

Ministerio
de Educación
y Formación Profesional

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Language Assistants Guide

Language Assistants
in Spain | 2019-20



GOBIERNO
DE ESPAÑA

MINISTERIO
DE EDUCACIÓN
Y FORMACIÓN PROFESIONAL

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MINISTERIO DE EDUCACIÓN Y FORMACIÓN PROFESIONAL

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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 looks to improve the quality of foreign language education in Spain by integrating native speakers of the language into the classroom to promote the 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, and thus contribute to their professional development and to the spread of the Spanish language.

Language assistants are exchanged yearly with Australia, Austria, Belgium, Bulgaria, Canada, China, countries of Oceania (Fiji, Solomon Islands, Tonga and Vanuatu), Finland, France, Germany, Hungary, India, Ireland, Italy, Luxembourg, Malta, Morocco, the Netherlands, New Zealand, Norway, the Philippines, 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 necessity in today's society. 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.

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Moreover, language assistants are in the process of learning the Spanish language and culture, and it also grants an opportunity to live a formative and a 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 one is to **give information concerning the procedures before starting**, and the second one is 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 you will receive your letter of appointment. **The letter of appointment is an official documentation of your assignment for the position of language assistant in Spain** and you must bring it with you in order to be able to complete basic paperwork, such as applying for a visa, opening a bank account or managing your rental agreement.

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.

The first step to take once you receive your appointment letter is **to get in touch with your assigned school and/or contact person, but keep in mind that most schools are closed during the month of August.**

Questions you will need to ask your assigned school/mentor:

- Age of the students that you will be with.
- Number of teachers who teach your language.
- School calendar.
- Workplace dress code.

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MINISTERIO DE EDUCACIÓN Y POLÍTICA PÚBLICA
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- SECRETARÍA DE ESTADO DE POLÍTICA PÚBLICA, PARTICIPACIÓN Y COOPERACIÓN INTERNACIONAL
DIRECCIÓN GENERAL DE COOPERACIÓN INTERNACIONAL
DIRECCIÓN DE POLÍTICA DE COOPERACIÓN
DIRECCIÓN DE POLÍTICA DE COOPERACIÓN
- ## PROGRAMA DE AUXILIOS DE COOPERACIÓN EXTRANJEROS EN ESPAÑA 2019/21

COMBAMRIMIENTO
- Idioma
 - Apellidos y nombre:
 - Nacionalidad:
 - Dirección personal:
 - Correo electrónico:
 - Centros de destino:
- 2
- Se solicita el ingreso en los Centros Bomberos en Cooperación Extranjera en España y se piden participantes en el Programa, se solicita AUXILIO DE COOPERACIÓN EXTRANJERA en el ámbito de la lucha contra incendios.
- El Programa tiene una duración de siete (7) meses del 1 de octubre de 2019 al 31 de marzo de 2020, a dedicación plena en el centro o centro adjudicatario más el máximo de cinco (5) horas semanales.
- El Ministerio de Educación y Política Pública en España, a través del **Comité de Selección** de España, seleccionará al centro o centro adjudicatario de la oferta de cooperación del 1 de octubre de 2019 a la fecha en la que se formalizó el 31 de marzo de 2020, los servicios de cooperación de la oferta de cooperación del 1 de octubre de 2019 a la fecha en la que se formalizó el 31 de marzo de 2020.
- El número de convocatorias que se dispongan en la **Tabla Resumen** Extranjera (Incorporación al Anexo C) podrá variar en todo el periodo de adjudicación del 1 de octubre de 2019 al 31 de marzo de 2020, a dedicación plena en el centro o centro adjudicatario más el máximo de cinco (5) horas semanales en el territorio receptor, así como incluir un número de convocatorias y servicios.
- Los requisitos de acceso y condiciones de selección que se establezcan en la oferta de cooperación del 1 de octubre de 2019 a la fecha en la que se formalizó el 31 de marzo de 2020, así como los requisitos de acceso y condiciones de selección que se establezcan en la oferta de cooperación del 1 de octubre de 2019 a la fecha en la que se formalizó el 31 de marzo de 2020, así como los requisitos de acceso y condiciones de selección que se establezcan en la oferta de cooperación del 1 de octubre de 2019 a la fecha en la que se formalizó el 31 de marzo de 2020.
- Los datos de contacto de los centros de cooperación que se establezcan en la oferta de cooperación del 1 de octubre de 2019 a la fecha en la que se formalizó el 31 de marzo de 2020, así como los datos de contacto de los centros de cooperación que se establezcan en la oferta de cooperación del 1 de octubre de 2019 a la fecha en la que se formalizó el 31 de marzo de 2020.
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- Hasta el 31 de agosto de 2019
- David Ferraz Priadity
- Subdirector General de Cooperación Internacional y Promoción Exterior Española
- La Comisión Asesora de Política de Auxilios de Cooperación Extranjera tiene una duración máxima de tres (3) meses desde la fecha de su creación y se establece en la oferta de cooperación del 1 de octubre de 2019 a la fecha en la que se formalizó el 31 de marzo de 2020.
- 1

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On the following page you will find a sample letter of appointment from the Ministry of Education and Vocational Training and one from the Autonomous Communities (local education authorities). 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 your position.
4. Class schedule and value of your stipend.
5. E-mail addresses to contact for questions and other issues.

✓	DOCUMENTS TO BRING TO SPAIN
	Your letter of appointment.
	Other documents sent to you by the Ministry or from the department of education from your assigned Autonomous Community.
	Passport or, if you are European, identification card.
	European Health Insurance Card (EHIC or TSE), if you are European.
	A letter from your guarantor (your family, your bank...) translated into Spanish to present in case you have to pay rent.
	Criminal Background Check.
	Student ID card, if applicable.
	Credit card to make payments easier. You should have at least €1800 available to cover the initial costs, although you may need more than this in order to pay a deposit on your living space, as it is usually the case. The first month's stipend could take several weeks due to some lengthy procedures for opening a bank account, bureaucratic issues, and/or complex initial procedures and paperwork.
	Authentic materials for 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 audiovisual materials.

B. Criminal Background Check¹

According to section eleven of Article 1 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 assistant shall bring the following to Spain to present on the first day that he or she goes to the school** a certificate, issued by the central registry for sex offenders or by the criminal record office of his or her country, verifying a local or state criminal records search proving there is no history of a criminal record for any crime against sexual freedom and indemnity. Please contact the educational authority that has sent you the letter of appointment to verify the type of certificate that will be necessary.

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

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

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- **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** that you receive will indicate which organization will provide your stipend: the Ministry of Education and Vocational Training or your assigned Autonomous Community's Department for Education.

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

It is critical that you communicate with a single point of contact, in order to simplify the resolution of any questions or issues that you may have. This point of contact varies according to your group and will be your permanent point of contact in the educational administration upon which you depend:

- **If you belong to the Ministry group**, you may contact auxiliares.com@educacion.gob.es.
- **If you belong to the Community group**, you should refer to the contact information provided by your 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 your account in Spain, according to the procedure indicated in section I.E.

1. 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.

- Assistants in the Community group will receive information on this matter from the program coordinators at their assigned Autonomous Community.

D. Registration in Spain (both groups)²

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.

The following procedures may vary depending on your local immigration office or police station, so you need to ask for specific instructions when applying for the documents listed below. These will vary based on whether you are a citizen of the European Union or not, and will allow you to obtain your Foreigner Identification Number (NIE).

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

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

You must go to your local immigration office (or, if there isn't one, at the corresponding police station), in order to apply for registration in the Central Register of Foreign Nationals.

In order to apply for the EU Registration Certificate, you must pay a fee (about ten euros) and provide the following documents:

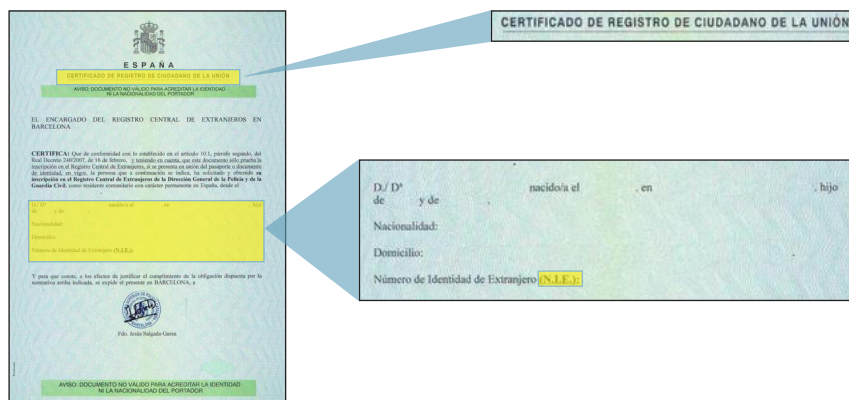
- Modelo oficial (EX-18) (the EX-18 form), in duplicate, duly completed and signed. You will find it at: http://extranjeros.mtramiss.gob.es/es/ModelosSolicitudes/Mod_solicitudes2/index.html.
- Valid identity document (if it's expired, you must provide a copy of it and of the renewal application). **You must present the original document upon submitting the application.**

Once you submit the application and pay the fee, you will be given a Registration Certificate which will include your name, nationality, address, date of registration and **Foreigner Identification Number (NIE)**, which is the number that the bank will request from you so that you may open a Spanish bank account and that you will need to receive your monthly stipend.

2. 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.

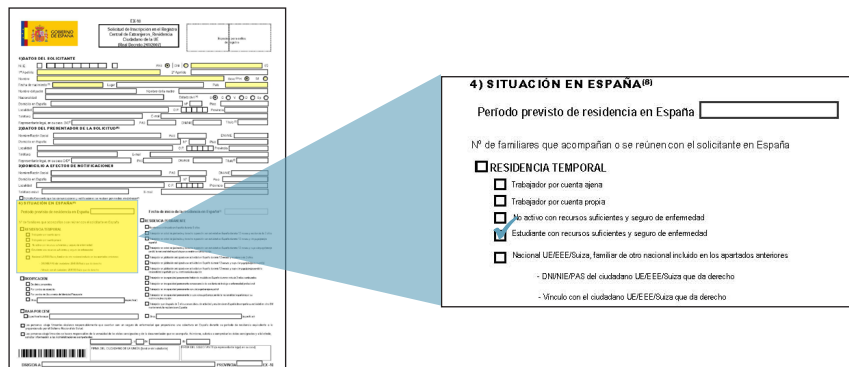
I. Necessary procedures to begin the program

You may also request the NIE in advance, before arriving in Spain, at the consular offices of the Embassy of Spain in your 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 you are in Spain you are required to apply for the EU Registration Certificate locally.



The image shows a sample of the 'Certificado de Registro de Ciudadano de la Unión' (EU Registration Certificate). It is a light blue document with the Spanish coat of arms at the top. The title is 'CERTIFICADO DE REGISTRO DE CIUDADANO DE LA UNIÓN'. Below it, it states 'AVISO: DOCUMENTO NO VÁLIDO PARA ACREDITAR LA IDENTIDAD EN LA NACIONALIDAD DEL PORTADOR'. The document is issued by 'EL ENCARGADO DEL REGISTRO CENTRAL DE EXTRANJEROS EN BARCELONA'. It contains a section for 'CERTIFICADO' with fields for 'D./Dña.', 'nació/a el', 'en', 'hijo de', 'y de', 'Nacionalidad:', 'Domicilio:', and 'Número de Identidad de Extranjero (N.I.E.)'. A yellow box highlights the 'N.I.E.' field. At the bottom, it says 'AVISO: DOCUMENTO NO VÁLIDO PARA ACREDITAR LA IDENTIDAD EN LA NACIONALIDAD DEL PORTADOR'.

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The image shows a sample of the 'Formulario de solicitud de TIE' (Foreigner Identity Card application form). It is a white document with the Spanish coat of arms at the top. The title is '4) SITUACIÓN EN ESPAÑA^(B)'. It contains a section for 'Periodo previsto de residencia en España' with a blank box for the duration. Below this, it asks for 'Nº de familiares que acompañan o se reúnen con el solicitante en España'. There are two main sections: 'RESIDENCIA TEMPORAL' and 'RESIDENCIA PERMANENTE'. Under 'RESIDENCIA TEMPORAL', there are checkboxes for 'Trabajador por cuenta ajena', 'Trabajador por cuenta propia', 'No activo con recursos suficientes y seguro de enfermedad', and 'Estudiante con recursos suficientes y seguro de enfermedad'. Under 'RESIDENCIA PERMANENTE', there are checkboxes for 'Nacional UE/EEE/Suiza, familiar de otro nacional incluido en los apartados anteriores' and 'Vinculo con el ciudadano UE/EEE/Suiza que da derecho'. The form also includes a section for 'Datos del solicitante' and 'Datos de los familiares'.

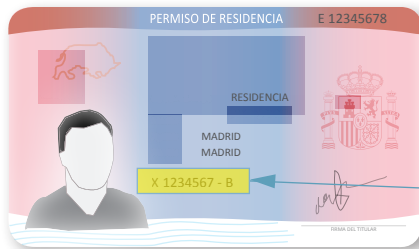
Language assistants from countries outside the European Union: How to obtain the TIE (Foreigner Identity Card).

When you arrive to your destination, you must apply for the Foreigner Identity Card (TIE), in which the Foreigner Identification Number (NIE) appears. You may apply for this at the immigration office or the local 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 six months.

In order to apply for the TIE, you will need to pay the corresponding fee (about fifteen euros) and, if it is your first time applying for it, you must provide the following documents:

- Application form (EX-17), in duplicate, completed and signed. This form is available at http://extranjeross.mitramiss.gob.es/es/ModelosSolicitudes/Mod_solicitudes2/index.html.
- Original and photocopy of the passport or travel document with the stamp, sign or mark made upon entry at the border checkpoint.
- 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 (especificar)

EX-17

Modelo de solicitud de Permiso de Residencia de Larga Duración (TIE)

1. DATOS DEL SOLICITANTE

Nombre: Apellidos: Fecha de nacimiento: Lugar de nacimiento:

Nacionalidad: Sexo: Estado civil:

2. DATOS DEL PRESENTADOR DE LA SOLICITUD

Nombre: Apellidos: Fecha de nacimiento: Lugar de nacimiento:

Nacionalidad: Sexo: Estado civil:

3. DATOS DEL SOLICITANTE EN LA TARJETA

4. DATOS DEL SOLICITANTE EN LA TARJETA

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76. DATOS DEL SOLICITANTE EN LA TARJETA

77. DATOS DEL SOLICITANTE EN LA TARJETA

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89. DATOS DEL SOLICITANTE EN LA TARJETA

90. DATOS DEL SOLICITANTE EN LA TARJETA

91. DATOS DEL SOLICITANTE EN LA TARJETA

92. DATOS DEL SOLICITANTE EN LA TARJETA

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98. DATOS DEL SOLICITANTE EN LA TARJETA

99. DATOS DEL SOLICITANTE EN LA TARJETA

100. DATOS DEL SOLICITANTE EN LA TARJETA

Your NIE will appear on your visa, but when you arrive in Spain you will be required to apply for a Foreigner Identity Card (TIE) in order to stay over six months.

E. Banking and the monthly stipend (Ministry group)

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

IBAN ES+2 digits	Bank account 20 digits
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You must attach a copy of the information provided by the bank, along with the copy of your NIE to the email: auxiliares.conv@educacion.gob.es, **before October 15th**, so that the first payment is not delayed.

In some banks, a temporary bank account may be open in Spain without a NIE by presenting the passport or equivalent identification document and the letter of appointment, but you need to remember that obtaining a NIE is necessary in order to participate in the program and live in Spain.

It is important that, when you open your Spanish bank account, you specify that you will receive a monthly stipend through an educational program. This will allow you to avoid commission charges. Keep in mind that most banks charge a commission to maintain an account, and they could freeze your account if you do not use it.

Important: if you do not provide your Spanish bank account number **before October 15th**, 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 (see section I.D.), you must notify this number to your bank immediately, since if you do NOT, they may freeze your account.

After obtaining the NIE, it's likely that your bank account number will automatically change. Talk to your bank about the possibility of this happening. If the bank account number does change, immediately communicate your new bank details to the Ministry at auxiliares.conv@educacion.gob.es. In the e-mail include: last name and first name, Autonomous Community of destination, name of the bank and new account number.

Important: We recommend that you test out your account during the first months in order to avoid any incidents.

For payments received directly from an Autonomous Community, follow the instructions you receive from the managers.

F. Health Insurance (both groups)

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

1. Healthcare provided by Spanish Social Security for language assistants with a European Health Insurance Card (EHIC/TSE)

You must have a European Health Insurance Card, which you must request it in your 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 you need medical care, you should go to your 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 can't 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.

- Medication

Your primary care physician or specialist will prescribe you the medication that he or she considers necessary using the official prescription form. You may pick up your medication at any pharmacy by providing your prescription and paying the corresponding cost.

- Dental Treatment

With regard to dental care, public health insurance only covers tooth extraction. Depending on your assigned Autonomous Community, this coverage may be increased.

2. Healthcare provided by a private insurance company for those language assistants who DO NOT have access to the European Health Insurance Card (EHIC/TSE) in their countries.

The Ministry of Education and Vocational Training and the Autonomous Communities have contracted an insurance policy with a private insurance company which will provide health insurance, in the case of sudden or unexpected accident or illness, during the language assistants' participation in the program.

- The language assistants in the Ministry group who do not have the European Health Insurance Card should remember to request this private travel insurance, filling out the form in Appendix II of this Guide and send it via e-mail to auxiliares.comx@educacion.gob.es as an attached file. A personal insurance certificate will be sent to your e-mail with the company's instructions and the health care benefits.

In the case of having any special/specific medical condition, we do recommend that you travel with your own medical insurance.

- The language assistants in the Autonomous Community group will receive instructions from those responsible of the program in each community.

G. Housing

Language assistants should contact their 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 a suitable housing situation. It should be noted that, if a language assistant should 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 to the renter at the end of the contract period.

Here are some housing websites with apartments for rent:

www.idealista.com

www.fotocasa.es

www.enalquiler.com

www.segundamano.es

www.milanuncios.com

www.easypiso.com

H. Local Registration

Once you have settled at your permanent address in Spain, you may go to your city hall or municipal council to register locally. In some Autonomous Communities this may be required. On your assigned city or town's website, you may find information on the steps to take and the necessary documentation.



II. Duties of a Language Assistant

The language assistant is part of an international educational cooperation program and acts as a **“cultural ambassador”** for his or her country of origin; thus, this position entails certain responsibilities towards the school in which the language assistant contributes his or her support. It's 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.**

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A. Academic calendar, Schedule and Organization

Except for some language assistants financed by the local education authorities (Community group), **language assistants will start their assignment on the 1st of October and will end on the 31st of May.** The language assistant will normally collaborate with the teacher twelve hours a week in the classroom and enjoy 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 on which you begin your tasks the Principal of your school should fill out a form (***Hoja de incorporación***) and send it via e-mail 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.

You will be part of your school's language department. Your department will provide you with information about the teaching schedule, learning objectives and minimum attainment requirements for each course. You will likewise be informed about the use of space, facilities, material and equipment assigned to the department. The head of the department will be responsible for supervising the activities that the classroom teachers assign to you.

It's 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 academic community.

Your school management team will be responsible for the preparation of your schedule and for its observance. You must notify your mentor teacher, **head of studies** (***Jefe de Estudios***), or principal of any absence as soon as possible. Your school leadership team will inform the Ministry or Autonomous Community, depending on the group to which you belong, of unexcused absences or repeated tardies.

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We would like to remind you that your school will decide how you will make up for absences, according to their needs. If your absences are not excused, your school will inform the Ministry or the Autonomous Community to go ahead and deny payment for those days from your monthly stipend.

Holidays and Absences

Language assistants should enjoy the holidays listed in the school academic calendar. If you would like to request a leave of absence for personal reasons, for a maximum of one week, you must request it from your school and set up a schedule with them to make up the classes that you will have missed.

If your leave of absence is for more than a week, you will need the approval of the school management and to communicate this to the Language Assistant Program Division via e-mail: auxiliares.com@educacion.gob.es. In your e-mail, you must indicate the exact dates of your absence and if you have already agreed upon a make-up plan for the classes missed. After reviewing your request, your school management will be notified of the decision that has been taken. The total number of excused absences throughout the entire school year must not exceed 20 days.

In the case of absence due to illness, you must present valid medical proof and follow the same procedure that is laid out for the school staff. In the case of a prolonged illness, you will continue to receive the monthly stipend as long as you remain in Spain and are able to resume your duties within one month. If you should return to your country of origin, your absences will be deducted from your stipend according to your absence.

Monthly Stipend

A language assistant will receive a monthly stipend of 700 euros as compensation for living costs and will have a twelve-hour week, although 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 next 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 you once again that you must provide your Spanish bank account number **before October 15th** to transfer payment approval to the payment Department in order to avoid delayed payments. It's important that you monitor your banking transactions for the first few months in order to prevent any issues.

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Resignation and Dismissal

If for any reason you have to withdraw from your position before the end of your stay, you must immediately notify the e-mail address renuncias.auxminis@educacion.gob.es, and copy the program coordinator in your Autonomous Community or city in the e-mail, indicating the exact date of termination.

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 must give the assistant a **recognition certificate for services rendered**, indicating the number of hours a week in the program and the start and end dates.

In some Autonomous Communities (only the language assistants from the Community group) you may be asked to complete a final report. At that same time, you will

also be asked to complete a **questionnaire that evaluates the program**, in which you may provide suggestions for improvement in future sessions.

Renewals

Renewal is not automatic. The Language Assistant Program gives preference to mobility to new applicants and so may have in mind that the renewal criteria vary according to the applicant's country of origin. Thus, renewal cannot be guaranteed for all candidates.

You can find more information, providing detailed instructions about the renewal process according to nationalities on the program website (<https://www.mecd.gob.es/servicios-al-ciudadano-mecd/catalogo/educacion/profesorado/convocatorias-para-extranjeros/auxiliares-conversacion-extranjeros-espana.html>).

B. Functions of the Language Assistant

Language assistants are recent college graduates or college students in their last year of school. They do not have the responsibilities of a teacher and cannot teach alone. Thus, **a language assistant is only to help the classroom teacher**, and his or her 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 upon by the teacher, teach a part of the class without help.

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

The language assistant should expect to have a **mentor teacher**. As such, he or she will guide you in your work and offer you professional and personal help (housing search, obtaining a NIE, etc.). This mentor teacher will be your first point of contact in case of incidents that you might come across while at the school. An example of this might be if you are entrusted with functions and tasks that are outside the range of your ability. In absence of your mentor teacher, you should request help in the following order:

1. Another teacher at the school or head of studies (*Jefe de Estudios*).
2. The designated contact from your assigned Autonomous Community (see section V).
3. The designated contact from the Ministry.
4. The organization that manages the program in your country, if any.

The language assistant may perform the following tasks under the supervision and with the coordination of the classroom teacher:

- Conversation practice by topic.
- Presenting the culture of your country.
- Create materials to facilitate students learning as directed by the teachers.
- Make recordings in your own language which the language teachers may use as an example of a native speaker's speech in the target language.
- Contribute to the training of the teachers at the school, provided that you have time available in your schedule.
- Other similar tasks.

You always need to communicate in your language, avoiding the use of the student's native language, except when absolutely necessary.

The language assistant may voluntarily choose to participate in extracurricular activities of various kinds: cultural activities, sports, study trips, school exchanges, etc. Because these are often very enriching activities, we recommend that you take active part in them.

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

- Directly teaching groups of students without the supervision of a teacher.
- Drafting or editing the syllabus.
- The preparation or grading of exams, quizzes, compositions, or similar exercises.
- Giving students grades.
- 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 shouldn't deal with student behavior or discipline problems alone. 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 media and the internet, unless you have permission from your school. Under no circumstances should you ever exchange personal information with students, invite them to be friends, or accept similar invitations.

C. The Role of a Language Assistant

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.

From the beginning, you should establish a professional relationship with the students, although this relationship should be done in such a way that you gain their trust and respect. It's equally important that you adapt to the local customs and that you involve yourself in daily life at the school by participating in extracurricular activities. This will allow you to have more interaction with the country's language. You can also promote exchanges and correspondence between schools, groups and individuals.

It's important that you 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 even contribute to your professional and personal development.

D. Classroom observation

- 28 It's advised that at the beginning of the school year, you attend 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 course objectives.
 - The teaching methodology.
 - The system for error correction.
 - The balance between fluency and accuracy.
 - Emphasis on diversity.
 - Classroom management style...

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

E. Ideas for teaching a foreign language class

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

- Simplify and adjust the speed of your language when necessary.
- Ask questions and restate yourself to ensure comprehension.
- Use various resources in order to make yourself understood: facial expressions, gestures, body language, drawings, etc.

- Use translation only when everything else fails, and not excessively.

The use of authentic material is an excellent methodological resource. On the one hand, it encourages conversation and brings culture and language closer to everyday life, when students are otherwise restricted to academic subjects. On the other, they also allow for more realistic exercises.

Below are ideas and suggestions for the use of these material in the classroom. **In order to implement these activities, you must have effective communication with your mentor teacher and with the foreign language teachers with whom you collaborate. Keep them informed about these activities in order to know if these meet the proposed objectives for each level.**

a. Posters

Posters enrich the classroom atmosphere and represent the culture of the language being taught. You should switch them out every once in a while. We suggest that you:

- 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.

b. Films

The appeal and motivating role of cinema is undeniable. However, if you do not choose the movie or film clips with which you want to work wisely, or if it doesn't match the linguistic level of the class, it may turn out to be very frustrating. We suggest that you:

- Contextualize the film or clip by relating it to current coursework. If it is about a topic that the students are studying, make sure that they have already read something about the topic or that they already know a bit 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.
- This is a great way to 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. We suggest that you:

- 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're looking for. We suggest that you:

- Fill out a simple worksheet with the information about each brief news report: events, people, dates, places, etc.
- Talk about a news story that they have read or heard.
- Reenact the week's most prominent new stories.
- 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.

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e. Forms

Filling out forms is a difficult and specialized task that is helpful in familiarizing oneself with the essential bureaucratic aspects of 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; it may be an excellent way to end a series of activities about personal identification.

f. Songs

Using songs in the classroom is highly motivating. You should bear in mind when choosing songs that they must match the interests of students, the suitability of the subject matter, the skill you wish to work on (listening comprehension, vocabulary, etc.) and their 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

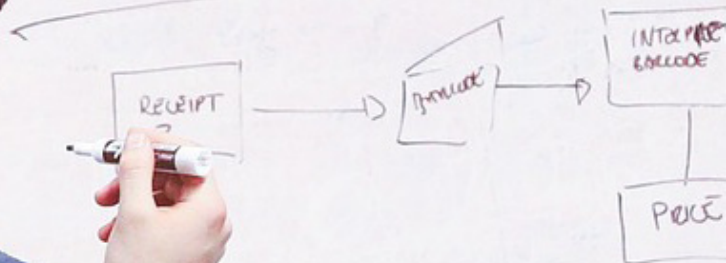
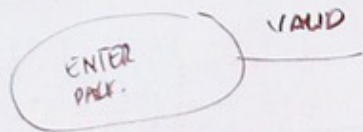
Games are beneficial to all grade levels, but be careful while choosing a game that is neither too difficult on a linguistic level nor too childish for the class. Here are some ideas:

- 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?*

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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 May), reformed by the Law for Improvement of the Quality of Education (LOMCE) (8/2013), regulates the teachings that comprise the Spanish education system.

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The preamble of the General Education Law states that a quality education is the greatest treasure and primary resource of a country and its citizens. The aforementioned law establishes the principles and objectives of education, as well as the organization of the teaching system and its stages. It addresses the groups of students who require a specialized education, sets forth the functions and duties of faculty, and defines the educational establishments, their different types and their legal system. This law addresses the participation of the educational community, the assessment of the education system, the role of educational inspections and the provision of economic resources.

The Spanish Education System runs on principles of quality, cooperation, fairness, academic freedom, merit, equal opportunity, non-discrimination, the efficient allocation of public resources, transparency and accountability.

INSTITUTION	LEVEL		CYCLE	GRADE	AGE	VOCATIONAL TRAINING	LANGUAGES
IES/ Universities	Ed. Superior				18+	Advanced Training	Official Language Schools (EOI)
Secondary Education Institute (IES)	Secondary Ed.	<i>Bachillerato</i>		2 nd	17-18	Intermediate Training	
				1 st	16-17		
		Compulsory Secondary Education (ESO)	2 nd c.	4 th	15-16	Basic Training	
				1 st cycle	3 rd		
			2 nd		13-14		
			1 st		12-13		
Public School for Preschool and Elementary Education (CEIP)	Elementary/ Primary Education		2 nd cycle	6 th	11-12		
				5 th	10-11		
				4 th	9-10		
			1 st cycle	3 rd	8-9		
				2 nd	7-8		
				1 st	6-7		
	Preschool		2 nd cycle	3 rd	5-6		
				2 nd	4-5		
				1 st	3-4		
			1 st cycle		0-3		

A. Stages of education

Preschool

Preschool is for boys and girls 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.

Holistic development is gradually nurtured in both cycles, helping children to develop a positive, balanced self-image and to acquire autonomous development.

Elementary/Primary Education

Elementary/Primary Education is both compulsory and free. It has six academic years for students ages 6-12. It includes the following subjects: 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.

Upon completion of the third year (end of the first cycle in Elementary/Primary Education) and the sixth year (end of the second cycle in Elementary Education) all students take an individualized final assessment exam, in which proficiency levels in language communication, mathematics, and basic science and technology are assessed, as well as achievement of the stage's objectives.

With respect to foreign language learning, **one of the objectives of this stage is that the students gain, in at least one language, basic communicative competence**, such that they may express and understand simple messages and overcome daily challenges.

In the bilingual elementary/primary schools of some Autonomous Communities, external language proficiency tests are performed in order to assess the level of linguistic competency of students in their third and sixth years, according to the Common European Framework of Reference for Languages (CEFR). If you are assigned to a bilingual school, you may collaborate in students' preparation for these tests by helping them improve their oral skills (listening and speaking).

Compulsory Secondary Education (ESO)

Compulsory Secondary Education is free and includes four school years, usually for ages 12-16.

The subjects of the first three school years are the following: biology and geology, geography and history, Spanish language and literature, co-official language and literature (if any), foreign language, mathematics, visual and performing arts, music, technol-

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

ogy and physical education. In addition, students may choose to take an elective course; schools must offer a second foreign language as one of these electives.

In their fourth secondary school year, students may choose an academic path that will lead them to their Baccalaureate (*Bachillerato*) or an applied path that will prepare them for 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 civics. In addition, students must take other elective courses, which may include a second foreign language.

At the end of the fourth year, students perform an individualized assessment exam according to their chosen track (academic or applied), in which the students' achievement of the stage's objectives and their proficiency levels are assessed. After passing this test, they receive their Compulsory Secondary Education Diploma, which prepares them for the *Bachillerato*, Intermediate Vocational Training, cycles of Intermediate Visual Arts and Design, Intermediate Sports Education and the labour market. Students who do not receive their ESO may choose to take Basic Vocational Training.

Bachillerato

- 36 The Baccalaureate (*Bachillerato*) is a non-compulsory stage of education that includes two academic years; students who have received their Compulsory Secondary Education Diploma may begin their *Bachillerato*. There are different tracks to receive the *Bachillerato*. Each is flexibly organized and has its own specialties. According to policy, students may continue studying their *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.**

The *Bachillerato* consists of 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 literature), Spanish history, foreign language and physical education.

Upon its completion, students perform an individualized assessment exam, 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.

Basic Vocational Training is a program that lasts 2 years, with about 2000 hours of theoretical-practical training, of which 240 hours must be spent in the workplace.

In order to reach this stage, the student must be at least 15 years old and have completed the first cycle of ESO (the first, second and third academic years) or, in rare cases, have completed the second year of ESO.

Those who have earned their Compulsory Secondary Education Diploma may begin their **Intermediate Vocational Training**. Once the *Título de Bachiller* has been earned, one may access **Advanced Vocational Training**. Additionally, there are entrance exams for those who do not fulfill any of these requirements.

Students who complete their vocational instruction receive their **Professional Certificate** (*Título de Técnico*) or their **Advanced Professional Certificate** (*Título de Técnico Superior*) in the corresponding vocation.

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Art and Sports Education

Art and Sports Education, which may be combined with Secondary Education, provide the necessary training and skills for future professionals in music, dance, theatre, visual



Figure 2: University, Nikolay Georgiev.

arts, design and sports. They are divided into three levels of instruction: Elementary, Professional and Superior.

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

Language Learning

The language instruction that is offered in Official Language Schools (EOI) prepares for the correct use of different languages beyond that which is taught in the ordinary stages of the education system. The General Law of Education (LOE) structures this instruction at 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*. 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.

Instruction in Official Language Schools is broken into the following types:

a. Formal Education.

- **Face to face:** Students have the right to attend class and to several opportunities to take or retake the final examination, the number of which is determined by each Autonomous Community. Likewise, they have the right to participate in the school's cultural activities and to its other services. The academic year usually lasts nine months (from September to May) and classes are usually taught in the afternoon. There are, however, some centers that offer intensive courses and longer hours.
- **Blended learning:** Only available for English and through the program *That's English!*, which is offered in some Official Language Schools.

b. Non-formal Education. Students who know the language have the right to register for a final exam that counts for the entire cycle.

c. Intensive or single-subject courses and specific training programs for adults and faculty. These courses are only offered in certain schools.

The organization of these teachings as established in the LOE is as follows:

- **Basic Level (A2):** Consists of 240 hours of academic coursework over the course of two school years (except for Arabic, Chinese, and Japanese, which require 360). The final objective is the interactive, receptive and productive use of the language in a simple but effective way. Students should be able to produce short written or spoken texts about daily affairs with limited command of a basic repertoire of common

linguistic resources in the standard language. At the end of this level, students must pass a test in order to obtain the **Basic Level Certificate**.

- **Intermediate Level (B1):** Consists of 240 hours of academic coursework over the course of two school years (except for Arabic, Chinese, and Japanese, which require 360). The final objective is the interactive, receptive and productive use of the language with certain security and flexibility, in less common situations. Students should understand and produce written or spoken texts about general topics or ones of personal interest, with a reasonable command of a wide repertoire of simple linguistic resources, with formal and informal use of the standard language. At the end of this level, students must pass a test to obtain the **Intermediate Level Certificate**.
- **Advanced Level (B2):** Consists of 240 hours of academic coursework over the course of two school years (except for Arabic, Chinese, and Japanese, which require 360). The final objective is the fluent and natural use of the language both orally and in writing, easily adapting themselves to a wide range of situations. Students should understand and produce complex texts on general topics or in their specialty with a good command of a wide repertoire of linguistic resources, including common idiomatic expressions. At the end of the level, students must pass a test to obtain the **Advanced Level Certificate**.
- **Proficient Level (C1):** Students achieve this level when: they are able to understand a wide variety of lengthy and demanding texts and recognize the implicit meanings of such; they can express themselves fluently and naturally without obvious efforts to find the right words; they can use language flexibly and effectively for social, academic and professional purposes; they can produce clear, well-structured, detailed texts on complex subjects, demonstrating correct organization, articulation and cohesion. This level of **Effective Operational Proficiency** is taught and/or certified in certain schools as determined by each Autonomous Community.

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Figure 3: Language Class, Paul Bangs.

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 ordinary, authorized 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/Primary Education (*Colegios Públicos de Educación Infantil y Primaria, CEIP*)

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

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Secondary Education Institutes (*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.

Management Team

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

- **The principal/head teacher** represents the school and the educational administration. Likewise, it's the principal's responsibility to ensure compliance with the laws and other regulations in force, to direct and coordinate the school's activities and to exercise leadership over all affiliated personnel.
- **The head of studies**, among other duties, is in charge of the teaching staff when it comes to all academic programs; he or she sets, in collaboration with the other members of the management team, the schedules of teachers and students, and coordinates the activities of the heads of the departments.
- **The registrar** is responsible for the school's administrative work: he or she issues 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.

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.

???



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 1st October and end on 31st May. In some Autonomous Communities these time periods may vary.

How many hours will I teach per week?

Generally you will assist in teaching for 12 hours per week, although this number may vary in some Autonomous Communities. Discuss this with your assigned school when you contact them.

Are there school holidays or vacation days?

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

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

This is generally possible; however, the needs of each specific country must be considered.

Can there be more than one school assigned?

Yes. Sometimes two schools may be assigned to a language assistant. This happens especially in rural areas, where more than two schools may share one language assistant. In these cases the schools will try to distribute the hours according to their needs and the availability of the language assistant

How do I contact the school once I've been assigned to it?

Depending on your group, the Ministry of Education and Vocational Training or your Autonomous Community's Department for Education will contact you via e-mail.

If they for any reason they have not contacted you by September, you can reach them using the contact information in your letter of appointment. Keep in mind that the schools will be closed during the month of August.

What are the rules and procedures that I need to follow if I am sick and cannot come to work?

44 In case of an absence due to sudden illness or unavoidable circumstances, notify your school immediately. Otherwise, the days that you miss may be subtracted from your monthly stipend.

If you are absent due to illness, you must present valid medical evidence of such to your school. We recommend that you request specific instructions from your school about the procedures to follow in case of illness.

In the event that you should return to your country of origin during a sick leave, we may suspend or deduct the corresponding part of your monthly stipend.

What are the rules and procedures that I should follow in case of an absence due to studies, exams or personal matters?

You must notify the principal/head teacher or the head of studies of your school of any absences as soon as possible. The principal will authorize the absence based on the reasons that you give. An absence will not be excused if the administration has not previously granted express permission.

In the case of absence, and to avoid the reduction of your services to the school, you should come to an agreement with the administration on how to make up the missed classes. Also, you must present the documents necessary to excuse such an absence.

In the event that these rules are breached, we may suspend your monthly stipend or deduct from it the corresponding amount.

How much 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 deposit to a Spanish bank account. In order to receive this bank deposit it is essential to follow the instructions in this guide (section I.E).

Language assistants in the Autonomous Communities group will receive information from these 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 your work situation beyond this program, when applicable, you must be up-to-date with tax obligations, and any other obligations set forth by Spanish law.

Will health insurance be provided?

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

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

For more information see section I.F.

If I should have any problem with the school or if some kind of incident were to occur, what procedures should I follow?

Any problem or incident that you may have should be addressed with your mentor teacher. If you do not receive a satisfactory response, you should go to the head of department and, if necessary, to the principal. If, after following these steps, you feel that the problem remains unresolved, you will have to talk to the program coordinator at your assigned Autonomous Community's Department of Education and, as a last resort, the program managers in the Ministry of Education and Vocational Training.

What should I do in the case of an emergency while I am in Spain?

In the event that you find yourself involved in an emergency or a crisis, you must immediately contact your school or your Autonomous Community's Office of Education so that the staff may provide you with assistance and information and refer you to the proper authorities who can help you to deal with the crisis. Depending on the type of emergency, you may be required to contact your country's local consulate. For this reason, we recommended that you register with the consulate of your country's embassy.

This would be the general protocol to follow:

- Contact your school.
- Contact the department of language assistants in your Autonomous Community's Department of Education or the Provincial Office of Education if you are in Ceuta or Melilla.
- Contact the Office of Language Assistants of the Ministry of Education and Vocational Training.
- Contact the consular services of your embassy or call the consular emergency phone number.
- Contact your family and close friends.

46 Can a language assistant be dismissed?

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

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Project Year 2000

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V. Useful Addresses

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

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Subdirección General de Cooperación Internacional y Promoción Exterior Educativa
Paseo del Prado, 28, 3ª planta
28014 Madrid
Tel.: 91 506 5594

auxiliares.com@educacion.gob.es

<http://www.educacionyfp.gob.es/contenidos/ba/actividad-internacional>

Police stations and immigration offices

https://www.mptfp.gob.es/portal/delegaciones_gobierno/extranjeria/extranjeria_ddgg.html

https://www.policia.es/documentacion/oficinas/oficinas_extran.html

Online resources for teaching foreign languages

The internet is an endless source of resources. You can find useful materials and ideas for the preparation of classes in the portal <http://educalab.es/recursos>, website of the Ministry of Education and Vocational Training's Institute of Educational Technology de-

veloped primarily for teachers in Spain's education 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 (<https://www.educacionyfp.gob.es/educacion/mc/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 (<http://www.cervantes.es>)

The Cervantes Institute website offers many resources, links, exercises and news articles about Spanish as a foreign language and translation, with help for 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 extensive collection of bibliographical references and databases about Hispanic studies around the world.

Useful links about the Autonomous Communities of Spain

Andalusia

Web: <http://www.juntadeandalucia.es/educacion/portals/web/plurilinguismo>

Asturias

Web: <https://www.educastur.es/auxiliares-de-conversacion>

Balearic Islands

Web: <http://www.caib.es/sites/llenguaestrangera/ca/introduccia>

Basque Country

Web: <http://www.bezkuntza.ejov.euskadi.eus/r43-hizlagun/es>

Castile and León

Web: <https://www.educa.jcyl.es/es/temas/idiomas-bilinguismo>

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Catalonia

Blog: <http://xtec.gencat.cat/ca/projectes/plurilinguisme>

Community of Madrid

Blog: <http://comunidadbilingue.educa2.madrid.org/aux.conversacion>

Ministries and Departments of Education in the Autonomous Cities and Communities

Andalusia	Consejería de Educación C/ Juan Antonio de Vizarrón, s/n, Isla de la Cartuja, 41092 Sevilla auxiliares.ced@juntadeandalucia.es
Aragón	Departamento de Educación, Cultura y Deporte Avda. Ranillas, 5D, 3.ª planta, 50018 Zaragoza auxiliaresconversacion@aragon.es
Asturias	Consejería de Educación y Cultura Pza. de España, 5, 3.ª planta, 33007 Oviedo ordenacionacademica@asturias.org
Balearic Islands	Direcció General de Formació Professional i Formació del Professorat C. Ter, 16, 2.ª planta, 07009 Palma de Mallorca spl@dgfpfp.caib.es
Basque Country	Departamento de Educación Hezkuntza Saila C/ Donostia-San Sebastián, 1, 01010 Vitoria-Gasteiz huisen1@euskadi.eus huisic05@euskadi.eus
Canary Islands	Consejería de Educación y Universidades Avda. Buenos Aires, 3-5, 4.ª planta, 38071 Sta. Cruz de Tenerife cgonsegep@gobiernodecanarias.org
Cantabria	Consejería de Educación, Cultura y Deporte C/ Vargas, 53, 8.ª planta, 39010 Santander asesoria.llee@educantabria.es
Castile-La Mancha	Consejería de Educación, Cultura y Deportes Bulevar del Río Alberche, s/n, 45071 Toledo plurilinguismo@jccm.es
Castile and León	Consejería de Educación Avda. Reyes Católicos, 2 bis, 47006 Valladolid auxiliares.conversacion@jcyL.es

Catalonia	Departament d'Ensenyament Via Augusta, 202-226, 08021 Barcelona auxiliars.conversa@xtec.cat
Ceuta	Dirección Provincial de Educación de Ceuta C/ Echegaray, s/n, 51001 Ceuta eugenia.rodriquez@ceuta.educacion.gob.es
Extremadura	Consejería de Educación y Empleo Avda. de Valhondo, s/n, Edif. III Milenio, módulo 5, 4.ª planta, 06800 Mérida nieves.cindoncha@juntaex.es maria.martinezl@juntaex.es
Galicia	Consellería de Cultura, Educación e Ordenación Universitaria Rúa de San Caetano, s/n, 15781 Santiago de Compostela auxconversa@edu.xunta.es
La Rioja	Consejería de Educación, Formación y Empleo C/ Marqués de Murrieta, 76, Ala Este, planta baja, 26071 Logroño baquirre@larioja.org
Madrid	Consejería de Educación e Investigación C/ Alcalá, 32, 4.ª planta, 28013 Madrid auxiliares.conversacion@madrid.org
Melilla	Dirección Provincial de Educación de Melilla C/ Cervantes, 6, 52001 Melilla ignacio.reverte@educacion.gob.es
Murcia	Consejería de Educación y Universidades Gran Vía Escultor Salzillo, 32, 4.ª planta, 30005 Murcia auxiliares.conversacion@murciaeduca.es
Navarre	Departamento de Educación Cuesta Santo Domingo, s/n, 31001 Pamplona elisa.echenique.echenique@navarra.es
Valencian Community	Conselleria d'Educació, Investigació, Cultura i Esport Av. Campanar, 32, 46015 Valencia auxiliars@gva.es

Embassies and Consulates in Spain

Australia: P.º de la Castellana, 259D, 24 th floor, 28046 Madrid	Tel.: 91 353 6600
Austria: P.º de la Castellana, 91, 9 th floor, 28046 Madrid	Tel.: 91 556 5315
Belgium: P.º de la Castellana, 18, 6 th floor, 28046 Madrid	Tel.: 91 577 6300
Bulgaria: Travesía de Santa María Magdalena, 15, 28016 Madrid	Tel.: 91 345 5761
Canada: P.º de la Castellana, 259D, 28046 Madrid	Tel.: 91 382 8400
China: C/ Arturo Soria, 113, 28043 Madrid	Tel.: 91 519 4242
Finland: P.º de la Castellana, 15, 28046 Madrid	Tel.: 91 319 6172
France: C/ Salustiano Olózaga, 9, 28001 Madrid	Tel.: 91 423 8900
Germany: C/ Fortuny, 8, 28010 Madrid	Tel.: 91 557 9095
Hungary: C/ Fortuny, 6, 28010 Madrid	Tel.: 91 413 7011
Ireland: P.º de la Castellana, 46, 4 th floor, 28046 Madrid	Tel.: 91 436 4093
Italy: C/ Lagasca, 98, 28006 Madrid	Tel.: 91 423 3300
Luxembourg: C/ Claudio Coello, 78, 28001 Madrid	Tel.: 91 435 9164
Malta: P.º de la Castellana, 45, 6 th floor, 28046 Madrid	Tel.: 91 391 3061
Morocco: C/ Serrano, 179, 28002 Madrid	Tel.: 91 563 1090
New Zealand: C/ Pinar, 7, 3 rd floor, 28006 Madrid	Tel.: 91 523 0226
Netherlands: P.º de la Castellana, 259D, 28046 Madrid	Tel.: 91 353 7500
Norway: C/ Serrano, 26, 5 th floor, 28001 Madrid	Tel.: 91 436 3840
Philippines: C/ Eresma, 2, 28002 Madrid	Tel.: 91 782 3830
Portugal: C/ Lagasca, 88, 4.º A, 28001 Madrid	Tel.: 91 782 4960
Russia: C/ Velázquez, 155, 28002 Madrid	Tel.: 91 562 8833
Singapore: Avda. de Bruselas, 28, 28108 Alcobendas (Madrid)	Tel.: 91 662 9373
Sweden: C/ Caracas, 25, 28010 Madrid	Tel.: 91 702 2000
Switzerland: C/ Núñez de Balboa 35A, 7 th floor, 28001 Madrid	Tel.: 91 436 3960
Tunisia: Plaza de Alonso Martínez, 3, 28004 Madrid	Tel.: 91 591 2947
United Kingdom: P.º de la Castellana, 259D, 28046 Madrid	Tel.: 91 714 6300
United States: C/ Serrano, 75, 28006 Madrid	Tel.: 91 587 2200

2019-2020 CALENDAR

September

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October

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November

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December

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January

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April

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May

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June

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29	30					

July

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August

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24 31	25	26	27	28	29	30

2nd Sep. Ceuta Day
9th Sep. Monday following
 Extremadura Day
11th Sep. National Day of Catalonia
9th Oct. Valencian Community Day
12th Oct. Spanish National Holiday
1st Nov. All Saints' Day
6th Dec. Spanish Constitution Day
9th Dec. Monday following the Feast
 of the Immaculate Conception
25th Dec. Christmas Day
26th Dec. Saint Stephen's Day (Catalonia)
1st Jan. New Year's Day

6th Jan. Epiphany
28th Feb. Andalusia Day
1st Mar. Day of the Balearic Islands
19th Mar. Saint Joseph's Day
9th Apr. Maundy Thursday
10th Apr. Good Friday
13th Apr. Easter Monday
23rd Apr. St. George' Day / Aragon Day
 Castile and León Day
1st May Labor Day
2nd May Day of the Community
 of Madrid
17th May Galician Literature Day (Galicia)
30th May Day of the Canary Islands

31st May Castile-La Mancha Day
9th Jun. Day of La Rioja
 Day of the Region of Murcia
11th Jun. Corpus Christi
13th Jun. Saint Anthony's Day
24th Jun. Saint John's Day
25th Jul. Saint James' Day
 National Day of Galicia
28th Jul. Cantabria Institutions Day
31st Jul. Festival of the Sacrifice
 (Ceuta and Melilla)
5th Aug. Our Lady of Africa
 (Ceuta and Melilla)
15th Aug. Feast of the Assumption

Appendix I. Flowchart for the Education System LOMCE

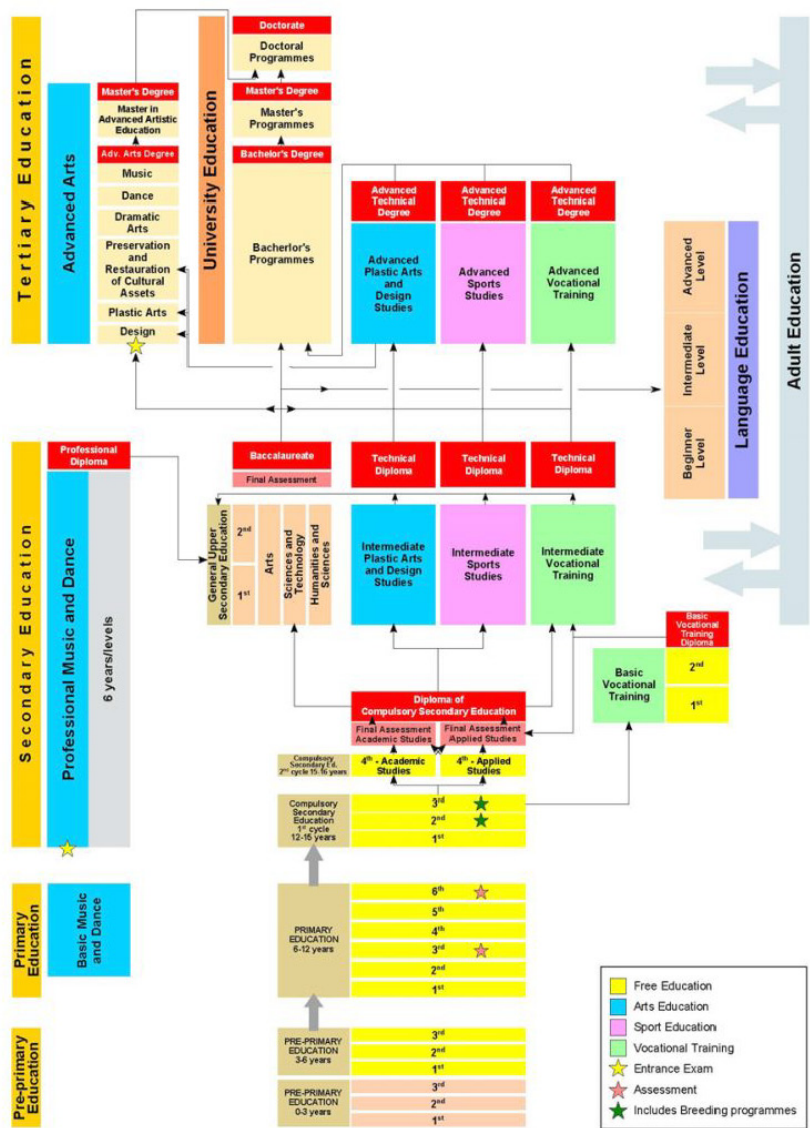


Figura 4: Flowchart for the Spanish Education System, "Datos y cifras. Curso escolar 2013-2014". S. G. de Estadísticas y Estudios.

Appendix II. Health Insurance Form



MINISTERIO
DE EDUCACIÓN
Y FORMACIÓN PROFESIONAL

SECRETARÍA DE ESTADO
DE EDUCACIÓN
Y FORMACIÓN PROFESIONAL

DIRECCIÓN GENERAL
DE PLANIFICACIÓN
Y GESTIÓN EDUCATIVA

SUBDIRECCIÓN GENERAL
DE COOPERACIÓN INTERNACIONAL
Y PROMOCIÓN EXTERIOR EDUCATIVA

**PROGRAMA DE AUXILIARES DE CONVERSACIÓN
CUPO DEL MINISTERIO DE EDUCACIÓN Y FORMACIÓN PROFESIONAL
CURSO 2018-2019**

ASISTENCIA SANITARIA EN ESPAÑA

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 aquellos 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 2018 al 31 de mayo de 2019).

Si usted se encuentra en uno de estos grupos, deberá 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.

Una vez en España, y pasados unos días, recibirá un correo electrónico con información sobre cómo utilizar el seguro que el Ministerio de Educación, Cultura y Deporte contratará para usted.

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

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

**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:

CÓDIGO POSTAL:

LOCALIDAD:

PROVINCIA:

Firma:

Fecha:

* Si usted se encuentra destinado en más de un centro, bastará con que proporcione los datos de uno de ellos.



GOBIERNO
DE ESPAÑA

MINISTERIO
DE EDUCACIÓN
Y FORMACIÓN PROFESIONAL