

# Language Assistants Guide

Ministerio  
de Educación  
y Formación Profesional

## Language Assistants in Spain | 2021-22





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in Spain | 2021-22



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## MINISTERIO DE EDUCACIÓN Y FORMACIÓN PROFESIONAL

Secretaría de Estado de Educación  
Dirección General de Planificación y Gestión Educativa  
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The Language Assistants program began in 1936 with the exchange of language assistants between the United Kingdom and Spain.

This program seeks to improve the quality of foreign language education in Spain through the integration of native speakers into the classroom to promote students' understanding of both the language and culture of the foreign country.

Another objective of the program is to facilitate the learning of our own language and culture among those who come to Spain as language assistants, thus contributing to their professional development and to the spreading of the Spanish language.

Currently, language assistants are exchanged yearly with Australia, Austria, Belgium, Brazil, Bulgaria, Canada, China, countries of Oceania (Fiji, Solomon Islands, Tonga and Vanuatu), Denmark, Finland, France, Germany, Hungary, India, Ireland, Italy, Luxembourg, Malta, Morocco, the Netherlands, New Zealand, Norway, the Philippines, Poland, Portugal, Russia, Singapore, Sweden, Switzerland, Tunisia, the United Kingdom, and the United States of America.

Under the supervision of the full-time teacher, the language assistants help students in Spanish public schools to improve their oral proficiency in the target language.

We hope that participating in this program will be a positive experience that will facilitate both professional development through your work and personal growth through your experience here in Spain.



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# Introduction

The ability to communicate in one or more foreign languages is a modern necessity. For this reason, the Ministry of Education and Vocational Training and the local educational administrations have dedicated an increased effort to improve the teaching of foreign languages. As part of this improvement, these institutions recognize the invaluable role of language assistants in the process of foreign language learning because they awaken students' curiosity and motivate them to study the language. The language assistant serves as a model for the use of language in communicative situations and provides a firsthand new perspective of culture and modern life in his or her country. 9

Moreover, because language assistants are in the process of learning the Spanish language and culture, it also grants an opportunity to live a formative and professional experience. This will allow them to acquire a deeper knowledge of Spain, its society, and its education system.

With the goal of familiarizing the language assistants with their tasks and making this experience a positive one for all the parties involved, the Ministry of Education and Vocational Training provides this comprehensive guide, which serves two functions: the first being to **give information concerning the procedures before starting**, and the second to **introduce the Spanish education system as well as the functions and duties of a language assistant**.



# I. Necessary procedures to begin the program

## A. Preparations before arriving in Spain

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During the months of June and July, the language assistant will receive a Letter of Appointment. **The Letter of Appointment is an official document of the assignment for the position of language assistant in Spain**, and it is essential in order to be able to complete basic paperwork, such as applying for a visa, opening a bank account, or managing a rental agreement.

The first step to take once the Appointment Letter is received is to **get in touch with the assigned school/s and/or contact person. It is important to know that most schools are closed during the month of August.**

Questions that might be useful to ask the assigned school/mentor:

- Age of the students you will be with.
- Number of teachers who teach the target language.
- School calendar.
- School dress code.
- Transportation for arriving at your school.
- Mentor teacher contact information.
- When to arrive, where to go and who to look for.
- If possible, the names and contact information of previous language assistants. It might be useful to get firsthand information about their experiences at the same location, the teaching methodology, housing, etc.
- What authentic materials can be brought to the classroom.

Please bear in mind that, if you are a non-European citizen, you will need to **apply for a visa**. You will find all the information related to this process in the Department of Education or the institution in charge of your selection as a language assistant.

This is a sample Letter of Appointment from the Ministry of Education and Vocational Training and another one from an autonomous community (local education authority). Each Community has its own format for this letter, but the basic information is the same.

1. The logo of the Ministry or the local education authority.
2. Your assigned school.
3. Start and end dates for the position.
4. Class schedule and the amount of the monthly stipend.
5. E-mail addresses to contact for questions and other issues.

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**MINISTERIO DE EDUCACIÓN Y FORMACIÓN PROFESIONAL**

**PROGRAMA DE AUXILIARES DE CONVERSACIÓN EXTRANJEROS EN ESPAÑA 2018/2019**  
NOMBRAMIENTO

- Idioma:  
- Apellido(s) y nombre:  
- Nacionalidad:  
- Dirección permanente:  
- Correo electrónico:  
- Centro(s) de destino:

De acuerdo con lo dispuesto en la Convención Bilateral de Cooperación Educativa que suscribió España y las países participantes en el Programa se nombra **AUXILIAR DE CONVERSACIÓN** al candidato cuyos datos figuran en el Anexo I para el curso 2018/2019.

El Programa tiene una duración de ocho (8) meses, del 01 de octubre de 2018 al 31 de mayo de 2019. La dedicación horaria en el centro o centros asignados será de un máximo de once (11) horas semanales.

El Ministerio de Educación y Formación Profesional de España **4** **aportará mensualmente** al 100 por ciento para la manutención y alojamiento del auxiliar de conversación destinado a la asignación al programa. En el primer mes de estancia en el centro con anterioridad al 31 de mayo de 2019, los servicios se abonarán a cargo de la ayuda efectiva de incorporación a hasta el 10 de trabajo en el programa.

Los auxiliares de conversación que no dispongan de una **Tarjeta Sanitaria Europea** (European Health Insurance Card - EHIC) válida para todo el periodo de asignación (del 01 de octubre de 2018 al 31 de mayo de 2019) deberán solicitarla en el Ministerio de Educación y Formación Profesional o en un **centro de atención sanitaria**, con cobertura únicamente en el territorio nacional, que incluya un seguro de repatriación y accidentes.

Los nombres auxiliares de conversación asignados que incluyan para su **atención de salud y bienestar** que serán según se indique a través de repatriación y protección de salud, en un centro designado en relación con las repatriaciones para el ingreso en la actividad y el programa de la misma. La información referente deberá depositarse en la web del programa.

Para conocer más que información estadística visitando [www.mec.es/programa-conversacion](http://www.mec.es/programa-conversacion) o visitando el correo electrónico [ayudas@educacion.es](mailto:ayudas@educacion.es) o visitando el correo electrónico [ayudas@educacion.es](mailto:ayudas@educacion.es).

En el caso de que, por razones justificadas, el auxiliar de conversación se vea obligado a reincidir a la plaza asignada y continuar su participación en el programa, deberá comunicarlo por correo electrónico, oportunamente, a la vez que signifique las firmas a la sede donde:

- Si es de Cooperación Internacional y Promoción Exterior Educativa, al **Subdirector General de Cooperación Internacional y Promoción Exterior Educativa**.
- Si es de Cooperación Administrativa, al **Subdirector General de Cooperación Administrativa**.
- Si es de Cooperación Cultural, al **Subdirector General de Cooperación Cultural**.
- Si es de Cooperación Científica, al **Subdirector General de Cooperación Científica**.
- Si es de Cooperación Económica, al **Subdirector General de Cooperación Económica**.
- Si es de Cooperación Deportiva, al **Subdirector General de Cooperación Deportiva**.
- Si es de Cooperación Lingüística, al **Subdirector General de Cooperación Lingüística**.
- Si es de Cooperación Social, al **Subdirector General de Cooperación Social**.
- Si es de Cooperación Tecnológica, al **Subdirector General de Cooperación Tecnológica**.
- Si es de Cooperación Urbana, al **Subdirector General de Cooperación Urbana**.
- Si es de Cooperación Vocacional, al **Subdirector General de Cooperación Vocacional**.
- Si es de Cooperación Profesional, al **Subdirector General de Cooperación Profesional**.
- Si es de Cooperación Científica, al **Subdirector General de Cooperación Científica**.
- Si es de Cooperación Económica, al **Subdirector General de Cooperación Económica**.
- Si es de Cooperación Deportiva, al **Subdirector General de Cooperación Deportiva**.
- Si es de Cooperación Lingüística, al **Subdirector General de Cooperación Lingüística**.
- Si es de Cooperación Social, al **Subdirector General de Cooperación Social**.
- Si es de Cooperación Tecnológica, al **Subdirector General de Cooperación Tecnológica**.
- Si es de Cooperación Urbana, al **Subdirector General de Cooperación Urbana**.
- Si es de Cooperación Vocacional, al **Subdirector General de Cooperación Vocacional**.
- Si es de Cooperación Profesional, al **Subdirector General de Cooperación Profesional**.

El auxiliar de conversación debe presentar todo el documento en el centro de destino cuando se incorpore al mismo, así como a los establecimientos que le asignen.

Madrid, 8 de agosto de 2018

David Ferrás Priozas  
Subdirector General de Cooperación Internacional y Promoción Exterior Educativa

En la Comunidad Autónoma de Madrid los auxiliares de conversación tendrán una dedicación horaria de cuatro (4) horas por día que se recibirá un suplemento en el centro de destino.

**Junta de Castilla y León**  
Consejería de Educación  
DIRECCIÓN GENERAL DE POLÍTICA EDUCATIVA ESCOLAR

Valladolid,

En virtud del CONVENIO DE COLABORACIÓN ENTRE EL MINISTERIO DE EDUCACIÓN, CULTURA Y DEPORTE Y LA COMUNIDAD DE CASTILLA Y LEÓN PARA DOTAR DE AUXILIARES DE CONVERSACIÓN A CENTROS EDUCATIVOS DE LA COMUNIDAD, he correspondido destino como auxiliar de conversación de lengua \_\_\_\_\_ en el siguiente centro docente:

Centro: \_\_\_\_\_  
Dirección: \_\_\_\_\_  
Tel.: \_\_\_\_\_  
Correo: \_\_\_\_\_

Este nombramiento será efectivo desde el día \_\_\_\_\_ hasta el día \_\_\_\_\_ ambos inclusive. La jornada semanal supondrá doce horas de atención directa al alumnado. El importe de la correspondiente asignación mensual será de 700 €.

Deberá iniciar la actividad en su centro docente el día \_\_\_\_\_, habiendo prestado que se ponga previamente en contacto con el mismo, mediante el correo electrónico \_\_\_\_\_ y teléfono indicados anteriormente, durante el mes de junio y la primera quincena de agosto.

Esta Consejería de Educación tiene sucrita una póliza de seguro médico para los nacionales de países no comunitarios y comunitarios que no dispongan de la tarjeta sanitaria europea, y de repatriación y accidentes a favor de todos los auxiliares durante el periodo de prestación de servicios.

Para cualquier impreso relativo al programa de auxiliares de conversación, en la Consejería de Educación de la Comunidad de Castilla y León puede ponerse en contacto con:

Programa de auxiliares de conversación  
auxiliares.conversacion@jcyll.es  
Correo-e: \_\_\_\_\_  
Teléfono: 985 41 15 00. Extensiones: 80 50 23 / 80 49 81

Estoy seguro de que su estancia será tan beneficiosa para el centro escolar como para su desarrollo profesional y personal.

En virtud de lo establecido en la Ley 26/2015, de 28 de julio, de Modificación de la Ley Orgánica 1/1995, de 15 de enero, de Protección Jurídica del Menor, de modificación parcial del código Civil y de la Ley de Enjuiciamiento Civil, que afecta en su artículo 5 al artículo 13, el auxiliar de conversación deberá **trabaja en España y presentar el primer día en que vayan al centro educativo.**

Un certificado negativo, emitido por el registro de delincuentes sexuales o por el registro de penales de su país, de no haber sido condenado por asistencia firme por algún delito contra la libertad e intimidad sexual, que incluya la agresión y abuso sexual, acceso sexual, exhibicionismo y provocación sexual, prostitución y explotación sexual y corrupción de menores, así como por trata de seres humanos.

Los auxiliares de conversación extranjeros en centros del sistema educativo español, cuyas ayudas son financiadas por el Ministerio de Educación, Cultura y Deporte, deberán cumplir con las obligaciones que pudieran derivarse de la legislación española, y en particular las referidas a temas fiscales.

Esperando darle la bienvenida en su centro, reciba un cordial saludo.

LA JEF/A DE SERVICIO DE RÉGIMEN JURÍDICO DE CENTROS

Fco:

**Árda. Reyes Ceballos, nº 26A - Edificio Emilio Alarcos - 47008 Valladolid**

✓	<b>DOCUMENTS TO BRING TO SPAIN</b>
	<b>Letter of appointment.</b>
	<b>Other documents sent by the Ministry or from the Department of Education</b> from the assigned Autonomous region.
	<b>Passport or</b> , in the case of European citizens, <b>identification card.</b>
	<b>Visa</b> , if needed to live in Spain.
	<b>European Health Insurance Card (EHIC or TSE)</b> , for European citizens.
	<b>A letter from a guarantor</b> (family, bank...) translated into Spanish to present in case it is required to rent an apartment.
	<b>Criminal Background Certificate.</b>
	<b>Student ID card</b> , if applicable.
	<b>Credit card</b> , to make payments easier. You should have at least 1800€ available to cover your initial costs, although you may need more than this to pay a deposit on your rental, as it is usually the case. The first month's stipend might be delayed several weeks due to some lengthy procedures for opening a bank account, bureaucratic issues, and/or complex initial procedures and paperwork.
	<b>Authentic materials</b> to use in the classroom, such as family photos, tourist maps and brochures, menus, recipes, coins and bills from your county (if you are not from the Eurozone), newspapers, magazines, and audio and audio-visual materials.

### Criminal Background Check<sup>3</sup>

According to Article 1 section 11 of Law 26/2015, of 28 July, amending the protection system for children and adolescents, adding section 5 to Article 13 of Organic Law 1/1996, of 15 January, on the legal protection of minors, on the partial amendment of the Civil Code and the Law of Civil Procedure, **the language assistants must bring a certificate to present on the first day that they go to the school.** This certificate is issued by the central registry for sex offenders or by the criminal record office of the language assistant's country, verifying that the assistant has not been convicted by final judgement for any crime against sexual freedom and indemnity. The assistant will have to contact the educational authorities that has selected him **to verify the type of certificate that will be necessary.**

<sup>3</sup> Translator's note: the Spanish phrase for this is *certificado de penales* or *certificado de antecedentes penales*. Depending on your country and state, there are various certificates with differing names that may qualify for this: Police Clearance Certificate, Certificate of Good Conduct, Certificate of Sexual Offenses, etc.

## B. Which organization do you depend on? Ministry group and Community group

Before listing all the necessary procedures to start the program, we remind you that **foreign language assistants are divided into two groups**, depending on the organization funding the participation:

- **Ministry group:** those who receive their monthly stipend directly from the Ministry of Education and Vocational Training.
- **Community group:** those who receive their monthly stipend directly from the autonomous community (local education authorities) in which their school is located.

The **Letter of Appointment** indicates which organization will provide the monthly stipend: the Ministry of Education and Vocational Training or your assigned autonomous community's Department for Education.

**It is essential to know which group you belong to**, as each has different points of contact and instructions to complete paperwork may vary.

Therefore, to facilitate the resolution of any problem, doubt or query, it is very important to communicate with a single point of contact, **according to the group of the educational administration:**

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- **Assistants belonging to the Ministry group**, may contact [auxiliares.conv@educacion.gob.es](mailto:auxiliares.conv@educacion.gob.es).
- **Assistants belonging to the Community group**, may refer to the contact information provided by the assigned autonomous community ([see Section V](#)).

With respect to **the monthly stipend:**

- Assistants in the Ministry group will receive a monthly stipend through bank transfer to the Spanish bank account, according to the procedure indicated in [section I.C](#).
- Assistants in the Community group will receive information on this matter from the program coordinators at their assigned autonomous community.

## C. Procedures once in Spain

### Registration and residence permit in Spain (both groups)<sup>4</sup>

The schools receiving language assistants have been instructed to help them with any questions that they may have regarding the procedures set forth in this chapter of the guide.

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<sup>4</sup> Translator's note: the TIE refers to the Tarjeta de Identidad de Extranjero or the Foreigner Identity Card. The NIE refers to the Número de Identidad de Extranjero, or the Foreigner Identification Number.

The following procedures may vary depending on the local immigration office or police station, so it will be necessary to ask for specific instructions when applying for the documents listed below. These will vary based on whether the assistants are citizens of the European Union (EU) or not and will allow them to obtain their Foreigner Identification Number (NIE).

### Language assistants from member countries of the European Union: how to obtain the EU REGISTRATION CERTIFICATE.

The first step to take upon arriving is to apply for an EU Registration Certificate at the immigration office or police station in the assigned city or town.

Assistants will have to go to the local immigration office (or, if there is none, to the corresponding police station), in order to apply for registration in the Central Register of Foreign Nationals.

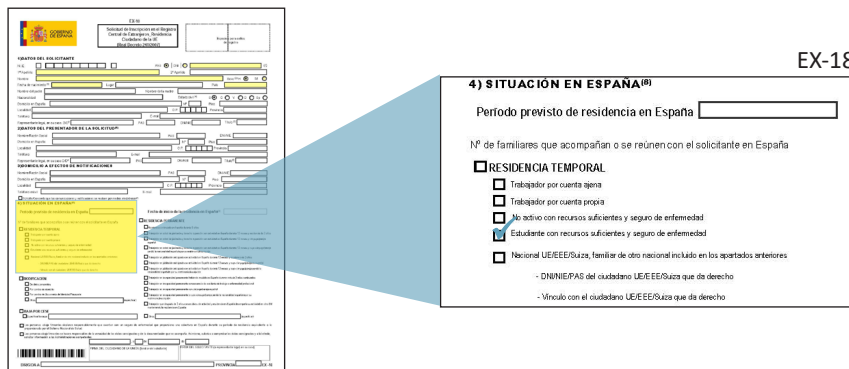
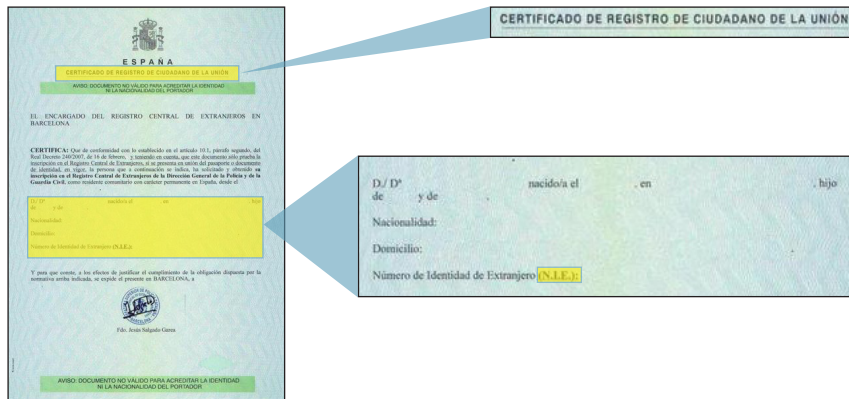
To apply for the EU Registration Certificate, a fee must be paid (about ten euros) and the following documents will have to be provided:

✓	<b>DOCUMENTS TO BE PROVIDED</b>
	<a href="#">Modelo oficial EX-18</a> (the EX-18 form), in duplicate, duly completed and signed.
	Valid identity document (if it is expired, a copy of both the expired document and the renewal application will have to be provided). <b>The original document must be presented upon submitting the application.</b>
	Appointment Letter.
	Proof of payment of the corresponding fee.

Once the application is submitted and the fee has been paid, a Registration Certificate will be issued, which will include name, nationality, address, date of registration and **Foreigner Identification Number (NIE)**. **This number will be required by the bank to open the Spanish bank account which will allow the assistant to receive the monthly stipend.**

It may also be possible to request the NIE, before arriving in Spain, at the consular offices of the Embassy of Spain in the assistant's country. <http://www.interior.gob.es/es/web/servicios-al-ciudadano/extranjeria/ciudadanos-de-la-union-europea/numero-de-identidad-de-extranjero-nie>. However, once in Spain the assistant is required to apply for the EU Registration Certificate locally.

I. Necessary procedures to begin the program



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EX-18

Language assistants from countries outside the European Union: How to obtain the Foreigner Identity Card.

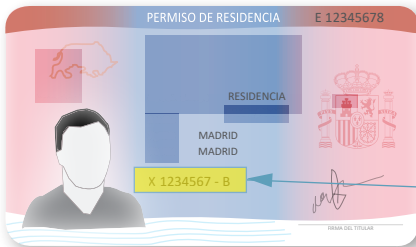
The assistant, upon arriving at the destination, must apply for the Foreigner Identity Card (TIE), in which the Foreigner Identification Number (NIE) appears. This must be done at the local immigration office or police station.

The TIE is the document that proves that foreigners have obtained a residence permit or authorization to stay in Spain for a period of more than 6 months.

To apply for the TIE, the corresponding fee must be paid (about fifteen euros) and provide the following documents must be provided (only if it is the first time applying for it):



<b>✓</b>	<b>DOCUMENTS TO BE PROVIDED</b>
	<a href="#">Application form (EX-17)</a> , duplicate, completed, and signed.
	Original and photocopy of the passport or travel document (with the stamp, sign or mark made upon entry at the border checkpoint), and <b>visa</b> .
	Three recent passport-size photographs (4x3 cm) in color with a white background.
	Original and photocopy of the visa, if applicable.
	Original and photocopy of the letter of appointment as language assistant from the Ministry of Education and Vocational Training or from the corresponding autonomous community.
	Proof of payment of the corresponding fee.



**FOREIGNER IDENTITY CARD (TIE)**

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FOREIGNER IDENTIFICATION NUMBER (NIE)

**EX-17**

**4.2. SITUACIÓN EN ESPAÑA**

- Estancia por estudios, investigación-formación, intercambio, prácticas o voluntariado
- Familiar de Titular de autorización de estancia de larga duración
- Residencia temporal no lucrativa
- Residencia temporal por reagrupación familiar
- Residencia temporal y trabajo por cuenta ajena
- Residencia temporal y trabajo para investigación
- Residencia temporal y trabajo de profesionales altamente cualificados Tarjeta azul-UE
- Residencia temporal y trabajo de duración determinada
- Otros  (específica)

The NIE will appear on the assistant's visa, but upon arriving in Spain it is required to apply for a Foreigner Identity Card (TIE) in order to stay over six months.

## Opening a bank account in Spain and the monthly stipend (Ministry group)

The language assistants in the Ministry group must open a bank account in Spain as soon as possible to receive their monthly stipend via direct bank deposit and provide the banking information to the Ministry office with this format:

<b>IBAN</b> <b>ES+2 digits</b>	<b>Bank account</b> <b>20 digits</b>
-----------------------------------	---

This bank account information, together with the NIE, must be provided to the Ministry managers through the Profex platform (according to the instructions received) as soon as possible, so that payments are not delayed.

In some banks, a temporary bank account may be opened without an NIE by presenting the passport or equivalent identification document and the Letter of Appointment. However, **you need to remember that obtaining an NIE is necessary in order to participate in the program and live in Spain.**

18 When opening the Spanish bank account, **it is important to specify that you will receive a monthly stipend through an educational program. This will help to avoid commission charges.** Most banks charge fees for maintaining accounts and sometimes could freeze them if no movements are made.

**Important:** if you do not provide a Spanish bank account number **before October 15<sup>th</sup>**, the payment for your first month **may be delayed up to two months, even until December.**

If you have opened a bank account without an NIE, when you obtain the NIE you must notify this number to the bank immediately, otherwise, they may freeze your account.

After obtaining the NIE, it is likely that the bank account number will automatically change. You should ask the bank about the possibility of this happening. If the bank account number does change, provide your new bank details through the Profex platform and communicate immediately your new bank details to the Ministry at [auxiliares.conv@educacion.gob.es](mailto:auxiliares.conv@educacion.gob.es). In the email you must include: last name and first name, autonomous community of destination, name of the bank and new account number.

**Important: We recommend checking your bank account details often during the first few months to avoid incidents.**

For payments received directly from an autonomous community, the instructions received by the Community managers must be followed.

## Health Insurance (both groups)

All language assistants have the right to healthcare during their stay in Spain, which is provided in two modalities:

### Healthcare provided by Spanish Social Security for language assistants with a European Health Insurance Card

The assistant must request the European Health Insurance Card (EHIC/TSE) in his country before coming to Spain.

#### - Health Insurance

All language assistants will receive the same coverage as Spanish citizens, which includes any immediate medical attention that they may need during their stay in Spain.

#### - How to receive medical assistance

If medical care is needed, you should go to a local health center (registration could be required) or to the Emergency Room of a public hospital.

If your health is in such a state that you cannot travel to a medical center, you may request home health care by calling your medical center or by calling 112, (Spanish emergency phone number). Once your primary care physician feels that further investigation of your clinical status is appropriate, you will be referred to a specialist within the public health insurance network.

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#### - Medication

The primary care physician or specialist will prescribe the medication that he or she considers necessary using the official prescription form. Medication can be bought at any pharmacy by presenting the prescription and paying the corresponding fee.

#### - Dental Treatment

Regarding dental care, public health insurance only covers tooth extraction. Depending on the assigned autonomous community, this coverage may be increased.

### Healthcare provided by a private insurance company for those language assistants who DO NOT have access to the European Health Insurance Card in their countries

The Ministry of Education and Vocational Training and the autonomous communities have signed a policy with a private insurance company to provide access to healthcare, in the event of sudden or unexpected accident or illness, during the period of the language assistant's participation in the program.

## I. Necessary procedures to begin the program

The language assistants in the Ministry group who do not have the European Health Insurance Card must request this private travel insurance, filling out the form in [Appendix II](#) of this guide and sending it via e-mail to [auxiliares.conv@educacion.gob.es](mailto:auxiliares.conv@educacion.gob.es) as an attached file. A personal insurance certificate will be sent by email with the company's instructions and the health care benefits.

In case of having any special medical condition, it is recommended that the assistants travel with their own medical insurance.

The language assistants in the autonomous community group will receive instructions in this regard from those responsible for the program in each Community.

## D. Housing

It is advisable to contact the school's mentor teacher, school leadership team or head of department for help in finding the best housing situation possible.

Specialized websites, local newspapers, announcement boards, etc., may be valuable tools in finding adequate accommodation. It should be noted that, if a language assistants choose to rent an apartment or flat, he or she will likely be required to sign a contract and pay, along with the first month's rent, one month's deposit, which will be returned at the end of the contract period.

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Here are some housing websites with apartments for rent:

[www.idealista.com](http://www.idealista.com)

[www.fotocasa.es](http://www.fotocasa.es)

[www.enalquiler.com](http://www.enalquiler.com)

[www.vibbo.com/pisos-y-casas](http://www.vibbo.com/pisos-y-casas)

[www.milanuncios.com](http://www.milanuncios.com)

[www.easypiso.com](http://www.easypiso.com)

## E. Local Registration

Once you have settled at the permanent address in Spain, you may go to the City Hall or corresponding Municipal Council to register locally. In some autonomous communities this may be required. Information on the steps to take and the necessary documentation can be found on the website of the City Hall of the destination town.





## II. Duties of a Language Assistant

The language assistants are part of an international educational cooperation program and act as **“cultural ambassadors”** for their country of origin; thus, this position entails certain responsibilities towards the school in which the language assistant will collaborate. It is critical that your professional behavior makes a positive impact on both teachers and students. The exchange of language assistants serves a cultural purpose; for this reason, **no employment relationship is established between the language assistant and the school. This means that the language assistants will not be required to pay social security.** 23

### A. Academic calendar, Schedule and Organization

Except for some exceptions, **the program begins on October 1<sup>st</sup> and ends on May 31<sup>st</sup>.** The language assistant will normally collaborate twelve hours a week and have the same school holidays as the school’s teachers. The number of weekly hours may vary in some autonomous communities.

**Important** for language assistants of the Ministry group: the day you begin your tasks, the Principal of your school should fill out a form (**Hoja de incorporación**) and send it via email to the Ministry. This document is required to activate the payment of your stipend; for this reason, we recommend that you remind your school as soon as you arrive there.

The language assistant will be part of the school's language department. This department will provide information about the teaching schedule, learning objectives and the minimum requirements for each course. Likewise, it will report on the use of spaces, facilities, material, and equipment assigned to the department. The head of the department will oversee the supervision of the activities that other teachers entrust to the assistant.

It is essential that **you follow the set schedule and that you justify your absences**, if there should be any, so that your stay with the school is satisfactory to the entire school community.

The school Management Team will be responsible for the preparation of the assistant's schedule and for its observance. Any absence must be notified to the mentor teacher, curriculum director (**jefe de estudios**), or principal of as soon as possible. The school management team will inform the Ministry or autonomous community, depending on the group membership, of unexcused absences or repeated tardiness.

In the case of justified absences, the school will decide how to make up for the missing days according to their needs. If the absences are not justified, the school will inform the Ministry or the autonomous community to proceed with the non-payment of those days from the monthly stipend.

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### Holidays and Permits

Language assistants will enjoy the holidays listed in the school calendar. If a leave of absence for personal reasons is needed—for a maximum of one week—it must be requested to the school Management Team. A schedule to make up the missed classes will have to be set up.

If the leave of absence is longer than a week, it must have the approval of the school Management and it has to be communicated to the Language Assistant Program Division via email: [auxiliares.conv@educacion.gob.es](mailto:auxiliares.conv@educacion.gob.es). The email must indicate the exact dates of the absence and if a make-up plan for the missed classes has been set. After studying the request, the school Management will be notified of the decision made. The total number of excused absences throughout the entire school year must not exceed 20 days.

**In case of absence due to illness, it is necessary to follow the procedure indicated by the school and present a valid medical proof.** In case of a prolonged illness, assistants will continue to receive the monthly stipend as long as they remains in Spain and are able to resume their duties within one month. If the assistant should return to the country of origin, the absences will be deducted from the monthly stipend.



## Monthly Stipend

The monthly stipend as compensation for living costs is 700 euros for a twelve-hour week schedule. This amount may vary depending on the group that you belong to and the autonomous community to which you are assigned.

Payments for each month will be made in approximately the first fifteen days of the following month. It is possible that the first deposit will be somewhat delayed because of the initial procedures; in that case, you would receive the payment in the second or third week of November. If for some reason there is a longer delay, the school will receive instructions to provide the necessary support.

We remind assistants, once again, that a Spanish bank account number should be provided **before 15<sup>th</sup> October** to transfer payment approval to the Economic Department in order to avoid delayed payments. It is important to check the account movements in the first few months in order to prevent any issues.

## Withdrawal and Dismissal

In case of withdrawal before the end of the stay, the assistant must immediately notify it by email to the address [renuncias.auxminis@educacion.gob.es](mailto:renuncias.auxminis@educacion.gob.es), and copy the program coordinator in the autonomous community or city in the e-mail, indicating the exact date of termination.

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## Online Collaboration

If the health conditions do not allow the presence of the students in your school, you will collaborate with your reference teachers online or through virtual classrooms, preparing didactic materials, keeping a record of the tasks carried out.

Materials and ideas to collaborate with teachers and for students to improve their speaking skills can be founded in:

[INTEF](#)

[Twig.education](http://Twig.education)

## The End of the School Year

Before the school year ends, an online questionnaire about the language assistant's duties will be sent to the school. Additionally, the Principal will give the assistant a **recognition certificate for the services rendered**, indicating the number of hours a week in the program and the start and end dates.

Language assistants will have **to fill in a questionnaire** to evaluate the program, in which they will be able to contribute suggestions for improvement for the next calls. In some autonomous communities (only for the community group) they will ask to make a final report.

## Renewals

Renewal is not automatic. The Language Assistant Program favors mobility and new applications. Renewal criteria vary according to the applicant's country of origin; thus, renewal cannot be guaranteed for all candidates.

Information providing detailed instructions about the renewal process according to nationalities can be found on the [program website](#).

## B. Language Assistant Duties

26 Language assistants are normally recent college graduates or college students in their last year who cannot be attributed the responsibilities of the teacher and CANNOT teach alone. Thus, language assistants **are only to help the classroom teacher**, and their efforts are aimed to strengthen the oral skills of the students.

Those language assistants assigned to **Official Language Schools** can work on tasks with small groups of students, under the coordination of the corresponding department. Once the language assistants are comfortable with the school and the way classes are run, they may, if agreed with the teachers, teach a part of the class without help.

Also, language assistants at Official Language Schools can conduct oral exams preparation while the teacher conducts other regular exams in the classroom, always under the supervision of the corresponding department.

Assistants must have a **mentor teacher** to guide their work and offer them professional and personal help (housing search, obtaining an NIE, etc.). This mentor teachers will be the first person of reference in case of incidents such as being entrusted with functions and tasks that are not within their competence. In the absence of the mentor teacher, the assistant must request help in the following order:

1. Another teacher at the school or head of studies/curriculum coordinator (jefe de estudios).
2. The contact point from the assigned autonomous community ([see section V](#)).
3. The contact point from the Ministry.
4. The organization that manages the program in the assistant's country, if any.

**Language assistants may perform the following tasks** under the coordination and supervision of the classroom teacher:

- Conversation practice by topic.
- Presenting the culture of the assistant's country.
- Creating materials to facilitate students learning as directed by the teachers.
- Making recordings in the target language for language teachers to use as an example of a native speaking in their language.
- Contributing to the training of the teaching staff, if they is available within their hours.
- Other related tasks.

It is essential that assistants always communicate in their own language, avoiding the use of the student's native language, except when necessary.

The language assistant may voluntarily choose to participate in extracurricular activities of various kinds: cultural activities, sports, study trips, school exchanges, etc. These activities can be very enriching, and we recommend the assistant to take active part in them.

The following tasks and activities are **outside the scope of the language assistant's duties:**

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- Direct teaching to groups of students without the supervision of the teacher.
- Drafting or editing the syllabus.
- Preparation or grading of exams, quizzes, compositions, or similar exercises.
- Giving grades to students.
- Meeting with the parents of students or participating in other activities and functions that pertain to the classroom teacher.
- Supervising recess or lunch.

- Under no circumstances will the language assistant ever be responsible for students' safety. In the case of team teaching or of sessions in small groups, these should take place in the same room where the teacher is located, or in a room connected to it, with easy access between them.
- The language assistant should not deal with student behavior or discipline problems alone. You should always involve the teacher to resolve such situations.
- The language assistant should not become socially involved with the students. This also applies to the use of social networks unless you have permission from the school. In no case you should exchange personal information with students, invite them to be friends, or accept similar invitations.

### C. Classroom observation

It is advised that at the beginning of the school year, the language assistant attends several language classes as an observer. This will allow you to familiarize yourself with:

- The actual linguistic competence of each class.
- The expectations of the faculty with respect to the objectives that their students should achieve.
- The teaching methodology
- The error correction models.
- The attention to diversity.
- Classroom management.

**If the school does not provide you with this opportunity, we encourage you to request it.**

### D. The Role of a Language Assistant

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Language is an inherent element of cultural identity. Having a language assistant at a school is an extraordinary opportunity for the students and for the educational community in general.

It is necessary to establish a professional relationship with the students from the beginning, but also close to obtain their trust and respect. It is equally important to adapt to the local customs and integrate into the daily life at the school by participating in extracurricular activities. This will allow greater contact with the country's language. Exchanges and correspondence between schools, groups or individuals can also be favored.

It is important to establish a good relationship with the school staff, including faculty from the department of languages and other departments, as well as with the members of the Administration. All of them may be very helpful and can contribute to the assistant's professional and personal development.

### E. Ideas for teaching a foreign language class

A central issue to keep in mind when preparing a foreign language activity is that **students have not yet mastered the target language**. For this reason, we recommend:

- Simplify and adjust the speed of the language when necessary.
- Ask questions and rephrase to ensure comprehension.

- Use various resources in order to make oneself understood: facial expressions, gestures, body language, drawings, etc.
- Use translation only when everything else fails, and not excessively.

Authentic materials are an excellent methodological resource. On the one hand, they encourage conversation, bringing the student closer to the culture and language of everyday life, thus avoiding restriction to the purely academic. On the other hand, they allow more realistic exercises.

Below are ideas and suggestions for using these materials in the classroom. **In order to implement these activities, there should be effective communication with the mentor teacher and with the foreign language teachers. It is important to inform the teachers about these activities to know if they meet the objectives proposed for each level.**

### a. Posters

Posters enrich the classroom atmosphere and represent the culture of the language being taught. It is convenient to switch them out occasionally. Suggested activities may include:

- Ask questions about the topic of the poster.
- Ask students to describe it.
- Show it for a minute, then cover it and ask: What do you remember? What is going on? What was there? etc.

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### b. Films

The appeal and motivating role of cinema is undeniable. However, if the movie or film clips are not chosen wisely, or if they do not match the linguistic level of the class, it may turn out to be very frustrating. It is suggested:

- Contextualize the film or clip by relating it to the current coursework. If it is about a topic that the students are working on, we must make sure that they have already read or know something about it.
- Ask students to fill out a worksheet during the movie, one that asks enough questions that it makes the activity purposeful, but not so much that it becomes overly difficult.
- At the end of the movie, suggest that they recreate a particularly interesting scene from a linguistic, thematic, or phonetic point of view.
- Give the students supplementary reading assignments that relate to the topic, historical context, etc.
- Ask for opinions, clarifications, summaries, etc.
- Introduce the topic of film itself: actors, actresses, directors, film genres, current films from different countries, etc.

### **c. Photos, PowerPoint presentations, comic strips, drawings, etc.**

There are infinite ways to take advantage of these resources. Some ideas include:

- Describe one photo out of several similar ones.
- With a partner, spot the differences between two similar pictures.
- Spot similarities between photos, dividing the class into small groups or pairs.
- Hand out a set of photographs that are out of order to small groups. Each student has to describe his or her photographs. The objective is that the groups order the photos logically and then take turns telling the story to the class.

### **d. News**

Students can be given simple tasks where they don't have to understand everything, but they should be able to find the information that they are asked for. Some examples may include:

- Fill out a simple worksheet with the information provided by each brief news report: events, people, dates, places, etc.
- 30 - Talk about a news story that they have read or heard.
- Reenact the most important news of the week.
- Start a conversation, discussion or debate.

Interviews, editorials, and the food, culture and lifestyle sections of newspapers and magazines may also be very helpful in secondary education classes.

### **e. Forms**

Filling out forms can be used to familiarize oneself with some essential bureaucratic aspects when visiting or living in another country: ID (National Identification Document), student ID, Social Security Card, passport, local registration, bank accounts, etc.

This is a mostly written exercise, but it may be an excellent way to end a series of oral activities on personal identification.

### **f. Songs**

Using songs in the classroom is highly motivating. When choosing songs it is important to take into account the interests of the students, the suitability of the topic, the skill or area to be worked on (listening comprehension, vocabulary, etc.) and the students' level of language proficiency.

Songs may be extremely useful for diverse classroom activities: filling in the blanks, reordering the verses, correcting errors, numbering the lines, rewriting the verses, changing the verb tense, looking for synonyms, adding a verse, adding a title, etc.

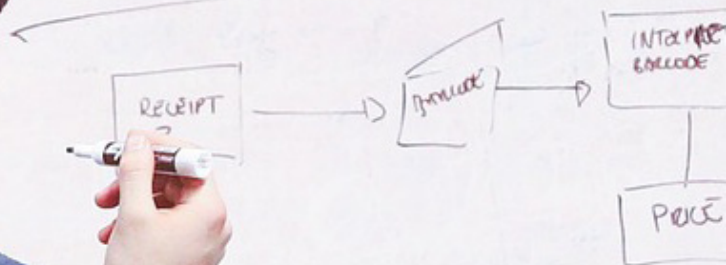
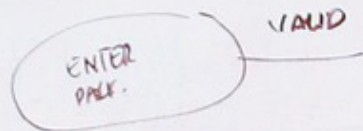
### **g. Games**

Games are beneficial to all grade levels, but they have to be chosen wisely so that they are not too difficult in terms of linguistic level or too childish for the age of the students. Here are some ideas:

- Words linked together by letters or syllables.
- Hangman.
- Broken Telephone.
- Define and guess the word.
- Board games with modified instructions (roll and move games, Parcheesi, etc.).
- Themed bingo: animals, numbers, clothing, fruit, food, word recognition, etc.
- If you were a... (color, animal, country, celebrity), what would you be?

### **h. Others**

- Street maps.
- Train, bus, and school schedules.
- Store hours.
- TV and radio shows.
- Posters, announcements, invitations, advertisements, etc.
- Weather reports, newspaper articles, teen magazines, comic strips, etc.
- Real-life conversations and sounds, individuals with regional accents, etc.
- Supermarket flyers or advertisements.
- Tourist brochures, postcards, etc.
- Recipes, shopping lists, price lists, menus, etc.





# III. The Spanish Education System

The General Education Law (LOE) (2/2006, 3<sup>rd</sup> May), modified by the Organic Law 3/2020, 29<sup>th</sup> December (LOMLOE), regulates the teachings that comprise the Spanish education system. 33

The Spanish Education System runs on principles of quality, cooperation, equity, academic freedom, merit, equal opportunities, non-discrimination, efficiency in the allocation of public resources, transparency and accountability.

INSTITUTION	LEVEL	CYCLE	GRADE	AGE	VOCATIONAL TRAINING	LANGUAGES
IES/ Universities	Higher Education			18+	Advanced Training	Official Language Schools (EOI)
Secondary Education Institute (IES)	Secondary Ed. Bachillerato		2 <sup>nd</sup>	17-18	Intermediate Training	
			1 <sup>st</sup>	16-17		
	Compulsory Secondary Education (ESO)	2 <sup>nd</sup>	4 <sup>th</sup>	15-16	Basic Training	
			3 <sup>rd</sup>	14-15		
			1 <sup>st</sup>	2 <sup>nd</sup>		
Public School for Preschool and Elementary Education (CEIP)	Elementary/ Primary Education	3 <sup>rd</sup>	6 <sup>th</sup>	11-12		
			5 <sup>th</sup>	10-11		
		2 <sup>nd</sup>	4 <sup>th</sup>	9-10		
			3 <sup>rd</sup>	8-9		
		1 <sup>st</sup>	2 <sup>nd</sup>	7-8		
	1 <sup>st</sup>		6-7			
	Preschool	2 <sup>nd</sup>	3 <sup>rd</sup>	5-6		
			2 <sup>nd</sup>	4-5		
			1 <sup>st</sup>	3-4		
		1 <sup>st</sup> cycle	0-3			

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## A. Stages of education

### Preschool

Preschool (**Educación Infantil**) serves children ages 0-6. It is optional and is divided into two cycles. The first is for ages 0-3; the second is free and for ages 3-6.

The integral development of children is progressively addressed in both cycles, helping them to develop a positive and balanced self-image and to acquire autonomous development.

### Elementary Education

Elementary Education (**Educación Primaria**) is both compulsory and free. It comprises six academic years for students ages 6-12. It includes the following subjects:

Natural, Social and Cultural Knowledge that could be divided into: Natural Sciences, Social Sciences, Art, Physical Education, Foreign Language, Mathematics, Spanish Language and Literature, Religion, or Social and Civic Values, and, in the case of autonomous communities with two official languages, Co-official Language and its Literature.

Regarding the learning of foreign languages, **one of the objectives of this stage is for students to acquire, in at least one language, the basic communicative competence** that will allow them to express and understand simple messages and overcome daily challenges.

In the bilingual elementary schools of some autonomous communities, external language proficiency tests are performed in order to assess the level of linguistic competence of students in their third and sixth year, according to the Common European Framework of Reference for Languages (CEFR). The assistants assigned to bilingual schools may collaborate in the preparation of these tests by helping students improve their oral skills (listening and speaking).

### Compulsory Secondary Education

Compulsory Secondary Education (**Educación Secundaria Obligatoria, ESO**) is a free stage that includes two cycles. The first cycle comprises three school years and the second cycle one school year, normally teaching students between 12 and 16 years of age.

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The subjects of the first cycle are the following: Biology and Geology, Geography and History, Spanish Language and Literature, Co-official Language and its Literature (if any), Foreign Language, Mathematics, Visual and Performing Arts, Music, Technology and Physical Education. In addition, students may choose to take an elective course among which schools must include a second foreign language.



Figure 1: Students from IES Alfonso II (Oviedo), María Matilla.

In their fourth year, students may choose an academic path that will lead them to their Baccalaureate (Bachillerato), or an applied path oriented to Vocational Training. The following basic subjects are required in both paths: Geography and History, Spanish Language and Literature, Co-official Language and its Literature (if any), Mathematics, first Foreign Language, Physical Education, and Religion or Civics. In addition, students must take other electives, which may include a second foreign language.

### Bachillerato

The Baccalaureate (**Bachillerato**) is a non-compulsory stage of education that includes two academic years, and which can be accessed by students who hold the Compulsory Secondary Education Diploma. It has different tracks; can be flexibly organized, and has its own specialties. Students may remain in Bachillerato for up to 4 years.

The Bachillerato tracks are as follows:

- **Arts.**
  - Visual Arts and Design.
  - Performing Arts: Theatre, Music, and Dance.
- **Science and Technology.**
- **Humanities and Social Sciences.**

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The Bachillerato is organized into three types of coursework: core coursework, track-specific coursework, and elective coursework. The core coursework includes: Philosophy, Spanish Language and Literature (where applicable, Co-official Language and its Literature), Spanish History, Foreign Language and Physical Education.

Upon its completion, students perform an individualized assessment, which ascertains their proficiency levels and their achievement of the objectives of the Bachillerato. After passing the test, students who successfully complete the Bachillerato receive the Baccalaureate certificate (**Título de Bachiller**). The Título de Bachiller is a diploma which enables students to seek higher education, although each university establishes its own admission criteria.

### Vocational Training

Vocational Training (**Formación Profesional**) is organized into three stages: Basic Vocational Training, Intermediate Vocational Training, and Advanced Vocational Training. It consists of more than 170 training cycles offered in public and private schools, which may be taught in-person or remotely, with a modular organization and variable duration. These cycles train students for the qualified performance of various vocations and qualify them for employment. These diplomas have academic and professional value.

## Artistic and Sports Education

Artistic and Sports Education, which may be combined with Secondary Education, provide the necessary training and skills for future professionals in Music, Dance, Theatre, Visual Arts, Design and Sports. They are divided into three levels of instruction: Elementary, Professional and Higher Education.

In order to access the intermediate and higher levels, students must have received their Compulsory Secondary Education Diploma or his *Título de Bachiller*, respectively, and pass an entrance exam. Upon completion of this instruction, the corresponding Professional Certificate is issued.

## Language Learning

Language instruction is offered in Official Language Schools (EOI) and enables students to use different foreign languages outside the ordinary stages of the educational system. The General Law of Education (LOE) structures this instruction at the basic, intermediate, and advanced levels, as set forth in the Common European Framework of Reference for Languages of the Council of Europe.

To access these teachings, it is required to have completed the first cycle of Compulsory Secondary Education or have received the *Título de Graduado Escolar*<sup>3</sup>. Since the implementation of the LOE, students who have reached the age of 16 may enter Official Language Schools; those of over 14 years of age may enter for languages that are not offered in Compulsory Secondary Education.

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3. Translator's note: the *Título de Graduado Escolar* is a certificate that is no longer offered, but is still valid to continue to this level to instruction.

Figure 2: University, Nikolay Georgiev.

## Adult Education

Adult education offers those over 18 years of age the opportunity to gain, refine or expand their knowledge and skills for their personal and professional development through regulated education opportunities, such as Compulsory Secondary Education and the Bachillerato, and through non-regulated educational opportunities. This education is provided in authorized ordinary educational establishments.

## B. Educational establishments and management teams

Foreign language assistants are sent to the following educational establishments supported by public funds:

### **Public Schools for Preschool and Elementary Education (Colegios Públicos de Educación Infantil y Primaria, CEIP)**

38 These schools have students between 3 and 12 years old. Most elementary schools and preschools split the school day in morning and afternoon sessions, although some schools may offer only intensive morning sessions.

### **Secondary Education Schools (Institutos de Enseñanza Secundaria, IES)**

These have students whose ages generally vary from 12 to 18 years old. Most secondary schools offer morning classes, although some schools also offer afternoon or night classes. In addition to the secondary education itself, the Bachillerato and Vocational Programs are also offered.

### **Official Language Schools (Escuelas Oficiales de Idiomas, EOI)**

These have many commonalities with the other schools; however, the nature of their teachings and daily schedule suggest that their function is unique. This student body mostly consists of adults and school hours usually take place in the afternoon. However, depending on what the school may offer, school hours may also take place in the morning.

With respect to the geographical location, language assistants are assigned to schools located throughout the whole nation, so that students from both rural and urban areas may have access to this resource.

## Management Team

This is the executive body of the public schools, composed of a principal, a head of studies and a secretary.

- **The principal** represents the school and the educational administration. Likewise, the principal's responsibilities include: ensuring compliance with the laws and other regulations in force, directing and coordinating the school's activities and exercising leadership over all staff members.
- **The head of studies**, among other duties, exercise the leadership of the teaching staff in everything related to the academic programs. They set, in collaboration with the other members of the management team, the schedules of teachers and students, and coordinates the activities of the heads of department.
- **Secretaries** are responsible for the school's administrative work: they issue certificates, manages finances and supervises every aspect of the maintenance of school equipment and materials.

Depending on each autonomous community and type of educational establishment, there may be other types of management positions, such as vice principals, administrators, educational coordinators, etc.

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Figure 3: Language Class, Paul Bangs.

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## IV. Frequently Asked Questions

### **When does the school year begin and end for language assistants?**

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Language assistants will begin working on October 1st and finish on May 31st. In some autonomous communities, these terms may vary.

### **How many hours are taught per week?**

Generally, 12 hours per week, although this number may vary in some autonomous communities. You can check with your school.

### **Are there any school holidays?**

Yes. Language assistants will enjoy the same vacations and holidays as the school teachers.

### **Is it possible to renew enrollment in the program for another school year?**

This is generally possible; however, it is necessary to consult the conditions and deadlines for it, depending on the nationality.

### **Can there be more than one school assigned?**

Yes. Sometimes a language assistant may be assigned to two schools. In exceptional occasions, more than two schools can be shared in rural areas.

### **How to contact the school once the assistant has been assigned to it?**

Depending on the quota, either the Ministry of Education and Vocational Training or the autonomous community's Department for Education will contact the assistant via e-mail.

If for any reason the assistant has not been contacted by September, they can reach the school using the contact information in the Letter of Appointment. It is important to keep in mind that schools will be closed during the month of August.

### **What are the rules and procedures in case of absence due to illness?**

In case of absence due to sudden illness or unavoidable circumstances, the assistant must notify the school immediately. Otherwise, the days missed may be subtracted from the monthly stipend.

42 If the absence is due to illness, the assistant must present a valid medical receipt at the school. It is advisable to request the school for specific instructions on the procedure to follow in case of illness.

If assistants return to their country of origin during a sick leave, the corresponding part of the monthly stipend may be suspended or discounted.

### **What are the rules and procedures in case of absence due to studies, exams or personal matters?**

You must notify any absence to the Principal I/head teacher or the head of studies of your school as soon as possible. The principal will authorize the absence based on the justification that is presented. An absence will not be excused if the administration has not previously granted express permission.

In any case, and to avoid the reduction of the services provided to the school, you must agree with the administration on how to make up for the missed classes. Likewise, the documents that justify such absence must be presented.

In the event that these rules are breached, the corresponding part of the monthly stipend may be suspended or discounted.

### **What is the monthly stipend?**

The stipend is a fixed quantity of 700 euros for each month of the school year.

### How is this payment made?

In the case of the assistants paid by the Ministry of Education and Vocational Training, the payment is made by bank transfer to a Spanish bank account. In order to receive this bank transfer, it is essential to follow the instructions in this guide ([see section I.C.](#)).

Language assistants in the autonomous communities' quota will receive information from the corresponding community regarding the procedure and method of payment.

### What tax obligations do foreign language assistants have in Spain?

Language assistants receive an allowance, not a salary subject to withholding tax, or a work income.

Depending on the assistants' work situations beyond this program, when applicable, they must be up-to-date with tax obligations, and any other obligations set forth by Spanish law.

### Is health coverage included?

Yes. All language assistants have the right to healthcare during their stay in Spain. This insurance is provided in one of the two following modalities: 43

- Health insurance provided by Spanish Social Security to language assistants with a valid European Health Insurance Card.
- Health insurance provided by an insurance company for those who do not have a European Health Insurance Card.

For more information [see section I.C.](#)

### In case of problems in the school or any type of incident, what is the procedure to follow?

Any problem or incident will be discussed first with the mentor teacher. If a satisfactory answer is not obtained, it should be transmitted to the head of department and, if necessary, to the principal. If the incident is not resolved after following these steps, it will be necessary to notify the program coordinator at the assigned autonomous community's Department of Education and, ultimately, to the program managers in the Ministry of Education and Vocational Training.

### **What to do in the event of an emergency while I am in Spain?**

In the event of being involved in an emergency or a crisis, you must immediately contact the school or the autonomous community's Office of Education so that the staff can provide assistance and information and indicate the appropriate instances to overcome the crisis. Depending on the type of emergency, it may be required to contact the consular section of the embassy of the country of origin. For this reason, it is recommended that assistants register at the consulate of their country.

This would be the general protocol to follow:

- Contact the school.
- Contact the Department of Language Assistants in the autonomous community's Department of Education or the Provincial Office of Education in case of Ceuta or Melilla.
- Contact the Office of Language Assistants of the Ministry of Education and Vocational Training.
- Contact the consular services of the embassy or call the consular emergency phone number.
- Contact family and close friends.

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### **Can a language assistant be dismissed?**

Yes. In the unlikely case that a language assistant is to be dismissed, they will be notified in writing with a minimum of two weeks in advance. This decision must be made for a justifiable reason and with all the organizations and institutions responsible for the management of this program in agreement.



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Project - Year 1

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## V. Useful Addresses

### Ministerio de Educación y Formación Profesional (Ministry of Education and Vocational Training)

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#### [Unidad de Acción Educativa Exterior](#)

Paseo del Prado, 28, 3.<sup>a</sup> planta  
28014 Madrid

[auxiliares.conv@educacion.gob.es](mailto:auxiliares.conv@educacion.gob.es)

#### [Comisarías de policía y oficinas de extranjería \(police stations and immigration offices\)](#)

### Online resources for teaching foreign languages

The internet is an endless source of resources. It would be lengthy to list here all the useful sites for class preparation tasks, finding suitable materials and ideas that can be adapted to each specific situation. However, we recommend visiting the portal <http://educalab.es>. It is a website of the Ministry of Education and Vocational Training's Institute of Educational Technology and is developed for teachers of the Spanish educational system. This site stands out for its abundance of classroom material, available for all subjects and grade levels.

## Online resources for teaching and learning Spanish

### [RedELE](#)

This portal created by the Ministry of Education and Vocational Training is dedicated solely to Spanish as a foreign language (ELE). It contains research, articles, experiments, resources, etc. In addition to the magazine RedELE, there is a large selection of links to other sites from around the world with similar topics.

### [Instituto Cervantes](#)

The Cervantes Institute website offers many resources, links, exercises and news articles about Spanish as a foreign language and translation, questions about the language, various forums, etc. News and activities about the promotion of the Spanish language and Hispanic cultures are also available on this website. There is an extensive collection of bibliographical references and databases about Hispanic studies around the world.



## Ministries and Departments of Education in the autonomous cities and communities with useful links

<a href="#">Andalusia</a>	<p>Consejería de Educación C/ Juan Antonio de Vizarrón, s/n, Isla de la Cartuja 41092 Sevilla <a href="mailto:auxiliares.ced@juntadeandalucia.es">auxiliares.ced@juntadeandalucia.es</a></p>
<a href="#">Aragón</a>	<p>Departamento de Educación, Cultura y Deporte Avda. Ranillas, 5D, 3.ª planta, 50018 Zaragoza <a href="mailto:auxiliaresconversacion@aragon.es">auxiliaresconversacion@aragon.es</a> <a href="mailto:mpmarion@aragon.es">mpmarion@aragon.es</a></p>
<a href="#">Asturias</a>	<p>Consejería de Educación y Cultura Pza. de España, 5, 4.ª planta, 33007 Oviedo <a href="mailto:ordenacionacademica@asturias.org">ordenacionacademica@asturias.org</a> <a href="mailto:idiomas@educastur.org">idiomas@educastur.org</a></p>
<a href="#">Balearic Islands</a>	<p>Direcció General de Primera Infància, Innovació i Comunitat Educativa C. Ter, 16, 2.ª planta, 07009 Palma de Mallorca <a href="mailto:spl@dgpice.caib.es">spl@dgpice.caib.es</a></p>
<a href="#">Basque Country</a>	<p>Departamento de Educación   Hezkuntza Saila C/ Donostia-San Sebastián, 1, 01010 Vitoria-Gasteiz <a href="mailto:huiscen1@euskadi.eus">huiscen1@euskadi.eus</a>   <a href="mailto:huisic05@euskadi.eus">huisic05@euskadi.eus</a></p>
<b>Canary Islands</b>	<p>Consejería de Educación y Universidades Avda. Buenos Aires, 3-5, 4.ª planta 38071 Sta. Cruz de Tenerife <a href="mailto:auxlengext.educacion@gobiernodecanarias.org">auxlengext.educacion@gobiernodecanarias.org</a></p>
<b>Cantabria</b>	<p>Consejería de Educación, Cultura y Deporte C/ Vargas, 53, 8.ª planta, 39010 Santander <a href="mailto:asesoria.llee@educantabria.es">asesoria.llee@educantabria.es</a></p>
<a href="#">Castile-La Mancha</a>	<p>Consejería de Educación, Cultura y Deportes Bulevar del Río Alberche, s/n, 45071 Toledo <a href="mailto:auxiliaresdeconversacionclm@jccm.es">auxiliaresdeconversacionclm@jccm.es</a></p>
<a href="#">Castile and León</a>	<p>Consejería de Educación Avda. Reyes Católicos, 2 bis, Edificio Emilio Alarcos 47006 Valladolid <a href="mailto:auxiliares.conversacion@jcyL.es">auxiliares.conversacion@jcyL.es</a></p>

<a href="#">Catalonia</a>	<p>Departament d'Educació Via Augusta, 202-226, 08021 Barcelona <a href="mailto:auxiliars.conversa@xtec.cat">auxiliars.conversa@xtec.cat</a></p>
<b>Ceuta</b>	<p>Dirección Provincial de Educación C/ Echegaray, s/n, 51001 Ceuta <a href="mailto:miguel.perez@ceuta.educacion.gob.es">miguel.perez@ceuta.educacion.gob.es</a></p>
<a href="#">Extremadura</a>	<p>Consejería de Educación y Empleo Avda. de Valhondo, s/n, Edificio III Milenio, módulo 5, 4.ª planta, 06800 Mérida <a href="mailto:plurilinguismo@educarex.es">plurilinguismo@educarex.es</a></p>
<a href="#">Galicia</a>	<p>Consellería de Cultura, Educación e Universidade Edificio Administrativo de Rúa de San Caetano, s/n 15781 Santiago de Compostela <a href="mailto:auxconversa@edu.xunta.es">auxconversa@edu.xunta.es</a></p>
<a href="#">La Rioja</a>	<p>Consejería de Educación, Formación y Empleo C/ Marqués de Murrieta, 76, Ala Este, planta baja 26071 Logroño <a href="mailto:cgalian@larioja.org">cgalian@larioja.org</a></p>
<a href="#">Madrid</a>	<p>Consejería de Educación y Juventud Subdirección General de Bilingüismo y Calidad C/ Alcalá, 32, 4.ª planta, 28014 Madrid <a href="mailto:auxiliares.conversacion@educa.madrid.org">auxiliares.conversacion@educa.madrid.org</a></p>
<b>Melilla</b>	<p>Dirección Provincial de Educación C/ Cervantes, 6, 52001 Melilla <a href="mailto:ignacio.reverte@educacion.gob.es">ignacio.reverte@educacion.gob.es</a></p>
<b>Murcia</b>	<p>Consejería de Educación y Universidades Gran Vía Escultor Salzillo, 32, 4.ª planta, 30005 Murcia <a href="mailto:auxiliares.conversacion@murciaeduca.es">auxiliares.conversacion@murciaeduca.es</a></p>
<a href="#">Navarre</a>	<p>Departamento de Educación Cuesta Santo Domingo, s/n, 31001 Pamplona <a href="mailto:eechenie@navarra.es">eechenie@navarra.es</a></p>
<a href="#">Valencian Community</a>	<p>Conselleria d'Educació, Investigació, Cultura i Esport Av. Campanar, 32, 46015 València <a href="mailto:auxiliars@gva.es">auxiliars@gva.es</a></p>

## Embassies and Consulates in Spain

<b>Australia</b>	P.º de la Castellana, 259D, 24.ª planta, 28046 Madrid 91 353 6600 <a href="mailto:madrid.embassy@dfat.gov.au">madrid.embassy@dfat.gov.au</a>
<b>Austria</b>	P.º de la Castellana, 91, 9.º, 28046 Madrid 91 556 5315 <a href="mailto:madrid-ob@bmeia.gv.at">madrid-ob@bmeia.gv.at</a>
<b>Belgium</b>	P.º de la Castellana, 18, 6.º, 28046 Madrid 91 577 6300 <a href="mailto:madrid@diplobel.fed.be">madrid@diplobel.fed.be</a>
<b>Brazil</b>	C/ Fernando el Santo, 6, 28010 Madrid 917 00 46 50 <a href="mailto:adm.madrid@itamaraty.gov.br">adm.madrid@itamaraty.gov.br</a>
<b>Bulgaria</b>	Travesía de Santa María Magdalena, 15, 28016 Madrid 91 345 5761 <a href="mailto:Embassy.Madrid@mfa.bg">Embassy.Madrid@mfa.bg</a>
<b>Canada</b>	P.º de la Castellana, 259D, 28046 Madrid 91 382 8400 <a href="mailto:MDRIDG@international.gc.ca">MDRIDG@international.gc.ca</a>
<b>China</b>	C/ Arturo Soria, 113, 28043 Madrid 91 519 4242 <a href="mailto:consuladochino@163.com">consuladochino@163.com</a>
<b>Denmark</b>	C/ Serrano, 26, 7.º, 28001 Madrid 91 431 8445 <a href="mailto:madamb@um.dk">madamb@um.dk</a>
<b>Finland</b>	P.º de la Castellana, 15, 28046 Madrid 91 319 6172 <a href="mailto:sanomat.mad@formin.fi">sanomat.mad@formin.fi</a>
<b>France</b>	C/ Salustiano Olózaga, 9, 28001 Madrid 91 423 8900 <a href="https://es.ambafrance.org/Contactar-con-nosotros">https://es.ambafrance.org/Contactar-con-nosotros</a>
<b>Germany</b>	C/ Fortuny, 8, 28010 Madrid 91 557 9095 <a href="mailto:Zreg@MADRI.Auswaertiges-Amt.de">Zreg@MADRI.Auswaertiges-Amt.de</a>

<b>Hungary</b>	C/ Fortuny, 6, 28010 Madrid 91 413 7011 <a href="mailto:mission.mad@mfa.gov.hu">mission.mad@mfa.gov.hu</a>
<b>India</b>	Avda. Pío XII, 30-32, 28016 Madrid 902 90 1010   91 309 8870 <a href="mailto:socsec.madrid@mea.gov.in">socsec.madrid@mea.gov.in</a>
<b>Ireland</b>	P.º de la Castellana, 46, 4.ª planta, 28046 Madrid 91 423 3300 <a href="mailto:madridembassy@dfa.ie">madridembassy@dfa.ie</a>
<b>Italy</b>	C/ Lagasca, 98, 28006 Madrid 91 423 3300 <a href="mailto:madrid.cultura@esteri.it">madrid.cultura@esteri.it</a>
<b>Malta</b>	P.º de la Castellana, 45, 6º, 28046 Madrid 91 391 3061 <a href="mailto:maltaembassy.madrid@gov.mt">maltaembassy.madrid@gov.mt</a>
<b>Morocco</b>	C/ Serrano, 179, 28002 Madrid 91 563 1090 <a href="mailto:correo@embajada-marruecos.es">correo@embajada-marruecos.es</a>
<b>Netherlands</b>	P.º de la Castellana, 259D, 28046 Madrid 91 353 7500 <a href="mailto:mad@minbuza.nl">mad@minbuza.nl</a>
<b>New Zealand</b>	C/ Pinar, 7, 3.ª planta, 28006 Madrid 91 523 0226 <a href="mailto:madrid@embajadanuevazelanda.com">madrid@embajadanuevazelanda.com</a>
<b>Norway</b>	C/ Serrano, 26, 5.ª planta, 28001 Madrid 91 436 3840 <a href="mailto:emb.madrid@mfa.no">emb.madrid@mfa.no</a>
<b>Philippines</b>	C/ Eresma, 2, 28002 Madrid 91 782 3830 <a href="mailto:info@philembassymadrid.com">info@philembassymadrid.com</a>
<b>Poland</b>	C/ Guisando, 23 bis, 28035 Madrid 913 736 605 <a href="mailto:madryt.amb.sekretariat@msz.gov.pl">madryt.amb.sekretariat@msz.gov.pl</a>
<b>Portugal</b>	C/ Lagasca, 88, 4.º A, 28001 Madrid 91 782 4960 <a href="mailto:madrid@mne.pt">madrid@mne.pt</a>

<b>Russia</b>	C/ Velázquez, 155, 28002 Madrid 91 562 8833 <a href="mailto:embrues@mid.ru">embrues@mid.ru</a>
<b>Singapore</b>	Avda. de Bruselas, 28, 28108 Alcobendas (Madrid) 91 662 9373 <a href="mailto:sgbcnconsul@gmail.com">sgbcnconsul@gmail.com</a>   <a href="mailto:hcgmadrid@fmetropoli.org">hcgmadrid@fmetropoli.org</a>
<b>Sweden</b>	C/ Caracas, 25, 28010 Madrid 91 702 2000 <a href="mailto:ambassaden.madrid@gov.se">ambassaden.madrid@gov.se</a>
<b>Switzerland</b>	C/ Núñez de Balboa 35A, 7.º, 28001 Madrid 91 436 3960 <a href="mailto:madrid@eda.admin.ch">madrid@eda.admin.ch</a>
<b>Tunisia</b>	Avda. Alfonso XIII, 64-66-68, 28016 Madrid 91 447 3508 <a href="mailto:at.madrid@diplomatie.gov.tn">at.madrid@diplomatie.gov.tn</a>   <a href="mailto:madrid@embajadadetunez.es">madrid@embajadadetunez.es</a>
<b>United Kingdom</b>	P.º de la Castellana, 259D, 28046 Madrid 91 714 6300 <a href="http://www.gov.uk/contact-consulate-madrid">http://www.gov.uk/contact-consulate-madrid</a>
<b>United States</b>	C/ Serrano, 75, 28006 Madrid 91 587 2200 <a href="mailto:askACS@state.gov">askACS@state.gov</a>

# 2021-2022 CALENDAR

September

m	t	w	t	f	s	s
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

m	t	w	t	f	s	s
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

m	t	w	t	f	s	s
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

m	t	w	t	f	s	s
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January

m	t	w	t	f	s	s
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

February

m	t	w	t	f	s	s
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March

m	t	w	t	f	s	s
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April

m	t	w	t	f	s	s
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

m	t	w	t	f	s	s
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

June

m	t	w	t	f	s	s
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July

m	t	w	t	f	s	s
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

l	m	x	j	v	s	d
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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- 2<sup>nd</sup> Sep.** Ceuta Day
- 8<sup>th</sup> Sep.** Asturias Day  
Extremadura Day
- 11<sup>th</sup> Sep.** National Day of Catalonia
- 15<sup>th</sup> Sep.** La Bien Aparecida (Cantabria)
- 17<sup>th</sup> Sep.** Melilla Day
- 9<sup>th</sup> Oct.** Valencian Community Day
- 12<sup>th</sup> Oct.** Spanish National Holiday
- 1<sup>st</sup> Nov.** All Saints' Day
- 3<sup>rd</sup> Dec.** Saint Francis Xavier's Day (Navarre)
- 6<sup>th</sup> Dec.** Spanish Constitution Day
- 8<sup>th</sup> Dec.** Feast of the Immaculate Conception
- 25<sup>th</sup> Dec.** Christmas Day

- 1<sup>st</sup> Jan.** New Year's Day
- 6<sup>th</sup> Jan.** Epiphany
- 28<sup>th</sup> Feb.** Andalusia Day
- 1<sup>st</sup> Mar.** Day of the Balearic Islands
- 13<sup>th</sup> Mar.** Statute of Autonomy of Meliilla
- 19<sup>th</sup> Mar.** Saint Joseph's Day
- 14<sup>th</sup> Apr.** Maundy Thursday
- 15<sup>th</sup> Apr.** Good Friday
- 18<sup>th</sup> Apr.** Easter Monday
- 23<sup>rd</sup> Apr.** St. George's Day / Aragon Day  
Castile and León Day
- 2<sup>nd</sup> May** Monday following  
Labor Day  
Day of the Community of Madrid

- 17<sup>th</sup> May** Galician Literature Day (Galicia)
- 30<sup>th</sup> May** Day of the Canary Islands
- 31<sup>st</sup> May** Castile-La Mancha Day
- 9<sup>th</sup> Jun.** Day of La Rioja  
Day of the Region of Murcia
- 13<sup>th</sup> Jun.** Saint Anthony's Day (Ceuta)
- 16<sup>th</sup> Jun.** Corpus Christi (Castile-La Mancha)
- 24<sup>th</sup> Jun.** Saint John's Day
- 10<sup>th</sup> Jul.** Festival of the Sacrifice (Ceuta and Meliilla)
- 25<sup>th</sup> Jul.** Saint James' Day  
National Day of Galicia
- 28<sup>th</sup> Jul.** Cantabria Institutions Day
- 15<sup>th</sup> Aug.** Feast of the Assumption

Appendix I. Flowchart for the Education System LOMCE

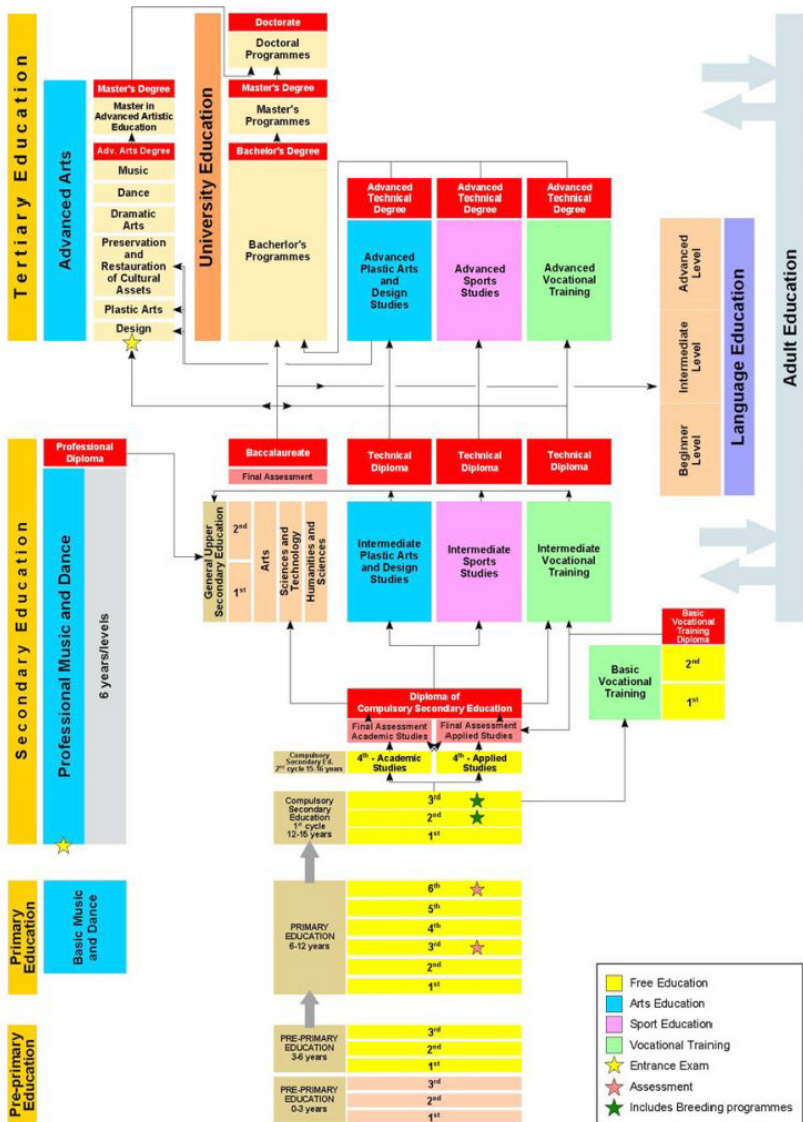


Figure 4: Flowchart for the Spanish Education System, "Datos y cifras. Curso escolar 2013-2014". S. G. de Estadísticas y Estudios.

## Appendix II. Health Insurance Form



MINISTERIO  
DE EDUCACIÓN  
Y FORMACIÓN PROFESIONAL

SECRETARÍA DE ESTADO  
DE EDUCACIÓN

DIRECCIÓN GENERAL  
DE PLANIFICACIÓN  
Y GESTIÓN EDUCATIVA

UNIDAD  
DE ACCIÓN EDUCATIVA EXTERIOR

**PROGRAMA DE AUXILIARES DE CONVERSACIÓN  
CUPO DEL MINISTERIO DE EDUCACIÓN Y FORMACIÓN PROFESIONAL**

**ASISTENCIA SANITARIA EN ESPAÑA - CURSO 2021-2022**

El Ministerio de Educación y Formación Profesional proveerá de un seguro con cobertura de asistencia sanitaria, en caso de accidente o enfermedad sobrevenida, en España a los auxiliares de conversación que:

- procedan de países extracomunitarios;
- no tuvieran derecho a solicitar la Tarjeta Sanitaria Europea en su país;
- hubieran recibido una negativa de las autoridades sanitarias de su país de origen para obtener la Tarjeta Sanitaria Europea;
- posean una Tarjeta Sanitaria Europea válida por un periodo inferior al de su adscripción al programa (**del 1 de octubre de 2021 al 31 de mayo de 2022**).

Si usted se encuentra en uno de estos grupos, debe rellenar este impreso, imprimirlo, firmarlo, escanearlo y enviarlo en un archivo adjunto, **preferiblemente en formato PDF** con su nombre, al correo electrónico [auxiliares.conv@educacion.gob.es](mailto:auxiliares.conv@educacion.gob.es).

A lo largo del mes de septiembre, recibirá un correo electrónico con el certificado e información sobre cómo utilizar el seguro contratado por el Ministerio de Educación y Formación Profesional.

Si tiene derecho a obtener la **Tarjeta Sanitaria Europea**, debe solicitarla en su país y traerla consigo al trasladarse a España.

Si usted **NO** se encuentra en uno de estos supuestos, no debe enviar este formulario.

**DATOS PARA SU INCLUSIÓN EN LA PÓLIZA DE SEGURO FINANCIADA POR  
EL MINISTERIO DE EDUCACIÓN Y FORMACIÓN PROFESIONAL**

PAÍS DE PROCEDENCIA:.....

APELLIDO(S):..... NOMBRE:.....

NÚMERO DE PASAPORTE  
o DOCUMENTO DE IDENTIDAD:.....

E-MAIL:.....

CENTRO DE DESTINO EN ESPAÑA:.....

DIRECCIÓN DEL CENTRO:.....

CÓDIGO POSTAL:..... LOCALIDAD:.....

PROVINCIA:.....

Firma:..... Fecha:.....

\* Si se encuentra destinado en más de un centro, es suficiente que proporcione los datos de uno de ellos.





