

Language Assistants in Spain

Guide 2024-2025



GOBIERNO
DE ESPAÑA

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The Language Assistants programme began in 1936 with the exchange of language assistants between the United Kingdom and Spain.

This programme looks to improve the quality of foreign language education in Spain by integrating native speakers of the language into the classroom in order to promote the students' understanding of both the language and culture of the foreign country.

Another objective of the programme 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 the spread of the Spanish language.

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

Under the supervision of a 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 programme 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 today. For this reason, the Ministry of Education, Vocational Training and Sports and local educational administrations have dedicated an increased effort to improving 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, since 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 new, firsthand perspective of culture and modern life in his or her country. 9

Moreover, language assistants, themselves, 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 familiarising 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 is to **provide information concerning the procedures before starting**, and the second is to **introduce the Spanish education system as well as the functions and duties of a language assistant**.



I. Necessary procedures to begin the programme

A. Ministry Group and Community Group

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

- **Ministry group:** those who receive their monthly stipend directly from the Ministry of Education, Vocational Training and Sports.
- **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 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:**

- **Assistants belonging to the Ministry group** may contact auxiliares.conv@educacion.gob.es.

I. Necessary procedures to begin the programme

- **Assistants belonging to the Community group** may refer to the contact information provided by the assigned autonomous community (see [section IV](#) and [appendix I](#)).
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 programme coordinators at their assigned autonomous community (see [appendix I](#)).

B. Preparations before arriving in Spain

During the months of May, June, and July, the language assistant will receive a **Letter of appointment**. The letter of appointment is an official document that formally extends the position of language assistant in Spain and 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 Letter of appointment 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.**

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Assistants in the Ministry group: It is important for the Language Assistant programme that you officially accept the position that has been assigned to you, with an Acceptance document that you will have received by mail and that you must sign and attach in a form.

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

- Age of the students with which you will be collaborating.
- Number of teachers who teach the target language.
- School calendar.
- School dress code.
- Means of transportation to the school.
- Contact information of the Mentor-Reference teacher.
- 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. If you are a renewing candidate in the programme, you must renew your TIE (Foreigner Identity Card) before it expires; for more information, please refer to [section C](#).

This is a model of the letter of appointment sent by the Ministry and also that of one of the autonomous communities (local education authority). Each Community has its own format for this letter, but the basic information is the same.

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1. The logo of the Ministry or the local education authority.
2. The assigned school.
3. Start and end dates for the position.
4. Hours of class per week and amount of monthly stipend.

5. E-mail addresses to contact for questions and other issues.

✓	DOCUMENTS TO BRING TO SPAIN
	Letter of appointment.
	Other documents sent by the Ministry or the Department of Education from the assigned autonomous community.
	Passport or , in the case of European citizens, an identification card.
	Visa , if needed, to live in Spain.
	European Health Insurance Card (EHIC or TSE) , for European citizens, or Global Health Insurance Card (GBHIC) for British citizens.
	A letter from a guarantor (family, bank...) translated into Spanish to present in case it is required to rent an apartment.
	Criminal Background Certificate.
	Student ID card , if applicable.
	Credit card , 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 is usually the case. The October payment may be delayed until December due to difficulties in opening your bank account or issues with your paperwork.
	Authentic materials 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.

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Criminal Background Check¹

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

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.

have to contact the educational authorities that has selected him **to verify the type of certificate that will be necessary.**

C. Steps to take once in Spain

Registration and residence permit 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 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.

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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 the assigned city or town.

You can [request an appointment](#) before arriving in Spain to go to the Immigration Office or Police Station in the province where you will be residing.

A Spanish telephone number (6xxx) is required when making the appointment. A foreign telephone number can be used by adding in front of it the symbol + or two zeros. You will receive the verification code needed to confirm the appointment by email.

To request this certificate, it is necessary to [pay the corresponding fee](#) and provide the following documents:

✓	DOCUMENTS TO BE PROVIDED
	Application form EX-18 , in duplicate, duly completed and signed.

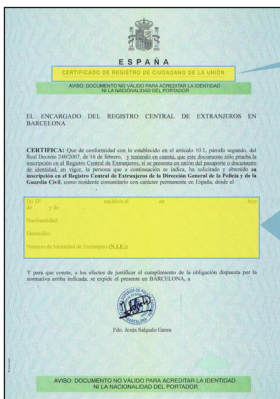
² Translator's note: the TIE refers to the Tarjeta de Identidad de Extranjero or the Foreigner Identity Card. The NIE refers to the Número de Identidad de Extranjero, or the Foreigner Identification Number.

I. Necessary procedures to begin the program

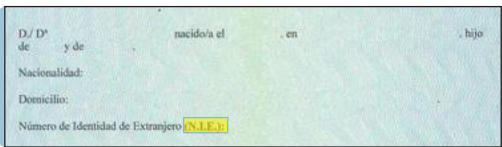
✓	DOCUMENTS TO BE PROVIDED
	Valid document of identification (if it is expired, a copy of both the expired document and the renewal application will have to be provided). The original document must be presented upon submitting the application.
	Original and photocopy of the Letter of appointment.
	Proof 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.

EX-18

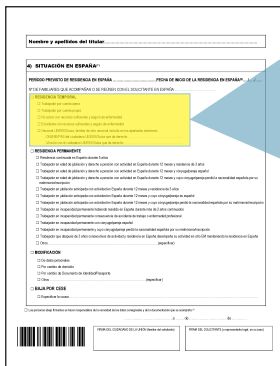


CERTIFICADO DE REGISTRO DE CIUDADANO DE LA UNIÓN



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EX-18



- RESIDENCIA TEMPORAL
 - Trabajador por cuenta ajena
 - Trabajador por cuenta propia
 - No activo con recursos suficientes y seguro de enfermedad
 - Estudiante con recursos suficientes y seguro de enfermedad
 - Nacional UE/EEE/Suiza, familiar de otro nacional incluido en los apartados anteriores
 - DNI/NIE/PAS del ciudadano UE/EEE/Suiza que da derecho
 - Vinculo con el ciudadano UE/EEE/Suiza que da derecho

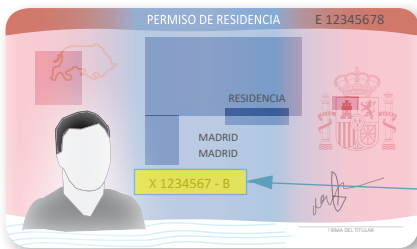
Language assistants from countries outside the European Union: How to obtain the Foreigner Identity Card (TIE)

The Foreigner's Identity Number (NIE) usually appears on the visa, but upon arrival in Spain it is mandatory to apply for a Foreigner's Identity Card (TIE) since the stay will be longer than six months and it is necessary to present it to open a bank account.

Upon arrival at your destination, you must apply at the corresponding immigration office or police station for the TIE, upon which appears the NIE.

It is possible to [make an appointment](#) at the Foreigners' Office or Police Station in the province where you are going to reside before arriving in Spain using a different VPN.

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.



FOREIGNER IDENTITY CARD (TIE)

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FOREIGNER IDENTIFICATION NUMBER (NIE)

EX-17

4) DATOS RELATIVOS A LA SOLICITUD²⁾
4.1. TIPO DE DOCUMENTO (art. 210)
<input checked="" type="checkbox"/> TARJETA INICIAL
<input type="checkbox"/> RENOVACIÓN DE TARJETA
<input type="checkbox"/> DUPLICADO POR ROBO, EXTRAÍDO, DESTRUCCIÓN O INUTILIZACIÓN

Nombres y apellidos del titular:	
4) DATOS RELATIVOS A LA SOLICITUD ²⁾	
<input checked="" type="checkbox"/> TIPO DE DOCUMENTO (art. 210)	<input type="checkbox"/> RENOVACIÓN DE TARJETA
<input type="checkbox"/> TARJETA INICIAL	<input type="checkbox"/> DUPLICADO POR ROBO, EXTRAÍDO, DESTRUCCIÓN O INUTILIZACIÓN
Firma del solicitante (o representante legal en su caso)	
Módulo 4 - Fecha: 00/00/00 - Págs: 00/00 - EX-17	

I. Necessary procedures to begin the program

To apply for the TIE, [the corresponding fee must be paid](#) (around 16 euros) and provide the following documents, **if applying for the first time:**

✓	DOCUMENTS TO BE PROVIDED
	Application form EX-17 , in duplicate, completed, and signed.
	Original and photocopy of the passport or travel document (with the border entry stamp made at the checkpoint), and visa (if applicable).
	Three recent passport-size photographs (4x3 cm) in colour with a white background.
	Original and photocopy of the Letter of appointment .
	Proof of payment of the corresponding fee .

If the language assistant is renewing in the programme, it is necessary to **renew the TIE** in order to legally reside in Spain.

The **extension of studies** must be requested in advance and, once granted, the renewal of the TIE is requested.

18 The application period is one month from the date of notification of the extension being granted.

The [official application form EX-17](#) must be completed during the 60 calendar days prior to the expiration date of the validity of the authorization. It may also be submitted within 90 calendar days thereafter. If the presentation is made on time, the initial stay authorization remains valid, until the resolution of the extension request.

If an assistant has entered Spain with a student visa for up to 6 months and **does not obtain a TIE**, but wishes to renew in the programme, they must request an **extension of stay**, with the [application form EX-00](#).

Pending receipt of the new TIE, it is possible to leave Spain **upon request of a return authorization**, with the [application form EX-13](#).

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:

IBAN ES+2 digits	Bank account 20 digits
-----------------------------------	---

This bank account information, together with the NIE, must be provided to 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 open without a NIE by presenting a passport or equivalent identification document and the letter of appointment. However, **you need to remember that obtaining a NIE is necessary in order to participate in the programme and live in Spain.**

When opening the Spanish bank account, it is important that you specify that you will receive a monthly stipend through an educational programme. 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 15th**, the payment for your first month **may be delayed by up to two months, even as late as December.**

If you have opened a bank account without a NIE, when you obtain the NIE ([see section I.C](#)), you must provide 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 **immediately communicate your new bank details** to the Ministry at 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 in addition to sending a **bank account holder certificate**.

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Important: It is necessary to check 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 or for British language assistants with Global Health Insurance Card

The assistant must request a European Health Insurance Card (EHIC/TSE), or a Global Health Insurance Card (GHIC) for British citizens, in their country before coming to Spain.

All language assistants will receive the same healthcare coverage as Spanish insurers in the public health system, which includes all care that may be required during their stay in Spain.

- How to receive medical assistance

20 The assistant must go to the health centre closest to his or her home as soon as possible to request the health card of the Autonomous Community (Certificate of census registration or rental contract could be required). Once he/she has this card, if medical care is needed, you should go to a local health centre or to the emergency room of a **state hospital**.

If your health is in such a state that you cannot travel to a medical centre, you may request home health care by calling your medical centre 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

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 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 programme.

The language assistants in the **Ministry group** who do not have a European Health Insurance Card must **request this private travel insurance** by filling out a form that will be sent to all the candidates.

You will receive by e-mail a personal certificate with the company's instructions and the characteristics of the coverage.

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

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

All language assistants, of any nationality, also have a policy that includes repatriation and accident insurance.

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.

Specialised websites ([Idealista](#), [Fotocasa](#), [Enalquiler](#), [Aluni](#), [Vibbo](#), [Milanuncios](#), [Easypiso](#)...), local newspapers, announcement boards, etc., may be valuable tools in finding adequate accommodation. It should be noted that, if a language assistant chooses 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.

E. Local Registration (*empadronamiento*)

Once you have settled at your 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. If you do not have definitive housing, there is the possibility of registering at the City Hall where you plan to reside.



II. Duties of a Language Assistant

Language assistants are part of an international educational cooperation programme 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 behaviour 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

With a few exceptions, **the programme begins on October 1st and ends on May 31st.** The language assistant will normally collaborate with their mentor teacher 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 the *Hoja de incorporación* (language assistant onboarding form) 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.

Onboarding: The assistant must join between October 1st and 4th. If he/she does not do so on those days, he/she will not be able to join until October 15th. Assistants who do not join on October 15th will not be able to join until November 1st, and so on. That is to say, the incorporations will have to be made on the 1st and 15th of each month.

The school must send the *Hoja de incorporación* which must include the exact date of the first day that the assistant joins the school. This sheet must be sent before **Monday, October 7th**.

Deadline for joining the school: January 31st, 2025.

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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, materials, and equipment assigned to the department. The Head of the Department will oversee supervising the activities that other teachers entrust 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 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 non-payment of those days from the monthly stipend.

IMPORTANT: Absences are considered those that occur after the Assistant has joined the Centre. In other words, late arrivals are not considered absences and cannot, under any circumstances, be compensated by recuperation of hours, as they will not be paid.

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.

Ministry group: If the leave of absence is longer than a week, it must be approved by school management and be communicated to the Language Assistant Programme Division via e-mail: auxiliares.conv@educacion.gob.es, or to the coordinators of the programme in the autonomous communities. The e-mail must indicate the exact dates of the absence and if a make-up plan for the missed classes has been set. After reviewing the request, school management will be notified of the decision made.

Absence Due to Illness

It is necessary to follow the procedure indicated by the school and present a valid medical proof. In the case of a prolonged illness, assistants will continue to receive the monthly stipend as long as they remain in Spain and are able to resume their duties within one month.

Monthly Stipend

The monthly stipend as compensation for living costs is 800 euros for a fourteen-hours per week schedule. This amount may vary depending on the group that you belong to and the Autonomous Community to which you are assigned (See Appendix II).

Payments for each month will be made in approximately **the first fifteen days of the following month** as long as the procedures allow it. It is possible that the first deposit will be somewhat delayed because of the initial procedures; in that case, the payment may be delayed for some weeks. For this reason, the assistant must arrive in Spain with the money necessary to support him/her during the first few months.

We remind assistants, once again, that a Spanish bank account number should be provided **before October 7th** to transfer payment approval to the Department of Economics 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

IMPORTANT: If you do not join the position or resign, you will NOT be able to be assigned again during the same school year within the programme.

In case of withdrawal before the end of the programme, the assistant must immediately notify it by e-mail to:

1. **Ministry group:** the address renuncias.auxminis@educacion.gob.es, and it to the programme coordinator in the autonomous community or city indicating the exact date of termination.
2. **Community group:** You must write to the regional authorities, with a copy to the educational centre and the authorities of your country.

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

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

26 Renewals

Renewal is not automatic. It should be kept in mind that the Language Assistant Programme **favours 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

Language assistants are normally recent college graduates or college students in their last year who cannot be expected to assume the responsibilities of the teacher and **cannot teach alone**. Thus, the language assistant **is 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 upon with the teachers, teach a part of the class without help.

Additionally, 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.

Assistants must have a **mentor teacher** to guide their work and offer them professional and personal help (finding housing, obtaining a NIE, etc.). This mentor teacher will be the first person of reference in case of incidents such as being entrusted with functions and tasks that are not within the assistant's 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 [appendix I](#)).
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 are available within their hours.
- Other related tasks.

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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**:

- 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.

II. Duties of a Language Assistant

- 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. He/she 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 he/she has permission from the school. **In no case should you exchange personal information with students (especially if they are minors), invite them to be friends in social networks, or accept similar invitations.**

C. Classroom observation

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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

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 yet close relationship with the students** from the beginning 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 favoured.

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 can 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.

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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.

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.

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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.
- 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 consider 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.

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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:

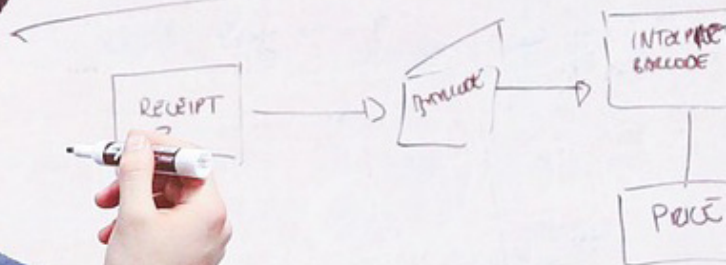
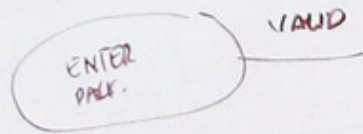
- Words linked together by letters or syllables.
- Hangman.
- Broken Telephone.
- Define and guess the word.
- Board games with modified instructions (roll and move games, Parcheesi, etc.).
- Themed bingo: animals, numbers, clothing, fruit, food, word recognition, etc.
- If you were a... (color, animal,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

h. Other Resources

- Street maps.
- Train, bus, and school schedules.
- Store hours.
- TV and radio shows.

II. Duties of a Language Assistant

- 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 Organic Education Law (LOE) (2/2006, May 3), reformed by the Organic Law 3/2020, December 29 (LOMLOE) regulates the teachings that comprise the Spanish education system. 35

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.	Baccalaureate		2 nd	17-18	Intermediate Training	
				1 st	16-17		
	Compulsory Secondary Education (ESO)	2 nd	4 th	15-16	Basic Training		
			3 rd	14-15			
		1 st	2 nd	13-14			
		1 st	12-13				
Public School for Preschool and Elementary Education (CEIP)	Elementary/ Primary Education		3 rd	6 th	11-12		
				5 th	10-11		
			2 nd	4 th	9-10		
				3 rd	8-9		
			1 st	2 nd	7-8		
				1 st	6-7		
	Preschool		2 nd	3 rd	5-6		
				2 nd	4-5		
				1 st	3-4		
			1 st cycle		0-3		

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A. Stages of education

Preschool

Preschool (**Educación Infantil**) is for children from the ages of 0-6. It is optional and is divided into two cycles. The first cycle 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 (divided into three cycles) for students ages 6-12. It includes

the following subjects: Natural, Social and Cultural Knowledge, which can be divided into: Natural Sciences, Social Sciences; Art, Physical Education, Foreign Language, Mathematics, Information Technology and Communication, History, Geography, Culture, 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, normally between 12 and 16 years of age.

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At the end of the fourth year, students obtain the Graduate in Compulsory Secondary Education degree, which allows them to access the Baccalaureate, Intermediate Vocational Training, Intermediate Visual Arts and Design cycles, Intermediate Sports



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

Education, and the world of work. If they do not obtain an ESO degree, they can take Basic Vocational Training.

Baccalaureate

The Baccalaureate (**Bachillerato**) is a non-compulsory stage of education that includes two academic years, and is available to those who hold the Compulsory Secondary Education Diploma. The Baccalaureate has different tracks; it is 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.**

Students who successfully complete the Bachillerato receive the Baccalaureate certificate (**Título de Bachiller**) that enables students to seek higher education, although each university establishes its own admission criteria.

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Vocational Training

Vocational Training (**Formación Profesional, FP**) 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 lasts 2 years, at least 2000 hours of theoretical and practical education, of which 240 hours should be completed at a place of business.

In order to access this stage of education, students must be at least 15 years old and have completed the first cycle of Compulsory Secondary Education (ESO), which includes grades 1 through 3. As an exception, it is possible for students to enrol after completing the second grade of ESO.

To access the **Intermediate Vocational Training** stage, students must have achieved the Compulsory Secondary Education Certificate (Grado en Educación Secundaria Obligatoria). The Advanced Vocational Training stage can be accessed once students obtain their Título de Bachiller. Additionally, there are entrance exams for those who do not meet any of the above requirements.

Students who complete all the Vocational Training courses receive the Technical Certificate or Advanced Technical Certificate (**Título de Técnico** or **Técnico Superior**) of the corresponding profession.

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 their Título de Bachiller, respectively, and have passed 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** (A1-A2), **intermediate** (B1-B2), and **advanced** (C1-C2) levels, as set forth in the Common European Framework of Reference for Languages of the Council of Europe (CEFR).

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Figure 2: University, Nikolay Georgiev.

To access these teachings, it is required to have completed the first cycle of Compulsory Secondary Education or to have received the *Título de Graduado Escolar*³. 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.

Language instruction by Official Language Schools (EOI) is offered in one of the following ways:

a. Official Instruction:

- **In-Person Instruction:** Students have the right to attend class and various final assessments in person; each autonomous community will determine how many. Likewise, students have the right to participate in any of the school's cultural activities and events. The school year tends to last nine months (from September to May), and classes **tend to be taught in the afternoon**. However, there are some schools that teach intensive courses and have extended hours.
- **Blended Instruction:** This option is only for English through the *That's English!* programme, offered by some Official Language Schools.

b. Unofficial (Elective) Instruction: Students only have the right to a final exam completing the cycle.

c. Intensive or Monographic Courses and Track-Specific Plans for the Training of Adults and Teaching Professionals: These courses are only offered at certain schools.

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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:

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 of instruction.

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

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, they also offer *Bachillerato* and Vocational Programmes.

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

These have many similarities to 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.

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Figure 3: Language Class, Paul Bangs.

Management Team

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

- **The Principal (director/a)** 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 (jefe/a de estudios)**, among other duties, exercises 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.
- **The Secretary (secretario/a)** is 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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25

Project - Year 1

12

19

26

13

20

IV. Useful Addresses

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

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Unidad de Acción Educativa Exterior
Paseo del Prado, 28, 3rd floor
28014 Madrid
auxiliares.conv@educacion.gob.es

Relevant Documents

[Hoja de incorporación](#) (language assistant onboarding form)
[Specific conditions of the autonomous communities](#)

[Public offices for foreign citizens](#)

[Ministry for the Inclusion, Social Security and Migration \(Ministerio de Inclusión, Seguridad Social y Migraciones\)](#)

In this link you can download the EX official forms, which are required for the initiation of procedures described on this guide.

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 [edu-caLAB](#). It is a website of the Ministry's Institute of Educational Technology (INTEF), 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

[Acción Educativa Exterior](#)

The website of the Spanish Education Action Abroad (Acción Educativa Exterior) offers access to publications, articles, and teaching and outreach materials related to Spanish and the teaching of Spanish, produced by the Spanish Education Offices abroad.

46 The redELE portal contains issues of the scientific journal [redELE](#), dedicated solely to Spanish as a foreign language (ELE), and the biennial publication [El mundo estudia español](#) (The world learns Spanish), that reports on the teaching of Spanish in foreign education systems and the Spanish international education programmes and schools.

[Centro Virtual Cervantes](#)

The website of the Cervantes Institute's Centro Virtual Cervantes offers many resources, links, exercises, and news articles about Spanish as a foreign language and its 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.

Appendix I. 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 rd floor, 50018 Zaragoza auxiliaresconversacion@aragon.es
Asturias	Consejería de Educación y Cultura Pza. de España, 5, 4 th floor 33007 Oviedo idiomas@educastur.org
Balearic Islands	Direcció General de Planificació, Ordenació i Infraestructuras Educatives C. Ter, 16, 2 nd floor, 07009 Palma de Mallorca spl@dgpice.caib.es
Basque Country	Departamento de Educación Hezkuntza Saila C/ Donostia-San Sebastián, 1, 01010 Vitoria-Gasteiz hizkuntzalaguntzaile@euskadi.eus
Canary Islands	Consejería de Educación y Universidades Avda. Buenos Aires, 3-5, 4 th floor 38071 Sta. Cruz de Tenerife auxlengext.educacion@gobiernodecanarias.org
Cantabria	Consejería de Educación, Cultura y Deporte C/ Vargas, 53, 8 th floor 39010 Santander asesoria.llee@educantabria.es
Castile-La Mancha	Consejería de Educación, Cultura y Deportes Bulevar del Río Alberche, s/n 45071 Toledo auxiliaresdeconversacionclm@jccm.es
Castile and León	Consejería de Educación Avda. Reyes Católicos, 2 bis, Edificio Emilio Alarcos 47006 Valladolid auxiliares.conversacion@jcyll.es

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

Appendix II. Embassies and Consulates in Spain

Australia	P.º de la Castellana, 259D, 24 th floor, 28046 Madrid 91 353 6600 madrid.embassy@dfat.gov.au
Austria	P.º de la Castellana, 91, 9 th floor, 28046 Madrid 91 556 5315 madrid-ob@bmeia.gv.at
Belgium	P.º de la Castellana, 18, 6 th floor, 28046 Madrid 91 577 6300 madrid@diplobel.fed.be
Brazil	C/ Fernando el Santo, 6, 28010 Madrid 917 00 46 50 adm.madrid@itamaraty.gov.br
Bulgaria	Travesía de Santa María Magdalena, 15, 28016 Madrid 91 345 5761 Embassy.Madrid@mfa.bg
Canada	P.º de la Castellana, 259D, 28046 Madrid 91 382 8400 MDRIDG@international.gc.ca
China	C/ Arturo Soria, 113, 28043 Madrid 91 519 4242 consuladochino@163.com
Czech Republic	Avda. Pío XII, 22-24, 28016 Madrid 91 356 1896 1897 consulate_madrid@mzv.cz
Denmark	C/ Serrano, 26, 7 th floor, 28001 Madrid 91 431 8445 madamb@um.dk
Finland	P.º de la Castellana, 15, 28046 Madrid 91 319 6172 sanomat.mad@formin.fi
France	C/ Salustiano Olózaga, 9, 28001 Madrid 91 423 8900 https://es.ambafrance.org/Contactar-con-nosotros

Germany	C/ Fortuny, 8, 28010 Madrid 91 557 9095 Zreg@MADRI.Auswaertiges-Amt.de
Hungary	C/ Fortuny, 6, 28010 Madrid 91 413 7011 mission.mad@mfa.gov.hu
India	Avda. Pío XII, 30-32, 28016 Madrid 902 90 1010 91 309 8870 socsec.madrid@mea.gov.in
Ireland	P.º de la Castellana, 46, 4 th floor, 28046 Madrid 91 423 3300 madridembassy@dfa.ie
Italy	C/ Lagasca, 98, 28006 Madrid 91 423 3300 madrid.cultura@esteri.it
Luxembourg	C/ Claudio Coello, 78, 28001 Madrid 91 435 9164 madrid.amb@mae.etat.lu
Malta	P.º de la Castellana, 45, 6 th floor, 28046 Madrid 91 391 3061 maltaembassy.madrid@gov.mt
Morocco	C/ Serrano, 179, 28002 Madrid 91 563 1090 correo@embajada-marruecos.es
Netherlands	P.º de la Castellana, 259D, 28046 Madrid 91 353 7500 mad@minbuza.nl
New Zealand	C/ Pinar, 7, 3.ª planta, 28006 Madrid 91 523 0226 madrid@embajadanuevazelanda.com
Norway	C/ Serrano, 26, 5 th floor, 28001 Madrid 91 436 3840 emb.madrid@mfa.no
Philippines	C/ Eresma, 2, 28002 Madrid 91 782 3830 info@philembassymadrid.com

Poland	C/ Guisando, 23 bis, 28035 Madrid 913 736 605 madryt.amb.sekretariat@msz.gov.pl
Portugal	C/ Lagasca, 88, 4.º A, 28001 Madrid 91 782 4960 madrid@mne.pt
Singapore	Avda. de Bruselas, 28, 28108 Alcobendas (Madrid) 91 662 9373 sgbcnconsul@gmail.com hcgmadrid@fmetropoli.org
Sweden	C/ Caracas, 25, 28010 Madrid 91 702 2000 ambassaden.madrid@gov.se
Switzerland	C/ Núñez de Balboa 35A, 7 th floor, 28001 Madrid 91 436 3960 madrid@eda.admin.ch
Tunisia	Avda. Alfonso XIII, 64-66-68, 28016 Madrid 91 447 3508 at.madrid@diplomatie.gov.tn madrid@embajadadetunez.es
United Kingdom	P.º de la Castellana, 259D, 28046 Madrid 91 714 6300 http://www.gov.uk/contact-consulate-madrid
United States	C/ Serrano, 75, 28006 Madrid 91 587 2200 askACS@state.gov

Appendix III. 2024-2025 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

October						
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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
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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						
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						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

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	31

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
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April						
m	t	w	t	f	s	s
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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	30	31

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

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						

12th Oct. Spanish National Holiday

1st Nov. All Saints' Day

6th Dec. Spanish Constitution Day

25th Dec. Christmas Day

1st Jan. New Year's Day

6th Jan. Epiphany

17th Apr. Maundy Thursday

18th Apr. Good Friday

1st May Labor Day

15th Aug. Feast of the Assumption

Each autonomous community or city has its own holidays, for more information, consult with your assigned school.

Appendix IV. Flowchart for the Spanish Education System

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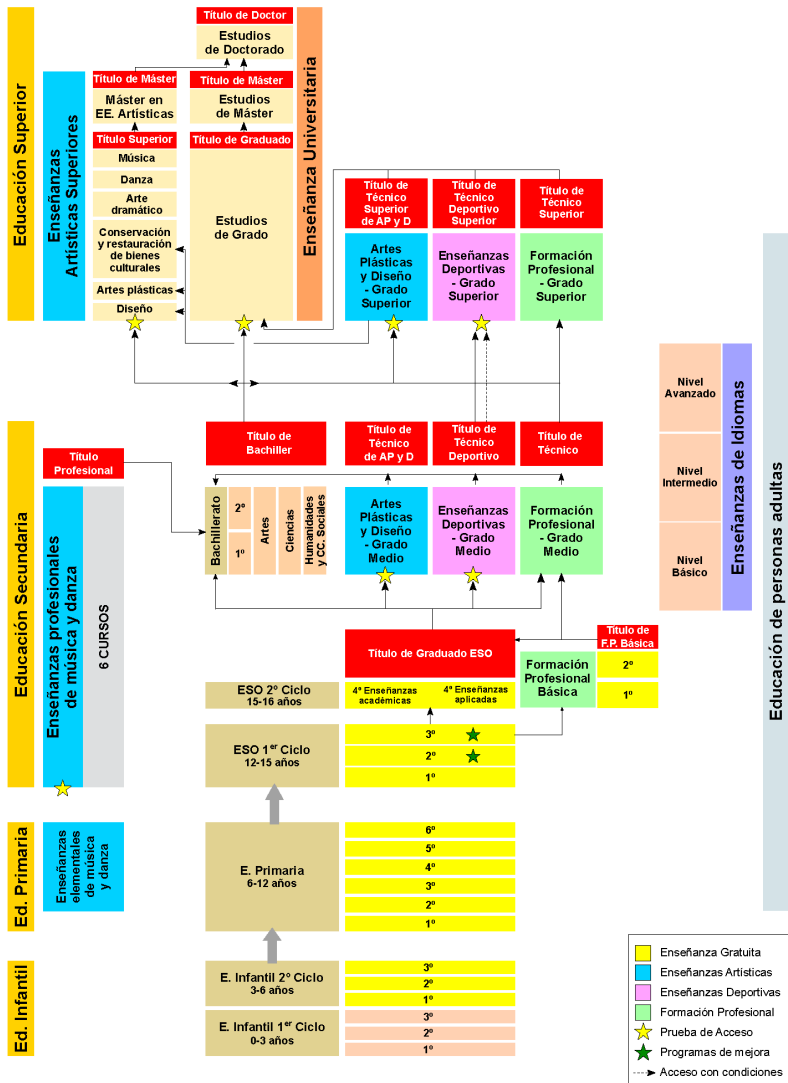


Figure 4: “Flowchart for the Spanish Education System”, *Datos y cifras. Curso escolar 2021-2022*. S. G. de Estadísticas y Estudios.



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