

→ *infancy*

The education of children in their earliest life-stage constitutes vital ground-work for their physical and mental development. Therefore, first-cycle infant education, ages 0 to 3 years, becomes a very important tool that helps to shape the character of the little ones, improving their potential to develop capabilities for social interaction and nurturing their Independence. Furthermore, from a physical perspective, infant education contributes to the improvement of coordination and motor skills in our very youngest.

Clece, from its Children's School division, tends to over 9,000 children in the 113 centres which it manages in a comprehensive manner throughout Spain. Over 1,300 professionals work every day for the well-being and education of the very little ones.

With the hope of providing a service that goes beyond what detailed in its contract, Clece performs in its schools activities that strive towards the development of the boys and girls tended to, such as music therapy workshops, multilingual programs and cultural outing days.

From the children's schools too, an arduous endeavour in raising awareness is undertaken with the children, towards their familiarity with social problems such as hunger, the environment or serious illnesses. In this sense, charitable events are held aiming to amass funds or goods for different social purposes, such as environmentally-focused activities.

FACTS FOR CLECE CHILDREN'S SCHOOLS

113

children's schools in comprehensive administration

9,055

children cared for

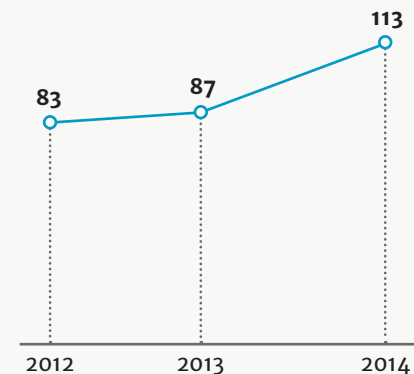
Over

1,300

professionals

CHILDREN'S SCHOOLS IN COMPREHENSIVE MANAGEMENT

(AS OF DECEMBER 2014)





Bottle-tops for Matías

With joy, excitement and hope. This is how little Matías, who suffers from cerebral paralysis, welcomed his gift from the hands of the pupils of the children's school of Conxo, managed by Clece in Santiago de Compostela: a lovely mural made out of countless tops of different sizes and colours.

A truly special gift, since thanks to the sale of these bottle tops, a part of the funding was attained for a delicate operation that will allow Matías to walk.

From the educational team through to the students and their families, the entire school took action to help this little seven-year-old. In total, the school collected 100kg of bottle tops, part of them used to make the mural.

The school also wished to integrate this activity into its didactic programme, and thus included it in the children's term's art-project, instilling in them solidary values and helping others.

Learning a second and third language

In modern-day society, multi-culturalism requires one to learn several languages.

This is something that children's schools Gloria Fuertes and Europa have committed to. Managed by Clece, both are trailblazers regarding trilingual system education in Andalusia.

Trilingual teaching, in Spanish, English and German, contributes to children's learning of the bases of each of these languages from a very young age, subsequently being able to express themselves with use of simple vocabulary, thus freeing them from the fear and peer-related shame in the use of a language which they do not have complete command of.

Teaching with tri-lingualism, is integrated into the school programme, by using songs, games and routines that the children learn, particularly in a playful manner, helping them to assimilate more easily the knowledge of the three languages.





The day the foods left

Within the syllabus unit “Foodstuffs”, the municipal children’s school Escuela Infantil Municipal Castillo de Colores in Medina del Campo (Valladolid) included and organised a solidary activity devoted to the collection of kilos of food for the children most in need. The aim was to raise awareness in the very little ones as to the importance of food and the fact that not all children enjoy the same access to this basic necessity.

It was two educators who voluntarily contacted two foundations, Cáritas and Mujeres en Igualdad (Women in Equality), to explain that they wished to cooperate from their centre through the donation of food. From there, each family donated non-perishable goods that would cover the breakfast and afternoon snack needs of children. It constituted an experience that filled the little ones with joy, in giving these foods to needy children. A joy which they expressed to the associations receiving their donation, who no doubt were very thankful for this lovely gesture.