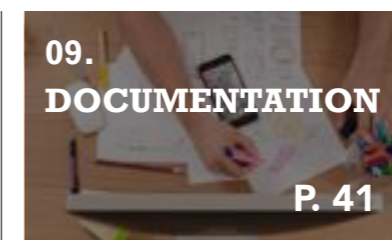
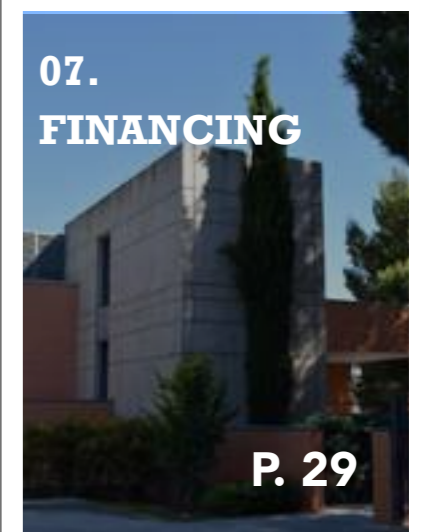




Fundación Tajamar

INDEX



01. STARTING POINT.

1.1 What's Tajamar? What are its goals?

In view of the 60th anniversary (in a combined workshop with Boa Mistura), the students have taken part in the making of a mural that, in deference to education, states that "one must give one's heart and life". This is a quote from Saint Josemaría, founder of Opus Dei in a gathering at the school, on October 1st 1967.

In accordance to Saint Josemaría's wishes, and the aforementioned idea as a back drop, in 1958 Tajamar was founded, with one of the most underdeveloped areas of Madrid in mind, Vallecas. There was an apparent need to be covered, and it needed doing right, motivated by a spirit of commitment and public service.

Tajamar's history is full of hours of hope, perseverance, diligence, joy and optimism, all done in the spirit of freedom and responsibility.

That's the will of all members of Opus Dei working there, that's what they understand as finding sainthood in their daily work. Going the extra mile is very noticeable, for it's much more than simply fulfilling one's duty; it's giving one's self to it.

It ultimately means that those working at the school have human virtues —the basis needed to give oneself in service to others— and thus, preaching by example, transmit that way of life to both the students and their families. That's the education through values sought after in Tajamar.

The definition in our web sums it up best: Tajamar is an educational centre with a Cristian inspiration, in an environment of freedom and personal responsibility, reinforced by a cooperation between parents, staff and students, and with an academical excellence that will help the students fulfil their own capabilities, nurturing in them the pursuit of truth and service to society.

1.2 What education does Tajamar provide?

The levels of education provided by Tajamar are subsidised and the following: kindergarten, elementary, high school, baccalaureate and vocational training.



INFANTIL



PRIMARIA



SECUNDARIA



BACHILLERATO Y FP

02. REGULATED EDUCATION



2.1 How many students does the school hold?

Around 2000 students.

2.2 Who can apply?

Being this a subsidised school, the criteria followed in the student admission are the ones stated by the applicable government bodies.

It's also a Separate Education centre.

2.3 What advantages does Separated Education provide?

The majority of students, both male and female, that went through Separated Education, describe the experience as being positive.

However, it is a controversial debate, even though it's so for a different set of reasons. As such, some of the arguments against Separated Education are the following:

- It's said it discriminates. But who's discriminating, the schools? They merely offer it, not forcing any one to it. The parents? That's just absurd and it makes no sense. Perhaps what they meant to say is that it's an elitist education, in which case it has an easy solution; making it available in public education.
- It's also said that in these centres the students don't socialize well with each other, seeing as how it differs from social's situation, which itself is mixed. This makes no sense. Schools have other aspects that differ from society: for example, in any educational centre, there's a higher concentration of young people than anywhere else in society, and yet that doesn't hinder their ability to socialize in any way. Thinking that boys and girls won't be able to interact with each other because they haven't been together in school, is simply absurd.
- Some would argue that there's no improvement in academic outcome, though in truth all the studies on the matter are inconclusive. Some studies say that there are improvements in the performance of both boys and girls, others that only girls' performances improve. What's clear is that none of them say that the results worsen, proof of which is the ever-increasing number of such centres being offered in the public sphere of many neighbouring countries.
- Another accusation being thrown at it is that it perpetuates sexist stereotypes. This argument has no scientific basis, and it's fueled only by prejudice and presuppositions. It's said that when boys and girls are alone, the masculine and feminine stereotypes tend to reinforce themselves. Advocates of Separated Education indicate that the exact opposite is true, for when feeling free of the others presence, the development of their aptitudes improves, as do their personalities. Even, free from having to be "liked" by the opposite sex, the alleged behavioural stereotypes vanish.

2.4 What's the Excellence Program?

It's a pioneer program of integral education based on the same foundations that, in previous decades, have delivered such good results: custom education, with a focus in helping the family, designed with the students learning in its core.

It strives for an inclusive participation, focused on the eradication of the root causes of student alienation. Student alienation, as a fruit of a lack of social and labour insertion, isn't simply an economic matter, seeing as how cultural poverty, for example, prevents them from exiting that vicious cycle. The Excellence Program allows to broaden the horizons of those involved, through the undertaking of complementary activities tailored to the student's capabilities.

With the Excellence Program, we're creating a learning environment that seeks to broaden the students range of capabilities, in order for them to vocationally develop some of them, whilst at the same time allowing them to have a more solid training. For example:

- Chemistry Olympics, in cooperation with the National Association of Chemists.
- Photography contest.
- Courses in Fine Arts: painting and sculpture.
- Coding and robotics.
- Interior design and 3D planning workshops.
- Biology Olympics.
- Survivor program: to encourage equality through various workshops where parents teach cooking, electrical engineering, ironing, basic mechanics and good manners.
- Chess.
- Students choir. Winners of various contests and performances in the National Auditorium with artists such as Nacho Cano or Los Secretos.
- Linguistic immersion.
- Horticulture.
- Music lessons. Since 2014, the centre has been imparting piano, guitar and violin lessons.
- Botanical track.
- Sport Club.

This educational model has been having an expansive and multiplying effect and it's being emulated by other centres, where a large percentage of staff, both managerial and otherwise, has been educated in Tajamar.

2.5 What are the differences between supplementary activities, complementary services and extracurricular activities?

In order to reach its goals, Tajamar designed a series of activities and services as a supplement of the formal education in attendance to the age and individual circumstances of each student. The subsidised nature of the centre, guarantees that the formal education is free, whilst the supplementary scholastic activities, extracurricular activities and scholastic services, are ruled by principals of voluntarism, absent lucrative and discriminatory characters.

The complementary activities are offered during school hours, at noon, and come in addition to the student's areas of interest and courses taken, making special emphasis in the subjects that need improvement. Thanks to the great range of available activities, each student can take advantage of the opportunities given to develop their own preferences and interests, such as art, music, languages, sports, technology, communication, etc.

The complementary services are aimed to both parents and students. They contribute to the adequate development of school hours, facilitating their conciliation with family life and working hours, attending unexpected needs, guiding through educational needs, giving real time information about the student's development, managing the purchase of stationery and books or digital licenses, etc.

The sports club organizes its activities after school hours, being these chess, athletics, basketball, handball, baseball, indoor and outdoor football, swimming and tennis.

2.6 What activities can the students engage in during summer?

- ESummer school, both kindergarten and elementary, and sport campus, for both elementary and early high school students (ESO).
- Camps, for students in the last years of elementary.
- English, and other summer courses for high schoolers.
- Conferences: humanities, science, managerial capabilities and, for high school seniors, university applications.
- Work campus, for high school seniors.
- Social volunteering activities, for high school seniors.

2.7 What are the Humanities sessions?

The Humanities sessions are a meeting ground for high school senior and university students that share cultural interests and see themselves as the protagonists of their current times.

These sessions are a long-established tradition that go back over 25 years and gathers students from all over Spain. They take place every summer, and ever since a couple of years ago, it's been joined by additional roaming ones. The students of Tajamar can participate in them.

The sessions are imparted by both university professors and professionals from the different spheres of art, thought and communication.

The conferences lack any pre-established recipes or solutions; however, they do try to tackle human problems in a practical and creative manner, with a radically new approach.



2.8 What other sessions are there?

For the older students at Tajamar, there are other sessions too. They usually take place in summer, except for the ones related to university orientation, which take place during the school year. The others are the following:

• Managerial skills

These sessions take place outside of Madrid for students at vocational training.

They combine practical lectures, taught by prestigious professionals, that have a focus on the development of managerial skills, with courses on perfecting the specific professional traits of each student.

• Scientific campus

They are aimed at Baccalaureate seniors, and take place at the labs at the University of Navarra.

• University sessions

They are taught by the University of Navarra and can be attended by high school graduates.

• University orientation sessions

During the last two years of high school (Baccalaureate), the school is regularly visited by university staff and former students. In order to further promote this synergy, two of these sessions are organized outside of school grounds, one for each school year.

During the 1st year of baccalaureate, the students have the chance to visit the University of Navarra, specifically the campuses of Pamplona and San Sebastián, where they can get in touch with their future career of choice, talk to professors and students, visit the facilities, etc.

During the 2nd year, there's another session in Madrid. This one has the added quality of being very tailored to the student's interests, because of the presence of many professionals that work in those same fields, and thus, the students can learn more about their future careers of choice.

During these two sessions, the students will be able to enjoy each other's company, sports, cultural visits, pleasurable activities and Christian formation.

2.9 What's the level of bilingualism that can be attained in Tajamar?

From a young age, the students at Tajamar, will course at least 8 hours of mandatory classes in English, like natural sciences and the proper English lessons. In some years that may include plastic arts, music or PE.

The majority of students partake in English related activities around two or three hours a week, before or after lunch. These may be experiments, preparation for Cambridge exams, making videos, etc.

In elementary, the 3rd grade students take an oral and listening exam, granting them levels A1 or A2 of the CEFR. By 6th grade, the goal is to obtain the certificate granting them the B1 level.

Between 4th and 6th grade, they can participate in two or three camps, in an estate on the outskirts of Madrid, where they can take intensive English courses.

On top of all that, the students can have weekly talks with language assistants during class hours.

In 6th grade and first year of high school (ESO), students can go to Irish schools for 5 weeks, living with a local family and going daily to school to partaking in a customized studies plan. During these trips, they are always accompanied and cared for by a Spanish professor.

By the time they've reached the end of ESO, the students will have reached a B2 level.

2.10 Is Tajamar an official language examination centre?

Yes. For quite some time, Tajamar has been a Cambridge examination centre, and since 2017, it's also been hosting Oxford University's tests.

Moreover, it's also in German language by the Goethe Institut





2.11 How many teachers does the school have?

In the school's latest report, there are 166 teachers, 12 of which have doctorates.

2.12 Is there an established staff training program? What is it?

Yes.

At the start of each school year there are a series of specific sessions to discuss pedagogical issues, technological novelties, etc.

There are a series of training plans during the school year that differ according to each section, be that tenure of the staff, their position, etc.

Ultimately, by the end of the school year there will be other sessions.

2.13 What activities are available to students and staff when abroad?

There are other activities during summer, besides the previously mentioned ones that take place abroad. Apart from the ones related to studying English, there are the ones related to vocational training, which will be discussed in greater detail later on.

And last but not least, there's an activity for high school seniors that takes place every Easter in Rome; the UNIV, alongside both university and baccalaureate students from all over the world. The UNIV is a congress that has been held ever since 1968, and who's main goal is tackling the challenges and problems that the contemporary world has to face, in order to create a positive change in current society. During these days, the students will be living side by side with people from different countries, cultures and customs, where the universal character of the Church is very present, all the whilst being in the cradle of Christianity. And on top of all that, there will be an audience with the Pope and a gathering with the Prelate of the Work

2.14 Besides the professors, what other staff works at Tajamar?

The remaining staff is referred to as CJS (Clerical and Janitorial Staff), and consist of about 20 people.

2.15 Do women also work in Tajamar? In what capacity?

Yes, specifically the staff related to child care (managerial, professors and janitorial). There also are some among the high school teachers and general janitorial staff.

2.16 What are preceptors?

It's a professor at Tajamar who's duty is to know as much as possible about the students and their environment. In short, they ought to help them.

To that end, he often talks with the students and is acquainted with their family. The only way for everyone to row in the same direction, is through an honest friendship that can only occur through regular interactions.

2.17 Is speaking with the preceptor mandatory?

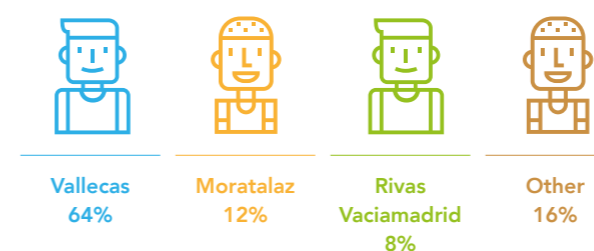
This question only makes sense if one doesn't understand the preceptor's role. It would make sense if referring to the priest, whose spiritual advice can be sought out by whoever so wished.

That isn't the preceptor's job, and just as no one questions if math class is mandatory, no one wonders if talking to the preceptor is too. It would make little sense for the student not to take advantage of this wonderful assistance provided by the school.

How are the student's families classified in order of social class, closeness to the centre, etc?

The origin of the students has varied over time. As could be expected, at the beginning, the students were mainly from Vallecas.

The figures from the last report are as follow:



In regards to social class, it has also varied over time. In the past, during the 60s, in Vallecas, families had few means, many lacking an income to pay for a school. However, in Tajamar they've always contributed economically, even by paying a symbolic fee. The point was for it not to be free, in order to be entitled to demand the best for their children.

Currently, the proportion of families in need of some level of financial help for the education of their children, is of about two thirds.

In regards to this, it's worth mentioning that the Tajamar Foundation provides annually over 600,000€ in economic aid that benefit around 9,000 students.

2.18 What kind of relationship are we willing to establish with the families?

In Tajamar there's nothing more important than family, and that's why it's so predominant in this questionnaire.

In short, one could say that the school's goal in regards to the families, is to raise awareness of their importance in the education of the children, and thus, provide the means of optimizing the environment to that end. Whiles Tajamar provides the opportunities, it's up to the families to take advantage of them.

2.19 What sort of activities are available to the families?

Besides the purely academic meetings, as the delivery of

report cards, or the graduation acts, etc., the other acts are the following:

- The PA, which will be seen in greater detail later on.
- Meeting the child's Preceptor (previously mentioned).
- In the Parents School there are family orientation courses that are focused on the different stages of education. The course focuses on married couples and follows an established methodology.
- Different forms of spiritual education. It will be expanded upon further on.
- Parents cooperation in the school festivities is quite typical. Some of these festivities have a long-standing tradition at Tajamar, like the Belenes (Nativities) festivity, where they help the youngest students set it up; and others more recent, such as the Corpus Christi procession, where they prepare the altars for their route.
- Another way for families to get involved in the school is by helping prepare the Christmas Carols, though the real protagonists of these events are the choir students.

2.20 ¿Cómo es el AMPA?

The PA is the parent's association. It's a voluntary association that stands as a legal entity whose main goal is cooperating with the school (though it works both ways) in order for Tajamar to fulfil its ideals.

The PA's work philosophy is based on a fluid communication with the school in order to reach the established goals. To this end, proposals are presented, joined initiatives are set in motion, information on topics of interest are gathered, etc.

This association is a member of COFAPA MADRID (Federation of Associations of Student's Parents of Educational Centres in Madrid), who's also a member of the European Parents Association (EPA), an international association that represents over 150 million parents in the EU.

There's a single annual fee of 30€ per family. The association destines 100% of its resources to the development of the activities that support the associated families, and thus, the fee is ultimately in their own benefit.

In the Foundation activities report, it states that there's a total of 1,680 families, of which 653 are members of the PA.

The PA has a governing board that acts as its executive body, and it meets periodically with the goal of developing the Association's line of action.

Tajamar's PA also does volunteer work. For example, to all of the families who so wished, it proposed to make crates and Christmas Hampers, that included hampers, Christmas presents and food for a month. This was a plan that one could participate with one's children. Thus, about 1,200 crates were prepared for families at risk of social exclusion.

2.21 Tajamar employs iPads as a learning tool for the students. What advantages does that provide? What disadvantages?

As the web states: modern times require modern methodologies.

A couple of years ago, Tajamar started using iPads as a teaching tool. The school specifies the model that is to be used, the available discounts and the frequently asked question on its use.

It's fair to say that the use of this tool can be of great help, but at the same time it rises some doubts. Will homework take longer to finish? Will the student be more distracted? Will it be a work or entertainment tool? How will the parents help their children with their homework?

Logically teaching students to use the new technologies is a paramount element of the iPad Project. To that end, certain restrictive profiles will be placed on the devices. However, these restrictions may be removed if the student proves to be responsible enough.

These profiles are a series of files that are installed in the iPad and serve to enable or disable certain elements in the device. Thanks to it, we can, for example, enable visiting certain sites, erase data or even reset the device. Though the aid on the profiles might resolve the majority of the parents doubts in regards to the new tool, it requires of them a higher involvement in their children's daily work. However, the school does provide courses and tutorials to ease this particular job.

2.22 What's the Educa Project?

Implementing Educa Project in the schools, changes the way teachers teach and the way students' study. It lays upon two tightly entwined pillars: methodology and technology. Tajamars IT department goes above and beyond the mere maintenance of the web and equipment,

in order to spread all related information on the receiving and spreading of knowledge through the blog, educa.tajamar.es.

The blog has over 1 million visits and 300 entries. In it, one can find both subjects of interest for the school community, and everything related to every aspect of education in the school. Many companies interested in the education sector come to our IT department to offer their latest products in order for us to test them. After an exhaustive period of testing, they are given a report on its usefulness to the school community, and all these results are published in aforementioned blog.

Such is the renown of the school's work in this field, that people from other centres come to Tajamar to learn more about the Educa Project. At first, the Department started going abroad to learn more about new ideas that were being implemented. This came as a result of the negative comments the parents were giving in our poles in regards to the uses of new technologies. It became immediately apparent that the initial iPad Project just wasn't enough, because it focused exclusively on the tool.

Thus, it ultimately turned into the Educa Project and took it upon itself to transform both the way in which classes are taught and the way the students learn.

Our teachers have been training in the school for a very long time, relinquishing part of their spare time in order to improve their tech skills and getting up to speed with the new teaching methodologies. The school administration foresees that in each school year something of the new methodology will be implemented.

2.23 What's the Home Economic Project?

Its main purpose is to provide the students with the knowledge and abilities required to be sufficiently independent in their domestic life. These courses will come in addition to their regular studies. They will be coming to a workshop where they'll be learning about cooking, clothing treating, cleaning, taking care of babies, home improvement, domestic finances, caring for plants and pets, etc. In essence, all they'll need to gain autonomy in their future life projects and be of help to their families.

All students, from 4th grade up to 4th of ESO (two years before the end of high school), take part in these activities, in seven sessions distributed along the school year. There's a classroom with the following departments: training zone (with 6 work stations with functioning ovens), storage room for perishables and an area for cleaning and ironing. In order to develop more efficiently the formative actions, not only do the teachers have the appropriate skills, but they count with the help of a support teacher to help maintain order in class.

2.24 Is there any relationship with Los Tilos?

Yes, through the Tajamar Foundation. This foundation has an important aid project towards the personal and professional development of women. This project goes by the name Los Tilos, and it started in the 2007-08 school year.

Besides cooperating financially in its various projects, the Foundation rents its facilities to Los Tilos, so that it can developed its activities.



03. FORMER STUDENTS



3.1 How many former students are there?

Over 15,000.

3.2 What's Alumni? What does Alumni provide for the former students?

Alumni is the association of former students and professors.

Its main purpose is to serve Tajamar and its thousands of former students. More precisely:

- It helps them keep in touch with Tajamar and their former class mates.
- Sending information of the schools' activities.
- Organizing activities for the former students.
- Coordinating between the school and former students for the use of sport installations.
- Creating a job pool to help the young students find employment.
- Providing the means to help the students in most need.

3.3 Are there any specific activities?

- By ordinary post they will receive the Puente magazine, where they can learn the annual summary of all the school's activities.
- On top of that, they will receive by e-mail the schedule of activities that are available for former students, and the latest news on Tajamar, as well as other relevant information.
- For its 60th anniversary, a great gathering was organized.
- On Top of all this, there are volunteering programs coordinated from Alumni. For example, some of thee Tajamar students spend their summers in the Monkole hospital, in Kinshasa (Democratic Republic of the Congo).

3.4 Are there any former students of renown?

José Ramón Losana García (7TH promotion) and Benito Zuazu Sánchez (1992 graphic arts). Both —former deceased, and the latter current— presidents of Spain's Federation of Large Families (FFNE).

Emilio Chuvieco Salinero (1977), geography professor at the university of Alcalá and Director of the Chair of environmental ethics, financed by the Foundation Tatiana Pérez de Guzmán el Bueno. Member of the science academy.

Luis Raúl Sánchez Fernández (1985), professor of physics at University Carlos III of Madrid, a member of the

Advisory Committee at the Institute for Complex System Studies in the University of Alaska, and a member of the Executive Committee of the Royal Spanish Plasma Physics Society.

José Luis Pozo León (1989), Medical Doctor and Surgeon by the University of Navarra, director for the service of clinical microbiology and the infectious disease area, specialized in Ebola.

Fidel Rodríguez Batalla (1994), vice-president of the Association of Young Entrepreneurs, and Executive Director of the Universidad Autónoma of Madrid Foundation.



04. SPORTS CLUB

4.1 What's the sports club?

Since its inception in 1957, Tajamar Sports Club was created for the purpose of contributing to individual growth through sports.

4.2 What sports are available at Tajamar?

Chess, athletics, basketball, handball, baseball, football (in and outdoor), swimming and tennis.

4.3 What installations are available?

- There's a sport centre with an Olympic swimming pool, and courts for basketball and indoor football.
- Outdoor football field.
- Shotput and jump pitch.
- 2 multisport tracks and 2 paddle tennis court.
- 2 outdoor basketball courts and 2 Mini basketball courts.
- 1 football 7 field.
- 3 tennis courts (one with grass).

4.4 Is there any professional team?

No.

4.5 Can one use the facilities without being a student?

Indeed, the sport club is its own juridical entity, and can include kids that don't study at Tajamar.

4.6 There must have been some milestones. Which ones?

Sport activities aren't the most important ones. They are seen as an integral component of the student's personal growth. However, seeing as how one of the school's main goals is doing things right, it's safe to assume that there'll be the same approach to sports, and if we take into account the sheer number of students that have passed through Tajamar, some students have indeed excelled.

For example, in the fields of Athletics, perhaps the sport where some of our former students had succeeded the most, Jesús Ángel García Bragado is worth mentioning as a world champion in 50km walk, or Fernando Cerrada Asenjo, European junior 5000m champion.

Tajamar has also received important distinctions for its work in the field of sport:

- In 1982, Tajamar was awarded by His Majesty the King, the Joaquín Blume award, the highest commendation in Spanish sport, for its years of service to the development of grassroots sport.
- In recognition to all the work Tajamar has done for grassroots sport, the Spanish Olympic Committee

awarded it in 1995 with a plaque in recognition to "Sports Merit".

- In 2002, in Madrid's Sports Gala, the Madrid's Union of Sport Federation (UFEDEMA) gave Tajamar an award for grassroots sport.
- In 2008, The Superior Sports Board awarded the Tajamar Sport Club the bronze medal to Sports Merit, for its 50 years of sporting history.

4.7 What's the 500km race?

In 2008 took place the 23rd race to the Shrine of Torreciudad (Huesca). It's a 500km relay race that takes place in September and is undertaken by students, their families and other Tajamar friends. In total, around 2,000 people participated in it.

Each year, at the beginning of the race, there's a brief act where we pay homage to a relevant character in the world of sport, who in turn comes to start the race.

After 48 hours of uninterrupted race, the Shrine is reached, thus ending the race, and the Sport Club makes an offering to the Virgin.

4.8 What's TAFAD?

It's a vocational training of a higher grade related to the sports sphere; to be precise, the title is expert on physical activities and sports animation.

It lasts 2 years, with a sum total of 2,000 hours that includes an FCT (Workplace training). In this regard, Tajamar has established a series of deals with various centres and companies, in order to provide training for these students. Some of our students chose to partake in this training abroad, as is the case with other Erasmus vocational training. As an example, last course, two boys went through the experience in London, one at Southampton's Football School, and the other in a tennis club.

One of the biggest advantages of studying TAFAD at Tajamar's fantastic school facilities; since everything is in the same place, there's no need to move around. The only exception to this is when the students have to leave to do certain activities, such as skiing lessons, water sports (like rafting), base jump, or speleology immersions.

The most common job prospects are as follow:

- Sport events manager.
- Personal trainer.
- Sport school councillor.
- Sports instructor (at a gym, for instance).
- Lifeguard.

On top of this, TAFAD allow access to even higher levels of education, like PE teacher or level 1, 2 and 3 coaching.

05. OTHER TEACHINGS



5.1 What are their objectives?

The main goal of vocational training is to provide people with the convenient abilities to properly perform specialized jobs. In short, to create competent professionals.

Since 1961, almost since the beginning, Tajamar has been concerned with this type of teaching. At first it was called the Labour Baccalaureate and in 1967, the innovative Institute of Graphic Arts was founded, and we've kept the tradition until now.

Guided by our constant desire to keep up with the latest and most suitable equipment and technology available. In the words of Gonzalo Antúnez, the current director, "we've got our own programs, sanctioned by the Ministry of Education, that allow the students to obtain the edge they'll need to work effectively in the fields we teach. Those same capabilities will be expected of them by the time they reach the job market, and it's our duty to make sure they get there without having to wait an eternity before it shows on their CV. For example, in regards to the Higher-Level Training in computer and network-based systems (ASIR in Spain) they consulted us when they realized that there were some deficiencies in the studies plan that they were updating."

5.2 ¿Qué concierto tiene la Formación Profesional?

In the Community of Madrid, the agreement that was reached, only applies up to mid-level vocational training. However, there are scholarships for the higher-level ones. This way, students have to pay up to 55% of the full cost (there are even some scholarships given by the European Funds that even cover 75% of the total cost). Currently, there are talks in the Community of reinstating the agreements that cover even higher-level vocational training.

5.3 What vocational training can one specialize in?

1. TAFAD (already mentioned).

2. Graphic arts.

• Mid-level:

a) Graphic printing: 2,000 hours, including the Workplace training. The main employment opportunities are:

- Printing technician on any field: offset printing, silk-screen printing, flexography and gravure printing..
- Digital printing technician.

b) Digital prepress: 2,000 hours in two years, including the Workplace training. The main employment opportunities are:

- Image treating technician.
- Multimedia publishing technician.

• High-level:

a) Designing and editing of both physical and virtual publications.

- Editorial production technician.
- Graphic design technician.
- Graphic production technician.

• Specialization program.:

a) Structural design and production process in the packaging industry.

- This is the only program in Spain born out of the increasing demand for qualified professionals with broad technical know-how in the industry of packaging and packing.

3. IT:

• Mid-level:

a) Micro-computing and network systems: 2,000 hours in two years, including the Workplace training:

- Installing and/or repairing equipment and networks.
- Systems and Tele-Assistance operator.

• High-level:

a) Network-based systems manager: 2,000 hours in two years, including the Workplace training. The main employment opportunities are:

- System administration technician.
- Internet and network services technician.
- Data base administration technician.
- Communication and network services technician.

b) Web app developer: 2,000 hours in two years, including the Workplace training. The main employment opportunities are:

- Web designer.
- Multi-media designer.
- App designer.

• Master's degree:

a) ISCO network administrator, with an official CISCO Routing & Switching certification.

- Practical courses with CISCO equipment.
- Duration: 500 hours of classroom-based training.



- 100% subsidized by the Alfonso Martín Escudero Foundation
- b) Microsoft MCSA Windows Server 2016 + Microsoft MCSE Cloud Platform & Infrastructure master's degree. Microsoft official seed certification: MCSA Windows Server + MCSE Cloud Platform & Infrastructure.
- 100% subsidized by the Alfonso Martín Escudero Foundation.
- Duration: 950 hours of classroom-based training.

- c) Master's in Microsoft MCSA Windows Web Applications + MCSD App Builder. Microsoft official seed certification: MCSA Web Applications + MCSD App Builder.
- 100% subsidized by the Alfonso Martín Escudero Foundation.
- Duration: 814 hours of classroom-based training

4. Logistics.

- *High-level: (on-line training modality):*

- a) Transport and logistics: 2,000 hours in two years, including the Workplace training. The main employment opportunities are:

- Managerial positions in road transport companies, for both people and freight.
- Road passenger transport inspector.
- Shipping agent.
- Integral logistic.
- Warehouse manager

The workplace training lasts a trimester and there are a number of agreements with different companies where the students can train at. Some of these companies are: Tetra Pak, Prisa, Unedisa, FNMT, Telefónica, etc. On top of that, in the 2015-16 promotion, Tajamar was granted the Erasmus University Charter, allowing the workplace training to take place abroad. From that first promotion

came the first two students that completed their training abroad, more precisely in Poland. They were high-level graphic arts students working at Avon's design department in Warsaw. The following course, eight mid-level IT and graphic arts students went to Edinburg and Cardiff. And it has been going on ever since.

5.4 Are there any other activities available at companies?

There's another initiative in place called "Work and Study" in graphic arts. Gonzalo Antúnez summed it up best: "Students that've completed the mid-level and reach the high-level, are hired part-time (three or four hours a day) on top of their school hours. This way, they gain some workplace experience, obtaining some knowledge on the company, and usually ultimately getting hired there, once they've acquired their title. It's important to gain the measure of both the candidate and the job, to avoid them prioritizing their work hours and salary, over their studies, which would prevent them from getting their full title."

5.5 Besides the regulated vocational training, what other courses are there?

On one hand, there are the postgraduate courses previously mentioned:

- On one hand, there are the postgraduate courses previously mentioned:
- Structural design and production process in the Packaging industry.
- CISCO network management. Official seed CISCO Routing & Switching certification.
- Master's degree in Microsoft MCSA Windows Server 2016 + Microsoft MCSE Cloud Platform & Infrastructure. Official seed Microsoft certification: MCSA Windows Server + MCSE Cloud Platform & Infrastructure.
- Master's degree in Microsoft MCSA Windows Web Applications + MCSD App Builder. Official seed Microsoft certification: MCSA Web Applications + MCSD App Builder.

On top of that, Tajamar has an excellent image in the labour market, as a vocational training formative centre. Because of this, many companies contract specific formation courses for determined professional profiles.

5.6 How many students take part in it?

In the 2018-19 school year, 386 students underwent the regulated vocational training.

5.7 How can one become a student?

Admission to the regulated vocational training is done

in accordance to the current law. Approximately 20% of the mid-level students come from the school, whilst 80% come from outside. The ones arrived from other institutions value immensely the personal attention and care they receive, seeing as how it's so new to them, and are thus able to reach goals that both them and their families thought unreachable. Whilst the rate of dropouts in other Spanish centres is around 50 and 60%, in Tajamar it's only between 10 or 15%.

As for the non-regulated courses, one must make the pertinent requests for each case.

5.8 What's the employment rate?

The vocational training implies the end of the formative process, and its main goal is to prepare the students for the job market. To that end, in the words of Gonzalo Antúnez, "there are two years to achieve it, because if, having reached the mid-level, the student decides not to go for the high-level (though we don't recommend it, it does happen) he or she must be ready to incorporate to the job market. It's because of this that our contact with the business fabric and an adequate selection of the entities where the work practices take place, is so important". In turn, the companies value the educational level of the Tajamar students, both technical and human, and thus tend to call the school to cover their vacancies (either to Alumni, or the chief of vocational training), thus creating a job market with these applications (as is the case of the permanent demand in the IT sector). It's because of this that we can reach a 90% employment rate.

In the master's degree financed by the Alfonso Martín Escudero Foundation, the employment is full, furthermore, it's hard to get the students to complete their studies due to the insistency of the companies to hire them immediately.

5.9 Besides the teachings, are there any other activities available?



Besides the workplace training, the students can participate in:

- Managerial skills sessions (already mentioned).
- Participation in fairs related to different sectors. Currently only in the national sphere, but we're working on the possibility of having the students, not only the teachers, assist in the main international events.
- Alongside other centres, Tajamar organizes a technical session presenting the business world (this year 28 companies took part) to allow the students to understand the current demand. Each year the interest in this course keeps growing, judging by last year 600 student's attendance.

5.10 What's the Technological Building?

It's a building whose main goal is to increase the capabilities of vocational training in Tajamar. Each classroom has all the pertinent computer technologies required for the specialities that are being taught. It was inaugurated on the 8th of June of 2006, by the then President of the Community of Madrid, Miss Esperanza Aguirre.

It also holds the schools Data Process Centre, allowing internet access to over 2,500 devices.

5.11 Are people taking these courses members of Alumni?

In the recent book, "History of Vocational Training in Tajamar", by Antonio Ares, former director of Vocational Training, the epilogue states that there have been over 32,000 students that have studied vocational training in Tajamar. Of these, 6,000 have been through regulated education, and it's these ones that participate in the Alumni activities.



06. CORPORATIVE WORK

6.1 What's the Corporative Work?

They are entities with different ends—in Tajamars case it's the education of the youth—, whose activities of religious formation and spiritual attention are under the guise of the Opus Dei prelacy.

6.2 Are there any other corporative works in Madrid, Spain and the world?

In Madrid, the Retamar school, in Spain the Navarra University, and in the world a hospital in Kinshasa (Democratic Republic of the Congo).

6.3 How's it different from other similar centres?

This question refers to the difference between Corporative Work in religious formation, and the spiritual attention. Though in both cases these tasks are in the hands of the Opus Dei priests, the difference lays on the responsibility assumed by the Work as an entity, which only rests in Corporative Work, as such, the activities that are related with these subjects, must have the approval of the Directors of the Work.

6.4 Are there spiritual activities available in Tajamar for students and families?

All the formative and teaching activities are adjusted to the principals of the Catholic faith. Tajamar, in honour of the spirit that animates it, within the strictly civil legal framework, and even though strictly speaking it's not a school owned by the Church, in deference to everyone's freedom of conscience, it promotes among the parents, teachers, staff and students, a faithful adherence to catholic faith and morality, in accordance to the teachings of thee churches hierarchy.

Are there spiritual activities available in Tajamar for students and families?

- Some of the religious formative activities are the following:
- Spiritual attention on behalf of the priests of the school, if the students where to need it.
- Preparation for the sacraments of first Holy Communion and Rite of Confirmation.
- Celebration of certain religious festivities, such as the novena to the Immaculate Conception, Christmas (Nativity Crib competition and Carrols), the Corpus Christi procession, etc.
- Spiritual retreats for fathers and mothers.

6.5 Are these events mandatory in any way?

No, no they are not.

6.6 What are the Nativity festivities? The first Holy Communion? The Corpus Christi procession? The Rite of Confirmation?

The festivity of the Nativities is a contest. Each class with their respective teachers, and the help of the families — especially in the case of the youngest students—, prepare a Nativity scene during the course of a day and a half, right before the Christmas holidays. During the second day, a panel of judges decides the winner. The Nativity scenes are visited by all the families and many of Tajamar's former students. It may very well be the school's oldest celebration. It's a stupendous occasion for reunions and greetings associated with that time of the year. On top of that, there's also the highly anticipated Christmas carols to look forward to.

The first Holy Communion and the Rite of Confirmation are the celebration of these particular sacraments on school grounds. As it is to be expected, the students can partake in the rituals only after the appropriate catechesis. The Corpus Christi procession, is a more recent celebration. The school yard and gardens are decorated for the occasion with paths of coloured sawdust, flower petals and various shrines, all the whilst, a series of aspirations hang alongside the whole path. The Blessed Sacrament, covered by a canopy, marches along side the whole path, accompanied by the students and their families, professors and anyone else who wishes to participate.

6.7 What's a Youth Club? What relation does it have with the school?

It's another way to complete the student's education during their spare time. They are a series of youth clubs that align themselves with the school's principles. Through the exercise of their activities, the students enjoy them-

selves, learn, and make good use of their time in the same environment as the one they search for in school.

The Tajamar Foundation has signed a cooperation agreement with each Youth Club to carry out these activities.

6.8 Is there any centre for fathers? And mothers? Why aren't the spiritual centres jointly for both parents?

The same way there are formative activities for students, there are for their families. In the school there's a centre for the spiritual formation of the fathers. Also, if they so wish it, they can talk to an Opus Dei priest. Likewise, the same service is available for the mothers.

The means for spiritual formation at the Work, for both men and women, are independent. The reason for this is that we believe that it's the most suitable way, in atten-

dance to the spirit of the Opus Dei, as intended by Saint Josemaría in its inception. Of course, this doesn't scorn in any way the fact that other institutions in the Catholic Church may have different ways of doing this.

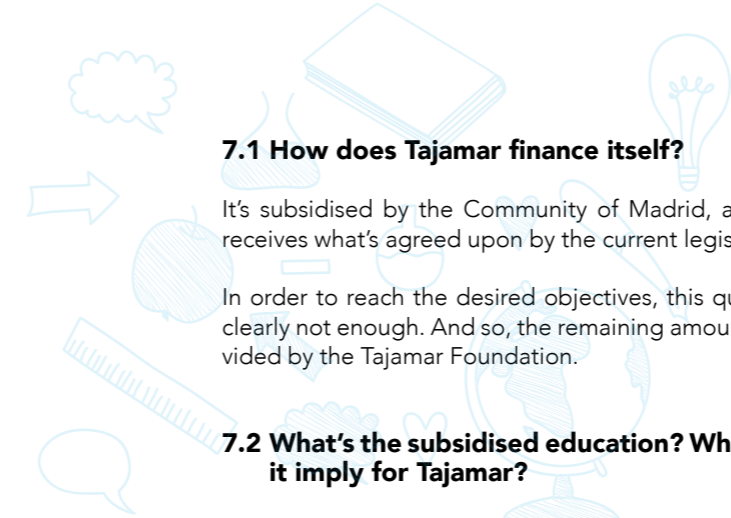
6.9 What's a retreat house? What relation does it have with Tajamar?

From a formative point of view, they are a series of retreats with organized activities for people associated with Tajamar, fathers, mothers, teachers and students. They are usually in the outskirts of Madrid, in a conducive environment for resting, and to facilitate receiving a continuous formation during several days. The spiritual education will be delivered by an Opus Dei priest.

These houses aren't owned by Tajamar, and their use isn't restricted to people related to the school. Each house finances itself as it sees fit, and who ever uses them, has to pay for it themselves.



07. FINANCING



7.1 How does Tajamar finance itself?

It's subsidised by the Community of Madrid, and thus, receives what's agreed upon by the current legislation.

In order to reach the desired objectives, this quantity is clearly not enough. And so, the remaining amount is provided by the Tajamar Foundation.

7.2 What's the subsidised education? What does it imply for Tajamar?

Subsidised education is the one provided by certain centres that have reached an agreement with the government—in the case of Tajamar, with the Community of Madrid—in order to fulfil certain formative duties, receiving thus part of their funds, more specifically, the ones needed to cover the costs of basic education.

This proportion makes about 70% of the total school funds.

7.3 Is there anything the students have to pay? Are these fees public?

As we've mentioned in the section "What are the differences between supplementary activities, complementary services and extracurricular activities?", these are the ones the students have to pay.

The fees are public and they're available on the web.

7.4 By what principles are these student fees ruled?

Each student must pay for all the supplementary and extracurricular activities that they participate in, as well as for any and all complementary services they receive.

7.5 Are there any scholarships?

Yes, there are many types: there's a family aid based on the number of siblings, for family of the staff, for people with special economic needs, etc. During the last course, about 900 scholarships, reaching over 600,000 € were provided.

7.6 What's the Tajamar Foundation?

Tajamar Foundations' main goal is to promote and boost the present and future teaching, educational, social, cultural and formative assignments, that take place around Tajamars' cultural and sports centre, in order for it to be able to continue with its publicly acknowledged commendable social work, through its centres and the activities done by other non-profit organizations related to it.

The Foundation can, in the conduct of its own affairs, pursue any and all actions that best suit the accomplishing of their goals.

7.7 How does it operate and who's involved in it?

The Foundation has a Board and a Directive Team. The CV of its members are available on the web. The Board has the ultimate say in what's to be done, and it meets twice per year.

The Directive Team deals with the daily affairs, greenlighting all the different projects. In conjunction with different members of the Board—the President, Vice-president and/or whoever else desires it—they form the Executive Committee, and every week decide the lines of action to follow.

7.8 What's Tajamars' Assistance Fund?

The TAF, Tajamars' Assistance Fund, is founded by donations. Any donation applied to a specific end, is only "spent" once. Whilst a donation gone into TAF, allows for its yearly returns to be reinvested back into Tajamar.

The Executive Committee formed an Investment Committee to manage TAF, within the general directives approved adopted in plenary of the Board.

Fundraising concert. Literary contest.

The Fundraising concert took place on March 2017, under the name, "For a Quality Inclusive Education", in cooperation with La Camerata Chamber orchestra, directed by Dmitri Loos, filling up the National Auditorium of Music, and raising over 30,000€ that went into TAF.

The Literary contest is a competition that the Foundation hosted this year to celebrate the schools 60th anniversary. About 500 pieces were presented to the contest. The president of the Board was Julio Martínez Mesanza, National Poetry Prize in 2017.

On the 14th of April, members of the Foundation Board, Tajamar staff, sponsors of the event and families of the winners, partook in an unforgettable evening during the awards ceremony. 1st prize went to Eduardo Pérez Díaz. All the finalists' stories, were



7.9 Who can help?

Every one, both physical entities and legal ones.

7.10 How can one help?

There are many ways to help. The majority of the donations come from private individuals that contribute in cash, either in a single instance or periodically.

They can also come in the form of testamentary donations of various types, that the Executive Committee manages as it best sees fit.

7.11 How are these aids taxed?

From private individuals, the Personal Income Tax, the donations deduct 75% to the first 150 €, and 30% of the rest, being able to reach 35% if in the two previous fiscal years the donation went to the same entity.

From legal entities, the corporate tax, the donation can deduct 35% of the cost of the donation, which can reach up to 40% if in the two previous fiscal years the donation went to the same entity.

7.12 Is there any other way to cooperate besides economically?

Besides economic means, one can dedicate time to spread the goals, objectives and accomplishments of the Foundation, in order to convince others to help out.

Obviously, those with a Christian view of life, can hold us in their prayers, to help us overcome the difficulties that may happen upon us during the development of the projects undertaken by the Foundation.



08. SOCIAL WORK

8.1 From the very beginning, Tajamar has been very tied to Vallecas, where the bulk of its social work is done. Is there any historical data related to this work?

Tajamar was founded in Vallecas, in 1958, at the express wish of Saint Josemaría. Vallecas used to be a poverty-stricken neighbourhood, without any schools. Only a year before, a sports club was established at a gym on Eduardo Requena street.

According to city hall data from the time, Vallecas had about 150,000 inhabitants, although it could've been much more, and 13,000 children didn't even go to school, on top of which, there was no mid-level education centre. And if anyone wanted to finish Baccaulaureate, they had to leave Vallecas, which rarely happened.

At first it started with a centre where it was possible to course a general elemental Baccaulaureate. To that end, a series of premises were rented on the Erillas Hills, and the lessons started on the 12th of October. By the next year, the first two courses were fully booked, and so, a dairy, near to what would become the future Tajamar terrain, was provisionally used. By the end of 1961, the move to the final location was made. The change came about very naturally; in the morning, the students would

attend their classes at the dairy, and in the afternoon, they themselves would help move their desks to the new building. The distance was of about 400m, and the transition was quick and seamless. Everyone was glad of being the first ones to use the new facilities.

Thanks to the generosity of many people, the 1st phase was completed: three halls with three classrooms, a workshop and other premises. Everything was built with exposed brick, oriented in such a way as to provide sufficient light to each classroom, and surrounding the students at all time by open fields.

It was during this course that the Labour Baccaulaureate was initiated, allowing many students to become good professionals. That was the beginning of the Vocational Training. Later on, in 1967, the Graphic Arts courses started, turning Tajamar into a centre for international reference in this field, which gave the youth of Vallecas a wonderful opportunity.

In their children's same classrooms, some parents enrolled and began the night Baccaulaureate, as do some of the older students that need to work during the day.

In 1947, the Centre of Permanent Education for Adults is inaugurated. These are courses financed by the Ministry

of Labour, and it had a larger capacity for unemployed, or potentially unemployed, workers, being the minimal age of admission 18 years.

Saint Josemaría best summed that first decade of Tajamars work, at a gathering he had with the families in 1967, whilst explaining what was going on at the school: "Where there's poverty, where there's lack of work, where there's sadness, to carry that sadness with joy, to vanquish poverty, and to bring jobs where there are none, that's why we are training people, and thus, to introduce Christ to the lives of whoever so wishes it, for freedom is a good friend of ours."

8.2 Besides the regular work at the school, are there any other specific activities related to social work? Which ones? Who's involved in them?

In a recent interview with the school's director, Nacho San Román, he said the following: "during the whole year, the centre cooperates with people in need, from Caritas to the Red Cross, the Gypsy Secretariat or other public and/or private soup kitchens. For example, if the Gypsy Secretariat was to tell us that they are in need due to the burning down of one of their classrooms, we would try to find some desks for them or help them in any other way we can."

Some activities are also done from the youth clubs, for example, visiting people in various degrees of need, such as illness or loneliness. In that way, the kids can be made aware of the realities in which these people live, and thus help them with their care and time, alleviating somehow the scarcities that beset them

In 2004, we started the volunteering actions at the Monkole hospital, in Kinshasa (Democratic Republic of the Congo). Since 2012, various former students spend their summer holidays volunteering at the hospital.

8.3 What volunteering activities has the parent's association got involved as in lately?

As mentioned previously, one of the volunteering activities is the one concerning the Christmas festivities. Tajamar has set upon two main initiatives: delivering toys to around 1,200 children in social exclusion, mainly from the Cañada Real, and organizing around thirty Christmas eve's dinners for up to 3,000 people.

8.4 What relation is there with the parish of Saint Alberto Magno?

In 1964, the Archbishop of Madrid, Casimiro Morcillo, turned the old 100m2 barrack into a parochial church, and its priest, José Luis Saura, promoted the cooperative Nuestra Señora del Cerro (Our Lady of the Hill) with the objective to build 1,180 homes with ample payment options.

In 1979, the "barrack-church" gave way to a proper tem-

ple, blessed by His Excellency the Cardenal Vicente Enrique Tarancón, in November of the same year.

The parish is a recently formed neighbourhood. Some of the families have been living there since 1950 and even earlier, while others emigrated from various Spanish rural regions. In total, in the vicinities of the church live around 10,000 people.

Next to the parish. There's a home for the elderly, owned by the Community of Madrid, with capacity for 200 people, where each Sunday a priest from the parish performs Holy Mass.

It's part of the archpriesthood of Nuestra Señora de los Álamos (Our Lady of the Poplar), within the 4th Vicarage of Madrid's diocese.

Since the beginning of the parish, the pastoral care has been entrusted to priests of the Opus Dei.

The statutes of the Opus Dei Prelacy, consider the possibility that, if appropriate, and through the agreements between the prelacy and the Bishop, the prelacy would assume the pastoral care of any public church. The work at this church would come under the guise of the Diocesan Pastoral in accordance to the Bishops general provisions regarding the churches under secular clergy.

Tajamar and the parish are good neighbours, and in both cases, the priests are from the Opus Dei. Many of the parishioners at Saint Alberto, are families whose children study at Tajamar.

8.5 And what about Beta Films?

In 1972, the gatherings between Saint Josemaría and various folks from Tajamar, were recorded. The professionals in charge of these recordings, and further work in the editing, assembly and distribution process of those recordings, formed the professional origin of Beta Films.

It's possibly for this reason, that it's located inside the building. Ever since, Tajamar has had a long-standing professional relationship with them, renting the premises for their use.



09.

DOCUMENTATION



9.1 Timeline calendar

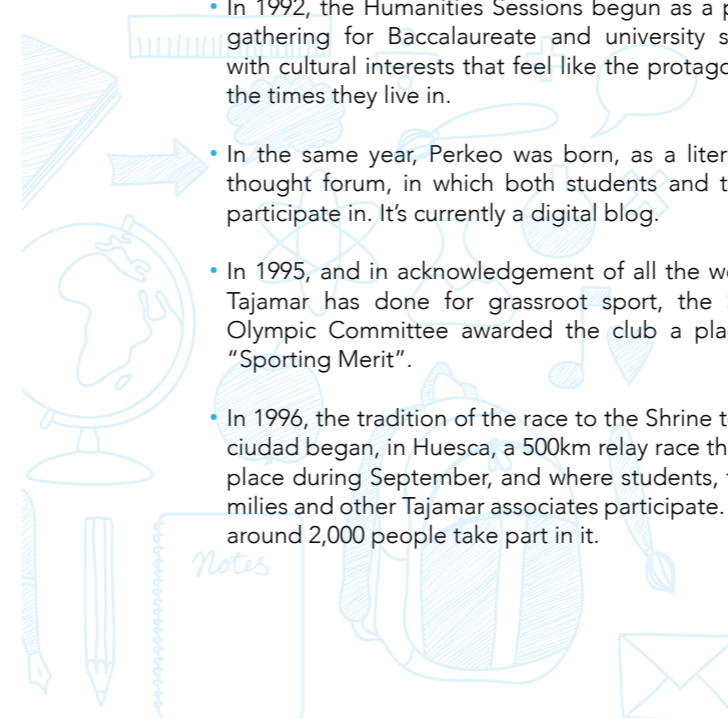
- In 1961, still in the dairy, Puente, the Tajamars' communication magazine, was born, and it has been going on until this day.
- By the end of 1961, the transfer to the final building was completed. On March 17th 1962, the auxiliary Bishop of Madrid blessed the new premises. Moreover, the first Elementary Baccalaureate titles are delivered.
- In 1962, the first cohabitation at Buendía takes place. This house has been in use for 30 years, up to 1991, by teachers, students and parents. They've all sang their songs, visited the Micaela cave, etc.
- On October 1st 1967, the gathering between Saint Josemaría and the families at Tajamar, takes place.
- In 1967, the Graphic Arts courses began, turning Tajamar into a centre of international renown in this field, which gave the Vallecas youth a wonderful opportunity.
- Also, in 1967, the Centre of Permanent Education for Adults is founded. These courses were subsidized by the Ministry of Labour, and granted unemployed, or potentially unemployed, workers the chance to further their education, being the minimum age of entry 18.
- In 1976, the Tajamar Foundation is set in motion, promoting and facilitating the teaching, educational, social, cultural and formative activities, both current and future, that take place around Tajamars' cultural and sports centre.
- In 1982, Tajamar was awarded by His Majesty the King, the Joaquín Blume award, the highest praise given in Spanish sport, for its many years in derive to grassroots sports.
- In 1983, the Tajamar Foundation received from the minister of Education, His Excellency Mr. Federico Mayor Zaragoza, Alfonso X the Wise Tie, as an acknowledgment of its educational activities.
- In 1992, the Humanities Sessions began as a place of gathering for Baccalaureate and university students with cultural interests that feel like the protagonists of the times they live in.
- In the same year, Perkeo was born, as a literary and thought forum, in which both students and teachers participate in. It's currently a digital blog.
- In 1995, and in acknowledgement of all the work that Tajamar has done for grassroots sport, the Spanish Olympic Committee awarded the club a plaque for "Sporting Merit".
- In 1996, the tradition of the race to the Shrine to Torreciudad began, in Huesca, a 500km relay race that takes place during September, and where students, their families and other Tajamar associates participate. In total, around 2,000 people take part in it.

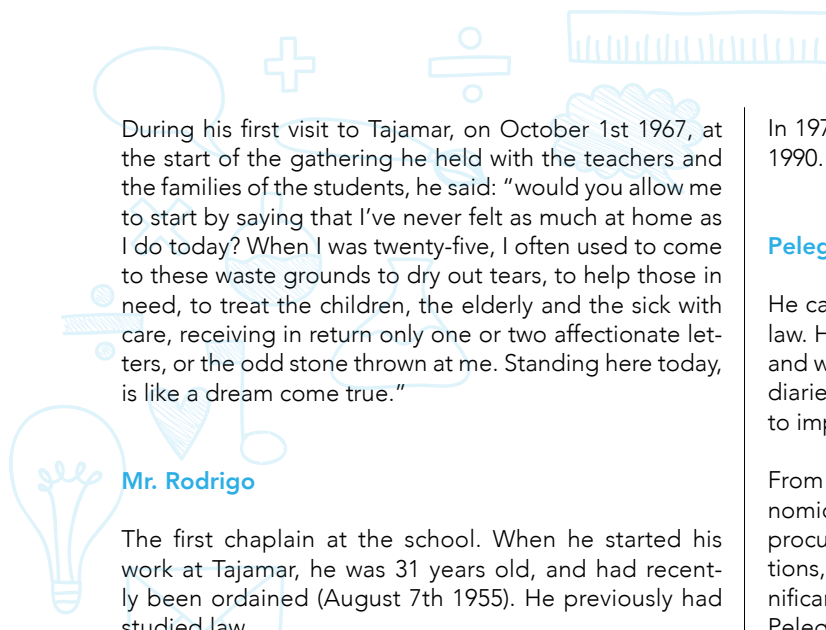
- In 1997, began the cooperation between Tajamar and the Alfonso Martín Escudero Foundation, granting scholarships to students for their workplace insertion, with a high professional qualification. During this 20-year cooperation, over 1,400 courses were taught.
- In 1999, the dining hall is inaugurated.
- In 2002, during Madrid's Sports Gala, UFEDEMA gave Tajamar an award for grassroots sport.
- In 2003 began the junior education, getting its own building in 2004.
- In 2004, began the volunteering actions in the Monkole hospital, and in 2012 so did the summer trips.
- Also, in 2004, our football court got grass.
- On June 8th 2006, the then president of the Community of Madrid, Miss Esperanza Aguirre, inaugurated the centre for New Technologies, an excellent way to expand the capacity of Tajamars' Vocational Training, including in each classroom the appropriate computer technologies required for these particular courses.
- By 2007, Tajamar got a sport centre with swimming pool.
- In 2008, the Sports Council awarded the sports club with the bronze medal for its 50 years of sports history.
- Also, in 2008, the Community of Madrid awarded Tajamar the Community's silver medal for its 50 years educational work.
- On Christmas of 2015, the Tajamar choir sang the carol "Es de María", based on a song by Los Secretos. Until now it's our most visited song, with over 1.5 million visits.
- Since 2014, Tajamar has been authorized to impart piano, guitar and violin lessons.
- On March 2017, Tajamar Foundation organized a fundraising concert under the name, "For a Quality Inclusive Education", in cooperation with La Camerata Chamber orchestra, directed by Dmitri Loos, filling up the National Auditorium of Music.
- On April 14th 2018, in an unforgettable evening, the Literary Awards were delivered. The event was organized by the Tajamar Foundation on the school's 60th anniversary. Close to 500 works were presented. The president of the jury was Julio Martínez Mesanza, National Poetry Prize 2017.

9.2 Some relevant personalities

Saint Josemaría

Founder of the Opus Dei, Saint Josemaría founded the school and it's because of his wishes that the school is in Vallecas.





During his first visit to Tajamar, on October 1st 1967, at the start of the gathering he held with the teachers and the families of the students, he said: "would you allow me to start by saying that I've never felt as much at home as I do today? When I was twenty-five, I often used to come to these waste grounds to dry out tears, to help those in need, to treat the children, the elderly and the sick with care, receiving in return only one or two affectionate letters, or the odd stone thrown at me. Standing here today, is like a dream come true."

Mr. Rodrigo

The first chaplain at the school. When he started his work at Tajamar, he was 31 years old, and had recently been ordained (August 7th 1955). He previously had studied law.

He had a good understanding with people and was a good football player, which made him very popular with the students. He always had good relations with the families, the kids, the neighbours, and everyone in general. Proof of this is the countless weddings he held for former students.

He's always been available for everyone. His great priestly duties and his excellent common sense, had allowed him to provide great advice to many. Undoubtedly, he was one of the most beloved individuals at the school.

Bernardo Perea

He was Tajamar's first director. He used to be a professor of ancient Greek in the university of Cádiz, but came to Madrid with his family.

He used to joke saying that he was called to direct a school that had neither students nor classrooms. His son was a student during the second promotion.

Jerónimo Padilla

He began working at Tajamar with 32. He used to work at a law firm, but fond of teaching.

He used to be deputy director. He had a very particular sense of authority, and one could barely tell he was in charge. All he did was simply make suggestions, such as, "what about this?", "what could be done here?" or "what do you think?".

He used to have a rather serious stomach ulcer, and his general health wasn't all that good, but regardless, no one could tell, and he never made a big deal out of it. He had a great capacity for work and a state of serenity he upheld under all circumstances.

Afterwards he became director and has left a very precious legacy in his style of work. He had a great heart and many thought he was the most beloved by Jerónimo. It was almost as if he fulfilled everyone's need for affection.

In 1972 he left Tajamar and became a priest. He died in 1990.

Pelegrín Muñoz

He came from Teruel, where he was a professor of trade law. He had 26 years when he started working at Tajamar and was the one that studied and decided that the subsidiaries —just approved back then—, where the best way to implant an education centre in Vallecas.

From the very beginning, he was the soul behind the economic matter, acting as manager, developer and funds procurer. Since it was paramount for us to obtain donations, that's what his main focus rested on. The first significant contribution was from Huarte (150,000 pesetas). Pelegrín accompanies the people who had to make the decision, Erillas, Requena and Sacedón. Many hours had to be spent to make the dealings come to fruition.

He interfered directly in the organization of the sports festival in the Rayo Stadium, on June of 1958, convincing the president of this entity to allow us the use of the facilities.

He managed to obtain in a very short time, 6 months, the purchase of the terrain (125,000m²). It is important to bear in mind the scarcity of the means available at the time and the fact that there were various owners of what became the final property.

All these initial dealings are well documented in the book *Entre chabolas* (Among shacks) by Jesús Carnicero, where Pelegrín himself recalls them in detail.

In 1976, he participated in the beginnings of what would become the Tajamar Foundation.

In 1985 he became a priest.

Manolo Plaza

He was a 20-year-old chartering expert, and was the schools' first administrator/secretary. Having decided to dedicate himself to teaching, he studied Philosophy and Letters career, whilst working at the school. Up until his death in 1996, he performed his various managerial duties at Tajamar and other centres brilliantly.

Besides being a great football and music player, he transmitted great enthusiasm, fact very much needed in all aspects of life, but especially when undertaking an enterprise with so few means at his disposal, as was the case of Tajamar. The following story is proof of this:

In the beginning, alongside Bernardo Perea, he visited all the local schools in search for students who wanted to course Baccalaureate. One of the teachers of one of these schools (las Acacias), Elías Capapé, would say some years later, "there was little sense in what Manolo was saying, but he said it with such enthusiasm and faith, that

I decided to send my son and another student, whom I was preparing to course the Baccalaureate on his own, to Tajamar." He also spoke with the school to lend them a classroom where they could do their entrance exam. All 58 students passed.

Lázaro Linares

In 2001, he published a book called "Antes, más y mejor" (Sooner, More and Better), where he talks about his life and his relation with Tajamar. He talks about the school since even before, when there was only the sports club.

Lázaro participated in the first sports activities. Back then he used to be a housepainter, and had a company (Ave-limar) with two other gentlemen, one of which was Juan Marco. As a matter of fact, they were the ones that painted the dairy.

His main sport activity was weightlifting. He was Madrid champion in featherweight category. He even became champion of Spain. He then began considering becoming a professional sportsman. And ultimately decided to become a trainer and dedicate himself to teaching sports.

In 1962, he began working at the school as a PE assistant. After finishing the Baccalaureate and four years of courses, he became an athletics teacher (even becoming a licensed trainer).

Thanks to his good work, he has cooperated for 10 years with the Spanish Athletics Federation, in various positions: he was responsible for the mid and long-distance track for the Montreal Olympics, hammer throw, and other lower categories.

In his own words: "sports have given me many friends in my life with whom I've had great times. With them I've spoken about many things, God included of course, because it implies talking about what one is sure of and holds in his heart."

For many years he's been the technical director of the track team. His motto is, "first comes the man and then the athlete". To that end, he's always spoken clearly, establishing one rule: first comes studying and then comes the sport.

Lastly, all that remains to say is that Lázaro was the main promoter of the 500km relay race to Torreciudad, that has been taking place ever since 1996.

Paco Uceda

One of the first attaché for the Work. He has been present since our work at Vallecas began. Back then it was practically at Casa de Socorro (the relief home), first in Tetuán and later in the Vallecas bridge.

His initial cooperation with the sports club, was managing the football teams. Although he was a bit older than

the rest, he was a great extrovert, with a big heart, and was dearly loved by all who knew him.

He ended working at Tajamar as an assistant to the school's doctor. There was a time at the school when having an on-duty doctor was paramount, because back then health care wasn't as accessible to everyone as it is today

Martín Vía

Industrial engineer, native to Cornellá, Barcelona. He came to Tajamar to create the graphic arts institute.

In the 60s, the graphics industry was in full expansion, with a huge technological revolution in sight. The students required highly qualified teachers in continuous training, and equipment that was hard to obtain due to how expensive it was.

However, both things were obtained, and Martín was the true master-mind behind it all. Thus Tajamar, became the graphic arts standard for the whole of Spain, gaining international acclaim.

To that end, he first surrounded himself with a very keen team, both on teaching and on the industry at hand. As a result, a software for the electronic edition was developed, breathing life into an entrepreneurial activity that, in time, had to become independent from Tajamar in order to allow the teaching to follow its own rhythm. This allowed for different suppliers of graphics industry machinery to agree to cooperate with us, by supplying the school with their equipment. They saw it as a chance to showcase their products to the future professionals that would end up making the near future investment decisions in the sector. All this prestige led to —besides the regulated education in graphic arts vocational training—, out teachers giving courses to many companies of the sector, both in our facilities and theirs.

With the graphic arts, we began a process at Tajamar that is now seen as normal, but back then was rather new. The students, alongside their teachers, would come to international venues, like Drupa, at Düsseldorf, Germany. There the students became fully aware of all the possibilities that their profession of choice would make available to them. Though the budget was rather tight, we had to acquire the appropriate cooperation in order to obtain the funds for the trip.

Martín would ultimately leave Tajamar to continue working at the company he helps create.

José Ramón Dolarea

Poem by José Ignacio Moreno, Doctor in History and former professor at Tajamar, published on-line and dedicated to José Ramón on the occasion of his passing. It defines his attitude very well.

Vague, but earnest; wise but earthy,

Sometimes rough, but always close,
Poet whom to all your hand gave

With energy, you erected a Peruvian college,
Followed by decades of educating the Vallecán youth,

You lived with enthusiasm and joy
Giving your life to others, bold and decisive

To all your friends you wrote poems.
Where there were always stars,
From Galicia, your land, you've already reached one.

Joserra, please tell Saint Mary
To always be our soul, our star and our guide.

Gallego, pero directo; culto y campechano,
Alguna vez brusco, siempre cercano.
Poeta que dabas a todos la mano.

Pusiste en pie con energía una universidad peruana,
luego vinieron décadas de educar a tanta juventud vallecana.

Vivías con ilusión, de modo divertido,
dando tu vida a los demás, intrépido y decidido.

A todos tus amigos escribías poemas,
donde siempre había estrellas;
desde Galicia, tu tierra, ya has alcanzado una de ellas.

Joserra dile, por favor, a Santa María,
que sea siempre nuestra alma, nuestra estrella y nuestra guía.

José Ramón de Dolarea (el Dola) began working in Tajamar in 1980. He came from Peru, where he was one of the founders of the Piura University. He was a lawyer, an historian, and above all, a poet.

His popularity quickly rose among his students, to whom he taught language and history. Each Saturday, he could be found in his office, available to all students who wished to make-up their failed class.

He passed this last November 10th.

This Galician, from Ferrol, managed to earn the friendship of whoever approach him. He was quick to help. His catch phrases were: "Keep it up" and "What a drag". Each Christmas eve, he would delight us with his passionate and emotional poems. He was an intense sportsman, giving his all at tennis, but where he truly shone, was at Tajamar, helping parents, students and neighbours.

He was a devout Marian. His book, "Requiebros" (amorous compliments), gathered a series of beautiful poems dedicated to the Blessed Virgin Mary. In all likely hood, right now he's reciting them to Our Lady in person.

So dear he was to everyone, that even in death, he wanted to leave his mark as a poet to his many friends. To that end, the Christmas greetings he had had prepared beforehand, were sent to everyone. It was his last poem, a lullaby, here on earth, but we're sure that they're en-

joying el Dola's company up there. The lullaby goes as follows:

Where's Joseph,
Where's Mary,
Christmas in the world
In this cold night

Jesus has born
Filling life
With an eternal miracle
Of love and joy

I shake the rattle
And child looks at me.
I kiss him,
For him to smile at me.
¿Dónde está José,
dónde está María?
Navidad del mundo
en la noche fría.

Jesús ha nacido
y llena la vida
de un milagro eterno
de amor y alegría

Muevo la sonaja
y el Niño me mira.
Yo le doy un beso
para que sonría.

Antonio Ares

As he himself states in the preface of his book on vocational training in Tajamar, he dedicated 41 years of his professional life to the school, since 1968 until his retirement in 2009.

He undertook various fields of education and held various executive posts, such as Chief of Studies, Director of vocational training, technical Director, etc.

He was an absolute expert on the field of Vocational Training.

From school, from his home, from wherever the job required it, Antonio was always available for everyone, families, co-workers, students, etc. Ever since his arrival at Tajamar, the embrace Jerónimo Padilla gave him, taught him how things ought to be done, and thus, day after day, during all these years, with his direction, he earned everyone's affection.

A fun experience is going for a walk with him through Vallecás, and just take notice of the amount of times one has to stop due to the many acquaintances related to the school that come up to him to greet him.

Pedro José Cerrato

When the adventure of the Graphic Arts Institute began,

Martín Vía had some eager young assistants. Only one of them had any previous experience in the sector, due to his work at a printing press, where he started working as an apprentice and ended up leaving to join this endeavour. This is Pedro José.

Pedro José, Chief of the Institutes' Printing Department, is a born resource procurer, that provided the students of Tajamar with the latest equipment. There's no obstacle that could get in his way. If Pedro asked, we had to oblige. The suppliers also benefited, seeing as how they could showcase their products to potential clients, and also have qualified personnel capable of working their equipment, i.e., the students. On top of that, the companies didn't need to send their employees to Germany or Japan for them to get acquainted with the machinery, instead, they could send them to Tajamar. Obviously, Pedro José had to be some steps ahead in the sectors know-how, and in spite of the time he dedicated to this, he found time to publish a book on the subject, Impresión Offset (Offset Printing), a reference of this productive process in printing companies.

But above all, Pedro José is remembered for being a good friend. He's a friend to the multitude of students that have learned the Offset technology on his courses, and now are excellent professionals and managers at their companies. He's also good friends with the suppliers and the businessmen of the trade. In him they all see someone they can count on, not only in the professional but in the personal, because he is someone that cares about the problems of his friends.

Although he's already retired, he still dedicates his time to Tajamar. Hardly a day goes by without a former student, or friend from the trade, inviting him to lunch, or to play a hand of mus (it's said that, due to his luck, there's no one better to have as a partner; there's even a play they've named after him, the cerrato, double pairs of kings and knights). That was Pedro José.

Pedro Matías

He was Tajamars first janitor.

He was always on hand for any thankless job, since his first day, until he retired. He became an paragon of good work.

Aurora Jurado

Every former student knows who she was. Without her cooperation, the cohabitations at Buendía wouldn't have been the same, especially in regards to the food.

A sample of that affection, was the imposition of the school's scholarship with the former students from the 7th promotion.

Trío Trinámico

It was a trio of clowns that have been delighted all the

Tajamar families for years, during the various school celebrations, especially during Christmas.

They were the fathers of three of our students, that even had the strength of going through the night Baccaalaurate: León Hernández, Paco Feito and Félix Häering.

9.3 Anecdotes and awards

1. An envelope with 2,000 pesetas.

As told by Antonio López Jareño, former 2nd promotion student, in Jesús Carnicero's book, Entre Chabolas.

"One day, something happened that surprised my family. On the night before Christmas eve, someone delivered to my home an envelope with 2,000 pesetas. Back then, this was a lot of money. I suspected where it came from, but I couldn't confirm it until 40 years later, when I learned who the benefactor was. It ended up being one of the young professors. It's very likely that many of my colleagues remember something similar happening to them."

Mr. Rodrigo clarified Antonio López Jareño's story. On one occasion, a person of great heart, father of an Opus Dei member, gave us 100,000 pesetas for us to distribute among the families from the Vallecás Bridge that were in most need of it. It was the night before Christmas eve, and the money was distributed in envelopes, not sure if in 20 envelopes of 5,000 pesetas, or 50 with 2,000. They were delivered by students and teachers from Tajamar to the houses that looked to be in worst shape. They knocked and gave the envelope to whom ever would open. The fortunate recipients had no clue where the envelopes came from nor its content. However, some people joined the dots and said: "Thank Mr. Bernardo on my behalf".

2. This contribution is on me

This story was told by Pelegrín, and is also mentioned in Jesús Carnicero's book.

Tajamars situation had to be made legal in the eyes of Madrid's Treasury Department delegation, seeing as it was a company. After filling out the required forms for registering the industrial taxes, as a primary and secondary school, the former as subsidiary to the Ramiro de Maeztu institute), and a centre for vocational training, the forms were delivered to the appropriate clerk's desk. The following is Pelegrín's recollection of what happened: Whilst checking that the forms corresponded with the correct tax regulation, I noticed the way he payed close attention to each heading in order to calculate the total sum that was to be payed. He then looked at me and said, "Is this school in Vallecás?", to what I answered, "yes Sir, it is". "And does it have something to do with the Opus Dei?" "Yes, it does, it's an Opus Dei corporative work." He then scribbled something down on a piece of paper, that turned out to be a business card. "The amount to pay," he started, "is 100 pesetas, to be payed every three months, at this branch of the Banco de Vizcaya." He then gave me

the card, where he had written a bank account number in red, and added, "While I can, this first contribution is on me. Tell them to charge it on this account."

3. The guards are wrecking our shacks!

Retold by Lázaro Linares in his book, *Antes, más y mejor* (Sooner, more and better).

It was October 1966, and 6 families from El Cerro, were going to lose their homes. Mr. Rodrigo spoke directly to the lieutenant who was, with a small group of guards, protecting the workers tasked with the demolition.

"What are you doing?", asked Mr. Rodrigo.

"You think I like this", answered the lieutenant. "I've got my orders", he said and produced the document that ordered him to wreck the shacks.

Then and there, Bernardo Perea and Rodrigo went to the Directorate General of Housing and Architecture, the institution that issued the order. On the way there, they visited several news offices. After spending the day making arrangements, they didn't know where to house these 6 destitute families. With the help of the press they managed to stop the demolition orders, but that still left them with 6 families that had nowhere to spend the night.

Night was getting near, and those people were no closer to finding a solution to their problem. There was a woman about to go into labour, and another family had a very sick daughter. So, they were told to take their mattresses and few belongings and go to Tajamar's classrooms where they were to spend the night. Meanwhile, there was no other solution but to rebuild the shacks, because the classrooms were needed the following day.

At the time, the students from the night baccalaureate were still in the classrooms. Rodrigo went from classroom to classroom asking for volunteers, and everyone raised their hands. José Luis Saura visited the bars around El Cerro, and asked for help among the patrons.

And thus, they began: the men bringing planks, bricks and asbestos roofing, whilst the women incisively brought them coffee to endure the late-night hours. By 2 a.m., three houses were built, and soon after, the remaining three.

The incident didn't go unnoticed, and stirred great waves in Madrid's press.

There's another story that followed this one: la Cooperativa Nuestra Señora de El Cerro. (The Cooperative Our Lady of the Hill)

4. We've got much freedom here

This story appears in the 60th Anniversary commemorative book.

One day, in the newly inaugurated buildings, a stranger came into one of the classrooms, where the students were having lunch, in lack of a dining hall.

"How do you like it here at Tajamar?", asked the stranger to the student closest to him.

"Very much, we're very comfortable here."

"Comfortable? Without a football court or sports centre?"

The student looked at him with a mixture of surprise and confusion, and answered sternly:

"We have none of that, but we've got much freedom here."

5. They loved me from the very beginning

This anecdote was brought to us by Antonio Ares, and it appeared in his book, *Historia de la Formación Profesional en Tajamar* (History of Vocational Training in Tajamar).

The level of friendship that was established since the very beginning among the teachers, and the good atmosphere of the informative and formative gatherings, made you feel like the protagonist, responsible for carrying out the centre's principals. I witnessed in person the degree of affection shown by the managerial staff towards everyone. On my first day of work, Jerónimo Padilla made a huge impression on me; with out even knowing me yet, he gave me a big welcoming embrace —me, a simple 23-year-old mechanic, recently arrived from a mechanics workshop where the manners were very different.

6. Formación total para todos

(The following is a story recalled in the 50th anniversary commemorative book.

A newspaper wrote a well thought out article about Tajamar, as a modern educational centre. A student and a father of three other students, each wrote a letter to the Newspaper's Director:

"In your article", began saying the student, "you describe, analyse and praise Tajamar. However, you've missed one important detail. Tajamar isn't only a place of education, where one merely obtains a certificate and then it's over. No. At Tajamar, students learn how to be well behaved, how to treat others, how to engage in team work (as is the case of society's challenges). At Tajamar we receive a complete education: religious, moral, cultural and physical. In my opinion, it's this wholeness of the education that you've missed in your article." The father of the three students wrote: "Not only do they worry about the intellectual and human side of the education of our children, but, through them, we are the ones being indirectly educated."

7. With time, he aged like good wine

In 2016, the Tajamar Foundation received a thank you letter from the daughter of one of our former students. The following are some paragraphs where she describes the reasons why she appreciates the relationship her father kept with Tajamar via Alumni.

My father passed three years ago, after having come to live with me on my request, about four years ago.

I had no idea that my father kept in touch with you, until I saw the card you sent him, which I photocopied and attached to this letter, and a Tajamar year book. The truth is, that this relationship changed his life and brought him closer to God.

My father was always quite a familiar man, polite, respectful and discreet, but never religious. In time, he aged like good wine and received spiritual attention until the end of his days.

I'm deeply thankful for the support you undoubtedly gave my father, and though I can't pay for what has no price, I made a small donation to the foundation

I'm sure you'll pray for him.

Attentively

8. We're debtors

Emilio Chuvieco, geography professor at the Alcalá de Henares University, and former Tajamar student —in the 60th anniversary commemorative book—, recounts his experience at Tajamar as follows:

"Reaching in for the best that lies within us and turning kids with bleak prospects into prestigious intellectuals, is a passionate work, only attainable by centres with a solid vocation towards education. Tajamar is a good example of this. Over half a century has proven the extent at which the work of a school exceeds the knowledge it imparts. It was born in a marginal neighbourhood, both geographically and socially. For many Vallecán youth, Tajamar has been a stepping stone that propelled them from a world of limited horizons, into one of ample vistas. Without Tajamar, it's quite possible that many of us wouldn't be in managerial positions, or doing research, or international cooperation, or as university professors, because our environment was severely limited. We needed a push, a goal to strive towards, to find pleasure in a job well done, with eyes both on heaven and on earth. With the help of our families, who soon after, joined the educational project that Tajamar was offering them, we are the debtors of a group of teachers who dedicated their time to a group of kids from a marginalized neighbourhood of Madrid. They invested the best part of their youth and maturity in our education. I can only wish that our work, both professional and human, become a worthy reflection of that generous spirit that those teachers breathed into us."

9.4 Tajamar's architecture. The crest. The new image: #libresypunto (#justfree).

9.4.1 Architecture

César Ortiz Echagüe, Tajamar's architect, coinciding with the 50th anniversary of Saint Josemaría's first visit, explains the project.

Whilst in Sweden in 1953, visiting the most famous schools at the time, he saw that the buildings, mostly single stored, were independent, and had crossed ventilation in the classrooms.

In 1957, with two other architects, César had received the biggest award granted at the time for their work at Barcelona's SEAT plant cantinas, where the pavilion option was chosen, also very appropriate for schools.

He explains that it was probably for this reason, and because of his experience at Gaztelueta, that they commissioned him and Rafael Echaide —having both started an architectural studio in 1956—, the first phase of the final Tajamar buildings.

They encountered many difficulties in the project; the first one was the fact that the area was not urbanized, even lacking an approved zoning plan. And so, it lacked any access roads, Seward system, and both water and electricity supply.

Once the classrooms were finished, we commissioned the general use buildings, teachers' residences, the central building and the multipurpose for oratories, theatre and auditorium. They were finally completed in 1967.

Tajamar is like a small town, measuring over 10 hectares. All the buildings are sturdy, functional and austere, and the materials are very tough, built to last. Each pavilion has three classrooms, three offices and restrooms. They're made out of exposed brick, and have iron beams porch. The floor is made out of granite slabs. Due to the sloped land, the pavilions are constructed on different levels. The shrubbery is varied, and metal bins dot the whole compound.

Tajamar is well thought out and well-constructed. At the time, it was quite probably among the most modern schools in the world. It was built with the kids in mind, especially the Vallecán kids, and that's why the open spaces are so prominent.

When in March 17th 1962, the auxiliary bishop of Madrid came to bless the new facilities, the first Elemental Baccalaureate titles were delivered, and a sort of official inauguration was held, with a mini sport festival. Afterwards, the Director made a brief speech where he summed up the gist of it all: "In Tajamar there's nothing superfluous, and at the same time it lacks nothing."

9.4.2 The crest

The name Tajamar (Cut-water: curved metal piece placed

at the foremost of the bow to split the incoming water, and starling, in architectural terms, a defensive bulwark built surrounding the supports of a bridge and shaped to ease the flow of the water), was Pedro Zarandona's idea, a Cantabrian sailor, and the crest was designed at another meeting: an angle, a seagull, a classic lock and three colours.

9.4.3 The new image: #libresypunto (#justfree)

Ever since its beginning, just as we explain in our web, we offer a Single Sex Education for Boys, to the families that so choose it. We do so with 60 years of experience, in a personalized way, with liberty and Christianity as a guide. It's our way to obtain equality and respect in society. It's a wish we've tried to transmit to our more than 15,000 former students, and, of course, their families, who are our reason of being.

The true value of freedom is being able to add to society, and so, being a different school, in a different neighbourhood, with different people, is the key to all that we add. It's our individual differences, that make us who we are, and it's something we enjoy being. The designation of origin of our people, Made in Vallecas, and their dynamism, is what propels us into the future. We want to evolve with you, so that we can all be what we've always been. Why? Just because we're free, just like you. Nothing more, nothing less.

9.4.4 Most prominent facilities

With 11 hectares, Tajamar allows for many classrooms and yards. Besides this, we have:

- With 11 hectares, Tajamar allows for many classrooms and yards. Besides this, we have:
- An events hall.
- Oratories.
- Laboratories.
- Library.
- Dining hall.
- Technological building.
- Sporting facilities
 - Sports centre (swimming pool, basketball and indoor football court).
 - Out-door football field.
 - Shot and jump track.
 - 2 sports tracks.
 - 2 basketball courts.

- 1 football 7 field.
- 2 paddle tennis court.
- 3 tennis courts (one with grass).
- 2 Mini basketball courts.

9.4.5 Web page

- School: <https://www.tajamar.es/>
- Sports club: <http://www.clubdeportivo.tajamar.es/>
- Foundation: <https://www.fundaciontajamar.es/>
- Alumni: <https://www.tajamar.es/alumni/>
- Perkeo: <http://tallerdeescrituraperkeo.blogspot.com/>

9.4.6 Films

- a) Antonio Mercero's movie on Tajamar (1967). Videos on YouTube:
 - Part 1: <https://www.youtube.com/watch?v=ZEFrb-P7wYZU>
 - Part 2: <https://www.youtube.com/watch?v=aSqo66U-vvb4>
- b) Other documents available in the film library (NODO):
 - <http://www.rtve.es/filmoteca/no-do/not-1003/1483036/>
 - <http://www.rtve.es/filmoteca/no-do/not-1039/1486451/>
- c) 1998's 50th anniversary commemorative DVD.

9.4.7 Christmas carols

- Choir Carols CD (Christmas 2018).

9.4.8 Libros

- A gaze into the future from the heart of Vallecas, Tajamar's 60th anniversary (Una mirada al futuro desde el corazón de Vallecas. XL Aniversario Tajamar).
- Tajamar's 50th anniversary (Tajamar L Aniversario).
- Sooner, More and Better (Antes más y mejor), by Lázaro Linares. Rialp. 2001.
- Among shacks. Tajamar's beginnings in Vallecas (Entre chabolas. Inicios del colegio Tajamar en Vallecas) by Jesús Carnicero. Rialp. 2011.
- History of Vocational Training in Tajamar (Historia de la FP en Tajamar) by Antonio Ares. 2018

9.4.9 Folletos

- Tajamar's cultural and sports centre.
- Tajamar's Excellence Project.
- Tajamar's Program: Complementary services and activities.
- Tajamar's Normative Guide.
- Tajamar's Sports Club.
- Tajamar's Sports Club: 2017 – 18 report.
- Summer school 2018.
- 63rd Holiday.
- Saint Josemaría in Tajamar.
- Tajamar Foundation: 2017 activities report.





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