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CATALAN

The Catalan language in education in Spain

| 2nd Edition |

| Regional dossiers series |

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This second version has been compiled in 2012 by Maria Areny, Pere Mayans and David Forniès (CIEMEN). It updates the contents of the first version on Catalonia and adds all the contents on the Valencian Country, Balearic Islands, Aragon and Murcia.

Unless otherwise stated academic data refer to the 2010/2011 school year.

From August 2012 onwards Ineke Rienks and Saskia Benedictus-van den Berg have been responsible for the publication of the Mercator Regional dossiers series.

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Glossary

ALTE	Association of Language Testers in Europe
ASCUMA	Associació Cultural del Matarranya (Cultural Association of the Matarranya)
CEFR	Common European Framework of Reference
CNL	Consorci per a la Normalització Lingüística (Consortium for Linguistic Normalization)
CIE	Cos d'Inspecció Educativa (Body of Education Inspectors)
CIFOLC	Comissió Interuniversitària de Formació en Llengua Catalana (Interuniversity Catalan Language Teaching Board)
COFUC	Consorci per al Foment de la Llengua Catalana (Consortium for the Promotion of the Catalan Language)
EAC	Statute of Autonomy of Catalonia
EACV	Statute of Autonomy of the Valencian Community
ECRML	European Charter for Regional or Minority Languages
EHEA	European Higher Education Area
ESO	Educació Secundària Obligatòria (Compulsory Secondary Education)
FEV	Escola Valenciana - Federació d'Associacions per la Llengua (Valencian School - Federation of Associations for the Languages)
FRL	Fundació Ramon Llull (Ramon Llull Foundation)
ICE	Institut de Ciències de l'Educació (Scientific Education Institute)
IEBC	Institut d'Estudis del Baix Cinca (Institute of Studies of the Baix Cinca)
IRL	Institut Ramon Llull (Ramon Llull Institute)
JQCV	Junta Qualificadora de Coneixements de Valencià (Qualifying Committee on Knowledge of the Valencian Language)
LEC	Law on Education of Catalonia
LNL	Law on Linguistic Normalization
LNLIB	Law on Linguistic Normalization in the Balearic Islands
LOE	Organic Law on Education
LOGSE	Organic Law on the General Organisation of the Education System
LOU	Organic Law on Universities
LPL	Law on Linguistic Policy
LUEV	Law on the use and teaching of Valencian
MEC	Ministry of Education and Culture
PAIRE	Pla d'Acollida, Integració i Reforç Educatiu (Plan for Reception, Integration and Educational Reinforcement)
PEC	Projecte Educatiu de Centre (Education School Plan)
PEV	Programa d'Ensenyament en Valencià (Valencian Education Programme)
PIL	Programa d'Immersion Lingüística (Linguistic Immersion Programme)
PIP	Programa d'Incorporació Progressiva (Progressive Incorporation Programme)
PLC	Projecte Lingüístic de Centre (Linguistic School Plan)
SEDEC	Servei d'Ensenyament del Català (Catalan Teaching Service)
TAE	Tallers d'Adaptació Escolar (School Adaptation Workshops)
UIB	Universitat de les Illes Balears (University of the Balearic Islands)

Foreword

- background** The Mercator European Research Centre on Multilingualism and Language Learning aims at the acquisition, circulation, and application of knowledge in the field of regional and minority language education. Regional or minority languages are languages that differ from the official language of the state where they are spoken and that are traditionally used within a given territory by nationals of that state forming a group numerically smaller than the rest of the state's population. For several years an important means for the Mercator Research Centre to achieve the goal of knowledge acquisition and circulation has been the Regional dossiers series. The success of this series illustrates a need for documents stating briefly the most essential features of the education system of regions with an autochthonous lesser used language.
- aim** Regional dossiers aim at providing a concise description and basic statistics about minority language education in a specific region of Europe. Aspects that are addressed include features of the education system, recent educational policies, main actors, legal arrangements, and support structures, as well as quantitative aspects, such as the number of schools, teachers, pupils, and financial investments. This kind of information can serve several purposes and can be relevant for different target groups.
- target group** Policymakers, researchers, teachers, students, and journalists may use the information provided to assess developments in European minority language schooling. They can also use a Regional dossier as a first orientation towards further research or as a source of ideas for improving educational provisions in their own region.
- link with Eurydice** In order to link these regional descriptions with those of national education systems, the format of the regional dossiers follows the format used by Eurydice, the information network on education in Europe. Eurydice provides information on the

administration and structure of national education systems in the member states of the European Union.

contents

The remainder of this dossier consists of an introduction to the region under study, followed by six sections each dealing with a specific level of the education system. These brief descriptions contain factual information presented in a readily accessible way. Sections eight to ten cover research, prospects, and summary statistics. For detailed information and political discussions about language use at the various levels of education, the reader is referred to other sources with a list of publications.



1 Introduction

language

Catalan belongs to the Romance branch of the Indo-European language family. It is spoken in five autonomous communities in Spain: Catalonia, the Balearic Islands, most of the Valencian country, the eastern part of Aragon (an area known in Catalan as 'Franja de Ponent') and also in a small part of the autonomous community of Murcia (El Carxe, an area lying between the municipalities of Jumilla, Abanilla and Yecla). Outside Spain, Catalan is spoken in most of the department of Eastern Pyrenees (southern France) and in the Principality of Andorra. There is also a small community of speakers in the town of Alghero (Sardinia, Italy). Those areas are depicted in figure 1. In this issue we will only refer to the situation of the language in Spain where the biggest shares of Catalan speakers are found.

From the eleventh century until the early eighteenth century Catalan enjoyed official status. Orders and decrees were published in Catalan by the viceroys – representatives of the Spanish monarch in Catalonia. However, in the eighteenth century, King Philip V, attempting to erase the national character of Catalonia, Valencia and the Balearic Islands (and even Aragon that already had been heavily castilianized) introduced Spanish into all Catalan-speaking countries under his sovereignty.

For much of the nineteenth century and in the beginning of the twentieth century, a revivalist movement in Catalan culture and language known as the "Renaixença" flourished, mainly in Catalonia. The movement also sought to raise political awareness: this was achieved in Catalonia but not in the Balearic Islands and the Valencian Country, because of the lack of local bourgeoisies that could boost it. Nevertheless, in the fields of language and high literature (popular literature was always very much alive in all the territories) a reunion of all Catalan-speaking lands did happen. This process even touched Northern Catalonia in France and the town of Alghero in Italy.

In the twentieth century, further attempts to eradicate Catalan were made. The most serious one occurred after the Spanish Civil War, when Francisco Franco's dictatorship (1939-1975)

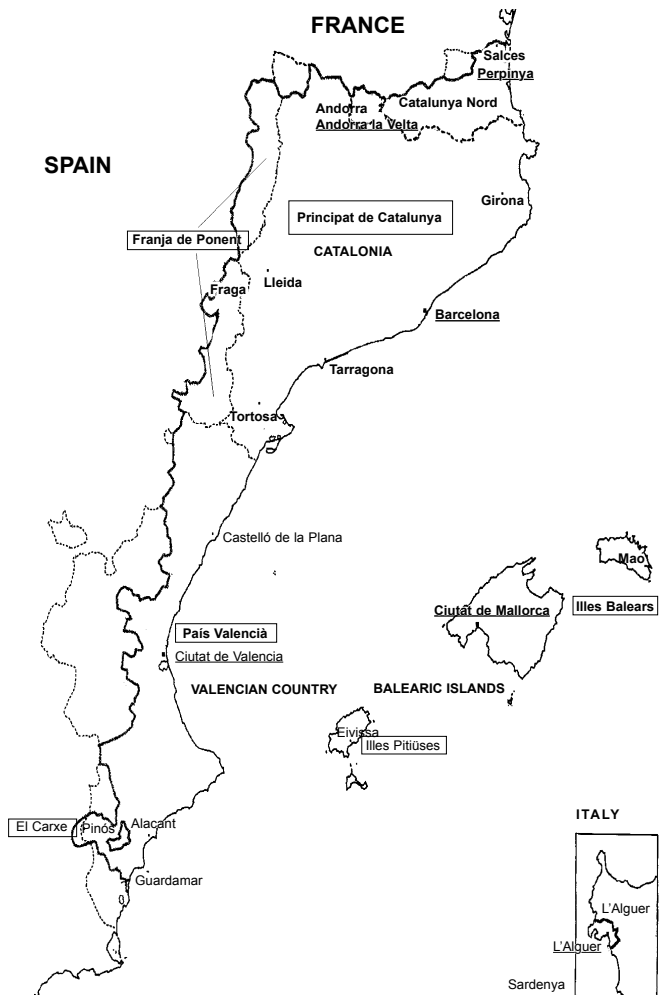


Figure 1. The areas where Catalan is spoken (indicated by the bold line). (Source: by authors).

not only abolished the official status that Catalan had been granted under the statute of autonomy that the Second Spanish Republic (1931-1939) had accorded to Catalonia, but also completely forbade its public use. The *Generalitat* (autonomous system of government of Catalonia) had its cultural and educational institutions closed down, and the use and teaching of

Catalan were forbidden. The banning of Catalan also applied to the Balearic Islands, the Valencian Country and Aragon, although the language had not reached official status there during the 1930s, since those territories did not get to achieve their own statutes of autonomy (even though some studies and proposals in that direction had been made).

The upcoming mass media and education proved to be powerful social instruments in favour of this process of cultural and linguistic homogenisation during the dictatorship. Immigration of Spanish-speaking workers from poor Spanish regions, attracted by the Catalan industry (and to a lesser extent also by the Valencian industry) and by the jobs generated in touristic areas of Catalonia, the Valencian Country and the Balearic Islands, also contributed to the decrease of the share of Catalan speakers there.

The revival of Catalan only started after Franco's death, in 1975. The adoption of the new Spanish Constitution of 1978, envisaging the establishment of self-governing regions ("autonomous communities"), was important for this process. In the years that followed, all the territories of Spain passed their own and different statute of autonomy. Thus, while the Statutes of Catalonia, the Balearic Islands and the Valencian Country said that Catalan (called "Valencian" in the Valencian Country for historical and political reasons) is the official language alongside Spanish, the Statutes of Aragon and Murcia did not make any reference to the language.



population

Most Catalan speakers are to be found in Spain. The areas where they live are home to about 13,000,000 people.



Territory	Population	Remarks
Catalonia ¹	7,502,075 (2010)	The autonomous community has 7,512,381 inhabitants, but 10,206 living in the Occitan-speaking Aran Valley have been left out.
Valencia ²	4,436,706 (2010)	The total population of the Valencian Country is 5,111,706. About 675,000 of them live in historically Spanish-speaking lands (in some cases, some of those areas had been Aragonese-speaking).
Balearic Islands ³	1,106,049 (2010)	
The Franja (Aragon)	47,771 (2006)	The total population of Aragon is 1,277,471. Of those, about 25,000 have Aragonese as their own language.
El Carxe (Murcia) ⁴	674 (2008)	The total population of the autonomous community of Murcia is 1,370,306.
TOTAL	13,093,275	

Table 1: Population of Catalan-speaking areas in Spain.

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If we add to this figure the population of Andorra, Northern Catalonia and Alghero, the number of people living in historically Catalan-speaking territories exceeds 13.5 million people, which represents the 9th place in the European Union with regard to possible users of a language.

Nevertheless, language competence levels are different in each territory, accordingly with the legal status of the language and the importance of the immigrant population in last decades.

Language competence is represented in the following table:

	understanding	speaking	writing	reading
Catalonia (2008)⁵	94.6	78.3	61.8	81.7
Balearic Islands (2010)⁶	85.00	63.41	47.9	70.82
Valencian Country (2010)⁷	41.5	30.3	14.6	23.6

Table 2: Catalan language competence in %.

The Valencian Country is divided into two main areas, according to its linguistic predominance: a Valencian-speaking area and a Spanish-speaking area.⁸ These are the results according to each area:

understanding			speaking		
total	Valencian speaking area	Spanish speaking area	total	Valencian speaking area	Spanish speaking area
41.5	46.4	9.5	30.3	34.3	3.9

writing			reading		
total	Valencian speaking area	Spanish speaking area	total	Valencian speaking area	Spanish speaking area
14.6	16.5	1.7	23.6	26.6	4.1

Table 3: Valencian Country. Knowledge of the Catalan language by areas of linguistic predominance in % (2010).⁹

language status After centuries of neglect and often outright repression, the Spanish State adopted a more positive stance on its main regional languages in the Constitución española (1978) (Spanish Constitution). It establishes Spanish as the official language of the state, but permits the autonomous communities or regions of Spain to make other local languages also official.

Thus, as mentioned, at this moment Catalan is an official language in Catalonia, the Balearic Islands and Valencia, and it is widely used in many aspects of daily life and education. In 1990, the European Parliament officially recognised the value of the Catalan language and set its use within the context of the European Communities as a goal to be achieved by the European institutions through the “Resolution on languages in the Community and the situation of Catalan” (European Parliament Resolution, 1990).

Nowadays, Catalan is recognised as a language of communication in dealings with the citizens by the main institutions within the European Union (European Commission, European

Parliament, Council, Ombudsman and Committee of Regions). Citizens have the right to get an answer in Catalan from those institutions. Some publications and official EU documents are also translated into Catalan.

The language status in the different communities is as follows:

Catalonia

The first Estatut d'Autonomia de Catalunya (Statute of Autonomy of Catalonia) after Franco's dictatorship, which was drawn up in 1979, proclaimed Catalan as Catalonia's own language and gave it official status alongside Castilian or Spanish, which is official throughout the Spanish State (Article 3). The *Generalitat* (the Government of Catalonia) shall ensure the normal and official use of both languages, adopt the necessary measures to ensure their knowledge and create the conditions making it possible for them to achieve full equality as far as rights and obligations of the citizens of Catalonia are concerned.

The first point of the article, in which Catalan is recognised as Catalonia's own language, constitutes an important difference between Catalonia and other autonomous communities where other regional languages are spoken, because it provides the Catalan language with a specific legal status related to its recognition as the language of the country.

The creation of the Servei d'Ensenyament del Català (Catalan Teaching Service; hereafter: SEDEC) by the *Generalitat* of Catalonia in 1978, dealing with education, and the Direcció General de Política Lingüística de la Generalitat de Catalunya (General Directorate of Linguistic Policy of Catalonia) in 1980, in the service of society as a whole, were the first steps in the process of linguistic normalisation of the Catalan language. These linguistic normalisation bodies have made major achievements through awareness and normalization campaigns, courses, grants, agreements with companies and so on, for the recovery of further areas of use for the Catalan language.

The passing of the Llei de normalització lingüística (Law on Linguistic Normalization; hereafter: LNL) by the Parliament of Catalonia in 1983 saw the definitive release of the Catalan language. The new law was a working instrument for the

normalization and extension of the social use of Catalan. This law, a landmark in the history of Catalan language policy, set out norms and grants to introduce and extend the Catalan language in the public administration, schools, media and cultural life, and to guarantee its social promotion.

In 1998 the Catalan Parliament passed a new law, the *Llei de política lingüística* (Law on Linguistic Policy; hereafter: LPL), which reinforced the linguistic policy that was initiated during the 1980s. The act strengthened the role of Catalan as the first language of the public administration of Catalonia, of the public media, of place names and of education (especially non-higher education). In 2006, a new *Estatut d'Autonomia de Catalunya* (Statute of Autonomy of Catalonia; hereafter: EAC) was approved, amending some aspects of the first one. The main change related to language is Article 6, which establishes that all citizens of Catalonia have the right to use the two official languages and also the duty to know them. And that Catalan is the language of normal and preferential use in public administration bodies and in the public media of Catalonia, and also is the language of normal use for teaching and learning in the education system. It must be said, however, that the Spanish Constitutional Court ruled in July 2010 that the wording "preferential" of Article 6.1 was unconstitutional. The Constitutional Court has put into question the role of Catalan as first language in the areas of public administration, public media and education. After the decision of the Constitutional Court, other Spanish courts have ruled in 2010 and 2011 that Spanish must be made a *lingua franca* in Catalan schools alongside Catalan. This implies a change in the linguistic model of Catalan schools that has been in place for the last 30 years. It is still to be seen to which extent these rulings will affect education in practice.

Balearic Islands

Both the *Estatut d'autonomia de les Illes Balears* (Statute of Autonomy of the Balearic Islands) of 1983 and the new Statute of Autonomy of 2007 state that Catalan, the own language of the Balearic Islands, shall be official, alongside Spanish. Public authorities of the Balearic Islands shall guarantee the normal

and official use of both languages. They shall take the necessary measures to assure their knowledge and they will create the conditions that make it possible to achieve a full equality of both languages as to the rights of the citizens of the Balearic Islands.

Similarly to what Catalonia had done, the Balearic Parliament passed in 1986 the Llei de normalització lingüística a les Illes Balears (Law on Linguistic Normalization in the Balearic Islands; hereafter: LNLIB), which was aimed at developing the article related to the language of the Statute of Autonomy, in terms of normalization of Catalan as the own language of the Balearic Islands in all areas. It was also intended to ensure the use of Catalan and Spanish as official languages of the autonomous community. Therefore, the law wanted to assure the knowledge and progressive use of Catalan as lingua franca in Balearic schools.

Other goals were: fostering the use of Catalan within the public administration and media and raising awareness of the importance of Catalan for all citizens of the Balearic Islands. Article 2 of the law specified the terms in which the linguistic rights of citizens as regards to Catalan shall be exercised. It also said that Balearic dialects of Catalan should receive special protection, within the framework of the unity of the Catalan language.

Valencian Country

The Estatut d'Autonomia de la Comunitat Valenciana (Statute of Autonomy of the Valencian Community; hereafter: EACV) was approved in 1982. Its Article 7 states that the official languages of the Autonomous Community are Valencian and Spanish and all people have the right to know them and to use them. Also, the Valencian Community shall guarantee the normal and official use of both languages, and shall adopt the necessary measures to ensure their knowledge.

An important difference in relation to the EAC in Catalonia is that the Valencian Statute foresees that the law shall define the territories where each one of the two languages predominates and shall also establish which territories may be exempted from the study and use of the own language of the community.

In order to implement the official character of Catalan, the Corts Valencianes (legislative body of the Valencian Community) approved the *Llei d'ús i ensenyament del valencià* (1983) (Law on the use and teaching of Valencian; hereafter: LUEV). Its main goal was to comply with Article 7 of the EACV. The law intended to grant people their right to know and use Valencian, to protect the recovery process of the language and to guarantee its normal and official use. Besides, it foresaw the regulation of Valencian within public administration, media and schools. As the EACV requested, the law specified which territories were predominantly Valencian-speaking and which predominantly Spanish-speaking. However, the law also foresaw that people living in predominantly Spanish-speaking territories could request the knowledge and use of Valencian if they so wished. In 2006 a reform of the Statute of Autonomy of the Valencian Community (Organic Law 1/2006) was passed and some new provisions were included. Among them, the new statute (Article 6.2) acknowledged that everyone had the right to be taught the Valencian language and to be taught in the Valencian language.

The Franja

This area belonging to Aragon has never had Catalan as one of its official languages. The *Estatuto de Autonomía de Aragón* (Statute of Autonomy of Aragon) of 1982 stated that Aragon's own languages and language varieties would be granted protection. Its teaching and the linguistic rights of their speakers would be guaranteed as established by a "law of the Aragonese Parliament for the areas where they are predominantly spoken". (Statute of Autonomy of Aragon, Article 7)

The content of Article 7 was enlarged when the Statute of Autonomy was revised in 2007 (Organic Law 5/2007). The new wording added that no one should be discriminated against on the grounds of his or her language. The Statute also foresaw that a language law of Aragon should be passed in order to establish the legal framework that should regulate language issues. According to the Statute of Autonomy, the law should foster the "protection, recovering, teaching, promotion and dissemination of the linguistic heritage of Aragon" and should also

foresee the right of people to use those languages in their relations with public institutions.

The names of Aragon's own languages and linguistic varieties have not been specified in 1982, nor in 2007. Nevertheless, the Ley 3/1999 del Patrimonio Cultural Aragonés (Law of Aragonese Cultural Heritage) said that Aragonese and Catalan were Aragon's minority languages (Article 4).

A much more important law was passed before the end of 2009: the Ley 10/2009, de uso, protección y promoción de las lenguas propias de Aragón (Law 10/2009 on the use, protection and promotion of Aragon's own languages). This act did not grant official status for Catalan, but at least it acknowledged that the language is spoken in some areas of Aragon. Article 2 declared Aragonese and Catalan as "original and historical languages" of Aragon. Being so, they should have "protection" and their teaching and the right of their speakers to use them in the areas where they have been predominantly spoken, especially when dealing with public administrations.

El Carxe

The Estatuto de Autonomía de Murcia (1982) (Statute of Autonomy of Murcia) includes no recognition of its Catalan-speaking linguistic minority. Thus, in El Carxe no policy for preserving the language is being implemented nor has ever been.

As far as European policies are concerned, Spain signed the European Charter for Regional or Minority Languages (ECRML) in 1992 and ratified it in 2001.¹⁰ However, in the Declaration contained in the instrument of ratification, Spain does not include Murcia. This means that Catalan in El Carxe has no protection even from the Charter.

status of language education

As mentioned above, Catalan had been banned from the school system during the period of the General Franco dictatorship and it was only until 1975 that a few hours of native languages were permitted to be taught, although Catalan did not become obligatory until 1978 (only in Catalonia) or 1979 (Valencian Country and Balearic Islands). Three Royal Decrees (Real Decreto 2092/1978, Real Decreto 2193/1979 and Real

Decreto 2003/1979) introduced the Catalan language into the pre-school study plans, primary schools and secondary levels in those three territories.

In Aragon and Murcia, Catalan has never been obligatory. In Aragon it is taught as an optional subject since 1984/1985, but in Murcia Catalan has never been introduced into schools. Thus, there has never been any experience of teaching Catalan in schools in El Carxe.

Thus, as a result of the different legislative frameworks, the current status of the Catalan language in education is different in each territory and we will consider and analyse them separately (when necessary).

Catalonia

At first (1978-1983), the teaching of Catalan was implemented through three hours per week of mandatory classes. In 1983, 90% of pupils in pre-school and primary education already had classes of Catalan language.

During that period, the 1979 Statute of Autonomy was passed and the powers in the field of education were transferred from the Spanish government to the Catalan government in 1980 (Royal Decree 2809/1980). These changes opened the door to major steps in terms of regulation of standards to ensure not only the teaching of Catalan, but also the use of Catalan as a vehicular language for teaching.

All this meant that a second period was born (1983-1992). It began with the approval of the LNL (1983) that introduced Catalan as the language of teaching. Its Title II states that Catalan is the language of education at all levels. The administration must guarantee this right. Catalan and Spanish are to be obligatory subjects at non-university levels and degrees. Teachers must know both official languages.

The law also states that infants have the right to receive early education in their usual language, whether Catalan or Spanish. This principle only affects children of Spanish-speaking background, and the parents or tutors are the ones who demand this right, as all children go to the same schools (thus, pupils are not separated in different classrooms along linguistic lines).

In the academic year 1992/1993 a new educational system was applied in Spain for non-university levels, regulated by the Ley Orgánica 1/1990, de Ordenación General del Sistema Educativo (Organic Law on the General Organisation of the Education System; hereafter: LOGSE). This reform meant a far-reaching change in education in Catalonia, above all as far as language is concerned. The legal framework surrounding it was provided by a decree (Decree 75/1992) on the general organisation of teaching in pre-school (from 0 to 5 years old), primary (from 6 to 12 years old) and obligatory secondary education (from 13 to 16 years old) in Catalonia. Article 3 of this Decree stipulates that Catalan was the language to be normally used as a vehicular, learning language in all non-university levels of education.

The Decree established Catalan as the normal language of instruction and put an end to the gradual character of the introduction of Catalan at the schools. Before 1992, the legislation established to enact the LNL allowed the schools to use Catalan as a medium of instruction progressively. That is the cause of the development of different types of schools, according to the number of subjects taught in Catalan. The regulations in the Decree were also made official by the Catalan LPL (1/1998), which states the same as the LNL concerning the use of the language in education.

Thus, after the 1992 Decree and 1998 Law, all schools, private and public, must use Catalan as a normal medium of instruction, while always respecting the right of infants to receive early education in their usual language, whether Catalan or Spanish. It must be said, however, that very few families exercise this right (a few dozen per year). In general, families are aware that pupils have a similar knowledge of Catalan and Spanish at the end of compulsory education, as the official results show.

The EAC of 2006 and the Llei d'Educació de Catalunya (Law on Education of Catalonia; hereafter: LEC) of 2009 have further reinforced the role of Catalan as the vehicular language in schools. Article 35 of the EAC (Linguistic rights in the field of education) includes the rules that were already established in 1983 and 1998 laws in relation to the use of Catalan in all

educational levels and in relation to the rights and duties of pupils and teachers.

Furthermore, LEC has again stressed that Catalan is the language normally used as a vehicular language and for teaching in the education system and recalled that pupils cannot be separated in different centres or group classes because of their usual language (Article 11.3).

It must also be said that the aforementioned ruling of the Spanish Constitutional Court of 2010 on the EAC of 2006 specifies that Article 35.1 and 35.2 of the Statute (dealing with the right of each individual to receive education in Catalan and the right and obligation of pupils to have a sufficient oral and written knowledge of Catalan and Castilian upon completing compulsory education) must be interpreted as if they foresaw that Spanish had to be the vehicular language of teaching alongside Catalan. Thus, the ruling challenges the role of Catalan as the vehicular language of Catalan schools. This interpretation could lead to a change of linguistic model in Catalan schools. It still remains to be seen to which extent this is brought into practice. Catalan institutions, teachers and most political parties and trade unions oppose the ruling and maintain the linguistic model of the Catalan schools is not going to be changed, irrespective of what the ruling says.

Balearic Islands

The teaching of Catalan as a compulsory subject began with the Royal Decree 2193/1979, which opened the door to the incorporation of teaching programmes in Catalan, provided there were sufficient means to do so.

The Balearic Islands did not receive full powers on education until 1998, and this had an important impact in the recovery process of the Catalan language and its status within the education system. Thus, Spain did not acknowledge that the autonomous government had the exclusive power to regulate the teaching of its territorial language (Catalan) until 1998.

As in the case of Catalonia, Catalan as a vehicular language of education was not introduced in schools until 1986, when the LNLIB (Title II: On teaching) was passed. The law established Catalan as an obligatory and official language of teaching in

the Balearic Islands in all educational levels. It also foresaw that pupils shall not be separated in different classrooms along linguistic lines.

To give effect to these provisions, the Balearic government deploys various decrees and other legal instruments, which were very generic in the beginning, given that it was not until 1997 (six months before the transfer of powers) that the use and teaching of and in Catalan was regulated (Decree 92/1997).

The regulations currently in force emanate from the Decree 67/2008, which lays down the general organization of teaching in pre-school education, primary and compulsory secondary education in the Balearic Islands. Article 6 of the Decree establishes that Catalan is the language of teaching, learning and communication, emphasizing that the activities of teaching and learning through the medium of Catalan imply the oral and written use of this language. At the same time, the Decree says that the educational authorities must facilitate the integration of newly arrived students in the own language and culture of the Balearic Islands by developing specific programmes for learning.

Non-compulsory secondary education (Baccalaureate) is regulated by the Decree 82/2008, which establishes the structure and curricula of Baccalaureate education in the Balearic Islands. Article 5 recalls that Catalan must be used as the language of teaching, learning and communication, so that pupils have a competence allowing them to communicate in a normal and correct way at the end of this stage.

In short, it can be said that the law favours Catalan, albeit not to the same extent as in Catalonia. It also sets a single educational model.

Valencian Country

As in Catalonia and the Balearic Islands, the restoration of compulsory study of the language as a subject started thanks to the Royal Decree 2003/1979, which regulates the incorporation of the Valencian language into the education system.

The approval of the EACV of 1982, that declared Valencian the own and official language of the Valencian Community, allowed to issue a decree regulating the introduction of the language

into all non-university levels, both in public and private educational institutions.

The LUEV (1983) introduced the language into teaching in all educational levels (Title II), although it established different models depending on which is the main language (Spanish or Catalan) in a given territory. Thus, in areas where Castilian is the main language, Valencian is an optional subject. In the zone where Valencian is the main language, parents and legal tutors of students in non-university education may ask to be exempted from studying Valencian if they can prove temporary residence in the territory. The Decree 79/1984 implemented the law the following year in all non-university levels.

Thus, in contrast to the situation of the other two main Catalan-speaking regions, it can be said that the Valencian Country has two educational models: one where the main language is Catalan and the other one where the main language is Spanish, in accordance with the legislation enacted by the Valencian government, which has powers in education since 1983.

According to this legislation, in the Valencian-speaking area parents can choose between several linguistic models: teaching in Valencian for Valencian-speaking pupils (Spanish being in principle only a subject), teaching in Spanish (Valencian being a compulsory subject), linguistic immersion in Valencian for Spanish-speaking pupils, or even models that gradually introduce the own language of the Valencian Country (cf *bilingual education forms*, p. 25).

In any case, decrees approved in 2007 that establish the curricula of primary and secondary education set as main goals of that phase of education “to know and use appropriately both Valencian and Castilian [...]; to attach value to the communicative possibilities of Valencian as the own language of the Valencian Community and as a fundamental part of its cultural heritage, as well as the communicative possibilities of Castilian as the common language of all Spaniards and as an international language” (Decree 111/2007, Article 4e and Decree 112/2007, Article 4i). Such a statement of principles cannot be found in Catalonia nor in the Balearic Islands.

The Franja

The Autonomous Community of Aragon had no powers in education before 1998. The study of Catalan, on a voluntary basis, was allowed by the Ministerio de Educación (Ministry of Education of Spain; hereafter: MEC) and was first introduced in the education system in November 1984. The autonomous government asked for this permission after a great pressure by the mayors of the Catalan-speaking area.

In October 1985, the Consejería de Cultura y Educación (Ministry of Culture and Education) of the Government of Aragon and the MEC signed an agreement that established the student's possibility to learn the Catalan language, during class schedule and up to 3 hours per week, but always on a voluntary basis.

The Government of Aragon received powers on education in 1998, but this did not change any of the legal provisions on the teaching of Catalan language.

It is only since the 2007/2008 school year that a certificate of intermediate level of Catalan language (level B) is awarded to those pupils that have completed compulsory secondary education, provided that they have always passed Catalan as a subject during the compulsory secondary phase as well as during, at least, four school years of primary education in Aragonese schools.

During the 2009/2010 academic year, the presence of Catalan in the schools of Catalan-speaking territories could be of two types: as a compulsory subject offered in schools, with curricular value, but of free choice by students, and as a language of instruction, in schools with their own linguistic plan, where, besides being learned as a subject, Catalan can be used as a language of instruction (20 or 30% of the curriculum).

Since 2010, the situation of Catalan in the schools in the Franja is regulated by Ley 10/2009, de uso, protección y promoción de las lenguas propias de Aragón (Law on the use, protection and promotion of the own languages of Aragon). Its Chapter VI Article 22 guarantees the right of teaching Catalan in the areas where this language has historically been used. The Government commits itself to guarantee that right through an adequate offer in schools. Still, the learning of Catalan is done on a voluntary basis.

The law has opened the door to a further expansion of the teaching of Catalan. Article 23 says that “where the own languages” of Aragon (i.e. Catalan and Aragonese) “are predominantly used, their teaching will be guaranteed in all levels and phases as an integral subject of the curriculum, alongside Castilian” and that the government of Aragon “will foster the publication of teaching materials to be used for subjects in the own languages in the educational centres of Aragon”.

**education
system**

The Spanish Parliament has established the basic co-ordinates of the education system through the Ley Orgánica 2/2006, de Educación (Organic Law on Education, hereafter: LOE). According to that law, school attendance is compulsory and free from age six to sixteen. The basic objectives of the Spanish education system include full development of the student’s personality, learning respect for fundamental rights and freedoms, the acquisition of intellectual habits and respect for the linguistic and cultural plurality of Spain. University education is the object of a separate law. Universities in Spain are largely self-governing.

In relation to pre-school education, it must be said that education authorities are trying to gradually increase the number of school places for its first cycle (up to three years). Its second cycle (three to six years) is free of charge and both in public schools and in private schools subsidised by the authorities (called *centres concertats*).

**private and
public**

Education in Spain is financed by both public and private sources. The majority of public schools are financed by the Ministries of Education of the Autonomous Governments, but in Catalonia and in some other autonomous communities there are also public schools run by municipal councils and other public bodies. This dependency on administration is reflected in the more homogeneous character of the public schools, also in terms of language policy.

The private sector of education has always had a very special position throughout Spain, although their rights to government aid were only made official in the 1978 Constitution. Schools

financed through public funding (both public and state-subsidised) represent a majority of the total primary and secondary schools.

During Franco's dictatorship (1936-1975) Catalan was banned in schools. Nevertheless, a few private schools started to introduce Catalan since the late 1960s (Siguan, 1993, p. 159). Even after the approval of the LNL (1983), more private than public schools introduced Catalan as the main medium of instruction. Private schools have very different ideologies, but the majority are related to the Catholic Church. Funding for the private schools comes from families and entities. However, most of them are subsidised by the authorities.

bilingual

education forms

Catalonia

Catalan is the usual lingua franca in non-university teaching in Catalonia, according to Catalan laws aforementioned. In short, these laws recognize the right of pupils to receive the first years of teaching through either Catalan or Spanish; pursue the goal that pupils have a competence allowing them to communicate in a correct way at the end of compulsory education; and establish that pupils that join the education system of Catalonia at a later stage can receive special and additional support regarding the Catalan language.

In order to implement this, after passing the 1983 LNL, the *Generalitat* introduced the Programa d'Immersion Lingüística (Linguistic Immersion Programme; hereafter: PIL) following the example of immersion courses in Canada, to guarantee competence in both languages also for the children of Spanish-speaking parents. This pedagogical programme, planned by the school authorities and targeted at Spanish-speaking students, was applied to schools with over 75% non-Catalan-speaking children. The pedagogical programme was originally meant for children from three to seven years of age, but was later extended up to twelve years. Early total immersion implies that all instruction, including learning to read and write, is provided in Catalan, whereas Spanish is not introduced before grade 3. This model was motivated by the commitment of the Catalan educational authorities to create a single educational model

that contributed to keep a single Catalan society, not broken along linguistic lines. Thus, the goal was to ensure knowledge of both Catalan and Spanish, regardless of the mother tongues of pupils: PIL was simply a bilingual education programme that introduced the socially weaker language (Catalan) from an early age in schools.

Needless to say that, in contexts where Catalan is the main language of social use, a Catalanization of the education system has occurred: Catalan has become the usual language of learning, while ensuring that all pupils must know both official languages with the same level of competence. Tests taken by the students show that this goal is fully achieved. Remarkably, the level of knowledge of Spanish among Catalan students is the same as it is in the rest of Spain.

In order to ensure this goal, the Ministry of Education of Catalonia requires all centres to have an education plan of their own (Projecte Educatiu de Centre; hereafter: PEC) which defines the general framework within which the educational activity of the centre is to be performed. The education plan must include a specific section, the linguistic plan (Projecte Lingüístic de Centre; hereafter: PLC), which will establish the general criteria for the treatment and use of languages in the centre. Thus, the linguistic plan will determine the function (the status) of the languages present in the centre (Catalan, Spanish and, at least, one foreign language), in accordance with legal regulations. Although Catalan is the normal language of instruction, Spanish is used also for at least one subject, according to the background of the students and staff.

The first normative reference to PLC is found in June 1993, in a court order / resolution instructing on the way educational centres (both public and private) should organize themselves and operate. The text said that “the Linguistic Plan will be the element in the educational project that will list the issues that are in relation to the teaching and use of languages within the school”. In fact, this is the confluence of two processes: one based on the autonomy of schools (regulated by the LOGSE law) and another one coming from the development of language legislation

in Catalonia, both the general legislation (laws on linguistic policy) and the legislation on education.

Thus, PLC is based on this confluence. PLC can be defined as the tool that enables schools to manage and organize, in accordance with current regulations but autonomously, certain aspects regarding the situation and use of languages in school, and the way that languages are treated within the curriculum.

Finally, it must be said that a new wave of migration from around the world coming to Catalonia in the early twenty-first century (the figure of foreign students rose from 24,787 in the academic year 2000/2001 to 155,845 in 2009/2010) has caused some shaking of the linguistic model in Catalan schools. The Catalan administration reacted to this phenomenon by creating Catalan language specific programs targeting those students (not doing so would have almost certainly resulted in the Castilianization of many classrooms), by establishing the Tallers d'Adaptació Escolar (School Adaptation Workshops; hereafter: TAE) between 2000 and 2004, and by implementing the Plan for Language and Social Cohesion (from 2004 onwards), a programme including the opening of more than one thousand reception classrooms.

The new reality of the country led the Catalan Ministry of Education to establish an Updating Plan for the Language Immersion Programme (Pla per a l'actualització de la Metodologia d'immersió en l'actual context sociolingüístic. 2007-2013). Subsequently, the immersion programme was for the first time incorporated into the decree of the curricula of primary education Decree 142/2007, Article 5) and, also for the first time, was intended to reach secondary education (12-16 years).

Balearic Islands

Teaching of and in Catalan in the Balearic Islands follows two different models: in the first one, all teaching is done in Catalan; in the second, bilingual one, Catalan and Spanish are combined. In any case, all pupils, whatever their usual language in the beginning of the school may be, must prove an adequate knowledge of both languages at the end of compulsory education.

In bilingual schools, the share of use of each language as language of instruction depends on each single school. In any case, the use of Catalan must meet two minimum requirements: Catalan must be used during at least 50% of the time, and at each level, it must be used in the appropriate subjects as legally established (usually social sciences and natural sciences).

In some schools with a majority of Spanish-speaking students the Language Immersion Programme is also applied. The programme started in the 1980s and 1990s – sometimes spontaneously led by groups of teachers and with the support of families. Subsequently, the programme had the institutional support given by the advice of the Teaching Service of Catalan. As we shall see later, in the last few years the number of schools using Catalan as a language of instruction has significantly increased, thanks to the language policies of the government.

In the same way as Catalonia, since 1994 Balearic legislation encourages the development of school linguistic plans (PLC), which must follow the goals set by the regulations, but also in accordance with the reality of each educational centre.

Also, as was done in Catalonia, the increase of newcomers led the Balearic Ministry of Education to put in place the Pla d'Accollida, Integració i Reforç Educatiu (Plan for Reception, Integration and Educational Reinforcement; hereafter: PAIRE) in the 2008/2009 school year. The plan brings together actions, measures and specific programmes which seek to improve attention for late-entry students in the education system of the Balearic Islands. Facilitating the learning of Catalan and contributing to the effort to establish it as the lingua franca in schools are two of the main goals of PAIRE.

Valencian Country

As seen above, and unlike Catalonia and the Balearic Islands, the Valencian Country opted for different educational lines, depending on the use of Valencian and Spanish.

In Valencian-speaking territories, three models of bilingual education are currently found: Programa d'Incorporació Progressiva (Progressive Incorporation Programme; hereafter:

PIP), Programa d'Ensenyament en Valencià (Valencian Education Programme; hereafter: PEV) and Programa d'Immersion Lingüística (Language Immersion Programme; hereafter: PIL). Nevertheless, all programmes must meet the goal of an adequate knowledge of both languages by the end of compulsory education.

Within PIP, the basic language of schooling is Spanish. Valencian is introduced in pre-school education, but only orally, and in primary education pupils learn Valencian as a subject. The language is gradually introduced as a teaching language from the third year of primary education onwards. In compulsory secondary education, Valencian is still the teaching language in, at least, two non-language subjects.

The difference between PEV and PIL is only the kind of students that each model targets and, therefore, the teaching strategies. PEV targets Valencian-speaking pupils, while PIL targets non-Valencian speaking pupils. In pre-school and primary education, PEV is designed for Valencian-speaking students. In secondary education, it also includes Spanish-speaking students.

The language used from the beginning of schooling (pre-school) is Valencian, with an introduction of spoken Spanish. In primary education, schools have the option to gradually increase the number of subjects to be taught in Spanish, so as to guarantee a balanced knowledge of both official languages by the end of this stage of education.

PIL is only found in the stages of pre-school and primary education. In secondary education, PIL students join PEV. Parents or guardians must explicitly declare their wish to have their children educated under PIL.

In this programme, Spanish, as a subject and as a language of instruction, starts from the first or second cycle of primary education, depending on the sociolinguistic context of the school. In spite of this fact, the PIL ensures proficiency in both languages. In those territories officially classified as predominantly Spanish-speaking, teaching is done in Spanish, while Valencian is only taught as a subject (cf *status of language education* p. 18). However, schools of these areas can also adopt the PEV model

as long as parents or guardians explicitly declare their will to have it and the school has the capacity to organize it.

The Franja

Catalan is only taught as a subject in the schools of the Franja. However, a few schools have a bilingual programme and also use Catalan as a language of instruction in 20 or 30% of the curriculum, depending on the linguistic project of each educational centre.

administration

Throughout Spain, the Ministry of Education (MEC) of the Spanish Government has to guarantee the right and the duty to learn Spanish in the autonomous communities alongside with their own languages.

The 'full authorisation' mentioned in the Constitution of 1978 meant in practice a decentralisation of responsibilities among several political levels. The Constitution foresees that the administration of education must be decentralised, as in the rest of Spanish public administration. But in the beginning not all the Autonomous Communities obtained the same level of autonomy as regards education. Catalonia, the Basque Country and Galicia were the first autonomous communities which were fully autonomous in that area. Currently (2011), all Autonomous Communities are fully autonomous, but always within the legal framework for education defined by the legislation applying to Spain as a whole, which determines the general organisation of the education system and the minimum contents of the curriculum.

The Ministry of Education of each autonomous community is responsible for education administration at all levels. Ministries are responsible for the implementation of basic Spain-wide standards and for the regulation of non-basic aspects of the education system, as well as for the administration of the education system in their respective regions. They have to take care of educational institutions, teaching staff, technical inspection services, administration and implementation of state provisions for the planning and regulation of levels of education, option streams, sections and specialisations (CEDEFOP, 2010, par. 1.2).

At the local level, municipal authorities usually assume responsibilities as regards the provision of plots for the construction of public schools. They are also responsible for the maintenance of centres of pre-school and primary education and they also offer pedagogical and technical services, especially in the students' registration period. Some of them have a Municipal Education Institute that offers pedagogical aid. They also promote the creation of educational centres for children aged 0-3 years. Municipal school councils are the local social participation bodies, together with the Autonomous Government (CEDEFOP, 2010, par. 1.2).

inspection

All autonomous communities have their own Technical Inspection Service (Inspección tècnica educativa) for educational matters. The Cos d'Inspecció Educativa (Body of Education Inspectors; hereafter: CIE) consists of civil servants who perform their duties mainly in schools, and are responsible for checking if the education system is in line with the requirements determined by each Autonomous Government. There is also a State Higher Inspection Service, which has one or more specific inspectors in each Autonomous Community who represent the Higher Inspection of the Spanish state (CEDEFOP, 2010, par. 1.4.).



**support
structure**

Catalonia

The linguistic policy of the Catalan government itself, as we have seen, is to promote a “normalization” of the Catalan language. This is carried out by the Ministry of Culture for the whole population as well as the Ministry of Education for non-university education levels. A specific organisation created in 1978 within the latter department used to exist (SEDEC), which promoted Catalan and dealt with everything related to Catalan in education: the publication of teaching materials suited to the educational needs of the school students, direct advisory to centres, which involved a large Support Team for Teaching in Catalan, the treatment of the languages in the framework of a multi-lingual reality, the actions of the linguistic normalisation coordinators for the compulsory secondary education centres, etc.

This service set up and ran the PIL, which, as we said before,

while recognising the varied sociolinguistic situation of the country, tried to put into practice the government's final aim of Catalan being the language of instruction.

So, apart from the administrative regulation measures and technical advice in areas associated with school teaching materials and staff, the activities of the *Generalitat* in the field of education have been developed in three directions: pedagogical aid for teachers, intensive linguistic courses for schools and the study and experimental application of didactic methods.

Twenty-five years after the creation of SEDEC, the new educational needs caused by the continued incorporation at all non-university levels of a high percentage of migrant pupils who do not know Catalan led the Government to adopt new support measures in order to achieve the desired goals with regard to the learning and use of Catalan.

Thus, in 2004 the Sub-Directorate General of Language and Social Cohesion was established within the Ministry of Education. The Sub-Directorate was entrusted with the implementation of the aforementioned Plan for Language and Social Cohesion. The SEDEC, as part of this new bureau, is renamed as the Service of Immersion and Language Use, with a change in its role as the name implies.

The task of these new teams of advisers, who have gathered the experiences that existed so far, has mainly focused on advising teachers who deal with new pupils that are joining the education system in Catalonia and do not know Catalan on strategies for second language teaching; on creating teams of teachers for pre-school and primary education to update the Linguistic Immersion Programme in order to meet the needs of the new sociolinguistic reality; and on managing the so-called Environment Educational Plans (as a key factor to ensure continuity, also regarding the question of language, between what is done at school and what is done outside).

Balearic Islands

Support measures with regard to the language that are created by Balearic government agencies are very similar to those of Catalonia. Over the years there has been much cooperation

between the two governments in order to share and exchange experiences.

Thus, the Catalan Teaching Service was also created in the Balearic Islands in the early years of the introduction of Catalan into schools. Its functions were very similar to its counterpart in Catalonia.

The work that this service dedicates to advising on the implementation of the PIL and its ability to produce educational materials are noteworthy.

As said, and regarding to the new reality created by the arrival of migrant pupils, in 2008/2009 school year the Directorate General of Innovation and Teacher Training put in place the PAIRE. The plan targets late-entry students in the education system of the Balearic Islands and includes measures to favour the learning of Catalan.

At the beginning of the 2011/2012 academic year, however, it seems that support measures to the learning and use of Catalan will be reduced, following the coming into power of a new autonomous government. The new executive aims to further increase the weight of Spanish and other foreign languages as vehicular languages in the Balearic education system.

Valencian Country

In the Valencian Country a language service was also created (Valencian Teaching Service), which (as in the case of Catalonia and the Balearic Islands) had the role of advising on issues related to language teaching, especially in those cases where methodologies of language immersion programmes are applied.

This Service has been replaced in the 2011/2012 academic year by a new body called *Servici d'Ensenyament en Llengües* (Languages Teaching Service), which seems more designed to advise on foreign language learning than on Valencian language learning. If the situation remains unchanged, it might lead to the disappearance of advising services to those educational centres that teach in Valencian.

Civil society has been actively involved in the recovery of Catalan as the language of the education system in all Catalan-speaking

territories. However, taking into account the specific characteristics of the Valencian Country, the task that has been carried out since the 1980s and is still being carried out by the organization Escola Valenciana - Federació d'Associacions per la Llengua (Valencian School - Federation of Associations for the Language; hereafter: FEV) must be highlighted.

FEV, which is currently made up of 24 associations, organizes the so-called Meetings of Schools in Valencian. These are recreational and recognition gatherings that have become FEV's most well-known project. FEV also organizes the Party for the Language, where every year over 200,000 people (parents, students and teachers) gather in some twenty different regional meetings.

The Franja

There has never existed a specific advisory team in the Franja. Instead, local teachers of Catalan organize themselves through a permanent training seminar, which is coordinated by the Centre for Teachers and Resources in Fraga (the Franja's largest town), which also organizes a Catalan Summer School in order to train teachers for the teaching of and in Catalan (its 15th edition is held in 2011).

2 Pre-school education

- target group** Pre-school education is aimed at children up to six years old and it is non-compulsory. However, almost all the children start going to school at its second cycle, at three years old (more than 90%).
- structure** The structure of the education system divides pre-primary education into two cycles of three years each: age 0-3 and age 3-6, which in Catalonia are called Llar d'Infants (Nursery) and Parvulari (Infant Education), respectively.
Pre-schools are often located within the same building complex as primary schools. Nursery schools are usually separate (although facilities greatly vary depending on the area).
- legislation** Pre-school education is regulated by the Organic Law on Education (LOE, 2006) established by the Spanish Parliament. In this law pre-school education is considered as an educational stage on its own and is designed to contribute to the physical, affective, social and intellectual development of pupils; close co-operation with parents is stressed. (Title I Chapter I, Article 12 of the LOE (2006) (cf ch.1 p. 21))
- language use** **Catalonia**
The use of the Catalan language is established in the legal provisions regulating both cycles. The corresponding decrees (Decree 282/2006 and Decree 181/2008) establish that the Catalan language, as Catalonia's own language, is the language which is to be used normally as the medium of instruction in pre-school education.
Thus, Catalan as a medium of instruction starts in the early years and so does the Catalan immersion programme, in the understanding that, in any case, the individual linguistic rights of pupils will be respected in accordance with current legislation. At the end of the stage, non-Catalan speaking pupils must have oral competence in Catalan.

Balearic Islands

As seen above (*status of language education*, p. 17), legislation states that Catalan must be the language of instruction, learning and communication at this stage, so that at the end of the stage all pupils have a sufficient knowledge of the language that allows them to communicate with other children and with their teachers. At the beginning of primary education, pupils should be able to follow the corresponding areas that are taught in Catalan. It is foreseen that all this learning process must be done in the understanding that the individual linguistic rights of the student will be respected in accordance with current legislation.

However, as we have seen in the section *bilingual education forms* (p. 24), this may be complied with to varying degrees, and many centres have opted to teach only a few knowledge areas in Catalan, mostly in private and subsidised schools (*statistics*, p. 35).

Valencian Country

Due to the existence of several linguistic models, the main language of pre-school education may be Catalan or Spanish, although it must be remembered that the decree on establishing the curriculum of the second cycle of pre-school education in the Valencian Community (Decree 38/2008) foresees that the ability of children to acquire language at this age must be taken into account. Therefore, the school must create contexts in which pupils develop their communicative competence in both official languages.

Therefore, the three linguistic models specified in section *bilingual education forms* (cf p. 25) coexist at this stage. According to unofficial data¹¹, the demand for education in Valencian (PEV / PIL) is higher than the supply. This applies both to pre-school and to compulsory stages of education.

The Franja

There are two schools with linguistic projects and, thus, bilingual education is only offered in two schools of the Franja during the second cycle of pre-school education. In all the remaining schools Catalan language is only offered as an optional subject.

**teaching
material**

The tremendous increase of Catalan education at the beginning of the 1980s led to a similar demand of teaching materials. The existence of materials for the teaching of the language has made very positive progress since 1978, when Royal Decree 2092/1978 included Catalan in the study plans of Catalonia up till now. Nowadays, the publication of materials for language teaching is completely normalised both in terms of teaching of the language and teaching *in* the language at all levels of education in the three autonomous communities. In Aragon, apart from some specific materials, they use materials that have been published in Catalonia.

The specific websites of the Ministries of Education of Catalonia, the Balearic Islands and the Valencian Country offer a wide range of materials and other resources both for teachers and students for all non-university levels of education. Thus, Catalan language materials can be found with no difficulty in various formats and mediums.

The specific characteristics of pre-school education also favour the existence of quite a wide range of materials that are available in several dialectal standards (which are always very similar among themselves). This option is especially important for typical complementary educational materials for this age group: children's stories, tales, and fables.

In the Franja, textbooks and teaching materials usually come from Catalonia, with the exception of those materials that are elaborated by the teachers participating in the permanent training seminar of Fraga (as said before) and some materials published by the Government of Aragon.

statistics

Catalonia

There are no separate statistics available because Catalan is supposed to be the only language normally used as a language of teaching. The only statistic material we have corresponds to the school year 1996/1997 and it shows that Catalan was the language of teaching for 81% of students; 18% used Catalan in some subjects and only 1% used Spanish as the main language of teaching (Las cifras de la educación en España. Curso 2008-2009. Statistical Office of the Ministry of Education of Spain).

Balearic Islands

In the school year 1998/1999, Catalan was the language of instruction for 62% of pupils; 29% had both Catalan and Spanish as languages of teaching, while 9% used Spanish as the main language and only learnt Catalan as a subject.

From then onwards, all teaching was with Catalan as the main language (mainly in public centres) or bilingual (mainly in private and subsidised centres). The number of students who are taught through Catalan as the main language was higher than 70% in the school years 2004/2005 and 2005/2006. In 2008/2009 (the last school year for which official data are available) this figure dropped to 65% (78% of them in public centres) while the remaining 35% followed bilingual education (Las cifras de la educación en España. Curso 2008-2009. Statistical Office).

Valencian Country

According to the official data, in the school year 1998/1999 the number of students enrolled in the Valencian Language Programmes (PEV/PIL) was 29%, most of them in public centres; 42% of the students were enrolled in the PIP programme and 29% studied Valencian only as a subject.

During the school year 2008/2009, the percentage of pre-school students enrolled in the Valencian Language Programmes (PEV/PIL) had increased up to 36%, most of them also in public centres. 48% were enrolled in the PIP programme and 16% studied Valencian only as a subject (Las cifras de la educación en España. Curso 2008-2009. Statistical Office).

The Franja

There are no separate statistics available for the pre-primary level. However, the data we have show that during the school year 2009/2010, 89.9 % of the pupils (855 pupils) learned Catalan language as a subject. In the two centres where Catalan is used as a language of instruction, 89.5% of the students followed the bilingual programme.

3 Primary education

target group	Primary education is the first compulsory stage of education in Spain. It is aimed at pupils from six to twelve years old.
structure	Primary education is divided into three levels or cycles of two years each. The lower cycle is for children aged 6-8, the intermediate cycle for children aged 8-10, and the upper cycle for 11 to 12-year-old children.
legislation	Primary education is regulated by the Organic Law on Education (LOE, 2006) established by the Spanish Parliament. This law states that the objective at this level is to facilitate the acquisition of basic cultural elements, receptive and productive oral and written skills, arithmetic, and an increasing autonomy of action, as well as developing social skills, working and study habits, artistic sense, creativity and affectivity (Title I, chapter II, Article 16 of the LOE (cf ch.1 p. 21).
language use	<p>Catalonia</p> <p>The Catalan language, as Catalonia's own language, is the language which is to be used normally as the medium of instruction in primary education.</p> <p>The teaching of Spanish begins in primary education, at the first compulsory stage. Children usually start learning to read and write in Catalan when they are six years old, following on their active oral production of the language, acquired at pre-primary level.</p> <p>The learning of Catalan throughout the primary education period is defined as the acquisition of an instrument which is to serve both for communication and learning. Priority is thus given to its functional, oral, and written uses; and it is considered that the teaching of both Catalan and Spanish must be of a global nature, facilitating the transfer of knowledge without the need to repeat the contents for each of both official languages. However, as stated in <i>bilingual education forms</i> (cf p. 22), all the decisions related to the use of languages (Catalan, Spanish and, at least, one foreign language) must be established in the</p>

linguistic plan of each school, in accordance with the regulations. Although Catalan is the normal language of instruction, Spanish is also used in one subject as a minimum, according to the background of the students and staff.

Balearic Islands

As in pre-school, legislation for primary education (Decree 72/2008) states that Catalan is the language to be used as a language of instruction, learning and communication, so that, at the end of the stage, pupils have a sufficient knowledge of the language that allow them to communicate with other children and with their teachers. At the beginning of secondary education, pupils should be able to follow the corresponding areas that are taught in Catalan.

However, as in pre-school, this may be complied with to varying degrees ranging from teaching in both languages (the preferred choice in private and subsidised schools) to teaching in Catalan only (mostly in public schools). In any case, decisions in this field should be included in the Linguistic Plan.

Valencian Country

Due to the existence of several language models, the main language in primary education may be either Catalan or Spanish, taking into account common goals to be achieved at the end of the stage (Decree 111/2007). These objectives state that all pupils should “know and use appropriately Valencian and Castilian, both in oral and written forms, value the communicative possibilities of Valencian as the own language of the Valencian Community as a fundamental part of their cultural heritage, alongside with the communicative possibilities of Castilian as a common language to all Spaniards and as international language” (Decree 111/2007, Article 4e).

As in pre-school, there is a coexistence of the three linguistic models specified in the section *bilingual education forms* (cf p. 25), because, generally speaking, in primary education pupils follow the model chosen when they started their schooling.

The Franja

There are two schools with a linguistic plan and, so, bilingual education is only offered in two schools of the Franja in primary education. In all the remaining schools, Catalan language is only offered as an optional subject.

teaching material

Nowadays, there are textbooks in Catalan for all subjects and for all levels. In Catalonia, all textbooks must necessarily be in Catalan. In the remaining territories, bilingual education also requires textbooks in Catalan for subjects to be taught in this language.

From the beginning, in order to fill all those gaps that exist in the market, public initiative (in this case, the governments of Catalonia, the Balearic Islands and the Valencian Country) has published a big amount of didactic materials, both in traditional and digital formats. For example, governments were the first to produce written and online materials for newcomer students to learn Catalan.

It should be noted, however, that under the competencies of each autonomous government, each territory has different textbooks. This is especially true for books used to learn Catalan: in each area, textbooks are written in the different regional standards of the language accepted by the Institut d'Estudis Catalans (Institute of Catalan Studies; hereafter: IEC), the highest authority in Catalan linguistic matters.

statistics

Catalonia

The development of Catalan schools from 1978 to 1996 shows an increase in Catalan education, specially marked after 1986. The development of the number of students from 1986 to 1996 also shows a sharp increasing line.

The number of children with Catalan instruction almost doubled in ten years' time (1986-1996) from 42.5% to 81.5% in 1996 (SE-DEC, 1998) and reached almost the 96% (95.91%) in the school year 1999/2000 (year of the last census carried on by the Ministry of Education of the Generalitat). These percentages were reflected in the loss of students in bilingual and Spanish education, due to the progressive increase of the number of subjects taught

in Catalan after the 1/83 Law and, after 1992/1993, as a result of the implementation of the new educational system. There are no data available from the Spanish Ministry of Education after 1996/1997 due to the fact that Catalan is the language normally used as a language of teaching.

Balearic Islands

The use of Catalan as a language of instruction experienced a strong growth in the 1990s. In the school year 1983/1984 there were only fifteen schools with some form of education in Catalan while in 1990/1991 (the first year with data available) 48% of the public schools (101 centres) and 5.76% (15) of the private schools did some kind of teaching in Catalan.

The last available data show the following: in the 1998/1999 school year 37% of students were taught in Catalan and 59% in Spanish and Catalan, while 4% of the students learned Catalan only as a subject and used Spanish as their language of instruction (which does not reach 1% in 2001/2002, the final year that significant data were available).

The number of students who do all their learning in Catalan reaches 59% in 2004/2005, but during 2008/2009 (the last school year with official data available), this figure dropped to 50.2% (73% of them in public schools), while 49.8% received education in both languages (Las cifras de la educación en España. Curso 2008-2009. Statistical Office).

Valencian Country

According to the official data, in the school year 1998/1999 the share of primary school students enrolled in the Valencian Language Programmes (PEV/PIL) was 21%, most of them in public centres. 56.3% were enrolled in the PIP programme and the remaining 22.6% studied Valencian only as a subject.

During the school year 2008/2009, the number of students enrolled in the Valencian Language Programmes (PEV/PIL) increased up to 33.3%, most of them also in public centres; 52% were enrolled in the PIP programme and 13.7 % studied Valencian only as a subject (Las cifras de la educación en España. Curso 2008-2009. Statistical Office).

The Franja

In the 1984/1985 school year, the total number of students who learned Catalan as a subject was 791 in twelve schools. Ten years later, in 1994/1995, the number exceeded 3,000, most of them in pre-school and primary education (about 90% of the students) in over thirty schools.

During the school year 2009/2010, 87% of the pupils of primary education (1,951 pupils) learned the Catalan language as a subject. In the two centres where Catalan is used as a language of instruction, 80.48% of the students of primary education followed the bilingual programme (Xarxa Cruscat, 2011).

4 Secondary education

- target group** Secondary education includes Educació Secundària Obligatòria (compulsory secondary education; hereafter: ESO), addressed to students from twelve to sixteen years old, and non-compulsory secondary education, Batxillerat and Formació professional de grau mitjà (Baccalaureate and Intermediate Level Vocational Training), for the students older than sixteen.
- structure** Compulsory secondary education is divided into two cycles of two years each: the first cycle for students from twelve to fourteen years old and the second cycle for students from fourteen to sixteen years old.
- Students who complete compulsory secondary education having achieved the basic competences and the objectives of the stage will be awarded the Certificate in compulsory secondary education, which allows them to proceed to the baccalaureate and the Intermediate Level Vocational Training.
- Post-compulsory secondary education (upper secondary education) starts at the age of sixteen and lasts for two years. Students can choose between a university oriented education, Baccalaureate, which enables them to access higher education, and an Intermediate Vocational Training branch for those students who want to enter the labour market (cf chapter 5).
- legislation** Article 22 of the LOE (cf p. 21), regulates compulsory secondary education. The aim of compulsory secondary education is to ensure that students acquire the basic cultural elements, develop and consolidate study and work habits, and prepare for their incorporation into higher education or the labour market (Title I, Chapter II, Article 22 of the LOE).
- Article 32 of the LOE regulates the Baccalaureate. It is stated that the aim of baccalaureate is to provide pupils with training, human and intellectual maturity, knowledge and skills to enable them to develop social functions and to allow them to access higher education (Title I, Chapter IV, Article 32 of the LOE).

language use**Catalonia**

Catalan is the language commonly used as a vehicular language of teaching and learning both in ESO and Baccalaureate, as stated in the various decrees that regulate the curricula of this stage. Catalan is also the welcoming language for newcomer students who join the Catalan education system at those stages. However, and as mentioned in *bilingual education forms* (cf p. 22), all the decisions related to the use of languages (Catalan, Spanish and, at least, one foreign language) must be established in the linguistic plan, in accordance with the regulations. Although Catalan is the normal language of instruction, Spanish is used also in one subject as a minimum, according to the background of the students and staff.

Balearic Islands

The regulations governing the use of language at this level (Decree 73/2008 and Decree 82/2008) also state that Catalan will be used as the language of teaching, learning and communication, so that pupils have a competence that allows them to communicate normally and correctly at the end of the stage. However, as in pre-school and primary education, this may be adhered to varying degrees, ranging from teaching in both languages (preferred choice in private and subsidised schools) to teaching only in Catalan (mostly in public schools), although the dominant option is the bilingual one. In any case, decisions in this field should be included in the linguistic plan.

Valencian Country

The regulations regarding the knowledge of official languages in ESO (Decree 112/2007) state that, at the end of the stage, pupils must be able to “understand and express correctly complex texts and messages, both in oral and written forms, in Valencian and in Castilian” (Decree 112/2007, Article 4i).

Regarding the Baccalaureate, the common goal (Decree 102/2008) is “to increase the communicative competence of students in both official languages of the Valencian Community”.

Therefore, the three linguistic models specified in the section *bilingual education forms* (cf p. 25) coexist in secondary

education: teaching in Valencian (PEV), teaching in both Valencian and Spanish (PIP), and teaching in Spanish while learning Valencian as a subject. However, the number of students following the first model decreases significantly in the Baccalaureate. As mentioned, the Linguistic Immersion Programme (PIL) does not continue in secondary education.

The Franja

Catalan language is offered as an optional subject both in compulsory secondary education and in the Baccalaureate in all the schools of this Catalan-speaking area. There are three schools with a linguistic plan and, thus, they have bilingual education in compulsory secondary education.

teaching material

A considerable quantity of teaching material exists, and the situation is similar to primary education. Publishing houses have a normal production of materials to teach Catalan and to teach the other subjects in Catalan.

statistics

Catalonia

In 1990/1991, 31% of the students followed education in Catalan; 62% in Catalan and Spanish, and 7% in Spanish.¹²

In the school year 1996/1997, these figures were: 81% of the students of ESO had Catalan as the language of instruction, 18% had bilingual education, and only 1% used Spanish as a main language of learning.

In the Baccalaureate, 53% of the students followed education which used Catalan as the teaching language; 45% had bilingual education, and 2% used Spanish as the main language of learning (Las cifras de la educación en España. Curso 1996-1997, Statistical Office).

As stated before, there are no available data from the Ministry of Education after 1996/1997 due to the fact that Catalan is the language used normally as a language of instruction.

Balearic Islands

Official data corresponding to the decade 1998/1999 - 2008/2009 (the latest available) show the following results: in the

school year 1998/1999, 36.6% of the students were taught in Catalan, 60% in Catalan and Spanish, while the remaining 3.3% used Spanish as their vehicular language and learned Catalan only as a subject (this figure dropped to only 0.2% in 2001/2002, the last school year for which significant data are available).

In the school year 2004/2005, the number of pupils carrying on all their instruction in Catalan reached 41.3%, but in 2008/2009 (last school year with official data available), the number dropped to 39% (78% of them in public schools). The remaining 61% were taught in both languages. The number of students that have Catalan as the language of instruction thus decreased if compared to figures in primary education.

Regarding the Baccalaureate, in 1998/1999, 41% of the schools still used Spanish as the language of instruction. However, in 2001/2002, this figure had dropped to only 2.6%, while almost 50% of the schools used Catalan and Spanish, and 47.6% used only Catalan.

In 2008/2009, the percentage of each model of teaching is similar to that of ESO, in global figures, but if we analyse the situation according to the type of schools, only 5% of private and subsidised schools use Catalan as the language of instruction (Las cifras de la educación en España. Curso 2008-2009. Statistical Office).

Valencian Country

According to the official data, in the school year 1998/1999 the percentage of ESO students enrolled in the Valencian Language Programme (PEV) was 12%, most of them in public centres. In the PIP programme 51.8% of the students were enrolled and 36.2% studied Valencian only as a subject.

During the school year 2008/2009, the number of ESO students enrolled in the Valencian Language Programmes (PEV) increased to 27.3%, most of them also in public centres; 58.6% were enrolled in the PIP programme, and 14% studied Valencian as a subject.

Regarding the Baccalaureate, according to the official data, in the school year 1998/1999 most of the students (between 75% and 88%) studied Valencian only as a subject, 17.8% were

enrolled in the bilingual programme, and the rest in the Valencian Language Programme (PEV).

Five years later, in 2004/2005 most of the students followed a bilingual programme, the PIP, (79.5%), while only 6.3% studied Valencian as a subject, and 13.9 followed the PEV.

During the school year 2008/2009, the number of students enrolled in the Valencian Language Programmes (PEV) increased to 18%, most of them also in public centres; 60.4% were enrolled in the bilingual programme, and 21% studied Valencian as a subject (Las cifras de la educación en España. Curso 2008-2009. Statistical Office).

The Franja

During the school year 2009/2010, 70% of the pupils in compulsory secondary education (878 pupils) and 60.23% (153 students) of the pupils in the Baccalaureate learned Catalan as a subject in the Franja.

In the three centres where Catalan is used as a language of instruction in compulsory secondary education, 49% of the students follow the bilingual programme.

In addition, and for the first time ever, in the 2010/2011 school year a group of students having learnt at least one subject through the medium of Catalan in the entire stage has completed secondary education in one of those three centres. In the remaining two, this is going to happen next school year.

5 Vocational education

target group Vocational education (Cicles formatius) is a non-compulsory level addressed to students from sixteen years old who want to enter the labour market, in order to provide them with professional qualifications, to give them access to employment, and to prepare them for active participation in social, cultural and economic life.

structure After compulsory secondary education, students can choose for a one and a half or two-year course (depending on the branch) of specific vocational education at intermediate level (Intermediate Vocational Training). This type of education is mainly provided at secondary education centres.

There is also a higher cycle of vocational education: specific vocational education at advanced level, Formació professional de grau superior (Advanced Vocational Training), requiring prior completion of upper secondary education (Baccalaureate) or equivalent and leading to the labour market or university.

legislation Article 39 of the LOE law regulates vocational education. The goal of vocational education is to prepare students to work in a professional field and prepare them for the ever-changing employment market, as well as contributing to their personal development and to their participation in democratic citizenship (Title I, Chapter V, Article 39 of the LOE law (cf ch.1 p. 21)).

language use **Catalonia**
As in the other educational levels, Catalan is the language to be used as a vehicular and learning language, although due to the characteristics of the studies, sometimes this is the level in which less progress has been made regarding its normal use as a language of instruction.

As in the previous levels, the use of teaching languages must be regulated by the Linguistic Plan.

Balearic Islands

Current regulations of the autonomous government state that educational teams should encourage the presence of the Catalan language in the teaching of the cycle, coherently with the knowledge areas that students have studied in this language during the previous stage, taking into account the aspects that could better stress the social and job placement of graduates. As in Catalonia, in the Linguistic Plan, schools will describe and carry out the necessary measures to enforce current language regulations.

Valencian Country

Vocational training is the stage in which most students are taught in Spanish. Even though, with regard to education in Valencian, the two linguistic models mentioned – teaching in both languages (PIP) and teaching in Valencian (PEV) – coexist, but the latter has very little significance and is to be found almost entirely in public schools.

The Franja

Catalan is not used in vocational training (in fact, most of the students in the area go to schools in Lleida, in Catalonia, where classes are in Catalan).

teaching material

Due to the specific character of most of the vocational training studies, there are fewer didactic materials in Catalan at this level than in the other levels of education. This fact is especially clear outside Catalonia.

statistics

Catalonia

In the school year 1996/1997 (the latest available data) 40% of the students took education with Catalan as language of education, 59% had bilingual education, and only 1% used Spanish as their main language of learning (Las cifras de la educación en España. Curso 1996-1997, Edición 2000. Statistical Office).

Balearic Islands

According to the latest official data from the Ministry of Education of Spain, in the 2001/2002 school year 40.5% of students were taught in Catalan, 54.4% in Catalan and Spanish, and 5.2% in Spanish.

From 2002/2003 onwards there are no official data regarding the use of languages.

Valencian Country

In the last years of the 20th century, Spanish was the main language of instruction in vocational training. However, its use was decreasing until 2003/2004, when the numbers of students in a bilingual programme or using Spanish as a language of instruction were similar (49.6% and 48.3%, respectively). Only 2% followed the PEV (all of them in public centres).

In the school year 2008/2009, the number of students enrolled in the bilingual programme was 60.3%, while 35.2% used Spanish as the language of instruction. The share of students in the Valencian Language Programme (PEV) was only 4.2%, all of them in public centres (Las cifras de la educación en España. Curso 2008-2009. Statistical Office).

6 Higher education

structure

Students can access university by successfully completing their secondary education (compulsory and non-compulsory) and passing a university entrance examination.

Since the adaptation of the Spanish university system to the European Higher Education Area (EHEA), university education has been organised in three cycles with specific training objectives and autonomous academic value: Bachelor (240 credits minimum¹³), Master (between 60 and 120 credits) and Doctorate. This structure had been fully implemented in the 2010/2011 academic year.

The number of universities has steadily grown in the last 25 years. In the Catalan-speaking area of Spain there are eighteen universities, fifteen of which are public (one of them being a distance-learning university, and another one being an international university). Out of the three private universities, two belong to the Catholic Church and one is the distance-learning university.

In Catalonia there are twelve universities. From the three original universities (Universitat de Barcelona, Universitat Autònoma de Barcelona, and Universitat Politècnica de Catalunya) the regional university colleges broke away to become independent universities Rovira i Virgili (in Tarragona and Reus), Lleida, and Girona. A further public university was established in Barcelona, the Pompeu Fabra. Several private colleges joined together to form the Ramon Llull university, and two further private universities (Universitat Internacional de Catalunya and Abat Oliva CEU) were also founded. Finally, Universitat de Vic has a public nature and private management.

In 1995 the Universitat Oberta de Catalunya was founded with core public funding but run by a foundation. This is a digital university: it has a virtual campus on the Internet. All learning materials for the degree courses are in Catalan, and its more than 50,000 undergraduate students are free to relate – electronically – with their tutors in either language, though a large majority do so in Catalan.

In the Balearic Islands there is one public university (Universitat

de les Illes Balears) and in the Valencian Country there are five universities, all of them public: Universitat Jaume I (Castelló), Universitat de València and Universitat Politècnica de València, Universitat d'Alacant and Universitat Miguel Hernández (Elx). Degrees in Catalan Language and Literature (Filologia Catalana) are offered at nine public universities (six in Catalonia, plus the Universitat de les Illes Balears and two in the Valencian Country – Universitat de València and Universitat d'Alacant). Pompeu Fabra and Jaume I universities include Catalan in their degree in Interpretation and Translation.

The Institut Ramon Llull (Ramon Llull Institute; hereafter: IRL), responsible for promoting the Catalan language and culture abroad and depending on the governments of Catalonia and the Balearic Islands, promotes and coordinates the teaching of Catalan in universities and other centres of advanced studies around the world. It also facilitates the research regarding the Catalan language and culture, with a programme of grants for the creation and maintenance of chairs and study centres.

In 2008, the IRL and the Government of Andorra created the Fundació Ramon Llull (Ramon Llull Foundation, hereafter: FRL) in order to allow governments inside and outside Spain to cooperate in the field of international promotion of Catalan. Nowadays, the FRL consists of IRL (i.e. Catalonia plus the Balearic Islands), the Government of Andorra, the General Council of the Pyrénées Orientales (i. e. Northern Catalonia in France), the city council of l'Alghero (Italy) and the Network of Valencian Cities. Nowadays (2011), the university network of Catalan studies abroad includes 160 universities in 28 countries around the world, with more than 7.000 students.



legislation

The basic law regulating universities in Spain is the Ley Orgánica 6/2001, de Universidades (Organic Law on Universities, hereafter: LOU), modified in 2007 to adapt Spanish university studies to the prescriptions of the European Higher Education Area (EHEA).

Universities are self-governing bodies. Professors and lecturers in public universities throughout Spain generally win their position thanks to a public examination (*oposicions*). Autonomous

governments are responsible for founding and funding public universities, in the framework of an overarching Spanish law.

language use

Catalonia

Until the approval of the new Statute of Autonomy of Catalonia, which establishes (Article 35.1) that “Catalan shall be used as the teaching and learning language for university and non-university education” and (Article 35.5) that “the teaching staff and pupils of universities have the right to express themselves, orally and in writing, in the official language of their choice”, the use of Catalan in university education was guaranteed by the Catalan laws of LNL (1983) and LPL (1998): in order to mutually respect the right of staff and students to use either Catalan or Spanish all staff members were expected to have at least passive proficiency in Catalan. General information was issued in Catalan, though Spanish versions were usually available as well.

The Llei 1/2003 d'universitats de Catalunya (Law on Universities in Catalonia; hereafter: LUC) established (Article 6) that Catalan is the language of Catalan universities and therefore the language of normal use for the undertaking of its activities. The law also regulates the incorporation of the Catalan language in all those areas of knowledge and the contribution to the process of normalisation of the scientific, cultural and social use of Catalan as one of the objectives of the Catalan university system.

Since 2010, a decree of the *Generalitat* (the Autonomous Government), Decree 128/2010, establishes the requirement of the knowledge of Catalan to apply for teaching in a public university. A Degree in Catalan Philology – or in Catalan Language and Literature – has been available in Catalan universities since 1972. Nowadays it is offered by six of them (Universitat de Barcelona, Universitat Autònoma de Barcelona, Universitat Rovira i Virgili, Universitat de Lleida, Universitat de Girona, and Universitat Oberta de Catalunya).

Apart from this, nearly all Catalan universities have a Servei Lingüístic (Language Service) entrusted with promoting the use of Catalan. These offices offer the teaching of Catalan to the university community, promote its use in teaching, and

undertake activities to foster the use of the language of the country among students.

There is a Comissió Interuniversitària de Formació en Llengua Catalana (Interuniversity Catalan Language Teaching Board; hereafter: CIFOLC) whose aim is to coordinate Catalan language teaching projects in the Catalan university system and to aid cooperation between university language services in aspects relating to Catalan teaching and learning at the universities.

CIFOLC awards certificates in Catalan through its twelve Catalan university language services and accredits five levels of Catalan language skills: Basic (A2), Elementary (B1), Intermediate (B2), Advanced (C1), Advanced for Teaching and Research Staff (C1), and Proficiency (C2) in line with the university-adapted Common European Framework of Reference for Languages (CEFR).

Language services also produce statistics on the use of Catalan, Spanish, and other languages in a wide range of aspects of university life. The most valuable data for this dossier, of course, relate to the use of language as a medium of instruction.

The proportion of use of Catalan as a language of teaching in public universities can be calculated to be between 60% and 70% of the classes, although within each university the proportion varies depending on the degrees.

For instance, in the Universitat de Barcelona, the latest published information on language use refers to the 2008/2009 academic year. Overall, 64.3% of the first degree classes were taught through the medium of Catalan. The situation was more or less the same as in 2004/2005, when 66.4% of the classes were in Catalan. However, this percentage (2004/2005) was much higher in the Departments of Educational Science (80.2%) and Experimental Science and Mathematics (79.7%), whereas it was much lower in Legal, Economic and Social Sciences (46.6%).

The Universitat Autònoma de Barcelona shows similar data regarding the use of Catalan (an average of 65.6% during 2008/09), as do the Universitat Rovira i Virgili (69.8 %) and the Universitat de Lleida (67.3 %).

In the academic year 2009/2010, 61.2% of the teaching of the Universitat Politècnica de Catalunya was in Catalan; 22.4% in Spanish, and 13.7% in English. 2.6% was both in Catalan and Spanish (Office of Planning, Evaluation and Quality UPC).

The Universitat Pompeu Fabra, in Barcelona, shows similar data in 2009/2010: 61.60% in Catalan; 31.70% in Spanish, and 6.70% in English (Sociolinguistic data: UPF).

There are hundreds of university manuals in Catalan, and it is the language used in more than 50% of study support materials.

The use of Catalan gradually declines in postgraduate and doctoral courses, and especially in the doctoral theses and research, where the use of English is rapidly increasing. In the Universitat de Barcelona, for instance, the evolution between 1989/1990 and 2007/2008 shows that the number of theses presented in Catalan remains between 30% and 40%, while those presented in English rise from 0 to more than 10%. The 2009/2010 figures are even higher: theses in Catalan, 17.8%; in Spanish, 37%; in English, 22%; in two languages, 22% (50% of them in Catalan and English). The remaining universities show similar trends.

A growing number of students from abroad, and from the rest of Spain, attend Catalan universities for at least a part of their degree course. In addition to online resources to learn Catalan, every university offers free or subsidised language classes, often before the start of the academic year, to enable students to understand the language spoken in their classes, at the university and, essentially, in cities and towns. Students are not required to speak Catalan, but they are expected to be able to understand it. This is not usually a problem for those with a good command of other Romance languages, even though their stay is short, as is often the case with Erasmus students.

Created in 1999 by the Linguistic Services of the Catalan universities and the Directorate of Linguistic Policy of the Catalan Government, the Intercat website offers a collection of electronic resources for learning about the Catalan language and culture, specially designed for students on mobility programmes who are visiting Catalan universities.

Most universities do not provide two sets of classes – one

in Catalan and the other one in Spanish – for students from elsewhere. Instead, Catalan students study alongside those from outside Catalonia, which can be considered an enriching experience for all concerned.

Many postgraduate courses are increasingly taught in English. This internationalisation puts pressure on Catalan in a similar way to the pressure on other languages that occurs in many European countries where medium-sized languages are spoken.

Balearic Islands

The Universitat de les Illes Balears (University of Balearic Islands; hereafter: UIB) has organisational autonomy for the use of Catalan in all areas of its authority, according to that established by Article 5 of Decree 170/2003, which approved the statutes of the UIB: “The Catalan language used by the University of the Balearic Islands, has, together with Spanish, the character of an official language and all members of the university have the right to use it. The university will normalise the use of Catalan in the area of its responsibilities”.

Regarding the use of Catalan, data of the 2007/2008 academic year show that approximately 52% of professors use Catalan as their language of instruction, 44% use Spanish, and 2.38% use a foreign language. It should be noted that these data indicate major trends.

In 2002/2003 the number of doctoral theses in Catalan reached their maximum (16 out of 40), but the number fell significantly in the following years. In 2007/2008, there were 12 theses in Catalan (28%) (Anuari de l'Educació de les Illes Balears 2009). The university offers a Degree on Catalan Philology. Besides this, there is a language service (Servei Lingüístic) that promotes the use of Catalan in teaching and undertakes activities in order to foster the use of this language among students. The service also covers any need on language in university life, and it offers Catalan courses in the five levels mentioned above.

Valencian Country

The statutes of the Universitat de València and the Universitat Jaume I establish the official status of Valencian and Spanish and, the universities being public Valencian institutions, they declare Valencian as their own language. On the contrary, those of the Universitat Politècnica de València and the Universitat d'Alacant simply indicate that Valencian and Spanish are official languages, without stressing Valencian as their own language. The statutes of the Universitat Miguel Hernández make no reference to which languages are considered official. However, they recognize the right of students "to perform exams and tests in any of the official languages of the Autonomous Community".

All public universities (except the Universitat Miguel Hernández) offer the possibility to study all or, at least, some subjects in Valencian. At the time of enrolling, students are asked to select the language in which they wish to study.

In 2007/2008, Valencian students answered in very different ways. Students at universities in Castelló de la Plana and València expressed a much greater preference for studying in Valencian than those at universities in Alacant and Elx.

So, while at the Universitat Jaume I almost 30% of students chose Valencian as their language of preference when registering, at the Universitat de València they were 24.8% and at the Universitat d'Alacant the demand was only 7.4%. At the Universitat Miguel Hernández only 0.07% of the students chose this option.

Data regarding doctoral theses are only available for the Universitat Jaume I. In the period between 1992 and 2008, 5.45% of the theses were defended in Valencian, 83.43% in Spanish, and 11% in English.

The Universitat d'Alacant and the Universitat de Valencia offer a Degree in Catalan Philology.

Except for Universitat Miguel Hernández, all Valencian public universities have their own language services (Servei de Política Lingüística or Servei de Llengües) that promote the use of Valencian in universities, offer Catalan courses, and issue language skills certificates. Universitat Miguel Hernández only organizes Catalan courses within its university extension activities and Summer schools.

teacher training primary training

In general, all the universities in the Catalan-speaking area of Spain offer the possibility to study Educational Sciences, the minimum degree to become a teacher of primary education. In the universities of Catalonia and the Balearic Islands, it is understood that all graduates are qualified for teaching in Catalan. In those of the Valencian Country, students must choose the language in which they want to specialise: Catalan or Spanish.

secondary training

In order to teach in secondary education, teachers must be graduates, engineers or architects, or they must have an equivalent qualification. In addition, they must have completed the post-graduate training in Pedagogy and Didactics stipulated by the Spanish government for each subject (LOE law). Most of the universities of the Catalan-speaking territories offer it.

in-service training

In the last thirty years, the governments of Catalonia, the Balearic Islands, and the Valencian Country have developed ambitious plans for training teachers, both in terms of linguistic competence and pedagogical training in their respective specialities.

The most important part of retraining courses for teachers (including courses to learn Catalan or to improve the knowledge of this language) is organised by the ministries of Education and by the Instituts de Ciències de l'Educació (Scientific Education Institutes; hereafter: ICE's). In Catalonia, all the courses are in Catalan, regardless of the subject.

Secondary training in Catalan is also provided by professional colleges and by the different associations (e.g. the Rosa Sensat Association, one of the most important didactic movements for educational renewal, in Catalonia or Escola Valenciana - Federació d'Associacions per la Llengua, in the Valencian Country) that organise courses for teachers, especially summer courses. Their courses are usually recognised by the authorities.

In Catalonia and in the Balearic Islands, teachers must prove a knowledge of Catalan equivalent to level C1 of CEFR in order

to be allowed to teach at all non-university levels. Because of that, in both territories teachers who still do not have an official certificate of Catalan cannot ask to change school (*desplaçament*) or to be promoted in their position at school.

In the Franja, regarding the knowledge of Catalan, the law on the use, protection and promotion of Aragon's own languages (passed in 2009) also states the obligation of the authorities to ensure "the training of teachers required to teach native languages [of Aragon]". However, the law does not impose any obligation on teachers, who "will be progressively trained in the knowledge of the languages in a voluntary and gradual way" (Law 10/2009, Article 26) and the measures foreseen in the law have not been implemented yet.

statistics

There are no statistics available for the latest years because, as indicated before, in Catalonia and the Balearic Islands all new teachers are entitled to teach Catalan and in Catalan. In the Valencian Country the situation is the same depending on the chosen speciality.

In Catalonia, however, the number of people seeking the language proficiency qualification exams which allowed them to teach through Catalan sharply increased in the early 1990s, when the Spanish Constitutional Court dismissed the Spanish government's claim that a Catalan Parliament Act requiring proficiency in Catalan to be a part-requirement for those wishing to enter the Catalan civil service, was unconstitutional. The number rose from 10,000 in 1991 to nearly 50,000 in 1997 (Consortium for Linguistic Normalisation of the Government of Catalonia, 1998).

7 Adult education

structure and language courses

The aim of adult education is to offer people over eighteen the possibility to acquire, update, complete or add to their knowledge and skills for professional and personal development. (Title I Chapter IX, Article 66 of the LOE (cf ch.1 p. 21)). Adult education trains for qualifications which are not offered at a university or teacher training college.

Adult continuing education and training is structured into two main branches: adult education programmes planned by education administrations, which cover formal adult education as well as some aspects of non-formal training, and adult education provided by employment administrations as well as with local government and various social agents.

Each Autonomous Community, within the scope of its competences, is entitled to organise and manage its provision under its own legislative framework.

Catalonia

In Catalonia, language courses are mostly offered by the Consorci per a la Normalització Lingüística (Consortium for Linguistic Normalization; hereafter: CNL), a public consortium set up in 1988 by the *Generalitat* and most of the largest local authorities in Catalonia, with the main aim of offering Catalan language courses for both Catalan-speaking and non-Catalan-speaking adults.

The General Directorate of Language Policy organises exams to certify the general knowledge of Catalan language (*certificats de coneixements generals de català*). There are five Certificates of general linguistic attainment, which are in line with the Common European Framework of Reference (CEFR): A2, B1, B2, C1 and C2.

The Institut Ramon Llull also offers the *Certificats de coneixement de llengua catalana* (Certificates of knowledge of the Catalan language) outside the Catalan-speaking area. They also follow the CEFR and progress on a scale of five levels of knowledge as established by the Association of Language Testers in Europe (ALTE). This scale is used in most European

languages. The certificates prove the level of knowledge of the Catalan language in both academic and occupational purposes (public administration, enterprises, institutions), and for all purposes they have the same force and effect as those issued by the Government of Catalonia and the Government of the Balearic Islands.

Exams are held every year in dozens of centres round the world.

Balearic Islands

In the Balearic Islands the main institution responsible for organising Catalan language courses is the Consorci per al Foment de la Llengua Catalana (Consortium for the Promotion of the Catalan Language; hereafter: COFUC), created in 1997 by the Ministry of Education, Culture and Sports of the Autonomous Government and the University of the Balearic Islands.

It organises courses for adults on its own or in collaboration with other institutions and private entities: local councils, island councils and schools among others.

As in Catalonia, the General Directorate of Language Policy organises exams to certify the general knowledge of Catalan language. These tests are homologated with the Common European Framework of Reference (CEFR): A2, B1, B2, C1 and C2.

The courses are organised in different ways: Catalan classroom setting courses for adults for all levels (A1, A2, B1, B2, C1, C2); and Catalan language blended courses and distance-learning courses only for intermediate and advanced levels (B2, C1 and C2).

There are also Catalan language courses for foreigners (Levels 1 and 2) and for parents which are held in the same schools where their children study in order to facilitate their access to the Catalan language.

Valencian Country

Unlike Catalonia and the Balearic Islands, in Valencia a specific body responsible for language courses does not exist. According to the regulations of the Valencian Ministry of Education, these

courses are conducted in public schools of Adult Education and under the Adult Training Programmes of the municipalities.

From 2007 onwards, legal regulations require public schools of adult education, depending on the Ministry of Education, to include courses to promote knowledge of Valencian in their educational offer, among them those focused to enable students to obtain the Certificates of Valencian issued by the Junta Qualificadora de Coneixements de València (Qualifying Committee on Knowledge of the Valencian Language; hereafter: JQCV).

The Franja

The cultural institutions of the Franja (Institut d'Estudis del Baix Cinca - IEBC, Associació Cultural del Matarranya - ASCUMA and Casal Jaume I of Fraga) have organised Catalan language courses for adults. Since the 2005/2006 academic year, people attending these courses could obtain the correspondent Certificate of general linguistic attainment in the exams held in Fraga (the main municipality of the area) by the General Directorate of Language Policy of the Generalitat of Catalonia.

These courses have benefited, in most cases, from financial support from the Ministry of Education and Culture of the Government of Aragon.

For the 2011/2012 academic year, these associations will not organise any course because they do not have financial support from the autonomous government, although the aforementioned Law on the use, protection and promotion of the Aragon's own languages states (Article 25) that "the Government of Aragon shall foster courses for adults or long life learning of the own languages of Aragon, mainly in the areas of their predominant historical use".

El Carxe

The only experience of teaching Catalan (Valencian) in this area of Murcia has been made by the Valencian Academy of Language, which has organized courses to learn Valencian in the municipality of Yecla, between 2005 and 2008, at the request of the town council.

language use**Catalonia**

Catalan as a teaching language has entered in centres of adult education more slowly than in other stages. In 1999, 14% of schools still used Spanish as a language of instruction, while 54% used both languages, Catalan and Spanish, and only 32% used Catalan.

In 2002, a decree on the curricular organisation of basic adult education (Decree 213/2002), established, in Article 5, that Catalan was the vehicular language and language of learning for the instrumental teaching cycle and the secondary cycle of adult education, and as such fulfilled the undertaking of the provisions in LPL (1998) in this area. In 2009, a new decree (Decree 161/2009) on the curricular organisation of compulsory secondary education for adults, did the same. Thus, Catalan is the vehicular and learning language of adult education centres and classes which depend on the Ministry of Education of Catalonia.

Teachers of adults are required to have the same knowledge of Catalan as the other teachers (C1 of CEFR).

Balearic Islands

Adult education in the Balearic Islands is regulated by the Law 4/2006 on education and continuing training for adults in the Balearic Islands. One of its aims is to promote the Catalan language and the culture of the Balearic Islands. In spite of that, there are no specific references related to the use of the teaching language or to the learning of Catalan as a subject.

Article 6 of the Law also establishes that “those initiatives which promote the preservation and the development of the Catalan language and the culture of the Balearic Islands will be considered as priority actions in this area”, and that “the public administration bodies of the Balearic Islands will ensure that those bodies and centres dedicated to educational activities for adults undertake initiatives and educational courses related to the Catalan language”.

Many centres use Catalan as their language of relationship and teaching, as can be seen from their websites.

Valencian Country

Law 1/1995 of the Valencian Government, on adult education, establishes, as one of its objectives, to “promote the knowledge and use of Valencian as a language of communication, knowledge and recreation, as well as historical and cultural traits that characterise us”. (Article 2) The Law also includes programmes aimed at “promoting the knowledge of the Valencian reality in all its aspects and, specifically, in everything related to language and culture” (Article 5).

The Decree 220/1999 implements that law and includes Valencian as a subject (Article 6) in basic education, following the requirements of the LUEV (1983). There is no reference, however, to which should be the language of instruction.

statistics

Catalonia

In 2003, in adult training centres where general education was offered, the use of Catalan language showed the following pattern: everything in Catalan, 77.4%; Catalan and Spanish, 15.8%; everything in Spanish, 6.8% (Linguistic Policy Report of the Catalan Government, 2003).

From then onwards, no more statistics have been released, since it is considered that Catalan is the usual language of teaching.

As regards Catalan learning, from the 2000/2001 school year onwards there has been a spectacular growth of Catalan languages courses, due to the enrolment of students born abroad, especially in initial and basic courses of the Consortium for Linguistic Normalisation (in 2009/2010, these students made up 87% of the total figure). In short: the total amount of registrations in Catalan courses organised by the Consortium in the last twenty years goes beyond the million students.

In the academic year 2009/2010 the CNL issued some 23,000 certificates, according to the Common European Framework of Reference (7,265 certificates A2 level; 2,639, B1; 5,752, B2; 5,938, C1 and 1,225, C2).

Balearic Islands

There are no data available on the use of Catalan in schools of adult education. Regarding to language learning courses, in the academic year 2009/2010 more than 3,700 students were enrolled (Statistical Office).

Valencian Country

There are no data available on the use of Catalan in schools of adult education. Regarding language learning courses, in the academic year 2009/2010, 510 students were enrolled in Valencian courses for immigrants (Statistical Office).

The Franja

The Institut d'Estudis del Baix Cinca has organised courses since 1983. Between the 2005-2010 school years there have been 357 students.

ASCUMA has organised courses since 1998 and Casal Jaume I of Fraga since 2003. Since 2005, ASCUMA also organises courses in one municipality outside the linguistic domain.

Almost 500 students have been enrolled in the courses organised by ASCUMA and Casal Jaume I of Fraga in the last 10 years.

8 Educational research

While it is true that educational research has developed in the three main Catalan-speaking territories, Catalonia is the place where most studies have been executed. For this reason, we focus on the work done in this territory of the Catalan linguistic community, which, moreover, has affected the whole Catalan linguistic domain.

Thanks to political changes in Spain during the 1970s, the first experimental programmes of bilingual education were allowed. These were designed and monitored by a team led by Professor Miquel Siguan at the University of Barcelona Institute of Educational Science, where most of the research since then has been centred. The research had mainly focused, as might be expected, on measuring the levels of academic attainment of Spanish-speaking pupils taking part in immersion programmes. The concerns had been threefold: (a) attainment in Catalan (b) attainment in Spanish, and (c) general intellectual development and academic achievement.

As regards Catalan attainment, levels were very good and approached native competency, usually well before the compulsory school-leaving age. This was of course one of the main aims of the immersion programmes, so the outcome was no surprise. Spanish attainment did not seem to suffer, and indeed remained higher than Catalan attainment among most of these pupils.

Perhaps the crux of the matter was whether education taught through a second language was as effective as education through the child's first language. The researchers had published inconclusive results. Some research projects found no significant differences. Cases where pupils seemed to fall slightly behind in attainment in academic subjects were probably due to the greater time devoted in the curriculum to learning two languages, at the expense of time for other subjects. There was some evidence that greater cognitive development could be observed among the intellectually weaker pupils attending immersion programmes. Nevertheless, there were considerable

differences between schools, which may be in part due to family and social environmental factors, but also to the enthusiasm of the teaching staff.

It remains to be seen whether in the future these Spanish-speaking pupils, mostly of second- (but increasingly of third-) generation immigrant origin, will incorporate Catalan into their active linguistic repertoire as young adults. There is some evidence that it is hard to find adults who, having achieved fluency in Catalan, never use it orally. In any case, it seems clear that the social and professional contexts in which these citizens will interact is going to determine if they normally use Catalan or not. As far as Catalan-speaking pupils are concerned, research in the mid-1980s showed that their level of Spanish attainment was independent of the language model applied in school, whereas Catalan attainment plummeted down in schools where Catalan was not the main medium of instruction. These results were replicated in the mid-1990s.

In recent years, the public bodies that are responsible for evaluating the education system, both autonomous communities' bodies (the Higher Council for Evaluation of the Education System of the Ministry of Education of the *Generalitat* of Catalonia, the Institute for Evaluation and Quality of the Education System of the Balearic Islands, and the Valencian Institute of Educational Quality and Evaluation) and State and international bodies, have carried out a large number of studies on educational systems; studies that are either specific to one of the Catalan-speaking territories or that cover the whole Catalan-speaking domain. Language skills of students (in Catalan, in Spanish, and in the foreign language) have been analysed.

Accordingly, and as an example, in the case of Catalonia, the Higher Council for Evaluation of the Education System has recently released the document *Prova d'avaluació de sisè curs d'educació primària 2010*. The document includes a synthesis of the results of the external test taken in 2010 by all students who finished primary education in order to check their level of achievement of basic language and mathematics skills at the end of this stage. It is important to point out that the analysis

shows that the mean scores obtained by students in Catalonia are quite similar in Catalan and in Spanish, statistically speaking (73.7% in Catalan and 71.2% in Spanish).

Data also show that, in order to maintain the level of knowledge of Catalan, it is necessary that Catalan continues to be the vehicular language of the education system of Catalonia. It should also be recalled that these are data for the 6th grade of primary school, i.e. four years before the end of compulsory education, a period that will eventually level the knowledge of both languages.

In relation to studies at the Spanish level, it is necessary to mention the publication, by the Spanish Ministry of Education, of the report *Evaluación general de diagnóstico 2010. Educación Secundaria Obligatoria. Segundo curso. Informe de resultados* (General Evaluation of Diagnosis 2010) which confirms that the proficiency of 2nd ESO students in Catalonia (14 years old) in Spanish language largely corresponds to the Spanish average. Results in Catalonia are even better than those obtained in some officially monolingual regions or in the Balearic Islands and the Valencian Country, where Spanish has a greater presence as a vehicular language in non-university education.

Finally, research has begun to focus on the integration of young migrant children and also on the success of trilingual immersion programmes. In line with this, the studies by the Universitat de Girona on students who have attended the so-called *aules d'acollida* (reception classrooms) in Catalonia in the last eight years must be mentioned. Researchers have analysed the children's integration into the Catalan education system and their learning process of the Catalan language.

In the case of trilingual education, the contributions made by the Unit for Multilingual Education of the Universitat d'Alacant must be mentioned.

9 Prospects

As seen in the previous section, in the case of Catalonia (the territory where there has been a clearer and more continuous language education policy for almost 30 years) it is clear that in many areas the presence of the Catalan language has increased. It can be said that, thanks to the linguistic policy of Catalonia, all the new generations of Catalans are able to use both Catalan and Spanish, orally and in writing, when they finish compulsory education. This is confirmed by all neutral studies done in Catalonia and in Spain at large.

The same studies also show that a levelled knowledge of both official languages has only been possible because Catalan is the language normally used in the education system and the school has been a compensatory element in the linguistic use in Catalan society. This has not happened (at least, not so clearly) in the other Catalan-speaking territories in Spain. In addition, the data confirm that it is necessary to carry on in the same vein if Catalonia is to ensure that all its population has a good command of both official languages at the end of the education system (something that, it must be said again, is not the case in the Valencian Country, where the knowledge of both Valencian and Spanish is only ensured by the educational lines in Valencian).

Again in the case of Catalonia (and in order to place these previous statements in the actual impact of these linguistic policies on the social use of language), the data contained in the dossier *Coneixements i usos del català a Catalunya el 2010: dades del Baròmetre de la Comunicació i la Cultura* (Knowledge and use of Catalan in Catalonia in 2010) must be mentioned. The study was elaborated by the *Xarxa CRUSCAT* (Institute for Catalan Studies) and the *Fundació Audiències de la Comunicació i la Cultura (FUNDACC)* from the data of the Barometer of Communication and Culture, and shows that the number of initial/first language Catalan speakers not only has not increased, but has decreased in recent years, largely due to the arrival of foreign people.

According to these data, only 29.8% of 14 to 19 year old inhabitants of Catalonia have Catalan as their initial/first language, 54.2% have Spanish, and 15.5% have another language. This means that, when this segment of the population joined the education system, a little more than 70% of the school population did not have Catalan as home language. It must be said that no specific data on the initial language of the population under 14 years are available, but it is clear that the arrival of foreign population points to an even more pronounced decline of initial speakers of Catalan.

Other data by the Spanish Ministry of Education corroborate the FUNDACC data. According to the Ministry, Catalonia is one of the autonomous communities with the highest share of foreign students throughout Spain. Therefore, the school becomes the only place that, given the sociolinguistic situation of the country, guarantees all citizens the right to know both official languages. This, in turn, guarantees equal opportunities for all. Thus, despite these data, Catalan students have a similar knowledge of Catalan and Spanish when they finish compulsory education system, thanks to the implementation of immersion programmes in Catalan (which always take into account the students' home language) and to the fact that Catalan is the language normally used as the language of instruction.¹⁴ In the Balearic Islands, although it is true that the Catalanization process of the education system is not as deep as in Catalonia, it is also true that the school is one of the few areas where the right of new generations to know both official languages (Catalan and Spanish) has been guaranteed, at least for those pupils that have been schooled in the bilingual line, with more subjects in Catalan than in Spanish. However, it must be recalled that the new Balearic government that has been formed after the 2011 elections has enunciated a certain change of course of the islands' education system in favour of a greater presence of Spanish and foreign languages.

In the Valencian Country, the existence of roughly two lines of education (one in Catalan and the other one in Spanish) has proved that students who follow the teaching in the minoritised

language – in this case Catalan – achieve better results in both official languages, while those who mainly learn only through Spanish usually have a very low proficiency in the own language of the country, Valencian. As in the Balearic Islands, it seems that the government of the Valencian Country wants to introduce a generalized new system of trilingual teaching (Valencian, Spanish, and English). This change would cause Catalan to lose one of the few areas (if only in some 30% of schools) where it is the main language.

In the Franja, schools have been the only area where Catalan has developed during the last decades, even long before the Law on languages of Aragon (Ley 10/2009) were approved. Ultimately, it has been the only context in which Catalan has become a “normal” language, free from the prejudices that many speakers had (and still have) against their own variety of Catalan (which usually receives the name of their town or, at most, of their county), a language perceived there to be only suitable for informal uses. The statements of the new government of Aragon after the 2011 elections do not give much hope for improvement of the situation of the language in schools (and in the society of the Franja in general). On the contrary, it seems that the current position of the language in the education system will be difficult to preserve.

10 Summary statistics

Catalonia

School level		Catalan	Bilingual	Spanish
Primary (1999/2000)		96%	no data	no data
(1996-1997) Secondary education	ESO (compulsory secondary education)	81%	18%	1%
	Baccalaureate	53%	45%	2%
	Vocational education	40%	59%	1%
Adult education (2003)		77.4%	15.8%	6.8%

Table 4: Percentage of students according to the language of instruction, in Catalonia. (Sources: Statistical Office; Ministry of Education of the Generalitat; Linguistic Policy Report of the Catalan Government, 2003).

There are no available data from the Ministry of Education for the school years after 1996/1997 due to the fact that Catalan is the language used normally as a language of instruction in Catalonia.

Balearic Islands (School year 2008/2009)

School level		Catalan	Bilingual	Spanish
pre-school education		65%	35%	0%
primary education		50.2%	49.8%	0%
Secondary education	ESO(compulsory secondary education)	39%	61%	0%
	Baccalaureate	no data	no data	no data
	Vocational training (2001/02)	40%	54.4%	5.2%
Adult education		no data	no data	no data

Table 5: Percentage of students according to language of instruction on the Balearic Islands (2008/2009) (Source: Statistical Office).

Valencian Country (School year 2008/2009)

School level		Valencian (PEV/PIL)	Bilingual (PIP)	Spanish
pre-school education		36%	48%	16%
primary education		33.3%	53%	13.7%
Secondary education	ESO (compulsory secondary education)	27.3%	58.6%	14%
	Baccalaureate	18%	60.4%	21%
	Vocational training	4.2%	60.3%	35.2%
Adult education		no data	no data	no data

Table 6: Percentage of students according to language of instruction in the Valencian Country (2008/2009) (Source: Statistical Office).

The Franja (School year 2009/2010)

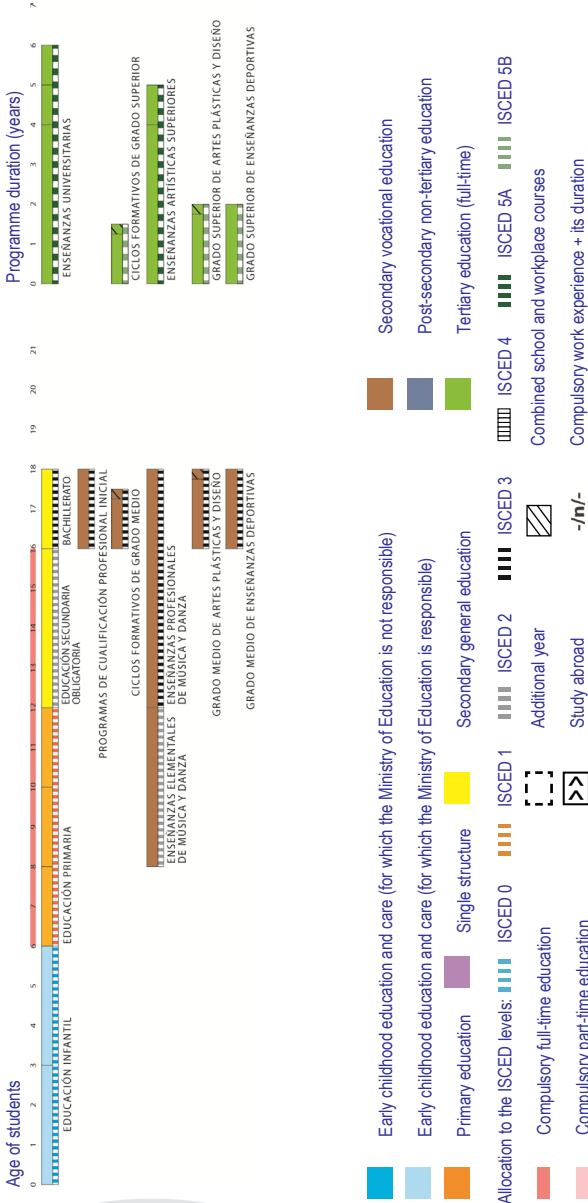
School level		total number of pupils	pupils learning Catalan	%
pre-school education		951	855	89.9%
primary education		2241	1951	87.09%
Secondary education	ESO (compulsory secondary education)	1247	878	70.04%
	Baccalaureate	254	153	60.23%
Total		4693	3837	81.76%

Table 7: Students learning Catalan as a subject in the Franja (2009/2010) (Source: Government of Aragon).

Endnotes

- 1 Source: Statistical Institute of Catalonia (IDESCAT) 2010.
- 2 Source: Statistical Institute of Valencia (IVE) 2010.
- 3 Source: Statistical Institute of the Balearic Islands (IBES-TAT) 2010.
- 4 Source: National Statistics Institute (INE).
- 5 Source: IDESCAT (Survey on Language Uses, 2008).
- 6 Source: IBESTAT (Sociolinguistic Survey, 2010).
- 7 Source: Service of Research and Studies in Sociolinguistics (SIES). Sociolinguistic survey, 2010.
- 8 The Valencian-speaking and Spanish-speaking zones were officially defined by the Valencian Parliament (Corts Valencianes) in Articles 35 and 36 of Law 4/1983, on the use and teaching of Valencian.
- 9 Source: Service of Research and Studies in Sociolinguistics (SIES). Sociolinguistic survey, 2010.
- 10 Declarations contained in the instrument of ratification deposited on 9 April 2001 - Or. Spa <http://conventions.coe.int/treaty/Commun/ListeDeclarations.asp?NT=148&CM=1&DF=&CL=ENG&VL=1>
- 11 "De l'entrebanc a la involució. Informe sobre l'ensenyament en valencià. STEPV 2011" ("From obstacles to involution. Report on the education in Valencian. STEPV 2011") <http://www.intersindical.org/stepv/polival/informevalencia2011.pdf>
- 12 Source: SEDEC. In these numbers technical and vocational secondary education are included, too.
- 13 Sixty credits are equivalent to one year of study.
- 14 It must be recalled that in primary education, according to the language project of the educational centre and under the conditions set out in section 4.4 of Decree 142/2007, schools may teach the content of non-linguistic subjects in Spanish. Alternatively, Spanish may be used for activities during the time slots of free disposal.

Structure of the education system in Spain 2012/2013



Source: Eurydice

References and further reading

regulations

main official texts regulating teaching in Catalan

Catalonia

Real Decreto 2092/1978 de 23 de junio, por el que se regula la incorporación de la Lengua catalana al sistema de enseñanza en Cataluña [Royal Decree 2092/1978 of 23 June, on the incorporation of the Catalan language in the education system in Catalonia] (1978). BOE n. 210.

Ley Orgánica 4/1979, de 18 de diciembre, de Estatuto de Autonomía de Cataluña [Organic Law 4/1979, of 18 December Statute of Autonomy of Catalonia] (1979). BOE n. 306.

Real Decreto 2809/1980, de 3 de octubre, sobre traspaso de servicios del Estado a la Generalidad de Cataluña en materia de enseñanza. [Royal Decree 2809/1980 of 3 October on transferring services from the State to the Generalitat of Catalonia as regards education] (1980). BOE n. 314.

Llei 7/1983, de 18 d'abril, de normalització lingüística a Catalunya [Law 7/1983, of 18 April, on Linguistic Normalization in Catalonia] (1983). DOGC n. 322.

Decret 362/1983, de 30 d'agost, sobre aplicació de la Llei 7/1983, de 18 d'abril, de normalització lingüística a Catalunya, a l'àmbit de l'ensenyament no universitari [Decree 362/1983, of 30 August, on the application of Law 7/1983 of 18 April, on the Linguistic Normalization in Catalonia, in the field of non-university education] (1983). DOGC n. 359.

Llei 3/1991, de 18 de març, de Formació d'Adults [Law 3/1991, of 18 March, on Adult education] (1991). DOGC n. 1424.

Decret 244/1991, de 28 d'octubre, sobre el coneixement de les dues llengües oficials per a la provisió de llocs de treball docents dels centres públics d'ensenyament no universitari de Catalunya, dependents del Departament d'Ensenyament [Decree 244/1991, of 30 October, establishing the requirement of knowledge of both official languages to teach in public centres of Catalonia] (1991). DOGC n. 1524.

Decret 75/1992, de 9 de març, pel qual s'estableix l'ordenació general dels ensenyaments de l'educació infantil, l'educació primària i l'educació secundària obligatòria a Catalunya [Decree 75/1992, of 9 March, on the general organisation of Pre-school, Primary and Compulsory Secondary Education in Catalonia] (1992). DOGC n. 1578.

Llei 1/1998, de 7 de gener, de política lingüística [Law 1/1998 on Linguistic Policy] (1998). DOGC n. 2553.

Decret 152/2001, de 29 de maig, sobre avaluació i certificació de coneixements de català [Decree 152/2001, of 29 May, on the evaluation and certification of proficiency in Catalan] (2001). DOGC n. 3406.

Decret 213/2002, d'1 d'agost, d'ordenació curricular de la formació bàsica de les persones adultes [Decree 213/2002, of 1st August, which establishes the curricular organisation of basic adult education] (2002). DOGC n. 3694.

Llei 1/2003, de 19 de febrer, d'universitats de Catalunya [Law 1/2003, of 19 February, on universities of Catalonia] (2003). DOGC n. 3826.

Decret 282/2006, de 4 de juliol, pel qual es regulen el primer cicle de l'educació infantil i els requisits dels centres [Decree 282/2006, of 4 July, which establishes the organisation of the first cycle of pre-school education and centre requirements] (2006). DOGC n. 4670.

Ley Orgánica 6/2006, de 19 de julio, de reforma del Estatuto de Autonomía de Cataluña [Organic Law 6/2006, of 19 July, reforming the Statute of Autonomy of Catalonia] (2006). BOE n. 172.

Decret 142/2007, de 26 de juny, pel qual s'estableix l'ordenació dels ensenyaments de l'educació primària [Decree 142/2007, of 26 June, which establishes the organisation of teaching in primary education] (2007) DOGC n. 4915.

Decret 143/2007, de 26 de juny, pel qual s'estableix l'ordenació dels ensenyaments de l'educació secundària obligatòria [Decree 143/2007, of 26 June, which establishes the objectives of compulsory secondary education] (2007). DOGC n. 4915.

Decret 181/2008, de 9 de setembre, pel qual s'estableix l'ordenació dels ensenyaments del segon cicle de l'educació infantil [Decree 181/2008, of 9 September, which establishes the organisation of second cycle of pre-school education] (2008). DOGC n. 5216.

Decret 142/2008, de 15 de juliol, pel qual s'estableix l'ordenació dels ensenyaments del batxillerat [Decree 142/2008, of 15 July, which establishes the organisation of teaching of Baccalaureate education] (2008). DOGC n. 5183.

Llei 12/2009, del 10 de juliol, d'educació [Law 12/2009, of July 10, on Education] (2009). DOGC n. 5422.

Decret 161/2009, de 27 d'octubre, d'ordenació dels ensenyaments de l'educació secundària obligatòria per a les persones adultes [Decree 161/2009, of 27 October, which regulates the teaching of compulsory secondary education for adults] (2009). DOGC n. 5496.

Decret 128/2010, de 14 de setembre, sobre l'acreditació del coneixement lingüístic del professorat de les universitats del sistema universitari de Catalunya [Decree 128/2010, of 14 September, establishing the requirement of linguistic knowledge of professors of the universities of the university system of Catalonia] (2010). DOGC n. 5716.

Balearic Islands

Real Decreto 2193/1979, de 7 de septiembre, por el que se regula la incorporación al sistema de enseñanza en las islas Baleares de las modalidades insulares de la lengua catalana y de la cultura a que han dado lugar [Royal Decree 2193/1979, of 7 September, which regulates the incorporation of the Catalan language island modalities to the education system in the Balearic Islands] (1979). BOE n. 225.

Ley Orgánica 2/1983, de 25 de febrero, de Estatuto de Autonomía para las Islas Baleares [Organic Law 2/1983, of 25 February, Statute of Autonomy of the Balearic Islands] (1983). BOE n. 51.

Llei 3/1986, de 29 d'abril, de normalització lingüística [Law 3/1986 of 29 April, on the Linguistic Normalization] (1986). BOCAIB n. 15.

Decret 92/1997, de 4 de juliol, que regula l'ús i l'ensenyament de i en llengua catalana, pròpia de les illes Balears, en els centres docents no universitaris de les illes Balears [Decree 92/1997, of 4 July, which regulates the use and teaching of Catalan language, as part of the Balearic Islands, in the non-university educational centres of the Balearic Islands] (1997). BOCAIB n. 89.

Llei 4/2006 de 30 de març, d'educació i formació permanents de persones adultes de les Illes Balears [Law 4/2006 of 30 March, on education and continual training for adults in the Balearic Islands] (2006). BOIB n. 50.

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Generalitat de Catalunya. Legislació lingüística: www.gencat.cat/llengua/legislacio

Butlletí Oficial de les Illes Balears (BOCAIB / BOIB): www.caib.es/boib/index.do

Diari Oficial de la Comunitat Valenciana (DOCV): www.docv.gva.es/portal

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Addresses

official bodies

Centre de Terminologia (TERMCAT, Centre for Terminology)

Mallorca, 272, 1r
08037 Barcelona
T +34 93 452 61 61
F +34 93 451 64 37
E informacio@termcat.cat
W www.termcat.cat

Centre Internacional Escarré per a les Minories Ètniques i les Nacions (CIEMEN, International Escarré Centre for Ethnic Minorities and Nations)

Rocafort 242, bis
08029 Barcelona
Catalonia
T +34 93 444 38 00
F +34 93 444 38 09
E ciemen@ciemen.cat
W www.ciemen.cat

Fundació Ramon Llull (FRL, Ramon Llull Foundation)

Casa-Museu Areny-Plandolit
Carrer Major
AD300 Ordino, Andorra
T +376 836 908
E info@llull.cat
W www.fundacionramonllull.cat

Institut d'Estudis Catalans (IEC, Institute of Catalan Studies)

Carrer del Carme, 47
08001 Barcelona, Catalonia
T +34 932 701 620
F +34 932 701 180
E informacio@iec.cat
W www.iec.cat

Instituto Nacional de Estadística (INE, National Statistics Institute)

Paseo de la Castellana, 183 (access by Estébanez Calderón, 2)
28071 – Madrid
T +34 91 583 91 00
F +34 91 583 91 58
W www.ine.es/en

Institut Ramon Llull (Ramon Llull Institute)

Carrer Diputació, 279 baixos
08007 Barcelona, Catalonia
T +34 934 678 000
F +34 934 678 006
E info@llull.cat
W www.llull.cat
and

C/ de la Protectora, 10, local 11
07012 Palma, Balearic Islands
T +34 971 729 667
F +34 971 725 753
E info@llull.cat

Ministerio de Educación (MEC, Ministry of Education of Spain)

Calle Alcalá, 34
28014 Madrid
T +34 91 701 80 00
W www.mecd.gob.es/portada-mecd/en

Xarxa d'Universitats Institut Joan Lluís Vives (Universities Network
Institut Joan Lluís Vives)

Edifici Àgora Universitat Jaume I
Campus del Riu Sec
12071 Castelló de la Plana, Valencian Country
T +34 964 728 993
F + 34 964 728 992
E xarxa@vives.org
W www.vives.org

Catalonia

Consorti per a la Normalització Lingüística (Consortium for Linguistic
Normalisation)

C/ de Mallorca, 272, 8è
08037 Barcelona
T +34 932 723 100
F +34 934 872 167
W www.cpln.cat

Departament d'Ensenyament de la Generalitat de Catalunya (Re-
gional Ministry of Education)

Via Augusta, 202-226
08021 Barcelona
T +34 934 006 900
F +34 932 415 342
E sial.@xtec.cat (Service of Immersion and Linguistic Welcoming of the
Catalan Ministry of Education)
W www.gencat.cat/ensenyament

**Direcció General de Política Lingüística de la Generalitat de Cat-
alunya** (DGPL, General Directorate for Language Policy of the Gener-
alitat of Catalonia)

Carrer del Portal de Santa Madrona, 6-8
08001 Barcelona
T +34 935 671 000
F +935 671 001
W www.gencat.cat/llengua

Institut d'Estadística de Catalunya (IDESCAT, Statistical Institute of Catalonia)

Via Laietana, 58
08003 Barcelona
T +34 93 557 30 00
F +34 93 557 30 01
W www.idescat.cat/en

Secretaria d'Universitats i Recerca (Secretariat for Universities and Research)

Via Laietana, 2
08003 Barcelona
T +34 935 526 700
F + 34 935 526 7 01
E secretaria.sur@gencat.cat
W www.gencat.cat/economia/ur/sur/index.html

Balearic Islands

Conselleria d'Educació, Cultura i Universitats (Regional Ministry of Education, Culture and Universities)

C/ d'Alfons el Magnànim, 29
07004 Palma
T +34 971 176 500
F +34 971 177 531
E weib@educacio.caib.es
W educaciocultura.caib.es / weib.caib.es (Teachers and education staff)
www.caib.es/govern/organigrama/area.do?coduo=1784&lang=ca
(Catalan Teaching Service)

Institut d'Estadística de les Illes Balears (IBESTAT, Statistical Institute of the Balearic Islands)

Av. Gabriel Alomar i Villalonga, núm. 33
07006 Palma
T +34 971 78 45 75
E info@ibestat.caib.es
W www.ibestat.cat

Institut d'Estudis Baleàrics (Institute of Balearic Studies)

C/ d'Alfons el Magnànim, 29, 1r
07004 Palma
T +34 971 784 685
F +34 971 784 680
E info@ieb.caib.es
W <http://ieb.caib.es>

Valencian Country

Acadèmia Valenciana de la Llengua (Valencian Academy of Language)

Monestir de Sant Miquel del Reis
Avinguda de la Constitució, 284
46019 València
T +34 96 387 40 23
F + 34 963 874 036
W www.avl.gva.es

Conselleria d'Educació Cultural i Esport (Regional Ministry of Education, Culture and Sport)

Avinguda del Campanar, 32

46015 València

T +34 96 317 52 02

E sel@gva.es (teaching languages)

W www.cefe.gva.es / www.cefe.gva.es/ocd/sedev/val/sedev.htm (teaching languages)

Institut Valencià d'Estadística (IVE, Statistical Institute of Valencia)

Pl. Nápoles y Sicilia 10

46003 Valencia

T +34 96 386 94 00

F +34 96 386 94 20

E difusion_ive@gva.es

W www.ive.es

**pedagogical
publications**

Articles de Didàctica de la llengua i de la Literatura

C/ d'Hurtado, 29

08022 Barcelona, Catalonia

T +34 934 080 464

F +34 933 524 337

E editorial@grao.com

W www.grao.com/revistes/articles

Departament d'Ensenyament de la Generalitat de Catalunya (Regional Ministry of Education)

W www.xtec.cat (Teachers and education staff website)

www.edu365.cat (Website containing learning resources for pupils)

Escola Catalana (Magazine of Òmnium Cultural)

C/ de la Diputació, 276, pral.

08009 Barcelona, Catalonia

T +34 933 198 050

F +34 93 310 69 00

E escolacatalana@omniumcultural.cat

W www.omnium.cat/www/omnium/ca/omnium/publicacions/escolacatalana.html

Guix d'Infantil

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E editorial@grao.com

W www.grao.com/revistes/guix-infantil

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08022 Barcelona, Catalonia

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E editorial@grao.com
W www.grao.com/revistes/guix

Infància (Magazine of Rosa Sensat Association)
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F +34 933 017 550
E redaccio@revistainfancia.org
W www.revistainfancia.org/catal/menu/menu.htm

Perspectiva escolar
(Magazine of Rosa Sensat Association)
Avinguda de les Drassanes, 3
08001 Barcelona, Catalonia
T +34 934 817 392
F +34 933 017 550
E associacio@rosasensat.org
W <http://www.rosasensat.org/perspectiva/>

**cultural centres
and
associations**

Catalonia
Coordinadora d'Associacions per la Llengua – CAL
C/ de Muntades, 24-26 baixos
08014 Barcelona, Catalonia
T +34 934 159 002
F +34 934 158 718
E cal@cal.cat
W <http://www.cal.cat/>

Òmnium Cultural
C/r de la Diputació, 276, pral.
08009 Barcelona, Catalonia
T +34 933 198 050
F +34 933 106 900
E oc@omnium.cat
W <http://www.omnium.cat>

Plataforma per la Llengua
Via Laietana, 48 A. Principal 2a
08003 Barcelona, Catalonia
T +34 933 211 803
F +34 933 211 271
E info@plataforma-llengua.cat
W <http://www.plataforma-llengua.cat/>

Balearic Islands
Acció Cultural de Menorca
E accioculturalmenorca@gmail.com
W <http://accioculturalmenorca.blogspot.com/>

Associació Vuit d'Agost

C/ del Bisbe González Abarca, 6 5è 2a
07800 Eivissa, Balearic Islands
T +34 971 310 117
F +34 971 310 117
E info@vuitdagost.cat
W <http://www.vuitdagost.cat/>

Institut d'Estudis Eivissencs

Pere Francès 12, 1r, 2a
Apartat 578
07800 Eivissa, Balearic Islands
T +34 971 312 775
F +34 971 312 775
E info@estudiseivissencs.cat
W <http://www.estudiseivissencs.cat/>

Joves de Mallorca per la Llengua

C/ de Jaume Ferran, 60
07004 Palma, Balearic Islands
T +34 971 723 299
F +34 971 719 385
E info@jovesllengua.cat
W <http://jovesllengua.cat>

Obra Cultural Balear

C/ de Jaume Ferran, 60
07004 Palma, Balearic Islands
T +34 971 723 299
F +34 971 719 385
E ocb@ocb.cat
W <http://www.ocb.cat>

Valencian Country

Acció Cultural del País Valencià

Edifici Octubre Centre de Cultura Contemporània
Carrer de Sant Ferran, 12
46001 València
T +34 963 157 799
F +34 963 155 164
E info@acpv.cat
W <http://acpv.cat/web/>

Escola Valenciana / Federació d'Associacions per la Llengua

(FEV, Valencian School - Federation of Associations for the Language)
C/ de Josep Grollo, 91-baix.
46025 València
T +34 963 472 783
F + 34 963 472 660
E escola.v@fev.org
W <http://www.escolavalenciana.com/>

Fundació Sambori

(Association promoting literary prizes in Catalan for students)

C/ de l'arquitecte Artal, 3 A baix

46450 Benifaió

T +34 961 795 650

F +34 962 032 386

E fundacio@sambori.net

W www.sambori.net

The Franja

Associació Cultural del Matarranya - ASCUMA

C/ Major, 4

44610 Calaceit

T + 34 978 851 521

E administracio@ascuma.org

W <http://www.ascuma.org/>

Centre d'Estudis Ribagorçans – CERib

C/ dels Senyors d'Entença, 1

22580 Benavarri

T +34 630 526 56

E info@cerib.org

W <http://cerib.blogspot.com.es/>

Institut d'Estudis del Baix Cinca - IEBC

Estació d'autobusos – altell

Apartat de correus 116

22520 Fraga

E iebc@iebc.cat

W <http://www.iebc.cat>

Other websites on minority languages

- Mercator Network** www.mercator-network.eu
General site of the Mercator European Network of Language Diversity Centres. It gives information about the network and leads you to the homepages of the network partners.
- Mercator Research Centre** www.mercator-research.eu
Homepage of the Mercator European Research Centre on Multilingualism and Language Learning. The website contains the series of Regional dossiers, a database with organisations, a bibliography, information on current activities, and many links to relevant websites.
- European Commission** http://ec.europa.eu/education/languages/languages-of-europe/doc139_en.htm
The website of the European Commission gives information about the EU's support for regional or minority languages.
- Council of Europe** <http://conventions.coe.int>
European Charter for Regional or Minority Languages (1992) and *Framework Convention for the Protection of National Minorities* (1995). European Treaty Series 148 and 157, Strasbourg.
- Eurydice** http://eacea.ec.europa.eu/education/eurydice/index_en.php
Eurydice is the information network on education in Europe. The site provides information on all European education systems and education policies.

What can the Mercator Research Centre offer you?

mission & goals The Mercator European Research Centre on Multilingualism and Language Learning addresses the growing interest in multilingualism and the increasing need of language communities to exchange experiences and to cooperate in a European context. The centre is based in Ljouwert/Leeuwarden, the capital of Fryslân – the bilingual province of the Netherlands – and hosted at the Fryske Akademy (Frisian Academy). The Mercator Research Centre focuses on research, policy, and practice in the field of multilingualism and language learning. The centre aims to be an independent and recognised organisation for researchers, policymakers, and professionals in education. The centre endeavours to promote linguistic diversity within Europe. The starting point lies in the field of regional and minority languages. Yet, immigrant languages and smaller state languages are also a topic of study. The centre's main focus is the creation, circulation, and application of knowledge in the field of language learning at school, at home, and through cultural participation.

partners In 1987 Mercator Education started cooperation with two partners in a network structure: Mercator Media hosted at the University of Wales in Aberystwyth and Mercator Legislation hosted at the Ciemen Foundation in Barcelona. This network has developed into the Mercator European Network of Language Diversity Centres, which consists of the three aforementioned partners as well as Stockholm University in Sweden and the Research Institute for Linguistics of the Hungarian Academy of Sciences in Hungary. Besides, the Mercator Research Centre, the successor of Mercator Education, expands its network in close cooperation with a number of other partner organisations working in the same field. This cooperation includes partners in Fryslân, as well as partners in the Netherlands and in Europe. The provincial government of Fryslân is the main funding body of the Mercator Research Centre. Projects and activities are funded by the EU as well as by the authorities of other regions in Europe with an active policy to support their regional or minority language and its culture.

research The Mercator Research Centre develops a research programme on the basis of the data collections available. Research activities focus on various aspects of bilingual and trilingual education, such as interaction in multilingual classrooms, language proficiency in different languages, and teachers' qualifications for the multilingual classroom. Whenever possible, research will be carried out in a comparative European perspective. Research results are disseminated through publications and conferences in collaboration with European partners.

conferences The Mercator Research Centre organises conferences and seminars on a regular basis. Themes for the conferences include: measurement & good practice, educational models, development of minimum standards, teacher training, and the application of the Common European Framework of Reference. The main target groups for the Mercator Research Centre are professionals, researchers, and policymakers from all member states of the Council of Europe and beyond.



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P.O. Box 54
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T 0031 (0) 58 - 234 3027
W www.mercator-research.eu
E mercator@fryske-akademy.nl