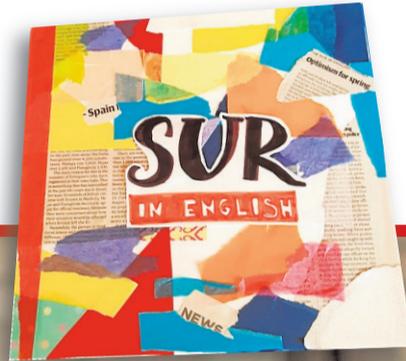


EDUCATION & LEARNING

Schoolwork showcase 2021. A display of the best artworks, poems and short stories submitted by students at local schools **INSIDE**



Roundtable. Experts from the Costa del Sol and Gibraltar analyse the present and future of international education **P12-14**



**Real world
success**

Schools have risen to the challenges posed over the last year with full marks

The SUR in English Education and Learning special, produced every March, is always a highlight on the calendar for this newspaper.

For once the reporters and photographers get to take a break as the space on these pages is left to younger content creators to fill.

The result is always impressive, thanks to the collaboration of teachers at local international schools who help us create a showcase for the talent being nurtured and developed in the classroom.

As usual teachers were invited to send in artwork, poems and short stories by children in both the primary and secondary sections at their schools, covering ages of three to 18.

This year we asked them to include the words 'switch' and 'satisfaction' in their poems and requested short stories to be

Young talent. Students put on a show of creativity

Contributions. Schools were asked to send in poems containing the words 'switch' and 'satisfaction' and short stories on the theme of 'safety' as well as artwork produced by children in both primary and secondary sections

written on the theme of 'safety'.

The rewarding task of picking out the work to be published on these pages is down to three guest judges: art journalist and critic, Georgina Oliver; singer-songwriter and columnist Peter Edgerton; and former SUR in English editor Liz Parry; with the help of current editor Rachel Haynes.

In the case of the writing, the judges were particularly impressed with the standard of work submitted, in view of the fact that English is probably not the first language of some of the students, which sometimes leads to slight errors of grammar or use of incongruous vocabulary.

We hope readers enjoy the selection of work published over the pages of this supplement.

Many thanks and congratulations to the young artists, writers, poets and of course, their teachers.

BEST SECONDARY ARTWORK



Masked

**María del Mar Cuevas
González, age 15
Benalmádena International
College**

Art critic Georgina Oliver describes this piece as "eloquent". "It's an image within an image... a 'no-language barrier' statement 'expliciting' what the need to protect ourselves deprives us of: a breath of fresh (sea) air and the (universal, timeless, ageless) dreams that go with it."

BEST PRIMARY POEM

Spirit

I was about to switch off the
lights but something didn't let
me,
Gently, a wind touched me and
stopped me,
Not someone, but something
just appeared in front of my
eyes,
He was blue as the bright sky,

I got satisfaction when he gave
me a prize,
I don't know why he gave me a
prize,
It was shiny as the sunlight in
my eyes,
I was shaking and suddenly I
looked at the corner of my eye,

Something in the dark was
moving,
It terrified me as it had
No eyes, no nose, no legs, it was
just floating,
As I heard whispering behind
me.

**Ambra Milena Stanzani, age
8
Novaschool Sunland
International**

Singer-songwriter Peter Edgerton picked out this poem as the best of the entries from primary schools. "It evokes a deep sense of unresolved mystery and tension," he said.

On the web: Look out for more of the art, stories and poems sent in by schools on www.surinenglish.com

SCHOOLWORK SHOWCASE

BEST PRIMARY SHORT STORY

The Monkey Adventure

Once upon a time there was a girl called Lily. Lily and her friends, Michael, Linda and Lucy, loved adventures and every day they watched films about ladies going on adventures and they wanted to go on one when they were older. When they were 34 years old they went on an adventure to the jungle. On the way, the taxi driver called Ron told them that the jungle is a dangerous place and they must be really careful if they want to stay safe. They had a great time during the first few days, picking fruit, playing hide and seek and taking photos of everything they saw. One morning they went to look for their camera and it was not there! They guessed that the monkey they had seen the day before must have taken it. They didn't know where he was so they asked the panda that was close by; "No I don't know where he is. Ask the tiger" replied the Panda. "Tiger, do you know where the monkey is?" they asked the tiger. "No, I don't know where he is. Go and ask the king of the monkeys but be careful as he can be dangerous if he's hungry." They took some bananas with them and gave them to the King of the monkeys before they asked him. The King of the monkeys was happy after eating the bananas and told the friends where to find the monkey. When they found the monkey, they asked if he had stolen their camera. "Yes I did." He replied. "You can have it back in exchange for 1000 bananas." Luckily the friends had seen a mountain of bananas a few days before so they told the monkey to follow them and took him to the mountain of bananas. He was happy and gave them their camera back.

Valentina Serrano, age 7
Novaschool Sunland International

Former editor Liz Parry described this story as "charming". "It will appeal to younger readers", she said, and "highlights the writer's use of imagination bringing in animals she likes and knows".

BEST PRIMARY ARTWORK



Untitled

Soleyman Ouzzani, age 8
British International School Marbella

Art critic Georgina Oliver said: "This stopped me in my tracks. It's semi-abstract. Very 'green'. Like total immersion in nature. With a second layer of intense animal-vegetable-mineral activity in the background."

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- ✓ **Safe, inclusive, nurturing school environment**
- ✓ **National Curriculum taught throughout**
- ✓ **Highest academic standards**
- ✓ **Students from 2 to 18 years of age**

Surmounting the challenges of a year like no other

TORREMOLINOS

Sur. The last 12 months have posed unique challenges for schools and families alike, and Sunny View School in Torremolinos takes great pride in the way its entire school community has worked together to keep its students safe and thriving throughout these unprecedented circumstances.

From immediately rolling out a robust online teaching and learning programme when schools were closed by the lockdown last March, to launching the current academic year onsite with comprehensive safety measures, Sunny View has adapted swiftly to provide the best educational experience throughout the evolving situation.

All members of the school community – teachers, staff, students and parents – have contributed to this success. Working together to ensure strict adherence to safety measures and protocols, they have made it possible for school life to flourish, adapting the school's vast array of activities to the necessary guidelines.

While everyone eagerly awaits the day when face masks and bubble groups are no longer necessary and schools can return to



their normal routines and large-group events, Sunny View's current focus is to ensure that, until then, its students continue to thrive – academically, emotionally, personally and socially – within a safe and healthy environment.

As always, at each stage of the curriculum from Preschool to A levels, the school's team of experienced, UK-trained teaching staff strive to make learning fun, interactive, engaging and inspiring,



with students actively involved in their own learning and development. A wide variety of activities inside and outside the classroom allow students to broaden their experience and take on new challenges in an inclusive and supportive atmosphere that engenders confidence and an enthusiasm for learning.

These hallmarks of Sunny View, along with its well-equipped facilities and modern resources, have underpinned the school's success throughout the years – as well as during this uniquely challenging time – and they will continue to do so in the bright future that lies ahead.



MORE INFORMATION

To see for yourself what makes Sunny View School so special, contact us to arrange a visit
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SCHOOLWORK SHOWCASE

RUNNER-UP SECONDARY ARTWORK



Abstract

I. M. F. B. age 17

Almuñécar International School

Georgina Oliver said: "A self-styled abstract work, which evokes for me a key aspect of our present situation, namely how we relate to the topology of the places we live in - for instance the cities we are re-discovering under curfew."

BEST SECONDARY STORY

Night Terrors

He could hear it, but didn't dare open his eyes. How could he, when, if he did, the untold monstrosities that lurked around at night would lunge at him with their terrible, suffocating grasp? He could hear one's torn, ragged breathing now. He heard creaking noises in the corridor. They shattered the restful silence like bullets, unwelcome, disrupting the peace of the night. The room seemed to get darker, and he could feel the presence of some other being. It stalked nearby, patient, ready to tear apart the papery figure curled up in bed.

The monsters visited him many nights. When he broke the promise of falling asleep at the dark hours, they would come and watch him, sometimes hiding in the corners of the room. This monster's very presence seemed to slow time, making every second an abyss in which to stumble, blind and helpless, painstakingly aware of the danger. Minutes passed away in this manner. How much longer would he have to lie awake, aware of the monster's constant glare?

What if he ran for it? If he could reach his parents' room fast enough he would be safe.

In an unplanned motion, he sprang out of the bed, shot through the door and landed in the corridor outside. Stumbling and falling in the complete darkness, he felt the air around

his back turn to ice; it burnt to the touch.

The door of his parents' bedroom on the other side of the corridor had never seemed further away. But he stumbled on, blood pounding in his ears. He tunnelled his thoughts, and moved one leg, in front of the other, to eventually reach the door knob, and turn it, open it. One more step inside - and he fell to the soft carpet beneath.

He was safe now.

Rose Cabezas, age 14
Swans International School

Liz Parry said: "This is one of several nightmare scenarios received, but this time it is told from the viewpoint of a child terrified of the dark and the monsters that lurk in it. The story is skilfully divided in two by the question 'What if he ran for it?' leading to sudden movement and the relief at the end of a soft carpet, and safety."

BEST SECONDARY POEM

Goodbye

I switch on my phone,
It's still the early morning,
My heart gives a groan,
with this unbearable longing.

I look at the screen, with heartfelt intent,
Only to be cast down, I still repent,
I shouldn't have said all the things that I said,
To cause the hurt tears of which you shed.

I stood there that night, looked up at the stars,
The faint smell still lingered of your used cigars,
The look in your eye tells a story so deep,
Forget all your worries I tell myself as I try to sleep.

There's so much I wanted to say,
I wanted to confess,
All the things that I had been hiding,
No more and no less.

I stood there that night, looked up at the stars,
Wishing I could get rid of these painful scars.
My hands are still shaking as I hold you close,
An embrace that lasts forever as the world around us froze.

This feeling won't go, it doesn't seem quite right,
I wish that I could turn back time, back to that night.
Time stands still, like a broken clock,
Like it's been captured and caged and sealed with a lock.

The cold night air makes our faces white as chalk,
I don't know what to say but I begin to talk.
Soon the tears begin to fall,
And she turns away to hide her face in her shawl.

The rain comes down, like silver bullets,
Stinging my skin each time one hits,
She glances up and stares deep into my eye,
Then she runs into the night without saying goodbye.

All the world goes quiet,
And I await my reaction,
I want to feel pain,
But instead, I feel satisfaction.

I switch on my phone,
It's still the early morning,
My heart gives a groan,
with this unbearable longing.

I get up in my bed,
Attempt to shake this feeling of dread,
I glance over at the phone, expecting to see nothing,
But what I see gets my heart pumping.

There's a message, stark on the screen,
My heart jumps and I let out a scream.
I grasp the phone tight in my hand,
A tear rolls down my cheek because I finally understand.

One word is written,
And when I see it I die,
Because the word that is written,
Is the word,
Goodbye.

Evelyn T, age 13
Sotogrande International School

Peter Edgerton: "Sparkling use of vocabulary with imaginative rhymes. Builds tension nicely with steady, consistent rhythm."

Why is Laude San Pedro International College considered as one of the best 30 international schools in Spain?

Founded in 2004, Laude San Pedro follows the British National Curriculum from 3 to 18 years, and it is the only international school in Marbella to offer the option to study the Spanish 'ESO' and 'Bachillerato' from the age of 12. For the last six years, Laude has been ranked as one of the best 30 international schools in Spain by the El Mundo Newspaper's prestigious school ranking

MALAGA SUR. 'Amazing Learning'. The school focuses relentlessly on each



child's ability to amaze. Whether through mentoring, enrichment or personalised study, Laude San Pedro International College recognises and nurtures each student's gifts and talents so that they amaze themselves and inspire others to become global citizens as they progress from the Early Years up to University.

Enriched curriculum

Whilst the school continuously strives for academic excellence, they understand how important it is to give all students the opportunity to experience non-academic enrichment activities. These will give them the transferrable skills which they will need to work and succeed globally. Laude's Student

Council and Eco-Committee, or the school's Debate Society are just a few examples.

The school is well known for its Sports, Creative and Performing Arts offer

Whilst subjects such as Drama, Food Technology, Robotics, Music Techno-

logy, Public Speaking and PE are taught as part of the secondary curriculum, students of all ages are encouraged to join the school's extensive extracurricular offer including Sports Clubs, 'Danzart', Baking Club, Electronics, Peripatetic Music (piano, electric and bass guitar, harp and percussion), Lego or Fencing.

Technology-driven

The school is equipped with cutting edge technology including tactile screens, interactive whiteboards, media and ICT labs throughout the campus and a professional radio studio with industry standard professional software. Throughout all key stages, students are increasingly using digital education platforms as part of their day to day learning.

International opportunities

As part of the International School's Partnership (ISP), a global education group with presence in 13 countries across the globe, Laude students enjoy a number of interactive and collaborative activities amongst the 48 schools in the group such as the Model United Nations, Buddy Exchange Programme, ISP Film Festival, Chess Tournament, Maths Challenge, 'I am an ISP Scientist', ISP Summer Camp and the ISP Futures Global Environmental Programme.

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SCHOOLWORK SHOWCASE

RUNNER-UP PRIMARY ARTWORK



Space

A. J. age 9

International School of Estepona

Georgina Oliver said, "This wowed me instantly. It's a universe within a universe within a universe. Looking within and without. Rich abstract textures combined with the astronaut image."

RUNNER-UP SECONDARY POEM

Nature Documentaries

A bird who can't fly has left the nest to fall
From a cliffside tree that towers so tall
Unsaved, untouched, life comes to a halt
The cameras who capture, it isn't their fault.

A cub who has strayed too far from the pack
The cameras can't aid him on his way back
Alone and unheard, he passes unseen
It's wild and it's nature, we can't intervene

Switch on the television and bystanders behold
Watch nature in all of it's glory unfold
Newsreels and ads pouring out from the screen
Because us as consumers can not intervene

Except when to drill and to oil and frack
Except to burn trees that we'll never plant back
To drive to extinction push into earth's nerve
But in nature films? We must only observe.

So Nature to man consider your action
For soon end the days of our short satisfaction
And if the bird, who, from grace shall fall
The people will watch, doing nothing at all.

Sophie Newton, age 16
Swans International School

Peter Edgerton commented that this writer has produced some very creative rhyming schemes and doesn't go for the obvious.

EXPERIENCE. Former, current and future students of Phoenix College Málaga share their experiences

The Advantages of Being a Phoenix - Past, present and future students share their experiences

MALAGA

SUR. "I really wanted a change of atmosphere," Viren, in Year 13, explains why he decided to come to Phoenix College. "At the same time I was looking for teachers who would try to get the best from you." As a Sixth Form College, Phoenix College Málaga teaches British A-levels (equivalent to Bachillerato) to students of 16-18 years, encouraging independence and responsibility, though with guidance where needed. Javi, 19, studied at Phoenix before beginning a Maths degree at the University of Málaga last September, agrees that "I knew the only way to get top grades was to study in a good academic atmosphere. And everyone knows each other. There's a very close relation with teachers, so you can ask them questions at any time outside class and even have long discussions with them about the subject."

Julia, hoping to study Medicine, is looking forward to starting at Phoenix



Teachers at Phoenix College. SUR

nix this September. "When I visited Phoenix college, I was struck by how warm and friendly the college was. The relatively small size was reflected in the class sizes (max. 12) and it was evident that every stu-

dent gets individual attention to their learning needs. I liked that there's a great deal of flexibility in academic subject choices and the tutors all appeared very friendly and supportive in giving advice and direction.

The Personal, Social and Cultural (PSC) programme will present me with the opportunity to develop my interests and gain valuable work experience."

Ana, currently finishing her A-levels

Ana: «The quality of the teaching staff, and the fact that it is an intermediate step between school and university so I have more freedom – and responsibility!»

els to go on to university to study Biomedical Sciences, chose Phoenix College because of "The quality of the teaching staff, and the fact that it is an intermediate step between school and university so I have more freedom – and responsibility!" "The teaching is really focused, but there is a comfortable atmosphere," says Juliette, also finishing her A-levels this year. "Also, I like being in the city centre as there is a lot of choice for food and it's nice to walk around."

"There were plenty of places in College to study quietly," Emelie is now studying Engineering at Chalmers University in Sweden. "Phoenix prepares us for university, and to rely on ourselves to study - and succeed!"



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SCHOOLWORK SHOWCASE

RUNNER-UP PRIMARY POEM

Switch your Dog for my Cat?

"Switch your dog for my cat?"
I repeatedly asked,
But no-one would agree.
"Go on," I said,
"He's as good as gold,
He'll change your life, you'll see!"

But why would I want
To switch my cat?
I hear the reader ask.
The answer is simple:
Frank my cat
Is an absolute
Pain in the _____!

He whines when we sleep,
He begs when we eat,
He fights other cats,
He gets into scraps.

What I want from a pet
Is 100 percent satisfaction
GUARANTEED.
So switch your dog for my cat,
I'm begging you,
PLEASE!

Hannah Miller, age 9
English International College

Peter Edgerton said: "Wonderful spirit of fun with nice touches of humour."
Liz Parry commented on the "clever use of a commercial slogan to incorporate the word satisfaction".

RUNNER-UP SECONDARY STORY

To Be Safely Home

Another leisurely drive around the mountains for Damian Rennett, while his daughters were at a sleepover. The top of his 1960 Corvette was down, allowing the cool air to slide against his face and through his hair as his car tore through the road, illuminated by his headlights. He never thought things would take a turn for the worse.

He heard the screeching of tyres.

His head swiveled around towards the sound, but there was nothing he could have possibly done to avoid collision with the truck. His car shot forwards, flying straight off the road and mountain. Damian's body flew through the open roof, plummeting down to the rocky bottom.

All his life led to this. The life he had to struggle to keep going. The life where he had to raise his two daughters by himself. He felt frozen in time, the memories of his life breaking through the floodgates and rushing back to him. He hung there, his stomach churning. He felt weightless as he fell through the air.

His father always told him to live more on the edge. 'You only have one life, make the best of it,' he would say. Well, he wasn't wrong. Damian had lived his life that way and now he was falling through the air.

Was he even still falling? Time felt suspended. Even his screams were drowned out by the memories he still had running through his mind.

His mother was the opposite to his father. Always worried about how reckless he acted and the way his father encouraged the behaviour.

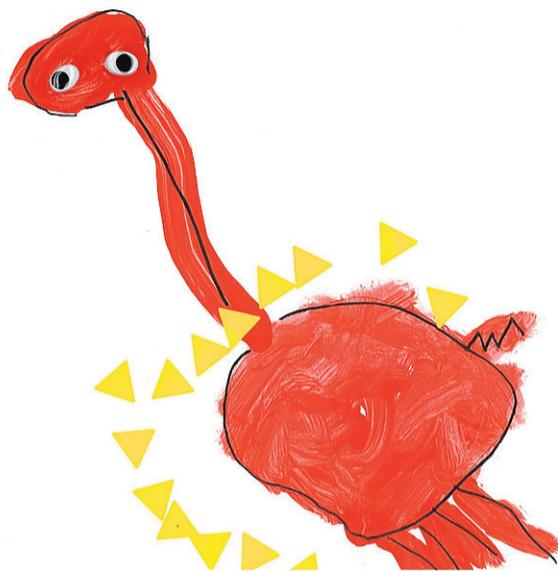
And then he fell. It was all coming to an anticlimactic end. He saw the explosion of his car in the distance, and then his body was mauled by a jutting rock.

And everything went black.

Aaqib Ahmed Sheriff, age 14
Novaschool Sunland International

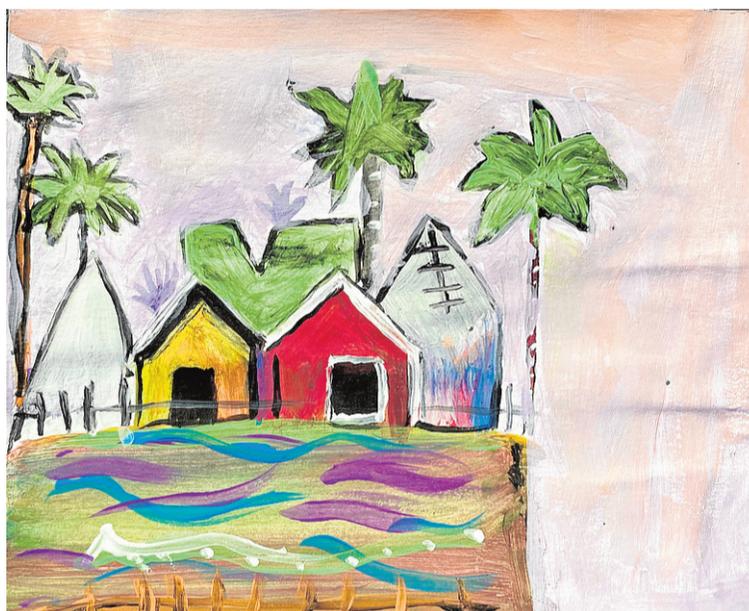
Liz Parry said: "This is very relatable - a nightmare-like sequence of driving off the edge of a cliff, the car plummeting but the driver suspended in space, frozen, while he relives his past. The description of the scene is very vivid. One minute the driver is relaxed, his children are safe: the next, he remembers his own parents' advice - and then darkness. A very striking story and well constructed. The scene is set with a series of facts, decelerates with longer sentences for the slow motion falling, and ends abruptly with darkness."

SPECIAL MENTION PRIMARY ARTWORK



Pablo-Rex

Pablo Lanzat Soriano, age 3
Swans International School
Georgina Oliver said, "I don't know if this participant is a future Picasso or not, but if his contribution is anything to go by, he appears to be a bundle of joy!"



Untitled

Alba Sofia Olivo, age 10
Aloha College
"There is a 'musical' feel to this unusually expressionistic composition, in which colour and line are in complete harmony," said Georgina Oliver.
"This year there are quite a few exceptionally atmospheric landscapes and seascapes, among the entries. Could this be a lockdown thing? Children seem to be particularly sensitive to their habitat, to nature, to their surroundings."

RUNNER-UP PRIMARY STORY

COVID Safety

"Today class, we'll be learning about how to stay safe during COVID," explained Ms. Kincaid.

Ughhh! English couldn't get more boring! To make matters worse, Mackenzie was texting Jessica and the sound of her nails touching the screen was super annoying. Luckily, the sound hit the teacher's ears. We all knew that she definitely heard it because she turned around with a stern look on her face.

"Miss Hollister! I'm trying to teach you safety rules but you just sit there tap tapping on your phone! Do you think this behaviour is acceptable?" exclaimed the teacher.

"Uhhh...I dunno know," replied Mackenzie.
"Well I do not accept it and the class agrees with me!" scolded Ms. Kincaid.

"But I need to text some really important gossip about my relationship."

"Ohh, so you think using your phone in class is more important than safety rules that could save you from getting coronavirus?!"

"I mean...um...uh...y-yeahh?"
"That's detention for you, Miss Hollister."

Mackenzie's got the virus. This is good and bad for us. The good thing is there is no more Mackenzie. The bad thing is that we're back to online classes. But now that I think about it, I'm starting to feel a bit ill myself. I'm really concerned so I'm going to do the nose thingy. Wish me luck!

The weirdest thing happened yesterday. First: I've got the virus. Yes, it's crazy! Yesterday, while we were waiting for the teacher on ZOOM, Mackenzie sent a sorry message. This is how it went:

"I heard that you've got the virus"
"Yeah"
"Because I sort of gave it you"
"How?"
"Well, remember that drink I gave you"
"Yeahh"
"I drank from that same cup"
"What?!"
"I know I'm extremely sorry"
"Shouldn't have done that"
"I do forgive you though"
"OMG! Thanks."
And that's how our friendship began.

H. N. age 12
International School Estepona

Liz Parry said: "I really liked this story. It's about a serious subject but treated in a humorous fashion with some very realistic text dialogue and expressions like 'do the nose thingy'. For a short story, it also manages to contain convincing portraits of Mackenzie, genuinely seeming to believe that texting gossip about relationships is more important than safety instructions, and the writer, who in three well structured paragraphs goes from being critical of her schoolmate to forgiving her and becoming her friend."

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ONLINE ROUNDTABLE. Rob Maldonado, head teacher of **Swans International School**; Krystle Robba, registrar of the **University of Gibraltar**; James Riley, co-director of **Phoenix College Malaga**; Marjana Stefanovic, President/CEO of **Marbella International University Centre**; Amanda Hughes, Principal at **Laude San Pedro International College**; Pancho Campo, Business Development Director at **The American College in Spain**; and Mano Soler, Director of operations and Student Services at **Les Roches Hospitality School**; all brought their expertise to the discussions, moderated by **SUR in English** editor, Rachel Haynes

International education on the Costa del Sol: present and future

MALAGA

SUR in English. The south of Spain's international nature is reflected across all generations, and especially among children and young people who are growing up surrounded by different nationalities, languages and cultures.

Families looking for a private education for their children are privileged in the choice of international schools located along the length of coastline from Almuñécar to Gibraltar.

March is an important month for schools, as it's time for parents to make a choice and apply for places.

SUR in English chose this week, therefore, to welcome representatives from seven schools and colleges, to take part in two virtual roundtable events under the general theme: International education on the Costa del Sol: present and future.

Challenge of Covid

Activity in all schools over the last year has been governed by the Covid-19 pandemic, making this the inevitable first topic of conversation. All the participants explained how their centres had coped with the lockdown situation and the return to face-to-face teaching.

Krystle Robba, registrar at the University of Gibraltar, which was founded in 2015, coincided with the other centres in explaining that the university already had a "virtual learning environment", so students were already used to the technology.

Even with a school with 450 students aged between three and 18, Rob Maldonado, head teacher at Swans International School in Marbella, said that thanks to a project that started seven years ago, practically every student was already equipped with a device to be able to start online classes immediately.

"We didn't change our timetables in any way," he said. "It's amazing to see how when people are forced into a situation they just jump on board with it."

James Riley, co-director of Phoenix College, a sixth-form college in the centre of Malaga city, pointed out that as they had started out as



Clockwise from top left: James Riley, Rob Maldonado, Rachel Haynes and Krystle Robba. SUR

an online school and so they moved "seamlessly" from teaching in person to online.

He added that their smaller classes - the maximum at Phoenix is currently eight - made the process easier.

Once back in the classroom, added James, the pandemic crisis has left its mark: "Crises bring about changes and change comes rapidly. We saw that the crisis accelerated our teaching and the use of technology in the classroom."

When it came to teaching again in the classroom in Gibraltar Krystle said that distancing was made easier due to the small number of students in the classes at the University of Gibraltar - a maximum of 20.

"Face-to-face is what students have paid for, is what students prefer, participation in the classroom is very important," she said, "so we have tried to keep that as much as possible."

Rob Maldonado of Swans agreed that while the online teaching went well during lockdown, "no-one really wants to go back to that".

Student welfare was an important issue for all the participants in the two roundtable events. Rob

Maldonado of Swans International School stressed the important role the online classes played. "School gave families structure and support," he said.

Pancho Campo, Business Development Director at Marbella's American College in Spain, explained that the students and staff were prepared for the lockdown having the technology in place to carry on the same classes as they have face to face but virtually. "We even incorporated a face recognition software so the kids could sit their exams," he said.

"Once the restrictions were lifted we started to go the extra mile to protect our kids and our faculty from the possibility of infection," he added.

The participants agreed that while students and staff prefer face-to-face teaching, they were technically prepared to move online this time last year

Amanda Hughes, principal of Laude San Pedro International School, explained that as part of the International Schools Partnership they were constantly in touch with sister schools around the world and "learning from each other".

"We say to the children, there's no failure, only learning, and we constantly want to make things better," added Amanda.

The Laude principal also stressed the role the school played in the welfare of its pupils during the lockdown stage.

"As we grew through this lockdown experience we were very focused on the children's and staff's welfare," she said, adding that a well-being section on the school's website gave access to psychologists and other help.

In the case of the Marbella International University Centre (MIUC), CEO Marjana Stefanovic, said that in their case the online learning platform had been integrated in their learning programme for some time, so they were prepared technologically for the lockdown.

"Being a personalised student attention institution, we already

had a robust system working for the wellbeing of the students," she said.

Marjana pointed out that as many of her students come from other countries around the world, the school was involved in making special travel arrangements where necessary and keeping the students' spirits up with online social events.

Mano Soler, Director of Operations and Student Services at Les Roches Hospitality School, said that with more than 800 students on campus from 90 different schools around the world, the logistics of the lockdown were complicated. "We managed to send back 500 students to their home countries and being a fully catered college we had to get meals to the 300 students spread out over Marbella," he said, as examples of some of the problems. "One of the most important things was understanding what our industry, the hospitality industry, was going through.

"Being a hospitality school face-to-face is essential to us and mental wellbeing was an absolute priority for us. We had counselling and mindfulness, among other things," he added.

Technology for the 21st century

Children of today are being trained for the careers of the future in which technology will play an important role. Amanda of Laude San Pedro explained how the school was preparing for their future careers and to be the "forerunners" when it comes to new technology.

"We want to give them the skills to be creative and think outside the box," she said saying that it was not just a case of explaining how things work, but also to think about what they can do with them. "our children are not frightened of technology and it's our job to give them the opportunities to exploit it."

Marjana, of MIUC said that they had been introducing artificial intelligence and big data among other aspects into the curriculum and implementing it over the last five years, but also trying to maintain

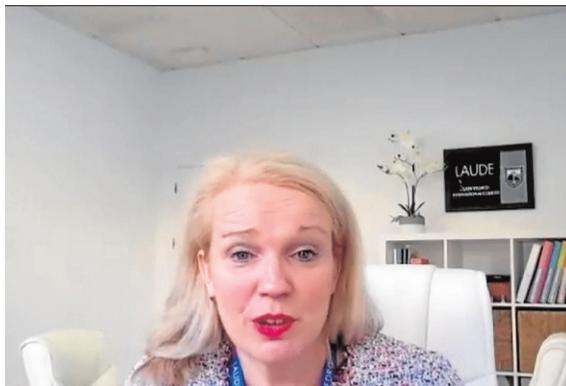
the balance with the subjects such as humanities.

The participants in both round tables agreed that new technology means that “digital is here to stay” as Mano of Les Roches pointed out, but that a hybrid of physical and digital is absolutely necessary in both education and the working world.

James Riley of Phoenix College also referred to this mixture of teaching online and in person, or “blended learning” as a formula that has been accelerated by Covid but is now here to stay.

“The leader of tomorrow maybe does not need to know how to create technology, but has to understand how technology can best serve a purpose,” said Mano, giving the example in the case of the hospitality industry of improving guest experience. He added that they also had to teach the students to be ready to be leaders in this current environment.

With regard to the issue of technology, Marjana Stefanovic of the MIUC said: “The world we are living in is ever changing but let’s not forget the human aspect. It is important to learn how to manipulate technology, but please read the books, read the poetry, social-



Les Roches



Clockwise from top left: Amanda Hughes, Mano Soler, Marjana Stefanovic and Pancho Campo. SUR

ise, enjoy the experience of studying.”

International

With residents from dozens of different countries the Costa del Sol and Gibraltar constitute one of the most international parts of Europe. All seven schools and colleges taking part in these roundtable events have students of a variety of dif-

The international environment on the Costa del Sol is a huge advantage for young people who are open to new languages and cultures

ferent nationalities, speaking several languages and most importantly with their minds open in terms of where they will study or work in the future.

Marjana Stefanovic of the MIUC explained that the college was not just about learning but also about the experience of living with people of different cultures, religions and mentalities, gaining a special skill that is different to learn

in the classroom. “Here with so many international residents, we are uniquely positioned to offer that opportunity” she said.

“We all have these children who have the most incredible gift for languages,” said Amanda Hughes of Laude San Pedro, referring to all of her fellow participants.

“Our expectation is that our students will be working globally and we have to prepare them for that,” she said. “It’s a gift to see they have no barrier to learning and no barrier to where they will be able to study”.

Pancho Campo of The American College explained that while the Marbella centre offers the first two years of a degree that is then completed with two years in a US university, the pandemic meant that more students were staying in Marbella.

In terms of the international atmosphere, Mano Soler of Les Roches said that as well as having students of 90 different nationalities the school has campuses in Marbella, Switzerland and China and students can transfer. “I believe Marbella and Malaga a is a great place for international education, not only having great universities, but also hav-

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Rob Maldonado Head teacher at Swans International School, Marbella

“School gave families structure and support during the lockdown”

“Children on the Costa del Sol have a head start in speaking languages”



James Riley Co-director of Phoenix College Malaga

“The crisis accelerated the use of technology in the classroom”

“Students look at the world very differently from the way people did 50 years ago”



Krystle Robba Registrar, University of Gibraltar

“Face-to face is what students have paid for, what students prefer. Participation in the classroom is very important”

“Critical thinking is embedded in our programme”



Pancho Campo Business Development Director at The American College in Spain

“The pandemic has taught us that we have to work together”

“Marbella has great quality of education, but that needs promoting”



Amanda Hughes Principal Laude San Pedro International College

“Our expectation is that our students will be working globally; it’s a gift to see they have no barrier to learning and no barrier to where they will be able to study”

ing this international lifestyle around,” he said.

He added that in April Les Roches has its second virtual careers fair with more than 200 companies from around the world participating, recruiting students for jobs around the world.

Krystle Robba stressed that at the University of Gibraltar all of the programmes are industry based. The language centre helps international students with their English.

James Riley of Phoenix College said that having both English and Spanish set students up for a global world. He added that the way the A Levels are taught develops critical thinking, which will help them understand the changing world.

He agreed that the Costa del Sol is like a “global village”. “Students look at the world very differently from the way people saw it 50 or 60 years ago,” he added.

Rob Maldonado of Swans International School also stressed the “head start” children on the Costa del Sol have in terms of speaking languages, living in the international community.

He added that the International Baccalaureate (IB) programme offered at Swans also prepared students for the global market by taking them out of their comfort zones and that they often feel “ahead of the game” when they get to university.

Pancho Campo of The American College stressed the importance of the education opportunities on offer in Marbella and the Costa del Sol, from schools to universities.

“Marbella has a great quality of education, but that needs promoting,” he said, finishing. “They say, education doesn’t change the world but education shapes the people who will change the world,” he added.

Brexit

One of the issues affecting international schools and colleges on the Costa del Sol is Brexit, especially the schools teaching the British system.

James Riley of Phoenix College Malaga pointed out that the college offers British A Levels and helps students access universities in the UK and around the world, but that they can also access uni-

Brexit is causing students to consider applying to universities in other EU countries rather than in the UK

versities in Spain.

Last year half of the students at Phoenix went to British universities. This year applicants have been put off due to the costs for international students and are looking at other universities in the EU that teach in English, such as in Amsterdam or Utrecht.

“Hopefully it’s something that the British government and British universities will look at and make changes to make them more favourable for EU students,” said James.

Rob Maldonado said that Swans School, was experiencing the same trend this year; students are applying to universities in Holland or Germany.

“There certainly needs to be a change somewhere,” said the head teacher, adding that some smaller universities in the UK might have trouble sustaining themselves.

Laude San Pedro also teaches the British curriculum and principal Amanda Hughes pointed out that British schools have been in Spain for a long time.

“What was clear [from the recent British schools in Spain conference] is that the Spanish Ministry of Education and schools in Spain and the British authorities want to keep the strong links we have between schools and universities in Spain and schools and universities in the UK and globally,” said Amanda.



Mano Soler Director of Operations and Student Services at Les Roches Hospitality School

“The leader of tomorrow maybe does not need to know how to create technology, but has to understand how technology can best serve a purpose”



Marjana Stefanovic President/CEO Marbella International University Centre

“Technology is turning the world into a global village”

“Learning technology is important but please read the books, read the poetry”



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SCHOOLWORK SHOWCASE

SPECIAL MENTION SECONDARY ARTWORK



Butterflies

Daniella Garcés Beavis, age 17
English International College

Georgina Oliver stressed the skills shown in this piece of artwork. "This striking butterfly image is the exact opposite of what might be expected. Butterflies are usually represented as delicate creatures fluttering from one flower to the next, and these strong-hued ones are anything but evanescent. They seem almost vehement. An intriguing swirl of visual energy emanates from the centre of the composition. During last spring's lockdown there were all kinds of videos circulating on internet showing wild animals 'strolling' along the seafront or even in residential areas, as if nature were trying to reclaim its territory. Could this entry be about that?"

SPECIAL MENTION SECONDARY ARTWORK



Untitled

Alexander Jacobsen, age 12
British International School Marbella

Georgina Oliver: "Once more we are in the presence of somebody who, regardless of his or her age, has something to say about who we are now. I love the mix of Malaga tile patterns and 'preschool stamps' of little fish doing their best to continue to be themselves in the strange circumstances that are redefining us... Both the concept and composition strike me as highly original."

SPECIAL MENTION PRIMARY POEM

Spring

The switch from Winter to Spring
Always brings me a grin.

The satisfaction of flower beds of velvet
Is all I really need.

Bees buzzing
Birds tweeting
I wish this season was never ending.

Honey on bees
Sap on trees
Tangy oranges straight from leaves.

I love the Spring
But it has to leave.

Hadyn Sutton, age 10

Novaschool Sunland International

Liz Parry said this poem is "simple and effective" and added that 'The satisfaction of flower beds of velvet' is very "evocative and sensual".

SPECIAL MENTION PRIMARY STORY

The Invisible Enemy

My invincible, immense army managed to cause many casualties. And now their military tactics have changed.

They build towering walls made of an annoying material that doesn't let us pass through, to prevent us from invading their bodies. Sometimes the walls are made of a less effective fabric so we can get through them, however, this is very rare. We can't reach the windows of their noses or the doors of their mouths, yet some of them don't build the wall high enough and we can get in through the openings.

When we get through their defences we use them like a catapult to jump from body to body, although sometimes they "social distance", so

we can't reach other bodies when we jump because they are too far away. The hardest humans to hurt are the little ones, nevertheless, we can use them as a disguise because people always get close to them.

They play other tricks on us, like showering us with poisonous rain and killing thousands. Even though we are minuscule, impossible to see, they have found a method to detect us. They call it testing. They put a colossal pole through one of the windows, pick some of our soldiers up, and after a while, they know that we are there. We are clever though, and have found out a way to camouflage ourselves and look like different soldiers.

We may have lost the battle, but we haven't lost the war.

Juan Rafael Cabeza, age 10

Swans International School

The judges agreed that this story was original in that it was written from the viewpoint of the virus, with a "super clever/pretty creepy final twist", added Georgina Oliver.

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English International College our Year of Innovation

MARBELLA

SUR. With a 40 year history of delivering outstanding academic excellence, the English International College has consistently set and maintained high standards across the board to ensure our students are encouraged, supported and inspired. We pride ourselves on delivering innovative teaching and learning in a campus and an environment which is safe, supportive and vibrant. Our commitment to having small class sizes compliments and supports all individuals, ensuring students reach their potential as well as being closely guided through their school life with us. This year, as ever, we continue to innovate and lead; our Sixth Form students have just achieved some wonderful results with their Extended Project Qualification (EPQ). This highly demanding qualification gives students an opportunity to complete a project on a subject or theme of their choice, with universities across the world increasingly recognising the skills and attributes that students develop during their preparation for this qualifi-



cation. This has ensured that our students once again have gained places at prestigious universities in Spain, Europe and beyond including Cambridge University. We were also recognised by the International School Awards for our Horizons Programme which nurtures and encourages students in the fields of public speaking and debating amongst others.

Our campus has been developed to maximize the generous outside space and open character, with extensive sports facilities including an open air swimming pool and gardens. This is further supported with teaching outside the classroom in our purpose built outdoor classrooms, a common feature of the school. This all helps to support and nurture the talents of our students, as we place their wellbeing at the heart of everything we do. From an extensive pastoral programme to our house system, supporting students' mental health is fundamental for their success in whichever subject or activity they complete.

At EIC we follow the national curriculum taking children from the age of 3-18 years old with students going on to study IGCSE/ GCSE and A level qualifications. Through our bespoke educational and communication platform we have been able to offer teaching and learning as part of our online school. This has also allowed us to run extracurricular activities and innovative events such as art exhibitions seamlessly throughout the last year.



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OPINION. Mano Soler, Director of Operations and Student Services Les Roches Marbella

Technology, Innovation, and Talent to rebuild the Hospitality & Tourism Industry



MARBELLA

Sur. It has been a year since the health crisis made a major impact on our lives. A year of profound changes that have radically transformed the scenario in which companies and educational institutions come together. Evidence of this is that the pandemic has shown us the need to accelerate digitalization and, consequently, we will need increasingly technologically savvy professionals to manage this transformation. Digitalization was already a dominant industry trend in 2019 and it will continue to be a key factor in the coming years.

We have experienced the digital transformation in our own classrooms, where digitalization has opened up new formulas for learning. An example of this is "Connect", an academic program based on the "phygital" experience we developed to ensure a balance between online and offline training. In the process, we implemented tools associated with artificial intelligence (AI) or with Big Data that naturally complement the phygital experience. In Les Roches Marbella we are aware that the future depends on quality training, which inevitably must adapt to the new needs the tourism industry demands, but which is especially sensitive to changes. It is for this reason that we are committed to a hospitality management education that contemplates the sustainable integration of the transformative face-to-face experience that has always distinguished us with digital learning solutions and new technologies in our curriculum: intelligent campuses, virtual internships, solutions based on gamification and a large laboratory of ideas. The recently launched SPARK Innovation Sphere by Les Roches brings this integration together under one roof. SPARK is an initiative with which the Marbella campus is converging in a dynamic environment of innovative experiences, where other students are exposed to new trends and where they have the opportunity to immerse themselves in technology as they progress on their careers. In this project students, experts, leaders, and companies interact



Above: Les Roches Marbella & Maccos Boston Dynamics at SPARK event launch, Dec. 2020.
Left: Les Roches Marbella Demo Tech Room SPARK.
On these lines: «SPARK Innovation Sphere by Les Roches». LR

in an alternative learning environment that is capable of guaranteeing an education that not only trains based on the realities of the hospitality industry, but that also enables students to become active innovators. This innovative philosophy has always characterized Les Roches

because we know that our role as educators is to create leaders who are prepared to drive growth in moments that, like the current one, are marked by instability.

The next tourism models will require highly qualified professionals. To be at the forefront of the recovery,

many companies are reevaluating the training needs of their workforce. I have no doubt that in the coming years the search for talent will intensify, and it will especially be in key areas such as security, e-commerce, Big Data and Marketing. The most demanded profiles

The most demanded profiles will be linked to a resilient leader, capable of managing uncertainty and dealing with fear, frustration, and the emotions derived from crisis situations

will be linked to a resilient leader, capable of managing uncertainty and dealing with fear, frustration, and the emotions derived from crisis situations. This new reality will require more hybrid and complex profiles. Professionals who have specific technical knowledge in areas like data analysis, search engine optimization, and booking algorithms will mark this new era. Also, there will be demand for professionals who are able to provide a strategic vision and global approach to uncertain situations, as well as to respond to the needs that arise from an emergency. Without a doubt, I can say that combining technological innovations and human capital with customer service will be what sets the difference in the industry of the future.

We must not forget that people are the real engine of change. They are the resource where the capacity for adaptation, transformation and innovation resides, and it is precisely for this reason that employees will be not only key players implementing strategies on the ground in hospitality companies, but also the ones who create and improve them. This moment in history can be remembered as a turning point for future generations in the hospitality and tourism sectors, and without a doubt, the best way to remember history is to be an active participant in it. It is in our hands to lead the recovery of this industry and more than ever it needs qualified professionals prepared to take on the challenge.

SCHOOLWORK SHOWCASE

SPECIAL MENTION SECONDARY POEM

Childhood

The fragrance of blossom,
The breeze full of glee,
Nature's appealing powers
Gently reaching me.

I switch landscapes,
To vast green meadows,
And blithely escape,
From the lurid city's shadows.

Smiling in the sun,
Laughing in the rain,
Through grassy fields I run,
Feeling thrilled again.

Satisfaction in my veins,
Dazzling mountains to roam,
A place where my childhood
remains
When I travel back home.

Irene González del Castillo,
age 12
Laude San Pedro
International College

SPECIAL MENTION PRIMARY ARTWORK



SUR

Isabelle Williamson, age 11
Novaschool Sunland International

It's clear why the judges had a soft spot for this "bright and balanced" collage, as described by Georgina Oliver. The choice of a clipping titled 'Optimism for spring' was also praised.

SPECIAL MENTION SECONDARY STORY

The Edge

Seagulls circle overhead, forming white patches against the azure sky. Their laughter can be heard as they fly over rocks, covered by foam from the waves. They swoop down and perch on an outstretched ledge, peering inquisitively below. Under them there is a horrendous scene.

Five minutes ago a woman in her early thirties and her child, no older than six, were walking along the cliff.

'Now, Johnny, I told you to stay away from the cliff!' she said, tugging him back, away from the infamous yellow tape.

'Remember what I showed you? Look here... It says we should stay away from the cliff's edge at all times,' she said, grabbing her phone from her pocket.

'Look here. Look.'

She suddenly heard a scream. Scanning the horizon, she looked desperately for the origin. Slowly, she realised she was standing alone. All she had was the phone in her hand detailing all the safety precautions tourists should follow.

She dropped to her knees, gasping between each shuddering sob. All she could hear was the mocking laughter of the seagulls around her.

It was heard screaming on the way down, colouring the cliff instantly when it hit rock-bottom. Now the mangled body only added to the image of a boy. He had come too close to the edge despite the warnings of the yellow tape. He did not follow the rules and now lay scattered on the rocks.

Justo Ruiz Cano, age 17
Phoenix College Malaga

Liz Parry: "Inquisitive seagulls set the scene nicely - the sights and sounds of a cliff edge are well described. The accident would make anybody shudder and the end is horrifyingly effective."



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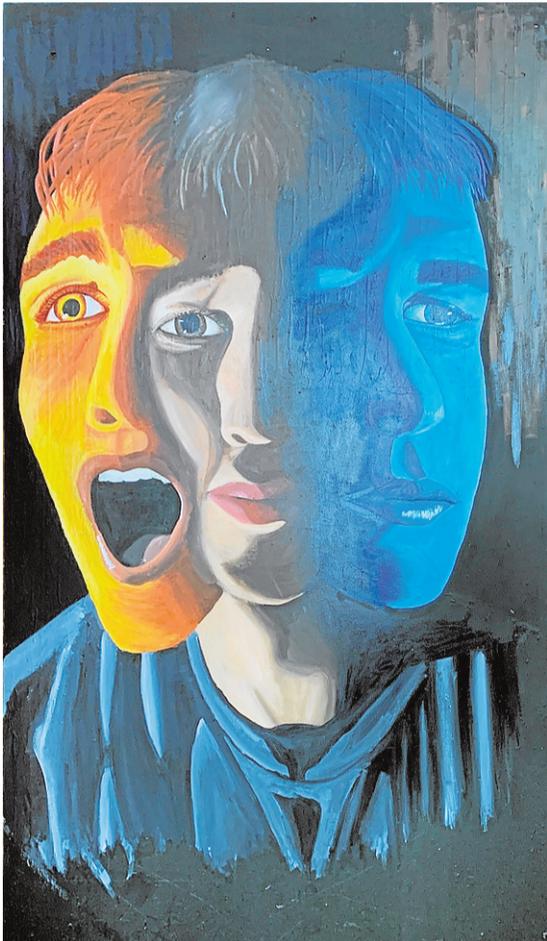
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SCHOOLWORK SHOWCASE

SECONDARY ARTWORK

**On The Edge**

Claudia Solano, age 15
Novaschool Sunland International

Faces

Victoria Sirotina Litvinova, age 18
English International College

Georgina Oliver picked out these two works as examples of the "predictably" angst-ridden contributions among the teen selection. "This is even more obvious in the Covid context," she said.

SPECIAL MENTION SECONDARY POEM

Your Eyes

Eyes,
I could see it in your eyes.
Flecks of gold on a midsummers day,
sweeps of green found in the most enchanting of bouquets.
I stared and stared, how could I ever look away?

As beautiful as they were deadly,
they would switch at the dead of night.
When the moon and the stars were one and indivisible,
a tempest in your gaze seemed to ignite.

What was once the very allure of life,
was now a shadow of obsidian.
Any remainder of this enchanting green,
replaced with hues of blue from the pits of oblivion.

Eyes,
I could see it in your eyes.
I guess it fuelled your satisfaction.
In the end it was your very gaze,
nefarious in its core that fuelled me into action.

Spellbound, devious and villainous,
I could see it all in your eyes.
Those hues, shades and flecks of colour,
Were nothing but a mere disguise.

Julieta G, age 16

Sotogrande International School

Peter Edgerton said: "In keeping with its title, this poem has a hypnotising effect on the reader."

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With capacity for 200 pupils, the Swedish School of Marbella provides a safe and productive teaching space with small classes that ensure excellent one-on-one guidance where necessary.

The school offers the Swedish curriculum from pre-school (3-5 years) all the way through to elementary year F6 (6-12 years).

Pupils aged between 13 and 15 receive a different type of education called 'Sofia Distans' - a virtual school based in Stockholm providing online education for years 7-9. With full time teacher support and guidance, pupils can take advantage of the excellent online studies provided by the Swedish curriculum in a social and involved school environment, while also receiving all the other

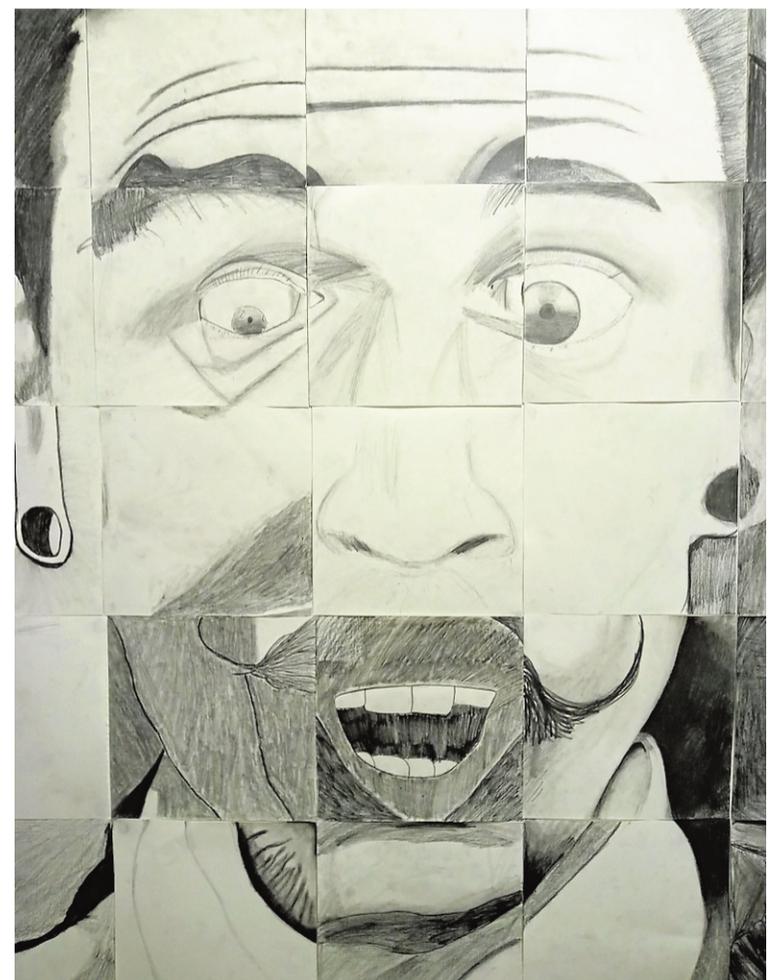
perks of the school including healthy, home-cooked lunches, PE and school trips.

The Swedish School of Marbella combines a warm social community, professional staff and excellent sports facilities.

Their goal is to provide a responsible, flexible and creative environment where the advantage of small classes creates a harmonious atmosphere to enable each child to receive the best possible education.

See www.svenskaskolanmarbella.com for further details.

SECONDARY ARTWORK

**I'm in Pieces**

Collaborative work by 13-year-olds
Laude San Pedro International School



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FROM SPAIN TO THE UNITED STATES. The former student of The American College in Spain tells of her experience at the center and the possibilities it has opened up in her professional career



The young student Andreah Campo. ACS

“My American dream started in Marbella”

MALAGA

SUR. Andreah Campo is a typical young girl from Marbella, with Spanish and American nationality. Her parents are both entrepreneurs here on the Costa del Sol. Andreah began her studies at The American College in Spain in her second-to-last year of high school. Despite coming from a totally different educational system, she quickly adapted to the American educational system, which is known to be very interactive, where students' participation in class, critical thinking and reasoning are encouraged instead of just memorization. “The American High School helped me boost my grades and actually enjoy learning. Most of the material was covered in class and not at home whilst being stuffed with homework.” Says Andreah

After almost two years, Andreah obtained her High School diploma directly from the educational center with which The American College in Spain is affiliated with in the United States. This is an American degree, approved by the federal government and by all universities in the United States and Canada. In addition, this qualification is recognized by the North American University Athletic Association known as NCAA, which allows student ath-

letes to compete in powerful American university sports leagues, as well as qualify for scholarships. Any athlete who has a good ranking and good grades can easily be eligible for a sports scholarship in the United States.

After graduating from the High School program at ACS, Andreah decided to enroll in the university program. The university program at ACS is accredited by Broward College in Florida, which is affiliated with several universities across the U.S., especially in Florida, where students will spend the first two years at ACS and then transfer directly to their chosen university where they will graduate with a Bachelor's degree. Andreah told us: “I decided to stay one more year in Marbella because I was not sure what I wanted to study and I was not ready to go and live alone in the United States. Thanks to the agreement that ACS has, I enrolled in the US but remained in Marbella for the first year. After completing these studies, I realized that I wanted to study hospitality management. I was also extremely impressed with the internship opportunities the educational center had to offer. I was placed in an event management internship in Portugal where Barack Obama was the main speaker.”



Andreah with former President Obama. ACS

The faculty at The American College in Spain helped me get into my chosen university, Florida International University (FIU), in their nation-wide known hospitality program. In 2018 Andreah moved to Miami to continue her studies and finish her degree in hospitality management. “What most caught my attention about this university was the impressive facilities it has. Within the campus there is a residence hall,

several restaurants, libraries, a two-story gym, a shopping center; they have their own bank and police, as well as a supermarket, hairdresser, hospital, two stadiums, tennis courts, basketball courts, etc. However, my biggest and most pleasant surprise was the quality of the studies and the level of the professors.”

During the entire time that Andreah was in Miami, she began to live the true American dream. Thanks

The university program at ACS is accredited by Broward College in Florida, which is affiliated with several universities across the U.S., especially in Florida, where students will spend the first two years at ACS and then transfer directly to their chosen university where they will graduate with a Bachelor's degree

to being a student at this university, she was able to get a job in the prestigious Mandarin Oriental hotel chain, in the most luxurious hotel in Miami working full-time in the restaurant, which is owned by the famous Peruvian chef Gastón Acurio. According to Andreah, “It is amazing how easy it is to find work in the United States. I got two or three offers and they pay you three or four times more than in Spain. I loved the idea of being able to work in my chosen career without it interfering with my classes”.

Unfortunately, due to the Coronavirus pandemic, Andreah was forced to return to Spain to continue her studies virtually in March 2020. Once restrictions eased up, Andreah was offered a job placement at The American College in administration. “I was pleasantly surprised to see how my school in Marbella has adapted fantastically to the necessary sanitary measures. It has broadband Internet and all classrooms are equipped with cameras and the most advanced technology. Both teachers and students have been trained to make the best use of virtual classes. All desks are separated by plastic screens and before entering the center all students must take their temperature and must use the FFP2 mask among many other measures.

“Thanks to The American College in Spain I was able to obtain my High School diploma, I attended the first year of university in Marbella and got accepted into FIU's Chaplin School of Hospitality Management; I was also able to work in one of the best hotel chains in the world and in a highly prestigious restaurant within the same hotel. When we were affected by the pandemic, my professors and the directors of ACS helped me to continue studying, doing internships and working until I can hopefully return to my life in Miami, at Florida International University and continue living a unique experience and the American dream”.

SCHOOLWORK SHOWCASE

SPECIAL MENTION SECONDARY STORY

Safety

He left the road and started walking north, towards the forest that surrounded the city. It was the most secure place since noise could be easily covered and there were many more places to hide, with less people. It was mid- autumn; the trees were all scarlet, ginger, brown or beige. The fallen leaves crunched under his boots every time he made a step. He walked a few more miles. The stench of wildlife and carcasses got stronger as he progressed through the trail. Daylight was fading and he didn't have any light to guide him. As he walked cautiously, he could hear howling dogs in the distance. The sound of clattered metal echoed through the hollow of trees. Leashed dogs perhaps. Who knows, he had no intention of getting close to it anyways. The trail he was following had many mangled bodies on the way. Campers maybe. Or people who tried to hide? It would have made sense to leave the city centre once hell broke loose. If you didn't have a car, this would have probably been the best place to hide from them. 10 years ago, the city's forest would have possibly been filled with camp sites, or picnic areas; now it's filled with butchered and deformed bodies, crumpled tents and open bags that could have useful loot and items in them. He saw some little houses or shacks buried in the trees. They looked empty but he still checked inside if they had anything (or anyone) in them. Nothing. Someone had already pillaged them. There was spray-paint all over the walls of the buildings which were partially damaged. There was heat emitting from the structure was so strong, it was already warming his cold skin from outside the edifice. If the building had a roof and reliable walls, it could shield him for the night at least.

Ariella Norris Jones, age 13
Novaschool Sunland International

Liz Parry said: "This reminded me of *The Road* by Cormac McCarthy. Stark prose for the desolation after some sort of global disaster, and an undefined enemy. It is well written and leads you in."

PRIMARY ARTWORK



Bugs

L. A. age 6
Almuñécar International School

Georgina Oliver said: "This sets out to tell a story. The 'little bug' who produced it clearly has a fertile imagination, and displays a lot of perseverance for a 6-year-old, filling the page with a multiplicity of painstakingly drawn... bugs."



Golf

Sofia Izotova, age 7
British International School Marbella

"This a golf-course fantasy that places the onlooker in the shoes of the player as club and ball whirl into action- in a lush, almost 'super-natural' environment," said Georgina.

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