

Program Excellence Tajamar

Tajamar School in collaboration
with Tajamar Foundation

A MODEL OF SUCCESS
QUALITY AND INCLUSIVE EDUCATION

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1

HISTORICAL INTRODUCTION

1

HISTORICAL INTRODUCTION

Beginning the second half of the XX century, Madrid witnessed every year the arrival of thousands of new residents coming from rural areas, which resulted in one of the demographic challenges of greatest significance in the recent history of Spain.

Following such arrival, an increase in birth rates took place during the years of the baby-boom, which caused a spectacular population growth in the capital city during those decades. Meeting essential services, not only housing, but also health and education, supposed an enormous challenge that the public administration could not manage on its own.

The memories of those years come to mind in relation to one neighborhood, Vallecas, of working class, with schooling difficulties, residents living in shacks and then in one-story houses, but in very precarious conditions (lack of running water and insufficient sanitary services, etc.).

During that time, the creation of private educational centers in addition to public schools was necessary in order to meet the existing educational needs. Accordingly, at the end of the 60s there were numerous institutions that stepped forward and decided to begin their educational work in popular neighborhoods of Madrid.

Shortly after opening its doors in 1967, Tajamar saw the necessity to start offering formal night classes for parents. This was the first need that required to be addressed if a change in the social reality of the environment was to be attained.

Secondly, it was necessary to do something to break with the social paradigm that was preventing the children of workers from completing Baccalaureate studies. To this end, and after talks with the educational authorities, Educational Branches were created (of which Tajamar was the first center) so that students who wanted to attend university could complete the baccalaureate examinations in public centers of reference (Ramiro de Maetzu was the designated center in the case of Tajamar) and be accepted in universities.

These changes in the educational organization, propitiated by Tajamar and other centers created at the time, were one of the main causes of the social and economic development taking place in Vallecas, which was recently recognized as the European neighborhood undergoing the greatest transformation since the Second World War.

Considering that this transformation was lived first hand by so many institutions and professionals, Vallecas was recently recognized as the European neighborhood undergoing the greatest transformation since World War II it is understandable that in the most visible glass cases of the center, some of the greatest treasures of the history of Tajamar are proudly displayed, the doctoral theses of many of these first students.

This was a moment of history that needed a different and transformational vision, ahead of its time, which made possible the development of these working-class neighborhoods to levels comparable to the rest of the city. There were many protagonists taking part in such historical moments (teachers of different centers, educational and housing authorities, government officials, priests, construction workers, etc.) and thousands of people who could benefit from such a great vision.

Vallecas and its posterior development could not be conceived without the hard work carried out during those years.

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Second



2

GROUP OF BENEFICIARIES AND
PROGRAM OBJECTIVES

As back then, the Spanish educational system currently suffers from a situation that requires the effort of all social partners to be successfully addressed.

At present, academic failure in Spain (20.30 %) is twice as high as that of the European Union (11.10 %) and youth unemployment, caused in part by the absence of adequate education, reaches 49.60 %.

In accordance with the available data (Survey of the Working Population of the third trimester of 2015, data published in the PISA report on education in the "El Mundo" newspaper, and the study of Arthur Andersen on the socioeconomic status and development of employment in the districts of "Puente de Vallecas" and "Villa de Vallecas") we can see that rates in the Community of Madrid (15.5 %) are better than the Spanish average, but they are still far from European levels.

Nevertheless, in the district "Puente de Vallecas" which is where Tajamar is located, school dropout rates reach 21.90 %, the highest of the capital. This proportion is even higher if we take into account the data specific to males (25,60 %) and females (18,10 %).

Therefore, the students from Tajamar are, statistically speaking, within the school population of students most vulnerable within the Community of Madrid, according with the information just provided.

At present, the center shows a dropout rate of almost 6 %. The student entry requirements to the center are determined by the Autonomous Community of Madrid, without any other selection criteria, and thus the student body is similar to that of its immediate environment.

The school dropout rates among males in the district "Puente de Vallecas" reach 25.60 %. This is 10 points above the average of Madrid (15.50 %) and 14.5 points above the European average (11.10 %).

SCHOOL DROPOUT DATA, THIRD TRIMESTER 2015

EUROPEAN UNION	SPAIN	MADRID	PUENTE DE VALLECAS		TAJAMAR
11,10%	20,30%	15,50%	Males	Females	6,00%
			25,60%	18,10%	

Resources : EPA, El Mundo, Arthur Andersen.

Also, the number of students who start school in intermediate courses has significantly increased during these years, due to growing demand.

As the result, Tajamar remains open to a highly diverse student body. The center has a high percentage of foreign students, students with disability, and students with special educational needs.

STUDENTS	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
KINDERGARDEN	238	240	244	235	246	238	236	220	235
ELEMENTARY SCHOOL	640	635	610	606	619	650	649	655	660
JUNIOR HIGH SCHOOL	503	507	487	498	511	504	550	558	520
HIGH SCHOOL	177	173	176	171	169	184	174	192	214
PROFESSIONAL TRAINING	190	202	202	203	194	208	235	250	329
	70	71	71	71	71	71	72	73	76
	1.748	1.757	1.719	1.713	1.739	1.784	1.844	1.875	1.958

The objective of the Program Excellence Tajamar is, therefore, to successfully implement a pioneering model of integral education, (based on aspects that have led to highly positive results throughout these decades in the center: personalized education, also centred on helping the family), that changes the school environment and adapts learning to students and their knowledge, rather than to processes. It is not about reducing demands or effort, but rather, it is about creating a learning environment that is sensitive to the diversity of the students and presents them with opportunities to develop their full potential.

The program Excellence aims for an inclusive participation. It is centred on eradicating marginalization right from its origin, in order to lessen the circumstances that generate it.

Promoting education and social empowerment is the objective that allows individuals to exercise their full rights in society, playing a central role in progress and becoming social leaders.

Marginalization, the result of lack of social and work inclusion, is not only an economic matter. Cultural poverty, for example, prevents it from leaving its vicious circle.

Our program broadens the horizons of participants by means of complementary activities adapted to their capacities: Music School, Art School, Literary Creation, English Immersion, Photography, History, Social Networks, Technological Innovation, Research, etc.

The project also develops other areas of personal growth, related to the absence of inclusion. Marginalization often begins upon separation from the family. The educational project at Tajamar contemplates some interventions within the family context through extracurricular activities.

The Program Excellence aims for an inclusive participation, it is centred on eradicating marginalization right from its origin, in order to lessen the circumstances that generate it.

This successful educational model is having a clear expansive effect. It is being replicated by other centers where a sizeable percentage of managers and personnel have received education at Tajamar.

From 2005, Tajamar has been preparing this change with some measures that are already in place and are the basis of this ambitious project.

This program, supported by companies and public organisms, tries to develop activities at the professional level.

Some of the organisms that collaborate with advice and economic support include the City of Madrid through the Municipal Council of “Puente de Vallecas”, the Ministry of Interior through the program SERADE, the National Association of Chemists, the International Cooperation NGO, Vallecas’ Alcampo

donating different awards, the Publishing house “Palabra” with bibliographical support and linguistic advice, the Publishing house “Donostiarra” with teachers and awards for the photography contest, the school’s Parents Association providing parents for the survivors' workshops and the Foundation Tajamar with the economic support to the project.

The Tajamar model works, it is a success model. Proof of this is that there are more than 15.000 alumni following these almost 60 years. Nearly 8.000 alumni receive regular information by mail about programs we offer. We have a list of more than 5.000 e-mail addresses with which we interact every month.

This successful educational model is having a clear expansive effect. It is being replicated by other centers where a sizeable percentage of managers and personnel have received education at Tajamar: Alborada School, Arenales Arroyomolinos School, Cambrils, Carabanchel School, Arenales Carabanchel School, María Teresa Alcobendas School, Santa Mónica Rivas Vaciamadrid School, Miraflores Orense School; 7 schools, nearly 400 professionals, and more than 5.000 students, only in the last 8 years.

The resources that are used in Tajamar are investments of impact, they intentionally generate measurable benefits for society while trying to generate at the same time an economic benefit that makes survival possible in the long term.

3



PEDAGOGICAL BASIS

In the last years, the need to arrive at an educational agreement has been deemed necessary in Spain, fixing common objectives that all agents agree are essential.

It is fundamental to realize that this agreement, due to its basic nature, must not be pedagogical and neither has to exclude any of the current social partners aiming for progress in education. It is a question of contributing and legislating for all.

Nevertheless, it is also necessary to answer the new questions that emerge, for the school to reflect social change and improve the education of our young people.

Most of the current pedagogic movements had their origins in the 80s. The group Zero from Harvard, with different approaches about learning and knowledge, was the one that created the basis for change towards the comprehension and the graduation profile of students. The later contributions made by Salovey and Mayer on emotional intelligence, by the Johnson brothers on collaborative learning, by Robertz Swartz on the model of Thinking based Learning, and the model of Flipped Classroom, are all coming to classrooms in the form of new active methodologies.

Among all of them, it is perhaps be the model of multiple intelligence of Howard Gardner the one on which the project and the rest of visions and methodologies are based.

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4



HOWARD GARDNER'S MODEL OF MULTIPLE INTELLIGENCE

4

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Ever since Binet created the method to measure intelligence using the intelligence quotient (IQ) in the XX century, an approach to teaching based on linguistic and mathematic capacities was adopted. Even the rest of subjects (including arts or music) were mostly examined by means of theoretical examinations.

This vision led uniformity within schools, where there were basic curricula that everyone must know and very little margin for selection. The capacities and effort of each student were what determined the level of success.

Nevertheless, Gardner explored a conception of intelligence in which intelligence is understood as the capacity to solve problems or to prepare products that are of great value for a certain cultural or community context. This leads us to rethink the IQ model when thinking about people like artists, social leaders, surgeons, and their enormous degree of social satisfaction and contribution to the community. This approach to intelligence can be understood as the capacity (and therefore previous preparation, studies, and knowledge) that leads us to solving problems and creating products.

Gardner stated that the different types of intelligence he proposed did not constitute a definitive list, although he mainly focused on seven, commonly described in the following way:

- Logical-mathematical intelligence is used to solve problems by means of inductive and deductive processes, applying reasoning, numbers, and abstract patterns. It is the type of intelligence characteristic of scientists, it is related to the thinking patterns of the logical hemisphere, and corresponds to that which our culture has traditionally labelled as intelligence.
- Linguistic intelligence refers to the capacity to use words and learn languages. It is particularly evident in writers, poets, and good editors. It involves both hemispheres.
- Spatial intelligence is related to the capacity to visualize and create objects, with the clear dis-

crimination of dimensions, forms, and directions. It facilitates three-dimensional vision. This is a type of intelligence commonly found among engineers, architects, sailors, sculptors, and decorators.

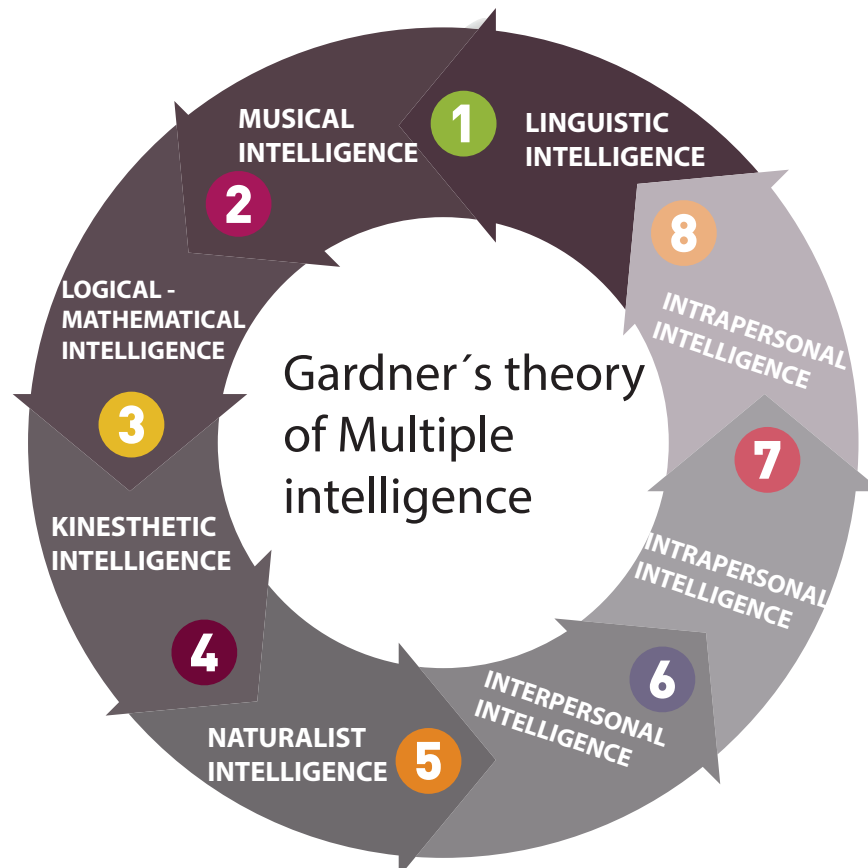
- Musical intelligence facilitates the recognition of tonal patterns, with high sensitivity to rhythm and sound. It is typical of singers, composers, and musicians.
- Kinesthetic intelligence consists in the control and movement of our body. It is the intelligence of athletes, craftsmen, surgeons, and dancers.
- Intrapersonal intelligence helps us understand our emotional states and facilitates self-reflection and spiritual knowledge. It is also important to achieve self-knowledge, without being necessarily associated with concrete activities.
- Interpersonal intelligence is central to our set of skills for communications and relations with others. It facilitates understanding with different people. It is preponderant for people working in public relations and for politicians, teachers, and therapists.

Accordingly, schools should focus on developing multiple types of intelligence, claimed Gardner, and to help people achieve their vocational goals. "People who receive support in this sense feel, according to my opinion, more involved and competent, and therefore, more inclined to serve society in a constructive way". Thus, developing that intelligence to which students may be more inclined, will contribute to their success in the rest of disciplines, because they will take part more actively in the learning process that is school.

"El diseño de mi escuela ideal del futuro se basa en dos hipótesis: La primera es que no todo el mundo tiene los mismos intereses y capacidades. La segunda es la de que en nuestros días nadie puede llegar a aprender todo lo que hay para aprender."
(Howard Gardner)

In some way, students who are artists become more actively involved with the rest of their learning when they see that they can develop their talent and discover their potential, as they can find more meaning in the school environment.

Gadner summarizes this vision of schools in these words: "These opinions and the criticism of a universal vision of the mind from which I was departing, took me to a notion of school centred on the individual, compromised with the ideal understanding and the development of the cognitive profile of every student. This vision contradicts that of the uniform school described previously."



5



COMPLEMENTS TO THE DAY TO DAY
AT THE SCHOOL

5

COMPLEMENTS TO THE DAY TO DAY AT SCHOOL

As it has been previously mentioned, the development of the program is focused on three aspects. The first two have been developed in Tajamar throughout its almost 60 years of existence and are the ones we describe in this section. The third one is the one that we are implementing these years and, as a complement to the others, the one we think that it is key in developing the successful school that the students and society need.

The first two parts of the project, which have already been implemented are:

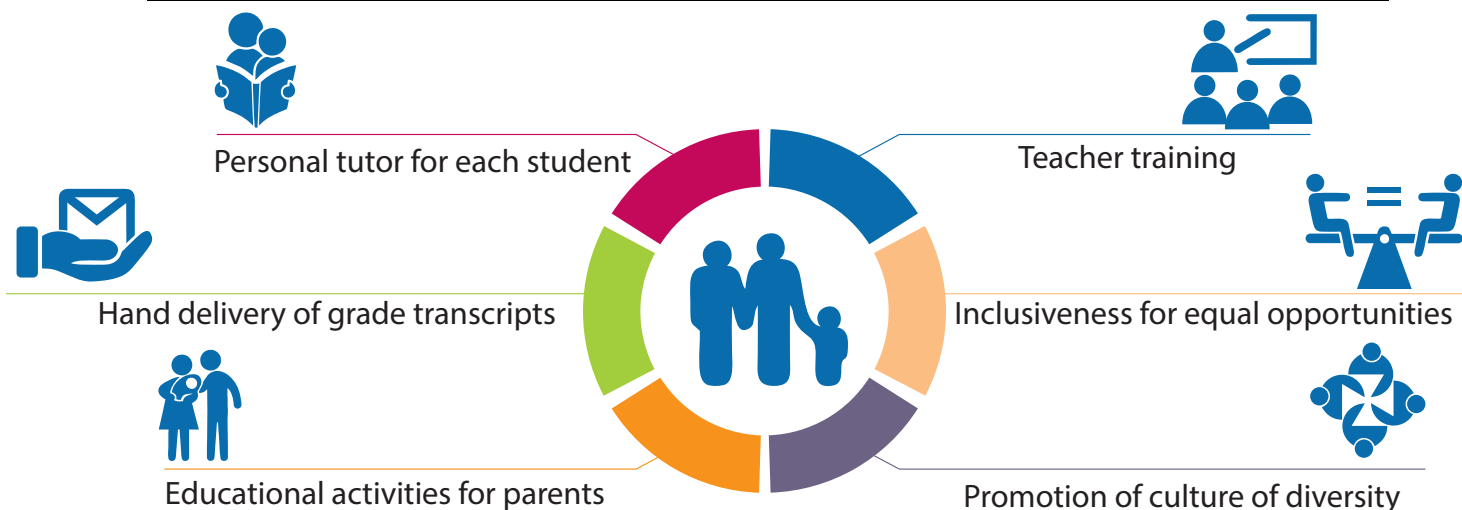
● **PERSONALIZED EDUCATION TO THE SERVICE OF THE FAMILIES:** As described in the introduction, from the very beginning the educational center saw the need to carry out a personalized education, approaching every student as unique and being full of potential, with an education focused on helping each of them to form a full and harmonious personality.

Undoubtedly, this made it necessary for the school to be focused on helping the families from the beginning, the real educators of youth. As a result, the center has strived for the following:

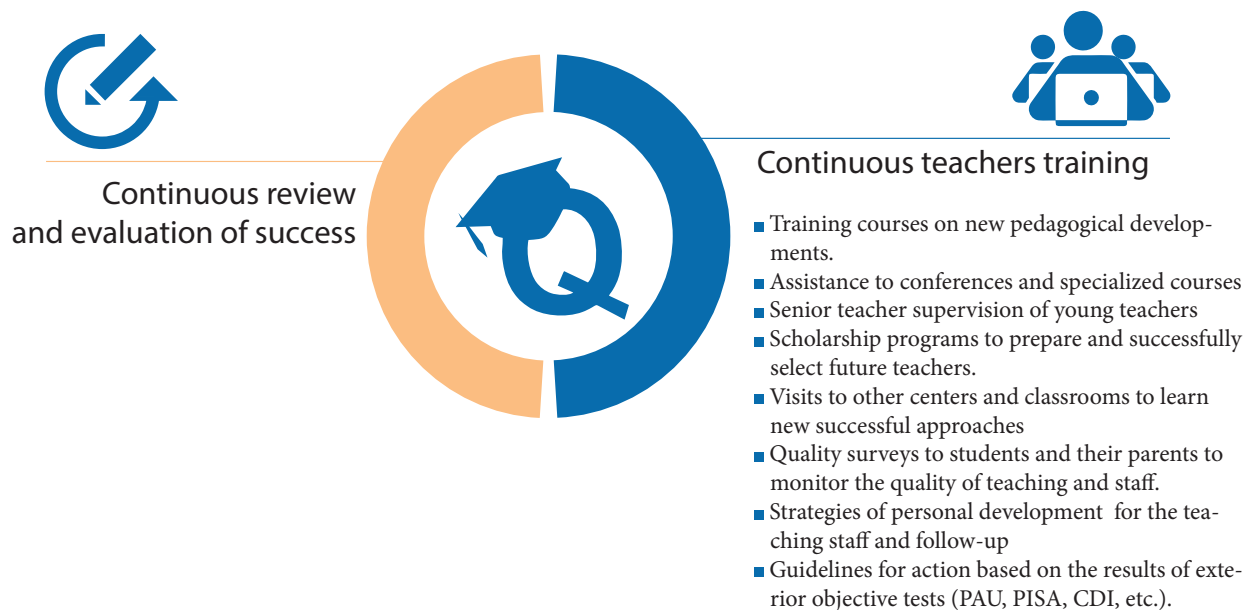
- Personal tutor for each student.
- Hand delivery of all the grade transcripts to parents, in group or individual meetings.
- Educational activities for parents. Courses of family education and meetings with experts.
- Teacher education to help families in every situation and to be experts in conflict resolution.
- Inclusiveness, so that every student is treated equally and offered the same opportunities, regardless of his/her condition or disability.

- Promotion of a school culture that sees value in diversity. This is a center with a great percentage of foreigners and students with special educational needs.
- **QUALITY FORMAL EDUCATION:** Everything that has been described so far is based on providing quality education (standard classes of mathematics, language, etc.). To ensure such quality, the center follows a number of measures:
 - Continuous review and evaluation of success based on the obtained results.
 - Continuous teacher training:
 - Training courses on new pedagogical developments.
 - Assistance to conferences and specialized courses.
 - Senior teacher supervision of young teachers.
 - Scholarship programs to prepare and successfully select future teachers. At present, 23 university students comprise the group of scholarship recipients.
 - Visits to other centers and classrooms to learn new successful approaches.
 - Quality surveys to students and their parents to monitor the quality of teaching and staff.
 - Strategies of personal development for the teaching staff and follow-up.
 - Guidelines for action based on the results of exterior objective tests (PAU, PISA, CDI, etc.).

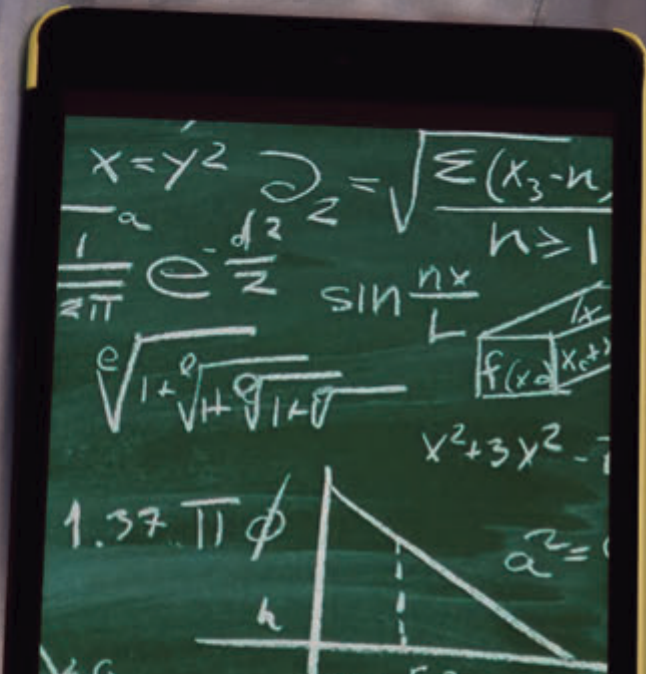
PERSONALIZED EDUCATION AT THE SERVICE OF FAMILIES



QUALITY FORMAL EDUCATION



6



DEVELOPMENT OF
“PROGRAM EXCELLENCE TAJAMAR”

Based on the conviction that the first thing a school should do is to continuously improve its services to the families, which constitute the real educators of children, and to improve its normal classes, in Tajamar we are developing this program to create learning environments that extend their set of skills, so that they can vocationally develop some of them while others help them to have a well-rounded education.

In this sense, numerous activities have been carried out during the last years that, without an added cost, have created a wide range of opportunities and allowed students to develop new competences unrelated to the curricula, promoting hobbies that could help them shape their personality over time. Some of the activities already implemented include:

- Olympiad of chemistry in collaboration with the National Association of Chemists.
- Photography contest directed by professional photographers.
- Fine Arts Classes: painting and sculpture. Programming and Robotics.
- Workshops of interior design and planning in 3D. Olympiad of Biology.
- Contest of Debate.
- Program SURVIVORS 2.0. to encourage equality, with workshops given by parents about: cooking, electricity, ironing of clothes, basic mechanics, and good manners.
- Chess school, pioneer in the inclusion of this discipline as part of formal education, and not only as an extra-curricular activity.

- Choir of primary school students, which has won numerous contests, participated in recitals, performed in three occasions at the National Auditorium, and taken part in concerts with artists such as Nacho Cano or Los Secretos.
- Linguistic immersion activities at the farm “La Alameda”, below the cost price, so that the majority of students can assist. The teachers are native speakers of English seeking to offer English immersion to families that cannot afford a trip abroad.
- Horticoterapia, a project designed to help students from primary and secondary education with special educational needs. The activity is intended for both teachers and students, and consists of planting an orchard with more than 270 vegetables of different varieties within the area of the school.
- Since 2014 it is a center authorized to offer Musical Education. More than 50 students are enrolled in piano, guitar, and violin lessons.
- A botanic footpath has been developed throughout the years so that students learn about and value more than 80 varieties of trees, bushes, and other plant species. This can be seen in the webpage sendabotanica.tajamar.es
- The Sports Club, promoting the practice of sports during the school age, is the perfect complement to engage in physical activity at any of the Club’s 10 schools. The club is opened not only for the Tajamar students, but also for other children and adolescents from the neighborhood. The experience shows us that sport is a marvelous tool for social insertion and it is essential for the good development of the school life and a rich personality.



7

$$\frac{x+3}{2} - 3(x+4) \quad \frac{x-1}{2} + \frac{-2}{4}$$



NEXT STEPS:
NEEDS AND TIMETABLE

7

NEXT STEPS: NEEDS AND TIMETABLE

Tajamar has been implementing the different activities of the Program Excellence thanks so far to donations of companies and individuals (many of them Tajamar alumni).

This economic support, together with a strict management, has made possible the viability of the activities.

For the following phase, we think that it is essential to create a scholarship fund for students who cannot afford the few activities that result in expenses: music and language classes fees, costs of federative licenses, expenditure allowances for the weeks of linguistic immersion, fungible material related to the engagement in different activities, equipment needed for the professionalization of the activities ...

To this aim, we have proposed to invest 1.500.000€.

We would start with an initial investment of 450.000€ in the academic year 2016-2017 and would continue with an investment of about 117.000€ per year during the following nine academic years.

ACADEMIC YEAR 2016-17

Initial investment: 463.000 €

FINE ARTS STUDIES:	18.000 €
- 50 scholarships of 100€ for supplies	5.000 €
- 1 scholarship for 1 teacher, 5 groups 10 months	5.000 €
- Furniture and classroom set up	5.000 €
- Exhibition	1.000 €
- Buses to visit Museums	3.000 €
CLASSROOM OF NATURE:	32.000 €
- Web application: diffusion and maintenance	17.500 €
- Maintenance of botanic footpath	2.000 €
- 1 scholarship for 1 teacher 5 groups 10 months	5.000 €
- 1 greenhouse horticotherapy	5.000 €
- Seeds and seedlings	500 €
- Gardening supplies	500 €
- Huts for birds	500 €
- Binoculars and observation supplies	1.000 €
WORKSHOP OF ROBOTICS AND PROGRAMMING:	15.000 €
- 1 scholarship for 1 teacher 5 groups 10 months	5.000 €
- 50 scholarships of 100 euros for supplies	5.000 €
- Furniture and classroom setup	5.000 €
SCHOOL OF MUSIC:	58.000 €
- Recording studio setup	25.000 €
- 50 scholarships of 300 €	15.000 €
- Instruments	10.000 €
- Microphones, loudspeakers, synthesizers	5.000 €
- Buses to attend concerts	3.000 €

40 WEEKS OF IMMERSION LINGUISTIC:	115.000 €
- 3 contractas for auxiliar's teachers for conversation	60.000 €
- 500 grants for 100 € for feeding	50.000 €
- Fungible material	5.000 €
 LIBRARY OF DIGITAL LICENSES (PROJECT IPAD):	 27.000 €
- 1.800 scholarships of 15 €	27.000 €
 PHYSICS AND CHEMISTRY LABORATORY:	 8.000 €
- Classroom setup	5.000 €
- Supplies	3.000 €
 SCENIC ARTS STUDIO:	 15.000 €
- 1 scholarship for 1 teacher 5 groups 10 months	5.000 €
- 50 scholarships of 100 euros for supplies	5.000 €
- Stage supplies and props	5.000 €
 SPORTS CLUB:	 175.000 €
- Sports schools supplies	25.000 €
- Federative licenses	30.000 €
- Trainers	120.000 €

For the funding of this project we would like count on a group of entities that understand its importance and necessity. The Project Excellence is born with a self-sustainable vision, that is, it is not intended to finance loss-making activities.

In order to do things, we ask for new and innovative things, being aware of the existing social importance and necessity. We do not ask to finance deficits. If there was any deficit to cover we would do so by resorting to financial instruments. Objective: Practical, sustainable, and lasting support.

It is true that we need money, and that is why we ask for it, but it is more important for us that those who collaborate with Tajamar, do it again. First of all, because the benefits of Tajamar are not assigned to a few shareholders, they are re-invested systematically in the progress of education, which is what determines the quality of an educational system. The formation in cooperative work processes, the mastery of English, the education in competencies, and the innovation and technological renewal, are some of the programs that we will finance if this project is eventually implemented.

Our target is not to collect funds. We are not asking for money to survive: the school is already supported by a well balanced management. We do not look for charity either. Although it sounds pretentious, though we are grateful for when they do arrive, we do not need alms. We look for the support of the whole society and believe that all of those who believe in the project should be part of it. We want to finance our future just as the most prestigious educational institutions of the world. If it is not possible to attend to our request in this moment we can examine what may be the best way of planning the assistance along

We want to finance our future just as the most prestigious educational institutions of the world. Relying on a group of supporting entities would reduce dependence on a single supporter, which would be positive for the continuity of the project. This would also make it possible to share risks in case the project did not produce the expected results.

with the financial supporter. We can wait now, as our financial needs are met. However, we look for support to assure the future of Tajamar, to continue on innovating and growing. These new resources will be a sign of life and growth.

In addition, our project will have a very clear social impact, perfectly quantifiable beyond mere economic profit.

Relying on a group of supporting entities would also reduce dependence on a single supporter, which would be positive for the continuity of the project. This would also make it possible to share risks in case the project did not produce the expected results.



8

MEASURING THE IMPACT

8

MEASURING THE IMPACT

Why do we carry out the project?

We think that it is important that any kid from our environment can access an education of excellence. The quality of education should not be linked to the place where one lives. It is not true that people from the neighborhood Salamanca can have more aptitudes for music, robotics, or higher education than people from Puente de Vallecas.

We believe it is necessary that the participants have alternatives to choose from and develop all their capacities at the highest level, without being limited to the educational standard of the guaranteed free schooling established in our Constitution.

The Educational Project of Tajamar does not aim directly at the social or work insertion of its students. Rather, it is mostly centred on eradicating the causes of marginalization, eliminating the circumstances that give rise to it.

The Project devotes attention to groups identified as vulnerable, but from the point of view that they are no special, not even like the others: they are the others.

The participation of the protagonists within the project is inclusive.

Promoting education and social training are the pathways that will allow people to fully take part in society as protagonists in the progress and as new social leaders.

We believe it is necessary that the participants have alternatives to choose from and develop all their capacities at the highest level, without being limited to the educational standard of guaranteed free schooling.

When the public administration implemented continuing educational programs in workplaces, Tajamar had already implemented them. The attention that we have always paid the work practices, the development of scholarship recipients, and the assistance in the process of work insertion, have been central aspects of our educational project from the beginning. The work insertion of Tajamar graduates is a priority for us.

Marginalization, a result of the absence of social and work insertion, is not only an economic matter. Cultural poverty, for example, prevents it from leaving its vicious circle. Our project broadens the horizons of students by engaging them in complementary activities adapted to their capacities: Music, Art, Literary Creation, English Immersion, Photography, History, Social Networks, Technological Innovation, Research, etc.

Marginalization often starts upon separation from the family. That is why, as part of the project, a new scope of personal growth related to the absence of inclusion is developed, that of the family. The follow up of families is facilitated and promoted within the project. The involvement of families in all activities is sought as much as possible. Greater ease is given to large families, as well as to unstructured families, and families with single parents.

A male teacher with dark hair, wearing a light pink shirt and a green striped tie, is leaning over a desk. He is pointing at a tablet computer that is propped up on a stand. Three young male students, all wearing light blue button-down shirts, are gathered around the desk. The student in the center is smiling and looking at the tablet, while the student on the right is writing on a piece of paper with a yellow pencil. The student on the left is also looking at the tablet. In the background, a large world map is visible on the wall. A large, semi-transparent green circle with the number '9' inside is positioned in the upper center of the image.

9

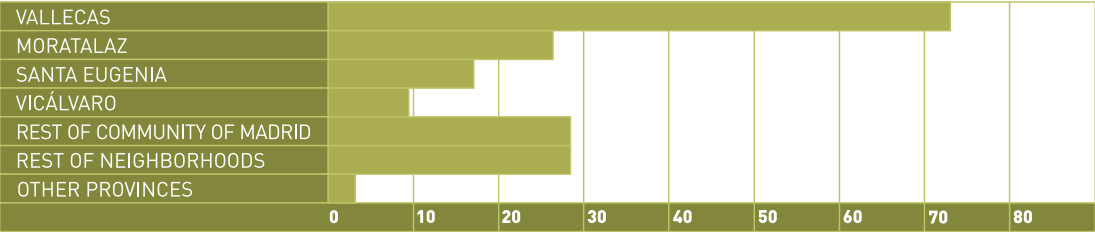
EDUCATIONAL QUALITY
ATTRACTS STUDENTS

Tajamar has 1.958 students in formal education and another 647 in non-formal education, as part of occupational and continuous education courses related to the company or other institutions.

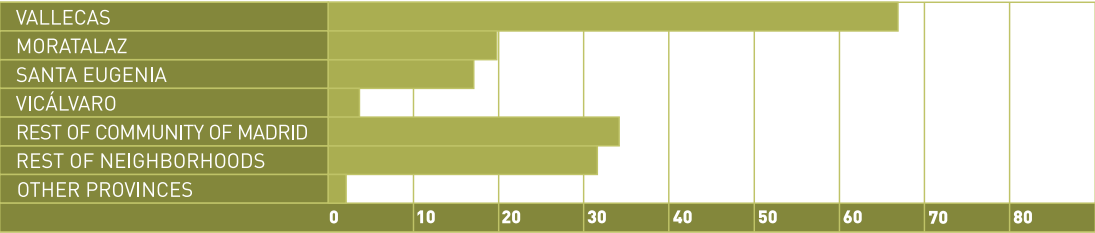
In Tajamar 1.346 students practice sports in the 9 sports schools comprised by the Sports Club. Other similar educational projects are offered from the Foundation Tajamar, such as the “Los Tilos” school, where another 863 students are enrolled.

The following tables represent the different neighborhoods from which Tajamar students come from

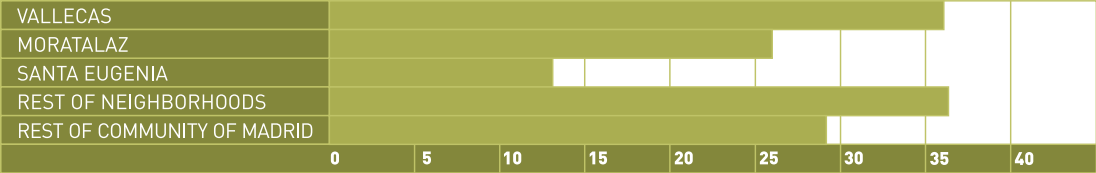
ORIGIN OF HIGH SCHOOL STUDENTS



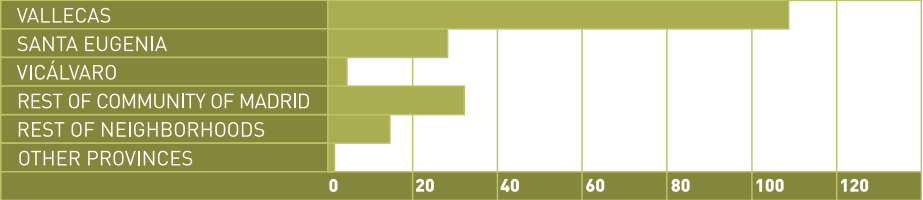
ORIGIN OF MIDDLE PROFESSIONAL TRAINING STUDENTS



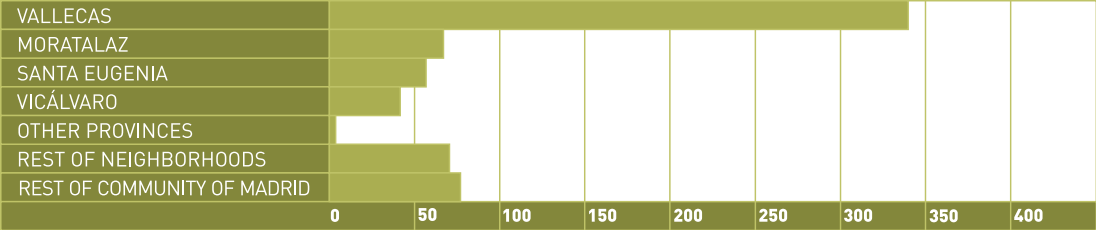
ORIGIN OF HIGH PROFESSIONAL TRAINING STUDENTS



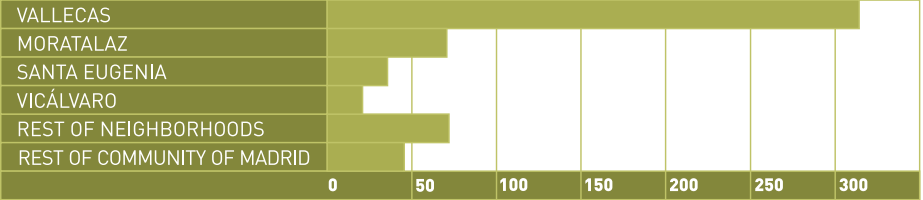
ORIGIN OF KINDERGARDEN STUDENTS



ORIGIN OF PRIMARY SCHOOL STUDENTS



ORIGIN OF JUNIOR HIGH SCHOOL STUDENTS



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FOR WHOM ARE WE
IMPLEMENTING THE PROJECT?

1. Beneficiaries

a. Direct:

- **4.772 individuals** benefit from the education that is offered in Tajamar in a direct way.

b. Indirect:

- Nearly **1.500 families** receive an indirect benefit as they have one or more members receiving education at Tajamar.
- **The youth associations and social entities from the neighborhood** benefit from the collaboration agreements and volunteer activities carried out by the students of the center and their families. The foundation Tajamar has signed more than 20 collaboration agreements in the last years and has given support, by providing more than 400 volunteers, to diverse initiatives: organization of sport competitions and training, social work for families, volunteering work at parishes, youth labor camps in Spain and abroad, social dining rooms, attention to immigrants and educational mentorship, occasional participation in sensitization campaigns in favor of life, gathering food for the food bank, campaigns in response to emergencies coordinated by Cáritas or the Red Cross as well as their campaigns of blood donation.
- More than 1.000 students from Tajamar have been accepted in **312 companies** in practices throughout the last 10 years.

2. Measurement of results

According to the available information from the Survey of Working population of the third trimester of 2015 and the information published in the PISA report on education, as well as a study by Arthur Andersen on the socioeconomic balance and development of employment in the district of Puente de Vallecas, the rate of school dropout is around in 21.90 %. This proportion is greater in males, 25.60 %, than in females, 18.10 %.

We only want to stress that the school dropout rate at Tajamar during the period mentioned above was 6 %.

The Tajamar model works, it is a model of success. Proof of this is that there are more than 15.000 Tajamar alumni throughout these almost 60 years.

The number of alumni with doctoral theses and university degrees and in management positions, the companies created, and the participation of alumni in political positions are a sample of how an adequate education promotes inclusive behaviours in society based on the respect to freedom.

This successful educational model is having a clear expansive effect. In the last 8 years, 7 new educational centers from the Community of Madrid have incorporated the basic principles of Tajamar in their Educational Projects. In the Community of Valencia the Center of Education Xavec, and out of Europe, Tajamar has provided advised to the Eastlands College of Technology in Nairobi (Kenya), the Educational Center da Pedreira in Sao Paulo (Brazil), and the Banilad Center for Professional Development in Manila (Philippines).

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ATTRIBUTABLE IMPACT

What would have been the costs for the different administrations, and in general, for society if Tajamar had not existed since 1958? And in the case of Vallecas, what would have been the social impact in these almost 60 years? What would have happened if Tajamar had not existed?

Because Tajamar was a private initiative, the investment has not been based on public funds. The academic agreement that allows students to study for free was implemented in 1982.

The necessary investment to start an initiative like Tajamar would be the following:

- 12 hectares of area dedicated exclusively to education.
- Buildings for the development of the educational activity.
- Service facilities destined to the Educational Project

The academic arrangement does not contemplate investments in top technology for educational purposes, that enable students to become qualified to access the job market:

- Equipment to process information (1 computer for every 2 students)
- Photocopier, scanners, printers.
- Furniture for the classrooms.
- Software for educational purposes and maintenance of equipment

The academic arrangement does not take responsibility for the continuous training of the teaching staff and administrative staff, one of the keys to success of the model of Tajamar:

- Bilingual teaching staff
- Teaching staff with PhD and university degrees
- Teaching staff proficient with the last technology in the market

- Continuous training: assistance to conferences and workshops
- Specific education in family counselling
- Specific formation in conflict resolution
- Specific formation in leisure activities

NET PRESENT VALUE





● Continuous assessment of the teaching staff

Tajamar was born as a sports club, before becoming an academic center. Sport was considered from the beginning an effective means to approach the youth from the neighborhood, as a motivating factor for them to join the educational world, and as an educational tool for effective social inclusion and dissemination of values. This has involved, from the beginning, an investment in highly qualified trainers and first class sport facilities, put at the disposal of the youth from the neighborhood for participation in competitions. From these have emerged athletes of national

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and international recognition, including some world champions.

Quantifying this investment, bearing in mind its clear net value, would involve having access to more than 100 million euros to start an initiative that any neighborhood from the capital would wish for its development.

But the real social investment that Tajamar has carried out from its beginning, which is unquantifiable, is based on the professional and academic qualification and the empowerment of its students and families.

In 1958, when Tajamar was born, all students were from the neighborhood and many families were living in one-storey houses, shacks, and caves. The work of social inclusion that Tajamar has implemented for 60 years with students and families – and for extension in

the whole Vallecas neighborhood – is a joyful reality that has compensated the sacrifice and effort of so many people and supporting institutions.

The Foundation Tajamar was born when we became aware that the costs needed to maintain the facilities, the formation of professionals, and the development of the programs to carry out the Educational Project were significantly high, and that the help from public institutions would be clearly insufficient.

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Having an instrument like the Foundation Tajamar guarantees that projects have maximum soundness and reliability. Tajamar can plan in the long term and innovate with the incorporation of new targets and projects, sending a clear message of stability and goals in the long term. It can be said that this guarantees social action in the long term.

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