

LA ACCIÓN EDUCATIVA EN EL EXTERIOR, UNA GRAN DESCONOCIDA

EDUCATIONAL ACTION ABROAD, A GREAT UNKNOWN

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Resumen

La acción educativa en el exterior necesita del trabajo de los inspectores para supervisar los centros y programas que de ella dependen. Surge con la intención de impulsar la lengua y la cultura españolas y es consecuencia de los movimientos migratorios que llevaron a muchos españoles a alejarse de su tierra para buscar nuevos horizontes. La pujanza del español como idioma y la necesidad de dar respuesta a quienes ven en nuestra lengua un instrumento fundamental para la comunicación son razones para mantener esa acción educativa más allá de nuestras fronteras.

Para los profesionales de la educación (profesores, maestros, asesores técnicos) supone una oportunidad de desarrollar su carrera profesional en un ámbito diferente y constituye un reto en un mundo globalizado. Los inspectores, en la cúspide de los cuerpos de funcionarios docentes, tienen un papel importante en la supervisión, el asesoramiento, el control y la evaluación de los centros y programas educativos cuya actividad se desarrolla en el extranjero y adquieren, en su más exacto sentido, el carácter de factor de mejora de la calidad del sistema educativo que les otorga la legislación.

Palabras clave: *Inspección educativa, lengua española, cultura española, acción exterior, emigración, profesorado.*

Abstract

Educational action abroad requires the work of inspectors to supervise the centres and programs that depend on it. It arose with the intention of promoting the Spanish language and culture and is a consequence of the migratory movements that led many Spaniards to leave their homeland to seek new horizons. The strength of Spanish as a language and the need to respond to those who see our language as a fundamental instrument for communication are reasons to maintain this educational action beyond our borders.

For education professionals (professors, teachers, technical advisors) it is an opportunity to develop their professional career in a different field and constitutes a challenge in a globalized world. Inspectors, at the top of the profession of teaching officials, have an important role in the supervision, advice, control and evaluation of educational centres and programs whose activity is carried out abroad and acquire, in its most exact sense, the character of a factor for improving the quality of the educational system that legislation grants them.

Keywords: *Educational inspection, Spanish language, Spanish culture, foreign action, emigration, teachers.*

1- INTRODUCTION

Since its constitution as a modern state, Spain has undergone different population movements that have conditioned its economy and enriched its diversity. The inevitable exchanges between the populations of the different kingdoms that originally constituted it were followed by the expansion resulting from the discovery of the New World and the extension of the Spanish empire (Eiras Roel, 1996; Escandón, 2014; Valero Matas et al., 2015).

However, the movements were not limited to that historical period, but have continued to occur, intensifying at certain times in recent history (Bollo Cabrios, 1972), so that many Spaniards emigrated to other lands in search of new horizons or to find opportunities that they lacked in their place of origin (Lorente Martínez, 1990). Thus, there was a significant exodus to different countries in America in the late nineteenth and early twentieth centuries (De Miguel, 1984).

Later, the consequences of the Civil War pushed many Spaniards, at the end of the 1930s and beginning of the 1940s, into exile in Mexico, Argentina and France. In the post-war period, emigration took place to the countries of Western and Central Europe (France, Belgium, Germany and Switzerland) in search of work, and continued to Latin America (Palazón Ferrando, 1992, 1993).

Many emigrants decided to return to Spain after a period abroad (García Valverde, 2022), but many more remained in the host country and established personal ties beyond the work environment, forming families in which their children were already citizens with the nationality of the host country. The immersion of these immigrants was progressive and, although the generation that took the step of leaving their country encountered the difficulties inherent to these situations (uprooting, homesickness, changes in customs, unfamiliarity with the language, etc.), their children grew up in an environment shared with the children of the native population, which largely avoided the problems encountered by their parents.

On many occasions, this second generation abandoned the language of their parents in order to accelerate integration, which meant an obvious loss of cultural richness and a detachment from the country of their progenitors (Egido Gálvez and Gavari Starkie, 2009).

Apart from migratory movements, Spain's mark on the countries of Latin America, North Africa (former Spanish protectorate) and Equatorial Guinea has been very deep, and the links created have generated an intense relationship of cooperation between all these countries and Spain and a marked interest in their culture and language.

In the case of Morocco, the policy of encouraging educational action and the promotion of Spanish culture has a long tradition (Sánchez Pérez, 1992), and in its beginnings one of the objectives was the education of the children of Spanish residents in the country (Delgado, 1992).

The last group of countries joins the previous ones in terms of the importance of Spanish language teaching. These are the countries which, despite not having a close historical relationship with our language, are showing a growing interest in learning it. This is the case of the countries of Central and Eastern Europe and even countries such as China, which are showing a growing interest in our culture.

For all these reasons, the number of people who know and speak Spanish continues to grow (Pastor Cesteros, 2005) and, at present, the number of people who have Spanish as their mother tongue is around 500 million, bringing the number of potential users to almost 600 million (Centro Virtual Cervantes, 2023).

2- SPECIAL FEATURES OF THE EDUCATIONAL ACTION ABROAD

The countries in which the educational action is carried out abroad have their own educational systems, so this action must take this premise into account and adapt to the general rules of each country in which it is carried out. As it

depends directly on the Ministry of Education, Vocational Training and Sport, it is not subject to regional regulations. Its regulations are relatively stable and are regulated by Royal Decree 1027/1993 of 25 June 1993, which repealed the previous Royal Decree 564/1987 of 15 April 1987, on the basis of which Educational Action Abroad was developed.

It is a product of the legacy of emigration and, therefore, is developed mainly in Latin America and Europe. However, its scope covers the whole world and it is present in the five inhabited continents.

This action is carried out through regulated teachings at non-university levels of the Spanish educational system; teachings with a mixed curriculum from our system and that of the country where the centre is located; support programs within foreign educational systems to spread our language and culture; and teachings aimed at Spanish residents or children of Spaniards who are enrolled in non-university stages.

Its purpose is to disseminate the Spanish language and culture (Badillo, 2014), with special emphasis on the importance of Spanish as a language — currently the second most spoken in the world after Mandarin Chinese and the fastest-growing—. The promotion of this educational action abroad is aimed at preserving the Spanish language and culture in a globalized world, and it has therefore been extended to emerging countries and those showing increasing interest in our language.

Since this goal concerns all Spanish organizations with the capacity to spread our language, this action is not exclusive to the Ministry of Education, Vocational Training, and Sports; it also involves the Ministry of Foreign Affairs, European Union and Cooperation, as well as the Ministry of Culture and the Cervantes Institute.

3- EDUCATIONAL ACTION ABROAD: ORGANISATION

The organization of Educational Action Abroad is structured according to Royal Decree 1138/2002 of October 31, which regulates the Administration of the Ministry of Education, Culture, and Sport abroad.

The organizational infrastructure depends on the Spanish embassies in different countries, in some of which an Education Office is established, headed by the corresponding counsellor, assisted by a general secretary.

Some countries do not have an Education Office, and instead, an Education Attaché Office is established, headed by the corresponding Attaché. The Attaché Offices depend on an Education Office, so several countries can be coordinated by a single counsellor.

When the number of centres or the conditions of the country advise it, educational action revolves around a Directorate of Educational Programs, without an Attaché Office or Education Office, dependent on the Embassy of Spain, as is the case in Equatorial Guinea.

Finally, in many countries, there are Technical Advisory Offices that carry out technical work in the educational field, designing activities, promoting training, advising teachers, and establishing contacts with institutions in the country to promote the Spanish language and culture (Moreno Pons, 2001).

4- CENTRES AND PROGRAMMES ABROAD

The centres that carry out their activities abroad have different characteristics depending on their greater or lesser dependence on Spanish institutions, their ownership, the courses they teach and the rules that govern them (Ministry of Education and Vocational Training, 2023). In this way, we can find the following situations:

- 1- Spanish state-owned centres
- 2- Mixed-ownership centres
- 3- Centres under agreement
- 4- Private Spanish centres abroad
- 5- Spanish sections in foreign-owned centres
- 6- Bilingual sections in foreign-owned centres
- 7- European Schools
- 8- Spanish Culture and Language Classrooms

In addition to these centres, different programmes are carried out abroad, including educational exchanges, the "visiting teachers" programme and the "conversation assistants" programme. In order to implement these programmes and to support, train and advise teachers, there are Resource Centres and Technical Consultancies.

Spanish state-owned centres are centres of prestige that Spain maintains in different countries with which we have historical or geographical links (Andorra, Colombia, France, Italy, Morocco, Portugal and the United Kingdom). They are created by royal decree by the Spanish government, at the joint proposal of the ministries responsible for education and foreign affairs and are part of the diplomatic mission.

These centres are unique in that, although they are public schools, in many cases they operate as private schools for the students of the country in which they are located. Education is free of charge for Spanish students, but foreign students have to pay fees for enrolment and for attending the different courses. On the other hand, there is the possibility that pupils may not continue in the school if their performance is very poor, if they show disciplinary problems or if they are repeatedly absent. Non-payment of fees is another reason for limiting continuity in the school. These schools do not provide for special measures to cater for diversity and do not consider the possibility of pupils with special educational needs.

The courses taught are those of the Spanish education system and, therefore, are in accordance with the curriculum established by the Ministry of Education, Vocational Training and Sport for the different stages. Consequently, they lead to Spanish degrees and their students take the university entrance exam if they intend to pursue university studies in Spain. For this purpose, they are attached to the National University of Distance Education (UNED).

The curriculum is completed by teaching the language of the country, when it differs from Spanish, and an integrating vision prevails in which not only the language but also the culture of the country is considered (Zebda, 2021).

Unlike what generally happens in the different Spanish autonomous communities with public schools, these schools usually provide all basic education, with teaching corresponding to different stages, so that all the authorised stages coexist (Pre-school, Primary, ESO, Baccalaureate and even Vocational training), although sometimes they are designed as their equivalents in Spain and separate infant-primary from other teaching, as in the case of the Spanish state-owned schools in France and those based in Tangiers and Tetouan in Morocco.

The work is not limited to classroom sessions but is complemented by numerous activities for the dissemination and projection of Spanish language and culture. The teaching staff is Spanish, although native professionals can be incorporated to teach the language of the country, as is the case in the centres in Morocco (Zebda, 2021).

The organisation is similar to that of Spanish schools, with the same unipersonal, collegiate and teaching coordination bodies, although the existence of a School Council is conditional on the existence of a percentage equal to or greater than 50% of Spanish pupils. Otherwise, there is a Participation Committee on which the educational community is represented.

Mixed ownership schools are schools whose creation is agreed by both countries: Spain and the country where the school is located. In these schools,

Spanish representation is in the majority and the director is always a Spanish teaching official. In these schools, teaching is provided in the Spanish system or in the system of the country in which they are located, although in this case, the Spanish language and culture must always be considered (Ferreira Martins, 2016).

There are only two agreement centres, in Argentina and Brazil. They are governed by the regulations of the country, although they must be structured according to the general principles of Spanish legislation.

At the end of their studies, students obtain a double degree (Spanish and from the country in which the centre is located) and can continue their studies in both.

Agreement centres are, as their name indicates, centres in which an agreement signed with the Spanish Ministry is applied. The criteria and procedure for signing these agreements are set out in Order EDU/2503/2010. All these centres are located in Latin America, some in North America (Mexico), others in Central America (Guatemala, El Salvador, Costa Rica), others in the Antilles (Dominican Republic) and others in South America (Colombia, Ecuador, Chile, Argentina, Ecuador and Brazil).

These centres are part of the educational fabric of the country and teach subjects corresponding to the state's own curriculum. However, they are obliged to address curricular aspects of Spanish language and literature and Spanish geography and history, subjects which are taught at different stages. For this purpose, curricular guidelines were issued in a Resolution of 11 June 2011.

Agreement schools are schools of proven educational quality which cannot establish discriminatory criteria for the admission of their pupils and which include among their objectives the promotion of Spanish language and culture. To this end, teachers who teach Spanish language and literature, as well as Spanish geography and history, must have training and qualifications deemed appropriate by the Spanish Ministry.

The educational community participates in the life and activities of the school. Pupils obtain the degree corresponding to the country in which they are located, but may obtain a double degree if they wish to do so.

Spanish private centres abroad are similar to private institutions located in Spain, except for their location. They are, therefore, centres owned by a private individual or legal entity, supported by their own means and authorised by the Spanish Ministry. They are located in European countries (Andorra, France, Ireland) and in Equatorial Guinea, a country with which we have historical ties and with which we share the same language.

The teaching they offer corresponds to the Spanish stages and curriculum, so that students, on completing their studies, obtain Spanish qualifications. In addition to all these types of centres, there are Spanish sections in foreign centres. Spanish is a language that is particularly in demand in many countries. Its diffusion is growing and the interest it arouses in many parts of the world is reflected in the education systems of countries on all five continents.

For this reason, as is the case in Spain with English, French and German, many foreign schools have established language sections in Spanish. There are three types of sections: the so-called Spanish sections, present in the United States and in Western European countries (France, Italy, the United Kingdom, the Netherlands and Germany); the International Spanish Academies, established in North American centres (Canada and the United States); and the so-called bilingual sections, located in centres in Eastern Europe (Poland, Slovakia, the Czech Republic, Hungary, Bulgaria, Romania, Russia), Turkey and China.

Spanish sections often coexist with sections of other languages in prestigious foreign state-owned schools. In these sections, Spanish language and literature, as well as Spanish geography and history, are taught by Spanish teaching staff.

Since the curriculum follows that of the host country, the qualification awarded is that of the host country, although there are cases where specific

regulations allow for dual qualifications, as is the case in Miami (United States) or in the French sections (Bachibac).

The **ISA (International Spanish Academies)** are established in schools in Canada and the United States and cover the equivalent stages of primary and secondary education. These sections are created by means of an agreement established by our Ministry directly with the schools and allow for the development of a bilingual programme. The so-called visiting teachers are Spanish teachers who work in these sections and are supported by conversation assistants, who are also Spanish. The selection of these teachers, who may or may not be civil servants, is the responsibility of the host country. The curriculum includes a common block of subjects from the country, state or province — depending on the autonomous region— which is taught preferably in Spanish, and a specific block in which Spanish language and culture are taught.

Finally, the **bilingual sections** are created through bilateral agreements between Spain and the country in which they are established. They take place in foreign schools governed by their own rules and may extend from primary to the end of secondary school.

The teachers who teach subjects related to Spanish language and culture are usually Spanish, hired and paid by the country itself, which is also obliged to provide them with decent housing. Other subjects are also taught in Spanish — Physics, Chemistry, Biology, Mathematics— by Spanish teachers.

The curriculum taught is that of the country and, therefore, the qualification is that awarded by the local Ministry. However, there is also the possibility of obtaining the title of Bachiller, by means of a test on the subjects taught in Spanish in which a representative of the Spanish Ministry participates.

The **European Schools** represent a unique model of academic and curricular organisation. They are transnational in conception and are the product, in the educational field, of the idea of a United Europe and the constitution of the European Union (Garralón, 2022).

They are located in cities that host a European body and are spread across different EU countries according to the number of bodies they host, with Belgium having the largest number (5), followed by Germany (3), Luxembourg (2) and the Netherlands, Italy and Spain (1). With the UK leaving the EU and the relocation of the body that justified its presence (Joint European Torus), the European School located in Culham was closed in 2017.

These European Schools provide education in three cycles (infant, primary and secondary). Successful completion of the last of these (seven years) leads to the award of the European Baccalaureate, which is valid and recognised in all member states of the European Union.

In these schools, different language sections may coexist in different EU languages, at least three sections (English, French and German).

European Schools as a whole are organised around a Board of Governors, with a Secretary General. Two Boards of Inspectors (depending on the cycles) are responsible for monitoring the quality of the schools.

Each European School has its own Board of Governors and, at the head of the organisation, a director, head of staff, who is usually supported by two deputy directors (one for the infant and primary cycles and one for the secondary cycle). Families are represented through the Parents' Association.

Students at these schools are preferably the children of staff in the service of the EU institutions and bodies. These pupils are exempted from any fees or charges, so the education is free of charge for them. Should vacancies arise, the European Schools may admit as students the children of staff of organisations governed by public or private law, in accordance with arrangements to be laid down in the Statute of the European Schools. The costs of registration and enrolment are borne by the organisations concerned and are not borne by the school.

Only if there are more places available, other students may enrol, with priority being given to children of seconded civil servants and children of

diplomatic staff. In this case, they must pay their own registration and enrolment fees.

The teaching staff is appointed by the country and may be made up of civil servants on temporary secondment or contracted teachers, depending on what is established by the Higher Council. Spanish teachers are usually civil servants on temporary secondment whose salaries are paid by the Ministry of Education, Vocational Training and Sport, although the EU pays the corresponding allowance.

In Spain there is a European School, based in Alicante as a result of the location of the EU Intellectual Property Office (EUIPO).

In addition to the centres in which regulated education leading to qualifications is provided, educational action abroad includes programmes to attend to the children of Spanish emigrants who are studying in the host countries, with the aim of preserving the language of their parents (Egido Gálvez, 2009). To this end, the **Spanish Language and Culture Heritage Programme (ALCE)** were set up in countries with a different language, where Spanish emigration reached significant levels, especially in the second half of the 20th century (France, Switzerland, Germany, Belgium, the Netherlands, Luxembourg, the United Kingdom, the United States and Australia).

The courses taught in the ALCE are regulated by Order EDU/3122/2010 and their organisation and operation are in accordance with the Resolution of 6 March 2023.

Teaching is organised into three stages (A, B and C) and five levels (A1 to C1) and follows the Common European Framework of Reference for Languages (CEFR).

The ALCEs are structured in Spanish language and culture classrooms (Spanish Language and Culture Classrooms) so that several classrooms, spread over different cities, constitute a grouping. The association is headed by a director

and each classroom is staffed by teachers who make up the teaching team. All of them are Spanish.

The classrooms provide three hours per week for each group, at least half of which must be face-to-face. A platform called "International Classroom" is available for monitoring and working at a distance.

Students (or their parents) must be Spanish nationals. They enter the programme after their seventh birthday and must be enrolled in the Spanish education system. The level to which they are assigned is determined by their linguistic competence and maturity, which is measured by an initial test. In order to be promoted to a higher level, they have to demonstrate that they achieve the objectives of the course and level, without age being a determining factor. At the end of the course, they are awarded a Certificate of Spanish Language and Culture (CLCE), but they can obtain the Diploma of Spanish as a Foreign Language (DELE) if they take the Instituto Cervantes exams.

5- SUPPORT PROGRAMMES

To facilitate the work of those who work in these centres and of those who carry out this educational activity abroad, there are technical advisors' offices, which are distributed throughout the different countries and are dependent on the education departments or attaché offices.

Moreover, teachers find support in the **resource centres**, which house books and teaching materials, in different formats, available to teachers, who can consult them in situ or use loan systems similar to those of public libraries. These resource centres organise permanent exhibitions for educational institutions to visit and organise training activities in the form of working groups, workshops or seminars on the teaching and promotion of the Spanish language.

Finally, **educational and research exchanges** are alternatives that are also used to promote Spanish language and culture.

6- AN OPPORTUNITY FOR TEACHERS

Educational action abroad opens up a wide range of possibilities for Spanish teachers, allowing them to broaden their horizons, enrich their professional careers and get to know other educational realities (Palazón Romero, 2006).

Teachers find a wide range of options for participating in the different centres or programmes, which they can access through the calls for applications that are periodically established.

One of the options is access to technical consultancies. These posts are reserved for teaching staff - including education inspectors - with at least three years' seniority as career civil servants and who are in active service. To gain access to these posts, they must take part in the corresponding merit-based competition, which includes a test, and demonstrate sufficient knowledge of the language of the country in which the consultancy is established. It is also compulsory to complete a training course prior to taking up the post. The positions covered by this procedure are filled by temporary secondment. Technical advisors are evaluated in their first and third year, with a positive evaluation being a *sine qua non* condition for continuing in their posts. The maximum tenure is five years. In the event that all vacancies are not filled, vacancies may be filled by secondment.

The role of the advisors is creative and they carry out functions under the directives of the Councillor or the Education Attaché, preferably dedicated to cultural projection, the organisation of training activities and educational innovation (Moreno Pons, 2001).

However, it is more common for teachers to aspire to participate as **teachers** in the different centres that are contemplated within the educational action abroad. Those who apply for teaching posts in Spanish state schools, mixed schools, Spanish Sections, European Schools or Spanish Language and

Culture Groups (ALCE) are subject to a procedure similar to that for technical advisors. Their temporary secondment must be endorsed in the second and fourth years, by external evaluation, and a positive evaluation is an indispensable condition for maintaining the post, which is capped at a maximum of six years. In the case of the European Schools, tenure has to be in accordance with the European Schools' Staff Regulations. Except in this case, unfilled vacancies are filled by seconded teachers. The maximum tenure of teaching staff in the European Schools is nine years and secondment can only take place once.

In the International Spanish Academies (ISA), teachers are selected by the host country itself and for this they must accredit sufficient knowledge of the language and have previous teaching experience established according to the country. Prior to the selection process, a call for applications is made specifying the number of places available. Candidates are selected by means of an interview in English with interviewers from the country, in which they are assessed on their aptitudes and disposition, especially their ability to adapt, their professional ethics, their constructive spirit, their ability to collaborate and work in a team and their degree of commitment.

In order to apply for the positions in the Spanish Bilingual Sections in Eastern Europe and China, it is not necessary to be a career civil servant, so that those who hold the necessary qualifications for teaching and can prove the appropriate training can participate, complying with the requirements established in the calls for applications.

Spanish private schools abroad are also open to those who have the qualifications and teaching training required to teach in private schools located in Spain and which teach the Spanish curriculum. They are recruited by the school itself and it is common for native, Spanish and other teachers to coexist in the same school.

In the case of agreement schools, the teaching staff is the responsibility of each of the schools and, therefore, the calls for applications to fill teaching

vacancies abroad do not contemplate this possibility and no posts are offered for this type of school.

7- THE ROLE OF INSPECTION

The participation of teaching staff in different posts in educational action abroad requires, as in Spain, supervision, advice, control and evaluation (Iniesta Onega, Alhambra and Cirac Cirac, 1999), both of the centres and of the activities carried out in them, the educational programmes and the teaching staff. For this purpose, the Ministry's Central Inspectorate, which is part of the Subdirectorate General of the Education Inspectorate, is part of the Directorate-General of Educational Planning and Management.

Central inspectors are responsible for supervising schools, programmes and technical counselling, as well as for evaluating teachers and counsellors on temporary secondment. They also take part in or are present at examinations for pupils taking the Spanish baccalaureate (Bachiller) in bilingual sections (Vidorreta, 2022).

They advise the educational community, draw up reports (Vidorreta, 2022) and carry out the actions that inspectors in the Autonomous Communities usually carry out (Estefanía Lera, 2021). Their role, as a factor in the quality of the education system (Sarasúa, 2019; Vidorreta, 2022) is therefore fundamental (Buj Gimeno, 1992) and for this purpose they must travel to the countries where the schools are located (Vidorreta, 2022). This fact conditions the way they work, so that they often have to concentrate their work in a few days, during which they carry out the activities that they would have to do in the centres located in Spain over the course of the academic year (Marrodán Gironés, 2021). This intense work requires an intensive timetable to cover multiple facets: interviews with representatives of parents' associations, meetings with boards of delegates, management teams and collegiate and teaching coordination bodies, visits to classrooms, supervision of the implementation of programmes, evaluation of

teachers, assessment of activities to promote Spanish language and culture, and the state of the facilities (Vidorreta, 2022).

However, there is a peculiarity in the selection of central inspectors that differs from that used to select teachers abroad. Central inspector posts are filled on secondment and do not form part of any advertised merit-based competition process, nor are they offered in the state transfer competitions for inspectors, despite being a national corps. Commissions are usually renewed, unless there is a voluntary resignation, there is a reduction in staff or the inspector's work is not considered adequate by his or her superiors. In this way, access is restricted to the majority of inspectors who might be interested and fit the profile of these posts. Perhaps this is a pending issue that should be reconsidered in the future.

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LEGISLATIVE REFERENCES (chronological order)

- Real Decreto 564/1987, de 15 de abril, por el que se regula la acción educativa en el exterior (derogated).
- Real Decreto 1027/1993, de 25 de junio, por el que se regula la acción educativa en el exterior.
- Real Decreto 1138/2002, de 31 de octubre, por el que se regula la Administración del Ministerio de Educación, Cultura y Deporte en el exterior.
- Orden EDU/2503/2010, de 16 de septiembre, por la que se regulan los criterios y el procedimiento para la suscripción de convenios de colaboración con instituciones titulares de centros extranjeros previstos en el Real Decreto 1027/1993, de 25 de junio, por el que se regula la acción educativa en el exterior.
- Orden EDU/3122/2010, de 23 de noviembre, por la que se regulan las enseñanzas complementarias de Lengua y Cultura españolas para alumnos españoles residentes en el exterior y se establece el currículo de las mismas.
- Resolución de 11 de junio de 2011, de la Secretaría de Estado de Educación y Formación Profesional, por la que se aprueban las orientaciones curriculares de las enseñanzas de "Lengua Española y Literatura" y de "Geografía e Historia de España" para los programas de educación en el exterior que, en el marco de sistemas educativos extranjeros, conducen a la obtención de los títulos españoles de Graduado en Educación Secundaria Obligatoria y de Bachiller.
- Resolución de 6 de marzo de 2023, de la Secretaría de Estado de educación, por la que se dictan instrucciones para regular la organización y el funcionamiento de las enseñanzas complementarias de lengua y cultura españolas para el alumnado español residente en el exterior.

LINKS AND WEBSITES

- Acción educativa en el exterior:
<https://aee.educacionfpydeportes.gob.es>
- Ministerio de Educación, Formación Profesional y Deportes:
<https://www.educacionfpydeportes.gob.es>
- Instituto Cervantes: <https://cervantes.org>
- Office of the Secretary-General of the European Schools:
<https://www.eursec.eu>