

NEWSLETTER



SAINT JOSEPH MASS

An important annual celebration that unites students and faculty in honoring our patron saint and reflecting on his example of faith and service.

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NEW STAFF MEMBERS

Meet the new passionate educators and dedicated staff ready to inspire and guide our community.

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ENVIRONMENTAL CERTIFICATION

A significant milestone that reflects the school's commitment to sustainability, environmental awareness, and responsible action.

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From the Editors



Dear _____ School _____ Community,

We are excited to welcome the new generation of journalists to the elective *Journalism & Content Creation*.

This first semester, a talented group of second-year high school students joins our team, ready to explore storytelling, media, and creative expression: Atilio Cosmelli, Manuel Eyzaguirre, Nicolás Bezanilla, Pedro Goñi, Santiago Noguera, Agustín Carvalho, Agustín Donoso, Joaquín Tapia, Juan José Vicuña, Juan Luis Gana, Juan Pablo Cruzat, Vicente Ureta, Cristóbal Irrarrázaval, Joaquín Ferrada, John Paul Fischer, José Domingo Merino, Samuel Vial, Juan Agustín Wahl, José Bulnes, and Agustín Portales.

Get ready for a semester of ideas, creativity, and impactful content—the newsroom is yours!

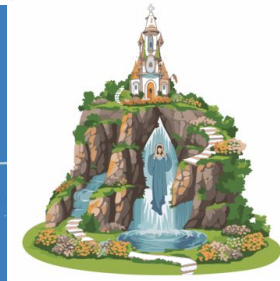
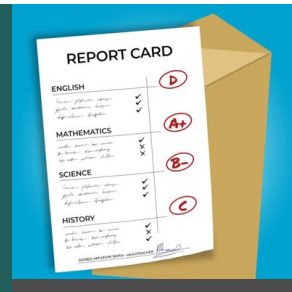
Warm regards,

Fabrizio Costa & Rodrigo Cuevas
Editors-in-Chief



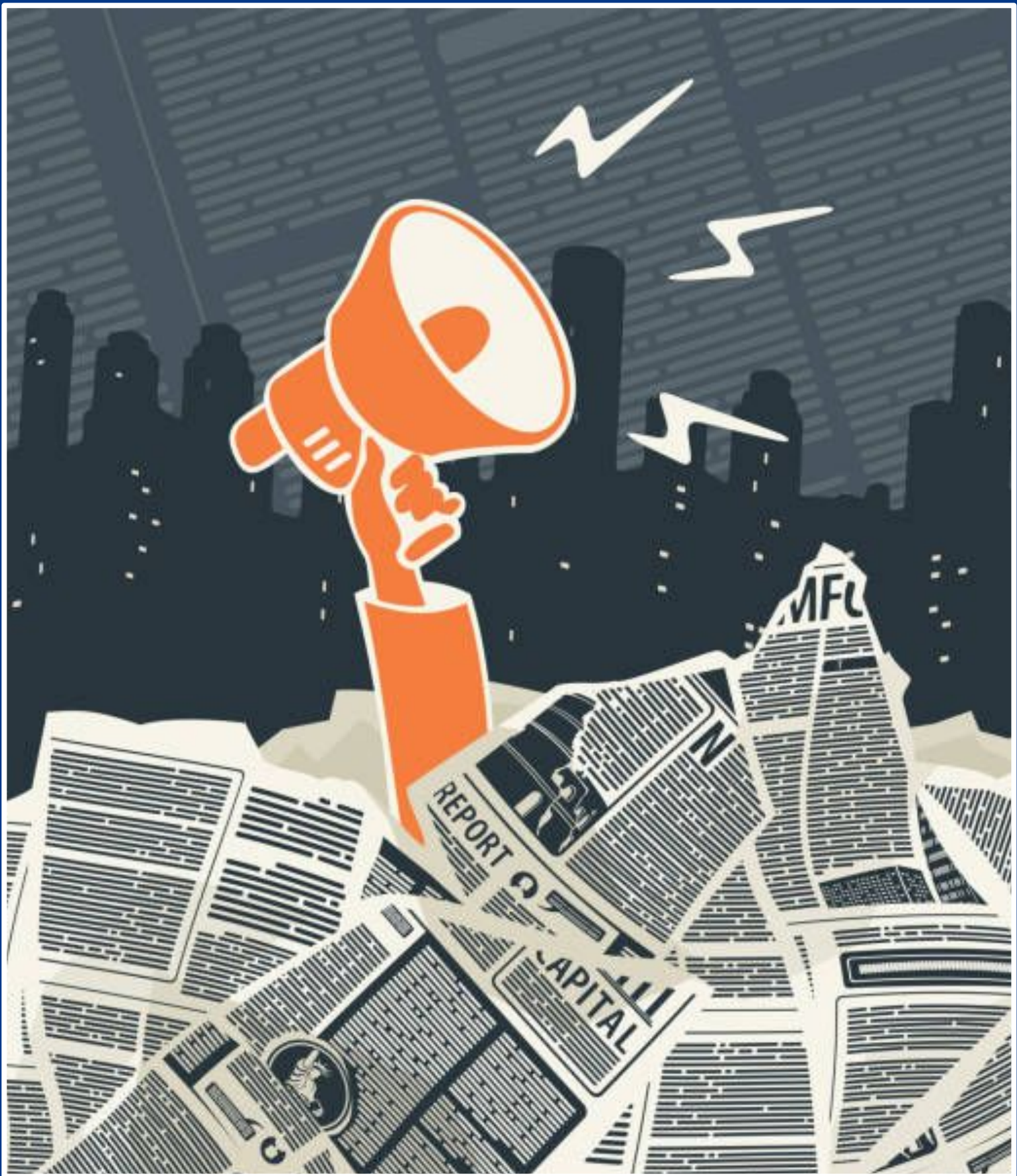
School Events (April / May)

- Report Card 1 (April 10)
- Rolf Hoppe (April 25-26)
- World Book Day (April 23)
- National Day of Peace and Non-violence for School Coexistence (April 29)
- Labor Day - Holiday (May 1)
- Mother's Day Celebration 1st and 10th graders (May 8)
- Mario Correa Letellier Tournament (May 8-9-10)
- Tabancura in Action (May 13)
- Navy Day - Holiday (May 21)
- Day Off - Holiday (May 22)
- Report Card 2 (May 22)
- Lourdes Pilgrimage 7th graders (May 24)
- Principals Conference (May 26)



LET'S GO PENGUINS!

TABANCURA NEWS



COLEGIO
TABANCURA



Welcome aboard!

As another academic year begins, it's time to roll out the red carpet and extend a warm welcome to the newest additions to our teaching family. We're thrilled to introduce you to the talented teachers who are bringing fresh perspectives, innovative ideas, and boundless enthusiasm to our beloved Tabancura School.

by Juan Luis Gana and Vicente Ureta.

Gregorio Cox

Role at school? Religion, Service, and Leadership teacher, and I will also be supporting the chaplaincy with administrative work.

Hobbies? Spearfishing, cycling, reading, and trekking.

Favorite food? Fricasé.

Pets? No.

Opinion of Tabancura? I really like the school, its work environment, infrastructure, and the Tabancura culture.

What brought you to Tabancura? My passion for educating and helping in the formation of young people.



Ange Quilaqueo

Role at school? Music teacher.

Hobbies? Study saxophone, and play tennis.

Favourite food? Chorrillana.

Pets? 3 cats, Cuina, Aceituna and Cocoa and a dog called brownie.

Opinion of Tabancura? A school with high discipline, traditions that I found interesting, and with very high standards.

What brought you to Tabancura? The desire to continue growing as a teacher in this field of education.

Jorge Pérez

Role at school? Music teacher.

Hobbies? Going out to the mountains for walking, trekking and mountaineering.

Favourite food? Sushi.

Pets? A cat, called Totoro.

Opinion of Tabancura? Very good review, very good atmosphere which is important.

What brought you to Tabancura? A colleague offered me a job; we are classmates in a master's program in musical interpretation.



Javier Núñez Farías

Role at school? Physics teacher.

Hobbies? Listening to music, great fan of reading, playing poker and chess.

Favourite food? Lasagna.

Pets? No.

Opinion of Tabancura? Good opinion, a very orderly school.

What brought you to Tabancura? I needed a new job, the school I used to work in shut down.

Fabián Burboa

Role at school? Subject teacher.

Hobbies? Cycling, MTB.

Favorite food? Lomo saltado.

Pets? Cat named Kiara.

Opinion of Tabancura? A well-organized, methodical school with great respect for both teachers and students. Its foundation is family and religion.

What brought you to Tabancura? A passion for teaching and for shaping students with clear values.





Sofía Poblete

Role at school? In charge of Storytelling (Library).

Hobbies? Knitting and watercolor painting.

Favourite food? Lasaña.

Pets? I don't have any.

Opinion of Tabancura? An impressive school, where there is space for each person improve their weaknesses and develop their talents to put them at the service of others.

What brought you to Tabancura? The opportunity to return to my career after several years away from the classroom and combine it with children's literature, which I love!

Álvaro Ibáñez

Role at school? Deputy Principal of the Second Cycle.

Hobbies? Mountain Bike - hiking - Reading.

Favourite food? Lomo a lo pobre.

Pets? My dog Akira.

Opinion of Tabancura? I was a student at this school, the son of the former principal who made this school great. I'm a parent at this school, and now I'm a teacher at this beloved school. In short, I couldn't be more connected to Tabancura. I will do everything I can to do a good job.

What brought you to Tabancura? I came to replace Mr. Paul Mella, a great teacher and manager, and therefore I have a tremendous responsibility.



Bastián Morales

Role at school? P.E. teacher and Athletics coach.

Hobbies? Reading, rugby, and athletics.

Favorite food? Legumes.

Pets? Three cats named Jack, Mostaza, and Ají.

Opinion of Tabancura? Incredible place to learn and grow. Very dedicated teachers, always willing to help. Lots of extracurricular activities to help students explore their interests.

What brought you to Tabancura? Passion for teaching and the opportunity to work with talented students. Great athletic level. A team that strives for excellence in sports and in the classroom.

Gustavo Alvarado

Role at the school? Athletics coach (hurdles).

Hobbies? Karaoke.

Favorite food? Pasta.

Pets? Dog.

Opinion of Tabancura? Great school, one of the best in both the sports and academic fields.

What brought you to Tabancura? I returned after having worked here at the beginning of my career in 2012 and 2013, in order to contribute what I have learned over these years.



Patricio Serrano

Role at the school? Teacher of Western culture and ancient poetry: *The Iliad* and *The Odyssey*.

Hobbies? Practicing Qi-gong.

Favorite food? Grilled conger eel.

Pets? A Tabby cat named Thor.

Opinion of Tabancura? An exceptionally open school to the humanities, as part of the education of young people.

What brought you to Tabancura? A deep desire to educate young people after having resigned from university teaching.



Natalia Soriano

Role at school? Special Education teacher supporting students with Permanent Special Educational Needs (NEEP) from 7th to 12th grade.

Hobbies? Singing, reading, dancing, and watching movies.

Favorite food? Grilled meat, especially barbecues with salads.

Pets? Rabbit (Netherland Dwarf) named Coco Manchitas Bigotes Junior.

Opinion of Tabancura? Values its Christian educational project, strong academics, formation in values, and good infrastructure.

What brought you to Tabancura? Interest in its educational project and the opportunity to contribute to students' formation in a positive work environment.





Pía García

Role at school? Member of the Student Support Department, in charge of SED for the Second Cycle.

Hobbies? Traveling, spending time with my family, and visiting new places.

Favorite food? Humitas.

Pets? Two dogs and three cats.

Opinion of Tabancura? A well-rounded school. It not only focuses on academics but also forming good people

What brought you to Tabancura? I was motivated by the opportunity to join an educational community with a strong tradition and a clear emphasis on the integral formation of students.

Juno Gaines

Role at school? Classroom assistant.

Hobbies? Going for walks while listening to music from the 70s.

Favorite food? Beans.

Pets? I don't have any pets at the moment.

Opinion of Tabancura? The school is a very positive space where respect, learning, and support for all students are promoted so they can develop their potential.

What brought you to Tabancura? I'm looking to educate students in a comprehensive way, not only academically but also in values.



Peter Hatton

Role at school? Teacher assistant from the art department.

Hobbies? Fishing, trekking, and painting.

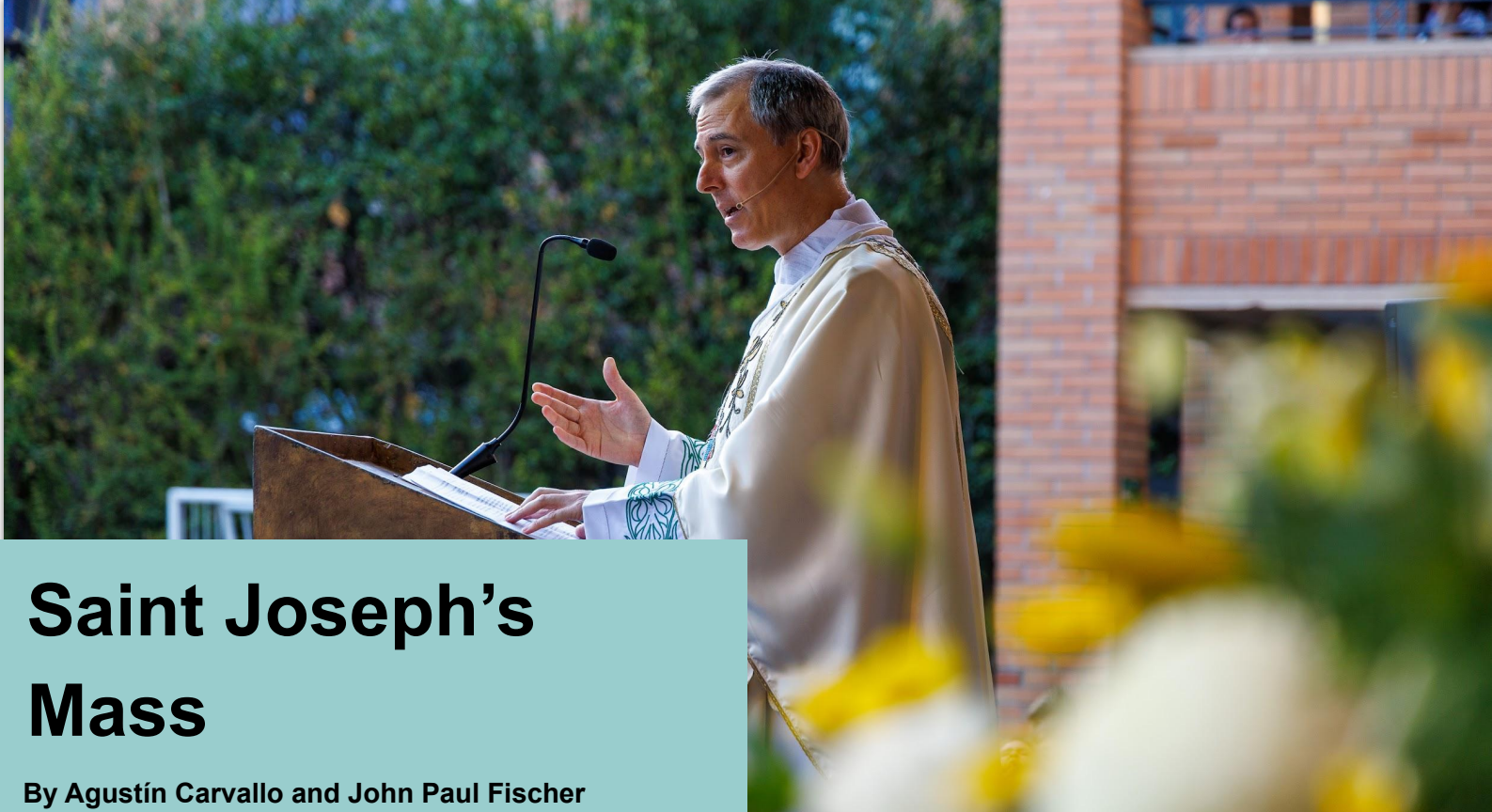
Favourite food? Cold pancake cake.

Pets? Two dogs, Toto and Milo.

Opinion of Tabancura? Amazing school, former student. It manages to transmit many values and life lessons, more so in moral development than academics.

What brought you to Tabancura? As a former student, I feel I have a debt to the school that I must repay.





Saint Joseph's Mass

By Agustín Carvallo and John Paul Fischer

On March 18th, we all gathered for a major event: Saint Joseph's Mass. This celebration involves all students from fourth grade to senior year, as well as most—if not all—of the faculty. It takes place in the Virgin's Courtyard and lasts around an hour and a half.

Due to its importance, we asked Mr. Juan Izquierdo, a priest at our school, as well as Mr. Cristian Sahli, to answer some of our questions.

Why is Saint Joseph so important to our school?

He is our model because, above all, our school calls us to be fathers—people who care for their families, work hard, and live for God. Saint Joseph is a perfect example of someone who embodies all of these qualities.

What virtues does Saint Joseph have that we should try to imitate?

He teaches us to be good fathers and leaders of the family, but not the center of it. Above all, he shows great courage. For example, he had the courage to go to Egypt based only on the word of an angel. He trusted God to help him and his family. We should imitate his courage and trust in God.

For how long has Saint Joseph's Mass been celebrated in our school?

The Mass, which takes place on March 19th, is a well-known and long-standing tradition in our school. As an added bonus, we often enjoy some type of pastry after the celebration. This year, we had filled donuts.

Why is Saint Joseph important for the school?

He is our patron. The objective of the school—the reason for its creation—is to embody a spirit: work well done, a pursuit of excellence in study, and all of this for the love of God. In this sense, Saint Joseph is a remarkable model. As a carpenter, he worked with dedication, passion, and a desire to serve.

What virtues of Saint Joseph can inspire Tabancureños?

As mentioned, he represents work done with love and a spirit of service. I would also highlight his courage. Saint Joseph is known for his brave heart. Throughout his life, he faced many difficult challenges: leaving Bethlehem with his pregnant wife, fleeing to Egypt to protect the Child, and later settling in Nazareth. Each time, he had to start again with his carpentry work. He never complained; instead, he showed the serenity of someone who trusts in God and the joy of someone who contemplates Mary and Jesus every day.





Our Environmental Certification

By Juan Pablo Cruzat - Joaquín Tapia

Caring for the environment is a very important goal for our school. Over the past year, Tabancura School achieved an environmental certificate thanks to the work and effort of its community. However, the driving force behind this achievement was Paula Fuentes, the school's sustainability coordinator. She played a leading role, guiding the difficult process from beginning to end.

This certification is part of the SNCAE (National System for Environmental Certification of Educational Establishments), a program from Chile's Ministry of the Environment that evaluates how schools contribute to environmental care. It's not just about talking, it's about taking real action.

We asked Paula Fuentes to answer a few questions about how the certificate was obtained, the challenges faced along the way, and why caring for the environment is so important for our school.

How long have you been working at the school, and which days do you come in?

I started working here in March 2024. This is my third year at Colegio Tabancura, and I come on Thursdays. During the first two years, I used to come on Fridays.

What do you specifically come to the school to do, and what is your role in this certification process?

I joined the school to lead the process for the second SNCAE (National System for Environmental Certification of Educational Establishments) certification from the Ministry of the Environment. The school had already obtained an "Intermediate" level certification in 2023. My goal was to work throughout 2024 and 2025 based on the "environmental matrix" alongside teachers and the community to reach the "Excellence" level and establish key aspects of environmental education within our school.

Besides you, who else is part of the working team?

Over this period, various members of our school have been involved, as this work requires participation and representation from all sectors: directors, administrative staff, teachers, and student representatives. Ronald Bown, Andrés Amenábar, Nicolás Collao, and José Antonio Alliende have participated actively, as well as students Vicente Moreira and Gonzalo García, among many others.

OUR ENVIRONMENTAL CERTIFICATION



How is this certification obtained and what were the most difficult requirements to meet?

Participation is open to any school in Chile and is completely voluntary. The school must register at the start of the school year and meet a series of requirements across different stages. To be certified, we are evaluated by an "Environmental Matrix" that assesses three areas of school management. This matrix has 20 indicators and a maximum of 40 points. Depending on the score—both per area and total—the school reaches one of three levels: Basic, Intermediate, or Excellence



Of the three areas (Curricular, Management, and Community Relations), which was the greatest challenge for our school?

I believe the greatest challenge was the Curricular area, as it required moving teachers toward a real integration of environmental education within their specific subjects. From a leadership standpoint, this isn't just about implementing actions; it's about creating a shared vision, supporting changes in lesson planning, and promoting interdisciplinary work. It was challenging but vital, because that is where we achieve a deep and sustainable formative impact on students. I am very grateful for how the teachers at Colegio Tabancura received this process; they have been very receptive and creative when designing activities and projects.



Was there any major obstacle that almost made you give up during these two years?

I think environmental issues have become increasingly important in daily life, so their inclusion in the school's routine happened quite naturally. Discussing recycling or the UN Sustainable Development Goals was necessary, as these are the challenges our students will face when they graduate and become the adults of tomorrow.





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OUR ENVIRONMENTAL CERTIFICATION



Recycling workshop for primary school coordinators.



Sustainable vegetable production project on the Ecological Trail.



English Fest 2025, with the theme "Go Green."

How did the team feel upon finally receiving the "Excellence" news?

When I shared the news, there was a sense of "we did it." We reached a goal, but also with the conviction that this achievement implies a shift in how we view our relationship with nature, our awareness, and the work we must do with students to generate sustainable habits that are respectful of creation. Nature is here to stay at Tabancura.

Was there any major obstacle that almost made you give up during these two years?

I think environmental issues have become increasingly important in daily life, so their inclusion in the school's routine happened quite naturally. Discussing recycling or the UN Sustainable Development Goals was necessary, as these are the challenges our students will face when they graduate and become the adults of tomorrow.

What actually happens to the materials we recycle here?

That depends on the type of material. Everything we recycle goes to recycling plants to create new materials, thanks to the daily collection by the Municipality of Vitacura. For example, plastic bottles are turned into new recycled plastic bottles. Flexible plastics are used to build outdoor "eco-playgrounds" in projects like Plaza La Fábrica in Renca or the CAPA Environmental Center in Pudahuel. The recycling we do at school prevents these materials from reaching landfills, where they would accumulate and produce tons of CO₂.



COLEGIO
TABANCURA

OUR ENVIRONMENTAL CERTIFICATION



How did our school stand out at the local level? What makes us different?

We have sustainability projects highlighted for their innovation and contribution to environmental education. One example is the work done by teacher Andrés Amenábar on our Ecological Trail, specifically in the greenhouse and the garden beds. There, 11th and 12th-grade students observe the complete cycle of sustainable vegetable production: they prepare the soil, manage nutritional needs, maintain the plants, and finally harvest the produce. This also includes 9th-grade students who worked on managing composters and vermicomposters to produce compost from their own organic snack waste.

Another standout project was the development of a School Biodigester, where a group of 9th graders created a proposal to apply for the "La Casa Común" (The Common Home) funds from SEDUC, successfully generating energy and biofertilizer from organic matter.

Have you noticed a real change in student behavior on a day-to-day basis?

Yes, there is a greater awareness of the richness and opportunities found in nature, and a stronger concern for being part of the solution to current environmental problems.

If a new student arrived today, how would you explain our environmental identity in one sentence?

Through the Tabancura Sustentable program, we are committed to holistic education and the care of creation.

Now that we've reached the top (Excellence), what is the next challenge?

From this certification, the Tabancura Sustentable educational program was born, establishing the standards to continue our environmental education path. We want all students, across all grades, to have valuable experiences in nature—whether working in a garden or attending an outdoor class. We also want this culture of sustainability to reach our community's homes; for families to

How do you plan to ensure these practices aren't lost over time?

That is why Tabancura Sustentable exists—to ensure this remains part of our school project and the responsibility of everyone involved.

How can families help us from home to maintain this standard?

By participating in school initiatives like social action or recycling campaigns, promoting recycling at home, staying informed through the Parents' Association or our social media, and motivating their children to have family experiences in nature—like a day of trekking or a weekend in the forest, disconnected from screens.

This orange flag is given to schools with Intermediate certification. In May of this year, there will be an awards ceremony where we will receive the green flag, signifying we have achieved Excellence.

WHAT DO OUR TEACHERS LISTEN TO

by Samuel Vial and Agustin Donoso

Me and my co-worker interviewed all the teachers we could find around the school's yard, so that we could see and learn how the musical tastes were over the school. Is their music good? Or, what are the general teachers' favourite musical genres? Trying to answer all the questions, we got very surprised by some teachers and we were also surprised about the results. We interviewed all the departments, including Language and communications, Mathematics department, science (Physics, chemistry and biology), Social science and philosophy, informatics, and English department, etc. We got very interesting and surprising answers. The main genre behind all the teachers was classic rock, with 45 percent, followed by metal/hard rock, this surprised us more because a genre like this isn't very listened to, The most normal, classical music and latin/ballad, according to the graph. What we did was interviewing every teacher we could, and asking them for their 3 favourite ever bands.



These results were also affected for a lot of other bands, most of them not very famous, but we got latin music, a lot of chilean groups etc. We investigated the comparison between these musical tastes and world preferred genres. As we thought, pop is the most popular genre in the whole world. This is quite interesting because the main genre in the school was classical rock, these leads us to the theory that the school, when the contractor contract teachers, we presume that the school only cares about the teachers from the outside, not from the inside, so the music tastes can be something that reflects the spirit of a person, If someone hears classical music, the person may be a peaceful person according to our theory. In conclusion, music around the school for teachers is very important, and we thought it would be very interesting to make our school known.



WHAT DO OUR TEACHERS

LISTEN TO

PINK FLOYD

Genres

Genres	Frequency	% aprox	
Classic Rock	28	45%	
Metal / Hard Rock	12	20%	
Pop	10	16%	
Classical music	5	8%	
Latin / ballad	7	11%	

Bands

Band/Artist	Frequency	% aprox	
Pink Floyd	6	10%	
The Beatles	6	10%	
Led Zeppelin	5	8%	
Queen	5	8%	
Metallica	5	8%	
Red Hot Chili Peppers	4	7%	
AC/DC	3	5%	
Coldplay	3	5%	
Linkin Park	3	5%	
Guns N' Roses	3	5%	
Others	20+	29%	



Tabancura's Green House

By Agustin Portales & Santiago Noguera

In Tabancura we have a greenhouse that has been with us since 2017, but not everyone really knows what it means or how it benefits us. To understand it better, we talked with Biology teacher Andrés Amenábar, who has been part of this project from the beginning.

The greenhouse started in 2017 when Andrés Amenábar arrived at the school. He came from Cordillera, where there was already a greenhouse, and Santiago Baraona, our director at that time liked the idea and decided to bring it to Tabancura. At first, it was simpler, located behind the basketball court, but over the years it has improved a lot. Now it has humidity regulators, better light conditions, and works like a much more professional space.

This greenhouse helps us in different ways. It provides food, but also knowledge. Students can have classes there, do projects, and learn in a more practical way. Biology and science are very important subjects in Tabancura, from seventh grade to high school, and the greenhouse makes learning more real and interesting.

From the greenhouse, we can collect different types of vegetables like lettuce, tomatoes, beans, chilis, chard, arugula, celery and chives. All of this is grown by the school community.

There are also many ways we can help improve it. One of the easiest is recycling organic waste to make compost. This compost later helps the plants grow better. Students can also volunteer and help teachers keep the greenhouse in good condition.

The greenhouse is mainly managed by Andrés Amenábar, with help from other Biology teachers like Jorge Alarcón and Cristóbal Bersezio. Students between 14 and 17 years old also participate, doing different jobs like planting, composting, and working with hydroponics, which is one of the first systems used there.

The Tabancura greenhouse is not just a place to grow plants, but also a space where students learn, help, and are part of something important for the school.



INTERVIEW CAT 2026



By Manuel Eyzaguirre and Nicolas Bezanilla

What motivated you to join the school CAT?

Antonio Rodriguez: What motivated me to join the student council was my desire to help our school and contribute in any way I can.

Gaspar Johnson: I was motivated by the idea of helping others and promoting a positive and respectful environment throughout the school.

How has your first week as a member been so far?

Antonio Rodriguez: The first week has been very difficult—well, also very good—but very, very intense, with a lot of work. However, it's nothing we can't handle, and we still have the same motivation to keep going throughout the year and achieve all our projects.

Gaspar Johnson: My first week has been a bit challenging but also exciting. I'm learning a lot and feel motivated to keep improving and be part of the team.

What changes or ideas would you like to bring to the school?

Antonio Rodriguez: I would like to continue the school's traditions and help make the school more united and better every day.

Gaspar Johnson: I'd like to bring new ideas that make the school more inclusive and engaging, while also helping students feel more connected and involved.

What challenges have you faced in your first days?

Antonio Rodriguez: The main challenge has been organizing the year, especially events like the "Liga por la Vida" and deciding how we are going to use each sponsorship we have. We also found it difficult to move forward with the app, but these are things we already have well advanced and that will be ready soon.

Gaspar Johnson: One challenge has been getting organized with all the new responsibilities at the start. It was a bit hard at first, but now it's getting easier little by little.

How do you plan to represent and listen to students' opinions?

Antonio Rodriguez: We have a full plan for this. In fact, Max Darraidou is in charge of this and will help us move forward and bring the whole school together.

Gaspar Johnson: Our plan is to always represent students through dialogue and act as a bridge between the school administration and the students.





ROAD TO CHINA SCHOOL FOOTBALL TEAM

by Cristobal Irrarazaval and Domingo Merino

After a great campaign in the Octogonal, the football team qualified to compete in the World School Championship in China.

Reaching the final was not easy. In the quarterfinals, they won a difficult game against San Ignacio 2-0. In the semifinals, they defeated Everest 4-1 in a more comfortable match. Finally, in the grand final, they played against their classic rival, Cordillera, and won 2-1 in a very exciting game, winning the trophy and the qualification for the School World Cup in China.

In this article, we will talk with members of the team to learn more about their experience.

Manuel Halty explained that the team is preparing for the world championship in China by training four times a week and working closely with Alemana Sport, who have been taking different measurements during the first weeks of classes. They train for Católica, which allows them to play, practice, and gain experience as a team. Regarding the player selection, he said it was very difficult because only 20 players can travel, and the level among the last selected players is very similar. Therefore, they have worked together thinking about what is best for both the team and the students, using the measurements to make a fairer decision.

Pedro Arteaga said he was very grateful to be the youngest player in the starting lineup. He plays as a right back and described the atmosphere in the team as very positive. He mentioned that, despite being the youngest, he has always felt supported and included by his teammates, which has helped him feel comfortable within the group.

Benjamin Prieto explained that the school's qualification for the World Cup in China brings them great joy and pride, as it reflects all the hard work, commitment, and effort the group has put in. He said they are very proud of both the coaches and the students. He also mentioned that this achievement has required a high level of organization, since taking a whole team to a world championship involves managing resources, planning training sessions, and selecting the right representatives. In addition, he highlighted that it has been a collaborative effort between coaches, parents, and the school, which has allowed everything to be organized in the best possible way, showing that with teamwork, great goals can be achieved.

Tomás Merino said that being the first captain to win the octagonal with the school is a great honor, and that he feels very happy for the trust placed in him with such an important responsibility. He explained that he is very proud to play a key role in the team and to help achieve the goals they have set together.





Studying Abroad in Chicago: A Student's Experience

By Juan José Vicuña and Joaquín Ferrada

At Colegio Tabancura, some students have had the opportunity to study abroad for one semester in an English-speaking country. The program offers two destinations: Dublin, Ireland and the United States, specifically the city of Chicago.

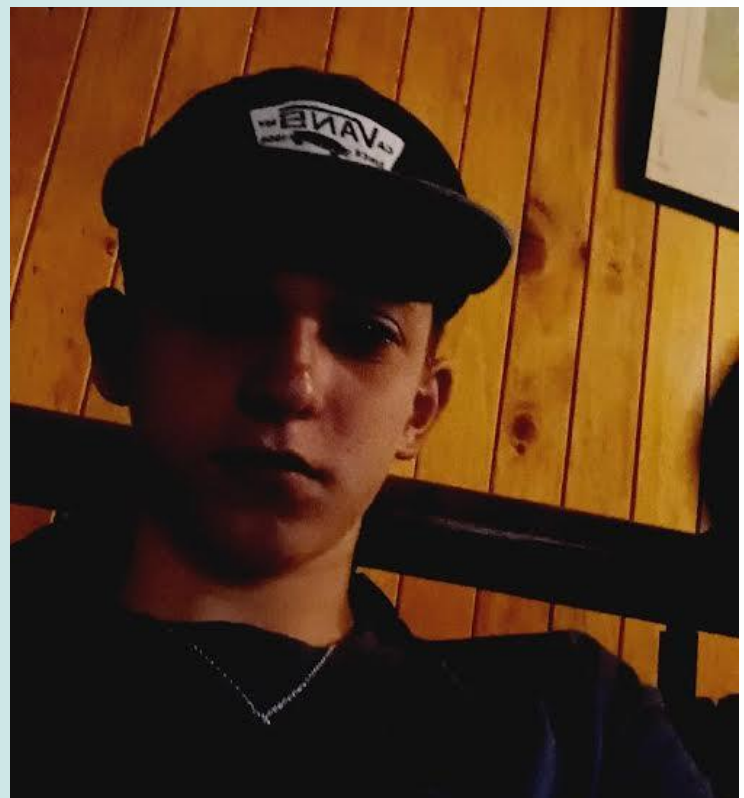
One recent participant is José Antonio Bravo, who is currently in II° grade. He completed his study abroad experience during the second semester of last year, spending four and a half months in Chicago. José Antonio mentioned that, prior to this experience, he had already visited the United States several times, which helped him adapt more easily to the new environment.

During his stay, he attended Northridge Preparatory School, an all-boys institution located in the northern area of Chicago. The school offers education from 6th to 12th grade and hosts a significant number of international students who participate in similar exchange programs. According to José Antonio, the most popular sports at the school were soccer and basketball, contrary to the common expectation that American football would dominate. When asked about the academic level, he described it as manageable and not overly demanding.

José Antonio lived with a host family whose children attended the same school. He described the family as welcoming and supportive, and he developed a close friendship with their son. This environment contributed positively to his overall experience and integration into daily life.

In terms of daily routines, students were allowed to leave the school during lunchtime. José Antonio often chose to eat at nearby places, including a McDonald's close to the school. On one occasion, he visited a restaurant called Portillo's, where he tried local food, including pizza and a "cake shake," which together amounted to approximately 3,000 calories.

Overall, José Antonio Bravo describes his experience as highly positive. He highlights both the academic and personal benefits of the program and strongly recommends that other students take advantage of the opportunity to study abroad.



NEWSLETTER



SUGGESTIONS?

Please don't hesitate to reach out to us with any ideas or suggestions you may have. Your input is valuable to us, and we are always eager to hear from you.

journalism@tabancura.cl