

Bilingual Education Programme

Hand in Hand: 25 years



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LUCIO CALLEJA BACHILLER

Subdirector General de Ordenación Académica.
[Ministerio de Educación y Formación Profesional](#)

¡A por otros 25 años!

Es para mí un placer y una inmensa satisfacción daros la bienvenida a esta edición especial de la revista Hand in Hand que se publica este año 2021 con motivo de la celebración del vigésimo quinto aniversario del Programa Educativo Bilingüe.

Finaliza un curso que ha sido muy difícil para todos. El mundo se ha visto azotado por una pandemia sin precedentes en la historia moderna que inevitablemente ha tenido un impacto fuerte en las aulas, dificultando las labores de enseñanza y aprendizaje y exigiendo de las administraciones, el profesorado, las familias y el alumnado un gran sobreesfuerzo y la adaptación a unas condiciones de aprendizaje totalmente nuevas.

En este contexto tan complicado, es especialmente emocionante comprobar cómo la gran comunidad educativa vinculada al Programa se ha volcado en la celebración de esta efeméride y ha contribuido de forma excepcional a que esta revista que hoy presentamos sea una realidad.

La existencia misma de esta publicación, distribuida ininterrumpidamente entre 2000 y 2010 y que hoy renace renovada, es un indicador de la excepcionalidad de este programa bilingüe que conecta centros, docentes y alumnado a lo largo y ancho de diez Comunidades Autónomas, además de Ceuta y Melilla. Hand in Hand fue durante años una ventana abierta a las buenas prácticas docentes, al trabajo colaborativo y a la interacción entre alumnado y profesorado de muy diversos centros bajo el paraguas de dos culturas representadas en el doble currículo hispano-británico. Hoy la sacamos del cajón y comprobamos con orgullo que veinticinco años después siguen robustas las señas de identidad de este programa gracias al esfuerzo diario de tantas personas que trabajan en él.

Así pues, os invitamos a transitar por estas páginas, a embarcaros en un paseo emocionante tejido desde la generosidad de tantas personas que han querido



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compartir fotos, vídeos y recuerdos. Esta multiplicidad de miradas y relatos, ordenados con mimo y rigor por sabias manos, se presenta aquí como nuestro regalo de cumpleaños a todos los docentes, equipos directivos, técnicos de las administraciones educativas, familias y, por supuesto, jóvenes que cada día se esfuerzan por hacer de la educación pública de calidad una realidad en las aulas.

Esperamos que la disfrutéis. Muchas gracias a todos.

¡A por otros 25 años!



MARK LEVY

Head, English Programmes
British Council Spain

Looking forward to the next 25 years!

It is my great pleasure to be writing these words of introduction to this 25 anniversary edition of Hand in Hand which is packed full of photos and memories telling the fabulous story of the Bilingual Education Programme over these 25 years.

I wonder how many in 1996 would have predicted that we would be thriving and growing today? 25 years on the Bilingual Education Programme is a reference point for bilingual education in Spain and beyond. I often talk about the programme to national and international audiences and I explain that while partnerships, long-term vision and

planning are essential to a programme of this nature, our success is overwhelmingly due to the teachers, *asesores lingüísticos*, head teachers, other staff and families in the schools who are the heart and soul of the programme and have enabled it to flourish. Once again I would like to take this opportunity to offer my heartfelt thanks to all of you, and on this occasion, especially to those of you who have contributed to this publication: teachers, *asesores lingüísticos*, ex-teachers, current students and alumni. Our BEP community remains very strong and incredibly special.

This wonderful collaborative edition of Hand in Hand is a celebration of the story of the programme so far, but also serves as a reminder of the need to continue to offer the young people in our programme schools the best bilingual and bicultural education that we can. Education does not stay still, our understanding of learning develops, and our bilingual, bicultural programme is developing too. We have been working with many of you to refresh our approach in Early Years, Primary and Secondary and to increase our focus on inclusive practices and on purposeful and reflective assessment and evaluation. In this we have been supported by colleagues from our [British Council School](#) who continue to support the programme 25 years on. There is much still to be done of course, but we will be presenting what has been achieved so far at the start of the new term.

For now however, I hope you enjoy these wonderful *recuerdos* of the journey so far. Thank you once again for the work you have all done to make our Bilingual Education Programme one we can all be proud of.

Looking forward to the next 25 years!

BEP's success is overwhelmingly due to the teachers, *asesores lingüísticos*, head teachers, other staff and families in the schools who are the heart and soul of the programme.

Un programa educativo multicultural y plurilingüe

PROGRAMA EDUCATIVO BILINGÜE

El [Programa Educativo Bilingüe \(PEB\)](#) es un proyecto educativo basado en la impartición de un currículo integrado hispano-británico. El objetivo fundamental del PEB es la formación de alumnos y alumnas capaces de desenvolverse con fluidez en distintas culturas e idiomas en el contexto de una Europa multicultural y plurilingüe, dotándoles para ello de un conjunto de competencias estratégicas, lingüísticas y sociolingüísticas.

Este programa se desarrolla en el marco de los convenios de colaboración establecidos entre el [Ministerio de Educación y Formación Profesional](#), el [British Council](#) y las [Comunidades Autónomas](#) que desarrollan el programa.

Desde su comienzo en el año 1996, el Programa Educativo Bilingüe ha sido pionero en la impartición en España de un currículo integrado y referente de innovación metodológica en el aula de idiomas.

Actualmente, El programa se imparte en 90 Colegios Públicos de Educación Infantil y Primaria y en 57 Institutos de Enseñanza Secundaria, repartidos en diez Comunidades Autónomas ([Aragón](#), [Principado de Asturias](#), [Cantabria](#), [Castilla-La Mancha](#), [Castilla y León](#), [Extremadura](#), [Illes Balears](#), [Comunidad de Madrid](#), [Región de Murcia](#) y [Comunidad Foral de Navarra](#)), además de Ceuta y Melilla.

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CEIP Pintor Eduardo Morillas (Melilla)



Mediante el desarrollo de estrategias dinámicas, interactivas y motivadoras, se pretende potenciar una forma de aprender reflexiva y activa que estimule la autonomía de los alumnos y alumnas y les haga protagonistas de su proceso de aprendizaje.

CURRÍCULO INTEGRADO

El currículo integrado hispano-británico se implementa desde el segundo ciclo de Educación Infantil y hasta el 4º curso de Educación Secundaria Obligatoria a través de una selección de asignaturas. El objetivo fundamental es que al final de la etapa el alumnado sea capaz de desenvolverse con naturalidad y eficacia en español y en inglés, además de conocer los elementos esenciales de las materias y aspectos generales de la realidad histórica y sociocultural de [España](#) y [Reino Unido](#).

En Educación Infantil la enseñanza es globalizada, abarcando aspectos esenciales del aprendizaje en la etapa de la infancia. Se introduce al alumnado a la lecto-escritura y al método *phonics* en lengua inglesa. En Educación Primaria las asignaturas del currículo integrado son [Inglés \(Literacy\)](#), [Ciencias de la Naturaleza](#), [Ciencias Sociales](#) y [Educación Artística](#). En Educación Secundaria las asignaturas son [Inglés \(Language and Literacy\)](#), [Biología y Geología](#), y/o [Física y Química](#) y [Geografía e Historia](#).

Una parte esencial del currículo integrado es, además, la metodología que está asociada al contenido. Mediante el desarrollo de estrategias dinámicas, interactivas y motivadoras, se pretende potenciar una forma de aprender reflexiva y activa que estimule la autonomía de los alumnos y alumnas y les haga protagonistas de su proceso de aprendizaje. Docentes y asesores lingüísticos colaboran para adecuar el proyecto educativo bilingüe a la realidad de cada centro.

Has reading and writing ever been so creative and so much fun?

Inspiring a love of reading and storybooks underpins the literacy work which teachers do throughout the project and is one of the keys to help students explore and understand the world around them. Literacy projects not only inspire students to get creative across the curriculum but bring stories to life!



WE ARE POETS

CEIP Riomanzanas (Castilla y León)

Pupils from [CEIP Riomanzanas](#) and from [Scuola Primaria San Giovanni Bosco \(Varese\)](#) have produced a book of original poems and illustrations. The two schools have worked closely together to cover the issues related to the 2030 Sustainable Development Goals. The children's words and images show their concerns about hunger, health and sustainability.



Zero hunger in the world
 Eat the leftovers
 Reuse the food
 Others aren't so lucky as you
 Hands reaching out
 Unable to get food
 Nothing in the fridge
 Garbage is the meal
 End, please, this global madness
 Raise your hand for it

DREAM JARS FROM THE BFG

CEIP José Antonio Labordeta (Aragón)



WE ARE WRITERS

IES Pedro de Atarrabia (Navarra)

Students at [IES Pedro de Atarrabia](#) may be future Booker Prize winners. They were inspired to write stories with the characters from 'The Boy with the Striped Pyjamas' as part of their History studies of the Second World War. You can read their beautifully written and illustrated book [here](#).

Would you like to read Mother's thoughts when she arrived in Auschwitz? Are you curious about Father's feelings regarding Kotler and Mother's relationship? How did Shmuel feel when he met Bruno? What about Pavel and Maria, Jewish workers in a German household?

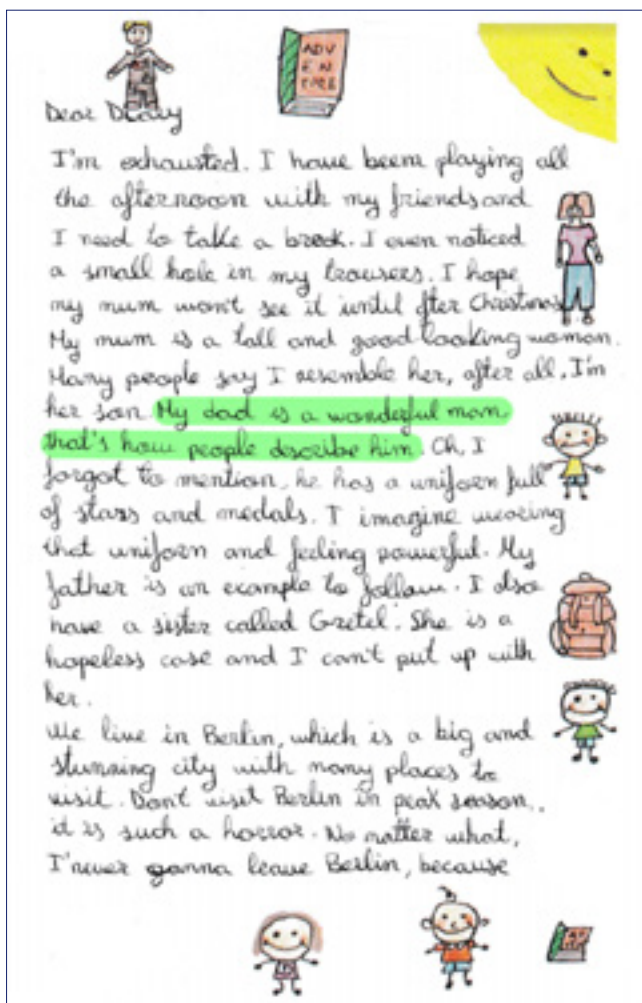
Here's your chance to find out. If you have read 'The Boy with the Striped Pyjamas', we encourage you to read about our personal views of the characters and their state of mind. Make yourself comfortable and get ready to enjoy our work.

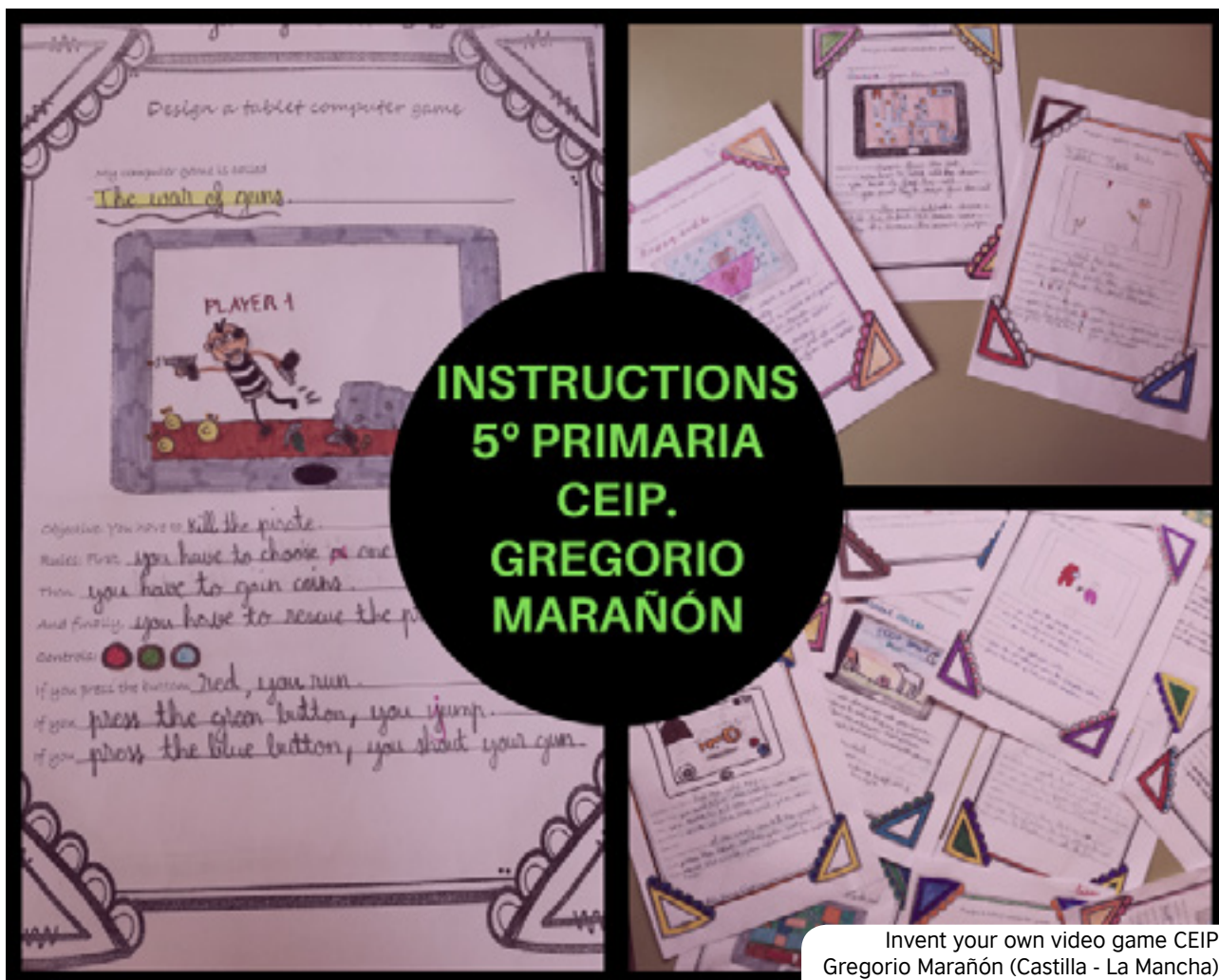
4° ESO BEP class (2019-2020)

Students who are great readers become great writers.



Students at IES Pedro de Atarrabia plant crocus in memory of Holocaust victims





**INSTRUCTIONS
5º PRIMARIA
CEIP.
GREGORIO
MARAÑÓN**

Invent your own video game CEIP Gregorio Marañón (Castilla - La Mancha)



CEIP Comuneros de Castilla (Castilla y León)

RADIO MORALITO PROJECT

CEIP Luis de Morales (Extremadura)

Pupils at [CEIP Luis de Morales \(Extremadura\)](#) are learning all about broadcasting and sharing their knowledge with their local community (and beyond!) in this great project. Pupils in both Early Years and Primary get the chance to explore topics across the curriculum, in English and Spanish, and of course incorporate technology into the mix! It is a great way of activating literacy skills with visits to the library for research a key part of preparing the programmes. You can [see and hear](#) some of the pupils' broadcasts, including a recital of the poem 'Lion' and more about 'Grandparents'.

Read more about the project [here](#).



Enjoying English, enjoying reading.
IES Torre de los Espejos (Aragón)



CEIP Gregorio Marañón
(Castilla La Mancha)



Inventing machines.
CEIP Carmen Hernández Guarch (C. Madrid)



Science alive

Our future scientists are inspired to discover the world around them through experimenting, exploring and inventing. Let's not forget the great job they do as well by sharing their findings.....all through English of course.



CEIP Carmen Hernández Guarch (C. Madrid)



EXPERIMENTING

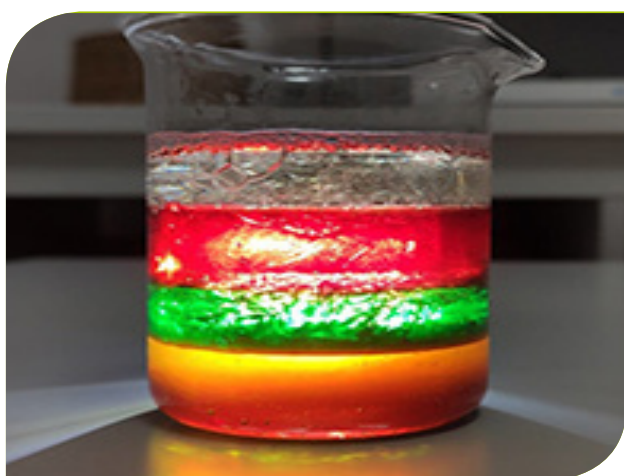
CEIP Eloy Villanueva (Cantabria)



**Experiments
arouse curiosity
in children which
enables new
learning.**

María Royo
CEIP Eloy Villanueva

CEIP Carmen Hernández Guarch (C. Madrid)



CEIP Arcosur (Zaragoza)

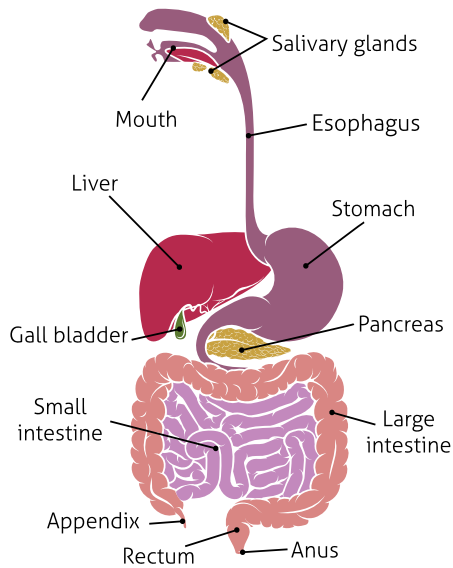




SHARING OUR KNOWLEDGE

CEIP Luis de Morales (Extremadura)

Radio Moralito's science broadcasts include all you need to know about the [digestive system](#) from Year 6 and the [water cycle](#) from Year 3.



CEIP Santa Clara (Castilla y León)

Introducing our pets.





WEIRD AND WONDERFUL SCIENCE

CEIP Santa Clara (Castilla y León)



IES Adaja (Castilla y León)



IES Cantabria (Cantabria)



DESIGNING OUR OWN MACHINES

CEIP Gregorio Marañón (Castilla-La Mancha)



IES Pedro de Atarrabia (Navarra)





SCIENCE FAIRS

A great way of sharing knowledge and love for science.

CEIP Benjamín Palencia (Castilla-La Mancha)



CEIP José Antonio Labordeta (Aragón)





GREEN FINGERS, WATCH OUR GARDENS NOW

CEIP Jueces de Castilla (Castilla y León)



Spring is almost here at Jueces de Castilla!

How do you think we know?

Just have a peek below, that's how we know.

Every year we, the 4-year-old scholars -the storks-, enjoy storytelling outdoors, as part of our Spring Topic. "What a perfect day to be outside" the teacher exclaimed.

We gathered around one of our trees. We sat down on comfy mats and waited impatiently to listen to "Jack and the Beanstalk", while the teacher was setting it all up. The tree served us as the main wooden stage where the ogre and its castle, the golden harp and the hen were. At ground level, the main characters: Jack, his mother, their cow and the old man. "It's story time! Ready, storks?"

After enjoying this classical story, we, the storks, flew inside our school garden to plant some seeds. Not just any seeds. Climbing nasturtium seeds. "Slowly, not land on the leeks", said the teacher being neat.

Every one of us got a seed. With our index finger, we dug a little hole in the soil, sowed the seed and covered it up with soil. No need of water today, a few hours before it had rained.

In few weeks, we will be back into our garden and visit our beautiful and colourful flowers. We hope to see all of them nice and tall, climbing up the poles of our hut. We are looking forward to taking a picture with them all.

By Patricia Ruiz Pérez



IES Virgen del Espino (Castilla y León)



Students across all ages groups are inspired to care for the environment. Our planet is in safe hands.

Ascot Hats
CEIP Pintor Eduardo Morillas (Melilla)



Come celebrate with us!

Marking special feast days and holidays is a *seña de identidad* of BEP which students, teachers and families love. Here are some popular and homegrown celebrations to enjoy.

WORLD BOOK DAY

CEIP Tello Téllez (Castilla y León)

Hello from Tello Tellez School in Palencia.

We would like to share with you a very special display set up by our oldest students in the literacy class.

To celebrate Book Day and to culminate our project about Roald Dahl, we organised this display together with a timetable of visits to show and tell our schoolmates about the writer's life.

Previously, grade six pupils worked on the poem "A magic talking looking-glass" by Roald Dahl from 'Revoltin' Rhymes'. We learned about verses, line break, rhyming words, couplets and rhythm.



ASCOT HATS

CEIP Eduardo Morillas (Melilla)



The whole school community at CEIP Pintor Eduardo Morillas (Melilla) really celebrated the 25 year anniversary in style. An Ascot hat competition got everyone involved and made sure everyone felt part of the celebrations. Not only were there photocalls, exhibitions and a parade but everyone also had the chance to visit the British Museum. Hats off to all!



HALLOWEEN

IES Enrique Nieto (Melilla)



ADVIENTO DE CUENTO

IES Adaja (Castilla y León)



Muchos momentos inolvidables, obras de teatro en inglés, cuentacuentos, juegos, talleres, fiestas de Halloween... y, sobre todo, mucha, mucha diversion.

Equipo Directivo del CEIP José María de Lapuerta

WORD CLOUD

IES Emilio Ferrari (Castilla y León)





PIRATES AHOY

CEIP Parque Lisboa (C. Madrid)

¡Todos a bordo! Welcome aboard! Como este número especial de la revista Hand in Hand tiene algo de nostálgico, os invitamos a mirar hacia ese pasado, que ahora parece tan remoto, para recordar buenos tiempos en los que todo un centro podía remar a una para hacer navegar el barco viento en popa a toda vela.



STORYTELLING IN OUR OLD SCHOOL

CEIP Parque Lisboa (C. Madrid)

Alumni BEP spent a very special morning giving memorable storytelling sessions to younger children and sharing their experience in high school and beyond with the 6º pupils about to move onwards and upwards.

Read more [here](#).

IES Cap de Llevant (Illes Balears)

Drama is the perfect vehicle for many different types of learning. It is also one of the best ways of celebrating. What a stunning performance of 'Billy Elliot'. Collaboration, cooperation, brilliant English and lots of fun!



WE LOVE FEELING PART OF BOTH CULTURES

IES Alfonso X El Sabio (Castilla-La Mancha)

Nuestro amor por la cultura anglosajona nos ha dado horas de trabajo intenso y divertido con nuestro entusiasta alumnado bilingüe mientras aprendíamos y nos sumergíamos totalmente en un ambiente inglés.



St.Patrick's Day



Remembrance Day

IES Virgen del Espino (Castilla y León)



England trip 2019



CEIP Miguel Delibes (Castilla y León)

20 Years, 20 Books allowed pupils and staff to enjoy theatre, storytelling and lots of memories when BEP turned 20.

SPELLING BEE WINNERS



CEIP Santa Clara (Castilla y León)

IES Bajo Aragón (Aragón)



Celebrating speaking English amongst friends.



CELEBRATE GOOD TIMES, COME ON!

Pupils from schools in the Comunidad de Madrid got their dancing shoes on and moves all sorted out in a fun choreography to mark 25 years of BEP.



CEIP Parque Lisboa



CEIP Félix Rodríguez de la Fuente



CEIP Cervantes



CEIP José Bergamín



CEIP Carmen Hernández Guarch



CEIP El Quijote



IES Torre de los Espejos (Aragón)

Alumni experiences and reflections

So many of our BEP alumni and current pupils have shared their stories with us this year. No matter what journey our alumni have embarked on after their school days or plan to, they agree that the Bilingual Education Programme has given them the skills and confidence to go further. Here are some of their and their families' stories.

CEIP José Bergamín Gutiérrez (C. Madrid)

Lena, Pedro and José were part of Rosa González's action research project 'The Voices of our Youngest Learners' back in 2006.

Today they share how the project has been a big influence on their choices and opportunities.

Lena Lago Badstubner

Former pupil CEIP Jose Bergamin (C. Madrid)

'Mi escolaridad en modo bilingüe me permitió adquirir un nivel de inglés avanzado que me marcó para el resto de mi vida'.



Pedro Pérez Marcos

Former pupil CEIP Jose Bergamin and IES Máximo Trueba (C. Madrid)

Pedro recalls his experience in Global Classrooms and how his bilingual education helped foster open mindedness and a curiosity for learning which set him on his way to studying and working internationally.



José Muñoz

Former pupil CEIP José Bergamín (C. Madrid)

'Fue un acierto enorme. Entrar en el programa nos habrá hecho tener muchas mejores aptitudes de cara a la formación en todos los aspectos de nuestras vidas'.



CP Ventanielles and IES Pérez de Ayala (Asturias)

Rosa Pérez Blay

Former pupil CP Ventanielles (Asturias)

Rosa is a Chemical Engineering student at Oviedo University who has her sights set on an international career, either in the UK or Australia. Rosa's experience allowed her to expand her views and experiences, discovering more about herself and her American heritage.



Rosa's parents, José María and Pilar also highlight that in our programme fosters respect for diversity amongst children and that they are sure Rosa's English proficiency will be a 'bridge to a brilliant future for her'.



Alicia Calzón Santiago

Former pupil CP Ventanielles and IES Pérez de Ayala (Asturias)

English is all around! Living and breathing English from the age of three has meant Alicia not only fell in love with English but also dreamt in English. Now that is impressive!



Talía Mejía del Río

Current pupil IES Pérez de Ayala (Asturias)

Learning English is easy and fun and taking part in student exchanges are just two of the reasons why Talía hopes that many more students have access to a bilingual education.



Alba Pérez Rodríguez

Former pupil IES Pérez de Ayala (Asturias)

Developing a love of English language and culture through the bilingual programme has shaped Alba's decision to do her university degree in English philology. We wish you the best of luck!!



Ibtissam Alahyene

IES Pérez de Ayala (Asturias)

As Ibtissam recognises, embarking on a bilingual Secondary Education is a big step and can be scary. But... that step leads to opportunities to discover another culture, travel without leaving a desk and enjoy a whole new reading list!



Jesús Ait-Idir Lahuerta

Former pupil CP Ventanielles and IES Pérez de Ayala (Asturias)

Jesús coincides with many of our alumni, recognising that his bilingual and bicultural education ‘does not only improve our language skills but also helps opening up our minds to different cultures, countries and people and even helps when you have to stand in as an emergency interpreter!’.



Asia Azahara Ait- Idir Lahuerta

Current pupil IES Pérez de Ayala (Asturias)

A bilingual education really inspires students and encourages them to have high expectations for themselves and their future. Asia knows that her bilingual education will enable her to study, live and work in another country if she wants.



Nadaya Cordero Suárez

Former pupil IES Pérez de Ayala (Asturias)

Nadaya is in her important Bachillerato year and remembers that when she was very young her English class was the best time in the morning. Now Nadaya recognises that the project has opened doors for her, that learning other languages is much easier thanks to the programme and she is considering studying abroad.



Isabel Fernández Pérez

Former pupil CP Ventanielles and IES Pérez de Ayala (Asturias)

From translating Christmas carols, taking part in theatre, TV programmes and Erasmus Isabel tells us that ‘la distancia y los años hagan ver con mayor perspectiva esa oportunidad de la que hablaba, pero si de algo estoy segura, es de que ha sido una de las mejores de mi vida’.



Ana Cristina Lahuerta endorses the programme and her childrens’ experience: ‘we can say that this programme has exerted a positive influence on our children’s oral, written, and intercultural competence in English’.

IES Diego de Siloé (Castilla-La Mancha)

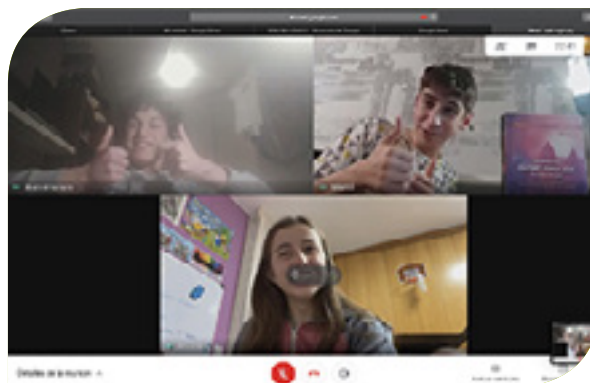
Alumni – present and past from IES Diego de Siloé have their sights firmly set on an international future! Carmen, Diego, Lucía, Alejandro, Noelia and Macarena tell us how their bilingual education will help them get there! Opportunities, amazing teachers and amazing lessons, short movie festivals are all part of their experience in BEP.



IES Pedro de Luna (Aragón)

Irati Sola, Mikel Loizaga y Álvaro Salvador
IES Pedro de Luna

‘There is just no stopping us! Thanks to the new technologies, lockdown did not stop us from learning together’.



Marina Zarranz Allueva
IES Pedro de Luna

‘Formar parte de un programa bilingüe durante seis años me enriqueció mucho a nivel personal y me animó a exprimir al máximo los encuentros interculturales de mi Erasmus en Galway. Sin duda alguna, fue la experiencia de mi vida’.



‘De excursión por “Barna Woods” (Galway) con mis compañeras de ¡España, Italia y Francia!’

Sara Escribano Martín

IES Pedro de Luna



‘La foto está tomada en la Selva Negra, en Alemania, en 2019 en una excursión que hice durante los dos años que viví en Estrasburgo, donde trabajé en el departamento de productos fuera de catálogo de Thermo Fisher Scientific (distribuidor de productos químicos y material de laboratorio) gestionando los envíos a España, Francia, Portugal, Suiza e Italia. Sin el nivel de inglés que adquirí gracias al programa bilingüe del British Council, no habría podido desarrollar mi carrera profesional con experiencias tan enriquecedoras en el extranjero’.



* Sara in Hand in Hand (Spring 2010).

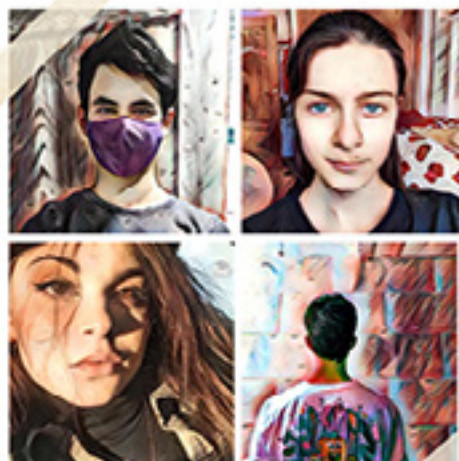
IES Al Qázeres (Extremadura)

Students have given a lot of thought to what being part of BEP means to them, they coincide in their reflections that it hugely enhances their fluency and confidence in English and that this is the key to ‘broadening horizons and opening doors’ ([Andrea Nevado Bustillo](#)).

[Inés Grande Barras](#) and [Carlos Fernández Fernández](#) make a great observation in that pupils start to speak and think in English and stop translating. What a natural way to learn!

That’s not all... [Claudia González Bermejo](#) also highlights the cultural awareness that students can develop and [Manuel García Garrido](#) tells us ‘another world full of possibilities, not only for communicating but for meeting new people, opening my mind to other cultures and to learn about them’. What could be more important in our interconnected and interdependent world of today?

[Andrea Nevado Bustillo](#) is only one of the many students who highlight the inspiring teaching at school. Rounding up contributions with a lovely quote from [Lucía Domínguez del Toro](#) ‘I would not be the person I am if it had not been part of the British Program and for all the teachers who were involved in it’. Well done!



Some of our current students

Sharing BEP experiences beyond the classrooms allows families to be part of the learning adventure too! ‘*El programa te acerca a la vida, a las costumbres, a la gastronomía del país... no solo se trata de aprender inglés y esto hace que la familia se pueda involucrar de manera muy activa en esta aventura*’. ([Mayte Ramos-parent](#)).

IES La Flota (R. Murcia)



Ainhoa Ferre Martínez and Álvaro Campillo Andrada, students from the newest high school to join the programme tell us that ‘being part of BEP is a great opportunity to gain knowledge and have a more complete education’.



IES Emilio Ferrari (Castilla y León)

Meeting new people and sharing experiences in English are not always easy at first. Gabriel Blas Padilla tells us about his amazing friends, language assistants and teachers who are part of his bilingual experience.



IES Francisco Salinas (Castilla y León)

According to teachers, their students ‘are the best example of how this programme can change their lives, broaden views of the world and turn them into International students ready to follow their studies in any university in the world’.



Do the students agree? Yes, indeed! Students tell us that learning English like as first language has been an amazing opportunity which will definitely open doors – now and in the future. Getting the IGCSE certification is possible as ‘we are used to English as if it was our mother tongue’ says Alberto Buitrago.

A global outlook and intercultural awareness is a big plus for Carla María Castaño who says ‘this project

has helped me to be an open-minded person and it has boosted my courage and confidence, to live in an English speaking country without any problem’.

Jesús González sums up ‘this project will open you doors for studying wherever you want and have the life you really want’.

CEIP Felix Rodríguez de la Fuente (C. Madrid)

Lucía Valverde and Daniel Gil are confident ambassadors for their school. Lucía tells us that she learns a lot at school and that ‘my teachers are great at teaching!’, praise cannot get much better than that.



Daniel sees himself studying, speaking and working in English (which is one of his favourite subjects).

IES Miguel de Molinos (Aragón)

Who knew learning through English could be so much fun? Travel, fitting in with family life in Ireland, debating controversial topics and building self confidence. Just some of Irene Meix’s reflections on her bilingual education!



IES Alfonso X El Sabio (Castilla-La Mancha)



Escape room

Your limitation is only your imagination.

Nuestro amor por la cultura anglosajona nos ha dado horas de trabajo intenso y divertido con nuestro entusiasta alumnado bilingüe mientras aprendíamos y nos sumergíamos totalmente en un ambiente inglés. We love feeling part of both cultures!



CEIP Riomanzanas (Castilla y León)

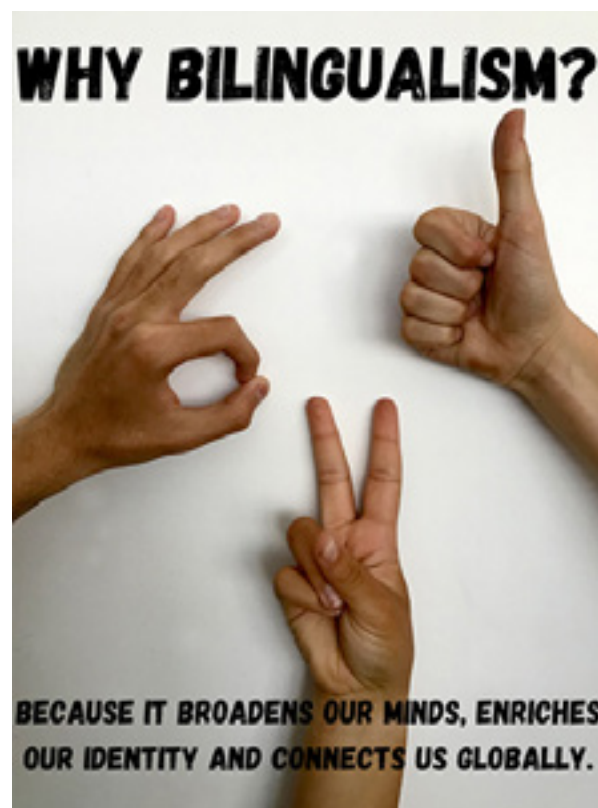
Cristina Suárez

Former pupil CEIP Riomanzanas (Zamora)

Cristina holds a bilingual degree in Journalism and took part in an Erasmus exchange at Kingston University London. Cristina assures us that her ability to 'to fluently speak English has opened a thousand doors'.



CPI San Jorge (Aragón)



CEIP Parque Lisboa (C. Madrid)

Giving back! A special 'alumni day'

[Sandra](#), [Andrés](#) and [Irina](#) estaban sobradamente preparados; se comían el mundo y además en bilingüe.

El alumnado de esta promoción ya ha cumplido los veintitantos. Los jóvenes que aquel día contaban cuentos en 3 años o aconsejaban a los de 6º hoy son [Sandra](#), maestra especialista de inglés, [Andrés](#), ingeniero en el sector de vehículos de emergencias, e [Irina](#), ingeniera de ciberseguridad. Los tres utilizan el inglés en su trabajo de cada día y sus carreras tienen una proyección internacional.



A walk down memory lane

25 years is a landmark anniversary and definitely worth celebrating. It has allowed us to stop and think about our journey and about what being part of BEP has meant for us, as pupils and families, teachers, *asesores lingüísticos*, heads and local communities.


CEIP Arcosur. (Aragón)

PRIMARY

LEARNING TOGETHER IS MUCH MORE FUN!



CEIP Carmen Hernández Guarch (C. Madrid)
[Take the tour](#)



IES Gregorio Prieto (Castilla-La Mancha)

Science awards, theatre, creativity, international outlook and cooperation...just some of what makes BEP special at IES Gregorio Prieto whose alumni have some fascinating and impressive stories to tell.





CEIP Pintor Eduardo Morillas (Melilla)

Yes there have been challenges on this 25 year journey but the 1,100 pupils and 60 teachers at the school have an impressive history of overcoming any obstacles on their way to becoming a 'centro de referencia' and supporting other schools in their bilingual journey.



CEIP Narciso Alonso Cortés (Castilla y León)

Over 25 years so many children, their families and teachers have been part of the journey. We have loved getting to meet some of you!



CEIP José María De Lapuerta (R. Murcia)



BEP has fostered innovating methodology which impacted across the whole school and putting the pupils (the real protagonists!) at the very heart of the learning process.



CEIP Eloy Villanueva (Cantabria)

Communicating, sharing experiences and celebrating diversity are just some of the important objectives and characteristics of the bilingual programme at CEIP Eloy Villanueva.





CEIP Maestro Juan Alcaide
(Castilla-La Mancha)

Not just a bilingual education but *'una educación para todas y todos'* with many ex pupils now at university studying bilingual degrees or language related programmes. **'De Valdepeñas al mundo'** via a bilingual programme which is most definitely a whole school project.



CEIP Félix Rodríguez de la Fuente (C. Madrid)

Cultural and linguistic immersion, not to mention a little magic, drama and cooking help make a lot of happy memories for all. And let's not forget what Lucia tells us 'My teachers are great at teaching!'



CEIP Los Doce Linajes
(Castilla y León)



Discover how the project changed lives for pupils and teachers and how it has proven *'lo mejor que le ha pasado a ese colegio'*



Our Head Team

IES Al-Qázeres (Extremadura)

The Senior Leadership Team describe the main achievements of their seven year journey in the BEP beginning with *'ha enriquecido la oferta formativa del centro, convirtiéndose en una referencia en nuestra ciudad'*.



CEIP Ocejón
(Castilla-La Mancha)

'It's an honour to be part of this project....lots of love from Ocejón school'. We are delighted to hear that and of course find out more about what this project has meant to some of the teachers and students there.



25th anniversary

Centro receptor de Auxiliares de conversación Erasmus +

Colaboración con **Seven Fields** (Primary School)

Plan de hábitos dietéticos y saludables

Plan de movilidad sostenible

PIM-e (Proyecto de innovación metodológica eE-learning)

Diversas participaciones en la muestra de teatro infantil

Finalista "This programme changed my life" por el 20 aniversario del British Council

Participación en concursos de villancicos

Teachers from CEIP Federico García Lorca (Ceuta)

Teachers' stories

Lucía from CEIP Felix Rodríguez de la Fuente (C. Madrid), could not have been more *'acertada'* with her words *'My teachers are great at teaching!'* or Isabel from IES Virgen del Espino (Castilla y León) that teachers are *'Los verdaderos artífices de este gran proyecto'*. Teachers and coordinators aim high for all pupils and work their magic every day, here are some of their stories and reflections.



CEIP Ventanielles (Asturias)



Teachers at [CP Ventanielles \(Asturias\)](#) are proud that their Bilingual Programme has been awarded two European Awards for Innovative Language Teaching! Congratulations are due as they are the only Spanish school to hold two awards.

Being part of the project was “a dream come true” for [Sabera Ahsan \(Cornick\)](#) who was part of the first cohort of UK teachers to come to Spain. Sabera tells us that ‘there is nothing like it (the project) across the globe’ and her experience inspired



her to write children’s language and storybooks. Sabera is now a teacher advisor in Safeguarding back in the UK. Sabera was part of the team in CEIP Ventanielles and Na Carago (Illes Balears).

CPI Valdespartera III (Aragón)



Visiting Miss Yolanda’s classroom in [CPI Valdespartera III \(Aragón\)](#) ‘the first thing you notice is that her 8 year old pupils are relaxed, confident, and happy... and they are not afraid to fail’. What else can we learn about Miss Yolanda’s teaching in a bilingual classroom?

CEIP Narciso Alonso Cortés (Castilla y León)



Inspiring a love of reading and storybooks underpins the literacy work which teachers embed throughout the project. [Kathryn Escribano Hawken](#), from [CEIP Narciso Alonso Cortés](#) shares her joy at not having to use textbooks and how she and her students have become writers and authors in ‘Happily Ever After’.

IES Adaja (Castilla y León)



At [IES Adaja](#) one of the secrets to the success of the bilingual programme is collaboration; not just between teachers but between teachers and pupils and schools. IES Adaja work closely with their local primary school to support students and their families in the big step to move from Primary to Secondary. Read María del Carmen’s reflection [here](#).



IES Al-Qázeres (Extremadura)

At [IES Al-Qázeres](#) there is a real sense of collaboration and team teaching. [Fernando](#), [Marina](#), [Susana](#) and [Raquel](#) quote Benjamin Franklin to perfectly capture their approach to teaching and learning: 'Tell me and I forget, teach me and I remember, involve me and I learn'. Another key word to understanding the impact of becoming part of BEP is 'enrichment', both personally and professionally for the teachers who note too that students are much more open to diversity.



Meet our Team: Marina, our linguistic adviser



Meet our Team: our DNLs for Natural and Social Sciences



Meet our Team: Fer Alcalá, our Coordinator

CEIP José Bergamín Gutiérrez (C. Madrid)



[Ana Aguilera](#) from [CEIP José Bergamín](#) reflects on the learning journey which being part of the programme has meant at times a little 'scary' but worth it once you see the skills which children have developed by the end of Primary through all of the active learning undertaken.

Being part of the project impacts beyond the classroom and the individuals involved and has '*dejado, dentro y fuera de sus centros, semillas de innovación, investigación y trabajo bien hecho*' according to [Rosa González](#), former



teacher at [CEIP José Bergamín](#) and now Asesora Técnico Docente (Comunidad de Madrid). Let's ensure that we continue to do so over the next 25 years.



Rosa's former pupils also [share their stories!](#)

Candy and colleagues undertake. Here is a picture taken at 'Observa-Acción' teacher training in 2019 with colleagues [Mercedes Olalla](#) and [César Martín](#) (IES Maria Moliner, Castilla y León). Inspiring learning at school and beyond!



IES Virgen del Espino (Castilla y León)

At [IES Virgen del Espino](#), [Candy Scobling](#) loved her experience as a language assistant so much that she stayed on in Spain to train as a teacher and is now a Bilingual Coordinator. What is the secret to success? Candy tells us that the project 'allows students to immerse themselves in the English-speaking world in a way that encourages motivation and enjoyment of the language, while we teachers are able to incorporate all sorts of creative activities into the classroom given the amazing level of our students'. Learning from other teachers is also one of the great initiatives which



At [IES Virgen del Espino](#) it was also time for a fond farewell to Head of Department, [Isabel Monje](#). After 18 years Isabel shares how extremely proud she is of all of her pupils and their achievements, and especially their high quality outcomes. In fact when students move on to the Bachillerato de Excelencia en Idiomas their Projects '*no tienen nada que envidiar a los TFGs que se realizan en la Facultad de Traducción*'. Praise indeed! Isabel also reminds us of the '*ilusión por saber*' which generations of teachers pass on to their students. What an inspiring story and enjoy your retirement Isabel!



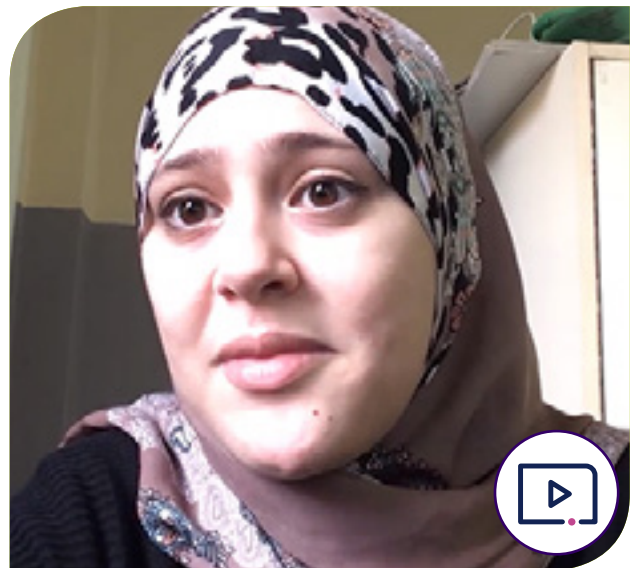
New generation teachers

The Bilingual Education Programme inspires students and teachers so much so that former pupils have chosen to embark on careers in Education.

SOODIA ABDESELAM

Soodia Abdeselam is a former pupil at [CEIP Federico García Lorca \(Ceuta\)](#) and shares with us how the project changed her life and some of her favourite memories!

‘**Con la misma ilusión del primer día.**



CRISTINA MORGADO (Master's student)

‘I chose IES Al-Qázeres as my internship centre because I had heard about the MEFP/British Council Programme. I feel very fortunate because I am having the opportunity to teach, but also to learn from wonderful students who, for the most part, stand out for their responsibility, good behaviour and tremendous curiosity to learn new things every day’.



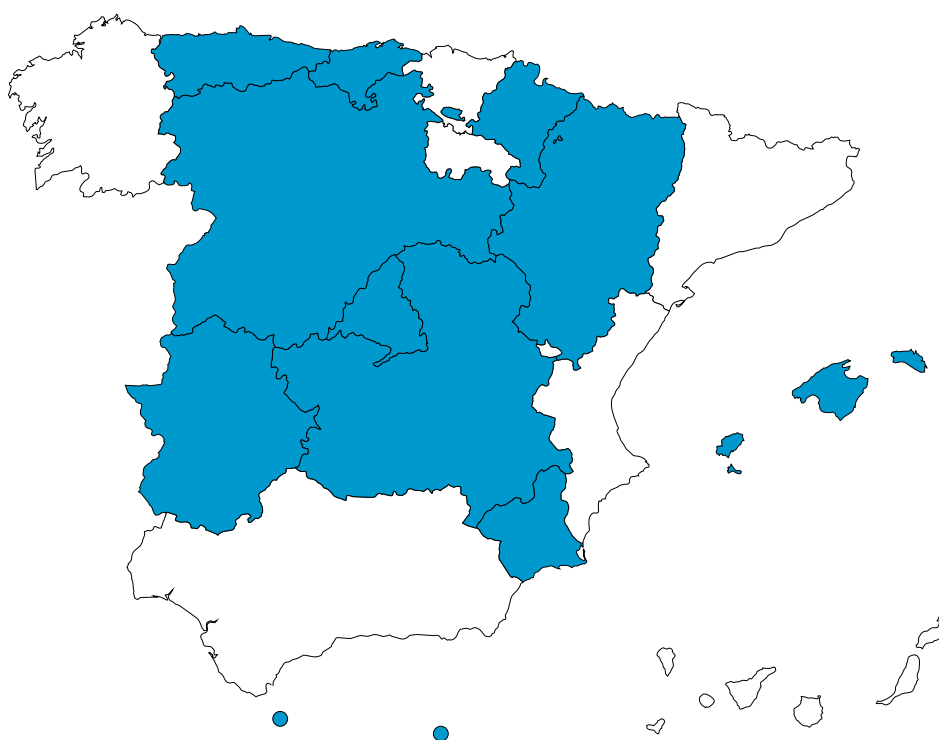
Cristina: our MESD student



OLAYA CARBAJAL

‘Hoy, 24 años después de empezar mi “English Adventure” como yo digo, soy profesora de inglés en un instituto público de Madrid, donde sigo transmitiendo mi pasión por este idioma y su cultura a mi alumnado. Soy profesora por vocación y de inglés por corazón y eso se lo debo a todos los grandes profesionales que dieron todo y más por transmitirme sus valores y su pasión durante tantos años’.

147 centros en diez Comunidades Autónomas, además de Ceuta y Melilla



	INFANTIL Y PRIMARIA	SECUNDARIA
ARAGÓN	36	18
ASTURIAS	2	2
CANTABRIA	1	1
CASTILLA-LA MANCHA	7	7
CASTILLA Y LEÓN	19	18
EXTREMADURA	2	1
ILLES BALEARS	2	2
MADRID	10	0
MURCIA	3	2
NAVARRA	6	4
CEUTA	1	1
MELILLA	1	1
TOTAL	90	57

ARAGÓN

Educación Infantil y Primaria

- [CEIP Agustina de Aragón \(Zaragoza\)](#)
- [CEIP Catalina de Aragón \(Zaragoza\)](#)
- [CEIP Cervantes \(Ejea de los Caballeros\)](#)
- [CEIP Compromiso de Caspe \(Caspe\)](#)
- [CEIP Cuarte III \(Cuarte de Huerva\)](#)
- [CEIP El Justicia de Aragón \(Alcorisa\)](#)
- [CEIP Fernando el Católico \(Zaragoza\)](#)
- [CEIP Foro Romano \(Cuarte de Huerva\)](#)
- [CEIP Hilarión Gimeno \(Zaragoza\)](#)
- [CEIP Jerónimo Blancas y Tomás \(Zaragoza\)](#)
- [CEIP Joaquín Costa \(Graus\)](#)
- [CEIP Joaquín Costa \(Monzón\)](#)
- [CEIP José Antonio Labordeta \(Zaragoza\)](#)
- [CEIP Juan Lorenzo Palmireno \(Alcañiz\)](#)
- [CEIP Juan Sobrarías \(Alcañiz\)](#)
- [CEIP Julián Nieto Tapia \(Zaragoza\)](#)
- [CEIP Las Anejas \(Teruel\)](#)
- [CEIP Los Albares \(La Puebla de Alfindén\)](#)
- [CEIP María Moliner \(Fraga\)](#)
- [CEIP María Moliner \(Zaragoza\)](#)
- [CEIP Miguel Ángel Artazos \(Utebo\)](#)
- [CEIP Montecanal \(Zaragoza\)](#)
- [CEIP Octavus \(Utebo\)](#)
- [CEIP Ramón Sainz de Varanda \(Zaragoza\)](#)
- [CEIP Ramón y Cajal \(Cuarte de Huerva\)](#)
- [CEIP Reino de Aragón \(La Puebla de Alfindén\)](#)
- [CEIP Rosales del Canal \(Zaragoza\)](#)
- [CEIP San José de Calasanz \(Fraga\)](#)
- [CEIP San Juan de la Peña \(Jaca\)](#)
- [CEIP San Vicente \(Huesca\)](#)
- [CEIP Tenerías \(Zaragoza\)](#)
- [CEIP Valdespartera \(Zaragoza\)](#)
- [CEIP Zaragoza Sur \(Zaragoza\)](#)
- [CPI Arcosur \(Zaragoza\)](#)
- [CPI San Jorge \(Zaragoza\)](#)
- [CPI Valdespartera III \(Zaragoza\)](#)

Educación Secundaria

- [IES Bajo Aragón \(Alcañiz\)](#)
- [IES Damián Forment \(Alcorisa\)](#)
- [IES Domingo Miral \(Jaca\)](#)
- [IES Francés de Aranda \(Teruel\)](#)
- [IES José Manuel Blecua \(Zaragoza\)](#)
- [IES La Puebla de Alfindén \(La Puebla de Alfindén\)](#)
- [IES María Moliner \(Zaragoza\)](#)
- [IES Miguel de Molinos \(Zaragoza\)](#)
- [IES Miralbuena \(Zaragoza\)](#)
- [IES Mor de Fuentes \(Monzón\)](#)
- [IES Parque Goya \(Zaragoza\)](#)
- [IES Pedro Cerrada \(Utebo\)](#)
- [IES Pedro de Luna \(Zaragoza\)](#)
- [IES Ramón J. Sender \(Fraga\)](#)
- [IES Reyes Católicos \(Ejea de los Caballeros\)](#)
- [IES Sierra de Guara \(Huesca\)](#)
- [IES Torre de los Espejos \(Utebo\)](#)
- [IES Valdespartera \(Zaragoza\)](#)

PRINCIPADO DE ASTURIAS

Educación Infantil y Primaria

- [CEIP Atalía \(Gijón\)](#)
- [CEIP Ventanielles \(Oviedo\)](#)

Educación Secundaria

- [IES Emilio Alarcos \(Gijón\)](#)
- [IES Pérez de Ayala \(Oviedo\)](#)

CANTABRIA

Educación Infantil y Primaria

- [CEIP Eloy Villanueva \(Santander\)](#)

Educación Secundaria

- [IES Cantabria \(Santander\)](#)

CASTILLA-LA MANCHA

Educación Infantil y Primaria

- [CEIP Benjamín Palencia \(Albacete\)](#)
- [CEIP El Carmen \(Cuenca\)](#)
- [CEIP El Ocejón \(Guadalajara\)](#)
- [CEIP Gregorio Marañón \(Toledo\)](#)

- [CEIP Hernán Cortés \(Talavera de la Reina\)](#)
- [CEIP José María de la Fuente \(Ciudad Real\)](#)
- [CEIP Maestro Juan Alcaide \(Valdepeñas\)](#)

Educación Secundaria

- [IES Alfonso X El Sabio \(Toledo\)](#)
- [IES Castilla \(Guadalajara\)](#)
- [IES Diego de Siloé \(Albacete\)](#)
- [IES Gregorio Prieto \(Valdepeñas\)](#)

- [IES Puerta de Cuartos \(Talavera de la Reina\)](#)
- [IES San José \(Cuenca\)](#)
- [IES Torreón del Alcazar \(Ciudad Real\)](#)

CASTILLA Y LEÓN

Educación Infantil y Primaria

- [CEIP Buenos Aires \(Benavente\)](#)
- [CEIP Clemente Fernández de la Devesa \(Medina del Campo\)](#)
- [CEIP Comuneros de Castilla \(Ávila\)](#)
- [CEIP D^a Mencía de Velasco \(Briviesca\)](#)
- [CEIP El Peñascal \(Segovia\)](#)
- [CEIP Infantes de Lara \(Soria\)](#)
- [CEIP Jueces de Castilla \(Burgos\)](#)
- [CEIP La Moraña \(Arévalo\)](#)
- [CEIP Los Doce Linajes \(Soria\)](#)

- [CEIP Miguel Delibes \(Valladolid\)](#)
- [CEIP Miróbriga \(Ciudad Rodrigo\)](#)
- [CEIP Narciso Alonso Cortés \(Valladolid\)](#)
- [CEIP Quevedo \(León\)](#)
- [CEIP Riomanzanas \(Zamora\)](#)
- [CEIP San Mateo \(Salamanca\)](#)
- [CEIP Santa Clara \(Cuéllar\)](#)
- [CEIP Santa Marta \(Astorga\)](#)
- [CEIP Tello Téllez \(Palencia\)](#)
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Educación Secundaria

- [IES Adaja \(Arévalo\)](#)
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- [IES Astorga \(Astorga\)](#)
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- [IES Francisco Salinas \(Salamanca\)](#)
- [IES Galileo \(Valladolid\)](#)
- [IES de Guardo \(Guardo\)](#)
- [IES La Bureba \(Briviesca\)](#)
- [IES León Felipe \(Benavente\)](#)
- [IES María Moliner \(Segovia\)](#)
- [IES Tierra de Ciudad Rodrigo \(Ciudad Rodrigo\)](#)
- [IES Vasco La Zarza \(Ávila\)](#)
- [IES Virgen del Espino \(Soria\)](#)

EXTREMADURA

Educación Infantil y Primaria

- [CEIP Luis de Morales \(Badajoz\)](#)
- [CEIP Alba Plata \(Cáceres\)](#)

Educación Secundaria

- [IES Al-Qázeres \(Cáceres\)](#)

ILLES BALEARS

Educación Infantil y Primaria

- [CEIP Na Caragol \(Artá\)](#)
- [CEIP Sa Graduada \(Maó\)](#)

Educación Secundaria

- [IES Lorenç Garcías I Font \(Artá\)](#)
- [IES Cap de Llevant \(Maó\)](#)

COMUNIDAD DE MADRID

Educación Infantil y Primaria

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- [CEIP Cervantes \(Fuenlabrada\)](#)
- [CEIP Ciudad de Jaén \(Madrid\)](#)
- [CEIP El Quijote \(Madrid\)](#)
- [CEIP Félix Rodríguez de la Fuente \(Coslada\)](#)

- [CEIP José Bergamín \(Boadilla del Monte\)](#)
- [CEIP Parque Lisboa \(Alcorcón\)](#)
- [CEIP Pío Baroja \(Leganés\)](#)
- [CEIP San Juan Bautista \(Madrid\)](#)
- [CEIP Severo Ochoa \(Getafe\)](#)

REGIÓN DE MURCIA

Educación Infantil y Primaria

- [CEIP José María de Lapuerta \(Cartagena\)](#)
- [CEIP Luis Costa \(Murcia\)](#)

- [CEIP Tierno Galván \(Molina de Segura\)](#)

Educación Secundaria

- [IES Los Molinos \(Cartagena\)](#)

- [IES La Flota \(Murcia\)](#)

COMUNIDAD FORAL DE NAVARRA

Educación Infantil y Primaria

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- [CEIP Cardenal Illundáin \(Pamplona\)](#)

- [CEIP Elvira España \(Tudela\)](#)
- [CEIP José María de Huarte \(Pamplona\)](#)
- [CEIP Lorenzo Goicoa \(Villaba-Atarrabia\)](#)

Educación Secundaria

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- [IES Benjamín de Tudela \(Tudela\)](#)

- [IES Padre Moret-Irubide \(Pamplona\)](#)
- [IES Pedro de Atarrabia \(Villava-Atarrabia\)](#)

CIUDAD AUTÓNOMA DE CEUTA

Educación Infantil y Primaria

- [CEIP Federico García Lorca](#)

Educación Secundaria

- [IES Clara Campoamor](#)

CIUDAD AUTÓNOMA DE MELILLA

Educación Infantil y Primaria

- [CEIP Pintor Eduardo Morillas](#)

Educación Secundaria

- [IES Enrique Nieto](#)

