Colégio Miguel de
Cervantes

São Paulo | Brazil

Centro aula del futuro intef

COLEGIO DEL MUNDO · WORLD SCHOOL · ECOLE DU MONDE ®

EMBAJADA DE ESPAÑA EN BRASIL

CONSEJERÍA DE EDUCACIÓN
ACCIÓN EDUCATIVA EXTERIOR

2026

School Profile 2026
Colégio Miguel de Cervantes
São Paulo, Brazil

CEEB: 910086
UCAS: 41322
IB CODE: 050631

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Member of International Association for College Admission Counseling (IACAC), Brazilian Association for College Admission Counseling (BRACAC) and International School Counselor Association (ISCA)

INTERNATIONAL ACAC
INTERNATIONAL ASSOCIATION FOR COLLEGE ADMISSION COUNSELING

BRACAC
Brazilian Association for College Admission Counseling
Ethical | Empowering | Inclusive

CollegeBoard

International School Counselor Association

Accredited Counsellor by THE (Times Higher Education) and IC3 Institute

IC3 Latin America & Committee Member
Bracac Committee Member

TEST CENTER

Diplomas de Español como Lengua Extranjera

We prepare for Cambridge English Qualifications

BRITISH COUNCIL IELTS
Official Test Centre

UNED asiss

PCE – Pruebas de Competencias Específicas)
Specific Skills Tests - entrance exam for admission to the Spanish university

OUR SCHOOL

Founded in 1978 by Spanish families living in São Paulo, Colégio Miguel de Cervantes is one of Brazil's leading international schools, known for its academic rigor, multilingual curriculum, and strong global outlook. The school offers an integrated educational model combining the Brazilian curriculum, the Spanish Bachillerato, and the International Baccalaureate Diploma Programme (IBDP).

Serving a diverse student body, the school promotes a multicultural and humanistic educational philosophy centered on academic excellence, student agency, and global citizenship. Since 2014, it has been a member of the UNESCO Associated Schools Network.

GOBIERNO DE ESPAÑA
MINISTERIO DE EDUCACIÓN, CULTURA Y DEPORTE

BAIBS

UNESCO
Organização das Nações Unidas para a Educação, a Ciência e a Cultura
Escolas Associadas da UNESCO

Centro aula del futuro

Our mission

Our mission is to form happy and responsible citizens with solid knowledge and values, and who can be agents of social transformation in a globalized and multicultural world.

Our institution in numbers

Years of instruction: Early Childhood to High School

Total enrollment: 1644 students

- Kindergarten – 101
- Elementary school - 548
- Middle school - 465
- High school - 530
- Diploma Program (IB) - 127

Number of 2026 graduating High School class: 131

Number of teachers: 168

High School Faculty: 73

Accreditation:

- Brazilian Ministry of Education and Culture
- Ministry of Education and Vocational Training of Spain
- International Baccalaureate (IB)

Languages of instruction: Portuguese, Spanish and English

Religious affiliation: none

Our core values

Academic excellence: comprehensive, diversified and personalized education

Student agency: learning to know, learning to do, learning to coexist and learning to be

Respect: educating in respect for fundamental rights and freedom and in the exercise of tolerance and freedom of democratic principles of coexistence

School Facilities

- 2 Libraries
- Physics Lab
- Biology Lab
- Chemistry Lab
- Natural Science Lab
- Auditorium
- Theater
- 2 Cafeterias
- 2 Dining Halls
- 5 Music Rooms
- 5 Art Rooms
- 3 Steam Rooms
- Indoor and outdoor Sport Areas
- Sports Gym
- 2 Swimming Pools
- 1 Book Store
- Nurse's Office

School Departments

Educational Counseling

Pedagogical Counseling

College and Career Counseling

Cultural and Extracurricular Activities

Educational Technologies

Diversity Attention Team

Didactic Departments:

- Department of Portuguese Language and Literature
- Department of Spanish Language and Literature
- Department of English Language
- Department of Spanish Culture
- Department of Mathematics
- Department of Natural Sciences
- Department of Art
- Department of Music
- Department of Physical Education
- Department of Human Sciences

EDUCATIONAL PROPOSAL

Colégio Miguel de Cervantes is an international school that offers a triple diploma pathway, ensuring strong academic preparation for higher education worldwide:

Students graduate with both the Brazilian High School Diploma and the official Spanish Bachillerato Diploma, granting direct recognition of secondary education in Spain. And 40% of students also graduate with International Baccalaureate diploma Program (IB DP).

The curriculum integrates Brazilian, Spanish, and international academic frameworks, combining national educational requirements with inquiry-based and student-centered learning.

Colégio Miguel de Cervantes is part of a global community of schools committed to the **development of young people with solid knowledge and values, highly motivated with their education and prepared to contribute to the construction of a more peaceful and harmonious world.**

OUR HIGH SCHOOL

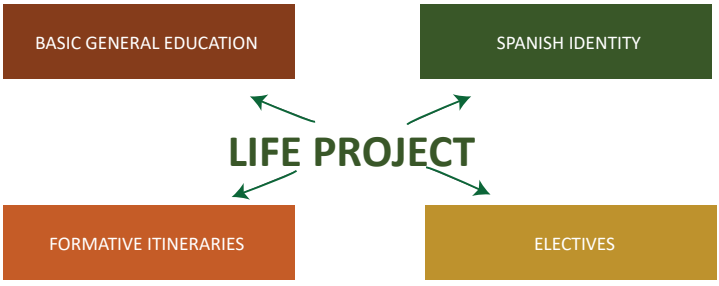
CURRICULUM

Colégio Miguel de Cervantes follows the Southern hemisphere school calendar, from February to December. However, the Diploma Program follows the Northern Hemisphere calendar.

The school year is divided in three trimesters, with one month of winter vacation in July, one week in October (Hispanic Week) and 2 months in summer (December and January).

EDUCATIONAL PHILOSOPHY AND LEARNING STRUCTURE

The High School curriculum is organized around four interconnected pillars:

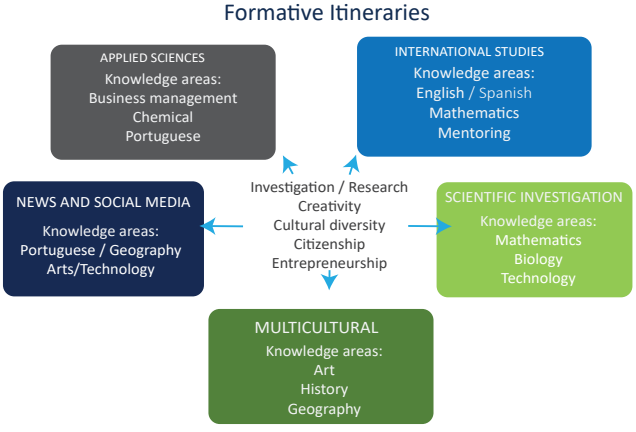


Students progressively build their academic and personal pathways through interdisciplinary learning, research projects, mentoring, and experiential education. Emphasis is placed on critical thinking, creativity, citizenship, entrepreneurship, and scientific investigation.

The curriculum combines:

- strong preparation in STEM and Humanities;
- multilingual education;
- research and inquiry-based learning;
- international perspectives;
- experiential and project-based learning.

Students may pursue formative itineraries in:



High School Schedule:

Brazilian and Spanish High School				
Week	9th grade	10th grade	11th grade	12th grade
Monday	From 8AM to 4:10PM	From 7:10AM to 4:10PM	From 7:10AM to 5PM	From 7:10AM to 1:30PM
Tuesday	From 8AM to 4:10PM	From 7:10AM to 4:10PM	From 7:10AM to 4:10PM	From 7:10AM to 5PM
Wednesday	From 8AM to 12:35PM	From 7:10AM to 1:30PM	From 7:10AM to 1:30PM	From 7:10AM to 1:30PM
Tuesday	From 8AM to 4:10PM	From 7:10AM to 5PM	From 7:10AM to 4:10PM	From 7:10AM to 5PM
Friday	From 8AM to 12:35PM	From 7:10AM to 1:30PM	From 7:10AM to 1:30PM	From 7:10AM to 1:30PM

High School + IB Diploma Program Schedule:

Brazilian and Spanish High School + Diploma Program (IB)				
Week	9th grade	10th grade	11th grade	12th grade
Monday	From 8AM to 4:10PM	From 7:10AM to 5PM	From 7:10AM to 5PM	From 7:10AM to 1:30PM
Tuesday	From 8AM to 4:10PM	From 7:10AM to 5PM	From 7:10AM to 5PM	From 7:10AM to 5PM
Wednesday	From 8AM to 12:35PM	From 7:10AM to 1:30PM	From 7:10AM to 1:30PM	From 7:10AM to 1:30PM
Tuesday	From 8AM to 4:10PM	From 7:10AM to 5PM	From 7:10AM to 5PM	From 7:10AM to 5PM
Friday	From 8AM to 12:35PM	From 7:10AM to 1:30PM	From 7:10AM to 1:30PM	From 7:10AM to 1:30PM

CURRICULUM MATRIX HIGH SCHOOL 2026

Areas of Knowledge	Curricular Components	Grade 10		Grade 11		Grade 12	
		National Academic Pathways	International Academic Pathway	National Academic Pathways	International Academic Pathway	National Academic Pathways	International Academic Pathway
		Periods	Periods	Periods	Periods	Periods	Periods
General Basic Education - BNCC							
Languages, Codes and Their Technologies	Portuguese Language: Literature	2	2	2	2	2	2
	Portuguese Language: Grammar and Writing	4	3	4	3	4	3
	English	2	4	2	5	2	3
	Physical Education	-	-	1	1	-	-
Mathematics and Its Technologies	Mathematics	6	5	6	6	6	6
Natural Sciences and Their Technologies	Chemistry	2.5	2	3.5	2.5	3.5	3.5
	Physics 1	3.5	2.5	2.5	-	4.5	5
	Biology 1	3	-	3	-	3	-
Human and Applied Social Sciences	History 1	2	2	2	-	3	2
	Geography	2	2	2	2	3	3
	Philosophy	-	-	2	-	-	2
	Theory of Knowledge	-	-	-	2	-	-
Total		**27**	**22.5**	**30**	**23.5**	**31**	**29.5**
ACADEMIC PATHWAYS							
Languages, Codes and Their Technologies	Arts	2	2	-	-	-	-
ACADEMIC PATHWAYS / Core	Physical Education	1	1	-	-	-	-
	Spanish Language and Literature	4	5	3	5	3	3
Human and Applied Social Sciences	Geograph of Spain	2	2	-	-	-	-
	History of Spain	-	-	3	3	-	-
	Política Global	-	2	-	-	-	-
	Business Management	-	-	-	3	-	2
	Theory of Knowledge	-	2	-	-	-	-
Natural Sciences and Their Technologies	Physics 2	-	4.5	-	5.5	-	5.5
	Biology 2	-	-	-	-	-	-
Academic Pathways and Electives	Electives	2	2	2	2	-	-
	Tutorship / Life Project	1	1	1	1	1	1
	Formative Tracks	3	-	3	-	-	-
	Monography	-	-	-	1	-	-
	Creativity, Activity, Service (CAS)	-	-	-	-	-	-
	University Entrance Exam Preparation (REVEST)	-	-	-	-	6	-
Total		**15**	**21.5**	**12**	**20.5**	**10**	**11.5**
TOTAIS FINAIS		**42**	**44**	**42**	**44**	**41**	**41**

INTEGRATED CURRICULUM

SPANISH HIGH SCHOOL

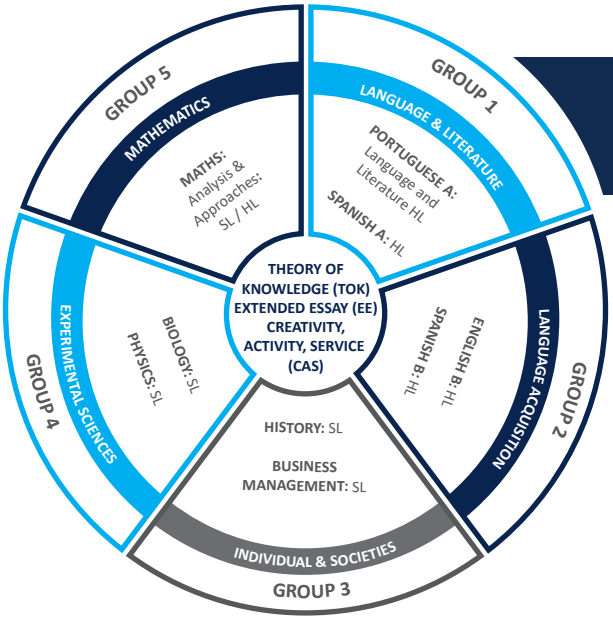
- History of Spain /Art
- Spanish Language and Literature
- Geography of Spain

DIPLOMA PROGRAM (IB)

BRAZILIAN HIGH SCHOOL

- Chemistry
- Geography
- Philosophy/Sociology
- Art
- Physical Education
- Projects
- Portuguese
- English
- Business Management
- Mathematics
- Physics
- Biology
- History

The pedagogical work of Colégio Miguel de Cervantes High School caters to the multiple formative dimensions of young people, their growth as ethical human beings, their preparation for the labor market and the development of skills and abilities that allow autonomous and continuous learning through life.



The IB Diploma Programme is fully integrated into the Brazilian and Spanish curricula.
IB courses offered include:

One of spanish state-supported shools abroad whose graduates automatically earn the spanish Bachillerato Diploma

"Colégio Miguel de Cervantes is widely recognized as one of Brazil's leading international schools, combining academic rigor, multilingual education, and a globally integrated curriculum."

ELECTIVE SUBJECTS

The School also offers a broad range of electives, including:

- Internet of Things
- Biotechnology
- Science Fiction
- Games and Mathematical Challenges
- Gastronomy, Nutrition and Society
- Neuroscience and Opinion Building
- Imagination and Reality
- CineCultS (Cinema, Culture and Society)
- Design
- Fashion and Art
- Theater as Social Action
- Music: Territories, Peoples and Sounds

In addition to the regular subjects, they have the opportunity to develop:

Projects in different areas such as Solidarity Championship, “Lacre Solidario” (Solidarity sealing wax), ReciclArte (recycling of school supplies), Bazaar Gerando Falcões, “Tapas por Patas” (Caps for Pets), Tok Object Generator, Fauna CMC, Vegetable Garden y Compost CMC, campaign to collect toys, food, coats, among others.

Extracurricular activities such as Academic Olympics, Cultural and Social Activities, Art and Music Festival, Science Fair, Debate Clubs, MiguelMUN, Dulcineia Collective, Youth for Good, Friendship Circle, Sustainability Club, Sports Championships, Educar Master BMF & BOVESPA, Pauliceia Desvairada (theatre, cinema, concerts, art exhibition), social and volunteer projects, entrepreneurship course and preparatory courses for admission to Brazilian (ENEM) and Spanish (Selectividad) universities, preparatory course for TOEFL (Test of English as a Foreign Language) and DELE (Diploma of Spanish as a Foreign Language); and simulated for the SAT/ACT exams (American and English-Speaking College Access Tests). Advanced courses in mathematics, physics and written production are also offered for students with an academic achievement above 7.

Extracurricular courses in different areas such as: Art, Dance, Martial Arts, Sports, Foreign Language, Music and New Technologies. They are offered to complement and enrich academic education through learning experiences that prepare students for an increasingly dynamic and complex world.

Community Service , developed in our Social Project “Cervantes Solidário”. Through the Cervantes Solidário Program, students engage in educational and social initiatives that support underserved communities. The program promotes service learning, social responsibility, leadership and civic engagement through volunteer activities and educational projects.

Study trips, during these trips the students have to develop an interdisciplinary project that stimulate responsible activity in relation to the environment and society. The students of Colégio Miguel de Cervantes also participate in a **cultural trip to Spain** in the 9th grade, during the month of July, with the aim of experiencing aspects related to the Spanish language and culture, they also have the opportunity to participate in different projects and activities of social services. The students participate in study trips in Brazil and/or other countries, mainly Spanish or English-speaking countries. **Summer Camps** are offered during the July break (winter vacation in Brazil) with sister institutions and **mini-exchanges** during the summer vacations (December/January).

Thanks to its rich and extensive proposal, Colégio Miguel de Cervantes is widely recognized for its academic excellence, for its cultural diversity, as well as for the wide range of extracurricular courses, which allows the student to have a comprehensive education with emphasis on the areas of Languages, Natural Sciences, Mathematics, Human Sciences and their respective technologies.

ACADEMIC EXCELLENCE

According to PISA-S (Pisa for Schools), our result as an educational center is among the five best results in the world, placing 3rd in reading, 4th in mathematics and 5th in science. Likewise, in the sum of the results we were in third place and well above the average of Brazil and Spain.

Global Results Colegio Miguel de Cervantes

PISA for Schools

Reading		Mathematics		Science		Total	
B-S-J-Z (China)	555	B-S-J-Z (China)	597	B-S-J-Z (China)	590	B-S-J-Z (China)	1742
Singapore	549	Singapore	569	Singapore	551	Singapore	1669
Colégio Miguel de Cervantes	537	Hong Kong	551	Estonia	530	Colégio Miguel de Cervantes	1611
	477	Colégio Miguel de Cervantes	548	Japan	529		1441
OECD	487		481	Colégio Miguel de Cervantes	526	OECD	1465
Hong Kong	524	OECD	489		483		
Estonia	523	Estonia	523	OECD	489		
Canada	520	Canada	512	Finland	522		
Finland	520	Japan	527	Hong Kong	517		
USA	505	Netherlands	519	Canada	518		
Japan	504	Finland	507	USA	502		
Portugal	492	Portugal	492	Netherlands	503		
Netherlands	485	USA	478	Portugal	492		
Chile	452	Chile	417	Chile	444		
Brazil	413	Colombia	391	Colombia	413		
Colombia	412	Brazil	384	Brazil	404		

FACULTY

All teachers have at least a bachelor's degree and 50% have a master's and/or doctorate. Most of them speak, in addition to Portuguese, Spanish and/or English.

Each department has a coordinator who is responsible for supervising and constantly analyzing the content, ensuring that it is being taught in an integrated manner and based on tools that encourage creativity and motivation among students. Some departments also have interns who assist the teachers, and in the language subjects they also have external reviewers for the written expression activities.

Students also benefit from structured pedagogical counseling, educational counseling, academic tutoring, college and career counseling and dedicated support team for diversity and learning needs. Likewise, the teaching team has the support of an educational technology team. The school is equipped with technological support tools for remote learning, which allow the students to continue increasing their knowledge outside the classroom. From 6th grade on, there is a technological immersion and it is thanks to these resources and practices that, during the pandemic, face-to-face classes were, successfully transitioned to an online format, considering that students and teachers already had sufficient technological knowledge and skills to that change.

TUTORSHIPS (Division)

As an important figure in the education process of our students, Colégio Miguel de Cervantes has within its pedagogical structure a tutor/division teacher for each group, one of our hallmarks. The role of the tutor is to respond to the need to educate specific, private and individual people, who have unique needs, motivations and characteristics. Tutorship supposes an accompaniment to the group students in a class and at the same time to each one of them in particular through reflection, analysis and discussion, in order to promote the creation of a school environment where integration, participation and improvement of the social coexistence are encouraged based on respect, peacefully by resolving differences through dialogue, establishing communication mechanisms with peers and teachers, as well as with family members. In this way, it constitutes support for the formation of adolescents based on the expression of their personal and academic concerns, needs and expectations.

EVALUATION SYSTEM

The evaluation system includes the student's academic performance and the effort made during the learning process, as well as their **social behaviour**. It is represented by concepts and a numerical rating scale.

S (sufficient)/5, on a scale of 0 to 10, is required as the minimum final grade for the student to be promoted to the next course.

The evaluation has a **continuous nature**, being considered an inseparable element of the process and, as a consequence, in a **formative, regulatory and guiding nature**, improving both the aspects and the results of the educational intervention.

The school does not rank students. In keeping with its collaborative educational philosophy, Colégio Miguel de Cervantes emphasizes individual academic growth, mastery of learning objectives, and holistic development rather than class ranking.

GRADING SYSTEM

Grading Scale	Mencíón Scale		Definición Definition	Referencia Numérica Numerical Reference	
A	Sb	Sobresaliente Excellent	El alumno alcanzó la totalidad de los objetivos propuestos. The student achieved all the proposed learning objectives.	9 - 10	PASS
B	N	Notable Very Good	El alumno alcanzó la mayoría de los objetivos propuestos. The student achieved the majority of the proposed learning objectives.	7 - 8,9	
C	B	Bien Good	El alumno alcanzó parte de los objetivos propuestos. The student achieved part of the proposed learning objectives.	6 - 6,9	
	S	Suficiente Sufficient	El alumno alcanzó los objetivos mínimos propuestos. The student achieved the minimal proposed learning objectives.	5 - 5,9	
D	I	Insuficiente Insufficient	El alumno no alcanzó los objetivos propuestos. The student did not achieve the proposed learning objectives.	3 - 4,9	FAIL
E				0 - 2,9	

2025 CLASS ACHIEVEMENTS

100% of the students enrolled in the 2025 class (a total of 130 students) graduated. For the class of 2026, we have 131 students who are due to graduate at the end of the school year.

It is important to note that Colégio Miguel de Cervantes is a **fairly demanding** *academic institution*, consistently maintaining rigorous standards across all programs.

Average of the ten best 12th grade students	8,71
Average of all the 12th grade students	6,86

In accordance with the American system table of equivalence of grades, below are the numerical values of each concept and the percentage of 12th grade who have obtained each grade during the 2024 academic year.

GRADING DISTRIBUTION			%
A - Excellent	4	9-10	7,27
B - Very Good	3	7-8,9	51,82
C - Sufficient	2	5-6,9	40,91
D - Insufficient	1	3-4,9	0,0
E - Insufficient	0	0-2,9	

IB DIPLOMA RESULTS

Year	School Average	World Average
2022	37.25	31.98
2023	34.86	30.24
2024	34.79	30.32
2025	36,59	30,50

STUDENT LIFE AND ENRICHMENT

Students are strongly encouraged to engage in leadership, service, research, and extracurricular activities.

Highlights include:

- Debate Clubs
- MiguelMUN
- Sustainability Club
- Science Fair
- Academic Olympiads
- Entrepreneurship Programs
- Volunteer and Social Impact Projects
- Arts and Music Festival
- Sports Championships

The school also promotes:

- community engagement;
- international mindedness;
- collaborative leadership;
- social responsibility.

Through the **Cervantes Solidário** Program, the school promotes educational and social support for students from underserved communities. High School students actively engage in volunteer projects, fundraising campaigns, and educational initiatives, developing leadership, empathy, and civic responsibility while contributing to meaningful social impact

Awards and Recognitions

Recent student achievements include:

- 116 medals in the Canguru Mathematics Competition
- 15 medals in the Brazilian Mathematics Olympiad
- 13 medals in the Direct Treasury Financial Education Olympics (OLITEF)
- 16 medals in the National Science Olympiad
- Participation in MOSTRATEC International Science Fair
- National and regional achievements in swimming, fencing, judo, volleyball, and artistic swimming

GLOBAL UNIVERSITY PLACEMENT (2023-2026)

Students have matriculated at leading universities across North America, Europe, Latin America, and Oceania, reflecting the school's strong academic preparation and global outlook.

Argentina
Instituto Tecnológico de Buenos Aires (ITBA),
Universidad Torcuato Di Tella

Australia
University of Melbourne,
University of New South Wales (UNSW Sydney),
Monash University,
University of Technology Sydney (UTS),
RMIT University,
Queensland University of Technology (QUT),
Griffith University,
Swinburne University of Technology.

Brazil
Universidade de São Paulo (USP),
Universidade Estadual de Campinas (UNICAMP),
Fundação Getulio Vargas (FGV),
Insper,
Universidade Federal do Rio de Janeiro (UFRJ),
Universidade Federal de São Carlos (UFSCar),
Universidade Estadual Paulista (UNESP),
Universidade Federal de São Paulo (UNIFESP),
Universidade Federal de Santa Catarina (UFSC),
Universidade Federal de Viçosa (UFV),
Universidade Federal do Rio Grande do Sul (UFRGS),
Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio),
Pontifícia Universidade Católica de São Paulo (PUC-SP),
Pontifícia Universidade Católica de Campinas (PUC-Campinas),
Inteli – Institute of Technology and Leadership,
Escola Superior de Propaganda e Marketing (ESPM),
IBMEC,
Universidade Presbiteriana Mackenzie,
Faculdade Israelita de Ciências da Saúde Albert Einstein,
Centro Universitário FEI,
Instituto Mauá de Tecnologia,
Link School of Business,
FIA Business School,

Saint Paul Escola de Negócios,
Universidade Federal de Itajubá (UNIFEI),
Instituto Nacional de Telecomunicações (INATEL),
Universidade Estadual de Londrina (UEL),
Faculdade de Medicina de São Leopoldo Mandic,
Faculdade Sírio-Libanês,
Faculdade Santa Marcelina,
Fundação Armando Alvares Penteado (FAAP),
Faculdade Cásper Líbero,
Escola da Cidade,
Centro Universitário Belas Artes de São Paulo,
Faculdade de Medicina de Jundiaí – UNILUS,
Centro Universitário São Camilo,
Universidade Santo Amaro (UNISA),
Centro Universitário Adventista de São Paulo (UNASP),
Universidade Anhembi Morumbi,
Universidade de Mogi das Cruzes (UMC),
Centro Universitário FMU,
IED Istituto Europeo di Design.

Canada
University of Toronto,
University of British Columbia,
Concordia University,
Carleton University,
and Toronto Metropolitan University.

Czech Republic
Charles University.

France
EDHEC Business School,
LISSA School of Art & Design.

Germany
University of Europe for Applied Sciences.

Italy
LUISS Guido Carli,
Università di Scienze Gastronomiche di Pollenzo,
and Nuova Accademia di Belle Arti (NABA).

Netherlands
Delft University of Technology (TU Delft),
University of Amsterdam,
Utrecht University,
Erasmus University Rotterdam,
Wageningen University & Research,
Eindhoven University of Technology (TU/e),
University of Groningen,
Vrije Universiteit Amsterdam,
and Inholland University of Applied Sciences.

Portugal
Nova School of Business and Economics,
ISCTE – Instituto Universitário de Lisboa.

Spain
IE University,
Universidad de Navarra,
ESADE,
Universidad Pontificia Comillas,
Universidad Carlos III de Madrid,
Universitat Pompeu Fabra,
Universitat de Barcelona,
Universidad Autónoma de Madrid,
Universidad Complutense de Madrid,
Universitat Politècnica de Catalunya,
Universidad Politécnica de Madrid,
Universitat de València,
Universidad Politécnica de Valencia,
Universidad Ramon Llull,
Universidad de Granada,
Universidad de Sevilla,
Universidad de Salamanca,
Universidad de Alcalá,
Universidad de Valladolid,
Universidad del País Vasco,
Universidad de Santiago de Compostela,
Universidad de Zaragoza,
Universidad de Castilla-La Mancha,
Universidad de Alicante,
Universidad de León,
Universidad de Cádiz,
Universidad de Extremadura,
Universidad da Coruña,
Universidad de Lleida,
Universidad de Huelva,
Universidad de las Islas Baleares,
Universidad Pablo de Olavide,
Universidad de Burgos,
Universidad Europea,
Universidad Loyola Andalucía,
Universidad Francisco de Vitoria,
Universidad Alfonso X el Sabio,
Universidad Nebrija,
EADA Business School,
Les Roches Marbella,
Universidad de Diseño, Innovación y Tecnología (UDIT),
IED Istituto Europeo di Design,
LCI Barcelona, and Gasma CEU – Gastronomy Management School.

United Kingdom
King's College London,
University of St Andrews,
University of Bristol,
University of Manchester,
Queen Mary University of London,
Royal Holloway,
University of London,
University of Surrey,
University of the Arts London (UAL),
City St George's, University of London,
University of Leicester,
University of Stirling,
University of Essex,
Oxford Brookes University,
Kingston University London,
University of Westminster,
Hult International Business School,
and Cambridge School of Visual & Performing Arts (CSVPA).

United States
Stanford University,
Columbia University,
University of California, Santa Barbara,
University of California, Irvine,
University of Washington,
University of Texas at Austin,
University of Wisconsin–Madison,
Boston University,
Tufts University,
University of Florida,
University of Rochester,
Case Western Reserve University,
Purdue University,
University of Miami,
University of Minnesota Twin Cities,
University of Massachusetts Amherst,
Rensselaer Polytechnic Institute,
Villanova University,
Virginia Tech,
University of Connecticut,
North Carolina State University,
Pennsylvania State University,
Clemson University,
Florida State University,
Indiana University Bloomington,
Baylor University,
University of Colorado Boulder,
University of Utah,
Michigan State University,
George Washington University,
University of Delaware,
Arizona State University,
University of Cincinnati,
Fordham University,
Loyola University Chicago,
Drexel University,
University of South Carolina,
American University,
Gonzaga University,
University of South Florida,
Bentley University,
Babson College,
University of Illinois Chicago,
Temple University, University of Oklahoma,
Texas Tech University,
Loyola University Maryland,
Louisiana State University,
Florida International University,
University of Massachusetts Boston,
University of Tampa,
Hofstra University,
Rollins College,
Suffolk University, University of Michigan–Dearborn,
University of Alaska Fairbanks,
Missouri State University,
Radford University,
and Hult International Business School.

Art, Design, Film & Performing Arts Schools:
Savannah College of Art and Design (SCAD),
School of Visual Arts (SVA),
Emerson College,
Eugene Lang College of Liberal Arts at The New School,
New York Film Academy,
AMDA College of the Performing Arts,
and Academy of Art University.

INTERNATIONAL COLLEGE COUNSELING DEPARTMENT

The International College Counseling Department supports students and families through a comprehensive, ethical, and personalized guidance process, aligned with international best practices in high school counseling and university admissions.

Our mission is to help students explore their interests, develop their academic and personal potential, and make informed decisions about their future educational and career pathways.

Services and programs include:
- Academic planning and course selection;
- University and career exploration;
- University advising and application strategy;
- Essay guidance and personal statement review;
- Standardized testing guidance (SAT, ACT, IELTS, TOEFL, and others);
- Preparation for the Spanish university entrance examinations (PCE – UNEDasiss);
- Scholarship and financial aid advising;
- Extracurricular planning and profile development;
- Summer program and pre-college course advising;
- Study abroad and international exchange guidance;
- Recommendation letter and application documentation support;
- International admissions guidance;
- Parent guidance and family support;
- University transition, enrollment, and college readiness support.

Beginning in Grade 9, students participate in a structured college and career guidance program that combines individual counseling, group workshops, and family meetings. In Grades 11 and 12, students benefit from a dedicated mentoring program focused on university planning, application preparation, and career exploration.

The department also offers an International Studies Pathway, designed to prepare students for global higher education opportunities through academic enrichment, SAT preparation, and PCE preparation for admission to Spanish universities.

Throughout the year, the department organizes a wide range of educational and career-oriented events, including:
- International University Fairs;
- Global Careers Forum;
- University visits and admissions presentations;
- Webinars and masterclasses with university representatives and industry professionals;
- Alumni talks and networking sessions;
- Information sessions for students and families;
- Workshops on university admissions, careers, and global opportunities.

Through these initiatives, students gain valuable exposure to universities, professions, and international experiences, empowering them to build meaningful and ambitious educational pathways.

Colégio Miguel de Cervantes

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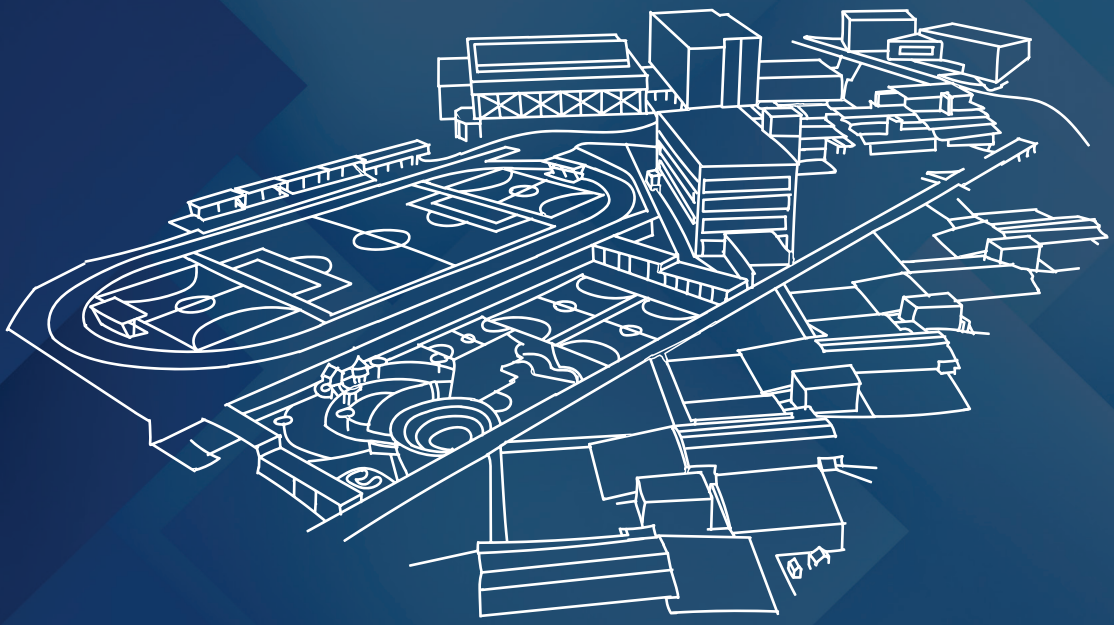
EMBAJADA DE ESPAÑA EN BRASIL

CONSEJERÍA DE EDUCACIÓN
ACCIÓN EDUCATIVA EXTERIOR



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