



Avda. de los Poblados, 151
28025 Madrid
ESPAÑA
www.arenalesrededucativa.es



Annual Report





1. Letter from the President	5
2. About Us	6
3. Development	10
4. The Organization	12
5. Arenales in Figures	14
6. Economic Data	20
7. Our Strategic Programs	22
8. Institutional Agreements	26
9. Interview with Pedro José Huerta	28
10. Overview	32
11. Schools' Initiatives	34
12. Faith Encounters	52
13. Vocational Training	53
14. Arenales Parents' Association	54
15. Arenales Alumni	56
16. Arenales Directory	58



Letter from the President

I am pleased to be able to present this Annual Report for the 2022/23 academic year, a publication that shows a little of what happens every year in our schools, in very different places and circumstances.

Arenales has been working for fourteen years now. Throughout this time, we have been growing our identity and purpose. We are convinced that this perspective cannot be self-centered, and therefore we do not intend simply to be a good or even an excellent network of schools, but rather Arenales was born and wants to grow always with the purpose of contributing to the improvement of society through education. We want every family, every student, every person who works with us, to feel that this is part of their life.

The space where people's purpose converge with the purpose of the institution is what generates the desire to contribute, and that is the soul of our entire network.

We need committed faculty and staff. And to attract the best talent, to make it grow, the school has to be a place where everyone feels committed to a mission of service that fills their work with meaning, that contributes value to society and that fosters quality interpersonal relationships.

We want an identity that is as strong as it is open to everyone. Everyone must find in Arenales their own personal way of being and living. The improvement of each student is at the core of our work, because we are committed to their growth as a person. We also want to be very close to each family, together as a team, to support and share. We want a meaningful work that promotes professional and personal development, with a clear service vocation.

And we want to be a network in which there is the same purpose, but many ways to share it. We want the collaboration of each of us to help us all grow: to do more, to do it better and in more places. And thus contributing to transform our environment by participating, collaborating, sharing ideas and inspiring.

The space where the purpose of the people converge with the purpose of the institution is what generates the desire to contribute, and that is the core of our entire network.

As you know, all this attitude is based on the Christian identity of our project, which is why our corporate culture is inspired by those values that Christian humanism considers to be the foundation of our civilization.

I would like to end these lines by thanking all the people who work at Arenales for their commitment and hard work, as well as our students and families, and all those with whom we share the same ideals.

ALFONSO AGUILÓ
The President



Our
goal

Arenales' goal is focused on
“improving society through
education”.

Education transforms lives, and lives transform societies.
We want to contribute to build a better world, with women and men who, from childhood and throughout their lives, are good people, excellent professionals and Christians with a deep vocation of service.











That is why we want teachers and principals who are committed to this goal. That commitment is critical to the quality of the school.

Arenales' goal is embodied in different missions in each of the areas of the educational community:



...and our values

Our commitment to providing a quality education and forming individuals of integrity leads us to work so that every one of our values is reflected in everything we do. From the spirit of service to the relentless pursuit of excellence in all areas, we work to make our students committed, courageous and sincere individuals, while guiding them in the development of their own integrity. We create an environment where trust is the foundation of everything we do.

-   We cultivate a spirit of service.
-   We strive for personal and professional excellence.
-   We educate students with integrity and commitment, guided by courage and sincerity.
-   We create confidence at every step.



Leadership
made up
by people



María Villanueva
ECONOMIC-FINANCIAL MANAGEMENT

- Management support
- Accounting
- Audit
- Funding
- Controlling
- Budget monitoring
- Management of educational institutions
- Institutional network relations
- Follow-up of management teams
- Support to school management
- Management advice
- Decision-making assistance
- Marketing
- Communication
- Human Resources
- Infrastructure
- Legal
- Innovation, Autonomy and Mentoring



Alfonso Aguiló
PRESIDENT



José María Madrid
VICEPRESIDENT



Gabriel López
GENERAL CORPORATE MANAGEMENT



Lucía Calvo
ADVISOR



José María Calonge
ADVISOR



Rafael Dolader
ADVISOR

With more than two decades of experience in school management, our team has the right methodologies, tools and resources to ensure that schools fulfill their mission and implement their strategy effectively.

35

EDUCATIONAL
INSTITUTIONS

Arenales has 35 educational institutions, including preschools, ordinary and special education schools. These institutions receive specialized services in areas such as finance, legal, human resources and marketing, among others, with the aim of supporting them in achieving their goals and professionalizing their management. The Council directs both the work areas and the schools, guiding the direction of the institution. In addition, it provides support to the management of each school to achieve its objectives, maintaining its identity while benefiting from belonging to an educational network.



Every student is unique

14,183
STUDENTS

Arenales is growing. The number of students has increased as new schools have joined the Network. Some are new schools and others have been founded by religious congregations or other institutions and have later joined the Network.

Preschool
STUDENTS

3,579



Primary School
STUDENTS

5,590



Middle School
STUDENTS

3,828



High School
STUDENTS

925



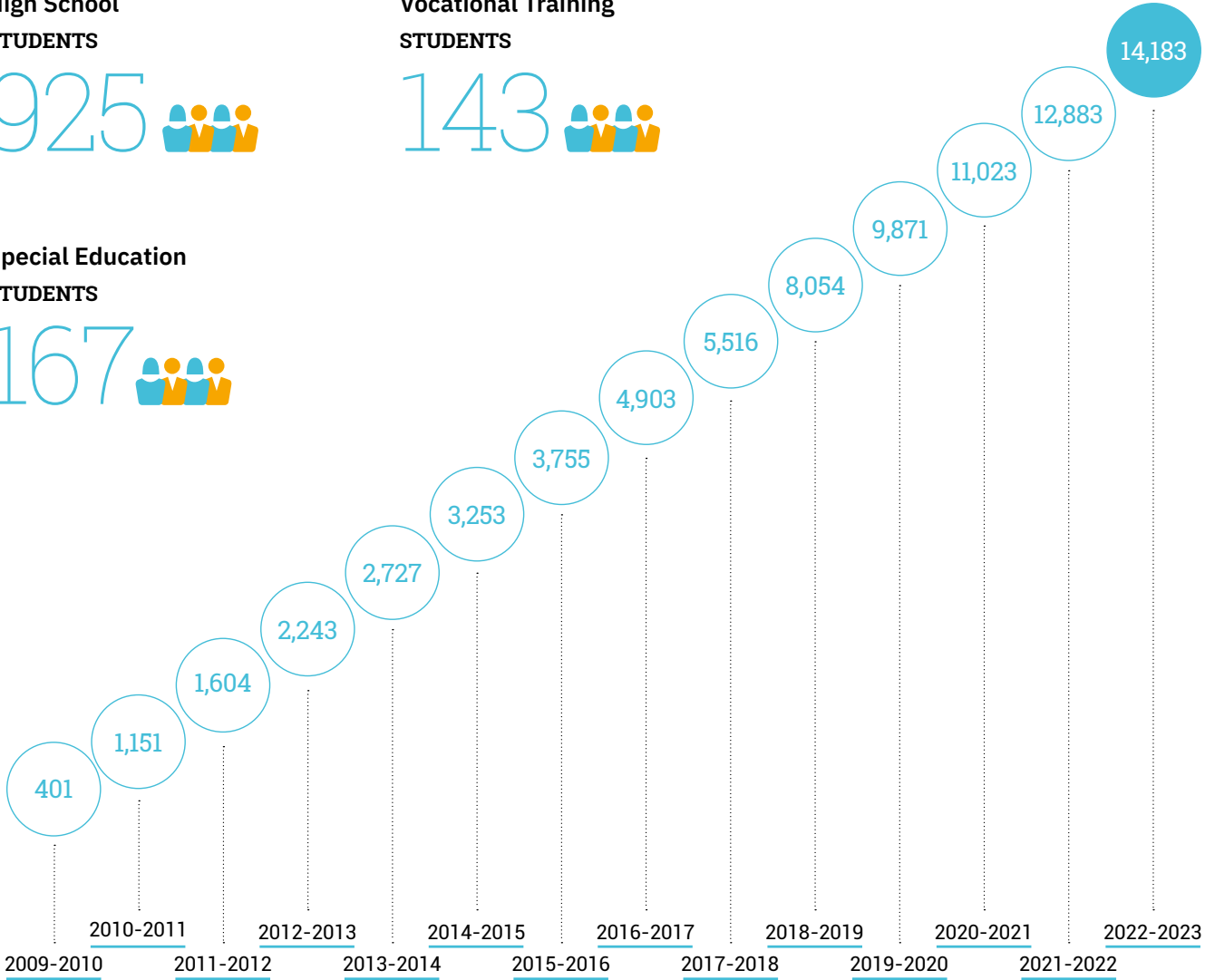
Vocational Training
STUDENTS

143



Special Education
STUDENTS

167



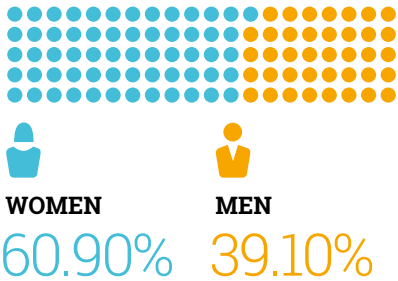


Teachers,
our driving
forcer

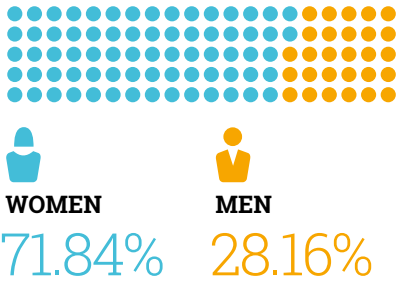
1,495
PROFESSIONALS

The driving force of the schools are all the professionals (teachers and employees) who contribute to making each institution oriented to the purpose of the Network. People who work in the academic, personal and spiritual formation of thousands of students, and who strive to create spaces of learning, trust and well-being for the entire educational community.

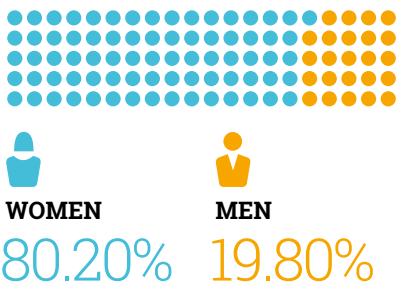
Management positions



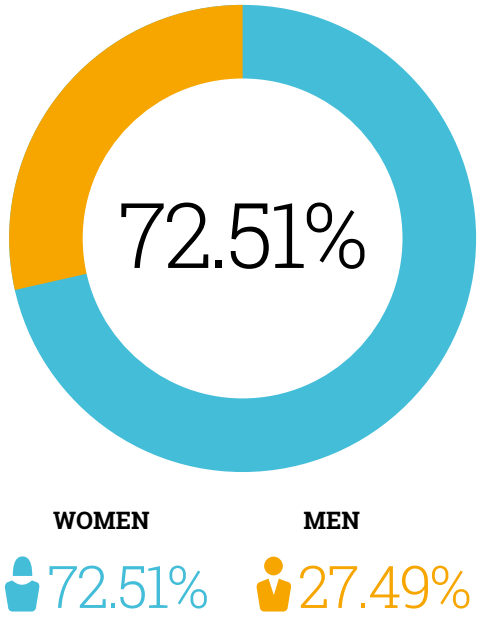
Teachers



Administration and Services



Women over total workforce



1,084
411



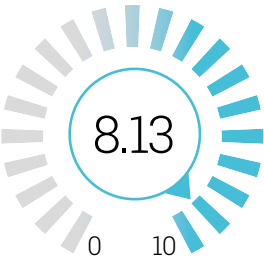
Families
rate us

10,112
FAMILIES

Knowing the degree of satisfaction of the families is the best tool to continue improving. Active listening allows us to recognize those aspects on which to reflect and work. Listening at all levels allows us to check with our community in order to continue working and thus aspire to excellence.

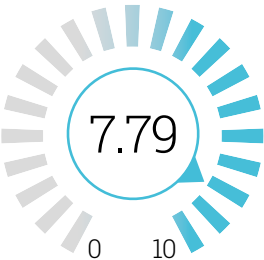
Human training:

- Virtue formation plan
- Doctrinal and religious formation
- Usefulness and preparation of tutorials with the teaching staff
- The figure of the personal tutor as an aid in education
- Environment and level of discipline
- Approach to courses and parent-teacher meetings



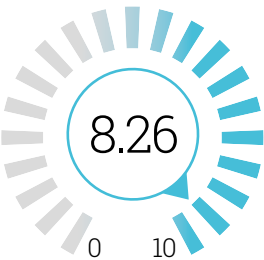
Academic training:

- School English level
- Teacher preparation and training
- Level of art and music education
- Level of use of new technologies
- Academic level of the school
- Learning process of your child/children



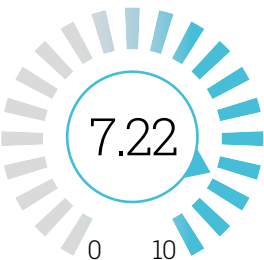
Attention from the school staff:

- Attention from the teaching staff
- Attention from stage managers
- Attention from the secretarial staff
- Information received from the school (calendars, exams, meetings, etc.)



Other aspects:

- Care and cleanliness of the school
- Operation of the dining room
- Dining room food



Families that recommend us:

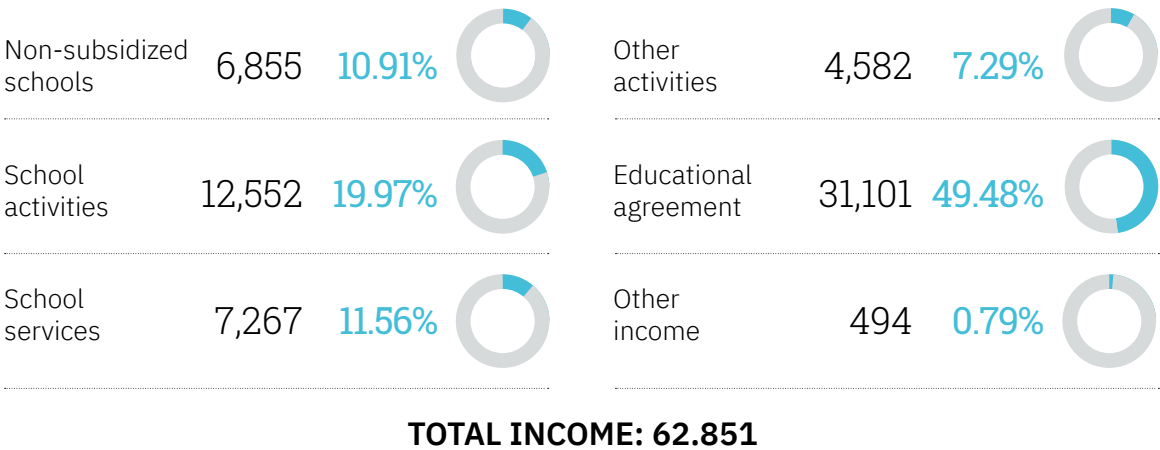
89%

In our Network, we collaborate to jointly develop educational projects that contribute to generating great growth potential for all.

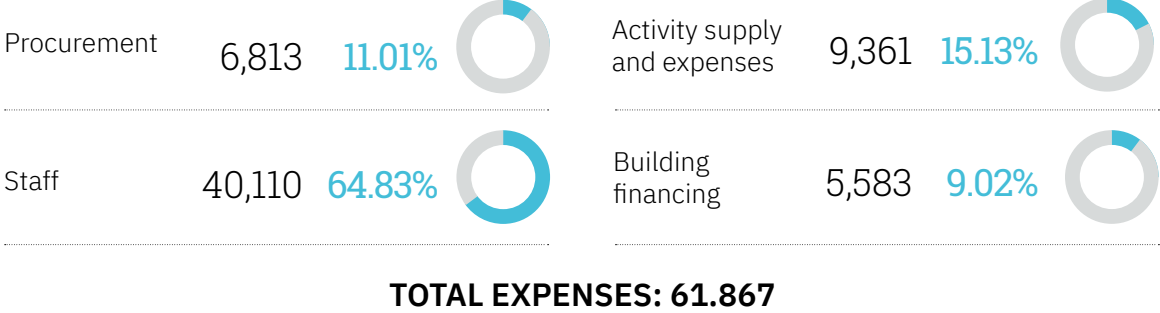
We provide the aggregate figures of the most outstanding schools, which share the common goal of maintaining economic sustainability without being profit-oriented.

Sustainability and transparency

Revenues 2022-2023* (in thousands of euros)



Expenses 2022-2023* (in thousands of euros)

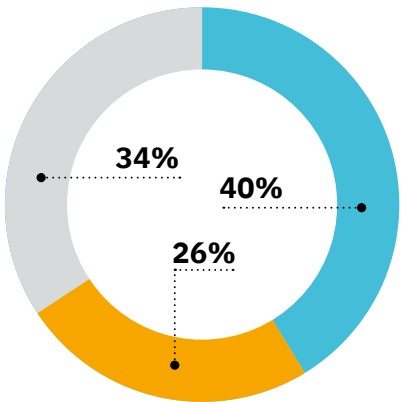


*Aggregate figures in thousands of euros of the Network’s main schools.

Scholarships* (in thousands of euros)

Children of employees	1,365
Large family	838
Foundation scholarships	1,139
TOTAL SCHOLARSHIPS	3,342

Total over quota income: 17.23%



Our Strategic Programs



Our strategic programs are designed to enhance the growth of students, teachers and families in different areas with the aim of bringing each individual to their full potential.

During this academic year 2022-2023, the first steps have been taken in the implementation of these programs. Allowing the implementation of a wide variety of activities and projects aimed at the personal, academic and spiritual improvement of each educational community of Arenales.

More than **2,500 hours of extra training** during the school years.

Be Plus is a program aimed at improving the extracurricular profile of students, allowing them to acquire a series of additional competencies and skills by the time they finish school.

Betutor is a comprehensive program focused on the **development, personal and spiritual growth of students and their families.**

This program involves the entire educational community in the education of each individual.








Nearly **500 teachers dedicated to studying and working to improve academic standards.**

Izar is a program aimed at improving academic excellence in all educational stages of a school: from kindergarten to high school and vocational training.



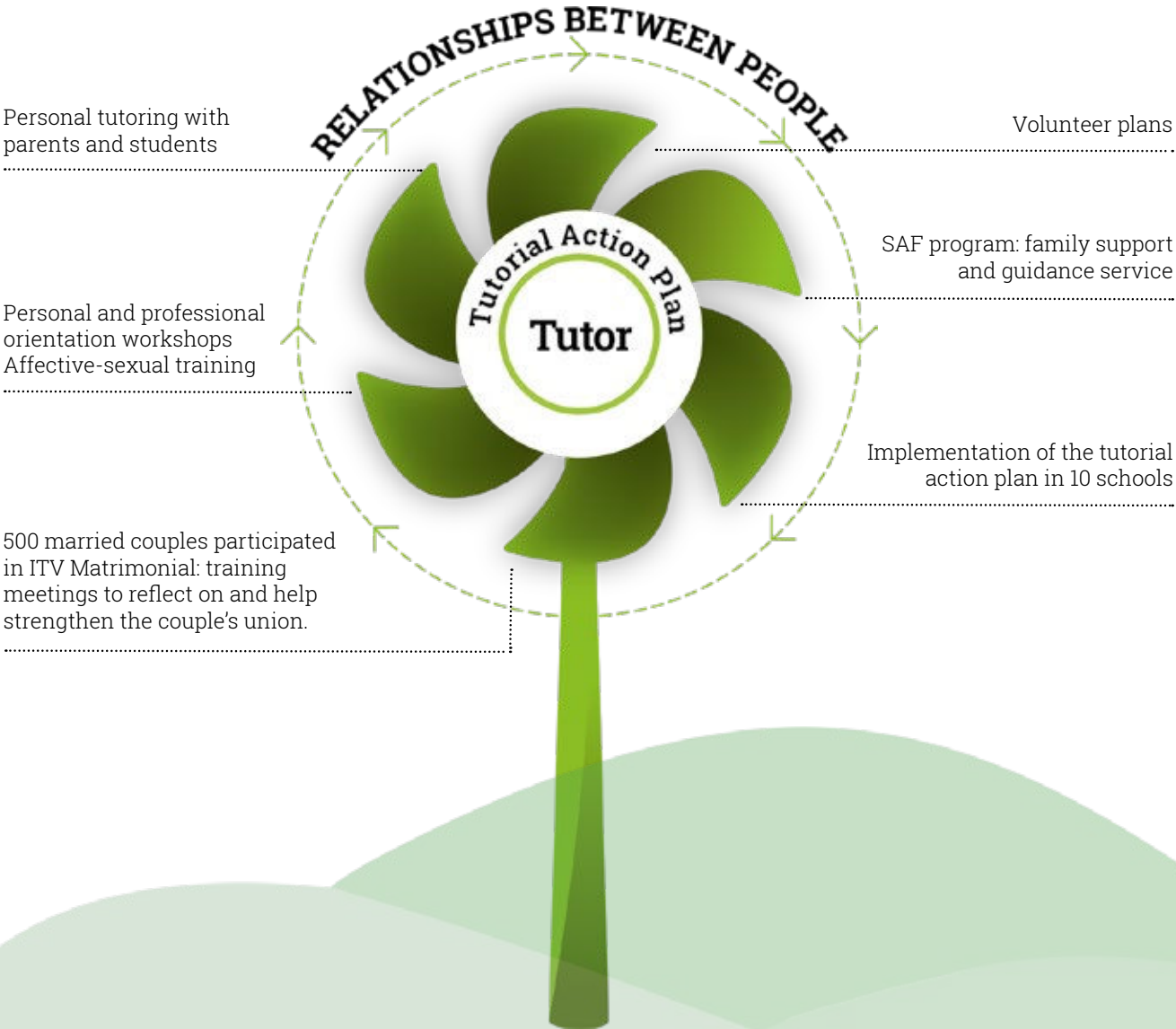
Improving the extracurricular profile of the student, promoting the acquisition of additional competencies and skills during their school career.

Through all subjects and at all educational stages, **we work on the following seven areas of formation:**

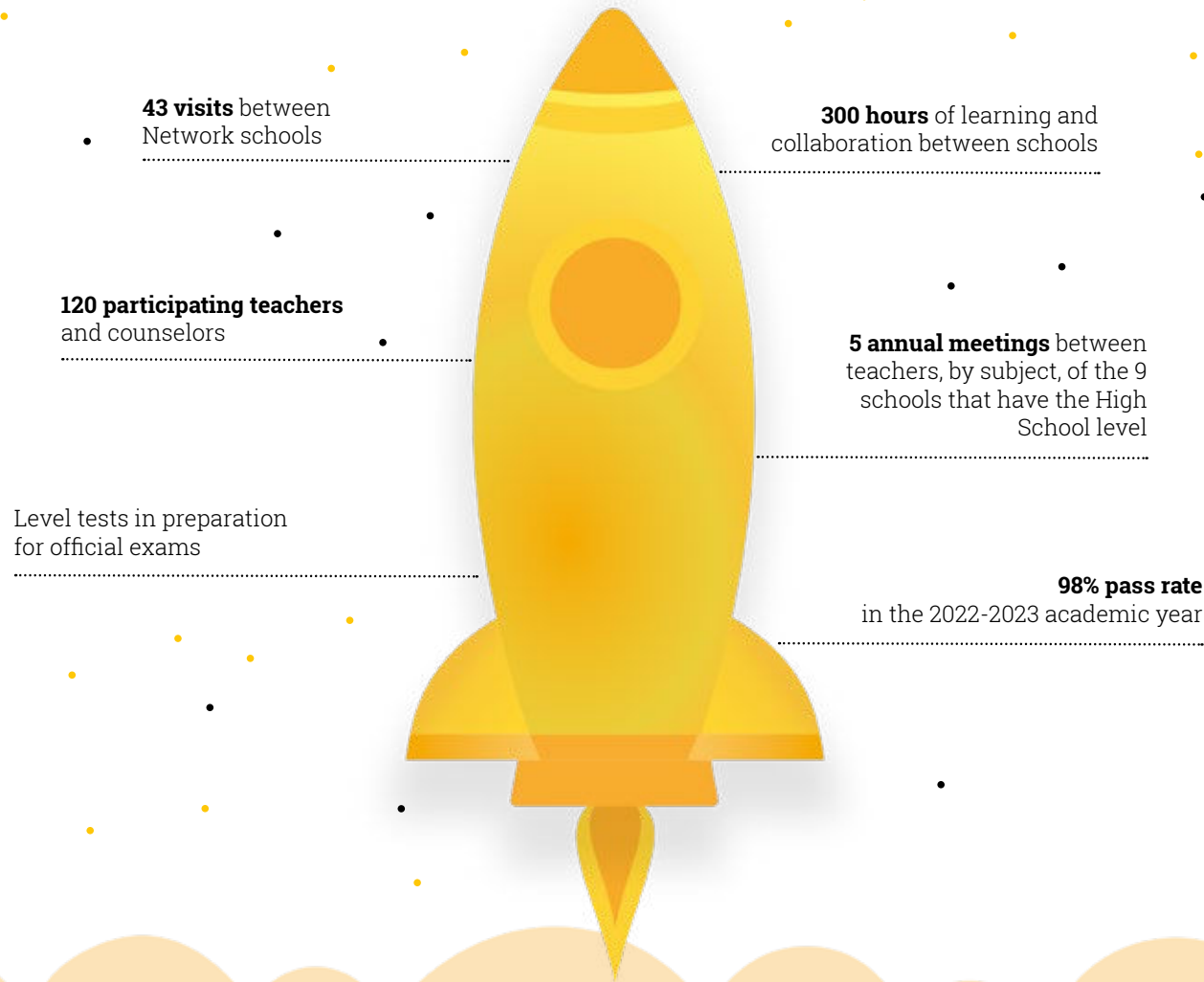
	1 Languages	Students sitting official exams in English, French and German.
	2 Communication and leadership skills	» Debate tournament » Linguistic thinking workshop » Creative writing workshop
	3 Technological thinking. STEM educational system	» Science and robotics workshop » Greenpower Iberia-Bridgestone Competition » Ikigai entrepreneurship program
	4 Arts, Culture and Music	» School choir contest » Jana School of Dramatic Arts » Music schools
	5 Autonomy	» Autonomy and services workshop » Paloma Colás Cooking Academy Project » Home Skills
	6 Service and Cooperation	» Food Gathering, Volunteering » APS Project - Learning and service
	7 Sports and Healthy Living	» Sports Clubs » Artistic gymnastics » Chess » Conscious and healthy eating project



With the help of teachers, counselors and chaplaincy, Be Tutor provides families and students with the necessary tools to cultivate values, improve communication and build solid relationships, contributing to the integral formation of individuals committed to the world.



The search for educational excellence motivates the continuous improvement of our teachers. Izar provides tools and methodologies for teachers to develop themselves through experiences and facilitates the exchange with other schools, both within and outside the network. These experiences enrich competencies, skills and abilities, promoting academic objectives and personal and professional growth of both the teacher and the student.



8. Institutional Agreements

Catholic Institutions

Arenales is growing year by year, sometimes thanks to the collaboration of other schools and institutions that seek to continue its educational and evangelizing mission.

Throughout these years, Arenales has signed several agreements with Catholic institutions. Each of them is linked to one or more educational institutions, with different time frames and programs, according to the specific situation of each place. In all cases they have been made with the express desire to give continuity to the style and charisma of each school, with the hope that it will fulfill the mission for which it was born.



“Compañía de María” and “Lestonnac” schools in Ferrol join Arenales

The schools “Compañía de María” and “Santa Juana de Lestonnac”, in Ferrol, join the Network at the beginning of the 23-24 school year. The nuns of the Company of Mary inaugurated the first school in 1889, right in the center of the city; and in 1973 they started up the second one, in the neighborhood of Caranza. At the time of the transfer of both schools to Arenales, the educational offer covers pre-school, primary and middle school levels and has a total of 856 students and 97 workers, teaching and non-teaching staff, between the two institutions.

- 2013 • **Religious Sisters of Mary Theresa Servants of Jesus Christ** for the Colegio María Teresa (Alcobendas, Madrid).
- 2018 • **Religious Teatines**, for Col-legi Nostra Senyora de Montserrat (Parets del Vallès, Barcelona, Spain).
- Franciscan Sisters of the Immaculate**, for the Colegio La Purísima y Santos Mártires (Teruel).
- Order of the Nuns of Our Lady of Mercy**, for the Nuestra Señora de la Merced School (Miguelturra, Ciudad Real).
- Congregation Missionaries of the Blessed Sacrament and Mary Immaculate**, for the Imaculada Conceição School (Maia - Porto, Portugal).
- Salesian Sisters of the Monastery of the Visitation of Saint Mary**, for the NCllic School (Vitoria, Spain).
- Congregation Missionaries of Mary Imaculate** for La Inmaculada Nursery School (Móstoles, Madrid).
- Archbishopric of Riga**, for the Rīgas Katoļu Gimnāzijas (Riga, Latvia).
- 2019 • **Sisters of the Holy Guardian Angel**, for Colegio Santo Ángel de la Guarda (Canillejas, Madrid)
- Congregation Madres Celadoras del Corazón de Jesús**, for Colegio Reinado del Corazón de Jesús (Madrid).
- 2022 • **Servants of St. Joseph**, for Colegio San José (Palencia, Palencia).
- 2023 • **Company of Mary**, for the Company of Mary and Lestonnac schools (Ferrol, A Coruña).

Other institutions



HAZ Foundation

During this academic year, the educational institutions of Arenales have presented their Transparency Portals on their websites. They have made a deep analysis and exposure of the school to bring it closer to the general public. This is a practice that is starting to be carried out annually and that has the advice and support of the *HAZ Foundation*, with which a collaboration agreement was signed, advising and guiding us in this process of informative clarity.



Academica School

There are already nine schools in the Arenales network that are part of *Academica*, an official program of international validation of high school diplomas that allows students to obtain two simultaneous degrees: the Spanish diploma and the *American High School Diploma*. Upon completion of their studies, *Dual Diploma®* students receive the same degree as U.S. students at the end of high school, which is recognized in all states and universities around the world.

In addition to the significant improvement in English language skills, the *Dual Diploma®* provides students with a high degree of personal autonomy and a great facility in the use of new technologies.



University of Navarra

One year after the signing of the collaboration agreement between the University of Navarra and Arenales Educational Network, there has been an increase in the participation of teachers from the schools in a variety of training courses, master’s degrees and initiatives of the University. Students from the Campolara, María Teresa, Arenales Carabanchel and Alborada schools have also taken advantage of the *Excellence Program* for high school students, which provides them with academic resources before they go on to university.

9. Interview

Pedro José Huerta.

General Secretary of Escuelas Católicas.

“Our Catholic identity is the best contribution we can make to the environment in which we live”



We spoke with its secretary general, Pedro J. Huerta, philosopher and professor, a religious of the Order of the Most Holy Trinity and the Captives. Since 2020, he has been the General Secretary of Escuelas Católicas, which represents more than 2,000 educational institutions belonging to 431 religious entities throughout Spain. A meeting that gives us a glimpse of the purpose, challenges and mission of Christian education in Spain.

Q. First of all, I would like to ask you about yourself, your background, your family, your school, your vocation as a Trinitarian religious...?

A. I was born in Alcazar de San Juan, the heart of La Mancha, in a religious environment and family, something that has greatly influenced my life. I studied in a school of Trinitarian nuns and since I was a teenager I was closely linked to Franciscan and Jesuit youth groups. The vocation is forged in these little things, and although I strongly resisted, it was after a three-month missionary experience in Colombia, when I was eighteen, that the balance was gradually tipped. Later I studied philosophy in Madrid and at the age of 22, I entered the novitiate of the Order of the Most Holy Trinity and

the Captives, the “official” name of the Trinitarians.

Q. Tell us a little about your trajectory in religious life, your studies, your personal experiences?

A. Since my novitiate and until three years ago I spent my life as a priest in Andalusia: I studied theology in Granada, I specialized in Islamic theology and then, both in Granada and Seville, my ministry developed exclusively in parishes in marginal neighborhoods and as a prison chaplain. In 2006, my superiors assigned me to a school in Cordoba to teach and supervise the educational ministry. I had to give up my great passion for prison ministry but, although it may seem curious, I found a way to apply and share everything

I had learned in prison to the educational field. Basically, there is not so much difference: the evangelizing mission should not look so much at the means as at the end of proclaiming Christ. And I am still at it. I began to take on new responsibilities, directing the network of Trinitarian schools in Spain, creating an educational foundation of our Trinitarian charismatic family, then as Provincial Superior. Education became my new passion, to the point that, despite my new responsibilities, I never stopped teaching a few hours of classes and participating in the activi-

ties and celebrations of my school in Cordoba, until my election as Secretary General of Escuelas Católicas in September 2020.

Q. What is the mission of Escuelas Católicas as an institution and what challenges are you facing?

A. We have a twofold mission. On the one hand, we represent the 431 member organizations, all of which are Catholic schools, in dealings with the administration and other institutions. On the other hand, we accompany the principals of the schools in their formation, offer them advice in different areas and

protect their interests. As for the challenges, the current situation obliges us to face those that come from outside as well as from within. Considering that the vast majority of our affiliated schools are subsidized, the economic situation, the declining birth rate and the educational administration itself become serious difficulties for the sustainability and maintenance of the educational offer. Sometimes we may think that we have little to do in the face of these challenges, but that itself is already an internal challenge, the need to recover and strengthen confidence in our educational projects based on the Gospel. We are part of the mission of the Church, we work so that this is not only a principle or an institutional motto but a starting point for a reflection on our identity, which should lead us to rethink the image we have of ourselves and our ways of defining ourselves.

Q. Quite a few of the Arenales Network schools are part of Escuelas Católicas. What do you expect from them?

A. The most important thing is that they continue working on reflecting upon

their mission. As schools with a Catholic ideology, they are called to fill all their processes, projects and spaces with the transforming power of the Gospel. As I said before, we cannot take this for granted, since identity has to be rebuilt every day, and in the face of external challenges, each school has its own way of being a “village of education”, as Pope Francis says, from which to give witness in its own educational community and in the environment in which it is located.

Q. What are the challenges to Catholic identity in a school in today’s context?

A. I have said something about this before. But it seems important to me to insist that it is precisely our Catholic identity that we can best share. We have always done so, our schools were founded for this mission, and in spite of the fact that we live in an atmosphere that is largely contrary to expressing what we are, we must maintain two important principles that save us in the face of all this reality: on the one hand, the humanizing principle and on the other hand, the evangelizing principle. Both are complementary and necessary to avoid “camouflage”, both must participate in the formation planning of educators, both are the transversal axis of our educational projects. There are no excuses for going down these paths, because our responsibility before the very society in which we are missionaries demands clarity and strength, val-

“As Catholic schools (...) they are called to fill all their processes, projects and spaces with the transforming power of the Gospel”.





“The experience of Arenales Network in incorporating schools of different charismas is essential to make visible that we must collaborate and make decisions together”.

ues and virtues that are increasingly going against the tide. Precisely, the last laws approved by the Spanish government, with a strong ideological charge, force us to an unambiguous position, they invite us to know how to expose and propose a sexual morality in line with our educational project and our own character.

Q. The Arenales Network wants its schools to have room for many different charismas and to work in good collaboration and communion. What do you recommend to achieve this?

A. External threats, of which we have already spoken, are leading us to an undesired competitiveness among Catholic schools. The experience of

Arenales Network in incorporating schools of different charismas is essential to make it clear that we must collaborate and make decisions together. We are not going to be able to survive all, this is something that it is hard to say and to state, but as Christians we have a very effective tool, communion. When we allow Grace to inspire and guide us, we put ourselves within reach of the encounter and dialogue that allow this communion. I am greatly encouraged by the words of St. Paul in his second letter to the Corinthians: “My grace is sufficient for you, for strength is realized in weakness” (2 Cor 12:9).

Q. What do you think the “exit profile” of stu-

dents in a Catholic school should look like?

A. I am very glad you asked me this question. I believe that one of the positive contributions of the LOMLOE (the Spanish national education law) is the proposal to orient pedagogical programs from the students’ exit profile. In this way, we incorporate a project that further embodies the teaching-learning experience in the school, while at the same time it allows us to evaluate the objectives and actions of the learning itself. In our educational model of Catholic school it is an opportunity for us to rethink an exit profile that responds to our values and to the evangelizing and pastoral principles we work on every day. It would

take a long time to explain, but we can summarize it in a change of perspective: to evolve from our punctual and temporary proposals towards meaningful proposals. I like to call it “preparation for life outdoors”. In school it is “easy” and much more “comfortable” to work on certain issues, but many times it becomes a bubble of self-referentiality, Pope Francis calls this “creating an educational bunker”. The exit profile should be based on a reflection of each school on the reason for its educational mission, which translates into an evangelizing project for the uncertainty that its students will encounter once they finish their studies. It is not only necessary, it is urgent that we do it.

Q. How can we help God inspire the call to religious life in boys and girls in our schools?

A. This is very much in line with what we were talking about before about the exit profile. We cannot present a proposal that does not include a vocational approach. I have been responsible for vocational guidance in my religious community for twelve years, and my experience continues to tell me that we must foster a vocational culture in all areas, fostering spaces for listening, for discernment, for answers, but always letting God himself be the one to act, while being aware of our role as mentors. This is also true in the school, which many see as one of the last strongholds of vocational guidance. If we take seriously, from our educational project, the promotion of meaning in all that we propose, we will be taking a step away from the mazes of providing value, which from our mission are fruitless, and we will focus on providing meaning, which is the perfect “humus” to put ourselves within God’s reach. ●

Pedro José Huerta, at Arenales Annual Executive Conference at IESE:

“Sowing with our educational work in a pluralistic world”.



The last Arenales Annual Executive Conference, held in July at IESE in Madrid, was rounded off by the participation of the Secretary General of Escuelas Católicas, Pedro José Huerta. His speech highlighted the collaboration that exists between Arenales and Escuelas Católicas (EC), with which many of Arenales’ Spanish schools are associated.

Pedro José Huerta recalled some of the keys that unite schools with a clear Christian identity. To this end, he made use of the Global Education Pact promoted by Pope Francis, a message that serves as a nexus of union for all edu-

cational entities that recognize evangelization as their raison d’être. Huerta pointed out the mission to which the Pact encourages us to “build a village of education, where we can commit ourselves to create a network of human and open relationships”.

The Secretary General of EC encouraged “not to camouflage our Christian identity” and pointed out that “this camouflage, in the end, ends up affecting us all”, referring to all Catholic educational entities. He concluded by underlining the great objective of education “to sow with our educational work in a pluralistic world”.

10. Overview



Annual Teachers' Day

In October we celebrated the sixth Annual Conference of the Arenales Educational Network. A day focused on promoting the improvement of society through education. With the slogan "Together we form a network", more than 640 teachers, principals and staff from the different schools in the Arenales Network gathered in Madrid. The meeting took place at Kinepolis in Ciudad de la Imagen, and more than 270 users connected via *streaming*.



New Teacher Training Workshops

Continuous teacher training is one of our main commitments. This year, teacher training workshops in English and Mathematics have marked the school calendar. The 2nd English Workshop, at María Teresa School, and the 1st Mathematics Workshop, at Arenales Carabanchel, provided teachers with several methodological keys to apply at all educational stages in these subjects.



First Baccalaureate Congress

The 1st Arenales Baccalaureate Congress could be described as "a day of preparation for the new university stage". During the event, held in Salamanca (Spain), high school students presented their papers on "Happiness in difficult times" to a scientific committee. The presentations stood out for their quality, in-depth research, eloquent exposition and refined ability to analyze the topics.

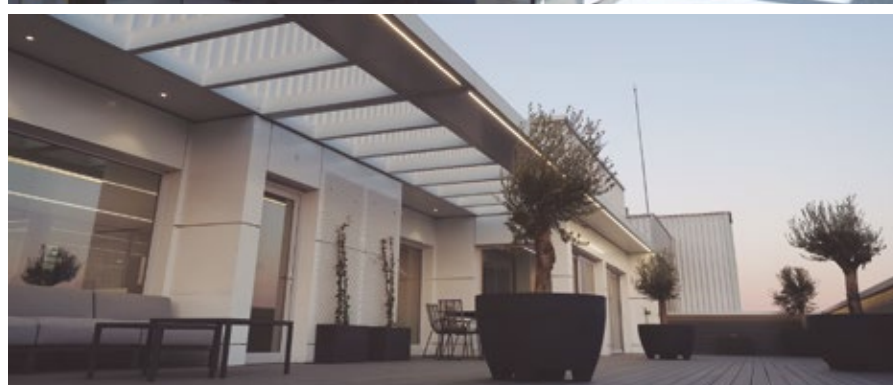
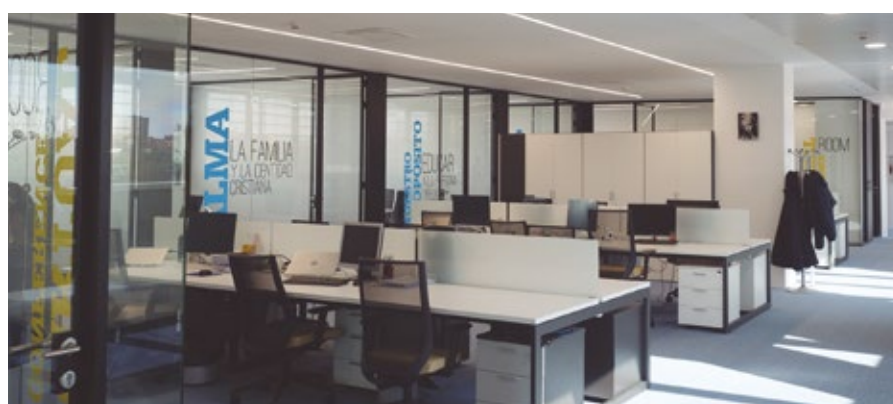


Counselors' Day

The last Guidance Counselors' Day focused on "child and teenage mental health". Different experts spoke about the importance of family stability. They also addressed the increase of suicides in minors and shared professional approaches to help students. Professionals emphasized the need to work together and presented techniques such as "neuro feedback". In addition, the crucial role of the family in prevention and treatment was discussed.

New Central Services Offices

ARENALES. The Arenales Central Services opened new offices within the facilities of the Arenales Carabanchel school. A larger, diaphanous and modern space that jointly houses the accounting, legal, employment, marketing and communication departments, providing service, from here, to the educational institutions of the Network. This location is completed by several meeting rooms, offices for the Board of Directors and the directors of the executive areas.



English Language Immersion Programs

ARENALES. In this academic year 2022/23 we returned with more strength to the Foreign Language Immersion programs. We increased the educational offer compared to what we have been doing since the beginning of the Arenales Network. These programs are aimed at all the schools in the Network and allow students from different schools to share a unique learning experience.

More than 100 students from Colegio Alborada, Colegio Arenales Arroyomolinos, Colegio Campolara, Colegio Arenales Carabanchel, Colegio Nuestra Señora de la Merced de Miguelturra, Colegio María Teresa, Colegio NClic, Colegio Nue-

tra Señora de Monserrat, Colegio Peñacorada, Colegio Reinado del Corazón de Jesús, Colegio Santa Mónica and Colegio Santo Ángel de la Guarda, have participated in some of the different modalities we have offered this year:

- Culture Week for Primary and Middle School.
- 4 Weeks in Yorkshire for Primary School.
- 5 Weeks in Yorkshire for Middle School.
- 5 Weeks in Dublin for Primary School living with host families.
- Term and Year for Middle School.



Cardinal Tolentino receives Arenales leaders

ARENALES. On January 13th, 2023, the Cardinal Prefect of the Dicastery for Culture and Education, H.E. José Tolentino de Mendonça, received us at the Vatican. We had the opportunity to speak to him about the purpose of the Arenales Network and our mission of service to education throughout the world. In the photograph, the Cardinal, Alfonso Aguiló and José María Madrid, along with Giovanni Vicari and Sara Cipollini, responsible for Arenales in Italy.

Arenales Library 2022/2023

We bring together some of the publications written by professionals of the Arenales Network that have seen the light of day during the 2022/2023 school year:

1. «No sufrirás. Y otros dogmas del occidente adolescente» (“Thou shalt not suffer. And other dogmas of the adolescent West”)

Author: Eduardo Gris Romero.

School: Colegio Alborada.

Genre: Essay.

Synopsis: Like teenagers, today's society seeks to break with its past and reject limits. It idolizes youth and constant change. With bold language, the author denounces fissures in the dominant thinking about guilt, self-esteem, patriarchy, suffering and the man-animal equation. A reflective book that challenges and stimulates the critical sense.

2. «¿Es posible el para siempre en la pareja? Sí, lo es» (“Is forever possible in a couple? Yes, it is”)

Author: Cristina Clemares Pérez-Tabernero.

School: Colegio Montessori Salamanca.

Genre: Family.

Synopsis: This book helps you fight for what is important, and life as a couple is. It deals with different topics (what love is; not falling into routine; sexual relationships; dealing with families, etc.) in a simple and pleasant way but rich in content. An encouragement to couples to be faithful to their commitment and happy during it.

3. «Huir mientras regresas» (“Running away while you come back”)

Author: Carlos Velado.

School: Colegio Arenales Carabanchel.

Genre: Poetry.

Synopsis: “Huir mientras regresas” tells us about the joy and happiness of living, while showing us the other side, the pain of existential emptiness between the noise of life's corseted clutter and empty relationships. Those spaces from where you leave and return, from where you flee and come back.

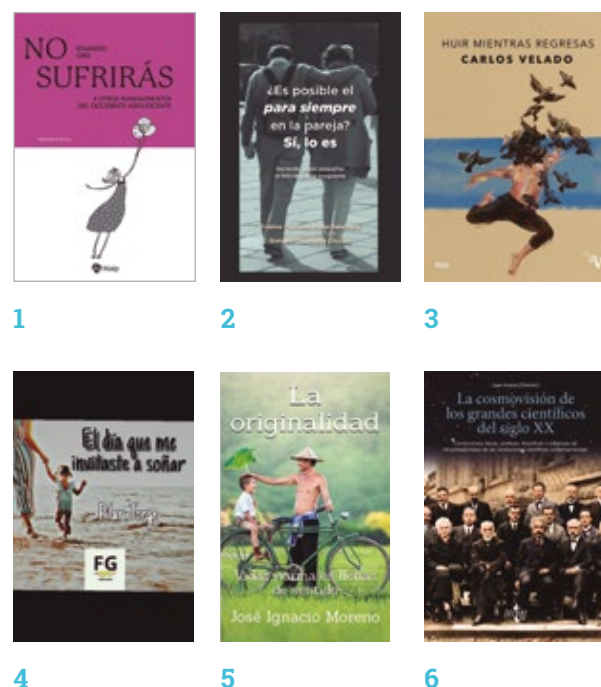
4. «El día que me invitaste a soñar» (“The day you invited me to dream”).

Author: Pilar Jorge.

School: Colegio Santo Ángel.

Genre: Autobiography.

Synopsis: The story of a mother who never gives up, who trusts and believes that she should never stop fighting. A work that proclaims the hope of all those babies who, un-



fortunately, must start fighting for their lives from the first breath of air.

5. «La originalidad: Vidas normales llenas de sentido» (“Originality: Ordinary lives full of meaning”)

Author: José Ignacio Moreno.

School: Colegio Alborada.

Genre: Society.

Synopsis: Through an informative philosophy and Christian faith, this essay proposes the opening of the person to reality as a condition to lead a meaningful and happy life. The objective is to open up perspectives that help us to live our personal life with more hope and meaning; a life that is unique, unrepeatable and original.

6. «La cosmovisión de los grandes científicos del siglo XX» (“The worldview of the great scientists of the twentieth century”)

Co-author: Eduardo Riaza.

School: Colegio La Purísima y Santos Mártires.

Genre: Essay.

Synopsis: In the 20th century, philosophers adopted a more cautious attitude towards the answers to the ultimate questions... But scientists dared to speculate on such controversial issues as the origin of the universe or the destiny of man. This book compiles the worldview of 39 authors chosen from among the most relevant contemporary scientists.

A whole academic year full of proposals, activities, initiatives, improvements... Born in the heart of the schools and aimed at improving the quality of education and helping in the human and spiritual formation of our entire educational community. We present a small part of what the Network has been working on during these months, which serves as a sample of the impact that Arenales generates wherever it is present.

Colegio Arenales Arroyomolinos

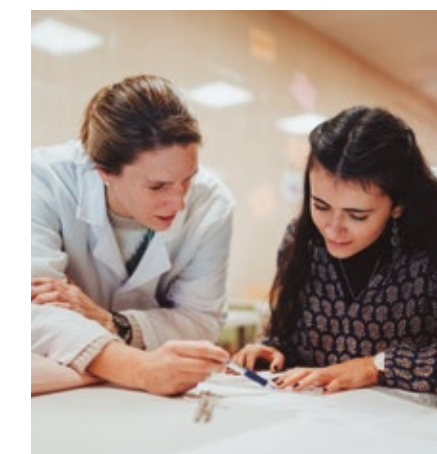


Building bridges with local companies

MADRID. “Know your surroundings and let them know you”. Putting into practice this exercise of proximity, the school is committed to strengthening ties with the business fabric of Arroyomolinos. Through a meeting with partner companies, the school's vocational training management has shown businessmen and organizations the facilities where a multitude of vocational training stu-

dents are currently being trained, who may end up doing internships in their companies in the future. An initiative that allows to share experiences and deepen in the professional profile that the labor market is demanding in certain specialties.

Currently the school offers vocational training in “Microcomputer Systems” and “Web Applications Development”.



Colegio Reinado

Entrepreneurs of their own future

MADRID. During high school, there is the great challenge of correctly guiding students in their university and work trips. In order to reduce the error rate in this very important issue, students have been invited to participate in the YouLead project. Through experiential learning and the use of technology, students work in the classroom on a business idea that they can make a reality, with the help of their teachers and external companies that mentor the students throughout the project.

The program opens many other doors for students, allowing them to approach other work and academic environments that allow them to orient themselves towards their possible professional future. YouLead makes it possible, in short, for students to develop their autonomy, improve their skills and develop soft skills, such as resilience, teamwork, commitment, constant learning... so in demand today in the labor market. An opportunity to undertake and reflect on one of the most important projects of your life, your future work.

11. Schools' Initiatives



10th Anniversary of Arenales Carabanchel

MADRID. The day began with an expression of gratitude to Mary, Our Lady of La Almudena, through the celebration of the Holy Mass and the renewal of the consecration of the school to our patron. After the ceremony, the school principal, José Luis Marrero, thanked everyone for their work during these ten years. The president of the school's parents association, who is leaving his position after a decade of service to families and the school, was also recognized and emotionally thanked.

After that, teachers, families and students enjoyed a day of activities such as races, competitions, a family omelet contest, photo session, bouncy castles, a fun "Literary Bingo", children's dances, face painting and football, basketball and paddle championships. To regain energy, there was a break in the day to share a delicious paella with the family.

The festive atmosphere continued into the afternoon, reflecting the unity of a large family that has been together for ten years. Thanks were expressed to everyone for helping to make this school a wonderful place: families, students, teachers and staff. Together they left a significant mark on the school's history.

Colegio Cambrils-Colegio Arenales Carabanchel



Mis soles: a project that will mark educational innovation

MADRID. The students of Cambrils have participated in one of the most recognized Educational Innovation projects of this school year: Mis soles. The project was born in December 2019 in Arenales Carabanchel, led by music teacher Jesús Lucerón. It is based on collaboration between schools, using challenges and focusing on music as a common thread in all the activities carried out in the different subjects. The other key to the project is that one of the two schools that participate must be Special Education.

The immersion of music in subjects such as English, Mathematics, Geography and History, etc., to carry out the challenges, helps to work with aspects that affect behavior such as attention, affectivity or social interaction in students with special educational needs.

This work aims to see the possible benefits, as well as the positive effects that music brings to children and teenagers with specific educational needs and to strengthen content in Middle School Education students. The project has been recognized this year by the educational community in the Educational Innovation Awards. It won first prize in the "Methodological Innovation" category. Up to 350 candidates from educational institutions from kindergarten to high school in Spain and Latin America submitted their application to these awards.



Colegio Peñacorada



Peñacorada Entrepreneurship: a subject to promote entrepreneurial vocation

LEÓN. Becoming an entrepreneurial person is learned and is a lesson for life. The 2022-2023 academic year began at the center with the idea of enhancing the entrepreneurial profile of middle school students, and teaching them that this learning impacts the different levels of their lives. A challenge that led them to train them in skills such as improving social skills; learn to speak in public; manage your emotions; improve your self-esteem; teamwork; the communication; manage time; tolerate frustration; leadership...

At the core of Colegio Peñacorada's DNA is the promotion of the possible business vocation of its students. In this line of work, Peñacorada launched the Genyus School Program with the help of Pedro Carrillo, a young industrial engineer, business ex-

Students have learned to promote entrepreneurship as an attitude in their lives; to develop communication and social skills; to work on their leadership profile.

pert, and member of the Board of Directors of AJE (Association of Young Entrepreneurs of Asturias, by its acronym in Spanish). Through its pedagogical methodology, students were able to learn to promote entrepreneurship as an attitude in their lives; to develop communication and social skills; to work on their leadership profile, and to make use of the resources proposed during the course to carry out the projects undertaken.

11. Schools' Initiatives

Colegio Santo Ángel



Sport as educational culture

MADRID. Sports in Santo Ángel are part of the school's culture. For some time now, the Escuela Deportiva de Santo Ángel has been acquiring great importance among the educational community. This year several basketball and indoor soccer tournaments were organized, and we competed in favor of various social causes.

Also the Club de Baloncesto Santo Ángel, supervised by the world champion, Pepu Hernández, is consolidated in the institution as part of the sports offer for students from different grades and from different schools. This culture, so present, has been reflected in a table of gymnastics exercises made and executed by the students themselves, with the advice of their teachers.



Reina Sofia School



Reina Sofía opens school and location

SOFÍA. Work on the new building of the Reina Sofía Spanish School has begun. Thanks to an agreement with a local investor, a new school is being built in a privileged area and in a very quiet location: Gorna Banya. A charming place that is about 8 kilometers from the city center.

It is a structure with about 3,000 m² built, on a 4,000 m² plot. The institution is distributed over three floors: ground floor with entrance, sports center, games, dining room and chapel; first floor, which will house Preschool, administration, medical services and rooms for meetings with families; and second floor, with laboratories and the other classrooms, up to class 12.

The new classrooms will be furnished with the most advanced equipment, such as projectors and

The inauguration of the center is expected in December 2023

digital whiteboards. There will be laboratories for Chemistry, Physics, Biology, and a Music room. As sports facilities, the school will have a closed sports center of more than 200 m², and outdoor fields of 500 m².

The rest of the outdoor area will be dedicated to the garden and the creation of an urban garden. The new headquarters will offer all the possibilities to continue developing the educational project, as well as to grow and expand the number of students. The inauguration of the center is expected in December 2023.

Colegio La Merced

Married couples make a “pit stop”

CIUDAD REAL. Bringing together more than a hundred couples at school on a Saturday morning, inviting them to start with breakfast at a “school desk” reserved for two, is the best way to start the training day.

This is how this ITV Matrimonial journey began, aimed at contributing to the formation of marriages both in La Merced and in the surroundings of Miguelturra (Ciudad Real). A day led by the Institute of Family Studies of Ciudad Real, led by the management of Colegio La Merced. The participation of the doctor and family expert, Pepe Borrell, author of the book “Bailar en la cocina” (Dancing in the Kitchen), was able to guide the attendees on many doubts that arose about the couple's relationship: the education of children or the use of technology at home, among many other topics. A declaration of intentions from the school that is committed to helping strengthen the foundations of its families and those of the town of Miguelturra.



Wood Rose Academy



An Apple a day...

CALIFORNIA. A famous Anglo-Saxon saying says that “An apple a day keeps the doctor away”. At Woodrose they have taken it literally and have created, around this fruit, an entire market inspired by this delicious food, in its different varieties. A way to cultivate, among the little ones, a healthy and sustainable food culture, and at the same time encourage them to enhance their autonomy to start a business. Two lessons that came true at this stand where everything was thought out: from the color red on the signage; in the wide selection of products or in the organization of sellers, of different courses... An educational, healthy activity at the service of the entire educational community.

11. Schools' Initiatives

Colegio San José



Sustainability and collaboration in science projects

PALENCIA. Cooperative learning is an active form of teaching that seeks to promote student autonomy. Through projects carried out during the school year such as creating a company of their own or building models of ecological houses, encouraging teamwork, individual responsibility and development of social skills. This allows students to learn from themselves and from their classmates, under the guidance of a supporting teacher. At the same time, it is noted that this approach stimulates self-learning in children, as they acquire knowledge through research and become more interested in the topics.

The benefits of project-based learning include motivation to manage their own learning, develop autonomy, encourage self-criticism, stimulate creativity, adapt to diversity, connect their learning to real situations, develop transversal skills, promote entrepreneurship and cultivate a taste for reading.

Shelton Academy



Brand new academic facilities

MIAMI. 2023 was a year marked by a new beginning. That is the title Shelton Academy could give to this school year. Over the first few months, the entire educational community has been able to access the new Campus, built from scratch and aimed at continuing the educational project that inspires it.

A space that has been thought out down to the smallest detail and that has benefited from the opinions and suggestions of students, teachers and families during its development. At the heart of the

school, next to the entrance, we find the chapel, acting as the engine of the educational project and reinforcing the Christian identity. The new spaces are fully equipped with all the necessary resources to develop all the academic, spiritual and sporting functions that characterize the school.



Colegio Montessori Salamanca



Academic and Professional Orientation Seminars

SALAMANCA. Every year, the Colegio Montessori holds a week of academic and professional orientation, a week focused on helping students to explore educational and professional options based on their aspirations and future desires.

What is the objective of these seminars? For five days, through different presentations and round tables with professionals related to different fields of work, we seek to help our students acquire the vocational maturity necessary to have decision-making and selection skills when it comes to finding the academic and professional op-

tion that best suits their personal characteristics.

On the other hand, another tool that plays an important role during these training days is the Orienta computer program. This is an application offered by the Colegio Montessori to help students to have a clearer idea of their options for future study and work, and to choose the ones that best suit their interests.

All this using different questionnaires related to their interests, abilities and detailed information on the range of academic possibilities.

Colegio María Teresa



Learning and participating in the democracy party

MADRID. In Spain, this school year was marked by the regional and national elections. A democratic exercise that has not gone unnoticed by anyone, and even less so by the youngest children. That is why the 6th grade teachers took advantage of the existing interest to promote a mock election among the students. An activity that allowed them to create political parties; organize the voting; make a distribution of seats; prepare electoral programs; coordinate the voting tables and elect 5 representatives.

Afterwards, with all the votes counted, the students were able to learn the keys to a majority or coalition government; deepen their understanding of the power of citizen representation and evaluate the system of seat distribution under the Electoral Law. A whole display of experiential learning that allows them to see the power of politics and public service.

11. Schools' Initiatives

Colegio Alborada



A Junior Chef with a celebrity



ALCALÁ DE HENARES. The 150 chef contestants, many of them students from the school and a few from other schools, were able to show their culinary skills under the watchful eye of celebrities such as Tamara Falcó. Junior Chef is a solidarity contest organized by the Alcalá school in order to raise funds for the actions of the *Friends of Monkole Foundation* in Congo. As the school's principal, David Arranz, explains, "with actions like these we offer help to the *Monkole Hospital* in Congo, a hospital that offers medical care to families without resources. The funds raised are used to improve their medical services or to send doctors to help them in their training, among many other improvements".

The jury, along with the Marquise de Griñón, also included Isabel Hernández, assistant director of the Parador de Turismo de Alcalá, and great chefs such as José Valdearcos, president of the Association of Hoteliers of Alcalá de Henares; Miguel Ángel del Corral, director of the School of Hospitality and Tourism of Alcalá de Henares; and Miguel Ángel Martínez Cofrade, restaurateur at *El Corte Inglés* in Alcalá de Henares.

Colegio Campolara



Next solidarity station: Uganda

Eighteen high school students, and some Alumni, have embarked throughout the academic year in the organization of "Uganda Campolara Project", which takes place in Kampala Entebbe (Uganda). An activity that has had the involvement of the entire educational community, where activities were organized in order to raise funds and materials to take to the African country.

BURGOS. Activities like parties in the school; benefits from students' cooperative business projects; solidarity snacks; bracelet selling... Ultimately, a series of initiatives that have counted on the involvement of students, families and teachers and that will have an impact on the solidarity project thanks to their important contribution. The solidarity trip will also help the volunteer students to grow personally, allowing them to witness the improvement of other people's lives. The school's management says that these students "will be the hands and the heart of the whole school in Uganda during the summer". There they will provide English support classes and recreational time in two primary schools; they will distribute food and basic products bought in local markets with the money raised; they will provide health care in a basic health clinic and first aid classes. All of them will experience it first hand by dedicating their time, effort and enthusiasm and the whole school will follow their adventure very closely.

11. Schools' Initiatives

Colegio NS Montserrat

75 years of education and with no other rule than love

BARCELONA. If remembering is to live again and memory is our continued present, during this year at the school we have been reliving that October 4, 1947, when Sister Catalina del Bon Consell, Sister Bárbara del Patrocini and Sister Maria de la Mercè arrived in Parets. The three of them, moved by the firm promise that Mr. Serra had made to the Mother of God of Montserrat, full of enthusiasm and with great confidence in God, began the project of founding a school to help the families and children of this town.

The sisters, and their venerable founder, taught that everything that is done from the school, is done "with no other rule than love". What the Serra family started together with the Religious Theatines, 75 years later, is being continued by Arenales Educational Network. It is a year that was celebrated with several events. Starting in October with the celebration of a Mass presided by Mons. Salvador Gristau, Bishop of Terrassa. In January the entire educational community was able to attend a talk given by Victor Küppers, lecturer and writer, entitled "Living with enthusiasm". In April we celebrated the feast of the Virgin of Montserrat. In order to actively involve the families, we proposed a challenge: to do a group dance to end the day of the Montserrat dances, which turned out to be a great success. The celebrations ended with the soccer tournament that began in March and the grand finale, which was held on May 21st to coincide with the closing of the families' week.

Colegio NClic

Chosen for the victory



VITORIA. NClic elementary students "like to drive". As that car commercial used to say, these students became passionate about engines thanks to a STEAM (Science, Technology, Engineering Arts and Mathematics) activity aimed at participating in the Greenpower Iberia-Bridgestone competition. It is a set of car races where participants, children and young people between 9 and 25 years old, have to design and build their own electric car to participate. This year the NClic team has won 21 trophies: eight first places, five second places and one third place in different competitions in the Basque Country. They have also won two special prizes, Greenpower Spirit and Best Engineered Car.

In these competitions there are three types of races: *DRAG*,

in which drivers must drive in a straight line from the start to the finish line and the cars must brake as soon as they cross the finish line without hitting the row of cones at the end of the course. *SLALOM*, in which drivers must drive between each of the gates made with cones and finish in the area delimited by cones. *SPRINT*, in which they must complete the defined course in the shortest possible time. NClic is currently the only institution in Alava that participates in this project, which involves more than 12,500 students from elementary school to university. *Greenpower Iberia* is part of an international network that holds races in countries such as the USA, India, Malaysia, Poland, Brazil and Singapore, among others, with more than 2,800 teams.

Colégio Imaculada Conceição



Colégio Immaculada Conceição celebrated 75 years

PORTO. olegio Imaculada Conceição (CEIC) celebrated its 75th anniversary on May 6th. The school organized an event on its premises, where students and alumni were invited.

The educational community of CEIC gathered around a memorial that goes back to the last century, more specifically to the year 1948. It reunited names and faces that remain to this day, joined by children and adults with poetry, games, close embraces and affable smiles.

At the end of the afternoon, the Bishop of Porto, D. Manuel Linda, celebrated a Eucharist sharing a message of peace and hope based on Christian values, together with Father Orlando, from the parish of Gueifães and with the secretary of the diocese, the young Father Luís Lencastre. Three priests to celebrate an anniversary mass of many decades and with more than 300 people attending.

Paulo Gonçalves, deputy mayor of

the Maia City Council, was also present at this ceremony, and offered a numbered silkscreen print by the renowned artist Sobral Centeno.

The Parish Council of the City of Maia was also present, with Olga Freire, who offered the CEIC a commemorative plaque of the "Triumph of the People of Maia". But the big surprise was reserved for the moment of greetings, when Sisters Isabel and Alice Robalinho managed to arrive just in time to sing. They came from the Convent of Viana do Castelo on purpose for this purpose. According to the school's principal, Teresa Vasconcelos, "this story is not over yet. It is just the beginning. The Colégio Imaculada Conceição pursues this great goal year after year, educating in a customized way, forming good people, seeking the best in each one, always respecting the dignity of each one. May the next 75 years come, full of faith and success".

Colegio Santa Mónica



House System, a system of education in values

MADRID. This new project, initiated at Santa Monica during the last school year, aims to strengthen the integral formation of the students, working in collaboration with their families. In addition, it seeks to develop the students' abilities, introduce them to virtues in an attractive way and enhance their freedom.

In the educational context, a house system refers to the division of the educational community into groups or houses, each with its own identity and values. Students can earn points for their house through different achievements, such as good behavior, academic achievement and positive contributions to the school community. These points can lead to friendly competition between houses and foster a sense of belonging among the school's student body.

The main objective is to provide a more enriching educational experience, beyond the strictly academic, by focusing on their personal, social and emotional development.

For Colegio Santa Monica it is essential that the school environment promotes positive values and encourages the integral growth of the students.



King Felipe, with the Spanish community in Luanda. On the right, a visit to our school by the ambassadors of Spanish-speaking countries present in Angola. Below, a glimpse of the DELE Spanish Diploma exam.

Colegio Crystal

The board of directors of Crystal, with the King and Queen of Spain

LUANDA. In February, during the meeting of the King and Queen of Spain with the Spanish community residing in Luanda, the school's directive team was able to explain to them the Crystal School project and how it is influencing the improvement of the educational level of the students and their families. One of the characteristics of the Network's schools located in countries where Spanish is not spoken is the promotion of Spanish

as the school's third language, alongside the local language and English. As a result of the agreement with the Instituto Cervantes, the first DELE Spanish Diploma exams were held in Crystal this year (official certificates accrediting the degree of competence and mastery of the Spanish language).

Once again, the event organized by the Spanish Embassy in Angola to commemorate the International Day of Spanish

Literature was held at the school, with the participation of the ambassadors of Spanish-speaking countries present in Angola.

During the event, the first chapter of Don Quixote was read and each ambassador gave a speech based on a representative author of each country. But the most important event of the academic year was the graduation of the school's first graduating class.



11. Schools' Initiatives

Rīgas Katoļu ģimnāzija



European Conference of Christian Schools

RIGA. From October 4th to 6th, 2022, the conference of the European Association of Christian Schools took place in Rīgas Katoļu ģimnāzija. During the conference, new statutes were drafted and the Association of the Latvian Christian Schools was established, which will enable closer cooperation not only between Christian schools in Latvia and Europe, but will also promote dialogue with state institutions. However, the main theme of the conference was hope, which is now so important for the whole world, and especially for Europe.

The conference guests, coming from 13 European countries, also

familiarized themselves with Rīgas Katoļu ģimnāzija's training process over three days. They also visited the Radio Marija Latvija studio, the Latvian National Library and the Riga Art Nouveau Center. In addition, they held a meeting with Archbishop Zbignevs Stankevičs. But the greatest joy and satisfaction was the performance of the choral ensemble "Kārta" and the youth of Rīgas Katoļu ģimnāzija. Next year, the conference is planned to be held in Poland, while the Association of Christian Schools of Latvia is committed to work on the introduction of Christian education in schools.

Escola Sant Marc



The Marcs', more than just a film awards

BARCELONA. At Colegio Sant Marc, the awards ceremony for "The Marcs" is marked on the calendar for the school year. These awards recognize the short films created by students from middle school to junior year of high school. As defined by the school: "Cinema is an ideal tool to stimulate the creativity of high school students, a real project work, beyond the areas and subjects".

The awards ceremony is the last step of a whole educational project aimed at teaching students to unravel the process of creating a short film: from the recording to the organization of a shooting. A cross-cutting project with several curricular subjects. In the subjects of Spanish, English and Catalan they delve into script writing; in Mathematics they can deal with the design of production budgets; in the subject of Science they focus on the effects of lighting during recording.

The short films end up being the final product of a whole creative process that culminates with the presentation and awarding of prizes, being part of the final evaluation of the work done. An evaluation that is then reflected in all the curricular subjects that have participated in the artistic work.

11. Schools' Initiatives

Colegio Riogrande



Mathematical contest of the city of Asunción

ASUNCIÓN. During the past month of April, an outstanding group of students from the 3rd and 4th, 5th and 6th, as well as 7th and 8th grades of the Riogrande School in Encarnación (Paraguay), eagerly entered the challenging mathematical competition of the Kanguro Olympics.

This competition, originated in France, has gained international relevance by actively promoting mathematical culture. With the participation of more than seven million students from 76 countries and the backing of the European Union, this competition has become a highly anticipated annual event.

Among the participants, several students from the 6th, 7th and 8th grades achieved the necessary points to win gold medals. This achievement has not only filled the educational community of Colegio Riogrande with satisfaction and pride, but also highlights the dedication of these young mathematicians and the commitment of their teachers and parents. The awards ceremony took place on Saturday, May 6th at the Sports Center of Colegio Americano de Asunción, where their outstanding performance in this international mathematical competition was celebrated.

Kita Zugspitze



Together celebrating the summer party

MUNICH. This year we celebrated our sixth summer party. At the end of the school year, our kindergarten was completely full, there was no room for any more children in the classes. And our great team managed to spend a wonderful time with each child and brought out the best in them. Our 65 families come from more than 20 countries, so we have a very international atmosphere. The theme of our summer festival this year was therefore: Children from all over the world.

During the year, we sparked interest in all countries and their people, customs and traditions, our little ones "went on a journey" and got to know the background of all the other children. Our classrooms were colorful-

ly decorated with the flags of all the countries represented in the kindergarten and they all learned to be happy with each other's way of being.

The highlight of this summer party were the musical interludes that the parents of one of our youngest children delighted us with. They played different musical pieces on the violin and cello, also from different parts of the world. They explained to the children beforehand why the instruments fit very well with our motto: each piece of wood from the violin and cello comes from very different parts of the world. The children listened carefully and then enjoyed the concert together with their parents in the kindergarten garden.

Colegio Pedregales



Getting to know the experiences of schools in the Network

SANTIAGO DE CHILE. From Chile, members of the Board of Directors of Colegio Pedregales came to Spain to participate in a Congress of Family Guidance held at the Barcelona UIC. They took the opportunity to visit several schools of the Arenales Network, among them, Carabanchel, Nostra Senyora de Montserrat and Alborada, in order to know first hand how they are implementing projects that will later be carried out in Chile.

On the other hand, and as part of our international connection with schools in the Network, a teacher from Pedregales traveled to Europe in charge of a group of 35 young students from schools in the Network, who did an internship at Flying Hall School in Yorkshire, England. It was a tremendous experience that the teacher summarizes: "It helped to improve my English, and at the same time to learn about pedagogical practices of Arenales Network schools in other parts



of the world that will be useful for my professional practice. I am very grateful for this tremendous opportunity that Colegio Pedregales and the Arenales Network gave me".

Escuela Infantil La Inmaculada



During Christmas, theater at school

MADRID. One of the most special activities of this year was Christmas celebration with the collaboration of the school's families. The dads, moms, grandfathers and grandmothers surprised the little ones with a performance of the play "In Search of Jesus' Star". Through the representation of popular story characters, the families brought the theater to the school where the students enjoyed and had fun. This activity aimed to foster the students' imagination and creativity and to stimulate their verbal and corporal comprehension.

Escuela Infantil Peñas Albas



Showcooking at Peñas Albas

MADRID. On March 17th, the Bright-kids Peñas Albas kindergarten hosted its first showcooking session with chef Miguel Ángel Martínez Cofrade, a restaurateur at El Corte Inglés in Alcalá de Henares. The chef gave a culinary demonstration to all the participants of several recipes of torrijas, from the classic milk to other more modern and innovative creations. This is a family experience whose objective is

to teach children that cooking is a complete, attractive and fun activity for children and adults and that it is presented as a valuable educational resource.

It is was day in for enjoying cooking, recipes and culinary ingenuity and, in addition, taking notes to become real hosts for Easter. A different experience of gathering and shared work for the entire educational community.



Colegio La Purísima

In the open...book!

The school La Purísima y Santos Mártires of Teruel was part of the VIII Book and Comic Fair program.

TERUEL. With the arrival of spring, arrives the Book and Comic Fair of Teruel. The event includes four days full of activities, author visits, presentations and workshops. And this year, in the 8th edition, there was an interesting novelty: the students of the Colegio La Purísima and Santos Mártires were part of this extensive line-up of events.

On Thursday afternoon a new edition of the fair was inaugurated and, without wasting any more time, the students of the school from Teruel filled the enclosure on Friday morning. The event always takes place in one of the most central squares of the city, a place of transit for those who walk through the area: La Glorieta is the perfect place to welcome book lovers, passersby and the curious. The perfect setting for the students to demonstrate their talent.

The school got ready for the event by choosing, for the occasion, the work *The Little Prince* (Antoine de Saint-Exupéry) and both Elementary and Middle School students presented activities based on this title. The youngest students made huge post-

ers with the most significant and representative illustrations of the book, which were later exhibited in the school library.

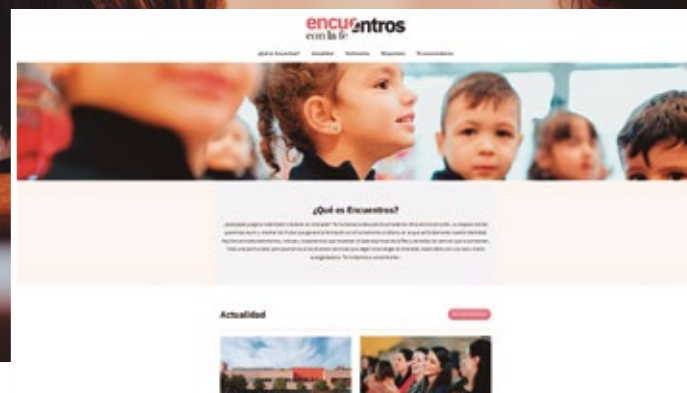
The students also prepared drawings that they filled with color in a drawing workshop that took place at the fairgrounds. The older students of the elementary school and the students of the first year of middle school prepared and performed a public reading under a beautiful sun and before the attentive gaze of the attendees.

The chapters chosen by the students then gave way to the expressive reading of a freely created text in which the dialogues contained both characters, phrases and titles included in Universal Literature: *Don Quixote*, *The Life of Lazarillo de Tormes*, *Hamlet* or *One Hundred Years of Solitude*, among others, were transformed into a conversation perfectly interpreted by six middle and high school students. Some of the works had been read and worked on in class, others remained to be discovered, but they were all part of a day outdoors, in which words, illustrations and fellowship opened a new chapter in the history of the La Purísima school.

The celebration of this type of activity outdoors allowed the school to transform La Glorieta into a classroom of literature and arts, theater and integration between the school and the city. The attendees applauded our students and they enjoyed their date at the fair, looking forward to the next edition.

Faith Encounters

Arenales' Christian identity



What role does “Christian identity” play in Arenales? This is what we intend to discover through Encounters with Faith, a space where we want to gather and show the fruits generated by the formation in Christian humanism, on which our identity is based.

ARENALES. Our desire is to promote a shared understanding and a culture of collaboration, both in our own network and within our surroundings, throughout academia. This spirit is rooted in the Christian identity of our project. Our corporate culture is inspired by the values that Christian humanism founded our civilization on.

Helping children to develop the habit of telling the truth, or playing fair, or respecting those who are different, does not undermine their ability to make reasoned decisions. On the contrary, good moral habits reinforce the ability to make reasoned judgments.

The best moral teaching is the one that inspires and stimulates students. It is natural for them to be attracted to the idea of being cheerful, honest, loyal people, to act justly and generously. When they delve into the idea of what kind of person they want to be, and how they can achieve it, ethical

issues are transformed into concrete and personal questions that are extremely important.

We all believe in life and facts rather than theories. We recognize values when we see them embodied in human models that attract us. We discover in these people a special empathy, a dragging contagion, in which we decipher our own identity. The great educational challenge lies in the eloquence of the discourse of the books, in the greatness of the spirit of those who have the mission to educate. Any personal improvement seems less difficult and more attractive when we discover it in the lives of others.

In Encounters with Faith you will find testimonies, news and experiences that show the spiritual side of the Network and of all the institutions that make it up. It is an opportunity to take a look at the different charisms that converge in Arenales, all of them with a clear evangelizing mission.



Vocational training that makes a difference

ARENALES. In recent years, vocational training has experienced greater recognition in many countries by both employers and society in general. This has made vocational training more attractive to students, with a higher job placement rate and a growing demand in the business world.

Vocational training focuses on learning skills applicable to the working world. This can be very attractive to students who are looking for a hands-on approach, want to learn by doing and aspire to a more direct and concrete experience of what it is like to work in a particular sector.

Youfp is an Arenales initiative that offers high quality vocational training,

enabling our students to acquire the skills, abilities and knowledge necessary to achieve their goals. In addition, this training gives them the opportunity to grow and develop both personally and professionally in their chosen field of work. Our goal is to train people with a profound impact on society, based on professional excellence, personal integrity and a sense of service.

At Youfp we are committed to technological and proximity vocational training. We study the needs of companies and the territory to determine our academic offer.

We promote technological skills, placing the individual at the top with a flexible and accessible offer to all.



6 Institutions
» Zaragoza
» Madrid
» Barcelona

3 Intermediate Level
» Administrative Management
» Management
» Microcomputer systems and networks

4 Higher Level
» Administration and finance
» Logistics and transportation
» Marketing and advertising
» Web applications



Arenales Parents' Association

Family and school, the same team

ARENALES PARENTS' ASSOCIATIONS.

Families, in addition to Christian identity, are the two fundamental pillars on which the schools of Arenales Educational Network are based. The role of families is essential to achieve the purpose of the Network: "to improve society through education". A goal that is achieved thanks to the closeness, trust and collaboration that exists between families and schools. The Network works to accompany and help the different associations, at different levels: adminis-

trative, corporate, communicative..., in order to facilitate and help in the management of those associations to work together for the improvement of the school.

Collaboration and contribution among parents

"A meeting of learning and unity". This is how we can define the second Arenales Parents' Association Conference, which was held last March at Colegio María Teresa in Alcobendas (Madrid). Nearly 50 participants

attended from different schools included in the Network: Arenales Arroyomolinos, Arenales Carabanchel, Colegio Alborada, Colegio La Merced de Miguelturra, Colegio María Teresa, Colegio Reinado, Colegio Santa Mónica, Colegio Santo Ángel, Colegio Montessori Salamanca and Escola Sant Marc. "Collaboration and contribution" were the two ideas that were launched to the participants in order to emphasize the need for unity that should exist between the parents' representatives and the management team.

Begoña Ladrón de Guevara.
President of COFAPA.

"The alliance between family and school is the engine of any institution".

ARENALES PARENTS' ASSOCIATIONS. The conference was presided by Begoña Ladrón de Guevara, president of COFAPA, who explained the important role played by parents in each of the schools and in the Network. "This alliance between family and schools is the driving force of any educational institution". And she remarked that "we must promote a change of culture" where the Parents' Association and the school management team go hand in hand, "families and schools must be on the same team".



Alumni Board Coordinators Meeting



MADRID. In November, the meeting of the Alumni Board Coordinators of the network's schools was held. A gathering that helped to bring together different associations to share experiences and strengthen ties.

Alfonso Aguiló, mentioned the importance of these associations as a channel to continue to be linked to the Arenales values, and invited the participants to put into practice the transforming power of the purpose of the Network: "To improve society through education". He ended by reminding them that Arenales is their second home. Several associations joined the event to share their initiatives and formulas to reach the different Alumni boards. It ended with a Round Table where the Alumni: Miguel García (Alumni Alborada and Director of Operations and People in Vicio); Alejandra Traspas (Alumni Arenales Arroyomolinos and Phd. in Astrochemistry and Astrobiology); Laura Martínez (Alumni Reinado and Head of Press of the Popular Party in Rivas), and with the moderation of María Velaz (Arenales Carabanchel), explained the important influence left on them by their teachers, tutors and colleagues and how these lessons have been put into practice in their academic and professional careers.



Third Alumni Arenales Tournament

MADRID. The sporting event of the year held its third edition in Arenales Carabanchel. More than a hundred alumni from different Network schools, including recent high school graduates, participated in this sporting event that stood out for its fairness among all its participants. A day that brought together all the alumni in a sporting context, which facilitates the meeting between the Alumni and reinforces the alliances between the different Alumni associations of Arenales.

Carrying the Arenales seal into adult life

The Alumni Associations of the Arenales schools are gaining more importance in their respective institutions. The associations are working to strengthen ties among their members, taking advantage of this greater link to offer different educational

and solidarity initiatives. At this time, the Network is providing the means to help in the management of the associations, at a local level, and to accompany them in the annual growth of new members, paying special attention to the senior year stu-

























































dents. Also, regarding the Network, all the necessary resources are being deployed to promote meetings, share experiences and improve the management and communication of these entities, reinforcing the sense of belonging to a network.
















16. Arenales Directory

Aragon


	PRESCHOOL	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL VOCATIONAL TRAINING	SOCIAL MEDIA
 Colegio La Purísima y Santos Mártires City: Teruel Calle Goya, 5. 44001 (Teruel) www.colegiolapurisimateruel.es Foundation year: 1889. Joins the network in 2018.					   

Madrid
































 Colegio Alborada City: Alcalá de Henares (Madrid) C/ Alejo Carpentier 27. 28806 Alcalá de Henares (Madrid) www.colegioalborada.es Foundation year: 2009				 	    
 Colegio Arenales Arroyomolinos City: Arroyomolinos (Madrid) Calle La Guardia, 1. 28939 Arroyomolinos (Madrid) www.arroyomolinos.colegioarenales.es Foundation year: 2010				 	   
 Colegio Arenales Carabanchel City: Madrid - Barrio Carabanchel Avenida de los Poblados, 151. 28025 - Madrid www.carabanchel.colegioarenales.es Foundation year: 2012					    
 Colegio Cambrils City: Madrid - Barrio Carabanchel Calle Cazalegas, 1. 28025 Madrid www.colegiocambrils.es Foundation year: 1984. Joins the network in 2014.	>Preschool Education (3 - 6 years) >Compulsory Basic Education (EBO, for its acronym in Spanish) >Transition to Adult Life Program (TVA, for its acronym in Spanish). >Special Modality Vocational Program (PPME, for its acronym in Spanish).				   
 Escuela Infantil La Inmaculada City: Móstoles - Madrid Calle de la Malvarrosa, 6. 28937 Móstoles. (Madrid) www.escuelainfantillainmaculada.es Joins the network in 2018.					
 Colegio María Teresa City: Alcobendas - Madrid Calle de María Teresa, 2. 28100 Alcobendas (Madrid) www.colegiomariateresa.es Foundation year: 2013					  
 Escuela Infantil Peñas Albas City: Villalbilla - Madrid C/ Grecia, 4. 28810 Villalbilla (Madrid) www.escuelainfantilpenasalbas.es Joins the network in 2018.					
 Colegio Reinado del Corazón de Jesús City: Madrid Calle Walia, 19. 28007 (Madrid) www.colegioreinadomadrid.es Joins the network in 2019.					  

	PRESCHOOL	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL VOCATIONAL TRAINING	SOCIAL MEDIA
 Colegio Santa Mónica City: Rivas-Vaciamadrid - Madrid Calle de las Trece Rosas, 3. 28523 Rivas-Vaciamadrid (Madrid) www.colegiosantamonica.es Foundation year: 2014.					   
 Colegio Santo Ángel de la Guarda City: Madrid (barrio Canillejas) Calle de Alcalá, 587. 28022 Madrid www.colegiosantoangelmadrid.es Foundation year: 1966. Joins the network in 2019.					  

Castile-La Mancha








 Colegio La Merced City: Miguelturra (Ciudad Real) Plaza de la Virgen, 25. 13170 Miguelturra (Ciudad Real) www.colegiomercedmiguelturra.com Joins the network in 2018.					   
 Escuela Infantil La Merced City: Miguelturra (Ciudad Real) Calle Francisco Fernández Ordóñez nº 1. 13170 (Ciudad Real) www.colegiomercedmiguelturra.com/bright-kids Foundation year: 2021.					  

Castile León





















 Colegio Internacional Campolara City: Burgos Avenida de Palencia, 3. 09001 (Burgos) www.campolara.com Foundation year: 1992. Joins the network in 2017.					   
 Colegio Internacional Peñacorada City: León Calle Bandonilla, 32 24009 León (España) www.colegiopenacorada.es Foundation year: 1997. Joins the network in 2016.					    
 Colegio Montessori Salamanca City: Salamanca Calle Rafael Lapesa, 1. 37004 Salamanca montessorisalamanca.net Foundation year: 1979. Joins the network in 2020.					  
 Colegio San José City: Palencia Avda. Madrid, 1. 34004 Palencia www.colegiosanjosepalencia.es Foundation year: 1979. Joins the network in 2022.					
 Escuela Infantil Peñacorada Garden City: Benavente (Zamora) Avda. Plaza de Toros 2, Benavente www.penacoradagardenbenavente.es Joins the network in 2022.					  

16. Arenales Directory
















Basque Country

		PRESCHOOL	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL VOCATIONAL TRAINING	SOCIAL MEDIA
	Colegio NClic City: Vitoria-Gasteiz Paseo de la universidad, 15. 01006 Vitoria-Gasteiz www.nclic.com Foundation year: 2013. Joins the network in 2018.					    
	Brightkids Ncliz Zabalgana City: Vitoria - Gasteiz Avda. Naciones Unidas, 5-7. 01005 Vitoria-Gasteiz (Álava) www.ncliczabalgana.es Foundation year: 2007. Joins the network in 2018.					 
	Brightkids Ncliz Salburua City: Vitoria - Gasteiz Calle Varsovia, 1. 01003 Vitoria-Gasteiz (Álava) www.nclicsalburua.es Foundation year: 2009. Joins the network in 2018.					 
	Brightkids Papitos City: Vitoria - Gasteiz (Álava) C. Heraclio Alfaro, 7. 01002 Vitoria-Gasteiz (Álava) www.brightkidspapitos.com Foundation year: 2007. Joins the network in 2022.					 



























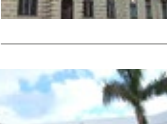




















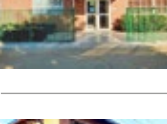






Catalonia

	Col-legi Nostra Senyora de Montserrat City: Parets del Vallès - Barcelona Carrer de Sant Gaietà, 10. 08150 (Barcelona) www.nsmontserrat.com Joins the network in 2018.					   
	Escola Sant Marc City: Barcelona Calle Carrasco i Formiguera, 12, 08017 (Barcelona) santmarc.com Foundation year: 1987. Joins the network in 2022.				 	     

Galicia

	Lestonnac Ciudad: Ferrol - A Coruña Rúa Mai Lestonnac, s/n. 15406 Ferrol (A Coruña) www.lestonnacferrol.org Foundation year: 1973. Joins the network in 2023.					   
	Compañía de María Ciudad: Ferrol - A Coruña Rúa San Amaro, 18. 15403 Ferrol (A Coruña) www.ciamariaferrol.org Foundation year: 1889. Joins the network in 2023.					  

Other countries

		PRESCHOOL	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL VOCATIONAL TRAINING	SOCIAL MEDIA
	Colégio Externato Imaculada Conceição City: Maia - Porto (Portugal) Rua do Calvário, 307 Gueifães 4470-028 (Maia) www.colegioimaculadaconceicaomaia.com Joins the network in 2018.					 
	Colégio Crystal de Talatona City: Luanda - Angola Rua Al Zona DR Talatona Luanda Sul. www.colegiocrystalalatona.com Joins the network in 2019.					 
	Colegio Español Reina Sofia City: Sofia - Bulgaria ул. „5006-та“ №2 НПЗ „Искър“ София 1528 (бул. „Искърско шосе“) www.ispanskouchilishte.com Joins the network in 2016.					  
	Escuela Infantil Kita Zugspitze City: Munich - Germany Flößergasse 5 A - 81369 München (Sendling) www.kita-zugspitze.de Foundation year: 2017.					
	Rīgas Katoļu Gimnāzijas City: Riga-Latvia O. Vācieša iela 6, Rīga, LV-1004 www.rkgimnazija.lv Joins the network in 2018.					
	Shelton Academy City: Florida - USA 11300 NW 41st St., Doral, FL 33178 www.sheltonacademyschools.com Joins the network in 2019.					  
	Wood Rose Academy City: California - Estados Unidos Wood Rose Academy 4347 Cowell Road Concord CA 94518 www.woodroseacademy.org Joins the network in 2016.					   
	Colegio Pedregales City: Santiago de Chile (Chile) Piedra Roja, Avenida Poniente 1, sitio 11. Chicureo www.pedregales.cl Joins the network in 2021.					 
	Colegio Riogrande City: Encarnación (Paraguay) Jorge Memmel 9011, Encarnación. www.colegioriogrande.com Joins the network in 2021.					   



Arenales Educational Network
Avda. de los Poblados, 151
28025 Madrid

info@arenalesred.es
+34 912 250 610

www.arenalesrededucativa.es

 facebook.com/redarenales

 twitter.com/redarenales

 instagram.com/redarenales

 linkedin.com/arenales-red-educativa

 youtube.com/fundacionarenales

