



PARENTES

RED
EDUCATIVA
INTERNACIONAL

20

21

COURSE



COURSE

2020/21

1. LETTER FROM THE DIRECTOR

2. WHO WE ARE

- 1. Team
- 2. Mision, vision and values
- 3. We learn from everyone
- 4. Our Educational Project
- 5. Our Signs of Identity

3. CONSULTING AND ADVICE

4. STUDENTS

5. PROFESSIONAL STAFF

6. EDUCATIONAL NETWORK

- 1. Educational Entities
- 2. Training
- 3. Be Leader Program
- 4. Aids
- 5. Other Projects

7. COLLABORATING ENTITIES

8. NEWS

9. POSSIBLE PROJECTS

1. LETTER FROM THE DIRECTOR

I am pleased to present to you a summary of the work carried out by the Parentes Educational Network throughout the academic year 20-21 in very diverse places, cultures and circumstances.

Our efforts are aimed at achieving excellent academic training coupled with training in values.

We have a team of professionals, our own and highly qualified collaborators, with extensive experience, who strive every day to promote academic excellence in the schools that make up the Network.

We focus our work on a long-range educational mission but always within a constantly changing environment.

Our educational proposal is based on personal contact with the students and their families, with the desire that each one make the most of their skills to contribute to a more fair society.

We promote the autonomy of people and their innovative development, always within a deep sense of collaboration and teamwork.

Our work is increasingly focused on a long-range educational mission and that is our greatest encouragement. The role of the school is especially relevant in nowadays society.

I want to end these lines by sincerely thanking the commitment and the well done job by all the people who are part of the Parentes Educational Network, who have given a great example of commitment, dedication and solidarity.



Luis González Conde
General Director

2. INTERNATIONAL EDUCATIONAL NETWORK PARENTES. WHO WE ARE



The **Parentes International Educational Network** is part of the Parentes Foundation, a Spanish foundation based in Madrid, created to promote educational, scientific and cultural projects, with the aim of contributing to the children and youth training. The Parentes Foundation has the support of the **PROEDUCA** Group institutions, which are international leaders in the educational field.

We currently provide assistance to more than 36 educational institutions: large and small, old and new, in large cities or small towns around the world.

The collaboration provided is very varied: from advice and training in various aspects to the comprehensive management of institutions, becoming part of the Network as its own or associated school. **At this time, the Network has its own schools in the Czech Republic, Croatia, Lithuania, Sweden, Ecuador, the United Kingdom, Spain, Sweden, Hungary and Romania.** In these schools, we develop a methodology and our own management system that are a model and reference for the rest of the schools that benefit from the Network's help.

2.1. TEAM

LUIS GONZÁLEZ CONDE
General Director

MARÍA KEMP
Deputy General Academic Manager

JUAN DE SANTIAGO
Project Director

ANA GARZÓN
Financial Director

CARMEN FERNÁNDEZ
Communication & Marketing Director

MARÍA GARRO
Organizational Director

CRISTINA PEÑA
Controller

MARTA GARRIDO
Controller

JAVIER BERNAL
Development of Infant Schools Director

FRAN CALMAESTRA
Development and Innovation Director

ROSA PERIS
Team Training Director

MARÍA CALONJE
Manchester Executive Director

LORETO MORAL
Quito Executive Director

ÁNGEL GONZÁLEZ DE RÁBAGO
Croatia Executive Director

MICHAL FÁBATKA
Prague Executive Director

GUILLERMO BOGGIONE
Lithuania Executive Director

MALEN PARRA
Sweden Executive Director

DELPHINE FAYET
Bucharest Executive Director

ENRIQUE LLORENS
External Advisor

ALFONSO AGUILÓ
External Advisor

JOSEMARÍA MADRID
External Advisor

VICENTE FONT
External Advisor

JOSÉ LUIS ALIER
External Advisor

GABRIEL GARRALDA
External Advisor

PABLO CARDONA
External Advisor

ELENA MARTÍNEZ
External Advisor

CARMEN DUGO
External Advisor



2.2 MISSION, VISION, VALUES

MISSION

Our reason is to **offer an educational model that trains people to be capable of thinking for themselves in an increasingly changing society.** We work so that all students from the educational schools that make up the network can develop all their intellectual skills and forge a will that allows them to carry out the goals they set in life.

VISION

We want to be a benchmark in the world of education and social awareness. We work to do our bit when it comes to building a better society, where the growth of each person with their particularities is respected. **Our goal is that each student is cared for as a unique and unrepeatable being, in order to help him or her get the most out of their abilities and talents.**

VALUES

In all the schools that make up the network **we promote moral and cultural values related to a well done job and the desire of improvement.** Our educators are aware that what is not lived cannot be taught effectively, therefore they work in an environment of respect, of the search for justice and harmony and, above all, of the promotion of freedom and personal responsibility.



2.3 WE LEARN FROM EVERYONE

Being part of a network allows the schools to maintain their own identity and at the same time enrich themselves with the contributions of others. **Everyone learns from everyone and takes time to help, seeking a shared intelligence that allows effective collaboration.** Experience and ideas flow from one school to another, in addition to being enriched by the knowledge provided by different cultures, situations and languages.

There is plurality in the ways of belonging to the Parentes Educational Network: there are schools that are fully part of the educational network, others that request specific aid from the foundation, others that require training, and finally, those that request our consulting and advice services.

All the schools that make up the International Educational Network pursue educational excellence, they are aware of the important role that quality education plays in today's society. For this reason, we have developed specific methodologies that help them not to lose this leadership, regardless of their particular conditions and socio-cultural contexts. We help numerous schools to generate sustainable and efficient educational environments in order to guarantee the correct functioning of each day.

2.4 OUR EDUCATIONAL PROJECT



Advances in society and the **educational challenges** that have arisen in recent years **have led us all to seek collaboration within and outside our borders.** In our network, the schools learn from how others face the challenges that the future poses, based on the integral education of the person through an excellent academic offer.

INTERNATIONAL CHARACTER

Each school of the network has its own history and identity, elements that favor its diversity and allow an exchange of fresh and avant-garde ideas among themselves, all of which are focused on the formation of the whole person.

INNOVATION

We educate for a changing world. We teach students skills and competencies that allow them to function in scenarios that nowadays are unpredictable.

PERSONALIZATION

We want our students to have a personal improvement plan that propels them towards a culture of free and extended thought. Personalized education requires constant adaptation: to different ways of being, to learning styles and to new sensitivities.

EDUCATIONAL EXCELLENCE

Educational excellence goes through the consistency of what is transmitted to students so that tomorrow they have the opportunity to give the best of themselves. We want our students to be able to make the most of their own talent, regardless of whether society judges that this talent is a lot or a little.

2.5 OUR SIGNS OF IDENTITY



INTERNATIONAL CHARACTER

Agreements with international universities

Scholarships

Congresses between the various schools that make up the Educational Network

Communications on good practice cases.

INNOVATION

Teaching / learning based on thinking skills:

Thinking Based Learning

Collaborative, experiential work

Interdisciplinary projects

Responsible technology

Artistic education

PERSONALIZED EDUCATION

Individual and family tutoring

Permanent accompaniment

Personal knowledge to generate a life project

Security and trust

Formation plan for growth in virtues / Spiritual formation

It does not discriminate but personalizes

Be Leader

Standing out in any field: scientific-technical, humanities, artistic, sports

Development of potential: that they achieve the best that they can be

EDUCATIONAL EXCELLENCE

Comprehensive education: human, scientific, sports, artistic, spiritual ...

International projection. Many languages

Agreements with national and international universities

Development of the artistic area: music, plastic arts, performing arts

Sports



3. CONSULTANCY AND ADVICE

The Parentes Foundation, faithful to its founding principles, allocates each year through its **International Educational Network** a budget item in order to support the different educational institutions that request it. The strategic consulting for each school is adapted to its needs, always taking into account the local context in which it is inserted and those aspects related to the viability or improvement of its educational project. **Once the aid is approved, the school and the Parentes Educational Network work together on the following steps:**

1. Provide a feasibility diagnosis as a first measure.
2. Prepare an action plan with concrete actions and measures.
3. Quantify the financial needs of the aid.
4. In the cases in which the aid is approved, sign a collaboration agreement with the school. This agreement will include the commitments acquired by both parties and a representative and a coordinator of the different tasks to be undertaken will be appointed in each case.
5. Follow the actions and measures established.



4. STUDENTS

We understand education as a process that allows each student to formulate their own personal improvement project. We strive for them to develop their personal abilities and talents, in a manner appropriate to their age, with the motivation to learn independently.

2.400

Students

5. PROFESSIONAL STAFF

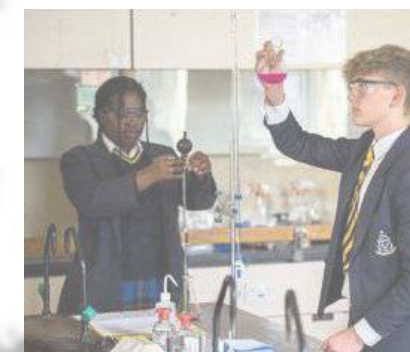
The professionals that we have in the Educational Network constitute the engine of our Foundation and the best asset for the schools. Committed people in continuous personal, intellectual and professional training for the improvement of the institutions in which they work. We have a large number of experts who advise us.

306
Professionals



6.1 EDUCATIONAL NETWORK: EDUCATIONAL ENTITIES

We work so that our own schools are the educational benchmark in each country



6.2 EDUCATIONAL NETWORK

TRAINING AND QUALIFICATION

The Parentes Foundation, through its Educational Network, promotes different training projects and training in skills, specific methodologies, processes, human resources and new technologies.

Good Practices Diploma:

CONDORAY (PERÚ), LOS PINOS (ECUADOR), ARRAYANES (ECUADOR), DELTA (ECUADOR), JACARANDÁ (ECUADOR), MONTEPIEDRA (ECUADOR), ÁLAMOS (ECUADOR), TORREMAR (ECUADOR), APDE ENTREVALLES (GUATEMALA), APDE CAMPOALEGRE (GUATEMALA), JUNKABAL (GUATEMALA), APDE EL ROBLE (GUATEMALA), APDE SOLALTO (GUATEMALA), KINAL (GUATEMALA), INSTITUTO TAULAR (HONDURAS), INSTITUTO MADERO (ARGENTINA).

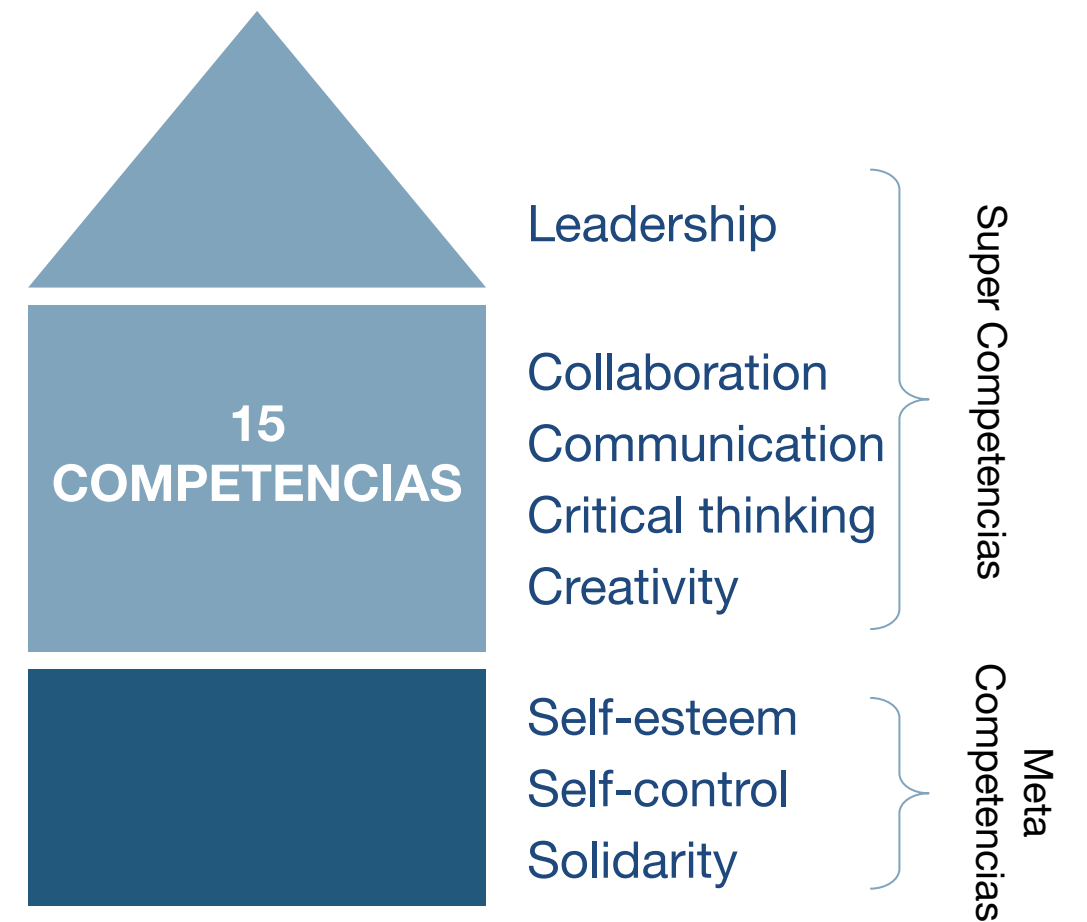
Education and Management Course: RELIGIOUS CONGREGATION OF JESÚS MARÍA (PAKISTAN)

Leadership course for parents: MOSCOW

IFFD (International Federation of Family Development) Course: MOSCOW



6.3 BE LEADER PROGRAM



The Be Leader program consists of a **leadership program** designed for the **school stage** with the aim of promoting the **professional development** of students by **improving their personal skills**.

The program seeks to accelerate the students personal maturity, promoting their self-knowledge and metacognition. It proposes 15 specific competencies to be developed in students during their school years. At the same time, it aims to grow in them a sense of purpose and the desire to generate a positive impact on their social environment.

The program is taught during all school stages —from kindergarten to high school— and is implemented in schools through intracurricular activities, conferences and mentoring.

6.4 EDUCATIONAL NETWORK

AIDS

The Parentes Foundation provides specific aid so that no institution loses its capacity to influence on their environment, nor the quality of their educational proposal. We want all the schools that make up the Network to be a local reference.

Los Pinos School (ECUADOR)

Condoray Higher Education Institute (PERÚ)

Etimoé et Makoré, l'École des Familles (COSTA DE MARFIL)

Junkabal School (GUATEMALA)

Kinal Technical School (GUATEMALA)

Madero Institute Technical School (ARGENTINA)





6.5 EDUCATIONAL NETWORK

OTHER PROJECTS

We aspire to ensure that all children grow and learn in a safe and inclusive world. Unfortunately, there are many obstacles that still hinder access to education in the world and we want to help limit these obstacles.

- Marist Brothers Trust (BANGLADESH) Finish Construction of St. Marcellin School in Bangladesh
 - Na Baste Association (PRAGA) Renovation of bathrooms in student residence
 - Arenales Foundation (SPAIN) Promotes online teaching in schools Arenales educational network
 - Tajamar Foundation (SPAIN) Repair roofs of Tajamar school buildings
 - KultuurJa Perekond (ESTONIA) Help for girls residence
 - Moncloa 2000 Foundation (SPAIN) Cultural activities in collaboration with youth clubs in Madrid
-
- Red Madre Foundation (SPAIN) Computer platform GEMA
 - Fundación Divina Misericordia (LIBERIA) Acquisition of off-road vehicle for Cenacle mission in Liberia
 - Diocese of Yauyos (PERU) Students need educational network for COVID in schools diocesan network
 - Centros Docentes SA (Orvalle School) (SPAIN) COVID investments in Orvalle school (Las Rozas de Madrid)
-
- Promoter of Social Works and Instr (PERU) Material equipment and Communication in institution educational Condoray
 - Casa Generalizia Congregazione Ge su Maria (PHILIPPINES) Scholarships for students Thevenet School
 - Fundación Kinal (GUATEMALA) Preparation for online education in an educational institution in Guatemala
 - Combonianos (ETHIOPIA) Training activities Vicariate of Awasa Ethiopia
 - Asociation Ecole, Famille, Education (CAMEROON) New school complex in Yaoundé

7. COLLABORATING ENTITIES

PROEDUCA
SUMMA
PROEDUCA SUMMA

PROEDUCA
GRUPO PROEDUCA

unir
LA UNIVERSIDAD
EN INTERNET
UNIR

Fundación Arenales
FUNDACIÓN ARENALES

edix
EDIX DIGITAL WORKERS

MARCONI
International University
MARCONI INTERNATIONAL UNIVERSITY

cunimad
Centro de Educación Superior
CUNIMAD EDUCACIÓN SUPERIOR

NEUMANN
ESCUELA DE POSTGRADO
NEUMANN ESCUELA DE POSTGRADO

HAD
OCK
COMUNICACION
HADOCK

unir | México
LA UNIVERSIDAD EN INTERNET
UNIR MÉXICO

IJIMAI
journal
unir LA UNIVERSIDAD
EN INTERNET
IJIMAI JOURNAL

ROMMEL &
MONTGOMERY
digital thinking agency
ROMMEL & MONTGOMERY

revista española
de pedagogía
REVISTA ESPAÑOLA DE PEDAGOGÍA

Sala
Arapiles 16
SALA ARAPILES 16
UNIR TEATRO

8. NEWS



CURRENT CHALLENGES FOR EDUCATION AROUND THE WORLD

The Parentes Educational Network is getting bigger and bigger. The advantage of growing is that we have more aspects to learn together. Last Saturday, April 24, an International Conference for Teachers took place, with the title “Response to current challenges in education.” This virtual event was organized by the Parentes International Educational Network and Los Pinos School in Quito, Ecuador, since both institutions seek to respond to the current challenges of online education. As a result of the current pandemic situation, the lack of certainty in the educational field has become even more pressing for many countries. This event had approximately 200 attendees from more than 70 schools in Ecuador, Colombia and Spain, who had the opportunity to attend the keynote talk “Neuroeducation to attract attention”, a topic applicable to current times taught by the prestigious educational consultant and professor of the Neuropsychology and Education Master at UNIR, Chema Lázaro.

Chema is also Co-founder of NIUCO Educación, a company in the educational sector, which bases his professional activity on the transformation and accompaniment of educational entities in search of a methodological change, based on the precepts of neurodidactics.

The conference was closed by Andrés Ayala, clinical psychologist from the Universidad Hemisferios in Quito, with the keynote address “Recovering the Student’s Gaze”, a closing that allowed attendees to reaffirm their passion for teaching and, above all, responsibility commitment that means accompanying the student closely.



LEADERSHIP COMPETENCIES

Nowadays we cannot stop hearing about digital skills, and that is good, of course it is; in fact, from the Fundación Parentes we were the first ones to implement them in the schools of the International Educational Network. But in order to advance, a society can not only keep pace with the latest technology, but also

have to look back and gain momentum through classic values that have served people – for thousands of years – when it comes to build the true state of well-being and reach full realization as a human being. At the Fundación Parentes, being faithful to our commitment to “pull society up” through the promotion of academic excellence and training in humanistic values, we do not stop working to update the understanding and reflection of our students on these basic principles, in which we know that human happiness is based. For this, we also work hard on pedagogical aspects, we know that in order to be heard by the youngest, we are the ones who have to adapt to their channels and to the new ways in which they are willing to receive information.

It is essential that, together with the academic project, we work on competencies that reinforce self-knowledge and critical thinking of young and old, so necessary in the following stages of their social and professional life. Therefore, we announce that we are working with great enthusiasm on a new project that promotes social skills related to leadership and adapted to each stage of learning from the classroom.

Fortunately, in some of our centers, as in the case of the school Los Pinos in Quito, they have been working these skills with female students for years.

Competences such as the complex sense

of resilience are addressed in the classroom to help Ecuadorian students adapt to difficulties and overcome difficult life situations. The teaching team hopes, at least, that they keep the clear idea that “pain is inevitable, but suffering is optional.”



IVAN BAZINA ANALYSES NEW TECHNOLOGIES IN CROATIAN EDUCATION IN A TV INTERVIEW

Ivan Bazina, a teacher from the Junior School Lotščak in Zagreb, was a guest on Bitno.net, to celebrate their 5th year anniversary. He talked about the challenges of teaching in the era of digital technologies that affect children, that is increasing also in teaching, especially during the pandemic. He focused on Croatian education in new technologies, but emphasizing in the concrete Lotščak system: mentoring, working on virtues, differentiated education, the importance of collaboration and help between teachers and parents, etc.

Junior School Lotrščak is the first school

in Croatia founded by parents. Having in mind that parents are their child's first and most important educators we decided to start a school which would support them in their role.

NGO "Parents' Institute for Upbringing and Education" was founded with this aim. Our main objective and the reason why the whole project was started is to foster academic excellence of our students as well as their character education and growth in virtues. Our school's main distinction and its fundamental value is its mentoring program which enables personal approach to each student.

Lotrščak School is a part of the Parentes International Educational Network of similar schools that offer integral education and personal approach to each student.



THE END OF A GOOD SCHOOL YEAR FOR THE PARENTES SCHOOL

Last Wednesday, June 30, the famous end-of-school-year certificate was solemnly presented to the students of the Základní škola Parentes school in Prague. The škola Parentes is a benchmark institution in the Czech Republic that, like many others around the world, has joined

the Parentes International Educational Network in order to add experiences, looking for academic excellence.

Základní škola Parentes is a growing school, born in September 2014, whose teaching model is Vzdělávacího programu pro základní vzdělávání Škola pro rodinu (Educational Program of Basic Education School for the Family) that is implemented in 38 countries around the world and is based on 5 pillars: Close cooperation between the school and family, Education in virtues and social values, including awareness of responsibility, Individual approach to the student and his family (mentoring system), Differentiated education and Spiritual overlap of education. Its classes are characterized by having a low number of students (no more than 20 children per class) to ensure an individual and personalized education, as well as learning English from the 1st year.

Recently the Fundación Parentes board visited the new Základní škola Parentes facilities in the Czech capital and learned first-hand about the improvement projects that will continue to be carried out in the new buildings.



FORMAL EDUCATION IN THE OUTSKIRTS OF THE GARBAGE DUMP OF GUATEMALA CITY

The Junkabal Foundation began its work in 1963 and, since then, it has been implementing programs that respond to the objective of incorporating the Guatemalan population with limited economic resources into the development process, opening new horizons for formal and technical education. Since the beginning, Junkabal has placed special emphasis on serving women in extreme poverty who live in marginal areas of Guatemala City, especially in the areas surrounding the municipal garbage dump that is located just two hundred meters away from the Junkabal facilities.

It has three different education programs: JunkaCentro is the technical training area, the Junkabal School that provides access to formal education from pre-primary to high school, and Proyecta, which is the social program where more than 100 women and their families benefit of dental and nutritional health care and income-generating opportunities through Junkabal's Eco Arte project.

Junkabal seeks support to achieve the dream of renovating the School's facilities. The project seeks to build 25 new classrooms that can benefit 750 students. Fundación Parentes has already joined the Junkabalito project in its first construction phase. The context of the area in which it is located is one of the last lands that has lush trees in the garbage area of Guatemala City. The contact with nature that the students will be able to have will be a great added value that the future Junkabal School will offer.



CONDORAY AND THE DIGITAL TRANSFORMATION CHALLENGE

Fundación Parentes is proud to collaborate with the institute of higher education for women in Peru. Condoray is a professional school that offers quality technical training to women from the Cañete Valley and other towns in southern Peru. Condoray's work began in 1963 with almost no human and material resources; the objective was to revalue the women from Cañete and give them access to education. Day by day, with the efforts of many people, the pages of this reference have been written so that today many Peruvian women are trained to be at the forefront of professional management and innovation.

Especially in these times of pandemic, the Parentes Foundation has supported the Condoray students in a digital transformation project that allows them to better understand and master new digital tools. In particular, the students have been trained in the optimization of internal management processes and data analysis for the commercial field. For this, it has counted on Google Business Group Piura, a community that since 2013 has supported many Peruvian entrepreneurs to learn about new technologies. Within the Google Business Group Piura, the

students have participated in an area called Women Will, “which seeks to empower women entrepreneurs through the use of technology in business.”

From Fundación Parentes, the students have also been trained to assume the goals set in the admission campaign for 2021 and in the rest of the institutional agreements proposed by Condoray, which include the development of a comprehensive institutional communication campaign to strengthen the image of the technical school . The main objective is to expand the number of collaborations with other companies and strategic partners.

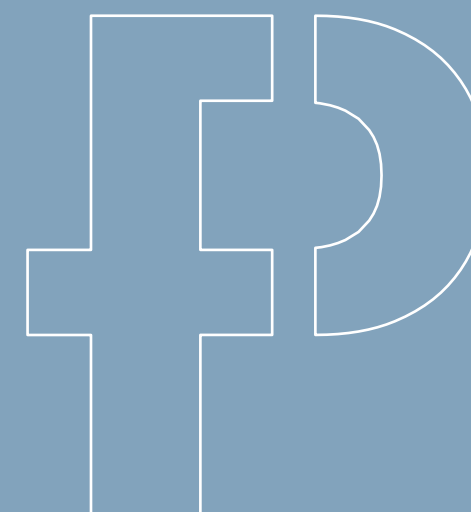


EDUCATION AND COMMUNICATION WITHIN THE FAMILY

At Fundación Parentes we know that the involvement of parents in the educational project is essential; family unity together with a demanding professional education strengthens the person and the family in all aspects of their lives. Parents are the main educators of their children, but these at birth do not come with an instruction manual under their arms. Therefore, to educate well, in addition to wanting to do it, we have to learn how to do it. That is why all the schools that are part of or collaborate with the International Educational Network have training

options for parents, where they are provided with tools so that they can build happier families and where they get to know their children better.

In the extensive training journey carried out by the Fundación Parentes this week, we reached Russia through the IFFD. The course taught by the International Federation of Family Development began on April 1 and will end on April 24, with the aim of improving education and family communication based on case analysis. All this training is shared with other parents, at which point it is easier to face complex situations. At the end of the training course, most parents acknowledge that they have tools to enjoy better communication within the family and also in married life.



9. POSSIBLE PROJECTS

BUCHAREST

Kindergarten and school.



CALIFORNIA

Wood Rose Academy, in Concord, California, is a small, 142-student private school with a highly engaged faculty (24 employees). The building in which they are located needs improvements, such as increasing the capacity of the classes to have more students, since they do not want to stop the school activity and the growth rate of the school. It has a “playground” for the youngest students and, in addition, they rent a nearby place for other sports activities.

For 3 years the center has had a new director, which has meant significant changes such as opening up to a more plural market and increasing its academic reputation. The school has the capacity to grow as California is a place with a real need for quality educational support and values. For this, they count on our collaboration.



LEBANON

The Collège Élysée is a private secular school, which opened its doors in 1997. It is a French-speaking Lebanese establishment, a bilingual school that teaches Lebanese, French and English, at the expense of giving Spanish. With courses up to approved cycle 3 (2020), up to 12 years. With about 1000 students and about 130 teachers. It is situated in the town of Hazmīyeh at Carmel Convent, Télē Liban Street Hazmie, Lebanon N / a, about 7 km from Beirut, the capital of Lebanon. The city of Hazmīyeh is located in the southern suburbs of Beirut.

The mission of the college is to be competitive, innovative and expert. Accessible to all, without discrimination, with special measures, financial aid. Its 6 values are cohesion, trust, dialogue, living together, citizenship, excellence in everything and respect for others.

BRATISLAVA

The Školka Pramienok Nursery School in Bratislava opened its doors in the 2013/2014 school year, being the result of a personal initiative of several parents who, in addition to a quality education, wanted to raise their children in freedom so that they would grow up in a balanced and developing harmonious personalities. In this way the nursery becomes an extended hand of the family. Školka Pramienok also has the collaboration of the Parentes Education Network, who will take control of the school, which will help to gain more experience in managing schools in Bratislava and to fill the possible future project with students.





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<https://www.instagram.com/fundacionparentes/>



<https://es.linkedin.com/company/fundacionparentes>



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REN
TES**

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