global and creative methodology.

Thus, with this new perspective, we have selected quality stories that are the core of small projects in which we work on the contents of the different intelligences proposed by Howard Gardner (1983). In our daily routine, we carry out a wide variety of games, activities and resources to contribute to the integral development of all dimensions of each child. Our most recent project dealt with nutrition through the story that Eric Carle offers us in his tale "The Little Greedy Caterpillar". We have really enjoyed learning about eating habits, the caterpillar's life cycle, the days of the week and other facts.

Children, families and teachers agree that this is a creative and motivating learning and teaching experience. Therefore, we continue to innovate at Peñas Albas Kindergarten.



SANTO ÁNGEL (MADRID) "Santo Ángel Plus", or how to be useful for others

This year, Santo Ángel School has created Santo Ángel Plus, a proposal that originated in the Arenales IAM Network program (Innovation, Autonomy, Mentoring). Here, students have been protagonists in Home Skills workshops, improving their language and cooking skills while taking care of their health, food and clothing. For instance, they have participated in the cultivation and harvesting of a vegetable garden. In short, they have learned to be useful people for their environment.

More than 400 hours of workshops per year based on meaningful learning, deployment of personal leadership and personal coaching. The program complements their training and the support of families as main responsible for the education of their sons and daughters.

Santo Angel Plus is defined as an educational pathway for the acquisition of skills and values that favors the implementation of academic content in various fields of competence: musical and artistic training, study and personal development techniques, innovation and robotics workshops, environment, humanities, preparation for Cambridge exams, family school...

2020/21 Arenales' Library



We have gathered some of the works written by professionals of Arenales Educational Network that have been published during this academic year 2020/21:

1. *Educación en una sociedad plural* (Educating in a plural society), by **Alfonso Aguiló** (Arenales Educational Network). Education requires a proactive message and approach of hope, effort and self-improvement. A truly inspiring story for the entire educational community.

2. *Historias de niños y de familias especiales* (Stories of children and special families), by **Laura Serrano and José Ignacio Martín**. Through nine testimonies of families with children attending Cambrils School, the book addresses firsthand issues as essential as the right to life, the search for diagnosis and clinical experiences, education and upbringing of a child with disabilities, and their future opportunities, among others.

3. *Familia y colegio: conectados para educar* (Family and school: connected to educate), written by Alborada Teacher **José Ignacio Moreno**. Parents have much to say about their children's education, since they are the main protagonists. In turn, the school is for them a source of knowledge about their children. This synergy between family and school benefits students.

4. *Teresa y Candela ¿Superhermanas?* (Teresa and Candela: Supersisters?), by **Pilar de Jorge** (Colegio Santo Ángel). Teresa, a girl of almost 4 years old, awaits the arrival of her sister. What she cannot imagine is that, when she arrives, she will have to become a big supersister, since Candela is special... Will Teresa be able to become a superheroine?

5. *No puede volver quien no se marcha* (Those who don't leave, cannot return) is a book of poetry by **Carlos Velado** (Arenales Carabanchel School), divided into three parts: longitude, latitude and altitude. In each of them he gathers poems about his trips as a volunteer of the Missionaries of Charity, about love and about his social vision of today's world.

10. ALUMNI



Arenales Alumni is born: a meeting point for the Network's alumni

Arenales' educational proposal is based on a personal relationship with the students and their families, with the desire that each student makes the most of his/her talents through a collaborative attitude.

But then what? What happens when an Arenales' student finishes his/her studies at our school? Arenales ALUMNI answers these questions.

It is part of our project to continue sharing the mission of our institution with our Alumni. Even though they are no longer students, they will always be Alumni. A home is the place where they return to. Arenales ALUMNI wants to contribute

to further spreading the culture of our schools, wherever our Alumni are. We are aware that the Alumni are the credibility of our educational project. This has been a time of uncertainty, a time not easy to manage due to the pandemic that affects us all; nonetheless, it is also a time that fills us with hope to meet again all our Alumni.

There are many activities planned for them and by them: mentoring and professional development programs; networking meetings; promotional meetings and dinners; sports championships, and so on. Each school provides its Alumni with the necessary resources for them to feel that it is

their second home, a meeting point where they were once a student, and where they will always be an Alumni.

STRENGTHENING THE SENSE OF NETWORKING

Arenales ALUMNI was created to serve as a meeting point between the alumni associations of the more than 29 schools that are part of the network. This nexus seeks to strengthen the sense of networking between Alumni Associations and Arenales' schools. The design of this new brand preserves Arenales' identity with the network's logo, while adding the "Alumni" concept.



1st ARENALES ALUMNI SPORTS TOURNAMENT

More than a hundred participants in the Alumni meeting

The first Arenales' Alumni big reunion took place in June in Arenales Carabanchel. About 150 participants from various schools of the network, such as Santa Monica, Arenales Carabanchel, Arenales Arroyomolinos, Reinado Madrid School, Alborada School, and María Teresa, among others, competed in the 1st Arenales' Alumni Sports Tournament, an initiative promoted by Arenales Educational Network with the aim of strengthening unity between Arenales' Alumni Associations and establishing a culture of belonging among them. "We are aware that the Alumni are the credibility of our educational project", with these words José Luis Marrero, Principal of the host school, welcomed the participants in this 1st Alumni Meeting.

7-a-side soccer and paddle tennis were the two competitions in which even the youngest, the recent high school graduates, were able to participate. The Arenales' Alumni family continues to grow.



1



2

Alumni Publications

We have gathered some of the works written by former students of Arenales Educational Network that have been published during the academic year 2020/21:

1. *El despegue de la mariposa (The butterfly's take-off)*, by **Marián Alonso** (Montessori Salamanca School). This story introduces us to its protagonist, Kimana, her tribe and her magical story in a fantasy world. It tells us about a girl who encounters difficulties along the way, but who, with the right help, manages to overcome them.

2. *Ese que se fue (That one who left)*, by **Pablo González** (Peñacorada School). This illustrated poetry book contains the spirit of a young man who begins the path to a new future in a pandemic world.

OUR ALUMNI



Mercedes Yartu
Campolara School
Alumna Mercedes Yartu has won several awards for her Master's thesis on the optimization of irrigation in potato cultivation through water sensors.



Raquel Muñoz
Montessori Salamanca School
Professional biologist, specialized in virology. She is currently a member of the group of scientists at Mount Sinai Hospital who have been working on the development of a vaccine against COVID-19.



Alejandra Traspas
Arenales Arroyomolinos School
Second graduating class (2015) Alumna, expert on astrobiology, investigates at the University of Kent whether water bears could have survived a lunar accident.



11. DIRECTORY

SCHOOLS IN SPAIN

ARAGON

	PRESCHOOL	PRIMARY SCHOOL	SECONDARY SCHOOL	HIGH SCHOOL	SOCIAL NETWORKS	
LA PURÍSIMA Y SANTOS MÁRTIRES SCHOOL City: Teruel, Aragon Calle Goya, 5 44001 (Teruel) www.colegiolapurisimateruel.es Foundation year: 1889. Joined the Network in 2018.	●	●	●			

MADRID

ALBORADA SCHOOL City: Alcalá de Henares, Madrid C/ Alejo Carpentier 27. 28806 Alcalá de Henares (Madrid) www.colegioalborada.es Foundation year: 2009	●	●	●	●			
ARENALES ARROYOMOLINOS SCHOOL City: Arroyomolinos, Madrid Calle La Guardia, 1. 28939 Arroyomolinos (Madrid) www.arroyomolinos.colegioarenales.es Foundation year: 2010	●	●	●	●			
ARENALES CARABANCHEL SCHOOL City: District of Carabanchel, Madrid Avenida de los Poblados, 151. 28025 - Madrid www.carabanchel.colegioarenales.es Foundation year: 2012	●	●	●	●			
CAMBRILS SCHOOL City: District of Carabanchel, Madrid Calle Cazalegas, 1. 28025 Madrid www.colegiocambrils.es Foundation year: 1984. Joined the Network in 2014.					Educación Infantil (3 - 6 años), Educación básica obligatoria (EBO) Programa de transición a la vida adulta (TVA).		
LA INMACULADA KINDERGARTEN City: Móstoles, Madrid Calle de la Malvarrosa, 6. 28937 Móstoles. (Madrid) www.escuelainfantillainmaculada.es Joined the Network in 2018.	●						
MARÍA TERESA SCHOOL City: Alcobendas, Madrid Calle de María Teresa, 2. 28100 Alcobendas (Madrid) www.colegiomariateresa.es Foundation year: 2013	●	●	●	●			
PEÑAS ALBAS KINDERGARTEN City: Villalbilla, Madrid C/ Grecia, 4. 28810 Villalbilla (Madrid) www.escuelainfantilpenasalbas.es Joined the Network in 2018.	●						
REINADO DEL CORAZÓN DE JESÚS SCHOOL City: Madrid, Madrid Calle Wafia, 21. 28007 (Madrid) www.colegioreinadomadrid.es Joined the Network in 2019.	●	●	●	●			

11. DIRECTORY

MADRID

	PRESCHOOL	PRIMARY SCHOOL	SECONDARY SCHOOL	HIGH SCHOOL	SOCIAL NETWORKS	
SANTA MÓNICA SCHOOL City: Rivas-Vaciamadrid, Madrid Calle de las Trece Rosas, 3. 28523 Rivas-Vaciamadrid (Madrid) www.colegiosantamonica.es Foundation year: 2014.	●	●	●		   	
SANTO ÁNGEL DE LA GUARDA SCHOOL City: District of San Blas-Canillejas, Madrid Calle de Alcalá, 587. 28022 Madrid www.colegiosantoangelmadrid.es Foundation year: 1966. Joined the Network in 2019.	●	●	●		   	

CASTILE-LA MANCHA

LA MERCED SCHOOL. City: Miguelturra, Castile-La Mancha Plaza de la Virgen, 25. 13170 Miguelturra (Ciudad Real) www.colegiomercedmiguelturra.com Joined the Network in 2018.	●	●	●		   	
BRIGHTKIDS LA MERCED. City: Miguelturra, Castile-La Mancha Calle Francisco Fernández Ordóñez nº 1. 13170 (Ciudad Real) www.colegiomercedmiguelturra.com/bright-kids Foundation year: 2021.	●				   	

CASTILE-LEÓN

CAMPOLARA INTERNATIONAL SCHOOL. City: Burgos, Castile-León Avenida de Palencia, 3. 09001 (Burgos) www.campolara.com Foundation year: 1992. Joined the Network in 2017.	●	●	●	●	 	
PEÑACORADA SCHOOL. City: León, Castile-León Calle Bandonilla, 32 24009 León (España) www.colegiopenacorada.es Joined the Network in 2016.	●	●	●	●	    	
MONTESSORI SALAMANCA SCHOOL. City: Salamanca, Castile-León Calle Rafael Lapesa, 1. 37004 Salamanca montessorisalamanca.net Joined the Network in 2020.	●	●	●	●	   	

CATALONIA

NOSTRA SENYORA DE MONTSERRAT SCHOOL City: Parets del Vallès, Catalonia Carrer de Sant Gaietà, 10. 08150 (Barcelona) www.nsmontserrat.com Joined the Network in 2018.	●	●	●		   	
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BASQUE COUNTRY

NCLIC SCHOOL City: Vitoria-Gasteiz, Basque Country Paseo de la universidad, 15. 01006 Vitoria-Gasteiz www.nclic.com Joined the Network in 2018.	●	●			    	
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11. DIRECTORY

BASQUE COUNTRY

	PRESCHOOL	PRIMARY SCHOOL	SECONDARY SCHOOL	HIGH SCHOOL	SOCIAL NETWORKS	
NCLIC ZABALGANA KIDERGARTEN. City: Vitoria-Gasteiz, Basque Country Avda. Naciones Unidas, 5-7. 01005 Vitoria-Gasteiz (Álava) www.ncliczabalgana.es Joined the Network in 2018.	●				 	
NCLIC SALBURUA KIDERGARTEN. City: Vitoria-Gasteiz, Basque Country Calle Varsovia, 1. Vitoria-Gasteiz (Álava) www.nclicsalburua.es Joined the Network in 2018.	●				 	

OTHER COUNTRIES

IMACULADA CONCEIÇÃO SCHOOL City: Maia - Portugal Rua do Calvário, 307 Gueifães 4470-028 (Maia) www.colegiomaculadaconceicaomaia.com Joined the Network in 2018.	●	●			 	
CRYSTAL SCHOOL OF TALATONA. City: Luanda - Angola Rua Al Zona DR Talatona Luanda Sul. www.colegiocrystalatalona.com Joined the Network in 2019.	●	●	●	●	 	
REINA SOFÍA SPANISH SCHOOL. City: Sofia - Bulgaria ул. „5006-та“ №2 НПЗ „Искър“ София 1528 (бул. „Искърско шосе“) www.ispanskouchilishite.com Joined the Network in 2019.	●	●			  	
KITA ZUGSPITZE PRESCHOOL. City: Munich - Germany Flößergasse 5 A - 81369 München (Sendling) www.kita-zugspitze.de Foundation year: 2017.	●					
RĪGAS KATOĻU ĢIMNĀZIJAS SCHOOL. City: Riga - Latvia O. Vācieša iela 6, Rīga, LV-1004 www.rkgimnazija.lv Joined the Network in 2018.	●	●	●			
SHELTON ACADEMY. State: Florida - USA 11300 NW 41st St., Doral, FL 33178 www.sheltonacademyschools.com Joined the Network in 2019.					Pre-School Kindergarten Lower Upper Academy   	
WOOD ROSE ACADEMY. State: California - USA Wood Rose Academy 4347 Cowell Road Concord CA 94518 www.woodroseacademy.org Joined the Network in 2016.	●	●	●		   	
PEDREGALES SCHOOL. City: Santiago de Chile - Chile Piedra Roja, Avenida Poniente 1, sitio 11. Chicureo www.pedregales.cl Joined the Network in 2021.	●	●			 	
RIOGRANDE SCHOOL. City: Encarnación - Paraguay Jorge Memmel 9011, Encarnación. www.colegioriogrande.com Joined the Network in 2021.	●	●			   	

COLEGIO ALBORADA



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