

# Annual Report

2014 - 2015



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## 1. Who are we?

The Federico Fliedner Foundation, with Protestant origins  
and 130 years of history

***serves society through education, training  
and social service to the community***

### Our vision

We aim to be a prestigious institution in Spain, known by its commitment to the personal development of the people through an education based on excellence and social and solidarity values.

### Our values

We accept and respect the religious affiliation of our employees, students, families, volunteers... without any discrimination.

We are based on the following main principles:

- Vocational service
- Personal development
- Loyalty and institutional commitment
- Teamwork
- Creativity and innovation
- Excellence
- Honesty and ethical integrity

### Board of Directors

The **Board of Directors** is the executive body of the Foundation, and it is formed by 13 independent academic and business professionals. All of them are members of a Protestant Church, mainly the Spanish Evangelic Church (IEE).

All the members of the Board of Directors are volunteering, motivated by its commitment to the Foundation aims.

There is an **Executive Committee**, which has 7 seats and watches over the strategy, the resources and the Foundation identity. They keep ordinary meetings twice a year along to the Management Director.

# Report on 2014-2015 Academic Year

## Board of Directors

**President:** Joel Cortés \*

**Vice President:** Marcos Araujo \*

**Secretary:** Alfredo Abad \*

\* Members of the Executive Committee

## Chairs of the Board

Avelino Martínez \*

Josep Segura \*

Fernando Bandrés \*

Yolanda Gómez \*

Gunhilde Hecker

Javier Vicente

Carlos López

Helena Fuentes

Christiane Lebsanft

Jose Antonio Tamayo

The activity of [Federico Fliedner](http://www.fliedner.es/es/inicio)<sup>1</sup> Foundation is carried out by the different centers: [Juan de Valdés](http://www.juandevaldes.es/es/inicio)<sup>2</sup> and [El Porvenir](http://www.elporvenir.es/es/inicio)<sup>3</sup> Schools, [Calatrava Library](http://www.libreriacalatrava.com/)<sup>4</sup> y la [SEUT Faculty of Theology](http://www.facultadseut.org/es/inicio)<sup>5</sup> (which includes [Theological Workshoop](http://www.tallerteologico.org/es/inicio)<sup>6</sup> and the [Center for Science and Faith](http://www.cienciayfe.es/es/inicio)<sup>7</sup>).



<sup>1</sup> <http://www.fliedner.es/es/inicio>

<sup>2</sup> <http://www.juandevaldes.es/es/inicio>

<sup>3</sup> <http://www.elporvenir.es/es/inicio>

<sup>4</sup> <http://www.libreriacalatrava.com/>

<sup>5</sup> <http://www.facultadseut.org/es/inicio>

<sup>6</sup> <http://www.tallerteologico.org/es/inicio>

<sup>7</sup> <http://www.cienciayfe.es/es/inicio>

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## 300 employees

Our activity is carried out by a team of teachers, pedagogues, psychologists, social workers, administratives... who implement the programs addressed to students and families, as well as the theological training and literature distribution.

One of the Foundation most important value is the personal development. For more than ten years, there have been students working as interns at Juan de Valdés and El Porvenir School, the Human Resources Department, the Financial Department or the IT Department. Some of them were finally hired to work permantly.

At the present time, the Foundation has signed agreements with many Universities of Spain. We have recieved more than 50 trainees.

## "Better management" Teams

A team of 12 people from both schools which started in the 2013-2014 course, working toward the implementation of the "EFQM Excellence Model of 2013" working through ECM Educational services, and with the advice of GESCO consultants, specialists in the field.

The purpose of this project is to ensure that our schools are excellent organisations, meaning:

*Organisations achieving and maintaining outstanding performance levels that meet or exceed the expectations of all stakeholders.*

It is a long-term project in which all workers are involved, operating in cycles, improvement teams, etc.

During the school year 2014-2015 we took a step further, with different teams (15 in El Porvenir and 13 in Juan de Valdes) working through many processes so that once defined precisely, we are able to efficiently manage our work to improve the relationships with our students' families, to better meet their needs, to improve customer satisfaction and integration of workers, to position ourselves as an organisation in education and, ultimately, to achieve excellence in all areas.

Evaluation of the work done in El Porvenir and Juan de Valdes after the course shows that 77% of the proposed actions have been successfully completed, leaving the remaining 23% to be implemented in the 2015-2016 course.

## 2- What do we do?

### A. Education for life

#### El Porvenir and Juan de Valdés Schools

**El Porvenir** and **Juan de Valdés** Schools are private schools licensed to teach until 16 years old (paperwork has been started in order to teach "High School Diploma" until 18 years old in 2016). **Ntursery School** has two cycles: the 1st cycle (1-2 years old; which is private teaching) and 2nd cycle (3-5 years old). The schools get public funds from 3 to 16 years old, which is 2nd cycle of Nursery School (3 to 5), Primary School (6 to 12 years old) and Secondary School (12 to 16 years old).

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We carry out our **activities** (within the school schedule as well as out of the official schedule) and **services** (lunch service, doctor's office...) to cover each need of the families in our centers.

**El Porvenir** is located in the city center of Madrid, in Cuatro Camino's area. It has two main buildings: the historical building and the new one, inaugurated in 2012-2013. It is a school of 3 lines and 925 students enrolled in 2014-2015.

**Juan de Valdés** School is located in San Blas-Canillejas area, in the 204 Arcos neighborhood. It has 4 lines and 1.213 students enrolled in 2014-2015.

### The mission of our schools

We consist of evangelical schools with the commitment to the personal development of the student starting in childhood, in order for the student to become an active part in society, where free thinking, critical faculties and social commitment are promoted.

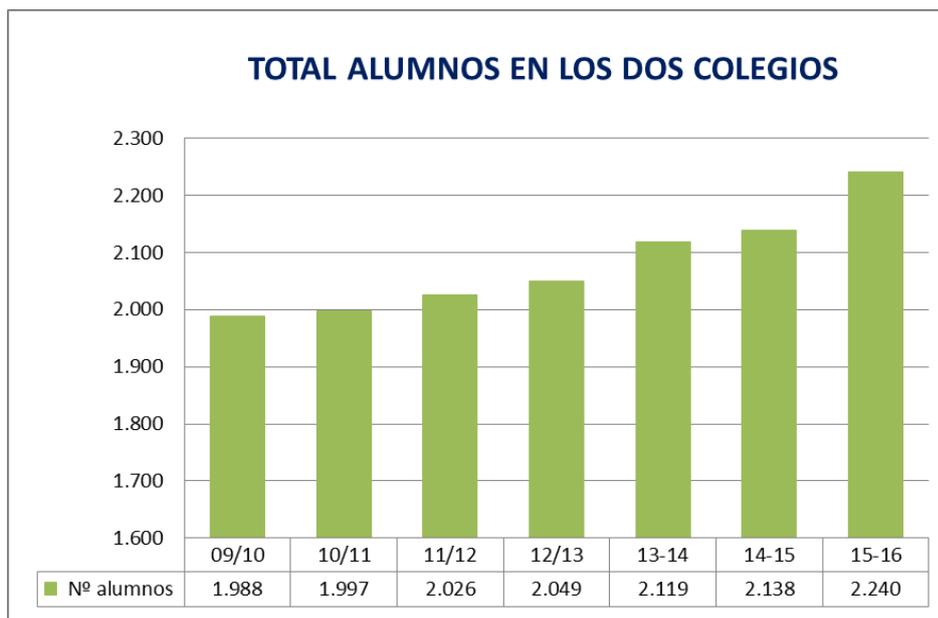
### The vision of our schools

We aim to be prestigious centres in Madrid, prized for balanced development of the individual, excellent academic background and student training for effective integration into the labor force and social world.

### Educational Principles

- We understand that education must be comprehensive, with a curriculum not limited only to concepts and academic knowledge, but must also include--as indispensable for individual and personal development--educational values, development of spirituality and a sense of transcendence, and the acquisition of personal and social skills.
- We consider it essential that students assimilate the curriculum content, relating it with their own life experience, needs, expectations and circumstances, as to enable the student to function autonomously and responsibly.
- We give priority to the development the students' ability to analyze critically and respond to stimuli with personal, creative, free and responsible judgment.
- We encourage the habit of study and effort, individually and in groups, as essential factors in the teaching-learning process and that which contributes positively to personal development.
- We promote the value of friendship and help students to integrate socially and to create a spirit of community in interpersonal relationships and school life.

## 2,138 Students



During the 2014-2015 school year, we had 2,138 students between the two schools of the F. Fliedner Foundation. At the end of the school year, the enrollment data for 2015-2016 was already known, showing a continued upward trend, reaching 2,240 students.

### Process of Educational Innovation

Our schools are engaged in a process of educational innovation. Their projects are based on two principles that guide our educational activities:

#### 1.- PERSONAL DEVELOPMENT

In response to the needs posed by our society, and following our school motto “We Educate for Life,” we find it essential that our students develop social and emotional skills that help them integrate as critical and constructive citizens.

#### Program of Social and Emotional Learning

Several years ago, we began working with our students with the idea of forming emotionally healthy people with a positive attitude to life, who can express and moderate their feelings and connect with the emotions of others, and operate with autonomy and the ability to make appropriate decisions, and who can positively overcome difficulties and conflicts that arise throughout life.

As a reward for this work, both schools were selected to participate in the **Responsible Education Program**, which the **Botín Foundation** (linked to Banco Santander) launched to promote physical, emotional, intellectual and social growth of individuals, and promoting improved communication and coexistence in schools.

The development of this program is carried out with students from 3 to 16 years of age, through activities in

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literature, music, art education and mentoring.



Emotions in family



Expressing emotions



Schools Exhibition in Botín Foundation



## Choir of Emotions



5 years old students in Juan de Valdés



Secondary School students in Juan de Valdés

Within the Responsible Education Program, our students participated in a musical activity called the **Choir of Emotions**. Its aim is to maintain a progressive, cumulative and well-structured choral activity, which will be linked to the emotional, social and creative development of students throughout their training. For the **Choir of Emotions**, choral singing is an integral activity where the voice, our most pure and genuine instrument, truly sings with all the body and spirit.

## Cooperative learning

Following the same spirit of preparing students to face a pluralistic society with its challenges and complexity, there should be progress in the way class is taught, and we believe that **Cooperative Learning is the most appropriate tool** for this, because teamwork gives opportunities to discuss, talk and reason with others. Thus, it contributes to the development of critical thinking, helping others in need and learning to let others help.

The students themselves are building research and learning with the help of others with the teacher as a guide. In these systems of social interaction, social skills are put into practice through discussions, debates and other group work.

## Report on 2014-2015 Academic Year



The result is a positive climate in the classroom since every member has a role which is essential for the others. There is a greater personal motivation to learn because the children are agents of their own achievements and progress, thereby improving their self-understanding and self-esteem.

**We are convinced that we must abandon competitive and individualistic education in favor of education for cooperation that best fits the needs of people of the 21st century.**



The 2014-2015 year was the second year in implementing cooperative methodology at the Primary level. The first of these years was a tentative period where we put into practice some aspects that gave us some ideas about the needs we thought were important, to be able to continue this implementation with confidence. The second year, we expanded the involvement of the whole team and distributed a questionnaire to collect ideas, resulting in three main ideas:

- highly positive evaluation of methodology
- the need for meetings on cooperative learning
- broad support for the creation of a network of critical peers in the teaching profession.

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## Together We Learn and have Fun – Students Mentors

In El Porvenir, the project **Together We Learn and have Fun** is a bi-weekly activity in which older (10 to 12 year-olds) go to preschool classes (3 to 6 year-olds) to help with different tasks.

The project arose from a conversation between two very different teachers in the Preschool and Primary departments. They discussed the importance of students in the school to know each other, regardless of their grade level, and how students can help one another, both academically and personally, by interacting and working with children of other ages.

This project falls within the school's motto "We Educate for Life," as the students work with important aspects, such as **patience and empathy**.



The older students, with their work, see the importance of being mentored, as the younger children ask for help whenever it is needed. This will progress and mature their classes as well as their lives as students. In this project, success is guaranteed for all students, regardless of academic level. This is a time of the week in which everyone feels they have the ability to help others learn. Furthermore, the young students feel loved and protected by the older ones.

During the course 2014-2015, we were able to see how much this activity benefited both groups.

In **Together We Learn and Have Fun**, **cooperative work** is enhanced between stages as well as in **emotional education**, two very important projects in schools.



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### Music Project: “L’Estro Armonico”

In our schools we try to give students a quality musical education to enable them to know music in its different parameters and make it a source of delight for students.

We consider proper musical education essential throughout the first and second grade of preschool, as well as in all further obligatory education, in order to achieve a comprehensive education for a valuable contribution to the physical, emotional and intellectual development of the individual.



The project will be developed in the schedule for music class, and in a cross-curricular nature, involving the rest of the subjects and all of the teachers.

This project is closely related to the School of Music "Forest of the Violins", whose classes are also taught during after-school hours.

During the 2014-2015 year, **63 students from Juan de Valdés and 120 from El Porvenir** participated in the “Forest of the Violins” extracurricular classes.

### School Libraries – a tool for academic success

The school libraries of El Porvenir have become a key space for students who stay all day at school; they choose, voluntarily, to go the libraries in their free time after lunch, from 13:30 to 15:30 in the Elementary School Library, and from 13:50 to 15:15 in the of Secondary School Library.

Since we have had the Elementary School Library from the 2013-2014 course, we have been adapting the spaces, resources and performance standards to the needs of students.

In the Elementary School Library, we have created a pleasant place with specific spaces for different activities for everyone from 6 to 12 years old: computer stations and tables for homework, low tables for activities to encourage reading (crafts, drawings, workshops, etc.), a carpet on which to read and relax, etc.

Every day, an average of 70 students are library users: they do work, read, check out reading books, and take them home or read in them class.

In the **Secondary School Library**, we maintain raw silence and an atmosphere of concentration to foster a climate of work and study; Here, the students do their homework individually. Every day, an average of 50 students make use of the library: they can use computers to work, borrow books (namely the Language Reader Plan), study and do their homework.

**Book Loans:** During 2014-2015, the library conducted a total of 498 loans of books to students, with an average of about 62 books a month; 80% were loans in the Elementary School Library, and 20% in the Secondary School library.

**Donations:** Our families and school staff are very committed to our libraries and it is a widespread idea within the school that it is advantageous to make donations for other children to enjoy the books of their own children as they grow and advance in school life, Selflessly, they tend to donate children's books, youth books, movies, reference works, etc. Many times, we have expressed our gratitude through the web and RSS for the many donations that

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have been made.

During **2014-2015**, we had a total of **323 reading books** donated (stories, comics, children's and youth fiction, etc.), **2 full magazines series**, **8 reference books** and **28 DVDs** (movies).

**Textbook Loans:** The library has collaborated with the **Textbook Loan Scholarship** since the 2012-2013 school year: cataloging the material, loan records, and managing the delivery and collection of textbooks to students, as well as any arising issues or incidents.



Secondary School Library



Primary School Library



In **Juan de Valdés**, since the 2013-2014 school year, preschool children 2 to 5 years old have had a space where they can enjoy stories. Each class has in its schedule a time dedicated to the library, where students learn to choose their stories and quietly enjoy them, developing habits of order and organization, since each course is color-coded and must be put in place. If the students must talk, they "do so quietly as if they had a secret," as not to bother others.



We have been adapting the spaces, resources and performance standards to the needs of our students. The ideal scenario is during the celebration of "Book Day," when older students arrive and perform as storytellers, and the teachers prepare small theater shows and do book bartering.



A book loan is done weekly with the 4 and 5 year-olds, but with books in the library classroom.

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## We promote values

- **Bible Day**



In **El Porvenir**, on April 25, in conjunction with the activities proposed in Book Week, we conducted a special activity: Bible Day, for one of the most important books for us.

Teachers of religion were responsible for organizing and shaping this activity, and all pupils in Elementary school religion classes participated; about 160 children and teachers got together in the auditorium of the school.

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In the afternoon period, when the celebration was held, some of the students from each grade described to us the activities they had done on the subject of religion, such as knowing God as our Father and Jesus as our great friend. They also took a tour of the biblical story, knowing and studying the great characters who have joined us and taught us throughout our lives. And finally, the students of 6<sup>th</sup> grade demonstrated an exhibition of painting, architecture and sculpture, recognizing the large footprint the biblical story has left in art. Students in 5<sup>th</sup> grade also sang us a song in which the Bible was the main protagonist.



At the end of the ceremony, the children were presented with a small gift, magnetized markers and a lollipop, the “gold” brooch for that afternoon.

### The Friendship Workshop

The Friendship Workshop is organized for the 5 year-old students.

It was a fun and quiet time where values that are understood by children of this age were practiced. We talked about friendship and about the characteristics of **the people with whom we are happy**. We remembered the birth of Jesus, and we shared in the project **Operation Christmas Child**, giving away things as donations in gift boxes to needy children. We spoke of peace and the importance of words and gestures for conflict resolution, health, helping others, about life in general...etc.



One of the favorite stories of children is the story of Noah and the Ark, Noah having offered shelter to all who wanted it. A small booklet was sent home for Christmas so that parents could participate in the teaching of these values.

We played *sillas cooperativas* and got to understand that we can help each other and also...to have fun!

- **Peace Day**

Every year on January 31st we celebrate Peace Day, carrying out various activities within the class, all related to characters, situations or events in which Peace is the outstanding element.

The activities that are done are approached from different subjects: language (reading, poems, and other works), English (readings, poems), art, music (songs and preparation of musical pieces).

Last year in El Porvenir elementary students prepared "The Beethoven Frieze" by Gustav Klimt, and prepared the "Ode to Joy" by Beethoven with pianos and flutes. They also created a small orchestra with students of the music school and the other students from Secondary School and Preschool, and sang the musical pieces together. Also, the Secondary School students read the Manifesto for Peace in several languages.

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All the students of the school got together in the school gym to carry out this great activity on such an important day.



At Juan de Valdés, students in 2nd grade of Elementary created a story for this day, and the youngest students prepared a song with all their love and performed it for the older students.

The whole school celebrated the Day of Peace, and a manifesto was read and balloons were released.



- **Operation Christmas Child**



For another year, our schools participated in the **Operation Christmas Child Project**. From first and second grade of Preschool to Elementary and Secondary, our students got an understanding of the project, and enjoyed preparing the boxes for children of Guinea and the Saharawi refugee camps. This year, with the efforts of all, we sent more boxes than the previous year.



- **The School Garden**

At El Porvenir, in the desire to educate our students for life, **our garden** was born, a project of environmental education.

In this project we learn to respect and care for the natural environment. Throughout the school year students sow the seeds, tend to the growing plants and care for what is subsequently harvested. The harvest often produces fresh vegetables which the students can take home to cook with their families, but there are other times when they eat them in class as a snack before going to the playground.

In addition to addressing environmental care, students have the opportunity to study plants in a more practical way. They learn to differentiate between plants, shrubs and trees. They learn that different parts of the plants can be eaten: tubers (roots) (potato, carrot), stems (such as leek), leaves (spinach, cabbage), fruits (tomatoes, peppers, strawberries), flowers



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(cauliflower, broccoli), seeds (peas, beans) and etc. They learn and discover as they grow garden plants.

Another aspect to consider is the cooperative work. The students, when they come down to the garden, work in small groups and help each other. Some participate in group collection, others in irrigation, and still other in removing weeds, etc.



- **Extracurricular activities**

At our schools, through extracurricular activities, we encourage our students' healthy habits and efforts, where they can grow as people both individually and at the group level, interacting with peers and feeling like participants in the growth and improvement of others. Moreover, this also encourages values such as friendship and student integration, both in schools and in society in general, and we believe in and are committed to the involvement of families in all our activities.

We also perform activities on weekends, where our students participate together, and are often accompanied by their relatives in athletics, five-a-side football, etc., so that they feel part of a project that grows into a healthy, pleasant environment of interaction with peers.



We include in our innovative activities alternatives such as chess, whose value is recognized by the European and Spanish Parliaments, and we are creating a project to be included as a subject in Elementary education.

It should be noted that our formal offer includes activities for adults, where parents of our students not only have the opportunity to accompany their children, but they themselves can perform activities in the center, which makes them feel more involved with the children and their development.

During the 2014-2015 school year, at **El Porvenir, 238 students participated** in different extracurricular activities and at **Juan de Valdés there were 638 students**.

### Family and School

At school, we know how important it is that families and schools work together, so we promote different activities that make the families the main players:

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- **Family Day**

For several years now, every May 15 parents and teachers work together in celebration of Family Day. With this event we want to emphasize how important it is that families and the school walk together and collaborate in the education of their children.



Throughout the week, the parents of our students have the opportunity to attend classes and perform different activities with students. We always end with a party in the evening, in the schoolyard, where parents, teachers and students participate in games, contests and share a snack offered by the school.



We are aware that learning experiences begin at home and that school success is a joint effort. The more involved parents are in the education of their children, the more likely the children will succeed in school and in life.

## **Christmas Grandparents**

How important grandparents are! They come to school to tell us how they celebrate Christmas, what the Three Wise Men bring, and what they ate during these important holidays...



## **Parental involvement in project work done in the first cycle of Preschool**

The parents were happy to participate in the activities prepared for them.



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## Gymkhana – Reformation Day (October 31st)

October 31 is especially significant for our schools as we commemorate the day of the Protestant Reformation. It was October 31, 1517 when Martin Luther nailed his famous 95 theses to the door of the Church of the University of Wittenberg (Germany), initiating a debate with the prevailing doctrine at that time, especially regarding the widespread practice of indulgences.

The Day of the Reformation, as we call it in our centers, is a special day in both our schools, but it also takes on an added significance in Juan de Valdes because it was October 31, 1963 when it opened its doors for the first time and was inaugurated.

Each year, families come to participate in this day and to enjoy children in "traditional games" like *el pañuelo*, *la gallinita ciega*, and *pase-misí*.



## Culture Week

The whole school of **Juan de Valdés**, for a week, prepares a project on a particular topic and does workshops, activities and throws a costume party where everything that was learned is shared with the families.

Science, prehistory, recycling...these are some of the themes we have worked on.



## Visit of the Three Wise Man and Santa Claus

Wonderful moments that the young students enjoy with great enthusiasm.

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## The farm at school!

At **Juan de Valdés**, we were very daring and brought a farm to school for the Preschool students. It was so successful that almost the whole school stopped by to see it!



## Parent School

This is based on a new initiative to invite education specialists that deal with families of students to comment on specific topics of interest or concern.

It is an initiative that has been very well-received, so much so that we are working on consolidating it to develop it in upcoming school years, to develop a schedule of topics and guest speakers.



## The 4-year-old Protagonist

At **Juan de Valdés** the parents, grandparents, or aunts and uncles of 4 year old students can participate in creating a workshop with children.



- «Solidarity Trail With You + 1»

For two years now, at **Juan de Valdés** we have created a "Solidarity Trail" with the students of 3rd of Secondary (ESO).

Students walk 20 kilometers in one day through the *Sierra de Madrid* mountains, and "sell" their kilometers to family, friends, teachers and students of the school. All activities are sponsored: The Federico Fliedner Foundation provides the food and the van. *Chaos*, the bus company, provides two coaches for free, *Copy5* provides the paper ballots, and T-shirts are sponsored by "La Caixa" bank. All money raised goes to projects for the Ethiopian Wonji School, a twin school of Juan de Valdes.



- Solidarity Run

In addition to the Solidarity Trail, a few days before Christmas **Juan de Valdés** celebrates a charity race in the schoolyard. Both students of Elementary and Secondary get 10 laps in the schoolyard and they "sell" their kilometers to family and friends in order to collect funds for the benefit of Wonji School.

- Collection of caps

In **Juan de Valdés**, since last year through the initiative of Secondary (ESO), plastic caps are collected at school which are later donated to the family of a child who has health problems. With this initiative the family receives aid in: wheelchairs, payments for medical treatment, etc.



- Oil Collection

For several years in both schools, cooking oil is collected for recycling and thereby contributing to a company that employs disabled people. Students take home their "claki" containers and bring them to school full of used oil, and they deposit it in the containers provided for this purpose. Each year, the City Council of Madrid appreciates our work.



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- **Paper recycling**

At **El Porvenir**, students are responsible for storing paper and cardboard, later to be deposited it in the appropriate blue containers.



## **2.- COMPETENCES DEMANDED BY SOCIETY (LANGUAGES AND INFORMATION TECHNOLOGY)**

### **Language program**

We are pioneers in bilingualism; our centers have been included in the top 20 private centers of Secondary education, where we have implemented the official bilingual program, having conducted advanced English programs in the 1<sup>st</sup> and 2<sup>nd</sup> grades of Secondary (ESO).

The Spanish-English bilingual program has spread to the teaching of a second modern language: German. We are increasing the teaching hours of German and promoting evaluation through external examinations (the Goethe Institute is the German language test center of reference in both our schools).

- Bilingual education (English-Spanish) is present in all stages of our schools, from the Preschool stage to the Elementary and Secondary grade levels.
- When our students (11-12 years old) attend Secondary education, they already have sufficient English language skills to continue their studies in England or the US, and after graduation (15-16 years) most are already in possession of a certificate from the University of Cambridge, which supports the knowledge needed to be a teacher of English in a primary school.

In 2016, more than 200 students are expected to participate in our trips to England or Germany. The language programs are so successful that we are preparing the necessary means for German to champion a trilingual project at **El Porvenir**, from 6th grade in Elementary to 4th of Secondary (ESO), and also to 2nd grade of High School. In the case of **Juan de Valdés**, from the 2014-2015 school year, German as a second foreign language will be incorporated in 5<sup>th</sup> grade of Elementary.

- As some subjects such as Science, Art and Physical Education are taught in English, our teachers have ensured that these classes have not become a mere springboard for more hours in English. Thanks to the

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great efforts of teachers today, the Art Project in our center is one of the most appreciated by students, teachers and families. Students study the most extraordinary moments in the history of European art and learn to handle the different techniques that have been used, from cave painting to the use of new technologies in 21<sup>st</sup> century avant-garde. This has resulted in painting exhibitions that are a big hit every year.

- The teaching of science has also undergone a great change by introducing project-based learning, moving away from textbooks and thus putting into practice the values and behaviors that are the basis of scientific work: observation, analysis, criticism, contrast, reflection and asking questions, making assumptions, data interpretation and experimentation. Additionally, we have introduced specific activities promoted by our Center of Science and Faith to understand the relationship between science and the Christian faith. At the end of the projects, the students themselves organize exhibitions, explaining to others what they have learned.



- **Exchange with Davenant Foundation School**

Since 2004 we have conducted an exchange with "Davenant Foundation School" (UK), which we started in September of 2003. Thanks to this exchange, we have made lasting friendships. Now, one of the first students of the bilingual project of Juan de Valdes is working as a teacher and language assistant there.

- **Exchange with the School "Elizabeth Von Thadden Schule"**

The exchange with this school in Heidelberg (Germany) has been organized for 8 years. It is an opportunity for our students to live with German families, and to receive those German students here. This exchange has been successful since its inception and it encourages German teaching at our school.



- **Stay in Bournemouth for students of 1st grade of Secondary (ESO)**

As a first introduction to English culture, students of 1<sup>st</sup> of Secondary (ESO) have the opportunity to spend a week in Bournemouth (UK). They attend classes and also go on excursions in the area.

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- **English Day**

Since the 2013-2014 school year, and throughout our centre, we celebrate English Day: there are workshops in English, held throughout the school. Everyone is involved, from the 3 year-olds to the 4<sup>th</sup> year of Secondary.

- **Davenant International: «Culture in a Box»**

Last academic year, in 2013-2014, we conducted an exchange project of activities with Davenant Foundation School, one of which was "Culture in a Box," in which students exchanged objects representing respective countries.



- **Penfriends**

For several school years now our students have corresponded with students from Davenant Foundation School, and last year we initiated another contact with Shireland Academy in Birmingham, UK.

### New Technologies

In our schools we have a firm commitment to implement and develop a **New Technologies Project**, investing in new tools that aid in teaching and administrative duties.

From the age of 2 years, our students are in daily contact with new technologies in the classroom. In our center, they become "digital natives," and their tech skills have been impressive.

The general objectives of this project are:

- To promote the use of new technologies in all activities of the center, integrating them as a resource in the educational process.
- To encourage active use by students as a means of support and reinforcement learning.
- To facilitate the search for information through the Internet, as well as critical treatment of Internet use.
- To use computer programs that provide visual and interactive content that creates educational material that is motivating, entertaining, dynamic and attractive.
- To help students become protagonists in the use of devices, software, digital materials generated, etc., stimulating more interest and better assimilating concepts.
- That new technologies facilitate the learning of different subjects and contents areas: Mathematics, Spanish Language, Environmental Awareness, English, etc., in addition to promoting the acquisition of skills, and a full knowledge of those skills.
- Using new technologies as a means of research to expand knowledge and develop small projects individually and/or collectively.
- Using the computer, whiteboards and tablets as a means of creation, integration, cooperation and

expression of ideas.

## Our Digital Classrooms

- From the 2<sup>nd</sup> cycle of Preschool through Secondary (from 3 to 16 years old) our classrooms are equipped with a computer, interactive whiteboard, projector, sound system and Internet access.
- There is a computer, sound system and Internet access in the classrooms of 1<sup>st</sup> cycle of Preschool (2 years old).



## Computer rooms and computerized libraries

- In the 2<sup>nd</sup> cycle of Preschool there is also a **computer corner** of equipment for use.
- We have **two computer rooms for Primary and Secondary**, with operating systems in Spanish and English, as the Bilingual Project also works in the computer area.
- The two **school libraries in Primary and Secondary** are computerized with IT equipment for the purpose of the students' work and consultation. In addition, the library's bibliographic resources are available through an online catalog. Our libraries offer a selection of IT resources to advise and guide students in Primary and Secondary, with web pages for:
  - recreational activities and entertainment
  - information on specific topics related to school subjects
  - general reference (dictionaries, etc.)



**Juan de Valdés** has created a classroom of tablets. Priority will be given to the subjects of Mathematics and Spanish Language. We hope that learning in these two areas will be "more fun," as the use of new methodologies in the learning process is often very motivating for our students.

During this course, we are committed to the further development and use of IT in education. In a satisfaction survey, students expressed a low level of satisfaction with the use of technology in classrooms.

The introduction of two tablet classrooms in each school will certainly improve their training in the use of information technology and to raise their satisfaction in this area.

### 3.- STUDY GRANT PROGRAM

The **Federico Fliedner Foundation**, aware that financial aid for studying is effective in promoting **equal opportunities**, implements an aid program aimed at **facilitating access and continued study** offered by its educational centres, taking into account the various family and academic circumstances of each student.

The consideration of applications submitted in the request for financial aid, as well as the necessary decisions for the selection of the beneficiaries, corresponds (unless expressly provided otherwise in the request itself) to the Foundations' Scholarship Committee. Management and processing of the Financial Aid Programme, as well as other requests, is managed by a Social Worker integrated in the schools of the Foundation.

Once the applicants satisfactorily meet the economic requirements, academic performance will be taken into account.

Foundation Investment 14-15	Child Beneficiaries
89.325,10 €	136

### Other Aid for students and families

#### Meal Grants

The meal service offered by the Foundation's schools is a private supplementary support to enrollment as well as a compensation tool to implement the principle of equality in the exercise of the right to education among families who are in difficulty. Precisely for this reason, we work with public and private administrations in the allocation of economic resources, so that students who are in a more difficult socioeconomic situation can make use of this service for free or by means of a symbolic economic partition.

#### Purpose of the grant

The benefit service is for students whose families, due to insufficient economic resources, cannot respond to their basic food needs adequately and in a sustained way during midday. It is also meant to be an instrument that provides an incentive to enrollment and one that facilitates social integration of parents.

To this end, regional and municipal authorities have allocated in recent years a significant amount of financial resources that enable free use of the dining service by those students most socioeconomically disadvantaged.

REDUCED PRICE DINING 2014-2015 (Ministry of Education, Youth and Sports)	
Regional Public Expenditure	Child Beneficiaries
27.233,71 €	84

# Report on 2014-2015 Academic Year

MEAL FINANCIAL AID 2014-2015 (Government Department of Family, Social Services and Citizen Participation)	
Municipal Expenditure	Child Beneficiaries
28.834,74 €	33

## Financial Aid to Families of Preschool Children

These grants are intended to provide attention to education for children from 0 to 3 years old with special emphasis on households with lower incomes and those that could see limited access to educational services in the preschool, being unable to cope with existing quotas, and needing external support—for economic, work, educational, social and/or family reasons—in private nursery schools.

### Objective of the grant

Aid to low-income households whose children enroll in school at 0-3 years old. The grants are for moving towards a society of wellbeing where economic differences are not an obstacle to access to a preschool.

FINANCIAL AID 2014-2015 (Department of Family, Social Services and Citizen Participation)	
Regional Public Expenditure	Minor beneficiaries
15.104,5€	4

## Book Loan Program

### Purpose of the grant

A fund to schools to provide textbooks and school supplies to their students, especially those who belong to families with low incomes.

BOOK LENDING PROGRAM 2014-2015 (Ministry of Education, Youth and Sports)	
Regional Public Expenditure	Minor beneficiaries
12.247,23 €	101

## Grants

for

### students with special education needs

A group that needs special protection is students with special educational needs associated with either some type of disability resulting in need for special attention, or with a high intellectual capacity that requires complementary assistance to formal education activities.

# Report on 2014-2015 Academic Year

In response to this, and according to General State Budgets, annual aid has been called for to assist families with the expenses generated by such educational needs.

## Other activities

### Meetings with TSCF (Social Services)

The Technical Staff for Children and Family are a specialized government body, promoted by the Department of Social Services in the City of Madrid, for collegiate and interdisciplinary evaluation and monitoring of situations of social risk or perceived helplessness of children in the municipality.

The TSCF meets weekly or bi-weekly, with the Municipal Social Services always participating, using any other relevant institutions or recourses, when necessary, for situations of children to be assessed.

Periodically, we are summoned to report on the school and family situation of children by way of intervention, providing data on school performance, child participation in schools, behavior, maternal and paternal relationship with the educational community, in such a way that the professionals of such specialized authority will be able to define their intervention with the child and family and to study the evolution of particular social and family circumstances.

### Networking

With professionals from the General and Specialized Social Services Center for Child Assistance, as well as with experts from nonprofit organizations. Cooperation with all these professionals allows us to combine the strengths and resources of each more effectively, taking advantage of them in a way that most benefits as many families as possible.

Our cooperation is exclusively with:

1. Centers for Social Services of 7 districts in Madrid
2. The Center for Child Care
3. The La Caixa Foundation Reinforcement School Program "Dip"
4. The BALIA Foundation
5. United Peoples' Children Program
6. The ADRA Foundation
7. CARITAS Madrid - Vicarías VIII and II

## B. Bringing Culture to Families

### CALATRAVA Bookstore

The Calatrava bookstore was founded as "National and Foreign Bookstore" in 1873. After its forced closure after the Spanish Civil War in 1939, was finally able to return to his activity as "Calatrava Bookstore" in 1972. He has

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been located in different locations in Madrid. Since 2011 the bookstore is located in a detached house within the facilities of the school El Porvenir (C / Bravo Murillo, 85 - 28003 - Madrid).

During 2014-2015 the bookstore has undergone significant changes following the implementation of a **Three Years Plan** aimed at the needs of families of schools, workers of the Foundation and churches.

As part of this Plan, a [new website](#)<sup>8</sup> has been designed, including the launching of a new online store that will be operating in the next academic year 2015-2016.

We highlight three special moments in the annual activity of Calatrava Bookstore:

## *Book Day*

As previous years, Calatrava bookstore joined in the commemoration of World Book Day which takes place every year on April 23th and to this end organized special activities in both schools: book stands were set in both schools for students groups to pass by with their teachers and receive information on the bookstore work and about the motive of this special celebration. The main goal of this activity is to show new books and foster the appeal of reading by explaining how much they can enjoy with books.

After school activities, parents can go through our stands with their children and browse or buy the books on exhibit that their children have previously seen.

In each school different activities are carried out. This year, the school **Juan de Valdes** invited a writer signing his books, Rafael Ordoñez, who publishes with the well know Alfabuara Publishing House.



At **El Porvenir** we organized a party in the garden of the bookstore with a clown who performed for children. In addition, Rafael Caunedo, author of a book and father of one student of the school, was signing his book to those buying a copy.

<sup>8</sup> <http://www.libreriacalatrava.com/>



## Book Fair

As previous years, we had the privilege to be present at the **Madrid Book Fair**. Nonetheless, every year it becomes even more evident that book selling gets harder and harder and that the number of evangelical readers interested in this Fair is diminishing. This has forced us to broaden the range of titles that we offer. Yet, the Bible continues to raise the highest demand among our clients. Also we have found out that children's literature draws much attention from parents, and much of what we are selling are children's Bibles and religious books with teachings addressed to the youngest ones.

This year we had two authors for Book Signing: Mario Escobar, well known writer both in the secular and the evangelical worlds, and Antonio Gargayo, a writer of Valencia that focuses in the area of values among young people. Their books were very successful in this Fair.



## Textbook Campaign

Also as previous years, we provided textbooks for the students of the two schools.

Through this service we intend to help parents to plan the acquisition of textbooks for their children. Our service is quite complete, since they only have to fill out an order form and return it to the school. The bookstore, in collaboration with the two schools, receive those orders and works so that the first day of school every child has a bag on his/her table containing the books ordered.

We are confident that a good service will help us retain families so that more parents buy all they need (textbooks and school materials) in our bookstore. The challenge laying ahead is that 100% of our schools' families buy their books in our bookstore.



## FLIEDNER Editions

Fliedner Editions resumed in 2011 the publishing work once carried out by the “Librería Nacional y Extranjera” (National and Foreign Bookstore), which went clandestine with the beginning of Franco’s dictatorship in 1939 but to be finally closed in the late 50s.

The main thematic areas addressed by Fliedner Ediciones are five: education, today’s dialogue between science and Christian faith, humanities, theology (including pastoral theology and mission) and the Bible.

Between 2014-2015 Fliedner Editions has published the following titles:

- (2014, September), *Jacques Delpech, un pastor al servicio de los extranjeros* [A Pastor at the Service of Foreigners]. Carole Gabel.<sup>9</sup>
- (2014, Noviembre), *Per què i per a què sóc cristià (i altres articles)*. [Why I am a Christian and What for (plus several essays)]. Enric Capó (obra póstuma) [posthumous work].
- (2015, Abril), *¿Y si la vida volviera a empezar? Los caminos convergentes de la biología evolutiva* [What if Life Started Again? The Converging Roads of Evolutionary Biology]. (Dr. Simon Conway Morris, Universidad de Cambridge)<sup>10</sup>.



<sup>9</sup> <http://www.libreriacatrava.com/30676-jacques-delpech-un-pastor-al-servicio-de-los-extranjeros.html>

<sup>10</sup> <http://www.cienciayfe.es/es/publicaciones/libros/caminos-convergentes-biologia>

## C. We provide theological training to society

### SEUT School of Theology (Facultad de Teología SEUT)



c/ Alfonso XII, 9 -28280 – El Escorial, Madrid

#### *Headquarters moving*

Moving into the new facilities in El Porvenir has been postponed to Christmas 2015, as an alternative project to the actual siege in El Escorial (Madrid) has already been approved. This new Project is a House of Spirituality to offer and host retreats, meetings, workshops, etc.

The main objectives of moving to El Porvenir are:

- Greater integration in the whole of the FFF
- Greater proximity to churches and potential students living in the city of Madrid
- Recurrent costs savings

#### *Degree in Theology*

After the long bureaucratic process that culminated with the official recognition of the degree in theology –which actually meant a new beginning for SEUT–, the period 2013-2015 has been characterized by the consolidation of the online program on the following basis:

- **Online format:** while a few courses still need to be converted into this format, most of the old courses from the distance program and the new ones created in the last years have been adapted to the online format. This makes a total of 34 courses totaling 287 credits (the degree requires 242).
- **Online Community:** Creating weekly activities that promote constant interaction teacher-student and student-student by:
  - FWeekly Forums
  - Weekly activities (small academic papers, lectures, etc.)
  - Videoconferencing (weekly in the case of the biblical languages, and following different cadences in other subjects)
- **Face to face:**
  - Promoting the “Open Classroom” (an annual meeting of students open to a larger audience)
  - Offering several student meetings in the area of pastoral subjects
- **Theological and cultural rooting:** During this period, and partly due to changes in the staff, we have started a process of updating the legacy from OTC courses (Open Theological College) to a cultural view more rooted in our Mediterranean European theological culture. In the coming years it is important to further deepen in this process.

It is vital in coming years to further these developments by the provision of:

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- Greater capacity for synchrony, such as audiovisual media for the immediate interaction (e.g, the ability to offer virtual classes).
- Ongoing systematic training of all personnel in the theory and practice of using “Information and Communication Technologies” (ICT) in formal education and continuing education.
- A Plan to upgrade every five years the format and content of all courses offered.

## Enrolment

After the new start driven by the launch of the new curriculum approved by ANECA (National Agency for Assessment and Accreditation) in 2011, student enrolment has followed an ascending line.

The following tables show this growth:

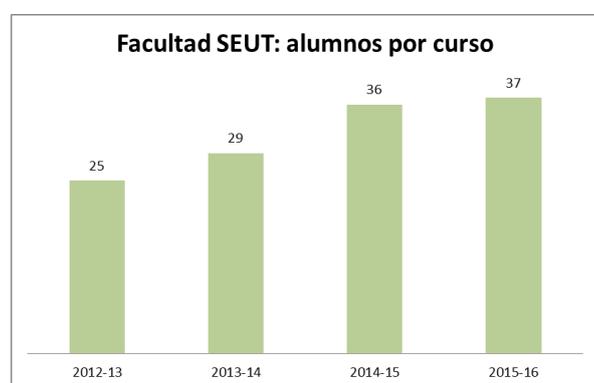


Table 1: Students per year\*

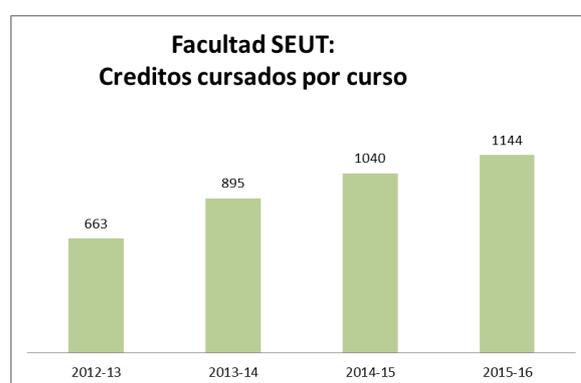


Table 2: Credits per year

\* A full-time Evangelical student enrolled in “Universidad Pontificia Comillas” should be added as he is supervised by SEUT.

## Our Team



Between 2014 and 2015 two of SEUT’s heavyweights went back home: professors Mark Abbott and Rainer Sörgel. Their spouses, Diana Abbott and Marita Sörgel also provided a great support in the area of administration. They all have returned to their respective countries with their families. In order to fill these vacancies, we have invited the following professors to teach specific subjects:

- Avelino Martinez (engineer, Bible translator and member of the Plymouth Brethren. He is also member of FFF Executive Board)
- Joan Medrano (theologian and ordained pastor by the Iglesia Evangélica Española–Catalonia)
- Sergio Rosell (biblical scholar, and missionary with OMS-International)
- Daniel Muñoz (theologian and ordained priest in the Anglican Communion)

These four are to be added to the following standing faculty:

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- Dionisio Byler (biblical scholar and missionary with the Mennonite Church)
- Juan Sánchez (theologian and member of the Iglesia Evangélica Española–Madrid)
- Raúl García (psychiatrist and theologian, member of the Plymouth Brethren)
- Ekkehard Heise (pastoral theologian and ordained pastor by the Evangelische Kirche in Deutschland)
- Israel Flores (theologian and pastor in the Iglesia Evangélica Española–Andalusia)

Finally, the 'resident team' is formed by:

- Mireia Vidal (theologian and historian, member of the Iglesia Evangélica Española)
- Ricardo Moraleja (biblical scholar and philologist, ordained pastor by the Iglesia Evangélica Española–Madrid)
- Pedro Zamora (biblical scholar and ordained pastor by the Iglesia Evangélica Española, dean of SEUT)

The secretariat remains in charge of:

- Puri Menino (secretary and member of the Iglesia Evangélica Española)

### Collaborative programs

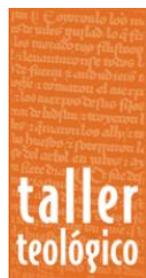
In June and November of 2014, the FFF signed two agreements, one with the Institut Superior de Ciències de les Religions de Barcelona (ISCREB) and one another with the Universidad Pontificia Comillas (Madrid).

This is a collaboration in areas of common interest for the signatories, but obviously with the possibility of a particular application in theological training. Under these agreements, collaboration has resulted as follows:

- **ISCREB:** some SEUT students have already completed courses in ISCREB as part of their curriculum, thus accessing to specific areas not taught by SEUT.
- **Universidad Pontificia Comillas:** one student from SEUT interested in studying theology on site is enrolled in this university under the supervision of SEUT. We have received another formal request from another student to join this program in 2015-2016.

Between 2014 and 2015 a process of talks began with the Protestant Faculty of Theology UEBE (Baptist Union) in order to collaborate in the delivery of a degree in theology. After stagnation, this process was cancelled.

### Taller Teológico (Theological Workshop)



During 2014-2015 Taller Teológico (school of continuing education) has continued to consolidate its activity, although encountering some difficulties as its team got smaller by the return to Germany of Rainer and Marita Sörgel. This has mainly affected the areas of promotion and administration, as well as the production of new materials.

The Theological Workshop team is currently made up by:

- Mireia Vidal (coordinator of the Theological Workshop)
- Pedro Zamora and Puri Menino provide specific support in organization and administration.
- In addition to SEUT's faculty, a good number of Saturday Workshops are imparted by about 10 professors recruited from several educational institutions, such as Comillas Pontifical University (Madrid), University of Deusto (Bilbao), Baptist Faculty of Theology (Madrid), etc.

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## Saturday Workshops

Saturday Workshops remain the most active and stable Theological Workshop space. In all, 18 Saturday workshops were held in 2014-2015 showing the following distribution:

Course 2014-2015	Number of Saturday Workshops	Attendees
Madrid	8	207
Barcelona	5	45
Alicante	3	54
Valencia	2	35
<b>TOTAL</b>	<b>18</b>	<b>341</b>

Church background of those attending these is very diverse: IEE (Reformed and Methodist), UEBE (Baptists), Plymouth Brethren, IERE (Anglican Communion), Catholic Church, FIEIDE (independent), Pentecostals, etc. By the way, at the end of the academic year 2014-2015 we held (and celebrated) our 125 Saturday Workshop.

## Written Courses

In 2014-2015 we have broadened the catalog of written courses we offer, as two new titles have been added to the list of written courses:

- *Actitudes ante la complejidad de la vida. Un curso de aproximación a la ética cristiana*, [Attitudes towards life complexities. An approach to Christian Ethics], written by Joan Medrano (IEE – Reformed and Methodist)
- *Del texto bíblico al púlpito. Elaborar un sermón es seis pasos*, [From Biblical Text to Pulpit. The Making of a Sermon in Six Steps], written by Marta López, Rainer Sörgel (IEE – Reformed and Methodist) and Alfredo Mira (UEBE – Baptists).

Both courses were suggested by a survey conducted among IEE pastors (Reformed and Methodist).

This puts our current offer in 12 courses.

The number of study groups has experienced a slight improvement: The number of people participating in the courses is 33 people, which compares to the number of 19 at the end of 2013. This figure also means that new local churches have joined the program: in 2013 only two churches enrolled in the program, “Iglesia El Shadday (Plymouth Brethren) and “Iglesia de El Salvador” (IEE – Reformed and Methodist), plus two individual students. In 2015 two more local churches have joined the program: “Església Protestant Rubí” (IEE) with 8 people and “Iglesia Evangélica Bautista de Usera (Madrid) with 16 people.

## Overall Assessment

During the academic year 2014-2015, **Taller Teológico** has established itself, particularly in the area of Madrid, as a school of Christian education for adults and has earned prestige among the varied educational programs in the **Evangelical Spanish arena**, despite that attendance to Saturday Workshops went slightly down. Four were the reasons for this decrease:

- Compared to previous years, there was a reduction in the number of Saturday Workshops held, this being

due to the return to Germany of Rainer and Marita Sörgel (coordinator and administrator of Taller Teológico).

- The reduction of the team had a particular impact on the promotion and administration areas. Given the difficulty to maintaining an ongoing mailing, we chose to publicize our activities only through the [web](#)<sup>11</sup>, [Facebook](#)<sup>12</sup> and email. (The Taller Teológico Facebook was launched in September 2014).
- Although we are convinced that the topics dealt with were good and the Speakers were amongst the best in our country, they failed to raise a higher interest from our audience. This is why we are reviewing particularly the topics that might be of interest to our constituency. This is not easy as church extractions of our constituency remain very diverse, being this a very positive feature that we desire to retain.
- There is a 'chronic disease' in our Spanish Evangelical context, i.e., a radical fragmentation of churches and church related institutions, and also the profile of the average Spanish Evangelical, which is unwilling to engage in long-term programs.

As for the production of courses and materials, **we face the risk of stagnation as result of the team reduction** (see *supra*). The two new courses published (see *supra*) plus some new courses that are in the process of being published, are the result of projects proposed two or three years ago, so that new initiatives need to be undertaken in order to meet the growing interest shown by local churches and the increase in enrolment (see *supra*). The publishing work (i.e, revision, edition and layout of course materials) is carried out externally, since our small team cannot take on this task.

Under these circumstances, and although largely due to the good momentum of previous years, we must consider the consolidation and continuity of Taller Teológico as a small success. However, to prevent its stagnation by living only in the past, it would be advisable to **obtain additional human resources that could not only inject more energy, but also strengthen the organizational structure that such a project requires.**

## **Centro de Ciencia y Fe / Centre for Science and Faith**

The [Centro de Ciencia y Fe](#)<sup>13</sup> (CCYF) team is formed by the following people:



- Pablo de Felipe (Biochemist and PhD student of Classics with a topic of history of science and Christianity) – Co-ordinator (voluntary)
- Fernando Caballero (Geologist) – Half-time administrator of the BioLogos Project
- Dámaris Fuente (Biologist and science teacher at El Porvenir) – In charge of the Science and Faith for Schools Project
- Daniel Moreno (undergraduate Geology student) – Community Manager (voluntary)
- Daniel Casado (Physicist and science teacher at El Porvenir) – He will collaborate with the Science and Faith for Schools Project from October 2015

The CCYF, directed by Pablo de Felipe, has taken a visible place in the dialog between Science and Faith among the most prominent Spanish-speaking centres in this field, working with a wide and international network of academics and scientists interested in this dialog.

In 2015 comes to an end a three year project (2012-2015) funded by The BioLogos Foundation<sup>14</sup> and we are in the process of developing a new plan to be funded by another foundation.

<sup>11</sup> <http://www.tallerteologico.org/es/inicio>

<sup>12</sup> <https://www.facebook.com/tallerteologico>

<sup>13</sup> <http://www.cienciayfe.es/es/inicio>

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The CCYF is a great tool to bring theology to non-ecclesiastic public and academic arena. In particular, it is an important contribution to the Evangelical community and to society at large in the following topics:

- Promotes the view that science and faith are not intrinsically in conflict, rather they enrich each other when they are in true dialog.
- Helps the reflexion on the impact of the indisputable biological evolution on the understanding of God's Creation.
- Promotes new areas of interdisciplinary research for theology, for example, 'Neurotheology' (the impact of neuroscience on the comprehension of the human being) or 'Technoantropology' (the impact of technology on the structure of the human being).

To give a glimpse of the huge task undertaken by the CCYF and the number of people and institutions involved, here follows an overview of the most important activities during the academic year 2014-15:

### Fliedner Lecture of Science and Faith (annual)

- (2015, April) *¿Es la humanidad el destino inevitable de la evolución? [Is the evolution of humans inevitable?]* (Dr. Simon Conway Morris, University of Cambridge)<sup>15</sup>



### Book publication

- (2015, April) Dr. Simon Conway Morris (University of Cambridge), *¿Y si la vida volviera a empezar? Los caminos convergentes de la biología evolutiva [What if live were to restart again? The convergent pathways of the evolutionary biology]*, Fliedner Ediciones<sup>16</sup>

### Theological Workshops<sup>17</sup>

- (2014, November) Pedro Zamora (SEUT), «Evolución y exegesis Cristiana de la Creación» [Evolution and Christian exegesis of Creation]
- (2015, February) Pedro F. Castelao (Univ. P. Comillas), «Materia, Vida y Espíritu» [Mater, Life and Spirit]

<sup>14</sup> <http://biologos.org/resources/project/la-evolucion-de-dios--gods-evolution>

<sup>15</sup> [http://www.cienciayfe.es/es/actividades\\_conferencias\\_fliedner\\_6a\\_2015](http://www.cienciayfe.es/es/actividades_conferencias_fliedner_6a_2015)

<sup>16</sup> [http://www.cienciayfe.es/es/publicaciones\\_libros\\_caminos\\_convergentes\\_biologia](http://www.cienciayfe.es/es/publicaciones_libros_caminos_convergentes_biologia)

<sup>17</sup> [http://www.cienciayfe.es/es/actividades\\_talleres\\_breves](http://www.cienciayfe.es/es/actividades_talleres_breves)

## Science and Faith for Schools – Workshops and lectures for High School (El Porvenir school)

- (2014, November) Pablo de Felipe (CCYF), «Galileo: astronomía y los orígenes de la ciencia moderna» [Galileo: astronomy and the origins of modern science]
- (2015, February) Pablo de Felipe (CCYF), «Darwin: biología, geología y evolución» [Darwin: Biology, Geology and Evolution]
- (2015, February) Dámaris Fuente (El Porvenir), «Reconstrucción del árbol filogenético de los primates» [Reconstruction of primate's phylogenetic tree]
- (2015, May) Eduardo Riaza (Colegio Retamar), «Lemaître: padre del Big Bang» [Lemaître: father of Big Bang]
- (2015, May) Eduardo Riaza (Colegio Retamar), «Exhibición de 11 roll-ups presentando la vida de George Lemaître» [Exhibition of 11 roll-ups introducing the life of George Lemaître]



## Four-monthly meetings<sup>18</sup>

- (2014, October) Eduardo Riaza (Colegio Retamar) and Pablo de Felipe (CCYF), «Lemaître: ciencia y fe, dos caminos a la verdad» [Lemaître: Science and Faith, two paths to truth]
- (2015, March) Antoine Bret (Universidad de Castilla-La Mancha), «El mundo no tiene 6000 años... ¿dónde está el problema?» [The world is not 6,000 years... So what?]
- (2015, June) Fernando Bandrés (FFF and Fundación Tejerina), «Vejez biológica y biográfica» [Biological and biographical aging]

## WEB pages development

- Fernando Caballero (CCYF), Creation of a new web site dedicated to the translation of several (*ASA Papers*) – ASA = American Scientific Affiliation<sup>19</sup>
- Daniel Moreno (undergraduate Geology student), Creation of a new Facebook page for the CCYF<sup>20</sup>

<sup>18</sup> [http://www.cienciayfe.es/es/actividades\\_encuentros](http://www.cienciayfe.es/es/actividades_encuentros)

<sup>19</sup> [http://www.cienciayfe.es/index.php/cienciayfe/es/documentos\\_asa](http://www.cienciayfe.es/index.php/cienciayfe/es/documentos_asa)

<sup>20</sup> <https://www.facebook.com/pages/Centro-de-Ciencia-y-Fe/363817903743397>

# Report on 2014-2015 Academic Year

## Attendance to BioLogos Summer Workshops

- (2015, June/July – Grand Rapids, Michigan) attending Pedro Zamora (SEUT) and Fernando Caballero (CCYF)<sup>21</sup>



## Contributions to BioLogos web (these texts were written in English)

- (2014) Antoine Bret (Universidad de Castilla-La Mancha), “Faith and Science in France and Spain: An Interview with Antoine Bret”<sup>22</sup>
- (2015) Pablo de Felipe (CCYF), “An introduction to the ideas of Simon Conway Morris” (expected to be published in October in the BioLogos web)<sup>23</sup>

## Faraday Course (11<sup>th</sup>-15<sup>th</sup> November 2014)<sup>24</sup>

- Title: Teología y Ciencia de la Creación [Theology and Science of Creation]
- Speakers: Rodney Holder (Faraday Institute, Cambridge), Ernest Lucas (Faraday Institute, Cambridge), Javier Álvarez (Facultad de Teología UEBE, Madrid), Ricardo Moraleja (Facultad de Teología SEUT, Madrid), Fernando Méndez (Facultad de Teología UEBE, Madrid), Fernando Rivas (Univ. Pontificia Comillas, Madrid), Hilary Marlow (Faraday Institute, Cambridge)



## Written courses

- (2015) Spanish version of *Evolution Basics* by the Biologist Denis Venema (Trinity Western University, Canada/BioLogos Foundation)<sup>25</sup>

## Academic publications

- (2014, October) Fernando Caballero (CCYF), «Creación versus evolución: Aportación al debate desde la micropaleontología» [Creation vs. evolution: contribution to the debate from the micropaleontology] in Diego Bermejo (Deusto), *Pensar después de Darwin. Ciencia, filosofía y teología en diálogo* [Thinking after Darwin. Science, Philosophy and Theology in dialog] (Sal Terrae and Univ. Pontificia Comillas) (See CCYF web<sup>26</sup> and the publisher web<sup>27</sup>)

<sup>21</sup> <http://www.cienciayfe.es/news/es/inicio/pi/1/mi/111/ni/3960>

<sup>22</sup> <http://biologos.org/blog/faith-and-science-in-france-and-spain-an-interview-with-antoine-bret>

<sup>23</sup> <http://biologos.org/blogs/kathryn-applegate-endless-forms-most-beautiful>

<sup>24</sup> [http://www.cienciayfe.es/es/curso\\_faraday](http://www.cienciayfe.es/es/curso_faraday)

<sup>25</sup> [http://www.cienciayfe.es/es/curso\\_fundamentos\\_evolucion](http://www.cienciayfe.es/es/curso_fundamentos_evolucion)

<sup>26</sup> [http://www.cienciayfe.es/es/publicaciones\\_libros\\_pensar\\_despues\\_de\\_darwin](http://www.cienciayfe.es/es/publicaciones_libros_pensar_despues_de_darwin)

<sup>27</sup> <http://catalogo.salterrae.es/ciencia-y-religion/1481-pensar-despues-de-darwin-ciencia-filosofia-y-teologia-en-dialogo.html>

# Report on 2014-2015 Academic Year

- (2015: submitted for publication in December 2014, it will be published in October 2015) Pablo de Felipe (CCYF), Pierre Bourdon (Lovaina) and Eduardo Ríaza (Colegio Retamar), “Georges Lemaître’s 1936 Lecture on Science and Faith”, *Science and Christian Belief*, vol 27, nº 2 (see the [journal S&CB web site](#)<sup>28</sup>)

## Other accomplished activities

In the academic year 2014-15 other activities have been carried out:

- 1 talk at an Evangelical church
- 1 public exhibition of the roll-ups on the life of Lemaître in the 11th meeting for the teaching of Astronomy
- 2 talks for GBU (group belonging to the International Fellowship of Evangelical Students, IFES)
- 1 radio interview (Dynamis Radio)
- 4 online articles for digital magazines Razón y Pensamiento Cristiano, Science & Foi, and Protestante Digital

## Summary considerations on SEUT School of Theology

In the near future, SEUT should develop the following areas:

- **Regular updating of its technological means** to maintain and increase, if possible, its competitive advantage over other faculties and seminaries that offer or wish to offer online courses.
- **Expansion of the operating range of its Theological Workshop**, including some specific areas of continuing education within the Fliedner Foundation.
- **Develop a new project wider than that of BioLogos**, expanding interdisciplinary areas covered by the Department of Science and Faith. This project should be funded by a new sponsor. Some of the new areas may be very relevant to the Fliedner Foundation.
- **Achieve full integration into the Fliedner Foundation**, which means:
  - to contribute more directly to its personnel formation and to its institutional development, especially in interdisciplinary areas of training and research in education.
  - Receive more support in key areas such as marketing, fundraising and the development of ICT (Information and Communication Technologies).

## D. We think through our history and our time

### Archivo FLIEDNER



**FLIEDNER Archives**<sup>29</sup> is an organic set of documents comprising:

- A documentary Collection of the Fliedners’ work from 1870 up to 1987, year in which Federico Fliedner Foundation was created.

<sup>28</sup> <https://www.scienceandchristianbelief.org/>

<sup>29</sup> <http://www.archivofliedner.org/es/inicio>

# Report on 2014-2015 Academic Year

- A documentary Collection of the Federico Fliedner Foundation work from 1987 to present.
- A stock of about 6,000 books and several magazines collected by the Fliedners between 1879 and 1970. The main topic is theology but also humanities in general.



## FLIEDNER Social Work

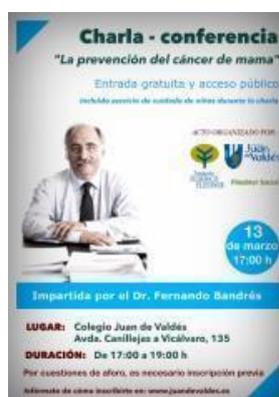


Fliedner Social Work is an area of recent creation as part of the social activities carried out by the Foundation. This new line of action in the Foundation will be outlined in form and content in future courses.

During 2014-2015 Fliedner Social Work has organized several workshops and seminars on topics seeking to respond to the concerns and needs of the community to which the Foundations serves directly (families, students, teachers ...).

Two conferences were offered in both schools, being imparted by Dr. Fernando Bandrés on the subject “Breast Cancer Prevention”.

This experience has helped us to develop a much broader program for the course 2015-2016, which will be presented in the corresponding memory.



## Fundación Federico Fliedner

Bravo Murillo, 85 – 28003 Madrid

Correo electrónico de contacto:

[fundacion@fliedner.org](mailto:fundacion@fliedner.org)

[relaciones.institucionales@fliedner.es](mailto:relaciones.institucionales@fliedner.es)

Teléfono de contacto:

91 060 91 37

